

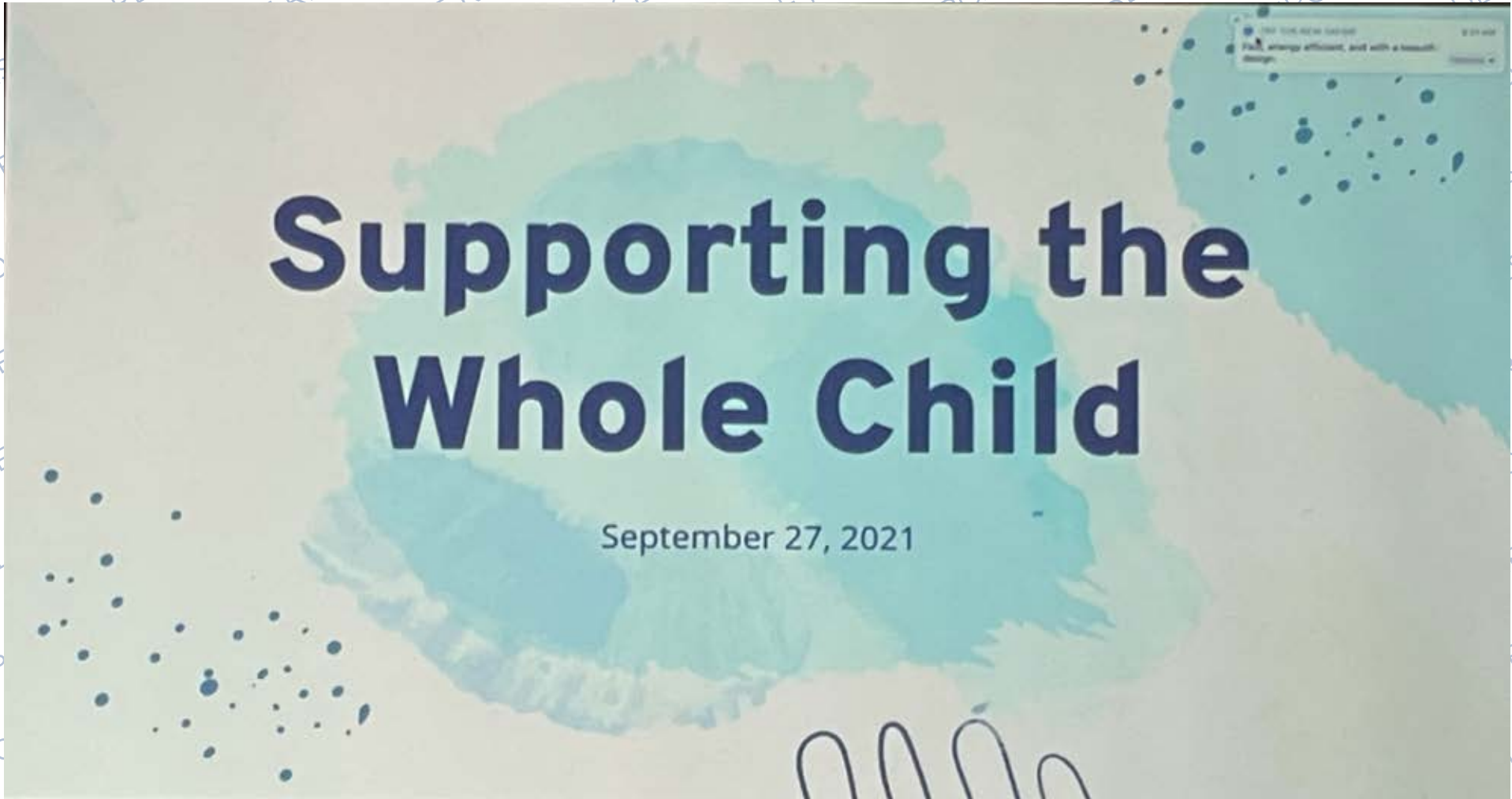
**HUDSONVILLE
PUBLIC SCHOOLS**

**SCHOOL BOARD
WORK SESSION**

SLIDE RESOURCES

**SEL/RULER
PRESENTATION**

SEPTEMBER 27, 2021



SEL/RULER PRESENTATION



01

DEFINITION

SEL or Social Emotional Learning

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Supporting the “Whole Child” through Social Emotional Learning

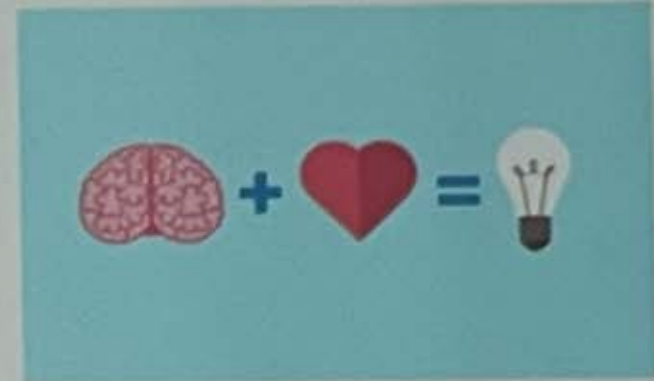
1. **Definition:** What is SEL?
2. **Purpose:** What are we trying to accomplish?
3. **Alignment:** How does this align to previous work?
4. **Gameplan:** What is the plan for pilot implementation this school year?

