

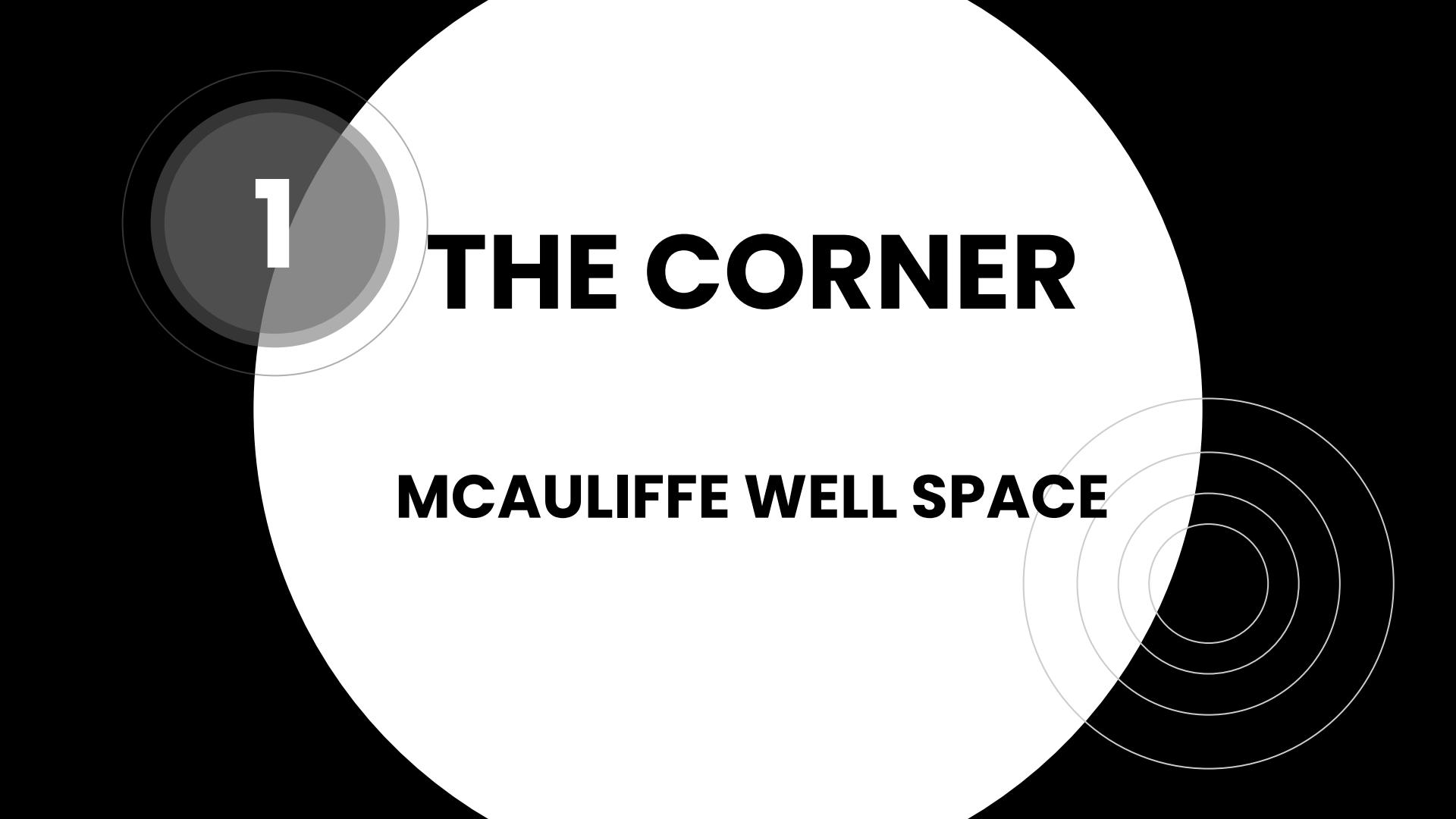
COFFEE CONNECTION FOR PARENTS



DECEMBER 3, 2020

AGENDA

- I. "THE CORNER" MCAULIFFE WELL SPACE
 - A. Overview of the WellSpace
 - B. Three phases of WellSpace
 - C. Design Concept
 - D. Phase 1 items/activities
 - E. Day in the WellSpace
- II. DIVERSITY, EQUITY, AND INCLUSION COORDINATOR
- III. MCAULIFFE SITE INITIATIVES AND PRACTICES
- IV. 21 DAY CHALLENGE

The background features a large white circle on a black background. Inside the white circle, there are three smaller, overlapping circles: a dark gray one on the left, a medium gray one in the center, and a light gray one on the right. The number '1' is positioned in the center of the medium gray circle.

