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Residential Life Curriculum:

Wyoming Seminary Upper School

Allie Maxwell

SIT Graduate Institute

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Abstract

This course linked capstone will focus on creating a residential life curriculum that is student centered, increases cultural competencies, and strengthens the community of the Wyoming Seminary Upper School. Many boarding schools have accepted international students into their schools to respond to a growing revenue need while simultaneously adding to a school's diversity. The shift in student demographics has created a secondary level international education sector without many people specializing in this arena. Additionally, there has been a push to increase residential life resources in schools to help increase student support. With the drive for additional support and a growing international community within US boarding schools, Wyoming Seminary strives to design a residential life curriculum that serves the international and domestic student populations while simultaneously providing students with the social and emotional needs that they are not getting from their parents.

Residential Life Curriculum: Wyoming Seminary Upper School a Case Study

Independent schools within the US have historically played a function within society to educate the children of American elite's (Tim Hillman, 2014). Independent schools date back to Dutch colonial rule in the US, Collegiate, was founded in 1628 under Dutch rule making it 389 years old (Hilman, 2014). Within independent schools, there are boarding schools which offer a unique educational experience. Historically boarding schools were single sex schools that included education outside of the classroom; they taught students how to be proper functioning individuals within high class society. Girls' education included how to cook, set a table and prepare for dinner parties. Boys education focused on managing money, attending business dinners, and navigating philosophical conversations. The classroom and social

education gained at a boarding school has historically led to a future of leadership particularly within politics and business (Hillman, 2014).

Structural functionalism looks at society as a sum of its parts; independent schools function to educate students in a way that public education does and cannot (Kohn, 2008). Independent schools are bound by their missions, boards and admission outcomes, not state test scores and standards. Many argue that independent schools function to keep white male Anglo Saxon Protestants in power and keep all other persons out of power (Hillman, 2014). However, this is a largely narrow-minded view of the modern day boarding school. Most boarding schools today are significantly more ethnically diverse than their predecessors. The function of boarding schools to produce the leaders of tomorrow provides educators within these institutions immense power to help mold the minds of the future. This capstone paper looks at boarding schools through this positive lens.

It is important to note that over the past decade the number of international students looking to complete secondary school within the US has increased significantly (Hillman, 2014). This trend rose out of an increased international demand for an American college education as well as a need to diversify the client base for private boarding schools within the US. International parents felt that if their child attended a US high school, their chances at attending a high ranking US college would increase. The perceived advantage is the modern function of the US boarding school- it is a gateway to a better college acceptance and therefore a better long term career and life. Some parents even send their children to junior boarding schools which begin in 6th grade. This increase in demand from international students happened as the US economy had a down-turn in the early 2000's which decreased the number

of American families who could afford to send their children to boarding schools. Boarding schools were forced to look for ways to cut costs and increase profits while American families were also looking to do the same.

In addition to financial needs, US boarding schools also had a call for diversity. They had long been institutions dominated by white men. As previously stated, boarding schools served as a function of society to keep elite white children educated and funnel them directly into business, politics, law or medicine. The practice of only accepting elite white children was no longer a socially acceptable model for the independent school world. There was a call for more diversity within schools and many schools began selling themselves based on their diverse student body. The increase in diversity at independent schools was somewhat problematic because often times diversity was based on numbers and not on actual integration and learning experiences that were taking place within the numerically diverse communities. US Boarding schools are slowly adjusting to appropriately manage and facilitate learning for the increased international student population. The American boarding school is a frontier of international relations amongst the youth who will likely become the global leaders of the future. However, not all schools realize and structure this diplomacy.

This capstone paper utilized reflections from my first year working at Wyoming Seminary, research on student development, research on residential life best practices and anonymous surveys to create a Wyoming Seminary residential life curriculum for the 2017-18 academic year. The paper utilizes informal observations from first-hand experience, secondary research and primary research to come to conclusions on what is the best way to plan and implement social and emotional support for boarding students at Wyoming Seminary.

Program Background

Wyoming Seminary Upper School, commonly called Sem, celebrated its 172nd year in 2017 and is about to enter its 173rd year (School Facts, 2016). The school has had a boarding program since its inception (School Facts, 2016). Wyoming Seminary's mission is, "within an exponentially changing world, Wyoming Seminary dares to teach our students to honor and strive for the true, the beautiful and the good" (Motto & Mission, 2016). The true refers to knowledge, beauty refers to an appreciation of surroundings, and goodness refers to morality (Motto & Mission, 2016). The true, beautiful and good are the three main pillars of Wyoming Seminary and all programming is connected back to these three pillars. The core values of the school are; passion for learning, leading, and serving, integrity, respect, responsibility and soundness of mind, body and spirit (Motto & Mission, 2016).

Over the past two decades Wyoming Seminary has come to realize that their boarding program needs to evolve to fulfil the current needs of students and to remain competitive within the boarding school market. In 2015, the school welcomed a new president who has a strong background in residential life and a deep appreciation for the unique learning that takes place in a residential setting. As the school transitioned to a new president and searched for a director of residential life in May of 2016, their search focused on an individual who would build a programming plan to guide boarding students on their social and emotional journey through high school.

The President also has a strong interest in internationalization and is dedicated to making Wyoming Seminary a globally recognized school. In particular, he is working to make Wyoming Seminary a Round Square School which is a global consortium of schools that

subscribe to the same six IDEALS; Internationalism, Democracy, Environmentalism, Adventure, Leadership and Service (International, R. S.).

Program Rationale

Wyoming Seminary as an institution called for a shift within their residential life program. This shift was twofold: a residential life director who dedicates their time to a residential life program and an implementation of a program plan. This institutional desire coupled with a shift in trend amongst boarding schools to provide more services for students and to increase diversity means that Wyoming Seminary would be behind the curve if they did not address the need for a residential life curriculum. The positive feedback from the initial year of programing has also driven the school to want a more focused and thorough plan for the 2017-17 academic year. Utilizing my master's capstone to complete this is something that Wyoming Seminary fully endorsed.

Research Design & Needs Assessment

Two surveys were created for this study; one for Wyoming Seminary employees and the other for Residential Life professionals at other schools (see Appendix A for survey information). This was intentional so that the perspectives of adults who would help implement the curriculum are heard and that information was gained from the perspectives of peer professionals. Knowing what other schools are doing helps Wyoming Seminary stay competitive and also can help administration understand what best practices are by gleaning information from many schools to see common trends and decide what is best for implementation.

Eight individuals were chosen to receive the external survey based on their position as the head of their school's residential life program, the school's geographical proximity, and similarity to Wyoming Seminary. Similarity in this study is defined in terms of schools that Wyoming Seminary frequently connects with for professional development and to confer on best practices. This survey began with questions to glean basic information about a school's program. The bulk of the survey was aimed at learning about the school's residential life curriculum or programming. In particular, if they had one, who is in charge of creating and implementing it, what recommendations would they make to schools looking to create a program and what they find to be effective/ineffective practices.

All Wyoming Seminary employees who live on campus were emailed a survey as well. However, their survey questions were different. The survey focused on the previous year's program plan and what people found effective/ineffective. The survey also asked faculty/staff to reflect on what they believed is important for a residential life curriculum to focus on. To explore what faculty/staff found to be important a few different questions were asked. One was surrounding what community problems were observed the year before, so that the curriculum could take a proactive approach at preventing the same community problems from occurring in future years. The survey also touched on the use of student leaders and opinions on passive programming.

Both surveys indicated that residential life curriculums are important for the unique circumstances that teenagers who attend boarding schools are in. These students are far away from their parents and are in need of a thought out character building social and emotional curriculum to help navigate teenage development and growth. All schools surveyed and Sem

faculty/staff emphasized the need for administrative backing in ensuring success and funding for the program. Schools surveyed also mentioned that it is far better to have a written down and planned curriculum which is shared to all faculty/staff than a piece meal programming schedule with many different adults leading those programs.

Literature Review

To best serve students' social and emotional needs, it is imperative to look at research on child development and current research on programming in residential life programs. Jean Piaget was a founding father for cognitive psychology and exploring his stages of development are incredibly beneficial in understanding how children mature biologically and interact with their environment to grow into young adults finally adults. Abraham Maslow helps understand what needs teenagers have in order to learn and succeed. Residential Life practices within boarding schools does not exist, but there are a few resources for college residential life best practices. Wyoming Seminary's Residential Life Curriculum proposal will look at the founding college, University of Delaware, to implement a residential life curriculum and also at other schools who learned from the University of Delaware to create their own Residential Life curriculum.

Student Development

Jean Piaget

Jean Piaget was a 20th century French foundational cognitive psychologist whose theories are internationally recognized and utilized today. His theories showed that intelligence is not a fixed trait, but is rather developed due to maturing biologically and interaction with a

child's environment (Piaget, 1974). Prior to Piaget's work psychologists believed that children were less competent thinkers than adults and Piaget was able to show that they are not less competent, but rather they think in very different ways (Piaget, 1974). Jean Piaget believed there are three aspects to cognitive development; schemas, adaptation process and the stages of cognitive development (Piaget, 1963).

Schema or Schematas as Piaget coined the plural term, are the building blocks for behavior and intelligence (Piaget, 1974). Schematas hold information in your brain to help respond to incoming information (Piaget, 1974). The adaptation process has three parts to it: assimilation, accommodation and equilibration (Piaget, 1974). Assimilation is using existing knowledge or schema to respond to stimuli (Piaget, 1974). Accommodation is when existing schemata does not work to respond to the situation, and instead a person must adapt or learn a new schema (Piaget, 1974). Equilibration is the process where the challenge between preexisting schema and newly learned schema work out to become a part of a person's cognitive development (Piaget, 1974). Many people experience disequilibrium or resistance to change before balancing out.

This process happens throughout a person's cognitive development (see Appendix B). Piaget described the stages of development as sensorimotor stage age 0-2, pre-operational stage age 2-7, concrete operational stage age 7-11 and formal operation stage 11+ (Piaget, 1974). Sensorimotor is when children learn that an object exists even if it is out of site (Piaget, 1974). The Preoperational stage stretches children to see objects as symbols, however this stage is still largely self-centered without the ability to see other children's viewpoints (Piaget, 1974). Later on, in the concrete operational stage, children are able to think in operational

terms meaning that they can work scenarios out in their head and do not need to physically test their hypothesis (Piaget, 1974). Formal operation is where young adults and adults are able to understand abstract concepts and test their concepts logically (Piaget, 1974).

