

MONITORING REPORT: Policy R-4 (Character/Social and Emotional Learning)

PHASE ONE: Interpretation, Benchmark Data, and Goals

DATE: October 2018

Policy

All students will be self-aware, possess positive character traits, and use them to guide their personal behavior.

Students will:

- 5.1 Demonstrate respect, kindness, compassion, empathy, and gratitude for self and others.**
- 5.2 Demonstrate perseverance and resiliency.**

Interpretation

We understand this policy -- like Results Policy R-3 (Citizenship) -- asks us to focus on something larger and less quantifiable than a student's individual achievement in prescribed academic areas. This policy asks us to define and assist with each young person's mental and moral development, especially in terms of his/her ability to function effectively within a community.

While student academic achievement, in terms of learning the skills and concepts necessary to be successful in an ever-changing global society, is central to the mission of our school system, the Board recognizes that such academic achievement alone will not ensure success in the community, in the workplace, or in our democratic society. Students also need to develop their understanding of the human traits all individuals possess and their ability to interact positively with others. As such, the Board expects our school programs to include a focus on the kinds of Social and Emotional Learning that (1) helps students understand their own needs and emotions as well as those of others; (2) promotes students' development of the intra-personal skills necessary to interact effectively with others in various situations; and (3) teaches students how to rely on their own inner personal strength to overcome obstacles and challenges on the road to success.

We understand that the Social and Emotional skills our students will need include the following:

- **Self-Awareness**, which refers to the ability to recognize accurately one's own emotions, thoughts, and values and to understand how these influence behavior. Self-awareness also encompasses the ability to assess accurately one's

strengths and limitations with a well-grounded sense of confidence, optimism, and “growth mindset.” Skills associated with self-awareness include: (a) identifying emotions, (b) possessing an accurate self-perception, (c) recognizing strengths, (d) exhibiting self-confidence, and (e) exercising self-efficacy.

- **Self-Management**, which refers to the ability to regulate successfully one’s emotions, thoughts, and behaviors in different situations in order to manage stress, control impulses, and motivate oneself. Self-management also encompasses the ability to set and work toward personal and academic goals. Skills associated with self-management include: (a) controlling impulses, (b) managing stress, (c) exercising self-discipline, (d) motivating oneself, (e) setting goals, and (f) utilizing organizational strategies.
- **Responsible Decision-Making**, which refers to the ability to make constructive choices about behavior and social interactions based on ethical standards, safety concerns, and social norms. Responsible decision-making also encompasses the ability to make realistic evaluations of the consequences of various actions, with consideration for the well-being of self and others. Skill associated with responsible decision-making include: (a) identifying problems, (b) analyzing situations, (c) solving problems, (d) evaluating, (e) reflecting, and (f) exercising ethical responsibility.
- **Relationship Skills**, which refers to the ability to establish and maintain healthy and rewarding connections with diverse individuals and groups. Relationship skills also encompass the ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed. Skills associated with relationships include: (a) communicating, (b) engaging appropriately in social situations, (c) initiating and developing friendships, and (d) working in teams.
- **Social Awareness**, which refers to the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. Social awareness also encompasses the ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports. Skills associated with social awareness include: (a) adopting multiple perspectives, (b) feeling empathy, (c) appreciating diversity, and (d) respecting others.

We understand that Social and Emotional skills, which are sometimes called “soft skills,” are not only critical to success in school, but they are also highly sought after by employers as they assess prospective employees. We further understand that, in a society where social media and electronic communication play such primary roles, many of our young people need intentional support to develop the skills necessary to communicate effectively and build healthy relationships.

We know that anxiety, depression, and suicide are three increasingly common outcomes for people struggling with self-awareness and self-management. We also know many students attending our schools have experienced adverse childhood events (ACEs) that traumatize them, interrupt the normal development of their self-awareness and self-management skills, and negatively impact their academic learning and social development.

We expect that an intentional focus on Social and Emotional Learning will not only support students, but also assist district staff in developing (1) a deeper understanding and appreciation for the way diverse backgrounds and experiences affect what each person brings to the learning environment, and (2) additional tools for supporting and teaching all students.

Finally, we believe that by intentionally teaching Social and Emotional skills -- self-awareness, self-management, responsible decision-making, social-awareness, and relationship building – to all students in grades P-12, we can better ensure they will graduate from high school with the ability to lead successful and productive lives as family members, neighbors, workers, citizens, and lifelong learners.

