

# WPS&SEL

**CARE, COMMITMENT & COMMUNITY**

*Report to the School Committee, June 2019*

**Prepared by**

**Richard Whitehead M.Ed, Director of Student Services WPS**

**Angela DeSilva Mousseau Ph.D, Consultant**

## **ACKNOWLEDGEMENTS:**

Superintendent of Schools: Arthur Unobskey  
Principal Betsy Gavron  
Principal Christie Harvey  
Principal Brian Jones  
Principal James Lee  
Principal Allyson Mizoguchi  
Director of The Children's Way: Katy Merrell  
Assistant Director of Student Services: Tammy Barrera

Faculty & Parents of the Children's Way  
Claypit Hill Elementary School Faculty & Parents  
Happy Hollow Elementary School Faculty & Parents  
Loker Elementary School Faculty & Parents  
Wayland Middle School Faculty & Parents  
Wayland High School Faculty & Parents

Members of the Social Emotional Learning Committee  
Members of the Parent Social Emotional Learning Sub-Committee

## INTRODUCTION

Over the course of the 2018-19 school year the District engaged in a comprehensive review of our current Social Emotional Capacity (SEL) and how we want to move forward in order to face the more complex challenges that we are currently seeing from our student body. We attempted to be as exhaustive as possible, convening both an SEL committee and a Parent SEL Sub-Committee. Each of our schools convened a team to work through the Behavioral Health and Public Schools Framework Self-Assessment, the results of which form the bulk of this report. Additionally, the School Committee and Admin Council have discussed SEL at multiple meetings over the course of the year and our faculty members participated in an SEL survey developed by Angela DeSilva Mousseau, our SEL consultant. This report consolidates all this information in an effort to provide an SEL snapshot of the district as it exists in the school year 2018-2019.

Social Emotional Learning has a relevancy that covers all grade levels, abilities, backgrounds and this has been recognized by educators all across the country. Educators have also recognized the urgency in this work as the SEL needs of all our students are rapidly changing as they navigate a more challenging and complex world. Wayland Public Schools is not immune from these changes and the work we have completed this year is a response to these challenges. We want to deepen the support of SEL in our classrooms by providing a more robust support structure for all our educators and district staff. We are also fortunate in this community that there is an extraordinary level of support from community based partners and our school parents. These groups were engaged in this process and their contribution has proved valuable in both supporting the school based work and by providing perspectives that we may not have considered without their presence. We are tremendously appreciative of the time and commitment made by all those involved in this process.

In April 2016, the Massachusetts Department of Elementary and Secondary Education (DESE) adopted the definition of SEL and the five core competencies developed by the CASEL (Collaborative for Academic, Social, and Emotional Learning) organization. The definition is noted below and the Core Competencies are reviewed in detail in the first section of this report. At some point in the future SEL will be considered by DESE relative to our district accountability measures. We want to be prepared for this change and the work completed this year will support our readiness when it arrives.

Richard Whitehead M.Ed  
Director of Student Services  
Wayland Public Schools

## The CASEL definition of SEL

***Social and emotional learning (SEL) is 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.***

**The CASEL 5 core competencies of Social Emotional Learning (SEL)  
Adopted by MA DESE, April 2016.**

CASEL and the term “social and emotional learning” first emerged in 1994 in response to a growing need in schools across the country. At that time schools were inundated with a slew of positive youth development programs such as drug prevention, violence prevention, sex education, civic education, and moral education. SEL was introduced as a framework that addresses the needs of young people and helps to align and coordinate school programs and programming.

In 1997 CASEL and the Association for Supervision and Curriculum Development (ASCD) published Promoting Social and Emotional Learning: Guidelines for Educators. This book provided practical strategies for educators to create comprehensive and coordinated SEL programming from preschool through grade 12. This was one of the first books of its type, and it began addressing the “missing piece” in education, SEL. In 2015, CASEL released the Handbook of Social and Emotional Learning: Research and Practice which helps schools develop policy and practice relative to SEL.

In April 2016 the Board of Elementary and Secondary Education in Massachusetts adopted the CASEL definition and the five core competencies with the following 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’**

**[MA DESE Social Emotional Learning](#)**

The five core competencies are highlighted in orange, yellow and green in the graphic below which also illustrates the 'wraparound' connections of classrooms, schools, homes and communities. This is illustrative of the reasons why we engaged our community partners and parents to assist us with the work.

Below the graphic is a more detailed explanation of the five core competencies and how they may manifest themselves in the daily lives of all connected with our school district.



**Self-awareness:**

The ability to accurately recognize one’s own emotions, thoughts, and values, and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

**Self-management:**

The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

**Social awareness:**

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

**Relationship skills:**

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with

others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship-building
- Teamwork

**Responsible decision making:**

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

## PROCEDURE

The district approached this work in a systematic manner that is outlined below and developed in greater detail within the main body of the report.

1. Self-Assessment: Each school building convened a team of 6-8 faculty members and parents to complete the Behavioral Health and Public Schools Framework self-assessment. This tool is made available by DESE and we were able to stipend the participation of faculty through the Safe and Supportive Schools grant. In each case the building principal chaired the team and took responsibility for the completion of the self-assessment. Teams met between 4-6 times during the winter months in order to converse, reach consensus and report their responses via the survey.
2. SEL Committee: This committee was convened in November 2018 and met seven times between November 2018 and May 2019. The committee was made up of twenty members who represented school faculty, school administration, parents and community partners. The main focus of these meetings was to develop an SEL vision and mission statement that was representative of the district as a whole,

that was long lasting and providing clarity to those reading it. The vision and mission statement that was created are referenced in more detail within the main body of the report.

3. SEL Parent Sub-Committee: This committee was convened in January 2019 and met four times between that date and May 2019. The committee was made up of twelve parents who were representative of all school buildings, including The Children's Way. The focus of these meetings was to develop a sense of parent engagement in this process, the type of information they were looking for the school to provide and how parents can best partner in the SEL process. A summary of their work appears in the main body of the report.
4. Faculty Surveys: At the end of March 2019, we issued two surveys to the faculty developed by the Center on Great Teachers and Leaders in order to further investigate their thoughts and experience with SEL. Both surveys were not mandatory and consisted of eighteen questions with one open response item at the end of the survey. The survey for staff of The Children's Way elicited eighteen responses and the survey to the K-12 faculty elicited ninety responses. Data from both these surveys is referenced in the main body of the report.

## THE BEHAVIORAL HEALTH & PUBLIC SCHOOLS FRAMEWORK SELF-ASSESSMENT TOOL

The Behavioral Health and Public Schools Framework provided a tool to help document what is currently being done across the district as well as identify areas that need to be further developed. The goal was to enhance the district-wide initiative of implementing consistent social-emotional learning strategies at the classroom and school levels.

### **Overview of Process**

A district-wide comprehensive needs assessment was conducted using The Behavioral Health and Public Schools Framework. For a complete overview of the results, please see attached Table. There are 5 schools within the Wayland public school district that participated in the needs assessment. A minimum of six members from each school building were selected for participation in completion of the needs assessment. Teams were diverse and represented a cross-section of the school communities, including faculty, administration and parents. All of the schools completed all of the sections of the needs assessment. Analysis of the data was conducted to determine the areas of greatest need by school.

The Behavioral Health Needs Assessment Tool provides a way for schools to evaluate the extent to which they have the “essential elements” of a safe and supportive school in place. The essential elements include: (1) deepening understanding; (2) student safety; (3) whole student; (4) student connectedness; (5) culturally responsive practices; (6) equitable access; (7) team work; and (8) adapting. The Behavioral Health Needs Assessment tool outlines specific strategies and action steps that allow schools to integrate these essential elements into their buildings. It calls on members of the assessment team to reflect on their school’s implementation of six different “strategies” associated with safe and supportive schools: (1) Leadership, Infrastructure, & Culture; (2) Professional Learning Opportunities; (3) Access to Resources & Services; (4) Teaching and Learning that Fosters Safe & Supportive Environments; (5) School Policies, Procedures, & Protocols; and (6) Family Engagement.

