

Baldwin School Council Meeting

April 28, 2021

Attendees

Parents and Caregivers - Nina Farouk, Scot Martin, Michelle Morphew, Lawrence Neeley, Gail Sarni, Beth Taylor, Ashley Williams, Alexander Voss

Staff - Heidi Cook, Raquel Furtado, Erin Spencer, Susan Tiersch

Agenda

Part 2 of "How are the Children?"

We welcome our amazing clinical team, Raquel Furtado, School Adjustment Counselor, and Erin Spencer, Social Worker as we discuss the very important part of student wellness, Social Emotional Learning (SEL) competencies and how this aligns with our Baldwin School values: community, growth, care, effort and joy. SEL is the essential skills and tools children need to be resilient, engaged and connected.

We started with a short video "[Just Breathe](#)" which is rooted in mindfulness, something we do in our classrooms.

In the video, students talk about anger using a 'glitter' analogy. The message is that big feelings are okay and we are learning how to 'settle the glitter'.

Introduction of the 'Mood Meter' which is similar to the 'Zones of Regulation' which is used at school (see each below). The Mood Meter is color coded to see the energy and pleasantness levels in our body. How am I feeling? How am I REALLY feeling?

Students learn about the Zones of Regulation and express how they're feeling using the color codes.

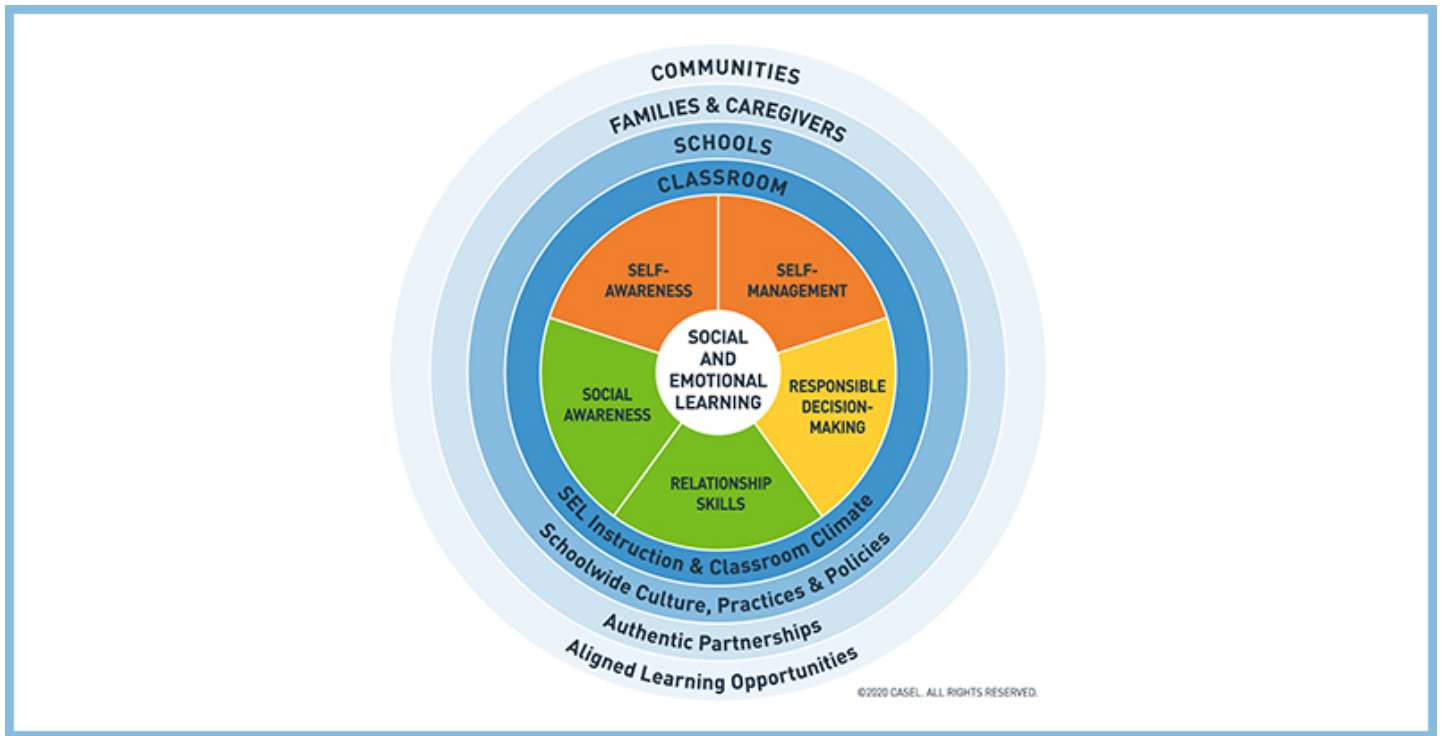
What do we mean by Social Emotional Learning?

