



**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 Berkley Maynard Academy	Principal	Jay Stack
School Address	6200 San Pablo Ave, Oakland, CA 94608	Principal Email:	Jay.Stack@aspirepublicschools.org
School Phone	510-658-2900	Principal Phone:	215-880-4872
2017-18 Enrollment (6-8)	148	Possible Grant Allocation Amounts*	50% Allocation: \$15,138 100% Allocation: \$30,275 based on 54.1% Oakland residents

\*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%	76%	6%	5%	54%

**Student Body Ethnic Composition**

African-American	American Indian/Alaska Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Not Specified
58.1%	0%	.7%	31.8%	.7%	0%	2.7%	2.7%	3.4%

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

Name	Role
Jay Stack	Principal
Pamela Saberton	Assistant Principal of Culture
Alexis Alexander	Assistant Principal TK-2
Carolina Monterrosa	Assistant Principal 3rd-5th
Rita Alway	Art Teacher & Integrals Lead
Matthew Holt	Lead Mental Health Counselor

**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.

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

**Measure G1 Data Analysis**

<b>5th - 6th Grade Enrollment/Retention (Culture Data/Site Plan Data/Enrollment )</b>		<b>Safe and Positive School Culture</b>	
<b>2016-17 Enrollment Data (projection vs. actual)</b>	56 projected (6th grade) 54 actual (6th grade)	<b>Culture data - Suspension</b>	10.3% (grades 6-8) school year 2016-17
<b>Elementary School (ES) Outreach Strategy Actions</b>	School is K-8, students transition to next grade automatically	<b>Culture data - Chronic Absence</b>	11.6% (grades 6-8) school year 2016-17

<b>Programs to support ES students transition to MS</b>	Rite of Passage Experience Justifying Middle School Readiness, Orientation & Transition Meetings	<b>Survey data - families, students, teachers</b>	<u>15/16 Families (6-8 gr data)</u> 98% My child is getting a good education  100% The adults at the school truly care about my child  <u>Spring 2016 Student (MS)</u> 81% My teacher treats me with respect.  82% My teacher gives us clear directions for our class activities.  81% My teacher makes sure we understand the objective/goal for each lesson.  <u>Fall 2016 Teachers Overall:</u> 95% Positive
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**Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.**

Community Engagement Meeting(s)	
Community Group	Date
Advisory School Site Council	<a href="#">March 16, 2017</a> (see attached)

Staff Engagement Meeting(s)	
Staff Group	Date
Entire Staff including Teachers, Paraprofessionals, Office Staff, and Other Stakeholders	<a href="#">March 10, 2017</a> (see attached)

### **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

The proposed programmatic strategy will increase access to high quality courses in music in grades 6-8. Our current music program includes comprehensive electives for middle school students to choose from. Our music instructor is a highly qualified educator with a music education from Yale. She attends yearly conferences, personally paying for the costs herself, to enhance her K-8 teaching instruction and curriculum. Our students have learned to write music in the primary grades and choose electives including choir and rock band in middle school. Our music educator also purchases instruments through grants such as Donors Choose which has enabled her to purchase a class set of Ukuleles. Our priorities for the future of our music program include educator professional development and purchasing new equipment.

According to the self-assessment rubric, the two areas with the greatest need for growth are Instructional Program and Equipment and Materials. For this reason, we have prioritized G1 expenditures on the purchase of equipment and materials, and investment in professional development and leadership development aimed at improving the instructional program.

Budget	2017-18 Activities	Anticipated Outcome
\$2600 (20@\$130)	Purchase Music Equipment previously not available to our students such as: Electronic Keyboards (includes stand, stool, and headphones).	Equipment and Material: Increase the number of musical technologies and begin creation of a keyboard lab in order to change ratio of keyboards to students to 2:1.
\$1400	Purchase and construction of Choir Risers for Middle School Choir performances and practice.	Equipment and Material: Increase access to choir risers from not present to 25:1.
\$1144	Conferences - Yearly Attendance to the National Conference – Organization of American Kodály Educators & Required Curriculum	Professional Development: Opportunities to attend conferences, outside district PD sessions in order to expand curricular resources and improve student engagement as measured on the teaching rubric.

### 2. Art Program

#### Programmatic Narrative Based on Rubric

The proposed programmatic strategy will increase access to high quality courses in visual arts in grades 6-8. Our art program has created robust partnerships with community resources for the past 3 years. Our art teacher, in partnership with Expressions gallery and other community resources, has introduced the elective community art which focuses on beautifying our Oakland neighborhood through art projects. Our art teacher also attends a yearly conference which he personally pays for himself, to learn about engaging middle school students and to present his work. The current art room lacks a sink and other resources necessary for teaching robust arts education. Natural light and adequate floor space are also a barrier that we hope to work

through with this arts funding opportunity.

