

the CHARTER SCHOOL

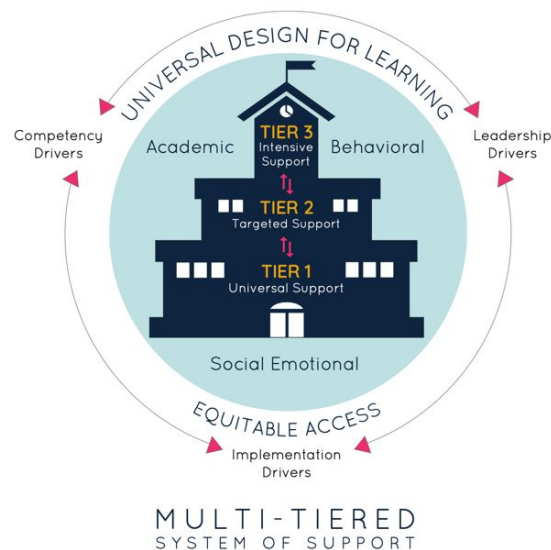
MARTHA'S VINEYARD PUBLIC CHARTER SCHOOL

Social-Emotional Learning

Introduction

Prior to the mandatory social distancing mandate (March 13 2020) due to COVID-19, the guidance staff, teachers, and administrators at MVPCS provided in-person tiered level social emotional support for MVPCS students and families. This multi-tiered system included: Tier 1: universal, Tier 2: targeted, Tier 3: intensive. Various social emotional services included individual counseling, groups counseling, educator consultation, task force engagement around special community topics, and building specific instruction on topics related to health, wellness, substance abuse prevention and at-risk behaviors. SE and health related instruction relied on the school nurse, classroom teachers, health education teachers, and administrative support. The goal of this proposal is to bring uniformity and consistency to the delivery of universal social emotional programming in a remote and/or hybrid learning model. In efforts to circumvent unique constraints in regard to resources, finances, remote learning barriers, personnel and time, the following plan allows for grade level teachers to deliver evidenced-based SEL learning opportunities across K-6 grade levels via readily accessible modules/ curriculum on google classroom.

For the purposes of this plan stakeholders are defined as any members of the community who have an interest (active or passive) in the social emotional wellness of children serviced through the Martha's Vineyard Public Charter School. The plan aims to take place as a remote pilot program in the school year 2020-2021.



Stakeholder Engagement Plan

Stakeholder Name	Interest or Perspective	Role in the Program
Children (grades K-6)	Program Participants	Will engage in programming
School Community, Teachers, Administration, Child, Guardians	Utilizers and supporters of program	Will deliver and plan programming
School Board Director	Supporter of program: effectiveness, cost, resources	Secure curriculum, assist in coordination

Volunteering outside agencies who may provide material and/or deliver content:

Island Wide Youth Collaborative (IWYC), Parent Events & Special presentations,

Contact: Susan Mercier

Youth Task Force, Parent Events & Groups,

Contact: Theresa Manning

Dukes County Sheriff's Office, LEAD Program (drug resistance),

Contact: Stirling Bishop

CONNECT to End Violence (MVCS) (healthy relationships),

Contact: Jennifer Neary

District Attorney Office, 5th-8th (Cyber Safety),

Contact: Deb Martin

MVPCS school-based staff who may provide material and/or deliver content:

April Knight, LMHC, PhD, Elementary Guidance

Hope Tripp, LMHC, Upper School Guidance Samantha Greene, Health Educator

Tim Pinacaud, Physical Education

Grades K-6 Program: Martha's Vineyard Public Charter School Logic Model for K-6 SEL Situation:

Inputs

Children of MVPCS and their guardians need social emotional support/ instruction that offer opportunities to learn skills that increase emotional wellness.

Children and guardians are encouraged to participate in educational opportunities presented by teachers in and out of school.

Locations include home, MVPCS hybrid learning and MVPCS community events.

Coordination of events including curriculum implementation is led by the guidance counselors, health/PE educators, administrators and parents.

Outputs

Activities

MVPCS elementary counselor creates grade specific weekly SEL modules guided by evidence-based programs designed for age specific skills to be used by teachers co-teaching plans for grades K-6 on Google Classroom.

