

The background features a white space with several colorful circles and dashed lines. A large teal circle with a white center is in the top left. A smaller blue circle is next to it. A large yellow circle with a white center is in the bottom right. A large orange circle is in the middle right. A large green circle with a white center is in the bottom left. A large lime green circle is in the top right. A small pink circle is in the middle right. A small orange circle is in the bottom left. Dashed lines in teal, yellow, and green connect some of the circles.

Social Emotional
Committee
Work
and
Recommendations

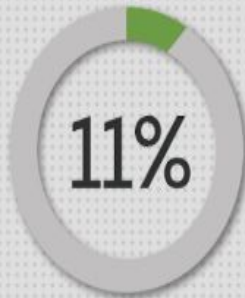
Why SEL?

Mental Health Facts CHILDREN & TEENS

Fact: 1 in 5 children ages 13-18 have, or will have a serious mental illness.¹



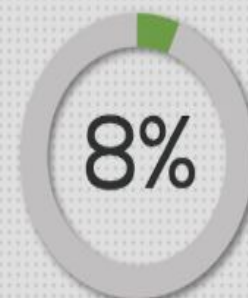
20% of youth ages 13-18 live with a mental health condition¹



11% of youth have a mood disorder¹



10% of youth have a behavior or conduct disorder¹



8% of youth have an anxiety disorder¹

Why SEL?

Impact



50%

50% of all lifetime cases of mental illness begin by age 14 and 75% by age 24.¹



10 yrs

The average delay between onset of symptoms and intervention is 8-10 years.¹

37%



37% of students with a mental health condition age 14 and older drop out of school—the highest dropout rate of any disability group.¹

70%



70% of youth in state and local juvenile justice systems have a mental illness.¹

Suicide

3rd

Suicide is the 3rd leading cause of death in youth ages 10 - 24.¹



90%

90% of those who died by suicide had an underlying mental illness.¹

<https://www.nami.org/NAMI/media/NAMI-Media/Infographics/Children-MH-Facts-NAMI.pdf>

What is SEL?

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



History of SEL Committee

Committee members: Donna, Megan, Chris, Jeremy, Ben, John, Erin (K), Angelina/Kim (1), Linda (2), Terrie (3), Haley (4), Kristin (5), Heidi (6), Lindsey (7), Darcy (8)

May 2019 – [Discussed current reality](#)

Survey results – parent survey

ADL student survey

Staff survey went out to all teachers

August 2019 – Survey results were presented to staff at Back to School PD

November 2019 – 21st Century Learning Ted Talk; Discussion of skills and dispositions that we want students to have ([link](#)); Discussion of different curriculum approaches: reviewed The Leader in Me, Second Step, Sanford Harmony, Responsive Classroom

January 6th 2020 – Regroup; plan for full day release time

January 29th, 2020 – Full day planning (shared today)



