

Randolph Township Schools

Education Committee Meeting

April 28, 2020

5:00-6:00 PM

Chair: Allison Manfred

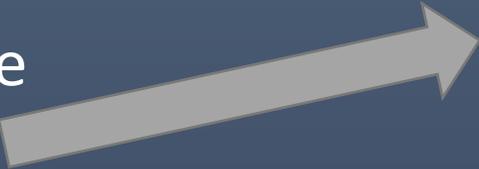
Agenda Topic:

Social and Emotional Learning Initiatives at the Middle School and High School

Questions from the public will be open from 5:40-5:50

(please include name, e-mail, and address when submitting a question)

Meeting Order

- Call to Order
 - Roll Call
 - Pledge of Allegiance
 - Meeting Topics
 - Motions and Related Matters
 - Public Discussion
 - Adjournment
- 
- New Course Proposal: Spanish Language III
 - Paula Paredes-Corbel, Supervisor
 - Randolph Middle School
 - Dr. Dennis Copeland, Principal
 - Jennifer Wagener, Counselor
 - Gina Naclerio, Counselor
 - LuAnn Mizzoni, Counselor
 - Randolph High School
 - Debbie Iosso, Principal
 - Frank Perrone, Supervisor
 - Amelia Wright, Supervisor
 - Mike Lonie, Instructional Coach
 - Cara Canfield, Instructional Coach
 - Kristin Mongelli, Instructional Coach



Parent Virtual Learning Survey

- A parent survey was released on Monday
- Access the survey in Parent Portal of Genesis
 - Student data—Forms

Please consider sharing your feedback about experiences so far!

Spring 2020 Virtual Learning Feedback Survey

As our district continues to experience an extended school closure, we are interested in hearing from our school community. Our current situation is something that is new to all of us and we appreciate feedback that will allow us to reflect on our progress and celebrate successes so we can make smart decisions for the future. The district will be convening a task force of administrators, teachers, and parent representatives who will discuss the data collected from this survey along with their own experiences to continue to ensure plans and expectations meet the needs of our students.

We appreciate your taking a few minutes to let us know how things are going -- your input is important. Thank you!

Randolph District Administration

1. Though not physically present in school buildings, my child feels connected to his/her school.

*

2. Teachers and administrators have been responsive to my questions.

*

New Course Proposal

Proposed Course:	Spanish Language III
Sponsor of Proposal:	Paula Paredes-Corbel
Department(s):	World Language
Projected date of implementation:	September 2020
Grade(s):	11 th and 12 th

Spanish Language III

Course Objective

- Students taking this course would fall under the Novice-Mid to Novice-High Level of the New Jersey Student Learning World Language standards. The objective of the course is for students to understand and communicate at the sentence level and use words, lists, and simple sentences.
- This course would allow students who have completed Spanish Language I and II to take a third year of a world language.



