Return to School Update
Supporting the Social & Emotional Wellbeing of Students
Board Policy 6:65 & Board Goal # 1
Help all students grow socially, emotionally, and academically
Social Emotional Learning

The Illinois Learning Standards include three goals for students:
1. Develop self-awareness and self-management skills to achieve school and life success.
2. Use social-awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

District 204 SEL Committee Vision Statement

Working together, the community of District 204 will build social emotional competencies in order to develop safe and trusting relationships and a culture of acceptance and resiliency.
What is Social Emotional Learning?

Social and emotional learning (SEL) is an integral part of education and human development. 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.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

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

• Ongoing commitment to provide SEL professional learning via Institute Days and School Improvement Days with a focus on adult and student social emotional competency skills

• Several schools continue to use Title II funds to provide SEL trainings related to mindfulness, trauma informed practices and restorative practices

• Staff have access to a number of PD on Demand resources from Institute Day presentations and other vetted agencies/educational institutions (e.g., ROE, CASEL, Northwestern University, etc.)

• Professional Learning Communities allow staff to communicate and problem solve ways to apply SEL strategies across content areas and/or embed SEL resources into their lessons (e.g., Second Step, School Connects, CASEL Competencies etc.)
Making a Difference for Our Students

Early Childhood and Elementary SEL

Thanks for helping my brain grow!
Early Childhood and Elementary School - Curriculum, Resources, and Implementation

Dedicated Time for Social Emotional Learning each day - priority in our schedules

➢ Promoting Alternative Thinking Strategies (EC)
➢ Second Step Lessons (ES)
➢ Zones of Regulation
K–5 Second Step Program

It is a universal, classroom-based program designed to:

- Decrease problem behaviors
- Promote social-emotional competence and self-regulation
- Increase students' school success

INDIAN PRAIRIE
SCHOOL DISTRICT 204
# Second Step Program Elements

## Lessons
- Warm-up
- Brain Builder Games (K-3)
- Story and Discussion
- Skill Practice/Activity
- Wrap-up

## Reinforcement
- Daily Practice Activities
- Using Skills Every Day
- Home Links
- Academic Integration Activities
Program Skills and Topics: K–3

Unit 1: Skills for Learning
- Listening
- Focusing attention
- Using self-talk
- Being assertive

Unit 2: Empathy
- Identifying one's own and others' feelings
- Taking others' perspectives
- Showing care and concern for others

Unit 3: Emotion Management
- Understanding strong feelings
- Identifying and managing strong feelings
- Calming down strong feelings

Unit 4: Friendship Skills and Problem Solving
- Making and keeping friends
- Calming down and using Problem-Solving Steps
Program Skills and Topics: 4–5

Unit 1: Empathy and Skills for Learning
• Using self-regulation skills to succeed in school
  • Developing the ability to have empathy
  • Expressing compassion

Unit 2: Emotion Management
• Identifying and managing strong feelings
  • Using strategies to calm down strong feelings

Unit 3: Problem Solving
• Solving problems on one's own
Kindergarten Remote Second Step Lesson
### Sample ZONES of Regulation Tool Box

<table>
<thead>
<tr>
<th>Blue Zone</th>
<th>Green Zone</th>
<th>Yellow Zone</th>
<th>Red Zone</th>
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<tbody>
<tr>
<td><strong>What I look like:</strong>&lt;br&gt;- Sad (frown, cry)&lt;br&gt;- Tired (rubbing eyes)</td>
<td><strong>What I look like:</strong>&lt;br&gt;- Happy (smiling)&lt;br&gt;- Proud&lt;br&gt;- Focused (eyes on teacher, listening ears, still body)</td>
<td><strong>What I look like:</strong>&lt;br&gt;- Silly (wiggly body, hard to sit still)&lt;br&gt;- Scared&lt;br&gt;- Frustrated (squinty eyes, make fists)</td>
<td><strong>What I look like:</strong> (Angry)&lt;br&gt;- Eyebrows down&lt;br&gt;- Grit teeth&lt;br&gt;- Makes fists&lt;br&gt;- Scream/Yell&lt;br&gt;- Hitting</td>
</tr>
<tr>
<td><strong>I need:</strong>&lt;br&gt;- Hug&lt;br&gt;- Quiet time&lt;br&gt;- Lego break</td>
<td><strong>I need:</strong>&lt;br&gt;- Rewards&lt;br&gt;- Praise&lt;br&gt;- Hugs</td>
<td><strong>I need:</strong>&lt;br&gt;- Hold stuffed animals&lt;br&gt;- 3 belly breaths&lt;br&gt;- Drink of water</td>
<td><strong>I need:</strong>&lt;br&gt;- 3 belly breaths&lt;br&gt;- Drink of water&lt;br&gt;- Time/Space by myself</td>
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SEL in Action
Early Childhood and Elementary School - Curriculum, Resources, and Implementation

Additional dedicated Social Emotional Learning time activities for students:

➢ Building Class Community
➢ Opening (morning meetings) and closing the day together with connections and reflections
➢ Check-ins with Students
Early Childhood and Elementary School - Curriculum, Resources, and Implementation

Curricular Connections
Reading Response to *The Way I Feel*

What can you do when you feel angry?

1. I could take a deep breath
2. I could talk about my feelings
3. I could take a minute to myself
Reading Response to:
Stand Tall Molly Lou Melon

What makes you unique? Why do you like who you are?

“I am unique because I am talkative. I like to explain things better.”
All Staff Contributing to Common Goal - “How can I be a good person online?”

