Our TSD leaders and their staffs are committed to valuing student voice and effectively partnering with families and community members. We sincerely invest in each interaction because RELATIONSHIPS are the priority.

In TSD, all of the adopted evidence-based approaches for social-emotional and behavioral health (defined below) are integrated and complementary. They “foster a welcoming environment, a feeling of hope, a sense of belonging, and a safe environment” for each stakeholder. (TSD Strive 2025)

**Social-Emotional and Behavioral Health in TSD**

In the Thompson School District (TSD), we make connections and honor the humanity of each person. Our efforts are always to prevent learning obstacles and to create conditions for success. We think in function of behavior - seeking clarity about “why” individuals may behave as they do and thinking about behaviors as forms of communication. We teach, reinforce, acknowledge, and discipline with dignity and empathy. Students are empowered to take ownership and responsibility through skill-building. We understand that culturally-responsive practices are foundational and must be implemented with intentionality and integrity.

**We can promote a positive culture and climate in each school through inclusive, equitable practices.**

We operate as a **Multi-Tiered System of Supports (MTSS)** in TSD, reducing barriers and increasing opportunities for learning. When we align our strategies, our system is both preventative and responsive; we lift up each individual and the whole system.

Our TSD leaders and their staffs are committed to valuing student voice and effectively partnering with families and community members. We **sincerely** invest in each interaction because **RELATIONSHIPS** are the priority.

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**PBIS**

**Definition:** Positive Behavioral Interventions and Supports (PBIS) is a prevention-based framework for assisting school personnel in adopting and organizing evidence-based behavioral supports and interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. (CDE, 2017)

**SEL**

**Definition:** Social and emotional learning (SEL) is 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.

**Restorative Practices**

**Definition:** A mindset, not a curriculum or program, that focuses on building positive relationships and providing opportunities for community members to take responsibility for their behavior and their lives. (RJ Council)

**Core Features include:**

- Proactive & Responsive Circles
- Informal & Formal Conferences

**Principles:**

- Relationships
- Respect
- Responsibility
- Repair
- Reintegration

**Trauma-Informed**

**Definition:** Approaches designed to foster resilience, mitigate impact, and support healing; it is the “explicit recognition, understanding, and responsiveness to trauma with intentional efforts made in utilizing evidence-based practices to build healthy relationships, restore emotional safety, and create positive opportunities where students can practice self-regulation strategies and prosocial skills” (SAMHSA).

**Sources consulted in creation of this document include:**
- CASEL
- Colorado Dept. of Education (CDE) PBIS
- Colorado Coordinating Council on Restorative Justice
- SAMHSA