According to the self-assessment rubric, the two areas with the greatest need for growth are Facilities and Equipment and Materials. For this reason, we have prioritized G1 expenditures on the purchase of equipment and materials, and investment facilities aimed at providing adequate space for transitions.

Budget	2017-18 Activities	Anticipated Outcome
\$4296	Develop robust materials & supplies, currently not available to our students, that can ensure more diverse course offerings beyond community art for next year. Materials will introduce students to a wide variety of media including brushes, oils, pastels, etc.	Equipment and Materials/ Instructional Program: Increase money:student ratio from \$20:1 student to \$40:1 student on materials and supplies necessary for art development and programming.
\$1000	Fund yearly Attendance to the NAEA Conference in Seattle, Washington including presentation of materials and associated curriculum.	Professional Development: Opportunities to attend conferences, outside district PD sessions in order to expand curricular resources and improve student engagement by 1 level as measured on the teaching rubric.
\$1200	Improve facilities to ensure tables that provide adequate space for transitions.	Facilities: Facilities provide transitional floor space to limit congestion and improve conditions for creating art in order to improve teacher management as evaluated by observations on our teaching rubric by 1 level.

### 3. *World Language Program*

#### Programmatic Narrative Based on Rubric

BMA does not currently have a world language program. Although we recognize and value research that shows these programs support students' socio-emotional and instructional growth, recruiting, developing and sustaining such programs are not feasible at this time.

Our qualitative and quantitative school culture data from 16-17 shows that we need to prioritize the adoption of a new socio-emotional curriculum and increased supports for middle school to ensure a positive and safe learning environment. We also currently have an art program that is strong, and would like to us G1 funds to further develop the program in one of the areas identified as an area of growth (basic) based on the rubric.

### 4. *5th to 6th Grade Enrollment Retention*

#### Programmatic Narrative Based on Data Analysis

We currently have an 84% retention rate of 5th graders to 6th graders, so we elect to save all of our remaining limited budget for a safe and positive school culture.

### 5. *Safe and Positive School Culture*

#### Programmatic Narrative Based on Data Analysis

The proposed programmatic strategy will create a more positive and safe middle school learning environment. For the past three years, our school has included a safe and positive school culture goal. As of October 2016, 96% of staff report that they believe our school consistently maintains a safe and positive staff culture. A large reason for this is the hiring of two mental health counselors and an assistant principal of school culture. We introduced the Tier 1 curriculum Toolbox this past year as well as Restorative Practices. Finally, our school has a Behavioral Wellness team that is modeled off our Academic Rtl model to ensure students are receiving the interventions and supports they need to thrive and be successful in our school.

According to the self-assessment rubric, the two areas with the greatest need for growth are Instructional Program and Equipment and Materials. For this reason, we have prioritized G1 expenditures on the purchase of equipment and materials, and investment in professional development and leadership development aimed at improving the instructional program.

***If we receive the 50% allocation , we will prioritize the safe and positive school culture expenditures based on parent, student, and teammate feedback in our engagement sessions.***

Budget	2017-18 Activity	Anticipated Outcome
\$1415	Bi-Weekly Town Hall Celebrations Equipment and Materials (Awards and Positive Culture Materials such as BMA and College Swag) of Middle School Students through the further development of our Positive Behavior Intervention System.	Equipment and Materials: Support a Positive and Safe Middle School Environment through the purchase of supplies that promote school pride and camaraderie in order to Increase in student survey data around feeling safe at school by 5%.
\$6000 for 3 Educators for 2 Days = \$6,000	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.	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 in order to Increase in student survey data around feeling safe at school by 5%.
6 Teacher Packages (\$70 each) + 180 student workbooks (\$60 each) = \$11,220	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 by 5%.

Please submit this application by Friday, August 4 to Mark Triplett, at [mark.triplett@ousd.org](mailto:mark.triplett@ousd.org) and Cc [linda.pulido@ousd.org](mailto:linda.pulido@ousd.org).