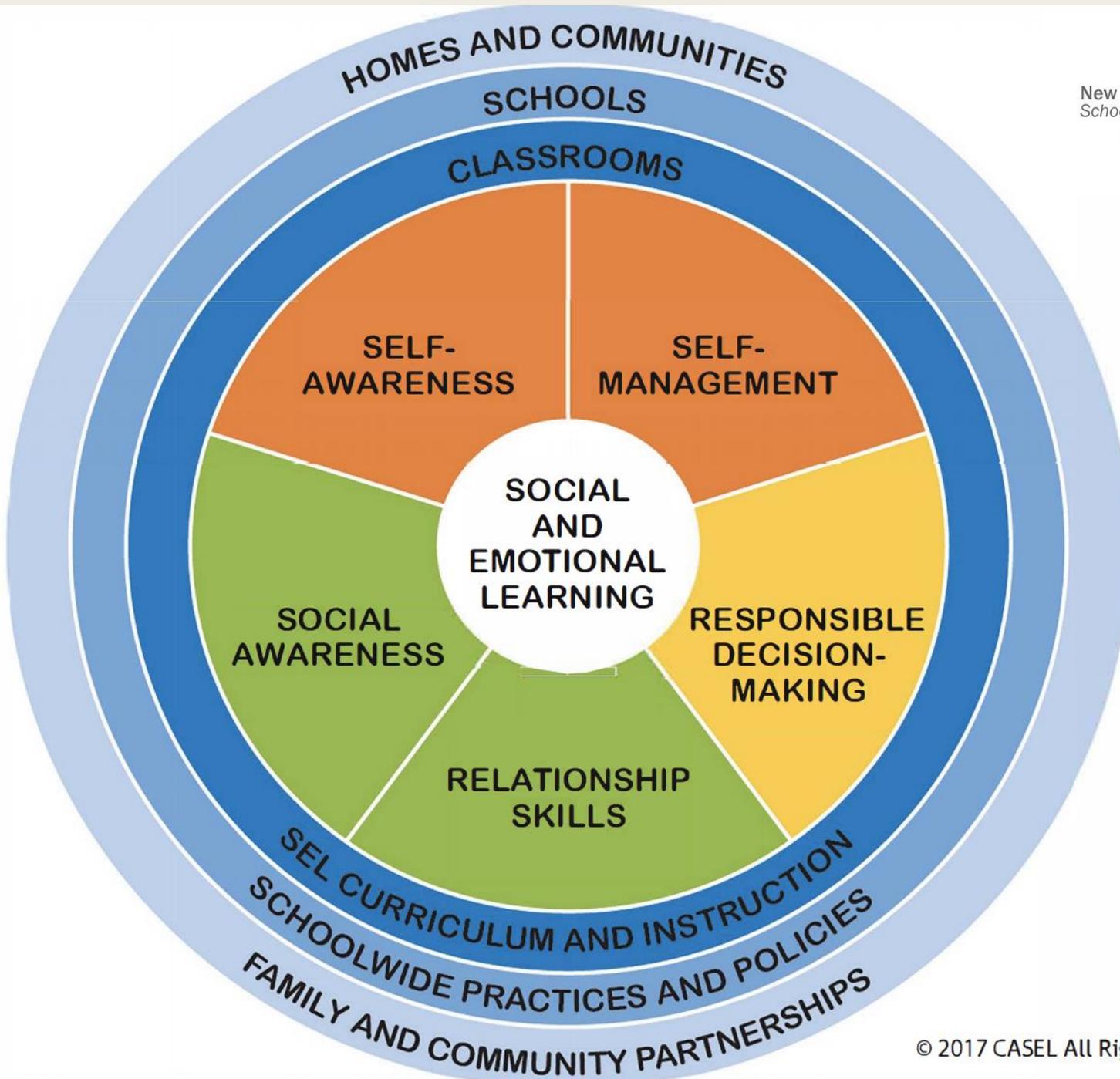
RANDOLPH MIDDLE SCHOOL

A NATIONAL SCHOOL TO WATCH

Education Committee
Tuesday April 28, 2020

Dr. Dennis Copeland, Principal
LuAnn Mizzoni, School Counselor
Jennifer Wagener, School Counselor
Gina Naclerio, School Counselor





Randolph Middle School *a National School to Watch*

Our Mission

Educate the Whole Child

Our Vision

*Individuals treat others the way they want to be treated.
Children will apply knowledge in new ways in all settings.*

Our Values

*Academics
The Learning Environment
Mental & Physical Wellness (Intrapersonal)
Social & Emotional Development (Interpersonal)*

Our Motto

A better school, a better world.





Counselors *(direct – student counselor contact)*

1. **Academic & Social Planning**
2. **Individual Sessions:** school adjustment counseling (school transition, academic advocacy, social interaction, family dynamics, anxiety management, puberty,
3. **Small Group:** friendship, coping skills, anxiety, grief & loss, conflict resolution etc. *how do I organize my life, thoughts and actions?*
4. HIB remediation/counseling
5. Cafeteria/Classroom/Homeroom/Hallway visits to check in and be visible
6. Respect Week Activities
7. Clubs: Pet Therapy Club, Tomorrow's Leaders





Counselors *(indirect – consultation and collaboration in support of students and staff)*

1. Counselor/Team-Teacher Articulation
2. Weekly I&RS/504 meetings
3. Consultations with CST
4. Professional Development:
 - ✓ transgender and gender expansive youth,
 - ✓ bimonthly MCPCA meetings on various SEL topics
 - ✓ Cultural Competence/Racial Biases
 - ✓ NJ 211
5. Modeling Best Practices for Staff
 - ✓ Stress Relief
 - ✓ Yoga & Movement
6. Mindfulness days for RMS staff



Counselors (*indirect* & *direct*)



1. *Articulation* with Staff & Parents:

- elementary to middle
- middle to middle
- middle to high school

2. *Transition* with Students:

- 5 to 6
- 6 to 7
- 7 to 8
- 8 to 9



Teachers



1. Co-teach lessons with staff.
2. Integrated into curriculum in all subjects:
 - *S.S. Bias and hate/ acceptance lessons*
 - *kindness experiments in Science*
 - *character analysis in Language Arts*
 - *Genocide Unit in 8th Grade*
3. Responsive classroom lessons during extended homeroom.
 - *Kindness* • *Feelings* • *Friendship*
 - *Self-Perception* • *Positive Images & Messages*
4. Wellness lessons targeting student emotional well being.