Outcomes of Full Day Meeting

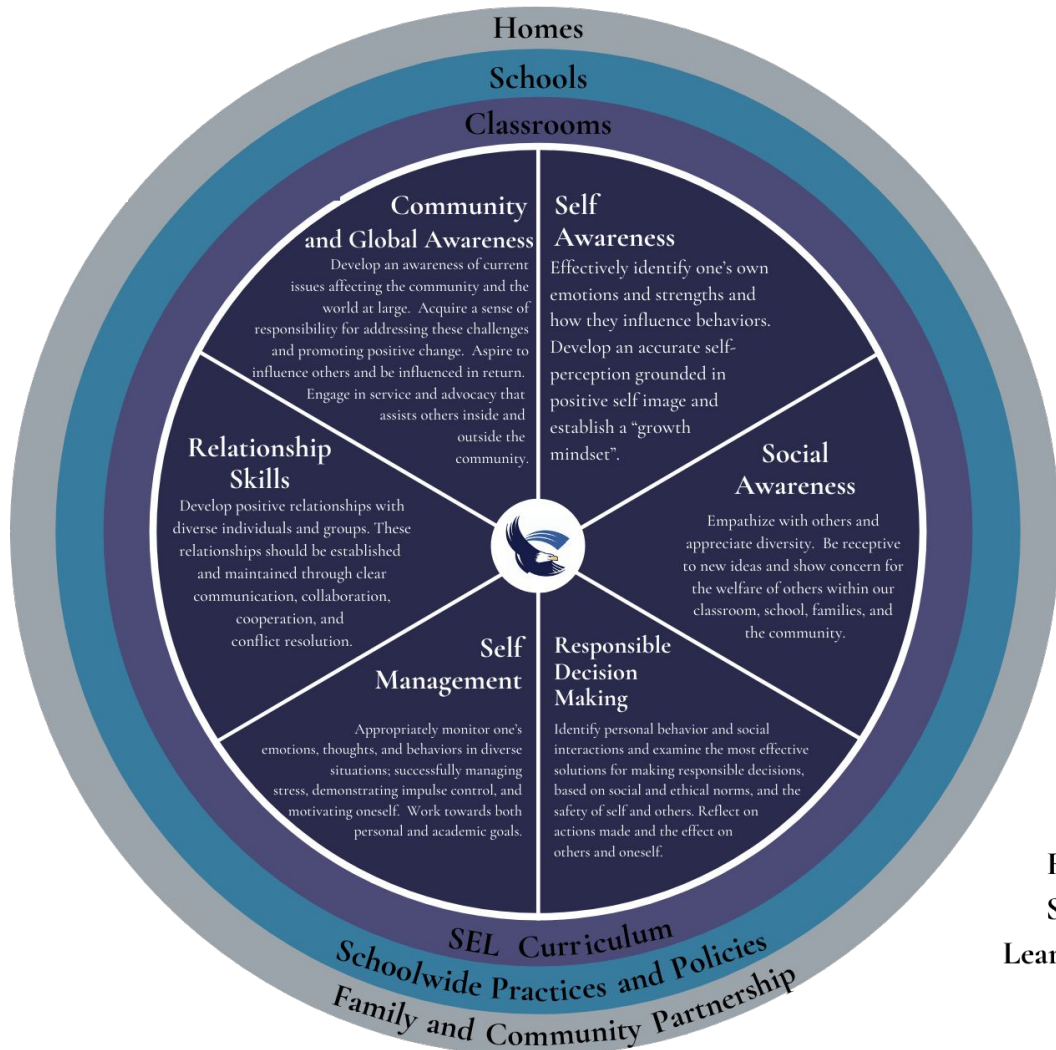
- To understand the relationship between Response to Intervention (tiers of support) to Social Emotional Learning competencies developed by CASEL
- To identify what we need to do as a district to develop social emotional competencies in our students
- To develop school-wide expectations for SEL K-8 at Rancho Santa Fe
- To identify structures within a classroom that foster SEL
- To develop an implementation plan for SEL at RSF
- To identify opportunities to include parents in the implementation process

Important to the Committee

- Integrated approach toward teaching SEL K-8 instead of traditional curriculum
- Resources to meet the specific needs of our students
- Common language for District
- Appropriate interventions and supports
- Multi-year implementation timeline
- Input from all stakeholders

SEL Competencies

- Reviewed skills and dispositions created by SEL team, current research, articles, CASEL website and All Learning is Social Emotional by Fisher and Frey, and various programs to create district wide SEL competencies
- Rancho Santa Fe School Competencies for 2020-2021
 - Wheel



**Rancho Santa Fe
 Social Emotional
 Learning Competencies**
 2020-2021

How does it all work?

