

Community Forum

Social Emotional Learning Support at Taconic
Hills Central School District



Purpose

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, establish and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

~National Education Association

Pupil Personnel Staff

Elementary

Tricia Petromelis- PreK-3 School Counselor
Olivia Delfs- 4-6 School Counselor
Leah Chasse- School Psychologist

High School

Erin Russo- 7-9 School Counselor
Kim Carlo- 10-12 School Counselor
Donna Solimando- 10-12 School Counselor
Kevin Reis- School Psychologist

District-wide

Rebecca Duncan- Social Worker
Jane Case- Family-School Liaison (.6 FTE)
Elena Evans- School Psychologist (.5 FTE)
Cookie and Linda Miller- Therapy Dog and Handler (.6FTE)

Administrative Team

John Gulisane
Mary D'Amico
Jim Buhrmaster
Marlene Anderson-Butler
Stella Ritter
Sandra Gardner

Five Core Social Emotional Learning Competencies



Core SEL Competencies



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Research shows that SEL can have a positive impact on school climate and promote a host of academic, social, and emotional benefits for students.



- ❑ Better academic performance
- ❑ Improved attitudes and behaviors
- ❑ Fewer negative behaviors
- ❑ Reduced emotional distress

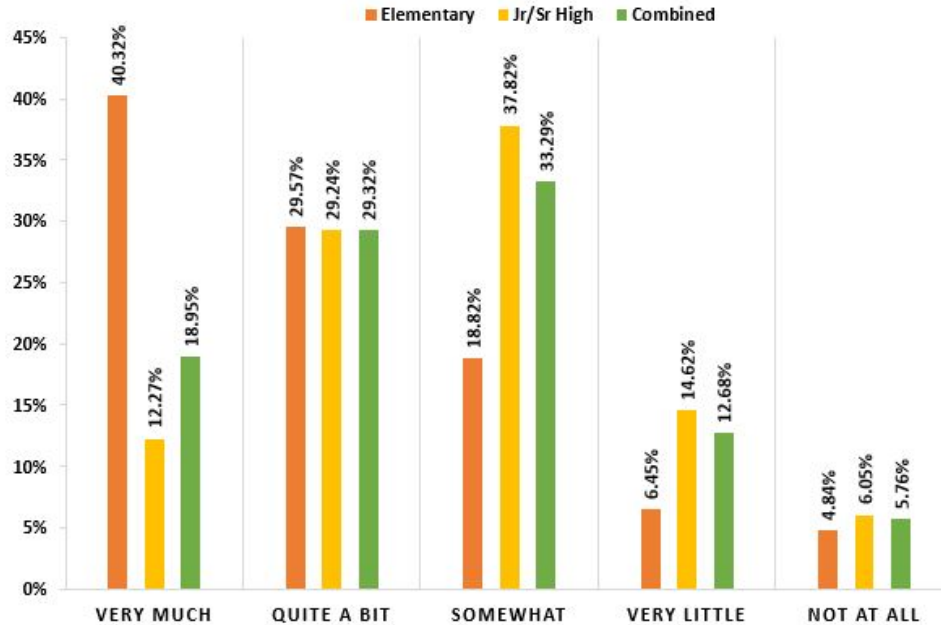
(Durlak, Weissberg et al., 2011)

