



Climate: Social/Emotional Wellness

Presented to the Board of Education

April 25, 2023

Board of Education Retreat Social/Emotional Priorities

- Dealing with the severity of **anxiety and depression** of students as a crisis.
- Fostering a strong culture of students who promote **inclusion and respectful discourse**.
- Selections of materials and curriculum should promote **alternate perspectives and self-awareness** (upstanders).

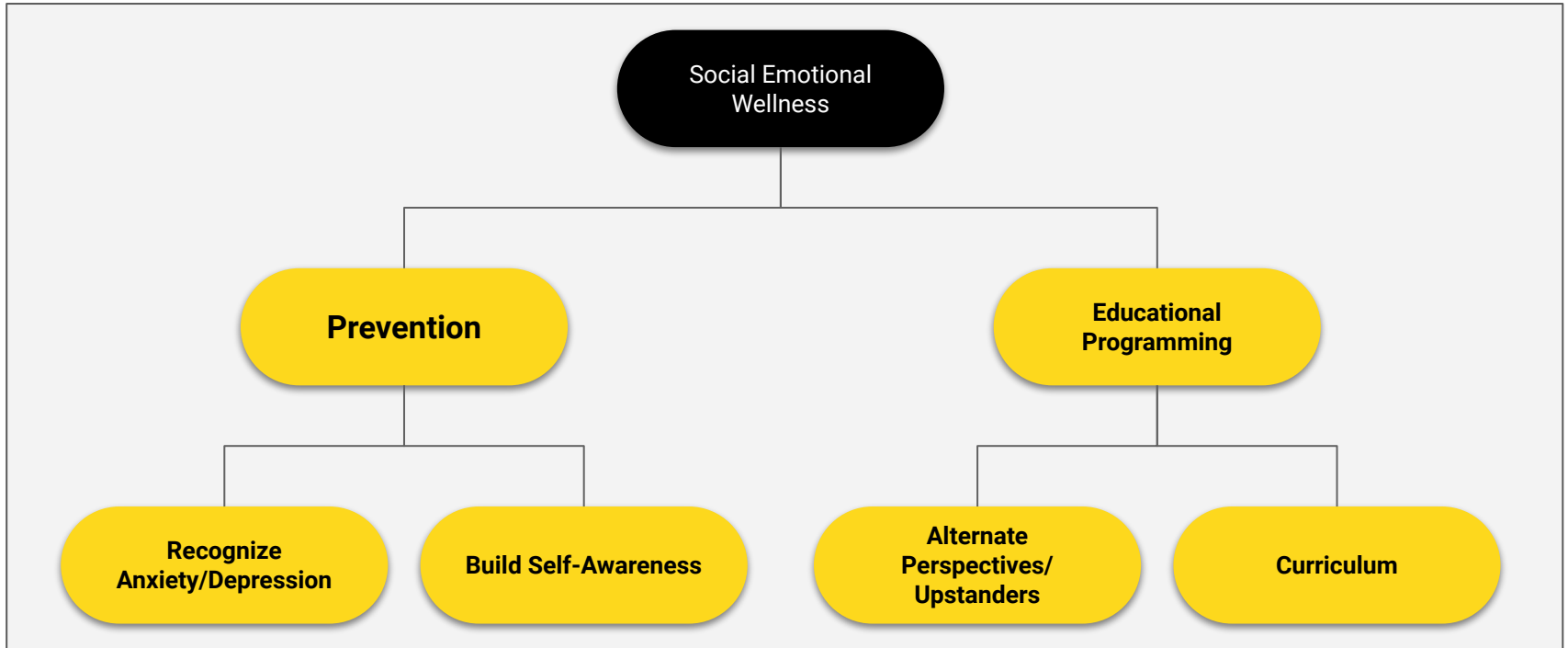
School Development Plans Positive School Cultures

- Diverse, inclusive community focused on **mental health/wellness**.
- Student leadership; **opportunities for diverse student voices**.
- **Equity, agency and opportunity** for students to participate in their education.
- Physically and **emotionally safe schools**.