Abraham Maslow

Later in the 20th century Abraham Maslow added a motivational theory of psychology which helps understand what people need in order to succeed. His theory aimed to discover how people fulfill their potential. In response, Maslow created a pyramid with three broad categories; basic needs, psychological needs and self-fulfillment needs and five more detailed categories; physiological needs, safety needs, belongingness and love needs, esteem needs and Self Actualization (Maslow, 1943) (see Appendix C). In order to achieve Self Actualization, all other needs must be met.

Fulfilling these needs is what drives individuals to achieve later stages in the pyramid, however there are often external life factors that can limit an individual's ability to move up in the pyramid development. It is also common for people to experience advancement and then fall back depending on life experiences. Maslow believed that people were never static and always were becoming and even self-actualization is not static, but rather finding meaning in life that pushes a person to continue to grow. For example, earning a leading role in a play during high school will provide momentary self-actualization for a student who is interested in becoming an actor, but eventually he will push himself further to gain a role on television and perhaps take a lead in a movie one day. These are all moments of self-actualization for a person.

Later in Maslow's life, he expanded the pyramid to include eight categories (see Appendix D). He believed that cognitive needs and aesthetic needs are important after esteem needs and before self-actualization (Maslow, 1970). The top of the pyramid also changed to transcendence needs, making the ultimate goal to help others achieve self-actualization (Maslow, 1970). Maslow's eight stage pyramid has made huge impacts within the education community. It has helped educators understand how to care for the whole child as it acknowledges the physical emotional, social and intellectual needs of a person. Particularly Maslow points out the impotence of esteem in students and that with low self-esteem students will have limited progress because they do not fully believe in themselves.

Residential Life Best Practices

Best practices of residential life programs are extremely limited for secondary schools; however, some information exists for college level residential life programs. This study investigates the best practices that exist on residential life programs within colleges and utilizes the survey of what other independent schools in the greater Pennsylvania area are doing to come up with best practices for Wyoming Seminary.

The University of Delaware was one of the first colleges within the US to shift from a residential life programming plan to a residential life curriculum (Trouble in The Dorms, 2010). This curriculum was celebrated by many for daring to create a college learning community that fully educated a young adult in and outside the classroom, but then was extremely critiqued by the Foundation for Individual Rights in Education because the curriculum was deemed as demanding students to think in certain ways and no longer allowed students to have freedom of thought (Trouble in The Dorms, 2010). Regardless of this bad press, many schools are still

searching for a residential life curriculum to help create a holistic learning environment for their students. The University of Delaware has learned from its mistakes and runs workshops for colleges hoping to create their own residential life curriculum every summer with assistance from the American College Personnel Association (APCA). The APCA is the leading student affairs association located within the National Center for Higher Education in Washington D.C. (Who we are).

In particular, the University of Delaware, Dartmouth, Southern University of Georgia, Macalester, Southern Illinois University: Edwardsville and Virginia Tech all have examples of how to implement a successful residential life curriculum within their schools (What is a Residential Curriculum). They utilized their best practices to present to a group of residential life professionals at the 2015 APCA conference.

The four main points are the following, a curriculum is more intentional than a programming plan, utilize the institutions mission and core values to create a curriculum, this curriculum should be utilized for student events, but also in all aspects of residential life such as disciplinary processes, and it is important to create a four-year plan for students based on development and how their development fits within the institutions mission and core values (What is a Residential Curriculum). Additionally, an institution should always be sure to have systems in place to evaluate and assess the curriculum in order to continually ensure it is meeting current institutional needs to set students up to be the best graduates they can be (What is a Residential Curriculum).

Programming in colleges is about food and RA's and generally is in response to student and faculty calls for programming in response to campus issues. However according to the APCA,

being reactionary provides a limited scope for programming and does not provide an institution with a proactive educational approach that accounts for the institutions goals for students when they graduate. For example, if you rely on food to bring people to an event, they will only focus on the food and will potentially leave the event early once they have finished their food. RA's are great to help with programming, but solely putting the programming on RA's does not allow for an overarching intentionality like a residential life curriculum would.

The four-year plan should be created by looking at the institution's mission and core values and then connecting the core values and mission to developmentally appropriate outcomes (What is a Residential Curriculum). School's mission and core values are often connected to behavior within the classroom and on campus, but when living in a residential setting there are opportunities to weave this learning into decision making processes and how people communally interact. Once those outcomes are determined it is imperative to create programming based on them. Typically, schools utilized Backwards By Design to create lesson plans and facilitation guides from desired outcomes (What is a Residential Curriculum).

For example, if a school has civility as a core value, it is important to look at development theorists and see where they believe civility lies in development. The school looked at Baxter and Magolda's questions of self-authorship (What is a Residential Curriculum). How does a student gain self-understanding and awareness of how ones self-interacts as a civil member of a community? From this, the institution can create stages of achieving this awareness, like freshman should learn how to effectively live with someone they don't know and navigate building a working living relationship with their roommate in order to manage conflict and compromise in order to live in a space where both students feel their basic safety

needs are met. From this goal, residential life staff members can utilize their expertise to empower RAs with specific instructions to model building relationships in orientation and help create roommate agreement forms with intentional instructions and conversations. Civility should also be taught by how it is incorporated into a school's disciplinary process, leadership training, campus partnerships and orientation plans. This builds substance to the learning because it is connected to the whole of a student's residential life experience.

Discussion of Survey Results

Wyoming Seminary Survey

Wyoming Seminary faculty and staff who were surveyed and responded all strongly believe that a social and emotional curriculum is needed for students and that we need to pay particular attention to our boarding communities social and emotional needs. The response to current programming was positive; however, there were a few reminders about the importance of food and to make sessions interactive and student centered. Observers noted that the events where students were doing things were where they got the most out of it.

Passive programming was a huge part of Wyoming Seminary's Residential Life curriculum this year. The passive programming came out of a desire to communicate with students and leave them with takeaways without having to lecture them and get all students into the room at the same time. This decision was risky because there was a concern that students would simply ignore the passive programming and go on about their busy day. My colleagues who completed the survey acknowledged that students spoke about the handouts after events and often had them hanging up in their room. The one caveat that a colleague shared is that passive programming must also be paired with active programming.

Drugs and alcohol, homesickness, health and wellness, bystander behavior, kindness to self and others, appreciation of diversity, respect of community, cultural competencies, responsibility to community, roommate issues, and time management were all topics that Wyoming Seminary employees believe are important to discuss within the boarding community.

Residential Life Professionals Survey

All schools surveyed are located in the Pennsylvania, Delaware, and New Jersey area. Three out of the four schools who responded to the survey have boarding programs that are over 30 years old, and the other school has only had a boarding program for two years. Additionally, three schools have around 300 boarders while one school has 52 boarders. Demographically all schools had more day students than boarders and around 1/3 of the boarders are international students.

Schools surveyed all have some form of social and emotional curriculum for students. A few schools have both a separate social and emotional curriculum and a residential programming plan. One school only has programming for freshman and sophomores, but include select juniors and seniors to help with implementing programming, so it is like a continuing program for select students.

All schools had a team that planned/created their programming/curriculum and a team of people that implemented them. Student input was noted as integral in having successful participation. One school sends a survey out to the entire school community to gain an understanding of what programming they are looking for and what they think would be the most beneficial for the community. They send out a survey with thirty different topics and

based on responses the school chooses four topics to focus on and plan events around those topics. Those topics are connected to advisory, assemblies, speakers, etc.

Advice given at the end of the survey encouraged getting the head of school on board and assigning as many faculty members as possible to help implement the programs as a group who do it as their duty. One school shared their contact information and encouraged me to meet with them and their school. If I choose to do this, it will be outside of this study and will focus more on professional development as a Wyoming Seminary Administrator.

Program Description/Curriculum Design

High School students need to feel safe in the environment they live within in order to take information in and learn from it (Maslow, 1943). Teenagers are also in the formal operations stage where they are beginning to have abstract thoughts and are constantly going through a process of trying things out and reframing their knowledge base based on the results of what they tried (Piaget, 1963). Residential Life programs in colleges have shown that residential life curriculums are successful when they are curriculums which are designed instead of programing, when the curriculum is connected to the school's mission and core values, when the curriculum is thought out over a four-year plan with different age appropriate activities and the learning from the curriculum is incorporated into all aspects of residential life. Residential Life professionals at peer schools in the North Eastern Pennsylvania area find that having a dedicated staff, gaining student input and getting the head of school on board are key dimensions of creating and implementing a residential life curriculum at a US boarding school. Wyoming Seminary faculty reiterated the importance of active events as the most successful in engaging students. Wyoming Seminary faculty also identified drugs and alcohol, homesickness,

health and wellness, bystander behavior, kindness to self and others, appreciation of diversity, respect of community, cultural competencies, responsibility to community, roommate issues, and time management as important topics to cover within the residential life curriculum and stated that student leaders should be utilized to help implement programming.

Keeping the above research outcomes in mind, Wyoming Seminary's Residential Life Curriculum utilizes Grant Wiggins Backwards by Design outline to create each active event for the Sem residential life community. In order to be mindful of the connection to Sem's core values and Mission each event is labeled as to how it is connected to the true, beautiful or good and also what core value the event reflects. Wyoming Seminary has limited staff and financial resources so all events will be at no additional cost and will primarily focus on a logistical way to only utilize 2-4 adult volunteers. Each backwards design will have a specific staffing plan associated with it.

2017-18 Curriculum Design

Annual Curriculum

Keeping student development in mind as well as recommendations from Wyoming Seminary Faculty and Residential Life Professionals at other schools in the greater North Eastern PA community, the residential life curriculum at Wyoming Seminary will have an annual curriculum for all students as well as a grade level curriculum to assist with specific grade appropriate student development. All Wyoming Seminary Upper School students will experience an annual residential life curriculum focused on building students skills in relationship and community building, living with other people, navigating conflict and transitions (see appendix E for curriculum outline).

The above mentioned pillars of curriculum are essential for a successful boarding community and are important to reinforce annually as students move through their careers at Wyoming Seminary. The guiding questions for this year will be: What does it mean to be a part of a community? What is my place within the community? How do I build relationships? When I am upset with the community how do I deal with it? How do you say goodbye and transition away from a community you are a part of?

To explore what it means to be a part of a community, every year will begin with ice breakers during orientation and team building exercises to bond the current cohort of students. After orientation and during the first week of school students will participate in a speed questions event where an adult will facilitate minute long conversations between students. This event is designed to randomly connect students in hopes of students finding commonalities and taking an opportunity to get to know someone new. This activity helps students increase their communication and social skills.

