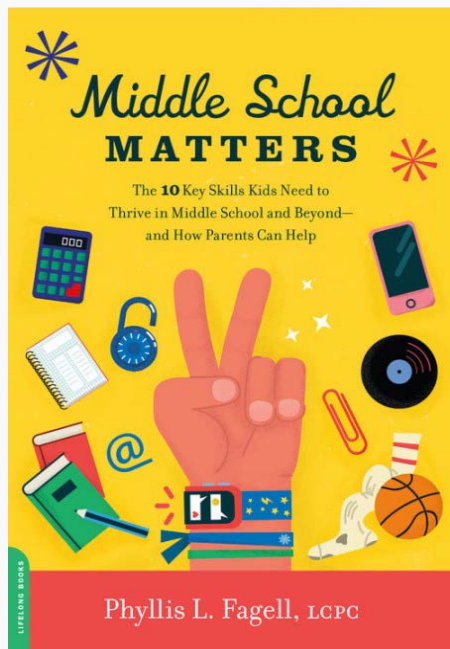


To Thrive in Middle School and Beyond



Phyllis L. Fagell, LCPC
School Counselor, Sheridan School
Psychotherapist, The Chrysalis Group
Author, “Middle School Matters,” (Hachette, 2019)

contactphyllisfagell@gmail.com
www.phyllisfagell.com

What's The Big Deal About Middle School?

- Spike in mental illness
- Drop in confidence, performance
- Developing empathy, bullying peaks
- Establishing identity
- Experiencing rapid changes
- Mismatch between school, needs



Common Myths about The Phase

- They're looking for drama (or they're “mean”)
- They don't want to talk and want adults to “back off”
- They're trying to push everyone's buttons



Top Ten Skills for Middle School & Beyond

1. Make good friend choices
2. Negotiate conflict
3. Manage a student-teacher mismatch
4. Create homework and organization systems
5. Consider others' perspectives
6. Self-advocate
7. Self-regulate emotions
8. Cultivate passions and recognize limitations
9. Make responsible, healthy and ethical choices
10. Create and innovate



How Practitioners, Parents, Researchers Can Help

- Self-identify as helpers
- Focus on strengths
- Teach coping strategies, social skills
- Give them purpose, voice, choice
- Target age group in research
- Work together to address needs



The Middle School Years: A 360 View

Early Adolescent Development

Joanna Lee Williams, Ph.D.



UNIVERSITY
of VIRGINIA

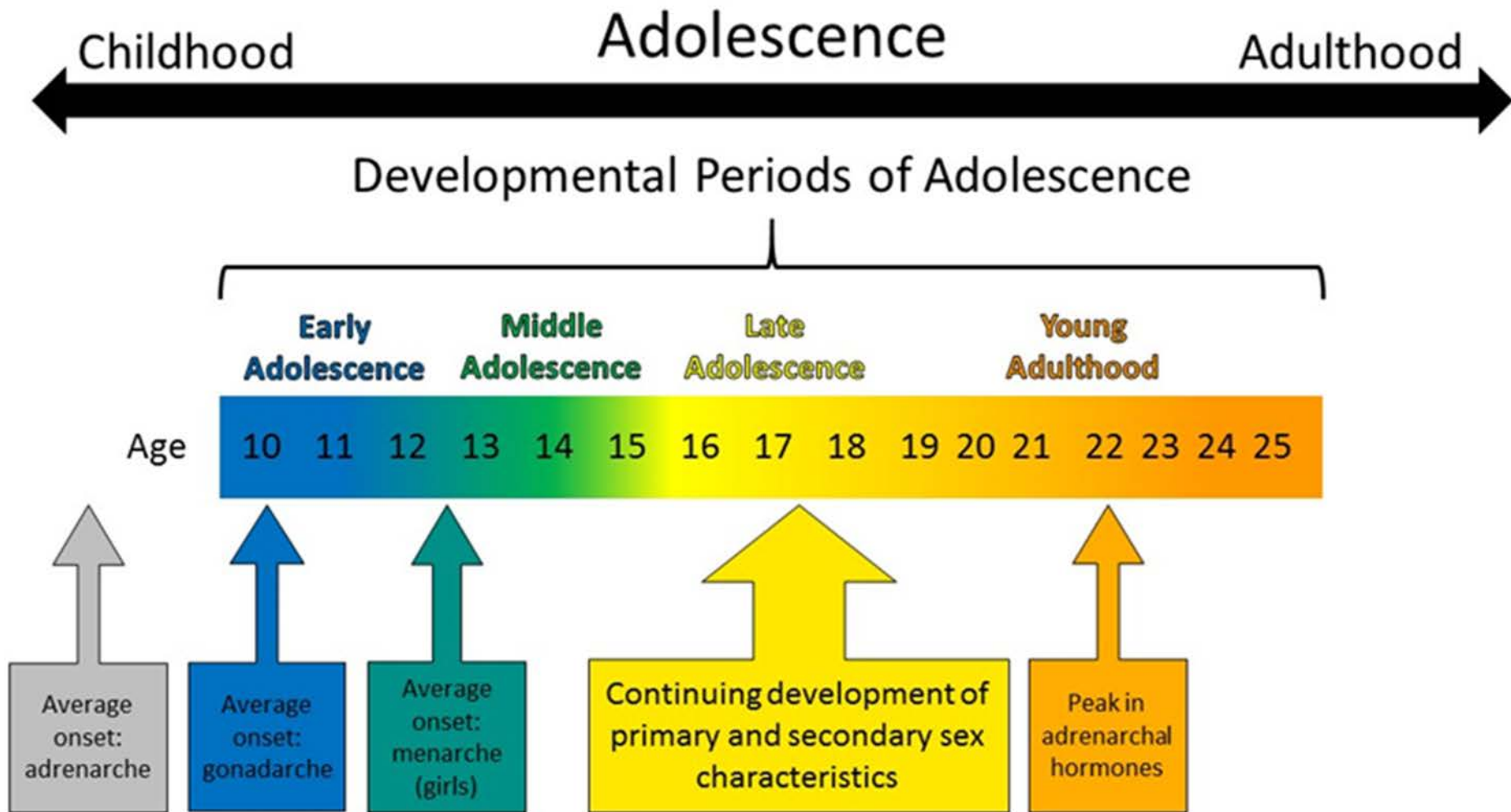
CURRY SCHOOL *of* EDUCATION
and HUMAN DEVELOPMENT



A 360 View of Early Adolescent Development:

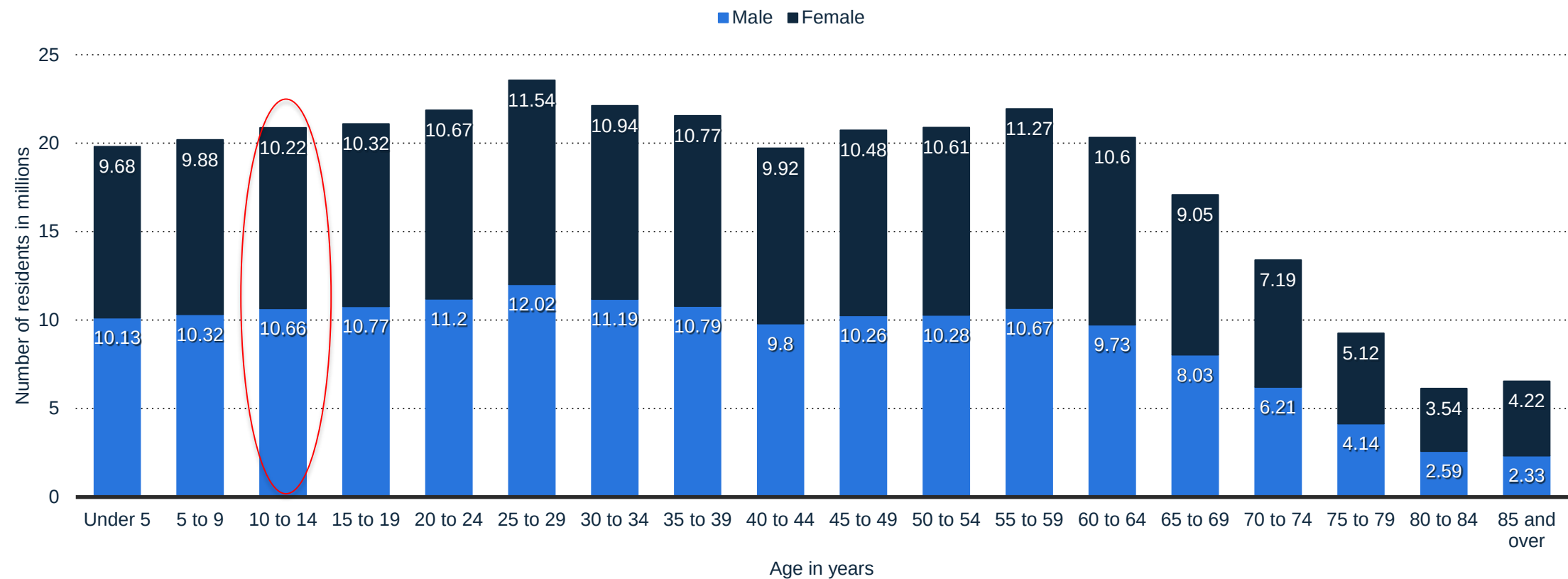
- Defining early adolescence
- Core physical, neurobiological, and psychosocial Processes
- Factors that compromise development
- Factors and practices that promote development

Defining Adolescence



Resident population of the United States by sex and age as of July 1, 2018 (in millions)

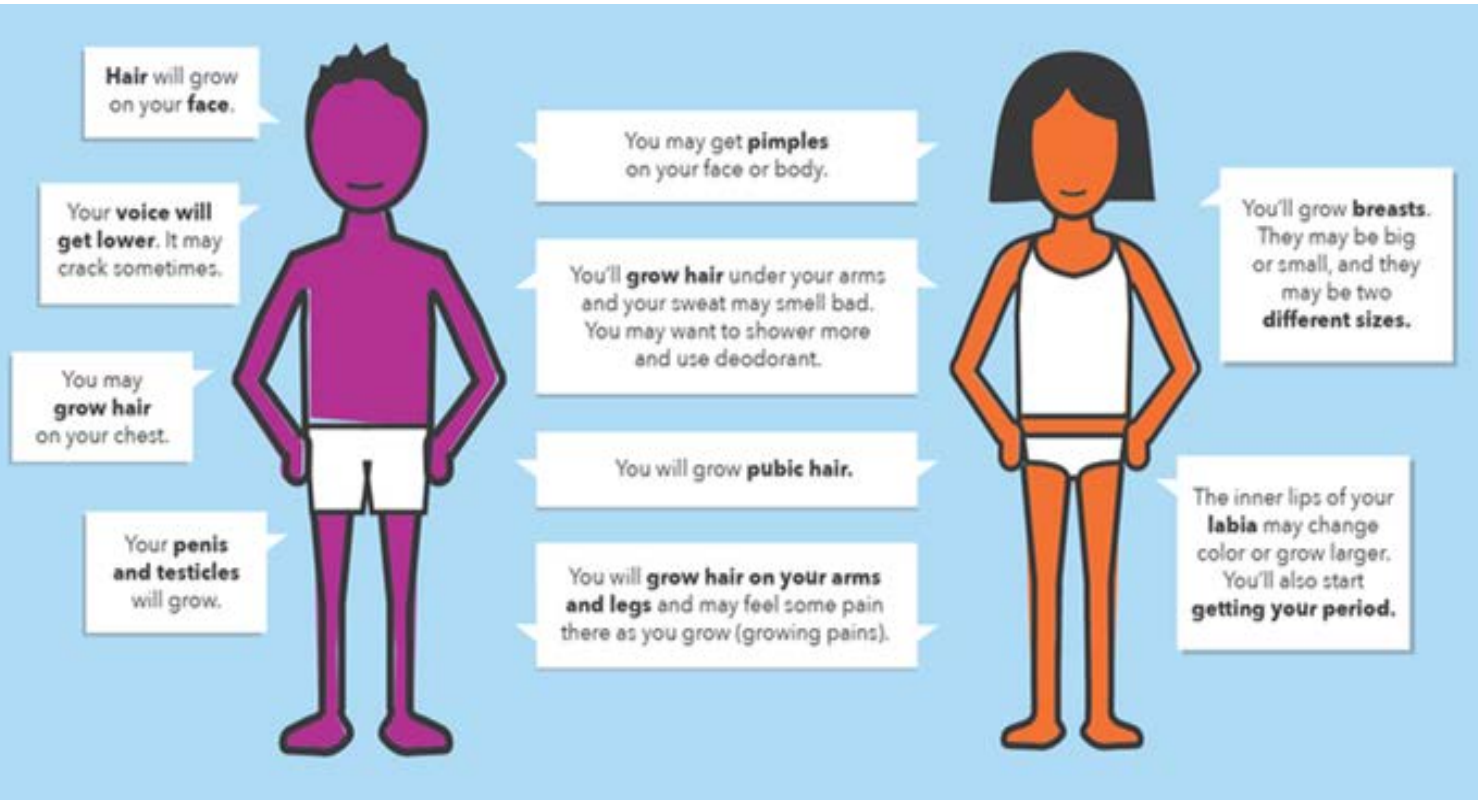
Population of the United States by sex and age 2018



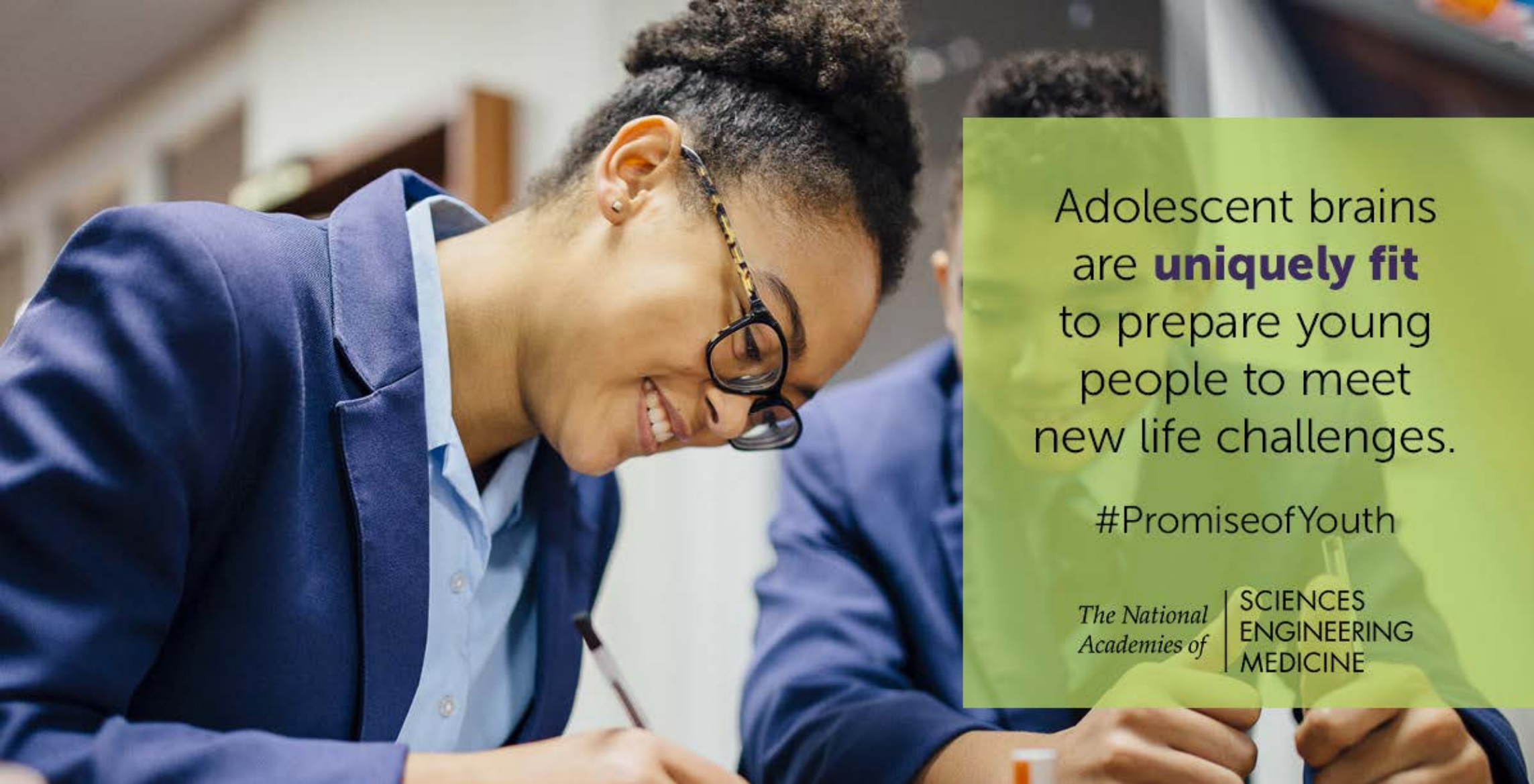
Note: United States; As of July 1, 2018
Further information regarding this statistic can be found on [page 8](#).
Source(s): US Census Bureau; [ID 241488](#)

Core Developmental Processes

Puberty Catalyzes Dynamic Changes



- Dynamic changes across multiple domains
- Neurobiological, Social-Emotional, Cognitive, & Physical
- Variation in timing, status, and tempo



Adolescent brains
are **uniquely fit**
to prepare young
people to meet
new life challenges.

#PromiseofYouth

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Puberty-Brain-Behavior are Dynamic & Connected

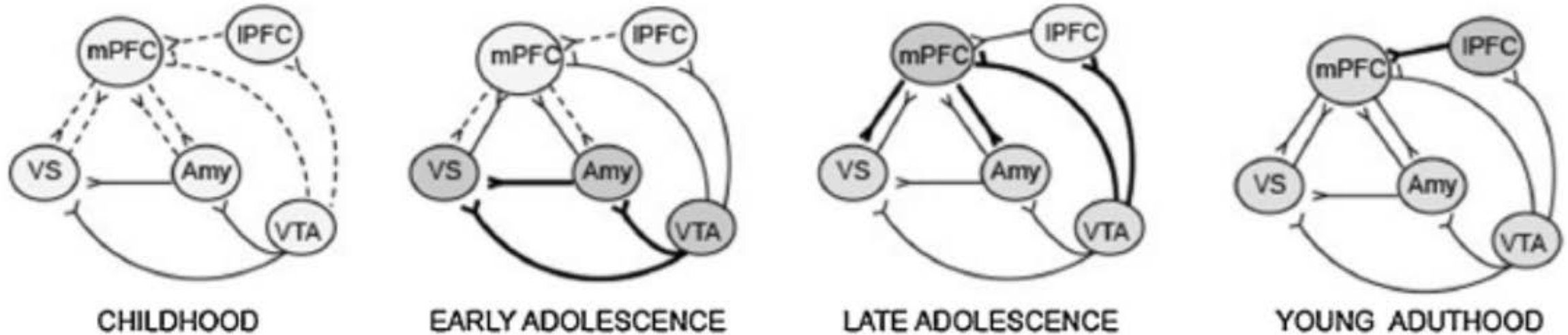


Fig. 1. Simplistic illustration of hierarchical changes in connectivity from subcortico-subcortical to cortico-subcortical to cortico-cortical circuits with age.

In early adolescence, neural connections in limbic regions are relatively strong; connections in cortical regions are strengthening; connections between the regions are in development

Identity Development in Context



Behavioral and Ecological Factors that Compromise Development in Early Adolescence

Sleep Delays in Adolescence

Biological Factors

- Circadian phase delay
- Slow rise of sleep pressure

Social Factors

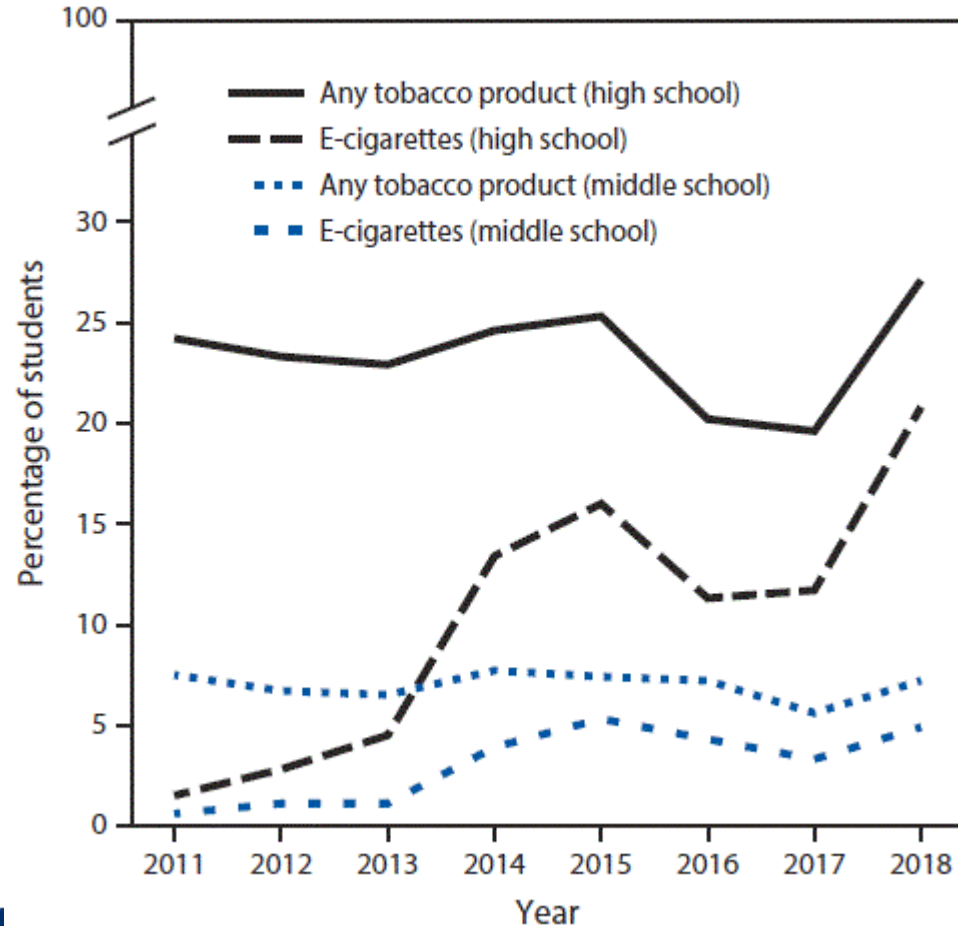
- Academic work, School start times
- Screens, Social Networking
- Autonomy (e.g., bedtime)

Impacts

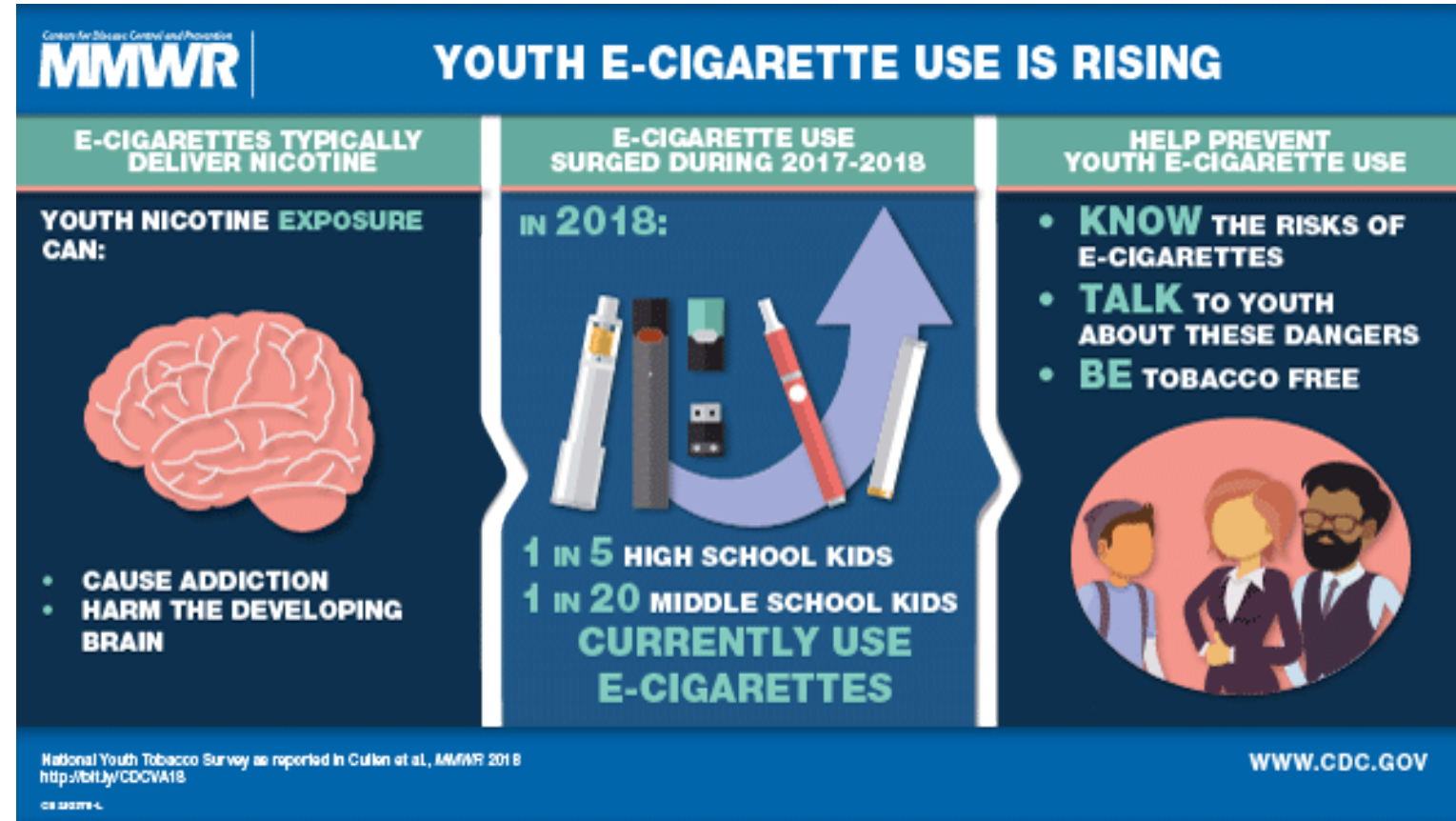
- Impaired cognitive functioning
- Suboptimal brain functioning (mesolimbic and PFC)

Tobacco & E-Cigarette Use

FIGURE. Percentage of middle and high school students who currently use e-cigarettes* and any tobacco product† — National Youth Tobacco Survey, United States — 2011–2018



CDC, 2019; Trust for America's Health, 2019



Suicide

Suicide Rates by Age (per 100,000)

Data Courtesy of CDC

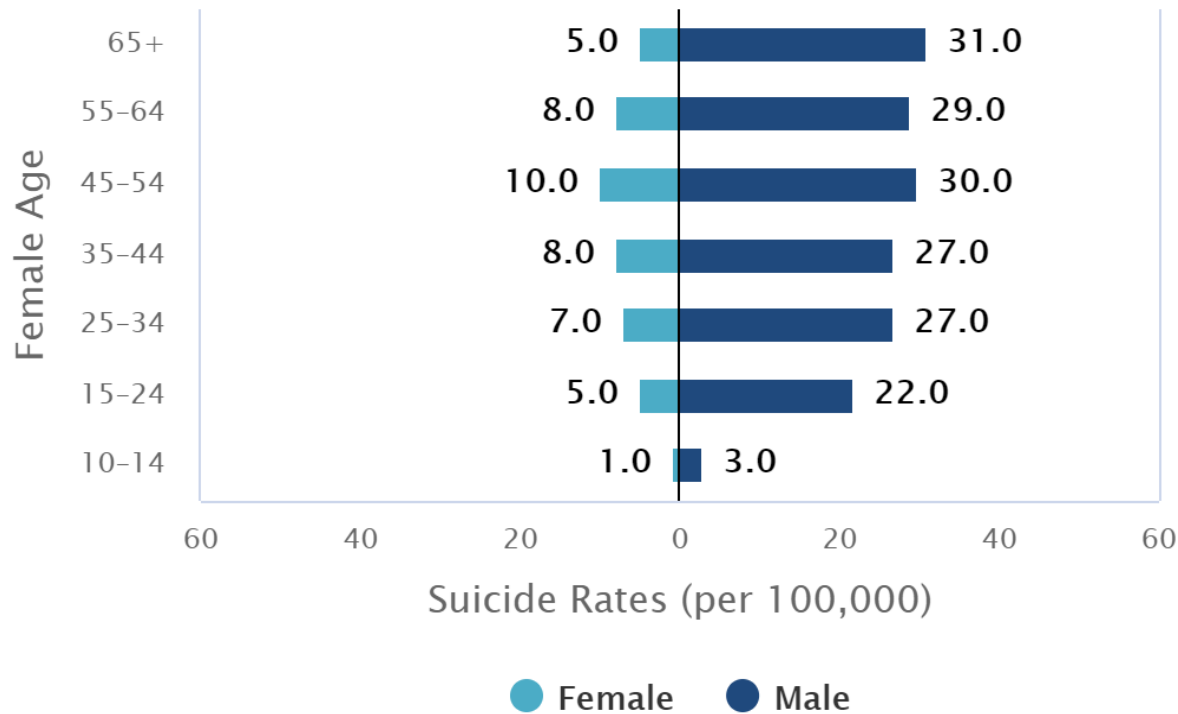
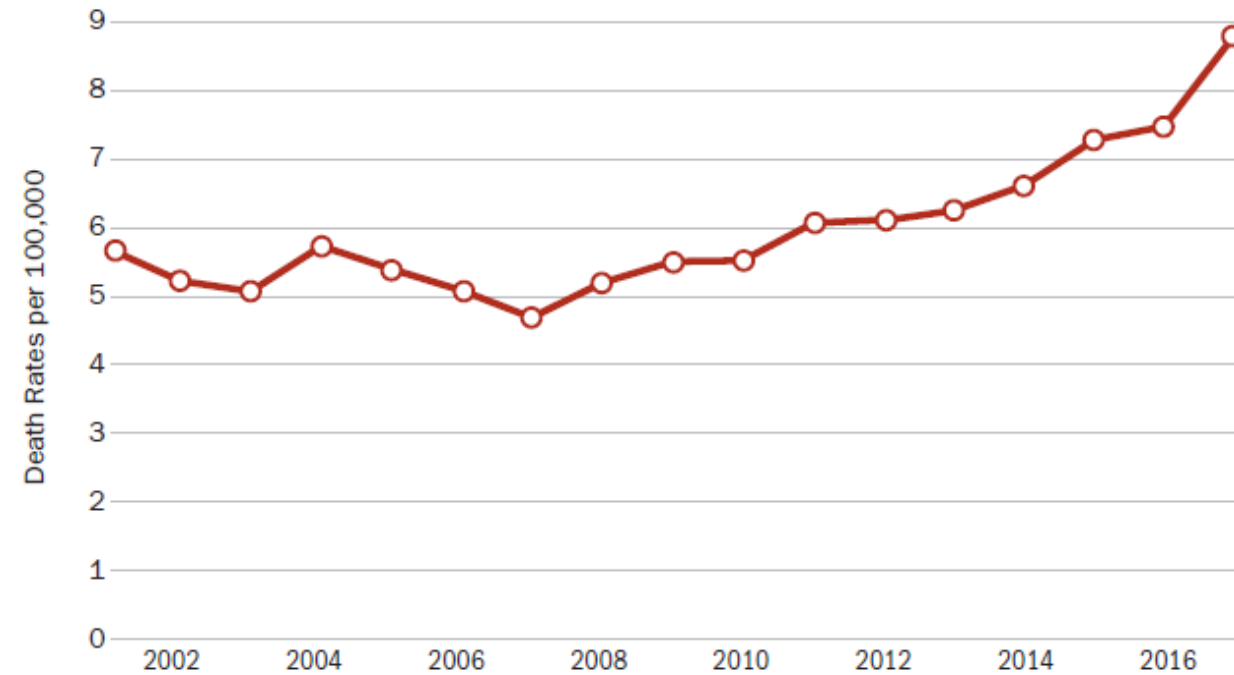


Figure 4: Suicides among 12- to 19-year-olds (death rate per 100,000)
(National Vital Statistics Reports, 2017)⁵⁷



Equity in Early Adolescence

Path-dependence (i.e., via tracking) often solidified in middle school

Early adolescents are attuned to implicit and explicit social messages

**Disparities in
academic placement
& discipline**

**Disparities in
identity affirmation**



**Adolescence is a period
of great opportunity**
to promote learning and
discovery and to address
the harmful effects of past
negative experiences.

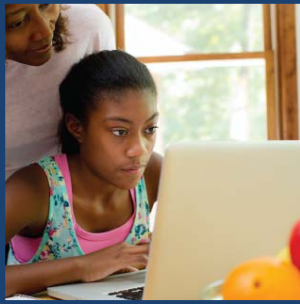
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Behavioral and Ecological Factors that Promote Development in Early Adolescence

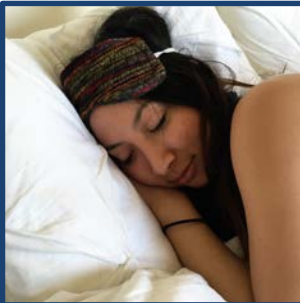
Protective Factors in Early Adolescence



Parents & Families



Developmentally-Responsive
Practices

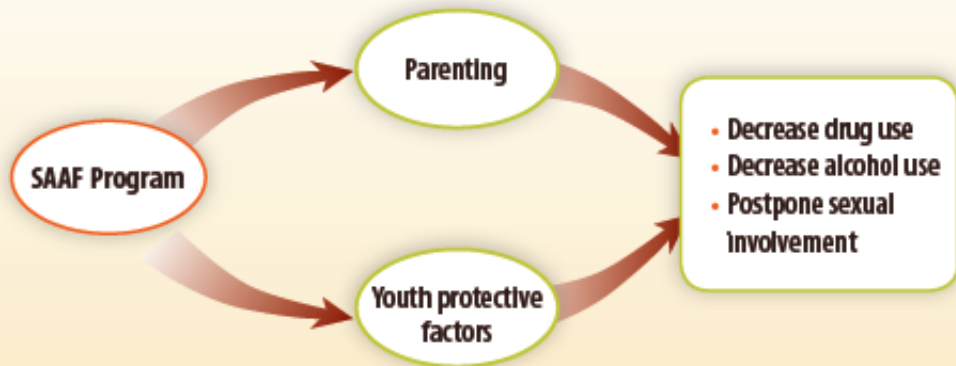


Sleep

The Strong African American Families Program (SAAF)

Caregiver Topics	Youth Topics	Family Topics
1) Supporting Our Youth 2) Making & Enforcing Rules 3) Everyday Parenting 4) Helping Youth Succeed in School 5) Protecting Against Dangerous Behavior 6) Encouraging Racial Pride 7) Staying Connected with Our Youth	1) Goals for the Future 2) Who Am I? 3) Dealing with Temptation for Early Sex 4) Staying True to My Values 5) Handling Peer Pressure & Understanding Caregivers 6) Dealing with Unfair Situations 7) What Is A Good Friend?	1) Family Support for Youth Goals 2) Sharing Youth & Family Values 3) Supporting Youth Development & Concerns 4) Understanding Each Other 5) Caregivers & Young People Working Together 6) Encouraging Racial Pride 7) Expressing Appreciation

How does SAAF work?



