



Informational Agenda

- A. CALL TO ORDER
- B. MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE
- C. APPROVAL OF AGENDA
- D. MASB BOARD TRAINING
- E. ACTION ITEMS – CONSENT AGENDA

To save time during the meeting, we are using a consent agenda. Items on the consent agenda include those that are routine in nature or have been previously discussed by the Board of Education. Board trustees may request to have any item removed for a separate discussion and vote.

1. Approval of Minutes. Minutes of June 12, 2023, Regular Meeting.
2. Presentation of Bill in the amount of \$16,820,260.73
3. Certified Staff Resignations.

- F. CONSENT GROUPING (ORGANIZATION)

1. Banking Approvals—Depository for School Funds/Savings and Checking Accounts and Signatures Fund/Savings
2. Fidelity Bond

A fidelity bond is required by the General School Law (380.243) for the Treasurer of the Board of Education and the person serving as the Assistant Superintendent of Finance. The amounts are not specified but in the past, you have placed the following amounts:

Treasurer	\$10,000
Assistant Superintendent of Finance	\$20,000

3. Appointment of Sex Education Advisory Board Co-Chairs (§380.1507)

Superintendent Matthews will recommend the appointment of two co-chairs to the district's Sex Education Advisory Board.

4. Appointment of Legal Counsel for the 2023-24 School Year

Superintendent Matthews will recommend the Board of Education continue to engage Thrun Law Firm, PC to serve as district legal counsel. When matters may occasionally dictate, the Administration is requesting the Board's permission to use an alternate appropriate local firm.

5. Appointment of School Auditors for the 2022-23 Fiscal Year Audit

Superintendent Matthews will recommend that the Board of Education appoint Hungerford Nichols as school auditors for the previous fiscal year.

- G. REPORTS

Curriculum and Instruction Committee Meeting

H. OLD BUSINESS

None

I. NEW BUSINESS

1. SEL Curriculum
2. Summer Tax Resolution
3. Certified Staff Recommendations

J. RECOGNITION OF VISITORS AND HEARING OF PEOPLE PRESENT

This is a business meeting of the Board of Education held in public. Comments are welcome from the audience during "Recognition of Visitors and Hearing of People Present," however, they are comments only and speakers are limited to three minutes. The audience is asked to refrain from making comments or asking questions at any other time during the meeting. If you have a specific concern, please feel free to speak with a Board trustee or the Superintendent of Schools after the meeting or call the Superintendent's Office at 616-863-6557.

K. SUPERINTENDENT REMARKS

L. ADJOURNMENT



Date | time Monday – June 12, 2023 | 5:30 p.m.

Location Administration Boardroom

Meeting called to order with a moment of silence and the Pledge of Allegiance by President Folsom

In Attendance

Board of Education: Tricia Anderson, Kelley Freridge, Barbara Helms, Jarrod Folsom, Christie Ramsey, Nick Reichenbach

Regrets: Jake Himmelspach

Administration: Dr. Steve Matthews, Mike Ramm, Mike Cuneo, Korie Wilson-Crawford, Mindy Duba, Lisa Jacobs, Jodi Nester.

Adoption of Agenda

Motion to amend the agenda by Kelly Freridge moving #6 from Recognition to Consent and Remove New Business #17. Move the recognition section in front of the budget hearing. Support by Christie Ramsey. Motion passed unanimously.

Recognition

A video was played, and certificates were handed out to all of the Examples in Excellence recipients.

The Administrators choice art award and artwork was presented to the board of education. This framed art piece will hang in the Administration building for one year.

A certificate was presented to the congressional art award winner. Her piece was purchased by and will hang at the Kent ISD offices.

A certificate of congratulations was presented to a North Rockford Middle School student who participated in the National Spelling Bee contest.

There were several athletic recognitions. The Men's 4 X 100 Meter Relay Team for their state championship title. The Women's Long Jump individual state champion winner and the Boy's Rugby state championship team.