Taconic Hills 2018-2019 Target

100% of our 5-12 students are connected
with at least one adult at THCSD

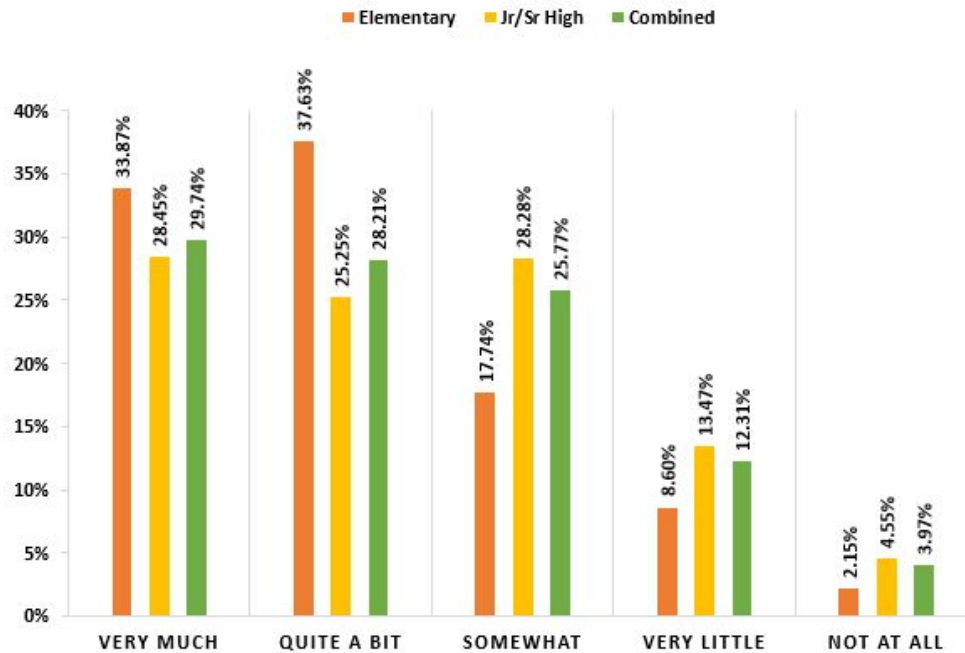
QUESTION 1:

I FEEL A PART OF MY SCHOOL



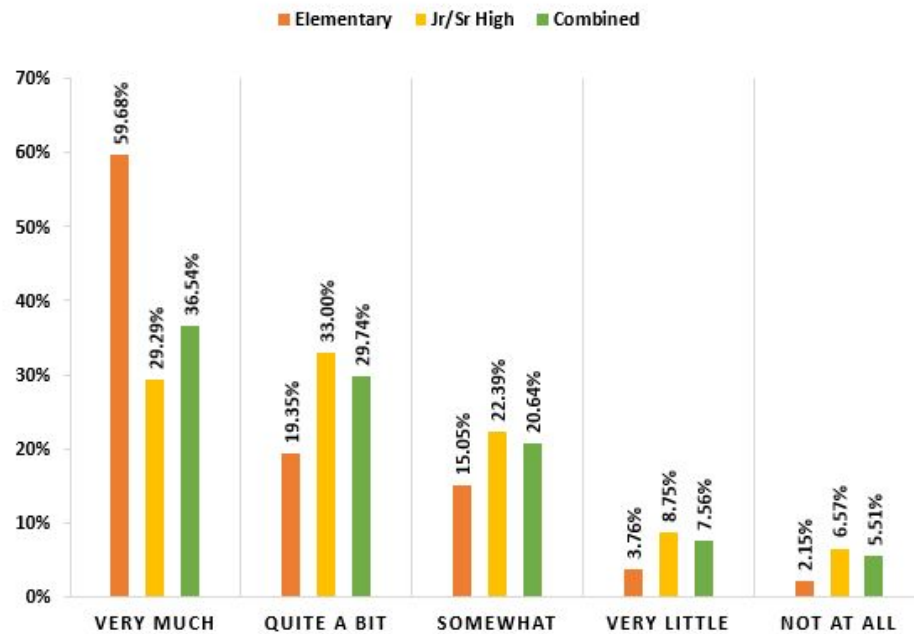
QUESTION 2:

I FEEL CLOSE TO PEOPLE AT MY SCHOOL



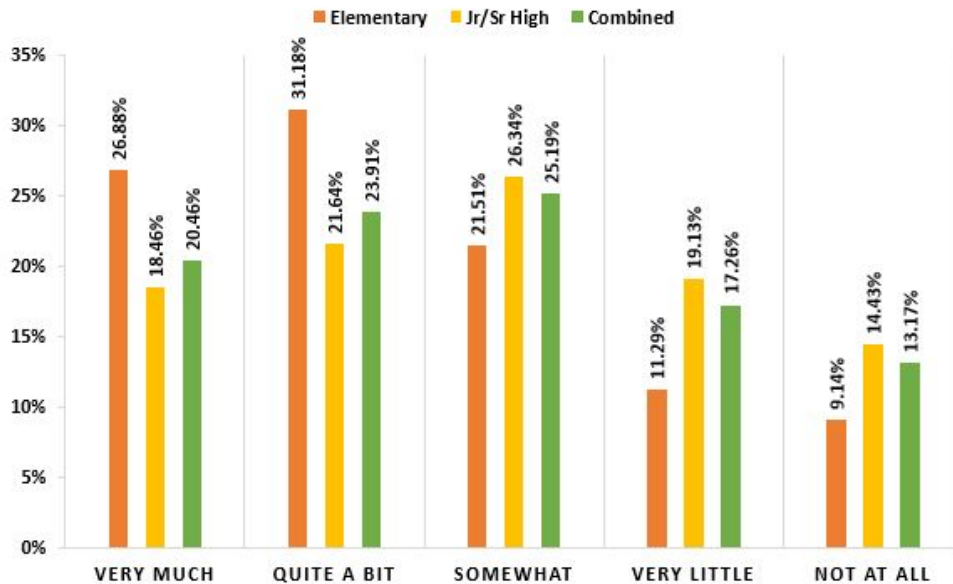
QUESTION 4:

I FEEL PHYSICALLY SAFE AT MY SCHOOL



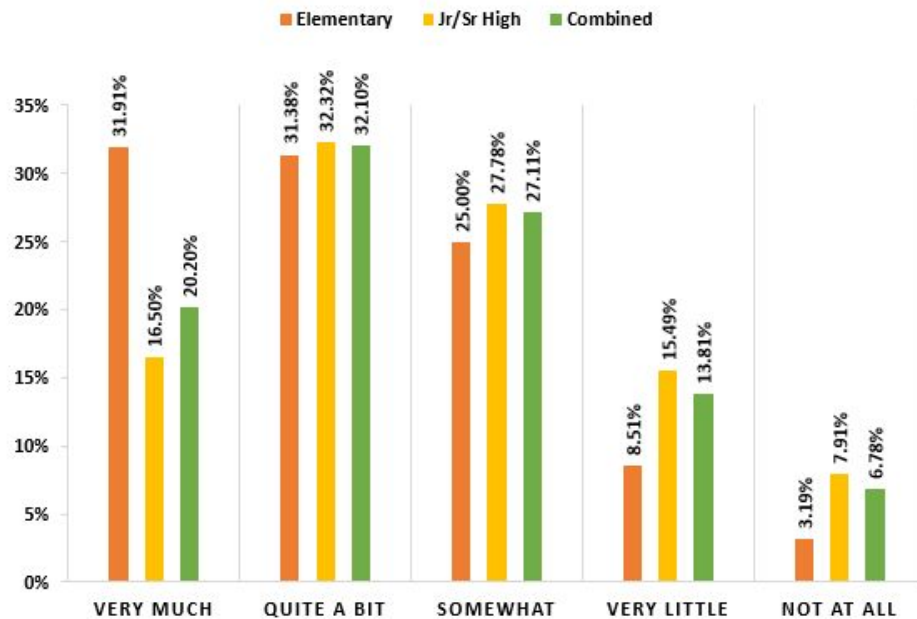
QUESTION 5:

I FEEL EMOTIONALLY SAFE AT MY SCHOOL (FEELS SAFE TO EXPRESS EMOTIONS, SECURITY AND CONFIDENCE TO TAKE RISKS, FEELS CHALLENGED AND EXCITED TO TRY SOMETHING NEW)



QUESTION 8:

I FEEL I AM TREATED FAIRLY BY OTHER STUDENTS IN MY SCHOOL



The outer shell of the 5 Core Competencies

- Curriculum and Instruction
- Practices and Policies
- Family and Community Partnerships



