

Hauppauge High School

Tenet 5: Student Social and Emotional Developmental Health

Presenters:

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Our Approach

- Creation of district-wide SEDL committee to create vision and implementation plan
- Connecting our current Youth and Community Alliance Committee to overall SEDL plan
- Integration of SEDL into all classrooms
- Tri-State Consortium visit to analyze and reflect on our current practices

District-Wide SEDL Committee

Purpose

- Develop district vision and implementation plan

Structure

- Committee consists of administrators, counselors, parents
- Work began with a review of what is already being done in schools that reflect and support SEDL.

Results

- The committee identified gaps and made recommendations for new initiatives and the adaptation of current programs to align with SEDL.

Youth and Community Alliance Committee

Purpose

- To promote the health, safety and wellbeing of all members of the Hauppauge School District community.

Structure

- Committee consists of administrators, counselors, parents and students from all buildings as well as representatives from community organizations
- Data was collected through NYS Youth Development Survey: Long Island Region to measure risk and protective factors that predict adolescent behavior problems (drinking, drug use and other delinquent behaviors); Student and Staff Stress Management Survey; and Staff Mental Health Knowledge Survey.

Results

- Youth and Community Alliance has sponsored a wide collection of day and evening workshops to support students, parents and staff.

Integration of SEDL in All Classrooms

The Charlotte Danielson Framework for Teaching

- Used consistently resulting in a solid understanding of the rubric, a common language, and clear expectations across disciplines. Integration of the Framework contributes towards student learning, social and emotional development, community outreach, and a healthy and safe school environment.

Shared Understanding of SEDL

- Standards and verbiage of SEDL will be disseminated to further support staff to build student resiliency and appropriately handle reports of bullying, harassment, and signs of depression.

Align Current Practices with SEDL

- Collaboration with Directors and teachers to review current curriculum with focus on ELA, Social Studies, and PE. Highlight lessons with stories/moral lessons that reflect and promote SEDL.
- Integrate rules that promote character and support of peers into classroom rules and Code of Conduct.

Tri-State Consortium

About the Consortium

- Member districts participate in and receive visits by teams of trained educators from within the Consortium who evaluate and report on district programs. Rubrics associated with eight performance indicators are used to measure the degree to which the district is utilizing multiple forms of student performance data as the basis for its planning.

Training

- All of our administrators have been formally trained in this model. Many of our teachers have been formally trained as well. Every teacher has been trained in-district through faculty and department meetings.

The Visit/Review

- Hauppauge will be hosting a 3-day visit in February 2015 with a focus on SEDL
- The visiting team will evaluate our practices using rubrics based on 8 indicators and provide critical feedback.
- A follow-up visit usually takes place two years after the original visit.

Strategies for Supporting Students in this Area

- 9th Grade Transition Program-Ignition
- Connecting Students to Faculty
- IST Committee/Comprehensive RTI Plan
- Attendance Committee
- On-time Graduation Program-PASS
- Mentoring Program (Grades 10-12)
- Natural Helper Program
- Horizons Program

9th Grade Transition Program: *Ignition*

Purpose

- The *Ignition* program is designed to support the transition of students into the high school. The purpose of the program is to provide students with a support system while teaching them how to use the resources at the high school and advocate for themselves.

Structure

- All 9th grade students are assigned an upper classman mentor who will provide them support in structured and unstructured settings throughout the school year. Mentors undergo a rigorous selection process and are trained.
- A full day Freshman Orientation takes place annually at the end of August. Incoming Freshman meet their mentors and participate in a day of team building activities to acquaint them with the high school and help them develop relationships.
- Ignition teams are grouped by their 9th grade PE classes. The Ignition advisor pushes into their PE classes and runs workshops with them throughout the school year.

Results

- Feedback from students and parents has been overwhelmingly positive. Students feel connected to the school community early in their freshman year, are comfortable advocating for themselves and seek available resources as needed.

Connecting Students to Faculty

Purpose

- Hauppauge High School believes that relationships are an integral part of student success. Through a shared leadership paradigm, we ensure that all students are well known by designated adults in our building and have the appropriate level of support.

