



Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	MINDFULNESS		
<i>Instructor Info</i>	Name: Nic Johnson	Contact Info: njohnso2@pps.net	
<i>Grade Level(s)</i>	10 - 12th		
<i>Room # for class</i>	S-137		
<i>Credit</i>	Type of credit: Elective	# of credits per semester: 0.5	
<i>Prerequisites (if applicable)</i>	N/A		
General Course Description	The Mindfulness year long elective class is intended to support students of all backgrounds, races, gender, sexual orientation, language, and ability level; in developing a critical, conscious awareness and curiosity about their lived experience through a variety of mindful inquiry-based practices. The course will maintain an experiential focus with key concepts and historical perspectives woven in throughout both semesters.		
Section 2: Welcome Statement & Course Connections			
Personal Welcome	<p>Welcome Students & Families:</p> <p>I am very much looking forward to offering this unique elective class at FHS! I encourage students to clarify their <i>intention</i> for taking this year-long class and to ensure that it connects to some curiosity they have about their lived experience. Mindfulness practice can be a powerful way to know ourselves more clearly and to help</p>		



	<p>orient us to others and the world in which we live, in ways that align with our own sense of authenticity and truth. This class asks that students commit to an ongoing process of reflection, inquiry and community. If this sounds like the right class for you, I look forward to learning from each other. Kindly, Nic Johnson</p>
<p>Course Highlights <i>(topics, themes, areas of study)</i></p>	<p>Course themes:</p> <p>Mindfulness is similar to a diamond, in that there are many interrelated sides, or facets. Foundational facets of the mindfulness diamond include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Body (sensation) awareness <input type="checkbox"/> Emotion (feeling tone) awareness <input type="checkbox"/> Thought (perception and cognition) awareness <input type="checkbox"/> Attuned communication with others <input type="checkbox"/> Empathy <input type="checkbox"/> Compassion (towards self and other) <input type="checkbox"/> Identity (self, other, and community) <input type="checkbox"/> Joy <input type="checkbox"/> Appreciation and gratitude <input type="checkbox"/> Generosity
<p>Course Connections to <u>PPS ReImagined Vision</u></p>	<p>Mindfulness practices embedded in the course will intentionally support the following PPS Graduate Portrait characteristics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflection, empathy and empowerment <input type="checkbox"/> Positivity, confidence and a connected sense of self <input type="checkbox"/> Present-oriented optimism <input type="checkbox"/> Effective communication <input type="checkbox"/> Transformative racial equity leadership <input type="checkbox"/> Inquisitive, critical thinking <input type="checkbox"/> Resilience and adaptability



Section 3: Student Learning

<p>Prioritized Standards</p>	<p>Oregon Department of Education - Related Health Standards:</p> <p>H.E.1.12.3 Explain how environment (both physical and social) and personal health are interrelated.</p> <p>HE.1.12.2 Describe the interrelationships of physical, mental, social, emotional, and environmental health.</p> <p>HE.1.12.18 Describe the intersections of varied identities, including gender, race, ethnicity, sexual orientation, ability, etc.</p> <p>HE.4.12.5 Demonstrate respectful communication with and about people of all gender identities, gender expressions and sexual orientations.</p>
<p><u>PPS Graduate Portrait Connections</u></p>	<p>Mindfulness practices embedded in the course will intentionally support the following PPS Graduate Portrait characteristics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflection, empathy and empowerment <input type="checkbox"/> Positivity, confidence and a connected sense of self <input type="checkbox"/> Present-oriented optimism <input type="checkbox"/> Effective communication <input type="checkbox"/> Transformative racial equity leadership <input type="checkbox"/> Inquisitive, critical thinking <input type="checkbox"/> Resilience and adaptability
<p>Differentiation/ accessibility strategies and supports:</p>	<p>I will provide the following supports specifically for students in the following programs:</p> <ul style="list-style-type: none"> ● Special Education: I will implement student accommodations as noted on student IEP's, including communication with parents/guardians, case managers and school counselors, as needed ● 504 Plans: I will implement student accommodations as noted on student 504's, including communication with parents/guardians and school counselors as needed ● English Language Learners: I will ensure students are able to access technology (e.g. google translate) to understand class content and I will provide translations of written materials as often as I can ● Talented & Gifted: I will provide choices to extend demonstration of ways of knowing given class themes, practices and real life applications



Section 4: Cultivating Culturally Sustaining Communities

Tier 1 SEL Strategies:

Shared Agreements

I will facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender in the following way(s):

- Classroom agreements and intentions will be co-generated through community circle practice
- Students will share what needs they have of me (as their teacher), what needs they have of each other, and what needs they have of themselves, in order to build trust as a classroom community
- Students will have at least one break (5-10 mins) during class periods to check their personal devices as needed. Otherwise, cell phones are expected to be off and away to support a learning space that centers the cultivation of presence, empathic listening, respectful expression, and compassion.

