

*My heart cares and shows respect.

PUBLIC SCHOOLS of
BROOKLINE



Supporting Social Emotional Learning in School

6/15/2023

Social Emotional Learning

Characteristics of Positive Mental Health

- Being mentally healthy DOES NOT mean that you don't feel unpleasant emotions (or that you feel good all of the time).
- Being mentally healthy means that you:
 - Experience the full spectrum of emotional experiences.
 - Generally have feelings that match the situation you're in (both in intensity and duration).
 - When you experience unpleasant emotions, you can navigate them so that you can meet the demands of the moment.

The goal is to develop a set of skills to positively influence our emotional experiences, not to eliminate the experience of normative unpleasant feelings.

Social Emotional Learning

Active Ingredients for Wellness

- High quality relationships (and consistent access to them).
- Regularly engaging in work/activities that feel meaningful and important.
- Feeling competent and effective (and making progress)
- Feeling hopeful about the future
- Feeling safe (physical environment)
- Adequate sleep, nutrition, and physical activity
- Timely access to support




Office of Student Services

Annual State Reporting Requirements

- Student Attendance Patterns
- Prevention of Physical Restraint
- Bullying Prevention and Intervention
 - Students offense data and all suspensions, removals and expulsions
- Discrimination and Harassment - Section 504, Title VI, and Title XI
- McKinney-Vento (homeless) and students in foster care

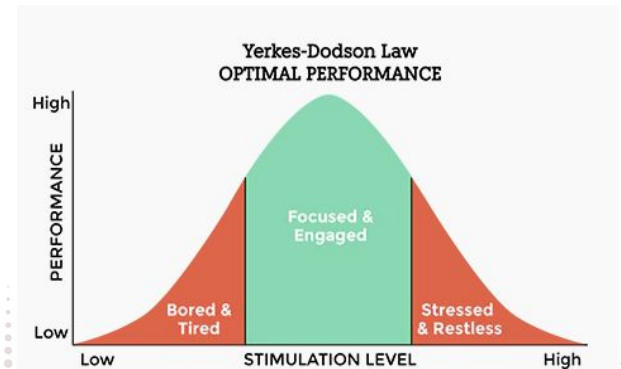
Specific to mental health & social emotional learning, annual reports are filed with the Department of Elementary and Secondary Education (DESE) by June 30th of each academic school year.

Mental Health Initiatives In Action

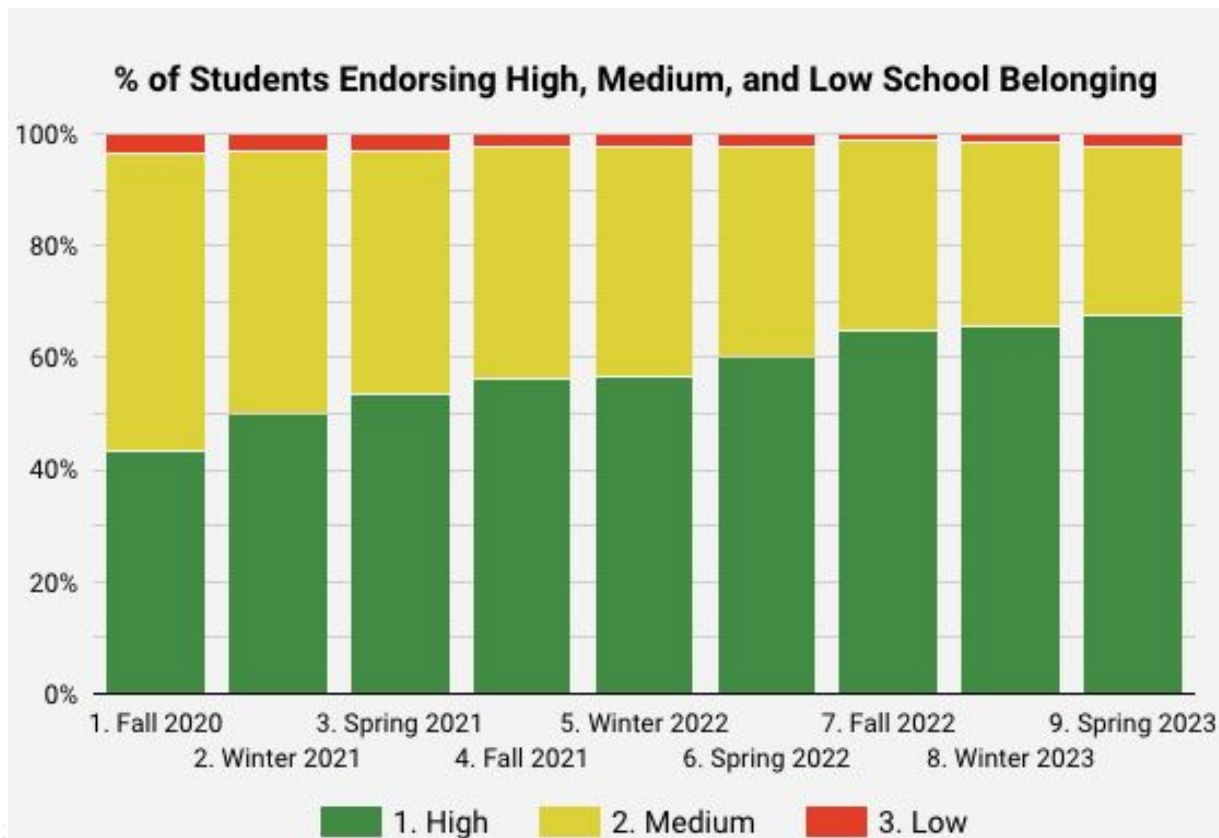
- Actively monitor the wellness of students.
 - Increase access to protective factors.
 - Actively teach and strengthening social-emotional skills.
 - Actively teach mental health literacy, including de-stigmatization.
 - Partner with families and community-partners.
 - Ensure access to high-quality, affordable, culturally responsive mental health care.
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- A decorative graphic at the bottom of the slide featuring a stylized city skyline. The skyline is composed of numerous small dots of varying heights and colors, including shades of blue, grey, and white, creating a pixelated or halftone effect against the white background.

