



# Social-Emotional Learning Actions in 2025-2026

## **Explicit SEL Instruction**

Providing students with consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.

*Target Summary: Intended Progress Achieved*

### *Objectives:*

- Design and develop the proposed high school personal finance course to intentionally integrate SEL competencies—such as self-management, responsible decision-making, and self-awareness—through planned units on budgeting, saving, goal setting, and financial planning, in preparation for 2026 implementation.
  - Status-Complete
- Implement direct instruction on emotional well-being at the Branch Out Transition program for our learners aged 18-22 years old.
  - Status-Complete

## **Integrated SEL with Academic Instruction**

Integrating SEL objectives into instructional content and teaching strategies for academics as well as music, art, and physical education.

*Target Summary: Intended Progress Achieved*

### *Objectives:*

- Increase the use of the CharacterStrong curriculum resources across classrooms, including the incorporation of visuals and embedded strategies in specialist areas (music, art, and physical education).
  - Status-Holding over to 2026-27
- Develop an “Executive Functioning Skills Toolbox” to support students’ self-regulation, planning, and task completion.
  - Status-Complete
- Implement AMAZEworks curriculum in the elementary special education program classrooms. (also in equity targets)
  - Status-Complete

## **Youth Voice and Engagement**

Honoring and elevating a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers

*Target Summary: **Intended Progress Achieved***

*Objectives:*

- Expand data review sessions with students at the middle and high school levels using survey data.
  - Status-Complete
- Gather feedback from 9th-grade students on a quarterly basis to inform the social and emotional support needs of students transitioning to high school.
  - Status-Complete

## **Supportive School and Classroom Climates**

Creating schoolwide and classroom learning environments that are supportive, culturally responsive, and focused on building relationships and community.

*Target Summary: **Intended Progress Achieved***

*Objectives:*

- Implement the School District 197 Teacher Evaluation Rubric and train administrators to observe and provide actionable feedback on SEL-related indicators. (also in equity targets)
  - Status-Complete
- Facilitate middle school professional development sessions focused on the Ready for Rigor framework to strengthen culturally responsive teaching and classroom climate. (also in equity targets)
  - Status-Complete

## **Focus on Adult SEL**

Providing staff with regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.

*Target Summary: **Intended Progress Achieved***

*Objective:*

- Offer adult SEL learning opportunities through newsletter resources, coaching, staff wellness initiatives, and site-based practices.
  - Status-Complete

### **Supportive Discipline**

Creating discipline policies and practices that are instructive, restorative, developmentally appropriate, and equitably applied.

*Target Summary: **Intended Progress Achieved***

*Objectives:*

- Build school-based capacity for restorative practices through peer-led training and ongoing staff development opportunities.
  - Status-Complete
- Develop and implement sensory and movement-based regulation strategies in collaboration with district occupational therapists.
  - Status-Complete

### **Continuum of Integrated Supports**

Ensuring that SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.

*Target Summary: **Intended Progress Achieved***

*Objective:*

- Conduct a comprehensive secondary school counselor program review to align supports, identify gaps, and ensure equity of access. (also in CCR targets)
  - Status-Complete

### **Authentic Family Partnerships**

Providing families and school staff with regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.

*Target Summary: **Intended Progress Achieved***

*Objective:*

- Develop a family SEL engagement guide with strategies for supporting social-emotional development at home.
  - Status-Complete

### **Aligned Community Partnerships**

Ensuring that school staff and community partners are aligned on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.

*Target Summary: **Intended Progress Achieved***

*Objective:*

- Provide SEL training on trauma-informed practices and “safe space” strategies to School Age Care staff.
  - Status-Complete

- Share information and gather feedback on SEL implementation through the School Health Advisory Committee (SHAC).
  - Status-Complete
- Create and distribute informational resources on district SEL efforts for community partners, including coaches, activity advisors, and external collaborators.
  - Status-Holding over to 2026-27

### **Systems for Continuous Improvement**

Ensuring implementation and outcome data are collected and used to continuously improve all SEL-related systems, practices, and policies with a focus on equity.

*Target Summary: **Intended Progress Achieved***

*Objective:*

- Use student, staff, and family survey data to inform decision-making and enhance program effectiveness.
  - Status-Complete



## Equity Implementation Targets for 25-26

**Diverse Classrooms and Schools** - School District 197 commits to promoting equity in educational programs and extracurricular activities. Representation in our classrooms and programs should reflect the diversity of our schools. This includes socioeconomic status, sex, gender identity and sexual orientation, religion, national origin, immigration status, language, ability, and age.