Within each strategy, there are specific “action steps” that schools can take toward creating safe and supportive schools. To evaluate a school’s progress toward implementing any given action step, there are various “statements” that the assessment teams rate on a scale of 1-4, where 1 represents “not at all in place,” 2 represents “partially in place,” 3 represents “mostly in place,” and 4 represents “fully in place.” The average ratings on individual statements make up the scores for their associated action steps. The average ratings on action steps make up the scores for their associated strategies. Below is an example illustrating the structure of the Behavioral Health and Public School Framework Assessment Tool:

Strategy: *Leadership, Infrastructure, & Culture*

Action Step: *Alignment*

Statements: There are 2 that comprise *Alignment*

1. *A clear vision, mission, and strategic plan provide the foundation for integration social, emotional, and academic development throughout preK-12 education.*

2. *School-wide initiatives, policies, and procedures are aligned and integrated.*

In addition to The Behavioral Health and Public School Framework Assessment Tool, select items (15) from a teacher self-assessment tool published by the Center on Great Teachers and Leaders were sent to all teachers across the district, including early elementary through high school. The questions were selected because of their focus on teacher practices consistent with social and emotional teaching and learning. Minor changes in language were made to the items administered to early education teachers to increase its relevance for the work they do. For most of the questions, response options included “rarely (1),” “some of the time (2),” and “always (3).” Ninety teachers from Kindergarten through High School completed the survey and 18 from early education completed it. The survey also included demographic questions (e.g., What level do you teach at?, Did your teacher preparation program include coursework related to social

emotional learning?) as well as an open-ended question that asked “Is there anything else you would like us to know about your experience with SEL?”

### **Analysis of Results**

Below is a summary of the results from the Behavioral Health and Public School Framework Assessment Tool and the items that were distributed to teachers across the district from the teacher self-assessment tool published by the Center on Great Teachers and Leaders.

### **Wayland School District**

As noted above, the Behavioral Health Needs Assessment tool provides a way for schools to evaluate the extent to which they have the “essential elements” of a safe and supportive school in place. It outlines six specific strategies, each with accompanying action steps, that allow schools to integrate these essential elements into their buildings. Included in this section is a district-level summary of each strategy. School averages for specific strategies that fall between ratings of 1 and 2 are “not at all” to “partially” implemented. Averages that fall between 2 and 3 are illustrative of strategies that are “partially” to “mostly” implemented. And averages that are between 3 and 4 can be considered “mostly” to “fully” implemented.

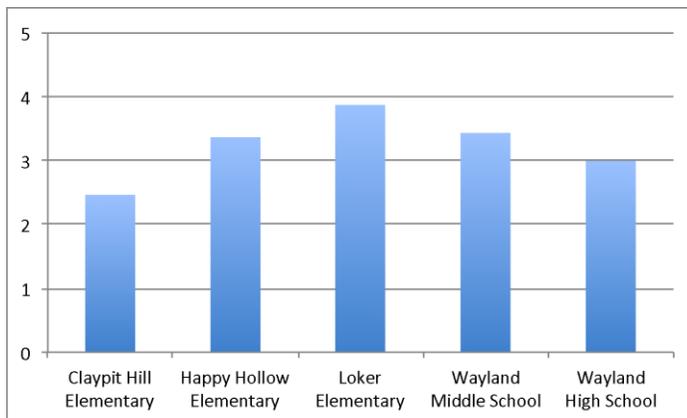
*Leadership, Infrastructure, and Culture* is the first strategy assessed with the Behavioral Health Needs Assessment Tool. It targets the role each school’s leadership, infrastructure, and culture play in establishing a safe and supportive school. There is variability in this area across the district. Loker Elementary has the necessary action steps “mostly” to “fully” implemented, while the other two elementary schools have them “partially” to “mostly” implemented. The middle school has the action steps “mostly” implemented. The action steps are “not at all” to “partially” implemented at the high school. Across all of the schools, the highest levels of implementation are related to school initiatives that seek to produce improvements for all students.

*Professional Learning Opportunities* is the second strategy and examines what professional development is needed for schools to establish a safe and supportive environment for the students. There is a high level of variability at the elementary level for this strategy. Claypit Hill reports the action steps for this strategy to be “not at all” to “partially” implemented, Happy Hollow reports them to be “partially” to “mostly” implemented, and Loker Elementary reports them to be “mostly” to “fully” implemented. The middle and high schools both fall between “partially” and “mostly” implemented.

*Access to Resources and Services* is the third strategy examined with the Behavioral Health Needs Assessment Tool. It looks at the resources, supports, and services that need to be in place for students, families, and staff in order for schools to become safe and supportive. Again, there was a good amount of variability amongst the elementary schools, with Loker

Elementary reporting the most implementation of related action steps (“mostly” to “fully”), Happy Hollow falling in the middle (“partially” to “mostly”), and Claypit Hill reporting the lowest levels of implementation (“not at all” to “partially”) of the action steps related to resources and services necessary for a safe and supportive school. The middle and high schools are comparable, reporting “partially” to “mostly” implemented action steps in this area.

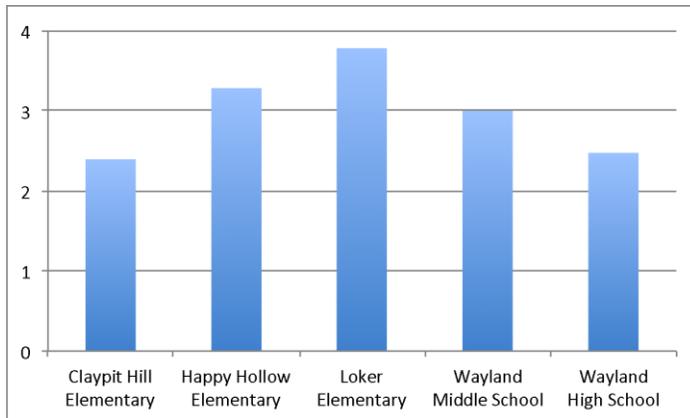
*Teaching and Learning that Fosters Safe and Supportive Schools* is the fourth strategy aligned with the essential elements. It examines the strategies for teaching and learning that need to be in place for schools to become safe and supportive settings. This is an area of strength for each of the schools. Each school reports the action steps to be at least “partially” implemented. Happy Hollow, Loker Elementary, and Wayland Middle School each report “mostly” to “fully” implemented action steps related to teaching and learning that foster safe and supportive schools. Claypit Hill and Wayland High School have slightly lower levels of implementation (“partially” to “mostly”). Using evidence based teaching practices is the area least implemented across all of the schools. The rest are fairly well implemented.



*School Policies, Procedures, and Protocols* is the fifth strategy and it looks at the extent to which certain policies, procedures, and protocols need to be reviewed, revised, or created for schools to become safe and supportive. This is another area of strength across all of the schools. They each reported the highest level of implementation in this area, specifically with respect to positive behavioral supports and a student centered approach. Loker Elementary reported full implementation across all action steps. Wayland High School and Middle School and Happy Hollow Elementary reported “mostly” to “fully” implemented policies, procedures and protocols consistent with safe and supportive schools. Claypit Hill reported slightly lower levels of implementation (“partially” to “mostly”).

*Family Engagement* is the last strategy aligned with the essential elements of safe and supportive schools. This focuses on what schools need to do to ensure that families are active partners with them. Loker Elementary and Happy Hollow reported “most” to “full” implementation of the action steps in this strategy. Wayland Middle School reported

“mostly” implemented action steps. Claypit Hill and Wayland High School both reported “partial” to “most” implementation in *Family Engagement*. Collaboration between staff and families was rated highest across the district.



### Wayland Elementary Schools

Eighteen early childhood teachers completed the SEL self-assessment items from the Center on Great Teachers and Leaders. Of those who responded, 5 (29%) have been teaching for less than 10 years, 9 (53%) for 10-20 years, and 3 (18%) reported teaching for more than 20 years. Almost one quarter of the teachers (n=4, 24%) reported that their teacher preparation program had “none or very little” coursework related to social emotional learning, a similar number (n=5, 29%) reported that their program had “some, but not enough to have a good understanding,” and almost half (n=8, 47%) reported receiving coursework that was “enough to implement it in teaching.”

When looking at early childhood teacher responses across all SEL self-assessment items, the general trend is that teachers are implementing various social and emotional teaching strategies and practices most of the time. There are some teachers who are doing this less frequently, but on average, teachers are using these practices most of the time (mean > 2.4, across all items).

Just over two thirds of the early childhood teachers (n=13, 76%) believe they can effectively implement social and emotional teaching practices, while the others report that they need more training (n=4, 24%). All but two of the early childhood teachers (n=15, 88%) report that they are aware of social and emotional teaching practices that they need to improve on and that they are either consciously working (n=11, 65%) or trying their best (n=6, 35%) to refine personal goals about how to best implement these practices with their students.

On the open-ended question, most early education teachers (n=12, 71%) made further comments about their experiences with social emotional learning. Teachers noted that they have relevant training in SEL and that it is fundamental to their work in early childhood education. They went on to comment about the necessity of involving parents in this work.

