

Social/Emotional Learning Curriculum Adoption

April 9, 2026





TODAY'S AGENDA





D23 Curriculum Review Cycle

Engage ALL students in experiences that inspire EACH to grow as learners, individuals, and community members.

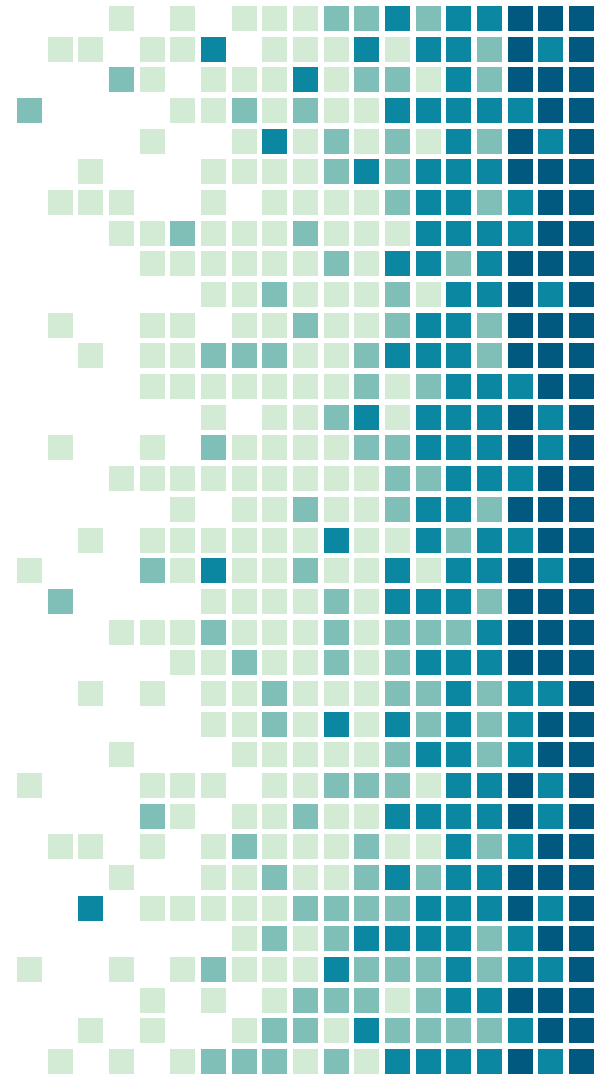


Curricular Area	FY Adopted	Instructional Materials	Curriculum Review	FY Adoption & Implementation
STEM/Ind. Tech	2020-21	Teacher-Created	2025-26	2026-27
Art	2020-21	Teacher-Created/Deep Space Sparkle	2025-26	2026-27
Music	2020-21	Teacher-Created/Quaver	2025-26	2026-27
Family and Consumer Sciences	2020-21	Teacher-Created	2025-26	2026-27
Social Emotional Learning (SEL)	2020-21	Second Step, Common Sense Media	2025-26	2026-27
Physical Education	2020-21	Teacher-Created/SPARK!	2025-26	2026-27
Health	2020-21	Teen Health Course 3 Glencoe@2021	2025-26	2026-27
Spanish	2020-21	Vista Learning- Descubre@2022	2025-26	2026-27
Off Year				
Reading/LA	2022-23	HMH Into Reading/Arriba la Lectura (K-2nd) McGraw Hill Wonders/Maravillas (3rd-5th) McGraw Hill StudySync (6th-8th) Zaner Bloser Handwriting (K-3)	2027-28	2028-29
Social Studies	2023-24	Teacher-Created (K-2) TCI Social Studies Alive! (3-5) McGraw Hill World History Voices & Perspectives (6-8)	2028-29	2029-30
Science	2024-25	Discovery Education Mystery Science (K-5) Accelerate Learning STEMscopes (6-8)	2029-30	2030-31
Early Childhood	2024-25	Creative Curriculum – Teaching Strategies Gold	2029-30	2030-31
Math (K-5)	2025-26	Ready Math & i-Ready	2030-31	2031-32
Math (6-8)	2025-26	Ready Math & i-Ready, Algebra 1	2030-31	2031-32
Library Media Center	2025-26	Teacher-Created	2030-31	2031-32

*Curriculum review, recommendations, and adoptions are all tentative and dependent upon needs, state requirements, and budgetary constraints. All curricula and programs must comply with the "District 23 Procedure for Requesting a Digital Resource."



