



Social Emotional Learning Curriculum

Curriculum Members

Administrators	Amy Anderson, Cynthia Cassada, Leona Clerkin, Candace Ward-McKinlay
Project Leads	Ryan Morgan & Christi Tilton

Grade-Level Subcommittees

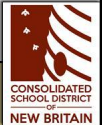
Team Roles	PreK-K	Grade 1	Grade 2	Grade 3
Team Lead(s)	Maegan Adams Liz Gaffney	MaryAnn Alverson	Ann Marie Mancini	Lisa Kawecki
Administrator Representative	Sarah Harris	Nicole Sanders	Elsa Saavedra	Alex Ortiz Karen Falvey
Social Worker		Denise Serrano		Lauren Crowley
Teachers	Cathy Scanlon Lisa Blake Urso	Jessica Otero Leon	April Guest Robin Pizzuto	Craig Muzzy Darlene Nardello

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Why SEL?

- SEL is gaining significant traction in federal and state policy.
- The 2015 [Every Student Succeeds Act \(ESSA\)](#) contains several provisions that encourage states and districts to promote SEL.
- CSDNB has named engagement as a top priority for all students, families and staff.
- An SEL curriculum is expected to support a number of the “success measures” laid out in the 5 year strategic plan
 - Increase student attendance
 - increase student engagement
 - increase parent satisfaction
 - Increase from pre to post on the Behavior and Emotional Screening System
 - Decrease in suspension/ expulsion rates.



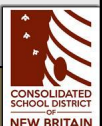
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Our data points us to SEL

	Focus Schools SY 14/15	Focus Schools SY 15/16	Change		Other Schools SY 14/15	Other Schools SY 15/16	Change
Total OSS	275	213	23% decrease	Total OSS	102	80	22% decrease
Total ISS	341	192	44% decrease	Total ISS	141	161	14% increase

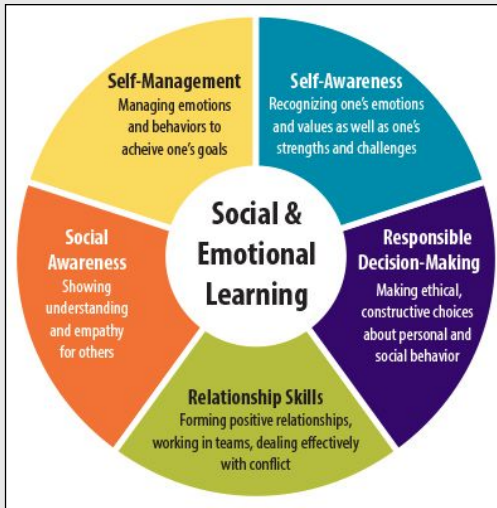
DiLoreto School:

	SY 14/15	SY 15/16	SY 16/17	Change to date
OSS	97	63	23	76% decrease
ISS	195	49	24	88% decrease



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What is CASEL?



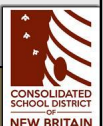
- Collaborative for Academic, Social, and Emotional Learning (CASEL) has been a leader, a catalyst, and a collaborator serving the field of SEL
- Has set standards PK-12 for:
 - evidence-based programming
 - implementation
 - research
- District Goal: To develop a modular approach to SEL using the CASEL framework



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What is the SEL Curriculum? What will it look like?

- Social skills curriculum which includes:
 - PreK - 15 lessons
 - Grades K-3 - 16 lessons
 - Additional state mandated lesson on sexual abuse and assault awareness
 - Resources & Materials
 - Include but not limited to: books, videos, poetry, activities
 - Optional extension activities aligned to district curriculum
 - Flexibility
 - Not a grade level scope and sequence
 - A framework



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State Mandated Lesson



Sec. 17a-101q. State-wide sexual abuse and assault awareness and prevention program.

Not later than October 1, 2016, each local and regional board of education shall implement the sexual abuse and assault awareness and prevention program identified or developed pursuant to subsection (a) of this section.

(1) For teachers, instructional modules that may include, but not be limited to, (a) training regarding the prevention and identification of, and response to, child sexual abuse and assault, and (b) resources to further student, teacher and parental awareness regarding child sexual abuse and assault and the prevention of such abuse and assault;

(2) For students, age-appropriate educational materials designed for children in grades kindergarten to twelve, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to, (a) the skills to recognize (i) child sexual abuse and assault, (ii) boundary violations and unwanted forms of touching and contact, and (iii) ways offenders groom or desensitize victims, and (b) strategies to (i) promote disclosure, (ii) reduce self-blame, and (iii) mobilize bystanders

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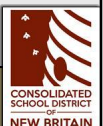
Comprehensive SEL

“Schools that promote comprehensive social-emotional learning focus on three strategies: changing school climate through areas like discipline and family engagement, direct instruction of research-based social-emotional learning curriculum, and incorporating a social-emotional learning approach into traditional classroom work.”

