

# Parents Council

O F W A S H I N G T O N

CONNECTING SCHOOLS ▪ SHARING IDEAS ▪ ENGAGING PARENTS

## **BEST PRACTICES FORUM**

### ***Promoting Student Well-Being***

Hosted by:

Georgetown Visitation Preparatory School

April 9, 2019

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April 2019

Dear PCW Member School Community:

Thanks for your support of our April 9, 2019 Best Practices Forum ***Promoting Student Well-Being.***

At the forum PCW member school faculty and administrators shared their perspectives, methods, and findings in regard to best practices promoting student well-being. Panelist presentations are summarized in this e-binder, along with an abbreviated list of 'takeaways' for parents and educators from each panelist.

Following program panelist summaries in the e-binder is a compilation of member school submissions on the topic. We have consolidated golden nuggets and valuable takeaways from our member schools; thus, a subsequent section entitled *Resources Mentioned in Individual Member School Submissions*, broken down into specific categories of *Books, Articles, People, Documentaries, Podcasts, and Programs & Resources*.

The entire e-binder is available on the PCW website at [www.parentscouncil.org](http://www.parentscouncil.org) under the *Resources* section (Best Practices Forum e-Binders).

A sincere thanks to our insightful panelists Mr. John Bellaschi from Landon School, Ms. Kiki Davis from St. Stephen's & St. Agnes School, Ms. Phyllis Fagell from Sheridan School, Ms. Corinne Fogg from Stone Ridge School of the Sacred Heart, Ms. Heidi Greenhalgh, from Georgetown Visitation Preparatory School, and Barbara Huth from Common Sense Media. Another special thanks to both Mr. Dan Kerns, Head of School and Mary Kate Blaine, Principal, and Georgetown Visitation Preparatory School for hosting, organizing, and helping with all of our presentation needs.

Please feel free to share the ideas and practices contained in the e-binder with all administrators, faculty, staff, and parents in your school community.

Sincerely,

Susan Newell, Katherine Corsico, & Margaret Farrell  
2019 Best Practices Forum Chairs  
Parents Council of Washington

## **BEST PRACTICES FORUM SUMMARY**

### ***Promoting Student Well-Being***

#### **WELCOME AND OPENING REMARKS**

PCW President Susan Newell opened the event, welcoming attendees and introducing the program host:

❖ **Mary Kate Blaine, Principal, Georgetown Visitation Preparatory School**

After a warm welcome and introduction to Visitation and its foundation of “faith, vision, and purpose,” Ms. Blaine spoke of community efforts to prepare students to meet the demands of today’s rapidly changing world, noting that this forum provides an opportunity for schools and families to come together working toward similar goals.

PCW Board Members and Program Chairs Susan Newell, Katherine Corsico, and Margaret Farrell then greeted guests, presented the topic, reviewed the agenda, and introduced panelists:

- ❖ **John Bellaschi, Director of Ethics, Service & Leadership, Landon School**
- ❖ **Kiki Davis, Director of Institutional Equity/Diversity, St. Stephen’s & St. Agnes School**
- ❖ **Phyllis Fagell, School Counselor, Sheridan School**
- ❖ **Corinne Fogg, Director of Curriculum & Professional Development, Stone Ridge**
- ❖ **Heidi Greenhalgh, School Nurse, Georgetown Visitation Preparatory School**
- ❖ **Barbara Huth, Education Program Manager, Common Sense Media**

#### **PANELIST PRESENTATION SUMMARIES & TAKEAWAYS**

*For Program Announcements/Flyers, please see **Appendix 1**.*

*For Panelist Biographies, please see **Appendix 2**.*

*For the Handout of Panelist Takeaways, please see **Appendix 3**.*

#### **INTELLECTUAL AND ACADEMIC WELL-BEING**

**Corinne Fogg**, Director of Curriculum & Professional Development, Stone Ridge

- Children are not one-size fits all. Every child’s learning style is unique, and all should be embraced and celebrated.
- There are many school options in the DC area. It’s best for children to find an academic program with a solid foundation in conjunction with a program that allows children to study what they love.
- Of interest will be the book *Range* by David Epstein, coming out next month.



- Children deserve freedom to do things and be autonomous. Small children want to participate and to be trusted, and so do adolescents.
- The goal is for children to find their purpose rather than their passion, which is harder to define. Help them by giving them chores, activities, and projects.
- Adolescents are asked to cultivate passion but many don't know where to begin. It's easier to think about what gives a person purpose, as passion is harder to define. Challenge children to find their cooperative sense of purpose.
- A 2016 Harvard report discussed the importance of intrinsic versus extrinsic motivation.
- Schools have become too focused on grades.
- Parents and schools need to consider where our daughters/students will be or we want them to be as people in 20 years.
- We need to pay attention to adult messaging: what are we telling our children? Are we more concerned about the brand of college they attend, or their enjoyment of their work and what kind of people they become?
- Just as we let go of their tricycle when they're learning to bike alone, we need to let them venture into young adulthood.
- Example: "We" are not taking Spanish; your daughter is taking Spanish.
- Adults need to allow children to experience academic failure; make space for error, but allow for hope.
- It's all interconnected: disconnect from parental fear and allow children to become themselves.
- Our children's purpose is distinctly different from our purpose: they need to become their own person and find their own purpose.
- Focus on what you celebrate at home: Is it only grades? If so, celebrate more.

### **Takeaways for Intellectual/Academic Well-Being**

- Academic/Intellectual health and success will look different in and for every child. Embrace the student you have; focus on who s/he is, intentionally and explicitly seeing and celebrating her/him.
- Purpose matters. A child's sense of purpose is essential to her/his happiness and satisfaction in life. Instead of asking your children what they want to be when they grow up ask: *What problem do you seek to solve? Why are you doing this? Why does it matter to you?* Seek to cultivate a sense of purpose in each child.
- Cultivate intrinsic motivation. Share in activities that promote learning for learning's sake. Practice failure; prepare children realistically for the world; and prioritize ethical engagement and quality, not quantity, of activities.
- Avoid "pernicious cultural messages that make us question our own instincts" as parents: "1. You have complete control over your child's development. If you don't, you must be doing something wrong. 2. You can never do or be enough as a parent. [and] 3. Your child's success or failure defines you." (Simmons, R., *Enough As She Is*)
- Let him/her drive - even when you're scared.
- We are responsible, as adults, for realizing the interplay among physical, ethical, digital, social/emotional, cultural, and intellectual well-being.

## **EQUITY, CULTURAL AWARENESS AND GLOBAL CITIZENSHIP**

**Kiki Davis**, Director of Institutional Equity & Diversity, St. Stephen's & St. Agnes School

- What does it mean to be equitable and inclusive? Equity is different than equality. Equality means giving everyone the same thing. Equity means giving everyone what they need to have the same opportunity. (Example is of 3 children of different heights being given the same stool to see over a fence. Not all of them can see over unless the stools are of different heights.)
- Inclusivity v welcoming. Welcoming means being nice and saying hi and assuming the newcomer will adopt the mainstream norms. Inclusivity means inviting everyone to come into a school and bring everything about them that makes them different/wonderful.
- At SSSAS, the most important word in the mission statement is the word "each" that the school looks at what each person needs and what each person brings.
- Part of the strategic plan at SSSAS is that diversity and equity will permeate all curriculum and all hiring.
- Curriculum integration:
  - 9th grade English class brings cultural competency into the curriculum.
  - Upper Schoolers have a Colloquium for the Common Good which invites deep thinking on cultural issues.
- What does it mean to be culturally competent? Building and maintaining relationships, and understanding that cultural differences exist and should not hinder our ability to successfully coexist, learn and grow.
- Global citizenship means preparing students for a complex and changing world. Children who are part of the majority and children who are not need to know this.
- "The world in which you were born is just one model of reality. Other cultures are not failed attempts at being you; they are unique manifestations of the human spirit." Wade Davis

## **Takeaways for Equity, Cultural Awareness, and Global Citizenship**

- Being equitable is different from being equal and being inclusive is more than being welcoming.
- Many of our schools were not created for their current demographic. In order to serve all students, it is important to re-evaluate systems and practices that may prevent us from being equitable and inclusive communities.
- We are all responsible for a certain level of cultural awareness and literacy in order to provide students with the best possible and safest experiences in our institutions.
- Cultural awareness ensures that all students are seen, valued and validated for who they are and what they bring to the community.
- As the world gets smaller through our access to digital platforms, cultural competency becomes more important to help build and maintain relationships.

## **PHYSICAL WELL-BEING**

**Heidi Greenhalgh**, School Nurse, Georgetown Visitation Preparatory School

- Physical health is not just the absence of disease.
- There are many areas to focus on when promoting physical health at Visitation:
  - Physical activity. Many classes and teams available; added yoga this year.
  - Nutrition. Teach nutrition in wellness classes; many existing health clubs, vegan club, mindful eating instruction; healthier snacks and increased water drinking, etc. A good website is [choosemyplate.gov](http://choosemyplate.gov).
  - Contemplative practices/stress management. Prayer, meditation, mental first aid kit. One curriculum for example is [mindfulschools.org](http://mindfulschools.org).
  - Sleep. One of the most important components of good health.
- The main issues seen in the clinic -- headaches, fatigue, menstrual cramps, and stress/anxiety.
- Flu prevention is important: 80,000 people died of the flu last year.
- Each classroom/teacher gets goodie bags with hand sanitizer, tissues and more.
- Alcohol, vaping, marijuana, and opioids. The Stanford Tobacco Prevention toolkit is very helpful. If you have narcotics in your house, get rid of them.
- Culture of respect. "Bringing in the bystander" is a great program to bring in as part of the high school curriculum; it includes important discussions around consent and physical intimacy.
- The Bright Futures Workshop Series is a senior transition program at Visitation to get girls ready for college, discussing healthy eating, sleep, movement, mindfulness, alcohol/drugs, campus sexual assault, etc.

### **Takeaways for Physical Well-Being**

- Health is not just the absence of disease, it is striving for physical and mental well-being and is a lifelong process of making decisions that support a balanced life enabling us to maximize potential.
- Encourage daily physical activity and healthy eating patterns.
- Emphasize that good sleep hygiene is a very important health behavior.
- Help your child identify tools/techniques that help find balance when stressed.
- Have conversations with your child about consent and physical intimacy.
- Have conversations with your child about alcohol misuse and the dangers of vaping.

### **MENTAL, EMOTIONAL AND SOCIAL WELL-BEING**

**Phyllis Fagell**, School Counselor, Sheridan School

- 5 myths about tweens:
  - They crave drama.
  - They're embarrassed by parents.
  - They don't want to talk.
  - They're trying to press your buttons.
  - They understand that perfection is unattainable.
- Tweens are experiencing everything for the first time -- it's not drama, it's true heartbreak.
- They do love gossip.

- They don't want drama from parents.
- They do want to talk to parents, but it has to be in the right circumstances: no eye contact, and not over-reactive parents. Parents should practice "poker face."
- They are pushing boundaries of course but they are not trying to push buttons.
- They do care what parents think, but part of this age is to individuate and they need to do this.
- They feel like everything is a criticism and a judgment, and feel that everyone is watching them.
- We need to make sure we tell tweens about our mistakes - they may still think we don't make them.
- Celebrate what makes your tween different.
- More than 25% of tweens have been the victim of electronic dating aggression.
- Generally, tweens who post more pictures on social media have more negative body images.
- Common Sense Media says that 35% of tweens cheat academically using the Internet.
- Tweens time online takes away from sleep time.
- The average age of a tween's first exposure to porn is 11 years old.
- Because of more testing and less recess/free time, tweens feel less of a sense of control over their lives; they need unstructured time for a sense of control.
- Boys fear they are perceived as a threat and are worried about people thinking they committed date rape.
- Parents can help by:
  - Helping tweens identify helpers: who would you go to if in need?
  - Helping tweens build a coping toolbox.
  - Walking through real/pretend dilemmas.
  - Reading a dating advice column together.
  - Prioritizing affinity groups.
  - Instilling a sense of agency. Think through how to help them take action.
- Conversation starters:
  - Is it appropriate for a 19 year old and a 15 year old to date?
  - What's the difference between physical attraction and love?
  - Why might someone be interested in a person who plays hard to get?

### **Takeaways for Mental, Emotional and Social Well-Being**

- Some of the most common myths about middle schoolers are that they crave drama, are trying to push adults' buttons, and understand that perfection is unattainable. (Link to my article *[Five Truths about Middle Schoolers.](#)*)
- Tweens today are more focused on identity issues--and there are more GSA's and other affinity groups in schools--but they also must contend with more overt racism, anti-Semitism and homophobia. They are growing up with the fallout from #Metoo, and boys are worrying about how society views them. Kids today also have less freedom and greater mental health challenges. (Link to my articles *[How Childhood Has Changed for Tweens](#)* and *[Six Ways Parents and Schools Can Tackle the Rise in Tween Suicides.](#)*)

- Parents can help their child identify effective coping strategies and vocalize when they're using strategies themselves. They can ask the child to identify the adult they'd seek out in a crisis. They also can set aside time when tweens can just think or engage in unstructured, self-directed play.
- To foster critical thinking and interpersonal skills, parents and educators can walk kids through real or fictional ethical or social dilemmas.
- Schools can offer a variety of affinity groups to support kids' emerging identities and normalize their experiences.

### **ETHICS, SERVICE AND LEADERSHIP**

**John Bellaschi**, Director of Ethics, Service & Leadership, Landon School

- Landon has a new program of Ethics Education.
- The first question: What is your purpose? What's your purpose at school? As a student? As a person?
- The mission of the program is to create ethical servant leaders.
- Landon has 10 core values; each school should have its own core values.
- Programming for ethical education takes time and has to be a school priority.
- Landon has an ethics assembly once per cycle (8-day cycle); a selected student speaks on a topic and then in advisory the next day, there are questions and discussions about that topic.
- Prefects (senior student leaders) teach lessons to middle/lower schoolers based on the topic.
- The most important part is the meaningful relationships that develops between teachers/coaches and students.

### **Takeaways for Ethics, Service and Leadership**

- Student Well-Being Should Include ETHICAL Well-Being
  - ✓ Ethical well-being leads to a balanced, healthy, and meaningful life. Both students and schools flourish when they have a clearly defined ethical purpose that is nurtured.
- It Takes A Village To Raise An Ethical Child
  - ✓ Yes, the African Proverb is true. Each of us (educators, parents, media, faith communities, coaches, friends, neighbors) must partner together to help our children grow ethically given certain contrary cultural forces.
- Students Benefit Greatly From A School's Formal Ethics Programming
  - ✓ Schools should set aside time and develop programs for ethics just as they do for academic disciplines (English, math, history, science, etc.).
- Students Benefit Even More From Informal Relationships With Ethical Leaders
  - ✓ School administrators, teachers, coaches, and staff members as well as parents all should view themselves as ethical leaders who are committed to serve as ethical mentors and models to our students. The ethical well-being of our students depends upon these meaningful relationships.

## **DIGITAL WELL-BEING**

**Barbara Huth**, Education Program Manager, Mid-Atlantic/DC Area, Common Sense Media

- CSM is a non-profit that rates, educates and advocates regarding digital media.
- The CSM general philosophy is that it's all about balance. Is your child sleeping enough? Physically healthy? Connecting socially with family and friends? Engaged in activities in and out of school? If so, then screen use may be in good balance.
- Challenges of screens in the modern age:
  - Feeling addicted: 50% of children say they feel addicted; 57% say they are distracted by social media.
  - Pressure to be connected 24/7: FOMO (fear of missing out).
  - Tech Tricks: there are sneaky tricks used to keep children in constant communication.
  - Superficial social contracts (like snapstreaks) are a challenge.
- Teach children about the sneaky science behind their screens. They are made addictive by design.
  - "Likes" and "follows" fuel that sense of addiction.
  - Notifications are in red for a reason: to make it feel really important.
  - Snapstreaks were created on purpose to make Snapchat more addictive.
  - Auto-play makes the next video start to play before you have time to think about whether you want to watch it.
  - In-app purchases are very easy to buy.
  - All of these are designed to keep you hooked to your screen.
- Outsmart it.
  - Talk with your children about your own tech and screen time challenges.
  - Turn off notifications.
  - Set times to check social media feeds (i.e. once in the morning, once at night) and stick to them.
  - Turn off auto-play and in-app purchases on Netflix, Prime, etc.
  - Go grey scale on your phone (the CSM website has instructional videos on how to do this and more).
  - Model the behavior you want to see in your children.
  - Schedule device-free dinners, car rides, etc. and stick to them.
  - Make a family media agreement, and include responsibilities/privileges.
  - CSM does not advocate the use of parental controls because the idea is to teach children how to self-regulate.
  - Learn about the Apple Screen Time feature (see video on CSM website).
  - Discuss family values and social media: What does our family never share? What do you need to ask each other to share? Etc.

## **Takeaways for Digital Well-Being**

### **Set Up Your Family For Success**

- Decide why//when//what//where//who//how for technology use.
- Set expectations and discuss rules together.
- Encourage creation as well as consumption.

- Model the media behavior you want to see in your kids.
- In settings, turn off:
  - Autoplay (Netflix, YouTube & other streaming apps)
  - Notifications (on device and in app)
- Create “sacred spaces” or device free spaces at home.
- Set up a timer for tech “check-ins” to check social media, etc. so you don’t spend more time than you originally intend to.

What Families Can Do to Make Digital Well-Being a Habit by Elizabeth G. Galicia,  
Common Sense Kids Action

These simple steps can establish healthy habits and boost family digital well-being:

- Create screen-free times and zones. Help your kids take breaks from their tech by limiting screen time in bedrooms, while studying, or at the dinner table.
- Try parental controls. Set content limits that make sense for your family. Check the settings on apps your kids use to keep personal information private.
- Establish clear family rules. Decide together what kind of media and tech is OK -- and when it's OK to use it. A family media plan can help get everyone on the same page.
- Practice digital citizenship. Talk about what it takes to stay safe and be responsible online, including tackling real-life challenges like privacy and digital drama.
- Watch and play together. Choose quality, age-appropriate media to enjoy with your kids. Visit commonsensemedia.org to find TV shows, games, and more.

**BEST PRACTICES FORUM QUESTION AND ANSWER SESSION**

**What is electronic aggression?**

*Phyllis Fagell* - Basically it's bullying online: asking people to do certain things to maintain a friendship, threats, mean talk, asking for nude pictures, or the like.

**What work are you doing with parents on diversity/inclusion issues?**

*Kiki Davis* - We work with parents on the words of identity. Parent education is a big part of what we do at SSSAS.

**Do statistics link screen time and depression?**

*Barbara Huth* - It's tricky. Depression doesn't necessarily rise with the amount of screen time, exactly. Yet teens who use screens the most seem to be the most unhappy. Also, teens who use screens in a balanced manner are generally happier than those who do not use screens at all.

*Corinne Fogg* - Depression disproportionately affects girls. It's associated with creating an identity that's not real.

### **What's the best way to manage kids' screen time?**

*Phyllis Fagell* - Manage screen time by establishing rules. For example, no screens in cars or at dinner, or no phones while children are hanging out together. Parents can also collect phones when kids come in the door.

*Barbara Huth* - Do things together as a family, such as watching TV together, which is very different than alone screen usage. Just focus on things that don't involve screens.

### **How can teachers avoid criticism from parents if teachers allow children to fail?**

*Corinne Fogg* - It's difficult because parents are worried about college at a really early age. Teachers need to normalize failure and it's important that parents get on board.

### **Is there a correlation between screen use and grades in school?**

*Phyllis Fagell* - Yes. Studies have shown that children can lose a full letter grade on an assignment if their phone was nearby while they did the assignment. Multitasking does not work. (Recommends documentary "Like.")

### **What is a coping toolkit?**

*Heidi Greenhalgh* - It's different for every child, but the question is: What do you do when you're feeling unbalanced that helps? It could be running, journaling, yoga, or whatever tool works. Students need to identify things in their toolkit before they get stressed so that they have them ready when needed. Everyone should have at least one strategy, and it's extremely important to know your strategies before going to college.

### **What should I do about the fact that my child's school assigns so much of his homework online? I'd like to go to the park and have him be able to do homework there, but we can't because so much of his work requires a screen.**

*Phyllis Fagell* - Contact the teacher and ask if there's a way that your child can demonstrate learning that does not require a screen.

*Corinne Fogg* - Schools are having a lot of conversations about homework in general. They are asking what the purpose is, whether the school is assigning the right amount, and in the right medium. Ask your school about the conversations that are happening.

*Kiki Davis* - Feel free to tell the school what's important to your family; "In our home, we don't want to use computers every day," for example.

*John Bellaschi* - This isn't an answer, but a comment - all this screen homework has eroded learning; kids can't do the same level of work they did 15 years ago. John does not assign homework on computers.



**What is the prefect program?**

*John Bellaschi* - At Landon, in junior year there is an election of 12 boys to become prefects their senior year. They are elected by students and faculty. Each class has about 80 boys. For example, the prefects help at Back to School Night, with carpool duty, and are part of a buddy program. They are expected to be leaders/mentors for younger boys.

**Please explain the difference between purpose and passion. Both sound hard to define.**

*Corinne Fogg* - To help a child find his/her purpose, ask the child what they love. What brings you joy? In Middle School, ask what they enjoy in school, what role they enjoy having among their friends. In High School, ask what they find meaningful. Ask why they enjoy it.

**What is the secret to teaching and reaching children regarding mental health issues?**

*Phyllis Fagell* - What doesn't work is a canned curriculum. Ask guiding questions and have children come up with the discussion. Put them in charge.

*Heidi Greenhalgh* - Help to identify the real needs of the students in a school. Do a needs assessment in the school to see where problems really lie.

**Social media is a challenge for schools as well as for parents. Where is the school's boundary with social media?**

*John Bellaschi* - The disciplinary part of the job is the part that is least enjoyable. Social media is a huge challenge and Landon doesn't have it all figured out yet. Parents need to pay attention to what is happening, as does the school.

*Corinne Fogg* - It's been really helpful to work with Common Sense Media. They have many resources. Parents seem to fear setting boundaries and want the school to do it. But it is the parents that need to set boundaries. The children will thank them someday.

*Kiki Davis* - Be sure to tell your child about your values. Look at social media with them and say explicitly: "this is not what our family values. This is not who we are."

*Heidi Greenhalgh* - The challenges change every year. It boils down to a school and a home having a culture of respect. Talk to children about not putting sleepovers/parties online because it's not respectful. This is a values issue.

*Mary Kate Blaine* - Parents should reach out to other parents. The schools can't solve all of these issues. Parents need to be more brave and talk to one another, and not bring everything to the school. Find community to help with the solution.



## 2019 Best Practices Forum Questionnaire

### Promoting Student Well-Being

#### Questions Posed to Member Schools

1. Student well-being is an important focus for independent schools.
  - How does your school define *student well-being*?
  - What particular values and priorities drive your concept of well-being?
  - How do you balance the desire for academic achievement with overall well-being?
2. Please explain some of your policies, procedures and/or practices that inform student well-being. Feel free to use examples from some of the categories below or others of your own choosing.\*
  - Academic/Intellectual (curriculum, time management, homework)
  - Emotional (identifying, expressing, managing feelings and stress/anxiety)
  - Social/Cultural/Citizenship (personal connections, diversity/inclusion, social media)
  - Mental (mindfulness, decision-making, sense of self, addressing depression)
  - Leisure/Activity/Sportsmanship (unstructured time, team activity, character building)
  - Service/Stewardship/Spirituality/Civic Duty (learning, volunteerism, engagement, morality)
  - Physical/Safety (nutrition, exercise, sleep, relationships, conflict management, alcohol/substance abuse/vaping, school building safety)

(\*Note: Do NOT feel obligated to comment on all areas! If possible, however, please include at least 3-5 of your school's best practices for promoting student well-being.)
3. Does your school track individual or overall well-being? If so, do you have a particular method or benchmarks for doing so (portrait of a graduate, personalized plans, etc.)?
4. Please list any school-recommended faculty reading or other useful resources on these topics (e.g. articles, books, authors, speakers, movies, or programs) that might be of interest to our member school communities.

**2019**  
**Best Practices Forum**  
**Member School Submissions**

## **BULLIS SCHOOL**

*Coeducational, grades K-12, no-denominational, college preparatory, day school in Potomac, MD, 810 students.*

### **How does your school define student well-being? What particular values and priorities drive your concept of well-being? How do you balance the desire for academic achievement with overall well-being?**

- Bullis's core mission is to ensure that we provide a student-centered balanced experience in academics, arts, athletics and community service in an environment where every student feels safe, supported and valued. By staying mission-focused in our caring, challenging community, students are happy, healthy and grow.
- The Bullis School Strategic Plan (2017-21) addresses student well-being in two areas: The Student Experience and Support for Student Success. Specifically, we embed character education, community service and the core community values in all that we do. We ensure students feel connected to adults in the community so they have role models and advisors to guide them.
- Bullis has a set of community values that drive our concept of student well-being: Integrity, Respect, Diversity, Service and Responsibility.

### **Explain procedures or practices that inform student well-being in the area of emotional well-being (identifying, expressing, managing feelings and stress/anxiety).**

- Lower School: The LS Curriculum follows the Responsive Classroom methodology which provides a nurturing social curriculum that promotes civil discourse, empathy and the development of good manners. In addition, Lower School employs a part-time counselor who implements curriculum K-5 to promote the Bullis core values and student well being.
- Middle School: The MS Health Curriculum includes strategies for identifying and managing difficult feelings and stress. We use a variety of methods including self-assessment, group discussions, readings and in class projects to fully address this topic. Furthermore, we enhance social-emotional learning through our Advisory program and assemblies. The Advisory program allows us to create a smaller community within our community where we discuss relevant topics, support one another and students have the opportunity to be mentored by a caring adult. We have many presentations throughout the year that focus on the developmental needs of middle schoolers, and partner with parents to help provide suggestions for addressing academic challenges, healthy and successful technology use, as well as substance use prevention which helps to alleviate some of the common stressors amongst middle schoolers. Bullis employs a full-time guidance counselor for Middle School.

- Upper School: The Upper School has an extensive advisory program which allows for meaningful connections and the building of positive relationships between student and advisor. The curriculum provides personalized academic, social and emotional support for students with specific attention placed on character education through relevant topics to live the mission and vision of Bullis. Bullis employs a full-time guidance counselor for Upper School.
- The Bullis Parent Association (PA) hosts several events each year for parents to engage in conversations with school counselors and other outside professionals on how best to promote student well-being. In addition, the PA has a CARES committee which works behind the scenes to assist Bullis families going through some hardship (death in the family, house issues, illness of parent, etc.).

**Does your school track individual or overall well-being? If so, do you have a particular method or benchmarks for doing so (portrait of a graduate, personalized plans, etc.)?**

Bullis does not track individual or overall well-being.

**Please list any school-recommended faculty reading or other useful resources on these topics that might be of interest to our member school communities.**

- *Unselfie* by Borba
- *Overloaded and Underprepared* by Pope, Brown and Miles
- *The Self-Driven Child: The Science and Sense of Giving Your Kids More Control Over Their Lives* by Johnson and Stixrud
- Challenge Success - educational organization based at Stanford University that identifies strategies schools may use to ensure students lead balanced and healthy lives (social-emotional, homework, schedule)
- Greater Good Science Center - Located at the University of California at Berkeley, this institution studies the psychology, sociology and neuroscience behind leading a healthy, well-balanced life.

*Submitted by Lisa Vardi, Bullis School*

### **FOXCROFT SCHOOL**

*Single-sex, all girls, grades 9-12, college preparatory, boarding/day school in Middleburg, VA,  
157 students.*

#### **How does your school define student well-being?**

Each student is seen as an individual who adds to the overall culture of the Foxcroft community. Each student brings different and unique culture, histories and characteristics which the community embraces and accepts. The students' well being is then assimilated and acceptance of the community culture but also the recognition of the school's acknowledgment of their diversity and inclusion through respect, understanding and trust.

#### **What particular values and priorities drive your concept of well-being?**

Our core values are: Respect, Integrity and Honesty, Kindness and Understanding, Service. We foster an atmosphere where a student's voice matters and we validate her ability to use her voice to advocate for herself and others. Her growth in skills, confidence and courage. We look at the whole girl and meet her where she is and stretch her to grow.

#### **How do you balance the desire for academic achievement with overall well-being?**

We value co-curricular Wellness programing and create time and places for wellness focus. We utilize our campus and outdoor spaces, strong dorm program, 9th grade Wellness class and continued programing to ensure that we make Wellness, Academics and Athletic all a key part of our programing. We also work with girls through advising and dorm activities to reflect on their goals, values and skills, as well as their proactive planning and prioritization. We set limits on leadership and help them to explore the "big picture" of their year-to-year schedule, commitments and priorities.