Elementary counselor provides information about the skills to be learned, location of instructional materials for educating children and guardians.

Children and guardians from the K-6 MVPCS communities will be invited to engage in this learning via their classroom teachers.

*Teachers will document their use of materials on a shared google spreadsheet and have access to counselors for additional guidance.

Participation

At least 30 weeks (30min/ weekly per grade level) of instruction will be delivered to students from this curriculum in grades K-6 via teachers.

At least six guardian learning opportunities will be offered over the course of the school year.

Student participants will receive the instruction as part of their school day.

Guardian participants are self-selecting.

Outcomes / Impact

Short

Students participating learn social emotional skills that aid in increasing/ maintaining social emotional wellness.

Students will learn about: self-awareness, self-management, social awareness, relationship skills and responsible decision making. Further description of these 5 core competencies found here: <http://www.doe.mass.edu/sfs/sel/?section=sel-five-core#view-list>

Guardians co-teach via instructional activities and opportunities.

Guardians practice expressing their thoughts and feelings around important parenting topics during these six guardian learning opportunities.

Medium

Discover personal comfort in talking about self, wellness, and/or relationships via the activities.

Begin to identify their own emotions and experiences through guided discussions.

Create relationships with teachers from the school community and with guardians that share common social-emotional knowledge and terms.

Long

Increase feelings of connectedness and reduce feelings of isolation in students, parents, educators around topics related to social emotional wellness.

Increase students' ability to be self aware, use skills to resist at-risk behaviors and get help when needed.

Improve overall emotional health and resiliency.

Obtain skills that are transferable to situations in life.

In turn, decrease maladaptive behaviors to get needs met leading to a healthy sense of self and relationship to self and others.

Grades 7-12 Jeremy Culter from the Hulbert Outdoor Center has agreed to partner with MVPCS for the third straight year to offer Success Counseling Training for students in Grades 7-12. Additional aspects of our Social Emotional curriculum is detailed below.

Soft Skills Curriculum

9 Modules in Total: Teachers, school culture can reinforce in day- to-day learning.

Teachers and parents will receive an email the last week of the preceding month explaining the soft skill of the month which will be reinforced for the upcoming month; this will include a short video.

The teacher/parents will use a preferred reinforcement tool.

After the teacher reviews the definition and video of the word for that month, the reinforcement will begin.

Each time a child demonstrates that skill, adults will reinforce the skill.

Soft Skill Project Plan School Year 2020/2021

Soft Skills curriculum that can help our learners understand what soft skills are and how they look used in everyday life.

What are Soft Skills? Soft Skills is a term often associated with a person's "EQ" (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, interpersonal skills, managing people, leadership, etc. that characterize relationships with other people. Soft skills contrast to hard skills, which are generally easily quantifiable and measurable. (wikipedia)

September 2020 Self-Control

Are students able to calmly handle all peers and teachers, even at the most frustrating moments? Students must strive to remain calm and cool, even when their peer/teacher is not. Patience and self-control will keep students in adulthood from getting upset and saying something inappropriate.

October 2020 Positivity

A positive attitude goes a long way. Make sure your students know all of the positive things happening around him/her. Make sure they are praising/complimenting the actions of others and/or seeing the good side. If a peer or teacher has a problem, help them focus on what they can do to help him or her. Being proactive and optimistic can help a student stay positive.

November 2020 Assertiveness

When dealing with a peer or situation you want your student to be able to take control of the situation and do what he/she needs to do in an efficient manner. If they are meek or passive, the student may not gain faith and respect of their peers. However, teachers don't want their students to be aggressive or demanding, which can offend others. Encourage speaking in a strong, steady voice, asking direct questions of students, and keeping track of what they need to do, they will convey confidence without being aggressive.

December 2020 Conflict Resolution

In life you deal with many people who have problems that need to be solved. It is important for students to be creative problem solvers. Always make sure students understand the problem clearly, and offer them possible solutions. Think creatively; often you will need to think of solutions that fit the needs of a specific situation. If the student cannot find a solution that works for the peer or themselves, help them locate additional help. Follow up with the student to make sure the issue has been resolved. Remind students that whoever is presented with a problem takes interest in their problem and be willing to help, in whatever way possible.