In the second and third week of school once a certain degree of trust has been built amongst students within the dorm, they will create community commitments with their dorm to establish what their community standards and expectations are. The conversations around community commitments will help students become aware of what being a part of a community means. Returning students will have an advantage of helping to guide the conversation from their community experiences the year before. Dorm Heads will facilitate this conversation and document dorm and floor commitments to share with all residents and to refer back to as issues arise throughout the year.

During the second week of school, students who have roommates will complete roommate agreement forms, modeling how to create team norms and beliefs. Dorm parents will facilitate the conversation between students as they fill out their roommate agreement form. This will help build the relationship between dorm parents and students as well. As conflicts arise students will experience mediation that is facilitated by the dorm head and director of residential life. In these mediations students will be challenged to use 'I statements' and to focus on the specific issue rather than the story surrounding the issue that students often get caught up in.

The end of the academic year will conclude with a hope and a wish event for all students, where students will have the opportunity to share a hope and wish for the next academic year, as a ritual to close out the year and reflect on experiences. A hope is something reminiscing that you experienced though out the year and a wish is something you wish for a close friend. At the hope and wish event students will also receive a handout with tips on how to say goodbye to other students (see appendix F). Student leaders and Dorm Parents will help facilitate these events and provide support to students in achieving the following learning outcome; building relationships, living within a community, navigating conflict and how to navigate transitions.

To measure success of this annual curriculum, students will be able to live together respectfully. They will build relationships with one another and utilize common community language as conflicts arise in those relationships. When those conflicts arise students will also be able to determine what they can handle on their own and when they will need to reach out for adult help. This annual curriculum is helping to shift a culture to where community

commitments are the norm and will take time to be embraced by both faculty and students so ideally over a few years this annual curriculum will become stronger and the outcomes will be more successful.

Freshman Curriculum

Ninth grade student curriculum will focus on students gaining a deeper understanding of making independent decisions, identifying and managing physical responses to stress, navigating peer pressure, exploring where they are from, the importance of gratitude and the environment, and the reward of being outside of one's comfort zone (see Appendix G for curriculum outline). Almost all freshman boarding students will be living without their parents for the first time. Living without constant adult supervision is a significant transition for students and is made easier by adult assistance in navigating how to make independent decisions and manage stress.

To meet freshman learning goals students will participate in a variety of events on one Sunday of each month. These events range from time management exercises to drug and alcohol jeopardy. At the beginning of the year, it will be important for students to look at how they are spending their time. The time management exercise will focus on illustrating where students time goes. To illustrate time students, receive 24 beans to represent 24 hours in a day and then students will place these beans into different labeled cups to illustrate where their time was utilized the day before. Students will then analyze if they utilized their time in a balanced way or if there was imbalance to their time management. Following this analysis students will create their ideally time managed day. The facilitator of this event will focus on balancing athletics, academics, self-care and social time.

Following time management, students will explore how their body responds to stress. Students will create their own stress balls and receive a handout on how human bodies carry stress. The facilitator will also engage students in a conversation about how to manage physical responses to stress and how utilizing things like a stress ball can help students cope with stress. This event will take place before finals so that freshmen have built in coping skills as they head into their first final exams which is a stressful time of the academic year.

The weekend before finals and before Thanksgiving Break all students will play drug and alcohol Jeopardy. Freshman drug and alcohol jeopardy will focus on peer pressure and how to navigate it. Freshman are exploring different social situations beyond middle school for the first time and it is important to discuss the negative effects following your peers can have on your health and well-being. Upperclassmen student leaders will be team captains and will help students answer questions and push conversations deeper in the different jeopardy groups. This event will happen every year, but as students advance they will learn about different topics that pertain to drugs and alcohol.

In the second half of the year students will spend time investigating where they are from. Moving into the dorms as an initial step away from home is also a great opportunity to utilize student knowledge of a new living environment to reflect on where they are from and how their home has shaped them. To reflect on where students are from they will each create an 'I am' poem which has a predetermined format that students can use. All students and facilitators will create a poem and any that are interested in sharing their poem will have the opportunity to do so at the event. This will be a great time for students to break stereotypes and learn more about each other.

After winter break, gratitude will be the focus for the freshman class. They will practice gratitude by writing thank you notes for a Wyoming Seminary faculty or staff member. While writing thank you notes students will discuss how they feel when someone thanks them. This event will focus on the importance of giving thanks and how it makes someone feel when they receive thanks.

As freshman begin to be fully settle in to their life at Wyoming Seminary they will be challenged to think about the importance of learning outside of one's comfort zone. To do this, students will participate in a project adventure activity. This activity will require students to stand on a plastic circle. Slowly, the number of plastic circles will decrease until there is only one circle left and all students will be required to stand on the same circle. This will require students to work together and push themselves, illustrating learning that takes place outside of one's comfort zone. Facilitators will guide conversation throughout the activity and afterwards to encourage dialogue.

To conclude the year as the spring season is blossoming freshman will tackle the topic of environmentalism. Each year the different grades will focus on the environment. Freshman will watch a current Ted Talk on how to incorporate environmentalism into your everyday life. Ideally students will walk away from this video ready to incorporate small changes to their daily life to increase environmental awareness and conservation. Student leaders from the environmental club will come to this event to explain how the Wyoming Seminary community works for the environment in small ways.

Sophomore Curriculum

Building off of the first year curriculum, sophomores are still learning to navigate independence, but are back at school for a second year and are ready to face new challenges. Sophomores will explore the importance of sleep, learning from mistakes, reasons for substance use and alternative behaviors, appropriate risk taking behavior, responsibility of caring for one's community and environment, and who they are and how they make decisions (see Appendix H for curriculum outline).

Like freshman, sophomores will also attend monthly events each designed to meet the above mentioned specific curriculum goals. These sessions begin with a digital survey on how many hours a night students sleep. This survey will be followed by lectures on health impacts of sleep by the school social and personal counselor. She will create statistics and visual representations of data from the student sleep survey. Many students arrive at Wyoming Seminary and are so driven to succeed in all aspects of their life that they forget to take care of their basic need to sleep. This event will aim to help students understand the health impacts of sleeping or not sleeping so that students realize the importance of prioritizing sleep in their life.

Sophomores often experience a change in the academic rigor of their classes from freshman year and often are challenged with their first bad grade or perceived bad grade. To help students see the value of failure as a tool of learning students will be pushed to race each other to create the tallest structure out of spaghetti, tape and Marshmallows. This exercise often requires trial and error to create the tallest structure that will not fall apart. Facilitators will lead a discussion about the experience of creating the structures in order to guide students to the conclusion that failure is often an opportunity of learning.

For the third event students will answer the question who am I? They will do this by writing I am statements on a piece of paper. An example of this would be "I am a person who values spending time in nature" or "I am a person who recycles." Students will have time to post their statements on poster board to hang on the wall. Then students will take time to review who their classmates are and what they identify as. This will be a nice continuation from freshman year where students talk about where they are from. This shift pushes students to

Keeping this understanding of self in mind, students will be pushed to participate in an on campus community project to improve or help the community that they are a part of. This service project will change as the needs of the community change. The first year will focus on having the Sophomores of each class organize and clean the lounge of each dorm. The lounges are a common space and all students will see and appreciate the work that students do. Students often participate in service projects off campus, but this will be a way to give back to their immediate community. Seeing the results of this project would hopefully help students realize that they can do small acts of service around campus to make the campus a better space and place for the entire community.

After spring break students will confront a survivor challenge. The survivor challenge is where students will attempt to take appropriate risks in a virtual high risk environment. Students will receive a list of twenty items and will be forced to choose ten. They will then go through a series of challenges utilizing the items they chose to bring. These challenges will test students to assess risk versus reward. Students will then come together to discuss how they chose the items and how they navigated the challenges. The conversation will conclude with questions about how this relates to everyday life. This conversation will ideally push students to

realize that they are faced with choices all the time and often their choices can be risky and they have to assess the reward versus risk of situations to make sure they are making positive life choices.

Like in their freshman year, sophomores will conclude the year with an environmental project. This will take the community service project off campus to a local park where students will spend time picking up trash. This will connect students understanding of the importance of not littering and will also provide students an opportunity to give back to their community's environment. Faculty will be with students at Kirby park and will conclude the service event with sharing their call to action to care for the environment. This will show students that there are many different ways to care for the environment and picking up trash at a local park is one way to do so.

Junior Curriculum

In continuing with their high school career and a growing sense of self juniors will learn to understand their limitations and priorities, how to balance work and life, the potential impact drugs and alcohol can have on your future, privilege, the importance of failure in learning, the importance of gratitude and how to be an agent for change (see Appendix I for curriculum outline). Juniors will exercise and hone their skills in reflection, self-actualization, abstract conceptualization, self-evaluation and organizational skills. They are preparing to begin the college process and this is an exciting and stressful time as they start to think about life after high school.

Junior monthly meetings will begin with goal setting with a focus on the importance of balance. Students will be encouraged to make goals for different aspects of their life. So a goal

for academics, but also a goal for self-care, social time and extracurricular activities. Students will also be forced to acknowledge their limitations in goal setting. Students will use the S.M.A.R.T goal framework to ensure that student goals are specific, measurable, achievable, realistic and time bound to become aware of limitations. This framework will give students an outline of how to make goals in the future.

The goal setting event will be followed by an event on recognizing imbalance by repeating an activity done in their freshman year around time management. This event is where students take time to map out their time from the day before using beans and labeled cups. Students will then share what they notice and if they think there is any imbalance in how they spent their time. Students will then map out an ideally balanced day for themselves and will be asked what would need to change to achieve this time balance each day. Students will then document this and will be tasked to work towards those changes to increase balance in their time. This will help students who are overachieving and underachieving simultaneously which is important in reaching all students.

Students will also play a more advance drug and alcohol jeopardy focused on preparing students for the risks this poses to their future. This jeopardy will focus on the potential long and short term consequences of utilizing drugs and or alcohol. Juniors are preparing to apply to college and think about their future goals so this is an ideal time to connect drug and alcohol use to how it will impact those goals. Ideally this will help juniors make informed decisions if confronted with a choice involving drugs and alcohol.

Furthermore, juniors will participate in a privilege walk to awaken students to the privilege that they do or do not have. A privilege walk is done in a large open space like a gym

where students will all begin on the same line, like the center court line on a basketball court. From there students will be asked to take a step forward or a step backwards depending on the statement. Students will then become spread out throughout the gym. After the facilitator is done questioning students, they will bring students back together to discuss how it felt to participate and what did students learn from the experience.

