SEL 2022-23

Framework for SEL

- **Developed in 2018-2019 by District Stakeholders**

- **Rooted in Research**

- **Defines Social-Emotional Learning**

- **Covers the breadth and depth of SEL**

- **Allows for alignment of strategies and programming**

SEL
MINDSET / RELATIONSHIPS / LEARNING

Growing social-emotional skills in our students is essential to school and life success.

RELATIONSHIPS / We believe meaningful teacher and peer relationships build school connectedness.
- Students are connected to school through meaningful teacher-student relationships.
- Students are connected to school through positive peer relationships.
- Students feel a sense of belonging to their school.

MINDSET / We believe teacher mindset and student mindset influence resilience, grit, and hope for the future.
- Teachers believe that all students can grow and learn at high levels.
- Students believe they can grow and learn through effort, resilience and grit.
- Students embrace lifelong learning and possess hope for the future.

LEARNING / We believe students learn and apply social-emotional skills in a variety of contexts.
- Social-Emotional Learning occurs in a variety of contexts and settings:
  - Integration of standards into classroom instruction
  - Problem-Based, Project-Based, Service-Based Learning
  - Application of skills through co-curricular programming
  - Direct teaching and modeling of social-emotional skills

EMOTIONAL WELLNESS / We believe the emotional well-being of every student should be nurtured and supported.
- Proactive instructional practices on wellness and emotional health
- Responsive practices for at-risk students
- Trauma-informed instructional practice

BEHAVIORAL WELLNESS / We believe behavior is shaped by providing clear expectations through direct teaching, modeling, monitoring and giving both positive and corrective feedback.
- Creating and maintaining a safe school environment
- School-wide guidelines for success
- Effective classroom management
- Proactive behavioral practices

Purpose of SEL

- **Improve student learning**

- **Provide supports for students with emotional and behavioral health concerns**

- **Enrich the school experience through relationships and extra-curricular opportunities**

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Programming in Layers

Some strategies for all students, some strategies for specific students with specific needs.

Goals and Strategies

- **School Connectedness: Relationships**

- **Extra-Curricular Participation**

- **Ensure Behavioral Wellness**

- **Layered Data and Assessment**

- **Acknowledge, Care, Tell**

- **Student Access to Outside Care**

- **Growth Mindset Culture**

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School Connectedness

Goal
Ensure all students are connected to school through a trusted adult.

Why?
- Supports student learning
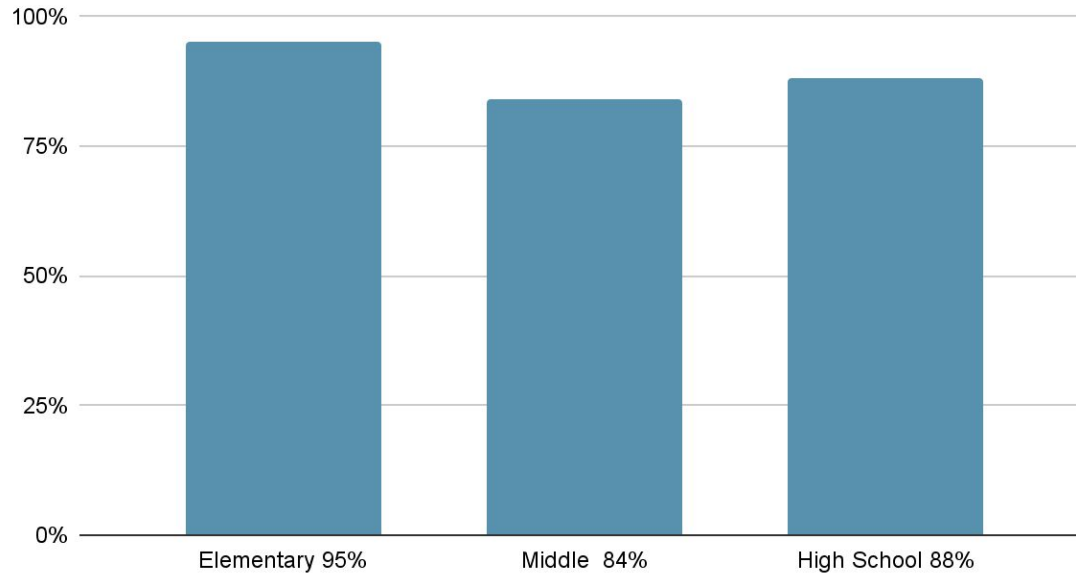- Improves student behavior
- Decreases emotional stress

How?
Relationship Mapping Process

School Connectedness 2021-22

Percent of Students Reporting a Trusted Adult

Elementary 95%	Middle 84%	High School 88%

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Extra Curriculars

Goal

Increase student participation in clubs, activities and athletics.

