

# Health & Wellness Update

Darien Public Schools



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# Board of Education Goal:

“Study and coordinate a Health & Wellness Plan for students in grades PK-12 to enable students to become healthy and productive citizens and practice healthy behaviors.”

## AGENDA

- Understanding Health and Wellness
- Knowledge Summary: Purpose, Methodology and Findings
  - Whole School, Whole Community, Whole Child Model
  - Social Emotional Learning (SEL)
  - Health Education
- Progress Update: Health Education Curriculum, SEL & Scientific Research Based Intervention (SRBI)
- Next Steps

# Understanding Health & Wellness

- Students enter schools with **unique needs** related to learning and health (physical, social, and emotional well-being), safety and support.
- The **challenge** for educators and educational leaders is finding ways to reach each student to ensure learning takes place
- There are **varied approaches/models** to the teaching of health and wellness
  - A **collaborative/integrated** approach allows for pro-active and authentic learning



# KNOWLEDGE SUMMARY: PURPOSE

GUIDE DPS ...

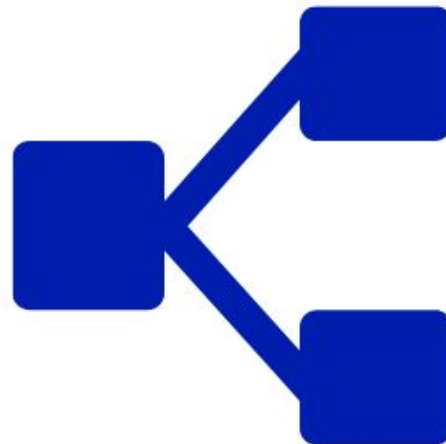


- Developing an innovative and **comprehensive health-education curriculum.**
- Creating **opportunities for social and emotional learning to occur in all aspects of the school curriculum and school communities.**
- Meeting the specific needs of students related to **all components of health (social, emotional / mental, physical, etc.)**

# KNOWLEDGE SUMMARY: METHODOLOGY

- **Review of Programs**/Approaches in Social Emotional Learning at DPS
- **Analysis** of current DPS' Health Education curriculum, national/state standards, research and best practices.
- **Review of literature** for health education & SEL.
- **Data collection** involved:

Literature	NGOs	Thriving Youth Survey
Parents	Educators	Students
Admin	DPS Grads	



# KNOWLEDGE SUMMARY: FINDINGS



- Participants report that students' school performance may suffer due to emotional issues, especially stress, anxiety, depression, or substance use.
- Teachers and administrators report schools counselors' and psychologists' offices are tasked with meetings and IEP assessments, leaving little time for supporting students' mental/emotional health.
- Instructional time is not currently allocated for some grade levels in health education.

# KNOWLEDGE SUMMARY: FINDINGS



- Teachers would appreciate a flexible and responsive health curriculum that would allow them to address new topics and issues as they emerge in society.
- Participants report that the anxiety and stress that students experience is also influenced by parental expectations and behaviors; for a social, emotional health curriculum to have the optimal impact, parents should understand what skills are being taught and when.

