

# SEL in BASD - Board Presentation

May 9, 2023



# Presentation Overview



1. What is social emotional learning?
2. Why is it important?
3. Resources and supports in BASD
4. Key terms in practice
5. Professional learning opportunities



How are you  
feeling today in  
**BEAR** scale?



## From 9/28/2021 Board Presentation:

- \*SEL is a lifelong process of learning how to **better understand ourselves, connect with others, communicate, and work together** to support our communities.
- \*Students acquire & apply the knowledge, skills, and dispositions to **develop healthy self-awareness, manage emotions, and achieve personal & collective goals.**
- \*Students with strong SEL skills display **empathy** for others, establish & maintain **supportive relationships**, utilize **critical thinking** skills, promote **cultural literacy**, and make **responsible and caring decisions.**

# BOYERTOWN AREA SCHOOL DISTRICT



*Safety and Well-Being*

*Acceptance and Respect*

*Communication and Collaboration*

*Learning and Growth*

**Our Vision:** To cultivate an exceptional, innovative learning community that enables all students to succeed in a changing world.

**Our Mission:** For all students to be future ready by meeting or exceeding established goals, the Boyertown Area School District will implement coordinated, articulated curricula and provide personalized, planned instruction aligned with Pennsylvania academic standards.

## **Our Goals:**

- To ensure responsible and data-informed use of resources.
- To provide a positive, safe, and healthy learning environment.
- To offer research-based, personalized, and growth-oriented learning opportunities for all members of the BASD learning community.
- To foster open communication, active involvement, and purposeful collaboration among all members of the BASD learning community.

ONE BOYERTOWN

# BOYERTOWN AREA SCHOOL DISTRICT



**Our Mission:** To enable all students to succeed in a changing world.

## Our Priority Areas:

### Positive, Safe, and Healthy, Learning Environment

- Ensure that students feel secure in all school environments so they are ready to learn.
- Promote health and wellness within the school and community.
- Provide facilities that meet and/or exceed health and safety needs.
- Inspire a positive school environment with mutual trust and respect.

### Effective Communication and Collaboration Among Stakeholders

- Strengthen the home-school collaborative partnership.
- Increase partnerships with the business and nonprofit community.
- Utilize efficient written and electronic communication.
- Value student voice.

### Learning, Growth, and Empowerment for Every Student's Success

- Improve the instructional framework to ensure learning, growth, and success.
- Increase opportunities for all students to succeed in a changing world.
- Meet individualized needs of students through personalized learning.

### Effective and Continuous Learning for All District Personnel

- Transform professional learning focused on growth for all personnel to ensure engagement, relevance, and rigor.
- Cultivate a positive culture of instructional coaching to implement best practices.
- Strengthen educators' integrated technology skills to reach all learners.
- Be an employer of choice to attract highly qualified, diverse personnel.

### Responsible and Effective Use of Resources

- Ensure funding for programs, services and initiatives.
- Optimize time, talent and contributions of staff, students and community members.
- Prioritize and continuously improve infrastructure (e.g. facilities, equipment, technology).

## Our Dashboard of Success Metrics:

- Increase the percentage of students attaining a BASD diploma.
- Increase the percentage of students meeting or exceeding one year of growth in ELA, math, and science.
- Increase the percentage of students reading on grade level.
- Increase the percentage of parents attending school functions.
- Increase the percentage of students participating in Internships.
- Distribute a district newsletter to the BASD Community.
- Increase the number of student advisory focus groups.
- Decrease or eliminate financial findings, observations, and violations.
- Decrease the number of building maintenance work orders.
- Increase positive feedback on survey related to building environment.
- Increase opportunities and utilization of technology resources for students.
- Increase the number of students involved in extracurricular offerings.
- Increase the percentage of students who indicate that they feel safe and secure in school.
- Decrease the percentage of students who admittedly partake in risky behaviors.
- Increase professional development opportunities towards staff needs.
- Increase participation in specific professional development sessions based on instructional needs.