In February students will practice an act of gratitude. Students will get a list of everyone in their grade and students will be tasked with writing something nice about each person in the class. Students will turn these sheets in and faculty will compile the nice statements to share with each student. If done correctly this event will leave students with a better understanding of themselves and especially how others, see them. This will also help students understand how a small act of kindness can brighten someone's day and that it's important to be kind to one another. When students receive their list of nice statements students will be asked to explain how it felt to read the list and what they learned from doing the exercise.

Failure, learning or both, an idea that was looked at during student's freshman year and one that is revisited during the spring of student's Junior year. Students will watch a Ted Talk on failure and then pair off to discuss their own experiences with failure and seeing failure as an opportunity. Students will leave this event with a handout providing tips for seeing failure as an opportunity and how to process failure. This is particularly important for students who are about to begin applying to college and may experience their first failure through that process.

Students will finish their junior year by exploring change models and will take the one they identify most with to practice with. They will then create their own theory of change regarding an issue that they would like to change. Wyoming Seminary's mission outlines that

within an exponentially changing world they would like to graduate students who strive for the true, beautiful and good. Learning how to create the exponentially changing world will help students mold the true, beautiful and good that they wish to see in the world. Ideally their time at Wyoming Seminary will help them begin to realize exactly what that is for them personally. This piece of the curriculum will help them do that.

Senior and Post Graduate Curriculum

Culminating as a Senior or Post Graduate student at Wyoming Seminary students will investigate personal ethics, their circle of control and influence, diversity of thought, appreciation of Sem, the importance of trust, how society influences alcohol and substance use and will continue to learn how to be an agent of change (see Appendix J for curriculum outline). Senior student leaders will go through this curriculum in their training at the beginning of the year so that they are able to help out with each grade levels curriculum implementation.

Non student leaders will participate in monthly events like they did in previous years. Senior gatherings will commence with creating a personal compass. Students will also receive a list of personal ethics to help them understand exactly what they are. On the compass students will choose five personal ethics that drives their decision making. Four of the personal ethics will represent north, south, east and west and the other personal ethic will go in the center and should represent the most important personal ethic that drives a student. This compass will be small enough to fit in a student's wallet so that they can bring it with them wherever they go to help guide them through their senior year and the college application process.

As students are getting into the peak of the college process they will play a game of telephone to illustrate the circle of influence and control. Telephone begins with a word and

usually ends with a different word. It is an excellent way of showing students that you can control what you say, but you cannot control what a person hears. It is important to realize these limitations and to let go of the things you cannot control. This is a fun way to get students to understand. Students will conclude this event with a discussion to share examples of the circle of influence and control in their lives.

Senior year drug and alcohol jeopardy will address societal pressures to use drugs and alcohol. There are many different ways that the American media and society pressure teenagers to think that using drugs and alcohol is cool. This jeopardy will focus on making students aware of this so that they can combat and overcome the undercurrent message to use. Students will also learn of alternative ways to get a natural high and how to best prepare yourself if you are confronted with a situation that involves drugs and alcohol.

Many seniors have been at Wyoming Seminary for their entire life and have not experience much diversity of thought. As they prepare to leave Wyoming Seminary it is important for them to realize that people think in a myriad of ways. To help facilitate this understanding students will participate in a fish bowl conversation where the only way to tap into the conversation is to respond to the conversation in a different way. After answering several questions in many different ways, students will discuss the idea of diversity of thought and why it is or is not important in life.

In the spring seniors will experience a blindfolded walk to illustrate the importance of trust in relationships. In the evening the senior class will be broken into a few lines of twenty students with several faculty facilitators to guide. Faculty will lead students on a blindfolded walk where they will choose several different people to be the leader of the line. The walk will

conclude at a fire where students will have S'mores and go over the blindfolded experience. They will be pushed to discuss how it felt and particularly to explore why it likely felt uncomfortable. Students will also be encouraged to connect the walk to the need for trust in successful relationships both intimate and friend relationships. This is an important message to take as students will likely join a new college community and forge new relationships.

Similarly, to their junior year, students will finish Senior year by exploring change models and will take the one they identify most with to practice with. It takes time to understand change models and to implement change, so it is important to practice this skill again.. This culminating event will be the final steppingstone in the Wyoming Seminary residential life curriculum which will ideally leave students prepared to take on the social and emotional challenges of college as a result of the steady monthly scaffolded residential life curriculum.

Staffing Plan

Staffing at Wyoming Seminary includes specific responsibilities for faculty/staff who live within the dorms and also for faculty/staff who live in housing on campus, but do not have dorm duties. One part of the non-dorm faculty/staff responsibilities was to proctor supervised evening study hall which was a study hall (SESH) for students on the D&F list. However, there is an administrative decision to discontinue the SESH program because it has not proven to improve student academic success. Discontinuing this program leaves a team of 20 people without a duty. That duty is a part of their contract for receiving housing on campus.

This capstone paper proposes that these 20 people who are all upper level educators and administrators help implement the residential life curriculum throughout the academic

year. The 20 people could be split into ten teams of two and each team would rotate through as facilitator of the event. The 20-person team would be trained during opening of school faculty meetings and would receive explicit instructions for each event from the Director of Residential Life. Every monthly Sunday event would require 4 teams of two to run all grade level programs simultaneously. The school counselor, director of residential life, class deans and dorm heads would also work to create a schedule so that there is an additional person at each grade level event. The annual curriculum would be run by the director of residential life, dorm parents, dorm heads and student leaders.

Program Marketing and Recruitment Plan

The residential life curriculum events will be required for boarding students. All students will receive an email as the summer before the upcoming academic year is ending and school is starting that one predetermined Sunday every month there will be a residential life event. The events will take place monthly and will always take place on a Sunday evening. The event will take approximately one hour and all students should put it on their calendar so that they can plan ahead with homework and other responsibilities. All events will be interactive and students will not be required to sit and listen to a lecture for an hour.

Logistics

Currently students have study hall from 8:00-10:00pm. Next year, as the academic schedule changes, the administrative team has decided to title this time frame as study hours where students are able to do other things besides study as long as they are respectful of their volume and neighbors. Study hours will take place from 8:00pm-9:45pm. Students will have the

ability to choose how they spend this time and the main focus will be on doing something productive for academics or self-care. One Sunday a month there will be a Residential Life Sunday Fun Day where each grade level has specific programming as outlined in the curriculum above from 8-9:00pm. All logistics for the event including location, which will be based on grade level, will be organized by me and disseminated to the preassigned staff team and faculty on duty.

Health and Safety Plan

Wyoming Seminary has a comprehensive Health and Safety Plan for all students, faculty and staff that is outlined in the faculty handbook as well as the parent/student handbook. In the event of an emergency the staff member should call 911 if their safety or the safety of someone else is in danger. Any staff member who notices a medical or mental health emergency is expected to communicate with the Nurse, Social and Personal Counselor and Athletic Trainers if applicable. The Nurse, Social and Personal Counselor and Athletic Trainers communicate necessary information to student's parents, teachers, dorm parents, advisors and class deans. All faculty and staff are expected to report any concerning behaviors to the Nurse, Social and Personal Counselor and Athletic Trainers so that we can also be proactive to our approach to health and wellness.

Crisis Management Plan

Wyoming Seminary has a crisis management plan in place that is comprised of a Sem Emergency Response team (see Appendix K for the crisis plan outline). For large community wide crises like fires, lock downs, or floods, etc. all employees of Wyoming Seminary are

required to call 911 if they feel that their life or someone else's life is in danger. All Wyoming Seminary Community members can activate the Sem Emergency Response Team by texting 509-11 with the message SEMHELP <Space> followed by a specific message detailing the crisis. This team is comprised of all grade level class deans, the dean of the upper school, the director of residential life, and the director of social and emotional counseling. When any crisis happens, the administrator on duty is called, usually by the dorm parent on duty, and all necessary individuals are notified. Typically, the upper school dean is notified and the appropriate class dean if applicable to a specific student crisis. If the crisis is specific to a student or a few students, the student's advisor will be called in to help and potentially other administrators as help is needed.

Evaluation Plan

As the 2017-18 academic year comes to an end, an exit ticket will be sent out for dorm parents and residential faculty, as well as to students. This exit ticket will ask questions to assess if the goals of the curriculum were met from both student and faculty perspectives (see Appendix L for an example exit ticket). The administrative team will also have in depth conversations regarding the evolution of the residential life community at Wyoming Seminary from their perspective. In the exit ticket there will be questions to illicit responses that would be beneficial for the upcoming academic year as a way of providing data to drive curriculum design for the following year. The exit ticket would function as an assessment of the year and as a needs assessment for the following year. Responses from the faculty and student exit ticket will help determine what both faculty and staff think are important topics for the following year

as well as what both groups think worked and didn't work. This will be a driving force for making informed decisions in the following years residential life curriculum.

Limitations and Implications for future Research

The residential life curriculum analysis is limited to a few schools' experiences with creating and implementing a social and emotional curriculum in a boarding school. Future studies should take more time to do more in depth studies into the best practices of creating and implementing a residential life curriculum. In addition, I believe future studies would benefit from having a residential life professional and an adolescent psychologist work together to create a curriculum that keeps both professional understanding of teenagers and schools in mind. In conducting surveys, it is apparent that there is a hunger for real research on this topic and I hope to one day continue this research in a more in-depth study.

Conclusion

Boarding schools require students to be away from their parents which provides students with a unique social and emotional need as adolescents navigating young adulthood. Boarding school students are in a constant learning environment whether they recognize that or not and the adults around them have immense power and privilege in working with teenagers through that experience. It is evident that a curriculum is needed to guide this process. Curriculums in residential life settings are best put in place when there is a clear curriculum plan, a core staff to plan and implement it, student input is taken into consideration and it is connected to the school's mission and core values. Wyoming Seminary's mission and core values, child development theory, and best practices of residential life professionals

guided the creation of this curriculum. The exit survey of the 2017-18 academic year will be an excellent indicator as to if the goals of this study were met. I look forward to seeing the outcome and enjoying the process throughout the next year.

Budget Narrative

There is currently no budget allotted for this program. In future years, I plan to advocate for a line item to be added to the greater Wyoming Seminary budget so that there can be a budget for this program.

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Appendices

Appendix A

Survey Instructions

Principal Investigator and Contact Information:

Allie Maxwell, amaxwell@wyomingseminary.org

Residential Life Director

Wyoming Seminary

201 North Sprague Avenue

Kingston, PA 28704

Purpose of our Study:

This study will culminate in the creation of a Residential Life curriculum for the 2017-18 academic year at Wyoming Seminary.

