

Social Emotional & Behavioral Summary



Fond du Lac School District Developed Spring 2019

Social 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. Under the direction of Katie Moder, *Director of Pupil Services*, the newly formed Social Emotional Learning District Advisory Team seeks to systematize SEL in the Fond du Lac School District based on the Social Emotional Learning Competencies released by the Wisconsin Department of Instruction in May 2018.

The Social Emotional Learning District Advisory Team members are aware that tremendous work in the realm of SEL is currently taking place throughout the district. A first step in determining how we can systematize SEL is gathering information around our current SEL efforts. This Social Emotional and Behavioral Summary outlines the current efforts delivered by district staff to help students increase their social emotional competence and meet the school wide behavioral expectations of respect, responsibility and safety. The efforts listed are proactively and universally designed to help implement and sustain equitable systems of support for SEL. Targeted, more

intensive interventions are available for students who are in need of additional supports to increase their social competence and meet school wide behavioral expectations.

The Mission of the Fond du Lac School District

In partnership with the family and the community, is to promote high achievement and foster the *continuous growth of the whole child* so that each becomes a creative, contributing citizen in a global society by providing personalized learning opportunities in a safe, nurturing environment.

Social Emotional Learning Vision

Staff maintain an environment where all students develop and demonstrate social and emotional skills necessary to manage life tasks including the ability to learn, problem solve, self regulate, and care for oneself, others and their community.

Social Emotional Learning Mission

Our mission as the FDLSD SEL District Advisory Team is to systematize an equitable implementation and assessment process so that students develop and demonstrate social and emotional skills.

Social Emotional Learning (SEL)

Social Emotional District Advisory Team:

Katie Moder (*Director of Pupil Services*), Erin Brendelson (*Health & Wellness Supervisor*), Stacey Buchholz (*Sabish Principal*), Kim Henn (*PBIS External Coach*), Jen Johnson (*Special Education Coach*), Tiffany Michalkiewicz (*FHS Counselor*), Michelle Mees (*Parkside Counselor*), Melissa Schepp (*Mental Health Navigator*), Katherine Schoofs (*Roberts Counselor*), Patti Shippee (*Sabish School Nurse*), Shavana Talbert (*District Equity Coach*), TJ Twohig (*Parent Advisor*)

Description	Implementation Status	Current and Continued Roll-Out
<p>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.</p>	<ul style="list-style-type: none"> ● Attended state SEL Training Day 1 ● Developed a district team ● Defined vision and mission related to SEL ● Gathered information about avenues currently used to teach competencies from 4 pilot schools - Evans, Pier, Sabish & FHS. 	<ul style="list-style-type: none"> ● Summarize information gathered from pilot schools and identify areas for improvement ● Provide opportunity for leadership teams to evaluate their SEL initiative implementation and identify priority level for each initiative ● Identify initiatives that are being utilized widely to teach competencies and explore training and retraining



Additional Information:
[WI DPI Social Emotional Learning](#)

- for staff
- Explore options for measuring Social Emotional Learning (SEL) growth

Positive Behavioral Interventions and Supports

District Lead - Kim Henn (*PBIS External Coach*), Building Level Internal Coaches

Description

A multi-tiered framework for creating positive school environments where students demonstrate the behavioral expectations of respect, responsibility and safety.



Additional Information:
[Wisconsin PBIS Network & Rtl Center](#)

Implementation Status

- All FDLSD sites implementing Tier I since 2010.
- FDLSD sites receive yearly PBIS funding to be used for PBIS Internal Coach stipend, professional development and student incentives.
- 2018-19 Tier I Tiered Fidelity Inventory District Average = 97.11%
- 2017-18 Tier I Tiered Fidelity Inventory District Average = 96.22%

Current and Continued Roll-Out

- Continue yearly PBIS building funding
- Continue to focus on teaching expectations and building relationships during the month of September and documenting only severe behaviors
- Reteach and reinforce expectations after school breaks based on our learning from *The Significant 72*
- Update PBIS referral forms based on our learning from *Culturally & Linguistically Responsive Teaching - CLR and Collaborative & Proactive Solutions - CPS* (Roll out in September 2019)
- Future work will be merging SEL competencies with PBIS expectations

Bullying Prevention

District Lead - Katie Moder (*Director of Pupil Services*)

Description

Reducing incidents of bullying and cyberbullying through education and prevention and effective incident response.

Additional Information:

StopBullying.gov

Implementation Status

- Bully Binder reviewed, updated and shared with building level administration annually:
 - District Bullying Policy 5517.01
 - Prevention Administrative Rules and Procedures
 - Incident Reports and Guidance
 - School Brochures
 - Resources and Calendar of Events
- Bullying Reports are compiled and used for decision making regarding bullying prevention efforts and bullying incident response.

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<p>CPS - Collaborative & Proactive Solutions District Lead - Kelly Sarah (<i>Chegwin Counselor</i>)</p>		
<p>Description</p>	<p>Implementation Status</p>	<p>C</p>

A non-punitive, trauma-informed model of care designed to help educators and children collaboratively and proactively solve the problems that contribute to the children's challenging behaviors.

