



Student Wellbeing

BOE Presentation - December, 2017
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For Context - 2017-2018

At Joel Barlow High School, we embrace partnerships with students, parents, and the community. Working collaboratively we strive to foster a rigorous academic environment that provides opportunities for all learners to advance while being mindful of the social and emotional needs of our community of learners.

Indicators - Student Voice

We value student voice. We will increase student involvement in the processes of the classroom, the school, and the community as measured by:

- Student Steering Committee continuation as InspirEd partner
- Student Activities Office
- Surveys and sampling
- Student led forums and publications
- Student Government involvement
- Focus groups
- Students involvement in the PTSA
- Student consultants to curriculum initiatives

Indicators - Build Community Partnerships

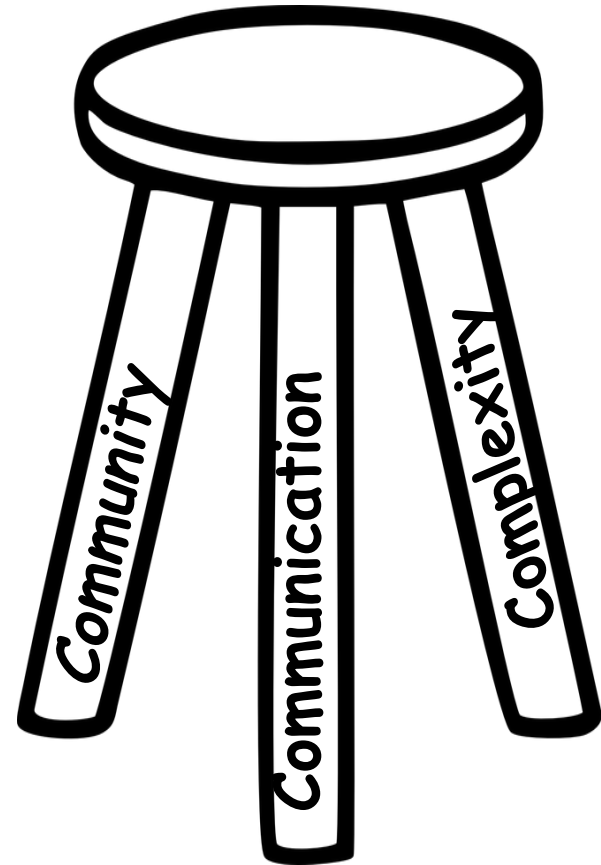
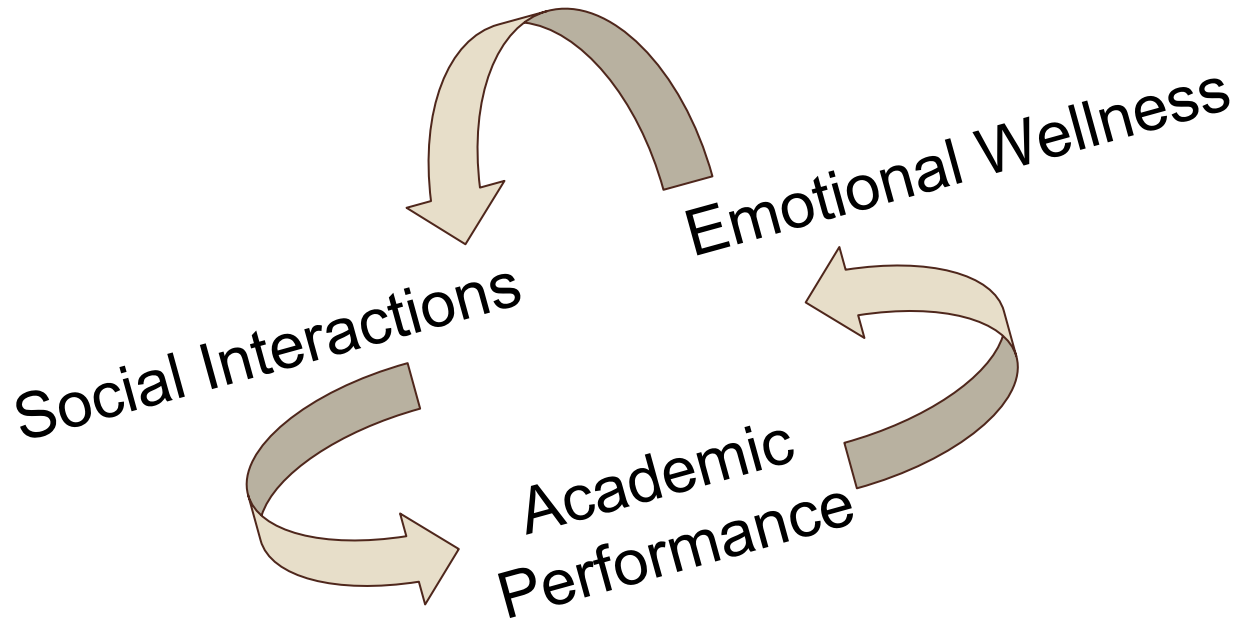
We wish to build community partnerships. We will engage parents, colleagues and the community in dialogues that will educate, motivate, and inspire school to home and school to community connections, as measured by:

- Easton Redding Community Care Coalition
- Parent/Community Coffees am/pm
- CAN (Community Assets Network)
- Easton/Redding/Region 9 PTSAs
- Communication Newsletters

Indicators - Curriculum, Instruction, Assessment

We will continue to offer a rigorous academic environment being mindful of the social and emotional needs of our students and staff. We will seek evidence that our curriculum, programs, and initiatives are aligned with articulated standards that, increase access and participation as measured by:

- Partnership with YALE Center for Emotional Intelligence
- SAT and ACT score indicators advancing for all subgroups
- AP score indicators including benchmark and participation data
- Assured Experiences / Student Work maintaining high standards while providing feedback and assessing growth
- 3Cs Rubric – moving students to Accomplished levels by graduation
- Participation in Athletics – focusing on sportsmanship and camaraderie
- Participation in Activities – promoting service and cooperation
- Attendance at school as well as at extracurricular activities



Drivers

1. Sustain the level of academic rigor and achievement, without compromising the wellbeing of students or staff;
2. Increase opportunities for collaboration for students and teachers alike;
3. Expand student involvement within and beyond the community;
4. Improve/enhance the conditions for personalized learning promoting authentic intellectual work across all disciplines;
5. Maintain the fabric of the Barlow culture, even in the face of short-term declining enrollment.

Nature of Disciplinary Referrals Changing

Due to social media and changing apps, more students are involved in incidents and minor disruptions can become major infractions quickly

When is a text message mean vs illegal?