#### **Please explain some of your policies, procedures and/or practices that inform student well-being.**

We have worked intentionally to integrate wellness and leadership practices into our advisory and residential curricula. See our attached Academic Planner for our curriculum.

#### **Does your school track individual or overall well-being? If so, do you have a particular method or benchmarks for doing so (portrait of a graduate, personalized plans, etc.)?**

We use our school's Guidance team to have weekly check in on students and the Guidance team reports back important information (in the HIPPA bound) to full faculty. We also have an advisory program that invites students to consider, reflect on and engage in a variety of wellness topics (values, coping, goal-setting, ruminating, etc). We use the ISHC to survey the student body every other year.

*Submitted by Emily F. Johns, Assistant Head of School for Student Life, Foxcroft School*

### **GEORGETOWN PREPARATORY SCHOOL**

*Single-sex, all boys, grades 9-12, Jesuit, college preparatory, boarding/day school in Bethesda, MD, 491 students.*

#### **How does your school define student well-being?**

Georgetown Prep's Jesuit tradition embraces the concept of cura personalis, which is the communal care of the whole person – body, mind, and spirit.

#### **What particular values and priorities drive your definition of well-being?**

We want our students to be comfortably challenged in all aspects of their growth. Each student progresses at his own pace towards the goals of the Jesuit Graduate at Graduation: to be a person who is Intellectually Competent, Open to Growth, Religious, Loving, and Committed to Doing Justice.

#### **How do you balance the desire for academic achievement with overall well-being?**

GP's faith foundation is the cornerstone of all we do. Our identity as an Ignatian school informs all curricular and co-curricular programming. We incorporate school-wide liturgies, retreats, a daily break, and nutrition and wellness training into our curriculum as well as spiritual, athletic, artistic, and creative growth opportunities for all of our students.

#### **Please explain some of your policies, procedures, and practices that inform student well-being.**

In conjunction with the Health Office, the Resident Dean, the Academic Dean, and the Dean of Students, the Counseling Services program includes a Director of Health & Wellness who creates content and curriculum to promote wellness choices for sleep, nutrition, time management, stress management, substance abuse awareness and prevention, and management of social media for day and resident students. GP's Counseling Services focuses on de-stigmatizing mental health issues, responding to crisis, offering individual and group counseling, and providing referrals, as needed. GP promotes social-emotional learning and relationship competencies through 9<sup>th</sup> and 10<sup>th</sup> advisory curriculum and through our partnership with the One Love foundation. Campus Ministry encourages leadership opportunities for retreats and liturgies, and Christian Service expectations promote our value of raising "men for others." Our robust athletic program allows for physical development, team building, and social connection.

#### **Does your school track individual or overall well-being?**

We collect information through our No Student Left Behind annual survey which tracks connections between faculty and students. As a small school, we have the luxury of frequent communications regarding all student needs. The Profile of a Jesuit Graduate at Graduation (see above) informs all aspects of student programming and expectations.

**Please list any school-recommended faculty reading or other useful resources on these topics that might be of interest to our member school communities.**

Community of Concern Trainings offered by Every-Mind in Rockville

The One Love Foundation

*Mindset* by Carol Dweck

*Submitted by Karen Napolitano and Chris Rodriguez, Georgetown Preparatory School*



## **GEORGETOWN VISITATION PREPARATORY SCHOOL**

*Single-sex, all girls, grades 9-12, Visitation, college preparatory, day school in Washington, DC, 500 students.*

### **How does your school define student well-being?**

From our mission statement: "We guide our students to become self-reliant, intellectually mature, and morally responsible women of faith, vision, and purpose." To support our students in their high school experience and transition beyond high school, academic, social, emotional, physical, and spiritual well-being are essential. Our relationship with our self, with others, and with God are all a part of our well-being, as are our capacity to maximize our individual potential and make sound choices. We approach ourselves, our responsibilities, and our perspective with a sense of balance and trust.

### **What particular values and priorities drive your concept of well-being?**

Our patron saint, Francis de Sales, reminds us to "Be who you are and be that well to reflect the Master Craftsman whose handiwork you are." We speak often to the importance of physical wellness as an avenue to pursue personal excellence in all aspects of school life. We have a responsibility to use our talents to support our community - and we cannot do so to the best of our ability when we have not cared for ourselves. As a girls school, we are particularly sensitive the challenges young women face in maintaining their well-being, including peer and societal pressures, threats that inhibit personal safety sound decision-making, and the danger of comparison.

### **How do you balance the desire for academic achievement with overall well-being?**

We strive, again, for a sense of balance - for putting into context the intellectual gifts God has given us and the privilege we have, especially as young women, to learn. We encourage older students to share their experiences of managing time well, not letting the "perfect" be the enemy of the "good," etc. We give our students free time (not study hall), and talk about the importance of choosing when that time is for work, rest, socialization, etc. Our teachers are called to be sensitive to the needs of the whole child in front of them -- and are a primary support in sharing information and concerns with counselors, administrators, and parents when they arise.

### **Please explain some of your policies, procedures, and practices that relate to student well-being**

Some highlights:

- A speaker series for parents focused on the first two years of high school transition, supporting healthy teenagers, navigating complex social situations and risk, etc.
- An integrated senior transition program, pulling together thoughtful information on habits and awareness necessary for navigating college confidently (e.g., practices of

prayer and gratitude, nutrition, physical activity, sleep, sexual assault, financial literacy, etc.)

- Our partnership with the Johns Hopkins Adolescent Depression Awareness Program in the context of our counseling program
- Counseling groups once a cycle (every 7 days) for freshmen and sophomores and personal development classes in freshman and sophomore year
- A balance of school-sponsored and club sports, along with conditioning, yoga, and dance available for all students
- Habits of routine prayer and mindfulness awareness
- A strong commitment to service
- A gifted school nurse who is a hub of information about individual students and public health
- A growing employee wellness committee that sponsors "healthy potluck," a step challenge, etc.
- New commitment to "Bringing in the Bystander" training in the wake of professional development re: this curriculum
- Youth Mental Health First Aid training for teachers
- Our student leaders are empowered to advocate for change and promote the overall wellness of the community aligned with their particular club / organization's mission

**Does your school track individual or overall well-being? If so, your particular method?**

Via Veracross, the school nurse tracks illness / absence / visits to the health office. Aligned with standards of care, the school counselors document student and family encounters.

**Please list any school-recommended faculty reading or other useful resources on these topics (e.g. articles, books, authors, speakers, movies, or programs) that might be of interest to our member school communities.**

The most accessed resources to advance wellness awareness within our school community include:

**Obtaining and Dissemination of Health Related Information:**

**Professional Organizations-**

American School Health Association (ASHA)-<http://www.ashaweb.org/>  
Society of Public Health Educators (SOPHE)-<https://www.sophe.org/resources/>  
National Association of School Nurses (NASN)-<https://www.nasn.org/home>

**Government Resources:**

United States Department of Health and Human Services-<https://www.hhs.gov/>  
Healthy People 2020- <https://www.healthypeople.gov/>  
Center for Disease Control and Prevention-<https://www.cdc.gov/>  
National Institutes of Health-<https://www.nih.gov/institutes-nih>

Health Resources and Service Administration <https://www.hrsa.gov/>  
Food and Drug Administration -<https://www.fda.gov/>  
United States Department of Agriculture-<https://www.usda.gov/>

### **Internet Consumer Sites-**

Medline Plus-<https://medlineplus.gov/>  
Healthfinder- <https://healthfinder.gov/>  
NIH National Center for Complementary and Integrative Health Approaches-  
<https://nccih.nih.gov/>

### **Resources to find Evidence-based Approaches:**

The Guide to Community Preventive Services- <https://www.thecommunityguide.org/>  
The Cochrane Review/ Collaboration-<https://www.cochrane.org/about-us>  
SAMSHA's Guide to Evidence-based Practices- <https://www.samhsa.gov/ebp-resource-center>

### **Tools:**

The Community Tool Box-<https://ctb.ku.edu/en>  
School Health Index- <https://www.cdc.gov/healthyschools/index.htm>  
Theory at a Glance- <https://www.sbccimplementationkits.org/demandrmnch/wp-content/uploads/2014/02/Theory-at-a-Glance-A-Guide-For-Health-Promotion-Practice.pdf>

### **Healthy Eating Patterns-**

<https://www.choosemyplate.gov/>

### **Sleep**

<https://sleepfoundation.org>  
<http://sleepeducation.org/healthysleep/public-awareness-campaignsleep>

### **Mindfulness**

Mindful Schools-<https://www.mindfulschools.org/>  
<https://greatergood.berkeley.edu/mindfulness>  
<https://www.mindful.org/how-to-practice-mindfulness/>  
Apps for your cell phones:  
    Stop,Breathe,Think.com  
    Headspace.com

### **Physical Activity**

<https://www.cdc.gov/healthyschools/physicalactivity/guidelines.htm>

### **Alcohol/Drug Misuse-**

<https://www.getsmartaboutdrugs.gov/>  
<https://www.samhsa.gov/underage-drinking/parent-resources>  
<https://www.drugfreeworld.org/>

<https://www.niaaa.nih.gov/alcohol-health/overview-alcohol-consumption/alcohol-facts-and-statistics>

<https://www.drugabuse.gov/>

Naloxone Training-<https://www.montgomerycountymd.gov/COR/Opioid.html>

contact- [OverdoseResponseProgram@montgomerycountymd.gov](mailto:OverdoseResponseProgram@montgomerycountymd.gov)

### **Vaping-**

<https://e-cigarettes.surgeongeneral.gov/>

[https://www.cdc.gov/tobacco/basic\\_information/e-cigarettes/index.htm](https://www.cdc.gov/tobacco/basic_information/e-cigarettes/index.htm)

<https://med.stanford.edu/tobaccopreventiontoolkit/E-Cigs.html>

### **Sexual Assault-**

#### **\*National Sexual Assault Hotline- 1-800-656-HOPE (4673)**

Bring in the Bystander High school curriculum <https://www.soteriasolutions.org/>

Contact Jennifer Scrafford- [jennifer.scrafford@soteriasolutions.org](mailto:jennifer.scrafford@soteriasolutions.org)

Green Dot-<https://alteristic.org/services/green-dot/green-dot-high-school/>

Centers for Disease Control and Prevention-

<https://www.cdc.gov/violenceprevention/sexualviolence/fastfact.html>

National Sexual Violence Resource Center- <https://www.nsvrc.org/prevention/rpe-program>

**Conversation starters about consent and assault- please view first before you sit with your child**

**\*Decisions that Matter\*** <https://www.andrew.cmu.edu/course/53-610/>

**\*Tea and Consent\***<https://vimeo.com/128105683>

**\*Two minutes will change the way you think about consent\***

<https://youtu.be/laMtr-rUEmY>

**Youth Mental Health First Aid-** [Mentalhealthfirstaid.org](http://Mentalhealthfirstaid.org)

Contact- [heidi.greenhalgh@visi.org](mailto:heidi.greenhalgh@visi.org)

### **Books-**

Girls and Sex- Peggy Orenstein

Under Pressure-Lisa Damour

Untangled - Lisa Damour

Wherever you Go There You Are By Jon Kabat-Zinn

Mindfulness in Plain English By Bhante Gunaratana

### **FREE STUFF (plenty more out there)**

Substance Abuse:

<https://www.drugabuse.gov/publications>

<https://www.fda.gov/TobaccoProducts/PublicHealthEducation/PublicEducationCampaigns/TheRealCostCampaign/ucm20041242.htm>

Mental Health

<https://www.mhamd.org/getting-help/free-publications/>

Nutrition

<https://www.choosemyplate.gov/myplate-tip-sheets>

Sexual Assault

<https://www.nsvrc.org/saam>

Choose Respect Montgomery <https://www.eventbrite.com/e/choose-respect-2019-10th-annual-healthy-teen-dating-conference-tickets-54944767278>

*Submitted by Mary Kate Blaine, Principal, Georgetown Visitation Preparatory School.*

## **LANDON SCHOOL**

*Single-sex, all boys, grades 3-12, nonsectarian, college preparatory school in Bethesda, MD,  
680 students.*

### **How does your school define student well-being?**

Student well-being includes physical, emotional, social, mental, intellectual, and ethical well-being that leads to a balanced, healthy, and meaningful life.

### **What particular values and priorities drive your concept of well-being?**

Balance is the primary one. Landon School believes that it is healthiest for a student to be well-rounded rather than a specialist. So, each of our students explore the arts, sports, various intellectual pursuits, service, ethics, clubs, and yes even downtime (unbreakable break, mindfulness sessions, and an extended lunch period).

### **How do you balance the desire for academic achievement with overall well-being?**

This is a constant challenge. We want our students to become the best version of themselves in every way including academic but try to emphasize effort over “achievement.” Certainly, overall well-being is the top priority.

### **Please explain some of your policies, procedures and/or practices that inform student well-being.**

#### **Ethical Development**

Landon School has an Ethics, Service, and Leadership Program. Its Mission is to help our boys become Ethical Servant Leaders with the following core values: honesty, respect, kindness, responsibility, perseverance, teamwork, inclusivity, humility, gratitude, and hope. We continue to build a comprehensive grades 3-12 scope and sequence for our ethics, service, and leadership curriculum that is overseen by our Director and implemented by Coordinators in each of our three Divisions (Upper, Middle, and Lower Schools).

#### **Wellness Education/Social & Emotional Learning**

Landon School is committed to both Wellness Education as well as Social & Emotional Learning. We have a curriculum that is designed to be age appropriate for each of our three Divisions. Our Director of Counseling and Wellness leads these efforts with the help of many faculty members in each Division.

#### **Teacher-Coach-Mentor Model**

The well-being of our students benefits greatly from the meaningful relationships that result from our Teacher-Coach-Mentor Model. Our faculty members not only teach but also serve as coaches and advisors. So, for example, a student’s freshmen basketball coach will

also become his advisor for four years and his teacher in his senior year. This fosters meaningful and lifetime relationships that nurture the well-being of our students.

**Does your school track individual or overall well-being? If so, do you have a particular method or benchmarks for doing so (portrait of a graduate, personalized plans, etc.)?**

Yes, we have regular grade level meetings led by Class Deans during which we specifically discuss the well-being of students individually and the class as a whole. Our current work also includes developing a "Portrait of A Graduate."

**Please list any school-recommended faculty reading or other useful resources on these topics that might be of interest to our member school communities.**

*The Collapse of Parenting: How We Hurt Our Kids When We Treat Them Like Grown-Ups* by Leonard Sax

*Mindset* by Carol. S. Dweck

### **MADEIRA SCHOOL**

*Single-sex, all girls, grades 9-12, college preparatory, boarding/day school in McLean, VA, 319 students.*

#### **How does your school define student well-being?**

I think we define well-being as our students having the tools and resources to be able to thrive in high school academically, physically and socially. We feel strongly they should not be overscheduled, that they should have discretionary time, and that they should have joy in their lives.

#### **What particular values and priorities drive your definition of well-being?**

Our school values are: Creativity/Resilience/Compassion/Awareness of Self & Others/Intellectual Curiosity/Integrity

We believe they all contribute to this concept.

#### **How do you balance the desire for academic achievement with overall well-being?**

- We have written an educational philosophy which speaks to this:

##### EDUCATIONAL PHILOSOPHY

At Madeira, we believe:

Learning is active and experiential, joyful and personal. Guided by caring, expert, demanding teachers who model the School's values, students learn in various settings, from classroom to playing field, to dormitory, to congressional office. Working toward one's personal best deepens the habits of mind that lead to lifelong learning. Learning is its own reward.

Learning results from an intentionally designed, innovative, developmental, rigorous and girl-centered curriculum, which builds critical thinking, creativity and problem-solving skills. Each student has opportunity to study discrete disciplines as well as explore connections between and across disciplines and learning environments.

Learning's purpose is not only for students to obtain the skills needed to thrive at college but also for students to understand themselves in relation to others, to be informed about their changing world, and to participate actively and confidently in life through leadership and service.

- We have created an academic program that we feel is very humane. Our day begins at 8:30 am to allow for girls to get enough sleep. Our girls take 3 classes at a time



every day for 80 minutes a day. Other than the opportunity to take a few arts classes in the evenings this is the max a student can do so the ability to overload your schedule by taking 6 classes is limited. We also have an activity block built into the day so many of our students' school day is done by 4:30pm. For varsity athletes it might be 6pm. We have breaks in between class which are more than just passing time. There is at least 30 minutes between every class which allows for clubs, affinity groups to meet or a girl to get started on homework or even take a nap! We also have time every day for advisory or class meeting, so adults are checking in with their advisees on a regular basis.

- We also spend a fair amount of class time with our 9<sup>th</sup> graders teaching them about who their resources are at Madeira and how to access them. All 9<sup>th</sup> graders take a class for 10 weeks, 80 minutes a day which covers study skills, life skills (public speaking, civil discourse, small talk, car maintenance etc), identity topics (DEIJ) and health & wellness (body image, gender & the media, stress management, mindfulness etc.).

**Please explain some of your policies, procedures and/or practices that inform student well-being.**

Academic/Intellectual (curriculum, time management, homework): We have a structured study hall each evening from 7:30-9:30pm. Students may not have phones with them during study hall. They may also not have headphones. In addition to help with sleep hygiene and time management our 9<sup>th</sup> graders turn their phones in at night at 11pm which is when lights out is for them.

Embedded in our 9th grade Student life curriculum are the following classes each of which are 80 minutes. This is a standard academic class which is graded and assessed and is a graduation requirement:

- Time Management & Using Resources
- Pathways to Learning
- Memory
- Academic Integrity

Social/Cultural/Citizenship (personal connections, diversity/inclusion, social media):

Embedded in our 9th grade Student life curriculum are the following classes each of which are 80 minutes. This is a standard academic class which is graded and assessed and is a graduation requirement:

- Civil Discourse (2 classes for 9<sup>th</sup> graders plus new this year a 5-week elective which was open to all grade levels)
- Public Speaking (2 classes)
- Small talk (2 classes and including a mock brunch where they put what they have learned into practice with parents and/or faculty and staff whom they are not likely to know)

- Personality type (They all learn about their personality type through the Meyers Briggs profile.)

Mental (mindfulness, decision-making, sense of self, addressing depression): We start every Monday community meeting with a mindful moment wherein we do a 2-3 minute mindfulness exercise. All 9<sup>th</sup> graders get one full 80-minute class on mindfulness and we also offer an entire elective on mindfulness.

Service/Stewardship/Spirituality/Civic Duty (learning, volunteerism, engagement, morality): Our Co-curriculum program is centered around community service and national service in sophomore and junior year. <https://www.madeira.org/academics/co-curriculum/>

Physical/Safety (nutrition, exercise, sleep, relationships, conflict management, alcohol/substance abuse/vaping, school building safety):

- Our Counselors lead a program for seniors called Sex & Cupcakes which happens in the evenings monthly wherein they cover a variety of topics including consent, effects of drugs & alcohol and personal safety. At least half of each session is dedicated to Q&A.
- Embedded in our 9<sup>th</sup> grade Student life curriculum are the following classes each of which are 80 minutes. This is a standard academic class which is graded and assessed and is a graduation requirement:
  - Personal safety (taught by our director of safety & security who is a former Fairfax County Police Officer)
  - Healthy eating
  - Exercise & The Brain
  - Health Relationships
  - Chemical Dependency
  - Sleep
  - First Aid & CPR
  - Sex Education

#### **Does your school track individual or overall well-being?**

- Each of our students has a meeting with a member of the Academic office each year to discuss their academic plan/course registration for the upcoming year. In these conversations they are discussing a girl's Madeira experience in a holistic manner, academic load, leadership responsibilities, extra-curricular commitments etc.
- We have a Health & Retention Committee which meets weekly and is comprised of the Head of School, Academic Dean, Dean of Students, Director of Counseling and Director of Enrollment management. We will discuss and create an action plan for support for any student who is struggling in any area of her life at Madeira.

**Please list any school-recommended faculty reading or other useful resources on these topics that might be of interest to our member school communities.**

- *Enough As She Is* by Rachel Simmons (Also an amazing speaker)
- *Real American* by Julie Lythcott-Haims
- *Untangled & Under Pressure* by Lisa Damour
- *IGen* by Jean Twenge
- *Social Media Wellness* by Ana Homayoun
- *American Girls-Social Media and the Secret Lives of Teenage Girls* by Nancy Jo Sales

*Submitted by Kim Newsome, Dean of Students, Madeira*

## **MARET SCHOOL**

*Coeducational, grades K-12, college preparatory, day school in Washington, DC, 650 students.*

### **How does your school define student well-being?**

Maret uses the term “wellness”. We define this as: Wellness is an active and evolving process of learning how to take care of your emotional, social, and physical well-being. We aim to help students develop self-awareness and empower them to make healthy choices, lead balanced and fulfilling lives, and contribute to a positive culture at Maret and beyond.

### **What particular values and priorities drive your concept of well-being?**

Our core values drive everything we do: creativity, respect, integrity, joy, excellence, the individual, connectedness. In terms of wellness, we focus especially on respect of self/others/community, joy in learning and life, the individual’s health needs, and positive connectedness as a way to foster well-being.

### **How do you balance the desire for academic achievement with overall well-being?**

We look carefully at all that we do- academics, extra-curricular, co-curricular- to make sure we are considering not only what will serve our students well intellectually but emotionally, physically, and socially as well.

### **Please explain some of your policies, procedures and/or practices that inform student well-being.**

#### ***Academic/Intellectual (curriculum, time management, homework)***

- All breaks (winter, spring) are homework free as are other designated days and weekends (first snow day, Homecoming).
- Classes can have a max of 45 minutes of regular homework a night 4 days a week. Students can have no more than 2 major assessments due on any day.
- We have eliminated exams in math and language and only have one exam period in March for Humanities and Science.

#### ***Emotional (identifying, expressing, managing feelings and stress/anxiety)***

- In Lower School, we have a SEL curriculum that our Counselor, in partnership with our Homeroom teachers, implement. In MS and US, we spend time during Advising (once a week) and Assemblies talking about issues, bringing in speakers, and teaching practices to help students identify and manage their emotional needs.
- Our Counselors do presentations for our students, faculty and families to provide learning in these areas.

#### ***Social/Cultural/Citizenship (personal connections, diversity/inclusion, social media)***

- All faculty participate in a “Deepening the Discussion about Race” week-long seminar to ensure we all have the same foundational language to think about and practice equity and inclusion in our classrooms and outside of it.
- The MS and US have Days of Dialogue around identity issues.
- We bring in speakers (internal and external) to discuss issues of social media, identity.
- We have a number of clubs and affinity groups that promote identity awareness, conversation, connection, and equity and inclusion.
- We have 8/11th grade mentoring, 9/12th grade buddies.

***Mental (mindfulness, decision-making, sense of self, addressing depression)***

- We have presentations devoted to mental health awareness and response.
- We have a Mental Health Awareness student club.
- In Homeroom and Advising, we include mindfulness practices.

***Leisure/Activity/Sportsmanship (unstructured time, team activity, character building)***

- We have loads of extra-curricular activities that enable students to get involved and take on leadership.
- We have a Leadership Seminar for Student-Athletes.
- Students have daily recess in LS and MS and free periods in 9-12 that are not structured.
- We have joy events for students and faculty.

***Service/Stewardship/Spirituality/Civic Duty (learning, volunteerism, engagement, morality)***

- We have an active community engagement and partnership program K-12.
- We have community service clubs and opportunities available to students.
- We run a MLK Day of Service over MLK weekend.
- We have a service requirement in the US of 30 hours (15 hours in 9/10, 15 hours in 11/12).
- We offer lots of ways to volunteer time within Maret- mentoring, tutoring, Admissions, etc.

***Physical/Safety (nutrition, exercise, sleep, relationships, conflict management, alcohol/substance abuse/vaping, school building safety)***

- We have presentations about sleep, nutrition, body image.
- We do the Independent School Health Check every other year 7-12 to gather data
- We have a vibrant P.E. and athletic program that is required k-12

**Does your school track individual or overall well-being? If so, do you have a particular method or benchmarks for doing so (portrait of a graduate, personalized plans, etc.)?**

- We do a number of internal surveys throughout the year of our current students and alums.
- We do the Independent School Health Check every other year 7-12.

*Submitted by Lynn Levinson, Assistant Head of School, Student Life, Maret School*

### **National Presbyterian School**

*Coeducational, nursery- grade 6, Presbyterian, day school in Northwest, Washington, DC, 300 students.*

#### **How does your school define student well-being? What particular values and priorities drive your concept of well-being? How do you balance the desire for academic achievement with overall well-being?**

National Presbyterian School (NPS) is committed to safeguarding the all-important decade of childhood —the years from Age 3 to Sixth Grade. We believe that love is a precondition to excellent learning. By presenting a challenging academic program in a nurturing school community, we give children the intellectual, spiritual, personal, physical and emotional foundations that will enable them to be successful learners and good people. In order to fully live our school's mission, it is essential that we define student well-being through the lens of the whole child; complete wellness is only possible by addressing social, emotional, physical, spiritual, and academic needs. NPS works daily to balance all of these needs, viewing them as interconnected rather than separate, competing entities. Our students thrive under this approach to education. Focusing on professional development in the areas of social-emotional, physical, and character wellness has been helpful in supplying our faculty with a common vocabulary to articulate our multi-layered approach to childhood education. Additionally, parent education is key to ensuring that the entire community is able to balance the desire for academic achievement with overall well-being. Ultimately, student wellness from a whole child perspective is dependent on a sound partnership and shared vision between the school and the parent body. NPS strives daily to support this partnership.

#### **Please explain some of your policies, procedures, and practices that inform student well-being.**

While student well-being is the responsibility of the entire NPS community of families, educators, and administrators, the school relies on its Student Support Team to provide ongoing, consistent student support across all grade levels. The core Student Support Team is comprised of the Learning Specialist, two Reading Specialists, a Math Specialist, and two part-time Counselors. Additional administrative support comes from two Division Directors and the Director of Studies. Spiritual support is provided by the school's Chaplain, and physical support is provided by the school's Nurse.

#### **Academic Development**

Academic development is a vital component of an NPS education. The school's curriculum is rigorous and developmentally appropriate, which is an important distinction in an age where misperceptions about pediatric neuroscience abound. Additionally, NPS educators recognize that while there are developmental markers and general patterns to how children learn, no two students are the same and, thus, differentiating instruction is essential. As we move further into the 21<sup>st</sup> century, NPS recognizes that a focus on academic well-being does not mean that we solely address academic skills in the form of a checklist. Instead, we must ask students to apply

their knowledge as they explore and question the ever-evolving world they will inherit. NPS prepares students in the key 21<sup>st</sup> century competencies: cognition, communication, connection, collaboration, and creativity.

### **Cognition**

Thinking and questioning come naturally to young learners. NPS teachers are highly skilled in harnessing their students' natural curiosity and in teaching them to think critically about the world around them. All NPS teachers are trained in and use the Harvard Graduate School of Education's Project Zero thinking routines as a framework for lessons.

### **Communication**

One of the hallmarks of the NPS program is our focus on communication. Students graduate able to share their thoughts and opinions confidently, effectively, and respectfully. They value the opinions of others as they learn to appreciate the many voices of our community.

### **Connection**

NPS students are connected to both the local and global communities through projects in and out of the classroom. As students move through the grades, their sphere of exposure expands from that of their family, to the cultures and traditions of their classmates' families, to those of the world at large through a hands on integrated social studies, art, drama, music, and service learning curriculum.

### **Collaboration**

All children are taught to work together respectfully through the framework of our strong social-emotional learning (SEL) program. Led by our two school counselors, all faculty and staff are trained in SEL practices and integrate this training into the daily curriculum.

### **Creativity**

NPS students are encouraged to take risks and find new ways to accomplish tasks. Teachers recognize that creativity is the path to invention and innovation and work collaboratively on STEAM (Science, Technology, Engineering, Arts, Math) and integrated arts projects at all grade levels.

In order to best support these competencies, to tailor instruction to meet student need, and to prepare NPS students for 7<sup>th</sup> Grade and beyond, multiple structures and support faculty are in place. Under the guidance of the Learning Specialist, NPS has a student support checklist in place to assist teachers. Possible in-house accommodations include but are not limited to: preferred seating, flexible seating, reteaching of directions and lessons, and modified homework and assignments. The school also views homework as an extension of the day's learning and an opportunity to practice the executive functioning planning needed to execute both short and long-term assignments. Homework begins officially in 2<sup>nd</sup> Grade and has a finite time limit: 10 minutes multiplied by the child's grade level (i.e. 2<sup>nd</sup> Grade= 20 minutes; 3<sup>rd</sup> Grade= 30 minutes etc.). Lastly, parent education and partnership is a large component of academic well-being. Through Back to School Night presentations, parent-teacher conferences, Parents Association curriculum presentations, and regular parent "Coffee and Conversation" meetings on various



topics, NPS strengthens its ties to the parent community as we work together to support each child's academic development in a thoughtful, research-based, and balanced manner.

