

The background features a white background with several colorful circles and dashed lines. A large teal circle is in the top left, a large yellow circle is in the bottom right, and a large green circle is in the top right. There are also smaller circles in blue, orange, pink, and light green. Dashed lines in teal, yellow, and green connect some of the circles, forming a circular path around the text.

# Social Emotional Learning Update

Parent Meeting - May 2022

# 2019–2020 School Year

- SEL Committee meetings four times in the year, full day release
- District wide behavior expectations clearly communicated to students and parents throughout the year
- Grade level behavior assemblies
- Consistent teaching of elementary playground games
- Parent meetings with Susan Wais – Raising Resilient Children
- Full day meeting – SEL wheel, school wide expectations, first steps in curriculum, recommendation for school counselor

# 2020–2021 School Year

- K-5 Morning Meetings
- 6-8 Advisory Lessons
- Revised the Discipline Plan – Elementary and Middle School
- Full time school counselor hired
- Pilot of Restorative Circles in several middle school cohorts, fifth grade
- Parent meetings with Susan Wais – Happiness Habits Workshop
- School Wide Expectations (Be resilient, Be respectful, Be responsible)

# Goals for the 2021–2022 School Year

- Continue to build positive school culture
- Begin the year with school wide expectations
- Consider explicit curriculum to teach SEL competencies (Harmony in Elementary/No Place for Hate in Middle)
- Provide vehicle for problem solving within the classroom/cohort
  - Class meetings
  - Restorative Circles
- Streamline referral process for individual and groups with Mrs. Bourque
- Provide professional learning opportunities for teachers
- Assessment tools
- Provide parent education
- Utilize newsletter, etc. to communicate competency focus to parent community
- Provide service opportunities at each grade level

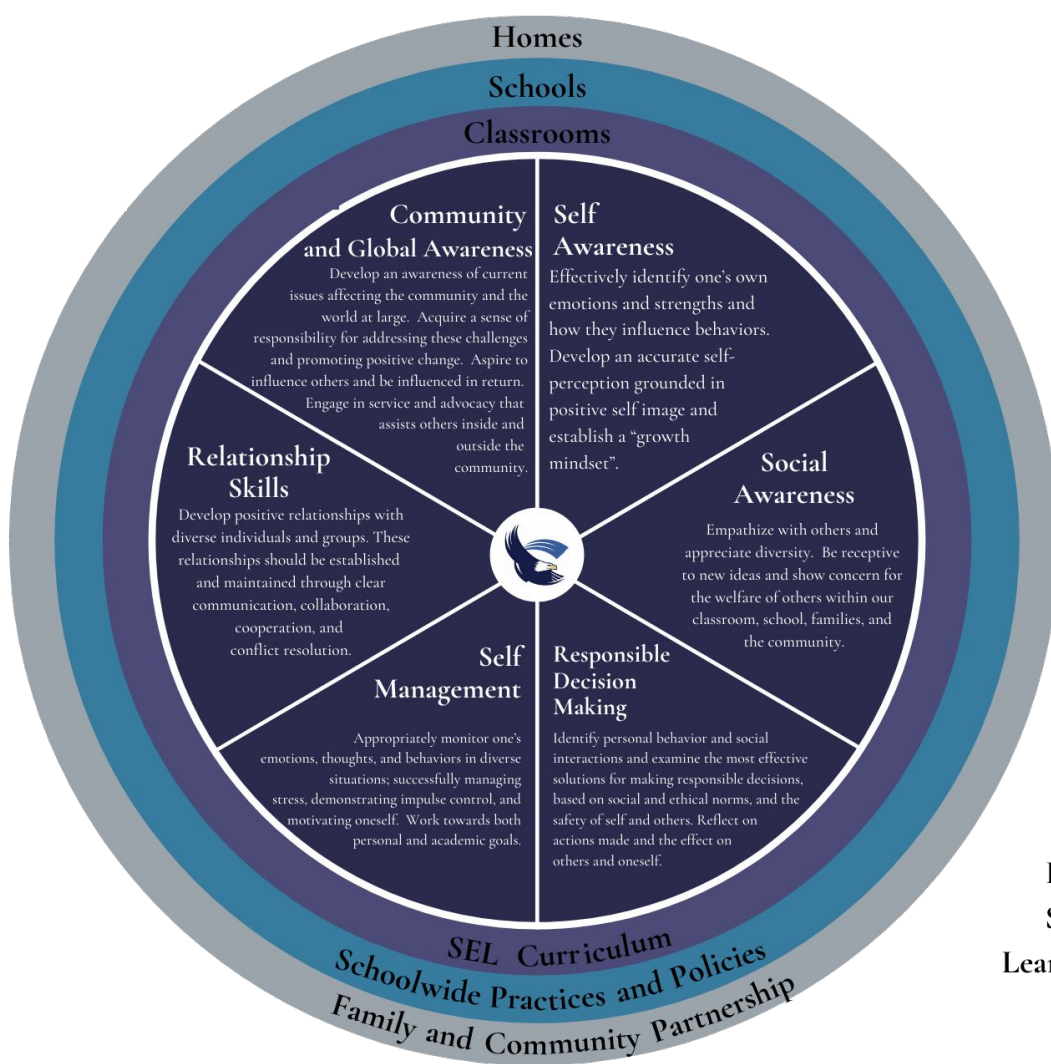
# School Wide Expectations

BE RESPECTFUL

BE RESILIENT

BE RESPONSIBLE

[K-8 Expectations](#)



**Rancho Santa Fe  
 Social Emotional  
 Learning Competencies**

**2021-2022**

# Social/Emotional Competencies

## Self Awareness

- Effectively identify one's own emotions and strengths and how they influence behaviors.
- Develop an accurate self perception grounded in positive self image and establish a "growth mindset"

*Self-awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.* This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

Examples of self awareness include:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Developing interests and a sense of purpose
- Having a growth mindset
- Experiencing self-efficacy
- Examining prejudices and biases

# Social/Emotional Competencies

## Social Awareness

- Empathize with others and appreciate diversity.
- Be receptive to new ideas and show concern for the welfare of others within our classroom, school, families and the community.

