



## STUDENT PERSONNEL SERVICES COMMITTEE

**COMMITTEE CHARGE: REVIEW RECOMMENDATIONS RELATED TO SOCIAL AND EMOTIONAL LEARNING SUPPORTS; OUTLINE ELEMENTS OF A HEALTHY LEARNING ENVIRONMENT; AND CONTINUE EVALUATING AND RESPONDING TO NEEDS THROUGHOUT THE SCHOOL YEAR.**

**THE KENILWORTH DISTRICT RECOGNIZES THE CRITICAL IMPORTANCE OF SOCIAL AND EMOTIONAL LEARNING (SEL) AND SUPPORTS FOR STAFF AND STUDENTS, ESPECIALLY IN THE 2020-21 SCHOOL YEAR. IN FACT, STUDENTS' LEARNING NEEDS CAN ONLY BE MET WHEN THEIR SOCIAL AND EMOTIONAL LEARNING NEEDS ARE BEING MET.**

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### REVIEW OF RECOMMENDATIONS

**THIS COMMITTEE REVIEWED GUIDANCE FROM RESPECTED ORGANIZATIONS AND EXAMINED WHAT ALREADY TAKES PLACE IN KENILWORTH AS A FIRST STEP TOWARD DETERMINING THE CRITICAL SOCIAL AND EMOTIONAL LEARNING SUPPORTS FOR THE 2020-21 SCHOOL YEAR.**

- Reviewed guidance from the NJ Department of Education, National Association of School Psychologists, the New Jersey Education Association, and the American Academy of Pediatrics.
- Reviewed current staffing in both schools for social and emotional learning.
- Reviewed the district's Multi-Tiered System of Supports (MTSS) programs, including continued universal screenings and skill-based counseling groups on topics such as grief support, managing anxiety, and mindfulness.
- Reviewed plans for professional development for staff, including topics such as trauma-informed and resilient classrooms, personal wellness and mental health first aid.
- Evaluated key data from the district's June review of its Tier One universal SEL screening process.

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### SOCIAL AND EMOTIONAL LEARNING SUPPORTS

**Throughout the summer,** Child Study Team and Guidance Department counselors have actively:

- Supported students involved in summer programming or with emerging needs.
- Responded to parent concerns and questions.
- Supported staff with questions and concerns related to student SEL programming.
- Addressed SEL screening, risk factors, family circumstances and other emerging student needs.
- Planned and coordinated professional learning activities for staff.
- Organized developmentally appropriate SEL opening-day activities for students.
- Developed parent information and resources to assist in preparing students for the return to school and to address common behavioral and emotional concerns.
- Developed resources for staff social and emotional learning and well-being.

**For the 2020-21 school year,** plans for SEL and School Climate and Culture initiatives include the development and expansion of the district’s SEL Advisory Committee, specifically to evaluate support for students and staff members, including tiered mental health and wellness interventions.

- Continue expansion of Collaborative for Academic, Social, and Emotional Learning (CASEL) Second Step SEL curriculum (grades K-7).
- Continue use and expansion of universal screeners such as SEL check-ins (grades 4-12) and Devereux Student Strengths Assessment (DESSA) for grades K-8.
- Coordinate the district’s Multi-Tiered System of Supports (MTSS).
- Plan professional development for topics such as trauma-informed and resilient classrooms, self-care/wellness, and psychological first aid.
- Expand Tier Two Skill Groups exploring topics such as grief and trauma, anxiety and mindfulness, and social skills.
- Partner with the designated full-time [CarePlus](#) licensed therapists working in each building to support classroom-based SEL, coordinate direct and indirect student services, perform risk assessments/crisis screenings, and facilitate referrals to outside mental health and wellness services.

**PARENTS: IF YOU HAVE A CONCERN ABOUT YOUR CHILD’S SOCIAL OR EMOTIONAL HEALTH, START WITH A PHONE CALL TO THE SCHOOL’S MAIN OFFICE OR AN EMAIL TO [DAWN CUCCOLO @KENILWORTHSCHOOLS.COM](mailto:DAWN_CUCCOLO@KENILWORTHSCHOOLS.COM).**

**Future considerations** recognize that needs will evolve throughout the year. The Student Personnel Services Committee will continue to serve in an advisory capacity, and may implement the following:

- Student participation in the Student Personnel Services advisory committee, which would add an important perspective to the group.
- A student-focused SEL survey early in the school year; consider a similar survey for parents.
- Building wellness activities and resources for students, staff and parents, in recognition that wellness at home can support wellness in the learning environment.
- Developing a common language around expectations for students in communication with teachers, email etiquette, social distancing and PPE requirements, as well as different “COVID-related rules” in school vs. out of school. Defined expectations can reduce uncertainty.
- Providing resources and communication for the school community, staff, families and students.
- Opportunities to build connectivity and community despite the circumstances.

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## **MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)**

**THE MULTI-TIERED SYSTEM OF SUPPORTS ESTABLISHES A FOUNDATION AND PROVIDES MORE INTENSIVE SUPPORT AS NEEDED.**

### **Tier One: Support for most students**

- Involves routine contact with members of the Child Study Team (CST) and counselors with the Guidance Department.
- Sets a protocol for teachers or parents who have a concern about a student.
- Establishes a universal screening approach with “check-ins” such as student and staff surveys.
- Provides teacher training in trauma-informed and resilient classrooms, and wellness topics including mindfulness, stress management and work-life balance; provides mental health first aid training for guidance counselors, school psychologists, school social workers, school nurses and select administrators.
- Offers a staff/student “Virtual Wellness Room.”

### **Tier Two: Supports students identified as having a need for added programming**

- Often provides support to small groups of students.
- Establishes Skills Groups determined by student needs, with topics such as grief, anxiety and mindfulness.
- Plans for parent and teacher education in key Skills Group topic areas.
- Monitors these students through the school’s intervention team made up of social workers, guidance counselors, school psychologists, behaviorists and members of the administrative team.

### **Tier Three: Supports students for whom Tier One and Two are not fully effective**

- Typically provides support on an individual basis.
- May involve evaluation by the Child Study Team.
- Includes the input and engagement of Care Plus clinicians for individualized support, including individual counseling.
- Connects students and families to supplemental, “wraparound” supports and coordination with community resources as needed.

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## **RESOURCES**

**The following resources were instrumental in SEL planning for the 2020-2021 school year:**

[American Academy of Pediatrics](#)

[CASEL SEL Roadmap](#)

[National Association of School Psychologists \(NASP\)](#)

[NJ Department of Education](#)

[Second Step COVID-19 Support](#)