### **Social-Emotional Development**

NPS employs two part-time Counselors whose primary roles are to monitor and guide the social and emotional development of students across grade levels. Each of the Counselors is devoted to a single division, allowing for students to receive more specialized and tailored services to meet their developmental needs. The Counselors work together in Second Grade to help students transition from the lower division to the upper division. This model mirrors the School's commitment to and recognition of the interconnectedness between social and emotional learning and academic achievement.

The responsibilities of the Counselors include the development and implementation of curriculum that builds inter and intra-personal skills as well as consultation with faculty and parents. The Counselors work with children in all grade levels in the form of whole-class counseling lessons, small counseling groups and individual counseling as needed. Classroom lesson themes are determined by the identified social and emotional developmental needs of the age group as well as individualized to meet the particular needs of each group as identified by students, teachers and parents of that particular class or grade level. Themes include, but are not limited to, making connections, feelings/emotion management, empathy and point-of-view, managing conflict, inclusivity, and self-esteem, and self-care. The Counselors provide communication with the school community to foster understanding of the social and emotional needs of each age group as well.

NPS works with outside contractors to provide curricular instruction to Fourth-Sixth Grades in the areas of body image and gender, and puberty. Sixth Grade students also have additional instruction in the areas of drugs, alcohol and healthy choices. In collaboration with these contractors, the Upper Division Counselor provides information to parents about this curriculum as well as guidance for parents in speaking to their children about such topics. The Upper Division Counselor also collaborates with the Educational Technology Specialist to teach and guide students in Fourth-Sixth Grades in the areas of online safety, responsible social media use and other challenges students face in regards to their social and emotional interactions with technology.

Additional responsibilities of the school counselor may include:

- Meeting regularly with classroom teachers, departments, and administrative staff
- Conducting regular classroom visits and observations of particular students
- Meeting regularly with particular students, both individually and in small groups
- Conducting lessons in the classroom relating to relevant social, emotional and behavioral issues
- Helping teachers by providing literature/information at faculty meetings related to relevant social, emotional, and behavioral issues

- Presenting on specific topics in faculty meetings or alternative venues, depending upon the needs of the teachers and community
- Attending certain parent conferences
- Serving as a liaison between parents and teachers
- Providing parent education on specific topics related to social, emotional, or behavioral issues
- Assisting in impromptu “crisis” situations

### **Spiritual Development and Service Learning**

All members of the National Presbyterian School community participate in weekly Chapel, a time to nurture the community’s spiritual life through Scripture lessons, sacred music and prayer. Chapels reinforce the School’s Core Values and belief in a Judeo-Christian system of values, including love for God, for others, and respect for other faith traditions. Lower Division students attend Chapel service in Jones Hall, while Upper Division students attend Chapel in the National Presbyterian Church’s Chapel of the Presidents. The oldest students in each service—First Graders and Sixth Graders— serve in leadership roles as greeters, readers and acolytes. In addition, the chaplain, faculty, and NPC pastors deliver homilies. All students contribute to the Prayers of the People. The entire school community gathers for special services for Opening Day, Thanksgiving, Christmas and Graduation in the Main Sanctuary of the National Presbyterian Church. The Religious Studies curriculum encourages each student’s spiritual growth while providing a foundation of Biblical and religious literacy. Built on a Christian foundation, Religious Studies classes provide a welcoming and safe environment for students of all religious backgrounds to learn and grow. Through intentional incorporation of the Core Values and themes from Chapel, classes foster a loving environment for children to listen to each other’s beliefs, practices and questions. Attention is paid to connecting the students’ experiences at school, in Chapel and class, to their decision making and sense of themselves.

Service Learning at National Presbyterian School gives students the opportunity to meaningfully engage with the needs of their community, learn more about themselves, develop empathy, practice leadership skills and recognize their shared responsibility to care for others. Service learning projects are student-directed, age-appropriate, hands-on, and serve our community in meaningful ways. Outside of classroom-based service learning, NPS holds Family Service Saturdays throughout the year, giving all family members the opportunity to serve together. Our service learning projects are a clear manifestation of the School’s Core Values and our Christian identity, embracing through service the virtue of love in action.

### **Does your school track individual or overall well-being? If so, do you have a particular method or benchmarks for doing so?**

NPS tracks individual well-being from academic, social-emotional, and physical standpoints through confidential documentation. The Student Support Team meets regularly to discuss student needs and to generate personalized plans for children in need of additional support in any area of school life. The creation of a successful personalized plan hinges on clear and open communication between the Student Support Team, the family, and the teachers who work with

the student. Similarly, the school Nurse works with families and teachers in support of students' physical well-being. And lastly, NPS sends an Alumni Survey to 7<sup>th</sup> Grade graduates and their parents to gauge the effectiveness of the NPS program not just academically but also across all of the domains listed earlier. While one can never fully be prepared for all of the changes that come with adolescence, the school's hope is to use the survey as one of several tools to evaluate our program holistically. Additionally, the survey allows the school to stay connected to alumni during their transition year at a new school and to remind them that they always have the support of the NPS community.

**Please list any school-recommended faculty reading or other useful resources on these topics that might be of interest to our member school communities.**

- *The Person You Mean to Be: How Good People Fight Bias* by Dolly Chugh
- *The Self-Driven Child* by Ned Johnson and Bill Stixrud
- *Unselfie* by Michele Borba
- *Play: How It Shapes the Brain, Opens the Imagination, and Invigorates the Soul* by Stuart Brown
- *iRules* by Janell Burley Hoffman
- *The Parents We Mean to Be: How Well-Intentioned Adults Undermine Children's Moral and Emotional Development* by Richard Weissbourd
- *Research-Based Strategies to Ignite Student Learning* by Judy Willis
- *The Differentiated Classroom: Responding to the Needs of All Learners* by Carol Ann Tomlinson
- *Welcome to Your Child's Brain* by Sandra Aamodt and Sam Wang
- *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character* by Paul Tough
- *The Road to Character* by David Brooks
- *Mindset* by Carol Dweck

*Submitted by Tara Montague, Director of Studies, National Presbyterian School*

## **NORWOOD SCHOOL**

*Coeducational, grades PK-8, day school in Bethesda, MD, 440 students.*

### **How does your school define student well-being? What particular values and priorities drive your concept of well-being? How do you balance the desire for academic achievement with overall well-being?**

Norwood's child-centered approach to education and our intentional emphasis on being a happy place of learning create an environment where student well-being is paramount, because each individual child is loved, nurtured, challenged, and truly known. Students are healthy in mind, body and spirit. They feel safe and secure and ready to take on difficult problems independently and together with their peers. Students, their families, faculty, and staff are valued for who they are and encouraged to be their authentic selves. At Norwood, achievement of one's personal best is a natural part of well-being. We differentiate across all subject areas to ensure all students have the opportunity to feel challenged and supported, to accomplish hard things they may have thought were out of reach, even to fail and try again, but never to stumble and be left to struggle without help.

Our work is supported and driven by our core beliefs:

- How you lead your life matters.
- Our dynamic, integrated curriculum – focused on academic excellence – challenges and encourages each student's intellectual development.
- The inclusion of diverse perspectives nourishes our common humanity and builds understanding, empathy, and social responsibility in our school community.
- Our joyful, nurturing, and inclusive community emphasizes the education of the mind, body, and spirit.
- A PK-8 educational environment, cultivated by educators who truly know each student, provides the best foundation for a young person's academic, social, and emotional growth.

### **Please explain some of your policies, procedures and/or practices that inform student well-being.**

Our academic leadership team includes division heads; our director of curriculum and instruction; our director of diversity, equity, and community; our director of student support services (learning support and counseling); and our head of school. From the start, decisions about academic programs and intellectual growth are considered by this team, which is responsible for ensuring the well-being of the whole child, every child. Together we look at issues related to academics, social-emotional well-being, mental health, schedule (courses, recess, lunch, athletics, etc.), service learning, our student community agreement, and overall safety and well-being.

Another regular meeting takes place at every grade level and includes the appropriate division head, the director of student support services, the learning specialist, the counselor, and teachers in the grade. We talk about programming in the grade, the student

cohort as a whole, and individual students, and we plan proactively for instruction, social-emotional support, and any other needs we anticipate as well as addressing (reactively) issues as they arise.

We have a clearly articulated program in the middle school called “Life Skills” where we provide lessons connected to social-emotional health, mental health, human growth and sexuality, identity, diversity, equity, agency, and personal and community well-being. The program begins in the lower school where it is in the process of being built-out further and into our earliest grades.

Norwood continually builds, refines, and implements an intentional focus on identity, diversity, equity, and community that is promoted by our director of diversity, equity, and community and our whole diversity leadership council and is the responsibility of the whole faculty and staff. Examples of activities related to this focus are:

- Affinity groups for students of color grades 3-8 and faculty/staff of color.
- Yearly professional development in-house and off campus for faculty to build cultural competency skills.
- Robust diversity related programming for all constituencies.
- Chapel program utilized to represent multicultural experiences and stories representing diversity of student body.
- Windows and mirrors approach to curriculum development.
- Gender-neutral dress code.
- Explicit anti-bias values reiterated with students, faculty and community.

Numerous programs, practices, individuals, teams, and activities at Norwood reflect our commitment to mindfulness, physical well-being and safety, and community well-being and safety, including:

- Moments of silence at the start of the day and at meal time, and specific training in how to re-center and find peace throughout the day.
- Recess in every grade for every student.
- Child-centered physical education program and robust health education program for all students PreK-8.
- Over 30 athletic teams, strengthening and conditioning courses, and outdoor education programs for all students 5-8.
- Plentiful space for recess, physical education, and athletic practices and matches: three gyms, weight room, two full-size soccer/lacrosse fields, separate baseball and softball diamonds, two playgrounds.
- A thoughtful approach to service learning PreK-8 (see Appendix A).
- Character education implemented in daily chapel, coordinated by a team of faculty focused on the annual chapel program, including student presentations about people, holidays, and issues that are important to them.
- Grade-level and homeroom community building in the elementary school, and grade-level and advisory community building in the middle school (activities, celebrations, overnight trips, etc.).

- Close relationships between students and teachers and students and administrators; students are encouraged to go to any adult when they need help of any kind.
- Regular safety and health training coordinated by a security coordinator and director of emergency preparedness and our school nurse.
- Board task force on child safety.

**Does your school track individual or overall well-being? If so, do you have a particular method or benchmarks for doing so (portrait of a graduate, personalized plans, etc.)?**

Three years ago, a school-wide task force developed a Portrait of a Norwood Graduate, reflecting overall well-being in the traits we aim to instill in all our students as they graduate and move to high school:

- CONFIDENT: A well-prepared student, a strong communicator, and a caring friend.
- CURIOUS: A healthy risk-taker who seeks and explores new experiences.
- CREATIVE: A critical and reflective thinker, maker, and problem-solver.
- SELF-AWARE: A self-advocate who embraces personal wellness and intellectual growth.
- JOYFUL: An enthusiastic learner who welcomes new opportunities and celebrates both their own accomplishments and those of others.
- ETHICAL: A community member who serves others and understands that how you lead your life matters.
- EMPATHETIC: A global citizen who values the underlying humanity of all people and respects and appreciates others.

In relation to the Portrait of a Graduate, individual student progress is tracked on quarterly report cards through academic achievement and citizenship. Additionally, every student has a non-academic file where we keep notes related to all aspects of social-emotional health, mental health, peer issues, family issues, and physical safety and well-being. In each division there is a student support team made up of the division head, learning specialist, counselor, nurse, and dean of students. The support team regularly checks grade-level meeting notes, personalized learning plans, report cards, and the non-academic file for information related to the whole child and actions that should be taken.

**Please list any school-recommended faculty reading or other useful resources on these topics that might be of interest to our member school communities.**

Web Resources

- [Signs of Stress in Your Middle Schooler](#)
- [Your Child and Anxiety: School Stress Starts Early](#)
- [6 Ways to Reduce Your Middle Schooler's Stress](#)
- [Mindful Schools](#)

Recommended Books and Resources:

- *Freeing Your Child from Anxiety, Revised and Updated Edition: Practical Strategies to Overcome Fears, Worries, and Phobias and Be Prepared for Life--from Toddlers to Teens* by Tamar Chansky
- *Anxiety Free Kids* by Bonnie Zucker
- *The Self-Driven Child: The Science and Sense of Giving Your Kids More Control Over Their Lives* by William Stixrud and Ned Johnson
- *Mindful Kids: 50 Activities for Calm, Focus, and Peace* by Whitney Stewart

Recommended speakers:

- Bonnie Zucker—Anxiety
- Jonathan Dalton—Center for Anxiety and Behavior Change, CABC

*Submitted by Michele Claeys, Associate Head of School & Head of Middle School, Norwood School*

## Appendix A: Norwood School Service Learning Program

Grade	Enduring Understandings	Essential Questions	Activities
School-wide	How we lead our lives matters.	How can Norwood School band together to care for people in our local community?	All Norwood Students collect food for MANNA, and the school is a site for the Horizons of Greater Washington program.
Pre-K	I can be a steward of my immediate environment and community. Actions I take at school can impact my larger community.	How can I take care of my community?  How do we minimize our impact on the environment?	Students learn about reusing materials to minimize environmental impact through the Crayola marker recycle program.
K	Service learning helps me positively impact others who aren't directly in front of me. We can personally contribute to the happiness of others in our community.	How do my actions positively impact others?  How do I fill my bucket by filling other people's buckets?	Students make thoughtful treasures for Childrens Inn at NIH.
1	I can take concrete steps to care for the Earth and my community. A healthy environment requires tending and support by members of a community.	How can I tend to soil and plants to improve the health of the environment?  How can I personally contribute to better take care of the Norwood green space?	Maintain the school garden: collect compost throughout the lower school to create soil for the garden. Grow pollinator friendly plants.
2	My everyday decisions affect the health of our local waterways. What I do locally can affect the larger community.	What actions can we take to improve the overall health of the Chesapeake Bay?  How can I have a meaningful impact on the health of the Bay?	Students learn about downstream impact of local waste on the Bay by picking up trash at part of the Chesapeake Bay Watershed (Locust Grove Nature Center)
3	Through service learning, I can help people within my	How can we collaborate to improve our community by helping	Maintain the lost and found; reconnecting students with lost items



	immediate and larger community.	others with their belongings?	and then preparing unclaimed goods for donation
4	Service learning helps me understand how my actions can meet the needs of others. We can learn empathy through understanding challenges others face.	What are the needs of people within my community? What circumstances contribute to their needs, and how can I help?	Work with So Others May Eat to pack supply boxes; also, work with on campus service like raising and lowering the flag
5	Service learning experiences that include in-person activities and exchanges can be positive for both volunteers and recipients.	How can we make a difference for others just by showing up?  How can I have meaningful interaction with people I don't know in a way they'll enjoy?  How does aging affect individuals and their ties to their family and community?	Students learn about aging and elder care and travel to the DC Downtown Cluster's Geriatric Daycare Center a few times per year to sing and chat.
6	We respond to the needs of others individually and collectively; small efforts add up. Anyone can find themselves in need.	How can we make a difference for children and families going through a difficult period?  How does serious illness impact a family?  How do individuals make a collective impact by combining efforts in a drive?	Students learn the mission of the Children's Inn at NIH and then regularly create special decorations and cards for children and families there.  Students learn about the work of the Montgomery County Humane Society and Montgomery County Animal Services and bring in used towels and blankets for donation.
7	There are a variety of needs in our local community, and a variety of organizations that address those needs; in many	What are the needs of people in our community, and how do local organizations operationally meet those needs?	Students participate with their advisory group in six different service activities at six different sites throughout the year; at

	organizations, volunteers play an important role.	What is the role of the volunteer in a service organization or activity?	each site, they learn about the need, the organization's mission, and how the organization operates. Organizations include: Centro Nia Early Childhood Center, DC Downtown Cluster's Geriatric Day Care Center, Poplar Spring Animal Sanctuary, A Wider Circle (for individuals and families transitioning out of homelessness), Red Wiggler Farm (sustainable farm operated by people with developmental disabilities), and Norwood School.
8	I can choose where and how to make a difference in my community.	<p>What is one area where I would like to make an impact, and what can I do?</p> <p>What does it mean to make a long-term commitment to service?</p>	Each student chooses one organization, learns about its mission and activities on site, and participates in six days of service throughout the year. Organizations include: Katherine Thomas School, Manna and Level The Playing Field (collecting and sorting food and gently used athletic gear, respectively), the Armed Forces Retirement Home, Food & Friends, and the Audubon Woodland Sanctuary.
7-8	Organizations of all different sizes and structures serve the local and global community in	What issues and problems are out there, and which interest me?	In their advisory groups, 7 <sup>th</sup> graders research a variety of issues and problems and the groups

	<p>many ways, and people can make a difference through philanthropy.</p> <p>As part of committing to serving others, I may choose to give financially now or in the future, and I can inspire others to do the same.</p>	<p>How do I make a case for a cause that is important to me? How do I find organizations that are working in that area?</p> <p>How can I raise awareness and funds for an organization that is doing good work for a good cause?</p> <p>How else can I volunteer my own time to make a difference for others?</p>	<p>working to solve them. They learn how not-for-profits work and how they are rated. They pitch charities to one another, vote on one by the end of 7<sup>th</sup> grade, and then spend all of 8<sup>th</sup> grade raising awareness and funds both in and out of school.</p> <p>Students in 7<sup>th</sup> and 8<sup>th</sup> grade also have optional opportunities to serve through the Youth Services Opportunity Project dinners (YSOP) and a Quaker Work Camp.</p>
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## **SHERIDAN SCHOOL**

*Coeducational, grades K-8, progressive day school in Washington, DC, 226 students.*

### **How does your school define student well-being?**

At Sheridan, we focus on the whole child. Our goal is to celebrate all aspects of their identity, to help them see themselves as scholars and upstanders with a sense of agency. We want them to come to school happy and believing that they can pursue their passions and be successful as a result of their own hard work.

### **What particular values and priorities drive your concept of well-being?**

Identity, respect for others, self-respect, agency, responsibility, duty to community, growth mindset, good character, good citizenship, leadership, confidence, resilience.

### **How do you balance the desire for academic achievement with overall well-being?**

As a progressive school, we believe that critical and creative thinking--rather than a heavy workload--leads to academic achievement. Our curriculum is designed to spark the interest and creativity in students so their desire to work hard is intrinsic.

### **Please explain some of your policies, procedures and/or practices that inform student well-being.**

- **Academic/intellectual:** We don't use screens in grades K-2. We use authentic assessment--rather than use a standardized test, we assess what kids have been taught. We use project-based learning, follow the PTA standards of 10 minutes of homework per night per grade, and use Reading and Writing Workshop to make sure every child is reading and writing at the right level. We provide choice in learning (ie one student might illustrate their learning through a poster, while others do a diorama or make a slideshow).
- **Emotional/social media/diversity:** We look at our curriculum through the lens of social justice, diversity and inclusion so children see representations of themselves and others, and also have a chance to express their personal identity through writing and presentations. From the earliest grades, teachers hold friendship classes, teaching skills such as conflict resolution using a peace rug. We are a Responsive Classroom school, which means we are clear about expectations and view transgressions as learning opportunities. Students do a variety of projects geared toward challenging assumptions and stereotypes about gender, race, and different kinds of families, etc. In the older grades, the counselor holds regular classes to discuss social and ethical scenarios with the students. The middle schoolers often run those discussions themselves, coming up with guiding questions for their classmates. The students also talk about social-emotional issues in advisory classes. We have a Health and Wellness curriculum from grades 4-8 that covers everything from consent to stress management to sleep and

nutrition to healthy sexuality. We start teaching responsible and ethical use of technology in third grade. The technology curriculum covers everything from safety to how to be good digital citizens. We provide extensive parent education through coffees and outside speakers. We have at least half a dozen affinity groups at any one time, including a GSA, an SOC group, an SOC group for boys, a middle school boys group, a middle school girls group (FEM), a group for kids whose parents are divorcing, and a group for kids who were adopted. These groups shift depending on the needs in the community.

- Leisure/unstructured time/sportsmanship/character: We have no-cut sports teams so everyone gets to play starting in fifth grade. We explicitly teach sportsmanship in PE and on teams. Every student has two recesses a day from grades K all the way through 8. We have a mountain campus that kids visit twice a year in Luray, Virginia. Our students hike, study environment issues, participate in team-building activities, and camp. Kids also take field trips to museums, the Supreme Court, and makerspaces.
- Citizenship/morality: Kids hold positions on Student Council, lead assemblies in 8th grade, have a Young Activist group. There's a service learning curriculum starting in kindergarten with trash walks. In first grade, students learn about food desserts and come up with an action project, such as handing out pamphlets at the Metro. Our students also work with Martha's Table, the GW Food Bank, an area animal shelter, etc.
- Safety/health: Our students all eat a hot lunch together, with a teacher at each table who talks about healthy eating and teaches table manners. We also teach nutrition and physical health in PE. I talked about our health curriculum earlier, but the curriculum also covers things like vaping and substance use, healthy risk-taking and brain development.

**Please list any school-recommended faculty reading or other useful resources on these topics that might be of interest to our member school communities.**

Books - *The Guide for White Women Who Teach Black Boys, The Gift of Failure, Yardsticks, Blessings of a Skinned Knee, Thinking Fast and Slow, The Explosive Child, The Strength Switch, The Confidence Code for Girls, Under Pressure, Talk to Me First, Sex and Sensibility, Will Puberty Last My Whole Life, Odd Girl Out, So You Want to Talk About Race, Raising Cain, Raising Kids to Thrive, Savage Park, Middle School Matters, Anxiety-Free Kids, Queen Bees and Wannabes, Creating Innovators, Drive*

Websites - Amaze.org, parentandteen.com, Dibble Institute, PEP, understood.org, Common Sense Media, Ask Listen Learn, Responsibility.org

*Submitted by Phyllis L. Fagell, School Counselor, Sheridan School*

## **ST. ANDREW'S EPISCOPAL SCHOOL**

*Coeducational, grades nursery-12, Episcopal, college preparatory, day school in Potomac, MD,  
617 students.*

### **How does your school define student well-being?**

Well-being is the ability of St. Andrew's students and employees to feel known, inspired, and confident in the spaces they learn, lead, perform, create, and play.

### **What particular values and priorities drive your concept of well-being?**

For too long, schools in the Washington, D.C., area and around the country, have often fallen into one of two categories: "academically rigorous" or "happy." What St. Andrew's has known since its creation in 1978, and which has been validated by research in educational neuroscience, is that such school designation does not account for how much more we now know about creating the optimal learning environment and school program for all students to be able to thrive.

Meeting St. Andrew's mission statement, "To know and inspire each child in an inclusive community dedicated to exceptional teaching, learning, and service" starts with the relationships each student builds with his or her teachers, coaches, and advisors every year at the school. In addition, the faith and values of being an Episcopal school allows for community moments of reflection, mindfulness, and prayer that connect each student with their personal beliefs and the larger world.

St. Andrew's culture has always prioritized happiness and academic rigor as complementary and essential to student well-being. Over the past decade, research in educational neuroscience has validated our core belief that "happy students learn more."

### **How do you balance the desire for academic achievement with overall well-being?**

All parents, teachers, and schools want each individual student to meet his or her highest potential. It is why St. Andrew's has an expanded definition of student success.

In their book *Neuroteach: Brain Science and the Future of Education*, St. Andrew's faculty members Glenn Whitman and Dr. Ian Kelleher discuss how to get students into the "Zone of Proximal Discomfort" which provides just the right amount of challenge and support for each student to meet the challenges he or she faces in the classroom, on stage and sport fields, among peers, and in clubs and service learning opportunities.

As a school that began training 100% of its faculty in educational neuroscience in 2007, and has maintained that threshold each year since, St. Andrew's has found the right balance between academic rigor and student well-being. The academic bar at St. Andrew's is high for all of its students, and we recognize each student's pathway to reaching that bar might not be the same. Consistent and intentional teacher and student conversations, and the

relational trust that emerges as faculty and staff get to know each student as an individual, allows students to be both academically challenged and supported in their learning journey.

Additional research-informed changes in teaching and learning at St. Andrew's that create a better balance between academic achievement and well-being include:

- Launching a new research-informed daily schedule in the 2019-2020 school year.
- Expanding the use of formative assessments to reduce the stress as students practice with the scholarly body of knowledge and skills we want to stick in student brains for higher stakes assessments and long after they graduate St. Andrew's.
- Rethinking not only why we assign homework at the right developmental amount but also what homework is assigned.
- Building each student's meta-cognitive and executive functioning skills so they can evaluate their current areas of strength as well as areas of challenge.
- Providing more deliberate choice for students to follow their passions and to be more intrinsically motivated
- Elevating leadership opportunities for St. Andrew's hosted events such as Diversity in the DMV for middle and upper school students and teachers.

**Does your school track individual or overall well-being? If so, do you have a particular method or benchmarks for doing so (portrait of a graduate, personalized plans, etc.)?**

Through St. Andrew's Center for Transformative Teaching and Learning we have completed one, and are in the process of another, research study that explores the connection between academic achievement and student well-being. Both studies were designed by the CTTL in partnership with faculty from Harvard's Graduate School of Education (HGSE) that lead Research Schools International. St. Andrew's was the eighth school in the world to be invited to be part of this consortium of research-informed schools.

In 2015, St. Andrew's conducted a correlation study with its 2nd grade through 12th grade students that explored the question: "How does student happiness shape motivation and effort and academic achievement?" Currently, St. Andrew's Upper School students are participating in a follow-up causality study using the newly created "Send a Smile APP" that was designed by HGSE researchers. St. Andrew's is the first school in the United States that is using this resource with its students. The current research project was launched as part of Brain Awareness Week in March, and explores the question: "To what extent does an increase in a student's well-being impact their reported levels of academic self-efficacy, achievement, motivation in school, and life-satisfaction?"

Results of this study will be published in the CTTL's internationally recognized publication, *Think Differently and Deeply* (Volume 4), during the 2019-2020 school year.

**Please list any school-recommended faculty reading or other useful resources on these topics that might be of interest to our member school communities.**

- Challenge Success

- Hammond. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*
- Kelleher & Whitman. *Neuroteach: Brain Science and the Future of Education*
- The Mindset Scholars Network
- National Commission on Social and Emotional Learning
- Neuroteach Global (Virtual professional learning for educators)
- Pope. *Overloaded and Unprepared: Strategies for Stronger Schools and Healthy Successful Kids*
- Science of Teaching and School Leadership Academy
- Think Differently and Deeply Podcast Series
- Whitman. "Using Neuroscience to Launch a Research-Informed School Schedule" in EdSurge
- "Whole Child Approach to Education" from the Chan Zuckerberg Initiative

*Submitted by Glenn Whitman, Dean of Studies and Director, Center for Transformative Teaching and Learning, St. Andrew's Episcopal School*



## **ST. PATRICK'S EPISCOPAL DAY SCHOOL**

*Coeducational, grades nursery-8, Episcopal, day school in Washington, DC, 510 students.*

### **How does your school define student well-being?**

We are guided by the AIMS definition: a condition of feeling safe, engaged, respected, and empowered to think independently and critically. In particular, feeling safe includes physical and emotional safety -- free of insult, harassment, verbal abuse, teasing, and exclusion.

### **What particular values and priorities drive your concept of well-being?**

Consistent with our mission and our identity as an Episcopal school, our concept of student well-being has roots in our belief in the infinite value of each child. That belief shapes our expectation that our community practice respect, responsibility, honesty, and kindness. In our older students, we believe that their well-being improves with a more fully developed sense of curiosity, agency, and empathy.

### **How do you balance the desire for academic achievement with overall well-being?**

Academic achievement enhances overall well-being -- cultivating engagement and empowerment through independent and critical thinking. However, social and emotional safety provides the climate necessary for academic learning; a child cannot learn if a child does not feel safe.

### **Please explain some of your policies, procedures and/or practices that inform student well-being:**

#### **Academic/Intellectual policies, procedure/practices that inform student well-being:**

We define our academics as student-centered, as academics that seek to engage the individual student through choice, voice, and self-knowledge. Knowing the additional benefits of risk-taking and resulting failure and success, the school also sees the necessity for a safe emotional environment in which to take those risks. What does this approach look like?