Thirty-seven elementary school teachers completed the SEL self-assessment items from the Center on Great Teachers and Leaders. Of those who responded, 8 (21.5%) have been teaching for less than 10 years, another 8 (21.5%) have been teaching for 10-20 years, and the majority (n=21, 57%) have been teaching for more than twenty years. Almost one half (n=17, 46%) reported “none or very little” coursework related to social emotional learning, about one-third (n=12, 32%) of the teachers indicated that their program had “some, but not enough to have a good understanding,” and the smallest number of teachers (n=8, 22%) had “enough to implement it in teaching.”

When looking at the elementary school teacher responses across all of the items, it is clear that like the early childhood educators, the elementary level teachers are implementing various social and emotional teaching strategies and practices most of the time (mean > 2.2 across items). In fact, every teacher reported “always” promoting positive behaviors by encouraging their students when they display good social skills. A very small number (n=3, 8%) of the teachers reported using the assessed teaching practices “rarely.”

About one half of the elementary teachers (n=18, 49%) believe they can effectively implement social and emotional teaching practices, while others report that they need more training (n=9, 24%) or more time (n=9, 24%). One teacher reported needing more time and training (n=1, 3%). All of the teachers (n=37, 100%) report that they are aware of social and emotional teaching practices that they need to improve on and that they are either consciously working (n=17, 46%) or trying their best (n=20, 54%) to refine personal goals about how to best implement these practices with their students.

Most of the elementary teachers (n=32, 86%) provided further comment on their experiences with social emotional learning. Teachers expressed an understanding that social emotional learning is a very important aspect of education. They would like to see social emotional learning practices implemented more consistently across and within the different elementary school buildings. Teachers also acknowledged that there are competing demands that make it difficult for them to more frequently focus on social emotional learning practices. Lastly, teachers recognized the need for additional training and many expressed excitement to learn how to more effectively implement social emotional teaching strategies into their regular teaching practices.

The needs assessment conducted using The Behavioral Health and Public Schools Framework was completed separately by each elementary school (see school-specific narratives below).

### **Claypit Hill Elementary School**

Members of the assessment team at Claypit Hill Elementary School responded to all of the formal statements on the assessment tool. Data were generated for all strategies across the assessment tool.

Across the strategies, the Claypit Hill Elementary School assessment team rated *Professional Learning Opportunities* and *Access to Resources and Services* the lowest. The action steps within each of these strategies are generally “not in place” or only “partially” in place. *District Level Involvement* (school is supported by district policy to allow for effective professional development) is the action step in most need of growth within *Professional Learning Opportunities*, while *Procedures for Access Services and Transitions* (policies and procedures to help all students access services when needed and transition back to school or the classroom appropriately) is the area in the most need of growth within *Access to Resources and Services*.

*School Policies, Procedures, and Protocols* was rated the highest. The action steps within this strategy area are “partially” and “mostly” in place. *Consistency* (policies, procedures, and protocols that are equitable and unbiased) and *Positive Behavioral Supports* (integrate positive behavioral supports in policies, procedures, and protocols) are the action steps most consistently implemented at Claypit Hill.

Examination across all of the action steps reveals that about one half of them fall somewhere between being “not at all” to “partially” implemented and the remaining half are between “partially” and “mostly” implemented. There is only one action step that is “not at all” implemented: *Professional Learning Opportunities: District Level Involvement* (school is supported by district policy to allow for effective professional development). There is one action step that is “fully” implemented: *Leadership, Infrastructure, & Culture: Laws & Regulations* (use of the “essential elements” of safe and supportive schools when addressing regulations and laws related to safe and supportive activities).

Members of the assessment team, made the following notable comments while completing the assessment tool:

#### Leadership, Infrastructure, & Culture

*Because the 3 elementary schools are so different in size and expectations, it could be challenging to have a district-wide plan for SEL. We have academic curriculum coordinators, but not for SEL. Guidance staff is regularly stretched too thin to be able to participate in PLCs and to regularly teach groups. Math coaches and reading specialists are dedicated to their curriculum. Guidance staff does not have that leisure because they have many more responsibilities. Ongoing data analysis and benchmarks are established but there is no way to measure SEL progress. Continuity across the grade levels is not there as kids develop.*

#### Professional Learning Opportunities

*We need more emphasis on understanding the whole child and less emphasis on MCAS scores and other academic data. The more we feel we need to worry about their test scores, the more that is unintentionally related to children, which impacts their social-emotional well-being. We need district-wide directors for social-emotional learning working with district-wide curriculum learners so that the conversations are even. PLCs*

*and professional development opportunities are focused on academics. We need more time to talk about the SEL needs of students.*

#### Access to Resources & Services

*Given the number of people who are unsure about protocols and systems, we feel that we are not all on the same page. The lack of cohesive top to bottom resource system creates inequitable opportunities for students and teachers. The lack of policies and protocols puts us in a reactive rather than proactive position. An online resource guide to be used district-wide would be incredibly helpful.*

#### Teaching & Learning that Fosters Safe & Supportive Environments

*School-wide expectations and language are not clear for new teachers. While all teachers have good intentions, they sometimes do their own thing. Grade to grade expectations are so different. 'School listening' versus whole body listening is one example. There is no time to learn how to learn. There is less time for play, which is a natural way to learn social-emotional skills. Culturally relevant curriculum, resources, and training are still needed. Open Circle is not evidence-based.*

#### School Policies, Procedures, & Protocols

*Our bullying protocol needs to be more visible to community members. Our policies for communicating with providers need to be clearly articulated with all staff. We need to make our handbooks available in other languages. Our school rules need to be more collaboratively established. Staff, students, and families need to know the school rules.*

#### Family Engagement

*Communication with families and Open Houses vary a lot teacher by teacher in terms of how much relationship-building happens. We need to work harder to understand the communities of all students and connect with all families. There aren't consistent procedures or policies for parent-teacher communication. Policies that are in place aren't consistently followed.*

### **Happy Hollow Elementary School**

Members of the assessment team at Happy Hollow Elementary School responded to all of the formal statements on the assessment tool. None of the items were unanswered or received a rating of "unsure." Therefore, data were generated for all strategies and action steps across the assessment tool.

Review of the strategies, as rated by the assessment team at Happy Hollow Elementary School, indicates that *Professional Learning Opportunities* is rated the lowest. Most of the action steps within this area are "partially" implemented, with the exception of *Student Centered* (using professional development to ensure that practices are focused on the whole student), which is "mostly" to "fully" implemented.

*Policies, Procedures, and Protocols* was rated the highest amongst all of the strategies. This strategy was rated, on average, to be "mostly" to "fully" in place. In fact, many of the action

steps are “fully” implemented: *Relationships* (help everyone build strong, positive relationships), *Positive Behavioral Supports* (integrate positive behavioral supports in policies, procedures, and protocols), *Student Centered* (establish policies, procedures, and protocols that are student centered), and *Bullying Prevention* (create and implement appropriate policies, procedures, and protocols related to bullying prevention and intervention) are all “fully” in place. The other action steps within this strategy are between “mostly” and “fully” implemented.

Examination across all of the action steps reveals that they are either “mostly” to “fully” in place or “partially” to “mostly” implemented. There is only one action step that is “not at all” implemented: *Leadership, Infrastructure, & Culture: District Involvement* (supported by district and school administration). There are 9 action steps that are “fully” implemented. Four of them are listed above under *Policies, Procedures, and Protocols*. The remaining five “fully” implemented action steps include: *Leadership, Infrastructure, & Culture: Student Centered* (improvements for all students), *Teaching and Learning that Fosters Safe and Supportive Environments: Data Use* (use data to inform teaching and learning), *Transition Planning* (process in place to provide transition age planning and services to students), and *Embedded SEL into Academics* (teachers deliberately embed the social and emotional dimensions of learning into academic learning).