Procedures:

If you would like to volunteer, please fill out the survey below and this information will be used to help make decisions about best practices of Residential Life Curriculums.

Note on Anonymity:

Your name and any identifying information will not be used in this study. All survey results and notes will be kept in secure locations on a password protected computer.

Note About Voluntary Nature of Participation and Statement About Compensation:

This study is completely voluntary and you have the option to withdraw your survey or interview notes at any time. There will be no compensation for this study.

Information About This Study:

You may reach out to the primary investigator at any time with any questions.

Participant's Agreement Statement:

I hereby agree to participate in Allie Maxwell's anonymous survey and understand that she will use the information gathered to create an understanding of best practices in creating residential life curriculums in order to create a curriculum for Wyoming Seminary's Residential Life Program for the 2017-18 academic year.

Residential Life Professional's Questions:

- 1) How long has your school had a residential life program?
- 2) How many students are a part of your boarding program?
- 3) Does your school have a residential life programming plan or social and emotional curriculum?
 - a. Please explain
- 4) If so, who is in charge of creating and implementing it?
 - a. Do you train staff to help implement your programs?

- 5) What practices do you find effective/ineffective at your school?
 - a. Please explain
- 6) What would you recommend to a school who is looking to implement a residential life curriculum?
- 7) Do you have any additional thoughts?

Wyoming Seminary Faculty/Staff Survey Questions

- 1) What dorm programs (events like the S'mores, Drug and Alcohol Jeopardy, "I Am," etc.) did you find most effective for students this year?
 - a. Please explain
- 2) What dorm programs did you find ineffective?
 - a. Please explain
- 3) What topics do you believe are important for us to cover with boarding students?
- 4) What do you feel are the social and emotional needs that we are meeting currently at Sem?
 - a. Do you feel there are areas for improvement?
- 5) Would you be comfortable with student leaders helping run certain events?
 - a. Yes
 - b. No
- 6) What community or social problems did you notice this year?
- 7) Do you find passive programming (handouts) effective?
- 8) Do you have any other ideas for next year's Residential Life program?

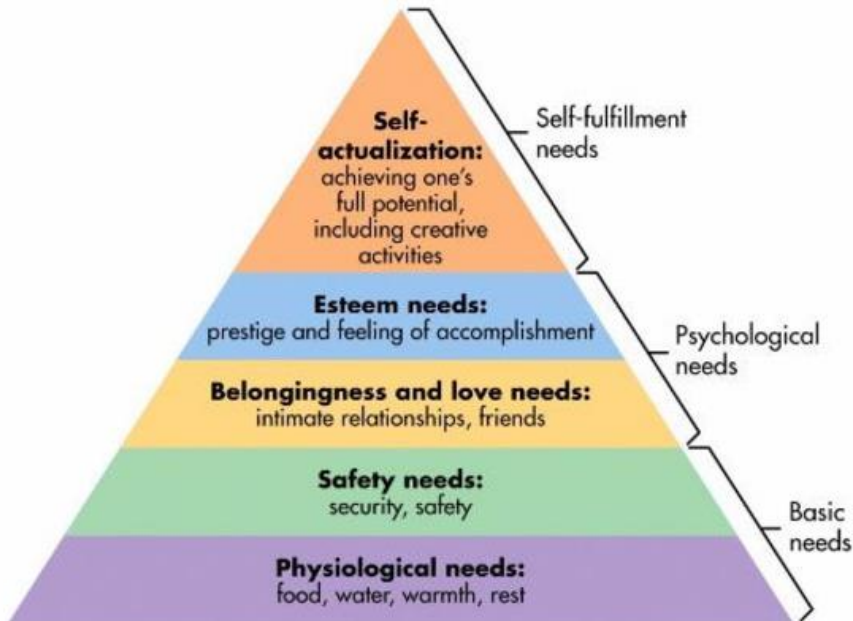
Appendix B

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PIAGET THEORY OF COGNITIVE DEVELOPMENT CHART		
Stages	Age Range	Description
Sensorimotor	From birth to 2 years	<ul style="list-style-type: none"> - Identifies object performance, the object still exists when out of sight - Recognition of ability to control object and acts intentionally
Preoperational	2 to 7 years	<ul style="list-style-type: none"> - Begins to use language - Egocentric thinking difficulty seeing things from other viewpoints - Classified objects by single feature i.e. color
Concrete Operational	7 to 11 years	<ul style="list-style-type: none"> - Logical thinking - Recognizes conservation of numbers, mass and weight - Classifies objects by several features and can place them in order
Formal Operational	11 years and onward	<ul style="list-style-type: none"> - Logical thinking about abstract propositions - Concerned with the hypothetical and the future - Create hypotheses and test

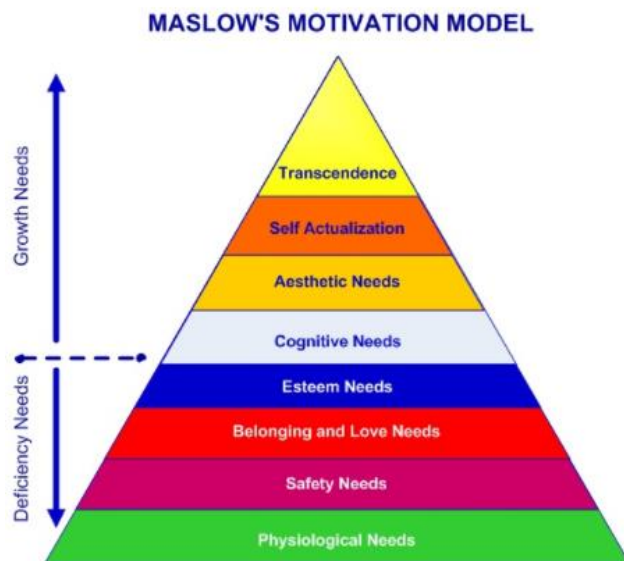
Appendix C

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Appendix D

Maslow, A. H. (1943.). A Dynamic Theory of Human Motivation. *Understanding human motivation.*, 26-47. doi:10.1037/11305-004.



Appendix E

Annual Residential Life Backwards by Design Curriculum

- **Step One: What are the desired learning results of this unit?**
 - Students will acquire a working understanding of...
 - Building relationships and becoming a part of the Sem community
 - Living with another person
 - Creating and implement Community Commitments

- Navigating conflict
 - How to transition away from Wyoming Seminary
- **Step Two: What essential question(s) will anchor students to learning?**
 - What does it mean to be a part of a community?
 - What is my place within the community?
 - How do I build relationships?
 - When I am upset with the community how do I deal with it?
 - How do you say goodbye?
- **Step Three: What skills are needed to achieve desired results (nuts and bolts teaching)?**
 - Social skills
 - Communication skills
 - Conflict management skills
 - Reflective skills
- **Step Four: What is acceptable evidence to show desired results?**
 - Roommate pairs live together respectfully
 - Students build relationships with one another
 - Common community commitment language is used within the dorms
 - Students are able to manage conflict on their own or determine when they need help
 - Students are able to leave Wyoming Seminary with authentic reflections on experience
- **Step Five: What is the sequence of activities, learning experiences, etc. that will lead to desired results (the plan)?**
 - **Day 1**
 - **Date:** August 26, 2017
 - **Focus of the day:** Speed Questions
 - **How will you know that students are getting it?**
 - Students will be split into two equal teams, they will then line up facing each other and will be asked to introduce themselves to the person across from them. Once students are introduced the moderator will ask a question and each person will get a chance to respond to the questions. The goal of this game is for students to get to know one another and to have fun while doing so. It will be measured by the laughter and volume in the room
 - **How does the essential question connect students to this day's focus?**
 - The guiding question for this day is how do I build relationships? This question is answered with a question. Relationships are built by getting to know your peers and that involves asking questions about who they are, what they like and where they come from.
 - **Day 2**
 - **Date:** August 27, 2017
 - **Focus of the day:** Dorm Community Meetings

- **How will you know that students are getting it?**
 - Students will be tasked with creating their own community commitments. This conversation will be facilitated by an adult and it will be evident that students understand by their participation in the conversation.
- **How does the essential question connect students to this day's focus?**
 - The essential questions for today are What is my place in the community, and what does it mean to be a part of a community. Being a part of a community means committing to that community's culture. This event will help students understand how to answer both questions.
- **Day 3**
 - **Date:** August 30, 2017
 - **Focus of the day:** Roommate Agreement Forms
 - **How will you know that students are getting it?**
 - Students will fill their roommate agreement form out with their respective roommate and then have a conversation with their dorm parent on duty regarding their roommate agreement form to show that they have had the conversation and to reiterate all agreements made. The Director of Residential Life will keep the roommate agreement form on file in case any conflict arises between roommates. The document will serve as a starting point if conflict takes place.
 - **How does the essential question connect students to this day's focus?**
 - The essential questions for today are how do I build relationships and what does it mean to be a part of a community? Both of these questions help guide student conversations in exploring opinions on things from sharing food to when do you like to go to sleep and when do I like to go to sleep, if they are different how will we compromise?
- **Day 4**
 - **Date:** October 29, 2017
 - **Focus of the day:** Conflict Scenario's
 - Students will be divided into smaller groups and paired off to go through scenarios of dorm/friend related conflict. Students will be tasked with how they would recommend the scenario be handled. Pairs will be tasked with documenting their discussion and sharing it with their smaller group. The group leader will be tasked with facilitating this conversation. Some scenarios will require seeking adult help for managing the conflict.
 - **How will you know that students are getting it?**
 - Facilitators will be able to assess if kids are getting it based on their responses. If students are not getting it, facilitators will be

instructed to have conversations regarding their responses in order to reframe understanding. Seeing students use this within the dorms after the event will illustrate that students have gained information from the event.

