

Board of Education 4.27.22



MINDSET / RELATIONSHIPS / LEARNING

Key Questions

- **What were our goals this year?**
- **What systematic district-wide actions did we take during the 2021-22 school year?**
- **How do we keep getting better in the social-emotional learning space?**

SEL Framework



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



MINDSET / RELATIONSHIPS / LEARNING

What were our goals this year?

- Ensure that all students have a relationship with a trusted adult in District 200 schools. **(Relationships)**
- Ensure students know how to advocate for peers and themselves when a risk of harm to self may be present. **(Emotional Wellness)**
- Introduce a universal social-emotional assessment and screener at the elementary and middle school levels as part of a comprehensive assessment framework. **(Learning)**
- Provide successful coordinated re-entry for students returning from a hospital setting in grades 6-12. **(Emotional Wellness)**
- Expand offerings and student participation in clubs and activities K-12. **(Learning)**
- Implement research-based foundational behavioral practices in all elementary schools and ensure District 200 staff know how to proactively and reactively respond to crisis behavioral situations. **(Behavior Wellness)**



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District 200
Empowering Excellence

What systematic district-wide actions did we take during the 2021-22 school year?

- Relationship Mapping (Relationships)
- Acknowledge, Care, Tell (Emotional Wellness)
- Social Academic Behavioral Assessment (Learning)
- Emotional Wellness Coordinators (Emotional Wellness)
- Expanded and Enhanced Clubs/Activities (Learning)
- Focused Professional Learning (Behavioral Wellness)
- Core Behavioral Framework (Behavioral Wellness)

Aligned and Layered Approach



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Relationships

Goal

Ensure that all students have a relationship with a trusted adult in District 200 schools.

Relationship Mapping

Research supports that a positive relationship with a trusted adult is second only to family connectedness as a strong protective factor against emotional distress. Students in District 200 take a trusted adult survey as part of a comprehensive effort to connect students to their school.

Elementary: 95%

Middle School: 84%

High School: 88%

Emotional Wellness

Goal

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

Acknowledge, Care, Tell

The key message of the SOS program is **Acknowledge, Care, Tell**: Acknowledge that you are seeing signs of depression or suicide in yourself or a friend and that it is serious; Let your friend know how much you Care about them and that you are concerned that they need help; and Tell a trusted adult that you are worried about yourself or a friend.

The BSAD

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.

Learning (Emotional / Behavioral Wellness)

Goal

Introduce a universal social-emotional assessment and screener at the elementary and middle school levels as part of a comprehensive assessment framework.

SAEBRS (Social, Academic, and Emotional Behavior Risk Screener)

[SAEBRS](#) is a brief, norm-referenced tool for screening 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.

Elementary

Fall: 90% Low Risk / 8.5 % Some / 1.5 % High

Winter: 93.5% Low Risk / 5 % Some / 1.5 % High

Middle

Fall: 91% Low Risk / 8% Some / 1 % High

Winter: 91% Low Risk / 8% Some / 1 % High

Emotional Wellness

Goal

Provide successful coordinated re-entry for students returning from a hospital setting in grades 6-12.

Emotional Wellness Coordinators

District 200 has increased support staff at the middle and high school levels through the addition of Emotional Wellness Coordinators. Our Emotional Wellness Coordinators support students in emotional distress whether it be short term or prolonged. They are also responsible for overseeing and coordinating programming for students returning from hospital settings, ensuring a caring and supportive transition into school. Additionally, they lead preventative programming in our schools, such as SOS.

Learning

Goal

Expand offerings and student participation in clubs and activities K-12.

Expanded and Enhanced Clubs and Activities

In an effort to support school connectedness District 200 expanded and enhanced K-12 club and activity offerings.

*Participation data will be available in June 2022.

Behavior Wellness

Goal

Implement research-based foundational behavioral practices in all elementary schools and ensure District 200 staff know how to proactively and reactively respond to crisis behavioral situations.

Focused Professional Learning (K-12)

Focused professional learning was provided on:

- Student-Teacher Relationships
- Classroom and Behavior Management
- Crisis Prevention and De-escalation
- Restorative Conversations

Core Behavioral Classroom Framework (Elementary)

Framework that clearly communicates success descriptors for a successful classroom environment.

Significant Disruptions Protocol (Elementary)

Protocol that clearly identifies significant disruptive behaviors and specific trained staff members that should be contacted to respond.

How do we keep getting better in the social-emotional learning space? A few future focus areas...

- **Enhance Relationship Mapping Process (Relationships)**
 - Staff Rosters, Staff - Student Mapping
- **SAEBRS Expansion and Implementation (Learning, Behavior, Emotional Wellness)**
- **Leadership Training (Mindset)**
 - Growth Mindset and Leaders Expectations
 - Overcoming Fear
 - Becoming Better Learners - Taking Action & Culture
- **Productive Growth Mindsets (Learning, Mindset)**
 - Improving Learning and Student Efficacy in Math
- **Continued Enhancement of Clubs and Activities**

Key Questions

- **What were our goals this year?**
- **What systematic district-wide actions did we take during the 2021-22 school year aligned with our goals?**
- **How do we keep getting better in the social-emotional learning space? What is next?**