

SEL Report to the School Committee

— June 3, 2019 —

The SEL report to the school committee:

- Does not provide all the answers or any quick solutions
- Is the start of a lengthy road map to adopt and follow
- Calls for explicit conversations that relate to academics and social emotional behavior
- Recognizes the changing nature of our students and the changing skill sets needed to manage and regulate the world in which they live
- Challenges us to be bold in our approaches and ambitious in our thinking

The SEL year in review:

- All five schools completed building based self assessments
- Faculty surveys were conducted that included input from pre-school, elementary, middle and high school faculty
- The SEL committee held meetings and focused on developing an SEL vision and mission statement
- The SEL parent sub-committee met four times. Parent concerns and ideas are represented in the report

The Vision Statement

With an explicit focus on social emotional learning, we envision a school district and community that supports students in developing a healthy sense of self and social awareness, embracing diversity with empathy and respect for others, making responsible decisions, and effectively engaging with the world as we strive for both justice and joy.

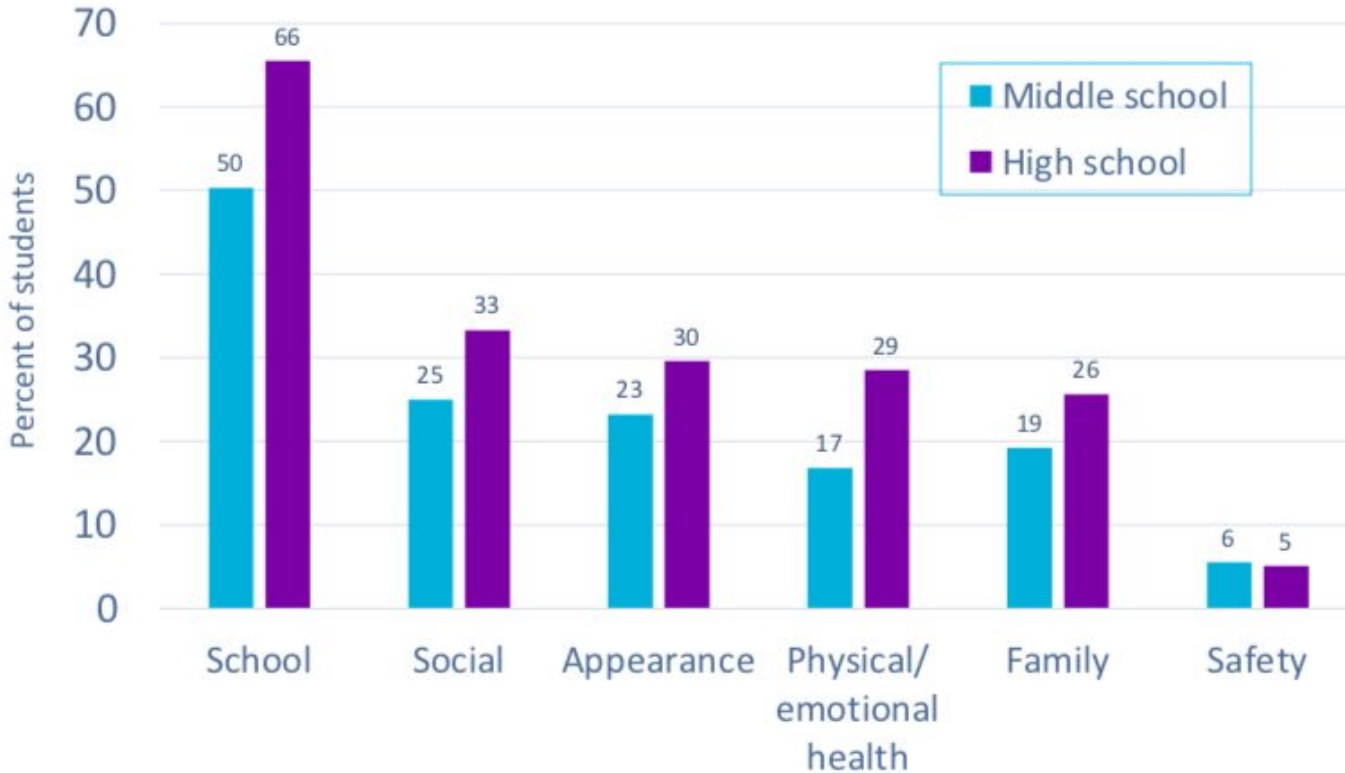
The Mission Statement

In our accepting and inclusive community, we want our students to:

- Recognize and regulate their own emotions
- Make thoughtful and healthy decisions
- Appreciate their importance, feeling connected and safe in a responsive environment
- Become clear, confident and effective communicators
- Demonstrate self-compassion in the face of doubt, negativity and challenge
- Self-advocate and understand how to access help when needed
- Show resilience and persistence in the face of adversity, transition and change
- Embrace the culture and individuality of others
- Respect the perspective of others
- Create, sustain and support healthy relationships with both peers and adults
- Develop effective skills for parting and grieving and supporting others in this process
- Solve conflicts and problems in a creative and cooperative manner
- Demonstrate genuine concern about the welfare of others
- Have hope and confidence in their future

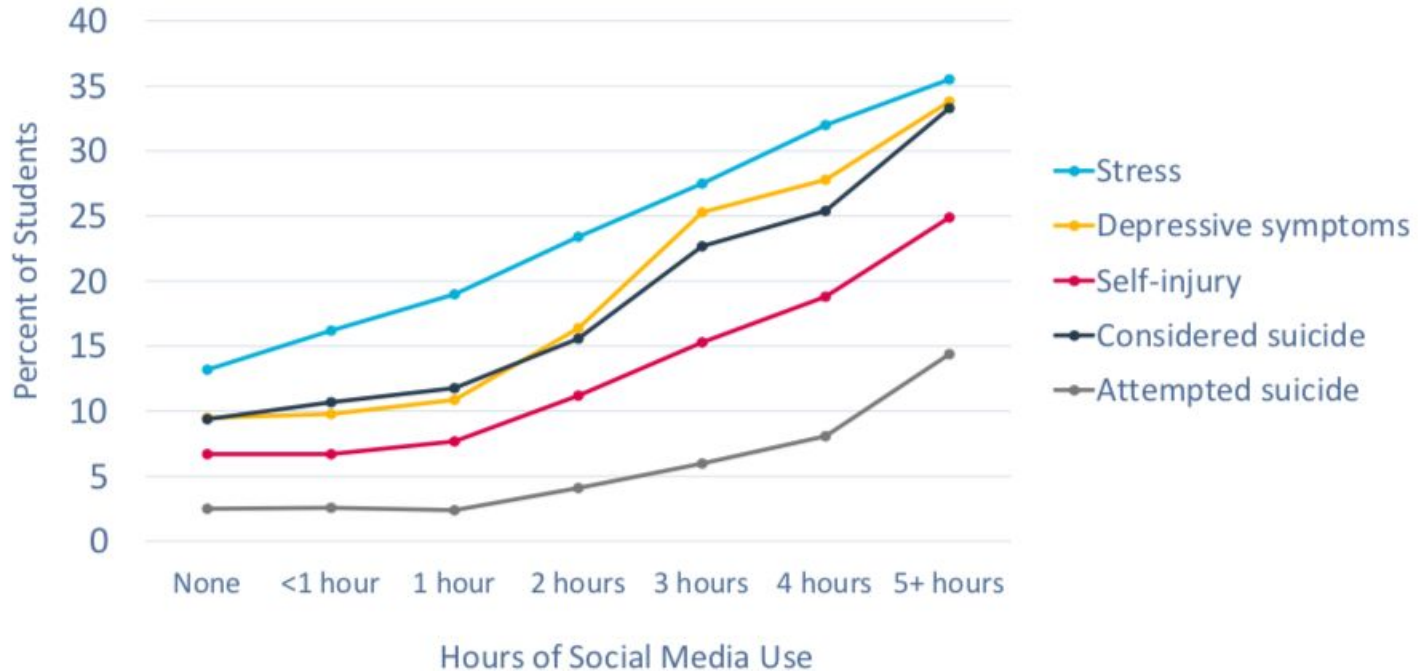
**STRESS
ANXIETY
SOCIAL MEDIA
ACADEMIC PRESSURE
24/7 SOCIETY
A CULTURE OF IMMEDIACY
THE EXPERIENCE OF TRAUMA
MENTAL HEALTH CONCERNS**