Benchmark Data

Social and Emotional Learning can be measured in a variety of ways, and we have begun to brainstorm a list of possible indicators.

However, we do not at this time have a comprehensive set of benchmark data on Social and Emotional Learning against which we can assess our performance in this area. Reporting on SEL as a measurable outcome will require us to begin collecting different data than we have collected in the past.

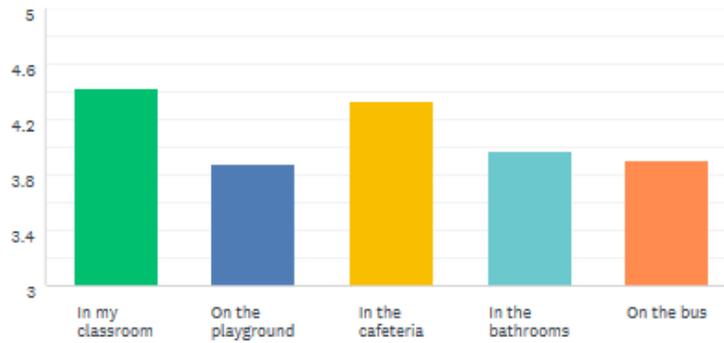
The charts below shows several examples of the kind of perception data we could use to measure Social Emotional Learning. These particular data sets were collected last spring through a district-wide elementary climate survey conducted by our counseling team. They could be used to measure progress and help set improvement goals for this policy – R-5, Social and Emotional Learning – or perhaps for Results Policy R-3, Citizenship.

Q7

Customize Save As

This is how safe I feel in each of these places:

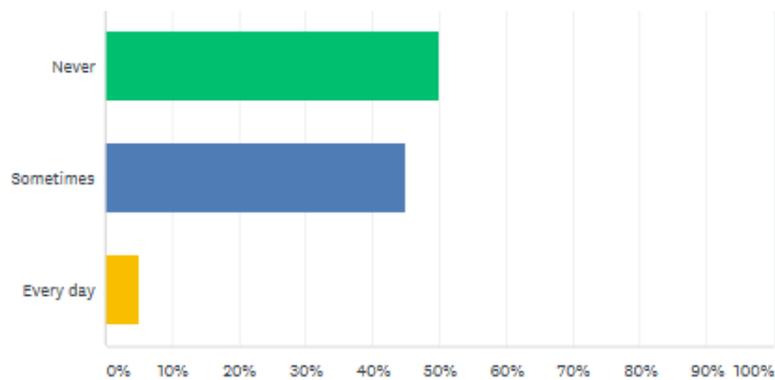
Answered: 993 Skipped: 30



	VERY UNSAFE AND SCARED	KIND OF UNSAFE	SO-SO	KIND OF SAFE	VERY SAFE	I DON'T RIDE THE BUS	TOTAL	WEIGHTED AVERAGE
In my classroom	2.96% 29	3.06% 30	9.48% 93	17.43% 171	66.26% 650	0.82% 8	981	4.42
On the playground	4.46% 43	9.02% 87	18.55% 179	29.74% 287	37.62% 363	0.62% 6	965	3.88
In the cafeteria	2.42% 23	3.37% 32	14.21% 135	18.11% 172	60.84% 578	1.05% 10	960	4.33
In the bathrooms	5.86% 56	8.06% 77	17.59% 168	19.58% 187	48.48% 463	0.42% 4	955	3.97
On the bus	4.61% 44	5.13% 49	10.89% 104	14.76% 141	29.11% 278	35.50% 339	955	3.91

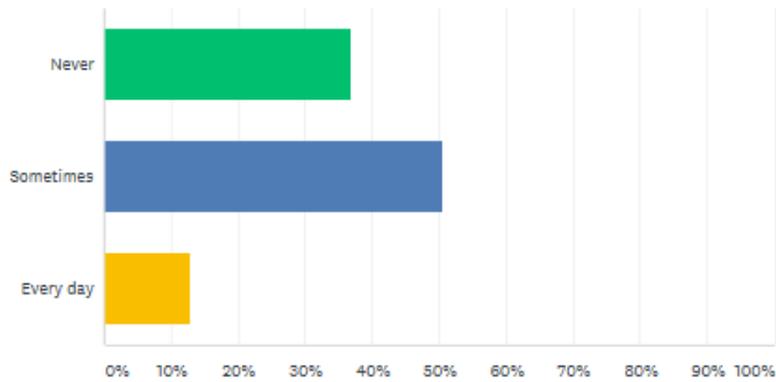
How often do other children hit, kick, or push you (PHYSICAL)?