1.
SEL Committee



SEL Committee Members



Eisenhower

Luke Lambatos
Abra Zaveduk
Shawna Hoots
Alex Ayala
Lisa Schmidt
Stacy Roth
Nicole Dorcey



Betsy Ross

Stephanie Gage
Megan Rieger
Leslie Jasper
Tina Stasi



Anne Sullivan

Traci Meziere
Rachel Curran
Beatrice Chen
Kristene Ganek
Lisa Alan



MacArthur

Cam Nystrom
Mike Kaper
Kelsy Cain Nelson
Joel Grafman
Kelly Brockway
Kasey Godek
Katrina Peterson
Stephanie Ritter



Chrys Sroka
Craig Curtis
Dominique Guza



Highlights from our Committee



Representative group of members from each building



Team members were motivated to be a part of the team in order to find a program that meets the SEL needs of our students



Utilized and reviewed data from a rubric to help make a decision



The team had the ability to trial curriculums

Committee Timeline



September 30
Begin the committee, set
timeline, review state
standards

1

January 13
Review & meet with
vendors

3

April 7
Finalize curriculum maps
& future PD

5

October 28
Discuss curriculum
options

2

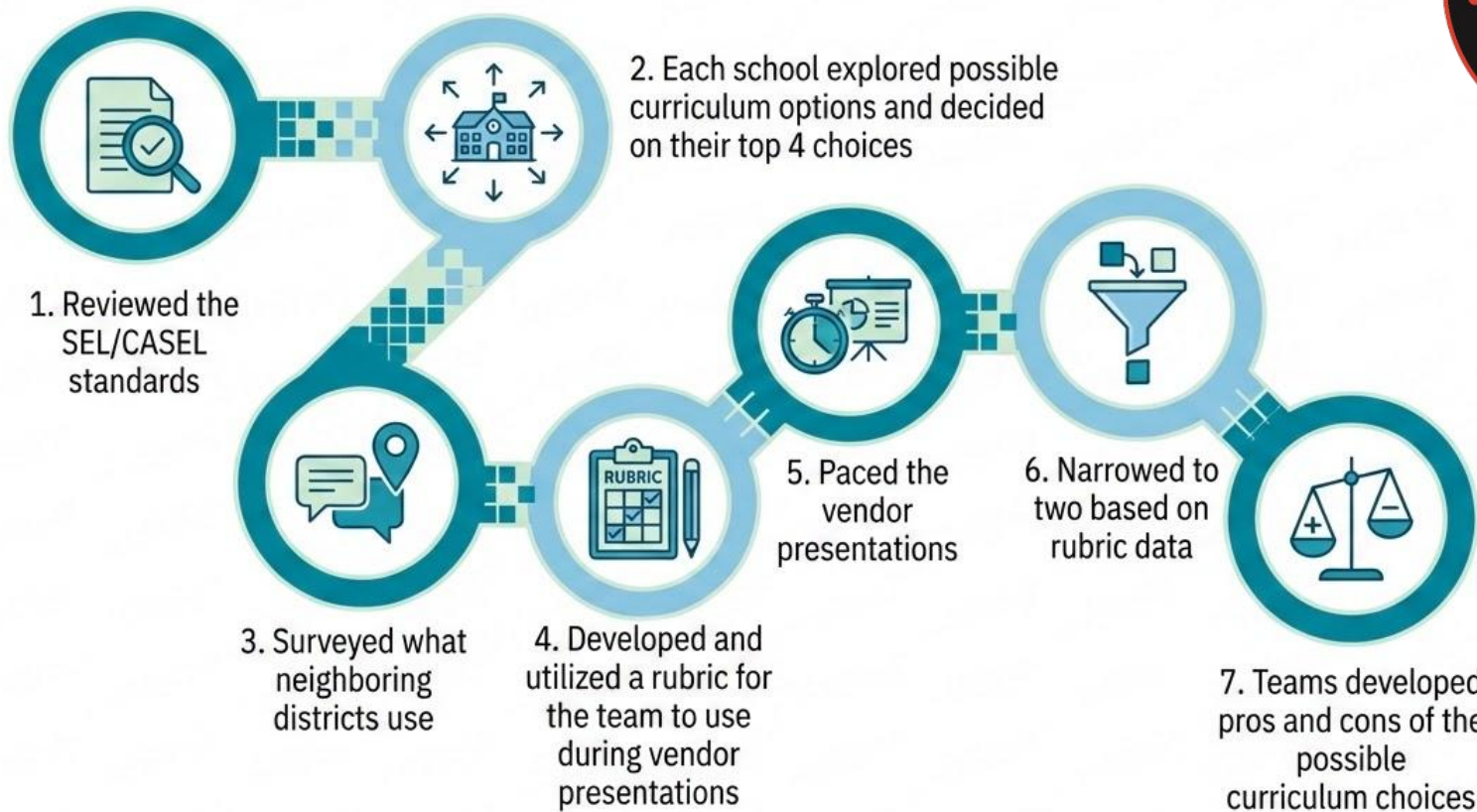
February 24
Finalize curriculum
decision

