Social & Emotional Learning

“To facilitate the social and emotional well being of students in pre-Kindergarten through grade 12.”
Social & Emotional Learning

Strategic goal statement:

The goal of the Social and Emotional Learning (SEL) Task Force, an ongoing team of leaders (district, parent and community), is to facilitate the social and emotional well being of students in pre-Kindergarten through grade 12, by working to:

• Broaden the definition of success for Barrington 220 students;

• Engage all students, pre-Kindergarten through grade 12, with a comprehensive social and emotional learning curriculum, encapsulating a common language and framework, in alignment with the Illinois State Board of Education standards;

• Use SEL standards as a basis for reviewing, revising and implementing policies procedures and practices in our school district;

• Develop and implement assessment, monitoring, and evaluation methods and tools to identify and define the social and emotional needs of our students, and to
systematically monitor and evaluate SEL programming for continuous improvement; and

- Create in all stakeholders an awareness and understanding of SEL and a commitment to fostering the social and emotional learning of our children.

**Why is this topic important to Barrington 220 today?**

Social and emotional learning is the process through which children 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.

Providing children with comprehensive social and emotional learning programs characterized by safe, caring and well-managed learning environments and instruction in social and emotional skills will prepare our students to be resilient and achieve individual success academically, interpersonally and throughout their lives.

Social and emotional learning is essential to the school and life success of all children and youth. SEL skills and supportive learning environments contribute to the resiliency of all children – those without identified risks and those at-risk for or already exhibiting emotional or behavioral problems.
By 2020, how will Barrington 220 be better because of the proposed outcomes?

Research indicates a positive school culture, where students and adults feel supported, safe, connected and challenged, increases capacity for learning. Students with social-emotional skills are found to have enhanced academic achievement and physical and psychological health as well as avoidance of health-damaging behaviors.

SEL programming significantly improves children’s academic performance on standardized tests. Students with SEL programming have better school attendance records, less disruptive classroom behavior, they enjoy school more, perform better in school, and are less likely to be suspended or otherwise disciplined. SEL programming has been shown to reduce anti-social, violent and drug-using behaviors.

Barrington 220 will be better by 2020 because we will have: a broader understanding of success that recognizes and values the diverse talents, skills and abilities of our students; an SEL curriculum and policies and procedures that support that definition; and assessment tools and communication methods to keep us on track and accountable to all stakeholders.

Proposed measurable outcomes for 2009-2010:

1. The SEL Task Force will divide into sub-committees that will develop plans and timelines for the stated goal.
2. The SEL Task Force will assess student needs, district policies, procedures and our knowledge base of stakeholders.

3. The SEL Task Force will broaden our understanding of success by engaging a cross-section of the community including staff, students, parents, administrators and residents through a series of meetings, surveys and focus groups.

4. The SEL Task Force will identify a comprehensive pre-K through 12 social and emotional learning curriculum, which encapsulates a common language and framework and is in alignment with Illinois State Board of Education standards.

5. The SEL Task Force will develop a five-year plan (including budgets) to continue implementation of the stated goal.

*Note: For detailed measurable outcomes by the SEL sub-committees, please refer to the supporting documents.*
Cost considerations:

Several SEL sub-committees plan to conduct surveys as a part of their year-one measurable outcomes. We anticipate all SEL sub-committees will work together on this process, thus avoiding flooding the community with multiple surveys. Because of this, we anticipate needing a survey budget in the range of $5,000-$10,000.

How will the objectives for this theme integrate the core values of financial integrity, academic excellence, open communication and community trust?

The SEL Task Force recommends that the board of education embrace social and emotional learning as a core value in our school district. A social and emotional learning curriculum that supports teachers, students, parents and the community goes beyond integration and expands the school district’s core values of financial integrity, academic excellence, open communication and community trust.
Social & Emotional Learning

Define Success Sub-committee

Strategic goal statement:
The Social and Emotional Learning Task Force sees the need to develop a broader understanding of success for Barrington 220 students and to redefine how we measure success.

Why is this topic important to Barrington 220 today?
Barrington 220 does not currently have a broad understanding of success. We need a multi-tiered definition of success that includes, but goes well beyond, traditional quantifiable achievement standards. We recognize from SEL research that satisfying the social and emotional needs of students actually increases their capacity for learning.

By 2020, how will Barrington 220 be better because of the proposed outcomes?
Barrington 220 will be better by 2020 because we will recognize and value the diverse talents, skills and abilities of our students. We will measure success with more than
traditional quantitative assessment methods. Our students will be enthusiastic about exploring new ideas, able to think critically and independently, and will have the requisite social and emotional skills to take the next step in their lives.

