

\*My heart cares and shows respect.

PUBLIC SCHOOLS of  
**BROOKLINE**



# 2021-2022 SEL Update

5/26/2022

## Agenda

PUBLIC SCHOOLS of  
**BROOKLINE**



- Goals and Approach of SEL Programming
- Overview of 2021-2022 Universal Screening
- Current Work and Next Steps

# SEL Goals

Our SEL programming is meant to:

1. **Support development of SEL competencies/skills** (e.g., emotional regulation, self-awareness, social awareness),
2. **Enhance access to protective factors** (e.g., school belonging, self-efficacy, supportive relationships), and
3. **Support academic engagement** (e.g., attendance, time on-task).

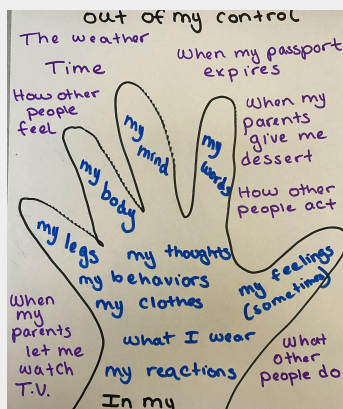
**Our SEL programming is intentionally designed to be preventative and responsive.**

# Approach

## Daily Practice and Routines



## Imbed into Academic Instruction



## Explicit SEL Instruction/Support



# Program Evaluation and Screening

Our universal screening practices allow us to measure the impacts of our SEL programming, while also providing educators with information to provide individual support to students.

Best practices in universal social-emotional screening involves measuring:

- **SEL skills** (e.g., emotional regulation)
- **Mental health** (e.g., experiences of challenging emotions)
- **Protective factors** (e.g., having a safe adult at school)

**Measuring all three of these areas allows us to have a deeper and more complete understanding of what students need.**

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**Public Schools of Brookline Universal Screening**

To better support you, your school and teachers would like to ask you some questions about how you think and feel. Only your teachers, support staff, and school leaders will be able to see your responses, which will not affect your class grades. Please respond honestly—there are no right or wrong answers!

- How sure are you that you can complete all the work that is assigned in your class?
 

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
- When complicated ideas are discussed in class, how sure are you that you can understand them?
 

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
- How sure are you that you can learn all the topics taught in your class?
 

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
- How sure are you that you can do the hardest work that is assigned in your class?
 

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
- How sure are you that you will remember what you learned in your current class, next year?
 

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
- How carefully did you listen to other people's points of view?
 

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not carefully at all	Slightly carefully	Somewhat carefully	Quite carefully	Extremely carefully
- How much did you care about other people's feelings?
 

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did not care at all	Cared a little bit	Cared somewhat	Cared quite a bit	Cared a tremendous amount
- How well did you get along with students who are different from you?
 

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did not get along at all	Got along a little bit	Got along somewhat	Got along pretty well	Got along extremely well
- How clearly were you able to describe your feelings?
 

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
- When others disagreed with you, how respectful were you of their views?
 