4

April 9
Board of Education
meeting for curriculum
adoption

6

Our Process:

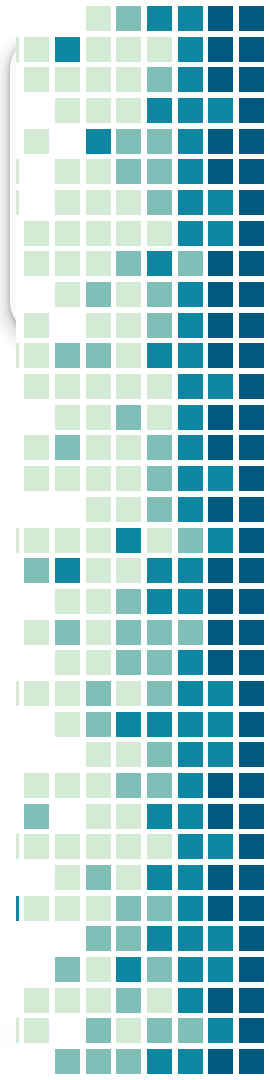




Social Emotional Learning (SEL) Curriculum Evaluation Rubric

Name of Program: _____

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Needs Improvement (1)
1. CASEL Core Competencies/IL Standards	Fully integrates all five competencies with depth and balance.	Covers most competencies clearly and effectively.	Addresses some competencies, but inconsistently.	Few or no competencies are clearly addressed.
2. Evidence-Based Content	Based on strong research with proven SEL outcomes.	Research-informed, with some evidence of success.	References research but lacks strong support.	No research or evidence cited.
2a. Tiered Supports	Includes tiered interventions throughout the entire program.	Has some research-based intervention lessons.	Lacks intervention lessons that align with the core curriculum.	No interventions are included in the program.
3. Cultural Responsiveness & Equity	Actively promotes inclusion, equity, and diverse perspectives.	Some attention to diversity and inclusion.	Limited cultural relevance or inclusivity.	No attention to culture, equity, or inclusion.
4. Developmental Appropriateness (both age and development)	Highly age-appropriate and engaging for the target group.	Mostly appropriate for the developmental stage.	Partially appropriate; engagement may vary.	Poor fit for age group or developmental stage.
5. Implementation Support & Flexibility	Comprehensive guides, training, and adaptable for various settings.	Includes helpful implementation guidance.	Minimal support or adaptability.	No support provided for implementation.