Community Agreements		
1.) One Mic (Self Monitor)    4.) Step Up, Step Back 2.) Timeliness    5.) Come prepared 3.) Stick to Purpose    6.) DWWSWWDWWSWWDI		
Meeting Objectives		Roles
1. Create a Survey to Poll the Stakeholders that We Serve 2. Learn about Most Up to Date Budget Information. 3. Reconsider Non-Negotiables	Process Checker	
	Mo	
	Recorder	
	Gaelle	
Timekeeper		Sofia
Facilitator		Jay
TIME	TOPIC	Goal & Guiding Questions
7:45 am	Check-in Jay	<ul style="list-style-type: none"> <li>- What is the most memorable part of your middle school experience?</li> <li>- Assign Tasks and Review Norms</li> </ul>
7:50am	ASC Initiatives 2016-2017 Jay	<ul style="list-style-type: none"> <li>- <b>Updates from ASC Initiatives</b> <ul style="list-style-type: none"> <li>o <b>Family and Student Voice</b> <ul style="list-style-type: none"> <li>▪ Creation of Survey for Stakeholders</li> </ul> </li> </ul> </li> </ul> <p><b>Guiding Question: How could we garner stakeholders feedback on changes they would like to see in BMA's structure for next year?</b></p>
8:10 am	Budget Update Jay	<ul style="list-style-type: none"> <li>- Budget from State &amp; OUSD Implications</li> <li>- Enrollment and Budget Impact</li> <li>- Measure G1: Teacher Incentives &amp; Music/Dance/Arts/World Language Programming               <ul style="list-style-type: none"> <li>- <b>Decision Made: Approved funding formulas for teacher incentives, arts/music programming and most importantly SEL curriculum and training!</b></li> </ul> </li> </ul>
8:20 am	Budget Planning Jay	<ul style="list-style-type: none"> <li>- Non-Negotiables vs. Further Discussions</li> <li>- Questions, Comments, Thoughts, or Concerns</li> </ul>
8:35 am	Survey Jay	<ul style="list-style-type: none"> <li>- Take the survey before leaving!</li> </ul>



MARCH 10TH, 2016  
BUDGET DECISION  
MEETING

12:40 PM - 3:35 PM

# AGENDA

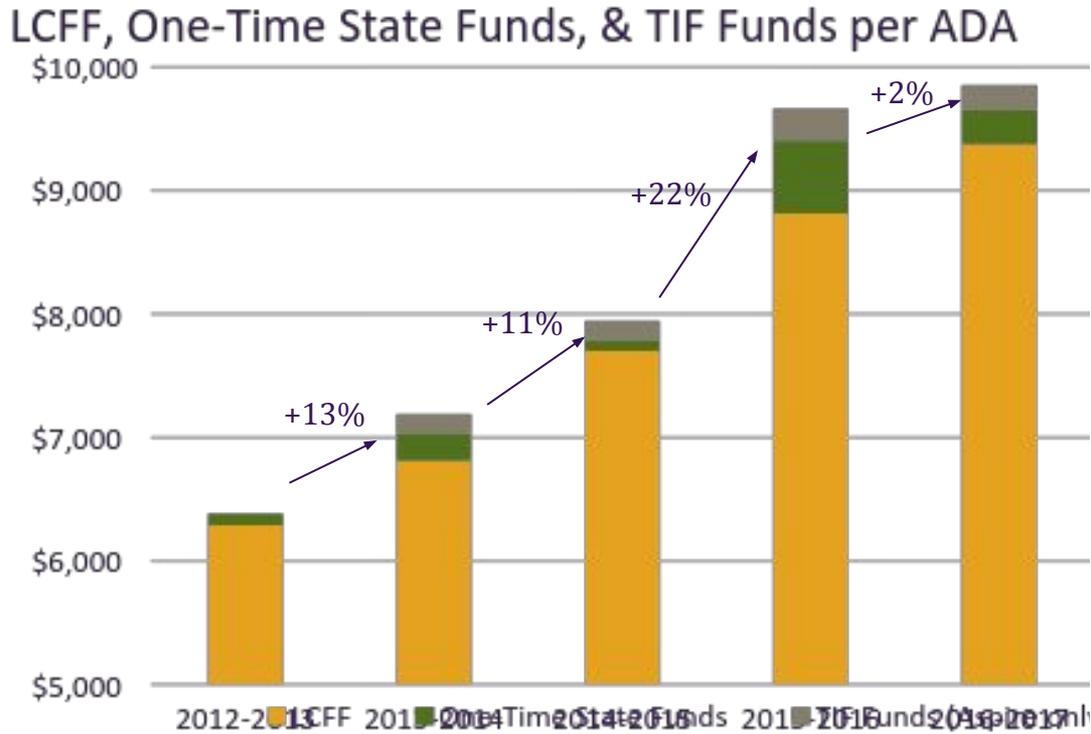
Location: Pacific		
12:40 - 1:00pm	1:00 - 2:00	2:00-3:30
<b>Budget, Measure G1 (DECISIONS), Supervision &amp; Kudos</b>	<b><u>Behavior:</u> Restorative Response</b>	<b><u>In Teams:</u> K-1: Foundational Skills Assessments and Conference Prep  2-8 Interim Testing Administration &amp; Conference Prep</b>

# State of the Budget 2017-2018



## UPDATES ON THE IMPACT AND IMPLICATIONS OF THE 2017-2018 SCHOOL YEAR BUDGET

# CALIFORNIA SCHOOL FUNDING HAS INCREASED DRAMATICALLY OVER THE LAST FIVE YEARS



Note: This represents the Aspire CA average funding; LCFF funding varies depending on a school's FRL percentage.