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Curriculum and Instruction

Olweus Bullying Prevention Program

Core Principles



Principle 1- Warmth, Positive Interest, and Involvement are Needed on the Part of Adults

Principle 2- Set Firm Limits to Unacceptable Behavior

Principle 3- Consistently Use Nonphysical, Progressive Disciplinary Consequences When Rules are Broken

Principle 4- Adults in the School Should Function as Authorities and Positive Role Models

Olweus Definition of Bullying

"A person is bullied when he or she is exposed, **repeatedly** and over time, to **negative actions** on the part of one or more other persons, and he or she has **difficulty defending** himself or herself."

Four Straightforward Rules About Bullying:

- We will not bully others.
- We will try to help students who are bullied.
- We will try to include students who are left out.
- If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

Conflict

Conflict is a difference of ideas or opinions. In life it is likely that you will experience some form of conflict.

Conflict can be either a positive or negative process for a team.

Positive Conflict:

- A difference of ideas or opinions can be very productive in a team environment.
- It can encourage creative solutions to problems and generate innovation, variety and increased communication.
- Positive conflict can also clear the air between team members, raise issues for clarification and resolution and improve relationships.

Negative Conflict:

- Occurs when conflict is not communicated and dealt with appropriately.
- Leads to frustration and resentment and increased stress levels
- Can be ongoing anger and exhibited by outbursts of anger
- Leads to the development of a gossip culture and cliques

Conflict Curriculum and Instructional Programming



The elementary school counselors are in the classrooms teaching students about conflict, and offering a problems solving model and various strategies to help them handle small problems with their peers.

The goals are:

- To help students learn lifelong conflict resolution tools and
- To help students recognize that they are strong enough and smart enough to resolve their own **minor** problems; big problems are problems that require adult assistance

Counselor led mediations take place on a regular basis at all levels.

A peer mediation program has also been offered in past years at the elementary level to provide those trained with leadership and mediation skills to support their peers when issues arise.

Professional Development for Staff

Therapeutic Crisis Intervention Training

Review of New York State Mental Health
Standards

Trauma Informed Professional
Development Programs

Pride Center Presentations

Suicide Prevention Trainings



Practices and Policies

Preventative and Responsive Classroom and School Practices

- Responsive to requests for help
- Individualized and group counseling support
- Calm Room
- Behavioral RTI
- Regular Monitoring Meetings (weekly)
- Therapy Dog
- Homework Clubs
- Guidance Plan Review
- Success Fest!
- In-class Instruction and Presentations
- Clubs such as SADD, Diversity, Mindfulness
- Small Classroom Sizes
- Home Visits
- Daily Mediations
- Parent Communications
- District-wide Safety Committee
- ACES Screening
- Risk Assessments



Dignity for All Students Act (DASA)

Marlene Anderson-Butler, Jr/Sr High
School DASA Coordinator

Mary D'Amico, Elementary DASA
Coordinator

Sandra Gardner, Title IX Officer

New York State's Dignity for All Students Act (The Dignity Act) seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.

- Complaint is typically filed with counselor or teacher
- Matter is investigated
- Depending upon level, frequency, and circumstances progressive discipline is employed
- Confidentiality is always maintained during investigation and FERPA regulations are followed

(Family Educational Rights and Privacy Act of 1974)

Family and Community Partnerships

Family and Community Partnerships

- Columbia County Mental Health
- School-based Intervention Support
- Northern Rivers
- Berkshire Farms Center
- Columbia County Sheriff's Department- SRO, DARE 5 & 8
- Family-School Liaison
- Philmont and Roe-Jan Libraries
- PINS Diversion
- Mahaiwe Theater
- Berkshire-Taconic Community Foundation
- Columbia-Greene County Cooperative Extension
- Columbia-Greene County Community College
- Columbia County Health Consortium
- Columbia County Department of Social Service
- REACH Program



Thank you for attending!