## Core Values:

- Safety and Well-Being
- Acceptance and Respect
- Communication and Collaboration
- Learning and Growth

BOYERTOWN PRIDE

# Moving Forward in BASD - 2020-21+

## BASD Portrait of a Graduate



## BASD Instructional Model



# Portrait of a BASD Graduate



\*SEL is a lifelong process of learning how to better understand ourselves, connect with others, communicate, & work together to support our communities.

\*Students acquire & apply the knowledge, skills, and dispositions to develop healthy self-awareness, manage emotions, and achieve personal & collective goals.

\*Students with strong SEL skills display empathy for others, establish & maintain supportive relationships, utilize critical thinking skills, promote cultural literacy, & make responsible & caring decisions.



# Why is SEL important?

- Student indicators of need

2022-23 school year	Discipline incidents
<b>Elementary School</b>	11,520 (avg. 12 per day times 6 buildings on the 160th day of school)
<b>Middle School</b>	2239
<b>High School</b>	2042





# Resources and Supports in BASD

- School counselors in each building
- Student Assistance Program/Teams
  - SAP liaisons through CARON and Creative Health Services
- School based counselors (SBCs) - grant funded
- District social worker - grant funded
- Safety Care Teams/Training
- Out of District Placement/Partnerships

# Why is SEL important?



- Student indicators of need
  - **Student Assistance Program/Teams**
    - *The Pennsylvania Student Assistance Program (SAP) is a systematic team process used to mobilize school resources to remove barriers to learning. SAP is designed to assist in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success.*

# Why is SEL important?



- Student indicators of need

2022-23 school year	SAP referrals
Elementary School	187
Middle School	216
High School	214

# Why is SEL important?



- Student indicators of need

2022-23 school year	Safe2Say Reports
<b>Elementary School</b>	3
<b>Middle School</b>	80
<b>High School</b>	93

# Safe2Say Categories/Current Counts

(2022-23 school year)



Category	Current count
Suicide Ideation	17
Drug Use/Distribution	17
Bullying/Cyber Bullying	14
Smoking (Tobacco, E-Cig, Vape)	14
Cutting/Self Harm	12



# Why is SEL important?

- Behavioral and Mental Health Support

2022-23 school year	SBC (regular education)	Students supported	Social worker (Jan. 2023)	SBC (special education)	Students supported
Elementary School	1.5	153		1	48
Secondary (MS/HS)	2.5	84		5	235
K-12			1 (90 referrals)		

# Why is SEL important?



- Socio-economic demographics within BASD

SCHOOL NUMBER	SCHOOL NAME	LOW INCOME ENROLLMENT	TOTAL ENROLLMENT	% LOW INCOME ENROLLMENT
6804	Boyertown Area MS-East	257	871	29.51%
6305	Boyertown Area MS-West	284	719	39.50%
9999	Boyertown Area SD	22	62	35.48%
6306	Boyertown Area SHS	686	2,158	31.79%
6307	Boyertown El Sch	232	647	35.86%
0762	Colebrookdale El Sch	138	269	51.30%
0763	Earl El Sch	120	299	40.13%
0754	Gilbertsville El Sch	141	531	26.55%
0755	New Hanover-Upper Frederick El	92	581	15.83%
0766	Washington El Sch	218	508	42.91%
<b>Total</b>		<b>2190</b>	<b>6,645</b>	<b>32.96%</b>



# Why is SEL important?

- Socio-economic demographics within BASD over time
- Percent of low-income students within the district

2018-19	2019-20	2020-21	2021-22	2022-23
25.6%	27.8%	29.8%	30.8%	32.96%



# CASEL

**C**ollaborative for  
**A**cademic, **S**ocial, and  
**E**motional **L**earning  
[www.CASEL.org](http://www.CASEL.org)



# Self-Awareness

*The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.*

## Within the School Setting:

- Students reflect on their own likes/dislikes, strengths/challenges, feelings/opinions
- Teachers use self-checks with students
  - Emotions chart
  - Thumbs up/Thumbs down
  - Journal reflection or exit ticket

## Why Is This Important in School?

Recognizing their own emotions, strengths and needs helps students think about consequences before acting or reacting. This allows them to build better skills in managing challenging situations as well as developing better interpersonal skills.



