



**Measure G1
Charter Pilot Grant
Application 2017-18
SUMMER REVISE
Draft Due August 4, 2017**

Please note: This application serves as a proposal for **IF** funds are allocated in 2017-18. This is not a guarantee of funds being distributed in 2017-18. Allocation decisions for 2017-18 will be made by the Measure G1 Commission on August 14, 2017.

School:	Aspire Golden State College Prep Academy	Principal	Greg Dutton
School Address	1009 66th Ave. Oakland, CA 94621	Principal Email:	Greg.Dutton@aspirepublicschools.org
School Phone	510-567-9631	Principal Phone:	510-567-9631
2017-18 Enrollment (6-8)	286	Possible Grant Allocation Amounts*	50% Allocation: \$58,662 100% Allocation: \$117,324

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 6-8 actual enrollment in fall (exact date TBD) and final tax revenue generated in spring 2018. The actual allocation percentage for 2017-18 will be determined at the Measure G1 Commission Meeting, August 14, 2017.

School Demographics

Male	Female	% LCFF	% SPED	% English Learners	% Oakland Residents
47%	53%	79%	8%	27%	96%

Student Body Ethnic Composition

African-American	American Indian/Alaska Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Not Specified
17.2%	0%	0%	66.8%	0%	0%	.4%	0%	15.7%

Measure G1 Lead Team (can be a pre-existing team such as Instructional Leadership Team)

Name	Role
Taylor Reed	MS English Teacher
Charles Glover	Education Specialist
Krista Toumi	Middle School Science Teacher
	Math Coach
Matt Britten	Assistant Principal
Jason Lenahan	Middle School PE Teacher

Lou Tanyu	Assistant Principal
Greg Dutton	Principal
David Ernst	High School Music Teacher

School Vision:

All Aspire Bay Area graduates are critically literate and empowered, ready to leverage college to create a more just world.

Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e ILT) and Community (i.e. School Governance Body, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

Music (Rubric Score)		Art (Visual Arts, Theater, and Dance)	
Access and Equitable Opportunity	Entry	Access and Equitable Opportunity	Basic
Instructional Program	Entry	Instructional Program	Basic
Staffing	Entry	Staffing	Basic
Facilities	Entry	Facilities	Basic
Equipment and Materials	Entry	Equipment and Materials	Basic
Teacher Professional Learning	Entry	Teacher Professional Learning	Basic
World Language (Rubric)			
Content and Course Offerings	Emerging		
Communication	Emerging		
Real world learning and Global competence	Emerging		

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (Culture Data/Site Plan Data/Enrollment)	Safe and Positive School Culture
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2016-17 Enrollment Data (projection vs. actual)	94 projected (6th grade) 94 actual (6th grade)	Culture data - Suspension	12.6% (grades 6-8)
Elementary School (ES) Outreach Strategy Actions	Secondary Teams (Admin and Students) visited 5th grade to make presentations on their respective Secondary Open Houses/Tours	Culture data - Chronic Absence	29/280=10% (grades 6-8)
Programs to support ES students transition to MS	N/A	Survey data - families, students, teachers	<u>15/16 Families (6 - 12th gr data)</u> 87% My child is getting a good education 88% The adults at the school truly care about my child <u>Spring 2016 Student (MS)</u> 82% My teacher treats me with respect 82% My teacher gives us clear directions for our class activities.. 82 % I know what I am supposed to learn in this class. <u>Staff(15-16 EOY)</u> 90% I understand and embrace the vision and mission of our organization

Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.

Community Engagement Meeting(s)	
Community Group	Date
PTA	4-6-2017 See attached agenda.

Staff Engagement Meeting(s)	
Staff Group	Date

ILT (Instructional Leadership Team)	4-13-2017 See attached agenda.

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Identify the team (i.e. ILT function, community; school governance body, PTA) to engage in self-assessments and generate a design plan for electives, 5th - 6th grade retention, and school culture . This Team will create the Implementation Plan to address the following:

The Goals of the Measure

- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis.
3. Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
4. Add additional lines if you would like to add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2017-18. Please list all budget items in order of priority, in the event that a portion of the allocation is approved (as opposed to the full 100%).

