

Shelton Public Schools Social-Emotional Learning (SEL) Parent Communication

August 2020

Dear Families:

Over the next ten days, your child(ren) will receive explicit instruction in SEL skills and strategies to help them handle the many challenges they have faced and are still facing. The district wants to communicate the topics that will be covered, so that you have the opportunity to continue the conversation at home (see attached overview). Please be advised, however, no student will be mandated to participate/share as this can be detrimental to those experiencing trauma. These lessons will lead to whole-class discussions and observations, which will afford students opportunities to address their SEL needs as well as aid staff in recognizing signs of distress that may require additional support. Although SEL stands for “social-emotional learning”, we can use the same three letters to emphasize our SEL district goals:

S = Safety; Student and staff health and safety is paramount. This includes physical and mental health and safety.

E = Engage; Re-engage students in school and learning. This includes establishing routines for both in and out of school learning, building classroom communities and help networks (adult and peer), as well as recognizing signs of distress and providing opportunities for students to appropriately express themselves when emotionally challenged.

L = Learn; Learn the foundational knowledge regarding the brain processes and SEL competencies and strategies to improve these SEL functions for overall well-being.

In addition to explicit SEL instruction to kick off the school year, continued SEL programs will be implemented to address on-going SEL needs and growth throughout the entire school year.

****Please don't hesitate to reach out to your child's teacher or school administrator if you need additional SEL support for your child(ren) and/or family.****

Grade K-4 SEL Kick-Off Lessons Overview

<i>Day</i>	<i>SEL Lesson Topic</i>	<i>Suggested Home Follow-Up</i>
Day 1	Making Connections: Building classroom communities and setting routines and expectations for in and out of school learning.	Discuss networks with your child. Who can you reach out to if you need any kind of help? Describe the expectations for in or out of school.
Day 2	What Is SEL?: Building foundational knowledge of SEL and how it helps our emotional state and our brain's ability to learn.	In your own words, how would you describe SEL? What happens inside your brain when you are upset? How can you help yourself?
Day 3	Signs and Strategies: Using the concept of empathy to identify signs of distress and ways to address it in yourself and others.	What is an example of showing empathy? What might it look like if someone is upset? How can you be empathetic?
Day 4	Self-Awareness: Identifying emotions, accurate self-perception, recognizing strengths, self-confidence, and self-efficacy.	What do you know about yourself? What are your strengths? What are areas you need to work on?
Day 5	Self-Management: Impulse control, stress management, self-discipline, self-motivation, goal setting, and organizational skills.	How can you discipline yourself to stay on task towards your goals? What can you do if you lose control?
Day 6	Social Awareness: Perspective-taking, empathy, appreciating diversity, and respect for others.	What does it mean to respect diversity? Why is this important in our world?
Day 7	Relationship Skills: Communication, social engagement, relationship building, and teamwork.	Why is it important to work as a team? How can you fix a problem with a teammate? Who can you count on when you need to talk with someone?
Day 8	Self-Regulation: Develop executive functioning skills- memory, cognitive flexibility, self-regulation of impulses and emotional reaction, managing behavior.	How can you regulate your emotions? What can you do when you feel out of control? What signs does your body give you that signal you are getting out of control?
Day 9	Responsible Decision-Making: Identifying problems, analyzing situations, solving problems, evaluating, reflecting, and ethical responsibility.	Why is it important to be responsible for your own actions and decisions? What can happen if we all act irresponsibly?
Day 10	Symbolism: Develop modes of symbolic representation to aid in expressing emotions and seeking support.	What is a symbol and how can it be used to show how you are feeling?