January 2021 Empathy

It is important not only for students to understand what a peer or teacher says, but how they feel. An important soft skill is being able to recognize and understand a person's emotional state. If a student struggles to convey empathy, remind them to think about being in the others position. How would you feel if you were in her position? How would you like to be treated? These questions will help students identify with others and better assist others.

February 2021 Taking Responsibility

A big part of working, learning and growing is being able to say, "I'm sorry," whether it's for an intentional error or unintentional error. Students have to be able to sincerely apologize to peers/ teachers on behalf of their actions, even when the problem was not fully their fault.

March 2021 Humor

A sense of humor can make a potentially stressful situation more enjoyable. If a friend cracks a silly joke, she will appreciate it if you chuckle along with her. However, make sure you are never laughing at someone (such as when they make a mistake or have trouble with something), but instead laughing with a peer or teacher.

April 2021 Adaptability

This is especially important for older children to demonstrate, to counter the (often erroneous) opinion of others or those who are set in their ways. Success hinges on being able to work in environments. Students will need to have a passion for learning and the ability to continue to grow and stretch your skills to adapt to the changing needs of their environment.

May 2021 Critical observation

It's not enough to be able to collect data and manipulate it. Students must also be able to analyze and interpret it. What story does the data tell? What questions are raised? Are there different ways to interpret the data? The student must engage with the learning, be able to demonstrate critical thinking.

Embedding Social and Emotional Learning in Middle and High School Classrooms

Because SEL competencies include skills directly linked to increased academic success and college and career readiness, we have defined a set of Learning and Life Competencies for teachers to systematically integrate into their teaching practices. These competencies align with the developmental and cultural needs of secondary students and the academic expectation held by middle and high school teachers. Learning and Life Competencies cover four skill sets: self-awareness, self-management, social efficacy, and academic efficacy. These developmental readiness competencies grow and strengthen throughout the early and middle stages of adolescence between the ages of 12 and 18. Our plan is to teach and practice SEL competencies within four learning domains: Positive personal relationships, learning protocols and unit design, academic support, and restorative and accountable discipline and behavior support.

Teaching Learning and Life Competencies through Four Learning Domains

Classroom Learning Domain Daily Instructional Practices Aligned Learning and Life Competencies

1. Positive Personal Relationships

How do teachers foster and sustain strong and supportive personal relationships in support of students caring for themselves and each other?

Knowing students and making them feel known: Learning Students' Names, Meet & Greet, Collecting Student Profile Data, Personal Check-ins

Creating group cohesion among students: Gatherings & Closings, Group Agreements, Team Building, Classroom Meeting/Circle

Be self-aware: Identify, express, and manage emotions, Communicate effectively, Demonstrate empathy and respect, Foster healthy relationships

2. Learning Protocols and Unit Design

What instructional practices do teachers use to ramp up engagement and rigor to increase student achievement?

Facilitating engaging learning protocols: Text Protocols, Turn & Talk Protocols, Movement and Manipulatives, Whole Group Discussion, Cooperative Learning

Planning challenging, meaningful learning tasks: Problematizing the Curriculum, Student Voice and Choice in Process and/or Product, Making Content Relevant

Communicate effectively: Be assertive and self-advocate, Cooperate and participate, Demonstrate social and civic responsibility, Invest in quality work.

3. Academic Support

How do teachers target their academic supports and interventions to meet the range of learners in their classrooms?

Academic press: Setting Academic Expectations, Academic Goal Setting & Progress Assessment, Academic Check-ins, Academic Conferencing, Anticipating and Planning for Learning Gaps, Study Strategies, Revise, Edit, Proof, and Correct

Assessing for learning: Walk-around "Look-Fors", Corrective Feedback, Formative Assessment Tools, Value Added Feedback, Student Feedback.

Intervening when students aren't learning: Problem Solving and Planning Conferences, Progress monitoring, Academic Work-outs, Parent Calls and Conferences.

Be self-aware: Invest in quality work, Exhibit self-control / impulse control, Demonstrate perseverance and resilience, Set and assess goals, Be assertive and self-advocate, Invest in quality work, Organize to learn and study.