# Self-Management

*The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.*

## Within the School Setting:

- Students set personal and academic goals
- Students learn and apply planning and organization skills
- Students recognize and ask for support
- Staff plan movement or brain breaks
- Staff model ways to manage challenging situations

## Why Is This Important in School?

Self-management skills help students become confident and independent. They are able to follow through on plans, complete assignments, and stay focused in class. Self-management helps students reach their goals related to learning or life.



# Social Awareness

*The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.*

## Within the School Setting:

- Students show concern for the feelings of others
- Students and teachers honor the dignity of all community members
- Staff share multiple perspectives and cultures in literature and learning
- Staff and students appreciate and accept the differences of others

## Why Is This Important in School?

Students with strong social awareness are better able to navigate conflicts and express differing points of view in a productive manner. This also allows students to build positive relationships with others and make responsible decisions.



# Relationship Skills

*The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.*

## Within the School Setting:

- Staff build connections with all students in simple ways such as greeting students at the door, celebrating important student events, etc.
- Staff model fairness, respect, and appreciation for others.
- Students work in collaborative groups and practice communication and problem-solving skills.
- Student complete self-evaluations for effectiveness of group work.
- Students build stronger connections with others through team building activities.

## Why Is This Important in School?

Students with strong relationship skills are better able to get along with others. They can contribute to a team and build an understanding between themselves and others. When strong relationships are developed within a school, students are more motivated and engaged in learning. They also have more positive behaviors.



# Responsible Decision Making

*The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.*

## Within the School Setting:

- Staff support students as they make decisions.
- Staff and students set norms for behaviors and consequences for violating expectations.
- Staff and students discuss cause and effect and connect to the idea of choices and consequences
- Students reflect upon their own role for the well-being of the classroom and community
- Students learn to identify what is important versus urgent in planning how to use their time.

## Why Is This Important in School?

Students with responsible decision-making skills are able to navigate ever evolving challenges. Thoughtful and constructive decision makers are better prepared to assess a situation, understand benefits and consequences of different responses, and make a kind and productive choice.

## PDE and SEL

*The mission of the Pennsylvania Department of Education (PDE) is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, the Department seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults.*

*To assist in this mission, the PDE Office for Safe Schools established Pennsylvania Career Ready Skills to address the social and emotional skills students need to empower themselves to successfully navigate relationships within their family, school, post-secondary education, and/or career as well as within the global marketplace. Building developmentally appropriate interpersonal skills from a young age helps develop critical skills so that students reach their potential in their home, school, and community. The development of interpersonal and goal directed behaviors also assists students to set and reach personal goals that can guide their academic, social, and personal life.*

[PA Career Ready Skills Continuum](#)

[PDE Career Ready Skills](#)

[SEL Best Practice Resources](#)