Members of the assessment team, made the following notable comments while completing the assessment tool:

#### Leadership, Infrastructure, & Culture

*One area where we may not be on the same page is around professional development that is specifically dedicated to safe and supportive schools/SEL. We informally monitor school-based progress, but have no formal data to pass along in a pre-k-12 format. We solicited input from the staff and they felt that the principal and the school Sunshine Committee were supports that are in place. Other supports are partially in place.*

#### Professional Learning Opportunities

*More time is needed for professional development and follow-up. More input from staff about what professional development would be useful should be solicited and used to plan professional development. Also, professional development should be available for different groups’ needs and interests (e.g., classroom teachers, special educators, guidance counselors), in addition to those that are applicable to all.*

#### Access to Resources & Services

*Staff rely on the principal and guidance counselors for information regarding referrals. In addition, many teachers know of our community resources (town social workers, HRS, consulting with the pediatrician) and share this information with families. We are in need of more resources for culturally and linguistically appropriate services. We are considered a “low incidence” school (relatively small non-English speaking population), yet when a family needs translation/translators, we want to provide it and should! We individualize*

*our protocols for helping a student transition back to school from other placements based on the student/family need.*

#### Teaching & Learning that Fosters Safe & Supportive Environments

*Although we don't specifically utilize the Universal Design for Learning (UDL) program, we do have rigorous achievement goals for students that are consistent across schools. Confidential consultations are available as much as our Guidance and SPED departments can handle. This is particularly limited during MCAS.*

#### School Policies, Procedures, & Protocols

*All handbooks are reviewed and changes are made each year to make certain that the guidelines work to keep all students safe and all subgroups feeling recognized and cared for in a way that meet their needs. Involving all constituents when reviewing all policies and procedures would ensure access and equity. Students are constantly involved in creating school and classroom practices and rules through Open Circle lessons, Responsive Classroom Procedures, and even through student council. The school uses principles of restorative justice and partners with the parents toward that end. Suspension is rarely used; and when it is, it is most always an in-school suspension with a therapeutic approach and academic support.*

#### Family Engagement

*How do we reach out more efficiently to our non-English new families that are part of our school community either in town or the METCO community? There are strategies to involve families in terms of meetings and contact, but limited resources for providing interpreters and translated materials.*

#### **Loker Elementary School**

Members of the assessment team at Loker Elementary School responded to all of the formal statements on the assessment tool. None of the items were unanswered or received a rating of "unsure." Data were generated for all strategies and action steps across the assessment tool.

Ratings across all of the strategies for Loker Elementary School suggest fairly high levels of implementation. Each of the strategies and action steps are "mostly" to "fully" implemented. Each strategy has at least one action step that is "fully implemented." There are no strategies or action steps that are "partially" or "not at all" implemented.

*School Policies, Procedures, and Protocols* received the highest ratings for implementation. It was rated as being "fully" implemented. Each of the action steps that make up this strategy were also reported to be "fully" implemented: *Consistency* (policies, procedures, and protocols that are equitable and unbiased), *Collaboration and Communication* (collaborate with staff, students, and families when establishing and implementing policies, procedures, and protocols), *Relationships* (help everyone to build strong positive relationships), *Positive Behavioral Supports* (integrate positive behavioral supports in policies, procedures, and protocols), *Student Centered* (establish policies, procedures, and

protocols that are student centered), and *Bullying Prevention* (create and implement appropriate policies, procedures, and protocols related to bullying prevention and intervention).

*Teaching and Learning that Fosters Safe and Supportive Schools* was also rated high for implementation. On average, this strategy is “mostly” to “fully” implemented. There are 10 action steps that make up this strategy and 7 of them were rated as “fully” in place: *High Expectations and Universal Design for Learning* (high expectations for all students and implementation of universal design for learning), *Creating Inclusive and Caring Classrooms* (create inclusive and caring classrooms and school culture to deepen and enrich student social and emotional competencies), *Data Use* (use data to inform teaching and learning), *Evidence Based* (use evidence-based instructional approaches and curriculum), *Communication* (procedures for communication between staff), *Transition Planning* (process in place to provide transition age planning and services to students), and *Embedded SEL into Academics* (teachers deliberately embed the social and emotional dimensions of learning into academic learning). The remaining 3 action steps were rated as being “mostly” to “fully” implemented.

In addition to *School Policies, Procedures, and Protocols* and *Teaching and Learning that Fosters Safe and Supportive Schools*, *Family Engagement* was rated high. On average, it is “mostly” to “fully” implemented, with half of the action steps being “fully” implemented: *Collaboration* (collaborate with all staff and all families), *Data* (use data to inform family engagement strategies), and *Communication* (communicate effectively with all families). The remaining action steps are “mostly” to “fully” implemented.

Members of the assessment team, made the following comments while completing the assessment tool:

#### Leadership, Infrastructure, & Culture

*Loker School is a very strong community where collaboration is meaningful.*

#### Professional Learning Opportunities

*The staff would like to see an increase in professional development time. There is a request for a RTI refresher and more time for professional development for teaching assistants particularly around new curriculum such as Foundations and FOSS.*

#### Access to Resources & Services

*Our school psychologist is a strong leader in each of these components and has a wealth of resources to share with staff and families.*

#### Teaching & Learning that Fosters Safe & Supportive Environments

*As a team, we feel like everyone at Loker School is very well-aligned. That being said, there is room for growth in study skills instruction and proactively teaching about all of the different cultures in our building.*

School Policies, Procedures, & Protocols

*We believe that Loker School has clear protocols for safety, particularly with ALICE.*

Family Engagement

*We believe that Loker School staff has a very trusting relationship with the families. The team believes that proactive, consistent, and comprehensive communication has been effective. It is one strong community aligned around our core values, PRIDE (Personal Best, Respect, Integrity, Determination, and Enthusiasm).*

**Wayland Middle School**

Seventeen middle school teachers completed the SEL self-assessment items from the Center on Great Teachers and Leaders. Of those who responded, 5 (30%) have been teaching for less than 10 years, 6 (35%) have been teaching for 10-20 years, and the other 6 (35%) have been teaching for more than twenty years. Almost one half (n=7, 41%) reported “none or very little” coursework related to social emotional learning, just over one-third (n=6, 35%) of the teachers indicated that their program had “some, but not enough to have a good understanding,” and the smallest number of teachers (n=4, 24%) had “enough to implement it in teaching.”

Middle school teacher responses to all of the items asking about the frequency of their social emotional teaching practices indicate that on average they are using them some of the time (mean range = 1.71 – 2.71 across items). But there are many teachers who are rarely using a number of the practices and there are also many others who are always using them.

A small number of teachers (n=4, 23%) believe they can effectively implement social teaching practices, while others report that they need more training (n=9, 53%) or more time (n=2, 12%). Some (n=2, 12%) are not clear what is meant by social teaching practices. The majority of the teachers (n=12, 71%) report that they are aware of social teaching practices that they need to improve on and a larger number of the middle respondents report that they consciously refine personal goals about how to best implement these practices with their students (n=8, 47%).

About one half (n=8, 47%) of the middle school teachers provided further comment on their experiences with social emotional learning. Their responses indicate that there is some confusion and misunderstanding about what social emotional learning is, how it can be implemented, and what all of the terms are that describe aspects of social emotional learning and the associated teaching practices. A small number of the middle school teachers described some efforts to integrate social emotional learning into their current teaching, but also recognized that they need to (and would like to) learn more about social emotional learning practices.

Members of the assessment team at Wayland Middle School responded to all of the formal statements on the assessment tool. They responded “unsure” to only one statement that fell in the strategy of *Professional Learning Opportunities: Ongoing Staff*

*Development (PLOs are available to all staff [bus custodian, lunch, playground, etc.] and where appropriate and possible for community partners and families).* Therefore, data were generated for all strategies across the assessment tool. This one item was excluded from the analysis for that strategy.

Ratings from the assessment team at Wayland Middle School indicate that all of the action steps across all strategies are at least “partially” in place. There are areas of strength, where action steps are more “fully” implemented, and also some areas for growth, where the action steps are only “partially” implemented.

*Policies, Procedures, and Protocols* is the strategy area most fully implemented at Wayland Middle School. The school reports having all of the action steps in this strategy area “mostly” or “fully” in place. The only two exceptions fall within *Collaboration and Communication* (collaborate with all staff, students, and families when establishing and implementing policies, procedures, and protocols), which is reported to be “partially” to “mostly” in place.

*Access to Resources* is the strategy area reported to have the lowest level of implementation. The action steps within this strategy area are “partially” to “mostly” implemented on average, but there is some variability. *Coordination with School and Community* (coordinated services provided to students in and out of school) is “mostly” to “fully” in place, while *Clinically, Linguistically, Developmentally, and Culturally Appropriate Services* (ensuring that all services provided are clinically, linguistically, developmentally, and culturally appropriate) are “partially” in place.

Although there are some specific action steps that have a low level of implementation (e.g., *Teaching and Learning that Fosters Safe and Supportive Environments: Evidence Base and Leadership, Infrastructure, and Culture: Alignment* are “partially” implemented), none were rated to be “not at all” in place at this time.