Additional Information On These Topics Can Be Found At: www.casel.org

Grade 5-8 SEL Kick-Off Lessons Overview

<i>Day</i>	<i>SEL Lesson Topic</i>	<i>Suggested Home Follow-Up</i>
Day 1	Making Connections: Building classroom communities and setting routines and expectations for in and out of school learning.	Discuss networks with your child. Who can you reach out to if you need any kind of help? Describe the expectations for in or out of school.
Day 2	What Is SEL?: Building foundational knowledge of SEL and how it helps our emotional state and our brain's ability to learn.	In your own words, how would you describe SEL? What happens inside your brain when you are upset? How can you help yourself?
Day 3	Signs and Strategies: Using the concept of empathy to identify signs of distress and ways to address it in yourself and others.	What is an example of showing empathy? What might it look like if someone is upset? How can you be empathetic?
Day 4	Self-Awareness: Identifying emotions, accurate self-perception, recognizing strengths, self-confidence, and self-efficacy.	What do you know about yourself? What are your strengths? What are areas you need to work on?
Day 5	Self-Management: Impulse control, stress management, self-discipline, self-motivation, goal setting, and organizational skills.	How can you discipline yourself to stay on task towards your goals? What can you do if you lose control?
Day 6	Social Awareness: Perspective-taking, empathy, appreciating diversity, and respect for others.	What does it mean to respect diversity? Why is this important in our world?
Day 7	Relationship Skills: Communication, social engagement, relationship building, and teamwork.	Why is it important to work as a team? How can you fix a problem with a teammate? Who can you count on when you need to talk with someone?
Day 8	Self-Regulation: Develop executive functioning skills- memory, cognitive flexibility, self-regulation of impulses and emotional reaction, managing behavior.	How can you regulate your emotions? What can you do when you feel out of control? What signs does your body give you that signal you are getting out of control?
Day 9	Responsible Decision-Making: Identifying problems, analyzing situations, solving problems, evaluating, reflecting, and ethical responsibility.	Why is it important to be responsible for your own actions and decisions? What can happen if we all act irresponsibly?
Day 10	Symbolism: Develop modes of symbolic representation to aid in expressing emotions and seeking support.	What is a symbol and how can it be used to show how you are feeling?

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Grade 9-12 SEL Kick-Off Lessons Overview

<i>Day</i>	<i>SEL Lesson Topic</i>	<i>Suggested Home Follow-Up</i>
Day 1	Making Connections: Building classroom communities and setting routines and expectations for in and out of school learning.	Discuss networks with your child. Who can you reach out to if you need any kind of help? Describe the expectations for in or out of school.
Day 2	What Is SEL?: Building foundational knowledge of SEL and how it helps our emotional state and our brain's ability to learn.	In your own words, how would you describe SEL? What happens inside your brain when you are upset? How can you help yourself?
Day 3	Signs and Strategies: Using the concept of empathy to identify signs of distress and ways to address it in yourself and others.	What is an example of showing empathy? What might it look like if someone is upset? How can you be empathetic?
Day 4	Self-Awareness: Identifying emotions, accurate self-perception, recognizing strengths, self-confidence, and self-efficacy.	What do you know about yourself? What are your strengths? What are areas you need to work on?
Day 5	Self-Management: Impulse control, stress management, self-discipline, self-motivation, goal setting, and organizational skills.	How can you discipline yourself to stay on task towards your goals? What can you do if you lose control?
Day 6	Social Awareness: Perspective-taking, empathy, appreciating diversity, and respect for others.	What does it mean to respect diversity? Why is this important in our world?
Day 7	Relationship Skills: Communication, social engagement, relationship building, and teamwork.	Why is it important to work as a team? How can you fix a problem with a teammate? Who can you count on when you need to talk with someone?
Day 8	Self-Regulation: Develop executive functioning skills- memory, cognitive flexibility, self-regulation of impulses and emotional reaction, managing behavior.	How can you regulate your emotions? What can you do when you feel out of control? What signs does your body give you that signal you are getting out of control?
Day 9	Responsible Decision-Making: Identifying problems, analyzing situations, solving problems, evaluating, reflecting, and ethical responsibility.	Why is it important to be responsible for your own actions and decisions? What can happen if we all act irresponsibly?
Day 10	Symbolism: Develop modes of symbolic representation to aid in expressing emotions and seeking support.	What is a symbol and how can it be used to show how you are feeling?

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