Answered: 968 Skipped: 55



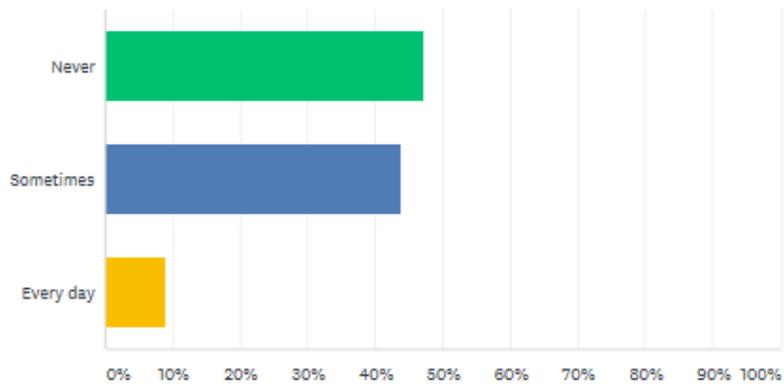
How often do other children say mean things to you, tease you, call you names, or laugh at you (VERBAL)?

Answered: 963 Skipped: 60



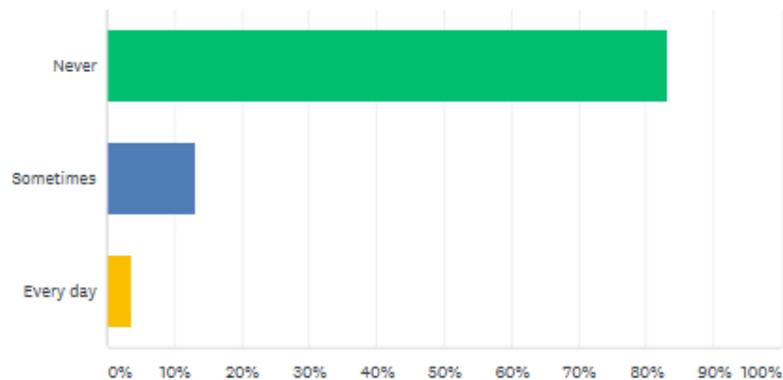
How often do other children leave you out or try to control your friendship (FRIENDSHIP/LEAVING OUT)?

Answered: 958 Skipped: 65



How often do other children send you mean messages through the internet, cell phone, or video games (CYBER BULLYING)?

Answered: 960 Skipped: 63



Benchmark Data (continued)

Other evidence* we might collect to show that the Ferndale School District and its students are meeting the expectations set forth by this Social and Emotional Learning policy include the following:

- Number of behavior referrals for harassment, intimidation, bullying, disrespect, and/or physical aggression.
- School climate survey data showing how safe students feel at school.
- Results of the Healthy Youth Survey that we are required to administer to students in our district and that is also administered to students across the state.
- Results of classroom-based Health curriculum assessments for grades 4, 7, and 9.
- Results of *Second Step* (character education) curriculum assessments.
- Number of positive behaviors, such as showing kindness and exhibiting empathy, that are tracked at the school level during events Kindness Month.
- Number of students participating in character-based and/or character-building activities such as leadership classes, community service projects, Natural High Clubs, Natural Helpers, etc.
- Information gleaned from student panel presentations and/or focus groups.
- Results of a community survey focused on student behavior.

*This list is not exhaustive. Nor has it been thoroughly vetted. We are still exploring the best possible ways to collect data to reflect the level of our students' Social and Emotional Learning.

Goals

We have established the following goals for the year ahead related to Social Emotional Learning/Character:

1. Provide all students in the Ferndale School District with developmentally appropriate instruction in all five components of Social and Emotional Learning.
2. Ensure that all adults working in the school district know the five components of Social Emotional Learning and are able to model skills and concepts related to these components.
3. Deepen the knowledge and understanding of all students and staff about the different experiences and backgrounds others bring to the school community.
4. Deepen the understanding and appreciation of all students and staff about the meaning of equity and its importance in our school community.
5. Deepen the understanding and appreciation of all students and staff about the meaning of diversity and its value in our school community.

6. Increase the empathy of all students and staff.