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful

Head PDF Form - FOR DEMO PURPOSES ONLY

## Areas Measured

Self-Efficacy



Emotional Regulation



Negative Feelings



Positive Feelings



Social Awareness



School Connectedness



Supportive Relationships

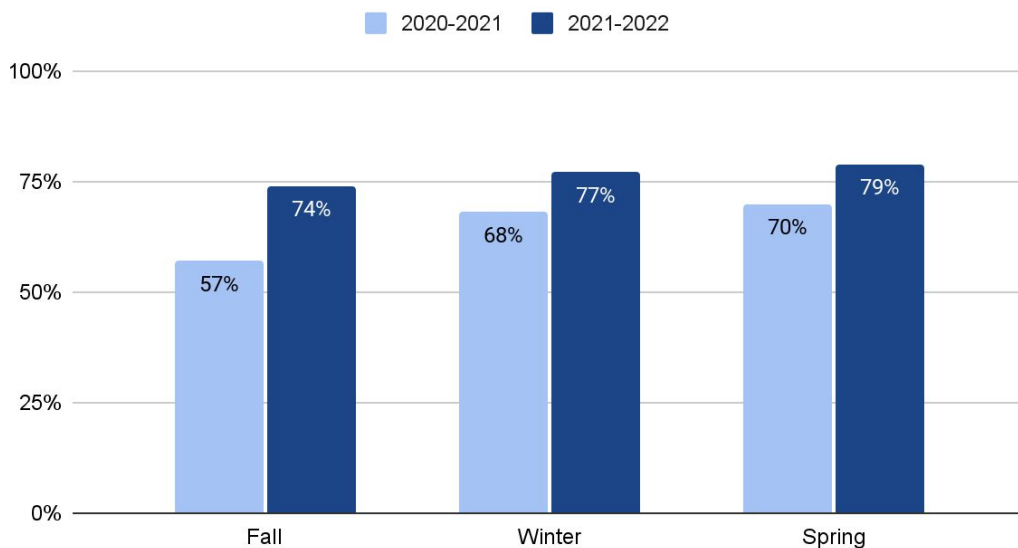


# Highlights

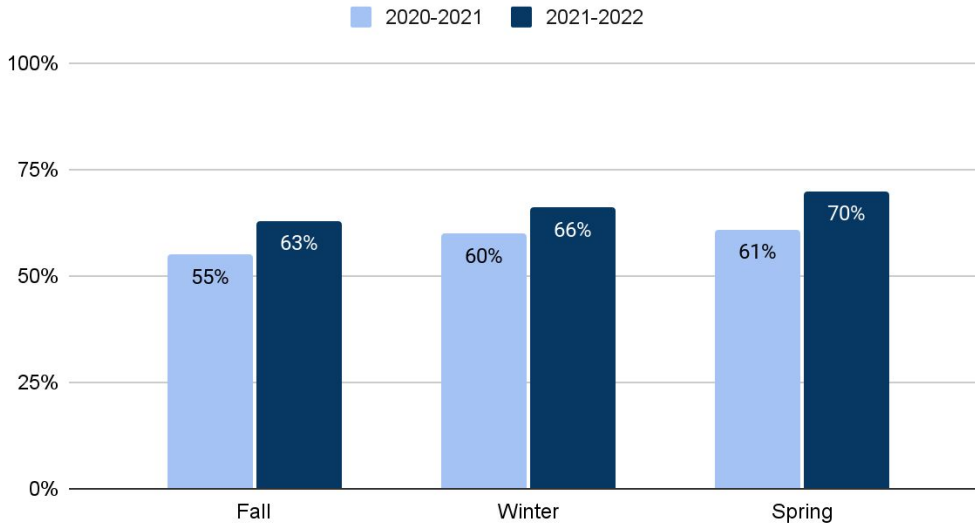
## Relative to 2020-2021:

- More students are able to identify a safe adult at school.
- Students are reporting higher levels of school belonging.
  - Significant discrepancies persist.
- Challenging feelings were elevated in the fall (relative to fall 2021) and then returned to 2020-2021 levels.
- Some increases in excitement and hope.

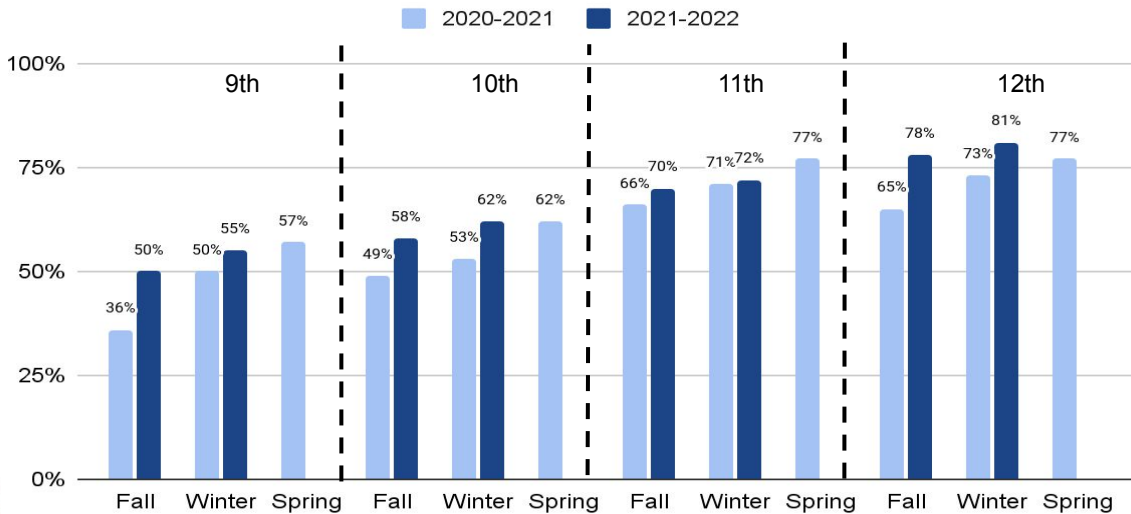
## Safe Adult at School (Grades 3 to 5)



