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**Hampton
Elementary**

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Superintendent's Report

October 26, 2022

Board of Education Retreat Update:

We held our first board retreat on October 6th. Almost the full board was in attendance which lead to a very fruitful discussion on our vision. As an overview for those who could not be there, we engaged in discussion on the first stage of a vision which is called our 'why'. We took the time to watch a quick ted talk on how important the 'why' is to an organization and how the why is what drives organizations to success. This lead to our large group activity where we normed on what a vision and a mission statement are using the graphic of a rocket ship and moon. We then reviewed our current mission and sorted responses of 17 different stakeholders in our community who answered the questions "what is our district priority, and where are we in achieving it." Our activity was able to shed light at various stages, starting with the need for common language and priority to ensure a clear vision for our students. Our night wrapped up with the group being able to put every response into one of the five named categories of climate, instruction & learning, school community, board solutions, and unsure. This is the first step of us engaging in our new vision and we will continue to work on it throughout the year, with all stakeholders, to arrive at a vision that will propel our students forward.

Social Emotional Learning Presentation Transcript:

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines Social Emotional Learning (SEL) as "the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions."

This framework is used to ensure we are meeting the social emotional needs of all our students, which is our why. We know that students whose emotional needs aren't met, are not able to access learning which is the goal of education. Additionally, all adults are leading by example to show our students what it means to recognize emotions and work through them. We are students' mirror into being able to identify how they feel and best ways to cope, manage, collaborate, and make responsible and caring decisions.

To break down what SEL means for Hampton Elementary School, our students are learning how to interact with peers and adults, how to define or identify the emotion they experience, how to manage or regulate their emotions, how to think and show empathy for others and how to work cooperatively with one another when a problem arises to find solutions.



Each year students engage in 5 large topics throughout the school year that are scaffold based on their age. This year, the five topics are diversity and inclusion, empathy and critical thinking, communication, problem solving, and peer relationships. To provide an example, the unit on diversity and inclusion just ended. Students in Kindergarten learned how they want to be treated as well as their peers. By learning this, they were able to see how each person is unique and learned a new way on how to include them in their play or group work. They developed a class goal and are provided weekly activities to learn and practice their new skills of including others.

The evidence in the benefits of SEL is echoed across multiple studies and independent meta-analyses. We know from a large body of research on SEL that high-quality SEL programming leads to improved academic performance and decreases in anxiety and behavior issues, among other benefits. We also know from research, beyond the traditional SEL field, that there are additional insights to be gained that are relevant to SEL. For example, a meta-analysis published in 2011 synthesized the findings from studies of 213 school-based, universal SEL programs, including outcomes data for more than 270,000 students from kindergarten through high school (Durlak et al., 2011). Two major findings stood out:

1. Compared to control students, students participating in SEL programs showed significantly more positive outcomes with respect to enhanced SEL skills, attitudes, positive social behavior, and academic performance, and significantly lower levels of conduct problems and emotional distress.
2. The higher academic performance of SEL program participants translated into an 11 percentile-point gain in achievement, suggesting that SEL programs tend to bolster, rather than detract from, students' academic success.

Sources: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*: 82 (1), 405-432.

PA System Update:

The new system has been ordered. The company anticipates it to be here in a week or two. Once it arrives, they will come out to install which will take approximately one week.