1

THE CORNER

MCAULIFFE WELL SPACE

Student WellSpace

CHOC and OCDE Collaboration

Mission Statement

The mission of the WellSpace is to improve the mental and physical health, well-being, and educational outcomes of OC students through the provision of coordinated health, mental health, community referrals, and self-care information and tools.

Vision

The Wellness Programs will provide culturally competent services in a confidential, nonjudgmental space staffed with professionals who are dedicated to improving the health, well-being and educational outcomes of all students. Through both on-campus programming and community-based partnerships, students will receive coordinated health education, counseling, other support services, and self care tools.

Student WellSpace will provide:

- Safe & supportive environments within the school campus
- Assist students with issues that impact their ability to achieve their highest academic potential
 - Depression
 - Grief
 - Self-esteem
 - Family life
 - Academic stressors
 - Peer relations

WellSpace: Target Audience

Targeted population:

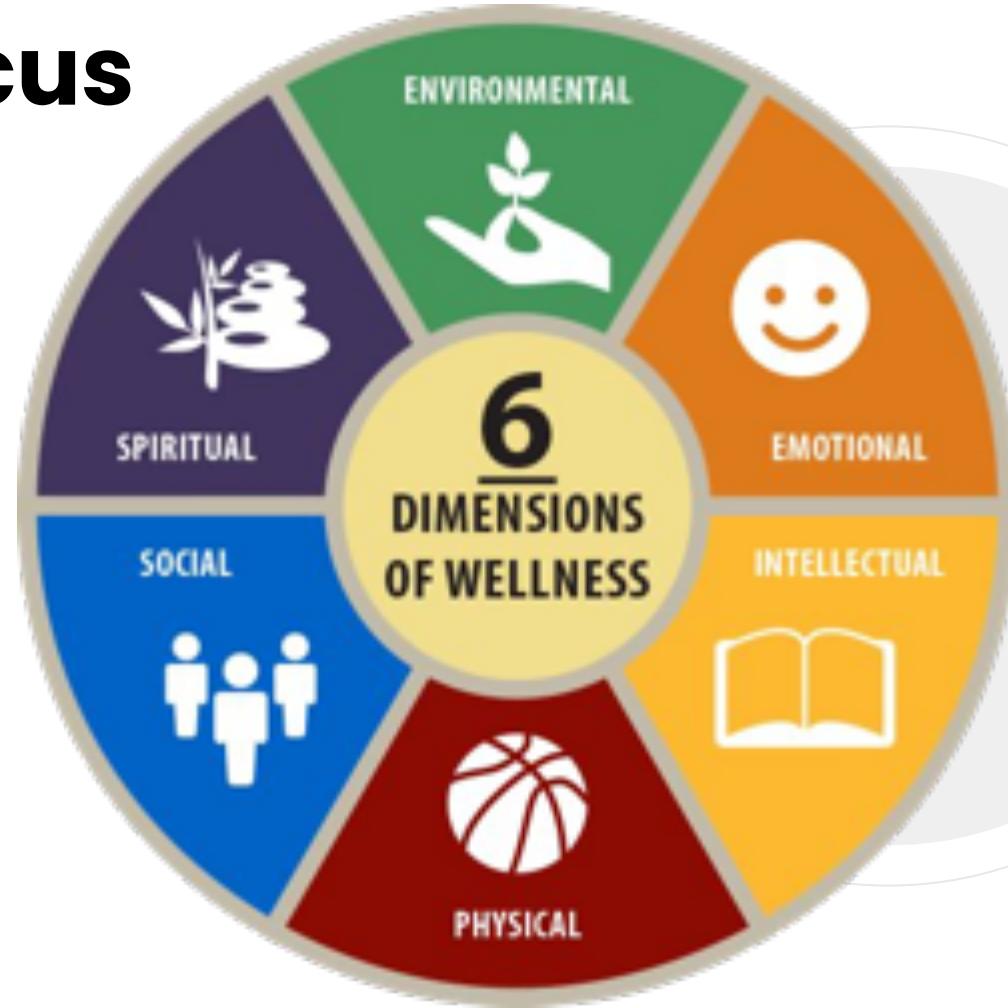
- Primary - All students

- Secondary - Staff Wellness (For example "Staff Wellness Wednesdays")

**Parents and Families will benefit from the coordinated services provided to students with potential parent information nights but will not be the direct recipients of services.*

Work collaboratively with Family Liaisons and/or Family Resource Centers to support the whole family.