1. Music Program

Programmatic Narrative Based on Rubric		
We do not have a middle school music program. While we would like to offer music to our middle school students., we feel it will be more beneficial for all of our middle school students to implement restorative practices and participate in an SEL program.		
Budget	2017-18 Activities	Anticipated Outcome

2. Art Program

Programmatic Narrative Based on Rubric

We already have a 6th and 7th grade art program.

Budget	2017-18 Activities	Anticipated Outcome

3. World Language Program

Programmatic Narrative Based on Rubric		
We do not offer world languages in our middle school. While we would like to offer world languages, we feel it will be more beneficial for all of our middle school students to implement restorative practices and participate in an SEL program.		
Budget	2017-18 Activities	Anticipated Outcome

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
Outreach and recruitment efforts have been successful in attracting local elementary students into our middle school. 6th grade is fully enrolled at GSP. Being able to shift toward restorative practices and having more staff members to support students and families will only increase our retention each year.		
Budget	2017-18 Activity	Anticipated Outcome

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
Our suspension rate in 2015-16 was 10% and it rose to 12.6% in 2016-17. We are hoping to dramatically decrease our suspension rate, and more importantly, the number of suspendable behaviors by students. While we are very interested in eventually offering music and foreign language to our middle school students, our students already receive art, and the larger need for our middle school is to continue to build a safe and positive school culture.		
Based on our data and conversations with students and parents, we will be hiring two additional staff members to support students and staff with restorative practices. We are calling these additional staff members Community Culture Coordinators and they will be instrumental in shifting toward restorative practices as a		

school.

One of the new programs we are starting this year will be peer mediation. Our Community Culture Coordinators will be training 11th and 12th grade students to be Peer Mediators for our middle school students. Our Peer Mediators will be trained how to deescalate students, help students reflect on their actions and how to mediate conflict between students or between students and teachers.

Additionally, our Community Culture Coordinators will be present on campus and in classrooms, building relationships with students and helping students make strong decisions.

Finally, our Community Culture Coordinators will be leading implementation of RULER, our new SEL program based out of Yale that will help students regulate emotions and make strong decisions.

On the whole, our Community Culture Coordinators will improve our school culture by training staff in restorative practices and our SEL curriculum, training and coaching our Peer Mediators to support our middle school students, and building relationships with students and parents.

If we are awarded a G1 grant at the 50% level, our priority is to resource the new Community Culture Coordinator. The difference between the cost of the position and the amount of the award will be resourced by our school's general purpose funds.

Additional Information Requested:

The Community Culture Coordinator will serve all 286 students in grades 6 through 8. The specific duties of the Community Culture Coordinator include:

- Developing and leading our peer mentor program
- Training staff in restorative practices
- Modeling restorative conversations for staff
- Training staff in how to lead whole class restorative circles
- Leading whole class restorative circles for teachers newer to the process
- Mediating conflicts between students
- Supporting students who are removed from class by leading them through a reflection process that allows them to decompress and get back into class as quickly as possible
- Leading restorative conversations between staff and students who have conflict that needs to be repaired
- Planning for and leading our weekly Middle School Town Hall (whole middle school assembly)
- Creating Middle School Culture Calendar that details the positive rewards students will earn for meeting school expectations.
- Being present in the hallways to help students get to class on time
- Supporting teachers who are struggling with classroom management
- Leading family meetings and creating behavior support plans for students who need extra support

Budget	2017-18 Activity	Anticipated Outcome
<p>Priority 1 for Funding \$63,000, 1.0 FTE salary \$26,241 benefits</p>	<p>Community Culture Coordinator</p>	<p>Middle school suspension rate will decrease from 12.6% to 8% by the end of the school year.</p>
<p>Priority 3 for Funding \$6000 for 3 Educators for 2 Days = \$6,000</p>	<p>Adopt 6-8 RULER Social Emotional Learning Curriculum Through Training for 3 Staff Members who will then train and implement professional development for all 6 of our middle school educators.</p>	<p>Professional Development: Train the trainer model of professional development in order to create a more positive and safe middle school learning environment as measured by a decrease in office referrals/suspensions and an increase of time spent in class.</p>