The Collaborative for Academic, Social and Emotional Learning (CASEL) updated their definition in 2020 to include focus on equity:

"Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities."

This is the visual framework:



At school, morning meeting is used to build the five competencies; self-awareness, self-management, social awareness, relationship skills, responsible decision-making.

SEL has not been tied to equity in the ways it needs to be. We need to ensure we are building authentic partnerships and collective focus.

There are three avenues to identify a child who needs support in this area:

- grown up knows the child is struggling (teacher speaks to parent or vice versa)
- an administered screener at school (Social Academic Emotional Behavior Rating Scale SAEBRS)
- leadership team meetings (teachers, administration, coaches, clinical staff)

Questions for rounds

- As caregivers, what information do we use to understand how children are doing in their social/emotional wellness?

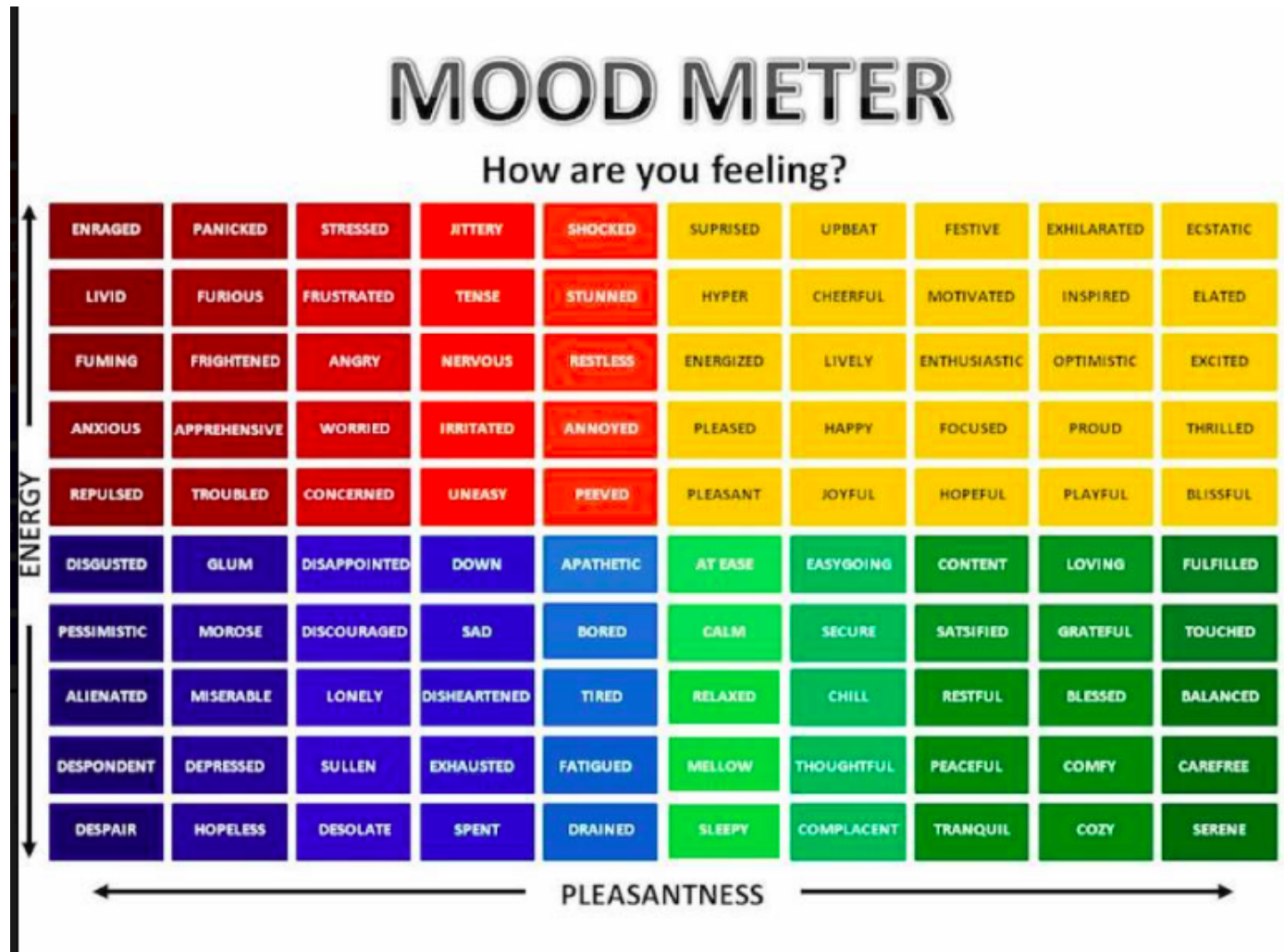
- conversations
- push and pull of what parents want versus what is expected
- feels like detective work
- a child's demeanor
- seeing that kids have a need for control
- caregivers of child's friends may observe
- child's joy, social connection, enjoyment (pleasure scale)