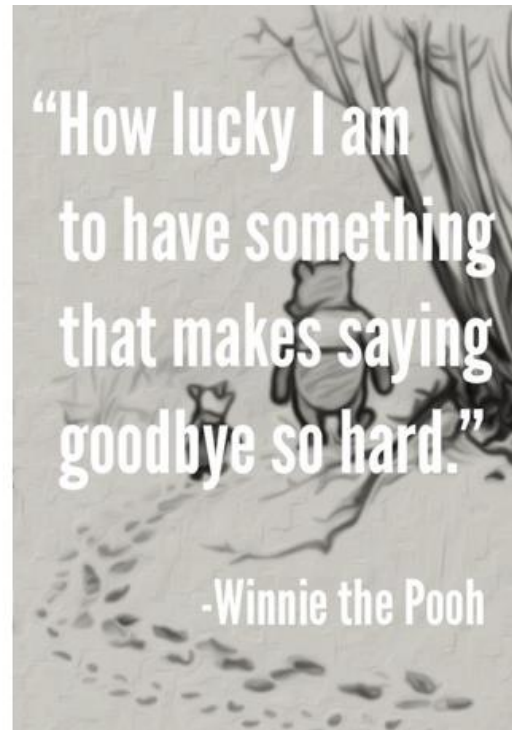
- **How does the essential question connect students to this day's focus?**
 - The essential question for the day is How to manage conflict? Students will be learning together about conflict and how to manage it and when to ask for help.
- **Day 5**
 - **Date:** April 29, 2018
 - **Focus of the day:** How to say goodbye
 - Hope and Wish. A Hope that is reminiscing of something you enjoyed with a friend this year and a wish for a close friend. Handout on tips for saying goodbye
 - **How will you know that students are getting it?**
 - Students will be better equipped to leave with authentic reflections of experiences at Sem and are able go home and understand they may experience reverse culture shock from their time at Wyoming Seminary.
 - **How does the essential question connect students to this day's focus?**
 - **This lesson will help students answer the essential question of how to say goodbye? All of the lesson will focus on the one essential question.**

Appendix F

Tips on how to say goodbye

Tips to make transitions easier

- ✓ Be open about your feelings
- ✓ Its ok to be sad/have mixed emotions
- ✓ Reflect on your experiences
- ✓ Find someone to talk to
 - ✓ If you prefer to self reflect take time to write about your experiences
- ✓ Give yourself time to adjust
- ✓ Remember you can always come and visit Sem and many of you will return next year!
- ✓ Also remember that technology makes the world a connected and smaller place



Appendix G

Freshman Residential Life Backwards by Design Curriculum

- **Step One: What are the desired learning results of this unit?**
 - Students will acquire a working understanding of...
 - Being able to make independent decisions that are normally guided by parents
 - Identifying physical responses to stress and how to respond to them
 - Navigating peer pressure
 - Where they are from
 - Importance of gratitude
 - Learning happening outside of their comfort zone
 - Basics of caring for the environment
- **Step Two: What essential question(s) will anchor students to learning?**
 - How do you decide to use your free time?
 - What does my body do when I feel stressed? How do I manage those responses?
 - How do I say no when I don't want to do what my friends are doing? How can I stand up for a friend who is unable to say no?
 - Where am I from? What makes where I am from unique?
 - Why is it important to be thankful?
 - Where does your best learning take place?
 - Why is the environment important?
- **Step Three: What skills are needed to achieve desired results (nuts and bolts teaching)?**
 - Self-Actualization

- Self-awareness
- Confidence
- Self-reflection
- Introspection
- Environmental knowledge
- **Step Four: What is acceptable evidence to show desired results?**
 - Students begin to make decisions that are in their best interest for their mental and physical health
 - Students are able to manage stress or ask for help when it is beyond their ability to manage
 - Students are able to say no to their peers and stand up for their peers who are unable to do so
 - Students can challenge assumptions about where they are from
 - Students express gratitude within the community
 - Students take educational risks appropriate for growth
 - Students make efforts to care about the environment
- **Step Five: What is the sequence of activities, learning experiences, etc. that will lead to desired results (the plan)?**
 - **Day 1**
 - **Date: October 22, 2017**
 - **Focus of the day: Independent Decision Making**
 - Students will work through an exercise where they are given 24 beans and asked to place their beans based on how they spent last Friday in cups labeled; school/work, extracurricular, friends/family, human needs (sleep, shower, eating, etc.) and self-care. Once students are done they will assess where their time went and identify if there were any issues with their time balance. From there students will be tasked with creating a balanced day. Students will leave with their cups/beads so they can do this on their own and a handout on time management best practices.
 - **How will you know that students are getting it?**
 - Student responses during the exercise will illustrate a new understanding of where time is going. Ideally over time this exercise will influence student ability to manage time and self-regulate when they become imbalanced. Seeing this behavior within the dorms will show that students understand.
 - **How does the essential question connect students to this day's focus?**
 - How do you decide to use your free time? is the guiding question for today's focus.
 - **Day 2**
 - **Date: November 5, 2017**
 - **Focus of the day: Physical Responses to Stress and how to respond**

- Students will make stress balls and during that process will discuss why stress balls are effective coping skills and how tension affects the body. Students will leave with a handout on other ways that your body carries stress and how to cope with those physical responses. Included in this handout will be a reminder of when to ask for help.
 - **How will you know that students are getting it?**
 - Students will be able to identify their bodies response to stress and will have ways of managing it or asking for help from the school counselor.
 - **How does the essential question connect students to this day's focus?**
 - What does my body do when I feel stressed? How do I manage those responses? The essential question for the day drives students to think about their body and stress.
- **Day 3**
 - **Date: December 10, 2017**
 - **Focus of the day: Navigating peer pressure**
 - Students will play drug and alcohol jeopardy with a focus on navigating peer pressure. Adults will facilitate this and upperclassmen student leaders will be the captains of each team.
 - **How will you know that students are getting it?**
 - Student responses to jeopardy questions will show understanding of information.
 - **How does the essential question connect students to this day's focus?**
 - How do I say no when I don't want to do what my friends are doing? How can I stand up for a friend who is unable to say no? These questions are the theme of the jeopardy game.
- **Day 4**
 - **Date: January 22, 2017**
 - **Focus of the day: I am from event**
 - Students will utilize the *I am* poem format to create their own poems to share. All students will create a poem and it will either be hung up in dorm lounges and if students would like to they can share the poem with the group.
 - **How will you know that students are getting it?**
 - Students are able to create poems and share them with the community.
 - **How does the essential question connect students to this day's focus?**
 - Where am I from? What makes where I am from unique? This question will drive the creation of the poem and help students reflect on the fact that all places people are from are unique in their own way.

- **Day 5**
 - **Date: February 18, 2017**
 - **Focus of the day: Gratitude**
 - Students will be broken into small groups. They will have four questions to guide a discussion. How do you feel when someone thanks you? How do you show thanks? What are small ways you can thank people every day? Why is it important to be thankful? Afterwards students will be asked to think of a moment or several moments they are thankful for this year and to write a thank you note to the person who helped make that moment or several moments happen.
 - **How will you know that students are getting it?**
 - Students will produce thank you cards for a Wyoming Seminary Faculty or Staff Member.
 - **How does the essential question connect students to this day's focus?**
 - Why is it important to be thankful?
- **Day 6**
 - **Date: March 18, 2017**
 - **Focus of the day: Comfort Zone?**
 - In groups of 10 students will be placed on their own plastic circle matt and then slowly the matts will be taken away until only one matt is left. Students will then be required to all get on the one matt left. Facilitators will ask processing questions to help students realize this was a task outside of their comfort zone and that learning took place.
 - **How will you know that students are getting it?**
 - Students will participate in debriefing their experience. Students will make an effort to learn outside their comfort zone throughout the rest of the school year.
 - **How does the essential question connect students to this day's focus?**
 - Where does your best learning take place?
- **Day 7**
 - **Date: April 15, 2017**
 - **Focus of the day: Environment**
 - Students will watch a Ted Talk on the environment. The Ted Talk focuses on how to implement small changes in your daily life that affect the environment.
 - **How will you know that students are getting it?**
 - Students will begin utilizing these small changes in their daily life.
 - **How does the essential question connect students to this day's focus?**
 - Why is the environment important?

Appendix H

Sophomore Residential Life Backwards by Design Curriculum

- **Step One: What are the desired learning results of this unit?**
 - Students will acquire a working understanding of...
 - **The importance of sleep**
 - **Learning from mistakes**
 - **The reasons behind substance use and alternative behaviors**
 - **Who they are**
 - **Importance of serving one's community**
 - **Appropriate risks**
 - **Understanding the responsibility of caring for the environment**
- **Step Two: What essential question(s) will anchor students to learning?**
 - Why does sleep matter to my physical and mental wellbeing?
 - How can I learn from my mistakes?
 - Why do people use drugs and alcohol and how can I find alternatives?
 - Who am I?
 - Why is it important to participate in community service?
 - What is an appropriate risk?
 - What is my call to action in order to care about the environment?
- **Step Three: What skills are needed to achieve desired results (nuts and bolts teaching)?**
 - Reflection
 - Understanding of one's self
 - Creative problem solving
- **Step Four: What is acceptable evidence to show desired results?**
 - Students prioritize sleep
 - Students learn from mistakes
 - Students are able to articulate why people use substances and what are better coping mechanisms
 - Students have an understanding of themselves and can articulate it in a written piece
 - Students engage in community service
 - Students take appropriate risks
 - Students act to care for the environment
- **Step Five: What is the sequence of activities, learning experiences, etc. that will lead to desired results (the plan)?**
 - **Day 1**
 - **Date: October 22, 2017**
 - **Focus of the day: Sleep**

- Students will take a live online survey about how many hours of sleep they typically get in a night. The schools Social and Personal Counselor will provide students information on the importance of sleep and connect sleep to academic and athletic performance. Students will leave with a handout.
- **How will you know that students are getting it?**
 - Students will be able to describe the importance of sleep to their physical and mental wellbeing. They will also take measures to protect their sleep time-this will show in the dorms.
- **How does the essential question connect students to this day's focus?**
 - Why does sleep matter to my physical and mental wellbeing? This question will be answered.
- **Day 2**
 - **Date: November 5, 2017**
 - **Focus of the day: Learning from mistakes**
 - Students will build structures out of spaghetti, tape, string and marshmallows. This will be a competition amongst teams and afterwards students will be questioned about their process. Naturally mistakes should take place and students will learn from them. This will then bring the conversation out about how it is ok to fail and learn from it.
 - **How will you know that students are getting it?**
 - Students will participate in the debriefing conversation.
 - **How does the essential question connect students to this day's focus?**
 - How can I learn from my mistakes? Students will make mistakes and learn from them when building their spaghetti structures. They will then apply the answer to this question to their daily lives.
- **Day 3**
 - **Date: December 10, 2017**
 - **Focus of the day: reasons behind substance use and alternative behaviors**
 - Students will play drug and alcohol jeopardy with a focus on reasons behind substance use and alternative behaviors. Adults will facilitate this and upperclassmen student leaders will be the captains of each team.
 - **How will you know that students are getting it?**
 - Student responses to jeopardy questions will show understanding of information.
 - **How does the essential question connect students to this day's focus?**
 - Why do people use drugs and alcohol and how can I find alternatives? These questions are the theme of the jeopardy game.