*Target Summary: **Intended Progress Achieved***

Objectives:

- Increase Unified programming/opportunities for middle school students.
  - Status-Reconsidering, scheduling challenges
- Increase the number of historically marginalized students (students of color, students who are English Learners, students with IEPs) who are engaged in opportunities for career exploration and preparation. Examples include:
  - in paid internships
  - earning industry-relevant certifications
  - enrolled in work-based learning at TRHS
    - Status-Complete

**Teacher and Leader Quality and Diversity** -

School District 197 commits to recruiting, hiring, and retaining a diverse, culturally responsive, and equity-minded workforce. This includes ongoing professional development focused on equity, gender inclusion, racial consciousness and cultural responsiveness.

*Target Summary: **Intended Progress Achieved***

Objectives:

- Create a required virtual staff training for licensed staff on our Equity Policy.
  - Status-Complete
- Provide training on supporting Native American students to new teachers.
  - Status-Complete
- Update and deliver the Supporting 2SLGBTQ+ People training to licensed staff.
  - Status-Complete

- Provide 40+ school board members, district leaders, site administrators, teachers, and AIPAC members the opportunity to attend an immersive learning experience called Learning from Place: Bdote.
  - Status-Complete
- Offer sites the opportunity to develop specific staff experiences to learn a new language
  - Status-Complete
- Implement the updated School District 197 Teacher Evaluation Rubric (including cultural competence) and train administrators to observe and provide actionable feedback on indicators. (also in SEL)
  - Status-Complete

### **Equitable Resource Allocation**

School District 197 commits to prioritizing the allocation of resources, including but not limited to, curriculum, facilities, staffing, support services, technology, transportation, and activities, in a manner that ensures all students, including historically marginalized students, have the access and opportunity necessary to succeed.

*Target Summary: **Intended Progress Achieved***

Objectives:

- Implement a sliding scale fee for student parking passes at the high school.
  - Status-Complete

### **Equitable Curriculum, Instruction and Assessment -**

Aligned to our curriculum review cycle, School District 197 commits to selecting and implementing curriculum that is culturally relevant and representative of our student population. We also commit to including equity in the rubrics used in our decision-making process for curriculum adoption. School District 197 commits to culturally affirming, inclusive, and responsive instructional practices and to equitable assessment and grading practices that foster motivation, are bias-resistant, and accurately reflect student learning.

*Target Summary: **Intended Progress Achieved***

Objectives:

- Implement an Ojibwe course offering at the high school.
  - Status-Complete
- Engage secondary teachers in ongoing professional development on the Ready for Rigor Framework for Culturally Responsive Teaching. (also in SEL)
  - Status-Complete

- Implement District 197's Amazeworks supplemental curriculum in Special Services center-based programs. (also in SEL)
  - Status-Complete
- Complete a comprehensive review of K-8 Special Education instructional practices in literacy.
  - Status-Complete
- Implement evidence-based curriculum/resources aligned to the Science of Reading in special education services for students with disabilities in grades K-8.
  - Status-Complete (K-4)
  - Status-Holding over to 26-27 (Grades 5-8)
- Explore equitable grading practices with secondary school leaders.
  - Status-Complete

### **Equitable Learning in Classroom and Other School Environments:**

School District 197 commits to culturally affirming, inclusive, and responsive community building and behavior management practices. Our physical spaces and routines will be reflective of the diversity of our students' identities. We also commit to building strong, supportive relationships with each student while holding them accountable to high expectations. School District 197 commits to behavior support and discipline practices that reduce disparities in suspensions. When there is harm, we commit to interrupting the harm regardless of the intent, while also committing to restoring relationships within the classroom and school.

#### ***Target Summary: Intended Progress Achieved***

##### **Objectives:**

- Disseminate updated Gender Inclusion procedures through licensed staff training, the staff hub, and meetings with school administrators and counselors.
  - Status-Complete
- Provide professional development to general education staff on accommodations and modifications for students with Individualized Education Plans (IEPs) and 504 plans.
  - Status-Complete
- Develop a 2SLGBTQ+ Inclusive School self-reflection tool for sites to use.
  - Status-Complete
- Develop a document outlining equity considerations for staff to use when planning for the start of the school year with students and families.
  - Status-Complete

### **Equitable Student Leadership and Voice**

School District 197 commits to seeking to gather and understand student perspectives (including those from historically marginalized groups) in decision making processes, creating spaces for student groups, and providing leadership opportunities.