- What type of information do you wish you had more of? What do you want to learn more about in terms of our process at Baldwin?

- teaching kids the true value of leaning on their community to support them in their time of need
- looking for the positive - looking at our own capacity, we often only reach out when things are tough or not going well. What are the ways to efficiently give positive feedback and reports
- communication - explicitly shared as part of the narrative

Themes

- Sharing of the tools and resources is something we should communicate to families.
- Teachers are very skilled and we learned a lot this year having a window into their teaching, and their teaching and modeling is inspiring for parents.



The **ZONES** of Regulation®

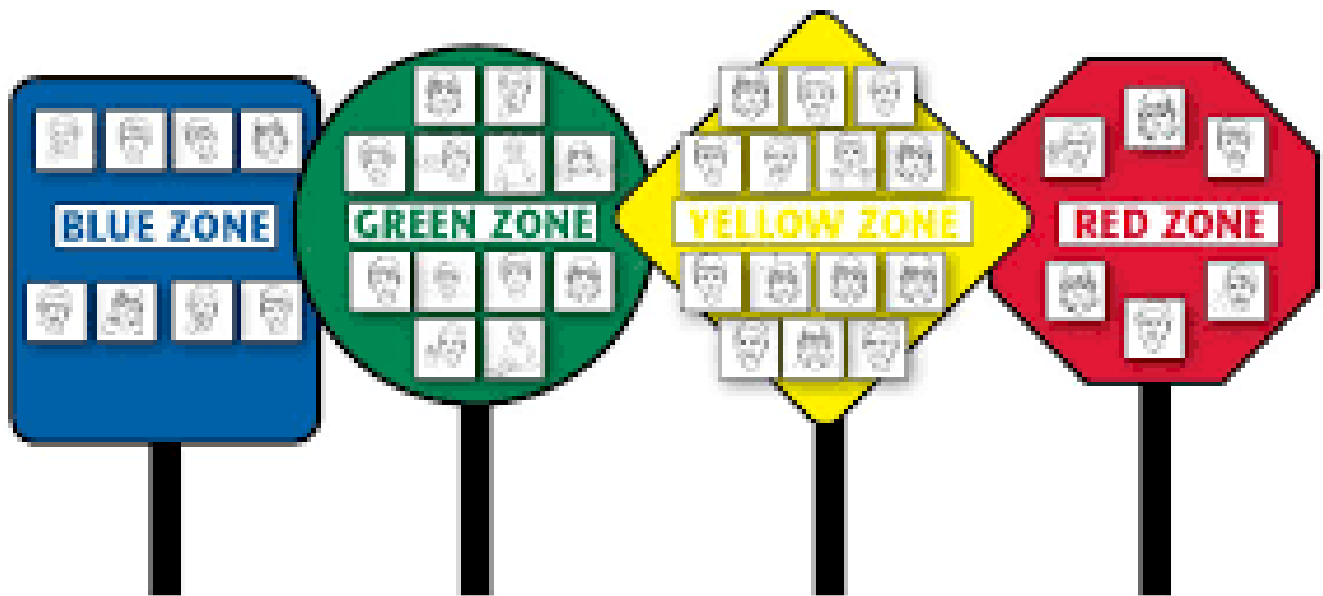


Figure 2: Wall Posters of the Zones

You can see more about SEL at <https://casel.org/what-is-sel/>