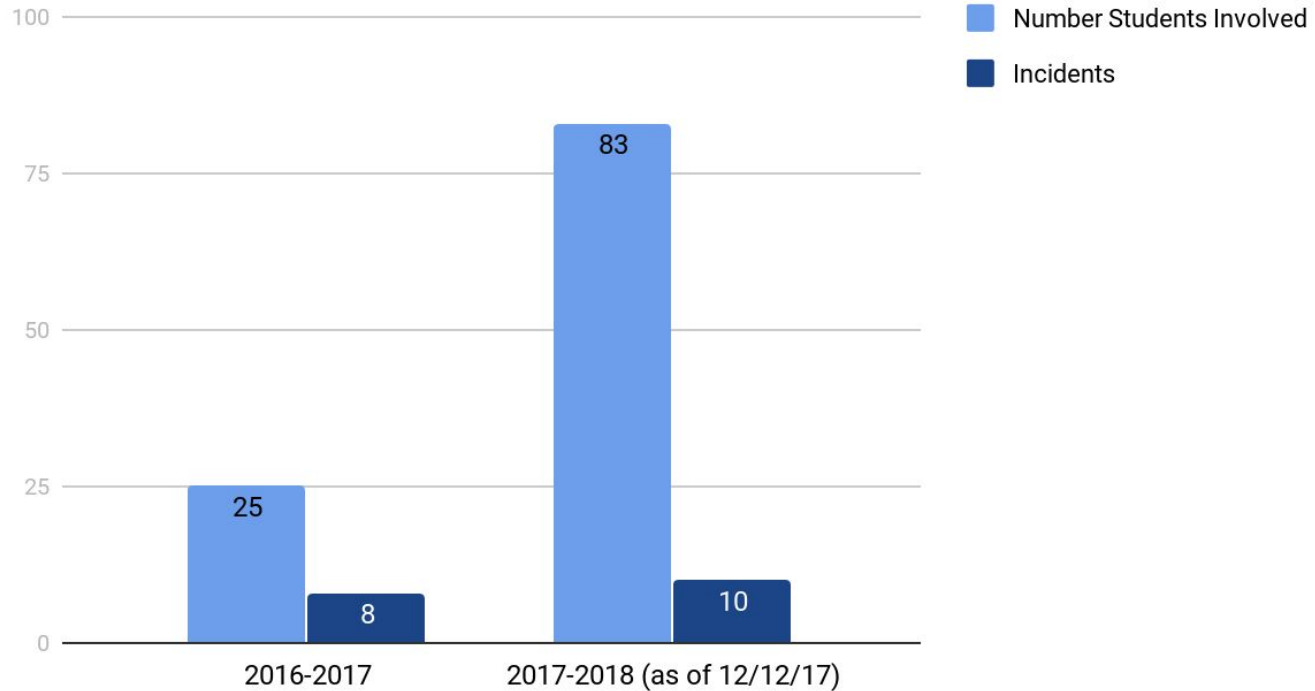
Ongoing, public nature of social media, i.e. Images resurface

When does off-campus behavior necessitate school action?