# THE INCREASED FUNDING HAS ALLOWED US TO MAKE MANY SUBSTANTIAL INVESTMENTS

*Context: Dramatically Increased Funding*

*...has allowed us to make the following investments...*

*Investment: Increased Teacher Compensation by ~25% over four years*

*Investment: Increased Non-Teacher FTEs and Compensation*

*Investment: Nearly Doubled Ed Specialists and Tripled SpEd IAs*

*Investment: Increased Regional Office Supports*

*Investment: Upgraded School Facilities*

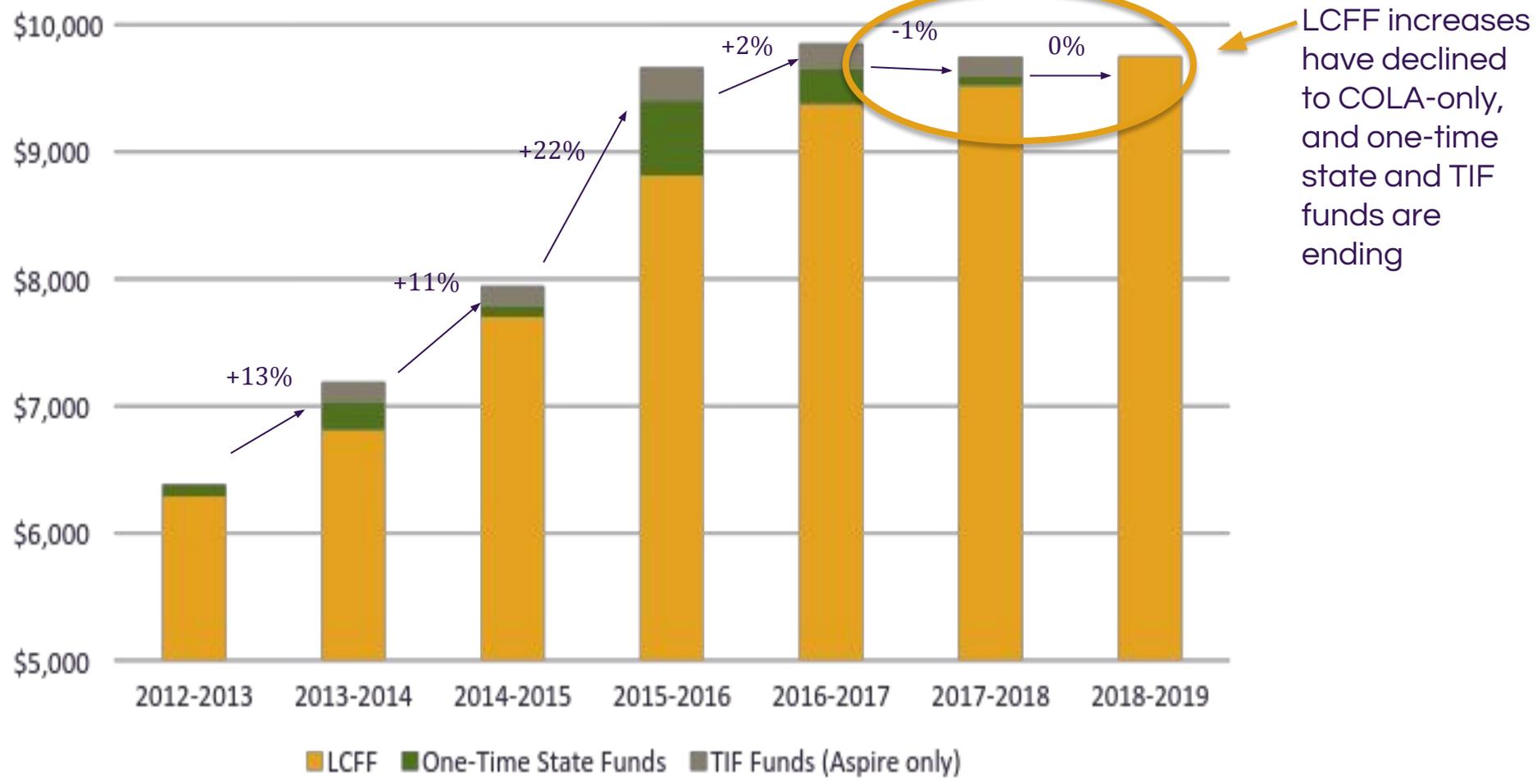
*Investment: Built School Reserves*

# FROM WHERE WE'VE BEEN... ...TO WHERE WE'RE GOING

- **California school funding is cyclical**
  - We have experienced rapid funding growth over the last few years, and we are now returning to a more normal (and slower growth) funding environment.
