


Social Emotional Learning Update Board of Education 2021-2022



Social Emotional Learning

In 2003, Illinois passed the Children's Mental Health Act, requiring the development and implementation of learning standards for social emotional learning.

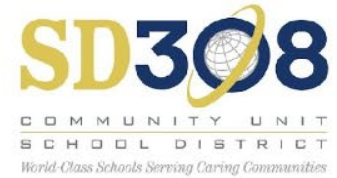


Goal 1: Develop **self-awareness** and **self-management** skills to achieve school and life success.

Goal 2: Use **social-awareness** and **interpersonal skills** to establish and maintain positive relationships.

Goal 3: Demonstrate **decision-making skills** and responsible behaviors in personal, school, and community contexts.

Social Emotional Learning

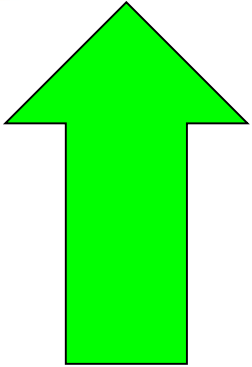


Social Emotional Learning (SEL) is the process through which children and adults acquire the knowledge, attitudes, and skills they need to:

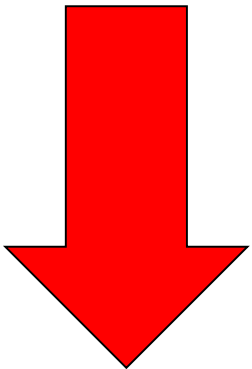
- recognize and manage their emotions;
- demonstrate caring and concern for others;
- establish positive relationships;
- make responsible decisions; and
- handle challenging situations constructively

Social Emotional Learning (SEL) is embedded into the classroom so that students can learn, practice, and apply SEL skills in their daily lives. When SEL skills are taught and reinforced in a safe, caring, and inclusive climate for learning, students' experience improved mental wellness, increased school connectedness, positive behavior, and improved academic outcomes.

What are the Benefits of SEL?



- Increases development of social skills
- Improved attitudes about self, others, and school
- Positive behavior in the classroom
- 11 percentile point gain on academic achievement



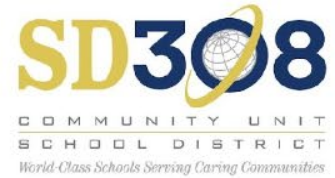
- Reduces risk for failure
- Reduces conduct problems
- Reduces aggressive behavior
- Reduces experiences of emotional distress

Sources:

[Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. \(2011\). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*.](#)

[Mahoney, J.L., Durlak, J.A., & Weissberg, R.P. \(2018\). An update on social and emotional learning outcome research. *Phi Delta Kappan*, 100 \(4\), 18-23.](#)

SEL & Mental Health



Social emotional learning **supports** overall mental health and wellness.

- SEL focuses on direct teaching of skills, competencies, and strategies that are essential **protective factors** important for mental health and wellness.
- SEL strengthens **coordination of** school-based, community, and medical supports for mental health concerns and crisis, and creates **opportunities for families to collaborate with community partners**
- SEL, as a part of the climate for learning framework, creates a **safe and supportive environment**, and **reduces stigma** associated with mental health.

Current Work in SD308



Climate for Learning Framework

Classroom Curriculum and Instruction

- Explicit
- Integrated

Prevention Programming

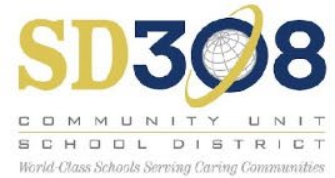
- Erin's Law - Sexual Abuse, Sexual Harassment, Teen Dating Violence
- Signs of Suicide
- Bullying/Harassment

Implementation of individual and group interventions

Family and Community Partnerships and Events

Staff Professional Learning

2021-2022 Additional Work



- Hiring of additional staff members
- Expanding partnerships with outside mental health agencies to provide additional support options to students and staff
 - Referrals
 - Group Opportunities
- Hosting additional Family and Community Communication and Events
- Amplifying student voice and feedback in a variety of formats to gather their perspective on supports and changes that are needed