School



1. Student-led Morning announcements with kindness quotes
2. Cycles: Mindfulness, Art for Peace of Mind
3. 8th Grade Siri Leaders: Lessons for 6th graders
4. Assemblies: Holocaust Survivor, County Prosecutor, Living Voices,
5. Grade Level Meetings (Admin, Counselors, Teachers & Students)



School



1. Activity-Based Alternate Lunch Rooms
 1. *Art Room*
 2. *Chorus Music Room*
 3. *Instrument Music Room*
 4. *Technology Room*
 5. *Game Room*
2. After-School Clubs
 1. *Character Wellness*
 2. *STEM*
 3. *Visual & Performing Arts*
 4. *Service*





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SEL Core Competencies

Self-Management

- Regulating one's emotions
- Managing stress
- Self-control
- Self-motivation
- Stress management
- Setting and achieving goals

Self-Awareness

- Labeling one's feelings
- Relating feelings and thoughts to behavior
- Accurate self-assessment of strengths and challenges
- Self-efficacy
- Optimism

Social Awareness

- Perspective taking
- Empathy
- Respecting diversity
- Understanding social and ethical norms of behavior
- Recognizing family, school, and community supports

Relationship Skills

- Building relationships with diverse individuals and groups
- Communicating clearly
- Working cooperatively
- Resolving conflicts
- Seeking help



Responsible Decision-Making

- Considering the well-being of self and others
- Recognizing one's responsibility to behave ethically
- Basing decisions on safety, social and ethical considerations
- Evaluating realistic consequences of various actions
- Making constructive, safe choices for self, relationships and school

Sources: CASEL, Acknowledge Alliance

Randolph High School

SOCIAL AND EMOTIONAL LEARNING

- (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions
- (CASEL)

THREE YEAR TRANSFORMATION PROJECT

- Randolph HS was accepted into the School Climate Transformation Project
- This is a collaborative effort between the NJ Department of Education and Rutgers University
- This is a three-year, data driven, multi-dimensional project related to the physical, academic and social aspects of school life
- RHS is in year one with an outcome, prior to closure, of creating actionable goals based on the surveys completed for all three stakeholder groups.

The New Jersey School Climate Transformation Project (SCTP) is designed to assist schools in building a positive school climate that is inclusive of all students.

SCTP provides training and consultation to *school leadership teams* on the use of the New Jersey School Climate Survey (NJSCS) as a part of an *ongoing data-driven* school climate improvement process that leads to the development and implementation of a *comprehensive and dynamic* School Climate Improvement Plan (SCIP).



POSITIVE SCHOOL CLIMATE IS SUPPORTIVE OF:

Academic achievement
and performance

Attendance and
increased graduation
rates

Bullying and violence
prevention

School safety and order

Student physical,
psychological, social
and emotional health
and well being

Positive intergroup
relations (e.g., student-
student; student-
teacher; staff-staff; race
relations)

Inclusion practices

*Teacher commitment,
self-efficacy, and overall
workplace satisfaction*

(Bohanon, Flannery, Malloy & Fenning, 2009; Brand, Felner, Seitsinger, Burns & Bolton, 2007; Cohen, McCabe, Michelli & Pickeral, 2009; Hosford & O'Sullivan, 2016; Kutsyuruba, Klinger, & Hussain, 2015; Thapa, Cohen, Guffy, & Higgins-D'Alessandro, 2013)

NJSCS DOMAINS



Relationships



Parent Engagement



Emotional Environment



Morale



Safety



Teaching and Learning



Physical Environment



Administration Support



Inclusion and Diversity

YEAR ONE

- Leadership Team was chosen and met during the summer of 2019
- Rutgers consultant met with the team during the summer and three times during the school year
- Surveys were given to the RHS community, students and staff
- Survey results are in the process of being analyzed by the Leadership Team
- Year One goals were to create actionable items for moving into Year Two (this was interrupted by our closure).