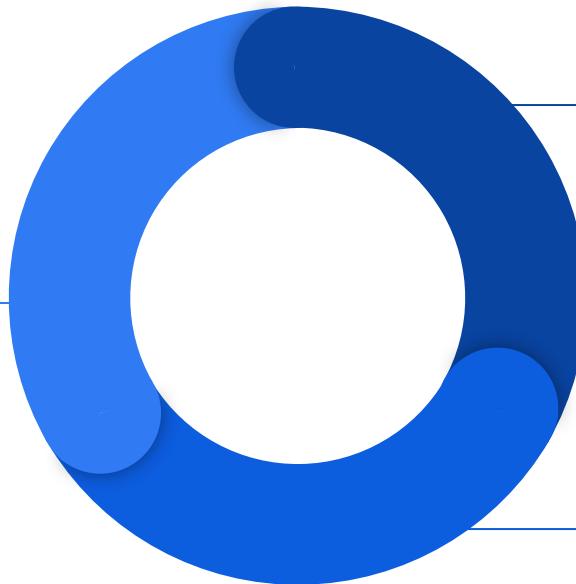
WellSpace Focus



CHOC AND OCDE Partnership (Pilot)

CHOC Children's Hospital

Medical Expertise



Orange County
Department of
Education

Educational Expertise

District

School Expertise



Phase 1 - Space of Calm

- Identify an open space (classroom, large office, meeting space, etc.)
- Create a calming space using research based environmental design
- Identify a Certificated Staff to supervise the space
- “Wellness” items and stress reducing activities



Examples of mindful and intentional activities

- Computer or device with mindfulness program/App for students to practice mindfulness
- Mindful activities such as coloring, gratitude wall, sand garden, etc.



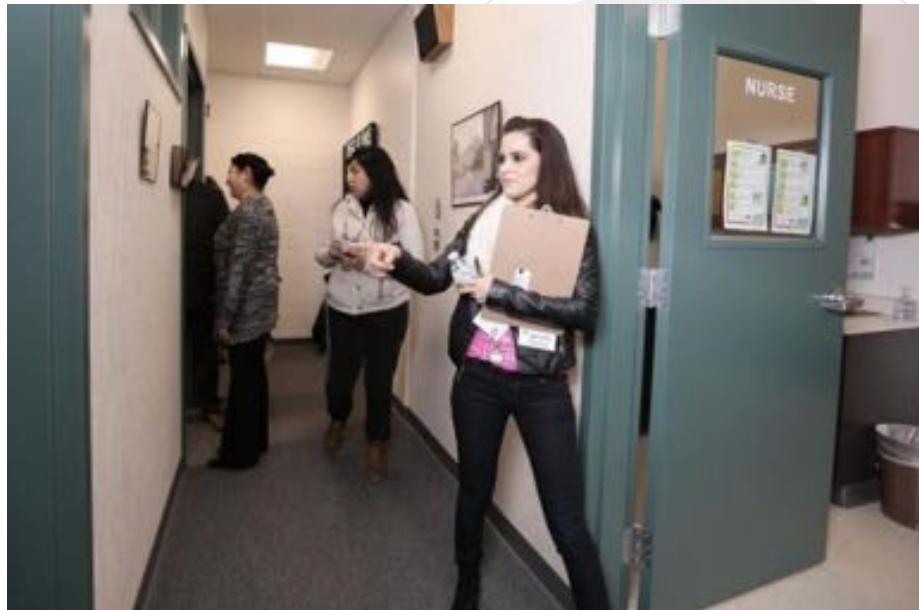
Phase 2 – Basic Student Support Services

Option to identify all student support staff and position them centralized in a Student WellSpace

Select a Coordinator to facilitate all student services and referrals.

Provide additional services:

- Individual and Group counseling
- Crisis Intervention Services
- Topic specific “Talks” offered to students (eg. nutrition, Alcohol/Other Drugs, Teen dating, Healthy Relationships, etc.)
- Referrals to community partners
- Restorative Circles



Phase 3 – Comprehensive Student Support Services

- Medical Services such as “Well Child Visits”
- Universal Screening (Physical/Mental Health)
- Mobile Dental Services
- Telehealth
- Mindful Movement Program
- Mindfulness Garden
- On-Site Community Partner Services
- Youth outreach leaders who support campus wide campaigns and events around Student Wellness
- Partner “Family Resource Center”



Student Focus Group

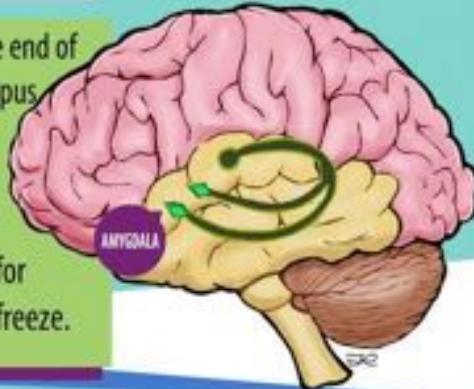
McAuliffe and Oak students participated in a *Student Focus Group*. Students were asked to discuss and describe some of the elements they'd like in a calming space.