**Proposed measurable outcomes for 2009-2010:**

1. Begin broadening our understanding of success by engaging a cross-section of the community, including staff, students, parents, administrators and general community members;

2. Conduct a survey in the Barrington 220 community to serve as a baseline and to provide guidance for assessing the current understanding of success;

3. By September 2010, we will introduce a new definition of success for our students to every district building’s students, parents, staff and administrators. We will hold simultaneous assemblies throughout the district announcing the new vision of success for Barrington 220 students to the community;
4. Integrate the new understanding of success into the fabric of the district. We recommend revising the school district’s mission statement to reflect this broader understanding of success.

Cost considerations:

Several SEL sub-committees plan to conduct surveys as a part of their year-one measurable outcomes. We anticipate all SEL sub-committees will work together on this process, thus avoiding flooding the community with multiple surveys. Because of this, we anticipate needing a survey budget in the range of $5,000-$10,000.

How will the objectives for this theme integrate the core values of financial integrity, academic excellence, open communication and community trust?

The Social and Emotional Learning Task Force recommends that the board of education embrace social and emotional learning as a core value in our school district.
Social & Emotional Learning

Curriculum Sub-committee

Strategic goal statement:

To engage all students, pre-K through 12, with a comprehensive social and emotional learning curriculum, encapsulating a common language and framework, which aligns with Illinois State Board of Education standards.

Why is this topic important to Barrington 220 today?

With a social and emotional learning curriculum, students will learn more about their own feelings and emotions and how to express themselves. With a greater understanding of their own social and emotional competencies, students will interact with their classmates and learn the importance of accepting all their peers. It is hopeful students will learn more strategies/paths to follow, which will assist them in building their resilience. Finally, research has consistently shown that a social and emotional curriculum results in stronger academic performance.
By 2020, how will Barrington 220 be better because of the proposed outcomes?

The resilience and coping strategies students develop through the social and emotional curriculum will assist them to be more accepting of themselves and others and nurture true friendships. A social and emotional curriculum will assist students as they learn to build friendships extending beyond and into their adult life. By integrating the social and emotional curriculum throughout the school day, students will realize that staff members do care about their social and emotional development. A more inclusive and supportive atmosphere will be noticed as students are involved in discussions beyond a surface level.

Proposed measurable outcomes for 2009-2010:

1. Consensus will be built at all levels that an evidence-based program is necessary;

2. SEL will be elevated to be a part of the district’s curriculum review cycle;

3. An inventory/survey/needs assessment will be completed at all levels. We will determine what materials are currently used as well as what future needs would exist;
Cost considerations:

Several SEL sub-committees plan to conduct surveys as a part of their year-one measurable outcomes. We anticipate all SEL sub-committees will work together on this process, thus avoiding flooding the community with multiple surveys. Because of this, we anticipate needing a survey budget in the range of $5,000-$10,000.

How will the objectives for this theme integrate the core values of financial integrity, academic excellence, open communication and community trust?

The Social and Emotional Learning Task Force recommends that the board of education embrace social and emotional learning as a core value in our district. Research indicates that academic performance, motivation to learn, commitment to school, etc. will increase when the social and emotional needs of students are addressed every day.

A social and emotional curriculum will support teachers, students and parents to increase open communication and build trust as young people develop social and emotional competencies that will assist them throughout their lives.
Social & Emotional Learning

*Policies, Procedures & Practices Sub-committee*

**Strategic goal statement:**

To use SEL standards as a basis for reviewing, revising and implementing Barrington 220 policies, procedures and practices.

**Why is this topic important to Barrington 220 today?**

Research shows a positive school culture where students and adults feel supported, safe, connected and challenged increases achievement and learning. Our goal is to develop not just “learned” human beings but caring, compassionate and empathic citizens.

We as a school and community are committed to and care deeply about the full development and well-being of our young people – and of all of the adults with whom they come in contact. We recognize the single most-important factor impacting student learning is adult behavior.

By developing and implementing policies, procedures and practices that align with SEL goals and standards at all levels of the organization, we communicate in both word and action a comprehensive and consistent message that
promotes the development of the whole person – intellectual, physical, social and emotional.

By 2020, how will Barrington 220 be better because of the proposed outcomes?

- Administrators, teachers and staff who personally value, model and effectively teach social and emotional skills.

- Positive school environments, pre-K-12, that are supportive, safe, engaging and challenging.

- Well-rounded emotionally and socially healthy students as contributing members of our community.

- Students equipped with the SEL skills necessary for success in school and life – self-knowledge and self-management, social skills to develop positive relationships and problem-solving and decision-making skills to make responsible academic and life choices.

- Strong family/community partnerships that contribute to the intellectual, social and emotional well-being of our children.

- A set of policies, procedures and practices that communicate a comprehensive, consistent message and
set of expectations that creates an SEL culture and climate in our schools and classrooms.

• An SEL foundation to outline the framework of expectations for all stakeholders in Barrington 220.