Short- and Long-term benefits across multiple domains:

- Psychosocial development
- Physical health
- Neurobiological development

Developmentally-Responsive Practices

Empathic
Discipline

Wise
Feedback

High-status
Peers

Critical Civic
Engagement

Meaningful
Roles

Interventions need to be responsive to young adolescents' sensitivity to social status and respect

3 approaches

- Harnessing the adolescent desire for status and respect
- Making interactions with adults more respectful
- Lessening the influence of status and respect threats

Sleep Delays in Adolescence

Biological Factors

- Circadian phase delay
- Slow rise of sleep pressure

Social Factors

- Academic work, School start times
- Screens, Social Networking
- Autonomy (e.g., bedtime)

Impacts

- Impaired cognitive functioning
- Suboptimal brain functioning (mesolimbic and PFC)

Promotive Practices

- Bedtime monitoring
- Restrict nighttime screen usage
- Later school start times
- Comfy pillow!

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MEDICINE

**RESEARCH HAS FUNDAMENTALLY CHANGED
OUR UNDERSTANDING OF HOW YOUNG PEOPLE
DEVELOP, GROW, AND LEARN.**

Society must embrace this new knowledge in order to
reimagine systems so that all young people can thrive.



Thank you

Joanna Lee Williams, Ph.D.

JLWilliams@virginia.edu

<https://curry.virginia.edu/joanna-lee-williams>



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and HUMAN DEVELOPMENT



Science of
**Learning &
Development**
Alliance

A Whole Child Revolution?

Practices and Policies that Support
Equity and Excellence for Youth in the
Middle School Years

Joaquin Tamayo

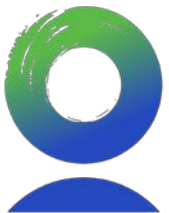
EducationCounsel LLC

December 5, 2019



Today's Learning Goals

- ✓ Explore the some *initial findings* from the science of learning and development that hold *transformative implications* for equity and excellence for all students
- ✓ Understand *key barriers to and opportunities for systems transformation* to improve youth learning and development
- ✓ Learn how *supportive practice and policy* – informed by science and centered on equity – can enable effective whole child education that unleashes the potential of every individual learner



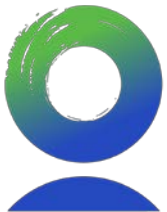
Remember what it was like...

First, think and feel about how you learn best.

Next, think and feel back to your own middle years education and what that was like for you.

Then, think and feel about one aspect of your middle years experience that was positive and long-lasting.

Finally, think and feel about one aspect of your middle years experience that was not positive and stays with you to this day.

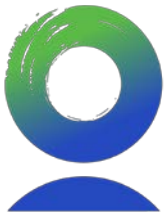






We hold these truths to be self-evident

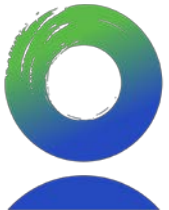
- ❖ *Life*
- ❖ *Liberty*
- ❖ *Pursuit of happiness*



The Challenge Before Us

Equity and Excellence Demand that We Transform, not Reform

- Our education systems were designed in a **different time** and for reasons that do not meet our 21st-century challenges or our moral imperative to honor the right of every young person to discover their unique potential in school or in life. Many existing systems:
 - Standardize around a **mythical “average” student**, waste youth and educators’ potential, and persist in systemically marginalizing millions of young people.
 - Perpetuate deep **structural racism and other forms of oppression, stereotypes, and implicit bias** that deny opportunity for and penalize particularly young people of color, low-income students, students with learning differences, and others who do not fit a normative standard.
 - Fail to operate based on an **appreciation for and knowledge from the science of learning and development or a shared commitment to equity**, resulting in less optimal decision-making on behalf of young people or society.
- The challenge before us, given the barriers built into current systems, is to **transform the purpose and core pillars** of our systems and not simply to reform them.

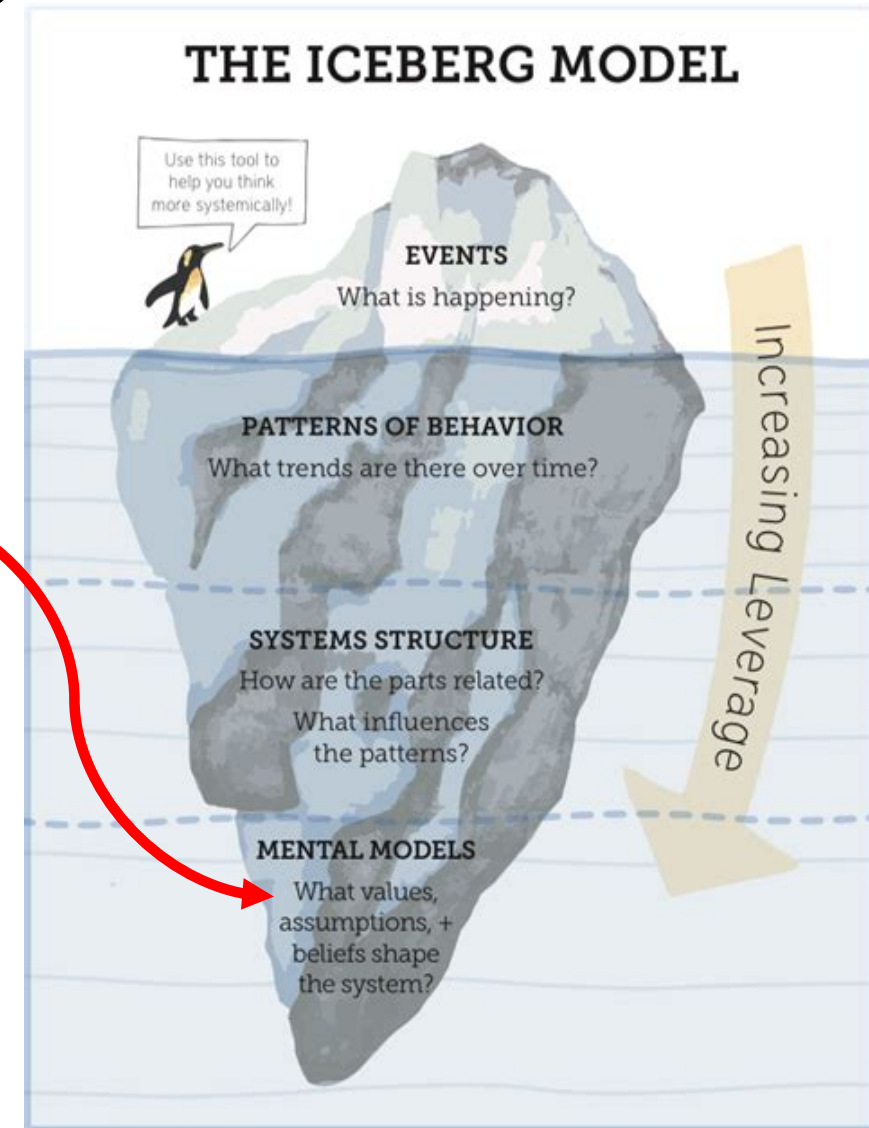


The Opportunity Before Us

Transforming the purpose of the system is **key** to changing its structure and culture

Our nation is at a critical inflection point:

- **Mental models have shifted:** young people, families, communities, and employers **want different things** from our systems – e.g. fulfillment, engagement, equity, social and emotional skills, critical thinking – than they were designed to deliver.
- **Practice and policy levers are in flux**, with a growing community of innovators and early adopters demonstrating what is possible **when we focus on equity for all**.
- Emerging knowledge from the science of learning and development offers **insights to fuel new solutions for persistent problems**, but structures need to be redesigned.





Scientific Findings

Every child has great potential.

There is no “bell curve” on potential!

The brain is malleable, particularly from birth through adolescence.

The malleability of the human brain affords ongoing opportunities for healing, learning, and thriving.

Each child learns and develops differently, moving along unique pathways.

There is no “normal” or “average” learner!

Learning and development build along a continuum.

Each child’s learning builds on what came before!

Integration across developmental domains accelerates learning.

Our brains become capable of increasingly complex actions through the integration of cognitive, social and emotional development.

Meaning-making is a primary function of brain activity.

The human brain develops its capacities by drawing meaning from experience, including the experience of culture.

Context is the defining influence on development.

There is no such thing as a developing child independent of context.

Strong, trusting relationships are essential.

Relationships shape the developing mind, buffer the effects of stress and ignite learning processes.

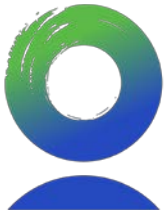
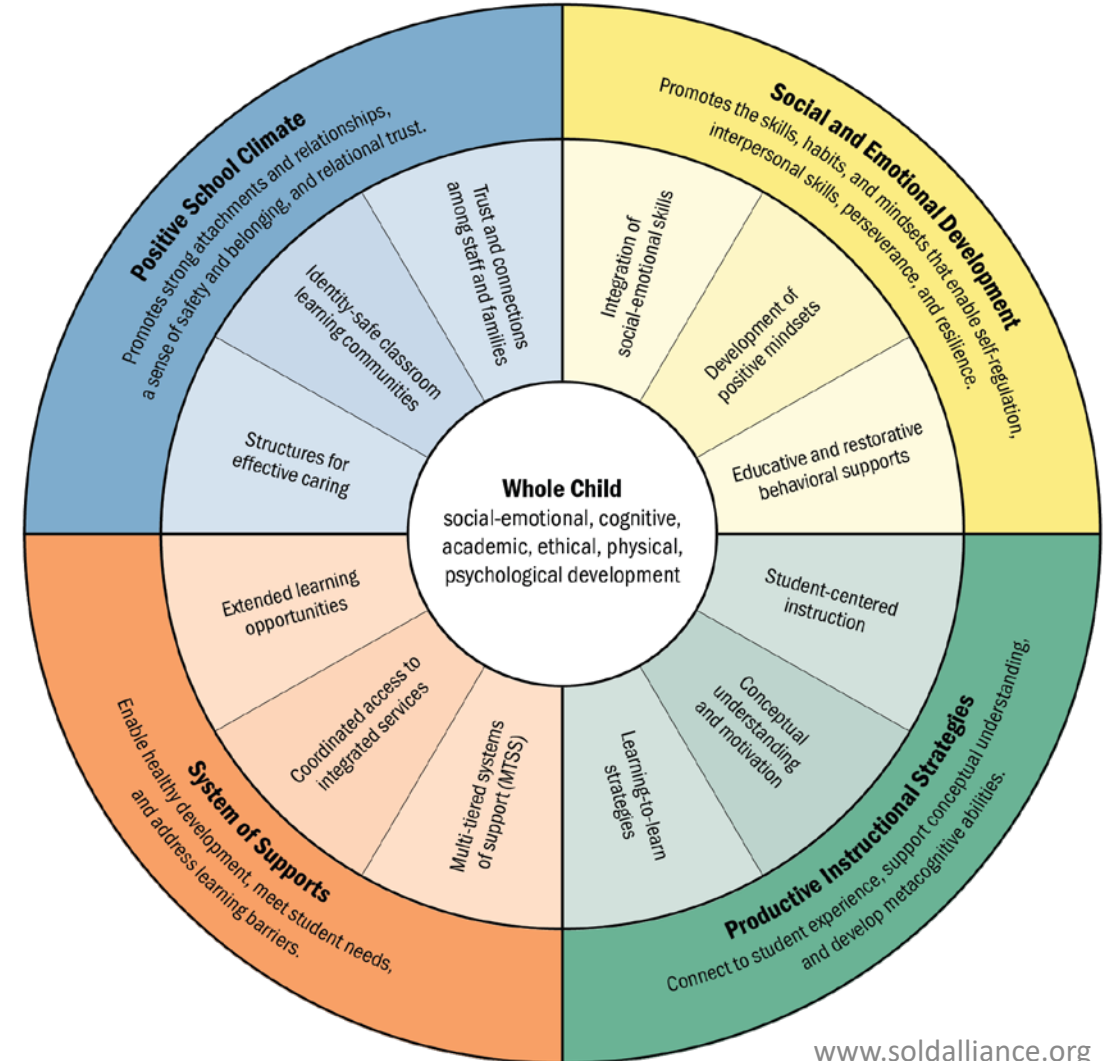


What does SoLD-informed practice look like?

SoLD-informed principles of practice to support the whole child in any learning environment include:

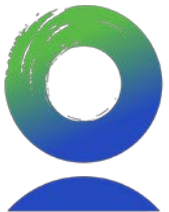
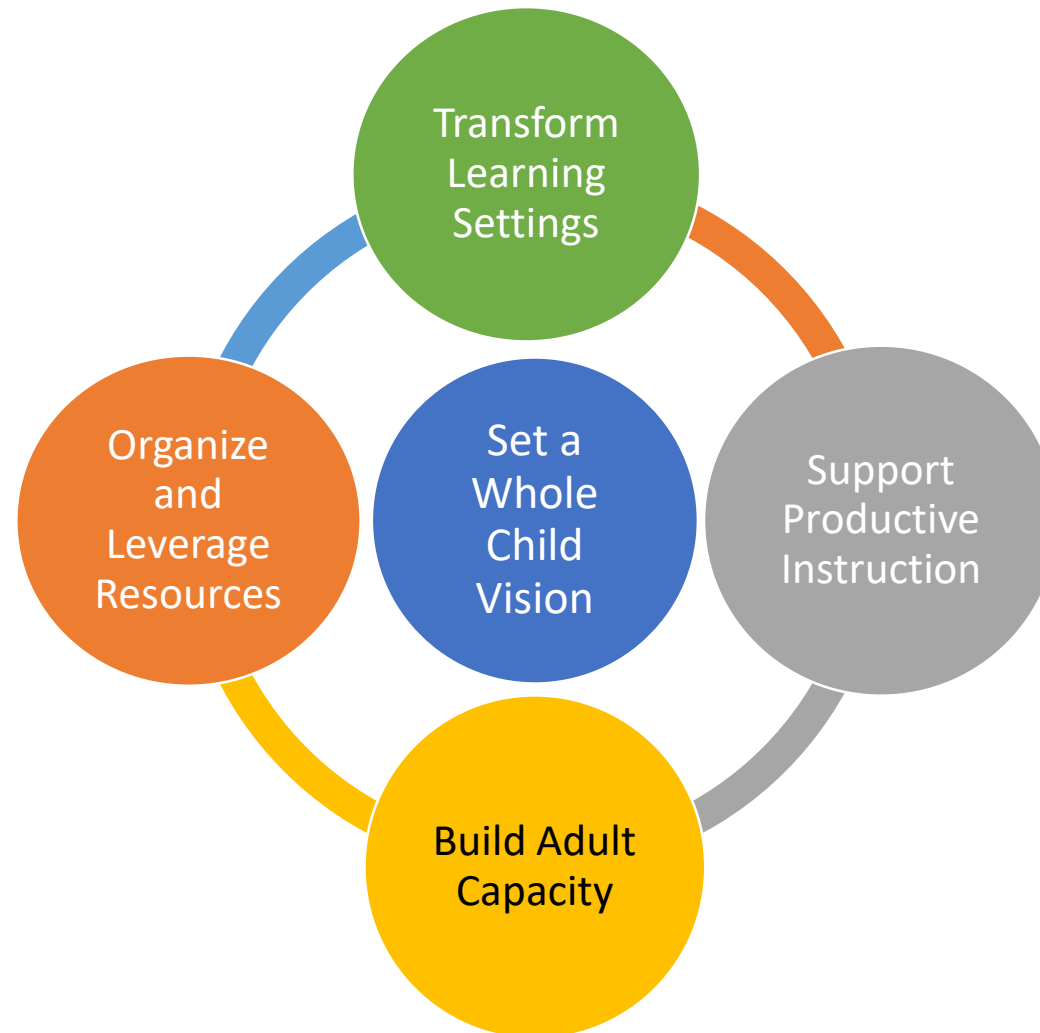
- **Positive learning environment climate**, promoting attachments and relationships, safety, belonging, and trust
- **Social and emotional development**, promoting self-regulation, interpersonal skills, perseverance, and resilience
- **Productive instructional strategies**, promoting conceptual understanding and metacognition
- **Systems of support**, promoting healthy development and addressing barriers to learning and positive development

A Framework for Whole Child Education



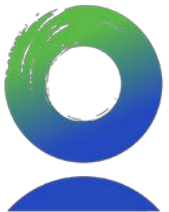
Centering on the Whole Child

What an equity-focused approach can do



System-level pillars to address for whole-child policy

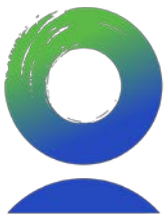
- **Funding** – *who gets what and why?*
- **Guidance** – *how can we support effective action among our educators and youth providers?*
- **Aligned resources** – *how should youth-serving systems coordinate for maximum impact?*
- **Integrated Services** – *how to re-envision what our systems look like and do for young people?*
- **Regulations** – *how to hold adults and systems accountable for doing no harm and handling our youth with care?*
- **Knowledge-sharing Systems and Exemplars** – *how can we learn from each other to build will and buy-in?*

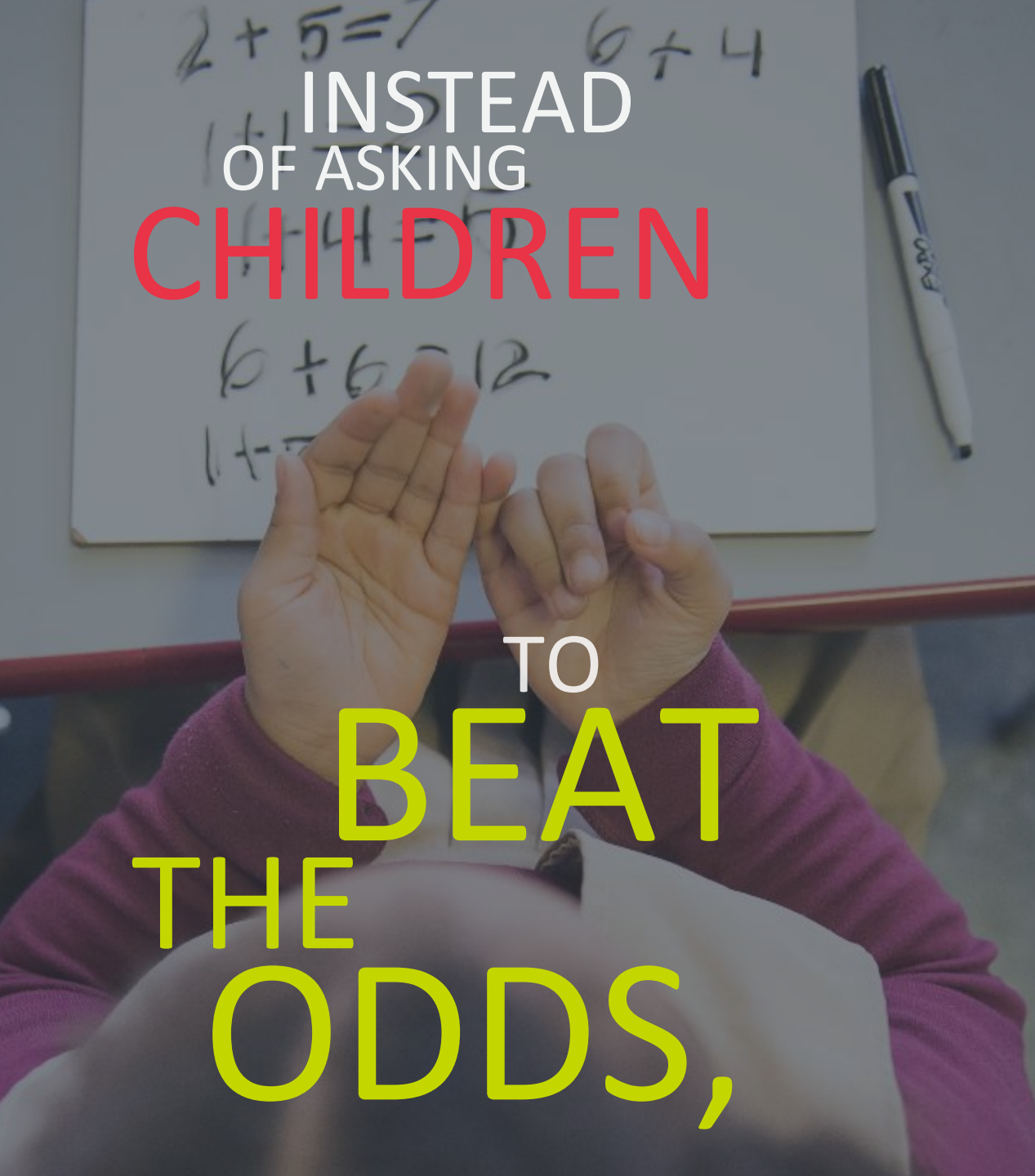


The SoLD Alliance

A Learning and Action Partnership

The SoLD Alliance is diverse group of education researchers, practitioners, and policymakers who believe that *the science of learning and development provides powerful and actionable insights across multiple disciplines on how to transform our education systems, in terms of both structure and culture, to achieve our greatest hopes for our students in the 21st-century.*



A person's hands are shown counting on their fingers. In the background, a whiteboard displays several addition problems: $2 + 5 = 7$, $6 + 4$, $1 + 1 = 2$, $1 + 4 = 5$, $6 + 6 = 12$, and $1 + 7$. A black marker is visible on the right side of the whiteboard.

INSTEAD
OF ASKING
CHILDREN

TO
BEAT
THE
ODDS,

A group of children in a classroom are shown with their hands raised, indicating an active learning environment. The children are wearing dark blue hooded sweatshirts.

WE
CAN
USE
SCIENCE
TO
CHANGE
THE
ODDS.

Thank you!

Visit us at www.SoLDAlliance.org

joaquin.tamayo@educationcounsel.com



Enhancing Literacy Development, Peer
Engagement, and Goal Structures Through Semi-
Self-Contained 6th-Grade Learning Communities:
Project SUCCESS

Robby Dodd, Ed.D.
Principal
Walt Whitman High School

Why do these three middle school administrators look so concerned?

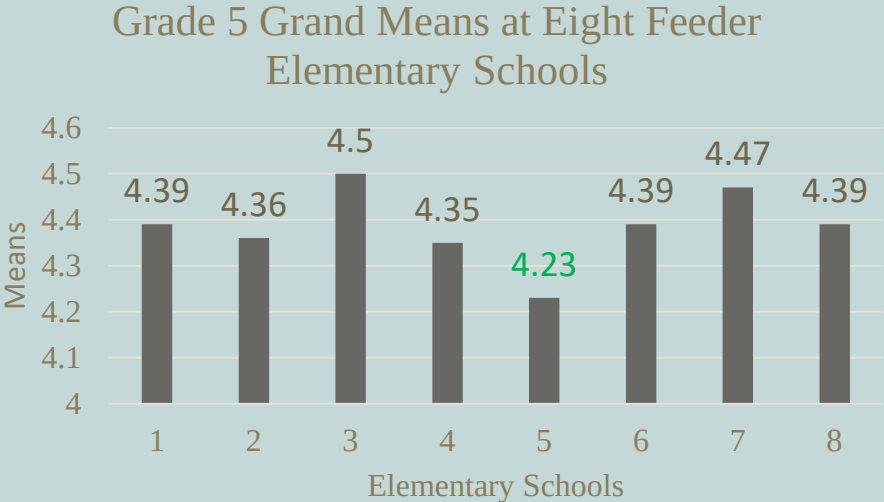


Drivers of the Problem

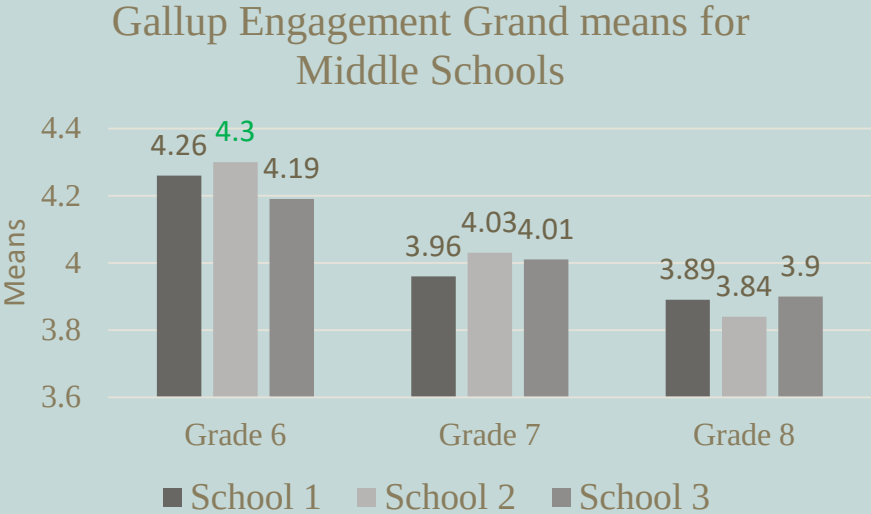
- Grade configuration and school transitions
- Bureaucratic organizational structures
- Large cohort sizes
- Lower teacher self-efficacy



Elementary and Middle School Engagement Mean Scores (2014)



The least engaged elementary students are almost as engaged as the most engaged middle school students



The Way Forward in Middle School...



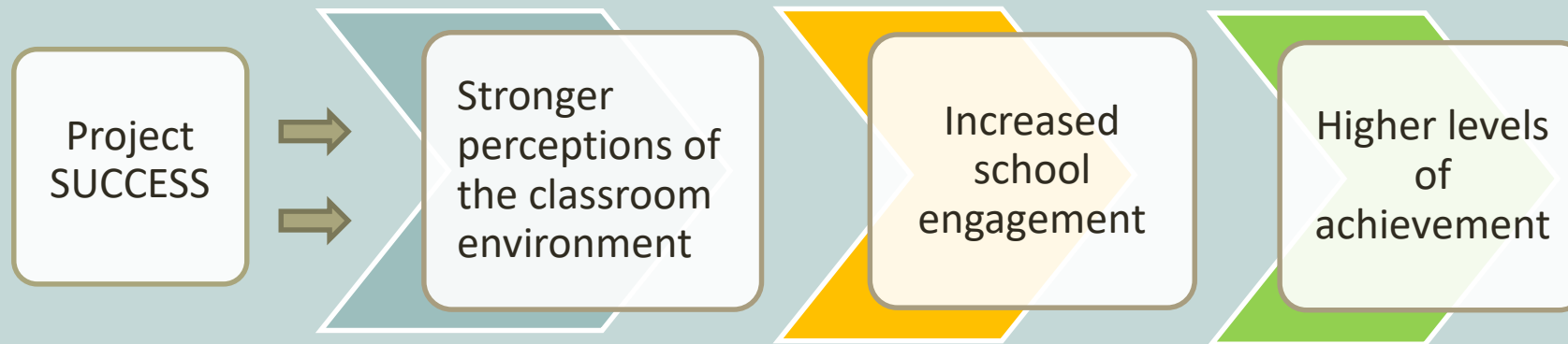
Student Unified
Curriculum
Combining English,
digital literacy,
Science, & Social
Studies



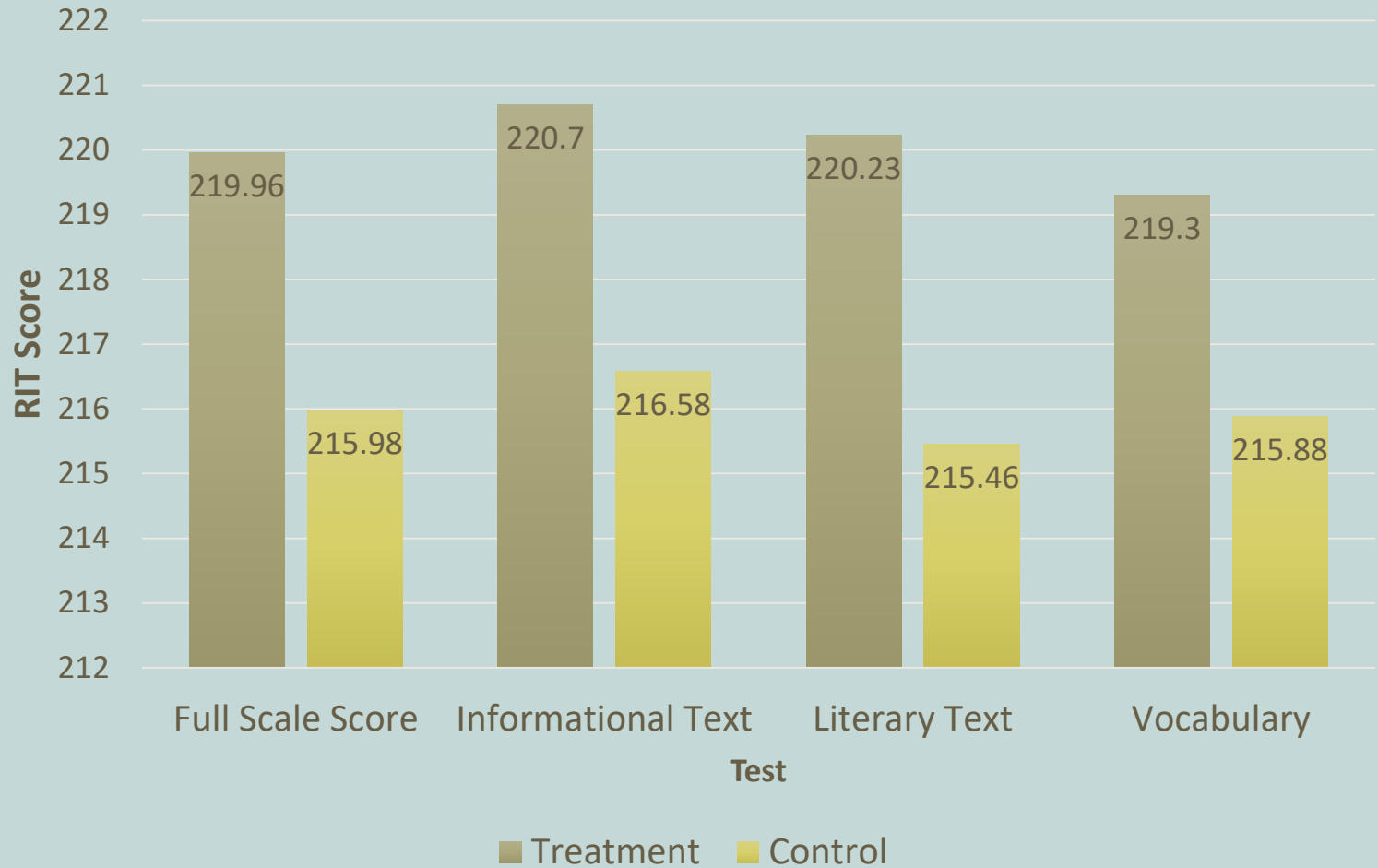
Social Innovation

- Same teacher for four subjects
- Half of each school day with an intact peer group
- Interdisciplinary environment
- Matching instructional practices to each student's needs
- Fewer transitions

Program Principles



Mean MAP-R Scores for Project SUCCESS & Control in Spring 2017



Project Success Eliminates the Poverty Achievement Gap

	Project SUCCESS	Control Group
	Means	Means
FARMS	219.89	214.92
Non-Farms	219.87	217.33
FARMS Growth Gap	.02	-2.41*

NOTE: A positive growth gap indicates that FARMS students outgrew Non-FARMS students between Spring 2016 (5th grade) and Spring 2017 (6th grade).

Impacts of Project SUCCESS on Student Outcomes in Spring 2017

	Adjusted Means				
Outcome	Project SUCCESS	ATS	Impact	p-value	Effect size
Reading Achievement (Full Scale Score)	219.96	215.98	3.97	.001***	0.27
Cumulative 6 th Grade GPA	3.47	3.32	.146	.010**	0.25
Peer Engagement: <i>Interacting with peers is an important part of school for me</i>	4.02	3.64	.384	.01**	0.31



Students in Project SUCCESS

- Had more intact mastery goal orientations
- Were significantly less concerned about academic comparisons
- Were less concerned about grades

- Valued interacting with their peers more
- Achieved at significantly higher levels in reading
- Earned significantly higher grades

Teachers in Project SUCCESS

- Were more interested in what students wanted to learn
- Were less concerned about grading
- Encouraged interaction and helped students with personal and social problems



Impacts of Project SUCCESS on Teachers' Perceptions

Project Success

- I encourage students to contribute quiz or test questions.
- Students are allowed to talk to other students while they work.
- I assist students with personal or social problems in schools.

Departmentalization

- Students are given the opportunity to work on their own for several days before checking with me.
- I give grades on homework assignments.
- Most students in this class use the same textbooks and materials.

A Question of Equity

- Students who qualify for FARMS and students of color got significantly better grades and reading scores than students in departmentalized structures
- Project SUCCESS had moderate to large effects on teachers' beliefs and instructional practice



Considerations for Social Innovation in Middle School

- Encourage schools, principals and teachers, to innovate by reimagining organizational environments
- Promote a conversion of faith to different organizational structures and ways of teaching

Robert W. Dodd, Ed.D.
Principal, Walt Whitman High School
Montgomery County Public Schools
[Robert W Dodd@mcpsmd.org](mailto:Robert_W_Dodd@mcpsmd.org)
[@RWDodd](#)



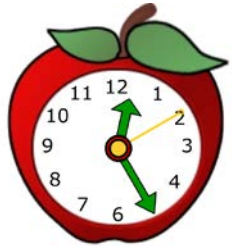
Welcome to Excellence

Robert Frost Middle School

SOTBSOTP



Typically,
the **ATTENTION SPAN** of a middle school student is 10 to 12 minutes.



The **BRAIN GROWTH** that occurs between ages 10-15, is the 2nd greatest in human life.

Teens
learn best
through **INTERACTION**
and
ACTIVITY.



Adolescents
misinterpret
EMOTIONS
and
instructions
up to 40%
of the time.

Middle
schoolers
RETAIN
about
5 to 7 bits
of
information
at a time.



Adolescents
need 9+
hours of
SLEEP per
night to
function
best.

