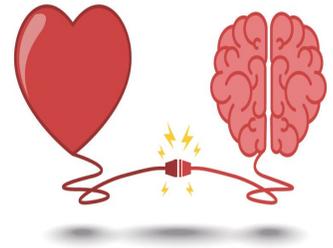


# Social & Emotional Learning ~

## 2019 End of Year Summary

Submitted by Lucas Giguere, Assistant Superintendent of Schools (2-minute read)



Franklin Public Schools remains focused on social and emotional learning (SEL) as an equal partner to academic performance in educating the *whole* child.

The District Social and Emotional Learning Committee is comprised of classroom teachers, specialists, and administrators from across the district (PreK-12). This team of approximately thirty educators was tasked with continuing the SEL implementation outlined in our district goals.

Goal #1 - Social-Emotional Well-being of Students and Staff

Goal #3 - High-Quality Instruction to Meet the Academic and SEL Needs of Each Learner

These goals are in direct alignment with one of the Massachusetts Department of Elementary and Secondary Education's Key Initiatives: Supporting Social-Emotional Learning, Health, & Safety, which promotes systems that improve educational outcomes for all learners.

Research consistently validates connections between better academic outcomes when combined with a focus on SEL. The Collaborative for Academic, Social, and Emotional Learning (CASEL), a leader in the field, describes SEL as,

*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.*

As a result, our committee engaged all staff in building-based professional development across the district to: 1) develop a common language and a shared understanding of SEL, and 2) learn more about the current classroom practices and schoolwide routines supporting the CASEL 5 SEL Competencies. We began curating strategies that advance student SEL skills through the following four approaches: 1) Free-standing lessons, 2) Integration of skill instruction and practices within the academic curriculum, 3) General teaching practices and classroom routines, 4) School-wide culture and practices. More specific progress of our work in these areas was provided on April 9th during the School Committee SEL Update.

### **Our accomplishments this year included:**

1. Piloting the *Deveraux Student Strengths Assessment* (DESSA) to measure student SEL skills
2. Partnering with William James College in the WJC Interface Service to facilitate access to mental health and wellness care for children, families, and adults. This free and confidential service is available to any Franklin resident.
3. Developing the Franklin "I Can" Statements - a PreK-12 framework organized by level and competency area to support students' social and emotional learning skill development.
4. Creating a repository of SEL resources to endorse and promote common SEL practices and strategies throughout the district

### **Our implementation focus for the 2019-20 school year includes:**

1. Develop a district-wide SEL Implementation Plan that articulates actions steps aligned with the District Improvement Plan (DIP) goals.
2. Align the SEL Competencies to each school's respective core values
3. Support staff professional capacity in developing their own understanding and comfort-level of the SEL Competencies.
4. Identify a set of *Franklin SElected* practices in each competency area.
5. Provide sample goals and plan language for staff who choose SEL as professional practice goal.

This work has progressed and will continue to move forward as a result of the dedicated committee members, staff, and administrators in our district. We look forward to the next phase of the SEL work in our district.

*The Franklin Public Schools is an inclusive and respectful learning community committed to developing individuals who are kind, healthy, empathetic, and resilient.*

~ FPS Vision for SEL