

Barrington School Committee
Social-Emotional Learning (SEL) Advisory Committee Minutes
Thursday, December 19, 2019 8:15 a.m.

(These minutes were approved at the SEL Advisory Committee January, 16, 2020 meeting)

Attendance is on file

8:21 Meeting called to order

8:21 Pledge of Allegiance

8:22 Kristen welcomed new member Heidi Brousseau, Special Educator at Nayatt

- Heidi is focussing on SEL (Social Emotional Learning) also has part in RULER
- Everyone introduced themselves to Heidi
- Heidi states she is sitting on the State (RIDE) SEL Advisory Committee which is representation from many districts across the state looking at what the districts are doing for implementation of SEL, they played a big part in developing the standards from birth to adulthood
- All districts are coming together to share resources and information
- Looking at putting together a certificate for SEL for teachers, this is in the early phases
- Looking into what other states are doing

8:24 Kristen announced still looking for new members and student representative member

- Kristen has put out messages to the principals
- Joanne has a student interested but does not drive, no way to get her to the meeting
- Joanne is looking into scheduling some meetings at the High School Library

8:25 Introductions and Review Norms

8:26 Review Social Emotional Pillar from BP Strategic Plan

- Work based on strategic plan last year was around RULER, continuing this year with the RULER implementation, now it is focused on lessons in the classroom, each school is at a different place

8:28 Update on RULER Work for SY 2019 - 2020

- Joanne provided update on RULER at BHS
 - On PD day 9/10/19, training for BHS staff, reviewed charter, went through the mood meter and through the meta moment

- Second semester in advisory they will start teaching the student and doing the lessons for the students
- Excited to start implementing with students
- Kristen stated Middle School is using their advisory time also for RULER
- Heidi updated on RULER at Nayatt
 - Each Nayatt classroom has their own classroom charter as to how they feel at school and what commitments they are willing to make
 - Moving on to the mood meter, happy, sad, calm and angry, starting to build around that
 - In the Spring, will be looking at best self and meta moment
 - Nayatt held a PTO meeting on RULER charter for parents
 - Other 2 K-3 schools are similar to where Nayatt is at with RULER
- Group of teachers at Hampden Meadows chose RULER for working on their own goals for learning.
 - Sent out periodic emails that contained RULER lessons for classroom teachers and specialists to implement.
 - Lessons included creating classroom charter, mood meter and establishing common language across the buildings.
 - All classrooms are using the mood meter to check in and regulate their emotions
- Talk of district parent night K-12
- 2 teachers from each school going back to Yale in March for RULER
- Heidi shared a book, Permission to Feel, by Marc Brackett, outstanding read about RULER

8:35 Review/Approval of 10/10/19 Meeting Minutes, 10/10/19 Minutes approved

8:36 Subgroups report out to gather feedback from Committee and determine next steps

- Technology, how it is affecting students -Jordyn Hagar/Michaela George
 - Making sure information is from reputable sources and up to date

- What do we need to know and what kind of package are we looking to put this in and what kind of impact are we looking to make with it
- Brain development, Mental Health and Technology Role of participant, nature of the screen itself and interactive first person novel reward system and fast paced of the screen and the impact on the brain
- Technology children using is fundamentally different
- Decreasing emotion regulation abilities, frustration, tolerance and delayed gratification
- Decrease attention span
- Increase in aggression
- Brain changes can be seen on images very quickly, there is accumulative effect, it also can be reversed when children are not using technology, symptoms will go away
- Social interaction, social connectedness and social skills
- Identify Development, not interacting in person with people, non verbal interactions, impacting the way that we read situations, social skills development, this connects later with Mental Health
- Some data suggests that the more time you spend on Facebook, the more depressed you can get
- Research saying technology connected to anxiety/depression with social media
- In the school classroom, one to one devices, amount of screen time, digital distraction, essentially nobody can show that it helps learn, it's just a tool and it's really about the teaching, the innovation and creativity
- A lot of research on having your phone in class, you do worse, if you don't have you phone in class, you do better in school
- Reported by staff that some teachers would like to see a ban on phones in classroom
- Volume of screen time is connected with all kinds of issues, what is considered low, moderate and high, concerning is if children are using it for fun and using it in school, their quantity of time their on a screen is problematic
- Would like to put together a package with resources and information for the school principals to give to the school improvement team on managing technology and phones in classrooms

9:11 Resilience, how to communicate-Kate Crowe/Pat Tolento/Kathryn McGregor/
Maura McCrann

- Desire to help students achieve
- Types of tactics could be put into place, small fixes might be helpful in communicating the message around resilience, getting parents on board
- Recommended next steps
- Keep teaching Ruler, a lot of great resources
- Consider bringing in guest speakers, to help with college admission process, helping students find colleges that fit them versus schools that sound good
- Should we push this down to Middle School level or invite parents from that level
- Bring back students who have graduated from Barrington High School to talk about what really matters when you're in college- what do I need to know, what has helped me, and what do I wish I had known
- Conversation about the XQ Grant and work on Freshman Advisory, how that might help students get more vision about their work toward college
- Reported that there seems to be an Increase in 504 plans, increase in private therapist and psychologist giving parents information, saying your child should have a 504 and a lot of parents are requesting one, mainly around anxiety
- Reported out that many 504 plans for students in this year's freshman class that were in place from the Middle School
- Goal is to teach students coping skills
- School Committee recently had a workshop with all the administrators, talking about the school improvement goals for the year and purposeful struggle is the topic at every school
- Resilience committee will share feedback with Kristen and Kristen will send it out to SEL Advisory Committee

9:25 Next Steps

- Joanne will discuss Data Tools at next meeting
- Information on RI Student Survey format changed, will bring for Joanne
- Next meeting will break up into 3 parts, talk about each sub-committee

- RI Student Survey, cannot add questions
- Challenge Success survey prices have gone up. Survey for the High School will cost \$6000 and it would cost more if HS added more questions, they do Middle and High Schools
- Kristen thanked everyone for the efforts that was put into the research and information gathered for their sub committee, this will be our work for this year

9:27 No public comment

9:28 Meeting adjourned

The next meeting for the Social Emotional Learning Advisory Committee will be on Thursday, January 16, 2019, at 8:15 a.m. in the **Barrington High School Library**.

All are welcome at our meetings. Individuals requiring any accommodations for disabilities, please notify Barrington Public Schools at 401-245-5000 (TTD 401-247-3750) not less than 48 hours in advance of the meeting.