- Play-based learning in early grades in which students often choose the topic of study and guide next steps.
- Inquiry-based learning in later grades in which students continue their curiosity and learn greater empathy and capacity for revision through a design-thinking approach.
- Student creation: art, musical compositions and productions, presentations, political policy papers, personal credos.
- Self-reflection that culminates in student-led conferences in middle school.

#### **SEL**

Social and emotional learning is a focus throughout the school. Nursery through Grade 5 is guided by the Responsive Classroom approach, while Grades 6-8, in their advisory system,

use the combined complementary approaches of *The Advisory Book* and social and emotional lessons from the Nueva School.

- Students learn intra- and interpersonal skills (including active listening, collaboration, stress-reduction, time-management, self-regulation, mindfulness), share concerns, and come together in community meetings.
- A school counselor is available to any student seeking help with anxiety, conflict resolution, or any concern. Online sign-up for older students is available. Teachers also refer students to the counselor and consult with families.

#### Social/cultural/citizenship

Responsive Classroom in the Nursery and Lower School supports an environment for students to feel safe sharing about themselves and to establish a sense of community. Students share from their diverse backgrounds, from family structure to cultural traditions, and discuss their differing personal identifiers, from outward appearance to inner beliefs.

Curriculum content aims to provide “windows and mirrors” for all students with the additional intent of facilitating conversations about identity. Older students engage in many structured discussions around equity, diversity, and inclusion in community conversations, advisories, and health, ethics, and humanities classes. Students are invited to attend a diversity conference and the AIMS safe schools conference.

A new initiative in case convenings invite teachers to present difficult teaching predicaments involving race to a small group of colleagues for collective professional development around diversity, equity, and inclusion.

#### Service/Stewardship/Spirituality/Civic Duty

Students engage in community service from Nursery through and beyond graduation. In Grade 7, students take a Service Learning class, which embeds service in the root causes of the service work and includes instruction in social entrepreneurship -- addressing at least the secondary causes. Gifts for Good, our annual alternative fundraising gift fair, involves members across grades in understanding societal needs--local, national, and global.

Our new Sustainability Council involves our middle school students in stewardship of the environment. Meeting with the adult membership, they also plan specific school initiatives. Environmental Science in Grade 7 also involves all aspects of sustainability, and students educate younger grades in ways to be better environmental stewards.

An Episcopal School, we teach religion starting in Kindergarten. Grade 6 introduces world religions, and Grade 8 teaches ethics. Weekly chapels share both Jewish and Christian scripture and celebrate different belief traditions. Older students prepare chapel themes and reflections.

#### Civic Duty

Our Grades 7 and 8 humanities curriculum, grounded in U.S. history and literature, invites students to critique that history through the lens of social justice. In Grade 8, students write public policy that addresses a specific inequity in society.

Student Leadership Council in Grades 4-8 invites students to represent their peers and encourages those peers to use their spokespeople. Students have lobbied successfully for changes in schedule, for improvements in facilities and athletic offerings, for changes to dress code, for student events, and for student groups.

#### Physical/Safety

Younger students learn specific steps to help with conflict resolution. Further, the School Creed of honesty, responsibility, kindness, and respect is used as a framework and referred to when helping students understand the importance of keeping ourselves and each other safe. In older grades, our Health class (starting in Grade 5) covers nutrition, substance abuse, human sexuality and, in Grade 8, sexual harassment and assault, and practical instruction in empathy and respect.

St. Patrick's has written policies, including a Philosophy of Discipline, a Policy Against Harassment, a Policy Against Bullying, and an Appropriate Use Agreement for Technology, which we publish annually for parent, student, and faculty and staff inspection. Our Mission Statement and School Creed inform all of these policies, specifically with respect to the infinite value of each child.

#### **Does your school track individual or overall well-being? If so, do you have a particular method or benchmarks for doing so (portrait of a graduate, personalized plans, etc.)?**

Transition documents relay concerns and counsel from one grade to the next. Students with educational testing have accommodation plans that follow them. Learning specialists in each grade have varying ways of devising plans for specific students, and the trend is toward more formal ones for students who need targeted support. These plans include next-steps and scheduled revisit dates to track progress.

#### **Please list any school-recommended faculty reading or other useful resources on these topics that might be of interest to our member school communities.**

*Comprehension and Collaboration* by Harvey Daniels and Stephanie Harvey: An excellent textbook for student-centered, inquiry-based learning

*Leaders of Their Own Learning* by Ron Berger: A guide to inviting students to measure their own growth

"Teaching While White": A podcast for white teachers guiding both content and pedagogy  
*CSEE Handbook for Advisors*: An excellent guide to Advisory as the heart of student well-being

*Whistling Vivaldi* by Claude Steele

*The Importance of Being Little* by Erika Christakis

*The Gardener and the Carpenter* by Alison Gopnik

*The Self-Driven Child* by William Stixrud and Ned Johnson

*Submitted by Ann Adams, MacArthur Campus Director/Director of Studies, St. Patrick's Episcopal Day School*

### **ST. STEPHEN'S & ST. AGNES SCHOOL**

*Coeducational, grades JK-12, Episcopal, college preparatory, day school in Alexandria, VA,  
1120 students.*

#### **How does your school define student well-being?**

St. Stephen's and St. Agnes School considers the well-being of our community members as a top priority of our academic and strategic endeavors. We so value and recognize the importance of well-being that it was identified as a Strategic Plan initiative: *Foster a culture of well-being that promotes health and balance in mind, body and spirit.* We have not formally created a definition of student well-being, but have done extensive work on this strategic initiative. We created a well-being steering committee that has reviewed research, evaluated our programming, and examined best practices. The steering committee recommended use of categories identified by the CDC as a framework for understanding and enhancing student well-being. These categories include:

- Physical Education and Physical Movement
- Nutrition (including food services, food chemistry)
- Health Services (nurses, athletic trainers, strength and conditioning coaches)
- Counseling
- Social and Emotional Climate (diversity and inclusion, mission skills/non-cognitive skills, character)
- Health and Sexuality Education
- Physical Environment (playgrounds, safe spaces, common areas, training rooms, security)
- Spirituality
- Mindfulness
- Learning/developmental support for intellectual and cognitive wellness

The above framework serves as a tool with which we seek to better enhance our existing academic and campus programs to further enrich and deepen our commitment to student well-being.

#### **What particular values and priorities drive your concept of well-being?**

We believe that students learn best and thrive when they feel safe, supported, affirmed, and joyful. Our endeavors toward student and community well-being are guided by the following values and priorities:

- Episcopal Identity-Student well-being is intricately tied to our Episcopal identity and our awareness that we are called to love and honor one another despite our differences. We understand that we are called to service, to be stewards of God's creation, and to practice empathy and understanding toward one another, always pursuing goodness, as well as knowledge. In such a climate, the well-being of students is paramount.
- Inclusion and Diversity-We invite students of all backgrounds to be part of our community, and in keeping with our Episcopal identity, we respect everyone, affirming not only their value as people--and as members of our community--but

also the value of their diverse backgrounds, thoughts, and beliefs. People who have been treated with understanding and respect have the sensitivity and cultural competency to understand and respect others.

- **Academic and Campus Programs**-We believe that it is possible and necessary for a strong academic program to go hand-in-hand with student well-being. It isn't an either/or proposition for us, but rather a desire and willingness on our part to look thoughtfully at how we structure our days, calendar, and program to best meet the needs of our students. Our commitment to community well-being has led us to re-envision our schedule dramatically with students at the center of this work. We are incredibly focused on ensuring a healthy pace of day for our students and faculty while also ensuring access to a wonderful academic program. We have used current research to guide these endeavors.
- **Safe, Supportive, and Respectful Community**-We understand that for students to have a healthy, positive, and flourishing academic experience the school community is one that must be physically and emotionally safe. We have full-time counselors on each campus available to all members of our community on an appointment or drop in basis. We provide drug and alcohol education in our Middle School and Upper School. Our Lower School is a Responsive Classroom school with a focus on creating healthy and joyful classroom communities. Our Middle School and Upper School advisory programs provide opportunities for students to deepen their understanding of important topics such as character development and digital citizenship. We have affinity groups on all of our campuses to provide a forum for students to express themselves authentically. We have also implemented safety programming including prevention of sexual misconduct training to all employees. We have also provided ALiCE training to support student physical safety and we require and provide first aid and CPR training to all employees.

### **How do you balance the desire for academic achievement with overall well-being?**

Our 2016 Strategic Plan focuses a great deal on the continuation and enhancement of our flourishing, strong academic program while also focusing on student health and well-being. To ensure alignment we have spent the greater part of the last two years re-envisioning our schedules and creating structures that will complement these goals. Toward that end, we interviewed students, held fishbowl discussions, encouraged faculty members to shadow students for a day, administered surveys, and reviewed current research. We identified several pathways to enhance well-being in our community. First and foremost, we identified the need to make substantial changes in our daily schedules in line with current research and best practices. These changes include providing longer blocks of instructional time, limiting transitions in the academic day, and providing scheduled breaks in the student day, all creating a healthier pace of day. In the 2019-2020 school year we are moving to multi-day schedules on each campus which will allow us to maintain our academic challenge while also creating opportunities for greater access to our academic program and dynamic electives offerings. In the Upper School, we will build an open period into every student's day to allow time for meetings with teachers, collaboration and connection with peers, study and reflection. Our new schedule will be

implemented in 2019-2020, but during the roll out our student feedback has been incredibly positive. At St. Stephen's and St. Agnes School well-being will continue to be an area of investment and energy as our focus is always on the student experience.

**Please explain some of your policies, procedures and/or practices that inform student well-being:**

- Academic./intellectual:
  - We provide on-going training and professional development to our faculty on such topics as Mind Brain Education, Mindfulness, Project Based Learning, Social Emotional Learning, etc.
  - We are excited as longer class periods will provide students with the opportunity to slow down and dig into concepts, ideas, and projects more deeply.
  - As students will have no more than four classes in one day, homework will be more manageable providing students with an opportunity for down time.
  - We will offer a variety of courses next year in our new schedule including health and wellness offerings such as outdoor recreation and yoga.
- Emotional:
  - Weekly chapel on each campus provides students with an opportunity to center and to feel connected to the larger community.
  - We have counselors and Chaplains available to students and adults in our community. They offer support, counsel, and advise on all three campuses..
  - Our Upper School has started a program called "textaboutit". Students can reach out to certain teachers, the counselor, and school administration about a plethora of issues. The service is anonymous and will provide another venue for students to seek support and guidance when they need it.
  - Each campus has an Academic Center available to provide academic support. The faculty in the centers are experts and help students develop necessary skills, manage stress and anxiety, and develop strategies to address workload and pressure.
  - Our Middle School has created a dynamic and visionary advisory program that focuses on creating community, building character, enhancing safety, developing digital citizenship skills, and teaching study skills.
  - Our Lower School is a Responsive Classroom school. Students begin and end their day with community meetings in the classroom. There is also a weekly JK-5 community meeting with special guests, music, and a variety of programming.
  - We provide support for faculty to receive training in Mindfulness and have a JK-12 Mindfulness Committee.
- Physical/Safety:
  - We have full-time nurses on the Lower School and Middle School campuses.
  - St. Stephen's and St. Agnes School has place top priority on student safety and we employ a Director of Security and security team on each campus.

- Our Well-being Steering Committee meets on a regular basis and includes the Associate Head of School, Director of Teaching and Learning, school nurses, the Director of Physical Education, the Health and Sexuality department chair, and faculty members.
- Our Upper School is home to three certified athletic trainers, and offers student clinics for health, injury, concussion management, etc.

**Does your school track individual or overall well-being? If so, do you have a particular method or benchmarks for doing so (portrait of a graduate, personalized plans, etc.)?**

At St. Stephen's and St. Agnes School, we are very attuned to our students and have a variety of means to monitor and track individual and overall well-being.

- The Lower School classroom teachers have small class sizes and truly know their students, working in concert with school counselors and leaders to ensure students are thriving academically, socially, and emotionally.
- Our counselors provide Lunch Bunch groups in Lower School and Middle School. These groups provide a forum for students to connect, share challenges, and address issues in a safe environment.
- Our counselors on each campus serve as a resource to students and are able to support students of concern in a safe and ongoing manner.
- Our Middle School and Upper School advisories are designed to provide students with an opportunity to grow, learn and connect in a more relaxed setting. Advisors know their students well and work with students and families with a focus on academic performance as well as social and emotional well-being.
- Each year we administer the ISM Student Experience survey, which includes aspects of well-being. For example, one question asks students the degree to which they look forward to coming to school and another asks them the degree to which they believe that their teachers want them to do well inside and outside of school.

**Please list any school-recommended faculty reading or other useful resources on these topics that might be of interest to our member school communities.**

We have found the following resources helpful and informative in our efforts to support student well-being:

- *Overloaded and Underprepared* by Denise Pope, Maureen Brown, Sarah Miles
- *Most Likely to Succeed: Preparing Our Kids for the Innovation Era* by Tony Wagner and Ted Dintersmith
- *What School Could Be: Insights and Inspiration from Teachers across America* by Ted Dintersmith
- *Moving the Rock: Seven Levers WE Can Press to Transform Education* by Grant Lichtman
- *Teach, Breathe, Learn: Mindfulness in and out of the Classroom* by Meena Srinivasan
- *Neuroteach: Brain Science and the Future of Education* by Glenn Whitman and Ian Kelleher
- <https://www.mindfulschools.org/>
- *Most Likely To Succeed* - a film produced by Ted Dintersmith



*Submitted by Lana Shea, Director of Teaching and Learning, St. Stephen's and St. Agnes School*

## **STONE RIDGE SCHOOL OF THE SACRED HEART**

*Single-sex girls, nursery-12, Catholic, college preparatory, day school in Bethesda, MD, 706 students. (Coeducational through Kindergarten).*

### **How does your school define student well-being?**

Student well-being at Stone Ridge is all encompassing; well-being is defined as giving balanced attention to all aspects of a student's life, including: academic, athletic, artistic, spiritual, and social endeavors, while allowing for unstructured time and adequate sleep. The School's mission, in itself, promotes overall well-being in a balanced, intentional way: *Stone Ridge School of the Sacred Heart inspires young women to lead and serve, through lives of purpose that integrate faith, intellect, community, social action, and personal growth in an atmosphere of wise freedom.*

To support student well-being at Stone Ridge:

- the Lower School roots its social emotional curriculum in Responsive Classroom, and the Middle and Upper Schools engage in an advisory program where students are paired with faculty.
- the schedule in each division is designed to provide intentionally balanced time for academic, social emotional, physical, and spiritual development; likewise, the School has purposefully allowed for developmentally-appropriate unstructured time.
- the School's athletic program offers each student athlete the chance to cultivate healthy habits of mind, body, and spirit.
- the Upper and Middle School schedules include after-school and study hall time, respectively, to allow students to meet with teachers.
- the Upper and Middle School faculty meet regularly to identify students who exhibit signs of stress, anxiety, or other related concern to their health or well-being; to discuss student needs and concerns; and to strategize collectively as to how best to provide support.
- as a part of the family life/health and seminar classes, the Director of Health Services, the Counselors, and the College Counseling Team help students reflect on the choices they make to actively seek health, balance, and well-being in their academic, athletic, spiritual, social, and family lives.

### **Please explain some of your policies, procedures and/or practices that inform student well-being.**

#### **Academic/Intellectual**

The academic schedule is designed with the student at its center. The School has partnered with Independent School Management (ISM) to refine its schedule via an audit in five year cycles. Intentional breaks/recess are built into the schedule in each division. "Brain breaks" are built into the class period across all divisions.

A shared assessment calendar is used by all faculty, informing when major evaluations fall in the school week/month/year. To best serve the student experience, exam schedules

have also been revised in the last year using feedback from students. Homework is regularly discussed among the faculty, both quality and quantity. Each of these informs how the School remains mindful of academic/intellectual well-being.

### **Emotional, Social, and Mental**

The School Counseling program provides a comprehensive and developmental program to support the academic and social-emotional domains for each student. The School Counselors believe in the dignity and worth of each child and that each child should be given equal and fair opportunity to succeed in a learning environment that is a respectful and caring community. Our comprehensive school counseling program strives to help each child reach her fullest potential - both in and out of the classroom. In order to function successfully in today's society, students need to grow in a sense of self-worth and feel a sense of connectedness. Providing a safe and supportive environment allows for the social and emotional growth and development necessary for each individual to thrive in her environment and ultimately be prepared to live a healthy life equipped to bring the Heart of Christ to the world.

All students can participate in the counseling program at Stone Ridge, and all students, Pre-K through Grade 12 have access to a full-time school counselor. The school counselors collaborate with families and the community resources to assist student development, advocating for students to learn in a safe, supportive, and encouraging environment surrounded by caring adults who are committed to the goals of the Sacred Heart schools.

### **Leisure**

The school commits to educate students "to personal growth in an atmosphere of wise freedom." Inherent in this goal, "all members of the school community show respect, acceptance and concern for themselves and for others; school policies and practices promote self-discipline, responsible decision-making, and accountability; students grow in self-knowledge and develop self-confidence as they learn to deal realistically with their gifts and limitations; school programs provide for recognizing, nurturing and exercising leadership in its many forms; the school provides opportunities for all members of the community to share their knowledge and gifts with others; [and] all members of the school community take personal responsibility for balance in their lives and for their health and well-being."

### **Service/Stewardship/Spirituality/Civic Duty**

This school commits to educate "to a critical consciousness that leads its total community to analyze and reflect on the values of society and to act for justice; the school offers all its members opportunities for direct service and advocacy and instills a life-long commitment to service; the school is linked in a reciprocal manner with ministries among people who are poor, marginalized and suffering from injustice; the school prepares and inspires students to be active, informed, and responsible citizens locally, nationally, and globally; [and] the school teaches respect for creation and prepares students to be stewards of the earth's resources." A notable hallmark of this work lies in our Upper School Social Action Program.

**Does your school track individual or overall well-being? If so, do you have a particular method or benchmarks for doing so (portrait of a graduate, personalized plans, etc.)?**

Stone Ridge achieves this via grade-level team meetings and weekly/bi-weekly student support meetings. These incorporate the Dean of Students, Director of Health Services, Counselors, Learning Specialists, Learning Strategists, and Division Heads.

Likewise, the faculty and administration make use of a fully articulated scope and sequence of Expectations for Learning. These guide our lesson planning, ensure student success at each grade level and in each discipline, and inform the Portrait of a Graduate. Each discipline has articulated a Mission, a Statement of Philosophy, and a Portrait of a Graduate. A sample of two are included here:

**PK-12 English Department**

***Mission:***

*We teach students to think boldly, express themselves elegantly, and make meaning out of the human experience.*

***Statement of Educational Philosophy:***

*We believe that the ability to write with precision and elegance, to read with fluency and insight, and to evaluate with clarity is essential for participating in and understanding the human experience. Our students are superb communicators and thinkers who take joy in self-expression and seek to make meaning of their experiences. Engaging in the writing process, they make discoveries by refining their thoughts and presenting them coherently. Through their reading of great literature, they make connections between self and the world, seeing their own lives reflected in timeless stories while developing empathy for the experiences of others. As they search for answers to challenging questions, they formulate responses based on their cogent analysis and synthesis of information. In all aspects of their expression, they revel in the process of creating and make their own voices known.*

*We view ourselves as guides and facilitators who empower our students to express themselves and be active interpreters of their own experiences. They learn and we teach reciprocally as we make meaning together. Because every student is unique, we support each student in her own personal journey and encourage all students to enrich themselves by learning from one another and from their engagement with other disciplines.*

*We accomplish this through:*

- *Providing a rich program of sequenced and integrated skills in grammar, vocabulary, writing, and speaking that enables students to communicate fluently, vividly, and confidently*
- *Teaching students to engage in all aspects of the writing process and to view this as a method of discovery through which they make meaning*
- *Engaging students in different kinds of writing—formal, informal, analytical, creative, personal, poetry, journaling, and research.*

- *Building students' confidence as writers by giving feedback and empowering students to become thoughtful peer editors and self-editors*
- *Establishing and maintaining high standards for analysis, argumentation, and expression*
- *Empowering students to express viewpoints articulately not only in writing but also in oral expression; encouraging them to assert their own voices while being respectful of others*
- *Developing tactical reading skills and reading fluency that enables students to comprehend and interpret texts across all disciplines while reading for purpose and pleasure*
- *Instilling in students an awareness of self and others through studying great literature*
- *Introducing students to a wide range of authors and genres by thoughtfully diversifying reading selections*
- *Providing opportunities to differentiate self-expression creatively through various forms of writing, art, or technology, or through the self-selection of topics; differentiating instruction to meet the needs of all learners*
- *Creating opportunities for students to learn from each other by supporting student-directed learning*
- *Making connections between English and other areas through cross-curricular collaboration*
- *Providing a learning environment in which students advocate for themselves and find it safe to take risks and even to fail because they will always receive the support to recover*

### **Portrait of a Graduate:**

*Our graduates will...*

- *Use language to convey meaning confidently and effectively*
- *Explore the human condition and act on the empathy great literature inspires*
- *Consider and solve problems and issues from multiple viewpoints*
- *Think for themselves and ask thought-provoking questions driven by intellectual curiosity*
- *Analyze evidence to build meaningful, well-reasoned arguments*
- *Create with joy and originality*

### **PK-12 Science Department**

#### **Mission:**

*We guide each student as a global citizen on a journey of scientific inquiry and exploration that inspires a sense of natural curiosity, supports intellectual risk-taking and encourages the use of scientific knowledge to serve the greater good.*

#### **Statement of Educational Philosophy:**

*At Stone Ridge, we strive to produce young women who are confident in their ability to actively engage in the sciences. Challenged to push their limits and encouraged to embrace their mistakes, they develop critical thinking skills to analyze and act responsibly in the world around them. With a foundation built on the Goals of the Sacred Heart and exposure to a*

*scientific curriculum that encourages probing questions, a Stone Ridge graduate is empowered to boldly become a responsible, curious member of society.*

*We accomplish this through:*

- *A rich curriculum in the natural, life, and physical sciences that allows the freedom to innovate, explore, and inquire without risk of “failure”*
- *Personalization of lessons to meet each student’s unique needs and interests*
- *Varied and engaging teaching approaches such as demonstrations, lectures, experiments, debates, simulations, laboratories, and interactions with experts in the field.*
- *Stimulating physical learning environments full of enrichment materials and resources that engage students in a wide variety of real-world activities*
- *Safe classroom environments in which girls can ask questions, create hypothetical models, develop possible explanations, confidently debate, and design solutions for today’s domestic and global challenges.*

***Portrait of a Graduate:***

*Our graduates will...*

- *Integrate scientific knowledge, technical reasoning, and analytical skills to inform personal and societal decisions.*
- *Courageously ask and solve challenging questions.*
- *Maintain a sense of natural curiosity, mindful observation, and a joy of discovery.*
- *Innovate and actively engage in an increasingly technical and complex society.*
- *Remain stewards of the Earth.*

***School-Recommended Faculty/Parent Reading and Resources***

Rachel Simmons’ research on adolescent girls  
*Enough As She Is* by Rachel Simmons  
*The Upside of Stress* by Kelly McGonigal  
*Where You Go Is Not Who You’ll Be* by Frank Bruni  
*Unselfie* by Michele Borba  
*The Confidence Code for Girls* by Claire Shipman and Katty Kay  
*The Self-Driven Child* by Ned Johnson and William Stixrud  
*The Gardener and the Carpenter* by Alison Gopnik  
Lisa Damour’s research on girls’ education  
*Untangled* by Lisa Damour  
*Under Pressure* by Lisa Damour  
*How to Raise an Adult* by Julie Lythcott-Haims  
*The Education of Catholic Girls* by Janet Stuart RSCJ  
Common Sense Media

*Submitted by Corinne Fogg, Director of Curriculum & Professional Development  
Stone Ridge School of the Sacred Heart*

## **WASHINGTON EPISCOPAL SCHOOL**

*Coeducational, grades nursery-8, Episcopal, day school in Bethesda, MD, 285 students*

### **How does your school define student well-being? What particular values and priorities drive your concept of well-being? How do you balance the desire for academic achievement with overall well-being?**

At WES, we do not have a specific definition of student well-being that is articulated formally. However, student well-being is integrated into many aspects of what our students experience each day. The fact that WES is small by design allows our students to know and be known by peers, faculty, and the larger WES community. This sense of belonging contributes to the foundation of our students' well-being.

WES' motto is "Be Kind." This message is woven into the social-emotional learning curriculum and Virtue of the Month program, which is taught to all students. These, along with our health curriculum and our commitment to Responsive Classroom practices, further promote students' compassion, self-awareness and overall well-being.

We believe academic achievement and overall well-being are intertwined. Children do their best learning in an environment where they feel they belong. WES balances its core academic classes with programs that nurture our students' physical, emotional, and spiritual health. For example, a middle school student will study math, English, science, Spanish/French, history, and Latin alongside participating in advisory, religion, and health classes and in community-building and service-learning opportunities.

### **Please explain some of your policies, procedures and/or practices that inform student well-being.**

#### **Service:**

WES has a long commitment to community service projects. Along with school- and grade-wide collections and service projects each year, middle school students are required to complete 15 hours of independent community service prior to graduation. During the 2018-2019 school year, WES initiated a monthly community service program called "First Fridays." On the first Friday afternoon of every month, students have the opportunity to participate in short and long-term service projects. Opportunities include reading and playing with the children at Rosemount Center's early childhood program in Washington, DC; visiting Sunrise Village nursing home to sing and visit with the residents; and decorating and packing bags of toiletries for a men's homeless shelter. WES also held a school-wide coat and purse drive for the Church of the Epiphany and a book drive for A Wider Circle. Students sorted and delivered the donations to the respective organizations. The First Friday program has sparked interest in community service and students have taken the initiative to identify new project ideas.

#### **Emotional Well-Being:**

WES is committed to encouraging emotional well-being throughout the community. Our school counselors have created a social-emotional learning (SEL) curriculum based on an evidence-based framework developed by the Collaborative for Academic, Social and Emotional Learning (CASEL). WES' SEL curriculum focuses on student self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Our youngest learners learn about identifying and expressing feelings, self-regulation and impulse control, and exploring friendships, differences, and similarities.

Our elementary students learn anti-bullying and specific conflict resolution strategies as well as coping skills, self-esteem and self-advocacy. These topics provide the foundation for our students to better understand themselves and handle the social challenges they face in the elementary grades.

The curriculum for our middle school students is taught in mixed-grade, faculty-led advisory groups. Faculty advisors meet weekly with small groups of students and facilitate lessons planned by the school counselor. Lessons focus on issues that are critical to the middle school years, such as social media and stress management as well as bullying and self-advocacy, and are designed to engage students in experiential activities and encourage critical thinking.

#### Leisure

WES intentionally includes multiple breaks and outdoor-time in every student's schedule. Students in our Early Childhood division enjoy three outdoor recesses a day. This time allows for the exploration of nature, development of gross motor skills, and opportunities for unstructured and imaginative play. Elementary students have a snack break or recess in the morning and a second recess in the afternoon. Our middle school schedule is designed so students have no more than two academic classes between outdoor breaks. All middle school students have a morning break after their second class, a longer recess after lunch, and participate in an afternoon team sport.

#### **Does your school track individual or overall well-being? If so, do you have a particular method or benchmarks for doing so (portrait of a graduate, personalized plans, etc.)?**

At WES, the teachers share and monitor students' well-being during weekly grade-level faculty meetings. These meetings provide the opportunity to review all students' academic performance and social development as well as discuss any grade-level issues or concerns that may be occurring.

The Elementary division recently implemented a skills-based report card system, organized around the WES Portrait of a Graduate. This reporting system allows for rating on students' levels of development in empathy, self-control, self-advocacy, individual and peer engagement, and having a growth mindset. This new report card system allows for tracking students' growth in these important areas as they move through the elementary grades.



