PLAN NAME

Maximizing "Time IN," Instead of Wasting a Timeout

ID

5608747

LOGO

CREATED DATE

10/17/19 11:30:04 PM PDT

LAST UPDATED

10/18/19 5:03:52 PM PDT

SUBMISSION FORM

APPLICANT INFORMATION

While the proposal may involve multiple people working together, list one district person responsible for the submission of the grant and the final report. Please list the others involved with the grant in the field below

FIRST NAME

Lisa

LAST NAME

Reasner

MY POSITION WITH HIGHLINE PUBLIC SCHOOLS:

Other Staff

OTHERS INVOLVED WITH THIS PROPOSAL

n/a

EMAIL (PLEASE USE YOUR HIGHLINE PUBLIC SCHOOLS EMAIL ADDRESS)

DAYTIME PHONE

◉   ○

US/CANADA   OUTSIDE
                   US

CELL PHONE

◉   ○

US/CANADA   OUTSIDE
                   US

SCHOOL OR DEPARTMENT

Des Moines Elementary

PRINCIPAL'S OR SUPERVISOR'S NAME

Richard Wisen

PRINCIPAL'S OR SUPERVISOR'S EMAIL

GRANT SPECIFICS

I AM APPLYING FOR AN
Excel Grant (up to $2,500 to fund a program or project that serves a classroom or group of students)

PROJECT TITLE
Maximizing "Time IN," Instead of Wasting a Timeout

Provide a descriptive, but succinct, title for your project. Be creative and have fun with the name!

MAIN AREA OF PROJECT FOCUS:
Social-Emotional Learning

NUMBER OF STUDENTS INVOLVED
300

NUMBER OF TEACHERS INVOLVED
20

Be as accurate as possible in your estimate. Consider how many schools, classrooms, and grade levels will be involved.

PLEASE DESCRIBE WHO WILL BE INVOLVED (TEACHER, STUDENTS, PARENTS, COMMUNITY REPS, ETC.) AND HOW THEY WILL THEY BE INVOLVED.
The Time-In Toolkits will be used to teach kindergarten through 3rd grade students problem-solving skills and self-calming strategies in a fun and play-based format during problem-solving sessions, recess detentions, and calm-down breaks from class. Teachers, administrators, paraeducators, the school social worker, and I (the school counselor) will use the Time-In Toolkits with students individually and in small groups, both in and out of the classroom. Families will also have opportunities to learn about the Time-In Toolkits through school newsletters.

OVERALL PROJECT DESCRIPTION
Our goal is to augment the social emotional learning that is happening in Highline, and provide our kindergarten through 3rd grade students with additional emotional awareness and self-regulation tools. In addition to classroom counseling lessons about problem-solving, bully prevention, and safe touch/safe bodies, the Highline District has adopted the RULER Approach to Social and Emotional Learning. RULER promotes emotional literacy, which includes Recognizing, Understanding, Labeling, Expressing, and Regulating emotions (the "RULER" skills). However, while RULER implementation involves systematic professional development for school staff and a process for integrating these processes into the learning environment, we have observed that many students still need more remedial instruction in these areas. Enter the "Time-In Toolkit."
The Time-In Toolkit has three components: 1. A detailed guide to set up a safe, calming space; 2. Teach children to name their emotions (because the first step to emotional regulation is awareness); 3. A list of calming strategies (and how to practice them). Each toolkit comes with the PeaceMakers Mindfulness Card Game, a Meet the PeaceMakers Poster, a My Calming Strategies Poster, a 32 Feeling Faces Poster; a PeaceMakers Feel Many Emotions Poster, a My Calming Corner Poster, a Calming Steps Poster, a My Feelings Card Set, a 8-page full color printed mini-manual (for the adults), and a 50+ page Digital Manual (for the adults).
As described above, school staff will use the Time-In Toolkits to teach these remedial skills to students individually and in small groups, both in and out of the classroom, for individual calm-down sessions, students who need to take a break, and facilitating problem-solving conversations with small groups of students. Kindergarten through 3rd grade teachers will also be able to use these toolkit items in the "calm down" area of their classrooms.

What will you be doing in this project? Feel free to explain who or what inspired you, where you got the idea or how you identified the need, and why it is important to you and others.