Why?
- Supports connectedness
- Skill application and enriches the school experience
- Associated with school success: attendance, achievement

How?
- Expanded offerings
- Identify and connect with students that are not engaged

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Extra Curricular Participation

Percentage of Students Participating in Club, Activity or Sport

■ 2018-2019   ■ 2021-22

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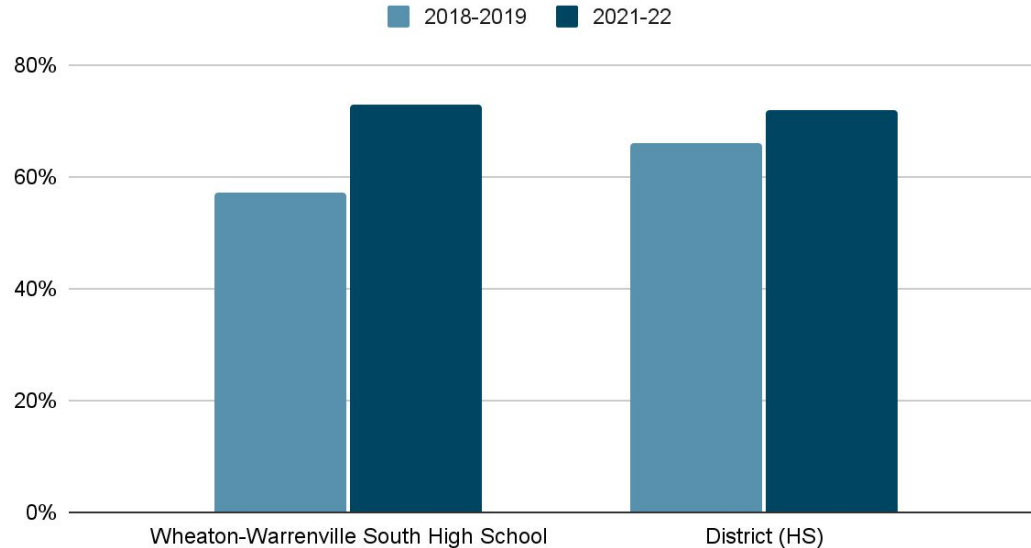
Ensure Behavioral Wellness

Goal

Support student behavioral needs to ensure optimal student learning environments.

Why?

- When students are well behaved learning increases
- Supports behavioral health

How?

- Classroom Behavioral Framework
- Camp Kinder
- Behavioral Interventions

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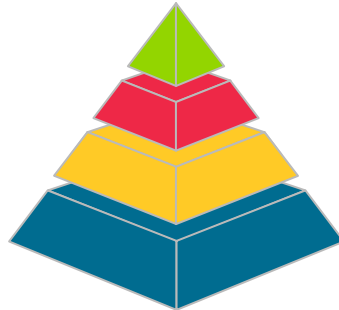
Ensure Behavioral Wellness

Focus Area	Descriptor
Classroom Expectations Example of Classroom Expectations	___ Establish classroom expectations based upon school-wide guidelines for success ___ Expectations should be written as what students "should do" not a list of "not tos".. ___ Provide direct instruction of classroom expectations ___ Review and reinforce expectations for each instructional activity (verbalized and visual) ___ Consistent predictable classroom routines are established for transitions
Physical Environment and Transitions Examples of Physical Space	___ All students can access, view and hear all materials and information ___ Teacher can visually monitor students when working in any area of the classroom ___ Transition areas are cleared to prevent traffic and misbehavior ___ At least one space free of decoration and materials that allows for student regulation
Student-Teacher Relationships	___ Student knows that teacher cares about them and their learning ___ Students feel connected to the teacher and classroom ___ 3:1 ratio of positive interactions established (3:1 Video)
Feedback	___ Correct misbehaviors in a calm, brief, consistent manner ___ Pre-plan responses to misbehavior ___ Provide frequent positive and corrective feedback to individuals and whole class (3:1 Ratio)

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Layered Data and Assessment Processes

<u>Goal</u>

Implement screening for social and academic behaviors at the elementary and middle school level.