- **Day 4**
 - **Date: January 22, 2017**
 - **Focus of the day: I am a person who event**
 - Building on I am-students will push themselves to write statements titled I am a person who.... Student poems will be displayed in dorms and students will have the opportunity to share their poems with the greater group.
 - **How will you know that students are getting it?**
 - Students will produce poems.
 - **How does the essential question connect students to this day's focus?**
 - Who am I? Is the guiding question for the day and students will answer this question by writing that they are a person who...?
- **Day 5**
 - **Date: February 18, 2017**
 - **Focus of the day: Community Service**
 - Students will participate in dorm cleaning or some form of campus project, like organizing the dorm bookshelves, to give back to the community they are a part of. Students will also receive a handout on community service requirements from the school and ways to get involved.
 - **How will you know that students are getting it?**
 - Students will be able to see that they are making their community a better place.
 - **How does the essential question connect students to this day's focus?**
 - Why is it important to participate in community service?
- **Day 6**
 - **Date: March 18, 2017**
 - **Focus of the day: Appropriate risks**
 - Students will be placed in a make believe deserted island. They will only be allowed to bring 10 things from a list of 20. Students will be faced with different challenges where one risk will provide a great reward, but potential losses and another that is a safer risk with reward, but less potential consequences. Afterwards groups will come together and say why they chose the risk that they did and discuss how this relates to their daily lives.
 - **How will you know that students are getting it?**
 - Students will engage in the risk conversation.
 - **How does the essential question connect students to this day's focus?**
 - What is an appropriate risk? Students will be provided with a fake situation and must choose an appropriate risk. They will answer this question as a team and then as a community as we share team responses.
- **Day 7**

- **Date: April 15, 2017**
- **Focus of the day: Responsibility to the environment**
 - Students will pick up trash at Kirby park and leave with a handout on environmental responsibilities that student leaders will create.
- **How will you know that students are getting it?**
 - Students will be more mindful of littering in the future.
- **How does the essential question connect students to this day's focus?**
 - What is my call to action in order to care about the environment? Students will experience an action and also hear from their peers as to what they think are environmental calls to action.

Appendix I

Junior Year Residential Life Backwards by Design Curriculum

- **Step One: What are the desired learning results of this unit?**
 - Students will acquire a working understanding of...
 - Understanding limitations and priorities
 - How to recognize when you are imbalanced
 - How drugs and alcohol can affect your college future
 - Privilege
 - How gratitude has changed as they have gotten older
 - Importance of failure in learning
 - How to be an agent for change
- **Step Two: What essential question(s) will anchor students to learning?**
 - What are your goals? What are your personal work load limitations? Can you do it all?
 - How do you recognize when your time spent being productive/caring for yourself is imbalanced?
 - How can your decisions in the present affect your future?
 - What is privilege?
 - How has gratitude for you changed over your time as a high school student?
 - Why is failing important?
 - How can you be an agent for change? What do you want to change?
- **Step Three: What skills are needed to achieve desired results (nuts and bolts teaching)?**
 - Reflection
 - Self-actualization
 - Abstract conceptualization
 - Self-evaluation
 - Organizational skills
- **Step Four: What is acceptable evidence to show desired results?**

- Students understand what they can and cannot achieve in a given time due to time constraints and are able to articulate their priorities
- Students can self-regulate and self-advocate when their work life balance becomes imbalanced
- Students can connect present choices to future goals and make social choices that are within their best interests
- Students are able to define privilege and engage in school diversity days with a different perspective
- Students are able to reflect on and express gratitude
- Students learn from failure rather than dwell in failure
- Students are agents of change in their respective worlds
- **Step Five: What is the sequence of activities, learning experiences, etc. that will lead to desired results (the plan)?**
 - **Day 1**
 - **Date: October 22, 2017**
 - **Focus of the day: Limitations and priorities**
 - What are your goals for this year? What are your limitations in meeting those goals? Students will go through a personal reflection on their intended outcomes for the year. This will be a goal creating exercise and also attaching an understanding of personal limitations. This will begin as a large group and then students will be asked to break out and discuss their thoughts with a friend.
 - **How will you know that students are getting it?**
 - Students are able to document their goals and limitations and discuss them with their peers.
 - **How does the essential question connect students to this day's focus?**
 - What are your goals? What are your personal work load limitations? Can you do it all? These questions will drive personal reflection
 - **Day 2**
 - **Date: November 5, 2017**
 - **Focus of the day: Recognizing imbalance**
 - Students will work through an exercise where they are given 24 beans and asked to place their beans based on how they spent last Friday in cups labeled; school/work, extracurricular, friends/family, human needs (sleep, shower, eating etc,) and self-care. Once students are done they will assess where their time went and identify if there were any issues with their time balance. From there students will be tasked with creating a balanced day. Students will leave with their cups/beads so they can do this on their own and a handout on time management best practices.

- **How will you know that students are getting it?**
 - Student responses during the exercise will illustrate a new understanding of where time is going. Ideally over time this exercise will influence student ability to manage time and self-regulate when they become imbalanced. Seeing this behavior within the dorms will show that students understand.
- **How does the essential question connect students to this day's focus?**
 - How do you recognize when your time spent being productive/caring for yourself is imbalanced? is the guiding question for today's focus.
- **Day 3**
 - **Date: December 10, 2017**
 - **Focus of the day: How drugs and alcohol can affect your college future**
 - Students will play drug and alcohol jeopardy with a focus on how drugs and alcohol can affect your college future. Adults will facilitate this and upperclassmen student leaders will be the captains of each team.
 - **How will you know that students are getting it?**
 - Student responses to jeopardy questions will show understanding of information.
 - **How does the essential question connect students to this day's focus?**
 - How can your decisions in the present affect your future? This question will guide the theme of the jeopardy game.
- **Day 4**
 - **Date: January 22, 2017**
 - **Focus of the day: Privilege**
 - Students will participate in a privilege walk guided by adults. There will be an initial conversation about safety and confidentiality of the group. At the end students will break into smaller groups to discuss how that experience felt for them and what it showed them about themselves.
 - **How will you know that students are getting it?**
 - Students will participate and reflect on their experiences.
 - **How does the essential question connect students to this day's focus?**
 - What is privilege? This question will open the event and students will reflect on what their privileges are throughout the privilege walk.
- **Day 5**
 - **Date: February 18, 2017**
 - **Focus of the day: Gratitude over time**
 - Students will get a list of names of all students in their grade. All students will be asked to write something nice about every student on the list. There will be large pieces of paper with

everyone's name on it. Students will then cut their lists up and post their kind statement on that student's large piece of paper. All students will leave with their larger sheets of paper.

- **How will you know that students are getting it?**
 - Students will participate in this process and will understand that the kind statement may be about something that happened in the past, but it stuck with that student.
 - **How does the essential question connect students to this day's focus?**
 - How has gratitude for you changed over your time as a high school student? This question will help students understand gratitude as acts of kindness as well.
- **Day 6**
- **Date: March 18, 2017**
 - **Focus of the day: Failure, learning or both?**
 - Students will watch a Ted Talk on failure and then pair up to share their own stories of failure and growth. Students will leave with a handout on tips of managing failure.
 - **How will you know that students are getting it?**
 - Students will be able to talk about failure as a learning opportunity as they move forward.
 - **How does the essential question connect students to this day's focus?**
 - Why is failing important? Students will see real life examples of how failure is a catalyst for change and better outcomes.
- **Day 7**
- **Date: April 15, 2017**
 - **Focus of the day: Being an agent of change**
 - Students will be given basic change making models to choose from. They will choose the one that they connect to in order to create a change model for something that they would like to change. This could be any sort of change the student is passionate about. Students will be encouraged to share their change ideas with the larger group. All change models will be hung up within the dorms.
 - **How will you know that students are getting it?**
 - Students will create basic change models.
 - **How does the essential question connect students to this day's focus?**
 - How can you be an agent for change? What do you want to change?

Appendix J

Senior and Post Graduate Year Backwards by Design Curriculum

- **Step One: What are the desired learning results of this unit?**

- Students will acquire a working understanding of...
 - Personal ethics
 - Circle of influence and control
 - Understanding societal influences on alcohol and substance use
 - Diversity of thought
 - Appreciation of Sem
 - Understanding of trust
 - How to be an agent of change
- **Step Two: What essential question(s) will anchor students to learning?**
 - What are your personal ethics? How do you make moral decisions?
 - What is within your influence and what is outside of your control? How do you differentiate and manage the two?
 - How has society influenced teen drug and alcohol use?
 - What is diversity of thought? How do I celebrate diverse thoughts, but stay true to my beliefs?
 - What have I gained in my time at Sem? How can I show my appreciation before leaving?
 - What does it mean to trust?
 - How can I be an agent of change in my world?
- **Step Three: What skills are needed to achieve desired results (nuts and bolts teaching)?**
 - Reflection
 - Self-actualization
 - Abstract conceptualization
 - Self-evaluation
 - Organizational skills
- **Step Four: What is acceptable evidence to show desired results?**
 - Students are able to articulate personal beliefs or ethics
 - Students are able to articulate what is in their control and what is outside of their control. They also are able to begin showing behavior that illustrates letting go of things they cannot control.
 - Students complete an exit activity of I used to think this, but now I think this to show their understanding of diversity of thought
 - Students come up with creative ways to say thank you to Sem for their experiences
 - Students can define the difference between a right and a privilege
 - Students are agents for change in their world
- **Step Five: What is the sequence of activities, learning experiences, etc. that will lead to desired results (the plan)?**
 - **Day 1**

- **Date: October 22, 2017**
- **Focus of the day: Personal ethics**
 - Students will be provided with a compass. On that compass students should label the North, South, West and East directions with something that drives their personal ethics. The center should be what is the heart of their personal ethics. Closing remarks will be to bring this compass with them wherever they go.
- **How will you know that students are getting it?**
 - Students will create compasses.
- **How does the essential question connect students to this day's focus?**
 - What are your personal ethics? How do you make moral decisions?
- **Day 2**
 - **Date: November 5, 2017**
 - **Focus of the day: Understanding the circle of influence and control**
 - Students will participate in a game of telephone and then will discuss what happened. After students discuss what happened they will be asked to think about what was within their control and what was outside it. Then they will be asked to think about how this connects to their life. Students will leave with a handout on the importance of letting go and being mindful of what you can and cannot control.
 - **How will you know that students are getting it?**
 - Students will engage in conversation and also show behavior that practices being mindful of what they can control after the event takes place.
 - **How does the essential question connect students to this day's focus?**
 - What is within your influence and what is outside of your control? How do you differentiate and manage the two?
- **Day 3**
 - **Date: December 10, 2017**
 - **Focus of the day: Society and Alcohol/Drugs**
 - Students will play drug and alcohol jeopardy with a focus on how society impacts teenage drug and alcohol use. Adults will facilitate this and upperclassmen student leaders will be the captains of each team.
 - **How will you know that students are getting it?**
 - Student responses to jeopardy questions will show understanding of information.
 - **How does the essential question connect students to this day's focus?**
 - How has society influenced teen drug and alcohol use? This question will guide the theme of the jeopardy game.

