

SEL Example of Practice



Presented by Jennifer Krzewina, PhD
School Psychologist & Mental Health Coordinator



WI DPI Disclaimer

The information and views shared during this presentation reflect those of the presenter(s) and do not necessarily reflect the requirements or the views of the Wisconsin Department of Public Instruction.

Agenda

- Our District
- The Journey
- SEL at Each Level
- Impact





Menasha Joint School District: Home of the Bluejays!

District Information

Grades	K4-12
Enrollment	3,542
Within District Mobility	0.5%
Between District Mobility	5.8%

Race/Ethnicity

American Indian or Alaskan Native	0.6%
Asian	4.1%
Black or African American	4.3%
Hispanic/Latino	20.8%
Native Hawaiian or Other Pacific Islander	0.0%
White	63.0%
Two or More Races	7.1%

Student Groups

Students with Disabilities	15.2%
Economically Disadvantaged	56.5%
English Learners	13.9%

District Information

Grades	K4-12
Total Staff (All staff, not including contracted services)	436

Race/Ethnicity

American Indian or Alaskan Native (0/436)	0%
Asian (8/436)	1.84%
Black or African American (5/436)	1%
Hispanic/Latino (21/436)	4.8%
Native Hawaiian /Other Pacific Islander (0/436)	0%
White (402/436)	92%
Two or More Races (1/436)	.022%
Male (93/436)	21%
Female (343/436)	79%



MJSD SEL Action Steps

1. School-Based Mental Health Grant
2. Assemble a District SEL Team w/ subgroups for each level
 - a. Collaborative For Academic, Social, And Emotional Learning (CASEL) team assembly guide: [Team Assembly Guide](#) & [SEL Team Checklist](#)
3. Get Buy-In: Admin teams, school board, teachers
4. Create Action Plan
 - a. Timeline
 - b. Curriculum research
 - c. Logistical implementation planning
 - d. Board presentation & approval
 - e. Share vision & plan with entire district



Elementary SEL: Second Step

- Why Second Step?
 - Universal, classroom-based curriculum
 - Research-based
 - Sequential and developmentally appropriate lessons
 - Teacher-friendly materials
 - Success-building

**second
step**



Role of the Elementary Counselor in Partnership

- Coordinate overall *Second Step* program implementation
- Guide and support teachers to reinforce *Second Step* lesson skills and concepts every day
- Teach supplemental lessons (i.e. Protective behaviors, Bullying, AODA, etc.)
- Provide individual and group counseling as needed
- **Provide targeted, in-class support for students with lagging SEL skills and/or struggling to meet universal classroom expectations**



Middle School SEL: Second Step, Xello, Too Good for Drugs

- New class called **SOAR- Social emotional, Academic, Real-life ready.**
 - Once per week, for 30 minutes on Wednesday mornings
 - Encompasses three different curriculums: Second Step, Xello, & Too Good for Drugs
 - Classroom teachers use the material weekly, with support from counselors in their class.
 - Two counselors rotate which classrooms they are in weekly. At least two classrooms are supported each week.



SECOND
STEP®



Too Good
for
drugs &
violence



High School SEL: Foundations



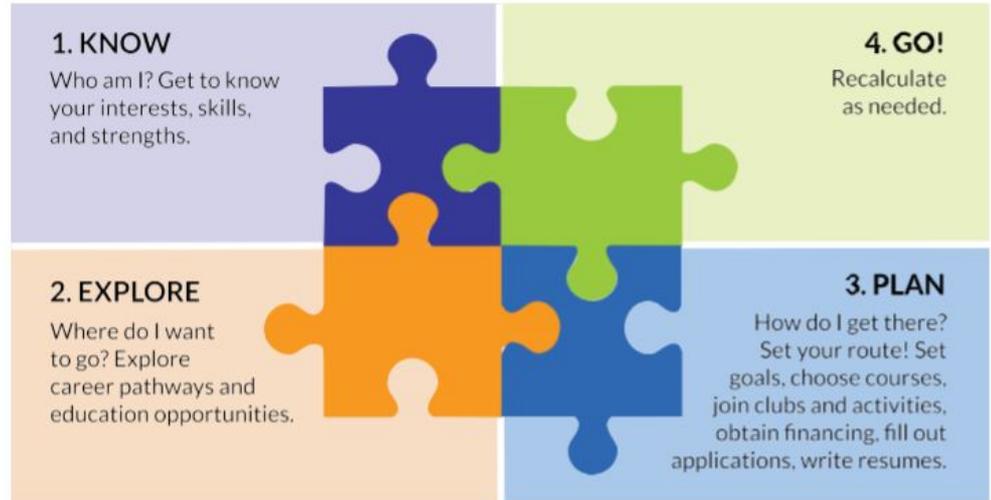
Achievement

Achievement goes beyond simply academics. We strive for all students to achieve success in and out of the classroom, as well as life beyond Menasha High School.