I will display our Agreements in the following locations:

Class agreements and values will be centered in the middle of the classroom circle, to help support and guide the learning community

My plan for ongoing feedback through the year on their effectiveness is:

Regular reflection on class agreements and values, including the impact they have in shaping and supporting the culture of the classroom community

Student's Perspective & Needs

I will cultivate culturally sustaining relationships with students by:

- Developing and maintaining a learning space that emphasizes being seen and heard through a classroom circle seating environment and consistent community building practice
- Integrating activities and content in every class period that cultivates social-emotional learning, a process of self-discovery, and participation
- Engaging students in cycles of feedback through reflection surveys to inform the scope and sequence of the class
- Incorporating a diverse variety of written, audio and video content to illustrate class themes



	<p><i>Families can communicate what they know of their student's needs with me in the following ways:</i></p> <ul style="list-style-type: none"> ● Families can contact me via email (njohnso2@pps.net) and/or by phone at 503-916-5140 (ext.84354)
<p>Empowering Students</p>	<p><i>I will celebrate student successes in the following ways:</i></p> <ul style="list-style-type: none"> ● Students will have the opportunity to facilitate certain routines or class activities, as a way to center and celebrate their skills, confidence and unique abilities
	<p><i>I will solicit student feedback on my pedagogy, policies and practices through:</i></p> <ul style="list-style-type: none"> ● Quarterly student surveys ● Class discussion
	<p><i>When class agreements aren't maintained (i.e. behavior) by a student, I will approach it in the following ways:</i></p> <ul style="list-style-type: none"> ● Verbal cue to entire class as a reminder of class agreements and intentions, direct the whole group to where those agreements/intentions are posted, and why they are important to maintain ● Brief, private check in with individual student to see if their needs are met, perhaps offering a short water or bathroom break ● If necessary, a brief follow-up with individual student to inquire whether they have any questions about a specific class agreement/intention that they might be struggling to maintain ● Individual redirection in the classroom will embody a restorative approach, including: <ul style="list-style-type: none"> ○ Curiosity: "Tell me more about that." "What does that look like?" "I want to make sure I understand what you're saying. Can you explain a little more?" ○ Co-regulation: communicate care and a calm emotional state ○ Emotional validation: "That must be so difficult. I see you and I'm here for you." "I can only imagine how much that impacts you." ○ Being Solution-oriented ○ Next Steps: "You've given me some things to think about. I'm going to take some time to process what you shared, and we'll make some time to talk again in a few days."



Showcasing Student Assets	<p><i>I will provide opportunities for students to choose to share and showcase their work by:</i></p> <ul style="list-style-type: none"> ● Students will have the opportunity to facilitate certain routines or class activities, as a way to center and celebrate their skills, confidence and unique abilities ● Students will have opportunities to share their learning and discoveries through making posters, art, lyrical content and journal reflections
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Section 5: Classroom Specific Procedures

Safety issues and requirements (if applicable):	<p>Students are expected to follow PPS health and safety requirements, in addition to requirements specific to Franklin High School; and adjust to changes in those requirements that may occur at any point in time</p>
Coming & Going from class	<ul style="list-style-type: none"> ● Students are strongly encouraged to arrive on time to class and will be asked to remain with the class until the end of each period ● Students that need to meet with their counselor, school social worker or any other staff will receive a hall pass for the visit ● Students can use the bathroom as they need it and must use a hall pass ● Students who want to eat food or snacks must do so outside of the classroom, per current Covid related protocol ● Students can get drinking water as needed. There is a fountain within 10 feet of the classroom. Water can be drunk in the classroom
Submitting Work	<p><i>I will collect work from students in the following way:</i></p> <ul style="list-style-type: none"> ● Student journals will preferably remain with the teacher and will be confidential to the student ● Occasionally, written reflections, exit tickets, general surveys and other forms of student understanding and feedback will be submitted