RHS

ALREADY IN PLACE...



HOMEROOM REDESIGN

Every staff member regardless of discipline is assigned to a homeroom and all students have the same homeroom and same homeroom teachers for 4 years.

Each homeroom has at least two staff members some have three. This design was put in place in an effort to provide an additional opportunity for each student to develop a relationship with staff members.

This design has been awarded multiple character education awards

EXTENDED HOMEROOM



Our school schedule is adjusted to provide a 20-minute homeroom to address a variety of topics such as school safety, no name-calling week, dating violence, character education etc.



This has allowed us to address these important topics as a school community · Students and staff have an opportunity to complete activities on a variety of topics that would not be able to be completed in the traditional 5 minute homeroom · Students and homeroom teachers have a chance to have conversations so as to get to know each other better.

This team is made up of a vice principal, school psychologist, nurse, teacher and Director of School Counseling.

They meet regularly with students who are identified as on track to be chronically absent to develop plans to improve attendance.

This personal contact has been instrumental in improving relationships with students who have not had good track records with attendance.

Connections extend beyond attendance patterns which often are caused by other underlying issues

STUDENT CONNECTION TEAM

ZERO PERIOD



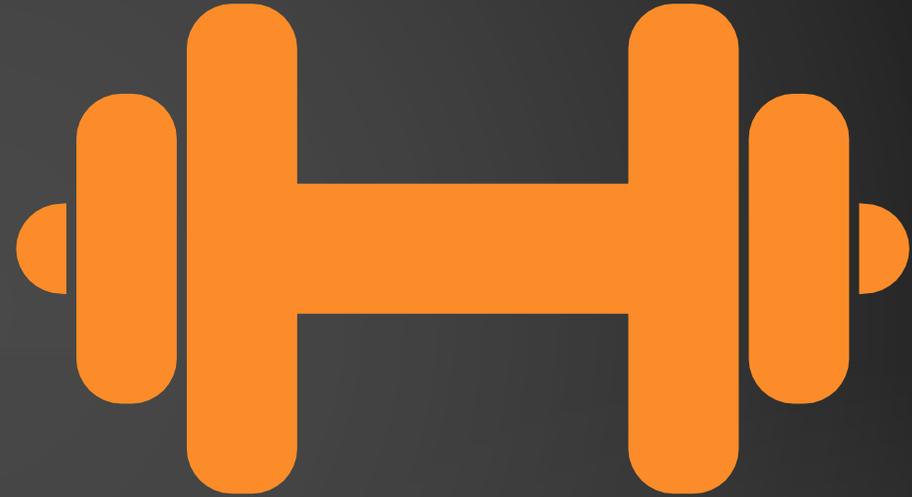
In an effort to reduce the level of student-reported stress especially preceding quarterly benchmarks, the high school initiated a zero period which allows students a "free" hour during the school day to get assistance from any teacher, work collaboratively on a group project for a class, do research in the library etc.



The data speaks to the success of this initiative. · Zero Period Feedback Report from Staff and Students – primarily positive perceptions with suggestions for modifications in the future

WELLNESS WEEKENDS

- Wellness weekends were held twice during the 1st semester.
- Wellness weekends will continue during semester two (interrupted by closure)



MENTAL HEALTH TRAINING

- We trained approximately 35 teaching staff (in addition to counselors, admin and CST) over the course of the last few years on mental health awareness. We would like to continue this so that more of our staff have a better awareness of mental health concerns.

TEAM HARMONY

- School-wide assembly that includes personal stories of being bullied, cultural awareness skits, and messages regarding awareness of socially prevalent topics for high school students.
- This assembly has gotten an overwhelming response from both students and staff. · Students passionate about diversity, religion, race, gender, political and LGBTQ+ share their stories through a variety of mediums including dance, voice, poetry, theater, etc.
- Recognized by Sherriff Gannon and Assemblyman Bucco
- Won the Kean University Diversity Award

COMMUNITY PROGRAMMING

The high school hosted our County Sheriff to present a program on the inherent dangers of substances with a focus on the vaping epidemic. The evening was attended by approximately 100 parents with 250 tuning in watching the live stream version.



A program was held on 10/23/2019 and open to parents K-12. · The program was presented by Morris County Prevention is Key .