Budget Hearing

Assistant Superintendent of Finance Mike Cuneo presented budget information and asked for comments from the community. There were no comments.

Consent Agenda

Motion was made to approve the consent agenda by Kelley Freridge with support by Christie Ramsey. Motion carried unanimously.

- Approval of the minutes from the May 8, 2023 meeting.
- Approval of the minutes from the May 18, 2023 meeting.
- Presentation of bills in the amount of \$10,424,665.28
- MHSAA Resolution
- Certified Staff Resignations
- Nomination of Nick Reichenbach for MASB Board Officer

Reports

Grown Your Own Educator Grant

Assistant Superintendent of Human Resources Korie Wilson-Crawford and Executive Director of Community Services Lisa Jacobs submitted a grant application to the MDE. Rockford Public Schools was granted 3.8 million dollars to fund the program. We will work with three university partners and three areas. We have partnerships with Grand Valley State University, Michigan State University, and Ferris State University. GVSU will be for students to obtain credit and awareness. MSU will be for current certified staff to obtain a Master's degree among other certifications. The FSU partnership will help support staff to obtain a teaching degree and a Bachelor's degree. Ms. Wilson-Crawford explained how this program will have wrap-around support for our staff to help them be successful.

Committee Reports

Policy Committee – Christie Ramsey gave a report on the policy committee meeting and discussed the items that were covered. The Board Norms document is something they have been working on together. The Board will have a meeting with the MASB this summer which will help with some of the questions raised at the policy meeting.

Human Resources – Kelley Freridge talked about the Human Resources meeting and commended the Human Resources department on the hiring they have done so far. Ms. Wilson-Crawford shared that two tentative agreements were reached through collaborative processes.

Finance – Board President Folsom shared that there are a lot of finance items on the agenda and everything covered in the meeting would be covered in New Business.

FOIA Appeal Notice

Dr. Steve Matthews informed the Board of Education that we have received a FOIA appeal. The District FOIA Coordinator processed the FOIA. Some of the requested information was available and some was not. There was also some information not provided based on FERPA laws. A written appeal was submitted to the Board of Education through the FOIA Coordinator. The appeal isn't formally accepted until the next open session of the Board of Education; therefore, the appeal was received on June 12, 2023. The Board should set a special meeting to review the appeal. The Board will work with a Rockford Public Schools attorney to determine what action if any should be taken regarding the appeal.

New Business

Certified Staff

Assistant Superintendent of Human Resources Korie Wilson-Crawford shared an update on sixteen new Certified Staff Hires. Motion to approve by Nick Reichenbach with support by Kelley Freridge. Motion passed unanimously.

Administrator Recommendation

Assistant Superintendent of Human Resources presented a recommendation for Jesus Santillan to be hired as an Assistant Principal at East Rockford Middle School. We are very excited to have him join the team. Motion to approve by Christie Ramsey with support by Kelley Freridge. The motion passed unanimously. Mr. Santillan addressed the Board of Education and thanked them for the opportunity to join the Rockford Public Schools team.

Administrator Contract Renewal

Assistant Superintendent Korie Wilson-Crawford explained that the Administrator contracts are approved yearly for two additional years. Dr. Matthews would have the ability to give incremental salary adjustments that are in line with REA and RESPA. Motion to approve by Christie Ramsey with support by Tricia Anderson. Motion passed unanimously.

Wage Agreements

Assistant Superintendent of Human Resources Korie Wilson-Crawford discussed the wage agreements reached by the REA and RESPA.

REA – The contract contained 30 steps. It will be consolidated into 20 steps. It is a retention strategy that also puts us in line with other districts. The increase for the salary grid is by 3.5 percent plus steps.

RESPA – The support staff union was also consolidated to 15 steps rather than 30. There are some classification adjustments based on comp district numbers. The paraprofessional class I step I is being increased to \$15.00 per hour. The RESPA increase is 2.1 percent.