		Increase in student survey data around feeling safe at school
Priority 2 for Funding 9 Teacher Packages (\$70 each) + 270 student workbooks (\$60 each) = \$16,830	Teacher and Student Materials and Workbooks for Year 1 of RULER SEL Implementation for all teachers and students	Equipment and Materials: Support a Positive and Safe Middle School Environment through the RULER SEL teacher and student materials necessary for complete implementation as measured by an increase in student survey data around feeling safe at school

Please submit this application by Friday, August 4 to Mark Triplett, at mark.triplett@ousd.org and Cc linda.pulido@ousd.org.

AGENDA

Coffee w Principal #7

April 6, 2017

8am – 9am

Community Agreements

1. All participants will be present and actively engaging in meeting.
2. All participants will respect each individual's opinion and time to speak.
3. All participants will adhere to the agenda and respect the allotted time for topics - "Parking Lot questions"

8:00 – 8:05

Introduction

- Sign In Roster
 - Community Agreement's
 - Overview of Agenda for the day
-

8:05 – 8:10

Upcoming Events

March 3rd- Progress Reports/ Kickboard

March 3rd- SBAC interim DONE

March 11- Family School 9am-1:00pm

March 15- Family University 5:30pm Eng and Span

March 16- Minimum Day @12:15pm

March 17- Progress Report /Kickboard

March 24th- Parent Book Club

8:10 – 8:25

Past Events (Suggestions)

Immigration (Aspire' Stance)

Family School- March 11th

Summer School- ?

Cafeteria Volunteers w Mrs. Carroll

8:25-8:50

Measure G1 Funding:

- **How can we improve our overall school culture in order to build a more safe and positive school environment?**

Next Steps: Add additional staff member to support transition to restorative practices

AGENDA

Café con el director # 7

6 de Abril del 2017

8-9am

Acuerdos comunitarios

1. Todos los participantes estarán presentes y participar activamente en la reunión.
 2. Todos los participantes respetar la opinión y la hora de hablar de cada individuo.
 3. Todos los participantes se adherirán a la orden del día y respetar el tiempo asignado para temas
-

8:00 – 8:05

Introducción

- Atendencia
- Acuerdos comunitarios
- Reviso de agenda del día

8:05 – 8:10

Fechas Importantes

- 3 de Marzo – Informes de progreso/ Kickboard
- 3 de Marzo- **SBAC Interin Terminado**
- 11 de Marzo- Escuela Familiar **9am-1pm**
- 15 de Marzo- Universidad Familiar 8th grade – BOOST Programa de Verano
- 16 de Marzo – Día mínimo- terminamos a las **12:15pm.**
- 17 de Marzo - Informes de progreso/ Kickboard
- 24 de Marzo- Club de lectura para padres. **8am** Salon109

8:10 – 8:25

Eventos Pasados (Sugerencias)

- Imigracion
- Escuela Familiar- 11 de Marzo de 9am-1pm
- Summer School?
- Voluntario con Mrs. Carroll (lonche 10am-1pm)

8:25-8:50

Measure G1

- **Como podemos mejorar la cultura de nuestra escuela para establecer un clima escolar que es positivo y seguro para todos?**

Next Steps: Add additional staff member to support transition to restorative practices

Agregar más personal para apoyar la transición de las prácticas restaurativas?