Vaping presentation provided to entire student body on 2/6/2020 · ISD students will interact with our SAC. (This was to begin during the month of March but was interrupted by the closure).



PTSO meeting was redesigned to present information surrounding the stress and anxiety that our students may be experiencing. Our in-house experts presented to our families. Evening sessions were being planned for late March and early spring but interrupted by our closure.

NATURAL BORN LEADERS

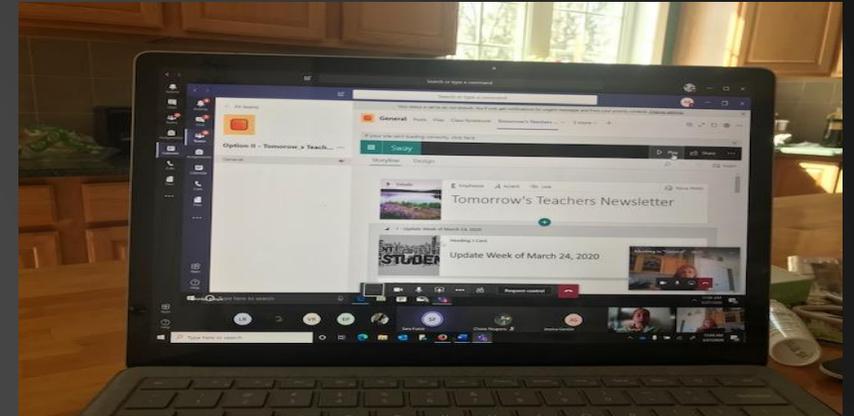
Students host a county wide conference in conjunction with JBWS (Jersey Battered Women's Services) for student leaders

Lessons and information shared during the month of February – Teen Dating Violence Prevention Month

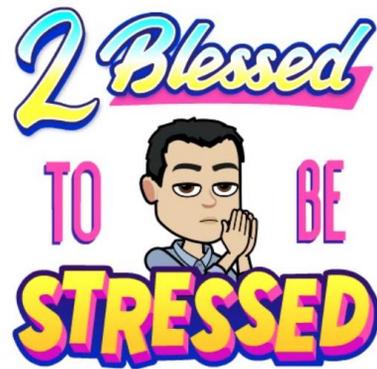
WHAT'S TO COME...



Year Two/Three of the
SCTP ~ and/or
Our Virtual World???

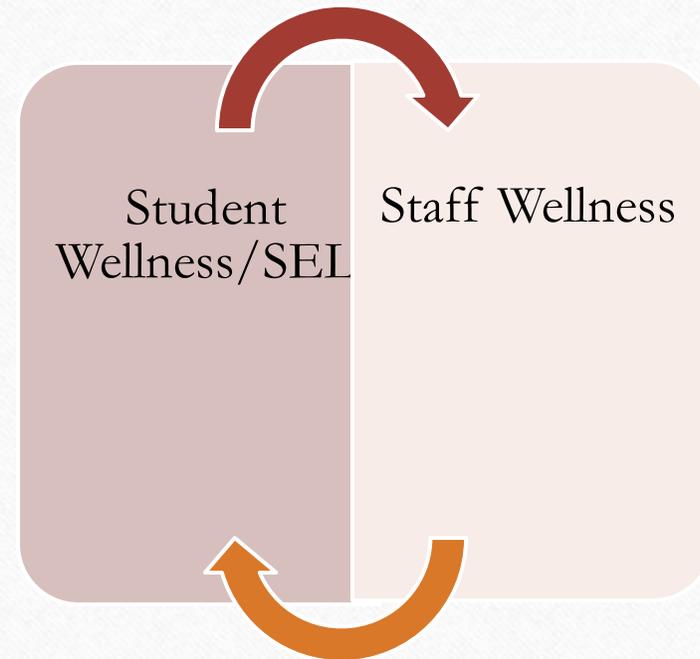


Randolph High School Wellness & SEL Initiatives 2019-2020



RHS iCoach SEL/Wellness Initiatives

- Staff & student wellness are interconnected
- Coaching team planned with both student wellness and staff wellness in mind
- Goal was to (1) provide research on SEL and wellness to staff and (2) best practices for implementation in the classroom



RHS iCoach SEL/Wellness Initiatives

iLearn: New Year, New You

- Research-based focus on teacher and staff wellness.
- Tips and strategies for integrating mindfulness and reflection into planning, grading, and collaboration

iLearn: Treat Your Students “Well”