4. Restorative and Accountable Discipline and Behavior Support

How do teachers plan for and manage safe, orderly, and respectful classrooms and respond effectively to disciplinary concerns and incidents?

Promoting and planning for a well-disciplined classroom: Setting Behavior Expectations, Practicing and Assessing Learning and Life Competencies, Anticipating and Planning for Common Unwanted Behaviors.

Responding to and managing unwanted behaviors: Depersonalization, First Response to Behavior Concerns, Responding to Disrespectful Behavior, Behavior Check-ins, Restorative Questions.

Defusing Upset Students and De-escalating Charged Situations: Re-Set Protocols, De-escalating Power Struggles, Interrupting Physical Altercations, Responding to Oppositional Behaviors

Implementing holistic interventions for challenging or chronic unwanted behaviors: Problem-Solving and Planning Conferences, Progress Monitoring, Coaching and Practice Work-outs, Family Conferencing.

Be self-aware: Identify, express, and manage emotions, Exhibit self-control / impulse control, Set and assess goals, Communicate effectively, Demonstrate empathy and respect, Demonstrate social and civic responsibility.

Social and Emotional Support for ELL Families

An eight part bilingual series of Cognitive Behavioral Therapy (CBT) podcasts on Soundcloud (Link here: <https://soundcloud.com/user-64998139-483107122>) to provide therapeutic support to bilingual families on MV. I would like to complete this task and create another five-part parenting series training. These psychosocial based materials can be used by multiple organizations for free and are designed to support Brazilian families on MV.

Description and purpose: Provide important resources to Brazilian families on stress-management and self-care during stressful times. Additionally, provide important information to families about understanding child behavior, parenting strategies and navigating the public school system.

Participants/audience: All MV organizations that aim to support our bilingual community will have access to these materials via a monthly email sent by April and a resource page on her website.

Expected outcomes: Improve accessibility of behavioral health information and psychosocial supports to bilingual families. In turn, improve the health, safety, and wellness of those families.

Impact on individuals: Improve communication, bridge cultural gaps and mis-understandings, and create community inclusivity. It will be a permanent resource accessible by anyone and will be free.

Organization and /or community and how impact will be measured: Views will be monitored by auto counter on Soundcloud. This will monitor how many people are accessing it.

Follow up activities: April will send out monthly emails and discuss ways to use the resources in the school community.

Expectations for continuing/repeating/replicating the project: This may become a larger project, as I am setting up a bilingual resource page on my website that will be devoted to behavioral health and psychosocial supports to bilingual families. This will be shared with all ELL teachers on the island.



Aprendizagem Socioemocional

Antes do mandato de distanciamento social obrigatório (13 de março de 2020) devido ao COVID-19, a equipe de orientação, professores e administradores do MVPCS forneceu apoio emocional social de nível presencial para estudantes e famílias do MVPCS. Este sistema multi-hierarquização incluiu: Nível 1: universal, Nível 2: targeted, Tier 3: intensive. Vários serviços sociais emocionais incluíram aconselhamento individual, aconselhamento de grupos, consulta de educadores, engajamento de força-tarefa em torno de temas especiais da comunidade e construção de instruções específicas sobre temas relacionados à saúde, bem-estar, prevenção de abuso de substâncias e comportamentos de risco. Se e instrução relacionada à saúde contaram com enfermeiro escolar, professores em sala de aula, professores de educação em saúde e apoio administrativo. O objetivo desta proposta é trazer uniformidade e consistência à entrega de programação emocional social universal em um modelo de aprendizagem remota e/ou híbrida. Em esforços para contornar restrições únicas em relação a recursos, finanças, barreiras de aprendizagem remota, pessoal e tempo, o seguinte plano permite que professores de nível de série ofereçam oportunidades de aprendizagem de SEL baseadas em evidências em todos os níveis de grau K-6 através de módulos/currículo facilmente acessíveis na sala de aula do Google.

Para efeitos deste plano, os interessados são definidos como quaisquer membros da comunidade que tenham interesse (ativo ou passivo) no bem-estar emocional social das crianças atendidas através da Escola Pública de Martha's Vineyard. O plano pretende ser realizado como um programa piloto remoto no ano letivo 2020-2021.