#### ***Target Summary: Intended Progress Achieved***

##### **Objectives:**

- Increase the number of student ambassadors to the Beyond Our Walls Summit to at least seven.
  - Status-Complete
- Create a student advisory group to meet with Nutrition Services to provide input and feedback on menu offerings.
  - Status-Complete

## **Equitable Family Partnerships**

School District 197 commits to building two-way linguistic and cultural bridges between the School District and the various communities it serves. We will seek representation reflective of our student demographics on District advisory committees, provide spaces for family groups, provide cultural liaisons, provide family education, and provide interpretation and translation tools and resources. We commit to using these resources to better understand the perspectives, goals, and priorities of the communities we serve and to seek ongoing input and feedback.

### ***Target Summary: Intended Progress Achieved***

#### **Objectives:**

- Train and certify bilingual staff to be reserve interpreters to ensure effective communication with multilingual families during high-demand events.
  - Status-Complete
- Provide non-English speaking families with opportunities to give feedback on our language access services.
  - Status-Complete
- Develop a Language Access Plan to document and promote our district's commitment and strategies to ensure equitable access to families who are non-English speaking.
  - Status-Complete

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Increase E-12 opportunities for career exploration and preparation

## College and Career Preparation Actions in 2025-2026

Imagine a graduating class where every senior is equipped with not just a diploma, but a wealth of experiences and achievements. At School District 197, we're dedicated to ensuring that every student walks across the stage not just with knowledge, but with tangible skills and connections that set them up for success. From college credits and certifications to hands-on internships, our students are primed for the future. But we don't stop there. We also emphasize the importance of giving back, with volunteer opportunities ingrained in our curriculum, ensuring that each graduate leaves a positive impact on their community. Join us in shaping the leaders of tomorrow, where education isn't just a path, but a transformative journey.

- Every student takes a course (research suggests it should be 2 courses) that bears college credit or certifications.
- All students have some sort of community service/volunteer hours.
- Provide immersive experiences for students.

### **Course, School and Structural Support**

Reducing barriers to improve student outcomes for underrepresented student groups.

*Target Summary: **Intended Progress Achieve***

#### *Objectives:*

- Through the curriculum review process, ensure course sequences will reduce barriers to participation in courses associated with college credit or industry relevant certification.
  - Status: Complete
- Explore the creation of pathways with MS electives to streamline scheduling, staffing and student access.
  - Status: Complete
- Develop a group of staff and students to discuss and explore end of course evaluations.
  - Status: Complete
- Conduct a 5-12 counseling program review. (also in SEL)
  - Status: Complete
- Develop Artificial Intelligence (AI) guidelines for schools to use when developing student expectations.
  - Status; Complete
- Implement the direct admissions process.

- Status: Complete
- Implement foundational literacy curriculum
  - Status: Complete
- Integrate college and career planning into personal finance courses.
  - Status: Complete
- Align and refine the Warrior Seminar curriculum.
  - Status: Complete
- Implement the Ojibwe language course in 2025-2026
  - Status: Complete
- Develop a sustainable approach to maintaining an annual native language experience.
  - Status: Complete

### **Direct Student Supports**

Reducing barriers to improve students outcomes for underrepresented student groups.

#### *Objectives:*

- Establish formal middle school student focus groups for feedback
  - Status: Complete
- Establish an American Indian student focus group related to curriculum
  - Status: Complete
- Continue to refine and develop sustainable procedures for students making transitions from Pre-K to elementary, elementary to middle school, from middle school to high school, as well as with our postsecondary and labor partners.
  - Status: Complete

### **Career and College Readiness**

Expanding opportunities for students to earn college credit, career-based certifications, and internships.

#### *Objectives:*

- Prepare, implement, monitor and adjust new middle school electives.
  - Status: Complete
- Expand and diversify the college visits at Two Rivers.
  - Status: Complete
- Develop training for families on Naviance.
  - Status: Complete
- Complete installation of technology student help desk at Two Rivers by spring 2026.
  - Status: Complete
- Complete installation of the tech warrior repair workshop.
  - Status: Complete

## **Career and Technical Education Pathways**

Aligning and expanding opportunities for students to explore Career and Technical Education (CTE) pathways.

### *Objectives:*

- Implement Natural Resources, Sustainability & Food Systems CAPS class.
  - Status: Complete
- Create a career and college center in the work based learning classroom.
  - Status: Complete
- Identify an advanced computer science course for implementation in 26-27
  - Status: Complete