The team indicated that there are seven action steps that are “fully” in place: *Leadership, Infrastructure, & Culture: Student Centered* (focus on improvements for all students) and *Laws & Regulations* (use the essential elements when addressing regulations and laws related to safe and supportive activities); *Teaching and Learning that Fosters Safe & Supportive Environments: Creating Inclusive & Caring Classrooms* (creating inclusive and caring classroom and school culture that deepens and enriches students’ social and emotional competencies), *Data Use* (use data to inform teaching and learning), *Communication* (have procedures for communication between staff), and *Transition Planning* (a process is in place to provide transition age planning and services to students); and *School Policies, Procedures, & Protocols: Relationships* (help everyone to build strong and positive relationships).

Members of the assessment team, made the following notable comments while completing the assessment tool:

### Leadership, Infrastructure, & Culture

*Creating a pre-k-12 vision and strategic plan needs more work (lots of things are going on-not yet cohesive). Well defined goals and benchmarks by level—will help us be more explicit about what students are learning and why and how it is connected (across content areas). TA's, METCO Staff, specialists, and part time staff don't always feel part of the discussions and decision making (in part due to differences in contracts). Actively recruit and retain a more diverse staff. More between-school collaboration.*

### Professional Learning Opportunities

*We have many things in place, but have a harder time reaching part-time staff, TA's, and specialists. Circling back to past PDs (SOS training). Psycho-ed work is needed (mental health), More opportunities to hear what works for students of color. Job alike groups. Trauma Informed practices. Reviewing crisis protocols.*

### Access to Resources & Services

*Confidentiality lines are tricky—what teachers need to know vs. what kids and families have the right to keep private. Need more linguistically and culturally responsive resources. Community-based resources and supports to assist with linguistically and culturally sensitive communication—making progress in this area—new translation services—when we do get translators there is not a lot of flexibility with timing making scheduling a challenge. Harder to get some of our families in Boston to use resources. Continue to need to work to de-stigmatize mental health support.*

### Teaching & Learning that Fosters Safe & Supportive Environments

*Is there a subset of students who develop learned dependence? Fly-up day—we engage more visits for our most fragile students. Hallway and buses need improvement. Strengths include: cluster themes, TAG activities, teaching students “That’s not okay.”*

### School Policies, Procedures, & Protocols

*We could include students in the development of classroom and school rules more. We know there is more buy-in when students have a say. This is the first year we have had students on our School Council (they have been a great addition). We have used survey to gather student feedback.*

The team also made several specific notes about areas that could be improved.

### Family Engagement

*METCO families feel more comfortable—welcome—multiple languages—more events in Boston. Meet and greet in Boston. Museum events—something in the summer. Parents skyped into School Committee meeting. Some subsets feel less comfortable coming in. Translation remains an obstacle. We are pretty consistent with outreach to families who live in Boston.*

### Wayland High School

Thirty-three high school teachers from a range of subject areas completed the SEL self-assessment items from the Center on Great Teachers and Leaders. Of those who responded, 5 (15%) have been teaching for less than 10 years, 17 (52%) for 10-20 years, and 11 (33%) reported teaching for more than 20 years. More than half of the teachers (n=18, 55%) reported that their teacher preparation program had “none or very little” coursework related to social emotional learning, a small number (n=6, 18%) reported that their program had “some, but not enough to have a good understanding,” and the remaining quarter of respondents (n=9, 27%) reported receiving coursework on SEL that was “enough to implement it in teaching.”

When looking at high school teacher responses across all items, the general trend is that teachers are implementing various social and emotional teaching strategies and practices “some of the time” (mean range from 1.91 – 2.61 across items). There are some teachers who are doing this more frequently, but on average, the teachers are using these practices some of the time. With that said, teachers are creating opportunities for students to monitor and reflect on their own social-emotional learning less frequently. Teachers report doing this rarely or some of the time.

Almost one half of the high school teachers (n=14, 42%) believe they can effectively implement social and emotional teaching practices, while others report that they need more training (n=12, 36%) or more time (n=3, 9%). Some (n=2, 6%) are not clear what is meant by social teaching practices, one (3%) believes that more student “buy-in” is necessary, and one (3%) does not believe he/she can implement social and emotional teaching practices. The majority of the teachers (n=24, 73%) report that they are aware of social and emotional teaching practices that they need to improve on and that they are either consciously working (n=6, 18%) or trying their best (n=24, 73%) to refine personal goals about how to best implement these practices with their students. A small number of teachers are not working to refine their practices (n=3, 9%).

On the open-ended question, most teachers (n=21, 64%) did not have any further comments about their experiences with social emotional learning. Of those who did make comments, most (n=8, 24%) noted the importance of additional training in this area.

Members of the assessment team at Wayland High School responded to all of the statements on the assessment tool. In some cases, they were “unsure” of whether a given aspect (i.e., statement) of an action step was being addressed. For example, when asked if “A clear vision, mission, and strategic plan provide the foundation for integration social, emotional, and academic development throughout preK-12 education,” the team responded “unsure.” The team responded “unsure” to 9 statements related to action steps, but for the most part these were just one part that made up a larger action step or strategy. Therefore, data were generated for all action steps, with the exception of one (*Leadership, Infrastructure, & Culture: District Involvement*), despite some responses of “unsure.”

Across the strategies, the Wayland High School assessment team rated *Leadership, Infrastructure, & Culture* the lowest. The action steps within this strategy are generally “not

at all” in place or only “partially” in place.” *Staff Recruitment and Retention* (actively recruiting, retaining, and supporting staff that are diverse and committed to improving safe and supportive efforts) and *Data Use* (using data to support and safe and supportive school efforts) are the areas in the most need of growth.

*School Policies, Procedures, & Protocols* was rated the highest across the strategies. The school has “fully” implemented many important policies, procedures, and protocols, but there is some concern about *Consistency* of implementation as well as *Collaboration and Communication* about the policies, procedures, and protocols. Both of these aspects are “partially” or “mostly” in place.

The team indicated that there are four action steps that are fully in place (*Teaching and Learning that Fosters Safe & Supportive Environments: Transition Planning* and *School Policies, Procedures, & Protocols: Positive Behavioral Supports, Student Centered, and Bullying Prevention*). One action step was described as “not at all” in place: *Leadership, Infrastructure, & Culture: Staff Recruitment and Retention* (actively recruiting, retaining, and supporting staff that are diverse and committed to improving safe and supportive efforts).

Members of the assessment team, made the following notable comments while completing the assessment tool:

#### Leadership, Infrastructure, & Culture

*Our discussion yielded a consistent finding that we have the beginnings of a collaborative culture at WHS, but that we are hampered by the structures in place (primarily the departmental culture and lack of meaningful interdepartmental collaborative time)...When we collaborate and how we use that time emerged as pressing structural/cultural issues. Recruitment and training of teachers who reflect our community’s diversity and are explicitly trained in safe and supportive schools was viewed as lacking. The alignment of district and school policies and this work is obviously critical.*

#### Professional Learning Opportunities

*...While WHS has a good amount of time for professional development, much of it is spent in departments (most Wednesdays except for about 8-10 Wednesday inservices, which are school wide). Department meetings are not always aligned with SEL topics and are not always spent working towards a common, schoolwide goal.*

#### Access to Resources & Services

*The committee felt that WHS has a strong set of practices and networks to support the social emotional needs of our students...We are still working towards connecting families with diverse cultural/linguistic needs to providers who are culturally appropriate, including services in Boston for our Boston resident families. Regularly communicating our formal networks of support to the larger faculty also emerged as an area of growth.*

#### Teaching & Learning that Fosters Safe & Supportive Environments

*There is no doubt that WHS is a “rigorous” high school (some of us have a problem with that word). How we embed social and emotional supports within the classroom differs among disciplines (we felt that opportunities to explicitly embed SEL might be higher in some subjects than others). We also felt that teachers often do embed these supports, but it is not explicitly valued or talked about...Using more data to drive our discussions about student learning and SE supports emerged as an area of interest.*

#### School Policies, Procedures, & Protocols

*We felt very good about the way that our bullying prevention and discipline policies are carried out in a holistic, caring, individualized way that also adhere to our legal mandates. Similarly, when it comes to student safety and referrals to DCF, an emergency evaluation, etc., we are confident in our policies and practices. We do not have a regular or formal review process of our policies outside of the CPR process.*

#### Family Engagement

*Our goal of independence for our high school students does not absolve us of responsibility to engage with families; however, as a high school, we use different (and often less frequent) means of communication to connect with the parents of our students. We felt this is age appropriate, but we need to have more structures and practices in place to more regularly communicate with families before a crisis hits...Still, as a committee we reflected on the ways we can cultivate a more meaningful relationship with our families for the benefit of our students when some of our experiences with parents have been negative or counter to our mission of developing independent young adults (parents overstepping or enabling). Being more explicit with families about how we think they can partner with us most effectively is an area for growth.*

