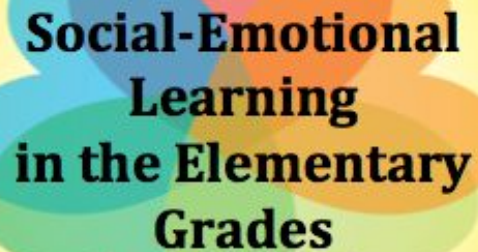


Lincoln Public Schools

presents



**Social-Emotional
Learning
in the Elementary
Grades**

**Strategies and practices that support
social-emotional learning for all students**

**Information on bullying legislation
and the District Bullying Prevention and Intervention Plan**

Mary Emmons, Administrator for Student Services

Sarah Collmer, Lincoln School Principal, Grades K-4

Kristen St. George, Hanscom Primary School, Interim Principal

Have you ever felt frustrated? Mad? So excited you could barely sit still? Of course, all of us have!

Have you always been able to say/do the right at the right moment? Even as adults, many still find this very challenging.

Social-emotional learning helps students ***understand themselves and others***, and ***be prepared*** to handle challenging feelings and situations!

What is Social Emotional Learning?

Self-awareness: *recognizing our emotions, our strengths and challenges, and sense of self-confidence*

Self-management: *the ability to regulate emotions, and control impulses*

Social Awareness: *empathy, perspective taking, appreciating diversity and respect for others*

Relationship Skills: *communication, social engagement, conflict resolution, sense of community and belonging*

Responsible Decision Making: *identifying and solving problems*

Why is Social Emotional Learning important?

SEL Contributes to

- Improved academic achievement
- Improved school attitudes and behaviors
- Fewer negative behaviors
- Reduced emotional distress

“According to a [meta-analysis](#) of 213 studies involving more than 270,000 students, those who participated in evidence-based SEL programs showed an 11 percentile-point gain in academic achievement compared to students who did not participate in SEL programs. Compared to students who did not participate in SEL programs, students participating in SEL programs also showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school.” - Collaborative for Academic, Social and Emotional Learning [CASEL.org]

How is SEL Supported Building-wide?

School-wide Expectations

- Lincoln School CARES: *Cooperate, Advocate/Ask, Respect, Empathy, Safety*
- Hanscom Primary: *Be Safe, Be Kind, Be Respectful, Be a Hard Worker*

All-School Meeting / Community Meeting

How is SEL Supported in Classrooms?

Relationship Building and Community Building in the Classroom

- **Responsive Classroom:** “The *Responsive Classroom* approach is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community.” Practices include Morning Meeting, interactive modeling,
- **Social Thinking /Michelle Garcia Winner:** *Size of the Problem, Brain In/Brain Out, Group Plan, Whole Body Listening,*
- **Second Step:** *A research based SEL curriculum program*
- **Steps to Respect:** *A research based bullying prevention curriculum. LPS anti-bullying lessons taught in Wellness class come from this program.*
- **Mindfulness:** *Mindfulness is the basic human ability to be fully present, aware of where we are and what we’re doing, and not overly reactive or overwhelmed by what’s going on around us. Many classrooms are using materials developed through LSF grants and LPS professional development opportunities.*

Who else supports SEL in our schools?

Social Workers, School Psychologists, Behaviorists

- Individual Positive Behavior Support Plans
- Small Group and Whole Class Instruction
- Situational Support

School-based teams

- Behavior-Emotional Social Support Team (BESST)
- Student Support Team (SST)
- Crisis Prevention Institute (CPI)

Mentor Program

Therapy Dog Pilot



BULLYING PREVENTION & INTERVENTION

March 1, 2017

Bullying or Retaliation Regulations M.G.L c.71§ 370



Prevention

- School Climate-Building a Respectful Environment
- Social-emotional learning
- Annual Staff Training , Professional Development and Awareness
- Support and education for individual students at risk of being bullied and students who bully others
- Develop student skills to based in supporting healthy relationships and respecting diversity
- Education in the safe use of technology
- Partnership with parents/guardians

Lincoln Public Schools is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying.