Social Emotional Health

The ability to understand and manage our emotions and to form social connections and relationships with the world around us.



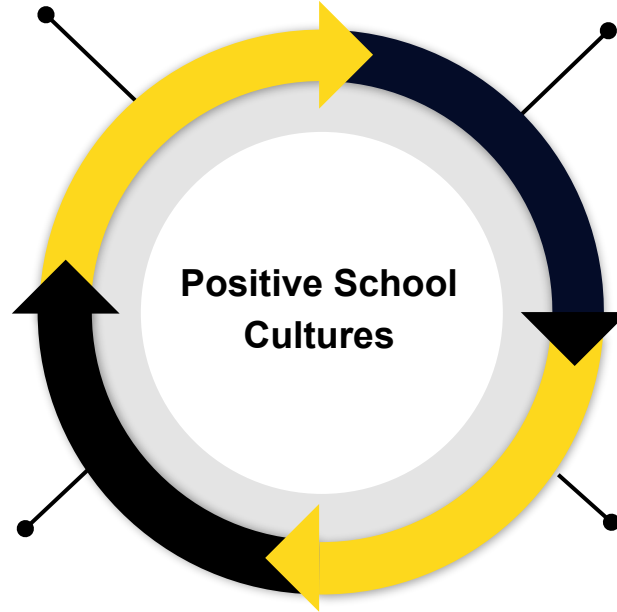
Systemically Supporting Social Emotional Needs

Monitoring Impact

How can we see where our students might continue to struggle with social/emotional needs ?

Prevention Programs

School based programs to support climates of inclusion and welcoming environments for all students to have a safe place to learn?



Staff Development

How can we prepare staff to become our best SEL observers and supporters for our students?

Curriculum/Student Education

What knowledge and skills will support our students in both self-awareness and social responsiveness ?



DISTRICT

The district focus on social/emotional well-being takes a two pronged approach as explained in the visual representations preceding this slide. In June of 2022, all counselors, social workers, health and physical education teachers were provided with 2 full days of training on the new state [Healthy and Balanced Living curriculum framework](#). Madison Youth and Family Services were also included. This set the stage for building an integrated approach for supportive communities for all students.

STAFF DEVELOPMENT

All staff trained in:

- Child-abuse-mandatory-reporting
- Youth suicide awareness and prevention
- Bullying: Recognition & Response
- Human Trafficking Awareness
- Sexual Harassment Staff-to-Staff
- Identification and Prevention Dating Violence
- Conflict Management-Student to Student
- School Violence - Identifying and addressing

Madison Academy Day topics (8 offerings)

- Stress management
- Proactive supports
- Classroom equity
- Welcoming clsrn LGBTQ+
- Art therapy

CURRICULUM

Goals of Wellness Curriculum:

- All K-12 students know the Counselors and Social Workers from lessons to be seen as supports for wellness
- Respect for differences based on self introspection and then grown to peers and alternate perspectives and respect for others
- K-12 writers developed units from their work in district and the needs of Madison students with intentional planning

	K	1	2	3	4	5
Inclusion						
Respect for Differences						
Bullying						
Sexual Harassment						
Suicide						



DISTRICT

The district administrators have engaged in training from Daren Graves (Critical Consciousness) and Rachael Gabriel (Driving Equity through Literacy) during the summer of 2022. The district Diversity, Inclusion and Equity Committee has selected Rydell Harrison for a training series for the administration and faculty during 2023-2025. Several English Learner (EL) special events have been hosted this year to increase contact and supports for EL families and provide inclusive opportunities for all students.