## The Pennsylvania Career Ready Skills Continuum

PA Career Readiness Skills Categories	PA CRS Grade Band (Pre-K–K)	PA CRS Grade Band (1-5)	PA CRS Grade Band (6-8)	PA CRS Grade Band (9-12)
<b>A. Self-Awareness and Self-Management</b> <i>Recognize and regulate emotions</i>  <b>Related Employability Skills:</b> Respect, Dependability & Reliability, Communication, Professionalism, Teamwork, Integrity, Business Fundamentals, Adaptability, Initiative, Planning & Organizing	Recognize and label basic feelings.	Identify different ways of expressing a feeling.	Identify behavioral expressions of feelings within a context.	Evaluate behaviors in relation to the impact on self and others.
	Demonstrate awareness of self and one's own preferences.	Identify one's own strengths, needs, and preferences.	Explain to others one's own strengths, needs, and preferences specific to a context.	Advocate for oneself in education, employment, and within the community.
	Distinguish between situations that elicit positive or negative feelings.	Select coping skill strategies response to adverse situations (e.g., positive self-talk, talking to others, taking a break, taking care of oneself, avoiding negative self-talk).	Identify and select coping skills relevant to adverse situations.	Analyze adverse situations for the purpose of identifying and selecting healthy coping skills.
	Express a want and the means to achieve it.	Distinguish among and set short term, mid-range, and long-term goals.	Identify and evaluate distractors that impact reaching ones' goals.	Establish and pursue goals or post-secondary education, employment, and living within the community.
<b>B. Establishing and Maintaining Relationships</b> <i>Communicate and collaborate amongst diversity</i>  <b>Related Employability Skills:</b> Problem solving, Decision making, Critical Thinking, Integrity, Teamwork, Adaptability, Professionalism, Communication, Respect	Interact in pro-social ways (e.g., reciprocal conversation, turn taking, sharing) with peers and adults.	Explain ways to establish relationships that are positive and supportive of others.	Explain how empathy and perspective taking foster relationship building.	Establish pro-social relationships to support self and others.
	Identify similarities and differences between self and others.	Demonstrate respect for the uniqueness of others.	Interact with others demonstrating respect, cooperation, and acceptance.	Explain how you situate yourself in a diverse community.
	Engage in reciprocal communication with peers and adults.	Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others.	Explain how expressive communication strategies can affect others.	Select expressive communication strategies specific to context.
	Recognize that conflict occurs and identify ways to respond.	Identify multiple ways to solve conflicts and practice solving problems.	Identify conflict resolution skills to deescalate, diffuse, and resolve differences.	Evaluate a situation to identify skills and strategies to prevent and resolve conflicts.
<b>C. Social Problem-Solving Skills</b> <i>Demonstrate empathy and respectful choice</i>  <b>Related Employability Skills:</b> Teamwork, Integrity, Communication, Respect, Customer Focus, Critical Thinking, Professionalism, Reading, Writing, Problem Solving	Acknowledge the consequences of choices.	Identify consequences of a decision to oneself and others prior to action.	Make a decision based upon anticipated consequences.	Evaluate consequences from a personal, and civic perspective to inform decision-making.
	Identify similarities and differences of various social contexts.	Identify possible behaviors and anticipate reactions in response to a specific social context.	Distinguish among various social contexts and how they impact personal feelings.	Situate self in any social context as a means to determine a response.
	Respond and respond to the feelings of others.	Respond to others given a sense of the others' point of view.	Analyze various perspectives on a situation.	Evaluate how societal conventions may influence the perspectives of individuals.

BASD recognizes the **diversity** within our district and works to provide a culture of **inclusivity** where all students are treated with dignity and respect. We want all students to feel a sense of belonging as valued members of our school community. We strive to create positive learning environments in which students feel physically and emotionally safe, feel included, and can work and collaborate effectively. We prioritize educational **equity** to ensure all students reach and achieve their full potential.



# Equity, Inclusion, and Belonging in Pennsylvania:

## ↳ Perceptions and Clarity ◀

Educational communities are seeking clarity around the purpose, intention, and need for equity, inclusion, and belonging in educational spaces. This information is provided by the Pennsylvania Department of Education to help address perceptions and offer clarity on equitable practices in education.

### ① Equity

**Equity** in education is defined as every student having access to the resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, religion, sexual orientation, gender identity, family background and/or family income. (adapted from [www.ccsso.org](http://www.ccsso.org))

### ② Inclusion

**Inclusion** is defined as engagement within a community where the equal worth and inherent dignity of each person is honored. An inclusive community promotes and sustains a sense of belonging. (adapted from Cobb & Krownapple, 2019)

### ③ Belonging

**Belonging** is defined as experiencing appreciation, validation, acceptance, and fair treatment within an environment. (adapted from Cobb & Krownapple, 2019)