Notas 7-12

Jeremy Culter, do Hulbert Outdoor Center, concordou em fazer parceria com a MVPCS pelo terceiro ano consecutivo para oferecer treinamento de aconselhamento de sucesso para alunos das séries 7-12. Aspectos adicionais do nosso currículo socioemocional estão detalhados abaixo.

Currículo de Soft Skills

9 Módulos no Total: Professores, a cultura escolar pode reforçar no dia a dia da aprendizagem.

*Professores/pais receberão um e-mail na última semana do mês anterior explicando a

"habilidade suave" do mês que será reforçada para o próximo mês; isso incluirá um vídeo curto. *O professor/pais usará uma ferramenta de reforço preferencial.

*Após o professor revisar a definição e o vídeo da palavra para aquele mês, o reforço começará.

*Cada vez que uma criança demonstra essa habilidade, os adultos reforçarão a habilidade. Projeto de Habilidade Macia Plano Escola Ano Letivo 2020/2021

Incorporando aprendizagem social e emocional em salas de aula do ensino médio e médio

Como as competências da SEL incluem habilidades diretamente ligadas ao aumento do sucesso acadêmico e à prontidão para a faculdade e para a carreira, definimos um conjunto de Competências de Aprendizagem e Vida para que os professores se integrem sistematicamente em suas práticas de

ensino. Essas competências estão alinhadas com as necessidades de desenvolvimento e cultura dos alunos do ensino médio e com a expectativa acadêmica dos

professores do ensino fundamental e médio. As Competências de Aprendizagem e Vida abrangem quatro conjuntos de habilidades: autoconsciência, autogestão, eficácia social e eficácia acadêmica. Essas competências de prontidão para o desenvolvimento crescem e se fortalecem ao longo dos estágios inicial e médio da adolescência entre os 12 e os 18 anos. Nosso plano é ensinar e praticar competências de SEL dentro de quatro domínios de aprendizagem: relações pessoais positivas, protocolos de aprendizagem e design de unidade, apoio acadêmico e apoio à disciplina e comportamento restaurador e responsável.

Ensino de Aprendizagem e Competências de Vida através de Quatro Domínios de Aprendizagem

Práticas instrucionais diárias do domínio da aprendizagem em sala de aula alinham competências de aprendizagem e vida

I. Relações Pessoais Positivas

Como os professores promovem e sustentam relações pessoais fortes e solidárias em apoio aos alunos que cuidam de si mesmos e uns dos outros?

Conhecendo os alunos e fazendo-os se sentirem conhecidos: Aprendendo nomes dos alunos, meet & greet, coletando dados do perfil do aluno, check-ins pessoais.

Criação de coesão em grupo entre os alunos: Encontros & Fechamentos, Acordos de Grupo, Formação de Equipes, Reunião/Círculo de Sala de Aula

Seja autoconsciente: Identifique, expresse e gerencie emoções, comunique-se efetivamente, demonstre empatia e respeito, promova relacionamentos saudáveis.

2. Protocolos de Aprendizagem e Design de Unidades

Que práticas instrucionais os professores usam para aumentar o engajamento e o rigor para aumentar a realização dos alunos?

Facilitando protocolos de aprendizagem envolventes: Protocolos de Texto, Protocolos de Turn & Talk, Movimentos e Manipuladores, Discussão em Grupo Inteiro, Aprendizagem Cooperativa Planejamento de tarefas de aprendizagem desafiadoras e significativas: Problematizar o Currículo, Voz do Aluno e Escolha em Processo e/ou Produto, Tornar o Conteúdo Relevante.

Comunique-se efetivamente: Seja assertivo e auto-advogado, Coopere e participe, Demonstre responsabilidade social e cívica, Invista em um trabalho de qualidade.

3. Apoio Acadêmico

Como os professores visam seus apoios acadêmicos e intervenções para atender à gama de alunos em suas salas de aula?