**GSP Instructional Lead Team – Meeting Agenda
April 13, 2017**

COMMUNITY AGREEMENTS	
<ul style="list-style-type: none"> ● step up / step back ● student-first conversations ● time for appreciations ● seek help from LT members beyond weekly meeting time ● transparency of LT process ● be present & stay on topic 	<ul style="list-style-type: none"> ● each meeting has a purpose aligned to our goals with clear next steps ● do what you say you will; follow-through ● inquiry mode/lens ● embrace conflict and leave the meeting united (we are united)

Roles:

- **Facilitator:** Krista
- **Timekeeper:** Taylor
- **Note Taker:** Lou

- **Process Observer:** Jason
- **Snacks:** Joanne

Time	Topic	Notes	Outcome
3:50—4:00	Snacks and Check-In: How are you feeling today? What has been a highlight of your week?	Taylor: feeling good; Field Trip! Jason: feeling good, tired; Field Trip! Lou: feeling good, tired; Field Trip! Greg: good to be back; great facilitator at PD & leadership reflections Joanne: cool; teaching Econ Krista: fine, tired; Field Trip!	<ul style="list-style-type: none"> ● Build community and shared understanding
4:00—4:15	Updates	<p>Hiring:</p> <ul style="list-style-type: none"> ● Math demo, but response wasn't great ● 3/16: MS ELA demo ● Ed Specialists (Elizabeth is working with us to ensure we have quality people) ● Mental Health Counselor (Taylor is talking about coming back part time) <p>ACTs - April 19th</p> <p>Bay Area principals are being pulled out more to involve them in change process</p> <p>Family School</p> <ul style="list-style-type: none"> ● Need to get families to come ● Lead team, please be here at 8 a.m.! 	<ul style="list-style-type: none"> ● Keep everyone in the loop
4:15-4:25	Data Analysis Plan <ul style="list-style-type: none"> ● How do we take data and move it into a Test Prep plan? 	<p>ELA dept. feels ready for test prep</p> <p>Other contents can benefit from working together to build student skills in complex text and question types</p> <ul style="list-style-type: none"> ● Give History & Science sample questions to incorporate into classwork & homework 	<ul style="list-style-type: none"> ● Create a plan together

		Look at data from interims to prioritize specific standards (start right after the break)	
4:25-4:35	SBAC Culture Plan <ul style="list-style-type: none"> How do we build kids up and make SBAC a positive experience? 	Create a different schedule <ul style="list-style-type: none"> Testing, snacks, testing, cool lunch MS tests all at once? Tentative schedule by next week Academic Pep Rally (SBAC Town Hall) <ul style="list-style-type: none"> build it up each week Competitions, shirts ACE Race (Fun Run) Value for students ELA classes: NewsELA competition (quiz scores) Fun lunches Motivational notes & posters Game Day theme (first half, halftime, second half)	<ul style="list-style-type: none"> Create a plan together
4:35-4:55	Measure G1 Planning <ul style="list-style-type: none"> How can we build on our successes and over a more safe and positive school environment? Review of referral and suspension data. 	<ul style="list-style-type: none"> We need more staff members to support our students! We should shift from punitive practices to more restorative practices. How can we train staff to be prepared to shift toward restorative practices? Can we setup a peer mediator program to leverage our older students? If so, who will train them? What SEL program will we use next year? Students need help regulating emotions. 	<ul style="list-style-type: none"> Create a plan together to improve school environment. Highest priority is Community Culture Coordinator
4:55-5:00	Close Out <ul style="list-style-type: none"> Create next week's agenda Plus/Delta Appreciations 	Next week's agenda: <ul style="list-style-type: none"> Finalize department plans for Data Analysis PD time Matt is on snacks Plus:	<ul style="list-style-type: none"> Build community and shared understanding

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Next Steps:

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		<p>Family School</p> <ul style="list-style-type: none"> ● Need to get families to come ● Lead team, please be here at 8 a.m.! 	
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4:35-4:55	<p>Measure G1 Planning</p> <ul style="list-style-type: none"> ● How can we build on our successes and over a more safe and positive school environment? ● Review of referral and suspension data. 	<ul style="list-style-type: none"> ● We need more staff members to support our students! ● We should shift from punitive practices to more restorative practices. ● How can we train staff to be prepared to shift toward restorative 	<ul style="list-style-type: none"> ● Create a plan together to improve school environment. ● Highest priority is Community Culture Coordinator