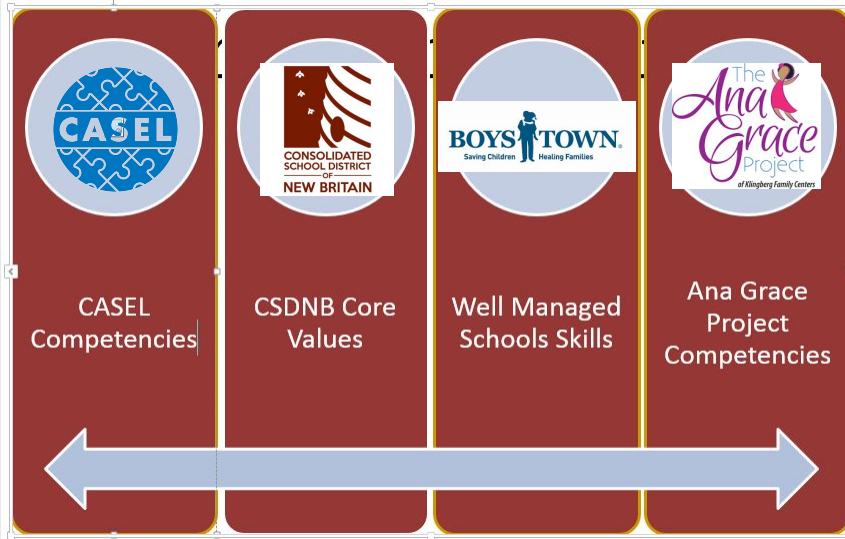
Blad, Evie. "Teachers Weave Social-Emotional Learning Into Academics." *Education Week*. Education Week, 10 May 2017. Web. 19 May 2017.

<<http://www.edweek.org/ew/articles/2017/05/10/teachers-weave-social-emotional-learning-into-academics.html>>.

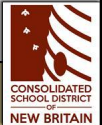
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Grade Level SEL Framework



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Grade Level SEL Framework

Collaborative for Academic, Social, and Emotional Learning (CASEL) Core SEL Competencies

Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision-Making
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CSDNB Core Values

· Self-Direction and Resourcefulness	· Self-Direction and Resourcefulness	· Citizenship and Social/Civic Responsibility · Critical Thinking	· Integrity and Respect · Communication and Collaboration	· Critical Thinking · Creativity
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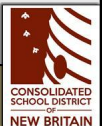
Well Managed Schools Skills

Asking Permission	Accepting "No" for an Answer	Asking for Help	Staying on Task	Using an Appropriate Voice Tone	Sharing with Others
Working with Others	Accepting Compliment, Criticism or Consequence	Greeting Others	Making an Apology	Getting the Teacher's Attention	
Listening to Others	Having a Conversation	Disagreeing Appropriately	Following Instructions		

Ana Grace Project Competencies

Kindness	Compassion	Empathy	Self-Regulation
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Example Grade Level SEL Framework - Grade 1

CASEL Core SEL Competencies

Collaborative for Academic, Social, and Emotional Learning (CASEL)

Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision-Making
Lessons/Activities Topics				
Self-Awareness Lesson 1 "Guess the Feeling" Game - Identifying Emotions	Self-Management Lesson 1 Second Step Lesson "Controlling Strong Feelings" - Stress Management	Social Awareness Lesson 1 How Full is Your Bucket? - Appreciating Diversity, Complimenting Others	Relationship Skills Lesson 1 Do Unto Otters - Building Relationships	Responsible Decision-Making Lesson 1 Rainbow Fish "Problem Solving" - Identifying Problem/Solution
Self-Awareness Lesson 2 Stand Tall, Molly Lou Melon - Recognizing Strengths/Self-confidence	Self-Management Lesson 2 Lilly's Purple Plastic Purse "Think Before You Act" - Impulse Control/ Self-discipline/Stress Management	Social Awareness Lesson 2 Ricky Sticky Fingers - Understanding ethical norms/ Respect for Others	Relationship Skills Lesson 2 Rainbow Fish "Friendship" - Relationship-building	Responsible Decision-Making Lesson 2 Words Are Not For Hurting - Thinking before speaking
Self-Awareness Lesson 3 Chrysanthemum "Words Can Hurt" - Self-confidence Affected by Others; stop and think before acting	Self-Management Lesson 3 "Managing Impulsivity" - Staying in Control/ Stress Management	Social Awareness Lesson 3 Sesame Street Empathy Video Apples and Oranges: Cultural Empathy"	Relationship Skills Lesson 3 Franklin's Secret Club Animated Video - Resisting Inappropriate Social Pressure	Responsible Decision-Making Lesson 3 Prudy's Problem And How She Solved It - How to Solve a Problem