- Research-based focus on student wellness and SEL
- Trauma-Sensitivity Best Practices
- Tips and strategies for integrating SEL into RHS classrooms
- Collaboration with RHS counseling department

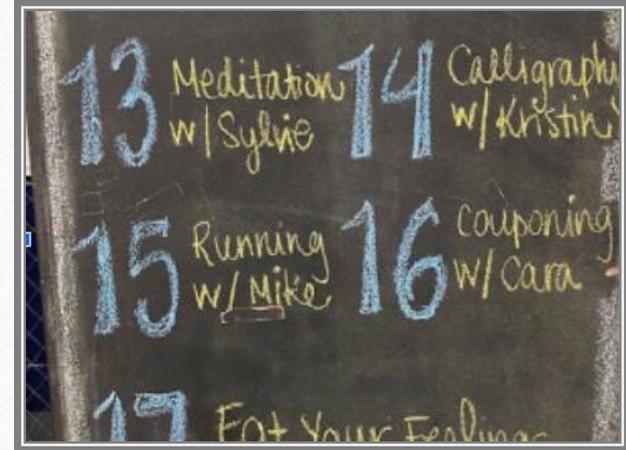
Staff Wellness

Anyone who's flown a lot knows that the pre-flight announcements include directions for using oxygen masks if there should be a sudden loss of cabin pressure....



Staff Wellness

- Research-based information on wellness in the classroom (Source: Thomas Armstrong, *Mindfulness in the Classroom*)
- Strategies that allow wellness to impact student learning (reflection, journaling, mindfulness, grounding techniques)
- Building collaboration and staff relationships (wellness room, wellness week programming)



Teacher's Examen

Start with the "Big Picture" – To prevent the Examen from devolving into simply harping on the negatives, begin with your "Big Picture". Why did you become a teacher, educator, or administrator? What do you have to be grateful for during the day?

Review the day with gratitude - Play back your day like a movie projecting in your mind. You don't necessarily need to touch upon every moment, but pay careful attention to the moments that stick out to you and WHY they are sticking out to you.

Pay attention to your emotions – As you play back your day, pay attention to any emotions that stick out. Perhaps a particular incident made you become agitated? Angry? Frustrated? Perhaps some interaction was particularly life-giving or positive? As you review your emotions in your mind, consider why each event is sticking out, and how you responded to each incident. Could you have responded better?

Choose one feature of the day and learn from it. – As educators, we cannot possibly learn from every single interaction with every student or colleague every day. However, if we reflect upon one of these interactions, perhaps we can come one step closer towards growing each day as professionals.

Look toward tomorrow. – How will you respond to your Examen tomorrow? How will you work to become a better person? Coach? Educator?

Meditation and Breathing Techniques



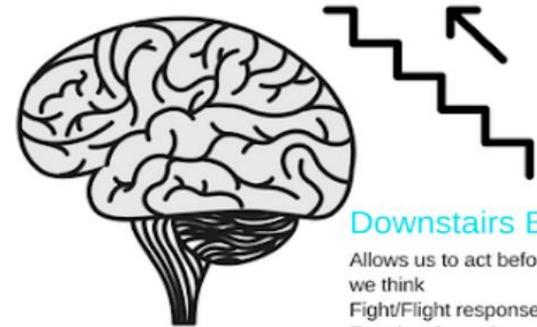
Student Wellness

- Began with research on recent findings regarding students "doing school" (Pope and Simon)
- Introduced Trauma Sensitivity and how to help students develop a mindset of growth in order to overcome traumas in their lives (Rice and Groves, 2005)
- Shared examples of SEL and mindfulness taking place in RHS classrooms, and allowed time to brainstorm and plan.

“Trauma is an exceptional experience in which powerful and dangerous events overwhelm a person’s capacity to cope” – Rice and Groves, 2005

Upstairs Brain

Allows us to think before we act
Decision-making
Control over emotions & body
Focus/concentration
Empathy
Self awareness



Downstairs Brain

Allows us to act before we think
Fight/Flight response
Emotional reactions
Bodily functions

Source: Siegel & Bryson "The Whole Brain Child"

Building Mindful Student & Teacher Relationships

On the October 14, 2019 In-Service Day focused on Wellness, the RHS Instructional Coaches created a forum in which RHS students were directly involved in collaborative discussions with RHS faculty. In the session, students and staff members:

- Established a vision of the ideal teacher and ideal student
- Shared and discussed the expectations of each
- Engaged in feedback, discussions, and collaboration



Mental Health Check-in

- Ensure students have a safe place to share their feelings
- Speak to students about the purpose of the chart before hanging it up & emphasize trust
- When using the check-in chart, students are encouraged to grab a post-it, write their name on the back and place it next to the statement that best matches their feelings for the day.
- The last two statements merit a check-in with the teacher and a follow-up conversation with the counselor or the school psychologist on campus.