- **Story consistent with last year's message**
  - During last year's budgeting cycle we expected that this slowdown would come, and we knew that 2016-2017 would be the last year of major new investments.
- **We will drive towards sustainability in thoughtful, creative ways over the next two years**
  - Using what we've learned from our investments over the last three years, let's work smarter to leverage our available resources.

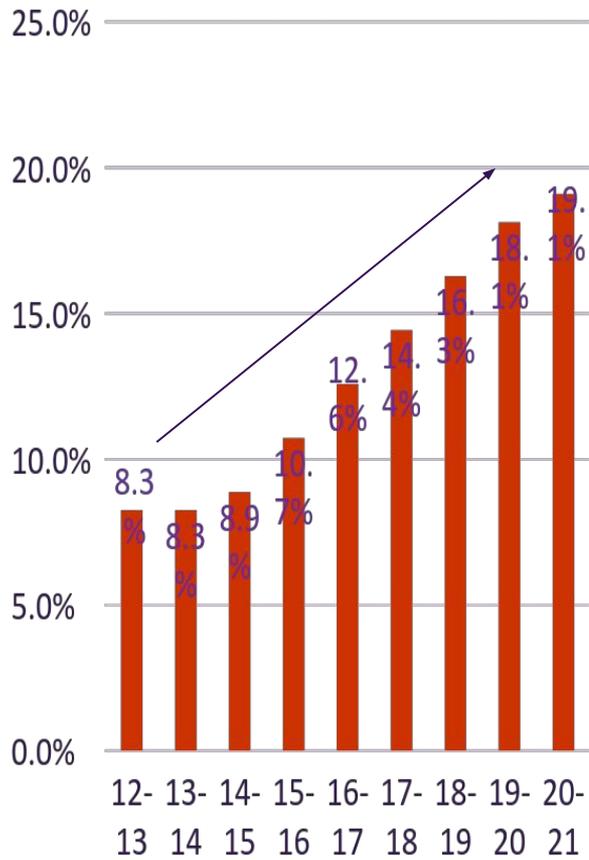
# CALIFORNIA SCHOOL FUNDING WILL FLATTEN OUT IN THE COMING YEARS AS LCFF INCREASES SLOW AND ONE-TIME

LCFF, One-Time State Funds, & TIF Funds per ADA

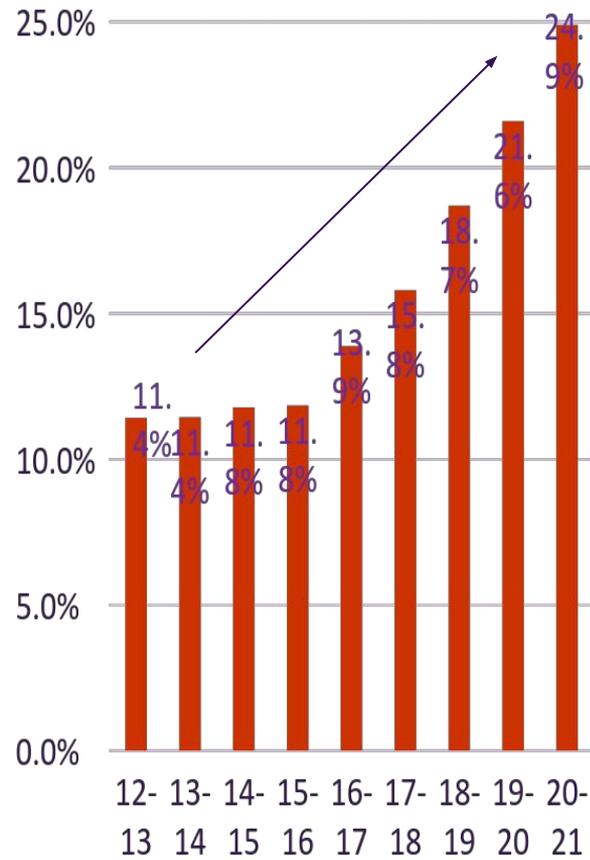


# RETIREMENT AND HEALTHCARE BENEFITS COSTS WILL INCREASE FASTER THAN REVENUES; 2016-2017 STRS/PERS INCREASES ADDED \$2M IN COST.

