



PTO GIFTS PROGRAM

Requests for PTO Funding 2017-18

Any teacher, parent, or student who has a request for funds from the PTO must fill out this form. Please answer these questions as thoroughly as possible, providing supporting detail and information. When completed, please return to the administration at either school by **Monday, October 23, 2017**.

- 1. Define your request:** Good afternoon. The 4th, 5th and 6th grade teachers are planning a field trip to see the movie "Wonder." If you haven't read the book, it is an amazing story of perseverance, friendship, fitting in and acceptance. The author has described the novel as a, "meditation on kindness." And says, "Every reader will come away with a greater appreciation for the simple courage of friendship. Auggie is a hero to root for, a diamond in the rough who proves that you can't blend in when you were born to stand out."

Over the past few years, this book has been read to our students as a read aloud, small group novel or independently. It has sparked many conversations about empathy, being perceived as different and acceptance. We were so excited to hear that the movie was coming out, and would love to take the students to see it as we can continue many of these important conversations in reading, writing and character education.

- 2. Amount requested:** Approximately \$1620. 180 x \$9 - students and teachers. I can get exact numbers when needed.
- 3. Can this project be funded in stages? If yes, what timetable is involved? If no, please explain your due date for funds.** Unfortunately no. We would need the money when we arrive at the theater.
- 4. Has this request been reviewed by the school administration? What was their response as to its merit and priority?** I did get this trip approved by Ivy, and we are all very excited about this opportunity.

- 5. Number of Students that will be impacted or benefit from your request:** All

6. **Is this a one-time request or do you envision needing additional PTO funds in the future or long range? If you will require additional PTO funds, please explain why this cannot be added into your annual budget.** This is definitely a one-time request.

7. **What is the intended goal of your request? Would it have any other uses or applications? Is this a start up program or is it enhancing an existing program? Use additional paper if needed.**

We believe that SEL is such an important component to learning. And by seeing and talking about the movie, we will be addressing this very important piece of learning. We feel that with the help of the PTO, we can address many components of Social/Emotional learning. (Please see the bolded sections as to how this field trip with address some of the skills).

What is Social and Emotional Learning?

Effective social and emotional learning programming involves coordinated classroom, schoolwide, family, and community practices that help students develop the following five key skills:

Self-Awareness

Self-awareness involves understanding one's own emotions, personal goals, and values. This includes accurately assessing one's strengths and limitations, having positive mindsets, and possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to recognize how thoughts, feelings, and actions are interconnected.

Self-Management

Self-management requires skills and attitudes that facilitate the ability to regulate one's own emotions and behaviors. This includes the ability to delay gratification, manage stress, control impulses, and persevere through challenges in order to achieve personal and educational goals.

Social Awareness

Social awareness involves the ability to understand, empathize, and feel compassion for those with different backgrounds or cultures. It also involves understanding social norms for behavior and recognizing family, school, and community resources and supports.

Relationship Skills

Relationship skills help students establish and maintain healthy and rewarding relationships, and to act in accordance with social norms. These skills involve communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when it is needed.

Responsible Decision Making

Responsible decision making involves learning how to make constructive choices about personal behavior and social interactions across diverse settings. It requires the ability to consider ethical standards, safety concerns, accurate behavioral norms for risky behaviors, the health and well-being of self and others, and to make realistic evaluation of various actions' consequences.

School is one of the primary places where students learn social and emotional skills. An effective SEL program should incorporate four elements represented by the acronym SAFE (Durlak et al., 2010, 2011):

1. **Sequenced: connected and coordinated sets of activities to foster skills development**
2. **Active: active forms of learning to help students master new skills**
3. **Focused: emphasis on developing personal and social skills**
4. **Explicit: targeting specific social and emotional skills**

The Short- and Long-Term Benefits of SEL

Students are more successful in school and daily life when they:

- Know and can manage themselves
- Understand the perspectives of others and relate effectively with them
- Make sound choices about personal and social decisions

These social and emotional skills are some of several short-term student outcomes that SEL programs promote (Durlak et al., 2011; Farrington et al., 2012; Sklad et al., 2012). Other benefits include:

- More positive attitudes toward oneself, others, and tasks including enhanced self-efficacy, confidence, persistence, empathy, connection and commitment to school, and a sense of purpose
- More positive social behaviors and relationships with peers and adults
- Reduced conduct problems and risk-taking behavior
- Decreased emotional distress
- Improved test scores, grades, and attendance

In the long run, greater social and emotional competence can increase the likelihood of high school graduation, readiness for postsecondary education, career success, positive family and work relationships, better mental health, reduced criminal behavior, and engaged citizenship (e.g., Hawkins, Kosterman, Catalano, Hill, & Abbott, 2008; Jones, Greenberg, & Crowley, 2015).

Building SEL Skills in the Classroom

Promoting social and emotional development for all students in classrooms involves teaching and modeling social and emotional skills, providing opportunities for students to practice and hone those skills, and giving students an opportunity to apply these skills in various situations.

One of the most prevalent SEL approaches involves training teachers to deliver explicit lessons that teach social and emotional skills, then finding opportunities for students to reinforce their use throughout the day. Another curricular approach embeds SEL instruction into content areas such as English language arts, social studies, or math (Jones & Bouffard, 2012; Merrell & Gueldner, 2010; Yoder, 2013; Zins et al., 2004). There are a number of research-based SEL programs that enhance students' competence and behavior in developmentally appropriate ways from preschool through high school (Collaborative for Academic, Social, and Emotional Learning, 2013, 2015).

Teachers can also naturally foster skills in students through their interpersonal and student-centered instructional interactions throughout the school day. Adult-student interactions support SEL when they result in positive student-teacher relationships, enable teachers to model social-emotional competencies for students, and promote student engagement (Williford & Sanger Wolcott, 2015). Teacher practices that provide students with emotional support and create opportunities for students' voice, autonomy, and mastery experiences promote student engagement in the educational process.

8. What are the long range benefits of your request? See above!

9. If you are requesting a capital asset/investment, please provide a minimum of two options/pricing quotes on the item and attach to this form. Please identify your first choice and why.

10. Have you exhausted all other funding options before coming to the PTO Gifts Program?