**Please list any school-recommended faculty reading or other useful resources on these topics (e.g. articles, books, authors, speakers, movies, or programs) that might be of interest to our member school communities.**

WES faculty members are all given a thoughtfully selected book to read over summer break. During Teacher Work Week in August, faculty members participate in small-groups to discuss the book and how it relates to better understanding and supporting our students. WES faculty recommends the following books related to student well-being:

- *Unselfie* by Michele Borba
- *Whistling Vivaldi* by Claude M. Steele
- *Blindspot* by Mahzarin R. Banaji & Anthony G. Greenwald
- *The Importance of Being Little* by Erika Christakis
- *The Blessing of A Skinned Knee* by Wendy Mogel
- *Mind in the Making* by Ellen Galinsky
- *The Power of Our Words* by Paula Denton

*Submitted by Allison Klothe, School Counselor, Washington Episcopal School*

**2019**  
**Best Practices Forum**  
***Promoting Student Well-Being***

***Summary of***  
***Resources Mentioned in Individual Member School Submissions***

## **BOOKS**

***American Girls: Social Media and the Secret Lives of Teenage Girls (2016)***

by Nancy Jo Sales

***Anxiety Free Kids: An Interactive Guide for Parents and Children (2016)***

by Bonnie Zucker

***Blindspot: Hidden Biases of Good People (2013)***

by Mahzarin R. Banaji and Anthony G. Greenwald

***Comprehension and Collaboration, Revised Edition: Inquiry Circles for Curiosity, Engagement, and Understanding (2015)***

by Stephanie Harvey and Harvey "Smokey" Daniels

***Creating Innovators: The Making of Young People Who Will Change the World (2012)***

by Tony Wagner

***Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students (2014)***

by Zarette Hammond

***Drive: The Surprising Truth About What Motivates Us (2009)***

By Daniel H. Pink

***Enough As She Is: How to Help Girls Move Beyond Impossible Standards of Success to Live, Healthy, Happy, Fulfilling Lives (2018)***

by Rachel Simmons

***Freeing Your Child from Anxiety, Revised and Updated Edition: Practical Strategies to Overcome Fears, Worries, and Phobias and Be Prepared for Life--from Toddlers to Teens (2014)***

by Tamar Chansky

***Girls and Sex: Navigating the Complicated New Landscape (2016)***

by Peggy Orenstein

***How Children Succeed: Grit, Curiosity, and the Hidden Power of Character (2013)***

by Paul Tough

***How to Raise an Adult: Break Free of the Overparenting Trap and Prepare Your Kid for Success (2015)***

by Julie Lythcott-Haims

***iGen: Why Today's Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy--and Completely Unprepared for Adulthood--and What That Means for the Rest of Us (2017)***

by Jean Tweng

***iRules: What Every Tech-Healthy Family Needs to Know About Selfies, Sexting, Gaming, and***  
by Janell Burley Hoffman

***Leaders of Their Own Learning: Transforming Schools Through Student-Engaged Assessment (2014)***

by Ron Berger, Leah Rugen, and Libby Woodfin

***Middle School Matters: The 10 Key Skills Kids Need to Thrive in Middle School and Beyond—and How Parents Can Help (2019)***

by Phyllis L. Fagell

***Mindful Kids: 50 Mindfulness Activities for Kindness, Focus, and Calm (2017)***

by Whitney Stewart and Mina Braun

***Mind in the Making: The Seven Essential Life Skills Every Child Needs (2010)***

by Ellen Galinsky

***Mindfulness in Plain English (2011)***

by Bhante Gunaratana

***Mindset: The New Psychology of Success (2006)***

by Carol. S. Dweck

***Most Likely to Succeed: Preparing Our Kids for the Innovation Era (2015)***

by Tony Wagner and Ted Dintersmith

***Moving the Rock: Seven Levers WE Can Press to Transform Education (2017)***

by Grant Lichtman

***Neuroteach: Brain Science and the Future of Education (2016)***

by Glenn Whitman and Ian Kelleher

***Odd Girl Out: The Hidden Culture of Aggression in Girls (2002)***

by Rachel Simmons

***Overloaded and Underprepared: Strategies for Stronger School and Healthy, Successful Kids (2015)***

by Denise Pope, Maureen Brown, and Sara Miles

***Play: How It Shapes the Brain, Opens the Imagination, and Invigorates the Soul (2009)***  
by Stuart Brown

***Queen Bees and Wannabes, 3<sup>rd</sup> Edition: Helping Your Daughter Survive Cliques, Gossip, Boys, and the New Realities of Girl World (2016)***  
by Rosalind Wiseman

***Raising Cain: Protecting the Emotional Life of Boys (1999)***  
by Dan Kindlon and Michael Thompson

***Raising Kids to Thrive: Balancing Love with Expectations and Protection with Trust (2015)***  
by Kenneth R. Ginsburg

***Real American: A Memoir (2017)***  
by Julie Lythcott-Haims

***Research-Based Strategies to Ignite Student Learning: Insights from a Neurologist and Classroom Teacher (2006)***  
by Judy Willis

***Savage Park: A Meditation on Play, Space, and Risk for Americans Who Are Nervous, Distracted, and Afraid to Die (2015)***  
by Amy Fusselman

***Sex and Sensibility: The Thinking Parent's Guide to Talking Sense About Sex (2000)***  
by Deborah Roffman

***So You Want to Talk About Race (2018)***  
by Ijeoma Oluo

***Social Media Wellness: Helping Tweens and Teens Thrive in an Unbalanced Digital World (2017)***  
by Ana Homayoun

***Talk to Me First: Everything You Need to Know to Become Your Kids' "Go-To" Person about Sex (2012)***  
by Deborah Roffman

***Teach, Breathe, Learn: Mindfulness in and out of the Classroom (2014)***  
by Meena Srinivasan

***The Blessing of a Skinned Knee: Using Jewish Teachings to Raise Self-Reliant Children (2001)***  
by Wendy Mogel

***The Collapse of Parenting: How We Hurt Our Kids When We Treat Them Like Grown-Ups (2015)***  
by Leonard Sax

***The Confidence Code for Girls: Taking Risks, Messing Up, and Becoming Your Amazingly Imperfect, Totally Powerful Self (2018)***  
by Katty Kay and Claire Shipman

***The Differentiated Classroom: Responding to the Needs of All Learners (2014)***  
by Carol Ann Tomlinson

***The Education of Catholic Girls (2017)***  
by Janet Stuart RSCJ

***The Explosive Child: A New Approach For Understanding And Parenting Easily Frustrated, Chronically Inflexible Children (2014)***  
by Ross W. Green

***The Gardener and the Carpenter: What the New Science of Child Development Tells Us About the Relationship Between Parents and Children (2016)***  
by Alison Gopnik

***The Gift of Failure: How the Best Parents Learn to Let Go So their Children Can Succeed (2015)***  
by Jessica Lahey

***The Guide for White Women Who Teach Black Boys (2018)***  
by Eddie Moore Jr., Ali Michael, and Marguerite W. Penick-Parks

***The Importance of Being Little: What Preschoolers Really Need from Grownups (2016)***  
by Erika Christakis

***The Parents We Mean to Be: How Well-Intentioned Adults Undermine Children's Moral and Emotional Development (2010)***  
by Richard Weissbourd

***The Person You Mean to Be: How Good People Fight Bias (2018)***  
by Dolly Chugh

***The Power of Our Words: Teacher Language that Helps Children Learn 2nd Edition (2013)***  
by Paula Denton

***The Road to Character (2016)***  
by David Brooks

***The Self-Driven Child: The Science and Sense of Giving Your Kids More Control Over Their Lives (2018)***

by William Stixrud and Ned Johnson

***The Strength Switch: How the New Science of Strength-Based Parenting Can Help Your Child and Teen to Flourish (2017)***

by Lea Waters

***The Upside of Stress: Why Stress Is Good for You, and How to Get Good at It (2015)***

by Kelly McGonigal

***Thinking, Fast and Slow (2011)***

by Daniel Kahneman

***Under Pressure: Confronting the Epidemic of Stress and Anxiety in Girls (2019)***

by Lisa Damour

***Unselfie: Why Empathetic Kids Succeed in Our All-About-Me World (2016)***

by Michele Borba

***Untangled: Guiding Teenage Girls Through the Seven Transitions into Adulthood (2016)***

by Lisa Damour

***Welcome to Your Child's Brain: How the Brain Grows from Conception to College (2012)***

by Sandra Aamodt and Sam Wang

***What School Could Be: Insights and Inspiration from Teachers across America (2018)***

by Ted Dintersmith

***Wherever you Go There You Are: Mindfulness Meditation in Everyday Life (2005)***

by Jon Kabat-Zinn

***Where You Go Is Not Who You'll Be: An Antidote to the College Admissions Mania (2015)***

by Frank Bruni

***Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do (2011)***

by Claude M. Steele

***Will Puberty Last My Whole Life? REAL Answers to REAL Questions from Preteens About Body Changes, Sex, and Other Growing-Up Stuff***

by Julie Metzger and Robert Lehman

***Yardsticks: Child and Adolescent Development Ages 4-14 4th Edition (2018)***  
by Chip Wood and Center for Responsive Schools

### **ARTICLES**

***6 Ways to Reduce Your Middle Schooler's Stress***  
by May Duong and Ilaria Boffa, September 28, 2015  
[www.parenttoolkit.com](http://www.parenttoolkit.com)

***At a Glance: Signs of Stress in Your Middle-Schooler***  
by Peg Rosen  
<https://www.understood.org>

***Using Neuroscience to Launch a Research-Informed School Schedule***  
by Glenn Whitman, February 20, 2019  
[www.edsurge.com/](http://www.edsurge.com/)

***Whole Child Approach to Education***  
<https://chanzuckerberg.com>

***Your Child and Anxiety: School Stress Starts Early***  
***Student Stress Starts Early. The Problem: Premature Pressure by Parents, Peers***  
By Daniel J. DeNoon, March 01, 2007  
[www.webmd.com](http://www.webmd.com)

### **PEOPLE**

- ❖ Dalton, Jonathan (Center for Anxiety and Behavior Change, CABC)  
(<https://changeanxiety.com/>)
- ❖ Simmons, Rachel (adolescent girls) ([www.rachelsimmons.com](http://www.rachelsimmons.com))
- ❖ Zucker, Bonnie (anxiety)(<http://www.bonniezucker.com/>)

### **DOCUMENTARIES**

***Most Likely to Succeed: Preparing Our Kids for the Innovation Era (2015)***

### **PODCASTS**

***Think Differently and Deeply***  
by The Center for Transformative Teaching and Learning at St. Andrew's Episcopal School  
in Potomac, MD

***Teaching While White***  
(looking at how racial identity development impacts teaching and learning)  
[www.teachingwhilewhite.org](http://www.teachingwhilewhite.org)



## **PROGRAMS & RESOURCES**

### **Alcohol/Drug Misuse:**

<https://www.getsmartaboutdrugs.gov/>  
<https://www.samhsa.gov/underage-drinking/parent-resources>  
<https://www.drugfreeworld.org/>  
<https://www.niaaa.nih.gov/alcohol-health/overview-alcohol-consumption/alcohol-facts-and-statistics>  
<https://asklistenlearn.org/>  
<https://www.drugabuse.gov/>  
Naloxone Training-<https://www.montgomerycountymd.gov/COR/Opioid.html>  
Contact- [OverdoseResponseProgram@montgomerycountymd.gov](mailto:OverdoseResponseProgram@montgomerycountymd.gov)

### **Digital Citizenship:**

[www.commonsense.org](http://www.commonsense.org)

### **Government Resources:**

United States Department of Health and Human Services-<https://www.hhs.gov/>  
Healthy People 2020- <https://www.healthypeople.gov/>  
Center for Disease Control and Prevention-<https://www.cdc.gov/>  
National Institutes of Health-<https://www.nih.gov/institutes-nih>  
Health Resources and Service Administration <https://www.hrsa.gov/>  
Food and Drug Administration <https://www.fda.gov/>  
United States Department of Agriculture-<https://www.usda.gov/>

### **Healthy Eating Patterns:**

<https://www.choosemyplate.gov/>

### **Healthy Relationships:**

<https://www.joinonelove.org/>  
<https://amaze.org/>  
<https://www.dibbleinstitute.org/>  
<https://www.eventbrite.com/e/choose-respect-2019-10th-annual-healthy-teen-dating-conference-tickets-54944767278>

### **Internet Consumer Sites:**

Medline Plus-<https://medlineplus.gov/>  
Healthfinder- <https://healthfinder.gov/>  
NIH National Center for Complementary and Integrative Health Approaches-  
<https://nccih.nih.gov/>

### **Learning & Attention Issues:**

<https://www.understood.org/>

### **Mental Health:**

<https://www.every-mind.org/community-education/>

<https://www.mhamd.org/getting-help/free-publications/>  
<https://www.mentalhealthfirstaid.org/>  
Contact- [heidi.greenhalgh@visi.org](mailto:heidi.greenhalgh@visi.org)

**Mindfulness:**

<https://www.mindfulschools.org/>  
<https://greatergood.berkeley.edu/mindfulness>  
<https://www.mindful.org/how-to-practice-mindfulness/>  
Apps for your cell phones:  
<https://www.stopbreathethink.com/>  
<https://www.headspace.com/>

**Parent & Teen Communication, Training, & Education:**

<https://parentandteen.com/>  
<http://pepparent.org/>

**Physical Activity:**

<https://www.cdc.gov/healthyschools/physicalactivity/guidelines.htm>

**Professional Organizations:**

American School Health Association (ASHA)-<http://www.ashaweb.org/>  
Society of Public Health Educators (SOPHE)-<https://www.sophe.org/resources/>  
National Association of School Nurses (NASN)-<https://www.nasn.org/home>

**Resources to find Evidence-based Approaches:**

The Guide to Community Preventive Services-  
<https://www.thecommunityguide.org/>  
The Cochrane Review/ Collaboration-<https://www.cochrane.org/about-us>  
SAMSHA's Guide to Evidence-based Practices- <https://www.samhsa.gov/ebp-resource-center>

**Sexual Assault:**

**\*National Sexual Assault Hotline- 1-800-656-HOPE (4673)**  
Bring in the Bystander High school curriculum <https://www.soteriasolutions.org/>  
Contact Jennifer Scrafford- [jennifer.scrafford@soteriasolutions.org](mailto:jennifer.scrafford@soteriasolutions.org)  
Green Dot-<https://alteristic.org/services/green-dot/green-dot-high-school/>  
Centers for Disease Control and Prevention-  
<https://www.cdc.gov/violenceprevention/sexualviolence/fastfact.html>  
National Sexual Violence Resource Center- <https://www.nsvrc.org/prevention/rpe-program>

**Conversation starters about consent and assault (please view first before you sit with your child)**

**\*Decisions that Matter\*** <https://www.andrew.cmu.edu/course/53-610/>  
**\*Tea and Consent\***<https://vimeo.com/128105683>

**\*Two minutes will change the way you think about consent\***  
**<https://youtu.be/laMtr-rUEmY>**

**Sleep:**

<https://sleepfoundation.org>  
<http://sleepeducation.org/healthysleep/public-awareness-campaignsleep>

**Teacher Training:**

Science of Teaching and School Leadership Academy -  
<http://www.thecttl.org/academy-2019>  
Neuroteach Global -<https://neuroteach.us/>  
National Commission on Social and Emotional Learning -  
<https://www.wallacefoundation.org/>  
Challenge Success - [www.challengesuccess.org](http://www.challengesuccess.org)  
Mindset Scholars - <https://mindsetscholarsnetwork.org/>

**Tools:**

The Community Tool Box-<https://ctb.ku.edu/en>  
School Health Index- <https://www.cdc.gov/healthyschools/index.htm>  
Theory at a Glance- <https://www.sbccimplementationkits.org/demandrmnch/wp-content/uploads/2014/02/Theory-at-a-Glance-A-Guide-For-Health-Promotion-Practice.pdf>

**Vaping:**

<https://e-cigarettes.surgeongeneral.gov/>  
[https://www.cdc.gov/tobacco/basic\\_information/e-cigarettes/index.htm](https://www.cdc.gov/tobacco/basic_information/e-cigarettes/index.htm)  
<https://med.stanford.edu/tobaccopreventiontoolkit/E-Cigs.html>

**2019**  
**Best Practices Forum**  
***Promoting Student Well-Being***

***Appendices***

1. Program Announcement
2. Panelist Biographies
3. Program Takeways
4. Middle School Matters Handout
5. Common Sense Media Handout
6. Sample Pages from Foxcroft's 2018-2019 Planner

# Parents Council

## O F W A S H I N G T O N

CONNECTING SCHOOLS • SHARING IDEAS • ENGAGING PARENTS

presents the

### 2019 BEST PRACTICES FORUM

#### *Promoting Student Well-Being*

**Tuesday, April 9, 2019**

Georgetown Visitation Preparatory School 1524 35th  
Street, NW, Washington, DC 20007

6:00pm to 6:30pm – Refreshments and Networking 6:30pm to  
8:30pm – Panelist Presentations and Q&A

**The following panelist will be discussing topics of particular interest to PCW  
member school parents, administrators, and faculty**

	<b>John Bellaschi</b> <i>Landon School</i> <i>Ethics, Service, Leadership</i>		<b>Kiki Davis</b> <i>St. Stephens &amp; St. Agnes School</i> <i>Equity, Cultural Awareness, Global Citizenship</i>
	<b>Phyllis Fagell</b> <i>Sheridan School</i> <i>Mental &amp; Emotional Well-Being</i>		<b>Corinne Fogg</b> <i>Stone Ridge of the Sacred Heart</i> <i>Intellectual Well-Being</i>
	<b>Heidi Greenhalgh</b> <i>Georgetown Visitation Preparatory School</i> <i>Physical Well-Being</i>		<b>Barbara Huth</b> <i>Common Sense Media</i> <i>Digital Well-Being</i>

Learn more and RSVP at [www.parentscouncil.org](http://www.parentscouncil.org)

## **2019 BEST PRACTICES FORUM**

### **Panelist Biographies**

#### **JOHN BELLASCHI**

**Director of Ethics, Service & Leadership  
Landon School, Bethesda, MD**

John Bellaschi is in his 15<sup>th</sup> year as a Teacher-Coach-Mentor at Landon School. Currently, he serves as Director of Ethics, Service, & Leadership and Banfield Ethics Chair. He also teaches American Government/Constitutional Law, coaches freshmen basketball, and mentors a group of advisees. Prior to becoming an educator, John was a partner at the law firm McGuireWoods. He earned a B.A. from Stanford University and a J.D. from the University of Notre Dame Law School. John and his wife Marlen McKinney are the proud parents of three teenagers: Katie, Maggie, and JJ.

#### **KIKI DAVIS**

**Director of Institutional Equity and Diversity  
St. Stephen's & St. Agnes School, Alexandria, VA**

KiKi Davis is the Director of Institutional Equity and Diversity at St. Stephen's and St. Agnes School (SSSAS). A native of California, Kiki graduated from Spelman College and has worked in publishing, business consulting, and corporate training before joining the field of education as a diversity practitioner. For over fifteen years, she has developed new multicultural curriculum, led workshops, seminars and trainings for faculty, administrators, parents and students on the pedagogies, theories, and practices related to multicultural education, building equitable and inclusive communities, and creating culturally competent environments. In addition to her work at SSSAS, she has conducted workshops for organizations serving mental health professionals, parents and those in the business sector, and presented at state and national educational conferences. She is a member of the board of the Virginia Diversity Network (having served five years as vice president), a consortium of independent schools in Virginia who provide professional development opportunities for faculty and staff. Her most important role is that of mother to Kendall, a graduating senior at SSSAS.

#### **PHYLLIS FAGELL**

**School Counselor  
Sheridan School, Washington, DC**

Phyllis L. Fagell, LCPC, is the counselor at Sheridan School, a psychotherapist at The Chrysalis Group, a frequent contributor to *The Washington Post*, and author of *Middle School Matters* (Hachette, 2019). Phyllis is also a regular columnist for the Association for Middle Level Education and Kappan magazines, and consults and speaks throughout the country. Phyllis graduated with honors from Dartmouth College and received a master's

degree in journalism from the Medill School at Northwestern University. She started her career as a magazine editor, then shifted gears, earning her master's degree in counseling from Johns Hopkins University. Phyllis lives in Bethesda, Maryland with her husband, Steve, and three children.

**CORINNE FOGG**

**Director of Curriculum & Professional Development  
Stone Ridge School of the Sacred Heart, Bethesda, MD**

Corinne Fogg has served as the Director of Curriculum and Professional Development at Stone Ridge School of the Sacred Heart for the last four years. In 2018, Corinne coauthored *Enough As She Is: The Educator's Guide* with *New York Times* best-selling author Rachel Simmons. Corinne has held positions as a faculty member, teaching grades 8-12, since 2004 at both public and private schools in Massachusetts and California. From 2012-2015, she served as Academic Dean and Site Director for the Johns Hopkins University Center for Talented Youth summer program. Corinne was also an Upper Level Question Writer for the SSAT. She has presented at a range of regional and national conferences on education and serves on the Head's Visiting Council at the Williston Northampton School. She holds a B.A. and M.Ed. from Boston College.

**HEIDI GREENHALGH**

**School Nurse  
Georgetown Visitation Preparatory School, Washington, DC**

Heidi practiced medical/surgical nursing for ten years before stepping away from the hospital setting to raise and support her military family. She reentered the workforce as a cardiac care nurse five years ago, where she discovered how much disease prevention and health promotion was needed in our community. Following her passion for integrating wellness and disease prevention into her practice, she transitioned to school nursing where she feels she can have the most impact. Heidi is a Registered Nurse, Certified Health Education Specialist and a Youth Mental Health First Aid Instructor. Heidi received a B.S. in Nursing from Thomas Jefferson University in Philadelphia, Pennsylvania and a M.S. in Health Promotion from Maryland University of Integrative Health. She is a member of the National School Nurses Association and the Society for Public Health Education. She lives in Maryland with her teenage daughter and husband; two adult sons visit often!

**BARBARA HUTH**

**Education Program Manager  
Common Sense Media, Washington, DC**

Barbara Huth is the Education Program Manager for Common Sense Education in the Washington, DC metropolitan area. She partners with school districts in DC, Maryland, Virginia and beyond to help educators and parents build the foundational digital citizenship skills for kids to utilize technology safely, responsibly and meaningfully. She has presented strategies on engaging students with technology and building a culture of digital

citizenship at numerous conferences, including: National Association of Independent Schools, Virginia Society for Technology in Education, Maryland Information Literacy Summit, and the International Society for Technology in Education. Prior to joining Common Sense Media, Barbara was a National Board Certified Science Teacher. She holds a bachelor's degree in integrated health studies from Kent State University and a master's degree in comprehensive science education from the University of North Carolina at Charlotte.





*The Road to Well-Being: Empowering Our Students (2018-2019 Theme)*

**2019 BEST PRACTICES FORUM • PANELIST TAKEAWAYS FOR PARENTS**  
on  
***Promoting Student Well-Being***

➤ ***Intellectual, Academic Well-Being*** - CORINNE FOGG, STONE RIDGE SCHOOL OF THE SACRED HEART

- Academic/Intellectual health and success will look different in and for every child. Embrace the student you have; focus on who s/he is, intentionally and explicitly seeing and celebrating her/him.
- Purpose matters. A child’s sense of purpose is essential to her/his happiness and satisfaction in life. Instead of asking your children what they want to be when they grow up; ask: *What problem do you seek to solve? Why are you doing this? Why does it matter to you?* Seek to cultivate a sense of purpose in each child.
- Cultivate intrinsic motivation. Share in activities that promote learning for learning’s sake. Practice failure; prepare children realistically for the world; prioritize ethical engagement and quality, not quantity, of activities.
- Avoid “pernicious cultural messages that make us question our own instincts” as parents: “1. You have complete control over your child’s development. If you don’t, you must be doing something wrong. 2. You can never do or be enough as a parent. [and] 3. Your child’s success or failure defines you.” (Simmons, R., *Enough As She Is*)
- Let him/her drive - even when you're scared.
- We are responsible, as adults, for realizing the interplay among physical, ethical, digital, social/emotional, cultural, and intellectual well-being.

Notes:

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➤ ***Equity, Cultural Awareness, Global Citizenship*** - KIKI DAVIS, ST. STEPHEN’S & ST. AGNES SCHOOL

- Being equitable is different from being equal and being inclusive is more than being welcoming.
- Many of our schools were not created for their current demographic. In order to serve all students, it is important to re-evaluate systems and practices that may prevent us from being equitable and inclusive communities.

- We are all responsible for a certain level of cultural awareness and literacy in order to provide students with the best possible and safest experiences in our institutions.
- Cultural awareness ensures that all students are seen, valued and validated for who they are and what they bring to the community.
- As the world gets smaller through our access to digital platforms, cultural competency becomes more important to help build and maintain relationships.

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➤ **Physical Well-Being** - HEIDI GREENHALGH, GEORGETOWN VISITATION PREPARATORY SCHOOL

- Health is not just the absence of disease, it is striving for physical and mental well-being and is a lifelong process of making decisions that support a balanced life enabling us to maximize potential.
- Encourage daily physical activity and healthy eating patterns.
- Emphasize that good sleep hygiene is a very important health behavior.
- Help your child identify tools/techniques that help find balance when stressed.
- Have conversations with your child about consent and physical intimacy.
- Have conversations with your child about alcohol misuse and the dangers of vaping.

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➤ **Ethics, Service, Leadership** - JOHN BELLASCHI, LANDON SCHOOL

- Student Well-Being Should Include ETHICAL Well-Being
  - ✓ Ethical well-being leads to a balanced, healthy, and meaningful life. Both students and schools flourish when they have a clearly defined ethical purpose that is nurtured.
- It Takes A Village To Raise An Ethical Child
  - ✓ Yes, the African Proverb is true. Each of us (educators, parents, media, faith communities, coaches, friends, neighbors) must partner together to help our children grow ethically given certain contrary cultural forces.

- Students Benefit Greatly From A School's Formal Ethics Programming
  - ✓ Schools should set aside time and develop programs for ethics just as they do for academic disciplines (english, math, history, science, etc.).
- Students Benefit Even More From Informal Relationships With Ethical Leaders
  - ✓ School administrators, teachers, coaches, and staff members as well as parents all should view themselves as ethical leaders who are committed to serve as ethical mentors and models to our students. The ethical well-being of our students depends upon these meaningful relationships.

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➤ **Mental, Emotional, Social Well-Being** - PHYLLIS FAGELL, SHERIDAN SCHOOL

- Some of the most common myths about middle schoolers are that they crave drama, are trying to push adults' buttons, and understand that perfection is unattainable. (Link to my article *Five Truths about Middle Schoolers*)
- Tweens today are more focused on identity issues--and there are more GSA's and other affinity groups in schools--but they also must contend with more overt racism, anti-Semitism and homophobia. They are growing up with the fallout from #Metoo, and boys are worrying about how society views them. Kids today also have less freedom and greater mental health challenges. (Link to my articles *How Childhood Has Changed for Tweens* and *Six Ways Parents and Schools Can Tackle the Rise in Tween Suicides*)
- Parents can help their child identify effective coping strategies and vocalize when they're using strategies themselves. They can ask the child to identify the adult they'd seek out in a crisis. They also can set aside time when tweens can just think or engage in unstructured, self-directed play.
- To foster critical thinking and interpersonal skills, parents and educators can walk kids through real or fictional ethical or social dilemmas.
- Schools can offer a variety of affinity groups to support kids' emerging identities and normalize their experiences.

Notes:

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➤ **Digital Well-Being** - BARBARA HUTH, COMMON SENSE MEDIA

Set Up Your Family For Success

- Decide why//when//what//where//who//how for technology use.
- Set expectations and discuss rules together.
- Encourage creation as well as consumption.
- Model the media behavior you want to see in your kids.
- In settings, turn off:
  - ✓ Autoplay (Netflix, YouTube & other streaming apps)
  - ✓ Notifications (on device and in app)
- Create “sacred spaces” or device free spaces at home.
- Set up a timer for tech “check-ins” to check social media, etc. so you don’t spend more time than you originally intend to.

What Families Can Do to Make Digital Well-Being a Habit by Elizabeth G. Galicia, Common Sense Kids Action  
These simple steps can establish healthy habits and boost your family's digital well-being:

- Create screen-free times and zones. Help your kids take breaks from their tech by limiting screen time in bedrooms, while studying, or at the dinner table.
- Try parental controls. Set content limits that make sense for your family. Check the settings on apps your kids use to keep personal information private.
- Establish clear family rules. Decide together what kind of media and tech is OK -- and when it's OK to use it. A family media plan can help get everyone on the same page.
- Practice digital citizenship. Talk about what it takes to stay safe and be responsible online, including tackling real-life challenges like privacy and digital drama.
- Watch and play together. Choose quality, age-appropriate media to enjoy with your kids. Visit commonsensemedia.org to find TV shows, games, and more.