"Children do well if they can." ~ Ross Greene

Additional Information:

[Lives in the Balance Website](#)

- 90 FDLSD staff members participated in November 2017 Lost at School book study.
- Professional development was delivered to all Chegwin, Parkside and Pier teaching staff in January 2018 by a Ross Greene team member.
- CPS language added to PBIS discipline referral forms.

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<p>Conscious Discipline District Lead - Elementary School Counselors, EC, 4K and Kindergarten teachers</p>		
<p>Description</p> <p>An evidence based, trauma informed approach that provides an array of behavior management strategies and classroom structures that teachers can use to turn everyday situations into learning opportunities.</p> <p>Additional Information: Conscious Discipline Website</p>	<p>Implementation Status</p> <ul style="list-style-type: none"> Implemented in select buildings at EC, 4K, 5K and 1st grade levels. 	<p>C u r r e n t a n d C o n t i n u e d R o l l - O u t</p>

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District School Counseling Program District Lead - School Counselors and Social Workers		
<p align="center">Description</p> <p>The Fond du Lac School District comprehensive school counseling program supports students, families and teachers in making the educational process as successful as possible. As part of the program, students and families have access to a school counseling core curriculum,</p>	<p align="center">Implementation Status</p> <ul style="list-style-type: none"> • One full-time school counselor assigned to each elementary site since 2013. School counselor serves as a leader and is an integral part of the school community at all levels. • Each elementary aged student receives universal counseling curriculum. • Vertical Alignment of School Counseling Vision and Mission - 2019 • Updated and Aligned School Counseling/Student Services websites - 2019 • Two elementary counselors started a school counseling Advisory Council at their 	<p align="center">C u r r e n t a</p>

individual and small group counseling, crisis intervention, program exploration, and academic and career planning.

Mission

“The mission of the Fond du Lac School District School Counseling Program, in partnership with families and our community, is to advocate for each student’s short and long term success by providing equitable access to a data-driven comprehensive school counseling program. This includes the delivery of individual and small group counseling, core curriculum lessons, and student planning services to promote positive academic, career and social/emotional development.”

Vision

“The vision of the Fond du Lac School District Counseling Program is for every student to acquire the academic, career, and social/emotional skills to achieve their fullest potential, realize their true value and worth, and have the grit and resilience needed to make a positive difference in their home, workplace and global community.”

Additional Information:
[FDLSD School Counseling](#)
[ASCA Website](#)
[WSCA Website](#)

schools - 2019

- Elementary school counseling team recognized as WSCA’s School Counseling Team of the year - 2018-2019 school year
- Elementary and Middle schools collect individual and small group counseling data to help drive school counseling program goals



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<p>Growth Mindset District Lead - Heather Meier (<i>Riverside Reading Specialist</i>)</p>		
<p>Description</p>	<p>Implementation Status</p>	<p>C u</p>

The belief that intelligence can be developed. Students with a growth mindset understand they can get smarter through hard work, the use of effective strategies, and help from others when needed.

Growth Mindset philosophies contribute to positive culture and climate of classrooms and buildings.

Additional Information:
[Mindset Works Website](#)

- Used widely for goal setting and teaching perseverance



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<p align="center">Mindfulness District Lead - School Counselors</p>		
<p align="center">Description</p> <p>Maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment. When students practice mindfulness, their thoughts tune into what they are sensing in the present moment rather than rehashing the past or imagining the future.</p> <p>Additional information: Mindful.org Website</p>	<p align="center">Implementation Status</p> <ul style="list-style-type: none"> • Mindfulness taught and used in numerous elementary and middle school classrooms, small groups and individual counseling sessions. • Nine elementary school counselors were trained in 2016. • As of June 2019, all middle school counselors and one school nurse will have completed Mindfulness training. • Mindfulness training has been offered as Summer Institute course. 	<p align="center">C u r r e n t a n d C o n t i n u e d R o l l - o</p>

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<p>Nurtured Heart Approach District Lead - Principals & Leadership Teams at the Elementary Level [Kari Saunders (<i>Chegwin Principal</i>) is a Certified NHA trainer]</p>		
<p>Description</p> <p>A relationship-focused methodology founded strategically in The 3 Stands™ for helping children and adults maintain an awareness of their greatness and use their intensity in successful ways.</p> <p>Additional information: Nurtured Heart Approach Website</p>	<p>Implementation Status</p> <ul style="list-style-type: none"> • Waters and Riverside trained in 2017-18. • Riverside staff received ongoing professional development from local NHA trainer throughout 2017-18 school year. • All elementary teaching staff were trained in NHA in 2018-19 and received booster training. • Select elementary sites are coordinating additional booster trainings and conducting NHA book studies. 	<p>C u r r e n t a n d C o n t i n u e</p>

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PAX Good Behavior Game (GBG)
 District Lead - Kim Henn (*PBIS External Coach*); Building Level Lead Teachers

Description

A set of strategies to help students learn important self-management skills while collaborating to make their classroom a peaceful and productive learning environment.