## Safe Adult at School (Grades 6 to 8)



## Safe Adult at School (Grades 9 to 12)

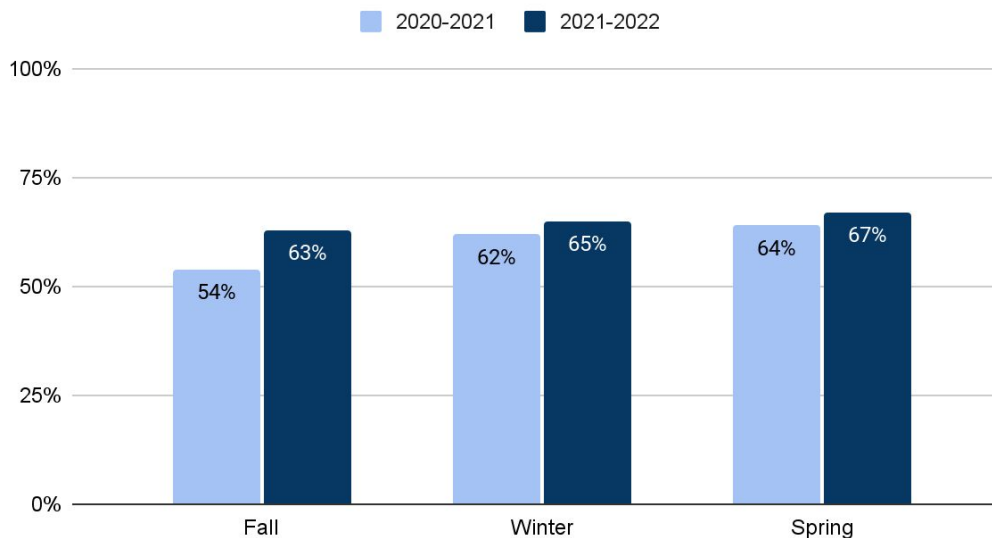


## Safe Adult at School

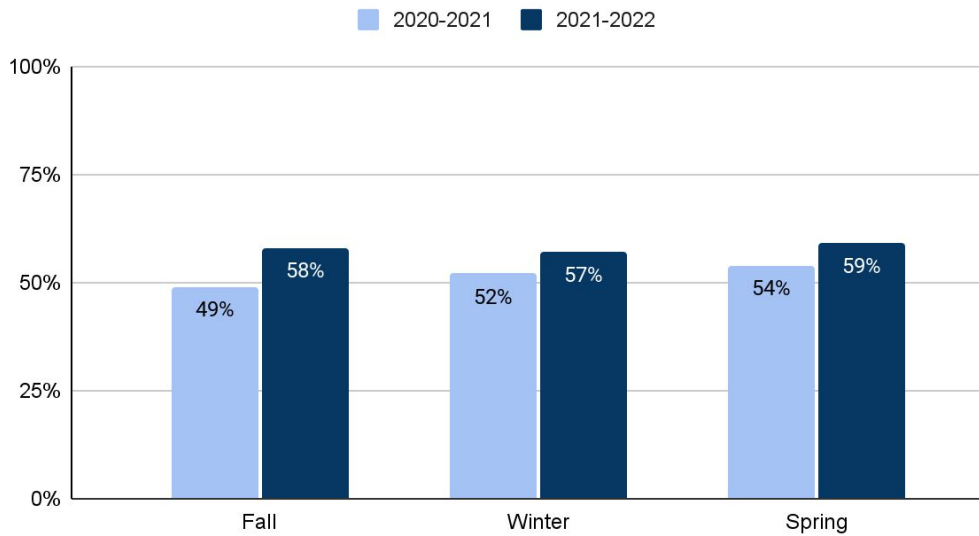
Students who participate in METCO, English Learner Education, and Special Education were more likely to be able to identify a safe adult.

- In elementary school, students who participate in Steps to Success were more likely to identify a safe adult.

