

# Compassionate Schools

**Trauma Sensitive Schools (TSS) recognize the prevalence of adverse childhood experiences and understand the systemic impact of chronic stress. TSS help all students feel safe so they are ready to learn. They provide a respectful environment that enables students and staff to build caring relationships, self-regulate their emotions, and build resilience. It recognize that it is the mission of schools to help every child realize his or her full potential and become a responsible, productive citizen and a lifelong learner regardless of background, ability, or parent interest in education. Not only do TSS ensure students are taught, they ensure that students learn.**

**Building Compassionate Schools will expand the discussion to systems and policies in your building that impact trauma sensitivity. Explore if your systems and policies support a trauma sensitive environment.**



## **MORE INFORMATION CONTACT:**

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# Year 1 - Cohort 3

## Topics & Training Dates

- OCTOBER 9** *Trauma Sensitive Schools: A Flexible Framework for Implementation - Mark Sander, PhD, Minneapolis Public Schools*
- JANUARY 7** *Social Emotional Learning - Dorothy Moses Elementary - Dr. Jason Hornbacher & Tracy Famias, Bismarck Public Schools*
- MARCH 5** *Restorative Practices - Joel Friesz, Lutheran Social Services*
- APRIL 21** *The Bounce Back Project: Taking Care of Yourself - Dr. Corey Martin, MD, Allina Health*

### Who Should be on my School's Team?

School Teams are comprised of 5-6 school members, including a dedicated building principal, not more than 2 teachers requiring substitutes, and others your school feels is necessary.

### What Will Be Expected of my School's Team?

Meet for 2 hours after each learning opportunity to develop building-specific action plans to improve trauma-based practice.

Share what is learned and engage the remainder of the building staff, including support staff, following each of the four learning and planning sessions (20-30 minutes each).

Commit to implementing the Building Compassionate Schools Action Plan.



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# Year 2 - Cohort 2

Year two of Building Compassionate Schools (BCS) will focus on social and emotional learning (SEL). CASEL, Collaborative for Academic, Social, and Emotional Learning, defines SEL as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

BCS will specifically focus on infusing Self-Awareness, Self-Management, and Social Awareness. Social Emotional Learning is not a single, one-size fits all program, something only done by counselors, or a school-wide assembly; rather, it requires coordination across cloakrooms, districts, homes, and communities.



**OCTOBER 8**

*Implementing SEL: Adult SEL as the Foundation for Equity and TSS - Julie Young Burns, Minneapolis Public Schools*

**JANUARY 8**

*A new kind of fitness: Systemic Social and Emotional Learning Schools - Kimberly Schonert-Reichl*

**MARCH 3**

*A new kind of fitness: Systemic Social and Emotional Learning Schools - Kimberly Schonert-Reichl*

**APRIL 23**

*It Starts With You: Understanding Educators as the Primary Learners in the area of Social and Emotional Learning. - Grand Forks Public Schools*



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# Year 3 - Cohort 1

**OCTOBER 15** *Practicing Self-Care through Wholehearted Living - Jill Nelson, NDSU Certified Daring Way Facilitator*

**JANUARY 9** *Relationship Skills - Kimberly Schonert-Reichl*

**MARCH 4** *Responsible Decision-Making - Kimberly Schonert-Reichl*

**APRIL 22** *Daring Self-Care for Educators - Jill Nelson, NDSU Certified Daring Way Facilitator*

During two of the Year 3 sessions, participants will explore the two remaining Social Emotional Competencies, Relationship Skills and Responsible Decision-Making, outlined by the Collaborative for Academic and Social Emotional Learning (CASEL).

CASEL defines Relationship Skills as the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

CASEL defines Responsible Decision-Making as The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

Wholehearted people are courageous with their lives. They practice courage, compassion, and connection in their lives daily. Participants will learn how to practice self-care using these principles and the 10 Guideposts for Wholehearted Living (Brown, 2010).

Knowing techniques for self-care is important and understanding the reasons we struggle to follow through on self-care practices is critical to our success. In this session, participants will learn about what holds us back and strategies for overcoming these.



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