WHAT MAKES THIS PROJECT INNOVATIVE OR ESSENTIAL?
Staff spend a great amount of time telling students to "calm down" or "take a break" when they're frustrated, upset, feeling overwhelmed or having any kind of unpleasant feeling. However, with an increasing number of students, this is not always an easy thing to do. Many students do not know HOW to do this. What does it look like (behavior)? What does it sound like (words)? Even for typically developing students, emotional regulation can be a challenge, especially at a young age, as many are still growing in their self-awareness. Add to that the stressors of a challenging home and/or school life (e.g. homelessness, single-parent families, financial difficulties, limited English language proficiency, low academic performance, diverse neurological abilities), successful emotional regulation can become an even bigger hurdle. Talking at a student that has shut-down or is set-off by talk because they're already experiencing sensory overload can be overwhelming--for both students and staff members. The Time-In Toolkits provide a visual, colorful, fun and play-based way to talk about feelings that can be more accessible and less intimidating for many students. When students are calm and can self-regulate they can focus on their own learning. In addition, when students have a tantrum and blow out of class, it can affect the entire classroom environment. This will have a secondary benefit to the entire classroom.

How does this program or project fill a need, build on an existing program, or provide a unique opportunity not currently available through regular school classroom activities or district funding?

HOW WILL THE STUDENTS BENEFIT BY THIS PROJECT? (WHAT DO YOU HOPE TO ACHIEVE?)
We hope to give students a greater sense of emotional awareness and ability to independently self-regulate. When students have the ability to articulate their needs and have those needs met, they will feel safe, and will be able to focus on learning--resulting in higher academic achievement. When students have their needs met, they feel more successful and willing to attempt a challenging academic task, such as a difficult math problem, or a challenging reading passage. With this, want to

take a more prevention-oriented a proactive approach. We also hope to alleviate stress individual students, as well as the classrooms. Support staff can be more free to focus on a greater number of students and other programming at school.

HAS HIGHLINE SCHOOLS FOUNDATION FUNDED A SIMILAR EXCEL OR IMPACT GRANT FOR YOU IN THE PAST?
No

HOW WILL YOU MEASURE THIS PROJECTS SUCCESS? (WE ARE LOOKING FOR 2 - 4 SMART GOALS FOR EACH PROJECT.)
We will measure success through pre and post surveys with students with the highest number of behavior referrals, the students who have been referred to our school's Behavior Support Team, and those students who frequently need "calm down" breaks in the office. We will also look at academic achievement data, including attendance, grades, and behavior referrals of student participants in grades kindergarten through third grade.

Please note: We are looking for measurable evaluation criteria that can be shared with the funders of these grants to encourage future support.

WHERE AND WHEN WILL THIS PROJECT TAKE PLACE?
This project will take place on a daily basis at Des Moines Elementary. Specific usage will vary based on identified student needs at various times throughout the year, but access will be available anytime. While the remainder of this school year would have a strong focus on fine-tuning implementation, these toolkits will be resources that students and staff will be able to utilize for years to come. Teachers, the school counselor (myself), paraeducators, support staff, and our administrators will use the Time-In Toolkit to work with students individually and in small groups (e.g. conflict mediation and small counseling groups), both in and out of the classroom. We want the toolkit to be available in classroom "calm down" spots, as well as in the main office, counseling office, and other areas, so students have visual access to these self-regulation and emotional-awareness strategies.

Please include start and completion dates

IS THERE ANY REASON THIS GRANT WILL NOT BE COMPLETED BY THE END OF THE SCHOOL YEAR?
No

WILL THIS PROJECT BE SUSTAINABLE AFTER BEING FUNDED BY HIGHLINE SCHOOLS FOUNDATION OR WILL YOU NEED TO APPLY FOR FUNDING TO KEEP IT GOING?
Sustainable

BRIEF SYNOPSIS
The Time-In Toolkits will be used to teach kindergarten through 3rd grade students emotional awareness, problem-solving skills and self-regulation strategies in a fun and play-based format during problem-solving sessions, recess detentions, and calm-down breaks from class. School staff will use the Time-In Toolkits with students individually and in small groups.

This is the paragraph that we will show on our website if your grant is funded. Only 3-4 sentences please.

Excel Grants are designed to align with Highline Public Schools' strategic plan. Please tell us how your program aligns with the districts strategic plan and describe the alignment below.