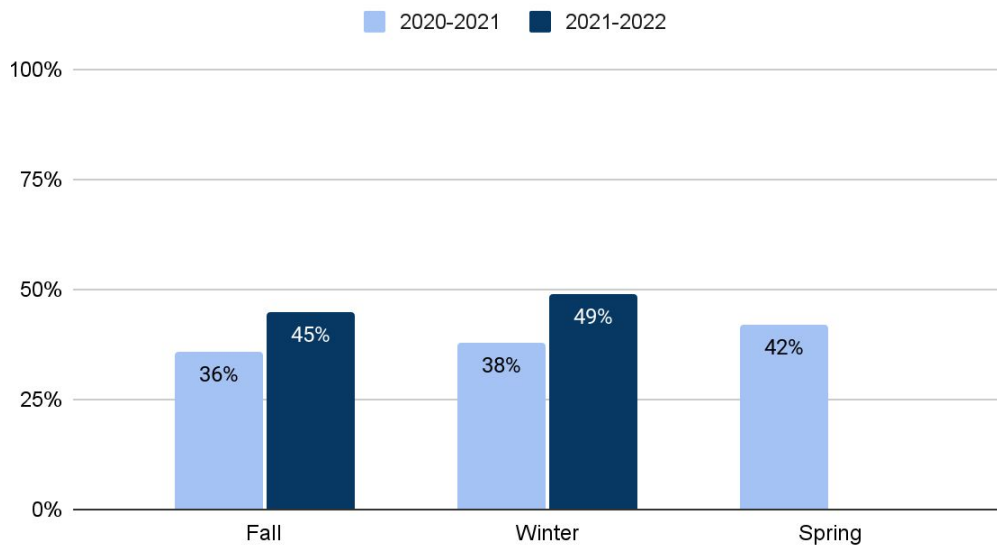
## School Belonging (Grades 3 to 5)



## School Belonging (Grades 6 to 8)



## School Belonging (Grades 9 to 12)



# School Belonging

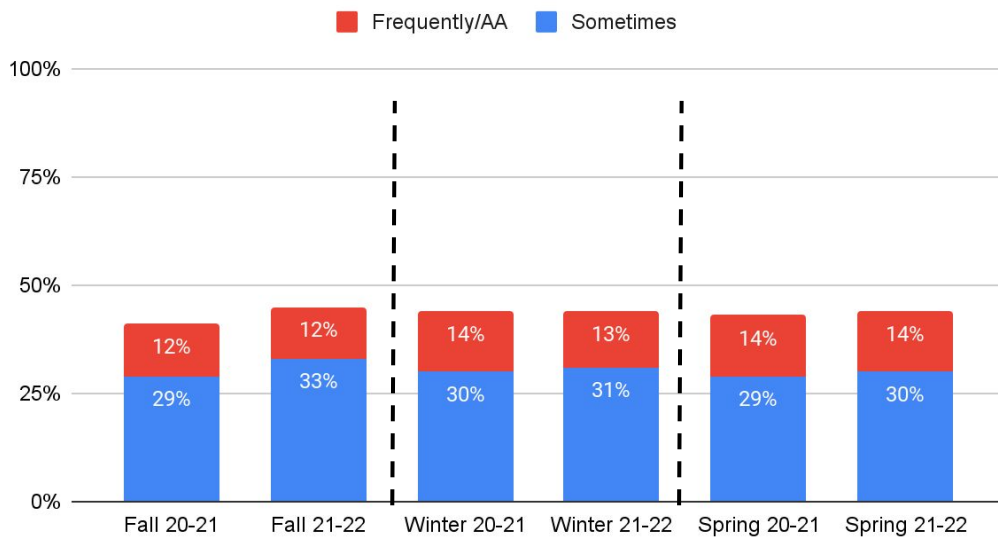
Beginning in middle school, fewer students endorsed strong belonging who:

- Identify as AAPI or Black/African American
- Participate in METCO, ELE, and STS.

