Summary of 2018-19 Committee Work

July 25, 2019
CURRICULUM

- Every Student Succeeds Act (ESSA)
  - School climate survey
  - Improve districtwide attendance
  - Increase student engagement

- Grading & Homework
  - Discussions regarding practices
  - Purposeful Work

- Elementary Level
  - Next Generation Learning Standards
    - Introductory and Crosswalk Documents
    - School and Parent Presentations
  - Parent Academy
  - “At a glance” documents
EQUITY

- Communicating in multiple languages
- ENL Parent Nights
- GSA at LBMS
- Proportionality in Student Groups
- Inclusive practices regarding Special Education students
- Parent Leaders - Community Groups
- Diverse Curriculum & Staff
Parent Academy: Junior Edition

English: https://forms.gle/Ryorc2iVuYAD9VXr6

Spanish: https://forms.gle/fsFeMdEYhSPqaWEh8
SOCIAL EMOTIONAL LEARNING (SEL)

- Strategies to Strengthen CASEL Learning Competencies
- Subgroup on Mental Health
  - NYS Framework
  - Education in the Classroom
    - PE, Health, Nutrition, and SEL
- Evaluating school climate using benchmarking system
- Multi-Tiered System of Support
Universal Benchmarks

Considerations - Administrators will want to consider characteristics of the environment that promote the mental health and resilience of all members of the school community. The benchmarks are based on the principles of social emotional learning, fair and restorative disciplinary and behavioral management practices, school connectedness, and the recognition of trusted relationships.

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<thead>
<tr>
<th>BENCHMARKS – Universal</th>
<th>1</th>
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<th>Comments and next steps</th>
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<tbody>
<tr>
<td>A. Strategies exist to create a welcoming environment for new students.</td>
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<td>B. Data is used to evaluate equitable and fair treatment of students by teachers and staff. Students feel safe from verbal abuse, teasing, and exclusion related to mental health concerns.</td>
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<td>C. Educators support the development of social and emotional knowledge and skills including effective listening, social problem-solving, reflection, and emotional regulation, empathy, personal responsibility, and decision making.</td>
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<td>D. Students know where, when, and how to access emotional supports for themselves or a peer.</td>
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<td>E. All students have meaningful opportunities to contribute to the well-being of their school community.</td>
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<td>F. Parents feel welcome and know how to access mental health and social supports for their children at school and in the community.</td>
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<td>G. Mutual respect for individual differences is a norm, and diversity is celebrated.</td>
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<td>H. Relationships exist with community mental health providers toward improving communication and access to care for students in need.</td>
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<td>I. Other</td>
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<td>1C. Feelings</td>
<td>1C. EEa. Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last.</td>
<td>1C. Lea. Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last.</td>
<td>1C. la. Individuals experience a full range of emotions and can learn to recognize them and predict their normal course.</td>
<td>1C. Ca. Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self-care and can impact mental health.</td>
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<td>1C. EEb. Individuals identify appropriate ways to express and deal with feelings.</td>
<td>1C. LEb. Individuals describe the relationship between feelings and behavior; Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self-care and can impact mental health.</td>
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Ex. School mental health professionals provide evidence-based treatment services (e.g., cognitive behavioral therapy)

Ex. Individualized Behavior Contract

Ex. Explicit instruction of SEL Competencies

**Tier 1: Universal Level** – Primary, school-wide or classroom-wide, accessed by all students; screening and prevention-focused; alone is effective for approximately 80% of students

**Tier 2: Secondary Level** - Targeted, serves groups of students at-risk; tier 2 supports are rendered in addition to tier 1 and is effective for an additional 15% of students

**Tier 3: Tertiary Level** - Specialized, serves individual students with high risk; intensive tier 3 supports are rendered in addition to tiers 2 and 1 and is effective for an additional 5% of students
TECHNOLOGY

- Began work on a Scope and Sequence document, PK-12
  - This identified districtwide needs and deficiencies as well as highlighted existing strengths

- Presentation with Q&A on Ed Law 2d.121
  - Major shifts regarding cybersecurity, student data, and agreements with software vendors
- Makerspace “Playground”
  - Committee members demoed and experimented with various devices and made recommendations for acquisition