

**MEETING NOTES**  
**SOCIAL-EMOTIONAL LEARNING COMMITTEE**  
**COMMUNITY UNIT SCHOOL DISTRICT 200**  
**February 22, 2022**

A meeting of the Social-Emotional Learning (SEL) Committee of the Board of Education of Community Unit School District 200, DuPage County, Illinois, was called to order at the School Service Center, 130 W Park Ave, Wheaton, IL on Tuesday, February 22, 2022, at 3:31 PM.

**PRESENT**

Board Members: Ms. Angela Blatner  
Ms. Susan Booton

Staff: Dr. Jeff Schuler, Superintendent  
Dr. Chris Silagi, Asst. Superintendent of Student Services

Dr. Schuler noted this is one of the initial updates set to look at key data collection. The meeting also included an overview of the behavior training that has begun and a review of the key systemic actions that are taking place in 2021-22 focused on SEL behavioral emotional wellness. These key actions include the following:

- Trusted Adult Relationship Mapping
- Expanded Clubs and Activities
- Acknowledge, Care, Tell (ACT)
- Emotional Wellness Coordinators
- Focused Professional Learning

**Discussion of Positive Behavior/De-escalation Training**

Dr. Silagi provided a condensed version of the behavior training occurring in the District, which included information on the following “Positive Behavior, Prevention and De-escalation” PowerPoint:

- Background
- Goals and Focus Areas
- Part 1: Relationships
  - What are Teacher-Student Relationships?
  - Truths About Teacher-Student Relationships
  - Relationships Improve Learning
  - Relationships Decrease Emotional Stress
  - Relationships Improve Behavior
  - Safety, Connection, and Regulation
  - Resist Re-traumatization
  - Reflection and Discussion
- Part 2: Proactive Strategies and Structures
- Structures and Organization Help Students Function Independently and Effectively
- Practical and Proactive Strategies
- Reflection and Discussion
- Part 3: Reactive Strategies
  - Adjusting Our Lens
  - Discipline vs. Traditional Punishment
  - Natural Consequences

- Core Beliefs (From Safe and Civil Schools)
- An Escalating Behavior Chain
- Reasonable Responses...
- Use the Different Lens...
- Other De-escalating Strategies
- Other Responses to Try...
- The Integrated Experience
- Maintain Professionalism in a Crisis
- Part 4: Restorative Practices
  - Restorative Conversations
  - All Practices Work in Conjunction

There was discussion on the following:

- Context of which staff would be receiving or conducting this training at the individual buildings.
- COVID distancing required staff to clear the clutter in the classrooms.
- Video featuring Dr. Bruce Perry explaining how educators can use connection to support students in school that have experienced trauma. Brain science is the foundation for his explanation.
- Restorative practices – how to determine when/if to use; a compliment as opposed to a substitute for discipline; gives students tools to reflect on whatever antecedent(s) triggered behavior; has greater power to influence thinking in next situation.
- Trusted adults and engagement with kids/students – letting adults know they are listed as the trusted adult for student(s). this is linked to teacher-to-student relationship mapping.
- Think of each of the five actions listed on the SEL key systemic actions for 21-22 as a layer, and the hope is that all five together build layers to assist in emotional wellness.

### **Update on SEL Assessments and Data**

Dr. Silagi provided an SEL data review and update on the following:

- Trusted Adult Relationship Survey – data broken down by level (elementary, MS, HS)
- SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) – data for elementary & MS
- B-SAD (Brief Screen for Adolescent Depression) – data for MS
- Risk of Harm to Self – data broken down by level (elementary, MS, HS)
- Hospitalizations (for mental health reasons) - data broken down by level (elementary, MS, HS)

There was discussion on the following:

- This data is as of February 22, 2022.
- Not a significant change from what was shared in November 2021.
- The reality of navigating out of the pandemic and the perception of division at the buildings among students and staff, as well as the community.
- Continually talking about SEL with staff and will continue to reinforce and model this.
- Asked Dr. Silagi to work with both the psych and social work chairs to put together resources as they talk to staff and families to help and recognize there is a lot of trauma people have been through. The fear people may have been living through requires grace and understanding. Some of this will only be healed through time.
- Moving forward with the work helps to recognize normalcy.
- 5-Essentials survey – data will be used for the Board dashboard.
- Behaviors – how the data for negative behaviors looks for this year. The need to be proactive with our younger students. When language deficits, behavior deficits.

**Public Comment**

None

The meeting adjourned at 4:43 PM.