ALIGNMENT (PLEASE CHOOSE AS MANY AS APPLY)
High School Graduation, Growth & Mastery, School Culture

ALIGNMENT
This program aligns with three goals of the Highline's strategic plan. The first goal is School Culture, where students experience a sense of belonging and feeling welcome at school. To accomplish this, our school needs to be a welcoming and safe place where students are respected and supported to succeed--not just academically and physically, but also emotionally. The Time-In Toolkits will help create a proactive, solution-focused climate at school. This program will help increase students' self-regulation abilities and developing social-emotional awareness skills. In this way, students will become more independent in their problem-solving abilities. This matches Highline's implementation plan that includes implementing schoolwide strategies that support a positive learning community with social-emotional competencies and supports.
The second goal is Growth and Mastery. The implementation plan for this goal includes
strengthening academic and social-emotional learning strategies, including small group and individual instruction. The Time-In Toolkit is designed to support children with problem-solving and developing emotional awareness in small group or individual formats. The format is play-based, which works extremely well for young children and is an excellent match for student who need a calm-down break during class or who need support resolving a conflict within their peer group.

The Growth and Mastery aims for students see themselves as successful learners. This is not just academically, but also socially and emotionally. Social-emotional learning is an integral part of the whole child, and Highline's implementation plan states the importance of integration of social-emotional competencies into PreK-12 core content.
The third goal is High School Graduation, which discusses integration of social-emotional competencies in monitoring student progress and providing supports to keep students on track. This process does not just start at the secondary level, but at the elementary level. When social-emotional skills are cultivated at the elementary level, it will create a foundation on which students can build additional skills. When students start building their "toolkits" of learning skills at a younger age, they are that much more prepared to overcome challenges at the secondary level; they have higher chances of experiences of experiencing academic and social-emotional success.

IF AWARDED FUNDING, HOW WILL YOU PROMOTE THE RECEIPT OF THIS GRANT?

I'll promote receipt of the grant through the school newsletter, PeachJar digital flyers, working with teachers to share via their classroom newsletters, and posting on our school's PTSA Facebook page.

BUDGET

Budget

We changed the way that funds are awarded in 2018-19. If you haven't done so yet, please read through the page for answers to common questions and information on changes to the grant process.

MY APPLICATION INCLUDES TECHNOLOGY

No

MY APPLICATION INCLUDES TRANSPORTATION

No

Remember to include any technology and/or transportation costs in the "Total Amount Requested" box below.

Also, include tax, shipping and any other costs associated with your project. The Foundation will not calculate these additional costs for you. IOnce awards are made, we are not able to provide additional funds if you forget to include these costs

TOTAL AMOUNT REQUESTED

$1518.00

Maximum $2,500 for Excel Grants and $10,000 for Impact Grants. Please include any technology and/or transportation costs in your total.

DETAILED BUDGET – YOU MAY EITHER TYPE IN YOUR BUDGET HERE OR UPLOAD AN EXCEL SPREADSHEET UNDER BUDGET SUPPLEMENTAL. IF YOU UPLOAD THE BUDGET SUPPLEMENTAL, PLEASE JUST PUT "SEE ATTACHED" IN THIS BOX.

I am requesting 20 Time-In Toolkits. Each kit costs $69.00 plus tax. (Even if the Foundation is not able to fund 20 kits, we would appreciate any amount.

$69x20=$1380 + tax = $1518.00

The company that produces the kits is Generation Mindful. I would purchase directly from their Website.

Please explain how the funds will be used. Please include anticipated categories of expenditures and amounts for the complete project and if you have a preferred supplier. You may upload a copy of an invoice or purchase order if you feel that this will complement your request - but it is not necessary. Remember to include shipping and/or sales tax in your request. The Foundation will not research this for you.

The name of the attachment should be the same as your grant title, so it can be matched with your grant application

BUDGET SUPPLEMENTAL

IF THE COST OF THE PRODUCT/SERVICE EXCEEDS YOUR GRANT AWARD, DO YOU HAVE ACCESS TO OTHER FUNDS?

I might be able to use some building funds, but I don't know what amount would be available for this.

If you know that the amount of your program will exceed the amount of the grant you are requesting, please use this box to tell us where the additional funds will come from. If an Excel Grant will completely cover your costs, you may leave this box blank.

IF WE ARE UNABLE TO FUND THE ENTIRE GRANT, COULD YOU ACCEPT PARTIAL FUNDING TO COMPLETE SOME OF THE WORK THIS YEAR?

Yes