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# *Middle School* **MATTERS**



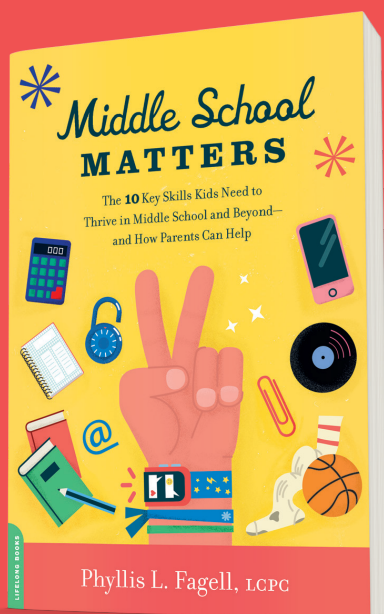
The **10** Key Skills Kids Need to  
Thrive in Middle School and Beyond—  
and How Parents Can Help



LIFELONG BOOKS

Phyllis L. Fagell, LCPC

Counselor and popular *Washington Post* contributor offers a new take on grades 6-8 as a distinct developmental phase—and the perfect time to set up kids to thrive.



ON SALE AUGUST 6TH 2019

FOR MORE INFORMATION, VISIT:

[www.phyllisfagell.com](http://www.phyllisfagell.com)

Da Capo  
LIFE  
LONG



**Common Sense is the nation's leading independent nonprofit organization dedicated to helping kids thrive in a world of media and technology. Every day millions of families turn to Common Sense Media for trusted advice and unbiased ratings.**

## Rate

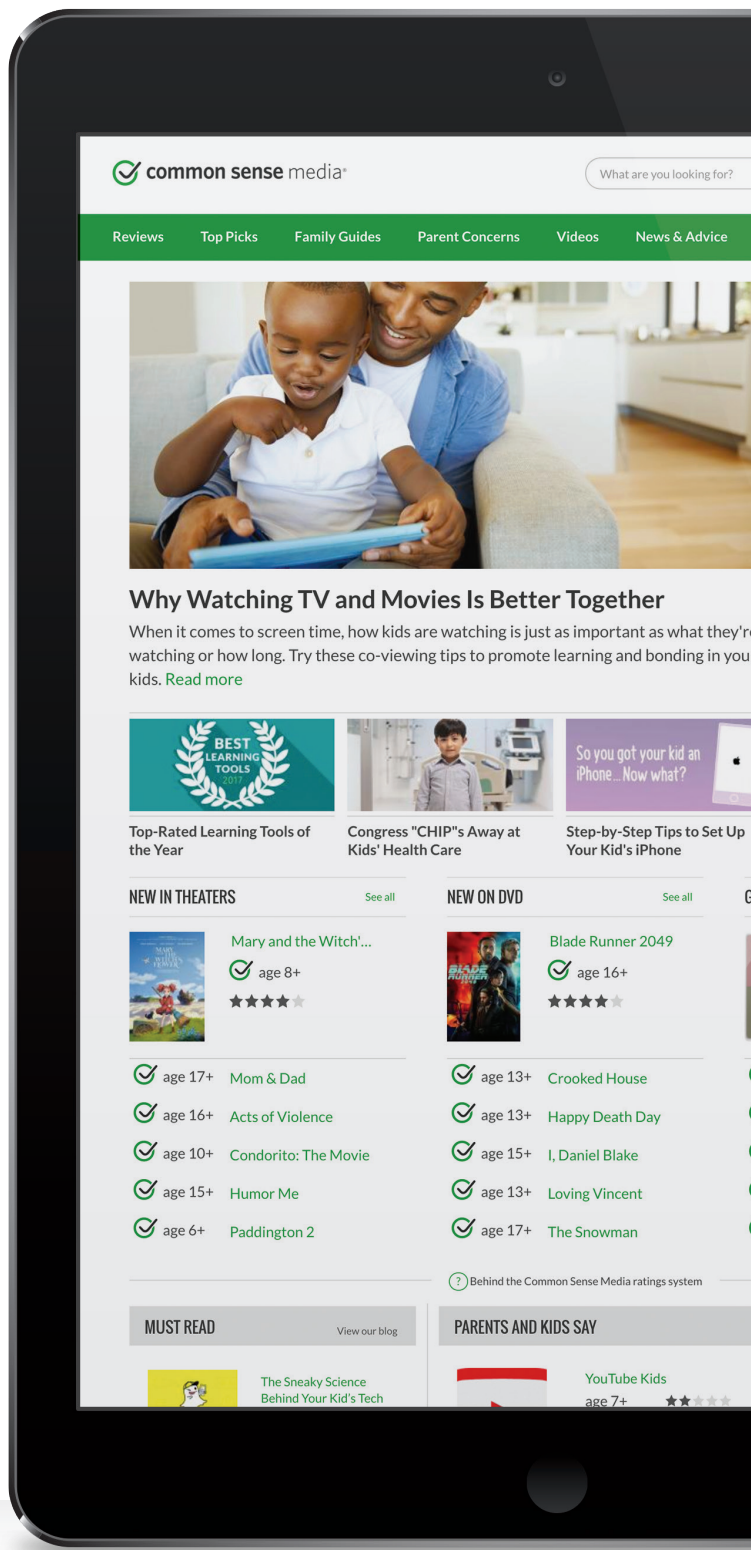
We offer the largest, most trusted library of independent age-based and educational ratings and reviews for everything your kids want to watch, play, read, and learn. Our independent ratings can be found on Netflix, Comcast, DirecTV, and many other partner networks, helping families and kids make smart media choices. We offer content relevant to Latino families in our Spanish-dedicated section, Common Sense Latino.

## Educate

We provide educators with the essential digital citizenship and literacy skills every student needs to succeed. Our educational ratings, and free curricula and content are used by more than 50% of public schools across the country.

## Advocate

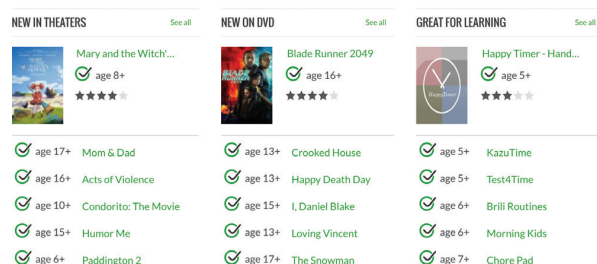
We are working on national, state, and local levels to build a movement dedicated to ensuring that every child has the opportunity to thrive. Our Common Sense Legislative Ratings and advocacy tools leverage our unique membership base of parents and teachers in all 50 states who believe kids should be our nation's top priority.



**Get the best out of media and technology, and you'll get the best out of your kids.**

Learn more at [www.commonsense.org](http://www.commonsense.org).

# Ratings and Reviews



## Ratings & Reviews

- 30,000+ movie, TV show, book, game, app, and website reviews for kids age 2-18
- Rated for age, quality, and learning, including discussion questions and areas of concern
- 1,600+ original video movie reviews, including 30+ in Spanish
- Common Sense Seal awarded to top-rated movies for families



## Top Picks & Family Guides

- 700+ collections of highly rated products based on age, interests, holidays, and more, such as:
  - Movies That Inspire Kids to Change the World
  - The Modern Kids' Guide to Crafting, Coding, Composing, and More
  - 50 Books Every Kid Should Read Before They're 12
  - 10 Preschool Apps That Are Worth the Money

# Parent Advice and Resources



## Common Sense Advice

- 500+ articles on parenting, media, and everything in between with practical tips and resources, including over 180 in Spanish
- New posts every week, such as:
  - How to Raise a Reader
  - 5 Myths and Truths About Internet Safety
  - 10 Most Violent Video Games (and What to Play Instead)

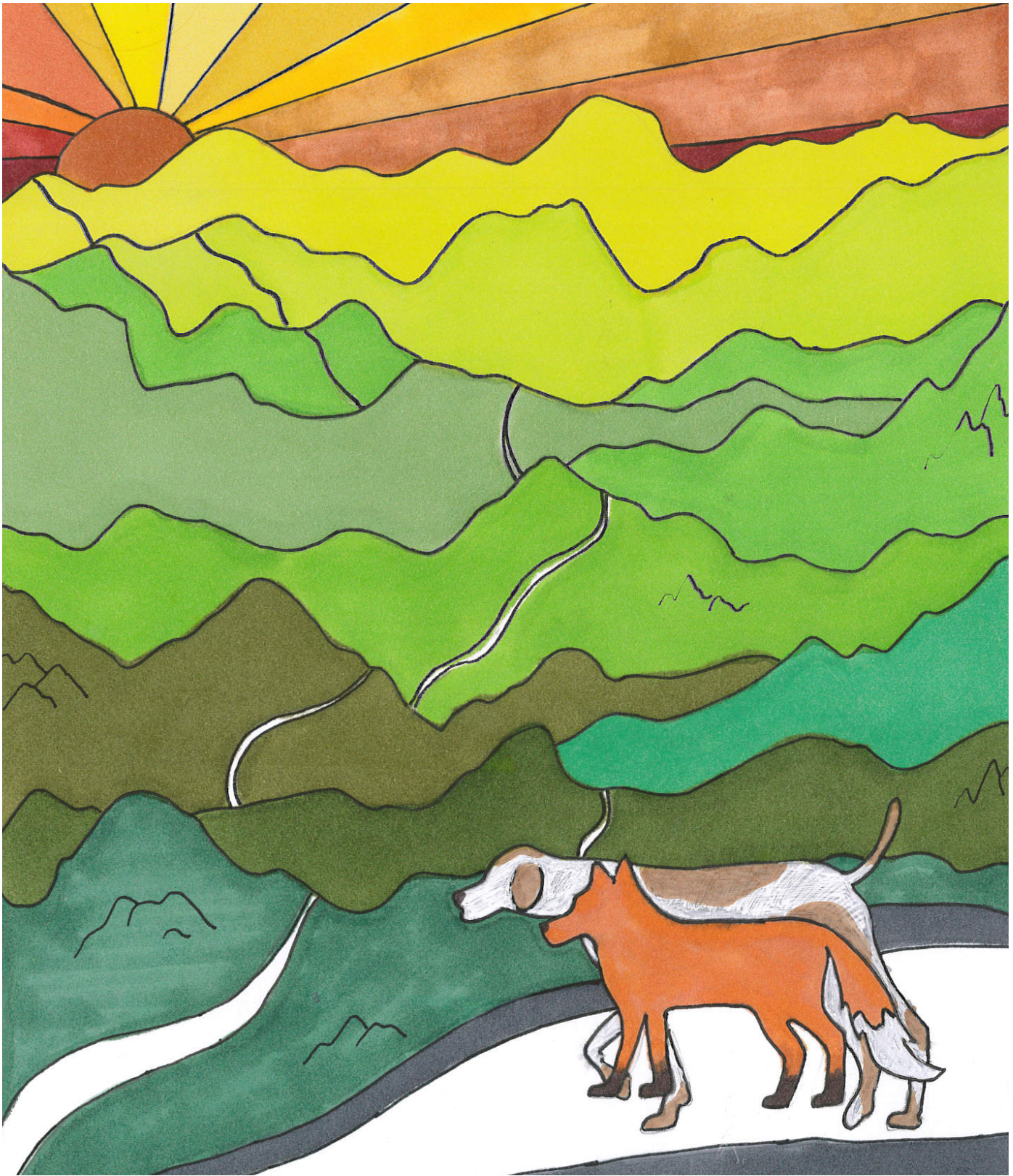
What age should my kid be before I let them use social media?

## Parent Concerns

- 15+ curated resource centers with videos and advice to help with the tough conversations
- 400+ questions from real parents, answered by experts, covering topics such as:
  - How much screen time is right for my kid?
  - What should I do if my kid is bullied online?
  - What's the right age to get my kid a cell phone?
- 110+ parent tip videos, plus over 50 in Spanish

Learn more at [www.commonsense.org](http://www.commonsense.org).





Foxcroft  
SCHOOL

2018-2019  
PLANNER

## Mission

To help every girl explore her unique voice and to develop the skills, confidence, and courage to share it with the world.

## Values

Respect  
Integrity & Honesty  
Kindness & Understanding  
Service

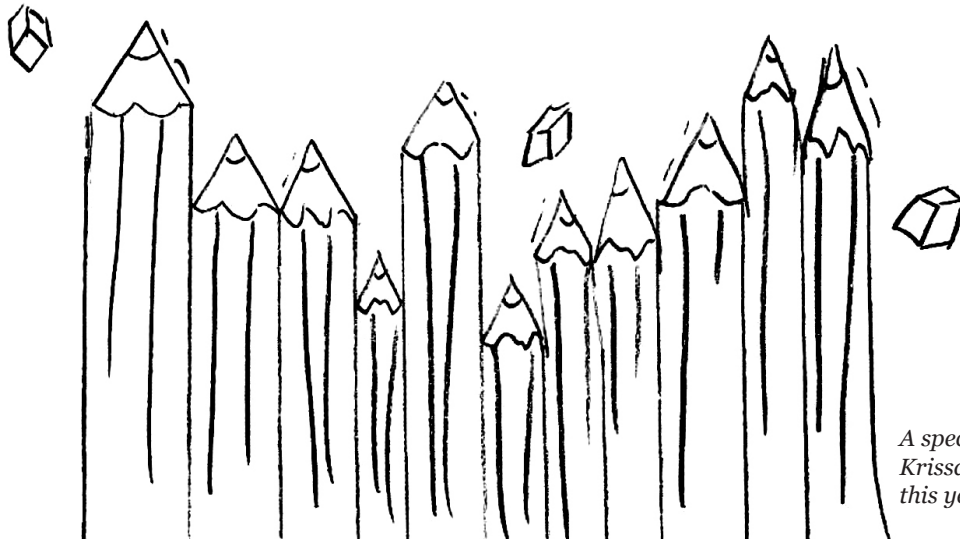
## Honor Code

Foxcroft is a community built on trust. A Foxcroft girl is respectful of others and their property, dedicates herself to her academic pursuits, and models the School's expectations both on and off school grounds. Every student in the Foxcroft community is expected to be honest in her academic work and in her interactions with members of the community. Lying, cheating, or stealing, including plagiarism and the use of any false identities, violates our honor code, is considered prohibited conduct, and will result in disciplinary action. Each year, our community members attend an Honor Assembly to sign the Honor Code, and actively participate in Honor Code discussions and activities about honor and academic integrity.

## Honor Pledge

The Honor Pledge serves as a regular reminder to all members of the community that we have a shared responsibility to act with academic integrity in all of our work. Teachers will ask students to sign the pledge on a range of assignments, from tests and quizzes to essays and group projects. Expectations will be made clear to students in each faculty member's course syllabus, assignment descriptions, and class announcements.

***I pledge that all work is my own, but any help I received is documented and in accordance with the expectations of my teacher.***



*A special thank you goes to  
Krissa Thorndike for producing  
this year's planner illustrations.*



## School Song: Here's to the School

Here's to the School  
And the spelling book and rule  
To Miss Charlotte and the head whom we follow;  
And here's to their health  
And their happiness and wealth;  
And here's to the whoop and the hallo.

Chorus:

Then sing girls and sing And let every girl here sing  
Who's old enough to lead and to follow.  
For every girl that's here  
Has a memory near and dear  
For the School and its whoop and its hallo.

Here's to the horse  
And the basketball, of course  
and here's to the rally of the hunt girls;  
And here's to being friends  
'Til life is through and ends  
And here's to Foxcroft in the front, girls.

## Chorus

Our hearts are staunch and true  
And no matter what we do  
We'll remember the life in old Virginia;  
So pass the word along  
Come join us in our song  
And sing to Foxcroft in Virginia.

## Chorus



## School Prayer

*Note: It is tradition at Foxcroft to say together the School prayer at events such as Convocation and Commencement and at Morning Meetings. At Foxcroft, we have students of many faith traditions and we honor and respect each girl's beliefs. This prayer has its roots in the Christian faith, but today we say it as a reminder of how we want to treat one another and how we want to live in community together. It is a promise to one another.*

O God, grant to this School and Thy servants in it Thy holy protection for the ensuing day. Give us strength to resist temptations, to be honest and upright and to be faithful and loyal friends to all about us. Give us a cheerful spirit in our work and in our play. Grant us a clear vision and clean hearts and the grace to perform our daily tasks in Thy service, that we may go forth from our School in the light of Thy love, living always as Thy true children. Amen.

# Foxcroft SCHOOL

## 2018-19 MAJOR DATES & REQUIRED EVENTS CALENDAR

We provide this calendar of major dates and required events so that our students and their families can plan ahead to ensure full community participation. Some activities are subject to change. The Website Calendar is our Master Calendar. Specific details and student activities will be posted on the website.

July 2018						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
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August 2018						
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October 2018						
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November 2018						
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- August — 2018**
- 16-17 New Faculty Orientation/Lead Dorm Parents Return
  - 20-24 Faculty In-Service
  - 23 Student Leaders (Student Council and Dorm Leaders) Arrive
  - 23-24 Student Leader Orientation
  - 25 All Returning Students Arrive
  - New International Students Arrive
  - 26 Opening of School — Closed Weekend
  - New Girls Arrive
  - Opening Convocation
  - Opening of School Banquet
  - 28 Fox/Hound Choosings
  - 29 Sunrise Service
  - Classes Begin
  - 31 First Weekend of School — Closed Weekend

- September — 2018**
- 1-2 First Weekend of School — Closed Weekend
  - 7 Schoolwide Leadership Day — No Classes
  - 7-9 Closed Weekend
  - 8 ACT Plus Writing (Hosted at Foxcroft)
  - 9 Honor Code Assembly and Banquet
  - 14-16 Closed Weekend
  - 21-22 Board of Trustees Meetings
  - 21-23 Closed Weekend
  - 29-30 Fall Break (ends Oct. 2)

- October — 2018**
- 1-2 Fall Break
  - 6 SAT/SAT Subject Tests (Hosted at Foxcroft)
  - 8 Admission Open House
  - 12-14 Parents' Weekend — Event Weekend
  - Parents' Association Meeting (12)
  - Parents' Weekend Party (12)
  - Cherry Blossom Breast Cancer Foundation Walk — *anticipated* (14)
  - 24 Standardized Testing Day for Underclassmen
  - 26 Performing Arts Student Review — Event Weekend

- November — 2018**
- 3 SAT/SAT Subject Tests/SAT Language Subject Tests with Listening (Hosted at Foxcroft)
  - 7 Fall Sports Award Banquet
  - 14 Thanksgiving Banquet
  - 16-17 Fox/Hound Field Hockey — Event Weekend
  - Hunt Breakfast (17)
  - Fox/Hound Field Hockey Games (17)
  - 18 Thanksgiving Break Begins — Dorms close at 11:00 a.m.\*
  - 26 Students Return/Faculty In-Service Day
  - 27 Classes Resume
  - 30 Admission Open House
  - 30 Holiday Community Service and Celebration — Event Weekend

- December — 2018**
- 1-2 Holiday Community Service and Celebration — Event Weekend
  - 2 Christmas Pageant
  - 7 Winter Theater Production
  - 9 Lessons and Carols
  - Holiday Banquet
  - 14 Last Day of Classes
  - 15 Review Day
  - 17-19 First Semester Exams\*
  - 20 Winter Break Begins — Dorms close at 11:00 a.m.\*

January 2019						
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\*Breaks begin after students' final obligations

**Closed Weekend** - all students remain on campus for entire weekend and attend required weekend event(s)

**Event Weekend** - weekend events may require student attendance

6/6/2018

# Foxcroft SCHOOL

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September 2018						
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October 2018						
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December 2018						
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- January — 2019**
- 3-4 Faculty In-Service Day
  - 4-6 Students Return — Dorms open on Friday (4)
  - 5 Junior Parents' College Program — for Sophomores and Juniors
  - 7 Classes Begin, Term II
  - 11 Admission Open House
  - 12 Think Pink Basketball Tournament — Event Weekend
  - 21 Martin Luther King, Jr. Banquet
  - 25 Paul K. Bergan Poetry Festival — Event Weekend
  - 25-26 Board of Trustees Meetings

- February — 2019**
- 4-8 Wintermission Term
  - 11-15 Global Cultures Week
  - 15 Global Cultures Banquet and Gala — Event Weekend
  - 23 K2M STEM Competition — Event Weekend

- March — 2019**
- 1-2 Fox/Hound Basketball Games — Event Weekend
  - 3 Spring Vacation Begins — Dorms close at 11:00 a.m.\*
  - 18 Students Return/Faculty In-Service Day
  - 19 Classes Resume
  - 29 Junior Class Walk
  - 30-31 Wellness/Leadership Weekend — Event Weekend

- April — 2019**
- 11-13 Alumnae Reunion Weekend
  - Alumnae Association Dinner (11) — for Seniors
  - Alumnae Career Panel (12)
  - 12-13 Board of Trustees Meetings
  - 13 ACT Plus Writing (Hosted at Foxcroft)
  - 17 Fox/Hound Riding
  - 22 Earth Day Banquet
  - 26 Admission Open House
  - 26-28 Art Weekend — Event Weekend
  - Spring Theater Performances (26, 27)

- May — 2019**
- 4 SAT/SAT Subject Tests (Hosted at Foxcroft)
  - 6-17 AP Exams (Hosted at Foxcroft) — *anticipated*
  - 13 Spring Sports Award Banquet
  - 19 Athletic Association Banquet
  - 23 Sunrise Service
  - Awards Assembly followed by Dinner
  - Baccalaureate
  - 24 Commencement for Class of 2019
  - 24-26 Closed Weekend for Underclassmen
  - 25 Review Day
  - 27-29 Final Exams\*
  - 30 Summer Break Begins — Dorms close at 11:00 a.m.\*
  - 31 Faculty In-Service

- June — 2019**
- 3-5 Faculty In-Service

January 2019						
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April 2019						
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May 2019						
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June 2019						
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23	24	25	26	27	28	29
30						

\*Breaks begin after students' final obligations

**Closed Weekend** - all students remain on campus for entire weekend and attend required weekend event(s)

**Event Weekend** - weekend events may require student attendance

6/6/2018

# Preparing for the Journey

What are my goals?

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What are my dreams?

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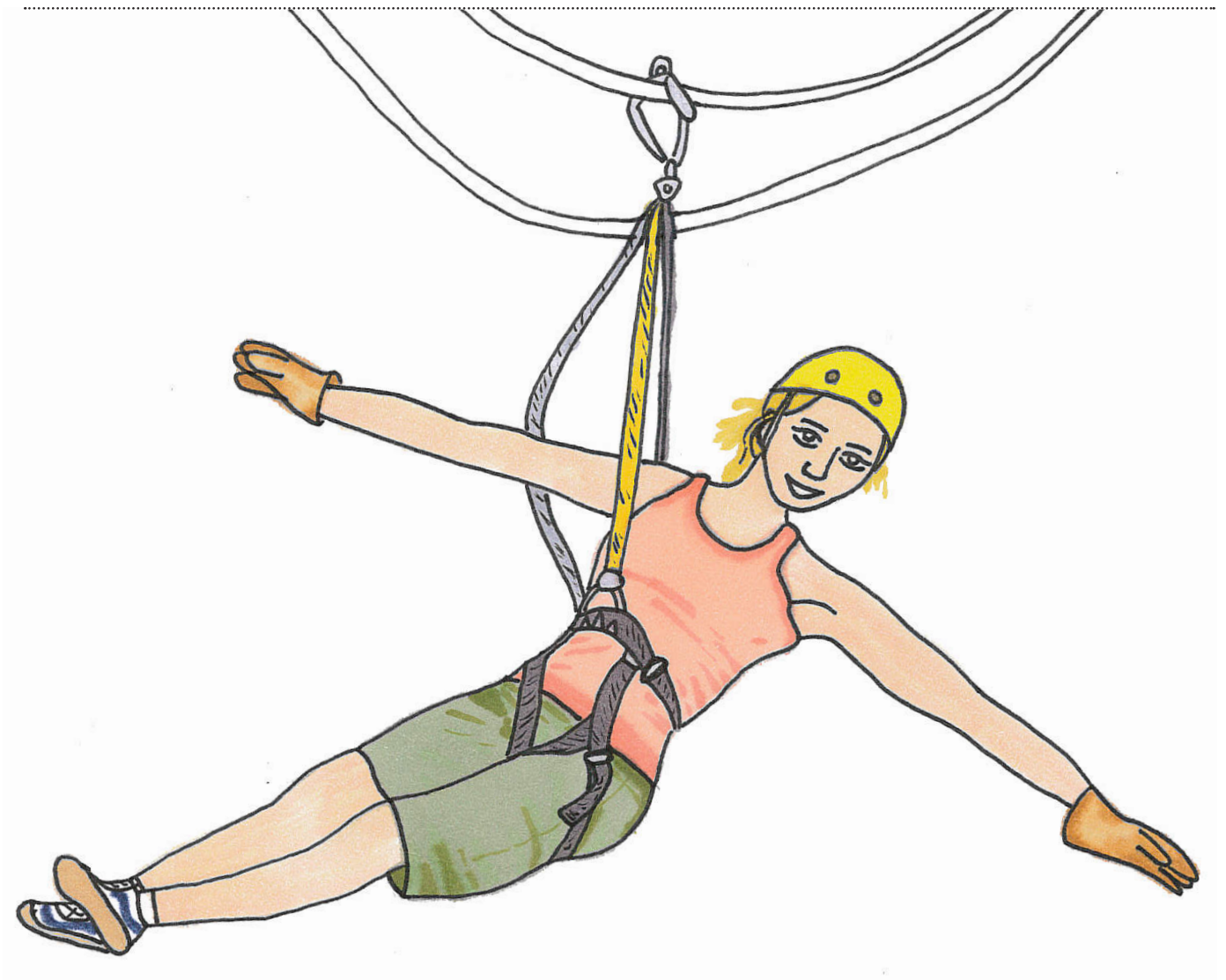
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What do I want to learn?

How can I make a difference to others in my school, home community or the world?  
Is there a problem I would like to solve?

What motivates me?

How do I want to feel at the end of the year?

Who and what do I need for support in order to accomplish my goals?

What habit(s) do I want to track? (Consider sleep, water, exercise, moods, gratitude, or device-free time)

# August 2018: Orienteering

My feelings about the opening of school are...

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Sunday	Monday	Tuesday	Wednesday
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5	6	7	8
12	13	14	15
19	20	21	22
26 Closed Weekend New Girls Arrive	27 Opening Days / Orientation	28 Opening Days / Orientation Choosings! New Girl Sing Sing	29 First Day of Classes! Sunrise Service Club Heads Meet

Notes:

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I am most looking forward to:

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Thursday	Friday	Saturday	Tracker Key
2	3	4	
9	10	11	
16	17	18	
23 Student Leaders Arrive!	24 Student Leader Retreat	25 Closed Weekend Returning Girls and New International Students Arrive	
30 Classes	31 Classes Target Trip!	1 / 2 Dorm Bonding! Athletic Games Middleburg Trip!	
			<div> <div></div> Fox Week         <div></div> Hound Week       </div>

Notes:

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# September 2018: The Compass

Reflections:

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Sunday	Monday	Tuesday	Wednesday
2 Middleburg Trip	3 Labor Day Honor Week	4 Honor Week	5 Honor Week
9 New Girl Orientation: Middleburg Honor Assembly & Banquet	10 Rosh Hashanah	11	12
16	17	18	19 Yom Kippur
23	24	25	26

Notes:

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I am most looking forward to:

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Thursday	Friday	Saturday	Tracker Key
		1 Dorm Bonding! Athletic Games	
6 Honor Week	7 All School Leadership Day! Club & Activities Fair	8 ACT Plus Writing Class Adventures!	
13	14	15 Grades 9/10 Ice Cream Social - BSSAC @ Madeira Grades 11/12 Mixer @ BRS	
20	21	22 Opening Mixer @ WFS	
27	28	29 / 30 Fall Break!	

 Fox Week
  Hound Week

Notes:

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# Smart Navigation: Foxcroft Values



Foxcroft is a community of “understanding hearts,” where each girl is known and valued as an individual. Our core values of respect, integrity, kindness, and service to others guide us as we learn and live together within a community comprised of students and faculty of different backgrounds from all over the nation and the world.

We encourage all members to pursue knowledge, recognize their personal biases, view a topic from multiple perspectives, and demonstrate respect for diverse viewpoints. We believe that respect requires a willingness in students and faculty to get to know one another — to inquire, to challenge, and to consider thoughtfully new perspectives without judgment.

Our community welcomes and celebrates the diverse histories, experiences, and identities of each of its members, and we believe that shared experiences — formal and informal — within a diverse community foster authentic human relationships and growth. Further, Foxcroft girls are inspired to recognize, reflect upon, and compassionately respond to the diverse needs of others outside of the school community through service learning opportunities.