# KNOWLEDGE SUMMARY: FINDINGS



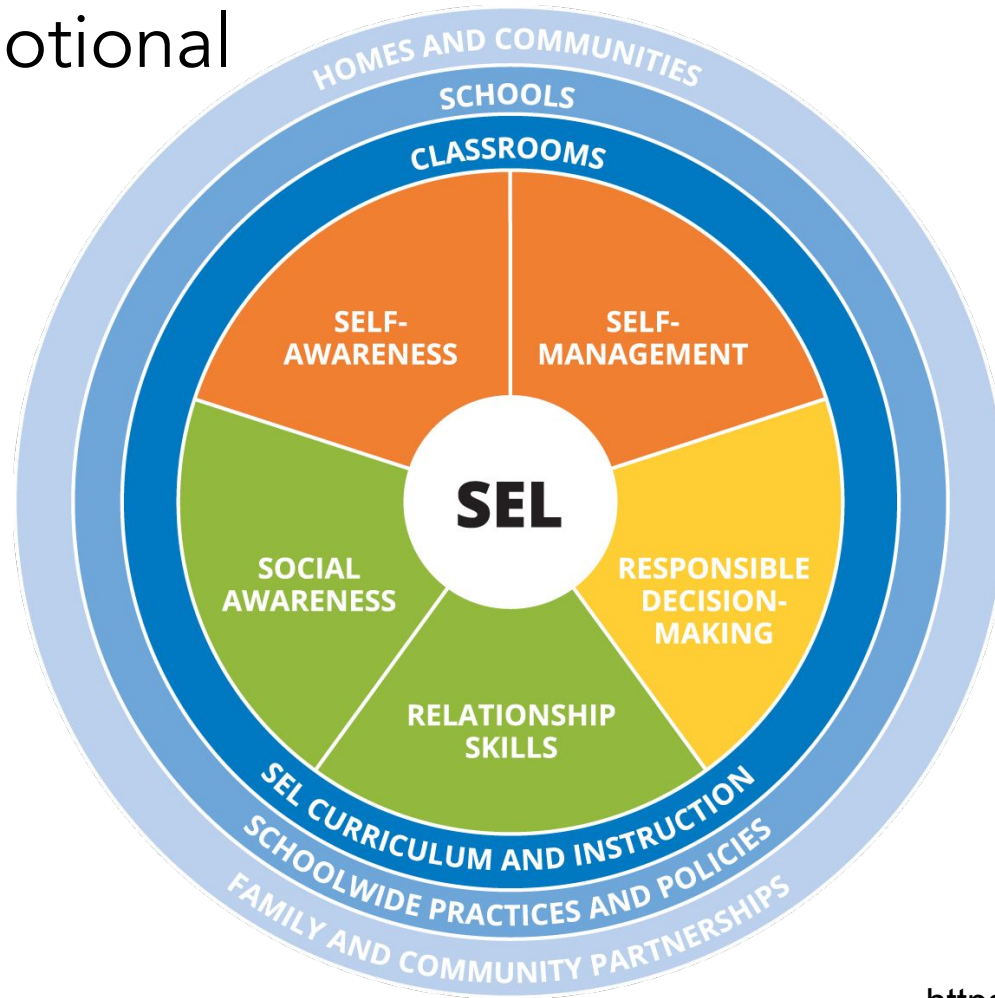
- Participants perceive that students are proficient in functional knowledge related to physical and cognitive health, but need support in social and emotional health.
- Participants report a need to develop skills related to stress management / coping and social health components (e.g., peer pressure).