#### Summary

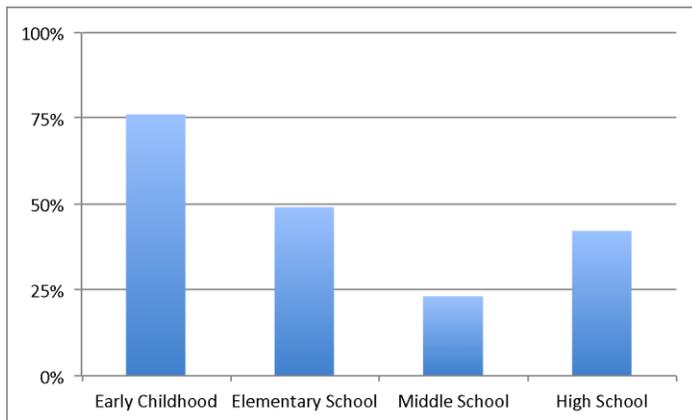
All five schools in the Wayland Public School District completed the Behavioral Health Needs Assessment, which is designed to have teams of educators reflect on the extent to which different teaching policies, procedures, and practices that align with the essential elements of safe and supportive schools are in place. Teachers from each school also responded to 15 SEL items from the teacher self-assessment tool published by the Center on Great Teachers and Leaders. Together, this data can help inform next steps for the Wayland Public Schools.

Teachers across the Wayland district seem to believe that social emotional learning is an important aspect of the educational experience for students, but there are barriers that prevent many of them from being able to consistently use teaching practices that target this aspect of learning. Some teachers believe they do not have enough time in the regular school day to address social and emotional learning. Others believe that they need more training.

Teachers in Wayland report receiving a range of pre-service training related to social emotional learning and teaching practices. While some of the teachers believe they

received enough to effectively use these teaching practices in their current classrooms, the majority does not believe they received enough initial training. Many teachers seem open to ongoing training in this area.

There is a range of confidence levels in teachers' abilities to effectively use social emotional teaching practices across the different school levels. About two thirds of early childhood educators feel capable of using social emotional teaching practices, around one half of elementary school teachers are confident in their ability to do this, about only one quarter of the middle school teachers feel confident, and about one third of high school teachers feel capable of using social emotional teaching practices (see graph below).



The use of social emotional teaching practices also varies by level. Teachers of grades with younger students tend to use the practices more frequently. Most of the early childhood educators are always using social emotional teaching practices and the rest are using them some of the time. At the elementary level, teachers are predominantly using them some of the time or always, but some teachers are rarely using a few of the practices. In middle and high school, many of the teachers are using social emotional teaching practices some of the time. There are some teachers who are using them more frequently and a number who are rarely using them.

Although the SEL self-assessment items cannot be disaggregated by specific school at the elementary level, there is one specific action-item on the Behavioral Health Needs Assessment Tool that captures SEL practices at each of the schools. This item asked the assessment teams to reflect on the extent to which teachers deliberately embed the social and emotional dimensions of learning into academic learning. Happy Hollow and Loker Elementary both report having this practice “fully” in place. Wayland Middle School and High School report having social and emotional dimensions of academic learning deliberately embedded into their classes “mostly” in place. Claypit Hill reports that this is “partially” in place at their school.

Examination of implementation rates of the strategies aligned with the essential elements of safe and supportive schools, shows that there is a lot of variability across the district

and across the strategies. Across schools in the district, Loker Elementary School reported high levels of implementation across all of the strategies, while Claypit Hill Elementary School reported the lower levels of implementation across strategies. Happy Hollow Elementary School, Wayland Middle School, and Wayland High School reported falling somewhere between “partially” and “mostly” meeting most of the strategies. Wayland High School was lower on *Leadership, Infrastructure, and Culture*.

Across the strategies, the Wayland Public School District reports the highest levels of implementation in *School Policies, Procedures, and Protocols* as well as *Teaching and Learning that Fosters Safe and Supportive Schools*. They report having implemented school policies, procedures, and protocols as well as teaching strategies and practices that are consistent with safe and supportive schools. On average, across the district, the action steps within these strategies are “mostly” to “fully” in place.

Members of the assessment teams for each of the schools in the Wayland Public School District report the lowest levels of implementation in *Professional Learning Opportunities*. Professional Development consistent with safe and supportive schools in the areas of collaboration, ongoing staff development, district level involvement, and student centered approaches is “partially” to “mostly” implemented in the district. *Access to Resources and Services* and *Leadership, Infrastructure, and Culture* are also areas that require support and growth across the district.

## SEL PARENT SUB-COMMITTEE

The parent sub-committee spent significant time in their meetings talking about their personal experiences and how they wanted a more explicit connection between SEL practices at school and those they could develop at home. The parent sub-committee raised a number of points which are listed below. The comments are not listed in a rank order:

- Students should receive explicit instruction in SEL at all grade levels
- There should be carry over from grade to grade as students move through the school system
- SEL should be age appropriate and use real life/real world examples
- All students should be taught self-regulation
- SEL should help students interact both within school and with the world outside
- Students should be supported in setting achievable goals in a high performing district
- SEL can help set personal goals in health, fitness etc and not just in academics
- ‘Open Circle’ should be used more frequently
- Students need help labeling, recognizing and expressing feelings and emotions with age appropriateness

- Members of the committee want to use the language of SEL at school, at home and in the community
- Schools and parents should promote play, including turn taking and losing
- Students need help managing conflict (school, home, sports etc)
- Students should be encouraged to not judge themselves against others
- School can support appropriate use of social media
- The district should help students develop self-advocacy at age appropriate levels
- The district should help students develop self-awareness at an age appropriate level
- Students should become more reflective of their own behaviors
- Teachers should have time to reflect on the root causes of behavior
- Members of the committee want to help decrease disruptive behaviors
- How about a 'Day of Play' twice per year for K-5 students?
- Link CASEL competencies to (standards based) report cards
- Let students complete a self-assessment linked to the CASEL competencies
- Schools should reduce academic pressure to promote a more healthy life balance
- The District should promote a common SEL language
- More experiential learning like FOSS science
- Teachers could reference the 5 CASEL core competencies in parent teacher conferences

## CONCLUSIONS & RECOMMENDATIONS

In order for district-wide, lasting change to occur, it is important to have a shared value of creating a safe and supportive school environment and consistency in knowledge and skills. There are universal steps that districts should make as a first effort toward a safe and supportive schools initiative and district-wide SEL implementation.

1. Administrator Action
2. Create a Plan
3. Strengthen Adult SEL
4. Promote SEL for Students
5. Practice Continuous Improvement

The Wayland Public Schools have started this process with the establishment of a district SEL committee to help develop and oversee an implementation plan. This team is made up of people who fill the following roles in the district: building principals, faculty members, parents, and, community partners.

The SEL committee has drafted district vision and mission statements related to this work.

**SEL 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.

**SEL 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

The findings from this needs assessment and the vision/mission statements should guide the creation of the district's implementation plan. The following steps are recommended:

1. Educate all members of the district about the district-wide initiative for safe and supportive schools and SEL implementation (*Leadership, Infrastructure, and Culture: District Involvement*)
  - a. The district's SEL team should share the vision and mission statements with all faculty, staff, parents, and students.
2. Findings from this assessment should be shared with faculty and staff across the district. This will provide common knowledge and understanding about the next steps in the process (*Leadership, Infrastructure, and Culture: District Involvement*).