What is bullying?

- Bullying is not a one time incident
- Bullying is not a one time teasing event
- Bullying or cyberbullying is the **repeated use** by one or more students or by a school staff member of a written, verbal or electronic expression or physical act or gesture directed at a target that:
 - Causes **physical or emotional harm** to target or property
 - Places target in **reasonable fear of harm** to self/property
 - Creates **hostile environment** for target
 - Infringes on the rights** of the target at school or **disrupts** the **education process** or the orderly operation of a school

What is retaliation?

“Retaliation is any form of intimidation, reprisal or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.”

- Retaliation toward the target
- Retaliation toward a reporter
- Retaliation is investigated

What does it mean to be vulnerable to bullying?

Members of certain student groups may be more vulnerable to becoming a target of bullying based on actual or perceived differentiating characteristics.

- *Race*
- *Color*
- *Religion*
- *Ancestry*
- *National Origin*
- *Sex*
- *Socioeconomic Status*
- *Homelessness*
- *Parenting Status or Pregnancy*
- *Academic Status*
- *Sexual Orientation*
- *Gender Identity or Expression*
- *Physical Appearance*
- *Mental, Physical Developmental or Sensory Disability*

Investigating Bullying or Retaliation (Bullying Prevention and Intervention Plan)

Reporting Bullying or Retaliation:

- Reports can be made by staff, parents, students or other individuals with knowledge
- Reports can be made orally or in writing (incident reporting form)
- Reports may be anonymous but NO disciplinary action can be based solely on an anonymous report

Principal Investigates allegations of bullying:

- Provide safety measures to target as necessary
- Parents of target and perpetrator notified of investigation and procedures
- Principal may notify law enforcement if there is a belief of criminal charges (MOU)
- Interview appropriate witnesses
- Remind perpetrator , target, and witnesses about prohibition of retaliation
- Maintain confidentiality
- Maintain written records

Principal will make a determination based upon the facts and circumstances

If bullying has occurred the following will occur:

- Take reasonably calculated steps to prevent recurrence
- Ensure target is not restricted in participating in school or school activities
- Determine remedial action and responsive actions or discipline required
- Principal may consult with other staff and parents to identify possible social-emotional contributing factors
- Principal will notify parents of target and perpetrator in writing (email) and share actions taken to prevent further acts of bullying or retaliation
- Provide a range of responses that balance accountability with the need to teach appropriate behavior

Bullying statement for Students on IEP's.

The IEP Team determines if the student is vulnerable of being a target of bullying , harassment or teasing or is at risk of being a perpetrator.

If a student is vulnerable or has a disability that impacts social skill development the following occurs:

- A bullying statement will be in the additional information of the IEP
- IEP goals will reflect skill development to support students with proficiencies to avoid and respond to bullying , harassment or teasing.

Confidentiality of the Process

If your child is the target of bullying or is the perpetrator, the school has limitations on what can be shared due to the confidentiality rights of all students (FERPA).

- FERPA- Family Educational Rights and Privacy Act (federal law)
- School is prohibited from sharing any student information (student record) without parent consent
- Cannot share any information related to disciplinary actions related to another child
- Communication with another parent
- Names of other children
- Previous or past behavior of another child

What can we do as a community?

- Educate all children (target and perpetrator)
- Consider the age and development of the children involved when determining actions
- Create a culture of respect and tolerance of differences
- Use of curriculum and/or school climate structures
- Partnering with parents/guardians to support all children in learning skills related to social-emotional functioning
- If your child is a target, reassure them that everyone is focusing on keeping them safe in school.
- Make the school aware of any incidents that may be bullying
- Provide supports such as counseling and social group training/skills
- Use of anti-bullying instruction

Next Steps....

- Create a committee to review and update the Bullying Intervention Plan (annually)
- Continue investigating bullying curriculum and resources
- Conduct a needs assessment to include parents, students, staff and parents on school climate and safety needs

Questions?

If you have child specific questions please free to contact your child's principal or Mary Emmons at memmons@lincnet.org

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