Culture of Excellence

Building Ranks - NASSP

Student Success

■ College ■ Citizenship ■ Career ■ Life

Adult Success

■ Professionally ■ Personally

Building Culture

That values

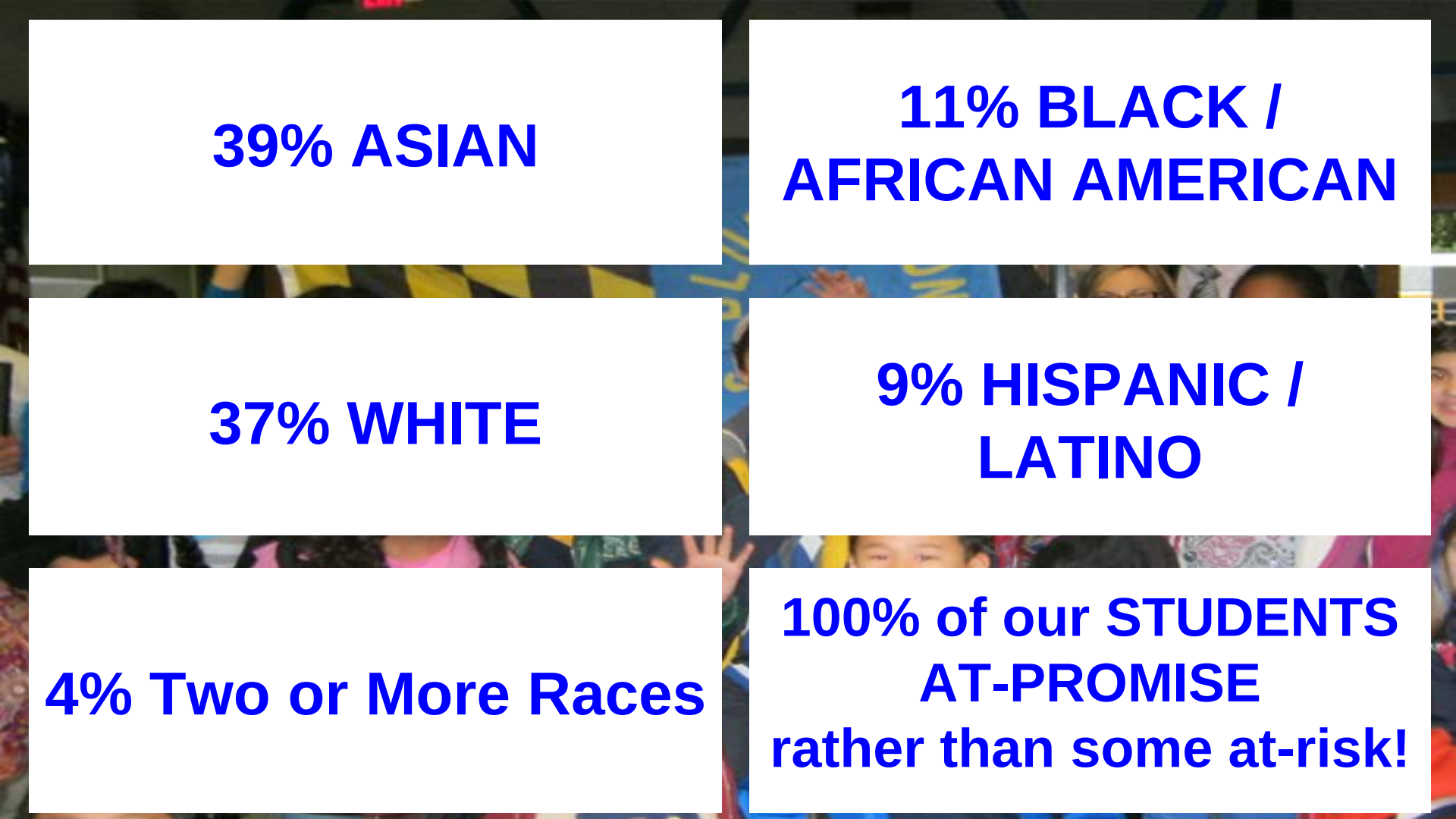
- ▶ Student-centeredness
- ▶ Wellness
- ▶ Equity
- ▶ Relationships
- ▶ Communication
- ▶ Ethics
- ▶ Global-mindedness

Leading Learning

Through effective

- ▶ Vision and mission
- ▶ Collaborative leadership
- ▶ Result-orientation
- ▶ Curriculum, instruction, and assessments
- ▶ Innovation
- ▶ Human capital management
- ▶ Strategic management
- ▶ Reflection and growth

Leadership

A background image showing a diverse group of students, including children and adults, in a classroom setting. The students are of various ethnicities and are looking towards the camera.

39% ASIAN

**11% BLACK /
AFRICAN AMERICAN**

37% WHITE

**9% HISPANIC /
LATINO**

4% Two or More Races

**100% of our STUDENTS
AT-PROMISE
rather than some at-risk!**

A close-up photograph of a round cherry pie in a clear glass dish. The pie has a golden-brown, flaky crust with a decorative crimped edge. A section of the crust is broken, revealing a filling of dark red cherries in a light-colored syrup. The pie is set against a light, marbled background.

Professionalism

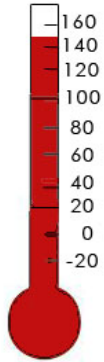
Integrity

Excellence

SCHOOL CULTURE & CLIMATE



School **C**ulture is the way teachers & other staff members **work together** & the **shared** set of beliefs, values, & assumptions.



School **C**limate refers to the school's effects on students, including teaching practices; diversity; and **relationships** among administrators, teachers, parents, & students.

A positive school culture & school climate promote students' availability & ability to learn.

SCHOOL CULTURE & CLIMATE

*If you want to positively impact
and improve school culture and
climate, then you should
positively impact and improve*

SCHOOL TEAMS.

What's in a TEAM

Togetherness +

Excellence +

Action =

Measurable-results

Results

What's in a TEAM

Trust,

Essentially

A

Must

Relation-
ships

<https://youtu.be/1qzzYrCTKuk>

Building a TEAM Culture

**HONOR
YOUR
WORD**

**CARE
FOR
EACH
OTHER!**

**PLAY &
LEARN
TOGETHER**

**Thank You
I'm Sorry
Please**

**Talk
MORE
WITH
PEOPLE
rather
than
about
people**

Let people know who YOU are! Share YOUR story!

TEAM BUSTER



AVOID SPEAKING IN RIDDLES

**“CLEAR
COMMUNICATION
PROMOTES
PRODUCTIVITY AND
HARMONY.”**

Dr. Joey Jones



Equality

is giving everyone
a shoe

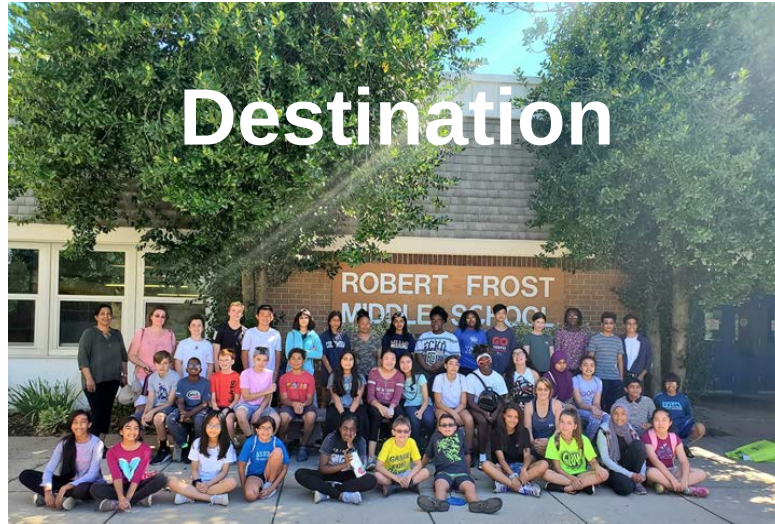
Equity

is giving everyone
a shoe that fits

You can't have **EXCELLENCE** without **EQUITY.**

www.everyday-democracy.org

Culture of Excellence



Every person is valued and respected
Learn in a safe nurturing environment
Success is everyone's responsibility

Culture of Excellence

Building Bridges



Let's Talk About RACE



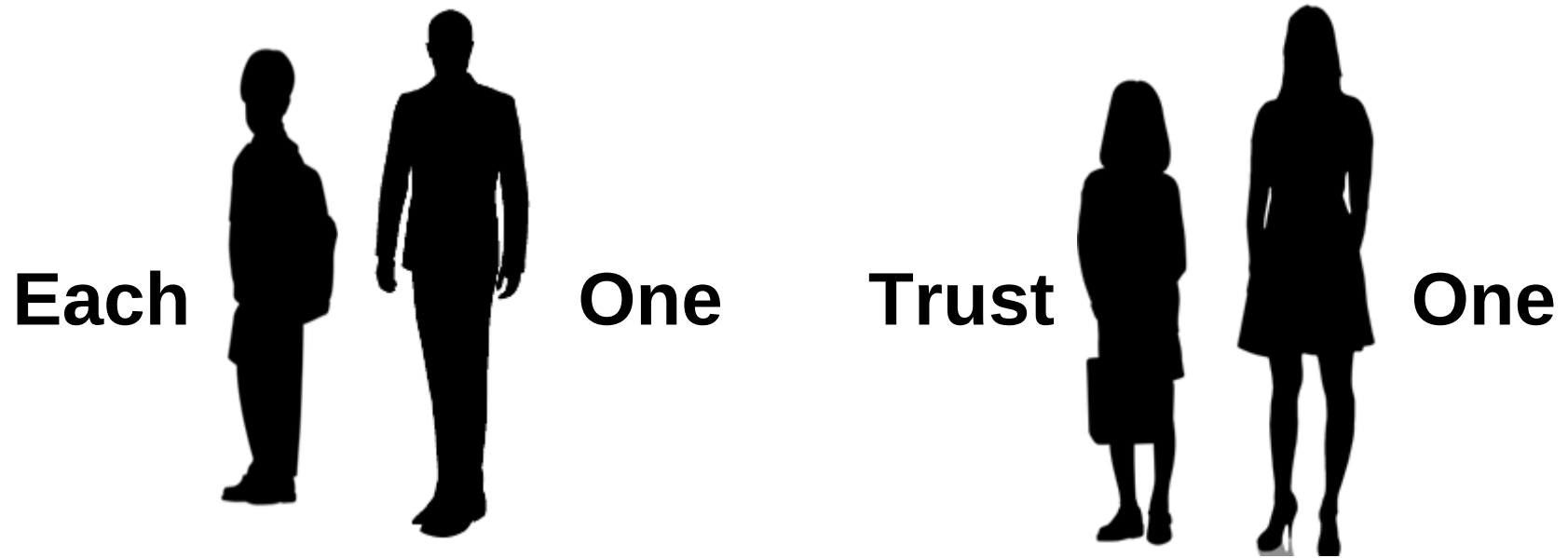
Culture of Excellence



Culture of Excellence



Culture of Excellence



78%



82%



STUDENT VOICE

"I am honored that I was selected for the 6B Team Student of the Month Award. I was pleased when I learned that I was chosen out of the many other wonderful Frost students. I appreciate that I was recognized for all of my hard work and that **I followed our school motto – we are some of the best students on the planet.** I will continue to work hard to achieve the challenges that Frost gives to me."

P.S. I dictated this for my mother to type as I broke my wrist and I need to limit my writing while still in my cast.



STAFF VOICE

“Walt Disney thought he created the happiest place on Earth; in fact, Robert Frost Middle School is the happiest place on Earth.”



“We’ve had a child in Frost for nine of the last ten years and every single year has been extraordinary. The administration, the teachers and the entire staff have **created an environment** where children feel safe, where they learn and where all of the stakeholders truly embrace the sense of community.”

**When it REIGNS,
it POURS!**

LEADERSHIP

**Leaders are always doing one of two things:
Getting Better or Getting Behind.
We choose to get BETTER.**

SOTBSOTP



Mack Hollins

2018 Super Bowl Champions



Haley Skarupa

US Olympic Hockey Team

IMPACT 2020

**We are preparing students for their future
and to be productive and caring persons in a
diverse, global society!**

EXTRACURRICULAR ACTIVITIES



MIDDLE SCHOOL: INSIDE & OUT

Montgomery County Public Schools (MCPS)

- ▶ 14th largest school district in the US; largest in Maryland
- ▶ Over 165,200 students; over 37,600 middle school students
- ▶ Over 200 schools; 40 middle schools
- ▶ Demographics:
 - 32.4% Latino/Hispanic
 - 26.9% White
 - 21.4% Black/African American
 - 14.1% Asian
 - 4.9% Two or More Races
- ▶ Over 35% participate in the Free and Reduced-Price Meals Program



MCPS Extracurricular Program

3 Major Components:

- ▶ Extracurricular Clubs & Activities
- ▶ Intramural Programs
- ▶ Interscholastic Athletics

Points of Emphasis:

- ▶ Student Engagement, Parent Involvement
- ▶ Robust program to meet the needs/interests of students
- ▶ Equity & Access (no activity fees, budgeted program costs, transportation) – ALL students
- ▶ Character Development – Promotion of the core values & mission of MCPS
- ▶ Academic Excellence & Eligibility (Board currently reviewing)

Extracurricular Clubs & Activities

Designated Stipend Activities (consistent across all schools):

Examples:

- ▶ Chorus, Music, Drama, Student Government, Outdoor Education, Newspaper, Yearbook
- ▶ MCPS budgets stipends for each activity sponsor

School-based Clubs (approved by the principal):

- ▶ Vary across schools
- ▶ Meet the needs and interests of students
- ▶ Principal allocates stipend hours based on school needs

Intramural Programs

School-based Programs – Extension of the Physical Education Curriculum

Outcomes:

- ▶ Enjoy participation and personal success
- ▶ Strive for personal bests, make commitments, set goals, and follow through with responsibilities
- ▶ Participate in an intramural program in a safe environment and under the direction of knowledgeable, caring and trained personnel
- ▶ Develop creativity and provide opportunities to generate games and practice skills
- ▶ Participate in the planning, organization and leadership of the intramural program

Intramural Programs

- ▶ Program meets the needs and interest of students
- ▶ Countless opportunities for activities – promote physical fitness
- ▶ Promote and maximize student participation
- ▶ The primary reason for participation is enjoyment of the activities rather than pressure to compete and win, as in athletic competition
- ▶ Such an environment enables students to extend learning of the benefits of movement, develop positive attitudes, increase self-esteem, enjoy positive social interactions, and broaden their fitness and leisure horizons



MCPS Athletics Program



25 High Schools – 44 teams per school – 22,000+ participants

40 Middle Schools – 7 teams per school – 5,000~ participants

Middle School:

- ▶ Each school program is led by an athletic coordinator
- ▶ 4 Leagues of 10 schools
 - Each league is led by a league coordinator

Middle School Sport Offerings:

- ▶ Fall – Boys' and Girls' Slow-pitch Softball, Coed Cross Country
- ▶ Winter – Boys' and Girls' Basketball
- ▶ Spring – Boys' and Girls' Soccer

WHY We RAISE: Our Core Values R.A.I.S.E.



Respect & Sportsmanship
Academic Excellence
Integrity & Character
Spirited, Safe Competition
Equity & Access



Together **#WeRAISE** MCPS Athletics

WHY We RAISE: Our Foundation MCPS Philosophy of Athletics



VISION

We promote **academic excellence**, **athletic achievement**, **positive sportsmanship**, and **upstanding citizenship** by providing the greatest education-based interscholastic athletics program.

MISSION

Every student-athlete will attain the **mental, moral, physical, and social-emotional** skills to excel in the **classroom, community, and the realm of competition**.

PURPOSE

To provide an **innovative** education-based interscholastic athletics program that maximizes diverse participation through a commitment to **equity and access**.

High School vs Middle School Athletics



High School

- ▶ Championships
- ▶ Standings
- ▶ Varsity & JV Competition
- ▶ Open to all students in high school
- ▶ Academic Eligibility – no waiver

Middle School

- ▶ No Championships
- ▶ No Standings
- ▶ Introduction to Competition
- ▶ Available for 7th & 8th grade students
- ▶ Principal can waive eligibility in select cases

Both programs promote our R.A.I.S.E. core values!

R.A.I.S.E. Core Values in Action

The MCPS Athletics Program:

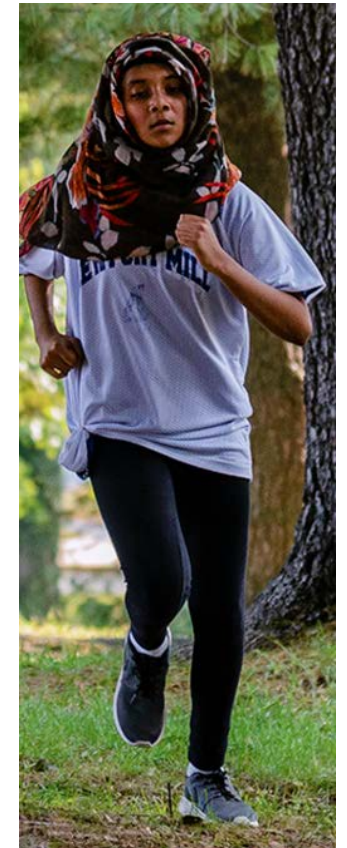
- ▶ Promotes the core values & mission of MCPS
- ▶ Provides opportunities for students to demonstrate respect & sportsmanship – winning, losing, overcoming adversity, and developing resiliency
- ▶ Enhances academic eligibility & expectations – allows coaches to take a vested interest in students and assist with overcoming challenges
- ▶ Builds integrity, character, and life skills (time management, organization)
- ▶ Provides safe opportunities for social interaction & growth
- ▶ Provides access for students who may not have the financial means to participate in “pay-for-play” programs



MCPS Athletics – Rewards RAISEd

Rewarding Aspects of MCPS Athletics:

- ▶ Student engagement in school environment
- ▶ Coaches as role models – support students beyond the bell
- ▶ Stepping stone into the high school program – developmentally appropriate philosophy
- ▶ Promotion of the “Why” in athletics through the R.A.I.S.E. core values
- ▶ Teaching life skills that will enhance academics and character development
- ▶ Community service and #WeRAISE moments



Together #WeRAISE



Dr. Jeffrey Sullivan

Director, Systemwide Athletics

Montgomery County Public Schools

Jeffrey_K_Sullivan@mcpsmd.org

@mcpsAD

@MCPSAthletics

Thank You!





Reimagining Middle Grades at Scale: A System-wide Redesign Initiative

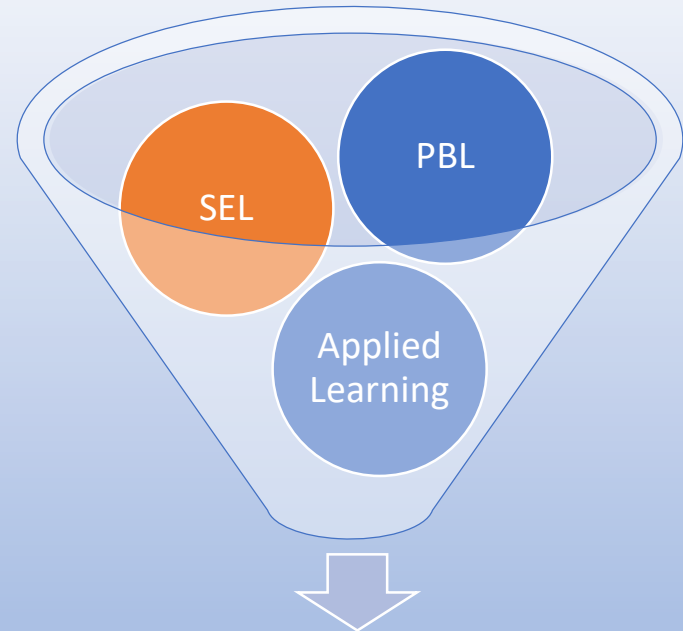
December 5, 2019

Presenter:

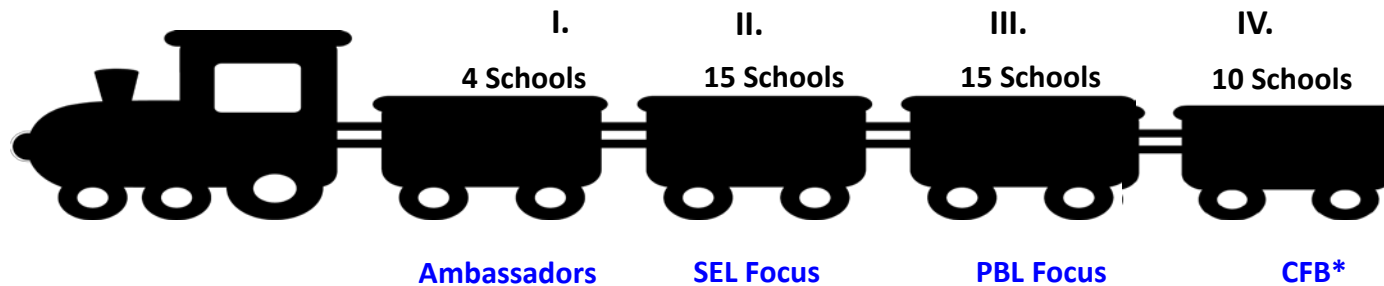
Tanya Thompson, Project Coordinator,
Reimagining Middle Grades

Reimagining Middle Grades THEORY OF ACTION

BCPS wants every child to be literate, emotionally healthy, and academically successful in a safe, experiential learning environment.



2019-2020 Implementation Models Overview



Models are Differentiated but Ensure:

- Respect School Context and Preferences
- Provide an Opportunity to Pilot
- Recognize Availability of Funding

Foundational Support includes MTSS/RtI Protocols, Standards Aligned Curriculum

**Funded by the
Community
Foundation of
Broward (CFB)*



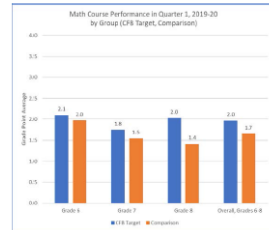
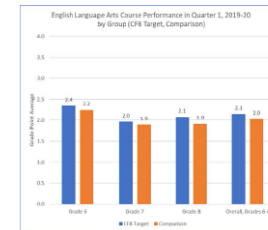
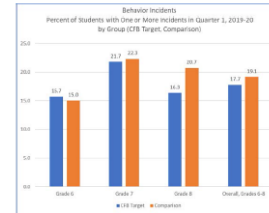
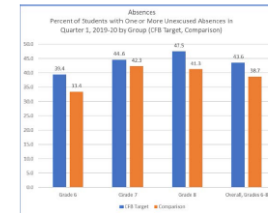
Community Foundation of Broward



Target Population Criteria

- ✓ Level 1 or 2 on Math FSA
- ✓ Level 1 or 2 on ELA FSA
- ✓ D or F in ELA as a final grade
- ✓ D or F in Math as a final grade

Overall Results for All Grades (6-8)



Results Matrix

	Attendance	Behavior	ELA GPA	Math GPA
6 th Grade			✓	✓
7 th Grade				✓
8 th Grade		✓	✓	✓
Overall			✓	✓

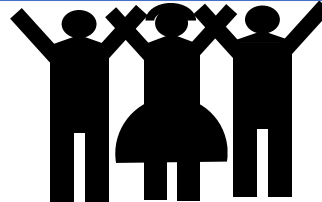
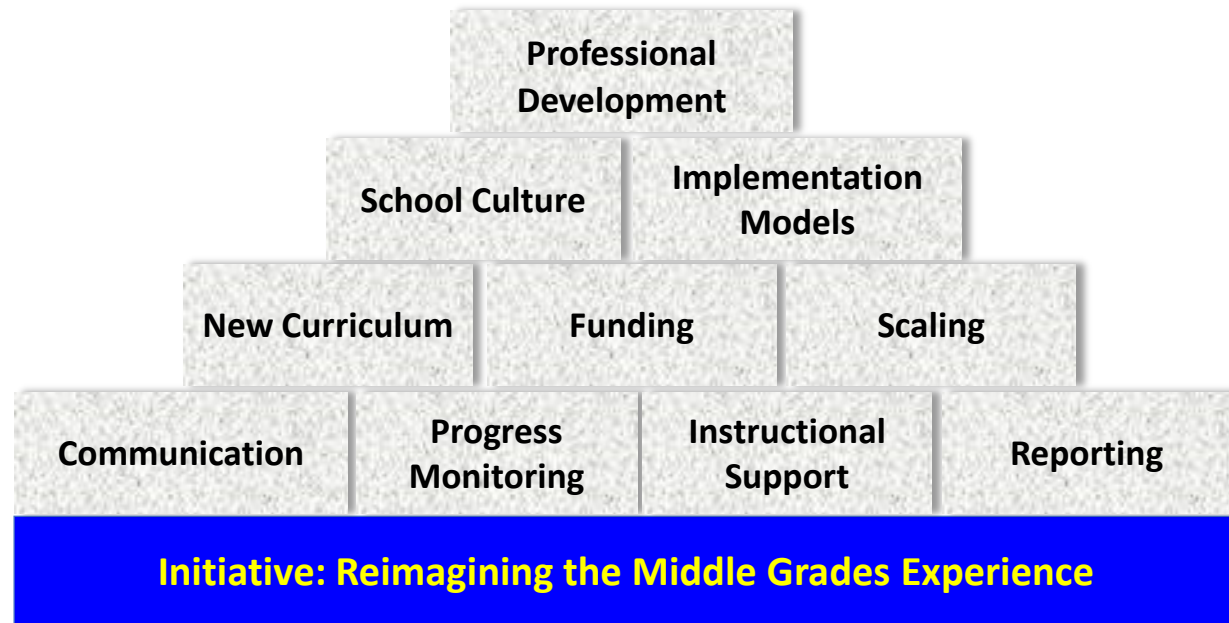
Quarterly Reporting

- Unexcused absences
- Behavior Incidents
- GPA in ELA
- GPA in Math



Middle Grades Education at Broward County Public Schools

UNDERSTAND THE “LIFT” (AND PLAN ACCORDINGLY)



*Coordinated and Implemented
at BCPS by a dedicated cross-
functional project team.*



Current Project Updates

The Re-Imagining Middle Grades Initiative first launched in July 2018. To learn how this initiative has unfolded since then, follow us on Twitter at @reimagine_bcps.





Student Support Initiatives & Recovery Division

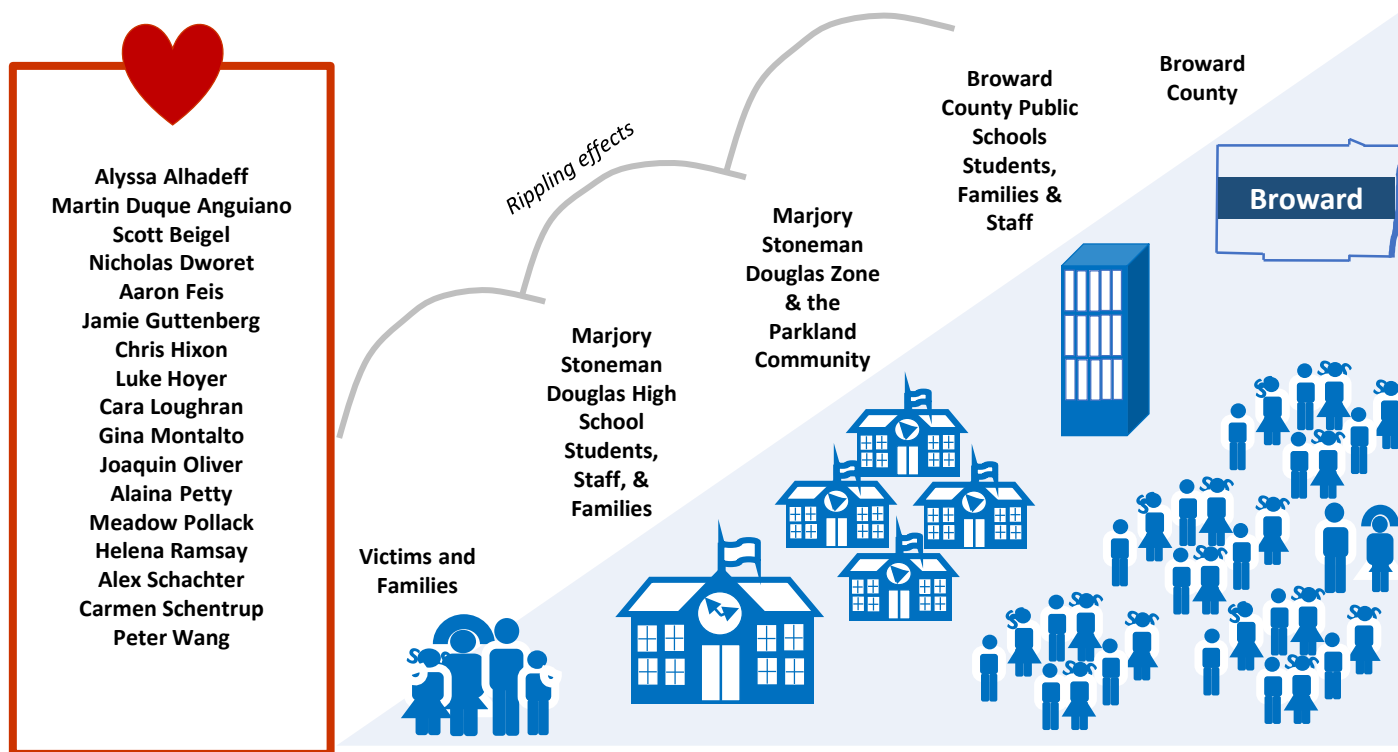
BCPS Recovery & Resiliency Program Initiative

December 5, 2019

Presenter:

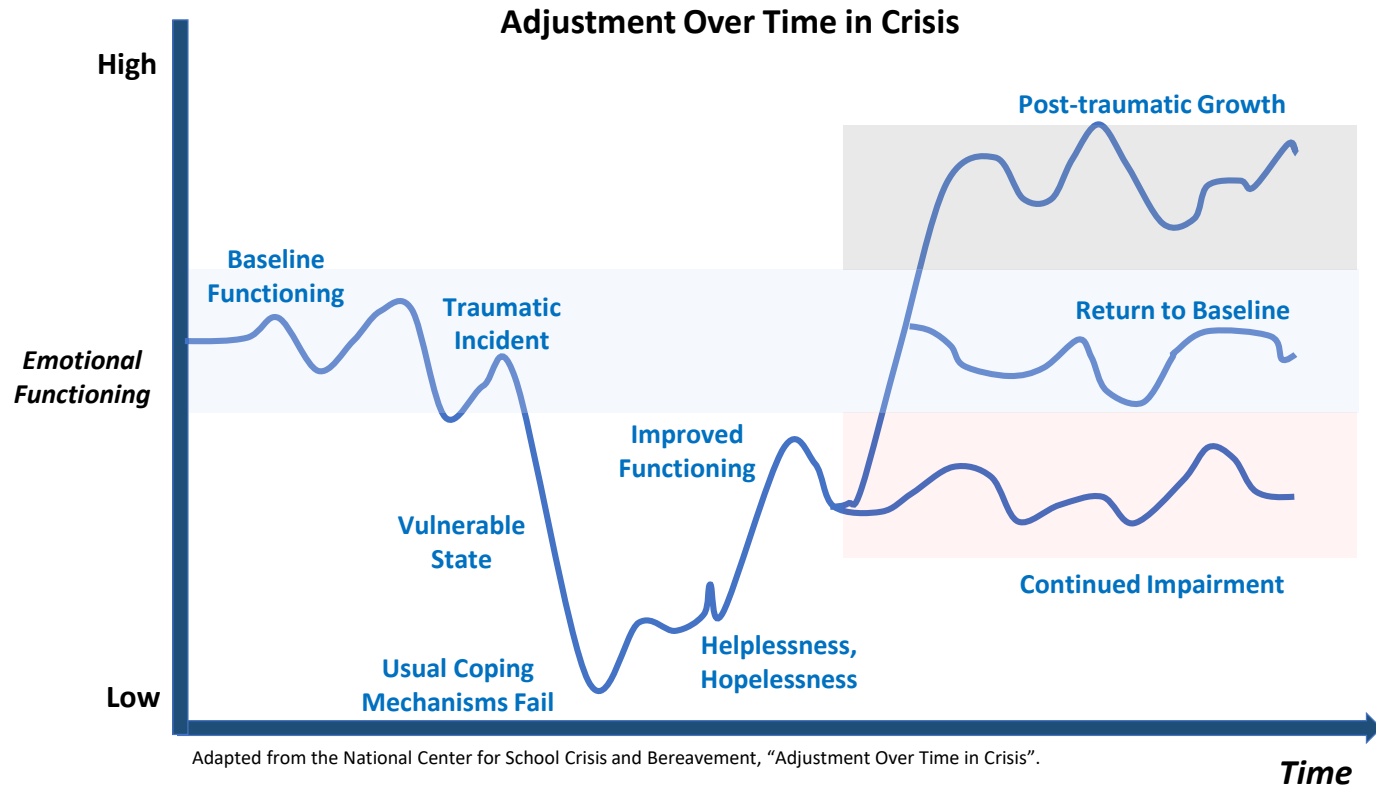
Dr. Philip C. Harris, Program Manager, Recovery

We are here today because of a senseless tragedy at Marjory Stoneman Douglas High School on February 14, 2018



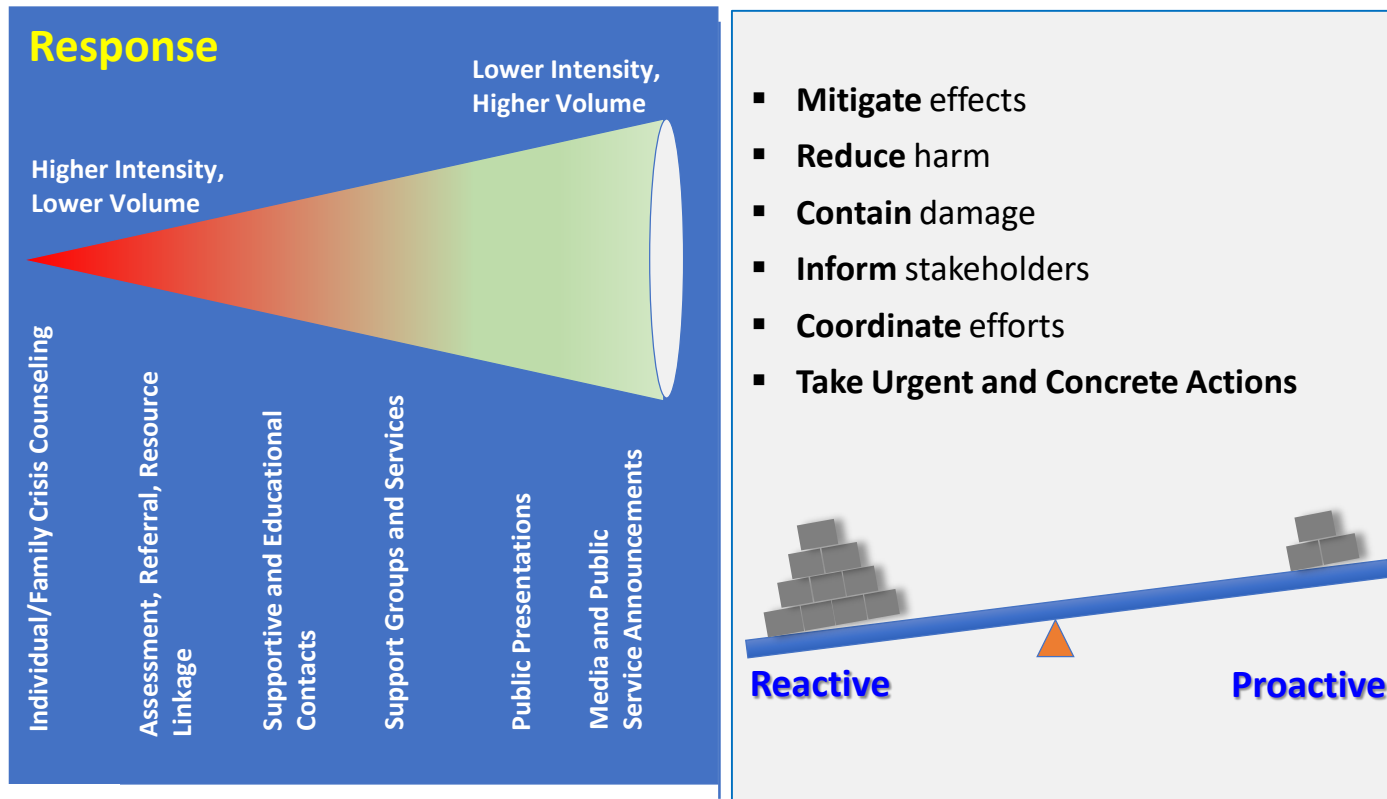
BCPS is transitioning from Response to Recovery

What Does Recovery Look Like?