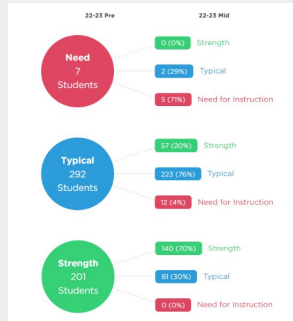
PREVENTION PROGRAMS

Districtwide Programs:

- ALICE response training
- Sandy Hook Promise (curriculum)
- Choose Love (curriculum)
- Responsive Classroom/Advisory/PRIDE
- High Five Ropes course at Polson (training 2023)
- District Nurse Supervisor: increased district supervision and statute provision oversight for mental health
- 4 lessons a yr. for all K-12 students: Counseling/SW
- MS/HS QPR training- Health class (recognizing and reporting suicide)
- School Climate Plans/school specialist meetings/surveys
- SEL District Leadership Team
- Data Visualizations: Early Warning Systems, SST data

MONITORING IMPACT

Self-Awareness
 Self-Management
 Social Awareness
 Relationship Skills
 Goal-Directed Behavior
 Personal Responsibility
 Decision Making
 Optimistic Thinking



	DESSA Mini			Full DESSA	
	Strength	Typical	Need (Flagged for Full DESSA)	Need for Instruction	Typical
Grade 6	56	102	7	3	3
Grade 7	67	95	3	2	1
Grade 8	83	97	3	3	
Total	206	294	13	8	4



JEFFREY

The Jeffrey Leadership Team created and is implementing our 22-23 School Wide Goal:

IF the Jeffrey staff collaboratively engages in an inquiry of how to explicitly teach students the skills of **perseverance and problem solving**, and IF we design learning tasks that give students meaningful opportunities to engage in productive struggle, THEN, students will reflect upon their (academic, social, or emotional) performance, thereby **using a growth mindset to develop and execute a plan to overcome challenges.**

STAFF DEVELOPMENT

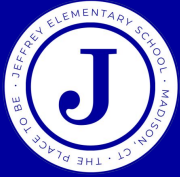
Other Professional Development Provided:

- **Staff Book Clubs** on Perseverance and growth mindset
- **Instructional Rounds** Sessions (3)
 - POP: How are students using perseverance and growth mindset?
 - 20 staff members participating
- Para Training: **Promoting Healthy Struggle**
- **JES Mini-Academy Day** (Nov 8th)
 - *When to “rescue” student thinking*
 - *Exploring the DESSA SEL Lessons*
 - *Handling Student Frustration with DeEscalation Strategies*

CURRICULUM

Jeffrey students are offered **direct instruction in SEL** via the following avenues:

- Daily Responsive Classroom morning meetings
- Daily Responsive Classroom closing circles
- Push-in lessons with the social worker, school counselor, school psychologist, PAL teacher
 - Calming Strategies
 - Zones of Regulation
 - And more
- Collaboration with MYFS: 6 Mindfulness Lessons for each grade level
- NED Growth Mindset Assembly for all grade levels



JEFFREY

Jeffrey School seeks to offer a wide variety of programs and experience to enrich the educational experience of all students. When students are engaged and connected to their school community, they are more likely to feel known and valued. When students feel known and valued, they make larger educational gains.

PREVENTION PROGRAMS

- Unified Sports and Cheerleading Teams
- PTO After School Workshops
- Lunch Bunches
- Buddy Classes; Reading and Math Buddies
- DHHS High 5 Mentoring Program (for 4 students)
- Responsive Classroom “Calm Corners” in all Classrooms
- Student Led Initiatives. EXAMPLE: The 3rd grade, student led, **Kindness Club** implements whole-school climate initiatives throughout the year for the entire student body that promote inclusion, community building and school connectedness. 2022-2023 examples: Cool to Care Week, three whole-school read-alouds, kindness club, interactive bulletin boards, and buddy benches.

MONITORING IMPACT

- SEL SST Meetings held Fridays at 9am
- Monthly Jeffrey Mental Health Team Meetings
- Two DESSA Data Team Meetings (Fall/Winter)- **14 students “flagged” with only 1 SST needing to be scheduled**
- School Climate Survey results
- Trimester Attendance Review
- PLC meetings



RYERSON

Ryerson Elementary School's School Culture and Climate Priorities: At Ryerson Elementary School, we are committed:

- To empower, inform and hold individuals accountable for fostering an environment where every person feels responsible for advancing diversity and inclusion.
- To create a school community where staff and students feel empowered to take academic risks and grow in their reflection of these experiences.