Protective Factors

- Strong school belonging and having a safe adult at school are among the two strongest protective factors for children.
 - Creates the conditions to allow children to meaningfully and actively participate in instruction.
 - Belonging has been a priority in PD offered by OSS and the office of Educational Equity.



School Belonging (grades 3 to 12)

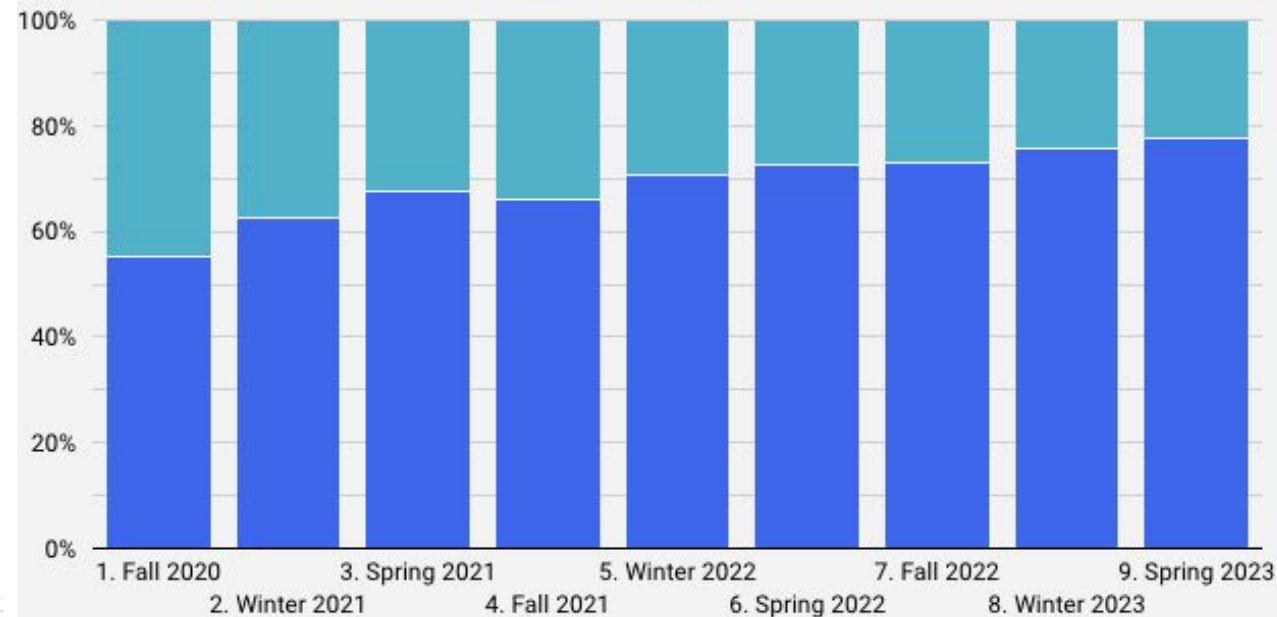


- 25% more students endorse strong school belonging relative to fall 2020.
- Fewer students who are AA/Black, Hispanic/Latinx, participate in special education, METCO, or STS endorse strong school belonging.