The Sources of Stress: MetroWest Health Survey

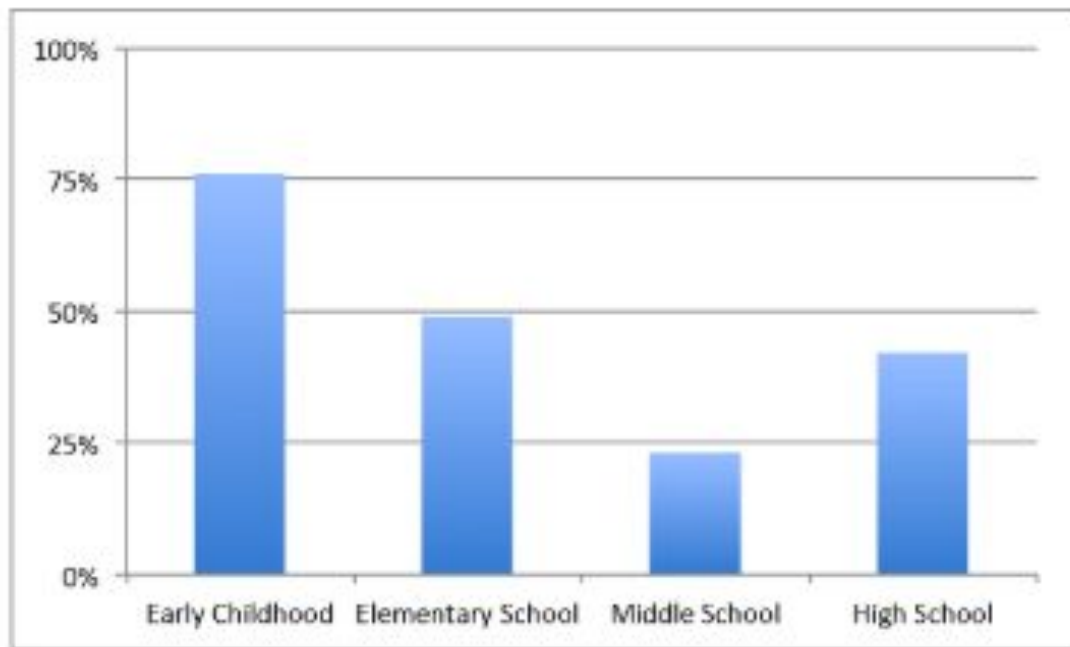


As reported by middle and high school students in the 2018 MetroWest Adolescent Health Survey.

The Associations of Social Media Time with Stress & Mental Health in Middle School Students: MetroWest Health Survey



The use of SEL practices in Wayland Public Schools:



- There is variability by grade levels
- This is reflective of the changing academic nature as students move up through the grades
- There is a need to level the playing field
- This is self-reported data

The 5 CASEL Core Competencies*

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision Making

*Detailed explanation is contained in the report



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The 5 CASEL Core Competencies

- CASEL and 'SEL' first emerged in 1994
- 'SEL' addressed the 'missing' piece in education
- In 2015 CASEL published the Handbook of Social and Emotional Learning: Research and Practice
- In April 2016 the Massachusetts Department of Elementary & Secondary Education (DESE) adopted both the CASEL definition of 'SEL' and the 5 Core Competencies as the standard for the state with this statement:

'The Department of Elementary and Secondary Education is committed to preparing all students for success in the world that awaits them after high school. One of our five core strategies to achieve that goal is supporting the social, emotional, and health needs of students and families. As noted in the [Department's Strategic Plan](#) (May 2015), in order to have opportunities to be successful after high school, students need to have healthy social/emotional skills. Furthermore, developing students' social and emotional competencies helps schools create safe learning environments that contribute to academic achievement for all'



Implementation of the CASEL Core Competencies

- **Universal application across school, home & the community**
- **Applicable to all grade levels and abilities**
- **Linked to curriculum development**
- **Need to be discussed explicitly**
- **Make them meaningful for our students**



SEL: The Next Steps

- The Admin Council will review the report
- Our Summer Retreat will focus on the intersection of Academics & SEL, including professional development & coaching for staff
- Schools will select a core competency focus
- A review of SEL curriculum
- Develop a plan of progress monitoring for SEL
- The MetroWest Health Survey will inform changes
- Budget Implications for FY21
- Put the Core Competencies in the hands of everyone



SEL: Every Child, Every Day.

Involve everyone

Choose to be positive in every situation

Give it your full effort

Show respect to self & others

'As we work toward collective understanding, let's remember that applying SEL concepts can be pretty simple: see the good, work hard and be nice. Let go of things you can't control, and focus on things you can'