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SEL Lesson Sample - Grade 3

Friendship Pie		Grade: 3
Objectives	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.	
Lesson Alignment	CASEL Competency: Relationship Skills Core Values: Integrity and Respect, Communication and Collaboration WMS: Working with Others (Being a Team) AGP:: Kindness, Compassion, Empathy	
Key Vocabulary	Panic - Enemy - Relationship - Relieved	
Lesson Materials	Make sure you are signed-in to DEVOS before clicking the link Enemy Pie by Derek Munson <ul style="list-style-type: none"> Paper/Pencil - Eno/Smart Board - Chart Paper - Markers 	
Activities/ Tasks:	Themes in the story: <ul style="list-style-type: none"> Making a friend requires time and effort. Sometimes we find friends where we least expect them. Before reading: <ul style="list-style-type: none"> Discuss with students whether or not they would be willing to talk and be nice to someone who hasn't been very nice to them. Brainstorm what it means to treat others as you would like to be treated. Ask: What type of person, do you think, would make a plan to be mean to someone? What would be some reasons to have to spend time with someone who you have had a disagreement with? What qualities make someone a good friend? Explain to the children that this is a special story about friendship. 	



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SEL Lesson Sample - Grade 3 con't

Activities/ Tasks:	<p>During the read aloud:</p> <ul style="list-style-type: none"> • During the read aloud, have the students think what they could do to get along with someone or make them their friend. <p>After the story:</p> <ul style="list-style-type: none"> • Teacher asks students to discuss the following questions with a partner: <ul style="list-style-type: none"> • At the beginning of the story, why did Tom think that Jeremy was his "enemy"? • What surprised Tom about the day that he spent with Jeremy? <p>Sharing</p> <ul style="list-style-type: none"> • Have a few students share their partner discussions with the class. <p>Discuss</p> <ul style="list-style-type: none"> • What they would do to try and become friends with someone like Jeremy Ross. <p>Ask:</p> <ul style="list-style-type: none"> • Why did Tom's father really make the Enemy Pie? • How do you think Tom felt when his father served Jeremy a piece of Enemy Pie? • What lesson have you learned from this story? • What does friendship mean to you? <p>Activities - Select one of the following:</p> <ul style="list-style-type: none"> • Friendship Pie - In small groups, have the students brainstorm ingredients (for about five minutes) for a secret recipe for creating great friends and then have them chart their recipe for Friendship Pie to share with the class. • Brainstorm how to be a good friend and then have the students complete an activity on how to be a good friend in class, at lunch, at recess, and at home. • Have students write an acrostic poem using the word, FRIENDSHIP. • In small groups, have the students make a "WANTED - Best Friend" Poster.
Additional Resource	ELA - RJ Book - <i>Teamwork isn't My Thing</i>



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How does this fit into BYOC?

Department: Social and Emotional Learning **Grade Level(s):** PK - 3rd

Course: [Social and Emotional Learning Primary](#)

Duration: 1 Year **Course Type:** required

Course Description

Students develop their knowledge of social and emotional learning (SEL) through a variety of developmentally appropriate activities including books, videos, and class discussions. Each year, through a fundamental series of intentional lessons, students grasp key life skills by building on the previous year's learning. The lessons will help students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage their emotions. Students will set positive goals and strive to make responsible decisions. Students will gain the necessary tools to feel and show empathy for others and establish and maintain positive relationships.



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What About Grades 4-8?

- Grades 4 and 5
 - 2017-2018 school year
 - Encouraged to use PreK-3 curriculum resources
 - Teach the state mandated lesson
- Grades 6 - 8
 - MS Advisory workgroup
 - Aligning current lessons
 - Additional lessons being created

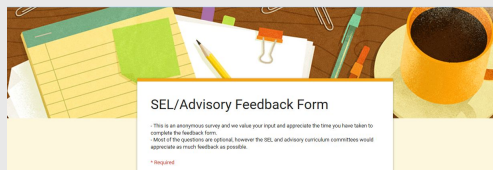
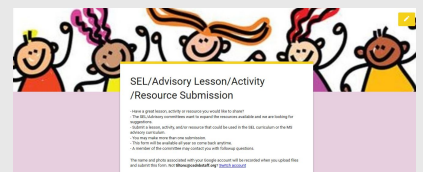


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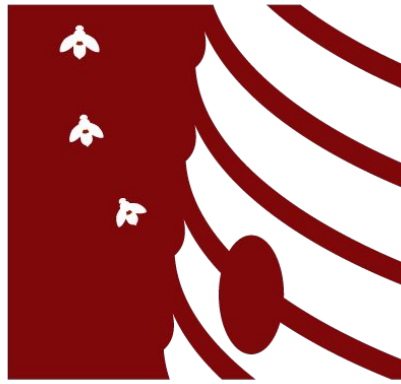
What are the next steps?

- Update and/or add lessons based on staff/student feedback
- Timeline:
 - Admin rollout in June/August
 - Administrator feedback on monitoring implementation
 - Staff rollout in August/September
- Feedback loop for additional strategies for integrating SEL into academic and unified arts content/curriculum
- Create framework for Grades 4 and 5
- Examine sample data in alignment with CSDNB five year strategic plan:
 - Attendance
 - Engagement
 - Discipline



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