Student Learning



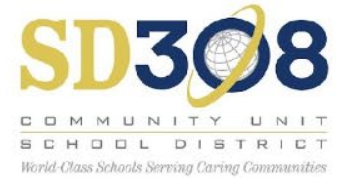
Priority	2021-22	2022-23	2023-24	2024-25	2025-26	What does success look like in 2026?
Create a district wide plan to support behavioral/social emotional health of all students.	Implement SEL curriculum K-8. Develop SEL Instructional Plan for HS. Have all schools create school wide behavior expectations and ways to reinforce them. Create system to monitor office and discipline referrals. Develop district leadership team for restorative practices.	Implement HS SEL instructional plan. Create interventions. Develop plan to monitor effectiveness of SEL instruction. Create plan to implement restorative practices.	Implement interventions and ways to monitor effectiveness. Implement restorative practices.	Monitor effectiveness of SEL instruction and interventions.	Monitor effectiveness of SEL instruction and interventions.	There is SEL curriculum in place and ways to measure its effectiveness. The SEL standards are reinforced daily through academics. There is a system of intervention and support for both internalizing and externalizing behavior.

Student Learning



Priority	2021-22	Current Progress	What does success look like in 2026?
Create a district wide plan to support behavioral/social emotional health of all students.	<p>Implement SEL curriculum K-8. Develop SEL Instructional Plan for HS. Have all schools create school wide behavior expectations and ways to reinforce them. Create system to monitor office and discipline referrals.</p> <p>Develop district leadership team for restorative practices.</p>	<ul style="list-style-type: none"> Updated SEL curriculum resources are implemented K-8 (Second Step Digital Elementary and Second Step Middle School 2021, Inner Explorer). Common behavioral expectations at the school level are being created or updated. Lessons from Believe in You program are being implemented during High School Student Support Time. Training on reviewing discipline data with admin groups is ongoing. District Restorative Practices Leadership Team members have been identified. 	<p>There is SEL curriculum in place and ways to measure its effectiveness. The SEL standards are reinforced daily through academics. There is a system of intervention and support for both internalizing and externalizing behavior.</p>

Student Learning



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Support for Student Learning



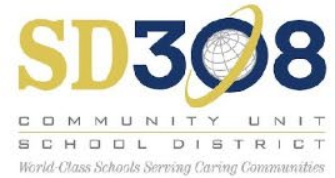
Priority	2021-22	2022-23	2023-24	2024-25	2025-26	What does success look like in 2026?
Maintain safe and nurturing learning environments	<p>Develop consistent practice for Signs of Suicide programming in Jr. High and HS. Develop training plan for staff around supporting student mental health. Identify student education options for mental health (NAMI, KCHD, etc) Implement Illinois Youth Survey to collect data about student health and safety.</p> <p>Develop training materials for post-crisis, post-evacuation procedures for building principals and guide implementation and training of all staff. Ensure ALICE instructors renew certification(s); ensure appropriate new administration attend ALICE training</p>	<p>Fully implement Signs of Suicide programming annually at Jr. High and HS. Implement training plan for staff. Implement student educational programming for mental health. Review data from Illinois youth survey to identify areas of need.</p> <p>Implement training scenarios (live, table top, virtual, etc.) for administration and staff for enhanced safety drills designed to practice effective emergency responses.</p>	<p>Collect data and review existing programming for mental health to identify areas of effectiveness and areas of focus.</p> <p>Implement training scenarios (live and/or table top, virtual, etc.) for administration and staff designed to go beyond effective initial emergency responses to include effective post-crisis procedures and reunification scenario(s).</p>	<p>Collect data and review existing programming for mental health to identify areas of effectiveness and areas of focus.</p> <p>Review school safety drill data and relevant evidence. Evaluate newly recommended practices, equipment, tools with district administration, EMS, law enforcement agencies, etc. to revise and improve safety drills, training programs, and plan for implementation of best practices, updated tools, equipment and supports for schools and the community.</p>	<p>Collect data and review existing programming for mental health to identify areas of effectiveness and areas of focus.</p> <p>Deploy and/or implement the best practices, tools, equipment and supports identified from the prior year's review with appropriate levels of training and support for administration, staff and students.</p>	<p>All staff are trained in strategies for supporting the mental and social emotional safety of students. Students have multiple opportunities to learn skills and strategies to support their own mental and social emotional safety, and that of their peers.</p>

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Questions?