# WSCC Model



# Social and Emotional Learning



Reference:  
<https://casel.org/what-is-sel/>



# National Health Education Standards

ACCESSING VALID & RELIABLE INFORMATION  
PRODUCTS & SERVICES

ANALYZING INFLUENCES

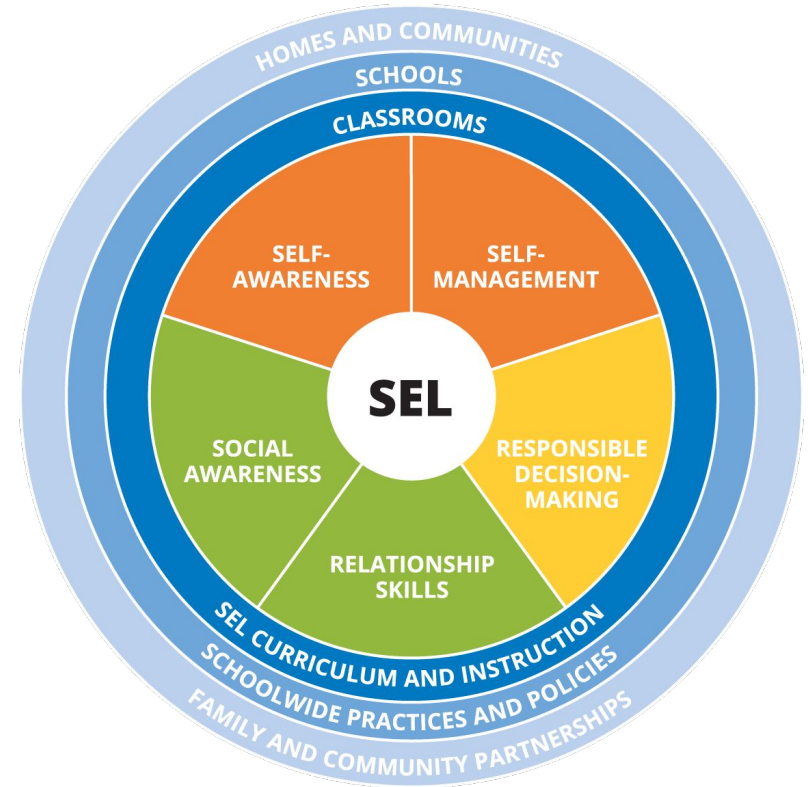
INTERPERSONAL COMMUNICATION

DECISION MAKING

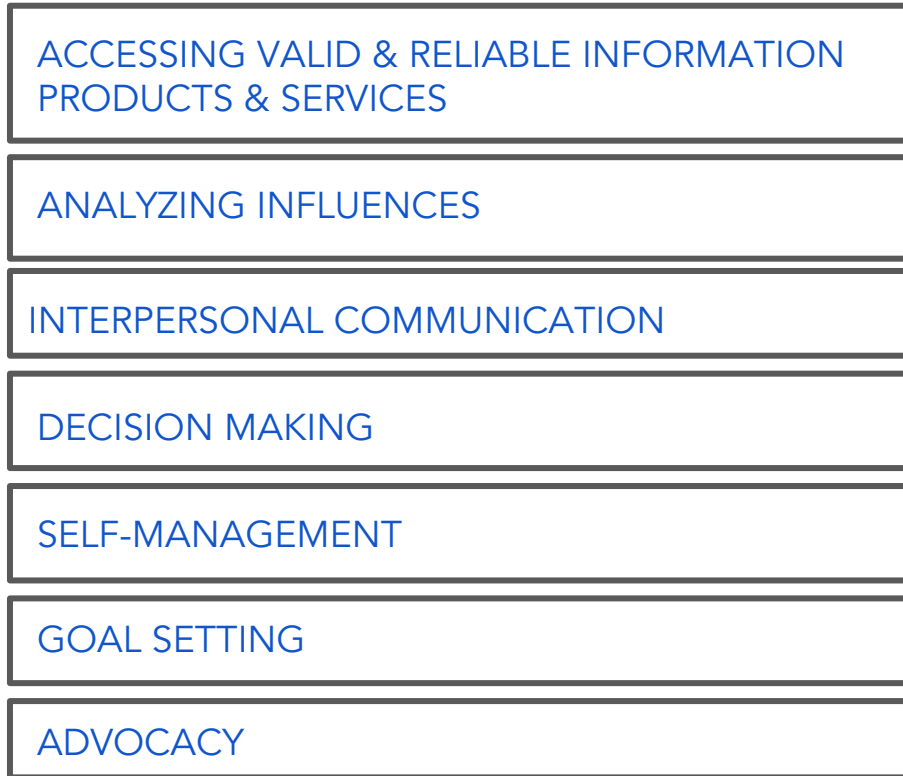
SELF-MANAGEMENT

GOAL SETTING

ADVOCACY



# National Health Education Standards



## CATEGORIES OF HEALTH

- NUTRITION
- SUBSTANCE USE,  
ADDICTIONS & RELATED  
BEHAVIORS
- HUMAN DEVELOPMENT &  
SEXUAL EDUCATION
- ACTIVE & HEALTHY LIVING
- PERSONAL SAFETY, INJURY,  
& DISEASE PREVENTION