<u>Why?</u>

- Corresponds to social and school success.

- Provides behavioral overview at a school and district level.

- Provides complimentary data point when problem solving for an individual student that may be struggling academically.

<u>How?</u>

- Layered Data and Assessment Framework
- SAEBRS (Social, Academic, and Emotional Behavior Risk Screener)

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Social, Academic, Behavioral Data Overview

Elementary
90% Low Risk
9% Some Risk
1% High Risk

Middle School
93% Low Risk
7% Some Risk
1% High Risk

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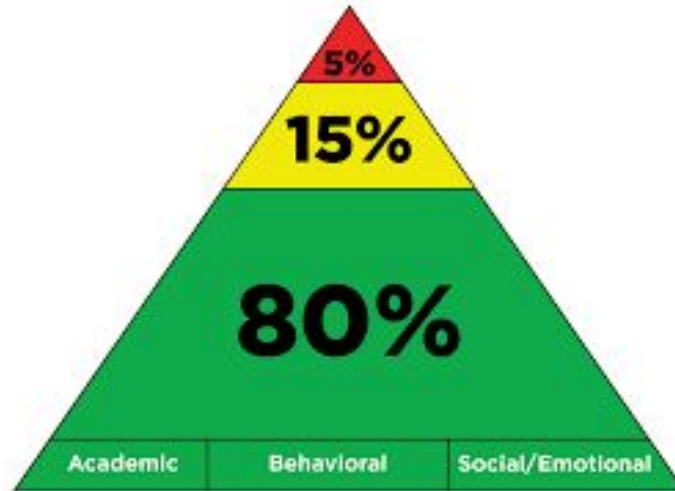
Layered Data and Assessment

Assessment and Data	Assessment / Data Description
Trusted Adult Relationship Survey	Research supports that a positive relationship with a trusted adult is second only to family connectedness as a strong protective factor against emotional distress. All K-12 students in District 200 will take a trusted adult survey as part of a comprehensive effort to ensure all kids are connected to school.
Co-Curricular Participation	Students participating in clubs, activities and athletics.
SAEBRS	SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) is a brief, norm-referenced tool for screening all students to identify those who are at risk for social-emotional behavior (SEB) problems. The screener is completed 3x a year and it connects to social, academic and emotional behaviors.
B-SAD	The BSAD (Brief Screen for Adolescent Depression) is a self-survey to check for depression and suicide risk. The BSAD survey score will tell you whether you should see a school health professional (psychologist, nurse, counselor or social worker) for a follow-up discussion.
Risk of Harm to Self	The District 200 ROH process is a comprehensive process that staff undertake when a student demonstrates an at risk behavior to harm self.
Risk of Harm to Others	The District 200 ROH to Others process is a comprehensive process that staff undertake when a student demonstrates an at risk behavior to harm others.
Hospitalizations	Hospitalizations for mental health reasons.

Acknowledge, Care, Tell

Goal
Ensure students know how to advocate for peers and themselves when a risk of harm to self may be present.

Why?
Prevent self-harm

How?
SOS Program and ACT

If you hear someone talking about hurting themselves or others, speak up.

Acknowledge: Listen to your friend, don't ignore threats

Care: Let your friend know you care

Tell: Tell a trusted adult so they can help

ACKNOWLEDGE ACT CARE | TELL

HS 67-18W

Outside Care

Goal
Utilize community partnerships to enhance outside mental health support and care for District 200 students.

Why?
Removes barriers for students that are in need of access to intensive outside care.

How?
Referral GPS partnership

ReferralGPS

Growth Mindset Culture

Goal
Develop staff members that promote growth for students through a growth mindset and high expectations.

Why?
● Improve student learning

How?
● Learner Lab Growth Mindset Leadership Training
● Math Growth Mindset

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