

Wisconsin Social and Emotional Learning Case Study

Wisconsin Department of Public Instruction

Introduction/Background

HISTORY

The Mequon-Thiensville School District is a suburban district with a student population of around 3,750 students. The student body demographics consists of 76.7% Caucasian, 7.5% Asian, 6.5% Black, 5.2% Hispanic and 4.2% two or more races. Students with disabilities consists of 9.9%, while the economically disadvantaged is 8.9% and English Language Learners are at 3.2%.

THE MODEL

-Casel SEL Competencies -
DPI SEL standards

THE PLAYERS

A dedicated social emotional coach at each of our schools provides leadership and coaching to grow teachers' capacity in social-emotional welfare and support our school families. We believe that through attending to the social-emotional health of all students, students will grow in all facets of their lives. Coaches support teachers in lesson development, co-teaching of lessons, and providing materials. Additionally, there are three full time school psychologists that are shared between five buildings, with the fourth full time school psychologist at the high school.

Big Ideas from Mequon-Thiensville School District

INSTRUCTION

- Positive Behavior Intervention and Supports (PBIS)
-K-8 staff incorporate Zones of Regulation, Mindfulness during academic instruction

-K-5 staff incorporate lessons during community circle/morning meeting time

ADULT

- Ongoing professional development to staff on topics such as trauma
- MTSD Administration and Social Emotional Coaches are currently at the buildings with a focus on addressing the needs of all students

SUSTAINABILITY

Integrated SEL work into district initiatives and goals.

EQUITY

In a school culture that is grounded in equity, all students get what they need, at the time they need it, in order to find their path to success. All students prevail in a school culture rooted in equity. In the Mequon-Thiensville School District we will always persevere in serving students regardless of ability, circumstance or situation. Our commitment to success for every student is rooted in the ideals of equity, opportunity and excellence for all.

What have the outcomes been?

- Universal SEL instruction
- Common language

How are things different for kids?

- Able to express their emotions in expected ways and reflect
- Self-regulate with coping tools

CONCLUSION

The Mequon-Thiensville School District is committed to equity and supporting all students social emotional growth. The district's strategic plan has strong emphasis on the social emotional well-being of students and staff. There is emphasis on continuous improvement as we continue to make improvements to better support all students, staff and families to enhance the social emotional well-being.