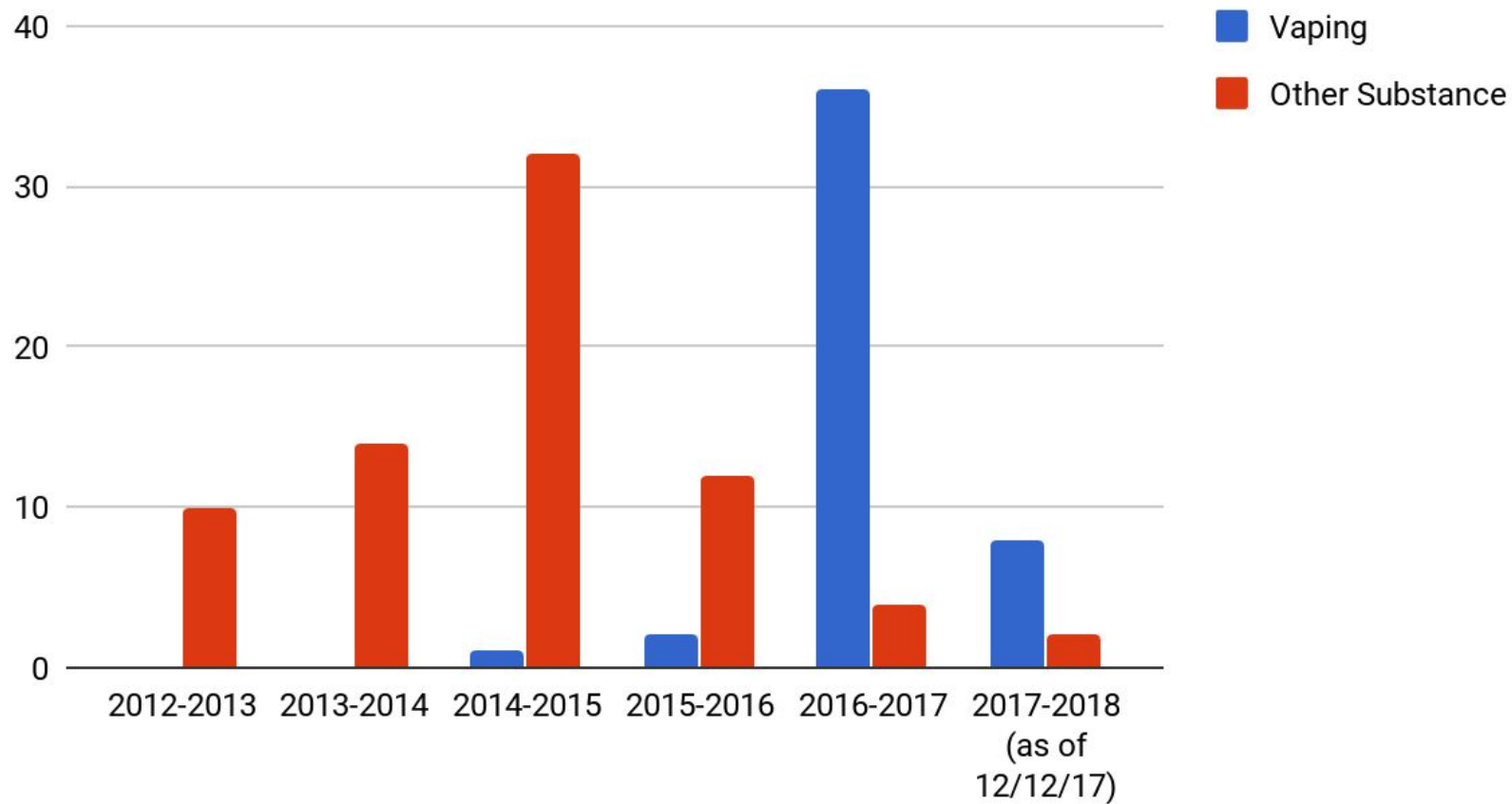
Anonymous reporting must be investigated - if substantiated, then discipline ensues

Social Media

Incidents involving social media



Vaping vs Other Substance



JBHS Responds to “Vaping”

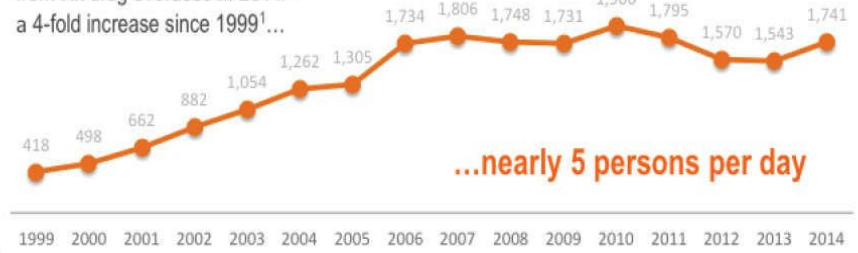
- Educating staff, parents, and students
 - “Juul”
 - Newsletters
 - Conversations
 - Wellness Units
 - Poster Campaign
- Increase number of times staff checks restrooms
- Communication with other schools to share resources and information - no one has “the answer” yet..
- Consistent Consequences
 - Testing of all “pods”
 - If not found to contain THC or in possession of parts of vaping device then tobacco policy is enforced
 - If found to contain THC - substance policy takes effect
- Explore ways to address student anxiety and resist peer-pressure

Data emphasizing our need to educate

CONSEQUENCES

- Reports of parties in Redding and Easton communities where substance is a factor leading to school involvement on rise
 - Social media
 - Availability of online reporting
 - Growing Awareness
- Opioid use on the rise in 18-24 year olds
- De-stigmatizing marijuana in 19-22 yr olds
 - Daily marijuana use is at the highest level since the early 1980s for this age group, with 4.9 percent of college students and 12.8 percent of non-college peers reporting daily use (drugabuse.gov)
- Heavy Alcohol Use (college vs non-college)
 - 2016 data from drugabuse.gov
 - 32.4% vs 28.7% (5 or more drinks in a row)
 - 40.8% vs 30.4% (intoxicated in past month)

More than 1,700 young adults, ages 18-24, died from Rx drug overdose in 2014—a 4-fold increase since 1999¹...