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What is SEL?

"Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions."

- Collaborative for Academic and Social Emotional Learning, 2021



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Supporting the “Whole Child” through Social Emotional Learning

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CASEL Competencies



- 01 Self-Management**
Identify and use stress management strategies
- 02 Self-Awareness**
Recognize and label emotions
- 03 Responsible Decision-Making**
Apply critical thinking skills
- 04 Relationship Skills**
Pay attention to others when they are speaking
- 05 Social Awareness**
Recognize that words and actions can hurt others

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Supporting the “Whole Child” through Social Emotional Learning is not...

01

New

Educators have historically observed and attempted to meet the need for teaching these skills.

02

Therapy or Counseling

Social-emotional learning involves skill instruction, not a therapeutic technique.

03

Gender Identity

This topic is not part of the curriculum.

04

Sexual Orientation

This topic is not addressed within the curriculum.

05

Belief System

Staff will not be instructing students on what their values or beliefs should be.

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02

Purpose

Why is SEL important?

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Research suggests that children with higher emotional intelligence are better able to pay attention, are more engaged in school, have more positive relationships, and are more empathetic.

© Smith-Donald 2007; Eggum et al. 2011

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How Emotions Impact Learning

01

Attention & Memory

Level of distraction and focus, brain science

02

Decision Making & Judgement

Mood and attitude impact decisions

03

Relationship Quality

Social skills impact relationships

04

Physical and Mental Health

Anxiety, depression, ability to self-regulate

05

Everyday Effectiveness

Daily, long-term, employability

*Brackett, M. (2019)
Permission to Feel.*

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**Academic learning is impacted by
social and emotional skills and
competencies.**

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03

Alignment

How does this align to previous work?



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Journey to RULER



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PBIS + SEL Combined

PBIS Expectation	Be a problem solver	Keep hands and feet to self	Stay on task	
SEL Competency	Demonstrate responsible decision-making	Use positive communication to interact with others	Set and evaluate goals to achieve success	

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PBIS
positive behavior intervention & supports

- Is a positive approach to handling behavior
- Promotes physically safe environments
- Focuses on four integrated elements: data, practices, systems, outcomes

Preventative

Promote caring and positive interactions and a positive school climate

Include modeling and teaching; explicit instruction

SEL
social-emotional learning

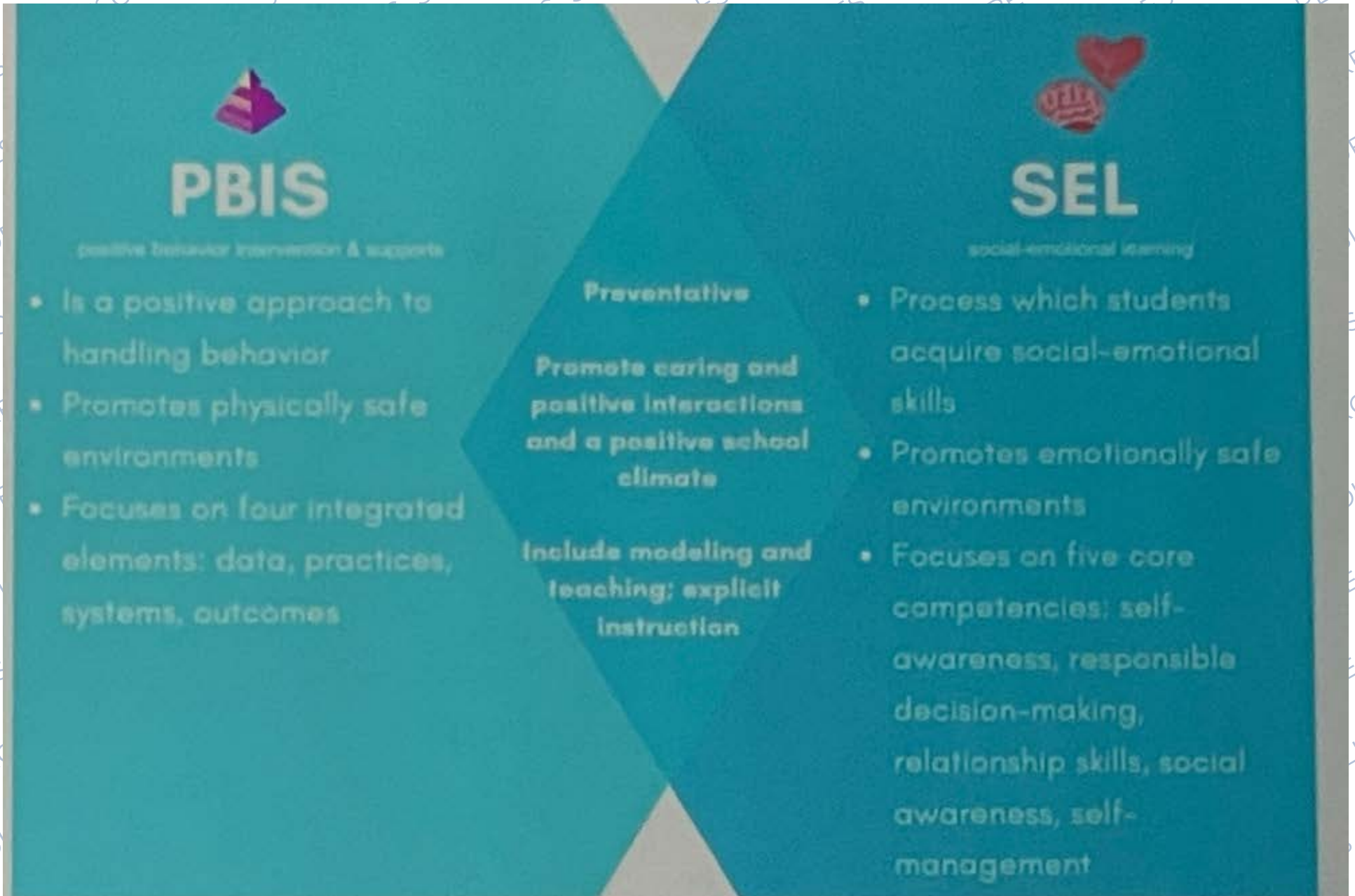
- Process which students acquire social-emotional skills
- Promotes emotionally safe environments
- Focuses on five core competencies: self-awareness, responsible decision-making, relationship skills, social awareness, self-management

