



Board of Education
3.21.2023



Social-Emotional Learning (SEL) Update

Definition of SEL

SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.



Collaborative for Academic, Social, and Emotional Learning (CASEL)



Social-Emotional Learning (SEL) Update

In Roselle District 12, we believe:

- all students are OUR students
- everyone in D12 must learn and grow
- school must be a safe space for everyone where we prioritize relationships and connections
- all students deserve to be prepared for limitless opportunities
- decisions are made based on the needs of students





Social-Emotional Learning (SEL) Update

Vision Statement

The vision of Roselle District 12 is to prepare students to ethically engage in our global society

Mission Statement

The mission of Roselle District 12 is to provide explicit instruction and authentic experiences so that students develop the social, emotional, academic, and life skills critical for success:

- adaptability to change
- confident and compassionate collaboration
- critical thinking and problem-solving
- communication
- creativity
- digital competency
- executive functioning: organization, time management, and goal-setting



Social-Emotional Learning (SEL) Update

Sub-committees

- Parent Engagement
- Schoolwide Implementation
- Executive Function
- Curriculum Integration





Social-Emotional Learning (SEL) Update

Parent Engagement

- Monthly SEL newsletter for parents
- Continued parent university topics
 - School anxiety/school refusal
 - Navigating an online presence with your tween/teen (monitoring vs. mentoring)





Social-Emotional Learning (SEL) Update

Schoolwide Implementation

- Research on curricular resources and programs that will include consistent language and expectations to be used across schools
- Three resources to be presented to certified staff in March with final selection before the end of the school year





Social-Emotional Learning (SEL) Update

Executive Function

Executive function and self-regulation skills are the mental processes that enable us to **plan, focus attention, remember instructions, and juggle multiple tasks** successfully. Just as an air traffic control system at a busy airport safely manages the arrivals and departures of many aircraft on multiple runways, the brain needs this skill set to **filter distractions, prioritize tasks, set and achieve goals, and control impulses.**

Children aren't born with these skills—they are born with the potential to develop them.



Social-Emotional Learning (SEL) Update

Executive Function

- Subcommittee members (staff and parents) have participated in a workshop on executive functioning
- Needs assessment survey completed by D12 teachers and LPHS teachers
- Will be coordinating with Curriculum subcommittee to ensure seamless integration





Social-Emotional Learning (SEL) Update

(K-5) Grade SEL Curriculum Map			
Yearlong Priority Benchmarks		Reporting Standards / Proficiency Scales	
		LINK to Reporting Standards and Proficiency Scales	
Instructional Strategies	Vocabulary		
<ul style="list-style-type: none"> • • • • LINK to Instructional Strategies			
LINK to Definitions			
TRIMESTER 1			
Launching SEL the First 3 Weeks of School			
<ul style="list-style-type: none"> • Building a Positive Classroom Culture • • 	<ul style="list-style-type: none"> • Establishing Expectations for Learning Behaviors • • 	<ul style="list-style-type: none"> • Building a Culture of Collaboration • • 	
Self-Management and Self-Awareness			
Grade Level SEL Standards	Explicit Instruction	Integration Opportunity	
Social Awareness and Interpersonal Skills			
Grade Level SEL Standards	Explicit Instruction	Unit / Trimester / Assessment	