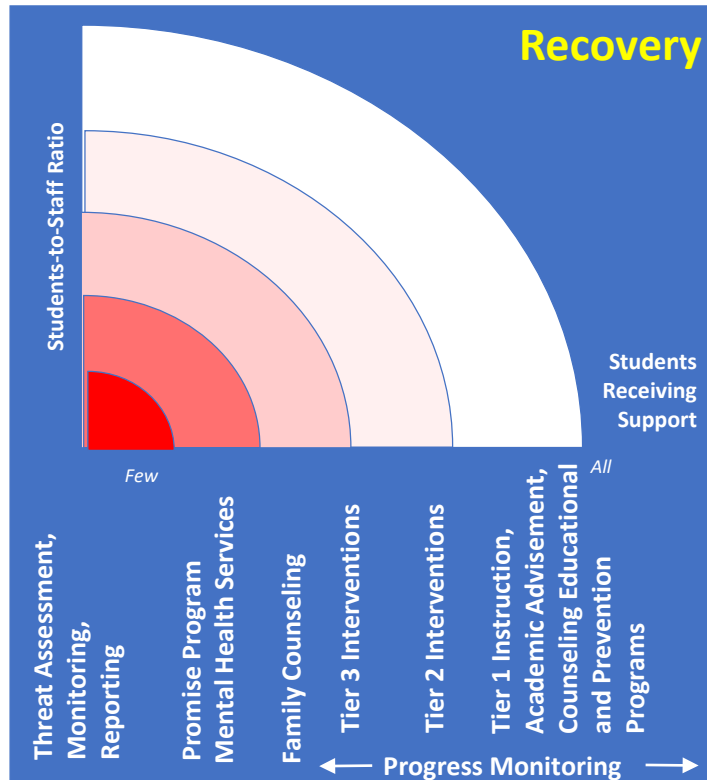
Distinguishing between **Response** and Recovery

(1 of 2)

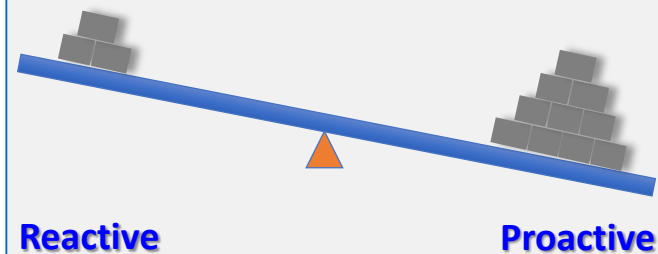


Distinguishing between Response and Recovery

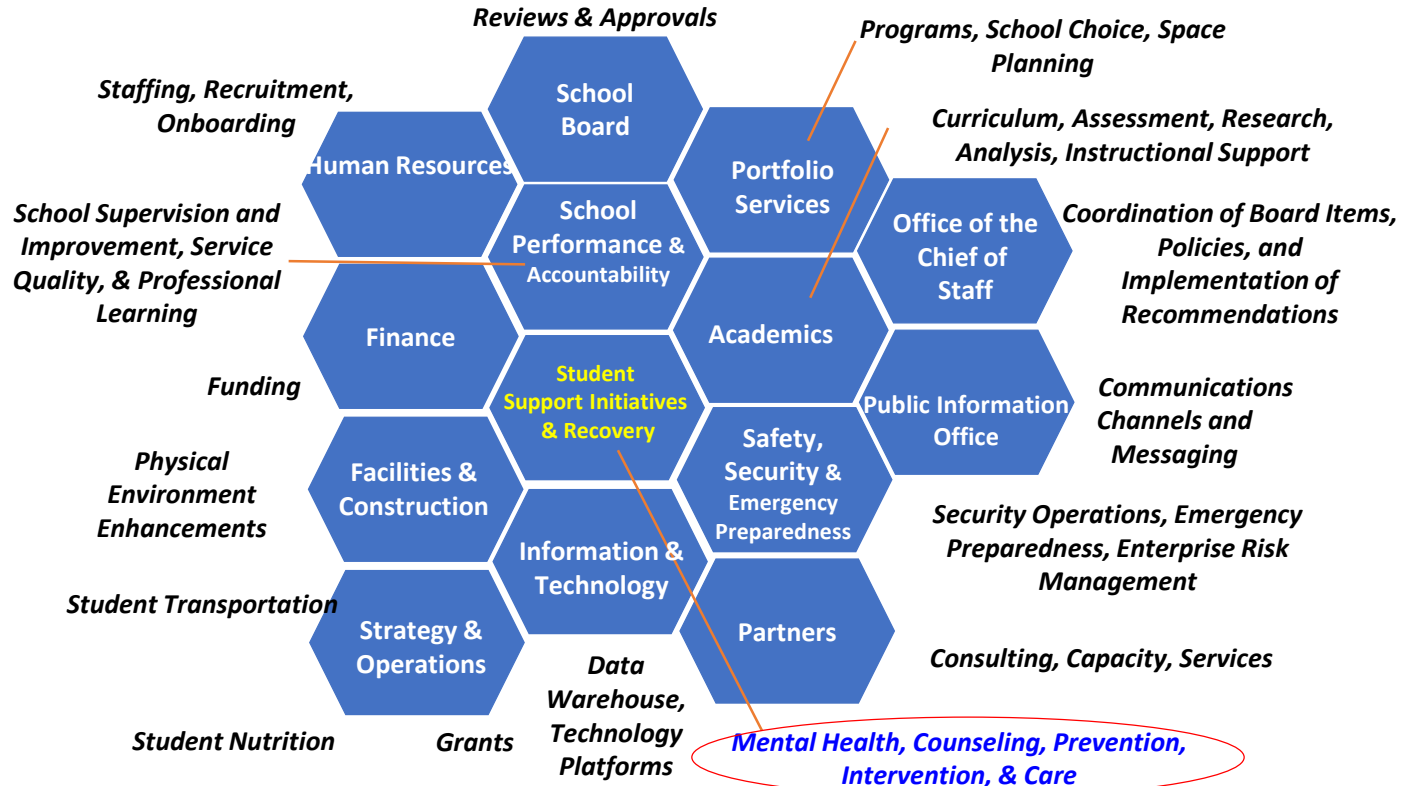
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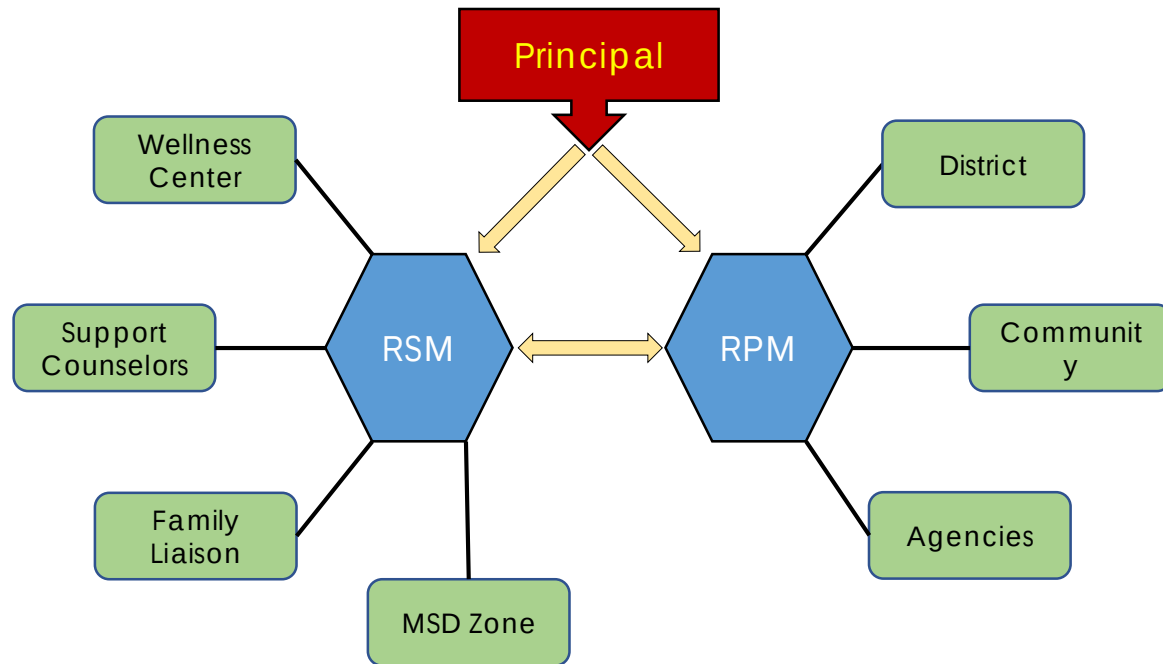
- **Informed** by history, data
- **Tiered Structures** for support
- Well-defined **Protocols**
- Early **Interventions**
- Family & Community **Engagement**
- Physical & Mental **Health**
- **Preparedness & Resiliency**
- Purposeful **Planning**



Our **Recovery Ecosystem** crosses the entire BCPS Organization and Beyond



Recovery Communication Schema



Assessment- Is leading to higher rates of Identification

Identification of Barriers

Leads to Delivery and Facilitation of Mental Health Services to all

Realizing we need to support our Staff, Teachers, and Parents as well.

Improve and Create opportunities for communication between all systems.

Serving as a Liaison for families –School, District, Community results in greater understand of needs, supports/resources, interventions



Our **Partners** are essential for expanding our capacity

NATIONAL / REGIONAL

USC
Suzanne
Dworak-Peck
School of Social Work

National Center for
School Crisis and Bereavement

The Center for
Mind-Body
Medicine

NASSP
National Association
of Secondary School Principals

THE NATIONAL CENTER FOR
Victims of Crime

Sandy Hook
PROMISE

REBEL
PRIDE
Columbine

MUSC
Medical University
of South Carolina

Broward
Education
Foundation
Investing in Broward's Future since 1983

Children's
Services
Council
of Broward County
Our Focus is Our Children.

United
Way
United Way of Broward County

Tomorrow's Rainbow, Inc.
Guiding Children Back To Joy

LOCAL

Harmony
Development Center

Smith Community Mental Health
One Community, One Family, One Life at a Time

BANYAN
HEALTH SYSTEMS

Camelot
Community Care

*...and many
others*

Henderson
Behavioral Health

Our Children
Our Future

Memorial
Healthcare System



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Donna P. Korn, Chair
Dr. Rosalind Osgood, Vice Chair

Lori Alhadeff
Robin Bartleman
Heather Brinkworth
Patricia Good
Laurie Rich Levinson
Ann Murray
Nora Rupert

Robert W. Runcie
Superintendent of Schools



The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX Coordinator at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.



STUART-HOBSON MIDDLE SCHOOL

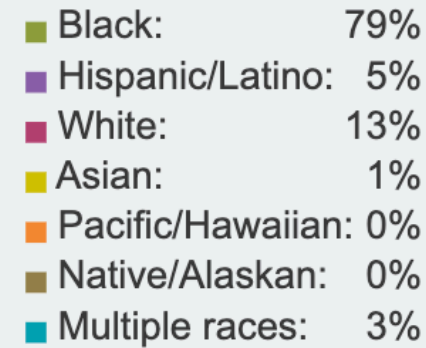
STUART-HOBSON MIDDLE SCHOOL



WHERE EVERY CHILD ACHIEVES

WHO ARE WE?

- **491** students in grades **6-8**
- 59 staff members
- **Partnerships** with:
 - City Year
 - Communities In Schools
 - Department of Behavioral Health
 - One Common Unity
 - After-School All-Stars
 - Capitol Hill Cluster PTA



English language learners	2%
Economically Disadvantaged	40%
Special education	13%
In-boundary	31%

DCPS CAPITAL COMMITMENT

DOUBLE THE PERCENT
of students who are
COLLEGE AND CAREER READY
AND TRIPLE THE PERCENT
of at-risk and students of color who
are college and career ready.

100 PERCENT
of K-2 students are
READING ON OR
ABOVE GRADE LEVEL.

100 percent
OF STUDENTS
FEEL LOVED
CHALLENGED & PREPARED.

100 PERCENT
of schools are
HIGHLY RATED
or are improving.

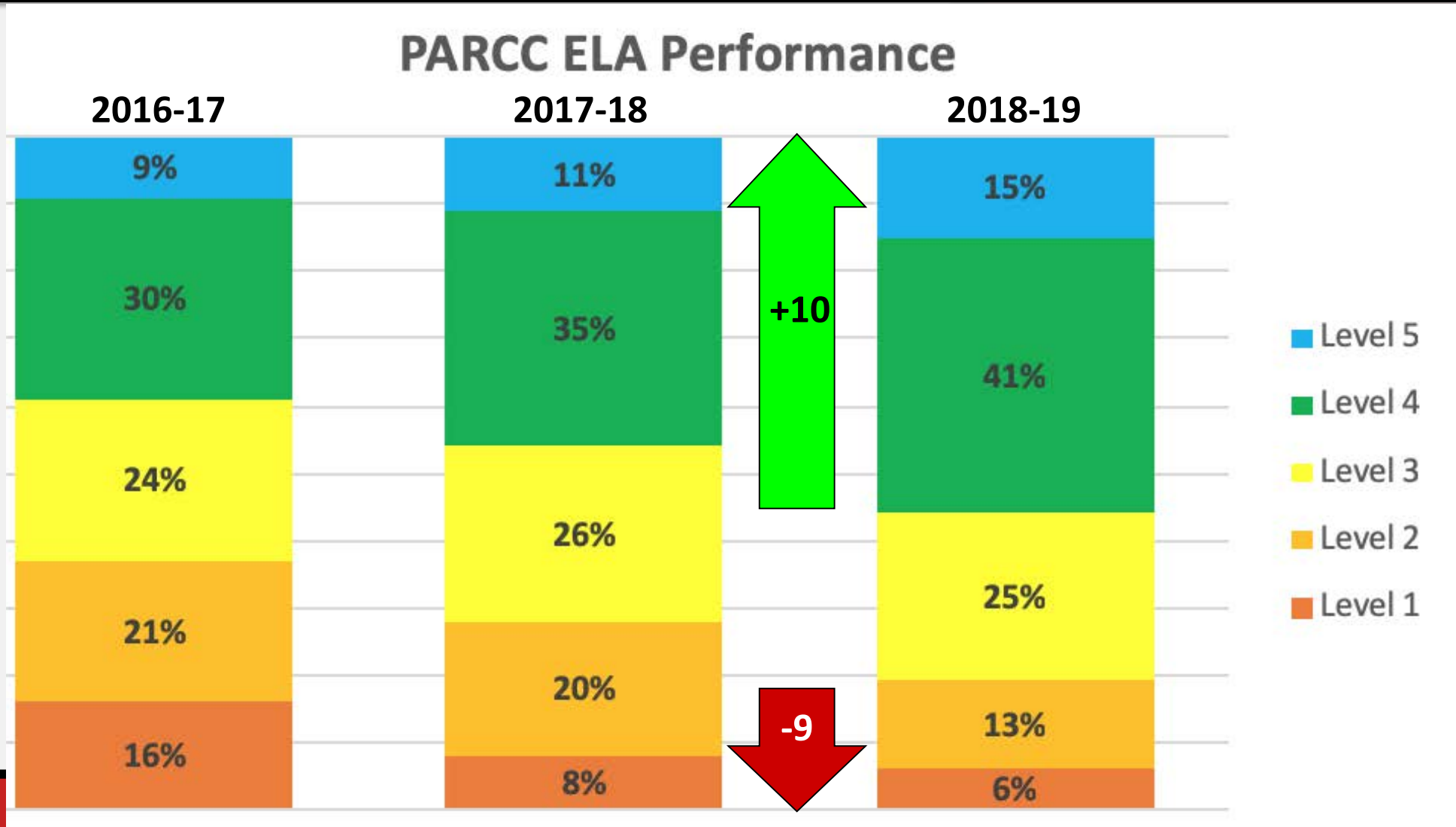


90 percent
OF STUDENTS
RE-ENROLL
AND DCPS SERVES
54,000 STUDENTS.

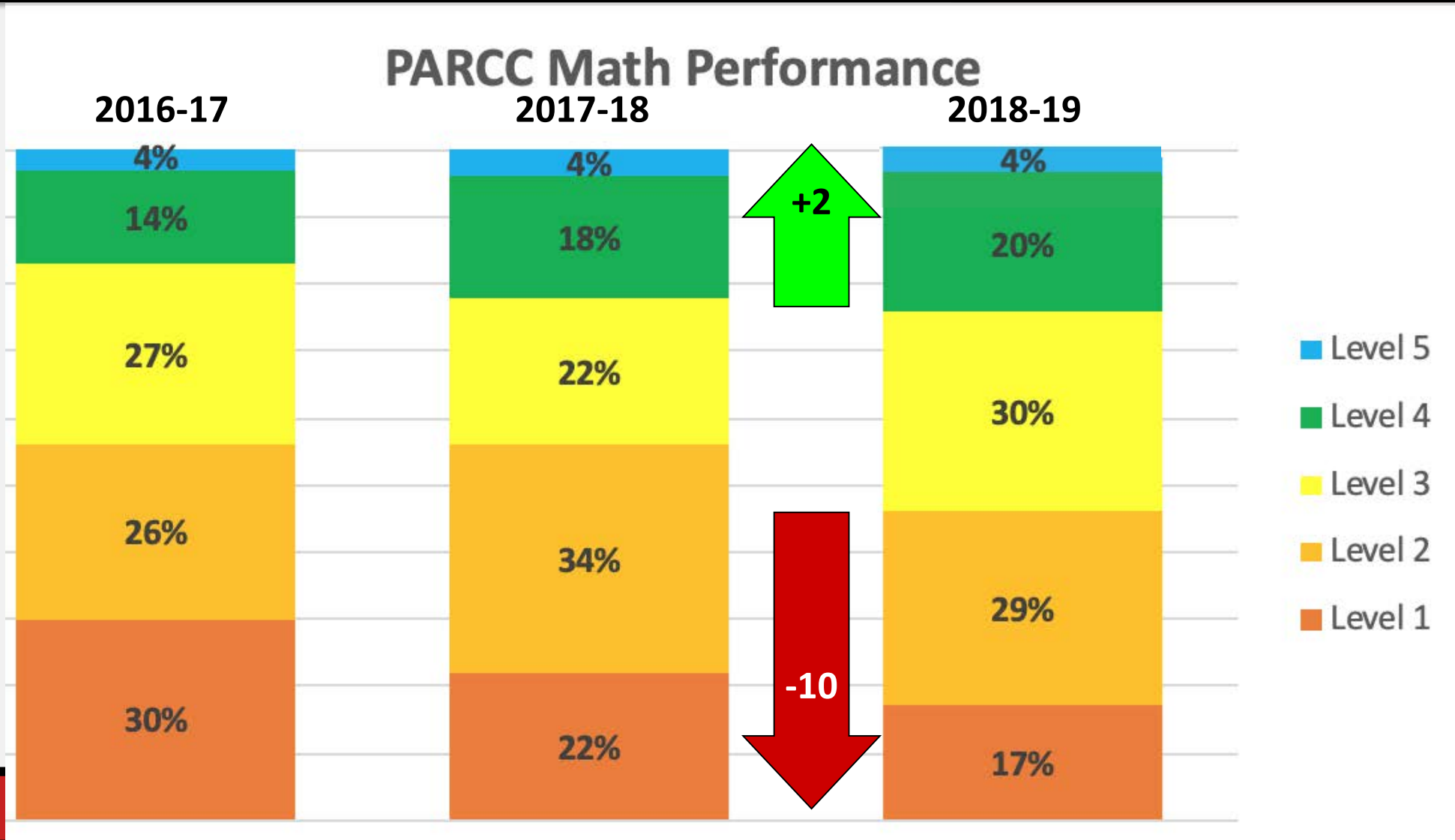


85 percent
OF STUDENTS
GRADUATE
WITHIN FOUR YEARS
AND 90 PERCENT
graduate within four or five years.

ACADEMIC IMPROVEMENT



ACADEMIC IMPROVEMENT



PANORAMA STUDENT SURVEYS

- **Student Satisfaction** increased by 4%
- **‘Sense of Belonging’** increased by 10%, placing us in the 80th percentile of all middle schools ***nationally***

how much respect do students in your school show you?

how much do you matter to others at school?

how well do people at your school understand you as a person?

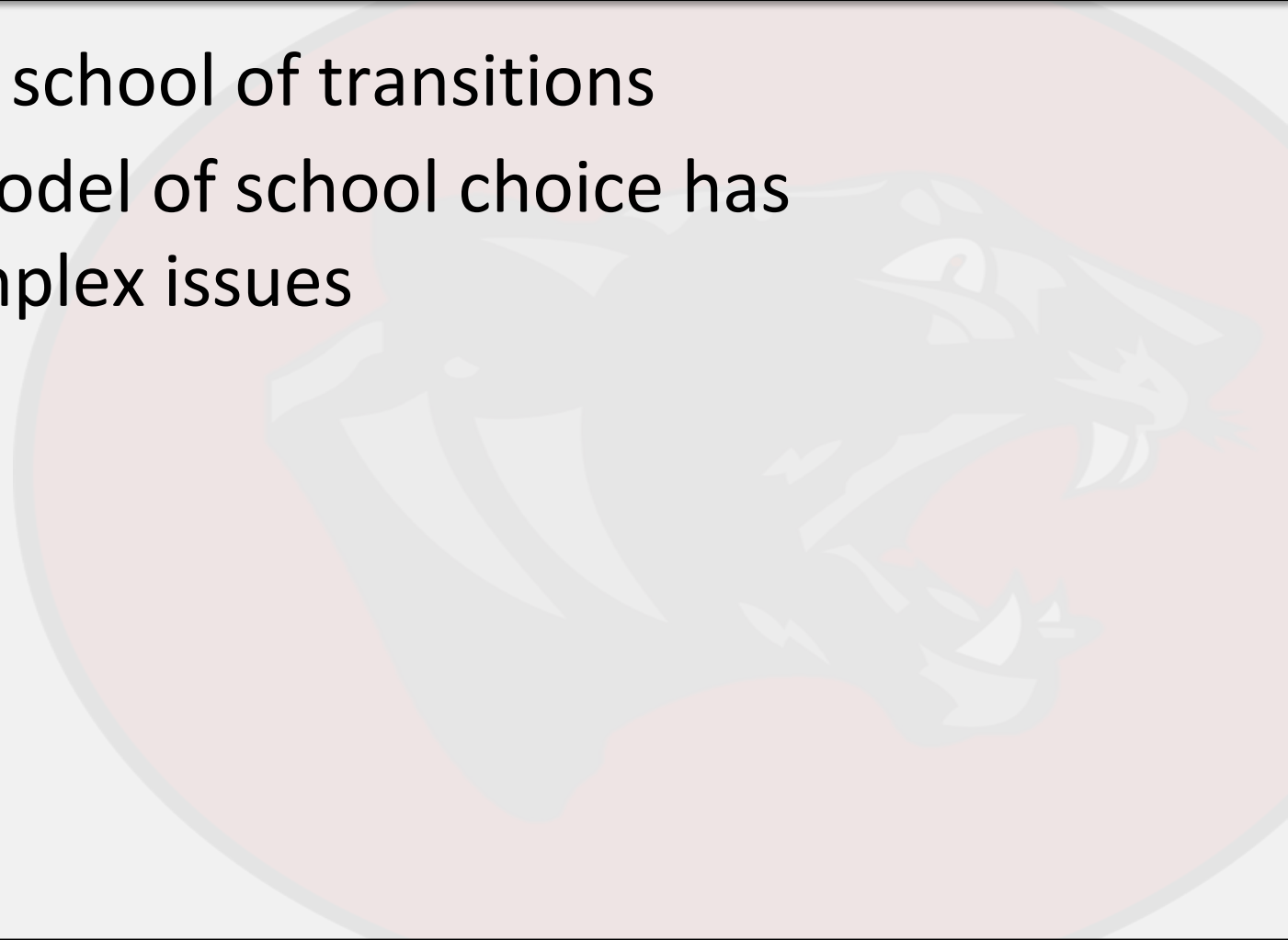
sense of belonging

PARENT SATISFACTION

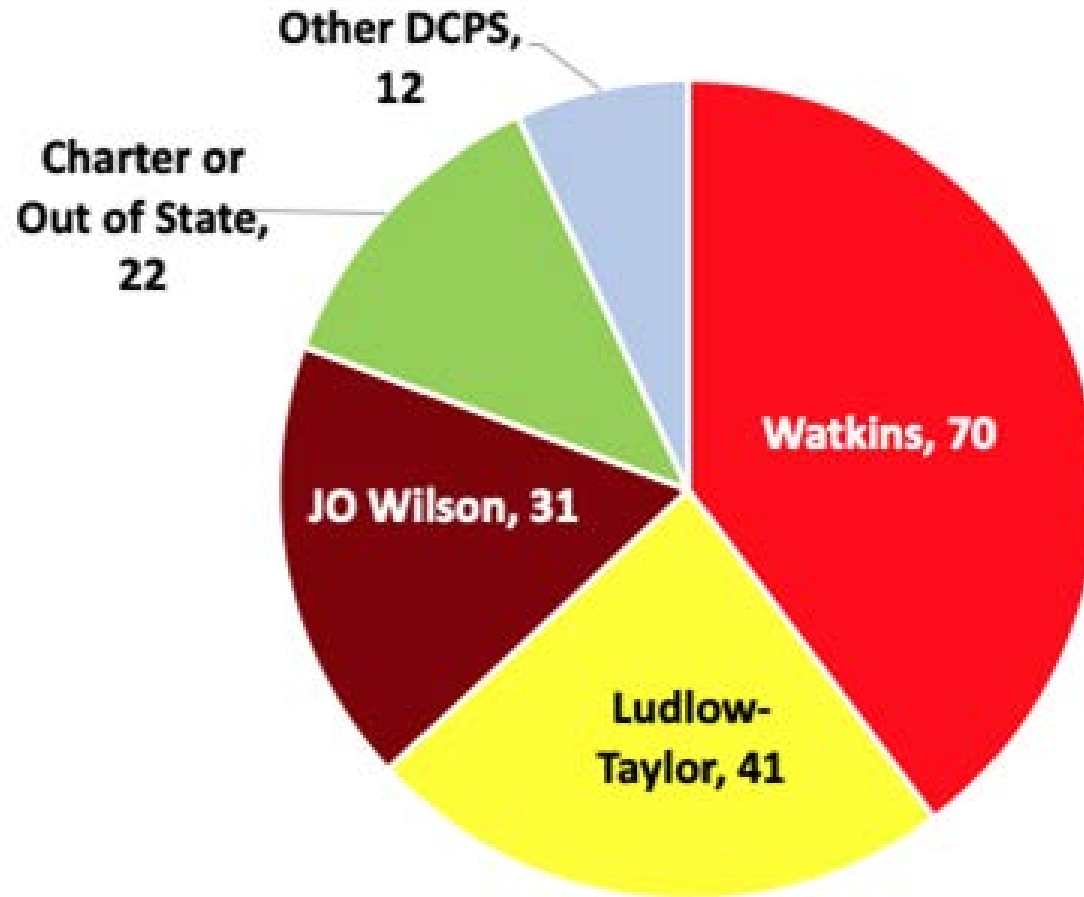
- **Parent Satisfaction** is even higher than student satisfaction!
- We are most proud of our **retention rates**
 - **93% of families** who start at Stuart-Hobson, finish at Stuart-Hobson
 - this is currently the **2nd highest retention rate in DCPS**

THE TRANSITIONS

- Middle school is a school of transitions
- DC's aggressive model of school choice has created some complex issues

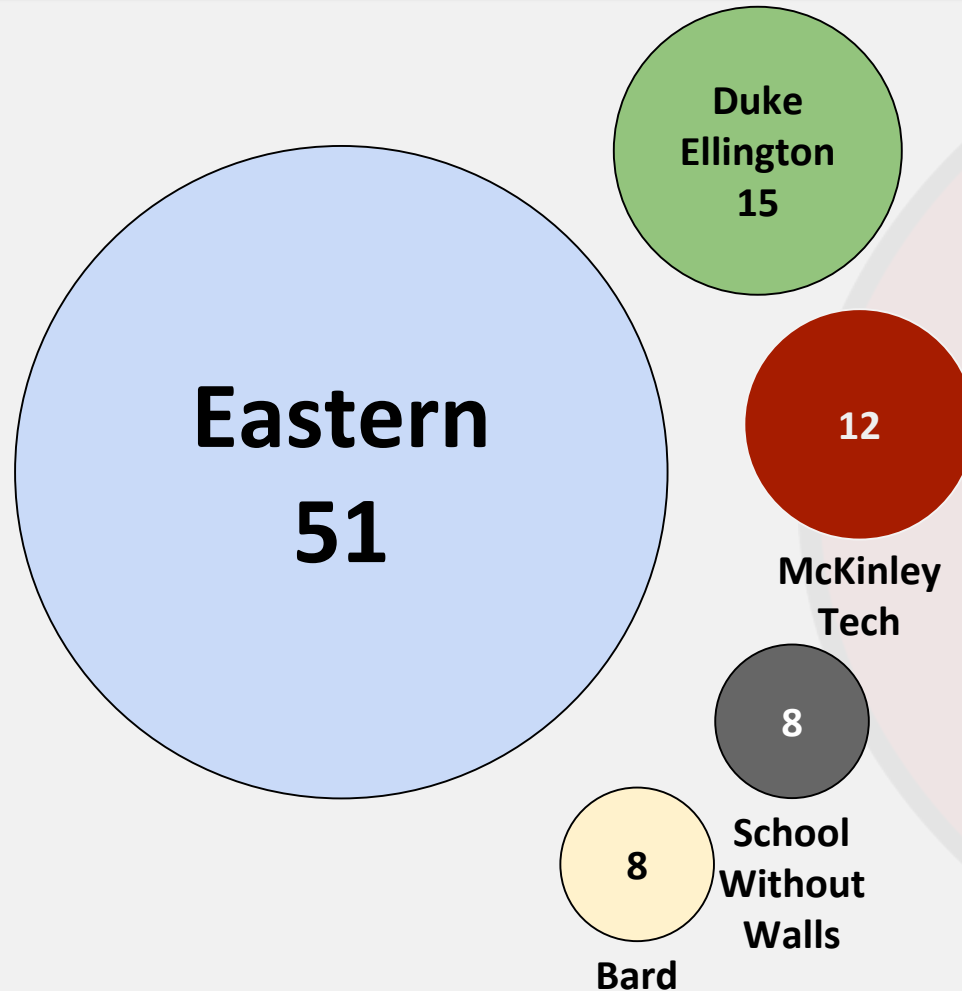


INCOMING FEEDER PATTERN



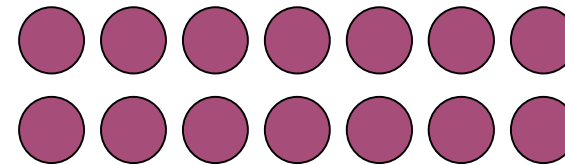
- This is our biggest 6th grade class yet, with 180 students.
- ~80% of the class comes from our 3 feeder schools
- Students come from nearly 20 different elementary schools

OUTGOING FEEDER PATTERN



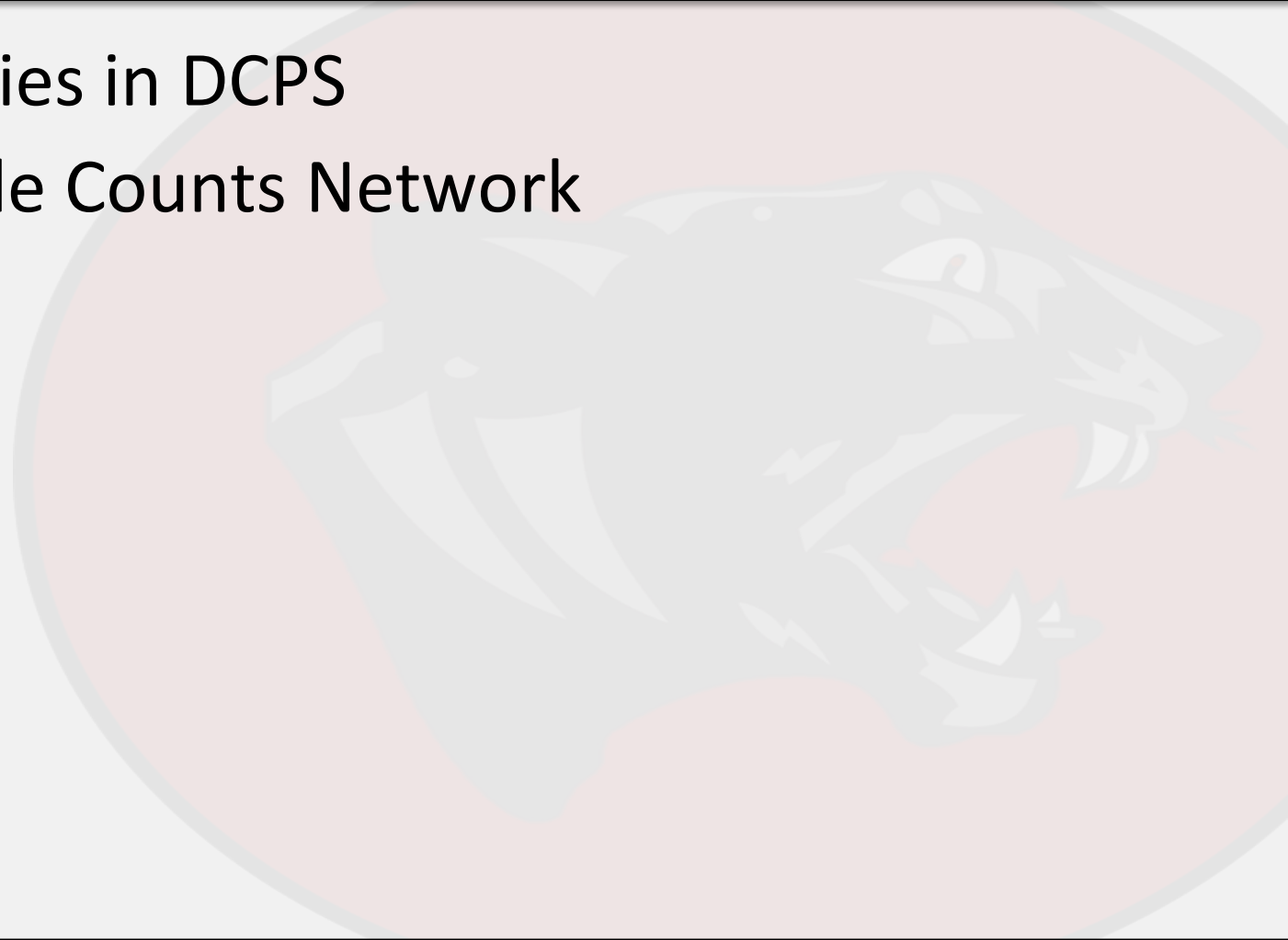
Five or fewer kids at:

- Banneker
- Phelps
- Ron Brown
- Coolidge
- Dunbar
- Ballou
- 8 other charter schools



SOLUTIONS

- 9th Grade Academies in DCPS
- RaiseDC's 9th Grade Counts Network



9TH GRADE ACADEMIES IN DCPS

- Effective ninth grade academies in DCPS provide rich, responsive, and well-rounded educational experiences ***for students transitioning from eighth grade to succeed in ninth grade and beyond.***
- ***Solid connections to adults*** and clear expectations about all facets of schooling create and maintain the high quality learning environment of the successful academy.

