

Supporting All Students at PS 39

PS 39 is deeply invested in Social Emotional Learning and thus incorporates the [RULER Approach](#) and [Morningside Center for Teaching Social Responsibility 4Rs](#) to ensure all students and community members are supported. Now, more than ever, schools must be prepared to help all children process their experiences and support those children who have experienced trauma and grief. Every class participates in daily morning meetings incorporating The RULER Approach and Morningside Center's 4Rs Program. These are spiraled into the academic curricula.

<p>RULER for Elementary School (K-5) is a developmentally appropriate and comprehensive curriculum that contextualizes and builds students' emotional intelligence within their experience of the world. Each grade consists of 18 units, which include both RULER Units and Feeling Word Units.</p> <p>The RULER Approach consists of four tools that build academic and social-emotional competencies: The RULER tools : The Charter The Mood Meter The Meta Moment The Blueprint</p>	<p>The 4Rs curriculum (Reading, Writing, Respect & Resolution) engages the imagination and creativity of children in grades PreK-5 to help develop critical skills including empathy, community building, and conflict resolution.</p>
---	--

PS 39 is committed to utilizing these spiraled approaches in every classroom and all learning spaces. All teachers and staff integrate the following core practices into their daily teaching and classroom routines.

- **Morning Meeting**—Everyone in the classroom gathers from 8:30am to 9:00am of each school day to engage in four relationship building activities: greeting, sharing, group activity, and morning message.
- **Establishing Core Values**—Teachers and students work together to norm the core values and establish rules that will help everyone live up to them.
- **Interactive Modeling**—An explicit practice for teaching procedures and routines (such as entering and exiting the room OR guidelines for attending a virtual class meeting) as well as academic and social skills (such as engaging with the text or giving and accepting feedback). In this practice the teacher models an expectation (“watch me as I...”) and asks students to share what

they noticed. Next, the teacher asks two peers to model the expectation (“watch friends as they...”) and asks again to share what they notice. Lastly, the teacher asks the whole class to demonstrate the expectation and asks again what they notice. Sometimes, if the expectation is still unclear, the interactive modeling cycle starts again.

- **Positive Framing**—When correcting a behavior, reinforce the behavior you want to see rather than calling out the negative behavior. For example say, “Walking feet, please” instead of “Stop running!”.
- **Logical Consequences**—A non-punitive response to misbehavior that allows teachers to set clear limits and students to fix and learn from their mistakes while maintaining their dignity. We discourage public displays of punishment (e.g.-color charts, names on the board, calling out students in class) that embarrass children in front of peers.
- **Collaborative Groups**—Purposeful small group activities that give students opportunities to engage with content in active (hands-on) and interactive (social) ways.
- **Energizers**—Short, playful, whole-group activities that are used as breaks in lessons or after/before transitions.
- **Cool Down Corner**—An area in the room designated for students to take a break to de-escalate or calm down before rejoining the group. This area can be stocked with writing or drawing materials for capturing difficult feelings. For virtual learning it is important to hold space for centering and focusing attention for learning as well.

Crisis Intervention Team

Sometimes proactive support is not enough, and a student’s big feelings develop into a crisis moment. This is when our Crisis Team steps in.

- A **Crisis Intervention Team** must be established in every school as part of our Safety Protocols.
- Members of the team:
 - Sara Panag Principal
 - Kathryn Fitzgerald Assistant Principal
 - Halle Shane Guidance Counselor
 - Maho Oida School Social Worker
- **Role of the Crisis Team:** The Crisis Team is a multidisciplinary team which may include the school principal, guidance counselors, teachers, social workers, school-based support team members and other staff members who have an understanding and working knowledge of crisis issues. The crisis team is

responsible for helping schools respond to, manage and de-escalate schoolwide and student crises.

- Members of our Crisis Intervention Team have been trained in [Therapeutic Crisis Intervention for Schools](#)

Responding to Students in Need

- Protocols for de-escalation
 - In situations of crisis, the following will happen:
 - A crisis team member is called to the space where they will assess the situation
 - They will determine whether the student is able to:
 - Stay in the space and engage in de-escalation strategies.
 - Move to the Sensory Room and engage in de-escalation strategies.
 - In the event that the first options above are not appropriate:
 - The class will move to another space and engage in a Class Cool-Down.
 - Class Cool-Down: Restorative practices to address students' emotions and provide immediate support.
 - Once the crisis has passed, either the student or class will return to the classroom and re-engage in their daily learning activities.
- Follow up after de-escalation
 - Our protocols aim to keep all students safe both during and after a crisis.
 - *For the student who experienced the challenging moment* we make sure to work on skill building and proactive strategies when the student has returned to a calm state and can take a learning stance.
 - *For the community members who might have been impacted by the crisis*, we make sure to make a space for them to share their feelings and to share their needs. This will look different depending on the situation, but could include checking in with a member of the guidance team, a class community circle or reflective journaling.
 - It is important that students understand that even when a community member has a hard time everyone is safe because of our protocols and that having a hard time does not put you at risk of being excluded from our community.

Privacy Laws

- The Family Educational Rights and Privacy Act (FERPA) is a federal law enacted in 1974 that protects the privacy of student education records. FERPA applies to any public or private elementary, secondary, or post-secondary school. It also

applies to any state or local education agency that receives funds under an applicable program of the US Department of Education.

- Under FERPA protection, the school cannot share any student information with anyone other than their legal guardians without consent.
- No one except the family of the student who experienced the crisis can be notified of the crisis.

Additional Family Resources

[Morningside](#)

[RULER](#)

[“What about the other Kids?”](#)