Social-Emotional Learning (SEL) Update

Competency	IL Grade-Cluster Benchmark	Grade-Level Benchmark	Resources for Explicit Instruction <i>*Text may not be found in LC.</i>	Integration Opportunities
Self-Management and Self-Awareness	1A.2a. Describe a range of emotions and the situations that cause them	1A.2a.3 Identify a variety of emotions and the range of intensity.	<p>Activities for Building Character The Anger Meter (pp. 38-39, 47)</p> <ul style="list-style-type: none"> • Book: <i>Is It Right to Fight?</i> by Pat Thomas • Optional Text: <i>Judy Moody*</i> by Megan McDonald 	<p>Trimester 1 Writing: Narrative</p> <ul style="list-style-type: none"> • Session 4: Writer's Use a Storyteller's Voice <p>Reading: Launching</p> <ul style="list-style-type: none"> • IRA 3 <p>Trimester 2</p> <ul style="list-style-type: none"> • Fiction Read Alouds <p>Trimester 3 Reading: Poetry</p> <ul style="list-style-type: none"> • IRA 5
	1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.	1A.2b.3 Describe socially acceptable behaviors.	<p>Activities for Building Character Golden Rule (pp. 17, 25-26)</p> <ul style="list-style-type: none"> • Book: <i>Miss Nelson is Missing</i> by Harry Allard 	<p>Trimester 1, 2, 3 Class Meetings</p> <ul style="list-style-type: none"> • Role playing behavior (acceptable/not acceptable) • Class discussions about problem solving with peers (see Peace Corner)



Social-Emotional Learning (SEL) Update

<p>2B.2a. Identify differences among and contributions of various social and cultural groups.</p>	<p>2B.2a.3 Identify similarities and differences among social and cultural groups.</p>	<p>Activities for Building Character You and Me (pp.19, 30)</p>	<p><u>Trimester 3</u> Social Science: Japan</p> <ul style="list-style-type: none"> • Then/Now Medieval Times & Japan Case Studies
<p>2B.2b. Demonstrate how to work effectively with those who are different from oneself.</p>	<p>2B.2b.3 Identify how to work effectively with those who are different from oneself. 2B.2b.3 With prompting and support, demonstrate how to work effectively with those who are different from oneself.</p>	<p>Activities for Building Character All Together Now (pp. 121, 133) A Great Team (pp.132)</p>	<p><u>Trimester 1, 2, 3</u></p> <ul style="list-style-type: none"> • P/E - Playing in teams • Any curricular task that involves group work <p><u>Trimester 1,2</u> Reading: Fiction</p> <ul style="list-style-type: none"> • Mini-lesson 2

- Unpacking standards
- Identifying current practice aligned with vision
- Collaborating with other subcommittees



Social-Emotional Learning (SEL) Update

Next Steps

- Selecting a school-wide positive-based system for consistent language and expectations
- Developing the first three weeks of school launch
- Continued curriculum integration work





Enrollment/Staffing for the 2023-2024 School Year

Grade	Projected Enrollment, 2023-24	Classroom Sections, 2019-20	Classroom Sections, 2020-21	Classroom Sections, 2021-22	Projected Classroom Sections, 2022-23	Projected Classroom Sections, 2023-24
K		4	4	4	4	3 (1)
1	66	4	5	4	4	4
2	73	3	5	4	4	4
3	91	3	4	4	4	4
4	78	3	4	3	3	3
5	80	3	4	3	3	3
6	73	3	3	3	3	3
7	78	3	3	3	3	3
8	84	3	3	3	3	3
Totals		29	35	31	31	30 (1)



Staffing for the 2021-22 School Year (cont.)

<u>Spring Hills</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>
Special Ed.	4	4	4
Related Services	2 (plus NDSEC contracted)	2 (plus NDSEC contracted)	2 (plus NDSEC contracted)
Specials	4	4	4
<u>RMS</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>
Special Ed	2	2	2
Related Services	1 (plus NDSEC contracted)	1 (plus NDSEC contracted)	1 (plus NDSEC contracted)
Specials	3	3	3
<u>District</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>
Intervention/EL	5	5	5
Band	0.5	0.5	0.5
Instructional Coach	2	2	2

Social Media Post of the Month



Mrs. DeFores... @D12MrsDe... · Mar 16 ...

The trophy is back at RMS! Congrats to Violet, Josephine, Lilah, and Maya for being the Lake Park Battle of the Books champions! [#ProudToBeD12](#)
[#battleofthebooks](#)