Safe Adult at School (grades 3 to 12)

Safe Adult at School by Measurement Occasion

Yes No



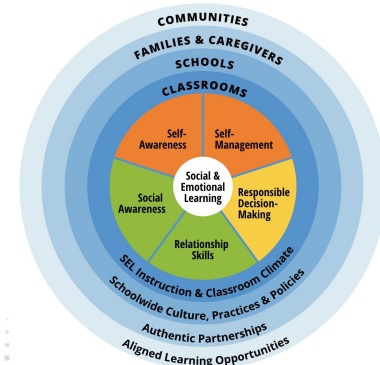
- 23% more students are able to identify a safe adult at school relative to fall 2020.

Student Participation & Engagement

- School offers student a range of academic, social, and emotional experiences that critical for healthy development.
- Supporting strong attendance has been a primary focus of every school.
 - Use of protocols for addressing absenteeism earlier (letters, phone calls, early intervention, increased home-school collaboration)
 - Attendance has improved relative to school year 2021-2022
 - 2021-2022: Chronic absenteeism = 15.1%
 - 2022-2023: Chronic absenteeism = ~13% (as of 6/1/23)

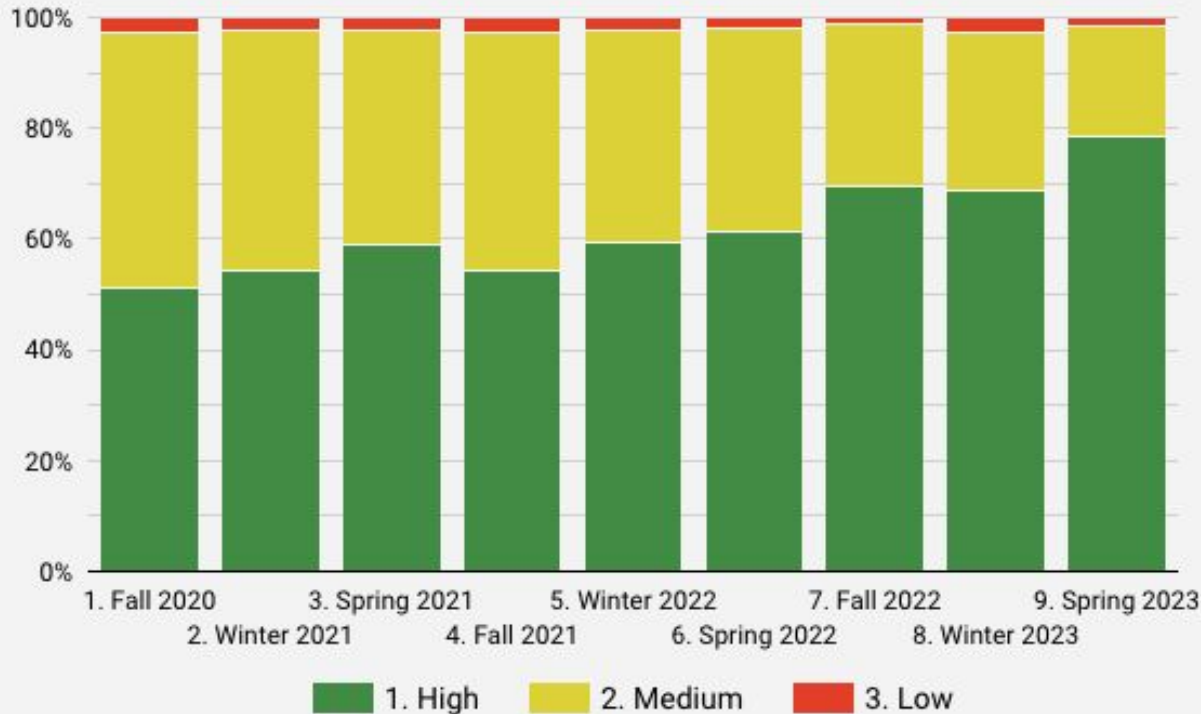
Supporting Positive Social-Emotional Development

- Actively supporting students in developing strong social-emotional skills is critical for ALL students.
 - Re-organization and addition of clinical teams.
 - Explicit SEL instruction in K to 5 classrooms.
 - Ongoing professional development in embedding SEL within academic instruction.
 - Middle school advisory and BHS Hub/Advisory.



Emotional Regulation

% of Students Endorsing High, Medium, and Low Emotional Regulation



- 27% more students report strong emotional regulation skills relative to fall 2020.
- Fewer students who participate in METCO, STS, and Special Education endorse strong emotional regulation skills (likely reflects increased environmental stress).