Some of the attributes included:

- Soft lighting (lamps and dimmers)
- Soft sounds
- Soft colors
- Comfortable seating
- Spacious area
- Good air quality (fan)
- Plants and nature
- Water (mist, drink, or sounds)
- Snacks
- Stress toys and calming jars
- Creative arts for expression
- Breathing and stretching
- Aromatherapy
- Encouragement posters

Amygdala

- Located at the end of the hippocampus
- Responsible for emotions.
- Responsible for fight, flight, freeze.



When your Amygdala is stressed, your prefrontal cortex doesn't work. You can't think or learn.

So, what can I do to reset?

➤ Take deep breaths	➤ Do sit ups
➤ Find a quiet place	➤ Do yoga poses
➤ Draw	➤ Stretch
➤ Squeeze a stress ball	➤ Fold Paper
➤ Listen to music	➤ Color a picture
➤ iSpy books	➤ "Ok" sign

Space of Calm = Amygdala Reset Space

- Supported by many researchers; Karyn Purvis, Peter Levine, Bruce Perry, Allan Schore and Linda Chapman, Dan Siegel and many others
- Create a space for students to attend to the lower brain regions in the brainstem and limbic areas so that cognition in higher regions can be accessed

Design: Biophilic Design

Biophilia is a theory that humans have an inclination to affiliate with nature, which even in modern times continues to be critical to people's physical and mental health and well-being. Biophilic Design has been shown to reduce stress, increase creativity and clarity of thought, improve well-being, and expedite healing.



Mood Boards





Ambient Sound

Ambient Sound is also known as atmosphere or background sound. Ambient sound can include wildlife, wind, music, rain, running water, thunder, rustling leaves, etc. Studies show that ambient sounds can help with concentration, improve moods, promote abstract thinking and higher creativity. (Speakers)



Breathing

The breathing ball (also known as the Hoberman Sphere) is an observational tool for calming and connecting to the breath.



Aromatherapy

Aromatherapy is thought to work by stimulating smell receptors in the nose, which then send messages through the nervous system to the limbic system – the part of the brain that controls emotions.



Fidgets

Fidgets are known to be soothing, calming, and stress reducing.



Sand

Playing with sand has many benefits; it can be relaxing and calming, help reduce anxiety, and tensions.



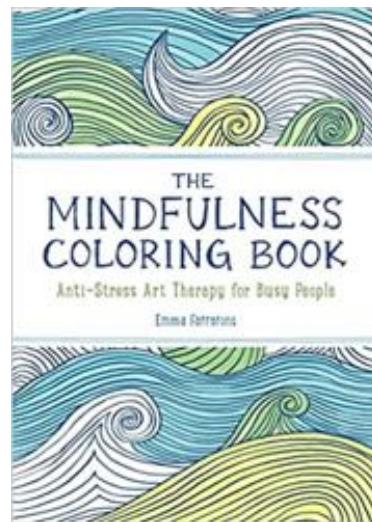
Movement

A few of the many powerful benefits of movement include: improved immune function, improved mental function, stress relief, mood elevation, and higher quality of sleep.



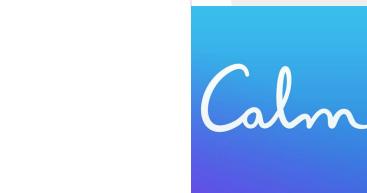
Creative Self Expression

Creative self-expression is known to reduce stress, increase a sense of well-being, increase resilience and coping abilities.

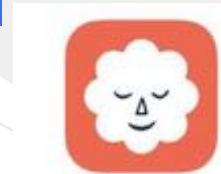


Mindfulness

Mindfulness has been shown to be effective in reducing overall stress (e.g Grossman et al., 2004) and research suggests that digitally delivered mindfulness can enhance overall well-being and help mitigate symptoms of stress & anxiety, depression, and poor sleep (Howells, Ivtsan, Eiroa-Orosa, 2014).