Additional Information:
goodbehaviorgame.org

Implementation Status

- Implemented K-5 at Chegwin, Parkside, Riverside & Waters.
- Building level GBG Lead Teachers lead ongoing booster sessions for staff.
- Biannual fidelity checks completed in each GBG classroom.
- GBG Advisory Board (Pupil Services Director, GBG Administrators, GBG Coordinator) meet biannually to review fidelity data and coordinate sustainability efforts.
- Trainings for new staff held yearly in August.
- Two PAX GBG Networking sessions held each school year for implementing sites..

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<p>Restorative Practices (RP) District Lead - CSI Element I - Safe Schools & Violence Prevention Katie Moder (<i>Director of Pupil Services</i>), Kim Henn (<i>PBIS External Coach</i>), Shavana Talbert (<i>District Equity Coach</i>)</p>		
<p style="text-align: center;">Description</p> <p>A social science that studies how to improve and repair relationships between people and communities. The purpose is to build healthy communities, decrease unexpected behavior, repair harm and restore relationships.</p> <p>Restorative practices are used to help individuals accept personal responsibility by understanding the impact of their actions.</p> <p>Restorative practices is positively correlated with lower reliance on suspension and expulsion for educators, a reduction of racial disparities in discipline, and an overall increased sense of belonging.</p> <p>Additional Information: Restorative Practices</p>	<p style="text-align: center;">Implementation Status</p> <ul style="list-style-type: none"> • Chegwin, Parkside, Sabish and Woodworth staff trained in August 2017. • Pier, Riverside, Theisen and Boys & Girls Club staff trained in August 2018. • Evans, Lakeshore Roberts, Rosenow, Waters, STEM and FHS staff scheduled for RP training in August 2019. • Biannually RP networking sessions held for trained sites. • Yearly booster training sessions held for sites trained in RP. • Restorative Conference listed as “action taken” on PBIS referral form as a means to measure impact of RP. 	C u r r e n t a n d C o n t i n u e d R o l l -

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<p align="center">SECOND STEP District Lead - School Counselors</p>		
<p align="center">Description</p> <p>A program rooted in social-emotional learning (SEL) that provides strategies to build supportive, successful learning environments uniquely equipped to help children thrive.</p> <p>Additional Information: Second Step Website</p>	<p align="center">Implementation Status</p> <ul style="list-style-type: none"> Used by school counselors and classroom teachers to teach specific social skills to whole classes, small groups and individual students. 	<p align="center">C u r r e n t a n d C o n t i n u</p>

Skills for Learning

- Focus Attention
- Listen
- Be Assertive
- Use Self-Talk

Empathy
is feeling or understanding what someone else is feeling

- Look at her face and body for clues.
- What is his point of view?
- How does she feel?
- How can I help?
- What is a kind thing to say?
- Compassion is empathy in action!

How to Calm Down

Can I do it!

1 2 3 4

- Stop - use your signal
- Name your feeling
- Calm down: breathe deeply, use self-talk

Problem-Solving Steps

S Say the problem without blame

T Think of solutions

E Explore consequences what could happen if...

P Pick the best solution make your plan

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<p align="center">Significant 72 District Lead - Stacey Buchholz (<i>Sabish Principal</i>)</p>		
<p align="center">Description</p> <p>The first three days of school (72 hours) are a crucial period in the development of student to teacher & student to student relationships. Since relationship building is a teacher's number one responsibility, all instructional time during the opening 3 days should be spent on accomplishing the following:</p> <p>3 Goals/3 Days</p> <ol style="list-style-type: none"> 1. Teachers learn about each student. 2. Students learn about their teachers. 3. Students learn about each other. <p>Additional Information: Significant 72 Website</p>	<p align="center">Implementation Status</p> <ul style="list-style-type: none"> • Building administrators allow for focus of first 72 hours of school to be focused on building relationships. • Greg Wolcott presented at FIRST Educational Resources Conference for the past two years. Select sites have incorporated this philosophy into the first 72 days of school as well as after breaks. 	<p align="center">C u r r e n t a n d C o n t i n u e d R o l l - O u t</p>

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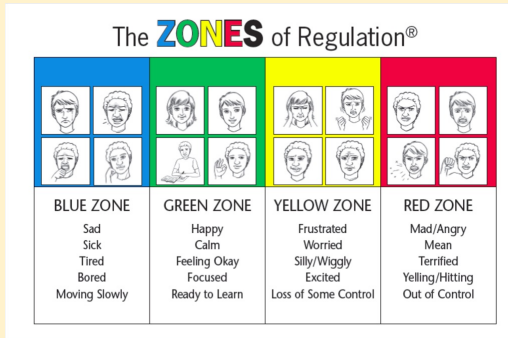
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Zones of Regulation

District Lead - School Counselors

Description

A conceptual framework used to teach students self regulation and self control. This curriculum teaches students to use strategies or tools to help them move between zones.



Additional Information:
[Zones of Regulation Website](#)

Implementation Status

- Annual 5K-5 Zones of Regulation lessons in school counseling curriculum.
- Select buildings

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