**Social awareness:** The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.

Examples of Social Awareness include:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations and systems on behavior

# Social/Emotional Competencies

## Responsible Decision Making

- Identify personal behavior and social interactions and examine the most effective solutions for making responsible decisions based on social and ethical norms, and the safety of self and others.
- Reflect on actions made and the effect on others and oneself.

**Responsible decision-making:** The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

Examples of Responsible Decision Making include:

- Demonstrating curiosity and open-mindedness
- Learning how to make a reasoned judgment after analyzing information, data, and facts
- Identifying solutions for personal and social problems
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside and outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts



# Social/Emotional Competencies

## Self Management

- Appropriately monitor one's emotions, thoughts, and behaviors in diverse situations successfully, managing stress, demonstrating impulse control, and monitoring oneself.
- Work towards both personal and academic goals.

Self-management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.

Examples of Self Management include:

- Managing one's emotions
- Identifying and using stress management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

# Social/Emotional Competencies

## Relationship Skills

- Develop positive relations with diverse individuals and groups.
- These relationship should be established and maintained through clear communication, collaboration, cooperation, and conflict resolution.

**Relationship skills:** The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

Examples of Relationship Skills include:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

# Social/Emotional Competencies

## Community and Global Awareness

- Develop and awareness of current issues affecting the community and the world at large.
- Acquire a sense of responsibility for addressing those challenges and promoting positive change.
- Aspire to influence others and be influenced in return.
- Engage in service and advocacy that assists others inside and outside the community.

# Social/Emotional Expectations

## Elementary:

- Five Days – 30 minutes per day
- Combination of Morning Meetings, Explicit SEL Lessons, Restorative Circles

## Middle School:

- Advisory Meetings – First 20 – 30 minutes
- Explicit SEL Lessons, Restorative Circles

# What We've Accomplished this Year

## Staff Training:

Provided a half day training in August on SEL competencies for all staff, laid out SEL expectations for the year, had a group from USD introduce restorative practices.

## Elementary School:

- Continued with Morning Meetings – Monday – Thursday
- Friday on the Field Assembly
  - Lessons facilitated by each class on the competency of the month
- Delay in receiving the Harmony curriculum; teachers given binders with lessons to use once per week
- Carly Bourque, counselor, visited each classroom once a month to provide an additional lesson
- Carly and Carrie Faulk, Assistant Principal, modeled restorative circles in many classrooms

## Middle School:

- Advisory Meetings – First 20 – 30 minutes
- Explicit SEL Lessons on competencies each month compiled by staff
- Carly and Carrie modeled restorative circles in some Advisory classes

# Goals for Next Year (2022-2023)

- Implement an explicit curriculum K-5
- Determine the needs of the middle school
  - Restorative Circles
  - Curriculum
- Look at additional resources to support students
  - Digital Citizenship
  - Health Education
- Supports/resources for staff wellness
- Parent/home connection with how to support students at home
- Parent workshops
- Student and parent education about bullying

# School Counselor

- Delivers monthly lessons on the SEL competencies in each elementary classroom
- Delivered lessons in middle school Advisory classes the first 2/3 of the year; determined they were best taught by Advisory teachers
- Responsive check-in's/support when requested by students, parents, teachers and/or administrators
- Small group work
- Individual sessions
- Writes a monthly newsletter that is linked in the district newsletter
- Provides consultation and resources for school staff and parents
- Takes part in progress monitoring meetings, IEP's, 504's and SSTs when appropriate

# School Counselor YTD Data (2021-2022)

- Approximately 420 individual connections with grades 5-8 via minute meeting check-in's
- Approximately 250 responsive check-in's with students (K-8)
- 120 Parent/Teacher consultations
- 10 small groups held (5 in fall and 5 in spring) with 35 students receiving support in the areas of: family changes, self-concept, self-regulation, peer relationships, and anxiety
- 20 students received/receiving ongoing individual support
- 190+ classroom lessons across K-8
- Special Projects: 30 SEL Kits created and shared in classrooms, Book Drive collection (4500 books), Comprehensive Sexual Health Education Committee, started "The Buzz with Mrs. B" to share monthly focus, resources, and community happenings with parents



# School Counselor Goals for Next Year (2022-2023)

- Implement a separate explicit SEL curriculum K-5
- Adjust and plan schedule to be equally present in both elementary and middle schools (Middle School focus on “A” days, Elementary on “B” days)
- Plan and provide opportunities for more school-wide activities (ex: RAK Week, Mental Health Week, College/Career, etc.)
- Build connections with neighboring HS districts and offer a showcase for 8th graders
- Increase minute meetings with grades 5-8 students to 3x a year (beginning, middle, end of school year)
- Collaborate with organizers of Student Council, WEB program, and Character Ambassadors

# Parent Questions/Feedback