STAFF
DEVELOPMENT

- Ongoing Professional Development on topics such as - Mindfulness, Responsive Classroom, ADHD, Student Developmental Milestones and Zones of Regulation.
- Fall Instructional Rounds - focus on the level of implementation of teacher language and what the next level of PD for all staff will be as it relates to teacher language and Responsive Classroom
- Winter Instructional Rounds - knowing small group instruction provides flexibility and differentiation, the focus was on examining and identifying the next level of work as it relates to small group instruction.
- KHR "Mini-Madison November Academy" - offerings; Teaching Writing in Small Groups, "Working Through It" SEL workshop, and "Struggle for Success" - developing perseverance and an understanding of productive struggle for students.
- March PD - Co-teaching and the Impact of Small Group Instruction in Math and Writing

CURRICULUM


Grade One: Size of the Problem

Students will be provided with four scenarios where they will be asked to identify the size of the problem by coloring the appropriate portion of the scale. Students will be given a color model of the scale for reference but will be expected to use the appropriate color to identify the problem size. Students will be given one scenario that they need to identify the appropriate strategy to repair the harm in the given social scenario.

The Size of the Problem


Name : _____ Date: _____

1. Color the size of the problem with the matching color.



Very	Little	Medium	Big	Major
1	2	3	4	5

2. Color the size of the problem with the matching color.



Very	Little	Medium	Big	Major
1	2	3	4	5



RYERSON

PREVENTION PROGRAMS

MONITORING IMPACT

Ryerson Elementary School's School Culture and Climate Priorities:

At Ryerson Elementary School, we are committed:

- To provide a physically and emotionally safe school for all learners, one where each child and staff members feels like they are known and belong.
- To support student leadership and elevate opportunities to include diverse student voices
- All-School Monthly Assemblies focused on Perseverance, Conflict Resolution, Kindness connected to a common text - books written by Tom Percival
- Ryerson Unified Team Leaders - organize all-school events - World Down Syndrome Day, World Before / After School Workshops for Students - 7 Winter Workshops / 5 Spring Workshops
- Autism Day, Kindness Week, School Spirit Weeks
- Ryerson "Penny Wars" with the outcome of a charitable donation to "Make A Wish"
- Daily Morning Announcements - positive messaging led by Grade 3 Student Leaders
- Peer Buddy Programs - academic and social/emotional (lunch bunch)
- Responsive Classroom- "take a break space", morning meeting, quiet time, closing circle
- Friendsgiving - Paraeducator Appreciation Luncheon provided by the certified staff.
- Peer Buddies / Classroom Buddies
- DESSA results from the FALL and Spring reviewed with teacher and SEL team
- School Climate Survey results - reviewed with leadership team and KHR staff
- Trimester Attendance Review - 3x a year
- Student Support Team Meetings - weekly
- Data/SST meetings - 3x a year
- PLC meetings - weekly
- SEL team meetings - monthly



BROWN

Whole School Read of “The Invisible Thread” with author visit, centered around how one act of kindness can change the trajectory of someone’s life. All students pledged on a paper heart and act of kindness that they will follow through with. Additionally Brown students donated to a food drive to support the Madison Food Pantry and a book drive to support Read to Grow.

PREVENTION PROGRAMS

- Partnership with MYFS and programs offered (2 in school and 2 after school programs)
- Continuation and growth of Unified Sports at Brown (participation continues to increase)
- Brown Unified Team interscholastic event with H-K Middle School
- Brown, Ryerson, Jeffrey Unified event, May 2023
- Lunch Bunches daily including Chess Club at Lunch
- Start with Hello Week (Sandy Hook Promise)
- Arts and Crafts
- Host Girl Scouts
- Spring of 2023 representatives from each Grade 4 Homeroom analyze the student survey data with Mr. Henderson and make recommendations for 23-24.