- Internet Safety
- Privacy & Security
- Relationships & Communication
- Digital Footprint & Reputation
- Cyberbullying
- Information Literacy
- Self-image & Identity
- Creative Credit & Copyright
Early Childhood and Elementary School - Curriculum, Resources, and Implementation

School-wide Activities

➢ Creating “Peak Moments”
  ○ Drive-thru lines
  ○ Spotlight students
  ○ Familiar traditions

➢ PBIS
  ○ CICO
  ○ Celebrations
Early Childhood and Elementary School - Outreach

➢ Referrals to the Problem-Solving Team
  ○ Academic
  ○ Attendance/participation
  ○ Social/emotional

➢ Supports
  ○ Weekly Zoom calls with staff and family (EC)
  ○ Home visits
  ○ Break out groups to meet with students who are struggling
  ○ Individual student check-ins
  ○ Partnering with parents to create plans to support student learning at home
  ○ Home Links from Second Step
  ○ Opportunities for parents to network with each other
  ○ PTA Meetings
Parent Feedback

I can do this
Questions?
Middle School Curriculum, Resources and Implementation

- Unit themes designed to foster empathy, connection & understanding various perspectives
- Texts & resources selected to support the themes in each unit & develop students’ social skills
- Inquiry & choice play a significant role in units of instruction
  - Students bring in their own experiences & background
  - Students may choose books they can connect with & learn from (mirrors & windows)
Connecting With Students Through Literature

- Building community through book talks & read alouds
- Teachers confer with students individually to match them with books & build relationships
- Literature opens doors for conversations & connections and gives students an avenue to validate their feelings & experiences
Learning Social Skills Through Core and Encore Curriculum

- Global Skills - Goal Setting and Progress, Relationships Skills, Self-Reflection, Self-Advocacy, Learning from Failure
  - Regulation of Emotions through Competitive Play and Self-Management
  - Relationship-building and Collaborations Skills
  - Stress-management and Mindfulness
  - Body Language, Expression of Emotions and Gestures
  - Expression of Perspectives and Critiquing Skills
Second Step
A Tier 1 Social Emotional Learning Curriculum
Second Step is...

A universal, school-based program

“It teaches various social and emotional skills such as emotion recognition and management, empathy, problem solving, bullying prevention, and goal setting.”
Middle School Units

- **Unit 1: Mindset & Goals**
  - Develop a growth mindset and apply researched-based goal-setting strategies to social and academic lives.

- **Unit 2: Recognizing Bullying & Harassment**
  - Recognize bullying and harassment, stand up safely to bullying and respond appropriately to harassment.
Middle School Units

- **Unit 3: Thoughts, Emotions & Decisions**
  - Recognize strong emotions and unhelpful thoughts; apply strategies for managing emotions and reducing stress.

- **Unit 4: Managing Relationships & Social Conflict**
  - Strategies for developing and maintaining healthy relationships, perspective-taking, and dealing with conflict.
CASEL’s Core Competencies

Self Awareness
Relationship Skills
Responsible Decision Making
Social Awareness
Self-Management
Middle School Outreach

A tree with strong roots laughs at storms.

—Malay Proverb

How we are keeping kids rooted…. 

Video Link
“It Takes A Village”

Never before have school communities come together so quickly to develop such a robust and creative list of strategies to help our students and families!
What We Have Always Done—"Just Different Now"

- Positive Referrals
- Students of the Week
- Gold and Champion Celebrations
- Clubs
- Daily Announcements
- Team and Counselor Check Ins
- Good news notes
- Clubs and other Special Events
- Spirit Weeks
- Youth 360 SEL Support/Student Services
“We can’t do school like we did before.....It has to be different.”
“New This Year”

- Live help desk staffed by teachers and teaching assistants
- Targeted home visits to help problem solve, and support families
- PACK Groups (Positively, Actively, Caring for Kids Teams)
- Academic Engagement Response Teams
- REAPS Team (Remote Engagement Assistance Plan for Students)
- Teacher Office Hours and Phantom Lunch Support
- Principals and Popsicles
Questions?
SEL at the HIGH SCHOOL

The goals that we aspire for students are linked to the skills embedded in our SEL efforts
SEL at the HIGH SCHOOL

Our SEL focus is aimed at improving and maintaining the mental health of students, staff, and parents.

HS SEL Committee works collaboratively to design Lessons and Activities that are embedded in the PE and Health curriculum and reinforced in other classes.
SEL at the HIGH SCHOOL

Each month has an area of FOCUS:

Sept.- Building Community and Relationships
Oct./Nov.- Stress Management and Mindfulness
Jan.- Building Community and Relationships
Feb/March - Empathy, Perspective, and Equity
May - Gratitude
Each month has an area of FOCUS
SEL at the HIGH SCHOOL

Integrated Classroom Approach

Lessons
...that allow time for individual or small group work

Questions
...that promote student reflection, reaction and response

Strategies
...that are conducive to conversation

Student VOICE & CHOICE
SEL at the HIGH SCHOOL

Professional School Counselors, Social Workers, School Psychologists and Mental Health Coordinators have provided multiple resources on topics including:

- Anxiety and Depression
- Managing Grief and Loss
- Mindfulness
- Suicide Prevention
- Tips for Managing Anxiety
- Connecting with Nature
- Experiencing Calm
- Reducing Stress
- Kindness
SEL at the HIGH SCHOOL

Outreach

- *Direct* Parent Contacts
- *Personal* Phone Calls
- Zoom Meetings
- Emails
- Home Visits
- Targeted Student Activities
  - Senior Car Parades, Virtual Performances, Student Recognitions, Extracurriculars, etc.
SEL at the HIGH SCHOOL

Be Sincere in our communications;
Give Empathy in our responses;
Listen intentionally…

…with students, with parents, with each other.

CULTURE of Care

CULTURE of Kindness
Questions?
Portrait of a Graduate

Social Emotional Learning

WE ARE 204

EQUITY. DIVERSITY. INCLUSION.