SEL Approaches

- Explicit SEL Skills Instruction →
- Teacher Instructional Practices
- Integration with Academic Curriculum Areas
- Organizational, Culture, and Climate Strategies

Short-Term Outcomes

SEL Skill Acquisition:
Six Competencies →

Improved Attitudes:
Self, Others, Learning,
and Schools →

Enhanced Learning
Environment:
Supportive, Engaging,
and Participatory →

Behavioral/Academic Outcomes

Positive Social Behavior

Fewer Conduct Problems

Less Emotional Distress

Improved Academic Performance

Year 1 Implementation

- SEL Committee formed year prior
- District wide behavior expectations clearly communicated to students and parents throughout the year
- Grade level behavior assemblies
- Consistent teaching of playground games
- Parent meetings with Susan Wais
- Input of all stakeholders – teachers, parents, staff

Year 2 Implementation

- K-5 Morning Meetings
- 6-8 Advisory Lessons
- Building a positive school culture
- Ongoing professional learning
- Support/intervention – full time school counselor
- School Wide Expectations

School Wide Expectations

BE RESPECTFUL

BE RESILIENT

BE RESPONSIBLE

[K-8 Expectations](#)

What is a Morning Meeting?

- A daily opportunity for students to gather in a circle, greet each other, and listen and respond to each other's news.
- 30 minutes daily (typically in the beginning of the day)
- Four sequential components of every class meeting
- Would be built into master schedule

Greeting: Students greet each other by name, often including handshaking, singing

Sharing: Students share some news or information about themselves and respond to each other, articulating their thoughts, feelings, and ideas in a positive way.

Group Activity: The whole class does a short, inclusive activity together, reinforcing learning and building class cohesion through active participation

Morning Message: Students practice academic and social skills and warm up for the day ahead by reading and discussing a daily note to the class posted by their teacher.

What is an Advisory Meeting?

- An opportunity for a teacher to meet with a group of students to provide academic and social-emotional support and to strengthen the community of the school.
- Supports students in building positive, meaningful relationships with one of more caring adults at school
- Provide a safe place for students to strengthen their academic and social-emotional competencies
- Would be built into Master Schedule during tutorial

Four components of Responsive Advisory Meeting

Arrival: The advisor welcomes each by name as they enter the classroom

Announcements: Advisor writes an interactive message and displays it where it can easily seen and read by all students.

Acknowledgements: In pairs or small groups, students share their responses to an prompt in the announcements messages, a piece of news about themselves, or ideas

Activity: The whole group does a fun, lively activity that's focused on the specific purpose of the meeting.

Social Worker Intern Data

Rancho Santa Fe School District Social Work Services Data

Number of Students who Received Ongoing Individual Counseling by Grade Level

2018-2019 School Year	
K	0
1st	3
2nd	0
3rd	2
4th	7
5th	2
6th	6
7th	3
8th	2
Total =	25

2019-2020 School Year	
K	0
1st	0
2nd	1
3rd	1
4th	0
5th	2
6th	8
7th	5
8th	1
Total =	18

Number of Students who Received one time support counseling

2018-2019 School Year	
6	

2019-2020 School Year	
3	

Number of Students who Participated in Lunch Bunch Groups (Grades 3-5)

2018-2019 School Year	
20	
12 weekly average attendance	

2019-2020 School Year	
25	
14 weekly average attendance	

Number of Parent Contacts via phone or in person meetings for social/emotional support for their child.

2018-2019 School Year		
Phone Meetings		13
In Person Meetings		12
One + In person meeting		6
Total =		31

2019-2020 School Year		
In Person and Phone Meetings		13
Total =		13

Number of Referrals to Outside Agencies for Social/Emotional Support.

2018-2019 School Year	
Total =	2

2019-2020 School Year	
Total =	2

School Counselor Recommendation

- Part of a multi-tiered system of support
- Will support classroom teachers with morning meetings, advisory meetings, and class meetings
- Will provide small group work with students:
 - Grief
 - Social skills
 - Divorce and separation
 - Executive functioning and self-management
- Will meet with parents; provide community resources
- Will be part of ongoing SEL Committee

Family and Community Partnership

- Parent Education
 - Newsletter/teacher communication about SEL
- Home/school connection
 - Communication to parents about the focus for the week
- Community Building
 - Events and activities

Assessment of Effectiveness of SEL Curriculum and Efforts

- Teacher survey
- Student survey



Questions?
Feedback?
Comments?