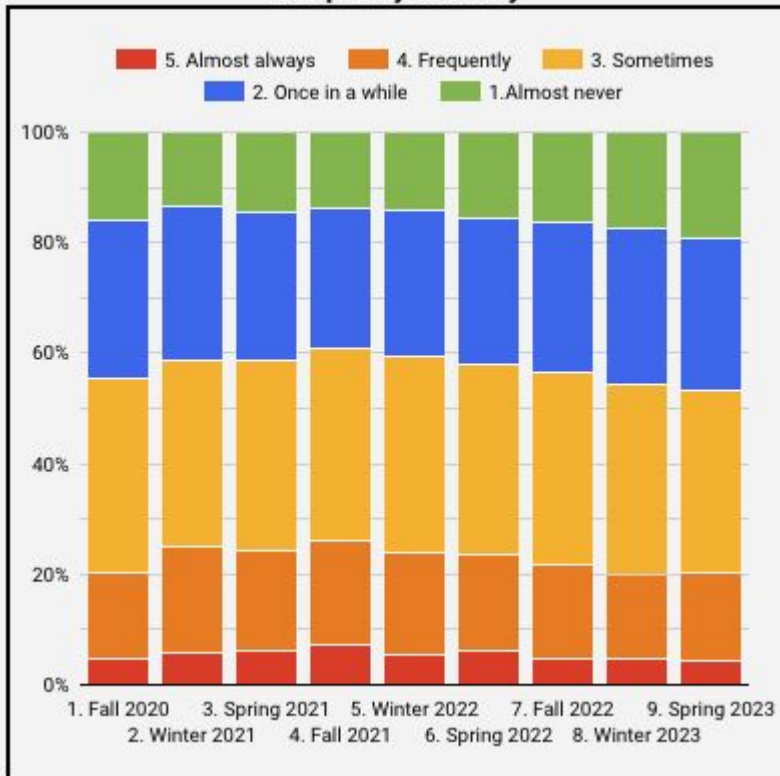
Mental Health Literacy

- It is important that we collectively understand what it means to have positive mental health, to be able to differentiate between normative experiences of unpleasant emotions and more significant concerns, and when/how to ask for help.
 - Mental Health First Aid
 - Signs of Suicide
 - Parent/Guardian Workshop
 - The [988 Suicide & Crisis Lifeline](#)

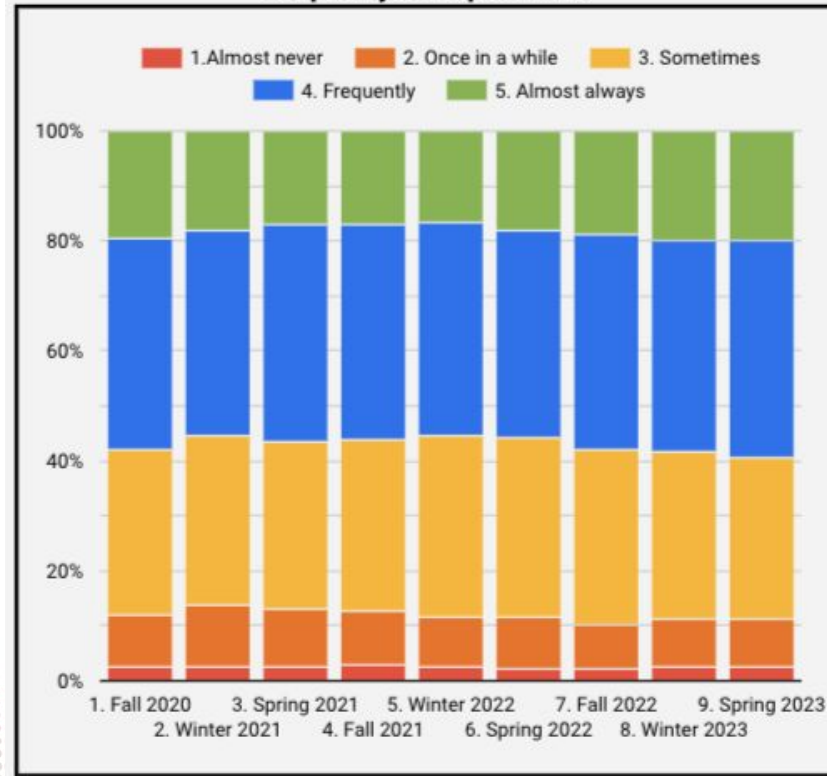


Emotional Experiences

Frequency of Worry



Frequency of Hopefulness



Health Promoting Behaviors

- Feeling well requires adequate sleep, nutrition, physical activity, and connection to others.
- Ongoing concerns regarding social media use - Surgeon General's Warning
- Increasing engagement in health promoting behaviors is a key focus of our wellness education.