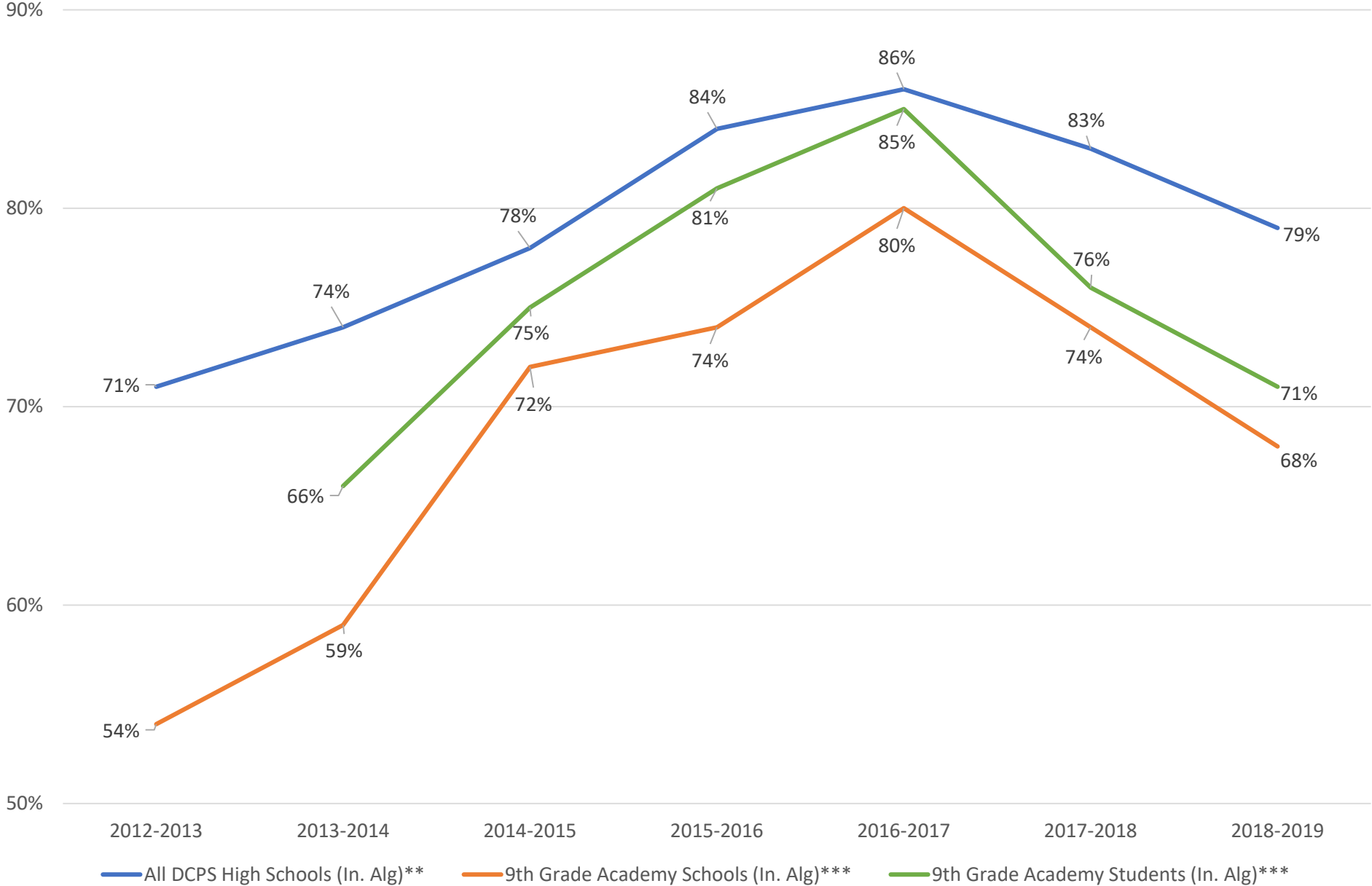
9TH GRADE ACADEMIES IN DCPS

Scheduling	Leadership and Teamwork	Planning Instructional Design	Rituals and Routines	Intervention	After School Intervention or Enrichment	Celebration and Recognition
EWI used to schedule enrolling students	Academy AP working with academy team members in and out of class at least 75% of time	Course assessments administration staggered for students and used to drive planning calendars	At least 7 common rituals and routines	Teacher student conferences held and documented	Start date, staffing and location determined	Assembly dates set
Honors or pre-AP scheduled by EWI	Academy AP routinely ensures feedback on instructional design and consistent routines	Documented planning time used to plan, grade, study students and/or conduct student conferences	At least 1 common ritual or routine about academy spirit	ASPEN notes in use to document conferences and results	Assignment and points recovery system used by students with less than a C	Time planned for classroom level recognition for achievement or improvement
	Academy AP tracks, monitors and shares EWI: attendance, behavior and course grades	Grades updated at least every 10 days and used to inform instructional decisions	At least 1 common routine about returning graded work, incl. tests		At least 10 activities and/or clubs offered	

9TH GRADE ACADEMIES IN DCPS

Scheduling	Leadership & Teamwork	Planning & Instructional Design	Rituals & Routines	Intervention	After School Intervention or Enrichment	Celebration & Recognition
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On-Time 9th Grade Promotion (1st Time 9th Graders only)



RAISEDC: DATA EXCHANGE

Bridge to High School Data Exchange as a Foundation

- Launched in 2016, the Data Exchange offers a standardized process for ensuring that essential information is transmitted **quickly, automatically, and consistently** for students as they move from middle to high school, particularly across LEAs
- Enables LEAs/schools to promote early interventions, establish relationships between staff and new students within and across schools, and plan resource placement
- SY18-19, 95% of eligible middle and high schools participating, representing more than 4,000 enrolling 9th graders

RAISED DC: KID TALK

Purpose of the Kid Talk

As an extension of the Bridge to High School Data Exchange, the Kid Talk offers middle and high schools an opportunity to connect in person to:

- Review shared 8th grade data and offer insights to guide student-specific planning for rising 9th graders
- Launch ongoing working relationships between middle and high schools to continue to support shared students throughout their freshman year

RAISED DC: KID TALK

DURING THE KID TALK



The image shows a completely blank white rectangular area. This central area is enclosed within a thick, solid black border that runs along all four edges of the frame. There are no markings, text, or illustrations on the white surface.



Roundtable on Population Health Improvement
A Population Health Perspective on
Middle School Success: Activities,
Programs, and Policies: A Workshop
December 5, 2019

Barbara Ferrer, PhD, MPH, MEd

Director, Los Angeles County Department of Public Health

Bferrer@ph.lacounty.gov

Presentation At-A-Glance

- Jerome's story
- The top public health issues affecting children
- Helping middle-school aged children thrive



Top Public Health Issues Impacting Middle School Aged Children

- Homelessness/Poverty
- Discrimination & Racism
- Exposures to Environmental Hazards
 - (Pollution, Lack of Clean Water, Ads for Unhealthy Products)
- Underinvestment in Infrastructure
 - Lack of Green Space, Safe Parks, Safe Walkways and Bicycling Paths, Limited Access to Healthy and Affordable Foods
- Exposure to Violence
 - Interpersonal, Domestic, Community, Child Abuse, Bullying
- School to Prison Pipeline



LA County Seventh Graders Reporting There Is An Adult at School Who Really Cares About Me = Not At All True*

Survey Item	Risk Ratio Compared to all other 7 th Graders
Cut school more than once a week in past year	3.1 times as likely
Used e-cigarettes daily/almost daily in past month	4.8
Used cannabis daily/almost daily in past month	4.3
Feels very unsafe at school	5.1
Been in a physical fight at school 4+ times in past year	2.8
Carried a weapon at school 4+ times in past year	3.3
Damaged school property on purpose 4+ times past year	4.2
Missed a day of school in past month due to being bullied	3.1
Received mostly F grades in school in past year	2.3
Consider yourself to be a member of a gang	2.1

*Source: California Healthy Kids Survey, 2018/19

Bringing Public Health to Middle Schoolers...

Community Programming

Parks Programming

- Parks after Dark created as a safe place for family and teen activities.



After-school Programming

- 'Our Spot': art workshops, social activities, sports and meditation

Leadership Opportunities

Leadership training opportunities for middle school and high school youth

- DPH Youth Advisory Council
- School Wellness Councils

Social & Emotional Learning

Social and emotional learning curriculums in public schools (K-8)

- Positive Youth Development Initiative (healthy relationships)
- Parenting support



Bringing Public Health to Middle Schoolers...

Trauma

- Trauma Prevention Initiative to stop violence, mediate conflict and ensure safe passage.
 - Community Identified Strategies
- Supporting trauma informed practices and cooperative discipline policies at schools.

Healthy Food

- Healthy Food Procurement Initiative to improve the nutrition standards of the county's food service contracts.
- Food reclamation and re-distribution
- Access to free and reduced meals year-round.

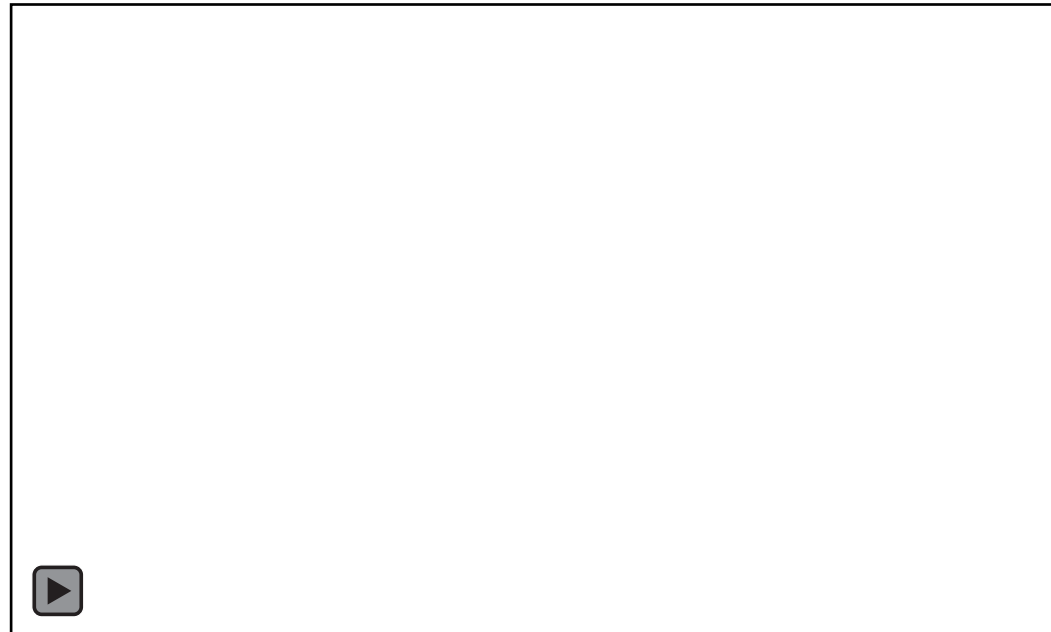
Investments in Healthy Communities

- Support for local non-profits/faith-based communities organizing youth for systems and practice change.
- Counter-advertising using social media platforms
- Zoning laws that limit exposures to hazards

Contributions to Policymaking

WE SEE MIDDLE SCHOOLERS AS LEADERS

MORE THEN 100 STUDENTS SHOWED UP TO A RECENT BOARD
MEETING ON BANNING FLAVORED E-CIGARETTES



Comments and Questions





THANK YOU!

Dr. Barbara Ferrer

Director, Los Angeles County Department of Public Health

313 North Figueroa Street, Suite 806

Los Angeles, California 90012

Office: (213) 240-8117

Email: Bferrer@ph.lacounty.gov

Linking Health, Education, and Communities to Change Lives and Achieve Equity

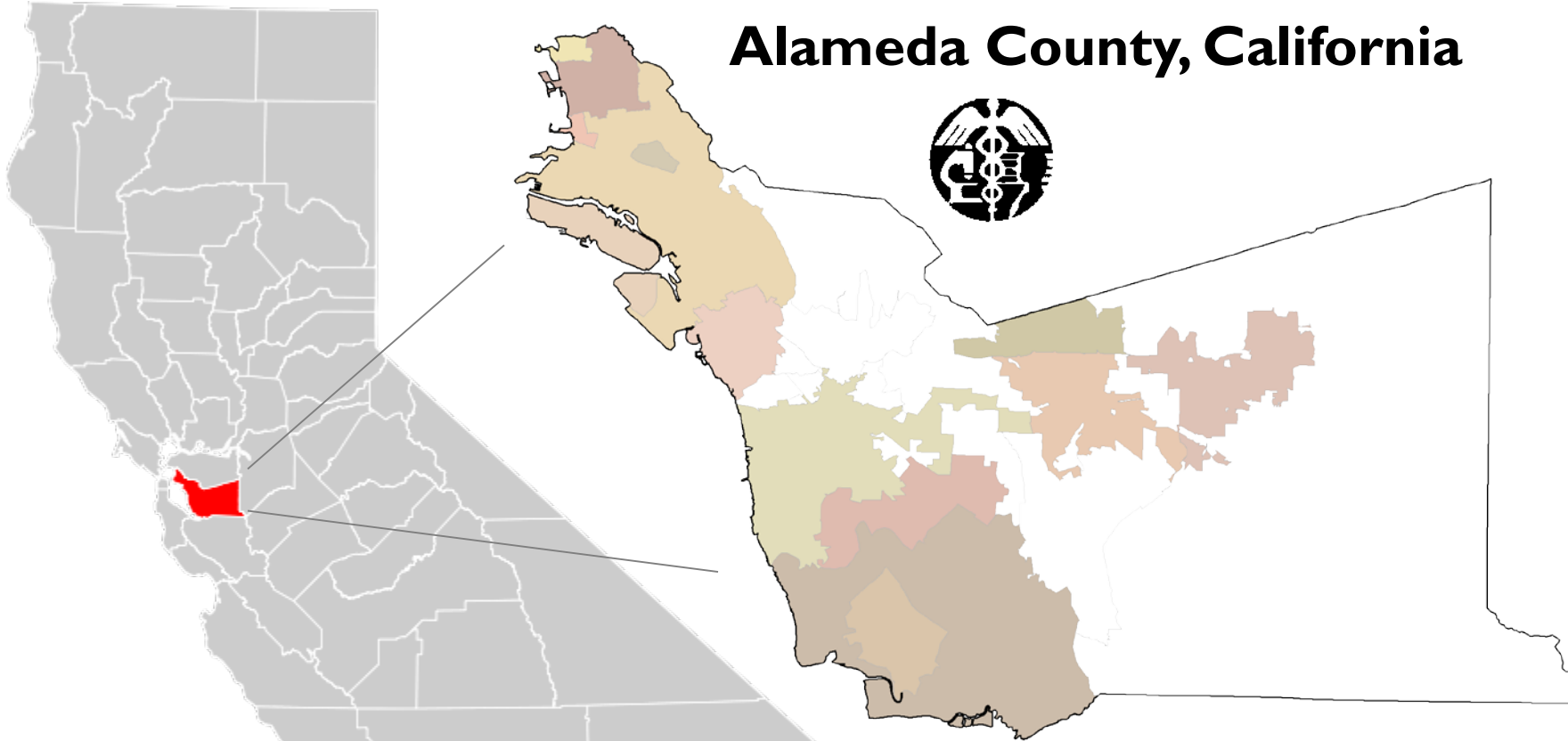


December 5, 2019

Lisa Warhuus
Center for Healthy Schools and Communities
Alameda County Health Care Services Agency



Alameda County, California



Population: 1,578,891

School Districts / Schools : 18 / 389

Number of Students: 222,681

Free/Reduced Lunch Percentage: 45%

College graduates, persons 25 and over: 42.4%

Median household income: \$72,399



We envision a county where all youth graduate from high school healthy and ready for college and career

Health and Education are Linked

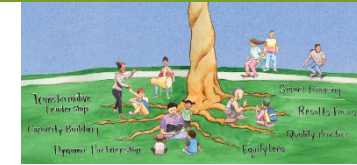
Young people's health and academic success are deeply connected. Healthy students learn better and education contributes to longer, healthier lives.

Our health and education systems should be connected too.

By collaborating across sectors, we can reduce the profound and persistent inequities in our communities, and create structures of opportunity that work for every child and family.



Results Focus



Children are physically, socially, and emotionally healthy.

Children succeed academically.

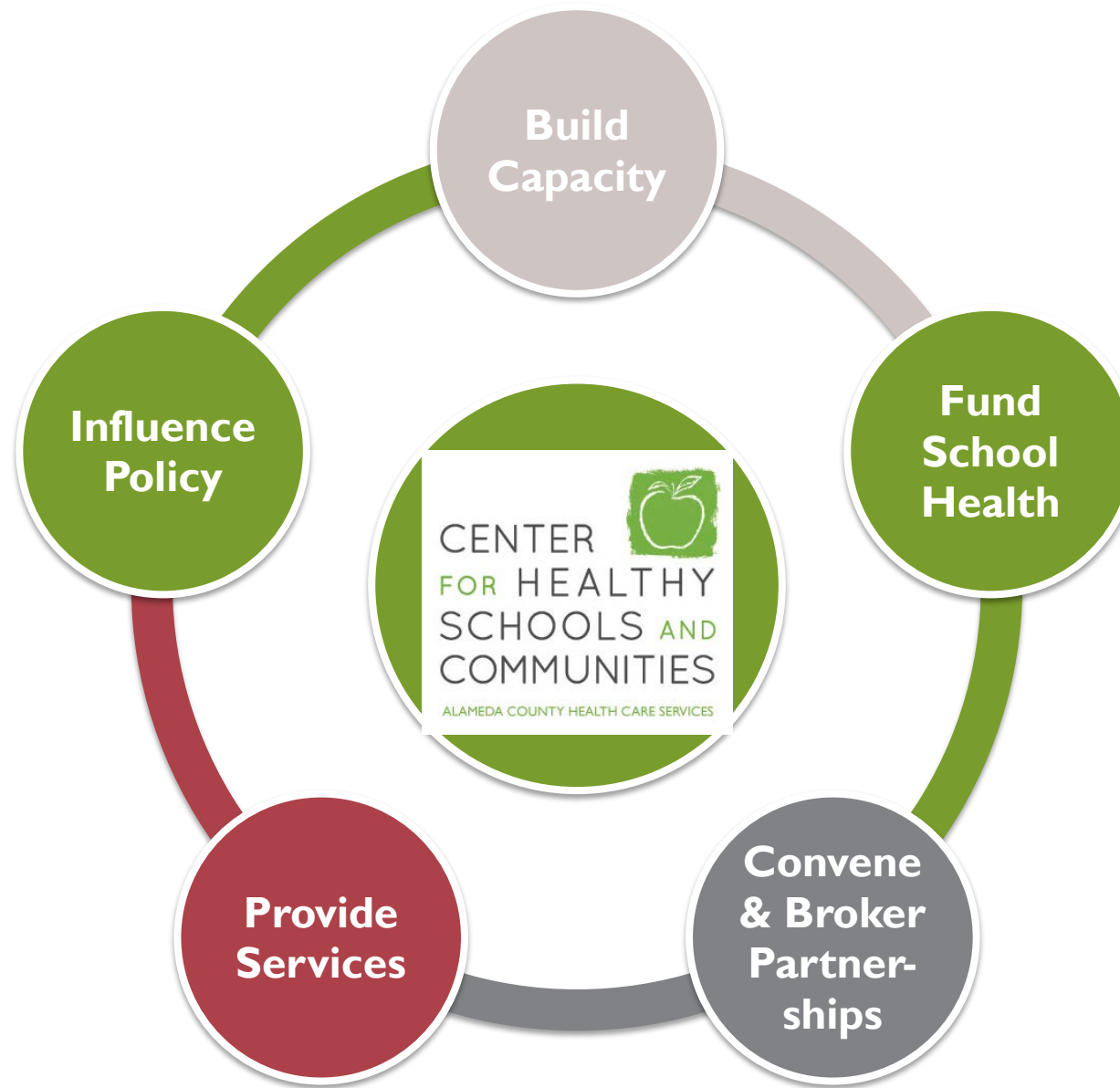
Environments are safe, supportive, and stable.

Families are supported and supportive.

Systems are integrated and care is coordinated and equitable.



CHSC Role: School Health Initiatives



School Health Initiatives Are...

- ...a collaborative approach for improving health and education outcomes for all students
- ...necessary to address health and education inequities
- ...bigger than any single program or set of services

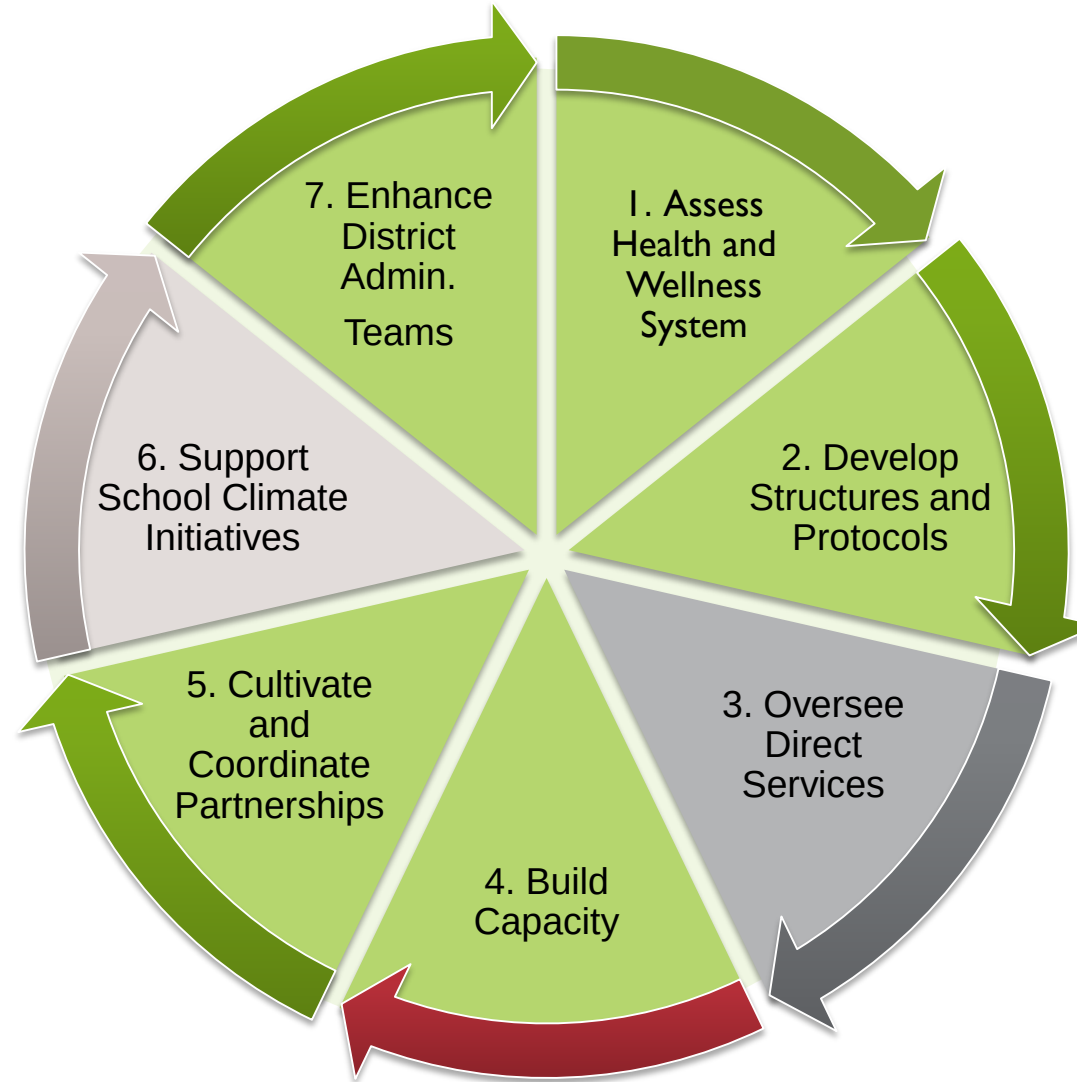
Building District Capacity

Districts need capacity to support the implementation, ongoing improvement, and sustainability of a health and wellness system

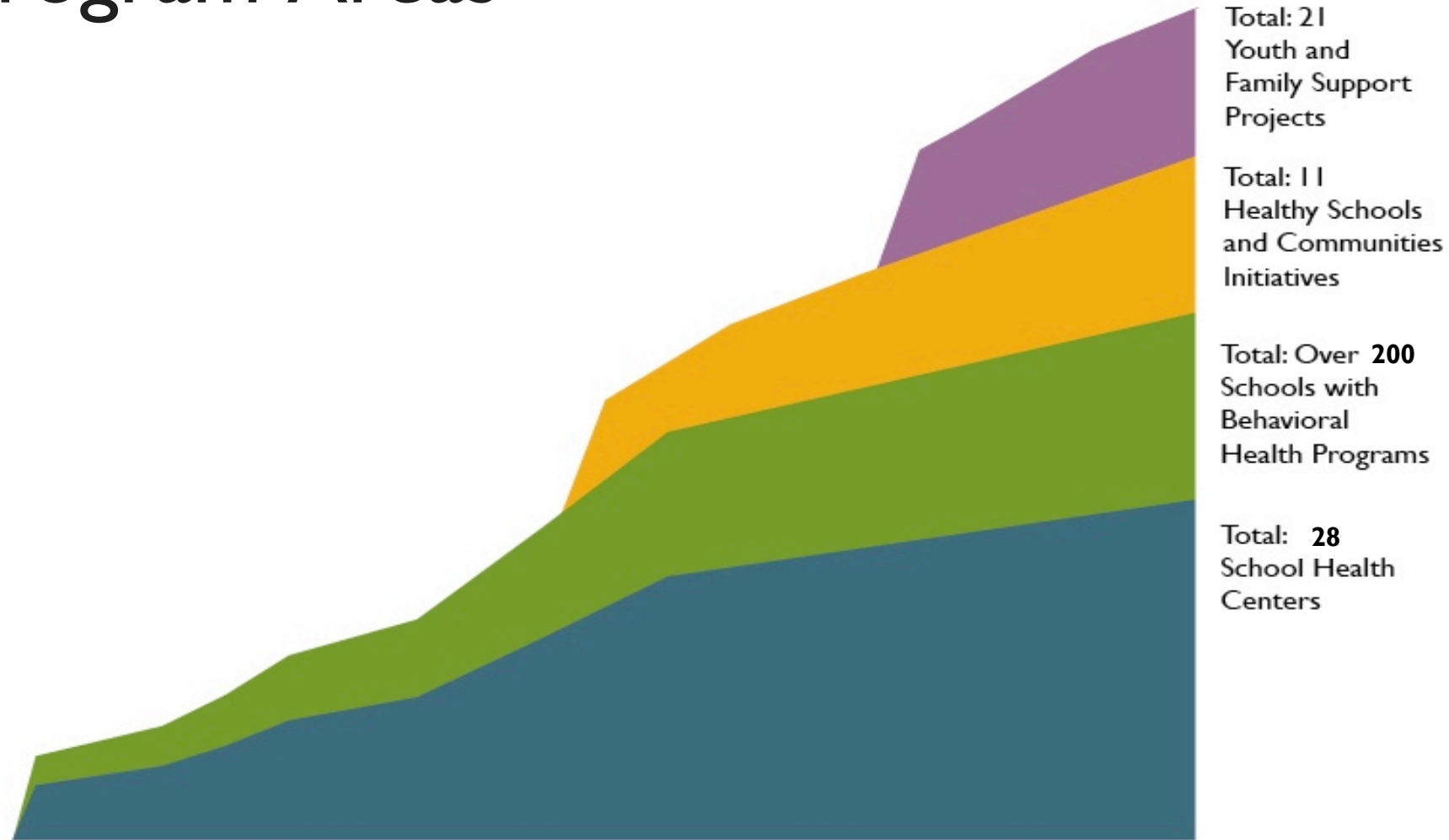
CHSC Funds full-time District Health and Wellness Consultants to build, oversee, and sustain the integrated health and wellness delivery system.

District Capacity

Seven key functions to be held at the district level – ideally by a district “health and wellness lead”



Core Program Areas

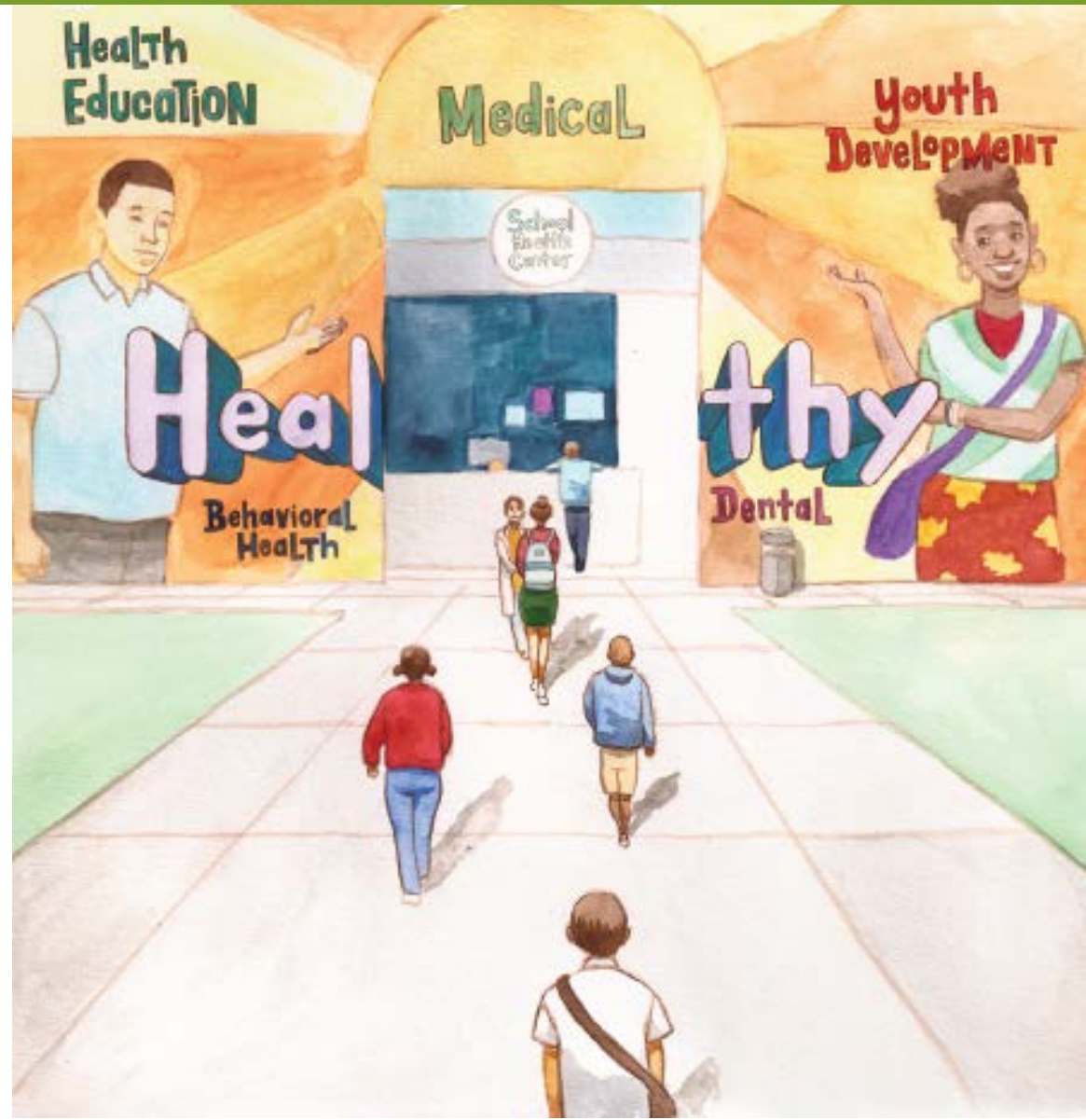


Since 1996, the CHSC has worked to improve health and education outcomes for Alameda County youth and their families.

School Health Centers

School health centers (SHC) are both health clinics and also places for students to experience positive youth development opportunities.

Our network of 28 SHCs approach young people holistically, offering integrated health and wellness services that include medical, dental, behavioral health, health education, and youth development.