...nearly 5 persons per day

Among young adults, for every death due to Rx drug overdose, there were:

119

Emergency
Room Visits⁶

&

22

Treatment
Admissions⁷



NIH
National Institute
on Drug Abuse

1. CDC Wonder, 2015; 2. SAMHSA, NSDUH, 2015;
3. Rabiner et al., 2009; 4. McCabe et al., 2007; 5. Lord et al., 2011;
6. SAMHSA, DAWN, 2014; 7. SAMHSA, TEDS, 2015



Not new - 40 Developmental Assets

What is Emotional Intelligence?

“Emotional intelligence is the ability to monitor one’s own and other’s feelings, to discriminate among them, and to use this information to guide one’s thinking and action.”

Salovey and Mayer, 1990

So What! Why does Emotional Intelligence Matter?

Affects the quality of relationships

Affects physical and mental health

Affects decision-making

Affects attention & memory

Affects everyday effectiveness

Affects learning

<http://ei.yale.edu/>

Yale Center for Emotional
Intelligence Resources and
Research

Now What? Improving Barlow

Being kinder than necessary

Catch and Catch

Preparing students for the social and academic environments they will be entering

Create space for thinking, creating, and problem-solving

Partnership with the Easton Redding Community Care Coalition

Partnership with the Yale Center for Emotional Intelligence

Packaging Social and Emotional Learning

We use scientific, research-based approaches

We believe in rigorous academics and educating the whole child

















Four SEL models we are exploring:

- Habits of Mind
- Optimal Performance
- RULER
- CASEL

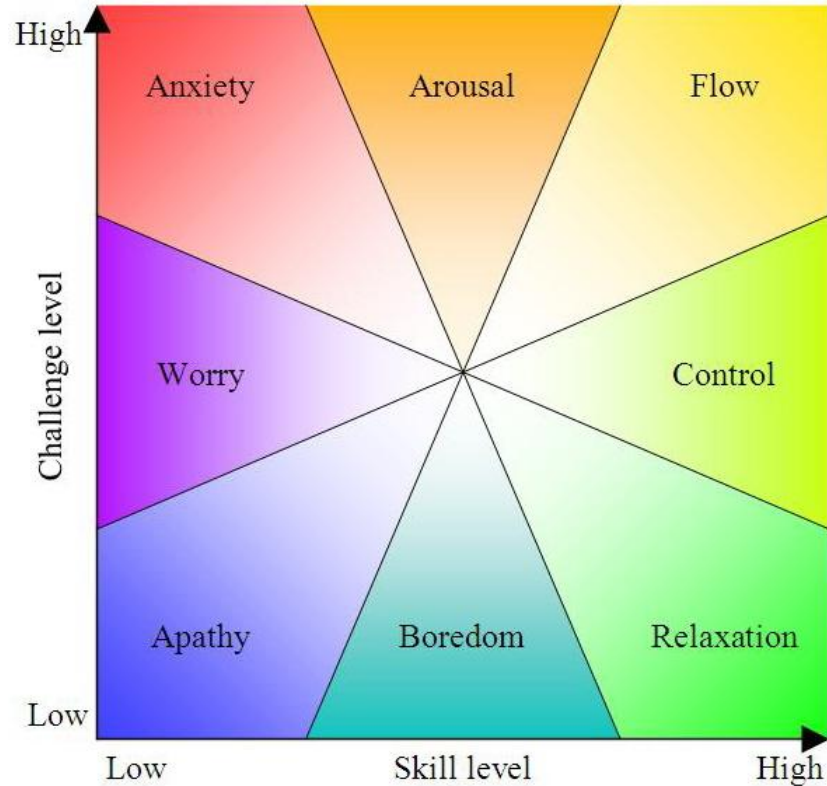
Managing impulsivity Persisting
Questioning and posing problems Thinking about thinking
Gathering data through all senses Remaining open to continuous learning
Thinking interdependently Thinking flexibly Listening with understanding and empathy
Thinking and communicating with clarity and precision Applying past knowledge to new situations
Responding with wonderment and awe
Creating imagining innovating
Finding humour
Striving for accuracy Taking responsible risks