Within the Achievement pillar students will:

- develop academic success skills
- create a vision for the future
- explore careers
- understand personal interests, strengths, and values

xello



Community

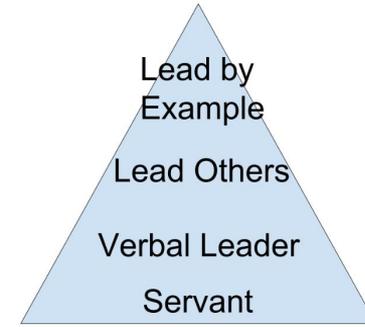
- To create and foster culturally sensitive and inclusive places for ALL of our students to feel welcomed within in our classrooms, our schools and the larger Menasha community.
- In Foundations this will be done through:
 - Community building activities
 - GetNVolved + Community Service Hours
 - The ongoing effort to eradicate bullying in our community through a combination of lessons and relationship building.
- As a staff this will be done through:
 - Continuing to listen, learn and grow to understand the emotional, physical, and academic needs of our students.



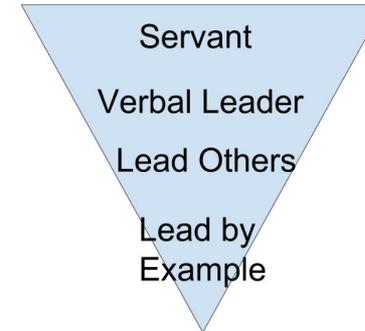
Leadership

- Every person has a role in leadership.
- Leading by example is the baseline.
- Service leadership is what we strive for.
- Self awareness of one's leadership skills.
- Why does positive leadership matter?

Old:



New:



Perseverance

Doing what needs to be done...

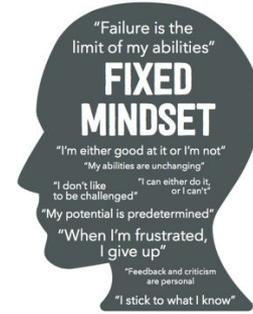
When you might not want to do it...

Even if its hard...

To the best of your ability ...

Every time...

With a long term goal in mind...



GRIT



Wellness



High School Logistics

- Foundations class two times per week 8:25-8:56 (other three times are flex)
- Lesson plan formatting will be consistent for each grade level and each lesson.
- All resources will be linked within the lesson plan. [Example Lesson](#)
- Lessons on [Foundations Calendar](#)
- Foundations grades given at 6 weeks, 12 weeks and semester.
- Grades based on completion of portfolio items.
- Students will receive a P for 100% completion of portfolio or an F for failure to complete one or more portfolio items.
- Portfolio items will be entered into the gradebook and given a 1 for completion or an M for missing.
- [Foundations Grading Requirements Document](#)



“The lessons have fostered great conversation between staff and students, deepened relationships, and students are using the skills in other classes as well as with their own friends. We hear little conversations in passing that tell us they are listening.”

“The language has infiltrated throughout the school. I hear students talk about “living above the line.”

“There is consistent language related to the pillars.”

“I LOVE doing Second Step in the classroom because it teaches me and the kids ways to talk about upsetting things all throughout the day, and the common language and understanding has made a great change in my classroom.”

“It’s nice to have the common language throughout the whole school and have so many kids focusing on empathy and compassion, and having that be a talking foundation when I meet to help with social issues.”



Overall, it has been a good start. I think we have a ways to go with the work we are doing (in regards to consistency). Even though this was a big change for staff, I think the percentage of buy-in has been pretty high. I think teachers value teaching SEL skills, and I hear from staff that there is little prep with Second Step, which they appreciate.

“Although the progress could be attributed to various factors, our office referrals, in-school suspensions, out of school suspensions and seclusion/restraint numbers are all significantly reduced from last year. As of the end of the first semester, office referrals have been reduced by more than 50%. I also believe that students are better able to use a common language and are learning and practicing SEL skills each day.”



Thank You!
Any Questions?