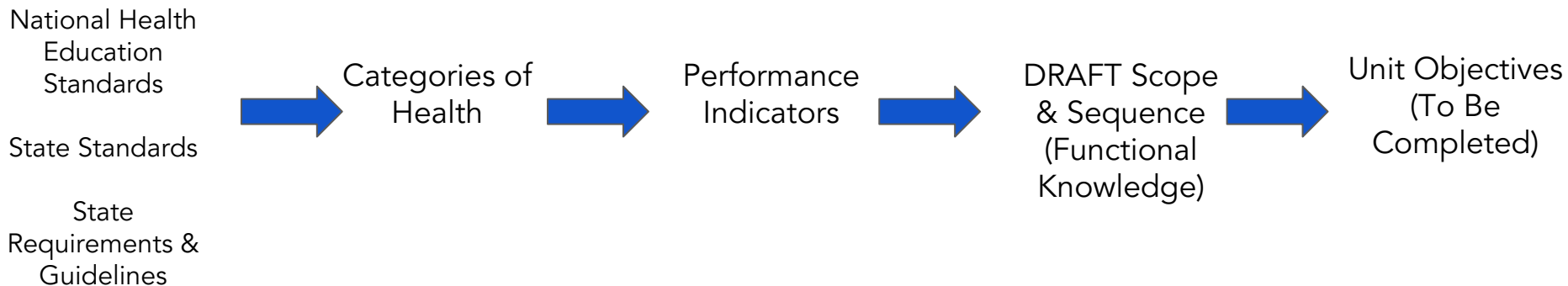
## TOPICS / FUNCTIONAL KNOWLEDGE

- THE INFORMATION USED TO  
TEACH THE SKILLS /  
STANDARDS.
- BASED ON DPS NEEDS.

# Progress Update: Health Education Curriculum



- Collected feedback from various stakeholders on the parallel work of **Social Emotional Learning and Health Education**
- Professional Development: Skills-Based Health Education, SEL within Health Education
- DPS Curriculum Team established and engaged



## Grade 7

Standard 1: Students will comprehend concepts related to health promotion & disease prevention to enhance health.

Essential Questions	Performance Indicators	Categories of Health	Topics
EQ: How does the environment and/or behaviors influence the likeliness of getting cancer and/or communicable diseases?	1.8.3 Analyze how the environment affects personal health. 1.8.4 Describe how family history can affect personal health. 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors. 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.	i. Active and Healthy Living  iv. Personal Safety, Injury, & Disease Prevention  v. Substance Use, Addictions, & Influencing Behaviors	i. Environmental influences on health  iv. Cancer prevention iv. Communicable Diseases (HIV/AIDS, Flu, STIs)  v. Alcohol, nicotine, tobacco, drugs (effects of alcohol, cannabis, illicit drugs)
EQ: How do my behaviors influence my personal health?	1.8.1 Analyze the relationship between healthy behaviors and personal health. 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems. 1.8.6 Explain how appropriate health care can promote personal health.	i.Active & Healthy Living  iii. Nutrition  iv. Personal Safety, Injury, & Disease Prevention	i. Sleep  iii.Food's influence on sleep and learning  iv. Self-Harm
EQ: How do the different types of health contribute to my overall health and wellbeing?	1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.	i. Active & Healthy Living  ii. Human Development & Sexual Education  iii.Nutrition	i.Coping, Stress management i.Anxiety i.Depression  ii. Hormonal changes during adolescence & impact on health.  iii.Food as Fuel

# Progress Update: Social Emotional Learning



- Identified Behavioral and Cognitive Competencies
  - Draft “I Can” skills being developed PK-12 empowering students to self-assess and regulate
  - [Assured Experiences](#) (curriculum and non-curricular experiences being identified)
  - FLEX period at MMS created to include topics that align to the 5 competencies
- Core Approach Identified: Responsive Classroom (RC)
  - Cohort of Elementary Teachers trained in RC I (2017-2018)
  - Teachers trained during PD day on elements of RC (2017-2018)