16 Habits of Mind

Habits of Mind

<p><u>Persisting</u> </p> <p>Stick to it! Persevering at task through to completion, remaining focused. Looking for ways to reach your goal when stuck. Not giving up!</p>	<p><u>Striving for Accuracy</u> </p> <p>Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>	<p><u>Questioning and Posing Problems</u> </p> <p>How do you know? Having a questioning attitude, knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p>	<p><u>Thinking and Communicating with Clarity and Precision</u> </p> <p>Be clear! Striving for accurate communication in both written and oral form; avoiding over-generalisations, distortions, deletions and exaggerations.</p>
<p><u>Managing Impulsivity</u> </p> <p>Take your time! Thinking before acting; remaining calm, thoughtful and deliberative.</p>	<p><u>Listening with understanding and Empathy</u> </p> <p>Understand others! Devoting mental energy to another person's thoughts and ideas; make an effort to perceive another's point of view and emotions.</p>	<p><u>Applying Past Knowledge to New Situations</u> </p> <p>Use what you learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	<p><u>Gathering Data through all the senses</u> </p> <p>Use your natural pathways! Pay attention to the world around you. Gather data through all the sense; taste, touch, smell, hearing and sight.</p>
<p><u>Thinking about your Thinking: Metacognition</u> </p> <p>Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effect on others.</p>	<p><u>Thinking Flexibly</u> </p> <p>Look at it another way! Being able to change perspectives, generate alternatives, consider options.</p>	<p><u>Responding with Wonderment and Awe</u> </p> <p>Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty. Being passionate.</p>	<p><u>Creating, Imagining and Innovating.</u> </p> <p>Try a different way! Generating new and novel ideas, fluency, originality.</p>
<p><u>Remaining Open to Continuous Learning</u> </p> <p>Learn from experiences! Having humility and pride when admitting we don't know; resisting complacency.</p>	<p><u>Thinking Interdependently</u> </p> <p>Work together! Being able to work in and learn from others in reciprocal situations. Team work.</p>	<p><u>Taking Responsible Risks</u> </p> <p>Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	<p><u>Finding Humour</u> </p> <p>Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at oneself.</p>

Optimal Performance



Yale Center For Emotional Intelligence

R Recognizing emotions in self and others

Paying attention to your own and others' emotions. Accurately recognizing emotions expressed in the face, body, and voice.

U Understanding the causes and consequences of emotions

Awareness of emotional triggers. What makes you feel angry, worried, or joyful at school? Understanding the causes and consequences of emotions.

L Labeling emotions accurately

How sophisticated is your emotion vocabulary or emotional literacy?

E Expressing emotions across contexts

Exploring the comfort in expressing the full range of emotions - including happiness, sadness, anger, and calmness. What are the cultural differences in the display of emotions?

R Regulating emotions effectively

What ineffective and effective strategies do you use to regulate your feelings? What strategies are helpful in regulating emotions such as stress so that you can achieve your goals?

Research Based - CASEL
(Collaborative for Academic,
Social, and Emotional
Learning), 2017





END OF
PRESENTATION.

THANK YOU