Perception	Clarity
Equity, inclusion, and belonging is only for urban educational spaces with diverse populations.	Equity, inclusion, and belonging helps create access, opportunity, and a healthy learning environment for ALL learners, regardless of demographic (urban, rural, suburban). Educational communities include people of varying lived experiences who have diverse needs and a variety of strengths.
Equity, inclusion, and belonging is another way of promoting Critical Race Theory.	Critical Race Theory is not part of or taught in any state required curriculum. Equity, inclusion, and belonging in education helps create spaces for ALL learners and staff to be their authentic selves. Discussions about cultures and identities in education are important to ensure equitable access for ALL learners.
Equity, inclusion, and belonging is only about funding.	Equitable funding is an important consideration to ensure fair access and opportunity for students across Pennsylvania. Funding is one part of the process to create healthy learning environments - but it cannot shift systems in isolation.
Equity, inclusion, and belonging suggests that I am not a good person or that my education system is bad.	It is important to understand who we are as we interact with others. Self-Awareness, one of the <a href="#">PDE equity pillars of practice</a> , invites people to explore and reflect upon their own thoughts, ideas, and beliefs. Self-awareness supports how to engage in healthy relationships with people of diverse backgrounds—but it is not intended to encourage guilt, shame, or hopelessness. Discussing equity, inclusion, and belonging may be uncomfortable, however, it is important to ensure we can engage with individuals, families, and communities who are different from us.
Equity, inclusion, and belonging does not allow for diverse viewpoints.	Diverse viewpoints are an important part of our democracy and help our nation thrive. Equity, inclusion, and belonging help create the conditions for civil dialogues to occur. Equity in voice, inclusion of different perspectives, and honoring the lived experiences of others is a vital part of preparing youth for global citizenship, as well as a global workforce and marketplace.

# Diversity

**Diversity** is about what makes each of us unique and includes our backgrounds, personality, life experiences and beliefs, all of the things that make us who we are.

How do we address '**diversity**' in BASD?



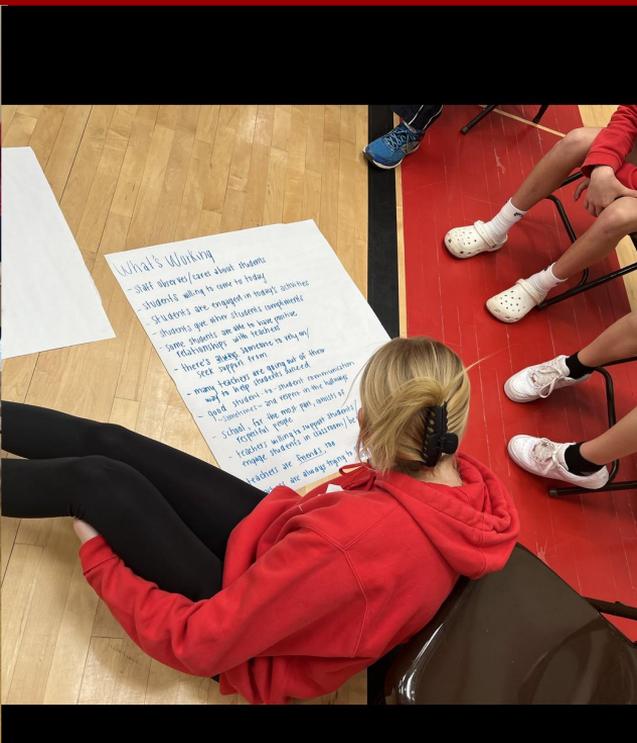
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## Diversity in BASD:

- Socio-economic status
- Thinking and learning styles
- Exceptionalities
- Race/ethnicity/backgrounds

While acknowledging and supporting diversity, we also seek to identify and celebrate patterns of unity.