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better together

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2021-2022 Plans

**Pilot
RULER**

**Begins
September 7**

Learning prepared
for staff during
grade-level meetings

**Coach &
Support
Staff**

**PBIS
Specialist**

In building
every day

Assigned to a
grade-level at the
district level

**Elicit
Feedback**

**Survey
stakeholders**

Staff, students,
families

Adjust

**Use feedback
to plan**

Data-based decision
making to inform
pacing, curriculum
adjustments, and
supports needed

RULER Curriculum

- **R**ecognize emotions in oneself and others
- **U**nderstand the causes and consequences of emotions
- **L**abel emotions with accurate words
- **E**xpress emotions differently depending on context
- **R**egulate emotions with helpful strategies

Pilot Evaluation

01

Performance Task

Students will demonstrate specific learned skills during the last lesson of each unit.

02

Behavior Referral Data

Building PBIS teams will measure whether our behavior data is changing over time.

03

Teacher Feedback

Teacher survey data regarding contextual fit, student engagement, and implementation gaps.

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(RECREATED FROM PHOTO)

SEL Timelines for Communication and Ruler Tool Adoption (8-25-2021)

Activity	Purpose	Date	Who is responsible?
Develop Timeline	To clearly articulate the process and key elements of staff feedback and recommendation to the Board for approval of Ruler tool	By Friday, August 27	Ami
Board Brief - share powerpoint that will be shared with Board Curriculum Committee on Sept. 9	Keep Board informed of Social Emotional Learning tool uses and process	Friday, Sept. 3	Ami and Mandy will share with Doug
Board Curriculum Agenda - with attachments (attach powerpoint in this communication too)	To allow Board Curriculum team members the opportunity to review the presentation before Thursday Sept. 9	By Friday, September 3	Ami
Board Curriculum Committee	Share full overview of SEL "Why", history, intent, process, and desired outcomes	Thursday, Sept, 9	Mandy and PBIS specialists
ISAC	Inform parent stakeholders	Friday, Sept, 17 *And subsequent meetings as pertinent	Mandy and PBIS specialists
Parent Club Presentations	Inform parent stakeholders	Building Meeting dates?	Building PBIS specialists
Board Work Session *Dependent upon feedback from the Board Curriculum Committee on Sept. 9	Answer any additional questions they might have	Monday, Sept. 27	
Post PBIS/SEL update on website?	Keep stakeholders informed	By when?	

Activity	Purpose	Date	Who is responsible?
Staff feedback survey(s)	To gather feedback from K-5 staff using elements of the hexagon tool regarding the Ruler tools	Late September Mid-November	
Building newsletters	To keep parents informed of the key concepts being taught	Monthly in building newsletters	Each Building PBIS specialist
District Appleseed	To keep parents informed of the key concepts being taught K-5	September 29, 2021 November 24, 2021 January 26, 2021	Mandy PBIS specialists
Curriculum Approved Process/Timeline	Curriculum Approved Paperwork to Ami	December 10, 2021	Mandy
	Board Curriculum and Board Work Session	January 24, 2022	Ami and Mandy
	Board Meeting 1st Reading	February 10, 2022	Ami
	Board Meeting 2nd Reading	March 10, 2022	Ami