Healthy Sleep Tips

Children and teenagers **need about 9 hours of sleep a night**. Not getting enough sleep can impact your mood, your ability to focus, and your ability to do school. Here are some tips to increase how much sleep you are getting:

- One of the best ways to train your body to sleep is to go to bed and get up at the same time every day (including non-school days).
- Develop a 30 to 60-minute "bedtime routine" that you do every night. As part of this routine, avoid screens!
- Take a hot shower or bath about an hour before bed. The water will raise your body temperature and you will feel drowsy when your temperature drops.
- When you are ready to go to sleep, make your room dark, quiet, and comfortable. A cooler environment (lower than 75 degrees) with warm blankets is best.
- Don't go to bed hungry, but don't eat a big meal before bed either.
- If you haven't been able to get to sleep after 20 minutes, get up and do something calming (like reading a book or listening to music).
 - Don't play with your phone or watch TV!
- Avoid caffeine for at least 4 to 6 hours before bed.
- Only use your bed for sleeping. If you watch TV, read, or do homework in your bed, your body will not learn the connection between your bed and sleeping.
- If you can, try to avoid naps. If you need to nap, take one 20-minute nap before 4pm. Naps longer than 20 minutes will make it harder for you to sleep at night.

Youth Risk Behavior Survey 2023

- Created by Centers for Disease Control and Prevention (CDC)
 - Massachusetts Department of Public Health partners with the CDC to create the Massachusetts YRBS.
- Provides a deeper understanding of the behaviors students engage in that impact their wellness.
 - Emotional health and well-being
 - Nutrition and physical activity
 - Technology use
 - Use of nicotine, alcohol, and other drug use
 - Behaviors related to sexual activity and healthy decision-making
 - Behaviors related to intentional injury
 - Behaviors that contribute to unintentional injuries

National YRBS Trend Data

Youth Risk Behavior Survey Data Summary & Trends Report: 2011 to 2021

- The percentage of students across every racial and ethnic group who felt persistently sad or hopeless increased from 2011 to 2021.
- The percentage of female students who seriously considered attempting suicide, made a suicide plan, and attempted suicide increased from 2011 to 2021.
- In 2021, Female students, LGBTQ+ students, and students who had any same-sex partners were more likely than their peers to experience poor mental health and suicidal thoughts and behaviors.
- Although the percentage of high school students who currently used marijuana decreased overall from 2011 to 2021, the percentage of female students who currently used marijuana did not change.
- In 2021, female students and LGBTQ+ students were more likely than their peers to engage in every substance use behavior.

PSB YRBS Analysis and Reporting Timeline

- Survey was administered to students in grades 6 to 12 in May 2023.
- YRBS data will be analyzed and organized during the summer with the goal of producing a public report prior to beginning of the school year.
 - PSB and DPH will use data to evaluate and design programming for students.
 - 2023 data will be compared to previous administrations and will be disaggregated to better understand the experiences of all students (e.g., students who are LGBTQ+).

OSS Partnerships to Support Initiatives

- **Ensure access to high-quality, affordable, culturally responsive mental health care.**
 - Ongoing partnerships with community agencies
 - Brookline Police Department
 - Brookline Public Health Department
 - Brookline Center, BRYT
 - Quincy Family Resource Center
 - Cartwheel Care

OSS Partnerships to Support Initiatives

- **Parent workshops and support.**
 - **October:** Navigating the Cyber World
 - **November:** How Are Kids Doing Now?
 - **December:** Underage Substance Abuse
 - **January:** The New Norm: Privacy Concerns of Students
 - **March:** Healthy Balance: Screen Time
 - **March to May:** 4-part building belonging series for AAPI families (ELE, Office of Educational Equity, and OSS)
 - **May:** Substance Prevention and Early Awareness collaboration (Brookline Police Department and the DEA)
 - **May:** What are you Puffing? Vaping and our Youth
 - **June:** ADHD & Executive Functioning: Symptoms and Strategies (Cartwheel)

OSS Partnerships to Support Initiatives

- Multi-year contract with Panorama to continue universal screening.
 - Partnership with OTL to support Child Study Team process.
 - Partnership with Office of Educational Equity to ensure that mental health services are culturally affirming.
 - Ongoing support and training for staff on bullying, harassment, and discrimination protocols.
 - Development of district-wide threat assessment.
 - Adult Wellness
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