Most significant differences for:

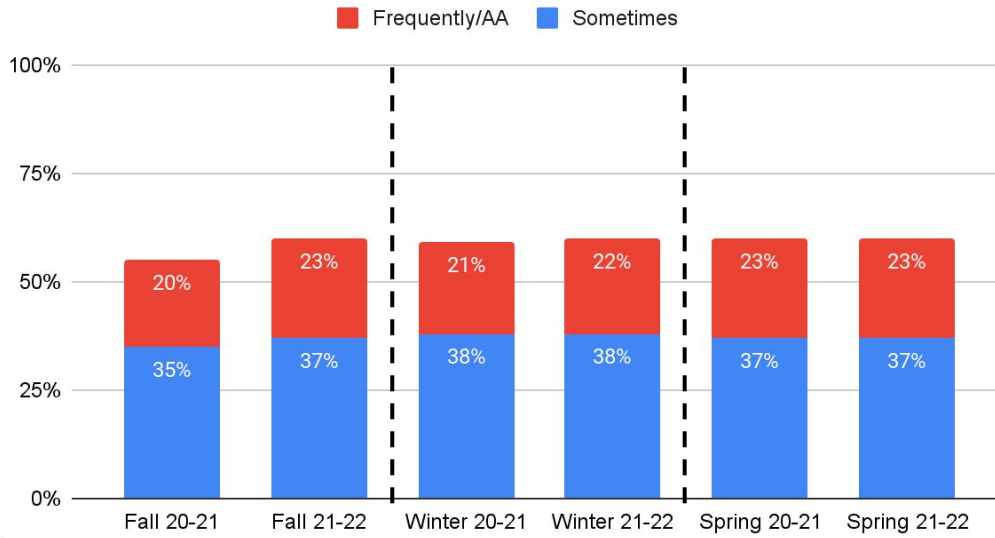
- How much do you matter to your school?
- How well do people at school understand you as a person?

## Worry (Grades 3 to 5)

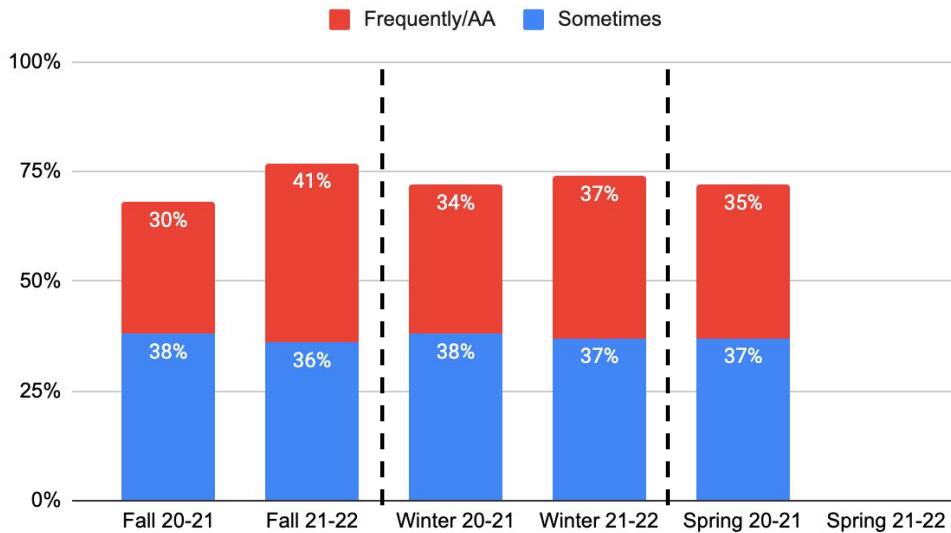




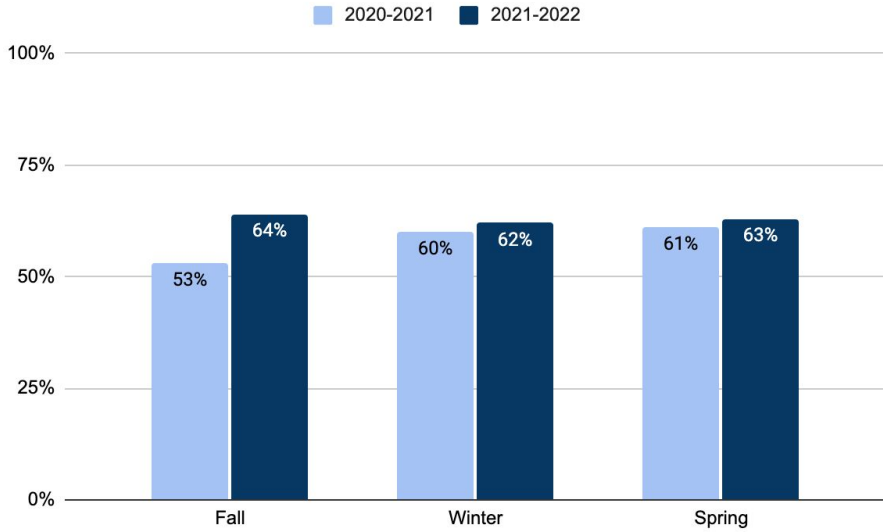
## Worry (Grades 6 to 8)