## 1 STRS Employer Contribution Rates



## 2 PERS Employer Contribution Rates

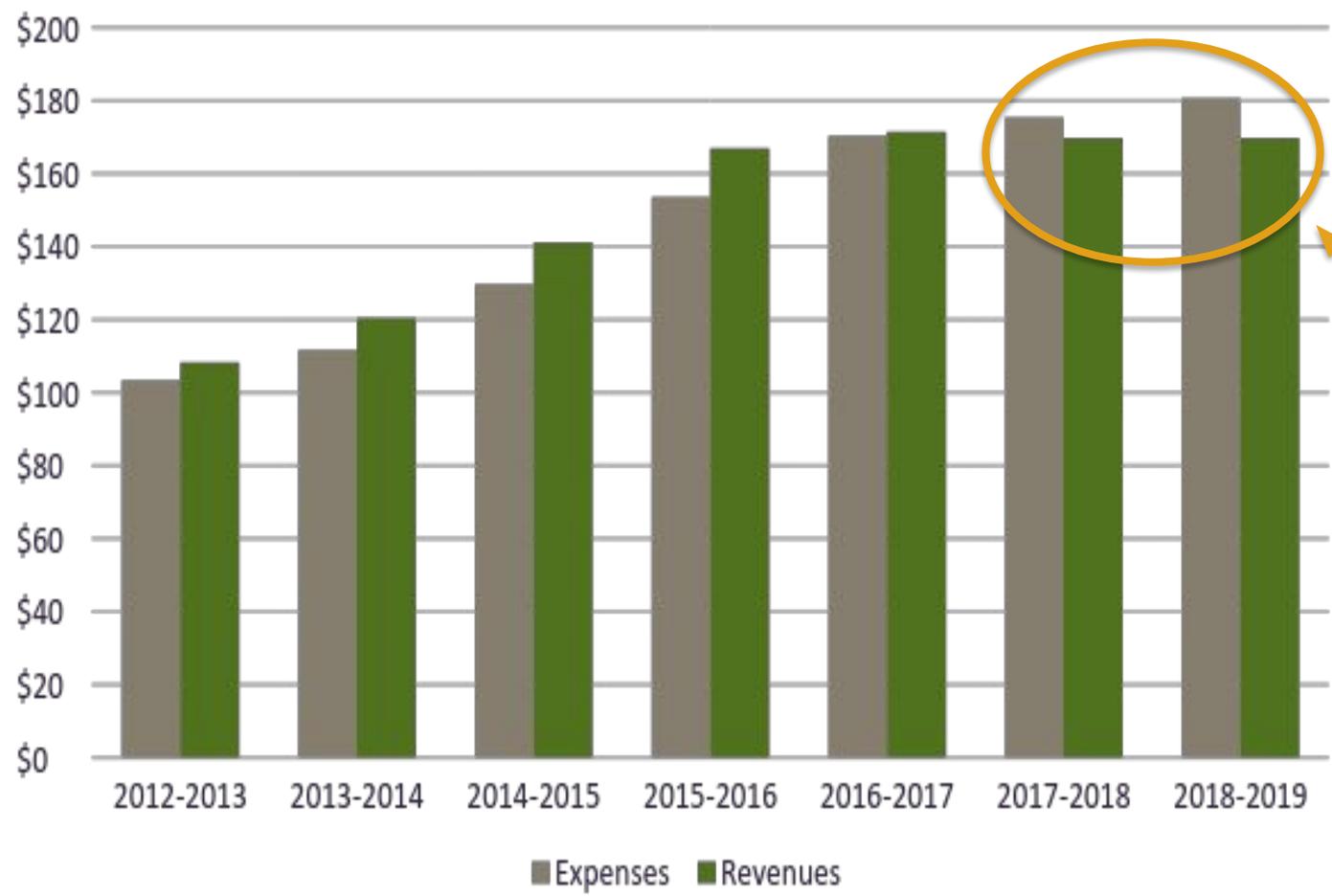


## 3 Healthcare Costs

Healthcare benefits costs are expected to increase by close to 10% per year

# SLOWING REVENUES AND INCREASING EXPENSES WILL RESULT IN SCHOOL DEFICITS STARTING NEXT YEAR

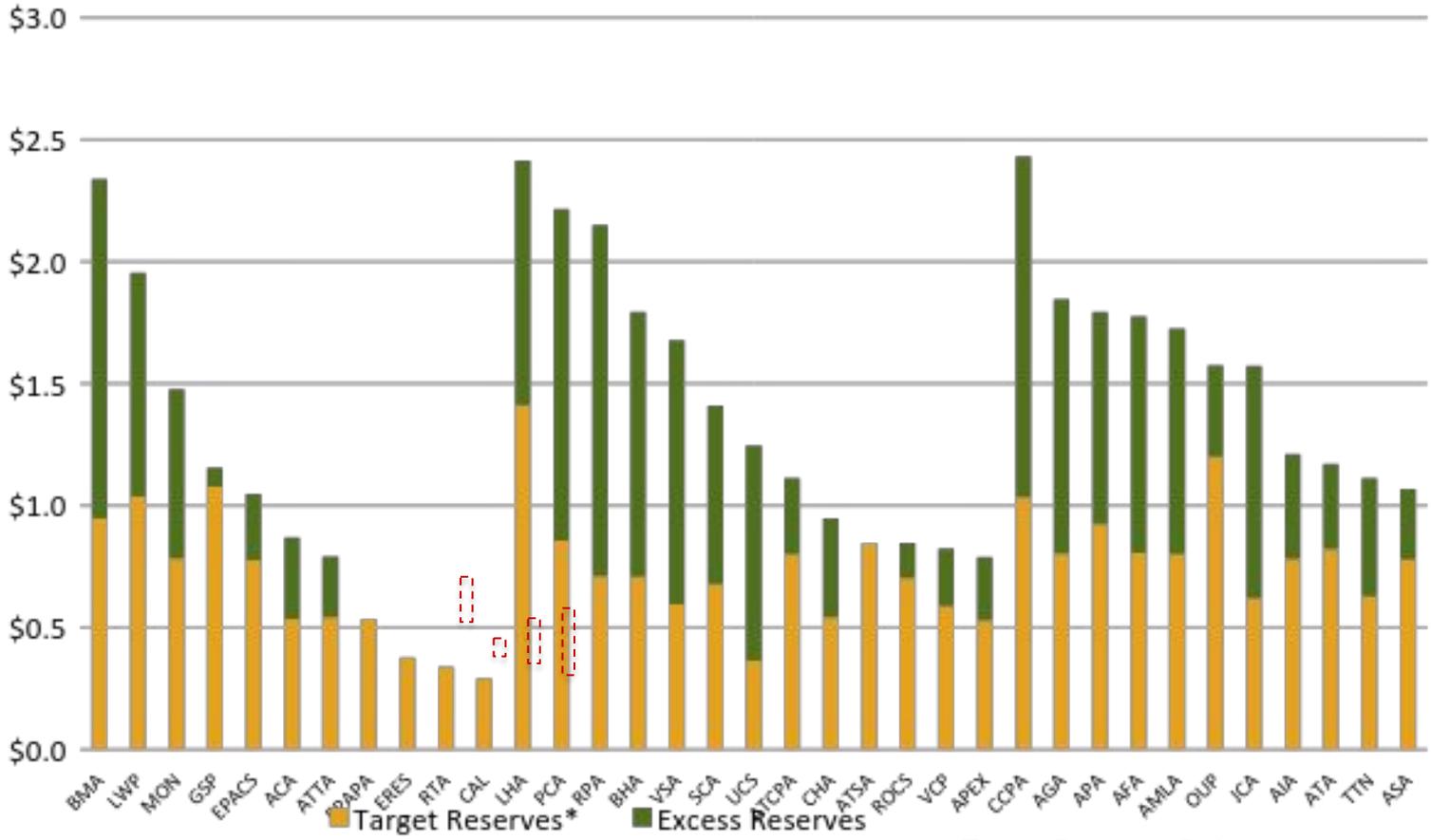
Historical and Projected CA School Revenues & Expenses



California school expenses will outpace revenues starting next year, resulting in **average gaps of \$150k per school in 2017-2018 and \$300k per school in 2018-2019** (assuming we keep class size the same, keep the salary schedule and non-teacher bonus structure as-is, and increase non-teacher pay by inflation)

# SCHOOLS MAY BE ABLE TO SOFTEN THE BUDGET GAP BY LEVERAGING THE RESERVES THEY HAVE BUILT UP THE LAST FEW YEARS

Estimated 2016-2017 Ending School Reserves Levels



- Schools can use the lesser of 25% or \$100k of Excess Reserves toward their 2017-2018 budget without CFO approval;
- Using amounts of Excess Reserves beyond the amounts listed above or using Target Reserves requires CFO approval

--- Target Reserves Deficit

\*Target Reserves are the minimum acceptable level of reserves to afford a school adequate protection against financial uncertainties.