Board Trustee raised a concern about the starting salary of the paraprofessionals. This is an ongoing process as we continue to change to be competitive.

Motion to approve by Kelley Freridge with support by Christie Ramsey. The motion passed unanimously.

Approval of the New Elementary Building

A survey was sent out and suggestions were collected from 3rd-grade students and the community. All suggested names were reviewed by the committee. Over 250 suggested names were collected. The name presented to the board for approval was Edgerton Trails. Motion by Tricia Anderson with support by Nick Reichenbach. Motion passed unanimously. Dr. Matthews shared that current Belmont Elementary Principal Shannon Ouellette will be the Principal of Edgerton Trails beginning with the 2024-2025 school year and will remain in role of Principal of Belmont Elementary for the 2023-2024 school year.

2022-2023 Budget Amendments

Assistant Superintendent of Finance Mike Cuneo presented budget amendments for the 2022-2023 year.

General Fund (including athletics) – motion to approve by Nick Reichenbach with support by Christie Ramsey. Motion passed unanimously by roll call vote.

Food Service – Motion to approve by Christie Ramsey with support by Barb Helms. Motion passed unanimously by roll call vote.

Activity Fund – Motion to approve by Kelley Freridge. Motion passed unanimously by roll call vote.

Public Purpose Trust Fund – Motion to approve by Kelley Freridge with support by Christie Ramsey. Motion passed unanimously by roll call vote.

2023-2024 Budget Proposals

Assistant Superintendent of Finance Mike Cuneo presented budgets for the 2023-2024 school year.

General Fund – Motion to approve by Kristie Ramsey with support by Christie Ramsey. Motion passed unanimously by roll call vote.

Food Service – Motion to approve by Christie Ramsey with support by Nick Reichenbach. Motion passed unanimously by roll call vote.

Debt Retirement – Motion to approve by Kelley Freridge with support by Barb Helms. Motion passed unanimously by roll call vote.

Activity Fund – Motion to approve by Christie Ramsey with support by Tricia Anderson. Motion passed unanimously by roll call vote.

Public Trust Fund – Motion to approve by Christie Ramsey with support by Nick Reichenbach. Motion passed unanimously by roll call vote.

2023 Tax Levy Certification

Assistant Superintendent of Finance Mike Cuneo presented the tax levy information. Motion to approve document by Nick Reichenbach with support by Kelley Freridge. Motion passed unanimously by roll call vote.

Parks and Rec Millage Renewal Resolution

Assistant Superintendent of Finance Mike Cuneo discussed the renewal of the Parks and Rec Millage Renewal Resolution. If approved, this will be on the November ballot. Motion to approve by Kelley Freridge with support by Barb Helms. Motion passed unanimously by roll call vote.

Potential Land Purchase Resolution

Assistant Superintendent of Finance Mike Cuneo presented a potential land purchase. This land would be just under 3 acres the borders the Edgerton Trails Elementary. Motion to approve by Kelley Freridge with support by Barb Helms. Motion passed unanimously by roll call vote.

Roguewood Bid Packet

Assistant Superintendent of Finance Mike Cuneo introduced Mr. Guliver from OAK who presented the plans for expansion for Roguewood Elementary and improvements to the building. Bids came in under budget. Motion to approve by Kelley Freridge with support by Christie Ramsey. Motion passed unanimously.

Crestwood Elementary Easement

Assistant Superintendent of Finance Mike Cuneo discussed allowing the Kent County Road Commission easement at Crestwood Elementary due to the change in the bus loop. Motion to approve the resolution by Christie Ramsey with support by Tricia Anderson. Motion passed unanimously by roll call vote.

North Rockford Middle School Flooring

Assistant Superintendent of Finance Mike Cuneo discussed the flooring needs for North Rockford Middle School. The recommendation was to go with Tarkett through the consortium. Motion to approve by Nick Reichenbach with support by Kelley Freridge. Motion passed unanimously.

