



Strategic Framework ***Social-Emotional Learning*** ***Implementation Target Update***

December 9, 2024
School Board Meeting

Presented By:

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Focus Areas

FOCUS AREAS

1

Establish a district-wide system of social-emotional learning and support

2

Build equitable systems and support throughout the district

3

Increase E-12 opportunities for career exploration and preparation

Focus Area: Social Emotional Learning

1

Establish a district-wide
system of
social-emotional
learning and support

Social Emotional Learning happens...

ALL THE TIME...



as we heard in the stories shared at last month's board meeting.

What can I help with?

What SEL skills do school board members use to participate and engage in school board meetings?



School board members use a variety of social and emotional learning (SEL) skills to effectively engage in meetings and make thoughtful decisions. Key SEL skills include:

1. **Self-Awareness:** Recognizing and managing emotions, understanding personal strengths and biases.
2. **Self-Management:** Managing stress, setting goals, and staying focused during meetings.
3. **Social Awareness:** Showing empathy, understanding community dynamics, and recognizing diverse perspectives.
4. **Relationship Skills:** Collaborating with others, resolving conflicts, and building trust.
5. **Responsible Decision-Making:** Evaluating data, considering ethical implications, and making decisions for the benefit of all students.
6. **Communication Skills:** Listening actively, speaking clearly, and being mindful of non-verbal cues.
7. **Cultural Competence:** Promoting inclusivity, respecting diversity, and addressing the needs of all students.



These skills help board members foster collaboration, make informed decisions, and create a positive school environment.