Meditation & Mindfulness

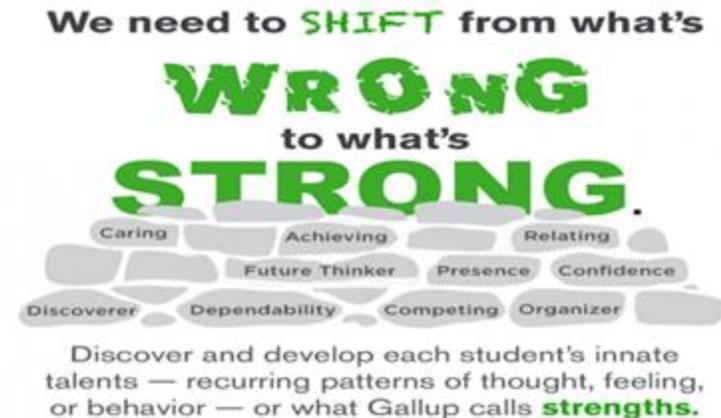
FOCUSED FRIDAYS



Naviance as an SEL Resource

Students who are able to identify their life interests and career aspirations are more likely to connect their current academics to their future aspirations.

- *Career Interest Profiler*
- *Do What You Are*
- *Strengths Explorer*
- *Learning Style Inventory*



Transition to Digital Learning & SEL

Escrate Calm, Teams Status, Settings & Chat Pinpoint	Are you inundated with chats in Teams? You can use these two settings to help you achieve some mindfulness as you respond to many chats throughout your day, and still respond to chats in a timely manner.	Novice
Adjusting Channel Permissions in Microsoft Teams	Adjusting Channel Permissions in order to manage how students can communicate inside of the Team	Novice
Manage Notifications in Teams	How to set up your Teams notifications for the overall platform	Novice
Upload Files on Microsoft Teams	How to upload a file in your team and set up some organization for your files	Novice
Create Email Lists on Genesis	How to create an email list of students and parents through Genesis	Novice
Manage Channel Notifications	How to set your Channel Notifications so that you are notified when new posts/additions are put on that channel. Share with your students too to show them how to stay notified of new content on your team/channel.	Novice
Microsoft Stream 101: Create, Upload, Share, Video on Stream	How to create/upload videos through Microsoft Stream and share on Teams	Novice
In progress	Outside (Parent) Access: Setting up an outside Microsoft email Account; Adding Outside Guests to Virtual Meetings; Creating a Google Phone Number	Novice