Structures in Place

- Dedicated 9th grade counselor and assistant principal to support students during this transitional year.
- Before students enter Hauppauge High School, our 9th grade guidance counselor (also the Ignition Advisor) visits 8th grade classrooms and conducts scheduling meetings with each student in the spring of their 8th grade year to help develop relationships and so they know a familiar face when entering the high school.
- Freshman lockers are always located in or near the guidance hallway which is also by the main office.
- Each assistant principal and guidance counselor is assigned a dedicated grade level and loops with his/her students for grades 10-12.

Results

- We believe one of the most critical elements to success within a school environment is a student developing positive relationships with adults. Students report feeling that there is someone whom they know, to whom they can turn, and who will act as an advocate for them.

Instructional Support Team (IST)

Purpose and Structure

- The purpose of the Instruction Support Team (IST) is to ensure all students receive the support needed to help them succeed academically, socially and emotionally. The committee consists of content area teacher representatives, guidance counselors, social workers and administrators and meets daily. The content area teachers act as the liaison for their assigned curricular department(s).

Process

- The IST reviews and analyzes student data (such as attendance, real-time and longitudinal grades, assessments, behavior, nurse and guidance/social worker visits, etc.) From this analysis, recommendations are made using the RTI model.
- A meticulous RTI plan and referral process is in place, articulated at the beginning of the school year annually at the opening faculty meeting and followed up in writing by administration.
- Student progress is monitored frequently. If the student fails to show significant improvement through the recommended interventions, the IST may refer the student for Level 1 testing with the school psychologist if deemed appropriate.

Results

- Many student issues are discovered, discussed and action plans implemented regarding students' academic, social and emotional success. Student grades, assessments, attendance and behavior data are periodically reviewed after the initial referral and documented and acted upon accordingly.

Attendance Committee

Purpose

- To further support student success, Hauppauge High School created a designated Attendance Committee comprised of the members of the Instructional Support Team (IST).

Structure

- Twice a week, during a scheduled period, a team of teachers, guidance counselors, social workers and administrators analyze attendance data.
- Specific patterns are identified (nurse visits, guidance/social worker visits, cutting class) and the data is used to assist the committee in determining the types of support or recommendations needed for students.

Results

- Early intervention has helped students improve their attendance and performance in school. Referrals to the IST and/or CSE have also resulted from such data analysis.

PASS Program

Purpose

- The Personal Academic Support Services Program (known as “PASS”) is a Tier III intervention program for students who are in jeopardy of not graduating on time with their cohort.

Structure

- PASS students are assigned to the PASS teacher, who has scheduled periods, to support students for on-time graduation through peer collaboration, multi-tiered intervention strategies, parent/teacher team meetings, guidance/social worker/nurse collaboration and community referrals.
- Throughout the year, the students that are enrolled in the PASS program are continually reviewed by the IST. Since the PASS teacher is a member of the IST, there are opportunities for the students to be discussed and interventions put in place in order to meet the needs of these students who are “at-risk” of not graduating on time.

Results

- Since its inception in 2010, the PASS program has graduated every student with their cohort.

Mentoring Program

Purpose

- Through a collaboration with The Mentoring Partnership of Long Island, Hauppauge High School has designed a school-based mentoring program that best suits our needs for students in grades 10-12. The mission of the Mentoring Program is to foster a positive relationship between an adult and young person in order to assist young people reach their potential.

Structure

- At the beginning of each school year, students are paired with volunteer mentors and staff members are trained by the Mentoring Partnership of Long Island.
- Throughout the course of the year, there are group mentor activities that celebrate mentoring and the relationships that have been forged within the Hauppauge Mentoring Program. Typically there are three events; a kickoff event in the beginning of the year, a mid-year check-in and finally an end-of-year celebration. At each event the mentoring pair has an opportunity to engage in conversation with other mentoring pairs as well as be exposed to some outside motivational speaker or guest from the community.
- There exist two coordinators of the program that serve as liaisons to the Mentoring Partnership of Long Island as well as manage the trainings, organize the events at different points during the year and serve as a support system to the mentors in order to answer questions and troubleshoot challenges that arise during the course of the year.