MONITORING IMPACT

- School Climate Survey results (Students, Parents/Guardians, and Staff)
- Attendance Review (Formally each Trimester. Case by case basis ongoing)
- SST Meetings
- DESSA results from the FALL and Spring
- Student Support Team Meetings
- Data/SST meetings
- PLC meetings



BROWN

Continue classroom school counseling curriculum “Wellness Curriculum”
(The school counselor visits all classrooms in both grades 4 and 5 to discuss stress, friendships, and overall social/emotional health. Four lessons/visits in each grade.)

STAFF DEVELOPMENT

- Continue and refine PAUSE (Patience/Achievement/Understanding/Success/Empathy)
- Review of School Climate Surveys
- Faculty and Staff read and discussion of “An Invisible Thread”
- Social Emotional SST
- Brown presenters at the Madison Academy
- Madison Academy presentation: Travis Lapointe: Motivational Messages Through Stories, Speeches, and Songs:
<https://docs.google.com/presentation/d/1bPNRcl6GgMsnFZe8YPpgVg9FnWdcE1cqwmCNswSb1wc/edit#slide=id.p>

CURRICULUM

Mindfulness:

Students deepen their understanding of who they are, their coping strategies, and their learning styles. Students practice coping strategies for managing their emotions and time as they think about middle school. This unit focuses on students understanding who they are and where they might be headed. Students will explore their preferred strategies for managing the stress of navigating a healthy lifestyle.

My Story so Far... Grade 5, Lesson 4

Procedure: Please think about all three of the inventories we've done together and your own personal coping strategies as you look forward to Poison. You will create 3 goals.

Examples of goals could be:

Friendship Goal: I would like to be a better friend. I am going to work on listening more, reaching out to friends I don't know that well and get to know them better. Asking my friends a question about themselves every day.

Learning Styles Goal: I would like to use more physical strategies when I study for math tests. I will ask my parent to quiz me from my study guide while we are taking a walk. I will chew gum while doing practice problems.

Career Interest Goals: I would like to pursue a career in the NBA. I would like to keep working on my basketball skills at special afterschool and summer clinics. I will talk to my coaches about how to improve and make a plan with them.

Goal Setting Worksheet:

1. Social/Friendship Goal

2. Learning/Academic Goal



A positive environment for students begins with a positive climate for staff, created through several bonding opportunities, self-assessments, and continued PD on concepts like neurodiversity. Social emotional wellness is evident in our curricula, not only in content areas, but in the lessons that our grade-level counselors provide for all students several times throughout the year.

STAFF DEVELOPMENT

- Staff (including paraprofessional training): Neurodiversity, social emotional challenges, middle-school mindset, worry vs. anxiety, executive functioning
- PMT and De-escalation strategies
- Social-emotional SST's
- Reinforcing staff wellness by creating opportunities for staff to bond as a Polson team, and by participating in district-provided wellness programs
- Madison Academy participation
- Review of School Climate Survey results (Students, Parents/Guardians, and Staff)

CURRICULUM

Grade 6 Lunch Bunch(es)

Three lunch groups run every week, including two Social Skills and one "Spa Lunch" that focuses on relaxation and stress relief.

Coming in 23-24 Grade 7

Personal Safety and Boundaries

Understand the ramifications and costs of harassment and bullying. How to stay safe online and in social groups.

Grade 8 Student success plan and Career inventory

- Reflect on strengths and growth areas, align to long-term goals. What are your values? Culminates in Career Day



Prevention programs such as a school-wide pledge of acceptance and the “Game Changers” mentoring program create a positive social and emotional environment early on. And because an initiative is only as good as the reflection and adjustment that follow, we continue to monitor the impact of our programs through formal surveys (DESSA and School Climate Survey) and informal observations from staff and students.