Proposed measurable outcomes for 2009-2010:
Systematically review and revise policies, procedures and practices relevant to SEL to determine alignment with SEL goals and standards (not limited to the areas listed below):

Incorporate SEL goals and standards in:
1. Hiring, induction and evaluation of ALL staff;
   • Administrators
   • Certified staff
   • Classified staff
   • Cafeteria workers
   • Bus drivers
   • Coaches
   • Substitute teachers
• Volunteers
• Interns
• Student teachers

2. School-wide and classroom expectations;
• Handling conflicts
• Behavior issues
• Positive school culture
• Problem solving

3. Academic and SEL curriculum integration practices;
• Each discipline will identify how it contributes to SEL goals and standards
• Each discipline/content area will identify and purposefully make real-life, authentic connections to SEL
4. Professional development practices;

- Offer SEL training, growth and development opportunities for groups (identified in the first bulleted list) and for parents/families

- Align professional development with SEL goals and standards

**Cost considerations:**

There are no significant costs. Stipends for steering committee work will include elementary, middle and high school staff. Professional development is part of the district budget. Use support staff within our district/schools as resources, including counselors, social workers and psychologists.

Several SEL sub-committees plan to conduct surveys as a part of their year-one measurable outcomes. We anticipate all SEL sub-committees will work together on this process, thus avoiding flooding the community with multiple surveys. Because of this, we anticipate needing a survey budget in the range of $5,000-$10,000.
How will the objectives for this theme integrate the core values of financial integrity, academic excellence, open communication and community trust?

The Social and Emotional Learning Task Force recommends that the board of education embrace social and emotional learning as a core value in our district. Research indicates that academic performance, motivation to learn, commitment to school, etc. will increase when the social and emotional needs of students are addressed every day.

A social and emotional curriculum will support teachers, students, and parents to increase open communication and build trust as young people develop social and emotional competencies that will assist them throughout their lives.
**Social & Emotional Learning**

*Assessment, Monitoring & Evaluation Sub-committee*

**Strategic goal statement:**

Develop and implement assessment, monitoring and evaluation methods and tools to identify and define the social and emotional needs of our students to be addressed by teachers, other school staff, parents and other adults in the community; and to systematically monitor and evaluate SEL programming for continuous improvement.

**Why is this topic important to Barrington 220 today?**

Assessment of social and emotional learning (SEL) in Barrington 220 will identify the social and emotional learning needs of our students.

Assessment findings will answer the questions:

- What are the social and emotional learning needs of our students?

- Are we, as a school district and a community, meeting the social and emotional needs of our students?
• To what extent is Barrington 220 implementing the Illinois State Board of Education Kindergarten through Grade 12 Social and Emotional Learning Standards?

• What factors impede the progress of implementing SEL in Barrington 220?

• What are the characteristics of the current culture that enhance the social and emotional development of our students?

• What are the characteristics of the current culture that may be contributing negatively to the social and emotional development of our students?

• How are families supporting the social and emotional development of students?

• What climate or opportunities will best meet the needs of our students?

**By 2020, how will Barrington 220 be better because of the proposed outcomes?**

Barrington 220 and the community as a whole will benefit from the following proposed outcomes because we will have data specific to our school district from which to develop our social and emotional learning curriculum as well as an
ongoing methodology with which to measure the SEL needs and to evaluate the effectiveness of the SEL program.

**Proposed measurable outcomes for 2009-2010:**

1. Development of a social and emotional learning assessment tool;

2. Development of a timeline for administration of assessments, reporting of findings, annual program evaluation and recommendations for enhancements to the program;

3. Conduct the first assessment using the tool developed in goal number 1 above.

**Cost considerations:**

The financial impact to the school district of the above deliverables will be nominal.

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How will the objectives for this theme integrate the core values of financial integrity, academic excellence, open communication and community trust?

The Social and Emotional Learning Task Force recommends that the board of education embrace social and emotional learning as a core value in our district. Nominal costs to the school district have been identified. Research has shown that higher levels of student social and emotional well-being are associated with greater academic success. All results of assessments will be readily available for review by the entire community.
Social & Emotional Learning

Communication Sub-committee

Strategic goal statement:
All stakeholders will have awareness and understanding of and a commitment to fostering the social and emotional learning (SEL) of our children.

Why is this topic important to Barrington 220 today?
Educating the entire community on the importance of the social and emotional learning needs of our children will help foster the positive development and resiliency of the whole child.

By 2020, how will Barrington 220 be better because of the proposed outcomes?
Addressing their physical, intellectual, social and emotional needs will result in healthier, more resilient children.
Proposed measurable outcomes for 2009-2010:

1. Identify stakeholder’s knowledge base of social and emotional learning;

2. Create awareness and understanding of social and emotional learning;

3. Develop a five-year comprehensive communication plan that will facilitate the implementation of social and emotional learning.

Cost considerations:

For year one, the financial implications should be minimal. The identification of stakeholders’ knowledge base will involve at least one survey, and the committee anticipates postage costs for mailing written materials regarding social and emotional learning.

Depending on the avenues of communication identified in our five-year communication plan, funding will be needed. The following areas are examples of what might be a part of that plan:

- Website;

- Training (for stakeholder presentations and workshops);
• Written materials.

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