- **Day 4**
 - **Date: January 22, 2017**
 - **Focus of the day: Diversity of thought**
 - Students will be broken into two groups. One group will become the inner circle and one group will become the outer circle. This will create a fishbowl conversation where students will be asked a question. The facilitator will have several questions will determine when a good time to transition from one question to another is. Students will be instructed to tap into the inner circle if they have an alternative response to the question that has not been thought of yet. Students will be asked to react at the end and say I used to think X, but now I think Y.
 - **How will you know that students are getting it?**
 - Student reactions at the end will show that they used to think X and now they think Y.
 - **How does the essential question connect students to this day's focus?**
 - What is diversity of thought? How do I celebrate diverse thoughts, but stay true to my beliefs?
- **Day 5**
 - **Date: February 18, 2017**
 - **Focus of the day: Sem Appreciation**
 - Students will be broken into small groups. They will have four questions to guide a discussion. What have you appreciated about your time at Sem? What is your proudest moment at Sem? What are you thankful for in reflecting on your experience at Sem? How can you express gratitude for your experience. Afterwards students will be asked to think of a moment or several moments they are thankful for over their career at Sem and to write a thankyou note to the person or people who helped make that moment or several moments happen.
 - **How will you know that students are getting it?**
 - Students will produce thank you cards for a Wyoming Seminary Faculty/Staff Member, peer or an influence outside of Sem who helped them arrive at Wyoming Seminary.
 - **How does the essential question connect students to this day's focus?**
 - What have I gained in my time at Sem? How can I show my appreciation before leaving?
- **Day 6**
 - **Date: March 18, 2017**
 - **Focus of the day: Shirpa Walk**
 - Students will be blindfolded and placed in a line. Adults will guide students around campus in the dark and help different students take turns leading. One adult will be speaking about trust through

this process and also making students aware that they are in a safe environment and we are here to help them succeed as a group. The walk will end at a fire pit where students will create smores and discuss how that walk felt.

- **How will you know that students are getting it?**
 - Students reflections on the experience will illustrate understanding.
- **How does the essential question connect students to this day's focus?**
 - What does it mean to trust? Students will learn to trust the adults around them who they have known for at least six months and also their grade level peers.
- **Day 7**
 - **Date: April 15, 2017**
 - **Focus of the day: Being an agent of change**
 - Students will be given basic change making models to choose from. They will choose the one that they connect to in order to create a change model for something that they would like to change. This could be any sort of change the student is passionate about. Students will be encouraged to share their change ideas with the larger group. All change models will be hung up within the dorms.
 - **How will you know that students are getting it?**
 - Students will create basic change models.
 - **How does the essential question connect students to this day's focus?**
 - How can you be an agent for change? What do you want to change?

Appendix K


Crisis Plan. (n.d.). Retrieved June 24, 2017, from <http://www.wyomingseminary.org/faculty-portal>.

Please call 911 immediately if you feel you or someone else's life is in danger.

If in doubt... Call 911!

To activate Sem Emergency Response Team (SERT)

Text 509-11 and message SEMHELP <space> followed by a brief, specific message

<p>CRISIS</p> <p>Hostage Situation If you witness what appears to be a hostage situation:</p> <ul style="list-style-type: none"> Do not try to disarm the intruder, do not intervene or approach. Move as many people as possible away from the location. Call 911 then activate SERT if possible. Lock all doors and windows and close blinds. Stay put until the all-clear is given. <p>If you are taken hostage:</p> <ul style="list-style-type: none"> Without alerting the intruder, try to communicate the situation to others if possible. Keep calm, quiet and follow the intruder's instructions. If possible, sit away from the intruder, windows and exits. Be aware that police may be able to hear and disseminate information about what is taking place through electronic surveillance equipment; be prepared that police may break in at any time. Follow Police instructions. <p>Threat/Assault/Weapons If you learn about impending violence on campus or witness an assault or threatening behavior taking place, <u>report what you know immediately</u> to SERT. Always contact 911 first if danger is perceived to be imminent.</p> <ul style="list-style-type: none"> Do not intervene even if hostage taker is unaware of you. Get a description of the assailant(s), including approximate height, weight, race, age and attire. Stay with the victim(s) until Emergency Personnel arrive. <p>Weapons If someone threatens you with a weapon, try to remain calm, move to a safe location or take cover. Call 911 then activate SERT.</p> <p>If you see an intruder with a weapon:</p> <ul style="list-style-type: none"> Evacuate if you can do so safely without alerting the intruder. Account for all students/staff/faculty. Allow only SERT and Emergency Personnel into the building. <p>If you can not safely evacuate:</p> <ul style="list-style-type: none"> Secure all doors and windows, close blinds. Account for all students/staff/faculty. Stay in place until instructed otherwise. <p>Bomb Threat When faced with a person threatening to detonate a bomb on campus, <u>take all bomb threats seriously</u>:</p> <ul style="list-style-type: none"> Keep caller on the line as long as possible; do not transfer call; do not interrupt the caller; try to keep track of any useful information for the police such as background noise, or anything else identifiable. As soon as possible, call 911 then activate SERT. Do not touch or approach unusual or suspicious objects. Follow the specific directions of the police. Provide information about objects and articles in the area. 	<p>Fire</p> <p>If you detect smoke or other signs of a potential fire, follow these guidelines:</p> <ul style="list-style-type: none"> Any source of smoke or excessive heat may be signs of a potential fire. If you see smoke or experience excessive heat, activate SERT. If a fire is discovered, <u>call the building fire alarm</u> and evacuate immediately. If you cannot find fire alarm, call 911 immediately. Go to designated emergency assembly points, do not stop for belongings. Wait for all clear to re-enter the building. <p>Earthquake, Tornadoes, Explosions</p> <p>EARTHQUAKE, TORNADO</p> <ul style="list-style-type: none"> If inside a room, stay far away from windows or objects that could fall. Take cover under tables or desks. If in corridor, move to the closest, non-glass interior wall, sit on floor in a tuck position. Determine injuries, provide first aid, if possible. Prepare to evacuate in a controlled cautious manner. Account for all students once outside. <p>EXPLOSION:</p> <ul style="list-style-type: none"> Take cover under desks or tables. Determine injuries, provide first aid, if possible. Prepare to evacuate in a controlled cautious manner. Account for all students once outside. <p>MEDICAL</p> <p>Medical Emergency Follow these procedures when a medical emergency arises on campus:</p> <ul style="list-style-type: none"> Call 911 if life threatening, then activate SERT. Do not attempt to move an injured person. Be prepared to give as much information about the injury as possible. Stay with the victim(s) until Emergency Personnel arrive. Keep other people away from the scene. Avoid physical contact with blood or other body fluids. If exposed to body fluids, wash the affected area with soap and water as soon as possible and report your exposure to medical personnel. <p>Suicide When faced with an attempted suicide, follow these guidelines:</p> <ul style="list-style-type: none"> Contact 911 if life threatening. Activate SERT immediately and be prepared to give as much information about the emergency as possible. Ensure that the person is not left alone. Stay with the person until Emergency Personnel arrive. Do not handle weapons, containers, or other possible evidence. Keep other people away from the scene. 	<p>OTHER EMERGENCIES</p> <p>EVACUATION:</p> <ul style="list-style-type: none"> An announcement will be made from the office. Evacuate in an orderly, cautious manner. Report to designated assembly areas outside the building as per fire drill instructions. Student attendance will be taken. Make note of students in need of medical attention. <p>Lockdown In the event that an emergency develops warranting a campus "Lock Down," the dean of the upper school, or his designee, will initiate the transmission of a voice message to all Wyoming Seminary school office and classroom landlines, and perhaps to all Seminary student and adult cell phones registered with our system, announcing the initiation of a "Lock Down." The Flack Cupola speaker may transmit the message as well.</p> <ul style="list-style-type: none"> Lock doors in offices, classrooms, turn off lights. Instruct everyone to sit on floor, along the wall, away from all windows. If in a school building, but not a classroom or office, seek safety in nearest space in which you can either lock or barricade behind a door. Sit on floor away from doors and windows. If outside school building, but on campus, seek haven in nearest building that can provide safe cover and preferably a lockable, secure place. Try to keep cell phone use to minimum so that communication lines remain open. Remain until you receive a message that "lock down" has been lifted. "ALL CLEAR" **Parents will also be notified of the "Lock down". <div style="text-align: center;">  <p>WYOMING SEMINARY founded 1846</p> </div>
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Appendix L

Faculty Exit Ticket

- 1) Did you attend any of the dorm programing this year?
 - a. If so, what events?
 - b. If not, why?
- 2) What dorm programs (events like the S'mores, Drug and Alcohol Jeopardy, "I Am," etc.) did you find most effective for students this year?
 - a. Please explain
- 3) What dorm programs did you find ineffective?

- a. Please explain
- 4) What topics do you believe are important for us to cover with boarding students?
- 5) What do you feel are the social and emotional needs that we are meeting currently at Sem?
 - a. Do you feel there are areas for improvement?
- 6) Were you comfortable with the level of involvement that student leaders had in running events?
 - a. Yes
 - b. No
 - c. Please explain
- 7) What community or social problems did you notice this year?
- 8) Do you find passive programming (handouts) effective?
- 9) Do you have any other ideas for next year's Residential Life Curriculum?

Student Exit Ticket

- 1) What dorm programs (events like the S'mores, Drug and Alcohol Jeopardy, "I Am," etc.) did you enjoy most?
 - a. Please explain
- 2) What would be your ideal time/frequency for these events?
- 3) What did you take away from these events?
 - a. Please explain
- 4) What topics do you believe are important to discuss as a boarding community?
 - a. Did we talk about them this year?
- 5) Do you feel supported at Sem?
 - a. How could you feel more supported?
- 6) Were you comfortable with the level of involvement that student leaders had in running events?
 - a. Yes
 - b. No
 - c. Please explain:
- 7) What community or social problems did you notice this year?
- 8) What are your thoughts on the handouts given during study hours?
- 9) Do you have any other feedback about the residential life curriculum this year?