



CENTER MORICHES SCHOOL DISTRICT

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Fostering Student Voice: PEAR HSA & SDQ

Over the last few years, across the country momentum has increased because the research has confirmed our instincts about what is important, and we see all sectors, including parents, employers, principals, teachers, and the STUDENTS THEMSELVES who are screaming: WE BELIEVE SEL IS CRITICAL.

In alignment with all of this research, our Board of Education Goals on Social-Emotional Learning and Diversity, Equity & Inclusivity and what our team of educators knows about our Center Moriches students, we have implemented a mechanism for student voice. The system comes from Partnership in Education and Resilience (PEAR). This work was founded in 1999 at Harvard Graduate School of Education and Harvard Medical School.

In 2007 the PEAR Institute was formed with the goal of improving the lives of children by increasing their opportunities for success in the larger education communities while reducing inequities. The PEAR Screener is our mechanism for student voice and we continue to strengthen what we've learned in our initial administration and our multiple measures to support students at the individual, class and building levels.

PEAR takes 10-20 minutes and is available in paper and electronic versions. We administer PEAR during part of a physical education class each Fall and Winter. Thanks to our 1:1 initiative, we are able to administer electronically. Our families have the option to opt out as we employ a passive consent model as recommended by PEAR.



Small Town, Deep Roots, Global Mindset

HSA/SDQ leverages a database we have representing over 100,000 students. This data is used to compute national norms. These norms are then used when we compute SEL strengths and challenges. In addition to our local work with the data, the aggregate student data from all of the partner districts in the PEAR database is used to help us stay relevant with our work. For example, PEAR has been analyzing the data to identify trends in connection with the COVID-19 pandemic. For Center Moriches schools, when we compare our student data to the full database, we are seeing that the number of students in our District with significant challenges is about 6% less than is typical in other districts. When our Administrative Team reflected on this point we concluded that our efforts in the area of SEL are making a difference - this comparison highlights the impact.

So how can we rest assured that the PEAR instrument is right for us? The HSA is rigorously validated. It has shown strong reliability statistics. Essentially, an omega Coefficient above .7 is a strong indicator of reliability. It has been validated using other resiliency inventories and the strengths and difficulties questionnaire. Additionally, our faculty have shared that the strengths and challenges reported by our students using PEAR are aligned with what they intuitively know from their interactions with our students in the classroom.

Academic data is important, but it doesn't tell the whole story. The implementation of PEAR last year has given us additional points of reflection. We recognize that the data cannot be interpreted in isolation - it doesn't tell us the whole story. We do use this data to inform best practices in providing SEL learning experiences for our students. The screener indicates areas of strengths and challenges for our students and which students could use enhanced levels of support. We have been using this data to inform our conversations and planning around social-emotional learning and support at the building, classroom and individual level. This work has been shared with our teachers and we are continuing the discussion as a Curriculum Committee.

We are currently digging into the overall District and Building-wide data to provide insights to our faculty and educational community in PD presentations, Board of Education Presentations and a Parent Academy that will be new to our District this year. According to our District-wide results, on average students have 3 identified strengths and 4 identified challenges. PEAR incorporates a toolkit that allows our educators to drill down to the building, classroom and individual student and provides characteristics of the strengths and challenges in each of the 14 scales, as well as best practices in teaching and learning to support students with these strengths and challenges.



For more information on CM's Cultivating a Culture of Care Contact:



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