Results

- The mentoring program at Hauppauge High School has grown each year and continues to prove to be successful. There is anecdotal evidence that supports the connections that the mentors and mentees have reported back and which is shared in several different forums including faculty meetings and IST meetings as well as within the mentoring events which occur periodically throughout the year.

Natural Helper Program

Purpose and Selection:

- Natural Helpers has been a key form of support for students in grades 9-12. Students are selected for this program through a process that involves a confidential survey. The results of the survey are compiled and student officers assist in the selection process. Natural Helpers are not only selected based upon votes. They do not accept multiple members of the same social group. The goal is to identify potential student leaders from many social groups within the high school that others would go to if they needed advice or were in crisis.

Training:

- Students selected attend an orientation, along with their parents, in June.
- Students also attend an intensive, three day long overnight training. Students learn to identify and assist others in crisis. They learn about resources available to help others and how to assist others in accessing those resources.
- Ongoing training and reflection takes place throughout the school year.

Results:

- This program has proven to be successful as students involved in Natural Helpers have brought many important student situations forward including cutting issues, misuse of social media, drug use, depression and students with suicidal ideations. As a result, appropriate support staff was able to intervene and provide the students and their families with proper support and resources both internally and externally.

Horizons Program

Purpose

- Horizons is a not-for-profit program funded by the Smithtown Youth Bureau to provide adolescent and adult treatment, prevention and education services for drug and alcohol related problems.

Structure

- Horizons is housed within our high school as a support for students who struggle or have family members who struggle with drugs and/or alcohol. Horizons counselors create specialized workshops and/or lessons for individual students and groups.
- The Smithtown Youth Bureau also administers the Parent Resource Center as an outside service, offering support and education to parents and students.

Results

- Sixty-five students currently participate in the in-school program.

Additional Strategies for Supporting Students in this Area

- Partnerships with outside agencies
 - Smithtown Youth Bureau
 - School Resource Officer
 - Alternatives for Youth (AFY)
 - South Oaks Prevention Center
 - Long Island Council on Alcoholism and Drug Dependence
 - Police Smart Program
- Community Service graduation requirement
- Student-run writing center in the HS library
- NHS extra help (Peer tutoring)
- An wide array of co-curricular clubs and athletic opportunities
- Career Center
- School-to Career Advisory Board
- Career and College Fairs
- Social workers/interns offering individual and group sessions based on identified student needs
- Character education integrated within curriculum
- Power of One Awards
- Human Rights Month programs (Ryan's Story, Cyberbullying workshops, Best Buddies...)
- Theatre presentations

Strategies for Supporting Staff in this Area

- Mental Health Survey was sent to HS staff and to collect information on the staff's ability to effectively manage students with mental health issues. Real-time strategies were offered from professionals within the building.
- Staff is encouraged to seek the support of Employee Assistance Program (EAP). EAP is currently developing new workshops to assist staff better manage the stressors of the new APPR and Common Core demands.
- Crisis Intervention Team
- Staff is provided various forms of professional development.
- Faculty meetings that offer cross-role groups an opportunity to share.
- Common prep periods scheduled for all co-teaching teams.
- IB faculty meetings are held to help teachers align curriculum and provide support.
- Creation of departmental offices.
- End of the year department meetings are held with the principal to reflect on year and discuss any needed forms of support and/or resources.

Impact of Practices on School Community

- Stronger connections between school and families is linked to ultimate success of SEDL.
- Increased parental knowledge in identifying risky behavior, signs of depression or isolation and misuse of social media through mandatory and non-mandatory evening workshops.
- Parent involvement has increased in school-sponsored activities.
- Stronger parent network and the Safe Homes Initiative to support parents against “peer” or “adolescent-pressure”
- Continue to support families with the goal of building parental capacity to better utilize school and community resources.