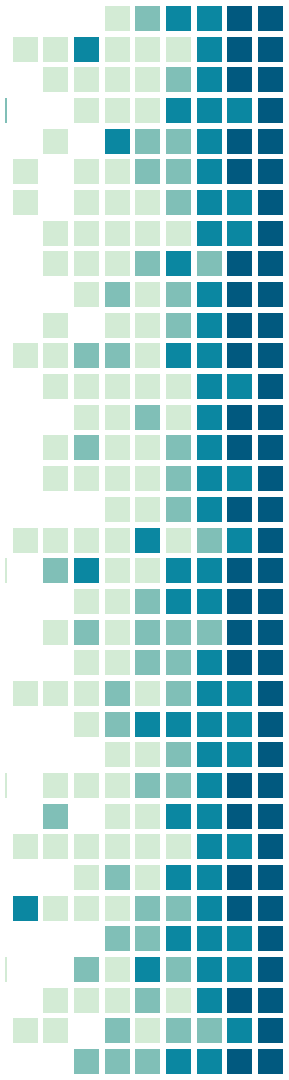


Social Emotional Learning (SEL) Curriculum Evaluation Rubric

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Needs Improvement (1)
6. Assessment & Progress Monitoring	Offers meaningful tools to track and evaluate SEL growth.	Some tools for assessing SEL progress.	Limited or unclear assessment strategies.	No assessment tools or methods.
7. Teacher Usability	Intuitive layout; easy to implement with low prep.	Generally easy to use with some preparation.	Requires more prep or guidance to use effectively.	Confusing or burdensome for educators.
8. Student Engagement & Voice	Promotes student voice and interactive learning.	Encourages participation and engagement.	Limited student interaction or ownership.	Passive learning model; little engagement.
9. Family & Community Involvement	Strong strategies to involve families and communities.	Some family engagement tools are included.	Minimal or generic family involvement.	No family or community connection.
10. Trauma-Informed & Mental Health Support	Integrated trauma-informed and mental wellness practices.	Some support for trauma and mental health.	Mentions trauma or wellness, but inconsistently.	No trauma-informed or mental health content.

★ Is the program available in Spanish (translated into Spanish)? ___YES ___NO

★ Are there multilingual resources and supports for families? ___YES ___NO



Privacy and Safety Requirements

Program Approval

Any program we use that collects student personally identifiable information (PII) must be approved!

Any program we use to enhance learning and the learning environment for students must be safe, support Board-approved curricula, and be sustainable from a cost perspective.

Link to our formal procedure, [HERE](#)

Link to the presentation for how to request, [HERE](#)



CIPA- Children's Internet Protection Act - must monitor online activities of minors, educate minors regarding appropriate online behavior, and establish a safety policy; also filters/blocks Internet access to inappropriate sites and images.

FERPA- Family Educational Rights and Privacy Act - protects the privacy of student education records. Provides parents right to inspect file and make corrections.

COPPA- The Children's Online Privacy and Protection Act - deals with how websites, apps, and other online operators collect data and personal information about kids under the age of 13.

SOPPA- Student Online Personal Protection Act - protects student data collection by educational technology companies and confirming data is used for educational purposes only.



Curriculum Selection

Top 4 Options for Review

**Quaver
Ready™**

mindup
For Life

**second
step®**

★ **emzi** ★

Our choice is. . .

SECOND
STEP[®]

Highlights of Second Step



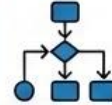
Familiar to most



Flexible



Ease of use



Predictable order



Inclusive and diverse



Spanish resources



Bullying Curriculum



EC supports remain the same



Scientific proof of impact



Alignment with CASEL Core Competencies & SEL Standards



Opportunities to dig deeper



Administrative tools to monitor implementation



Support intervention



Bullying Curriculum



Tiered intervention supports available



Family supports

OVERALL PRICING

“ K - 8th Grade



K-8 Curriculum



6-year license



4 schools

Initial Quote

~~***\$76,776***~~



Final Quote

\$24,000

Early Childhood



Early Learning Curriculum



6-year license

Cost

\$593



Purchased through current funds



THANK YOU!!

Board of Education

SEL Committee Members



Any questions?