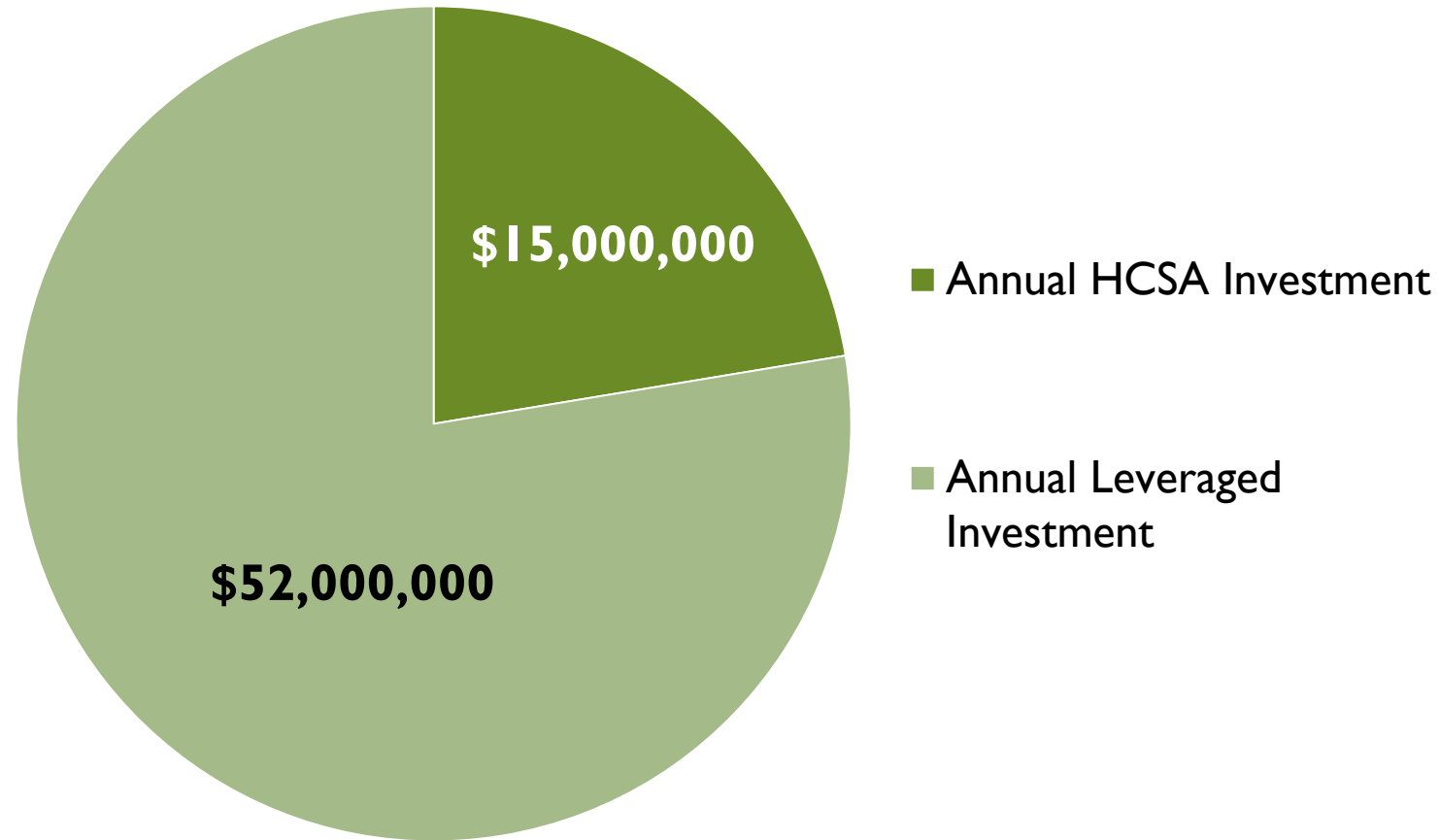


SBBH System Model

The infrastructure, programs, and relationships within a school and district that promote the healthy social-emotional development of all students and address barriers to learning



Countywide HCSEA Investment

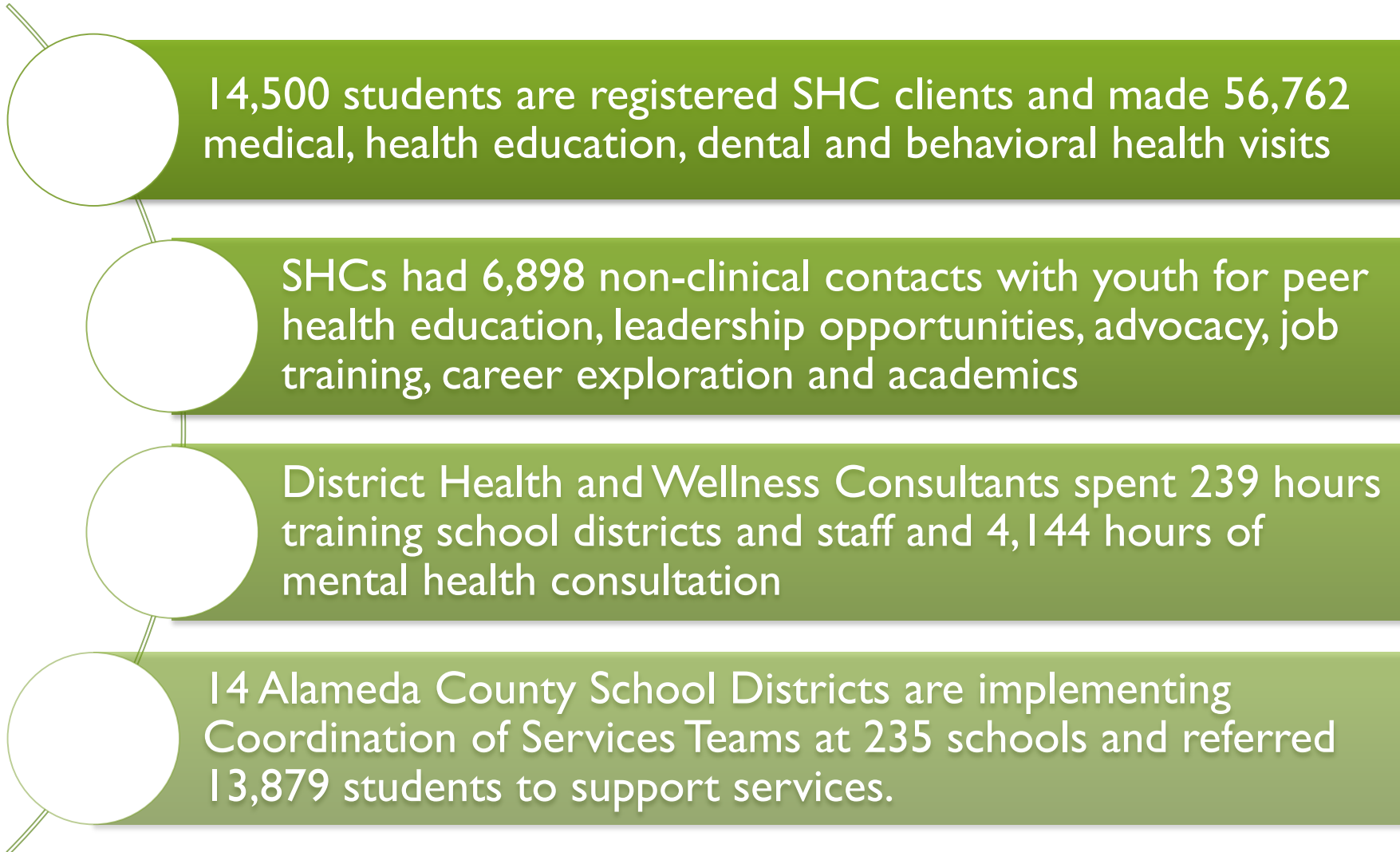


**\$67 Million of annual investments
in school-based, school-linked health and wellness continuum**

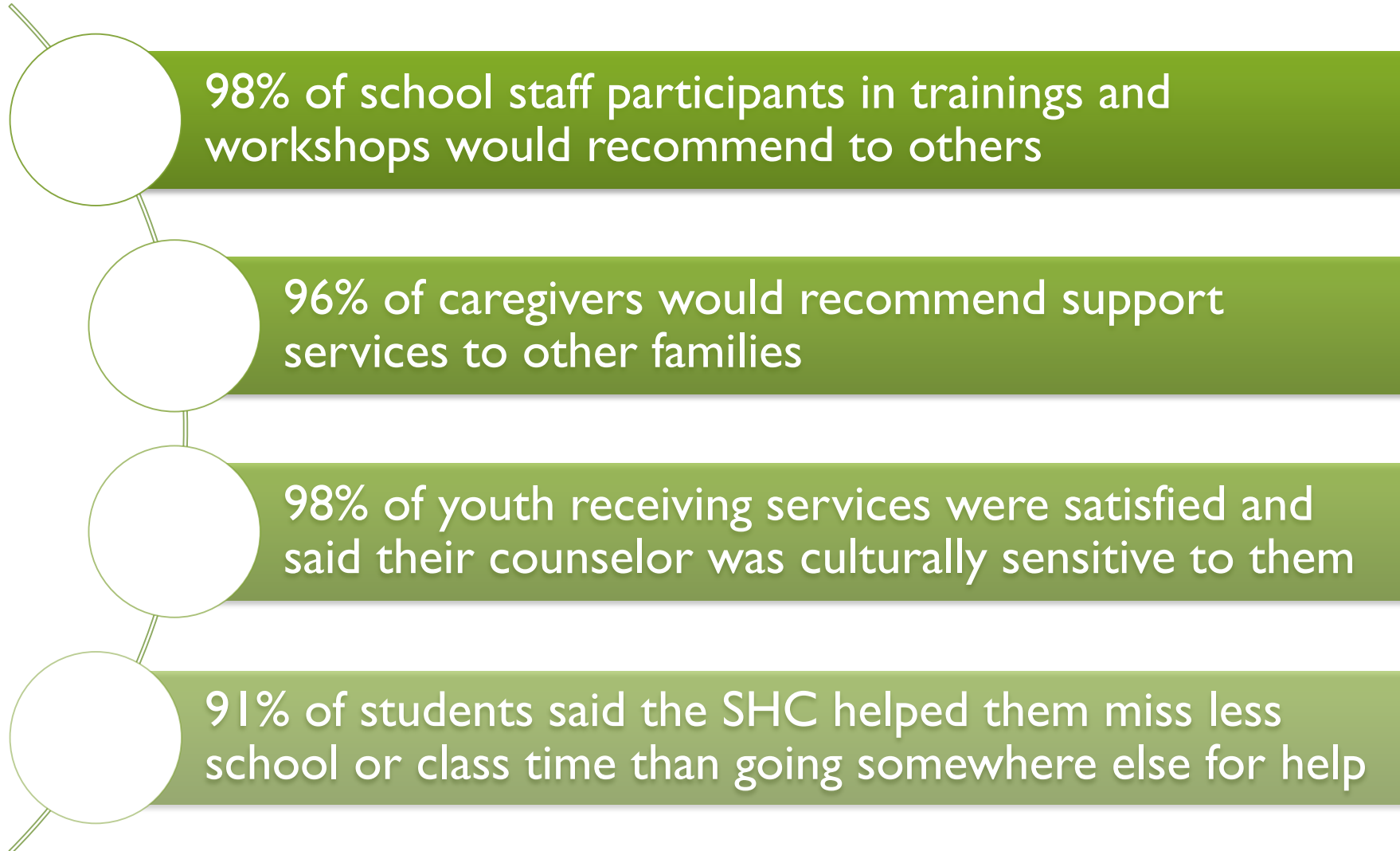
Results-Based Accountability

Effort (How Much?)	Quality (How Well?)	Impact (Better Off?)
Direct Service Strategies		
# of youth receiving individual services # of youth receiving group services # of caregivers receiving services	• % satisfied • % feeling supported by service or program	↑ Access to Health Services ↑ Leadership Skills ↑ Basic life needs met for youth and/or families ↑ Access to educational opportunities for families/caregivers
Capacity Building Strategies		
# of sessions and/or hours of coaching/consultations, workshops, and trainings at school, district or countywide	• % satisfied • % feeling supported by service or program	↑ support for school teachers and administration ↑ self-reported increase in skills and knowledge ↑ # and types of policies or practices adopted and/or sustained (e.g. shared goals on restorative practices, PBIS, COST, etc.)

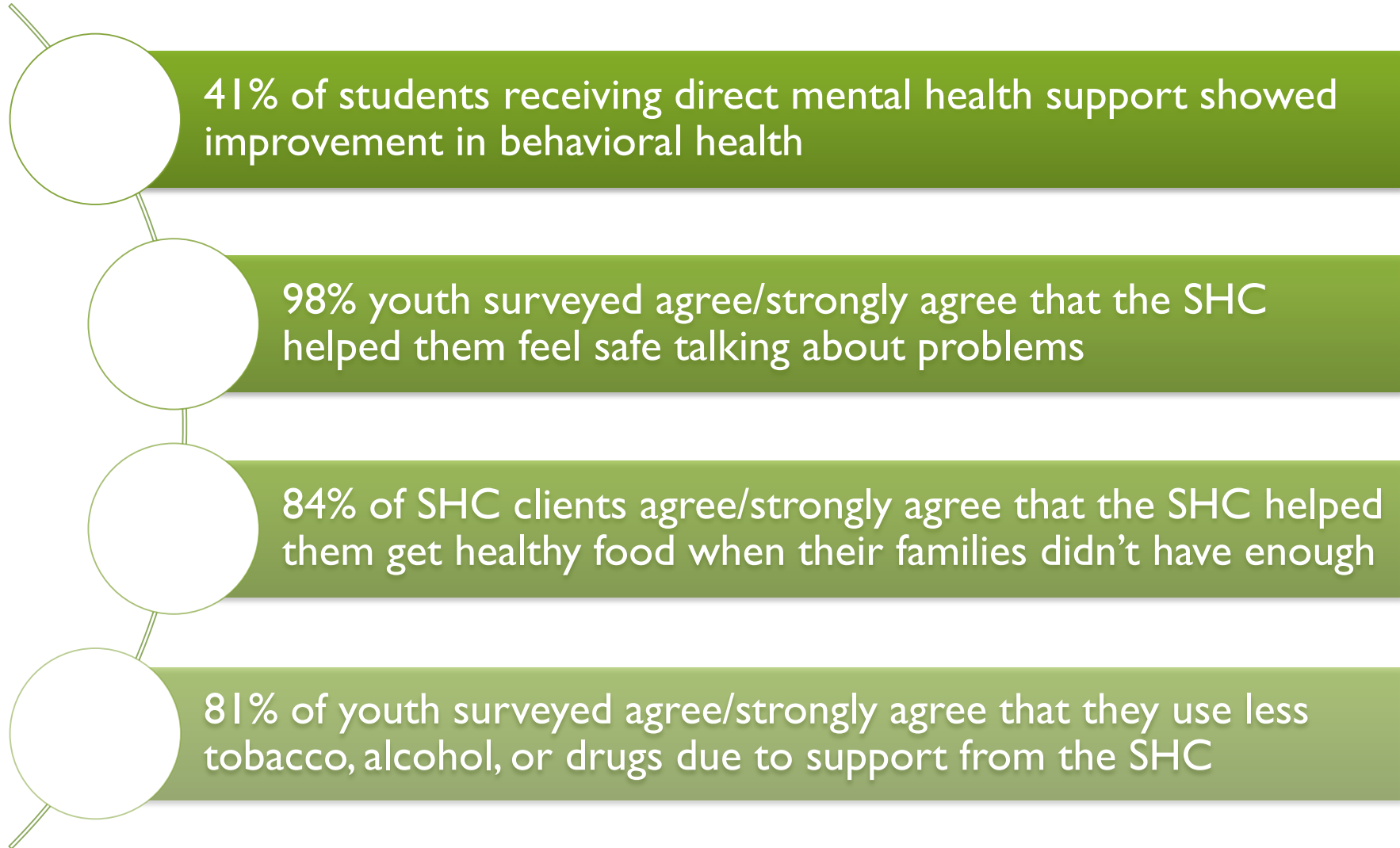
How Much? (2018-2019)



How Well? (2018-2019)



Better Off? (2018-2019)



Thank You!





JOHNS HOPKINS
M E D I C I N E

Health in Middle School:

Integrating Health and Education for a Strong Future

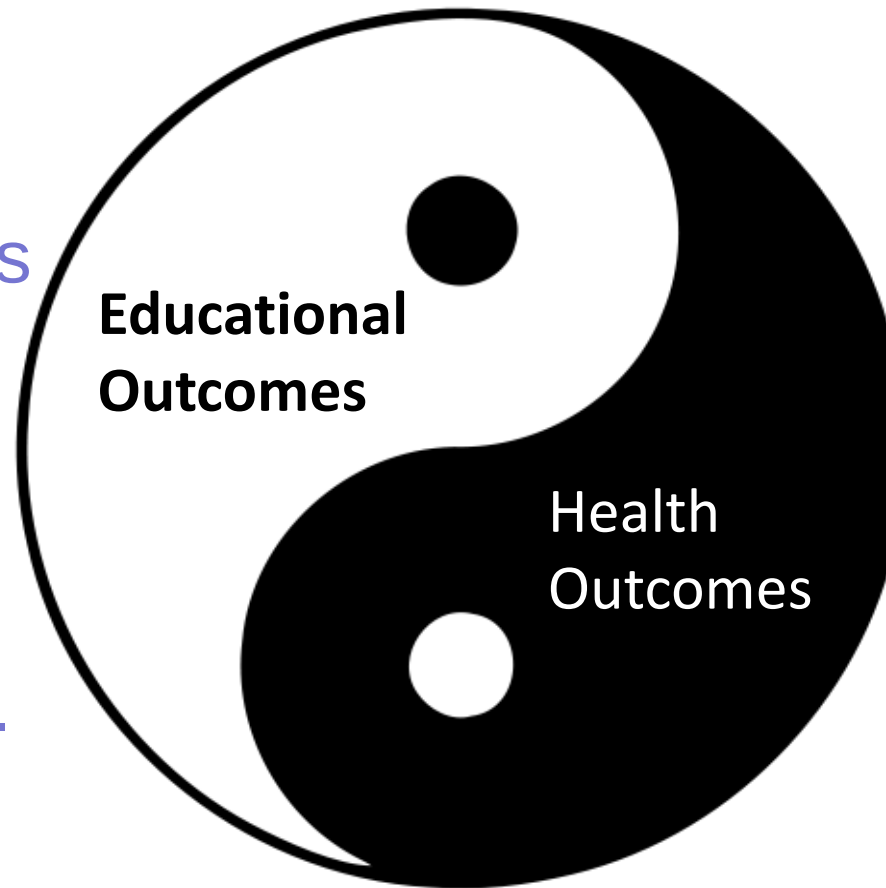
Tina Cheng, Sara Johnson, Kate Connor

Disclosures

- In the past 12 months, I have no relevant financial relationships with the manufacturer(s) of any commercial product(s) and/or provider(s) of commercial services discussed in this CME activity.
- I do not intend to discuss an unapproved/investigative use of a commercial product/device in this presentation.

Education outcomes are intertwined with health outcomes

Higher educational attainment is associated with better health throughout the lifespan.



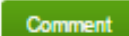
Healthier students, families & communities have higher educational achievement.

Shared Goals: Siloed Services



The Adverse Childhood Experiences Study -- the Largest Public Health Study You Never Heard Of

Posted: 10/08/2012 9:02 am EDT | Updated: 12/08/2012 5:12 am EST

 1.5k	 126	 126		 80	 5
 Like	 Share	 Tweet	 149	 Email	 Comment



"Adverse childhood experiences" has become a buzzword in social services, public health, education, juvenile justice, mental health, pediatrics, criminal justice, medical research and even business. The ACE Study - the *CDC's Adverse Childhood Experiences Study* -- has recently been featured in the *New York Times*, *This American Life*, and *Salon.com*. Many people say that just as you should what

your cholesterol score is, so you should know your ACE score. But what is this study? And do you *know your own ACE score*?

Children & Youth with 1+ Adverse Childhood Experiences (ACEs), 2016-2017

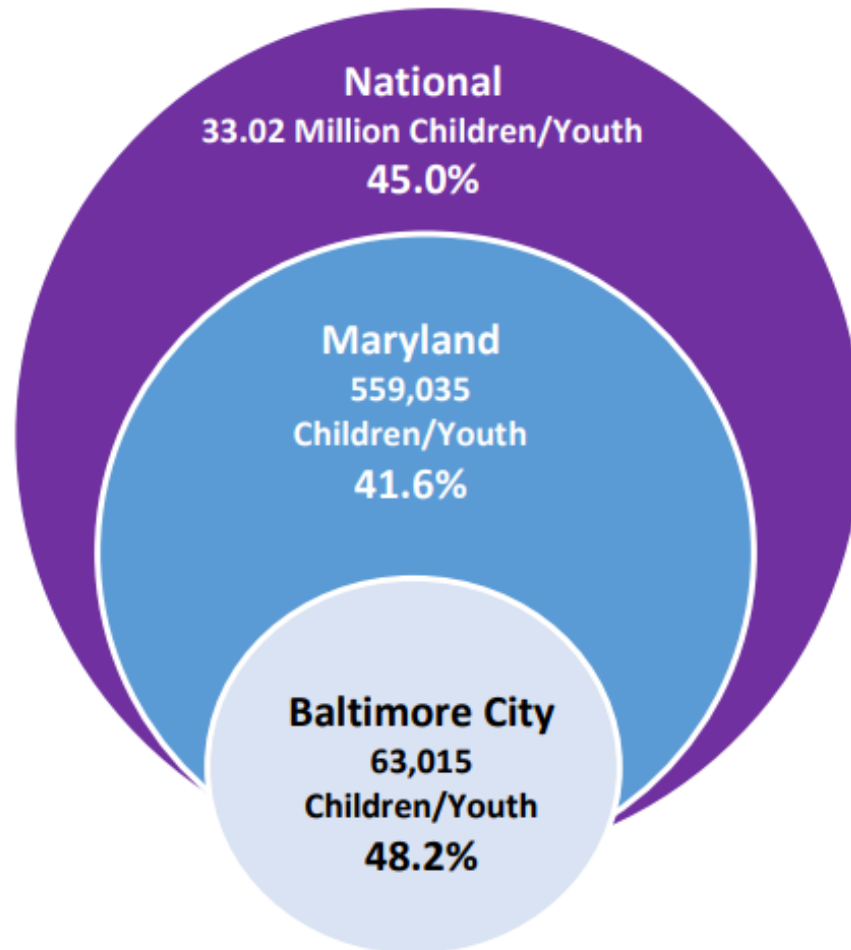


Table 1. Local, State and National Level Prevalence of Adverse Childhood Experiences Items Among Children, Age 0-17 yrs.

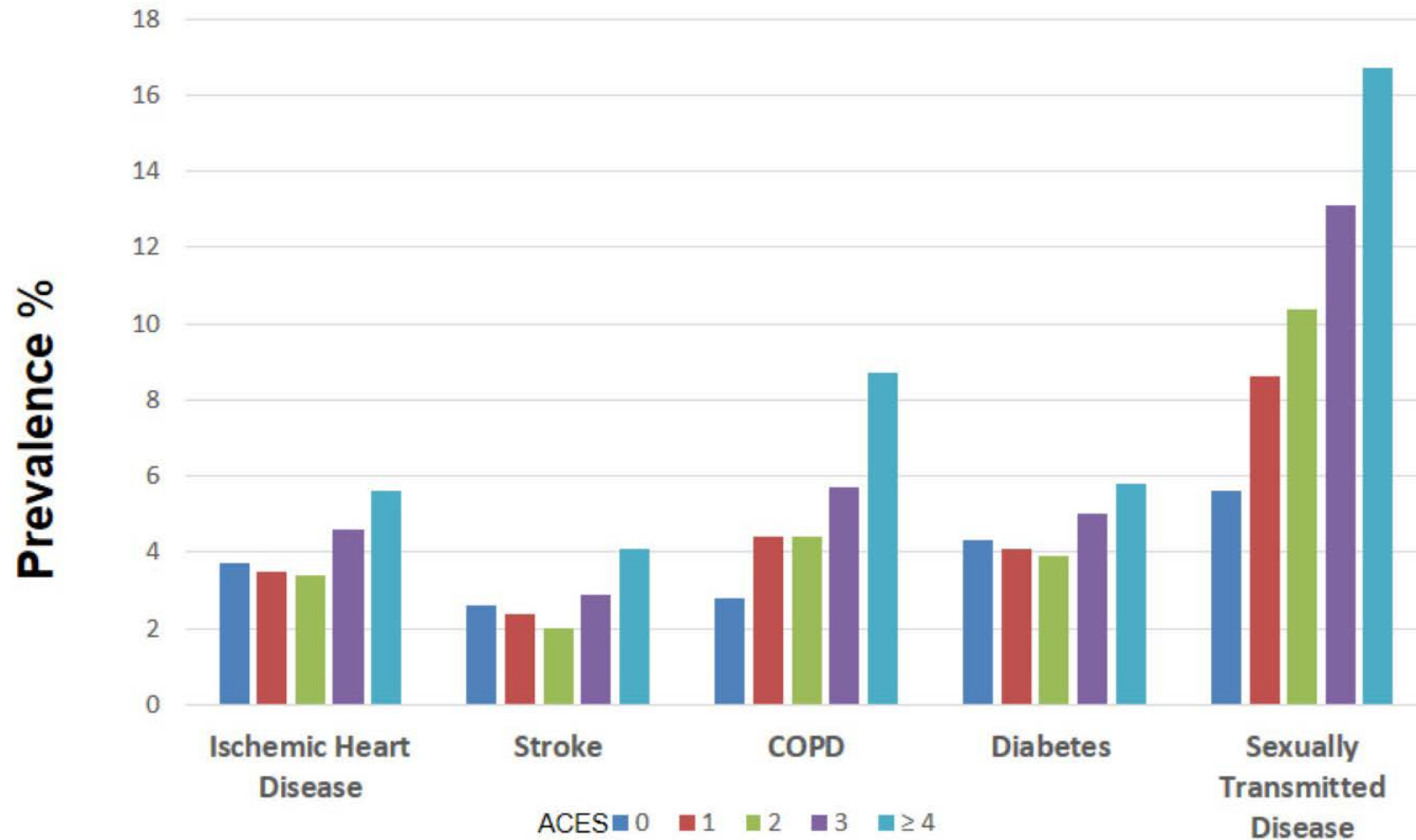
Adverse Child or Family Experiences (ACEs) Items	Baltimore City	Maryland	National
Extreme economic hardship	34.2%	20.1%	25.7%
Family disorder leading to divorce/separation	22.1%	16.9%	20.1%
Has lived with someone who had an alcohol/drug problem	10.2%	8.3%	10.7%
Has been a victim/witness of neighborhood violence	13.2%	7.9%	8.6%
Has lived with someone who was mentally ill/suicidal	11.1%	7.2%	8.6%
Witnessed domestic violence in the home	8.6%	6.3%	7.3%
Parent served time in jail	9.9%	6.1%	6.9%
Treated or judged unfairly due to race/ethnicity	6.4%	3.9%	4.1%
Death of parent	5.4%	2.7%	3.1%
Child had ≥ 1 ACEs (1/more of above items)	56.3%	41.6%	47.9%

From National Survey of Children's Health 2011-12, Bethell, Child & Adolescent Health Measurement Initiative

Cumulative ACES and Chronic Disease



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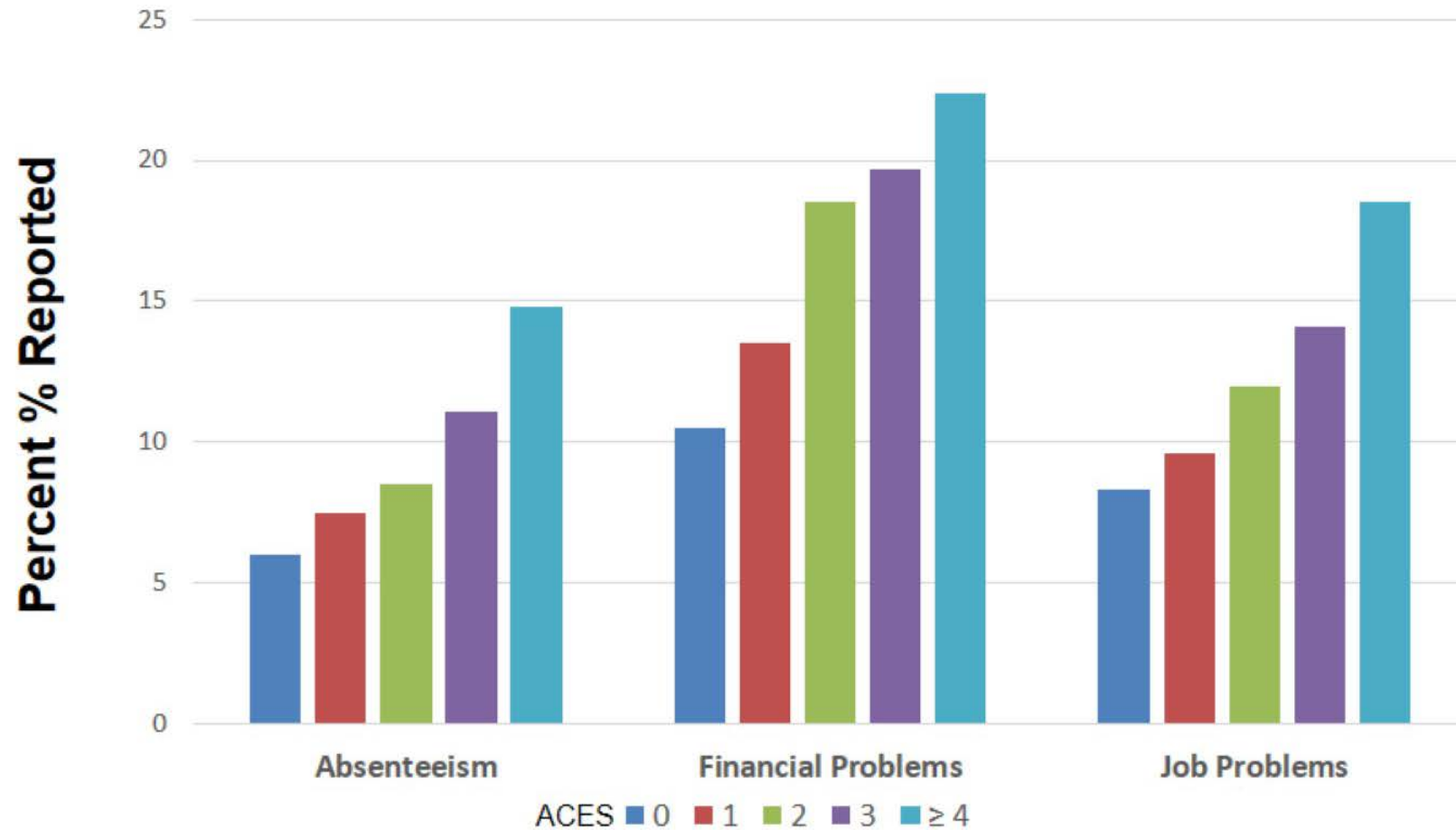


¹Felitti et al., (1998) American Journal of Preventive Medicine, 14:245-258.

Cumulative ACES and Work Performance



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¹Anda et al., (2004) The Permanente Journal/Winter 8:30-38.

The single most effective way to improve health and reduce disparities is to invest in helping young people reach their full academic potential



—World Health Organization

Community Preventive Services Task Force

Review of School Based Health Centers, 2015

- Impact on recommended preventive services
 - Magnitude of effect meaningful? **Yes**
 - Consistent across the body of evidence? **Yes**
- Impact on morbidity
 - Asthma
 - o Magnitude of effect meaningful? **Yes**
 - o Consistent across the body of evidence? **Yes**
 - Physical Health
 - o Magnitude of effect meaningful? No
 - o Consistent across the body of evidence? **Yes**
 - Mental Health
 - o Magnitude of effect meaningful? No
 - o Consistent across the body of evidence? No

Community Preventive Services Task Force

Review of School Based Health Centers, 2015

- Reproductive health
 - Magnitude of effect meaningful? No
 - Consistent across the body of evidence? No
- Other risk behaviors
 - Magnitude of effect meaningful? **Yes**
 - Consistent across the body of evidence? Unclear
- Educational outcomes
 - Magnitude of effect meaningful? **Yes**
 - Consistent across the body of evidence? **Yes**



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RUTH
AND
NORMAN
RALES

Rales
Center
for the Integration
of Health
and Education

Weaving health into the fabric of learning

[HOME](#)

[THE NEED](#)

[RALES CENTER](#)

[A NEW MODEL](#)

[GET READY](#)

[OUR PARTNERS](#)

[OUR PEOPLE](#)

[NEWS](#)

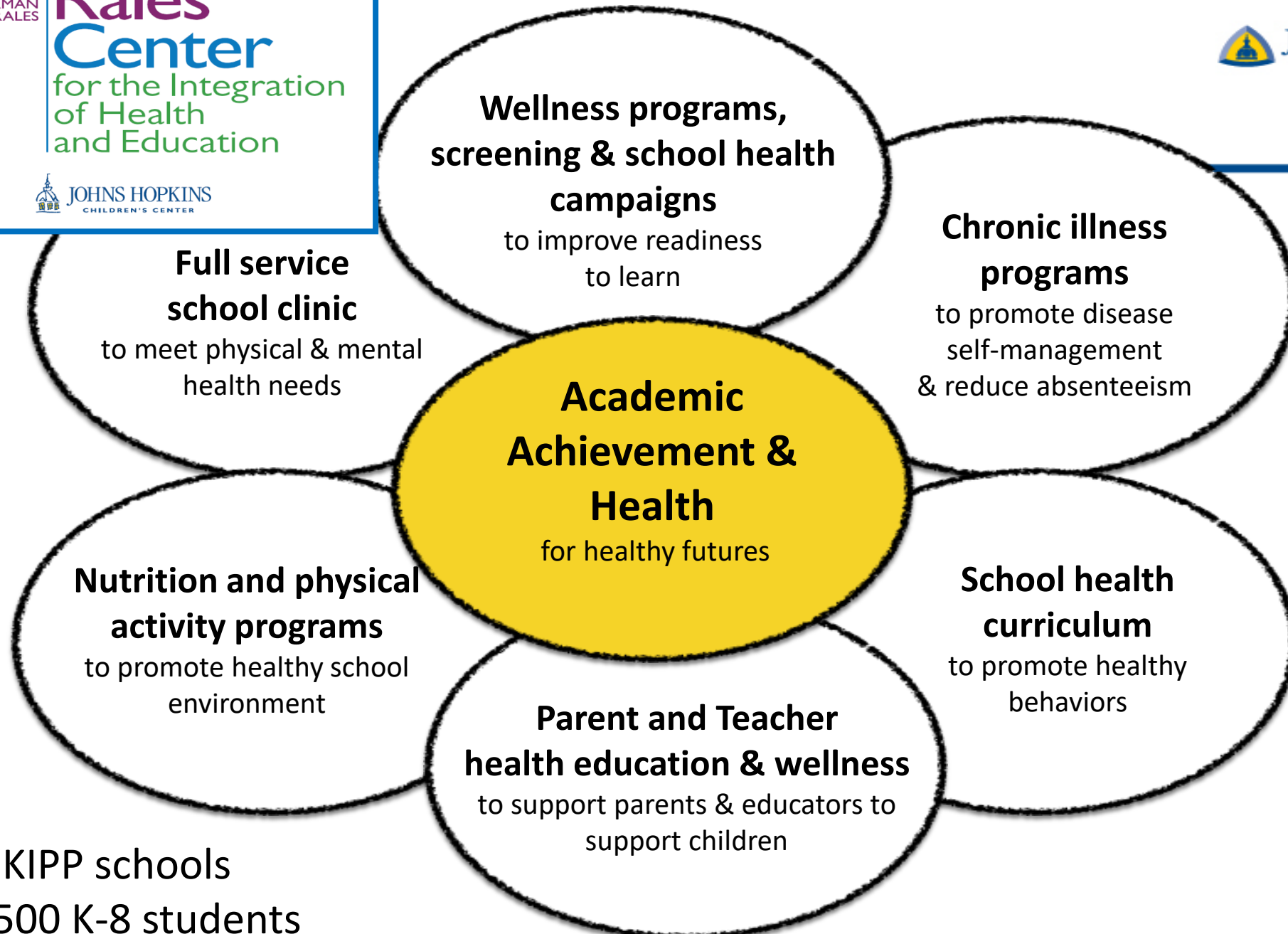
[WAYS TO GIVE](#)

[CONTACT US](#)

VISION: To improve the health, education and future productivity of children and adolescents, their families, and their communities.