# Unity Days - MS and HS



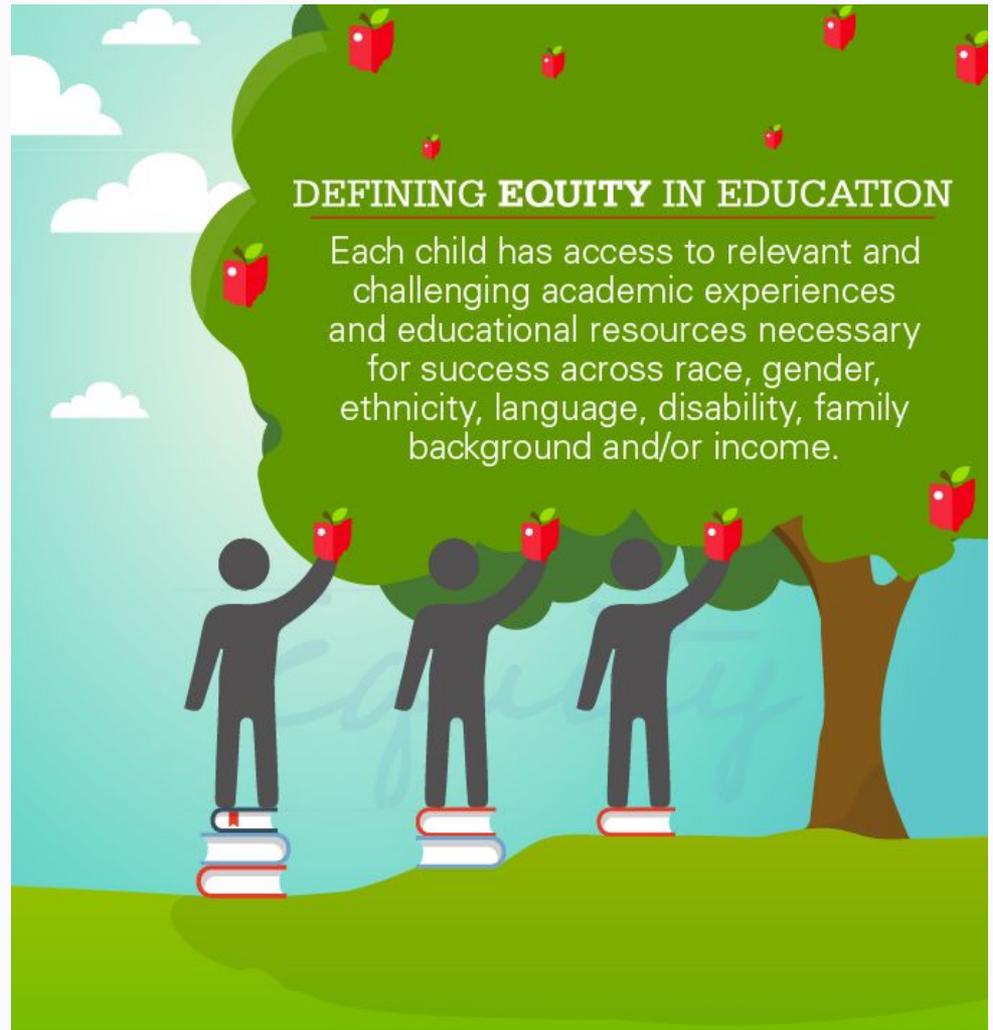
# Equity

The word **equity** is defined as “the quality of being fair or impartial; fairness; impartiality” or “something that is fair and just.”

How do we address  
'equity' in BASD?



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## DEFINING EQUITY IN EDUCATION

Each child has access to relevant and challenging academic experiences and educational resources necessary for success across race, gender, ethnicity, language, disability, family background and/or income.

# Inclusion

**Inclusion** is the action or state of including or of being included within a group or structure.

How do we address  
**'inclusion'** in BASD?



Inclusion occurs when people feel, and are, valued and respected regardless of their personal characteristics or circumstances, and where they:

- have the opportunity to fulfill their individual and combined potential
- have equitable access to opportunities and resources
- can contribute their perspectives and talents to the organization
- have a sense of belonging.

Least restrictive environment

# Ongoing SEL Professional Learning priorities:

- 2022-23 School year
  - Leadership team - Restorative Practices train-the-trainer model in place
  - Stecher Coaching cohorts
  - SEL Champions - continue work within buildings around climate/culture
  - Trauma-Informed Care/Practices Professional Learning for all staff
  - Continue to prioritize student voice across all levels

## Moving forward:

- Continue to prioritize topics above as well as the mandated [Culturally-Relevant and Sustaining Education Program Framework Guidelines](#) as more guidance is received from PDE.

Any questions?