# The Hard Questions

## (1) Increasing revenues

- Could you increase the number of students you serve in your existing classrooms
  - Example: 2 more students per class \* 16 classes = 32 students = ~\$250,000 additional revenue.
  - Could you increase your attendance percentage? **95.5% goal next year!**

## (2) Decreasing expenses

- Of the investments you have made at your school, what has been most impactful?
- Do current positions, roles, responsibilities, and staff structures effectively serve the needs of students and the school?
- What are your regional priorities and how can you align your resources to those priorities?

(3) **Using school reserves:** How much of your school reserves do you want to use to fill a budget gap?

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# State of the Budget 2017-2018



MEASURE G1:  
APPROXIMATELY  
\$20-25,000 FOR  
EXPANDING OUR ARTS,  
MUSIC, AND DANCE.

# State of the Budget 2017-2018



## APPROVED STAFF PRIORITIES:

- SEL CURRICULUM & TRAINING
- FURTHER ART & MUSIC INVESTMENT



## 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.

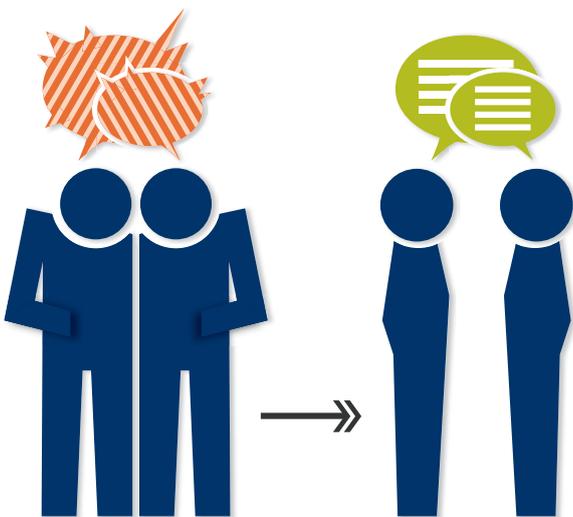


*It's recess* at a local middle school, and a basketball game is underway. A hard foul leads to a shove. Suddenly, two boys, Sam and Kevin, square off and are ready to fight. A teacher intervenes and sends the boys to the principal's office.

### *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.

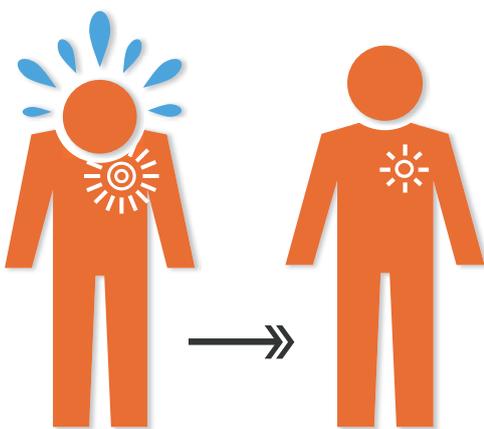


*Budget cuts* are on the agenda for a meeting between a high school's head English teacher, Sheila Jackson, and the principal. The cuts threaten to increase class sizes and eliminate the field trips that Ms. Jackson has used to great effect as capstone experiences for students. She's made no secret of 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](http://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*

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 **RULER**

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# Measure G1 Commission Middle School Proposal Rubric



School Name:

Commissioner:

	Area of Focus	Score	Notes
1.	Proposal keeps equity at the forefront		
2.	Includes all required components		
3.	Proposed use of funds is aligned to the intent of the measure		
4.	Supplementing existing program, not supplanting		
5.	Proposal accurately assesses strengths and growth areas in the domains		
6.	Clear alignment between self-assessments and proposed actions		
7.	Clear, measurable outcomes are articulated for each use of funds		
8.	Clear documentation of staff engagement in the planning process (agenda & notes from meetings)		
9.	Clear documentation of community engagement in the planning process (agenda & notes from community meetings)		
<i>For the five lines below, only score the components that apply to a given proposal.</i>			
10.	Plan for providing quality art programming is clearly articulated		
11.	Plan for providing quality music programming to students is clearly articulated.		
12.	Plan for providing quality world language programming is clearly articulated.		
13.	Plan for supporting 5th to 6th grade recruitment and retention of students is clearly articulated		
14.	Plan for promoting positive school culture and safety is clearly articulated		
	<b>Final Score (sum total /number of scored line items)</b>		

1= Far below the requirement, 2=Did not meet requirement, 3= Nearly met requirement, 4= Met requirement, 5= Exceeded requirement