3. District level changes and modifications should be made that are consistent with the areas of need from this assessment:
  - a. *Leadership, Infrastructure, and Culture*
    - i. Alignment: Efforts to establish safe and supportive schools and SEL implementation should be aligned and integrated within and across schools in the district. The SEL team that has been developed can serve as the conduit to this alignment.
      1. In addition to the district SEL team, building-based SEL teams that work with the district team should be established to facilitate the work that needs to be done in individual schools.
    - ii. Staff Recruitment and Retention: The district should work to recruit, retain, and support diverse staff that are committed to safe and supportive school and SEL efforts.
  - b. *Professional Learning Opportunities*
    - i. Ongoing Staff Development: Staff development in workshops and applied settings should be provided within school buildings and across the district. The SEL team should develop a structure for organizing and implementing trainings and develop opportunities that are provided consistently over time and address topics related to:
      1. Social Development in children and adolescents
      2. Emotional Development in children and adolescents
      3. Cultural Development in children and adolescents
      4. Teaching Practices that foster social and emotional development
      5. Teaching Practices that are culturally sensitive
  - c. *Access to Resources and Services*
    - i. Clinically, Linguistically, Developmentally, and Culturally Appropriate Services: The district should develop a committee tasked with educating faculty and staff about relevant cultural and linguistic issues that arise for students in the district. This committee should also work to identify community-based resources and supports for families.
  - d. *Teaching and Learning that Fosters Safe and Supportive Schools*
    - i. Embedded SEL into Academics: The district should adopt SEL curriculum/curricula that are evidence-based, feasible, and can be implemented across grade levels. Please see the list included at the end of this report with recommendations for curricula that could be appropriate for the Wayland Public School District.
    - ii. Data Use: In addition to measuring and using academic student outcomes to guide work done within the schools, the district should adopt an assessment tool that can help track social and emotional outcomes for students. Social and emotional

assessments should happen regularly and the outcomes should be used to guide the work that is done with students. Please see the list included at the end of this report with recommendations for assessment tools that could be appropriate for the Wayland Public School District.

4. Building level changes and modifications should be made that are consistent with the areas of need from this assessment (e.g., action steps rated lowest) and the district vision/mission statements. Building level SEL teams (see above recommendation) should help to lead these initiatives.
  - a. Claypit Hill Elementary School
    - i. *Leadership, Infrastructure, & Culture: Data Use*
    - ii. *Professional Learning Opportunities: Student Centered*
    - iii. *Access to Resources & Services: Procedures for Accessing Services and Transitions*
    - iv. *Teaching and Learning that Fosters Safe and Supportive Schools: Student Centered and Embedded SEL into Academics*
    - v. *School Policies, Procedures, and Protocols: Relationships and Bullying Prevention*
    - vi. *Family Engagement: Authentic Partnership*
  - b. Happy Hollow Elementary School
    - i. *Leadership, Infrastructure, & Culture: District Involvement*
    - ii. *Professional Learning Opportunities: Collaboration*
    - iii. *Access to Resources & Services: Procedures for Accessing Services and Transitions*
    - iv. *Teaching and Learning that Fosters Safe and Supportive Schools: High Expectations & Universal Design and Consistency*
    - v. *School Policies, Procedures, and Protocols: Collaboration and Communication*
    - vi. *Family Engagement: Supporting Diverse Needs of Families*
  - c. Loker Elementary School
    - i. *Leadership, Infrastructure, & Culture: Student Centered*
    - ii. *Professional Learning Opportunities: District Level Involvement*
    - iii. *Access to Resources & Services: Clinically, Linguistically, Developmentally, and Culturally Appropriate Services*
    - iv. *Teaching and Learning that Fosters Safe and Supportive Schools: Student Centered*
    - v. *Family Engagement: Authentic Partnership*
  - d. Wayland Middle School
    - i. *Leadership, Infrastructure, & Culture: Alignment*
    - ii. *Professional Learning Opportunities: Student Centered*
    - iii. *Access to Resources & Services: Clinically, Linguistically, Developmentally, and Culturally Appropriate Services*
    - iv. *Teaching and Learning that Fosters Safe and Supportive Schools: Evidence Base and Embedded SEL into Academics*

- v. *School Policies, Procedures, and Protocols: Collaboration and Communication*
- vi. *Family Engagement: Data and Authentic Partnership*
- e. Wayland High School
  - i. *Leadership, Infrastructure, & Culture: Data Use and Staff Recruitment & Retention*
  - ii. *Professional Learning Opportunities: Collaboration*
  - iii. *Access to Resources & Services: Clinically, Linguistically, Developmentally, and Culturally Appropriate Services*
  - iv. *Teaching and Learning that Fosters Safe and Supportive Schools: Consistency and Evidence Base*
  - v. *School Policies, Procedures, and Protocols: Consistency and Collaboration & Communication*
  - vi. *Family Engagement: Data and Supporting the Diverse Needs of Families*

In final summary there are additional recommendations that should also be considered

- Budget considerations should be made to foster and develop an SEL culture in the district. This may include both additional positions and professional development.
- The CASEL 5 Core Competencies should be posted and referenced in all classrooms and public spaces in our school buildings. Copies should be included with annual mailings to parents and supported in parent teacher conferences as well as report cards posted.
- The CASEL 5 Core Competencies should be used consistently to support decisions relative to curriculum development
- The district website will have a dedicated SEL resource webpage
- The district should continue to explore the intrinsic links between social emotional welfare and academic performance
- Open Circle & Responsive classroom should be evaluated as to their efficacy and then reviewed or replaced as needed
- A focus should be placed on developing trauma sensitive and culturally responsive schools through professional development and resource allocations
- The district should develop a series of parent focussed workshops in order to promote the language, focus and development of social emotional awareness
- The SEL committee should continue to meet in order to support the development of SEL capacity in the district.
- The District should review homework policy across all grade levels in order to

reduce stress levels

- The District should consider district-wide 'No-Homework' nights on several dates during the schools year and encourage community engagement on these dates
- Schools should explicitly identify students who are not connected to at least one adult in the building and then make connections where they may not exist
- 'Slow Parenting' should be encouraged. Less structured activities and more explorative play and learning
- The District should develop an 'SEL' resource webpage as part of the district website
- The Wayland Public Schools Health & Wellness Asset Map should be reviewed and updated on an annual basis and made public in an appropriate format

**SCORES FROM THE BEHAVIORAL HEALTH NEEDS ASSESSMENT TOOL  
BY STRATEGY/ ACTION STEP AND SCHOOLS**

Wayland Public Schools: SEL report to the School Committee, June 2019

	Claypit Hill Elementary	Happy Hollow Elementary	Loker Elementary	Wayland Middle School	Wayland High School
Strategy/Action Step	Average Implementation	Average Implementation	Average Implementation	Average Implementation	Average Implementation
<b>Leadership, Infrastructure, &amp; Culture</b>	<b>2.36</b>	<b>2.87</b>	<b>3.69</b>	<b>3.06</b>	<b>1.89</b>
Leadership, Infrastructure, & Culture: Alignment	2.00	2.00	4.00	2.00	2.00
Leadership, Infrastructure, & Culture: Collaboration	2.00	3.75	4.00	3.25	2.00
Leadership, Infrastructure, & Culture: Data Use	1.67	3.33	4.00	3.33	1.33
Leadership, Infrastructure, & Culture: Staff Recruitment & Retention	2.33	2.00	3.33	2.33	1.00
Leadership, Infrastructure, & Culture: District Involvement	1.50	1.00	3.50	2.50	unsure
Leadership, Infrastructure, & Culture: Student Centered	3.00	4.00	3.00	4.00	3.00
Leadership, Infrastructure, & Culture: Laws & Regulations	4.00	4.00	4.00	4.00	2.00
<b>Professional Learning Opportunities</b>	<b>1.61</b>	<b>2.37</b>	<b>3.46</b>	<b>2.90</b>	<b>2.08</b>
Professional Learning Opportunities: Collaboration	2.00	2.00	4.00	3.00	2.00
Professional Learning Opportunities: Ongoing Staff Development	1.60	2.20	3.40	2.75	2.00
Professional Learning Opportunities: District Level Involvement	1.00	2.00	3.00	3.00	2.00
Professional Learning Opportunities: Student Centered	1.83	3.28	3.43	2.86	2.33