Thus, our values serve as our compass, helping us learn to navigate this diverse and complex web of human connections, experiences, and interactions. Where there is conflict, confusion or uncertainty, we lean into discomfort with courage and an open heart. We must ask:

**Kindness:** How can I respond to others with kindness and understanding? How might the other person/people feel?

**Respect:** How can I honor the dignity of a person who thinks or behaves differently than I do?

**Integrity:** What is the honorable thing to do? How can I take responsibility for my mistakes?

**Service:** What can I do to help make a difference to my community? To others?

Which visionary woman did you read about? What inspired you to choose her?

Who is your role model? What does s/he do that you most admire?

Remember a time when you were little that you felt excluded. What happened? What did you learn?

Remember a time when you were little when you hurt someone's feelings or let someone down. What did you learn about yourself from that?

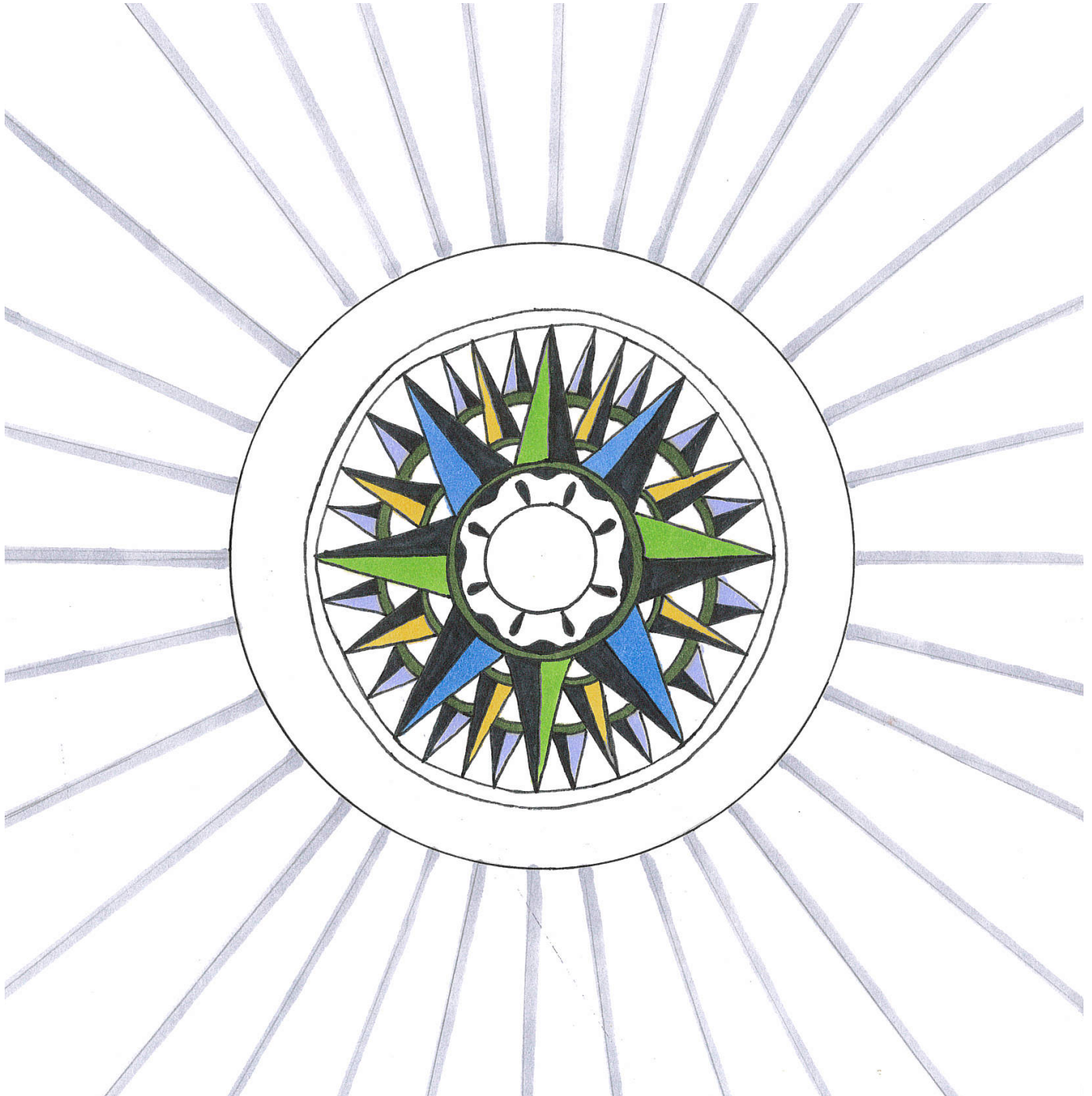
After you leave Foxcroft, how do you want to be remembered by your teachers?

What kind of impact do you want to have in our school community. What's something you can do today to move you closer to that goal?

# Preparing for the Journey

## Orienting Yourself

Consider our four shared values of respect, integrity, kindness, and service. While we all strive to live consistently by all four values, set your intention on one in particular. Write it in the center of the compass below. Next, write each of the four values in the larger open circle - one for each direction (for example, “north” might be “respect,” and “east” might be “service”). Now, in each ray that fans out from the center of the compass, write down things that you can strive to do each day to nurture each of the values. For example, for respect you might consider writing, “holding the door open for others,” “sitting by someone I don’t know at lunch,” or “refraining from gossip,” etc.



H: Monday, 9/3 Honor Week	H: Tuesday, 9/4 Honor Week	H: Wednesday, 9/5 Honor Week
<b>1</b> (8:00-9:30)	<b>4</b> (8:00-9:30)	<b>Faculty Meet</b> (8:00-8:30)
		<b>2</b> (8:30-10:00)
<b>MM</b> (9:35-10:00)	<b>Meet</b> (9:35-10:30)	
<b>C</b> (10:05-11:35)	<b>A</b> (10:35-12:05)	<b>C</b> (10:05-11:35)
<b>Lunch</b> (11:40-12:10)		<b>Seated Lunch</b> (11:40-12:10)
<b>B</b> (12:15-1:45)	<b>Lunch</b> (12:10-12:40)	<b>B</b> (12:15-1:45)
	<b>3</b> (12:45-2:15)	
<b>2</b> (1:50-3:20)	<b>Advisory</b> (2:20-2:45)	<b>1</b> (1:50-3:20)
	<b>Tutorial</b> (2:50-3:30)	
<b>Tutorial</b> (3:25-3:45)		<b>Tutorial</b> (3:25-3:45)

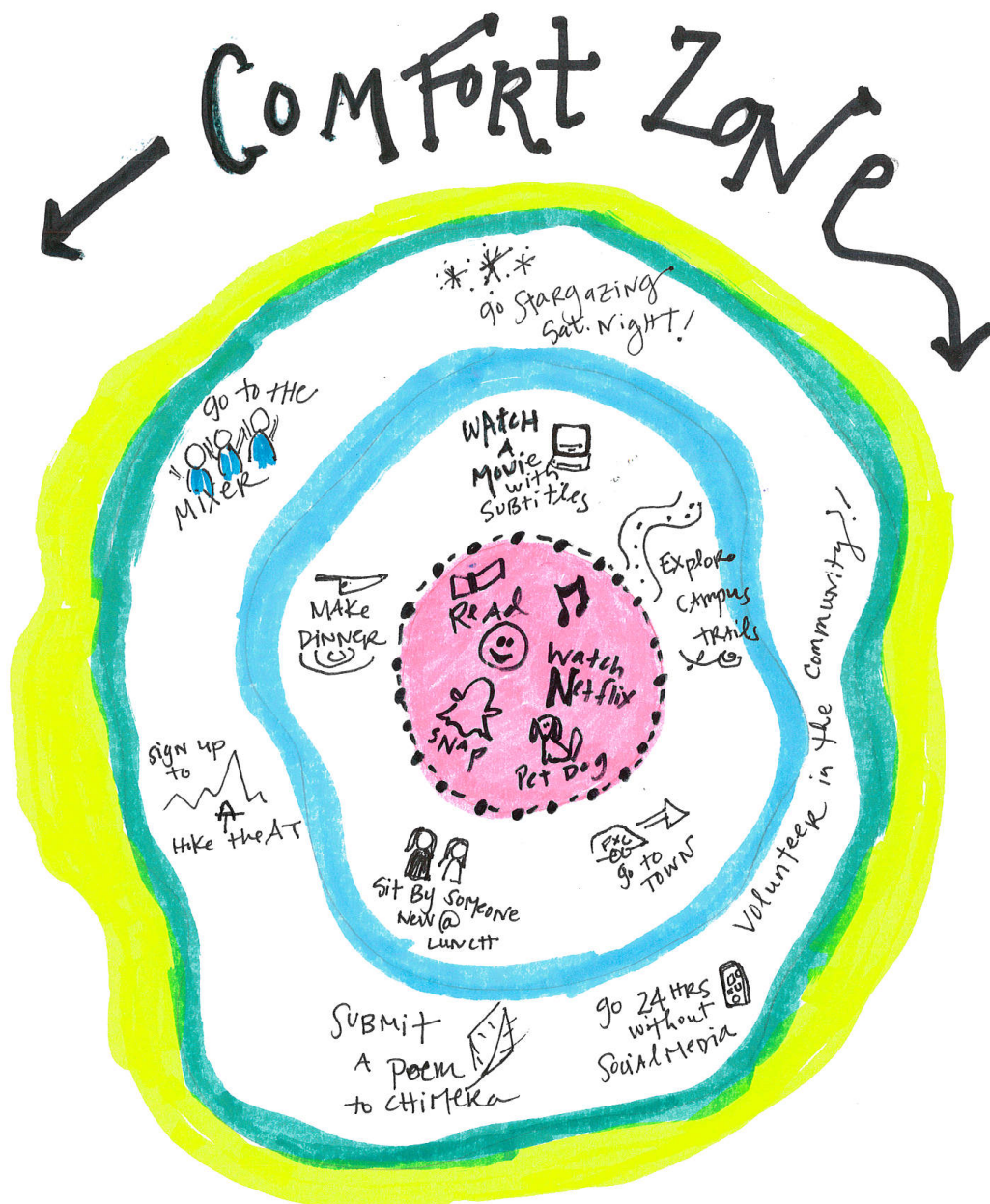
<b>H: Thursday, 9/6</b> Honor Week	<b>H: Friday, 9/7</b> All School Leadership Day!	<b>Saturday, 9/8</b> Closed Weekend
<b>Faculty Meet</b> (8:00-8:55)	<b>Breakfast</b> (8:00-9:00)	<b>ACT Plus Writing</b>  <b>Class Adventures!</b>
<b>3</b> (9:00-10:30)	<b>Visionary Women</b> (9:00-10:00)	
	<b>Keynote</b> (10:00-11:15)	<b>Sunday, 9/9</b> Closed Weekend
<b>A</b> (10:35-12:05)	<b>Speed Sessions</b> (11:30-12:00)	<b>New Girl Orientation:</b> <b>Middleburg</b>  <b>Honor Assembly &amp; Banquet</b>
	<b>Lunch</b> (12:00-12:45)	
	<b>Speed Sessions</b> (1:00-1:30)	<b>TO DO:</b>
	<b>Recess</b> (1:30-1:45)	
<b>Lunch</b> (12:10-12:40)		
<b>4</b> (12:45-2:15)	<b>Class Meetings</b> (1:45-3:00)	
<b>Club / Tutorial</b> (2:20-3:30)	<b>Club &amp; Activities Fair</b> (5:00-7:00)	



# Stepping Outside Your Comfort Zone

## Journal

- Think about the first time you did something new — maybe the first day you spent here at Foxcroft as a new student, or the first time you sat on a horse, or even the first time you had a sleepover. How did you feel about it beforehand? How did you feel about it afterward?
- Think about your summers during elementary school. Now think about this past summer. Compare them: Does it seem like time passed at the same speed?
- What types of things and activities make you feel good? Comforted? Nervous? Excited?



# Stepping Outside Your Comfort Zone

We humans are built for routine. From an evolutionary perspective, this makes sense: routines, particularly when they exist within a group of people, provide safety. Things that are new trigger anxiety through our stress response. This, too, makes sense: early in human evolution, something new, like an unfamiliar animal, or an unknown fruit, could pose danger. While that is technically still true today, consuming a new-to-you fruit purchased at the grocery store is far less likely to cause mortal harm than, say, some new berry our ancestors might have encountered on a trek through the woods.

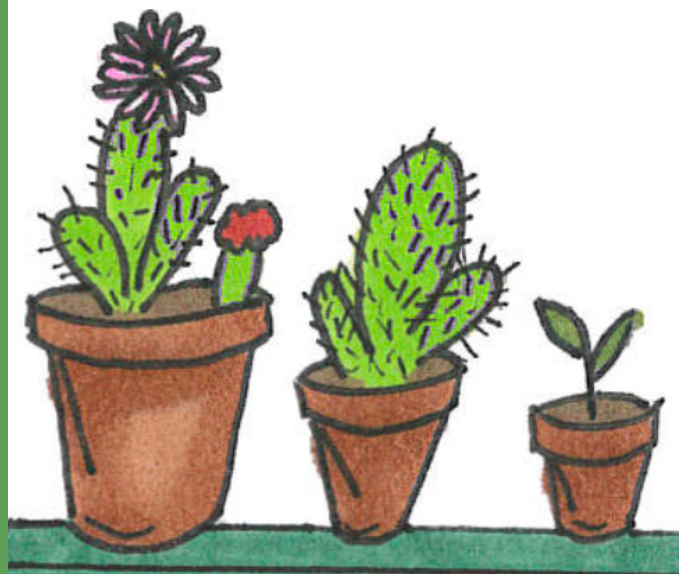
Despite the relative decrease of risk in our lives, our stress response — and our feelings of anxiety that stems from this — continues to switch on whenever we step out of our comfort zones to try new things. But here's the thing: a little bit of stress, and even a little bit of anxiety, is actually good for us. Short-term stress, like the build-up to trying something new, can boost productivity, concentration, and memory. It can help increase immunity. It can motivate you to succeed, and of course, it can make you more resilient by showing you that you are capable of dealing with things that are stressful.

Getting outside your comfort zone to try new things has other benefits, too. You might make new friends or find a new activity you love. On top of that, you might actually be able to slow down your perception of time. Have you ever thought about the endless summers of childhood? I'll wager that your memory of that time, when you were trying new things all the time (how many firsts were there in each month, or year?), is expansive. When we do new things, we tend to pay more attention to them. This makes it feel like time is stretching, at least in retrospection. Challenge yourself this month to get outside your comfort zone and reap the rewards of a little good stress — and may — be a little time warp while you're at it, too.

## *Ideas for the Challenge:*

- *Try a new food!*
- *Ask a teacher for help after class.*
- *Brush your teeth with the other hand.*
- *Change around the furniture in your dorm room — or redecorate!*
- *Walk a different way to Schoolhouse... or the Dining Hall...or the barn...or practice.*
- *Sit with a new group of people in the Dining Hall one meal this week.*
- *Talk politics with your friends (unless that's what you usually do).*
- *Learn how to do your hair in a new way.*
- *Go on a mindful walk around campus.*
- *Take a look at the activities board and sign up for something you've never done before!*

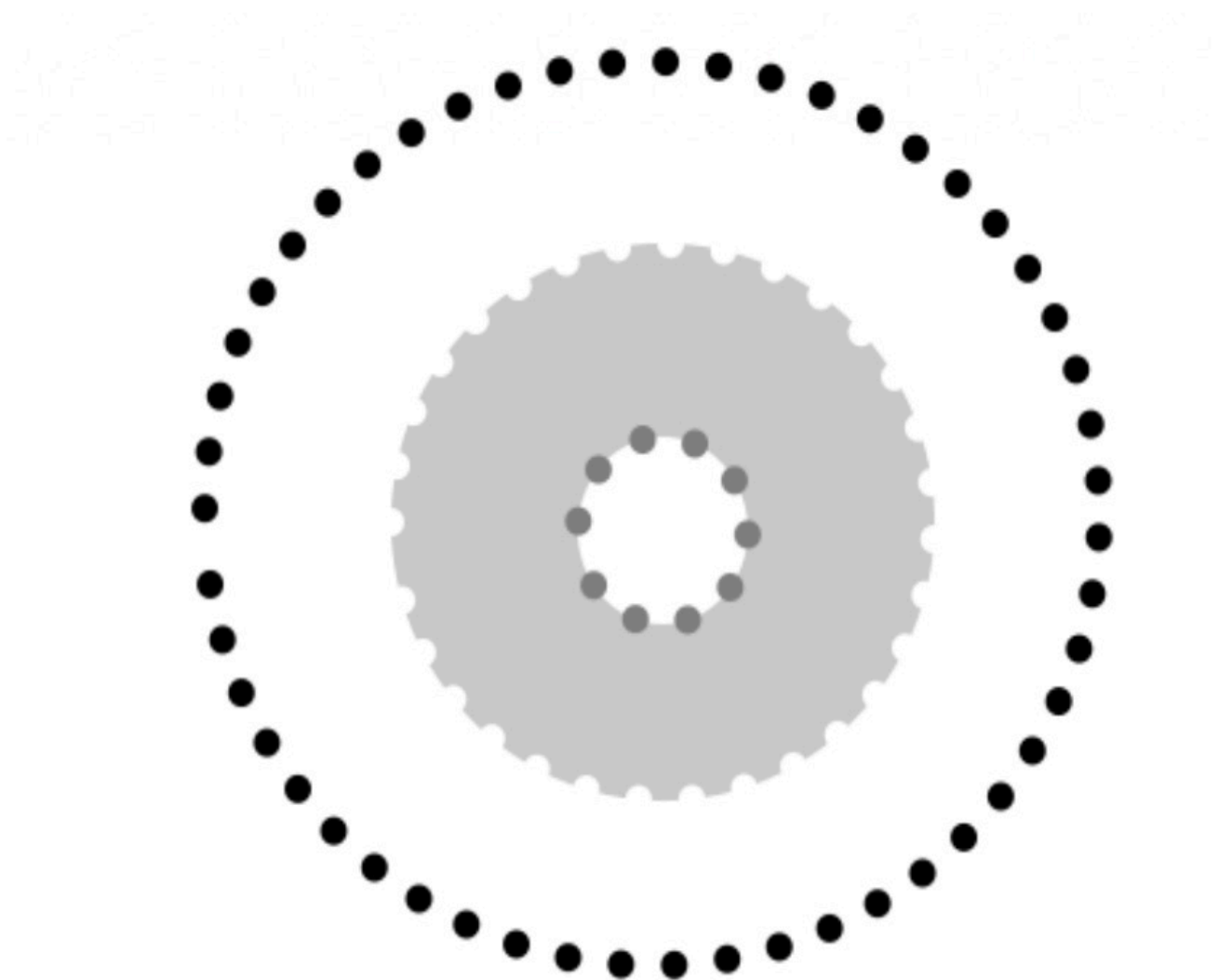
*Don't forget to take pictures of you completing this challenge and send them to our Student Life intern!*



# Drawing Your Comfort Zone Circle

Use this comfort zone circle activity to help visualize the way you interact with the world. In the innermost (first) circle belong the things that come easily to you; you do them well, and they make you feel good. In the next (second) ring, just outside the innermost one, belong the things that take more effort to do, and that make you nervous (usually just beforehand). In the third ring belong the things that you want to try but haven't yet worked up the courage to attempt. Beyond that, in the outer ring, belong things and activities that truly terrify you, but that you hope to check off your list at some point in your life.

It's important to remember that your comfort zone will not always look like the one you draw today! As you try new things, some activities will change places in your rings, moving more toward the center (or perhaps off your diagram entirely). Draw this now, but check in on it again at the end of this school year to see if anything has changed!



## Sources:

Brett and Kate McKay. "Be A Time Wizard: How To Slow Down And Speed Up Time." Blog. 11 August 2014, [www.artofmanliness.com](http://www.artofmanliness.com)  
Eagleman, D. M. (2008). Human time perception and its illusions. *Current opinion in neurobiology*, 18(2), 131-136.  
flow: Mindfulness Workbook (2016)  
Matthews, W. J., & Meck, W. H. (2014). Time perception: the bad news and the good. *Wiley Interdisciplinary Reviews: Cognitive Science*, 5(4), 429-446.

# Trail Magic

Trail Magic — unexpected acts of kindness and generosity — is a wonderful part of the Appalachian Trail (AT) hiking experience. Though acts of kindness are not unique to the AT, widespread trail magic is. As we approach and immerse ourselves in the holiday season, it is fitting that we should actively work to bring trail magic into our lives here at Foxcroft. Hopefully you’ve been thinking about kindness, one of our four core values, since the beginning of the school year. Kindness helps to form bonds — to strengthen relationships — between people. Single acts of kindness are rarely felt in isolation: they ripple outward as the person who received kindness turns to bestow it on someone else. Doing kind things for others makes us feel good, through the release of the neurotransmitter dopamine. Consider the following questions.

## Week 1: Kindness

- Who is the kindest person you know? How do they show kindness?
- Have you ever witnessed a kindness ripple effect? What happened?
- In what ways can you be kinder to your classmates?
- How will you be kinder to yourself this week?

Of course, kindness often leads to gratitude. What’s the big deal about gratitude? Psychologist Robert Emmons tells us that gratitude is, “a relationship-strengthening emotion, because it requires us to see how we’ve been supported and affirmed by other people.” True gratitude is not just a reaction to a gift; it is a recognition of the gift-giver’s effort, combined with the need of the recipient. Gifts do not have to be physical. Sometimes, we experience the strongest feelings of gratitude when someone simply takes the time to listen — and hear — us. Gratitude naturally improves our relationships with others, but it also has wellness and health benefits. Feeling grateful — and counting our blessings, so to speak — can increase our optimism and overall life satisfaction. Consider the following questions.

## Week 2: Gratitude

- What is something that you are looking forward to?
- What possession makes your life easier?
- What is something about your body/health that you are grateful for?
- Describe a nice moment you experienced this week. What did you see, hear, feel?

### Sources:

Fox, G. R., Kaplan, J., Damasio, H., & Damasio, A. (2015). Neural correlates of gratitude. *Frontiers in psychology*, 6, 1491.

Froh, J. J., Sefick, W. J., & Emmons, R. A. (2008). Counting blessings in early adolescents: An experimental study of gratitude and subjective well-being. *Journal of school psychology*, 46(2), 213-233.

<http://appalachiantrail.org/home/explore-the-trail/thru-hiking/trail-magic>

[https://www.huffingtonpost.com/david-r-hamilton-phd/kindness-benefits\\_b\\_869537.html](https://www.huffingtonpost.com/david-r-hamilton-phd/kindness-benefits_b_869537.html)

<https://greatergood.berkeley.edu/topic/gratitude/definition>

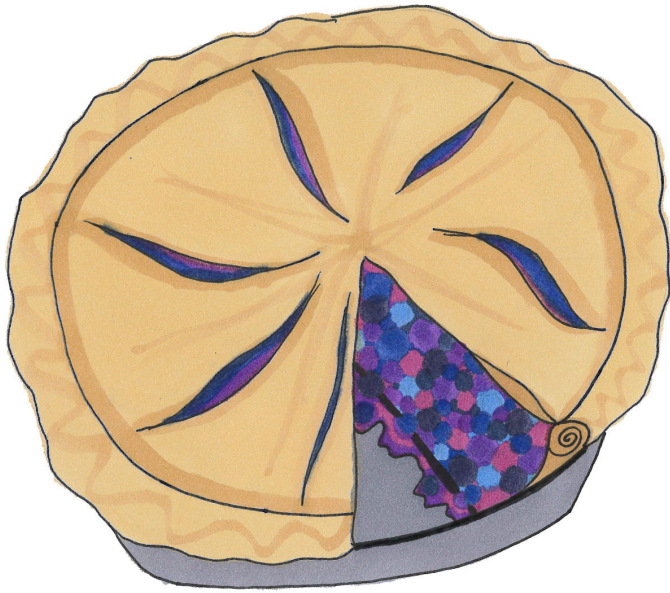


## Trail Magic

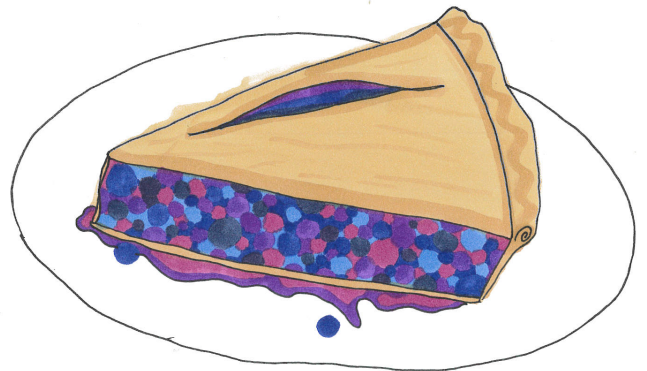
Creating a trail magic culture here at Foxcroft will deepen our connections with one another and increase our collective feelings of happiness and gratitude. We challenge you to do at least three unprompted kind things for others this month, and to spend some time counting your blessings, too - let's get this kindness ripple going!



## Slices of Pie



Because we know that gratitude is good for us, take a moment to reflect on and appreciate all of those “slices of joy” — the big and little things — that bring happiness to your life. Consider cherished childhood memories, current blessings, opportunities, friendships, successes, support people or future hopes and opportunities that you have on the horizon. Take some time to fill in the blank spaces surrounding the slices of pie with your “gratitudes” below. Feel free to be creative by doodling pictures, drawing additional slices of pie, writing lists, or even an overdue thank you note.



Expand on one of your responses to the prompts about kindness and gratitude that were on the “Trail Magic” page. Be specific and use picture-painting words.

Journal Entry:

Date:



# Wonder & Awe

Think of a time when you were struck by wonder, or in awe — absolutely gobsmacked — by something. Describe the experience. How did it make you feel? Did you know that new research is confirming that these “flabbergasted” moments or moments of “awe” are actually good for us?

According to psychologists Dacher Keltner (University of California at Berkeley) and Jonathan Haidt (New York University) awe is defined as experiencing the “vastness” of something, such as seeing breathtaking views like a spectacular waterfall or a sublime sunset, or hearing a song or reading a passage in a book that gives us goosebumps, or intense feelings that inspire us or move us emotionally. These experiences lead us to events that also change our perspective or make us see and understand the world differently. Awe can change us in several ways for the better:

1. We can feel happier and less rushed. After experiencing an awe-struck moment, participants in Keltner and Haidt’s experiments reported feeling that they had more time — they were able to slow down and enjoy the present moment better. They also reported feeling more inclined to give their time to helping others and they also wanted to seek out more “awesome” experiences.
2. Awe also makes us kinder and more ethical. Witnessing something vast reminds us that there is “something larger than us” and helps us to gain perspective on more trivial matters that may influence our daily moods. As a result, research indicates, when we are awe-struck we tend to make more positive decisions that improve the lives of others.
3. Awe may improve our health and well-being. Though research is inconclusive on the direct correlations between being awe-struck and physically healthy, some new research is showing that awe reduces stress, which could then boost the immune system and improve our psychological health.

*Sources:*

Hopper, Elizabeth. “Feeling Stressed? Awe Might be What You Need” *Healthy Psych: Helping Humans Become More Human*, 7 August 2016, [www.healthypsych.com](http://www.healthypsych.com).  
Piff, Paul, and Dacher Keltner. “Why Do We Experience Awe?” *The New York Times*, *The New York Times*, 22 May 2015, [www.nytimes.com](http://www.nytimes.com).



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Fill this page with what inspires you. No guidelines, no limits!