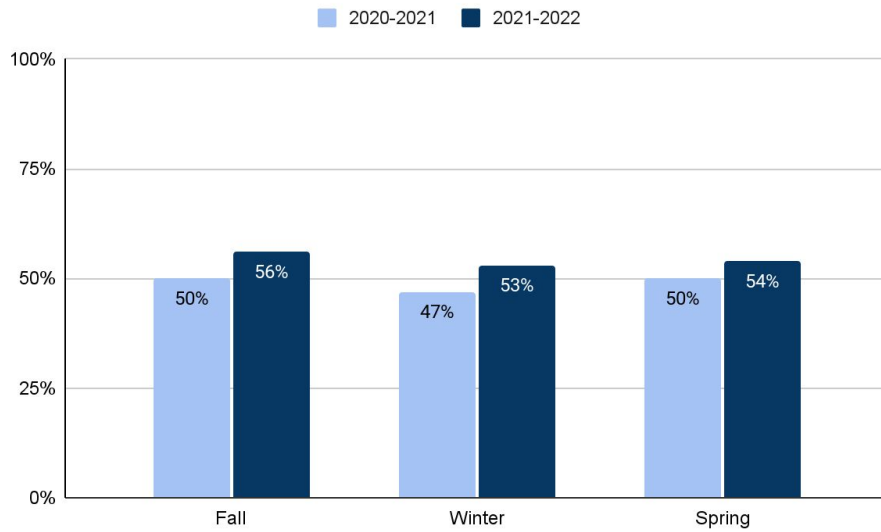
## Worry (Grades 9 to 12)



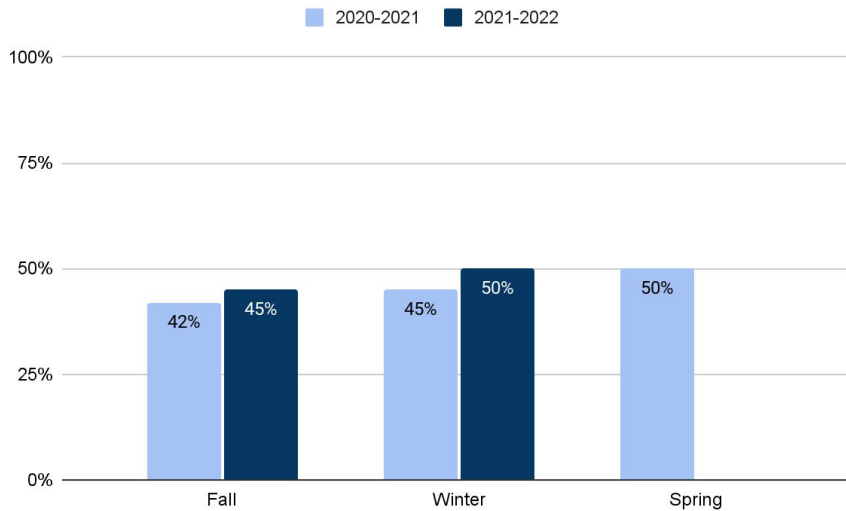
# Hope (Grades 3 to 5)



# Hope (Grades 6 to 8)



## Hope (Grades 9 to 12)



## Supporting Students

### Addition of 9 Adjustment Counselors

- K to 8 adjustment counselors have supported over 200 students
- The role has been identified as vital for supporting students.

### Ongoing Professional Development for Staff and Families

- Weekly/Monthly resources (e.g., SEL Newsletter)
- School and program professional learning.

### Summer DESE Grant

- Increased clinical support/SEL instruction for summer programming.

## Preview 2022-2023

- CASEL Fellowship.
- Continued focus on increasing explicit SEL instruction.
- Ongoing and continued partnership with OTL and Office of Educational Equity.
- Adult Wellness.