INDICATORS OF SCHOOLWIDE SEL



Explicit SEL instruction



SEL integrated with academic instruction



Youth voice and engagement



Supportive school and classroom climates



Focus on adult SEL



Supportive discipline



A continuum of integrated supports



Authentic family partnerships



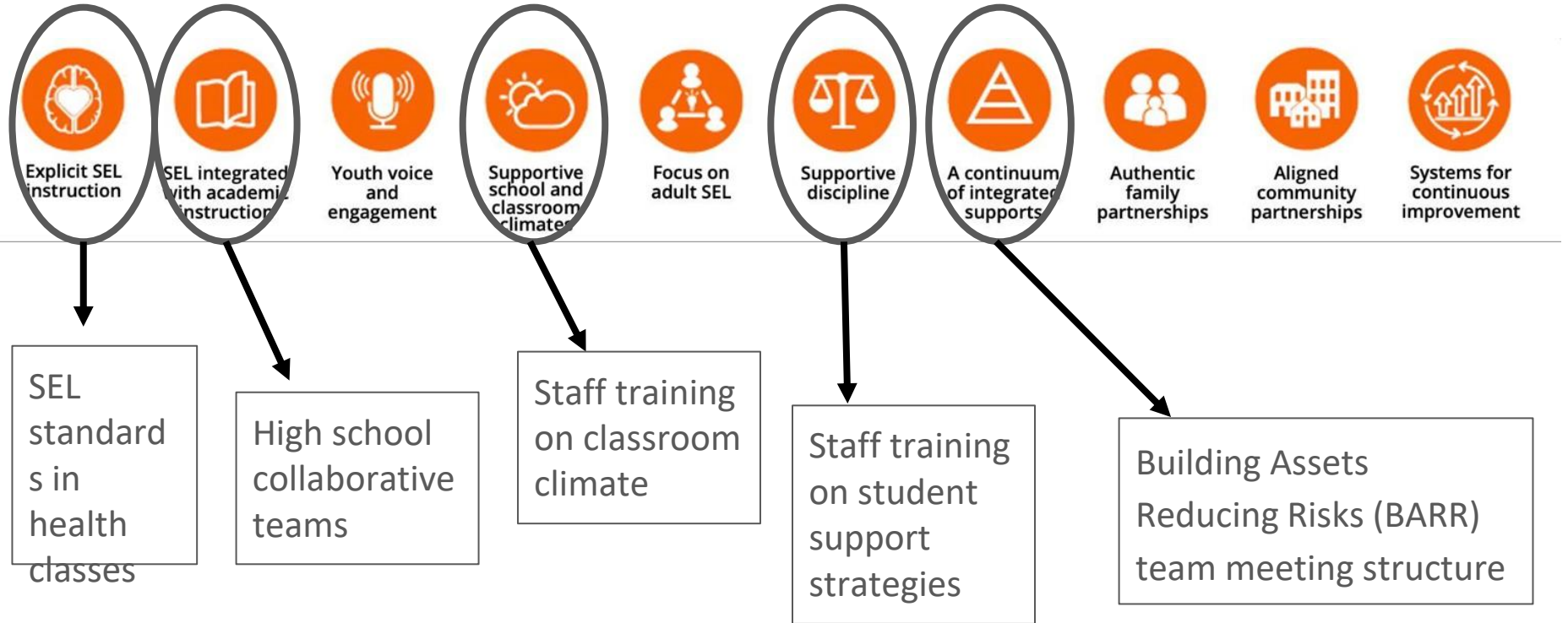
Aligned community partnerships



Systems for continuous improvement

A district wide system of social and emotional learning integrates academic, social, and emotional learning across all school contexts. This approach provides a learning environment that infuses SEL into all aspects of instruction and promotes equitable outcomes for all students.

SEL UPDATE FOCUS AREAS:





Social-Emotional Learning Actions in 2024-2025

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.

Objectives:

- Enhance elementary SEL content with the CharacterStrong curriculum delivered by counselors.
- Develop and implement social-emotional learning lessons in health classes at grades 5, 6, 7, 8, and 10.
- Refine SEL instructional content shared with students in the grade 9 Warrior Seminar classes.
- Develop a social, emotional, and behavioral IEP goal bank in alignment with SEL learning targets.

Integrated SEL with Academic Instruction

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

Objectives:

- Fully implement AMAZEworks curriculum in the early learning and elementary sites.
- Explore opportunities for integrating social-emotional learning in the middle school flex options.
- Identify ways high school teachers can regularly integrate SEL learning targets into their classrooms.

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

Objective:

- Seek input from youth voices by gathering ideas and feedback on SEL implementation and survey data from the middle school and high school student leadership teams.

Supportive School and Classroom Climates

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

Objectives:

- Provide resources for school leaders on classroom look-fors and other social-emotional learning topics.
- Deliver sessions on "Classroom Climate" during Training Academies for new and middle school staff.

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.

Objective:

- Provide training academy for school staff, "Emotional Intelligence in Action," to empower participants to navigate the complexities of their roles with greater confidence, resilience, and well-being.

Supportive Discipline

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

Objectives:

- Provide sessions on "Student Support Strategies" to establish a foundation of strategic support for emotional regulation and connection in the classroom during Training Academies for new and middle school staff.
- Explore and enhance the use of restorative practices across the district to build community and develop students' social-emotional competencies.

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.

Objectives:

- Continue piloting a multi-tiered system of support (MTSS) team process at Somerset and plan for expansion to other sites.
- Develop and implement explicit instruction for small groups needing additional social, emotional, and behavioral support from elementary counselors.
- Continue and refine the Building Assets Reducing Risks (BARR) team meeting structure to identify support for 9th-grade students.

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.

Objective:

- Provide resources for families to support students' social and emotional development.

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.

Objective:

- Provide training on social-emotional learning in a school setting with 360 Communities family support workers and Ellie Mental Health and Associated Clinic of Psychology mental health therapists.

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.

Objectives:

- Review and prioritize SEL-related systems, practices, and policies with a focus on equity at monthly multi-department (Curriculum-Instruction-Assessment, Equity, and Special Services) meetings.
- Identify annual measures for SEL progress.



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.

Develop and implement social-emotional learning lessons in health classes at grades 5, 6, 7, 8, and 10.