		<p>practices?</p> <ul style="list-style-type: none"> • Can we setup a peer mediator program to leverage our older students? If so, who will train them? • What SEL program will we use next year? Students need help regulating emotions. 	
4:55-5:00	<p>Close Out</p> <ul style="list-style-type: none"> • Create next week's agenda • Plus/Delta • Appreciations 	<p>Next week's agenda:</p> <ul style="list-style-type: none"> • Finalize department plans for Data Analysis PD time • Matt is on snacks <p>Plus:</p> <ul style="list-style-type: none"> • energy picked up as we started to talk about next year <p>Delta:</p> <ul style="list-style-type: none"> • low energy at the beginning <p>Appreciations:</p> <ul style="list-style-type: none"> • Thanks Lou for sub/coverage stuff! 	<ul style="list-style-type: none"> • Build community and shared understanding

Next Steps:

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Supported by the [Yale Center for Emotional Intelligence](#)

RULER Overview

How RULER Becomes an Integral and Enduring Part of Your School or District

RULER is an acronym that stands for Recognizing, Understanding, Labeling, Expressing and Regulating emotions.

- R**ecognizing emotions in self and others
- U**nderstanding the causes and consequences of emotions
- L**abeling emotions accurately
- E**xpressing emotions appropriately
- R**egulating emotions effectively

[Phase 1 \(1 year\)* - The Anchors of Emotional Intelligence](#) This first phase grounds teachers, staff, students, and families in the Anchors of Emotional Intelligence. These fundamental RULER tools enhance individuals' ability to understand and regulate their own emotions and to consider and empathize with how others are feeling. The Anchors also foster the kind of healthy emotional climate essential to personal growth.

[Phase 2 \(1 year\)* - The Feeling Words Curriculum](#) The second phase enables teachers to integrate RULER into a wide range of subject areas, ensuring that emotional intelligence is woven into the content of every class and throughout each student's school day. The Feeling Words Curriculum that teachers learn to use is tailored to specific grade levels and aligned with the Common Core.

[Phase 3 \(ongoing\) – Lasting results](#) RULER creates a self-perpetuating program by training teachers and other staff to become RULER Trainers who then teach the rest of the school what they've learned. As teachers are trained, they in turn teach their students, and as new teachers arrive, RULER Trainers teach them. To ensure lasting success, RULER also supports RULER Trainers with ongoing feedback, advanced training, and an online community where participants from around the world compare notes, participate in webinars, watch videos, and stay up-to-date on the latest program enhancements. * *Budgetary and/or time constraints sometimes mean the process takes longer. Please [contact us](#) if you would like to discuss other options for bringing RULER to your school.*



Grace

Emotions matter

Yale *Center for Emotional Intelligence*

What if

emotional intelligence became a standard part of the school curriculum?





What would be different?

On more faces, we would see joy as students learn about and explore the world.

In more classrooms, we would find greater respect and stronger connections, resulting in more collaborative and engaged learning.

In more schools, we would discover children and adults working together to build trust and inspiring each other to achieve.

In more communities, we would see children becoming self-aware adults who lead compassionate and fulfilling lives.

Emotions matter for all of us and especially for children. How we feel affects our learning, the decisions we make, how we treat others, and our personal well-being.

We know this is possible.

At the Yale Center for Emotional Intelligence, we are making this vision a reality in hundreds of schools. RULER is our evidence-based approach that helps schools integrate emotional intelligence into their everyday practice.

Together, we can help all children better recognize, understand, label, express, and regulate their emotions.



EMOTIONS MATTER FOR *Classroom Performance*

Our research shows that students with higher emotional intelligence are better prepared to manage their emotional lives so that they can focus, learn, and do their best in school.



