

SOCIAL AND EMOTIONAL DEVELOPMENT OF STUDENTS

The Board of Education believes that the emotional health and social development of all students, as well as their safety and well-being, is an integral part of student learning. The District will include the following core elements in the implementation of this policy:

- A. Classroom instruction based upon the Illinois **Social/Emotional** Learning Standards in this area, including the goal of reduction or prevention of problematic behaviors.
- B. Appropriate support and training for all teaching and administrative staff.
- C. Appropriate evaluation and screening mechanisms to identify students at-risk for social, emotional or mental health problems that impact their learning, along with school-based services and supports to respond to such concerns.

The Superintendent, or his/her designee, shall take appropriate steps to implement the above elements of this policy to promote the social and emotional learning and development of students and to make attempts to prevent social and emotional ~~problems~~ **issues** for students who are at risk for problems in this area that adversely affect academic achievement.

The Board directs that the Superintendent provide educational programs that promote the social and emotional development of students and to develop protocols for responding to students with social, emotional or mental health problems that adversely impact learning ability.

This policy will be implemented in a manner consistent with State and Federal laws, including the Individual with Disabilities Education Act.

Illinois Childrens' Mental Health Act of 2003, 405 ILCS 49/1 et seq.  
Individuals with Disabilities Education Act  
20 U.S.C. 1400 et. seq.  
34 C.F.R. 300.1 et. seq.  
Illinois School Code, 105 ILCS 5/14-1.01 et. seq., 23 Il. Adm. Code 226  
Section 504 of the Rehabilitation Act of 1973

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