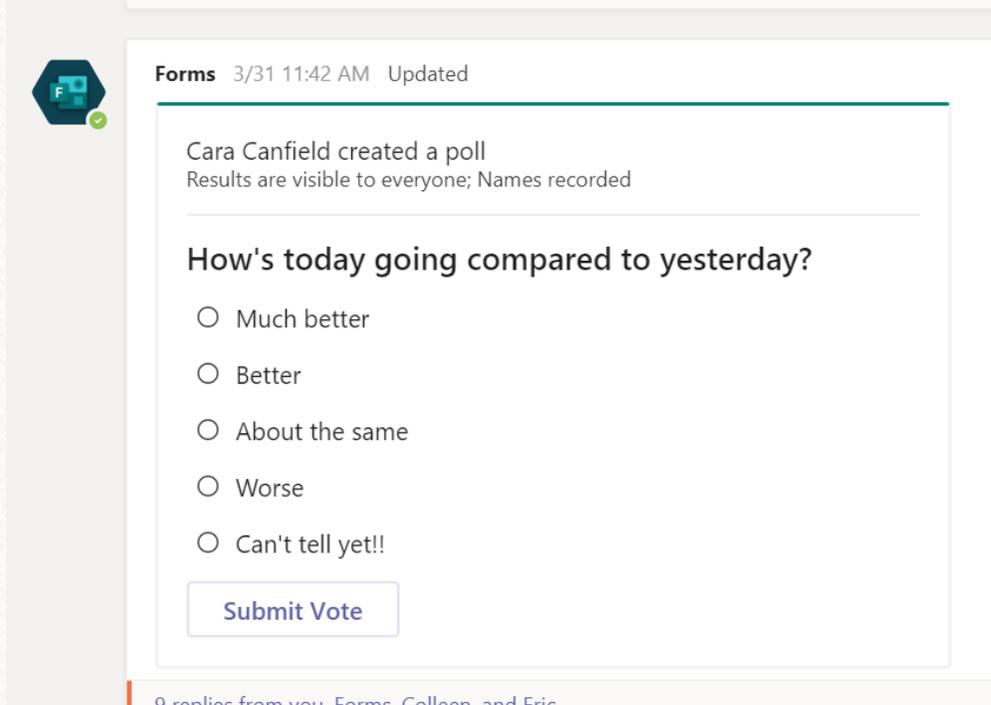


Staff Support: The instructional coaches helped support staff in the transition to remote learning, and continue this support by:

- Researching, collaborating, and creating resources
- Responding to 150+ messages in our Teams channel daily
- Creating and curating instructional documents to share out with staff
- Continually supporting staff with ongoing virtual webinars and coffee talks to meet their needs.

Transition to Virtual Learning & SEL

Student Support: *Using Microsoft Forms to "check in" on classes*



The screenshot shows a Microsoft Forms poll interface. At the top left is the Forms logo. The header reads "Forms 3/31 11:42 AM Updated". The main content area contains the text "Cara Canfield created a poll" and "Results are visible to everyone; Names recorded". Below this is the question "How's today going compared to yesterday?". There are five radio button options: "Much better", "Better", "About the same", "Worse", and "Can't tell yet!". A "Submit Vote" button is located at the bottom of the poll area. At the bottom of the screenshot, it says "9 replies from you, Forms, Colleen, and Eric".

- Utilizing Forms-Bot (@forms)
- Formative assessments
- SEL check-ins
- Attendance

Thank you!



2 Blessed
TO BE
STRESSED



SEL & RHS Academics

Curriculum

Revisions for Inclusivity & Representation:

- LGBTQ Law Revision
- English Curricula

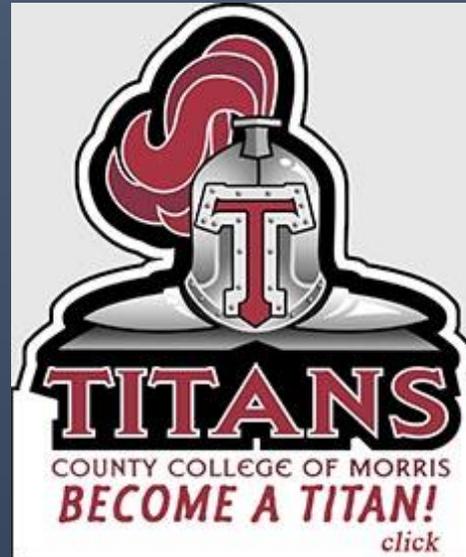
Curriculum Writing:

Positive Psychology



Program

CCM College Readiness Now (CRN)



Resource

Newsela



Amelia Wolfe Wright, EdD

Making the SEL Connection with the Arts at RHS

VPA – World Language – Special Education		
Staff Survey	Toolkit	SEAL Resource
Staff awareness survey based around SEL and the connection through the Arts administered at beginning of year to help guide conversations and future planning.	Gather SEL based resources including strategies and activities that can be implemented or enhanced throughout instructional time.	Social-Emotional Artistic Learning (SEAL) makes connections between all art forms and Casel's social-emotional learning competencies.

Common Arts Questions Connecting to SEL

Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Is this how I want this to look/sound/feel?	When can I practice and for how long?	What do I think about another person's work?	How can I critique others' art?	What tools, media or people do I need access to?
What is influencing my choices?	What do I need to work on next?	How can I connect my work to others' work?	How can I use others' critiques about my art?	How can I work with what I have?
What do I need to do next?	What do I want to accomplish or understand?	How do I interpret this?	How can we use the arts to communicate with others?	Who influences my choice making?



Q&A

Question and Answer

Please submit question via Teams

- Include name, e-mail, and home address