Self Awareness	Where it is taught	Quarter 1	Quarter 2
I can identify how my thoughts, emotions, and behaviors are connected.		<input checked="" type="radio"/> Yes - Fully	<input type="radio"/>
I can use resources from my family, school, and community to reach a goal.		<input type="radio"/> No	<input type="radio"/>
I can describe the benefits of being responsible to myself and others.		<input type="radio"/> Yes - Minimally	<input type="radio"/>
Self Management	Where it is taught	Quarter 1	Quarter 2
I can determine the cause and effects of my emotions, thoughts, impulses, stress and distress.		<input type="radio"/> Yes - Partially	<input type="radio"/>
I can identify the internal and external resources I need to overcome obstacles in meeting my goal.		<input type="radio"/> No	<input type="radio"/>
Social Awareness	Where it is taught	Quarter 1	Quarter 2
I can describe and practice respect for others with their point of view in mind.		<input type="radio"/> No	<input type="radio"/>
I can compare and contrast stereotyping, discrimination, and prejudice. I can recognize examples of stereotyping, discrimination, and prejudice.		<input type="radio"/>	<input type="radio"/> Yes - Partially
I can work in a team to identify a need in our community and create a plan to support it.		<input type="radio"/> No	<input type="radio"/>
I can identify situations when I need support and when I don't and how different community members can support my success in school.		<input type="radio"/> Yes - Partially	<input type="radio"/>
Relationship Skills	Where it is taught	Quarter 1	Quarter 2
I can demonstrate different ways to provide feedback to classmates respectfully and describe how my body language impact interactions.		<input checked="" type="radio"/> Yes - Fully	<input type="radio"/>
I can compare and contrast qualities and behaviors in a positive relationship vs a negative relationship including ideas specific to peer pressure.		<input checked="" type="radio"/> Yes - Fully	<input type="radio"/>
I can argue multiple perspectives in a problem based situation and provide solutions based on those perspectives.		<input type="radio"/> No	<input type="radio"/>
Responsible Decision Making	Where it is taught	Quarter 1	Quarter 2
I can make decisions that positively affect my surroundings and identify how my decisions affect my goals		<input type="radio"/> Yes - Partially	<input type="radio"/>

**Grade 5 Health and Wellness class focuses on mastering skills in identifying emotions, applying coping mechanisms, and understanding how their thoughts, emotions, and behaviors connect. Students also have mastered relationship skills like providing respectful feedback and comparing positive vs. negative relationships.



SEL integrated with academic instruction

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

Identify ways high school teachers can regularly integrate SEL learning targets into their classrooms

Welcome/share: What is a goal you are currently working on or a goal that you want to set for yourself?

Learning/discussion: **Self-Management**

Do students have directed time in your classroom to set goals and reflect on their progress?

- If so, please share with your CT
- If not, brainstorm as a CT what this process could look like

Some questions to consider:

- Will students choose a daily goal (like for work time) or a more long-term goal (like for a whole unit)?
- How will students share their goal? (with a table partner, with you, write it down, submit on Google form, etc)
- How will students reflect on their progress?
- How will students celebrate their success and/or determine next steps to achieve their goal next time?

Intentional Closure: What is one takeaway/idea from your discussion or thinking today that you will use after Winter Break? (encouraged to write on a post-it and put somewhere you'll see it when you return from break)



Supportive school and classroom climates

Creating schoolwide and classroom learning environments that are supportive, culturally responsive, and focused on building relationships and community. Deliver sessions on “Classroom Climate” during Training Academies for new and middle school staff.



Around the room, you will see ideas to get you thinking about your classroom.

Walk and r Talk to col Jot down

Continuous feedback: Guide students toward improvement by highlighting what they're doing well, what needs correction, and how individual needs. How will you provide feedback to students regularly?

Solid routines and procedures: Every minute of every day, ensure smooth processes; the classroom could almost run itself. Through practice, timing, and repetition, every student knows what to do and when. Devote the first week to surveying students, building relationships, and establishing clear expectations for the entire year or semester.

at routines do you need to put in place this school year?

Multiple levels of instruction: Plan for diverse learners to achieve greater student success. Invest time in creating varied levels of questions, differentiated small groups, and differentiated homework assignments and assessment options that meet individual students' needs. How can you be certain that IEP and 504 modifications are implemented? How might you differentiate in your classroom?

- Welcome Procedures:** Greet students at the door, establish a welcoming atmosphere.
- Morning Work:** Have a consistent activity ready for students as they enter.
- Behavior Correction/Consequences:** Establish clear, consistent consequences for inappropriate behavior.
- Restorative Practices:** Incorporate strategies for resolving conflicts and addressing behavioral issues.
- Signal for Attention:** Use a consistent signal to get students' attention and manage transitions between activities.
- Movement Rules:** Clearly define how students should move around the classroom, such as lining up, getting materials, use of the bathroom.
- Independent Work:** Outline expectations for working independently, including focus, time management, and seeking help.
- Homework Procedures:** Clearly explain how and when homework will be given and collected.

School Climate and Social and Emotional Learning
The Integration of Two Approaches

This brief explains the relationship between climate and social and emotional learning (SEL). The circle on the left identifies the components of school climate that directly shape SEL. The circle on the right identifies competencies that are supported by school climate. The overlapping area in the center identifies the elements of positive school climate that directly support SEL. Here we focus on the central area—those elements of positive school climates that create conditions that support intentional social and emotional SEL.