HEADSPACE®



STOP, BREATHE
& THINK

Connection to CASEL's Core Competencies of Social Emotional Learning

Self Awareness

- Use and accessing space when needed (Identifying one's emotion, experiencing self-efficacy)
- Use of stress reducing strategies (Recognize that emotions are temporary and can and will change)
- Mindfulness practice (Recognize that emotions have physical effects & Recognize that emotions can affect their behavior)

Self-Management

- Use of stress reducing strategies (managing one's emotions, identifying and using stress management strategies, exhibiting self-discipline and self motivation).
- Communicating the need to access the WellSpace (Showing the courage to take initiative)
- Talking with a counselor/social worker (Express emotions appropriately)

Connection to CASEL's Core Competencies of Social Emotional Learning

Social Awareness

- Restorative Practice Circles (Taking other's perspectives, Demonstrating empathy and compassion, etc,)
- Understanding and expressing Gratitude (Gratitude Wall)

Relationship Skills

- Restorative Circles (developing positive relationships, Communicating effectively, etc,)
- Conflict management (resolving conflicts constructively)
- Youth engagement MH Campaigns/activities (Showing leadership in Groups)

Responsible Decision Making

- Use of the space (ability to make caring and constructive choices about personal behavior and social interactions)
- Reflecting on one's role to promote personal, family, and community Well Being

A Day in the WellSpace (*varying with COVID limitations*)

- Arrive to open the door ½ hour before class allowing for student access
- SW/SC/SP (certificated staff supervising the space) will see the students they see for one-on-one in the office space
- Open the space during lunch time (MS Lunch)
- Allow for teachers to refer students to the space
- If student is needing an “amygdala reset”, use a timer for 10-15 min self guided activities
- Open the space at the end of the instructional day
- As COVID safely allows for the additional activities add services

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NEW COORDINATOR POSITION

DIVERSITY EQUITY AND INCLUSION COORDINATOR

- Act as a lead-learner, supporting the work of the Diversity, Equity & Inclusion TOSA and Human Relations Advisory Committee (HRAC)
- Participate in the quarterly HRAC meetings as a site representative
- Share, educate and cross-train school-site staff on the developed materials



3

SITE INITIATIVES AND PROGRAMS

CULTURAL/HERITAGE MONTHS

- National heritage months are a great opportunity to educate our school community about different cultures and heritages
 - September: Hispanic heritage month
 - November: Native American heritage month
 - February: African American heritage month
 - March: Womens' History month
 - May: Asian-American heritage month
 - June: Pride month

CULTURALLY RESPONSIVE PEDAGOGY



DIVERSITY

6-8. I INTERACT WITH PEOPLE WHO ARE SIMILAR TO AND DIFFERENT FROM ME, AND I SHOW RESPECT TO ALL PEOPLE.

IDENTITY

6-8. I KNOW AND LIKE WHO I AM AND CAN COMFORTABLY TALK ABOUT MY FAMILY AND MYSELF AND DESCRIBE OUR VARIOUS GROUP IDENTITIES.

DIVERSITY 6-10

I CAN EXPLAIN HOW
THE WAY GROUPS
OF PEOPLE ARE
TREATED TODAY,
AND THE WAY THEY
HAVE BEEN TREATED
IN THE PAST,
SHAPES THEIR
GROUP IDENTITY
AND CULTURE.

JUSTICE 6-10

I RELATE TO
PEOPLE AS
INDIVIDUALS AND
NOT
REPRESENTATIVES
OF GROUPS, AND I
CAN NAME SOME
COMMON
STEREOTYPES I
OBSERVE PEOPLE
USING.

ACTION 6-8.20

I WILL WORK WITH
FRIENDS, FAMILY
AND COMMUNITY
MEMBERS TO MAKE
OUR WORLD FAIRER
FOR EVERYONE, AND
WE WILL PLAN AND
COORDINATE OUR
ACTIONS IN ORDER
TO ACHIEVE OUR
GOALS.



4

21 DAY CHALLENGE



MCAULIFFE MIDDLE SCHOOL

21^{day} CHALLENGE
#MCAULIFFEFULLYCHARGED
JANUARY 2021

Every day is an activity designed to trigger positive chemical reactions in the brain, leaving us FULLY-CHARGED for the rest of the year!



Adopted from Julie Adams' #FullyCharged, daily challenges are designed to promote wellness, gratitude, and mental health. Download the full challenge by scanning the QR code or clicking above. Weekly reminders of the challenge will be distributed via email, and Instagram @mcaulifemiddleschool