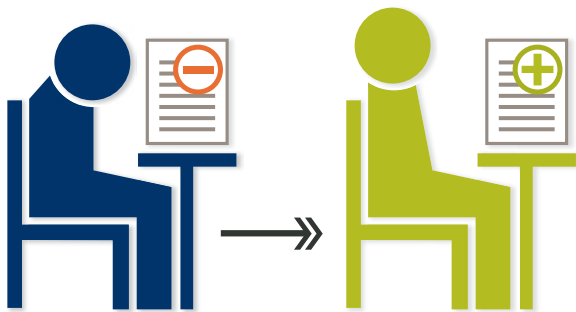
In a nearby middle school, an 8th-grade math class begins. It's the first class of the day and students are busy trying to solve an equation – all except Patrick.

Patrick is distracted and failing the class. His teacher can see he's having difficulty, but she's asked him so many times to pay attention that she's becoming frustrated.

How might developing emotional intelligence help Patrick and his teacher?

Patrick would recognize the source of his distractions: under the pressure of helping his single mother prepare his four younger siblings for the day, he shuts down when he arrives at school. His teacher, more inclined to ask about his feelings, would discover that Patrick's lack of focus is rooted in stress, not boredom. Together, they would devise a plan to help him manage his stress so that he can focus in class.

RULER leads to IMPROVED ACADEMIC PERFORMANCE



Students in RULER classrooms perform better academically compared to those in classrooms not using RULER.

the MOOD METER

the
TOOL

How are you feeling?

Emotional awareness enables students to get the most out of their learning experiences. This awareness, though, is not intuitive and the skill is rarely taught in school. Moreover, instability in homes and poverty in communities can exacerbate the difficulties of coming to school emotionally prepared to learn. The Mood Meter is a simple and effective RULER tool for helping students to recognize and communicate their feelings.



EMOTIONS MATTER FOR *Conflict Resolution*

In emotionally intelligent schools, children learn to manage the feelings of anger, disappointment, or shame that might otherwise push them to hurt one another. They learn how to be more empathic and build positive relationships. Our research shows these skills can strengthen the emotional climate of classrooms and reduce the incidence and severity of conflicts.

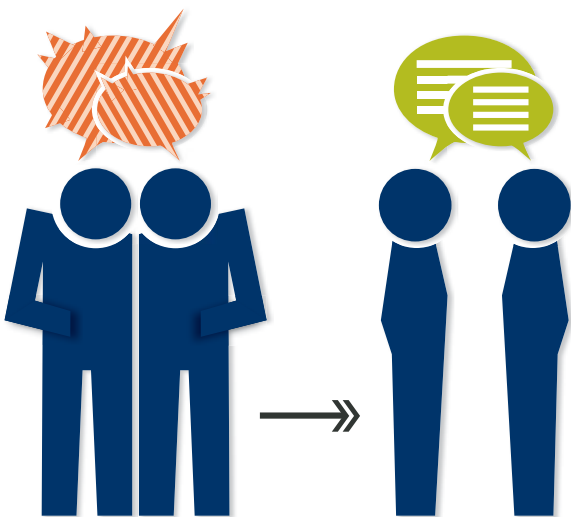


It's recess at a local middle school, and a basketball game is underway. A hard foul leads to a shove. Suddenly, two boys, Sam and Kevin, square off and are ready to fight. A teacher intervenes and sends the boys to the principal's office.

What if emotional intelligence was part of this school's curriculum?

It would come to light that this confrontation came from a previous misunderstanding. Kevin once made a comment at Sam's expense that Sam felt went too far. More skilled at communicating his feelings, Sam would explain how Kevin's teasing had affected him. Upon hearing Sam and respecting his feelings, it's easy to imagine Kevin apologizing. While the two might continue to exchange jabs on and off the court, conflicts would not escalate.

RULER leads to REDUCED AGGRESSION



Classrooms using RULER have less aggression among students compared to those not using RULER.

the
TOOL

the BLUEPRINT

How can seeing the world from another's perspective change the course of a relationship?

Take bullying. Too often, victimizing another person originates in the perpetrator's own frustrations and insecurities, and a lack of knowledge of healthy strategies for solving problems and managing feelings. We created the Blueprint to encourage perspective-taking and empathy, so that students invest more fully in the health and well-being of their classmates and themselves.