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	Claypit Hill Elementary	Happy Hollow Elementary	Loker Elementary	Wayland Middle School	Wayland High School
Strategy/Action Step	Average Implementation	Average Implementation	Average Implementation	Average Implementation	Average Implementation
<b>Access to Resources &amp; Services</b>	<b>1.92</b>	<b>2.50</b>	<b>3.63</b>	<b>2.85</b>	<b>3.00</b>
Access to Resources & Services: Coordination with School and Community	2.00	3.00	3.88	3.56	3.50
Access to Resources & Services: Clinically, Linguistically, Developmentally, & Culturally Appropriate Services	2.00	2.00	3.00	2.00	2.00
Access to Resources & Services: Procedures for Accessing Services & Transitions	1.75	2.50	4.00	3.00	3.50
<b>Teaching and Learning that Fosters Safe &amp; Supportive Environments</b>	<b>2.46</b>	<b>3.37</b>	<b>3.87</b>	<b>3.43</b>	<b>2.99</b>
Teaching and Learning that Fosters Safe & Supportive Environments: High Expectations & Universal Design for Learning	2.50	2.50	4.00	3.50	3.00
Teaching and Learning that Fosters Safe & Supportive Environments: Creating Inclusive & Caring Classrooms	3.00	4.00	4.00	4.00	3.00
Teaching and Learning that Fosters Safe & Supportive Environments: Data Use	3.00	4.00	4.00	4.00	3.00
Teaching and Learning that Fosters Safe & Supportive Environments: Consistency	2.50	2.75	3.75	3.25	2.50
Teaching and Learning that Fosters Safe & Supportive Environments: Evidence Based	2.00	3.00	4.00	2.00	2.00
Teaching and Learning that Fosters Safe & Supportive Environments: Student Centered	2.00	3.00	3.33	3.33	3.00
Teaching and Learning that Fosters Safe & Supportive Environments: Positive Behavioral Supports	2.60	3.40	3.60	3.20	3.40
Teaching and Learning that Fosters Safe & Supportive Environments: Communication	2.00	3.00	4.00	4.00	3.00
Teaching and Learning that Fosters Safe & Supportive Environments: Transition Planning	3.00	4.00	4.00	4.00	4.00
Teaching and Learning that Fosters Safe & Supportive Environments: Embedded SEL into Academics	2.00	4.00	4.00	3.00	3.00

## Wayland Public Schools: SEL report to the School Committee, June 2019

	Claypit Hill Elementary	Happy Hollow Elementary	Loker Elementary	Wayland Middle School	Wayland High School
Strategy/Action Step	Average Implementation	Average Implementation	Average Implementation	Average Implementation	Average Implementation
<b>School Policies, Procedures, &amp; Protocols</b>	<b>2.50</b>	<b>3.83</b>	<b>4.00</b>	<b>3.53</b>	<b>3.28</b>
School Policies, Procedures, & Protocols: Consistency	3.00	3.67	4.00	3.67	2.33
School Policies, Procedures, & Protocols: Collaboration and Communication	2.33	3.33	4.00	2.67	2.33
School Policies, Procedures, & Protocols: Relationships	2.00	4.00	4.00	4.00	3.00
School Policies, Procedures, & Protocols: Positive Behavioral Supports	3.00	4.00	4.00	3.67	4.00
School Policies, Procedures, & Protocols: Student Centered	2.67	4.00	4.00	3.67	4.00
School Policies, Procedures, & Protocols: Bullying Prevention	2.00	4.00	4.00	3.50	4.00
<b>Family Engagement</b>	<b>2.39</b>	<b>3.28</b>	<b>3.78</b>	<b>3.00</b>	<b>2.47</b>
Family Engagement: Collaboration	3.00	3.50	4.00	3.00	3.00
Family Engagement: Data	2.50	4.00	4.00	2.50	1.50
Family Engagement: Authentic Partnership	2.00	3.00	3.25	3.00	2.75
Family Engagement: Capacity Building	2.25	3.00	3.75	3.25	2.75
Family Engagement: Supporting Diverse Needs of Families	2.33	2.67	3.67	3.00	2.33
Family Engagement: Communication	2.25	3.50	4.00	3.25	2.50

## RECOMMENDATIONS FOR ASSESSMENT TOOLS & CURRICULUM

### Assessment Tools

The Behavioral and Emotional Screening System (BESS—related to the BASC) is designed to quickly and efficiently assess behavioral and emotional risk and overall mental health status of children ages 3 thru 18. It is a group-wide screening in schools (e.g., Tier 1 tool) that provides a general measure of functioning in settings where it is prohibitive to administer longer assessment forms/tools.

The Behavior Intervention Monitoring Assessment System (BIMAS) is a measure of social, emotional, behavioral, and academic functioning in children and adolescents between the ages 5 to 18 years. The BIMAS Standard includes 34 change-sensitive items that can be used for universal screening and for assessing response to intervention.

The Strengths and Difficulties Questionnaire (SDQ) is a brief behavioral screening questionnaire about 3-16 year olds. It exists in several versions to meet the needs of researchers, clinicians and educationalists. Each version includes between one and three of the following components: emotional symptoms, conduct problems, attention/hyperactivity, peer relationship problems, and prosocial behavior. This assessment tool does not have a cost associated with it.

### Curriculum

The following recommendations utilized the CASEL guides on effective social and emotional learning (*2013 CASEL Guide: Effective Social and Emotional Learning Programs--Preschool and Elementary School Edition* and *2015 CASEL Guide: Effective Social and Emotional Learning Programs--Middle and High School Edition*). They offer feasibility for implementation and consistency across schools and levels.

Second Step provides instruction in social and emotional learning with units on skills for learning, empathy, emotion management, friendship skills, and problem solving. The program contains separate sets of lessons for use in prekindergarten through eighth grade implemented in 22 to 28 weeks each year. The Early Learning program in *Second Step* also includes a unit for transitioning to kindergarten. *Second Step* uses four key strategies to reinforce skill development: brain builder games (to build executive function), weekly theme activities, reinforcing activities, and home links. Teachers are encouraged to give children daily opportunities to practice. *Second Step* also connects new skills to other areas in the curriculum (e.g., literacy, arts, dramatic arts) and provides a structure for each day of the week. The first day contains a script and main lesson. The second day includes a story and discussion. The third and fourth days involve practice activities in small and large groups. On the fifth day students read a book connected to the overall unit theme, and teachers send home a “Home Link” activity that gives students an opportunity to practice new skills with their caregivers. *Second Step* lessons and accompanying photographs incorporate a variety of cultures, ethnicities, and backgrounds. Home Link activities are available in English and Spanish. Initial training for *Second Step* typically lasts one to four hours and is not required.

Caring School Community, a program designed for use in kindergarten through sixth grade, is organized around four core educational practices: Class Meetings (30-35 per grade), Cross-Age Buddies, Homeside Activities, and Schoolwide Community-Building Activities.

1. Class Meetings present a schedule of lessons and activities to be implemented throughout the school year.
2. Cross-Age Buddies activities promote bonding between pairs of older and younger students while at the same time supporting exploration of a wide range of academic subjects.
3. Homeside Activities are implemented once or twice a month. These are first reviewed in class, then completed at home with caregivers, and then reflected upon and concluded in class.
4. Schoolwide Community-Building Activities are implemented throughout the school year to build relationships, share knowledge, and promote pride in the school environment.

Caring School Community offers suggestions to support English Language Learners, and Homeside Activities are available in English and Spanish. Initial training for the Caring School Community program typically lasts half a day to two full days and is not required. Caring School Community offers a train-the-trainer system to support sustainability.

School-Connect focuses on the five social and emotional competency areas identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as critical to young people's success in school, the workplace, and life in general. CASEL staff served as advisors during the development of School-Connect's First Edition and assessed the curriculum using an instrument designed to measure coverage of the competency areas.

1. Module 1 introduces students to social and emotional learning (SEL) and discusses, demonstrates, and provides practice in how to create good first impressions, recognize how others are feeling, actively listen to one another, communicate thoughts and feelings effectively, and build collaborative relationships with classmates.
2. Module 2 employs cognitive-behavioral interventions that help students understand how their thought processes affect their emotions, which in turn drive their behavior. This cycle, well documented in the literature on depression, psychological pathology, and violence prevention, impacts the way students perceive and respond to social and academic challenges, directly affecting their success in either realm.
3. Module 3 is in the area of empathy development. Research in the social development of children has identified three components of empathy: 1) the ability to recognize emotions in others, 2) the ability to take the perspective of others, and 3) the ability to respond emotionally to others. Module 3 aims to interrupt negative social processes by awakening students' natural empathic tendencies.

Student Success Skills is a skills promotion program that uses teaching practices and free-standing SEL lessons to support social and emotional learning. It is designed to be implemented in a regular class where the teacher or school counselor delivers five lessons that provide students with strategies for (1) setting goals, monitoring progress, and sharing success; (2) building a caring, supportive, and encouraging environment; (3) developing and practicing memory and cognitive skills; (4) calming anxiety and managing emotions; and (5) developing healthy optimism. Students are taught stress reduction techniques that include mindfulness strategies such as muscle relaxation. The dosage is one lesson per week, for five weeks, with three booster sessions, one for each of the following months. After completing the five lessons teachers are expected to cue and coach students to apply the appropriate skills and strategies during academic lessons throughout the year to master the curriculum and develop a healthy and supportive classroom climate.

In addition to the universal program, Student Success Skills offers a group counseling format for students who need additional support. The program also includes a four-session parent workshop that provides families with an overview of the skills and strategies their children are being taught as well as strategies to promote effective communication, problem-solving skills, and positive parenting.