“We’re planting the seeds for healthier and more abundant futures.”

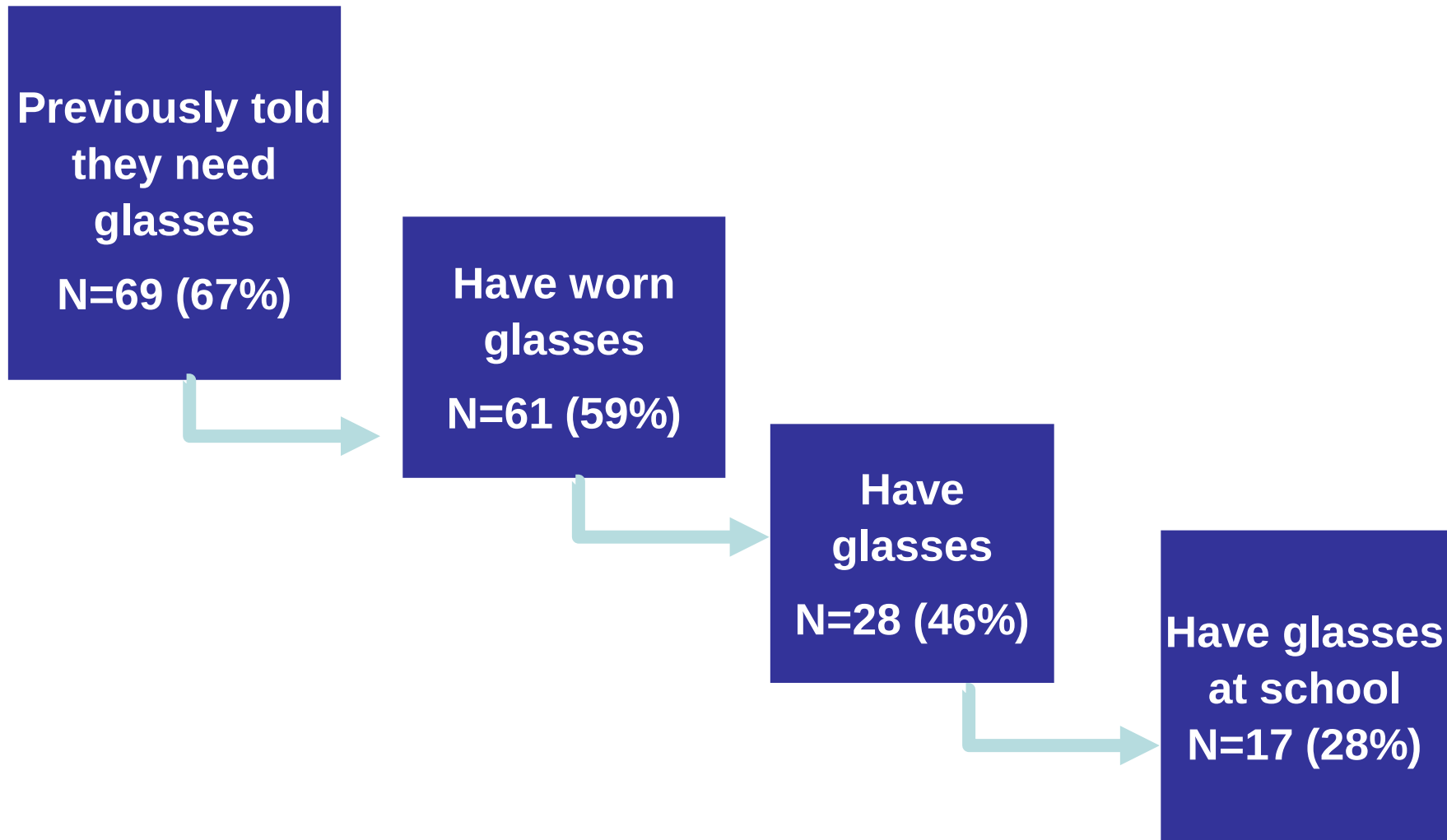
You can help! Join us.

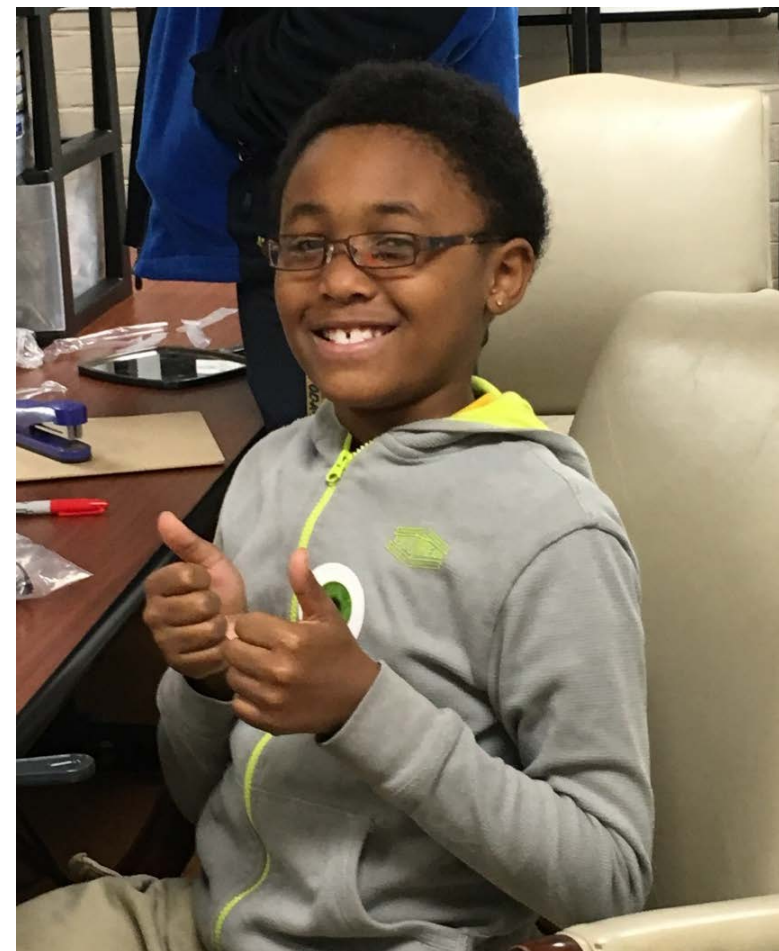


2 KIPP schools
1500 K-8 students

Visual Acuity Needs

Parent Responses, N=103, 5th-6th





Health & Education Outcomes:

2 schools, 1500 students, over 3 years

- Reduced chronic absenteeism
 - 49% drop for children with asthma, 50% drop for children with ADHD
- Reduced emergency department utilization, averted 212 ED visits
- Increased immunization rates
- 90% screened for vision, dental, BMI
- Cost effectiveness
 - Despite higher staffing costs, every \$1.00 invested in the Rales Health Center returns **more than \$4.20 of social benefit**





May 26, 2020

Healthy Students, Promising Futures Toolkit, US DOE



5 High Impact Opportunities

1. Help students & family enroll in health insurance
2. Provide and expand health services in schools
3. Provide services that support at-risk students
4. Promote health school practices: nutrition, physical activity, and health education
5. Build local partnerships and participate in hospital community health needs assessments

<http://www2.ed.gov/admins/lead/safety/healthy-students/index.html>

Holistic Social-Emotional Support in Middle School

— Maryam Toloui, LCSW, PPSC —

Oakland Unity Middle School

Oakland Unity Middle School

- Free public charter school in East Oakland, CA
- Serving 180 students in grades 6 - 8
- Families access our school by completing the Oakland public schools common application (EnrollOak)

Context of our school located INSIDE Eastmont Town Center



Context of our school



Wellness Center

Cafeteria

Student demographics

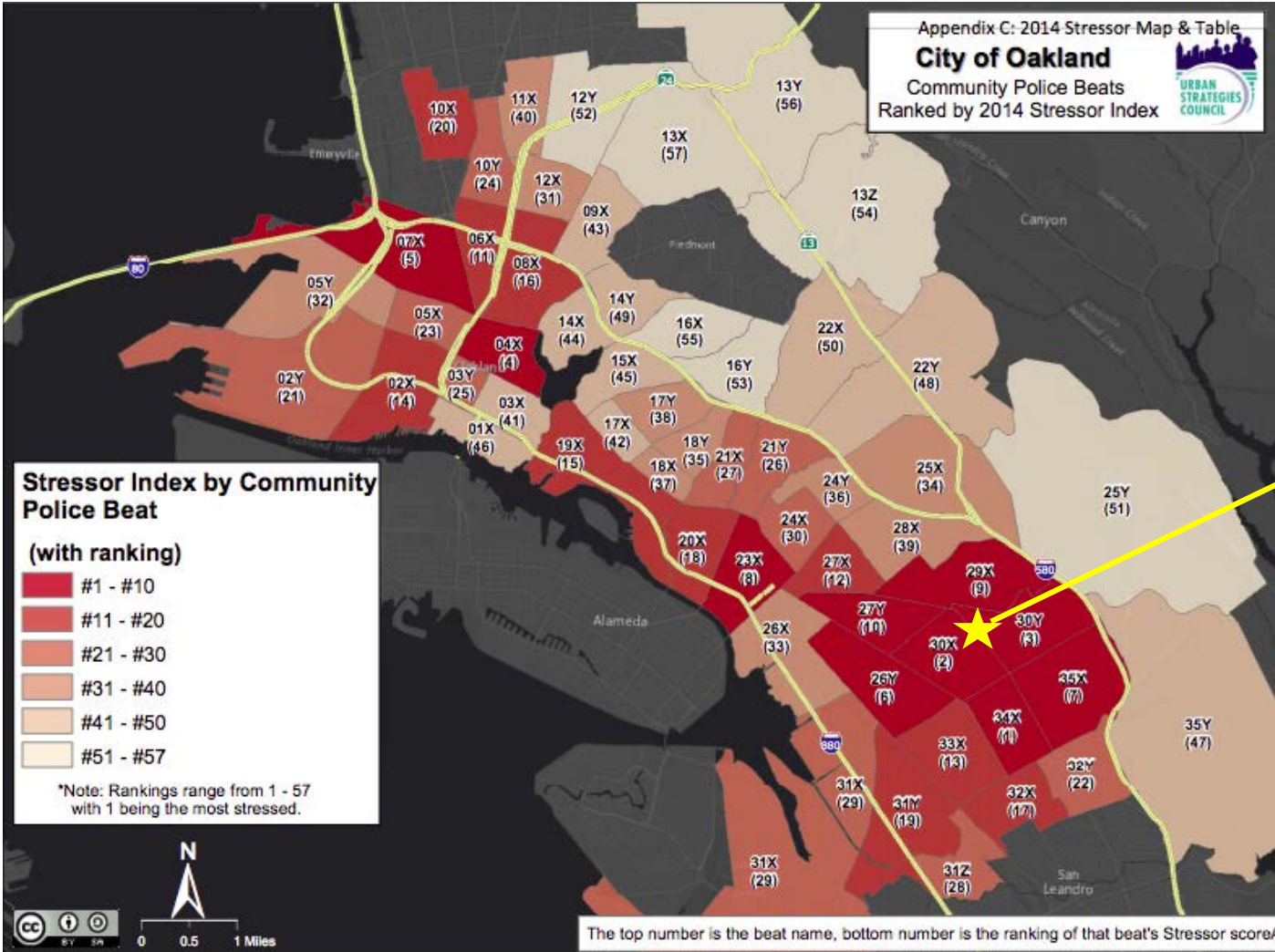
- 84% Latinx, 12.5% African American, 2.5% Asian/Pacific Islander, 1% White
- 83% qualify for Federal Free or Reduced Lunch
- 99% Oakland residents; 49% live in same zip code as school
- 12.4 % receive Special Education services
- 39% current English Language Learners (ELL), 40% reclassified (formerly ELL)
- 56% of parents have achieved high school diploma or higher
- Incoming '19-20 6th graders:
 - 16% are proficient in English Language Arts
 - 8% are proficient in Math

Appendix C: 2014 Stressor Map & Table
City of Oakland
 Community Police Beats
 Ranked by 2014 Stressor Index



The neighborhoods surrounding our school - where our students live - represent 7 of the top 10 "stressed" neighborhoods in Oakland, per the Oakland Police Dept.

Our students are exposed to a higher than average level of community stressors, violence, and trauma.



Source: Urban Strategies Council, March 17, 2015

Creating a Wellness Program

We know that students cannot access their education if they are in a constant state of fear, anger, depression, anxiety, or loss.

In 2017, an anonymous survey to our teachers found:

- a. 80% felt **burnt out** by students' social-emotional needs
- b. 90% felt increased support services would help their **effectiveness** as teachers
- c. 80% felt increased support services would improve their **job satisfaction**

After our first year it became clear that our level of need was more robust than what we had in place, and we committed to increase our support structures.

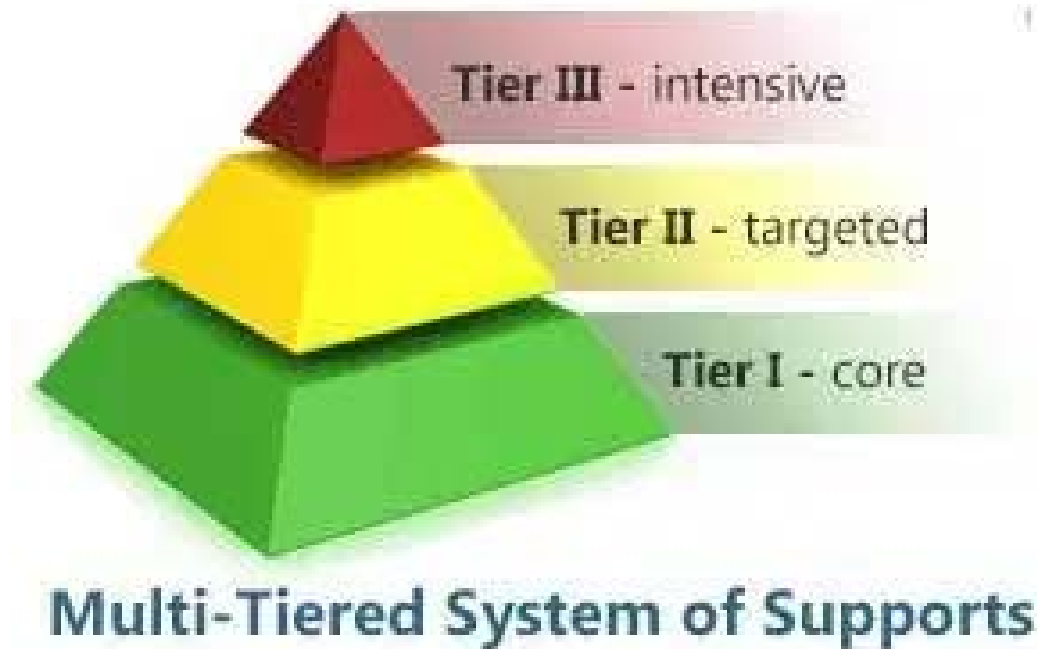
Program Structure

- 1 Part-time Licensed Director of Wellness Services
- 1 Full-time Masters -level School Social Worker
- 4-6 Counseling interns currently enrolled in nearby graduate programs (supervised by Director of Wellness Services)
- Services provided in English and Spanish

Prevalent Issues and Needs: Adverse Childhood Experiences (ACEs)

- Depression and anxiety
- Suicidality
- Trauma (both chronic and acute)
- Child abuse and neglect
- Food instability
- Housing instability and doubling/tripling up (ex: 3 families sharing one apartment or house)
- Immigration issues and family deportations
- Newcomer students fleeing violence in their home countries
- Family incarceration
- Substance abuse
- Family violence

Services Provided by Multitiered System of Supports



Tier 1: Universal Interventions & Supports

- **With students/families:**
 - student advocacy groups and Wellness-related clubs
 - Social-Emotional Learning (SEL) curriculum in advisory classes
 - classroom workshops on various topics (e.g. suicide prevention, sexual consent, etc)
 - parent informational meetings & workshops
- **With staff:**
 - teacher consultation regarding trauma-informed classroom procedures
 - professional development units on topics relevant to trauma-informed education
 - participation in COST team
 - consultation with administration re: school policies

Tier 2: Targeted Interventions & Supports

- **With students/families:**

- crisis intervention
- group counseling
- peer mediation & restorative justice circles
- connection to necessary outside services (to meet basic needs, legal advocacy, medical services, substance abuse services, higher level of psychiatric care, etc.)

- **With staff:**

- consultation regarding students who need extra support
- consultation and collaboration with Special Education department

Tier 3: Intensive Interventions & Supports

- **With students/families:**

- Weekly individual mental health counseling
- Family support and family therapy
- Home visits
- Intensive case management
- Transportation assistance in safety & truancy situations

- **With staff:**

- consultation with administration and teachers regarding specific students and families
- teacher-student mediation

Community Partnerships

- Community Mental Health Agencies
- Basic needs resources
- Dental
- Vision

Investing in Social Emotional Support

- Like other public schools, our school is funded by local/state/federal **per - pupil funding**
- **Measure G1: Parcel tax** in Oakland available to middle schools to invest in four different categories - safety, foreign language, art, or music.
- Students who have experienced **unresolved trauma** often express this trauma in behavioral ways that can make school feel less safe, for themselves and their classmates. Our school chose to allocate the G1 funding towards **school safety** by investing in Wellness services.

Data from '189

OUMS student body = 182

- 106 students received at least one Tier 2 or Tier 3 service (58%)
- 48 students in on-campus individual weekly counseling
- 1 weekly counseling group
- 88 hours/week on-campus Wellness presence
- 0 students on waitlist

Parent survey:

- 95% of parents agreed or strongly agreed that school campus had a safe environment.

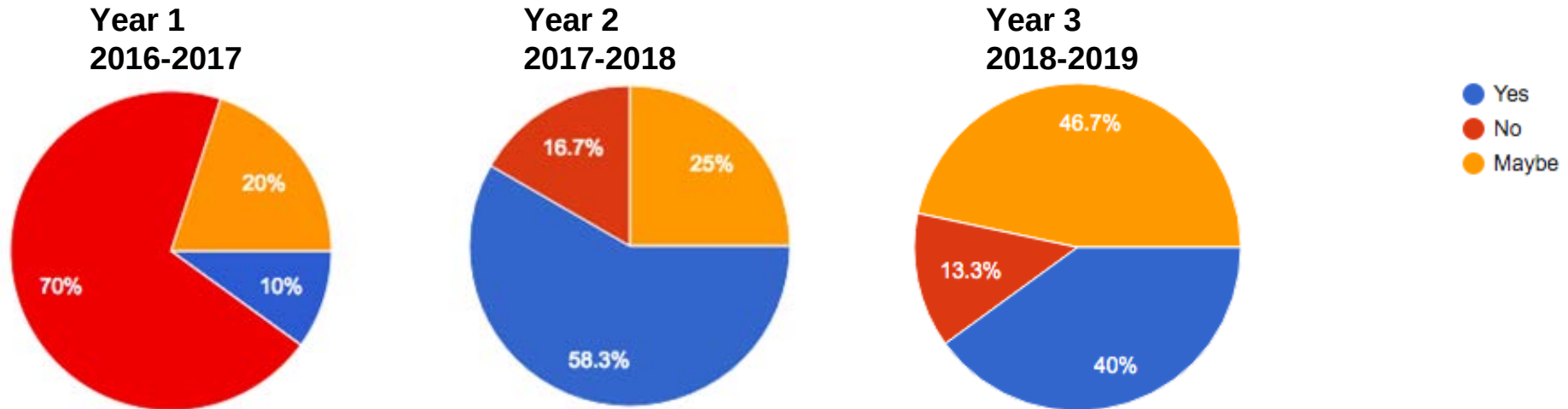
Student survey:

- 83% of students responded that they felt physically safe on campus
- 85% of students responded that they felt emotionally safe on campus.

Increase in staff capacity over 3 years of Wellne

Survey question: 'Do you (as a teacher or staff member) feel prepared to meet students' social-emotional needs?'

From year 1 to year 3 of the Wellness program, the percentage of teachers who answered "yes" increased from 10% to 40%, and those who answered "no" decreased from 70% to 13%.



Contact

Maryam Toloui, LCSW, PPSC

Director of Wellness Services

Unity Schools

(510) 499-7870

mtoloui@unityhigh.org



Student Support Services

William Rogers Middle School (RMS)
Lawndale Elementary School District (LESD)

Evelyn Garcia, LCSW, PPSC-SSW
School Site Social Worker

LESD

Student Support Services Overview



- Established 2013
- Funded by Local Control Funding Formula (LCFF)

Our team:

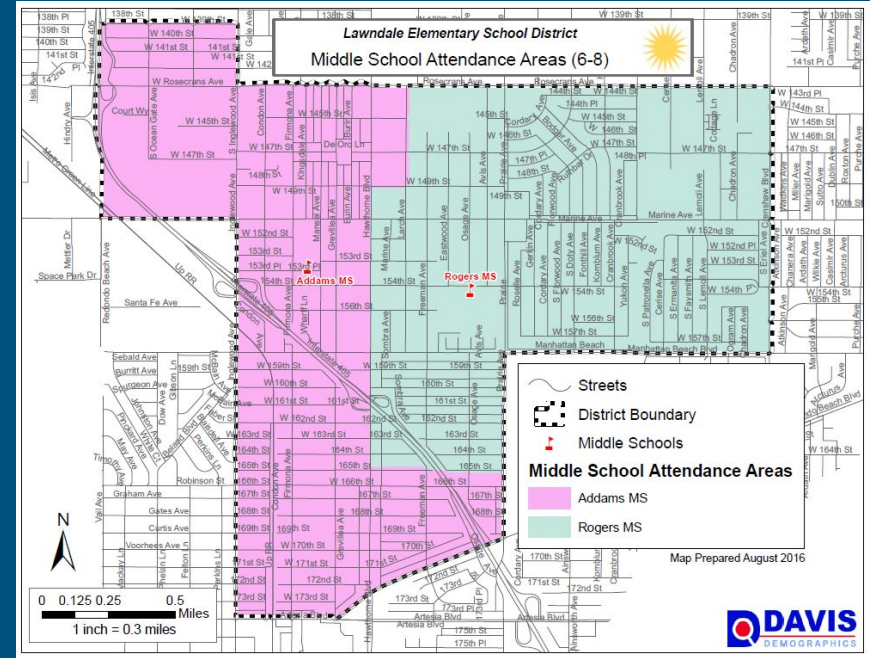
- 1 District Social Worker
 - 8 School Site Social Workers
 - 5-10 MSW/MFT Interns per site
 - 1 Medi-Cal Outreach Liason
 - 8 Community Liaisons
-

LESD Student Support Services Overview



RMS Population Demographics

- Ethnicity/Race
 - Majority Latino, African American, Asian, White and other
- Low to middle socioeconomic status
 - 80% eligible for free and reduced lunch
- Homeless Population - 26 families
- Newcomer Population - 27 students
- Foster Youth - 3 students
- LGBTQI+ population



RMS Prevalent Issues

- Trauma and adjustment to change
 - Exposure to Violence
 - Sexual and Physical Abuse
- Anxiety
- Depression
- ADHD
- Self harm and suicidality
- Threat to others
- Drug use
- Verbal and physical aggression
- Bullying and Cyberbullying

RMS Student Support Services

School Site Social Worker:

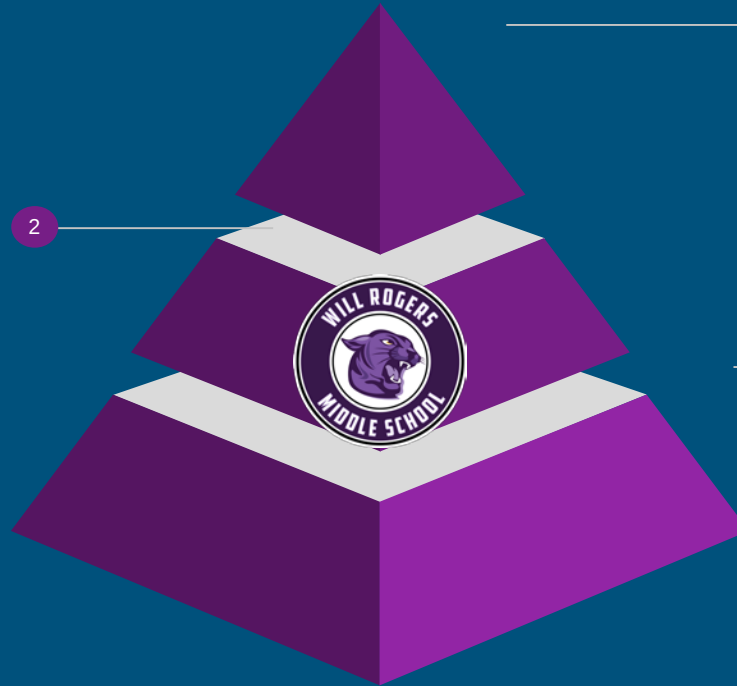


- Intern team training and management
- PBIS Implementation
- Social Emotional Professional Development for Teachers and Staff
- MTSS Team
- Risk Assessments and Crisis Management
- Data Tracking

RMS Student Support Services - Intern Program

15%- At-risk students

- Short term counseling
- Group counseling
- Restorative conflict mediation



5%- High risk students

- Individual Counseling
- Crisis management
- Attendance Counseling

80% General population

- Class Lessons
- PBIS Support
- Teacher trainings and support
- Enrichment Activities
- Awareness month activities
- Parent Workshops



Alliance Club

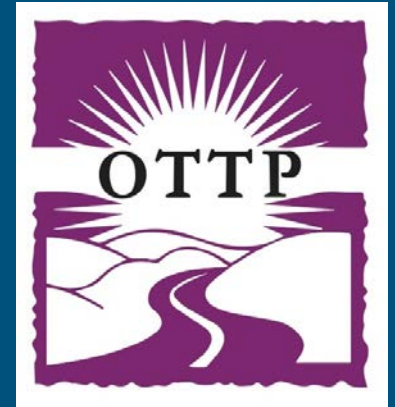
Mental Health Awareness Month



Expressive Arts Program



Partners



Thank you!

Cell: 310-956-0444

E-mail: evelyn_garcia@lawndalesd.net



**UNITED WE FIGHT.
UNITED WE WIN.**

LIVE UNITED™

United Way of the National Capital Area Middle School Success Strategy

United Way of the
National Capital Area





UNITED WE FIGHT.
UNITED WE WIN.

LIVE UNITED

United Way improves lives of underserved individuals in the national capital area by focusing community resources on creating measurable and lasting impact.

**UNITED WE FIGHT.
UNITED WE WIN.**

LIVE UNITED

Our Community Schools Initiative

01

Community schools identify resources that connect home, school, and community in ways that make student success possible.

02

By supporting both academic and non-academic learning, community schools teach the whole child and encourage their social, emotional, physical and academic growth.

03

Each school has a community school coordinator who helps create an environment where academics, family engagement, youth and community development improve student well-being.

04

We are currently supporting 13 community schools in the region.

MOBILIZING OUR COMMUNITY

LIVE UNITED



United Way of the National Capital Area mobilizes our community with one goal in mind - to reduce poverty by fighting for access to health, education and financial stability for every person in our community.

Our Community

We are uniquely positioned at the intersection of the public, private, philanthropic and nonprofit sectors.

Donors & Volunteers

It takes just a single person to initiate change.

Organizations

Our community's challenges are bigger than one organization can solve alone.

Companies

Local businesses are the economic engine for our community.



UnitedWayNCA.org

UNITED WE FIGHT.
UNITED WE WIN.

LIVE UNITED

Goals and Impact

Education

Goal

Prepare **12,000** low-income middle school students to transition to high school to perform at grade level and on track to succeed

Impact

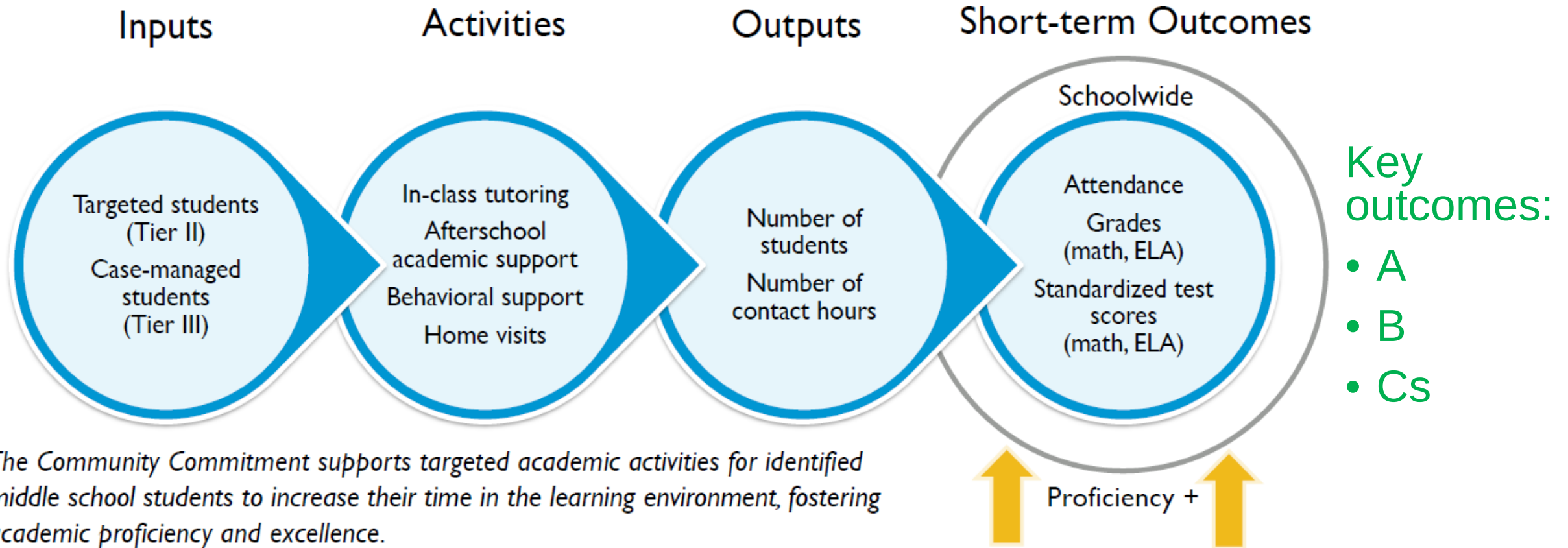
10,869 served through 13 Community Schools
In FY18, **76%** of targeted served students have improved or maintained grade level in MATH

As of June 2019



“It’s just been wonderful to see the magic when a child discovers books and discovers a love of reading”
Rebecca O’Connor, Mentoring Matters Coalition
Mentor of the Year

Community School Logic Model



Tier 1, Tier 2 & Tier 3 Services

Services Categories

Tier 1: School-wide Services

e.g. Basic needs supports

Tier 2: Small Group Services

e.g. Afterschool tutoring, support groups

Tier 3: Case Management

e.g. Individual 1-on-1 case management

Evaluation

2 - Preliminary reports

4 - Quarterly reports

Data points based on Early Warning Indicators (EWI's)

- Attendance
- Behavior
- Course Performance

Qualitative narrative (Storytelling)



Outcomes

- **88%** of targeted served students had no new suspensions
- **76%** of targeted served students have improved 1 grade level or maintained a same grade level at C or higher in Math
- **75%** of targeted served students have improved 1 grade level or maintained a same grade level at C or higher in ELA

UNITED WE FIGHT.
UNITED WE WIN.

LIVE UNITED

Living United



“United Way's continued support of Communities in Schools of NOVA allows us to be innovative in our problem solving and supporting new and different ways to make sure our students have the tools to be successful.”

– Communities in Schools of Northern Virginia

LIVE UNITED

Thank you!

Contact Information:

Erica Louison elouison@uwnca.org



United Way
of the National Capital Area



Edna Brewer Middle School

Restorative Practices Peer Training

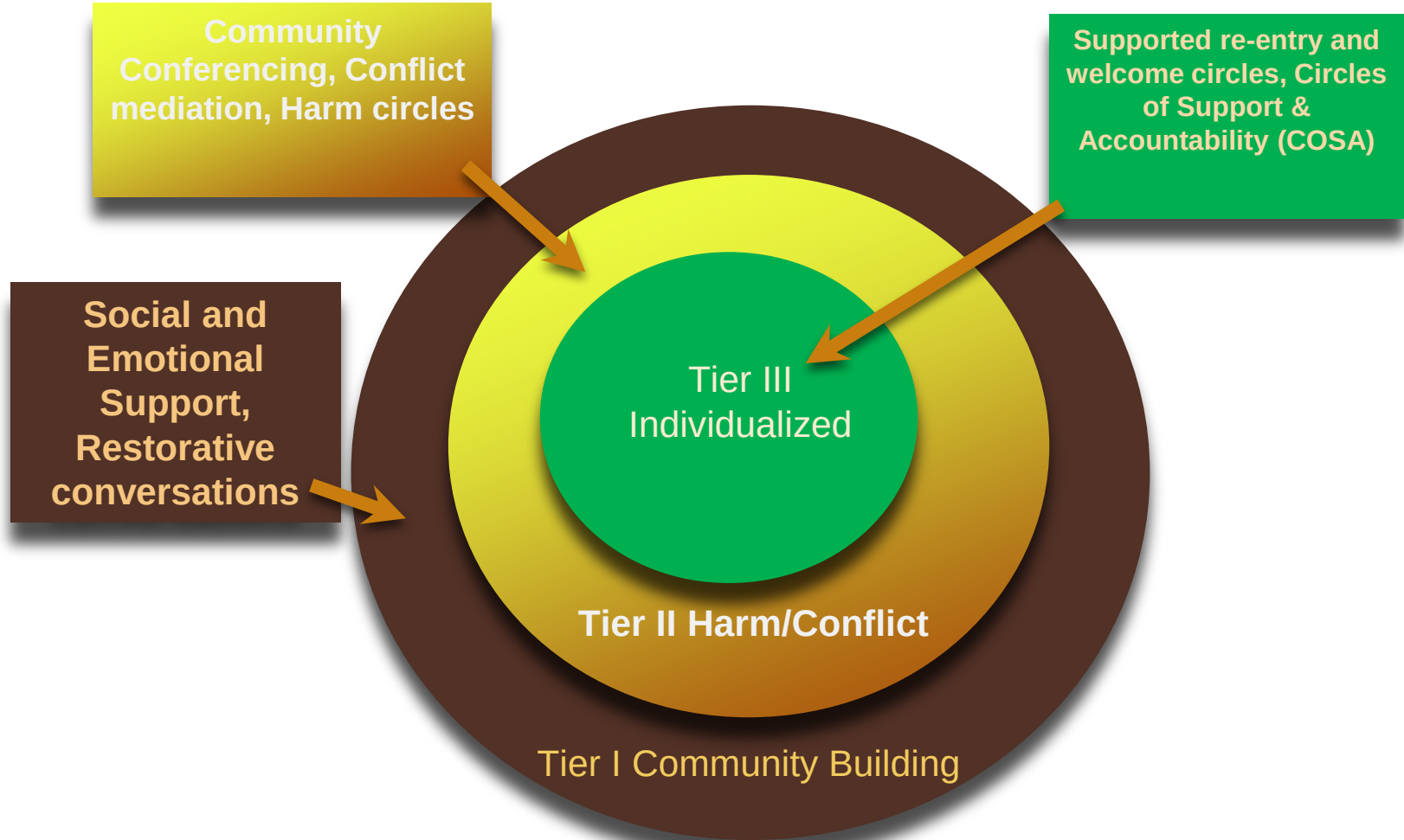




THE RESTORATIVE WAY

The Alternative Approach: ...is a practice to involve, techniques that build a communities flexibility, to the extent possible, those who have a stake in a specific offense and to collectively identify and address harms, needs and obligations, in order to heal and put things as right as possible...