PREVENTION PROGRAMS

- Ropes Course fall 2023
- Reporting programs: See It, Say It, Send It App
- Continued partnership with MYFS ex) School-wide acceptance pledge
- Random Acts of Kindness; Start with Hello
- Game Changers Mentoring Program
- Student Academy - Executive functioning and more!
- Monthly school-wide assemblies build community and offer a common experience for all (Family Feud, Holocaust survivor, Amazing Hero Artist, Author talks)
- Our World Day - student-led celebration of diversity in the world

MONITORING IMPACT

DESSA: 3% show need for instruction in winter screen. Greatest need in Goal-directed behavior, personal responsibility, and self-awareness. Individualized plans in progress

Climate survey results: *Students will stop others from teasing:* 82% yes/sometimes; *Students respect diversity:* 91% yes/sometimes; *There are groups that exclude:* 30%.

EF Survey: Top two greatest self-reported needs by grade level:

- 7&8 - stress tolerance, sustained attention; 6 - organization, stress tolerance
- Counselor groups in progress



DHHS

The DHHS Leadership Team created and is implementing our 22-23 School Wide Goals:

Work with all stakeholders to provide a safe, positive, respectful, and inclusive culture that ensures students and staff feel supported.

To provide a physically and emotionally safe learning environment for all members of the Daniel Hand school community.

**STAFF
DEVELOPMENT**

- Development of Risk Assessment Protocol for suicidal ideation
- CASEL (Collaborative for Academic, Social and Emotional Learning)
- Revised SST protocols/procedures
- Madison Academy participation
- Review of NEASC Survey Results (Students, Parents/Guardians, and Staff)
- Review of School Climate Survey results (Students, Parents/Guardians, and Staff)
- FBI: Partnering to Prevent School Violence - presentation on May 9, 2023

CURRICULUM

Grade 10: Trusted Peeps and Community Resources

During this unit, students will be compelled to reflect on their well-being, progress toward future plans, and deepen their understanding of self. Students will reflect on and identify how they unwind, destress, or make sense of their stressors and learn strategies to manage their time, and organization to decrease stress in their lives. They will examine whether their approach is helping them both with short-term and long-term impacts on well-being, performance, and relationships.

Self-Reflection

As you consider the people who have supported you during your time at DHHS as you walk the path to adulthood, please reflect on how YOU supported you, as well.

Your email will be recorded when you submit this form

* Required

Throughout the year, I pursued the question of the state of my well-being and progress toward academic and life goals. I did this by collecting, organizing and synthesizing new and prior learning from a variety of sources to determine if the were relevant to helping me achieve my goals. *

	1	2	3	4	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Absolutely!

As I pursued the question of the state of my well-being and progress toward *



DHHS

The DHHS Leadership Team created and is implementing our 22-23 School Wide Goals:

- To support student leadership and increase opportunities to include diverse student voices.
- To build equity, agency, and opportunity for all students to actively participate in their education.

PREVENTION PROGRAMS

Advisory / Wellness Wednesday

Weekly Student Support Team (SST) Meetings - Mental Health, Student Review, Intervention PLC

- NEASC Visiting Team Response: the school's current SRBI and student support team have clear guidelines and protocols that identify and support students in need of academic, mental, emotional, and behavioral intervention.

Student Attendance Review (Formally each Trimester. Case by case basis ongoing)

Say Something Week / QPR Training / Securly

35 athletic programs & 60+ school-based clubs/activities

MONITORING IMPACT

NEASC: Commendations

The positive, respectful, and inclusive culture that promotes and supports diversity in identity and thought within the school community.

The robust system and processes that provide interventions to support the learning needs of all students.

The wide variety of support systems provided to students.

Future considerations/needs



JEFFREY

Support of social worker after American Recovery funds are gone 1.0 FTE 2024-2025
NOTE: A Grant application has been submitted for the addition of a school counselor (1) at the elementary level to provide 1 counselor at each building and create a bridge until 2025 and the 4 building model is in place.



RYERSON

Support of social worker after American Recovery funds are gone 1.0 FTE 2024-2025



DHHS

Monitor the frequency of visits to the “Helping Hallway” and the School Counseling Department during lunch waves to determine staffing needs.
Revise and implement Respectful Dialogue initiative throughout the school community.



District

Additional Professional Development half-days

Questions?