EMOTIONS MATTER FOR *Health & Success*

The stress students and educators feel is reaching epidemic levels. While many pressures can't be eliminated—budgets are tight and expectations for high academic achievement are well-founded—schools can do more to create emotionally intelligent learning and working environments.

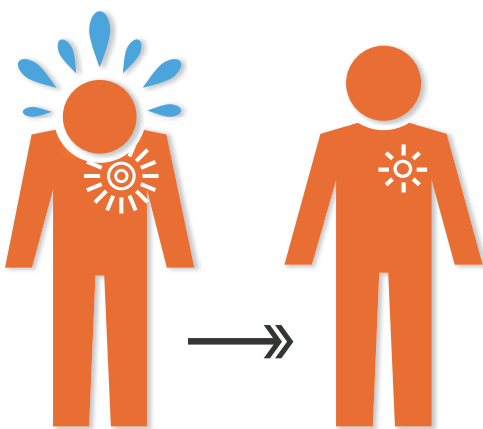


Budget cuts are on the agenda for a meeting between a high school's head English teacher, Sheila Jackson, and the principal. The cuts threaten to increase class sizes and eliminate the field trips that Ms. Jackson has used to great effect as capstone experiences for students. She's made no secret of her frustrations. Because the last meeting with the principal ended badly, Ms. Jackson is anxious the next will be worse.

How might emotional intelligence training help Ms. Jackson and the principal work together?

Knowing how her anger may prevent her from being the strong leader her colleagues need, Ms. Jackson would take a moment, pause, and then consider: How might she enlist the principal as an ally in her mission? Focused on making the most of this difficult situation, Ms. Jackson and the principal might look for creative ways to restore at least some of the funding for the experiences her students have found so rewarding.

RULER leads to
REDUCED ANXIETY



Students in RULER classrooms have less anxiety compared to those in classrooms not using RULER.

the
TOOL

the META MOMENT

How can you be your best self in tough situations?

Quick, thoughtless reactions to emotional triggers can complicate getting the best outcomes for students and teachers, both in and out of the classroom. The Meta-Moment process is designed to help children and adults gain emotional self-control and take effective action in difficult moments. By pausing to observe and manage their own reactions, they are better able to respond effectively to challenges and be their best selves.



EMOTIONS MATTER FOR *All of Us*

At the Yale Center for Emotional Intelligence, we know that emotionally intelligent learning environments are foundational to helping children and adults lead productive, healthy, and fulfilling lives.

The evidence is compelling. Rigorous research has shown that RULER raises academic achievement and contributes to more supportive, productive, and compassionate classrooms. That research is guiding the development of innovative new programming tailored to a wider range of children and educators, and it is identifying new ways to investigate and unlock the power of emotional intelligence.



Our work won't be finished until emotional intelligence is incorporated into the curriculum of every school, and until every child has the skills needed to lead a productive, healthy, and fulfilling life.

To find out more about bringing RULER to your school or to support our mission, visit www.ei.yale.edu.

“RULER fits so well into the curriculum. With it, we've given students higher-level vocabulary to talk about the characters that they're reading about.”

– 2ND GRADE TEACHER

“RULER gives us the skills we need to succeed beyond high school.”

– 11TH GRADE STUDENT

“RULER is a way for children to express their feelings without fear of being laughed at... you notice that other people have the same feelings as you... you see what other people have in common with you.”

– 5TH GRADE STUDENT

“To see students using words and communicating effectively in adversarial situations where they once used physical aggression and verbal abuse confirms that RULER has had a profound effect on children's ability to self-regulate.”

– SUPERINTENDENT



*“Educating the mind without educating the heart
is no education at all.”*

– ARISTOTLE

Yale *Center for Emotional Intelligence*

340 Edwards Street

P.O. Box 208376

New Haven, CT 06520-8376

ei.yale.edu

 **RULER**

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