

District 90 Social Emotional Advisory Panel (SEAP)
Final Recommendations – April 6, 2021

Focus Area: RELATIONSHIPS

1. Active supports should be instituted to ensure that relationships between students are fostered and remain strong, including both informal and programmatic components.

Note -- *Ex: revisit and revise Advisory program at Roosevelt (see extended notes)*

Note -- *Essential standards work; reviewing curriculum for what is more relevant and important in this time; how to know when a child has mastered skills; seek feedback from youngest learners on an ongoing basis*

2. To further relationships between students and staff, classroom and school-wide strategies should be investigated that will help to establish a strong foundation for the coming year.

3. Intentional efforts should be instituted to redevelop strong connections between family and staff stakeholder groups, predicated on the long history of positive parent-teacher relationships in District 90 that have been foundational to student success.

Note -- *PTO groups/events can help to improve relationships and bring community members together; use of social media to spread the word about good things happening; the District 90 Facebook page and other platforms could be used to highlight positives, be pro-active; continuation of weekly newsletters for parents*

4. Intentional efforts should be instituted between staff and administration stakeholder groups.

Note -- *Genuine opportunities for teachers/staff and administration to process events of the last year, share experiences, and rebuild relationships. Ex: a facilitated conversation that aims to reconnect and rebuild morale and move forward*

5. Opportunities for staff to meet, and locations in which to do so, must be provided so that staff members have the chance to collaborate to fully support student needs.

Note -- *This is an area of strength, if locations for gatherings are designated that work*

Focus Area: SOCIAL EMOTIONAL PROGRAMMING

1. Social emotional programming in D90 must be implemented consistently with an Equity/Inclusiveness lens, as described by the work of the National Equity Project.
2. D90 should collaborate with external partners, parents, and others to strengthen social emotional learning by building shared understanding of its need and vision.
3. D90 should embrace and promote a sense of social-emotional learning as a lifelong process of developing SE skills, such as a modified CASEL framework.
4. An assessment/self-assessment tool for the entire D90 community can be established to provide a way to think about SEL along an improvement continuum for all of us.
5. Existing D90 SE efforts, future programming, and additional self-learning resources should be provided and well-organized in the SE content areas.

Focus Area: TRAUMA-RELATED ISSUES

1. Ensure that deliberate and varied efforts are made so that individuals and stakeholder groups across the District 90 school community understand trauma (i.e., signs, types [including systemic] and developmental impacts of trauma).
2. Normalize the prevalence of trauma, the differential impacts of trauma, help-seeking behaviors, accessibility and use of resources.
3. Leverage and expand current assets (e.g., school-specific PTO equity/SEL efforts, student service clubs, elementary SEL curriculum, middle school Student Advisory Program, PTO newsletters, social media, etc.) to achieve the goals set forth above.
4. Broaden, expand, and capitalize on the District's external partnerships and resources to make them accessible to stakeholders across the school community.

Focus Area: SCREENING AND MEASUREMENT

1. The District should select and administer a social emotional screener for all elementary and middle school students.
2. Protocols should be formalized to ensure that tiered social emotional supports will be provided based upon level of need, with those individuals in crisis eliciting immediate responses.
3. Partnerships with outside community mental health organizations must be maintained to support students' needs as they surface.
4. Student social emotional screening data should be tracked longitudinally to monitor trends and anticipate needs.

Note -- Need to incorporate annual (Fall to Spring) systematic review of data - individual data, cohort data, trend data, disaggregated into stakeholder groups. Identify and leverage effective strategies through intentional, timely analysis.

Focus Area: STUDENT-SPECIFIC NEEDS

1. Awareness must be increased that all students are learning under extenuating circumstances, and communication should be developed to help staff understand differing home learning environments.
2. Homework should be limited, and increased time needs to be dedicated to social emotional learning in school.
3. The District must allow time for staff to continue to work on executive functions and organizational skills and cultivate realistic academic expectations of students as they transition back to a full day school. Communication with families around this goal is necessary.
4. To support student physical wellness and minimize unnecessary screen time, specific steps should be taken such as providing traditional fine motor and writing activities, spending time outside, promoting face-to-face interactions with peers and staff, and interacting with peers off-screen.