Imprensa acadêmica: Definição de expectativas acadêmicas, avaliação de definição de metas acadêmicas e progresso, check-ins acadêmicos, conferência acadêmica, antecipação e planejamento para lacunas de aprendizagem, estratégias de estudo, revisão, edição, prova e correção

Avaliação para o aprendizado: Walk-around "Look-Fors", Feedback Corretivo, Ferramentas de Avaliação Formativa, Feedback de Valor Agregado, Feedback dos Alunos

Intervir quando os alunos não estão aprendendo: Conferências de Resolução e Planejamento de Problemas, Monitoramento do Progresso, Trabalhos Acadêmicos, Chamadas dos Pais e Conferências

Seja autoconsciente: Invista em trabalho de qualidade, Exete autocontrole/controle de impulso, Demonstre perseverança e resiliência, Defina e avalie metas, Seja assertivo e auto-advogativo, Invista em trabalho de qualidade, Organize para aprender e estudar

4. Apoio à disciplina e ao comportamento restaurador e responsável

Como os professores planejam e gerenciam salas de aula seguras, ordenadas e respeitadas e respondem efetivamente a preocupações e incidentes disciplinares?

Promoção e planejamento para uma sala de aula bem disciplinada: Definindo Expectativas de Comportamento, Praticando e Avaliando Competências de Aprendizagem e Vida, Antecipando e Planejando Comportamentos Indesejados Comuns

Respondendo e gerenciando comportamentos indesejados: Despersonalização, Primeira Resposta a Preocupações comportamentais, Resposta a Comportamentos Desrespeitosos, Check-ins de comportamento, Perguntas Restaurativas

Desarmar estudantes chateados e desescalar situações carregadas: remarcer protocolos, desescalar lutas de poder, interromper brigas físicas, responder a comportamentos oposicionais

Implementação de intervenções holísticas para comportamentos desafiadores ou crônicos indesejados: Conferências de Resolução e Planejamento de Problemas, Monitoramento do Progresso, Coaching e Práticas de Treinamento, Conferência familiar

Seja autoconsciente: Identifique, expresse e gerencie emoções, Exete controle de autocontrole/ impulso, Defina e avalie metas, Comunique-se efetivamente, Demonstre empatia e respeito, Demonstre responsabilidade social e cívica.

Apoio Social e Emocional para famílias ELL

Uma série bilíngue de oito partes de podcasts de Terapia Cognitivo Comportamental (TCC) no Soundcloud (Link aqui: <https://soundcloud.com/user-64998139-483107122>) para fornecer suporte terapêutico a famílias bilíngues em MV. Eu gostaria de completar esta tarefa e criar outro treinamento de cinco partes da série de pais. Esses materiais de base psicossocial podem ser usados gratuitamente por várias organizações e são projetados para apoiar famílias brasileiras em MV.

Descrição e propósito: Fornecer recursos importantes às famílias brasileiras sobre gerenciamento de estresse e autocuidado em momentos estressantes. Além disso, fornecer

informações importantes às famílias sobre a compreensão do comportamento da criança, estratégias de paternidade e navegação na rede pública de ensino.

Participantes/audiência: Todas as organizações de MV que visam apoiar nossa comunidade bilíngue terão acesso a esses materiais por meio de um e-mail mensal enviado por Abril e uma página de recursos em seu site.

Resultados esperados: Melhorar a acessibilidade das informações de saúde comportamental e apoios psicossociais às famílias bilíngues. Por sua vez, melhorar a saúde, a segurança e o bem-estar dessas famílias.

Impacto nos indivíduos: Melhorar a comunicação, preencher lacunas culturais e entendimentos errados e criar inclusividade da comunidade. Será um recurso permanente acessível por qualquer pessoa e será gratuito.

Organização e /ou comunidade e como o impacto será medido: As visualizações serão monitoradas pelo contador automático no Soundcloud. Isso vai monitorar quantas pessoas estão acessando.

Acompanhamento das atividades: Abril enviará e-mails mensais e discutirá formas de usar os recursos na comunidade escolar.

Expectativas para continuar/repetir/replicar o projeto: Este pode se tornar um projeto maior, pois estou criando uma página de recursos bilíngues no meu site que será dedicada à saúde comportamental e apoios psicossociais às famílias bilíngues. Isso será compartilhado com todos os professores da ELL na ilha.