Key Findings

Supportive relationships, engagement, safety, cultural competence and responsiveness, and academic challenge and high expectations create positive school climates that can help build social and emotional competence.

At the heart of what it takes for students to thrive are **supportive, respectful, trusting relationships**. Overlapping components (see Figure 3) support these relationships.

Engagement. When students experience engagement and feel a sense of belonging and connection with adults at school, they can build social capital and more readily use adults as social models, accept feedback, and persevere through challenges.¹¹

Safety. When students and staff feel safe, they are more willing to focus on learning from and with others and take academic risks.

ISSUE BRIEF

Cultural competence. Cultural competence is a set of behaviors, attitudes, and policies that enables schools, agencies, and teachers to work more effectively in bicultural and multicultural settings and interactions.¹² Cultural competence can help adults be aware of privilege, implicit bias and micro-aggressions. Culturally competent schools help educators engage students and families by creating conditions where students and families feel a sense of belonging, support, respect, and safety.¹³

Cultural responsiveness. Culturally competent teachers can use their knowledge of students to be more instructionally responsive. Culturally responsive instructional approaches are engaging, participatory, and use diverse instructional models to scaffold learning by using students' own cultural knowledge to teach new concepts, correct experiences, inside and outside the classroom, and master new information.¹⁴ Such approaches can address the social and emotional and learning needs of culturally and linguistically diverse students by creating learning environments where students feel emotionally and intellectually safe, supported, and challenged.¹⁵

Culturally competent school climates and culturally responsive approaches and practices can help students build strengths-based individual and collective narratives and can help students counteract negative dominant narratives, such as prejudicial stereotypes.

Challenge and high expectations. Students are more personally motivated to succeed; more actively engaged in learning; and work better with others when they, their peers, and adults have high expectations for achievement that are experienced as relevant to them, when they are surrounded by peers who have academic aspirations; and when curricula, pedagogy, and opportunities to learn are rigorous, engaging and aligned with their goals.¹⁶

Leaders are essential to creating the conditions to build teachers' social and emotional competencies. Teachers are more likely to develop these skills when leadership both prioritizes and models these competencies. Teachers who have social and emotional competence (SEC) can model it to support student behavior and learning.¹⁷



Supportive discipline

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

Provide sessions on “Student Support Strategies” to establish a foundation of strategic support for emotional regulation and connection in the classroom during Training Academies for new and middle school staff.



Least Restrictive Environment Scale					
1	2	3	4	5	6
Safe 	Calm 	Present 	Connected 	Engaged 	Independent
Safe→	Calm→	In Assigned Area→	Respectful Body and Words→ Allowing others to learn	Participating w/ Support→	Participating Independently
← Promote age/developmentally appropriate independence across the spectrum →					
Am I safe?		Am I loved/cared for/connected?		What can I learn?	

Student Behavior	Staff Approach	Staff Message-Preventative	
		Verbal	Non-Verbal
Engaged	Encouragement	You did it! / I noticed you ___. /What will it look like when you're done?	Mini Task List or Backwards Planning
Disengaged/Questioning	Supportive	What are you wondering? How can I help you get started?	Answer in writing
Breaking Rules (impulsive)	Assertive	Match my voice. / Move like me. / You may___ (expected behavior) .	Rules Card
Breaking Rules	Assertive	You wanted ___. When you want ___, you can ___ (adaptive behavior) .	
Negative Peer Interaction		Check (her) face. (She) doesn't like ___. Next time you can ___ .	
Demanding/Whining		Match my voice. What are you wondering? When you ___ (desired behavior) you will be able to ___ (access preferred).	First-Then Board
Challenging		It's time to ___ . When you're ready we will ___ (adult directed activity), First ___. Then ___ .	Visual Schedule First-Then Board
Negative Self-talk		I know you are ___. (positive attribute).	Post it with Mantra
Refusal	Choices	It's time to ___ . / When you're ready, it's time to ___ . / First ___. Then ___ .	Visual Schedule / First-Then Board
Continued Refusal	Disengage	You may ___ or ___ . What works for you?/Let me know how I can help. I'm going to ___ . I will come back.	Visual Choices
Verbal Release	*Supportive*	<i>"I hear you." "When you're ready, we will ___ (go to "safe place")."</i>	Visual Prompt to Safe Place
Verbal or Postural Threatening Unsafe Behavior	*Unconditional Positive Regard*	<i>"My job is to keep you safe." "I've got you." "I'm right here." "We can handle this."</i>	Visual Prompt to Safe Place



A 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.