Journal Entry:  
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Date:

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## Peaks & Valleys

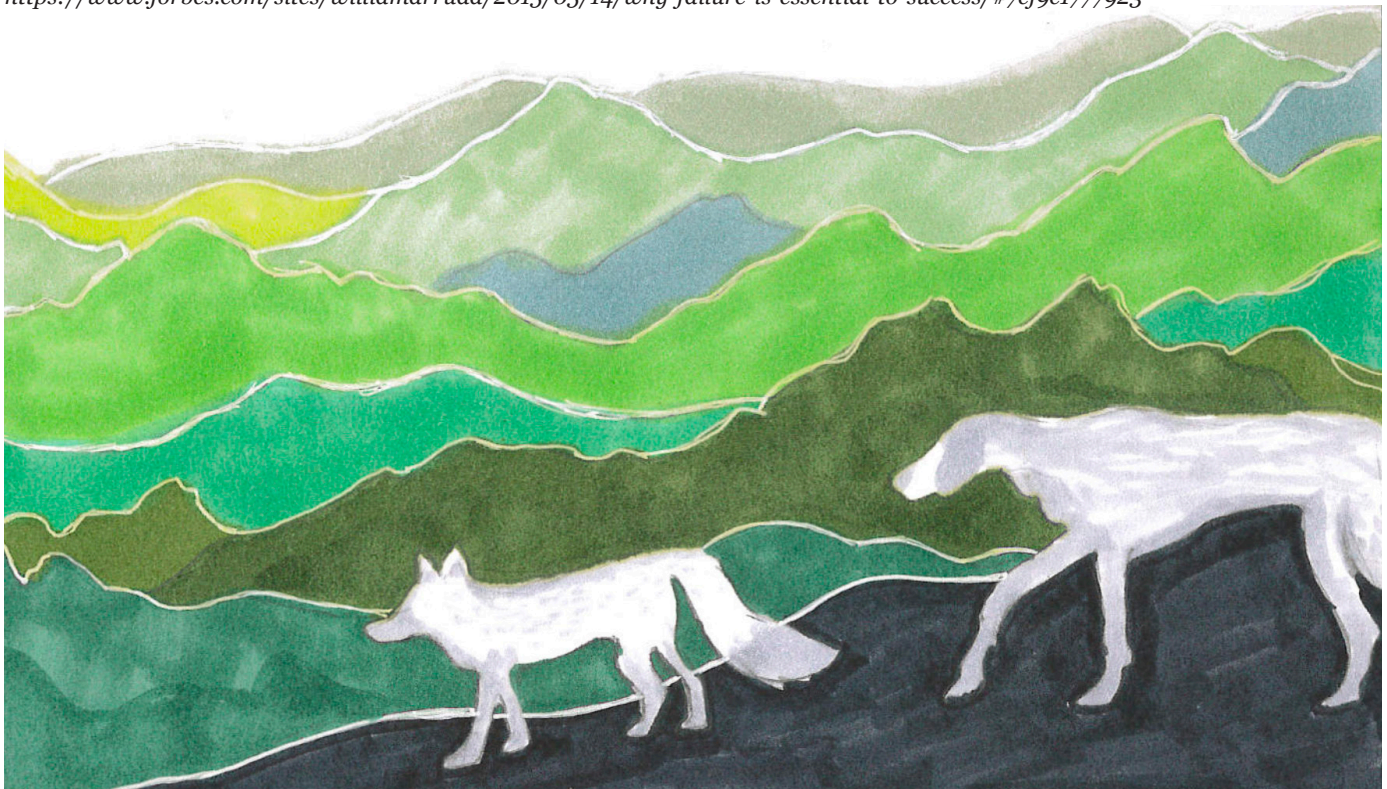
This month is all about the extremes on the trail. You've all just returned from the holidays, often a peak time of the year in terms of happiness and family togetherness. Now that we're back at school, you might be in a valley — at a low point in the academic year — of homework (yay!), but, as it is currently winter in Virginia, many of you might also be feeling a little bit of an emotional or energy slump, an entirely different type of valley. Peaks and valleys add interest to our lives. Can you imagine how boring it would be to be on a constant, even path, where everything is always just mediocre? Taking risks — getting outside our comfort zones — can lead us to the peaks of success or the valleys of failure (or anywhere in between). Failure in and of itself is not a bad thing at all. In fact, failure often helps us learn far more about ourselves than success ever can. Picking ourselves up and moving out of that valley teaches us that we can survive setbacks, that we are resilient.

Part of that process is reflecting on what happened. Author and leadership development specialist Rachel Simmons tells us that it is important for us to ask why a setback or a success might have happened. This involves thinking both internally (what did I do?) and externally (what was out of my control?). Thinking this way is important for moving away from a constant state of self-blame, but it's also important for helping us to stop ruminating. How many times have you said something to a friend, then spent hours — or days — going over every word of that conversation again and again? Rumination is the name for this obsessive thinking. Simmons writes, “girls tend to think ruminating means you care a lot about a problem, and that you're closer to solving it, too. But, the more you overthink, the bigger the problems begin to seem.” This month, when you find yourselves in the valley of rumination, we challenge you to try some of the techniques on the “Pause and Reflect” page to find your way out.

### Sources:

Simmons, Rachel. *Enough as She Is: How to Help Girls Move beyond Impossible Standards of Success to Live Healthy, Happy, and Fulfilling Lives*. Harper, an Imprint of Harper Collins Publishers, 2018.

<https://www.forbes.com/sites/williamarruda/2015/05/14/why-failure-is-essential-to-success/#7ef9c1777923>



Think about an experience you would describe as a peak in your life. How did it make you feel? How did you get there? Who helped you along the way?

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Now think about an experience you would describe as a valley. How did it make you feel? How did you get there? Think about what you did, but also the circumstances around it.

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If you had an extra hour each day, and all your basic needs (enough sleep, finished homework, etc.) were met, how would you spend it?

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If, instead of New Year’s Resolutions, you had to set an intention — a way you want to live or be — for 2019, what would it be, and why?

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## Pause & Reflect

Draw a path to where you want to go in the space provided. Let it wander all of the page, using dotted lines for plans and solid lines for what has already happened. Draw forks in the road if you desire. Label your drawing with specific details.

### *Techniques to try:*

- *Picture a big red stop sign, telling you to stop what you're doing right now and move on to something else.*
- *Schedule your ruminating: set a firm stop time when you will commit to doing something else.*
- *Use your mindful meditation techniques: focus on your breathing to slow your thoughts down.*
- *Focus on the evidence, not conjecture. What do you know to be true?*
- *Ask yourself how a friend you admire might think about the situation.*

*Source: Enough As She Is (pgs 119-120)*

Expand on the forks in the road that you anticipate in your chosen path.

Journal Entry:

Date:

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## Understanding Hearts

February brings with it Black History Month, Lunar New Year, and our own Global Cultures Week — all of which provide excellent opportunities for cultural understanding, and for a celebration of both diversity and inclusion. It is only fitting that this month's theme, understanding hearts, encompasses the vulnerability, empathy, patience, and forgiveness that are so often required to truly see the world through someone else's eyes. This skill is known as perspective-taking, and researcher, social worker, and teacher Brené Brown calls it “daring greatly.” She also claims that “the two most powerful forms of connection are love and belonging — they are both irreducible needs of men, women, and children.” Daring greatly and nurturing an understanding heart help us to navigate conflicts of all types and allow us to respectfully engage with just about anyone who crosses our paths. This month we'll be featuring diversity and inclusion activities, courageous conversations, and other opportunities for you to practice these skills with your peers. We are lucky to live within a fairly diverse community here; your challenge this month is to learn more about your classmates from backgrounds different than your own and to engage them, respectfully, in conversations. Participate, perspective-take, and find the common ground between you; it may surprise you just how much is there!

*Source: Brown, Brené. (2012) Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent, and Lead. New York, New York: Gotham Books, Penguin Group.*





What does being patient mean to you?

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Why is it important to be understanding of differences in order to forgive?

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How does forgiveness promote peace?

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How can you make a connection with someone who acts, thinks, or lives differently from you?

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# Fill Your Heart

Here's how Brown defines connection and belonging in her book, *Daring Greatly* (pg 145):

**Connection** is the energy that is created between people when they feel seen heard, and valued; when they can give and receive without judgment

**Belonging** is the innate human desire to be part of something larger than us

New people, new ideas, and new experiences can be thrilling and they also can make us feel uncomfortable. To nurture connection and belonging, we need to resist the urge to retreat, something we often do out of fear or uncertainty. Instead, we need to try to lean into the discomfort so we can learn from others and make lasting human connections. It takes time, patience, and trust for people to share openly and honestly, so don't worry if it takes longer for someone to open up. It's smart to take things slowly and only share a little bit at a time.

In the heart space to the right write or doodle what fills your heart — what gestures, words, or feelings help you feel love, connection, and belonging.



## *Ideas for the Challenge:*

- Sit with someone new at a meal.
- Sit at a language table at lunch.
- If something makes you feel uncomfortable, pause to consider the other person's perspective before jumping to conclusions about their intentions or values.
- Find the common ground between you and someone new.
- When you hear something new or different, respond with, "Tell me more" instead of "That's strange" or "You are wrong."
- When communicating an alternative idea with peer, try using "And" instead of "But."
- Watch a movie with subtitles.
- Sign up for a weekend activity that you wouldn't normally consider.



In *To Kill A Mockingbird*, Atticus Finch tells his daughter, Scout, “You never really know a man until you understand things from his point of view, until you climb into his skin and walk around in it.” Write about a personal experience that helped you to better understand another person.

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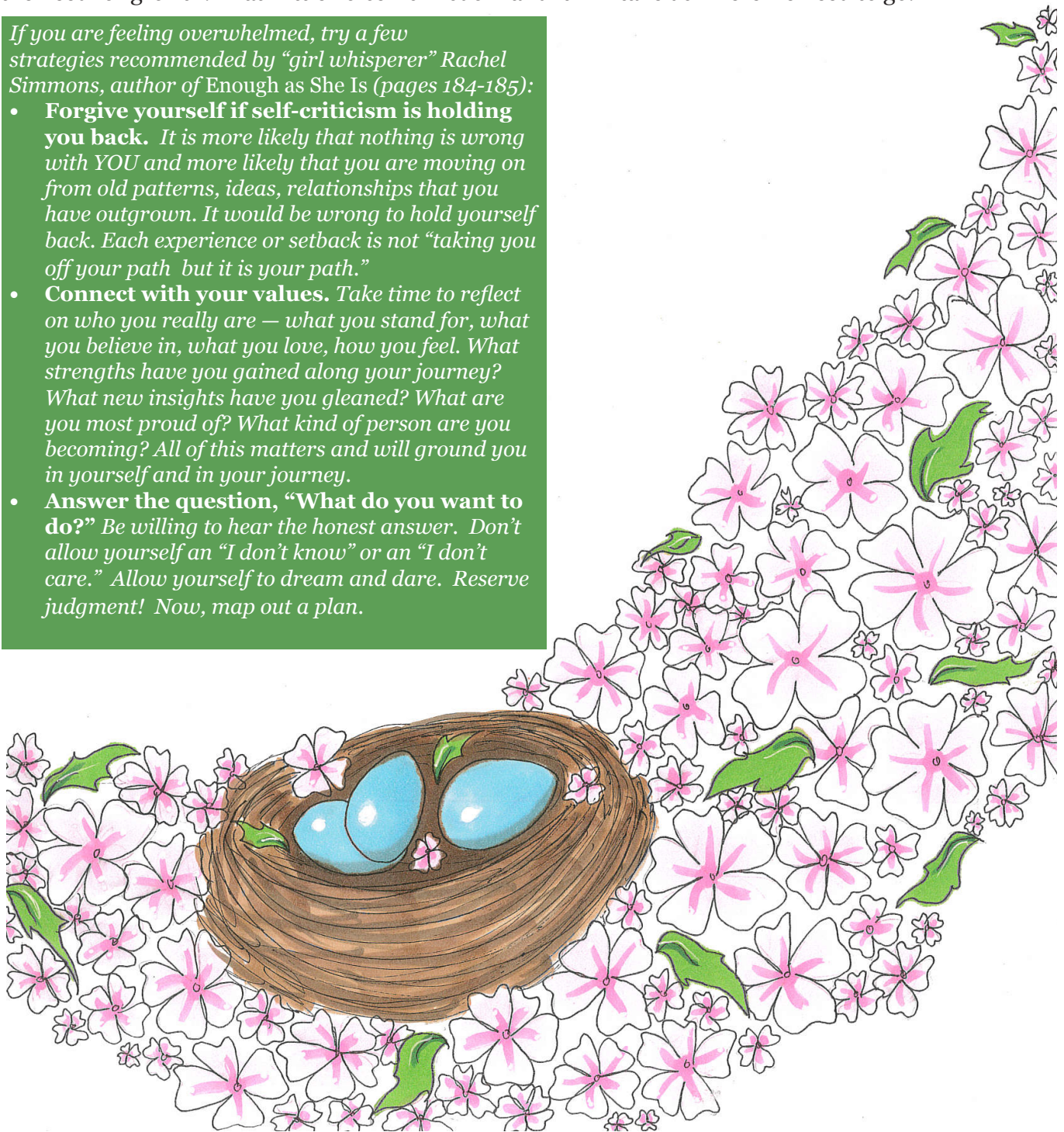
Date:

# The Bridge

Preparing for new things also means that there is a letting go of “old” things, making this transition period — or bridge from old to new — liberating yet also a little scary. Following the path that “the little voice inside” is telling us to follow might be met with some resistance from some of our closest friends, relatives, or teachers. When we are on the brink of change, it is not unusual for feelings of self-doubt, confusion, fear, and even shame to creep in. We might question ourselves or even worse start to “beat ourselves up” by asking questions like “What I am doing?” “Why do I think I can...?” or “What is wrong with me?” Self-sabotage will never get us across the bridge, so we have to learn how to manage the self-doubt and anxiety and listen to our internal compass and respond to the need for growth. That “little voice” is wisdom and it will take us where we need to go.

*If you are feeling overwhelmed, try a few strategies recommended by “girl whisperer” Rachel Simmons, author of *Enough as She Is* (pages 184-185):*

- **Forgive yourself if self-criticism is holding you back.** *It is more likely that nothing is wrong with YOU and more likely that you are moving on from old patterns, ideas, relationships that you have outgrown. It would be wrong to hold yourself back. Each experience or setback is not “taking you off your path” but it is your path.*
- **Connect with your values.** *Take time to reflect on who you really are — what you stand for, what you believe in, what you love, how you feel. What strengths have you gained along your journey? What new insights have you gleaned? What are you most proud of? What kind of person are you becoming? All of this matters and will ground you in yourself and in your journey.*
- **Answer the question, “What do you want to do?”** *Be willing to hear the honest answer. Don’t allow yourself an “I don’t know” or an “I don’t care.” Allow yourself to dream and dare. Reserve judgment! Now, map out a plan.*



**List three of your goals.**  
Plan and consider your goals for moving forward.

- 1. ....
- 2. ....
- 3. ....

**GOAL 1**

Action Step:

What’s the worst thing that can happen if you try this?

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Can you live with it?

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Do you have the resources to deal with it?

.....  
List 1-3 people you can talk to if you are struggling with this goal.

**GOAL 2**

Action Step:

What’s the worst thing that can happen if you try this?

.....  
Can you live with it?

.....  
Do you have the resources to deal with it?

.....  
List 1-3 people you can talk to if you are struggling with this goal.

**GOAL 3**

Action Step:

What’s the worst thing that can happen if you try this?

.....  
Can you live with it?

.....  
Do you have the resources to deal with it?

.....  
List 1-3 people you can talk to if you are struggling with this goal.



# The Bridge

Spring often marks the time of change and new beginnings, of letting go and setting new goals. These periods of transition are often rites of passage that are fundamental times in our lives. You might be dreaming about new goals, moving to a new dorm, running for a new leadership position, taking new classes, making new friends, planning for summer adventures, or heading off to college. You are on your way!

Take a few moments to reflect on your year so far — where have you been and where you would like to go? On the left side of the box below, write a list of five things you have attempted, discovered, accomplished, or failed trying. On the right side of the box below write a list of five things you would like to try, learn, do, or accomplish in the near future. Once you have completed your lists, consider what it will take to get you from where you have been to where you are headed. Draw a bridge between the two lists. Consider what your bridge looks like. Is it sturdy? Rickety? Is it over a crossable creek or a cavernous canyon? Is it new and shiny or does it look like an ancient passageway? Are there trolls or obstacles you can anticipate? What do they look like? Maybe you are stepping out on your own or you are following a path that has been laid for you by a role model, a parent, friend, or sibling. Each bridge should be different. What does yours look like?

<p>List:          Past Attempts          Past Discoveries          Past Accomplishments          Past Failures</p>	<p>What will it take?          Draw your Bridge</p>	<p>List:          Future Trials          Future Learning          Future Accomplishments</p>
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Take one of the goals or ambitions you have described in the past few pages and imagine that you have already accomplished it. You will write this entry as your future self. Describe the environment in which you live and the role that you are currently playing. What is your life like now? Who and what surrounds you? How are you feeling on this particular day? What can you look back on about your past experiences that brought you to this future place?

### Journal Entry:

Date:

[illegible]

# The Summit





# The Summit

We have all been on this trail for a while now, slogging through peaks and valleys on our way to the ultimate goal, what is now right in front of us: the summit. Summiting is often considered the main point of hiking a trail; after all the work to get there, after all the growth and hope we experienced along the way, we get to bask in the pleasure — the joy — of a job well done. Sometimes, though, summiting becomes out of our personal reach, and we have to change course. When the road gets tough or dangerous to climb, we have two choices: to dig deep and keep climbing, or to re-evaluate whether it's too manageable. Maybe making it “that far” is “far enough.”

Perseverance is important; working through difficulty to reach a goal is part of what teaches us that we are resilient, that we have strength, and that we can do hard things. Perseverance is prized by our culture, and is often called “grit.” In *Enough As She Is* (pages 173-174), Rachel Simmons points out that, “A goal can slip out of reach when there is a mismatch between your skill set and objective, or if stress, whether age-related or from sudden life events, intervenes.” She also brings up that “author and educator Alfie Kohn questions what is lost in our focus on grit. “What matters isn’t just how long one persists, but why one does so. Do [you] love what [you’re] doing? Or are [you] driven by a desperate (and anxiety-provoking) need to prove [your] competence?”

There are real risks to persevering at all costs. Staying up all night for three nights in a row, skipping meals to get more study time or gym time in, working your body to exhaustion, ruminating for hours on end — all of these activities are detrimental to your health and well-being. It is important to be able to recognize the signs that your mind and body have simply had too much, and to then take the time to stop, rest, and reassess. Remember that there are no medals in the Stress Olympics. Summiting on your own terms is more important than damaging yourself to get there. This month, we challenge you to practice self-compassion as you work toward your goals. Don’t forget to take a moment to enjoy the view from the summit when you get there!

## Steps to Self-Compassion

1. *Start with mindfulness: Observe what you’re thinking and feeling without judgment.*
2. *Next, say something kind to yourself, no matter how “cheesy” this may feel.*
3. *Finally, consider our common humanity: there are others out there who share your experience. You are not alone.*

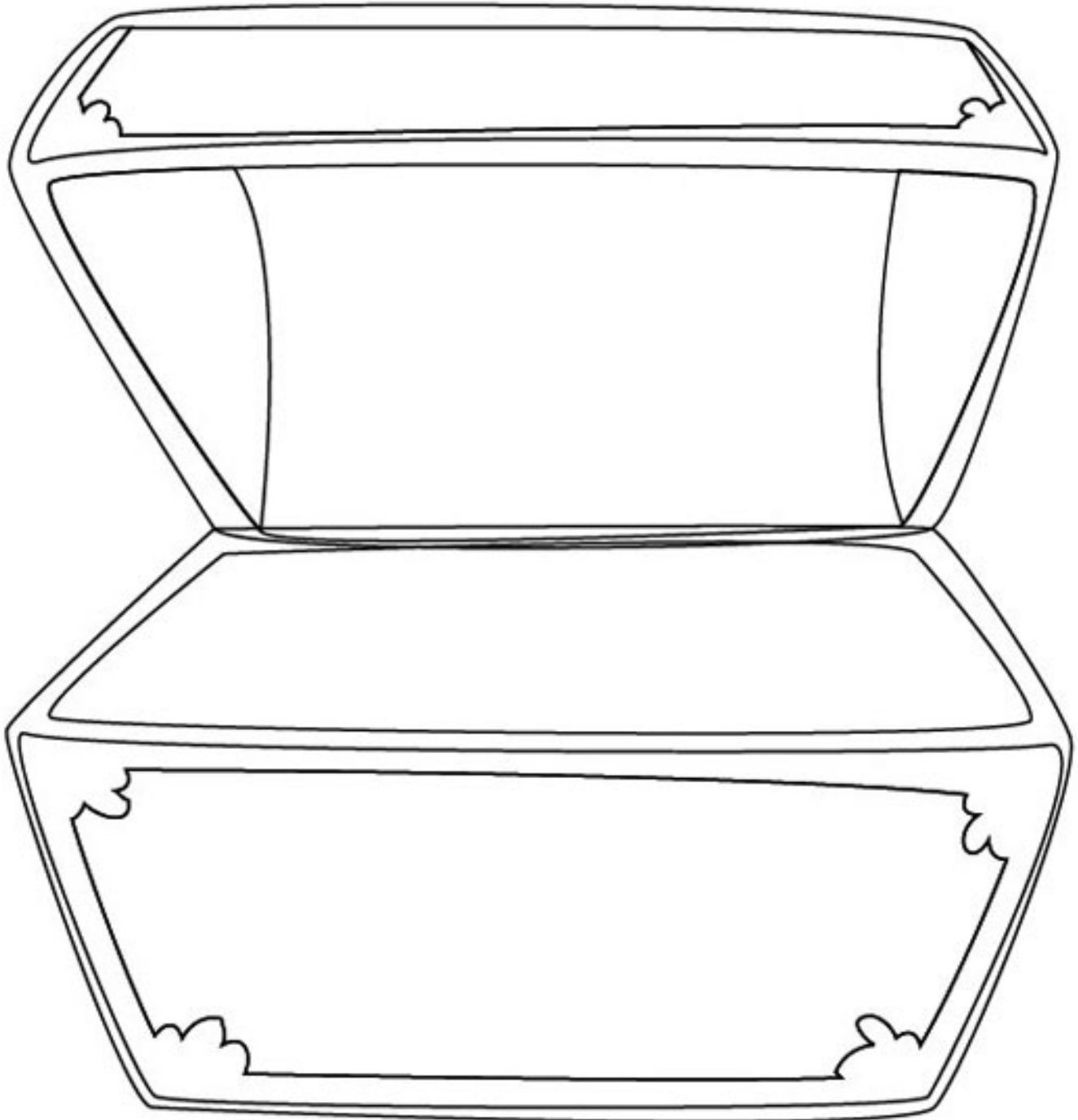
Source: *Enough As She Is* (page 135)

## Sources:

Simmons, Rachel. *Enough as She Is: How to Help Girls Move beyond Impossible Standards of Success to Live Healthy, Happy, and Fulfilling Lives*. Harper, an imprint of Harper Collins Publishers, 2018.

# Perseverance Toolbox

Fill the toolbox below with the skills you have to persevere to the summit. Fill the lid with your own personal signs for redirection — the physical blocks and inner wisdom that tell you it's time to stop, rest, reassess.



[illegible][illegible]

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



# May 2019: End of the Trail

Reflections:

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Sunday	Monday	Tuesday	Wednesday
			1
5 Cinco de Mayo	6 AP Exams	7 AP Exams	8 AP Exams
12 Mother's Day	13 Spring Sports Award Fox/Hound Voting AP Exams	14 AP Exams	15 AP Exams
19 Athletic Association Banquet	20 New Officer Sing Sing	21 Leadership Induction Ceremony & Move-up Day	22 Senior Class Farewell
26 Closed Weekend	27 Final Exams Memorial Day	28 Final Exams	29 Final Exams Summer Break begins following final exam

Notes:

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I am most looking forward to:

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Thursday	Friday	Saturday	Tracker Key
2	3 Senior Carnival	4 SAT SAT Subject Tests	<div> <div></div> Fox Week <div></div> Hound Week </div>
9 AP Exams	10 AP Exams	11 Leadership Retreat (newly elected leaders)	
16 AP Exams	17 AP Exams Farewell Sing Sing	18	
23 Sunrise Service Awards Assembly Baccalaureate	24 Commencement for Class of 2019! Closed Weekend for Underclasswomen	25 Advisory Breakfast Reading Day Closed Weekend	
30 Dorms close at 11 am	31 Faculty In-service		

Notes:

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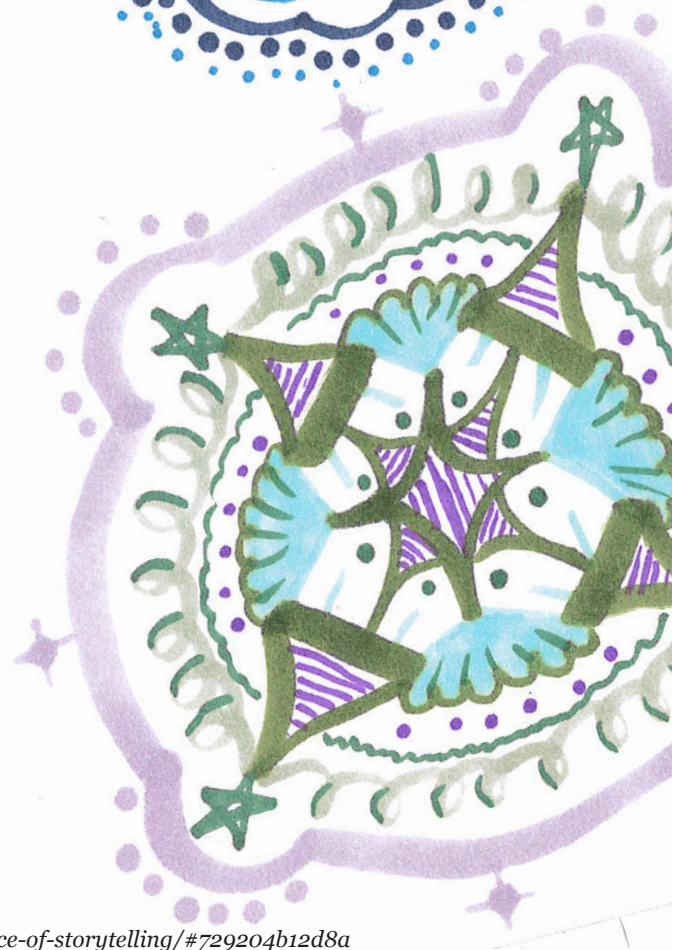
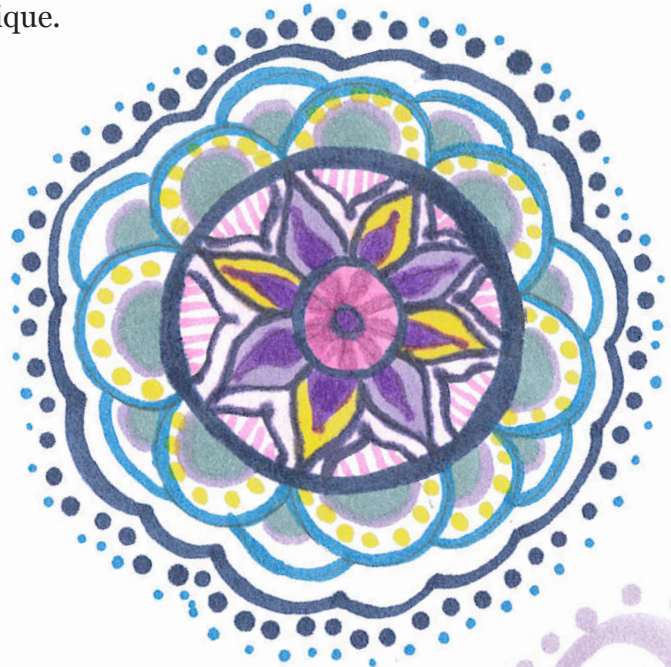
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## End of the Trail

Remember that the trail is not over at the summit. We often talk a lot at this time of the year about finishing strong. The fact that we're now walking downhill does not mean that we should take short-cuts, or just exit the trail altogether before the end. Part of finishing strong involves reflecting on the journey, and getting ready to tell your story. Storytelling is, as author Steve Denning writes, a "central characteristic of being human." The act of telling our stories helps to connect each of us together in our shared, common humanity. Connection, of course, makes us all feel less alone, and helps each of us understand that our struggles are often not unique.

Claiming your experiences as your own — indeed, owning them — is fundamental to growth, and will inform you when you hit trouble spots in the future. Your own story will help you mentor others as they travel similar trails — it will give you wisdom. With that in mind, we challenge you this month, as you joyfully race to the end of this year's trail, to reflect on all the work you have done this year. You have grown academically, emotionally, and physically. Be proud of your work, and your own trail, no matter how winding it may have become! At the end of this trail, you will have your own story to tell.




Source:

<https://www.forbes.com/sites/stevedenning/2012/03/09/the-science-of-storytelling/#729204b12d8a>

# A Picture is Worth a Thousand Words

Look back at all of the activities you've completed this year in this planner: your compass, your comfort zone(s), slices of gratitude, your inspiration page, your peaks & valleys path, your heart, your bridge, and your perseverance toolbox. These things are fundamentally you. In the grid below, recreate each of those images. This is your year, told through pictures. Don't worry if some of your images change; that's all part of the process.

Now stand back and take a look at all you have worked through this year. Turn to the blank journal pages at the end of this planner, and free-write. How do you feel? What are the strongest memories or significant events that come to mind? What have you learned about yourself or your Foxcroft community? What new ideas or insights do you have? What do you hope to take with you into the summer and next year?



This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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This Planner Belongs To:

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