
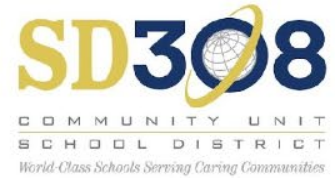


Social Emotional Learning Update Board of Education 2022-2023



Illinois Social Emotional Learning Goals



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

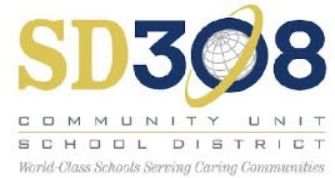


Illinois Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

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

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

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

2022-2023 Additional Work



K-12 SEL Design Committee

- Building Foundational Support
- Creating a Intervention Plan 2023-2024
- Strengthening Adult SEL

Promoting SEL in students

- Professional Development
- Adult SEL Needs Assessment
- Weekly SEL Instructional Strategies
- Modeling SEL daily instruction

Student Learning



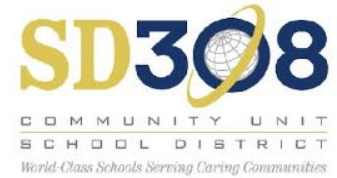
Priority	2022-23	2023-24	2024-25	2025-26	What does success look like in 2026?
Create a district wide plan to support behavioral/social emotional health of all students.	<p>SEL Curriculum will be in place Early Childhood - High School.</p> <p>All Schools will establish, teach and positively reinforce common behavioral expectations and review behavioral data regularly with a consistent data review process.</p> <p>SEL Intervention resources are catalogued and gaps identified.</p> <p>District leadership team is trained in Restorative Practices for Educators and begins to develop a multi-year implementation plan.</p>	<p>Implement interventions and ways to monitor effectiveness.</p> <p>Implement restorative practices.</p>	<p>Monitor effectiveness of SEL instruction and interventions.</p>	<p>Monitor effectiveness of SEL instruction and interventions.</p>	<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



Priority	2022-2023	Current Progress	What does success look like in 2026?
Create a district wide plan to support behavioral/social emotional health of all students.	<p>SEL Curriculum will be in place Early Childhood - High School.</p> <p>All Schools will establish, teach and positively reinforce common behavioral expectations and review behavioral data regularly with a consistent data review process.</p> <p>SEL Intervention resources are catalogued and gaps identified.</p> <p>District leadership team is trained in Restorative Practices for Educators and begins to develop a multi-year implementation plan.</p>	<p>Early Childhood (EC), elementary and junior high schools have implemented the SEL Second Step Curriculum. In collaboration with both high schools conversations have started about a HS SEL instructional plan.</p> <p>All buildings EC-Transition have developed and posted common behavior expectations districtwide. Behavior Design team evaluated the impact of Tier I behavioral data integration with new School Information System.</p> <p>The K-12 SEL Design team cataloged SEL interventions for Tier 1, Tier 2 and Tier 3, created a staff Adult SEL survey, and reviewed the SEL Universal Screeners in order to develop a multi-year plan.</p> <p>Facilitated K-12 student focus groups in order to gather student voice and needs regarding SEL Discussion regarding a multi-year restorative practice implementation plan for leaders and staff has started.</p>	<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



Priority	2022-2023	2023-2024	Indicators of Success in January 2024	What does success look like in 2026?
Create a district wide plan to support behavioral/social emotional health of all students.	<p>Implement High School SEL instructional plan.</p> <p>Create interventions.</p> <p>Develop plan to monitor effectiveness of SEL instruction.</p> <p>Create plan to implement restorative practices.</p>	<p>Implement interventions and ways to monitor effectiveness.</p> <p>Implement restorative practices.</p>	<p>Social Emotional Learning Tiered Interventions are in place Early Childhood - High School with ways to monitor effectiveness.</p> <p>Administration and Staff are trained in Restorative Practices and restorative practices are implemented.</p>	<p>There is SEL curriculum in place and ways to measure its effectiveness.</p> <p>The SEL standards are reinforced daily through academics.</p> <p>There is a system of intervention and support for both internalizing and externalizing behavior.</p>

Support for Student Learning



Priority	2022-23	2023-24	2024-25	2025-26	What does success look like in 2026?
Maintain safe and nurturing learning environments	<p>Fully implement Signs of Suicide programming annually at Jr. High and HS. Implement training plan for staff.</p> <p>Implement student educational programming for mental health.</p> <p>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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Maintain safe and nurturing learning environments	<p>Fully implement Signs of Suicide programming annually at Jr. High and HS. Implement training plan for staff.</p> <p>Implement student educational programming for mental health.</p> <p>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>Fully Implemented a training plan of Signs of Suicide for grades 6-8 and grade. Provided Suicide Ideation training for all Building Leaders on how to use the Columbia Screener and how to access local mental health providers in partnership with Referral GPS.</p> <p>Implemented Second Step Curriculum for Early Childhood-Grade 8, SEL Standard 1 integration into Freshman Seminar, Tier 2 counseling for grades 9-12.</p> <p>Review Illinois Youth Survey with Secondary Leaders in January to identify areas of curriculum need.</p> <p>All building based based staff completed ALICE eLearning modules during the first semester. Building leaders facilitated staff through training scenarios on safety situations with their staff during first semester school improvement days. The District Threat Assessment Team members completed the standardized threat assessment training using the Comprehensive School Threat Assessment Guidelines (CSTAG) model.</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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Administrative Recommendation for Envision 308

ENVISION 308 ANNUAL PROGRESS REPORTS



Questions?