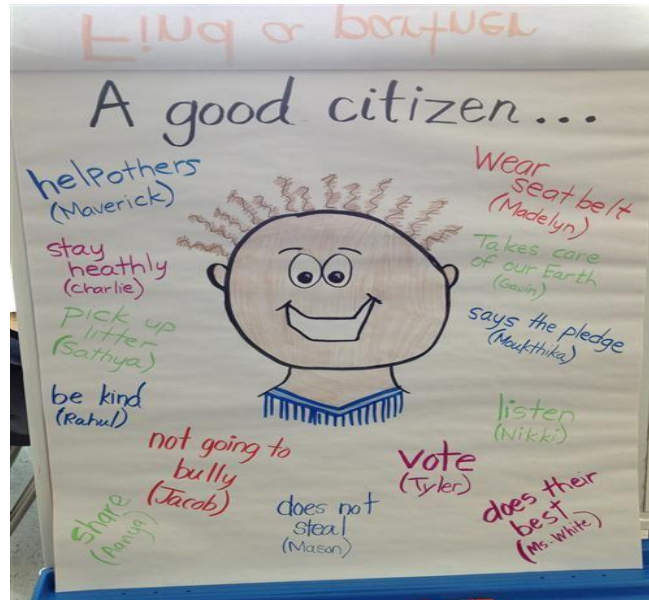
## I CAN Statements (DRAFT)

Self Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making
Pre- K Through Kindergarten	Pre- K Through Kindergarten	Pre- K Through Kindergarten	Pre- K Through Kindergarten	Pre- K Through Kindergarten
<u>I can:</u>	<u>I can:</u>	<u>I can:</u>	<u>I can...</u>	<u>I can...</u>
Identify my emotions: sad, happy, scared, angry*	Identify (or express)my emotions and ways to deal with them appropriately*	Recognize and be empathetic toward others and their feelings*	Establish and maintain positive relationships with others*	Understand rules and follow them
Describe and understand what causes emotions*	Follow routines and transitions*	Identify the feelings and intentions of others and make connections with myself*	Respect the perspective of others and resolve conflicts on my own*	Make smart choices about the decisions I make in school*
Identify likes and dislikes	Set goals and work at them*	Adjust behavior to meet the needs of others*	Be a loyal and considerate friend	Understand how my choices may impact others*
Identifying personal space*	Wait my turn*	Express emotions and needs verbally*	Take turns and share*	Take turns and share*
Identify self as an individual and/or a part of a group (name, family, team members, classmates)	Understand the difference between tattling and reporting*		Focus attention, show interest, and listen to others*	
	Take initiative in attempting an unfamiliar tasks			

*\*For pre-school students this behavior may require occasional prompts, guidance and/or some adult support*

# An Integrated Approach

## DRAFT Social Studies Kindergarten Unit



# Progress Update: Social Emotional Learning



- SRBI for "Behavior"
  - Model Created (not implemented)
  - Tools for Teachers Developed If..Then.. (DRAFT)
  - Resources and additional supports being identified
- Teachers provided with professional development on a variety of topics

# Next Steps:

- **Responsive Classroom:** Continue to Build Capacity
  - Cohort of Elementary Teachers to be trained in the summer of 2018 in RCII (leading to RC Certification)
  - Cohort of MMS teachers and administrators will be attending RC I for middle school summer 2018
  - Begin to turn-key PD to teachers
- **SRBI:** Implement and Collect Feedback
  - Identify additional resources and supports for students as they progress through the tiers of support
  - Provide additional differentiated professional development
  - Collect feedback and revise
- Continue to identify **experiences** for students and look toward the integration into other content areas as much as possible
- Provide **Homelink Resources** for Parents



Questions?