Roguewood Elementary Flooring

Assistant Superintendent of Finance Mike Cuneo discussed the flooring needs for Roguewood Elementary School. The recommendation was to go with Tarkett through the consortium. Motion to approve by Christie Ramsey with support by Kelley Freridge. Motion passed unanimously.

Math Manipulatives Purchase

Assistant Superintendent of Instruction Mike Ramm showed examples of Math Manipulatives that would be purchased and explained how they would be used. Teachers are very excited about these items. The purchase cost will be coming from a grant that Mr. Ramm and his team received. Motion to approve by Kelley Freridge with support by Christie Ramsey. Motion passed unanimously.

High School Classroom Library expansion

Assistant Superintendent of Instruction Mike Ramm and Rockford High School Assistant Principal Rachel DeKuiper gave a presentation on Classroom Library expansions. Board Trustee Helms voiced some concerns she had to Mrs. DeKuiper. Motion to approve by Christie Ramsey with Support by Kelley Freridge. The motion passed with 5 aye votes by Tricia Anderson, Jarred Folsom, Kelley Freridge, Christie Ramsey, Nick Reichenbach, and 1 nay vote by Barb Helms.

Old Business

Board Operating Procedures

Board President Folsom talked about the document and how it's a useful tool to help the new board. It's a supplement to the bylaws. It's intended to be a living, breathing document. Motion to approve Kelley Freridge with support by Christie Ramsey. There was discussion by the board members

regarding the document and some of the items that they do/don't agree with. Barb Helms moved to table with support from Nick Reichenbach. Motion to table passed unanimously.

Recognition of Visitors & Hearing of People Present

The following individuals addressed the Board of Education.

Helen Brinkman

Brenda Wodarski

Duane Gritter

Chris Crandall

Superintendent Remarks

Dr. Matthews thanked the community for their support this year and their participation in RPS events. He also thanked all staff for their hard work. He thanked both staff and the community for welcoming him.

Adjournment

President Folsom adjourned the meeting at 8:45 p.m.

Recording Secretary

Secretary, Board of Education

BOARD REPORT ON DISBURSEMENTS

DATE: 6/5/2023

6/30/2023

PAYROLL

GENERAL FUND NET PAYROLL	<u>25 & 26</u>	<u>3,033,269.51</u>
FOOD SERVICE	<u>25 & 26</u>	<u>33,158.65</u>
ATHLETIC FUND	<u>25 & 26</u>	<u>37,478.52</u>
TOTAL ALL FUNDS	<u>25 & 26</u>	<u>3,103,906.68</u>

ALL FUNDS:

FEDERAL TAX	\$	<u>319,879.54</u>
SOCIAL SECURITY TAX-MEDICARE TAX	\$	<u>663,928.74</u>
STATE TAX	\$	<u>143,519.45</u>
TOTAL	\$	<u>1,127,327.73</u>

\$ 4,231,234.41

BLUE CROSS INSURANCE	\$	<u>38,018.97</u>
NVA/NATIONAL VISION	\$	
ADN ADMIN(DENTAL) ADMIN FEES	\$	<u>55,552.50</u>
MESSA (VSP/MED/ LIFE)	\$	<u>762,086.68</u>
NATIONAL INSURANCE SVCS(L TERM DISABILITY	\$	<u>13,345.12</u>
RETIREMENT PAYROLL	\$	<u>2,958,278.49</u>

\$ 3,827,281.76

GASOLINE: CR CARD #

\$ 0.00

UTILITIES:

DTE ENERGY		<u>8,047.33</u>
CONSUMERS ENERGY	\$	<u>101,113.04</u>

PHONE SERVICE CRD CARD #

BP ENERGY (FORMERLY EDF ENERGY) BULK FUEL	\$	<u>10,211.61</u>
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\$ 119,371.98