3 TIERED MODEL



WHY TIER I

ONE WORD: REDUCTION

REDUCTION OF HARM

REDUCTION OF CONFLICT

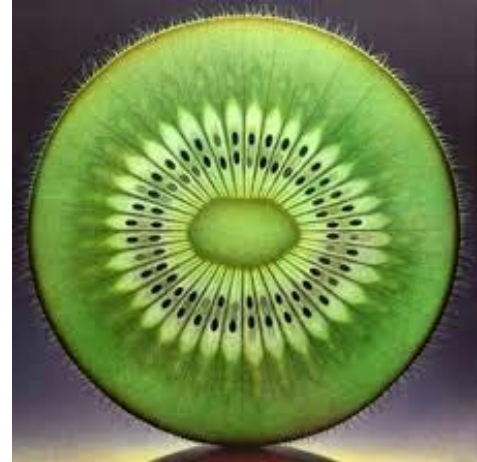
REDUCTION OF DISPLACEMENT

REDUCTION OF MARGINALISM

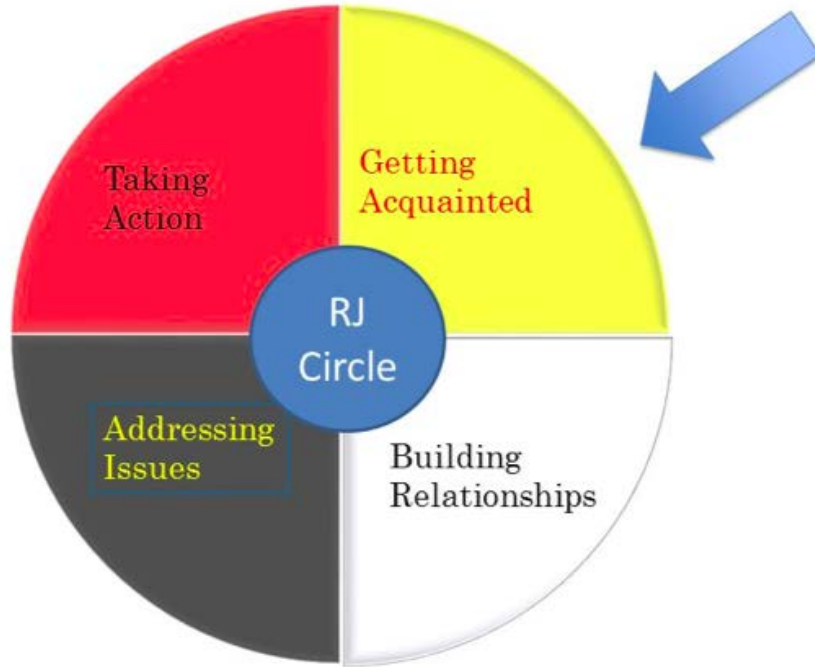
REDUCTION OF DISCOURAGEMENT

Circle Process

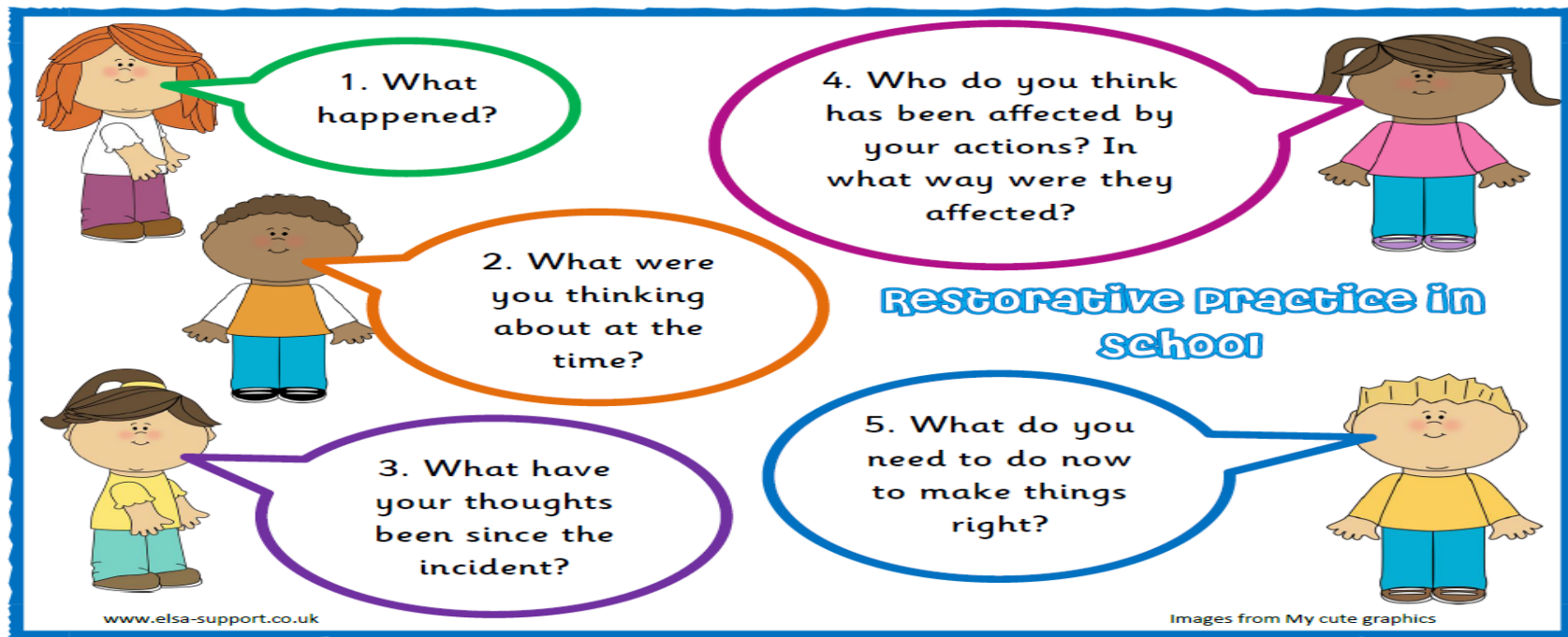
- Opening
- Check in
- Guidelines/Values
- Discussion rounds
- Check out
- Close



Flow of the circle (clockwise)



Restorative Conversation

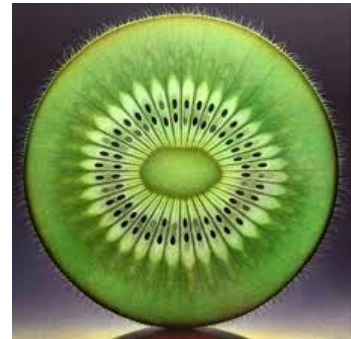


Tier II - Healing Harm

- Tier II Circles are restorative alternatives for disciplinary infractions. Deep tier II work can dramatically alter our school's detention and suspension rates. Tier II practices often involve parents. It makes an enormous difference in the school's culture when our students and families are using RJ Circles to talk through instead of fight through their differences both at home and at school.
- Peer RJ Leadership 7th & 8th graders only

Facilitative Mediation Process

- Welcome & Guidelines
- Identifying issues and interests
(parties speak directly to mediators)
- Facilitating dialogue
(partes speak to e/o)
- Generating Solutions
- Resolution/Agreement
- Close



Tier III - Welcome & Support

- Welcome, Reentry, and COSA (Circles Of Support and Accountability)
- Reentry of students after absence from school
 - Suspension
 - Illness
 - Family dysfunction
 - Release from Sweeney, DJJ, or Juvenile Hall

Peer RJ Leadership 8th graders exclusively



Skills for Effective Communication

E.A.R.S. Empathize
Ask questions
Rephrase
Summarize

EARS Practice

- Think of something that happened that you would like to share with your partner.
Positive or negative (adventure, incident, conflict, misunderstanding, reoccurring theme at work or in life)
- Your partner will use EARS

*What I am demanding of other people,
is what I am demanding of myself...*



James Baldwin

The Big Picture: Measure G1

Linda Pulido-Esquivel
Oakland Unified School District
Middle School Network



Measure G1 Priority Areas:

Middle School Electives:

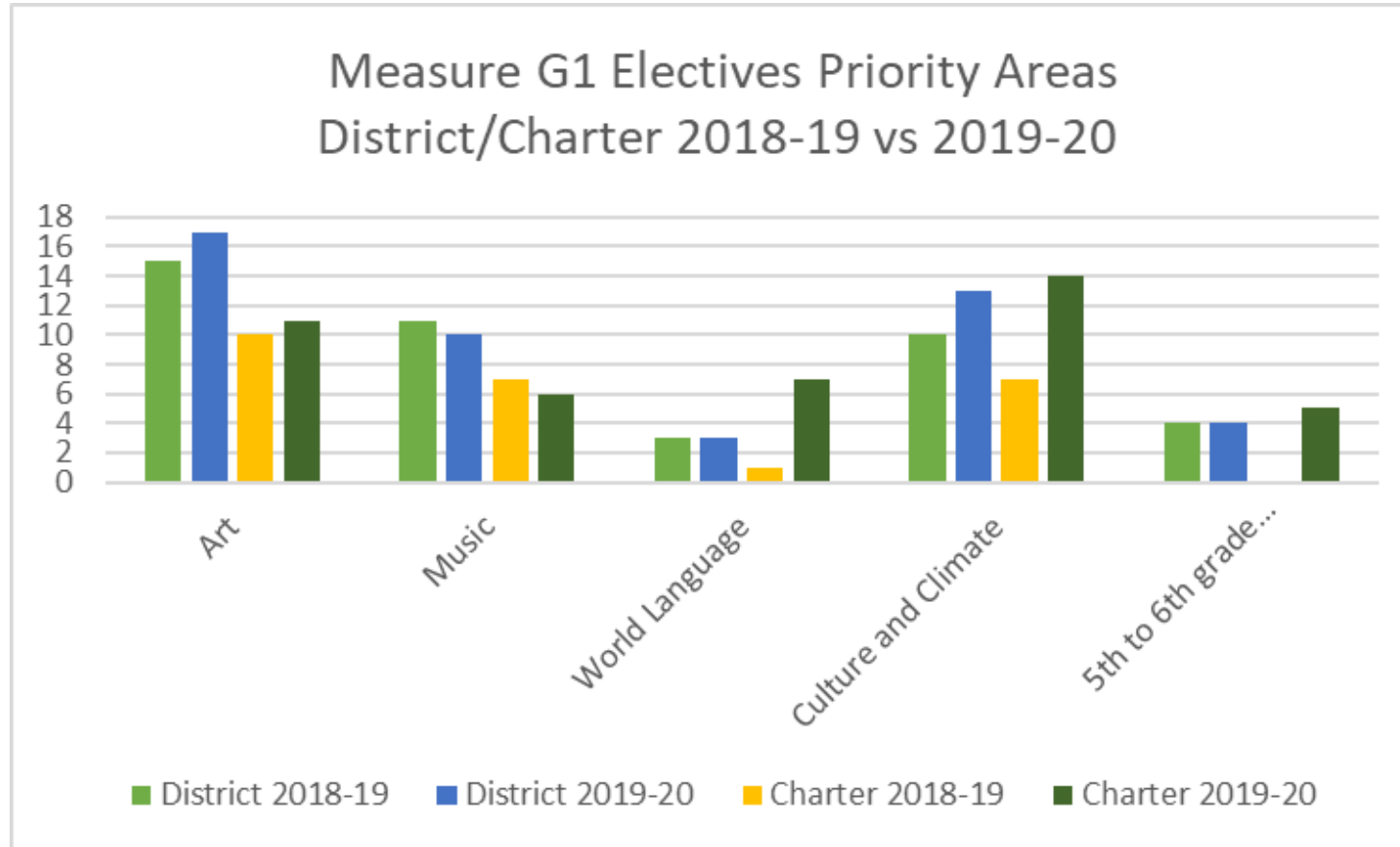
- Music
- Art
- World Language
- School Climate and Culture
- 5th to 6th grade Transition/retention

Districtwide Teacher Retention

- School site Educators salary increases



Measure G1 Priority Areas: Middle School Electives



Measure G1 Priority Areas: Staff Retention Compensation

Districtwide Teacher Retention (Employees that spend at least 75% of their time working at a school site are considered school site-educators)

- OUSD – included as part of the negotiated compensation increase reached in Spring 2019
- Charter-schools – Compensation range of 1.0% – 4.69% (depending on the number of educators at each site)



The Association for Middle Level Education

Christine Thielen

AMLE Chair of the Board of Trustees

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About AMLE

Who we are:

The Association for Middle Level Education (AMLE) is a membership organization that empowers educators who create opportunities to cultivate the potential and possibilities of young adolescents. AMLE has more than 54,000 members worldwide.

We help middle grades educators

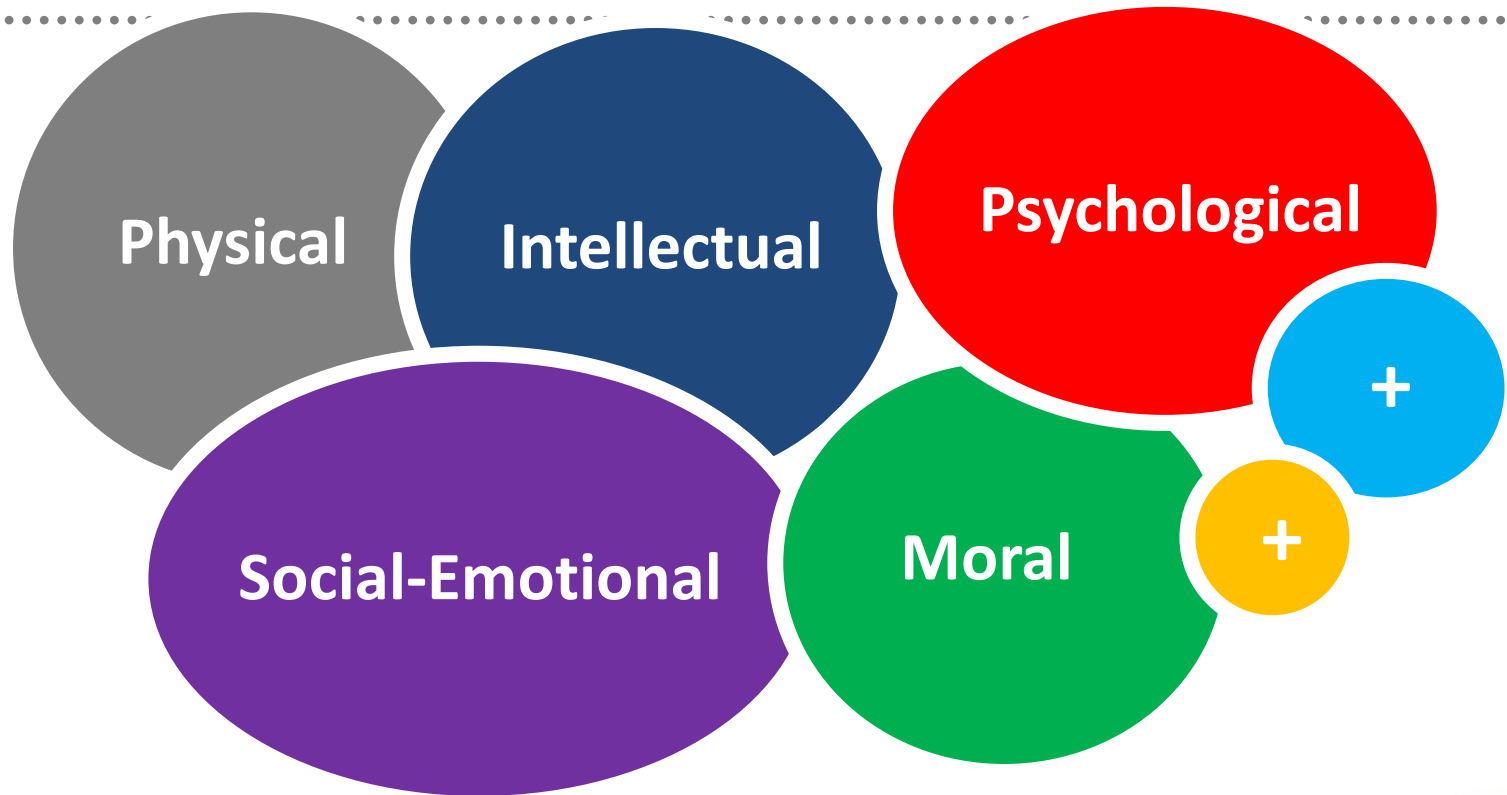
Reach every student ,

Grow professionally, and

Create great schools!



Young Adolescent Development



About AMLE

➔ **AMLE is supported by:**

- Individual and school memberships
- Fees for professional learning activities
- Partner organizations



AMLE On-Site Services

➔ Professional Learning Services & Events

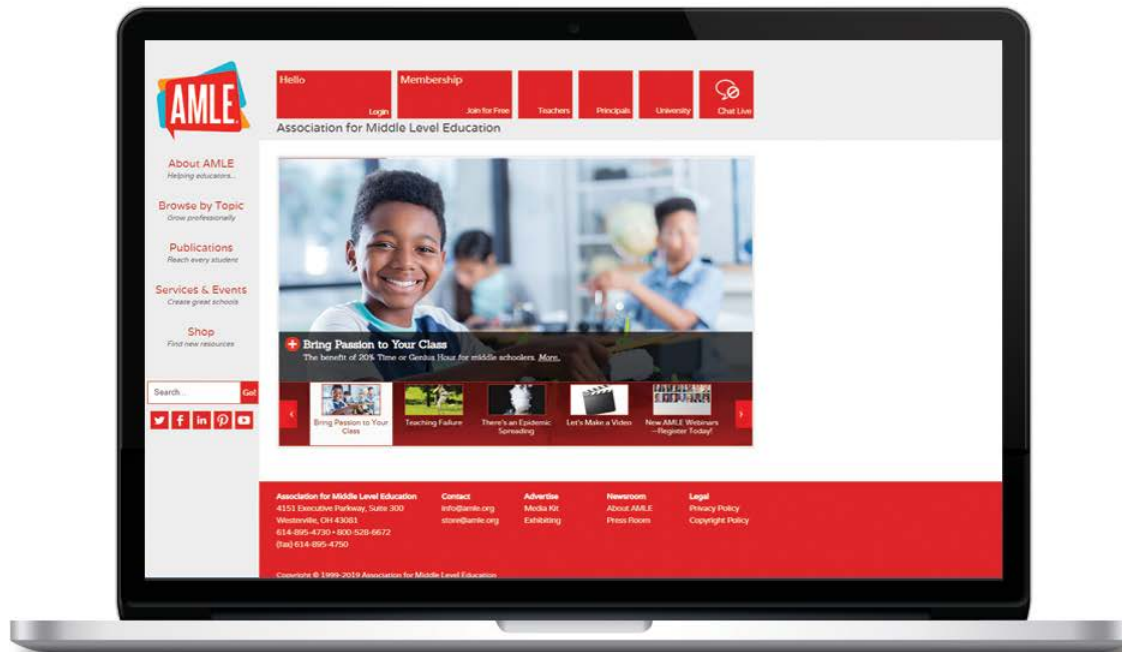
- On-site consultants
- Institute for Middle Level Leadership
- Middle level workshops
- Annual Conference for Middle Level Education

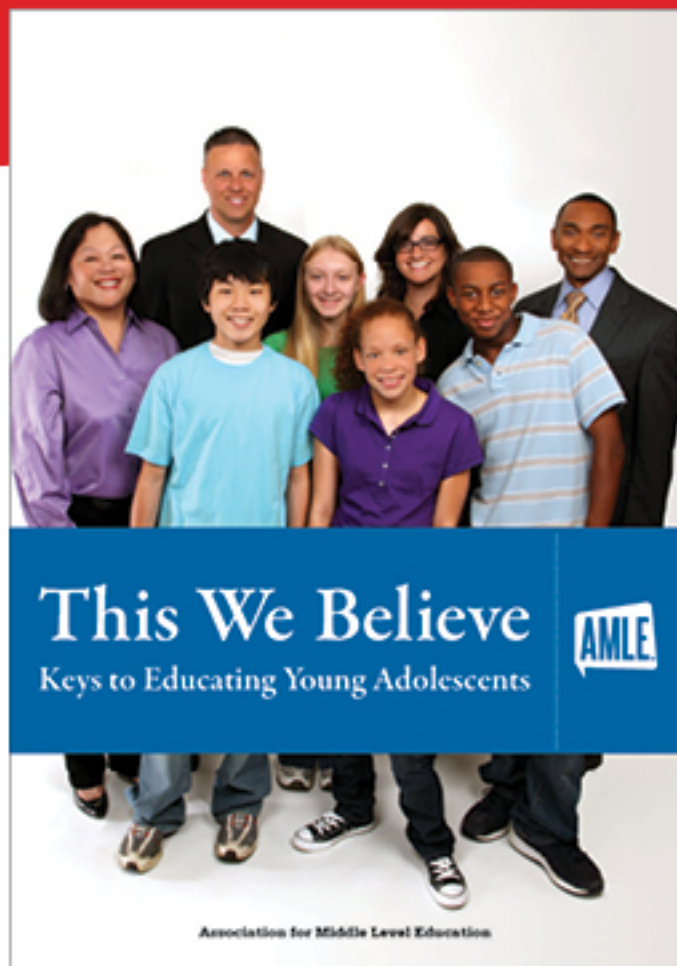


AMLE Online & Print Services

➔ Resources & Research

- AMLE Website
- *AMLE Magazine*
- AMLE Newsletter
- AMLE Webinars
- Research
- Books





This We Believe:

Keys to Educating Young Adolescents

The position paper of the
Association for Middle Level Education



amle.org



Major Goals of
Middle Level Education



This We Believe

Keys to Educating Young Adolescents



Association for Middle Level Education
www.amle.org

Essential Attributes

An education for young adolescents must be

Developmentally Responsive

using the nature of young adolescents as the foundation on which all decisions are made.

Challenging

recognizing that every student can learn and everyone is held to high expectations.

Empowering

providing all students with the knowledge and skills they need to take control of their lives.

Equitable

advocating for every student's right to learn and providing challenging and relevant learning opportunities.

16 Characteristics

Curriculum, Instruction, and Assessment

Educators value young adolescents and are prepared to teach them. *Value Young Adolescents*

Students and teachers are engaged in active, purposeful learning. *Active Learning*

Curriculum is challenging, exploratory, integrative, and relevant. *Challenging Curriculum*

Educators use multiple learning and teaching approaches. *Multiple Learning Approaches*

Varied and ongoing assessments advance learning as well as measure it. *Varied Assessments*

Leadership and Organization

A shared vision developed by all stakeholders guides every decision. *Shared Vision*

Leaders are committed to and knowledgeable about this age group, educational research, and best practices. *Committed Leaders*

Leaders demonstrate courage and collaboration. *Courageous & Collaborative Leaders*

Ongoing professional development reflects best educational practices. *Professional Development*

Organizational structures foster purposeful learning and meaningful relationships. *Organizational Structures*

Culture and Community

The school environment is inviting, safe, inclusive, and supportive of all. *School Environment*

Every student's academic and personal development is guided by an adult advocate. *Adult Advocate*

Comprehensive guidance and support services meet the needs of young adolescents. *Guidance Services*

Health and wellness are supported in curricula, school-wide programs, and related policies. *Health & Wellness*

The school actively involves families in the education of their children. *Family Involvement*

The school includes community and business partners. *Community & Business*

Association for
Middle Level Education
**Successful Schools
for
Young Adolescents**



Nancy L. Deutsch, Ph.D.

Professor, University of Virginia, Curry School of Education &
Human Development

Director, Youth-Nex



UNIVERSITY
of VIRGINIA

CURRY SCHOOL *of* EDUCATION
and HUMAN DEVELOPMENT



UVA CURRY YOUTH-NEX

OUT-OF-SCHOOL TIME



2009 - 2019

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Why the **middle grades**?

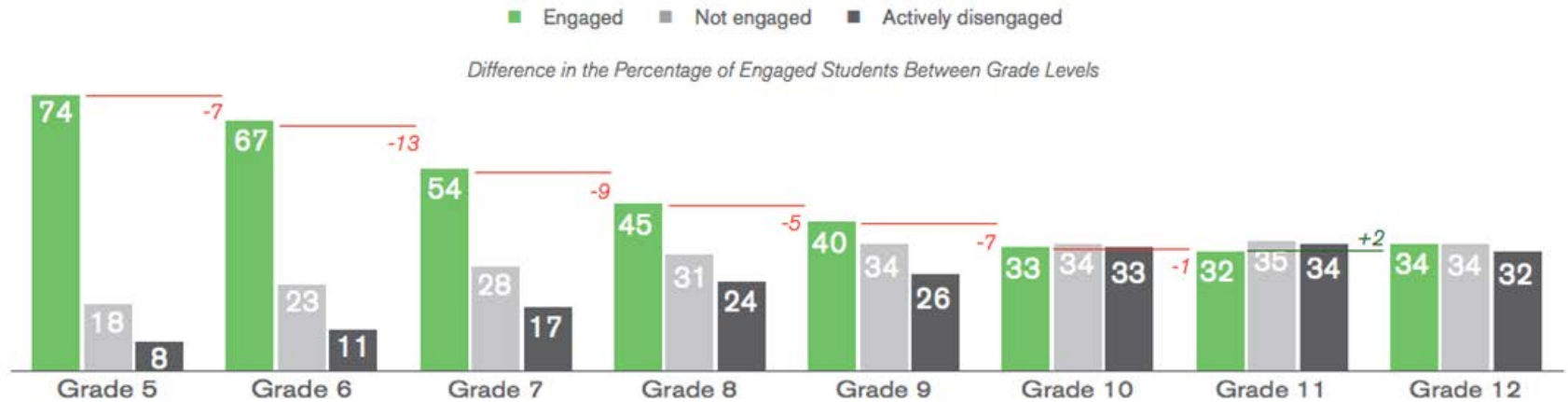


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Student Engagement — By Grade

SOURCE: 2016 Gallup Student Poll

% ENGAGED



SOURCE: Rosenkranz, T., et al. (2014). *Free to fail: Why grades drop when students enter high school and what adults can do about it*. Chicago, IL: University of Chicago Consortium on School Research.

FIGURE 1

Overall GPA and course grades decline from eighth grade to ninth grade

Overall and by Academic Subject

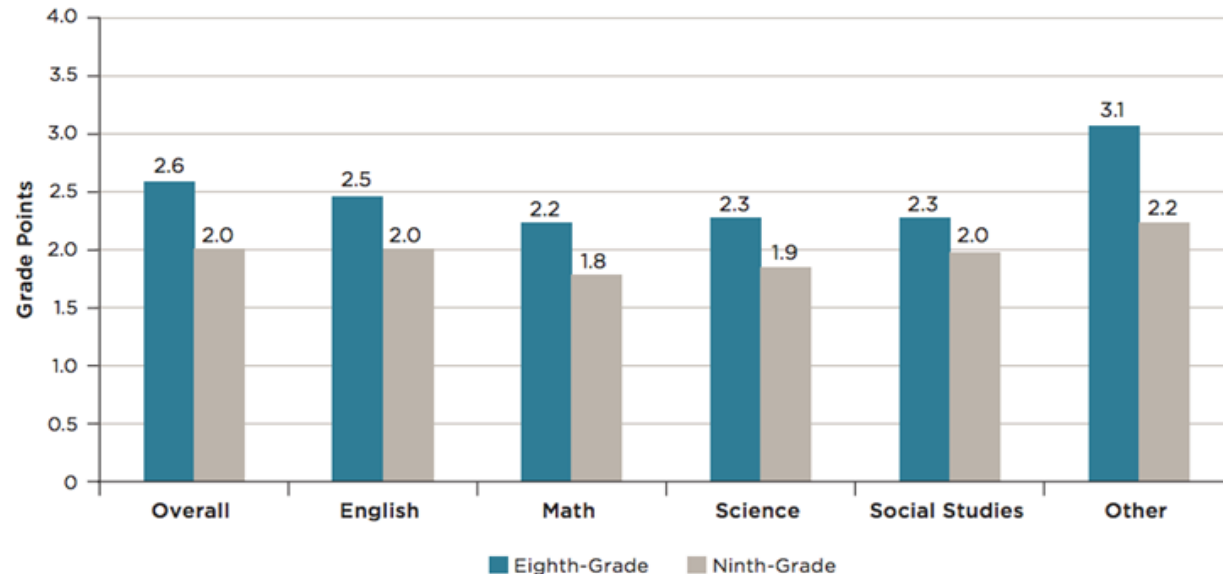
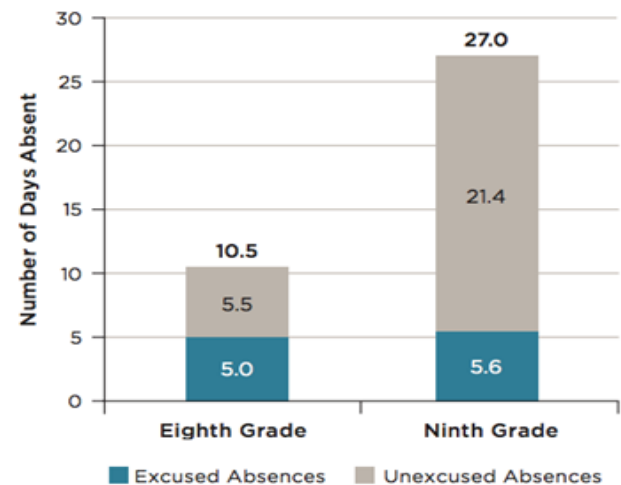


FIGURE 3

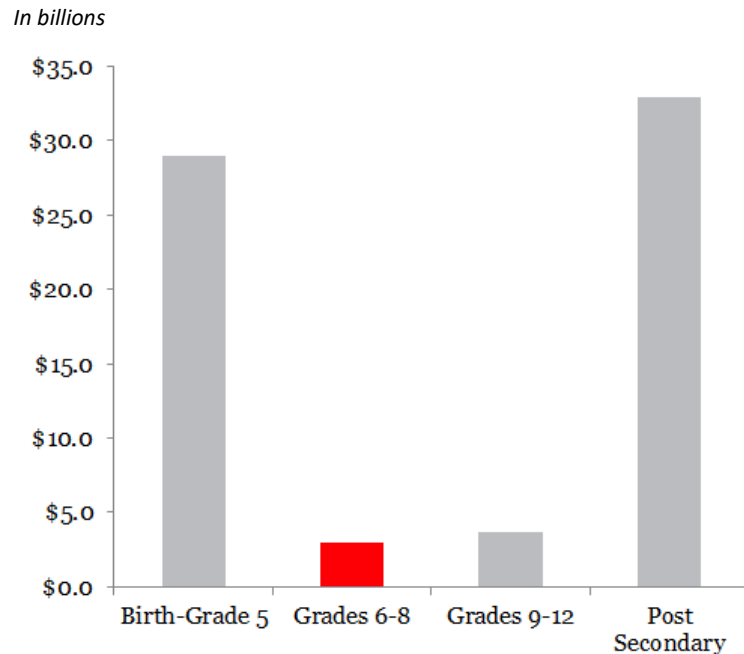
Unexcused absences quadruple in ninth grade compared to eighth grade

Average Number of Days Absent in Eighth and Ninth Grade (Total, Excused, and Unexcused)



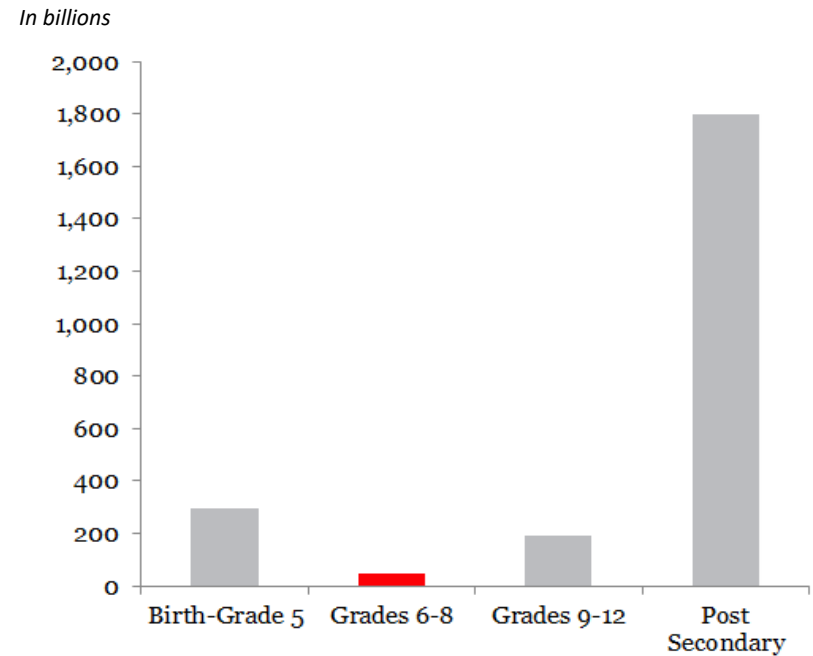
Public and private investment in middle school years lags other periods in the preK-post secondary continuum

FEDERAL EDUCATION SPENDING (FY2019)



SOURCE: *The Missing Middle-Federal Funding by Grade Span*. Alliance for Excellent Education, February 2019

PRIVATE FOUNDATION GRANTS (2011-2017)



SOURCE: *Middle Grades Funding Overview*, Civic Enterprises, October 2018



Remaking Middle School is a nationwide, multi-sector initiative aimed at transforming the learning and development experience for young adolescents.

Design **new approaches**, as well as **elevate effective practices** already at work

Build the largest online **repository of best-in-class resources** for the field

Foster **ongoing collaboration and communication** among stakeholders



CURRY SCHOOL *of* EDUCATION
and HUMAN DEVELOPMENT

Our Goals

REMAKING
**MIDDLE
SCHOOL**



YOUNG ADOLESCENTS have access to schools with environments and systems that **foster positive learning and development** specifically attuned to their developmental needs to:

- Be engaged & empowered
- Have a sense of agency, purpose & belonging
- Create an identity as learners & participants
- Be prepared for high school & beyond

EDUCATORS & PARENTS have access to **developmentally-focused** training, tools, resources and programs specific to young adolescents in middle grades that:

- They can adapt to their own settings
- Network them together to collaborate & engage
- Empower them with a sense of connection to students & children



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Our Approach



A set of intentional, coordinated collaborations across a diverse set of communities – urban, suburban, rural – and nationally.



Design Lab



Resource Hub



Community