Humanware is an important part of CMSD’s strategic plan to address conditions for learning so that all students are academically and socially equipped to succeed. The conditions for learning include a safe, well managed, respectful and supportive learning environment and opportunities for social emotional learning, a process whereby children and adults acquire knowledge, skills, and dispositions related to five core competencies: self awareness, self-management, social awareness, relationship building and responsible decision making.

Humanware provides opportunities for all students to acquire social and emotional competencies through evidence-based programs that teach students to recognize strengths and emotions; manage emotions and behaviors to achieve goals; show understanding and empathy toward others; form positive relationships; work in teams; deal effectively with conflict; and make ethical and constructive choices about personal and social issues. Humanware advocates for best practices to ensure that all human resources in a child’s school, family and community function together so that students are learning in safe, supportive and successful schools.

Humanware strategies designed to improve school climates:

- Provide positive behavioral support
- Develop early-intervention strategies
- Promote anti-bullying initiatives
- Foster community-service partnerships
- Improve collaboration between schools & agencies
- Enhance the partnership between schools & families
- Further develop Student Support Teams, collaborative problem-solving groups, which include administrators, teachers and student-support personnel
- Promote PATHS and Planning Centers
- Provide a coordinated sequence for developing social and emotional competencies according to the Social Emotional Learning section of the District’s Scope and Sequence Manual.
Social Emotional Learning Strategies

**Quality Standards**
The Quality Standards document is comprised of eight basic standards that are expected to be met for all supports that CMSD personnel and community organizations provide to students. These standards reflect the values and priorities of CMSD initiatives and its academic transformation plan by creating a direction of practice and a framework for evaluation of these practices.

**PATHS**
The PATHS (Promoting Alternative Thinking Strategies) curriculum is an evidence-based classroom curriculum model designed to facilitate the social/emotional development of children from PreK through Grade 5. The program provides skill building for students as well as teachers and has a strong parent component to encourage family involvement.

Peer Mediation has been implemented in 72 of our PreK-8 schools and is primarily ideal in Grades 6-8. De-escalation techniques are used to deter and/or calm high school students down from situations that might otherwise escalate into violent behaviors.

**SST**
The Student Support Team (SST) is a problem-solving group of school staff located at each site. The SST’s goal is to address students’ problems, including academic, behavior and/or attendance, in a timely manner through evidence-based interventions in order to help them achieve in school. In addition, the Target 11 Attendance Initiative supports parents in monitoring their children’s attendance with data and incentives.

**Planning Center**
The Planning Center is located at each school and is managed by highly trained paraprofessionals. The goal of the Planning Center is to provide support and interventions for students, teachers and families with the goal of keeping students in school. The Planning Center promotes social/emotional learning in an individual or small group setting through evidence-based interventions. Ripple Effects is a computerized program that addresses non-academic factors and its impact on academic success. This program is used in the Planning Centers.

**Crisis Response**
The District Crisis Response Team addresses all student concerns as they relate to their emotional and health needs. The CMSD crisis desk is staffed by Crisis Coordinators who consult, manage and deploy resources to all schools and district sites as needed. Responders (school psychologists, counselors, nurses, county/city agencies, etc.) travel to the identified sites and provide stabilization, intervention and resources to de-escalate the reported crisis situation.

**Bullying Prevention**
The goal of bullying prevention is to decrease the prevalence of bullying and promote a safe, warm environment. This can be accomplished at the elementary, middle and high school levels through the use of a prevention model. We are integrating current Humanware tools that promote social skill building, self-control, critical thinking, decision making and the acceptance of differences.

**Class Meetings**
Class Meetings are a vehicle for classroom-level problem solving and decision making. These meetings are an inclusive, proactive and community-building approach to promoting the well-being of all students and for preventing and reducing negative outcomes for students. Class meetings are facilitated by adults and students daily, and last 20 minutes. Class Meetings may include planning and problem solving activities, social/emotional skills development, development of study habits, college/career planning, and individual support.