BAL ON GEN FUND CREDIT CARD #

\$	<u>0.00</u>
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\$ 0.00

KENT ISD-ITINERANTS	<u>301,675.18</u>
KENT ISD-TRANSPORTATION	<u>101,088.91</u>

\$ 402,764.09

TOTAL OF ABOVE	\$	<u>8,580,652.24</u>
BALANCE OF TOTAL GENERAL FUND		<u>372,292.90</u>
SINKING FUND REG CKS		0.00
SINKING FUND ACH CKS		0.00
SINKING FUND CREDIT CARD		0.00
2019 BOND REG CKS		353,140.64
2019 BOND ACH CKS		146,126.56
2019 BOND CREDIT CARD		50,537.48
2023 BOND REG CKS		180,000.31
2023 BOND ACH CKS		6,654,900.16
2023 BOND CREDIT CARD		0.00
GENERAL FUND ACH CKS		50,000.00
GENERAL FUND CREDIT CARD		432,610.44
TOTAL DISBURSEMENTS		<u>16,820,260.73</u>



Memorandum

To: Board of Education
From: Korie Wilson-Crawford, Assistant Superintendent of Human Resources
Date: July 10, 2023
Subject: 2023-2024 SCHOOL YEAR RESIGNATIONS/RETIREMENTS

RESIGNATIONS

Bridgette Aldrich	Teacher	High School	06/02/2023
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Memorandum

To: Steve Matthews, Ph.D.
Superintendent of Schools

From: Michael A. Cuneo, Assistant Superintendent of Finance

Date: July 1, 2023

Subject: Banking Accounts/Approval

Attached is a list of depositories and signing officials for school funds (savings and checking accounts).

I recommend this be presented to the Board of Education for approval on July 10, 2023.

MAC:kj

Attachment



Rockford Public Schools

Quality Community – Quality Schools
Together Building a Tradition of Excellence

RPS Board of Education Curriculum and Instruction Council

June 15, 2023

Meeting Location: Administration Building **Meeting Time:** 7:30 a.m.

Attendance: Mike Ramm, Tricia Anderson, Jarrod Folsom, Kelley Freridge, Larinda Fase (7:30 a.m. - 8:27 a.m.), and Tracy Ignasiak (recorder)

Tricia called the meeting to order at 7:36 a.m.

Kelley motioned and Jarrod supported to approve the May 2023 minutes.

Welcome

Mike Ramm welcomed all in attendance and shared the purpose of the Board Curriculum and Instruction Council meetings was to engage the RPS Board of Education (BOE) committee members in updates and inquiry about new and ongoing curriculum and instruction initiatives focused on improving student learning for all.

2023/24 Elementary Curriculum - Social and Emotional Learning

Mike Ramm shared with the committee that since the pandemic there has been an increased need for social emotional learning in order to teach students life-long behaviors and tools to assist in maintaining relationships, problem solving, and handling conflict. Prior to the pandemic, our district utilized a Positive Behavior Intervention and Supports (PBIS) at the elementary level and, although some of the programming remains, most elementaries have been implementing other lessons to promote positive behaviors on their own. The utilization of different programs across our district does not allow the district to fully support the benefits of the curriculum with professional learning, data tracking and personnel.

The elementary principals approached Mike Ramm requesting a consistent program that will build structure and use common language across all elementary buildings. Mike partnered with Larinda Fase, the district's Director of Special Programs, as she and Mindy McGinn at Lakes Elementary piloted "Trails" during the 2022/23 school year. Lakes was one of 20 Kent County Schools that were allowed to pilot through a Kent ISD Sponsored grant. "Trails" is a curriculum resource authored to teach the [CASEL Framework](#) as a useful curriculum that strengthens academic behaviors while fostering qualities such as empathy, self-awareness and respect, to name only a few.