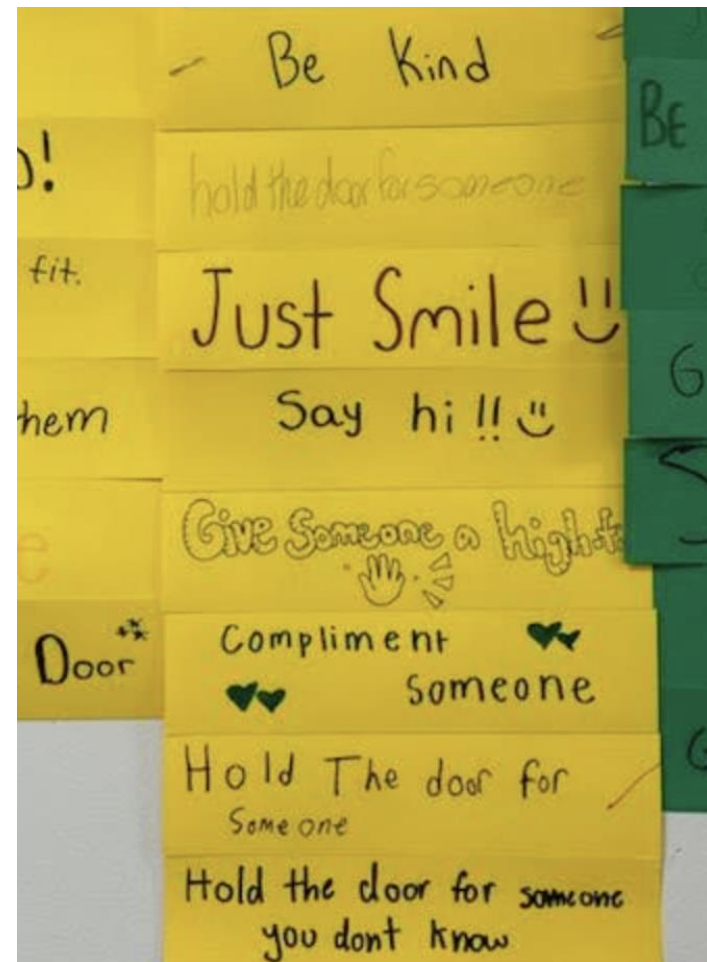
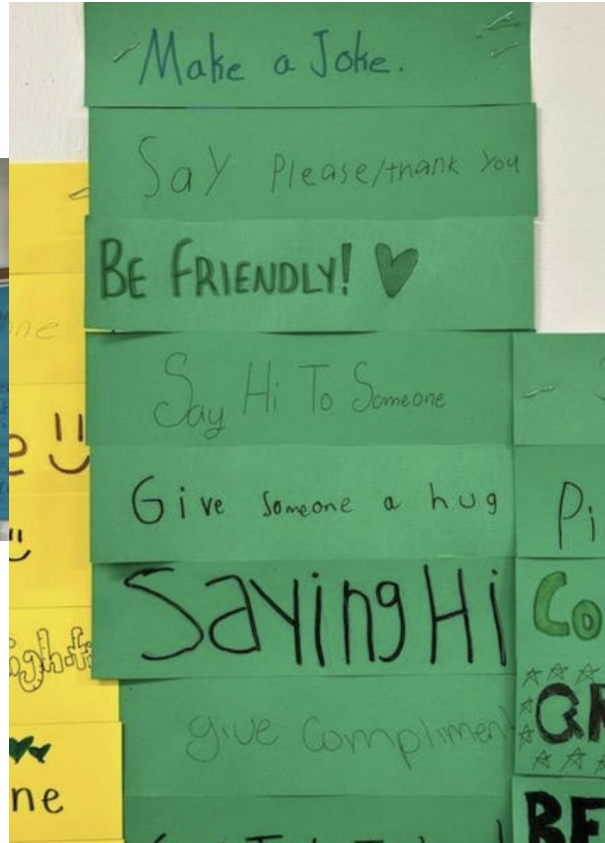


Continue and refine the Building Assets Reducing Risks (BARR) team meeting structure to identify support for 9th-grade students.





A continuum of integrated supports



Principal Support Framework



We support leaders with professional learning so that they can ensure that every student, especially those who have been most marginalized, has a school experience that makes them happy and proud.

HAPPY & PROUD

SCHOOL DISTRICT 197

Nurture. Inspire. Prepare. Together, We Thrive.

Questions?