	<p><i>If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities:</i></p> <ul style="list-style-type: none"> • Meet during tutorial time and/or whenever time permits during, after, or before the school day
Returning Your Work	<p><i>Timeline:</i> Written reflections will be returned within one or two classes thereafter</p> <p><i>What to look for on your returned work:</i> Clarifying questions, connections to related themes and ideas, elaboration, and a focus on how learning is applied to real world scenarios</p> <p><i>Revision Opportunities:</i> Will be provided within a week of the end of a grading period</p>
Attendance	<p><i>If a student is absent, I can help them get caught up by:</i></p> <ul style="list-style-type: none"> • Encouraging them to connect with me during tutorial • Communicating via Remind and/or student email

Section 6: Course Resources & Materials

Materials Provided	<p><i>I will provide the following materials to students:</i></p> <ul style="list-style-type: none"> • Student journals, unless student has and prefers their own • Book: <i>Wherever You Go, There You Are</i> - Jon Kabat-Zinn
Materials Needed	Something to write with, as needed
Course Resources	<ul style="list-style-type: none"> • Kristin Neff, PhD: <i>Self-Compassion</i> • Dzung X. Vo, MD: <i>The Mindful Teen</i> • Ruth King: <i>Mindful of Race</i> • Rhonda V. Magee: <i>The Inner Work of Racial Justice</i> • Susan Kaiser Greenland: <i>Mindful Games</i> • Paula Watkins, PhD: <i>Meditation Made Simple</i> • Patricia Broderick, PhD: <i>Learning to Breathe</i>
Empowering Families	<p><i>The following are resources available for families to assist and support students through the course:</i></p> <ul style="list-style-type: none"> • Same as above • And please reach out to me directly for additional resources, guidance and support at: njohnso2@pps.net



Section 7: Assessment of Progress and Achievement

<i>Formative Assessments</i>	<p><i>As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways:</i></p> <ul style="list-style-type: none"> ● Exit tickets ● Group participation/discussion ● Checks for understanding, demonstration ● Classroom artifacts (e.g. written and/or oral reflections) ● Evidence of application of practice between classes
<i>Summative Assessments</i>	<p><i>As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities:</i></p> <ul style="list-style-type: none"> ● Student facilitated mindfulness practices and/or class discussion circles ● Social Emotional Wellness Rubric ● End of semester reflections
<i>Student Role in Assessment</i>	<p><i>Students and I will partner to determine how they can demonstrate their abilities in the following ways:</i></p> <ul style="list-style-type: none"> ● Options for end of semester reflections may include a variety of formats, such as: <ul style="list-style-type: none"> ○ written, oral, video, artistic representation, lyrical, etc.

Section 8: Grades Progress Report Cards & Final Report Cards

<i>Accessing Grades</i>	<p><i>Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester:</i></p> <ul style="list-style-type: none"> ● Students can access Student Vue ● Parents can access Parent Vue <p>Go to https://www.pps.net/Page/2341</p>
	<p><i>I will update student grades at the following frequency:</i></p> <p>At the mid- quarter and end of quarter grading periods</p>



<i>Progress Reports</i>	<p><i>I will communicate the following marks on a progress report:</i></p> <p>Mark: Letter grade</p> <p>Meaning of the mark:</p> <p>A: reflects a very encouraging level of individual growth</p> <p>B: reflects an encouraging level of individual growth</p> <p>C: reflects an emerging level of individual growth</p> <p>D: reflects a marginal level of individual growth</p> <p>F: does not reflect any individual growth</p>
<i>Final Report Card Grades</i>	<p><i>The following system is used to determine a student's grade at the end of the semester:</i></p> <p>Student grades will be based on their own self-evaluation through the use of a Social Emotional Wellness Rubric. In addition, students will submit end of semester reflections, in a format that best aligns with their learning style.</p> <hr/> <p><i>I use this system for the following reasons:</i></p> <p>I use this system to meet students where they are and to assess their growth as individuals, given the breadth of lived experiences they bring into the classroom. In particular, rubrics are a great tool to assess individual growth over time. This class will maintain a focus on grading for equity.</p>