Throughout this previous school year, Mindy McGinn, principal at Lakes Elementary, piloted the program with 18 teachers using the following tiered structure:

Tier 1 - curriculum that is taught by teachers through twenty, 30 minute lessons focusing on 5 core competencies (self-awareness, self-management, responsible decision making, relationship skills and social awareness) that can be segmented depending on the teacher and classroom schedule.

Tier 2 - if students need additional behavior intervention, a team of adults in the building will develop supportive measures for the student or group of students.

Tier 3 - Use our district team to guide students/families toward professional help or assistance at the building, or even develop a transition plan to return to the building, if applicable.

At the end of the school year, the elementary principals gathered to discuss the program at Lakes, with the primary focus on promoting positive academic behaviors. As a result of the need and successful pilot, the elementary principal team unanimously agreed to request the implementation of “Trails” in 2023/24 and they are excited about how the program will positively influence their buildings in the future.

The Kent ISD has grant availability for adoption and implementation of the “Trails” program and has offered a partnership with RPS that would make the program free of charge for our district for the 23-24 and 24-25 school years. This would save RPS \$250,000 in costs associated with staff training, on-line curriculum support, slide docs, classroom lessons, etc.

Rockford Public Schools will provide parent/guardian introductory information to the program and lessons prior to implementation. Lakes Elementary did not have any families “opt out” during their pilot, but that is always an option if families choose.

Preliminary Spring Student Achievement Results

Mike showed a sampling of K-8 spring student achievement preliminary results. Overall, the district continues to trend positively with noticeable increases in M-STEP averages for ELA, Math, Science and Social Studies. NWEA achievement and conditional growth also are trending positively and Mike stated that after PSAT/SAT results are released and the embargo is lifted, he will do a board report to share results and future focus areas.

The meeting was adjourned at 8:40 a.m.



Memorandum

To: Dr. Steve Matthews, Superintendent
From: Mike Ramm, Assistant Superintendent of Instruction
Date: July 6, 2023
Subject: Elementary Social and Emotional Curriculum

Dr. Matthews,

Rockford Public Schools is committed to designing the best conditions possible for students to learn. Evidence of recent improvements include implementing high quality content standard aligned core instruction, a variety of exploratory learning experiences and collaborative learning environments. As we look ahead to further strengthening the elementary student learning experience, a logical next step is to bring consistency and system support to our district's social emotional programming for students.

Social emotional programming strengthens life skills students need to thrive and improves academic learning. Positive life-long behaviors and tools are taught to assist in maintaining relationships, problem solving, and handling conflict. Presently, most RPS elementaries have been implementing lessons from a previous RPS positive behavior initiative as well as pieces of other programs to promote positive behaviors at their buildings. The utilization of different programs across our district does not allow the district to fully support the benefits of the curriculum with professional learning, data tracking and structure.

This past spring elementary principals approached the central office and requested a consistent social emotional learning approach across all elementary buildings. I partnered with Larinda Fase as she and Mindy McGinn at Lakes Elementary were conducting a pilot of social and emotional curriculum, "Trails", during the 2022/23 school year. Lakes was one of 20 Kent County Schools that was allowed to pilot through a Kent ISD Sponsored grant. "Trails" is a curriculum resource authored to teach the [CASEL Framework](#) as a useful curriculum that strengthens academic behaviors while fostering qualities such as empathy, self-awareness and respect.

Throughout the 2022/23 school year, Mindy McGinn piloted the program with 17 staff members using the following tiered structure:

- Tier 1 - Curriculum that is taught by teachers through twenty, 30 minute lessons focusing on 5 core competencies (self-awareness, self-management, responsible decision making, relationship skills and social awareness) that can be segmented depending on the teacher and classroom schedule.
- Tier 2 - If students need additional behavior intervention, a team of adults in the building will develop supportive measures for the student or target behaviors.
- Tier 3 - Use our district team to guide identified students/families toward professional help, assistance at the building, or even develop a transition plan to return to the building, if applicable.

At the end of the school year, the elementary principals gathered to discuss the pilot program at Lakes, with the primary focus on promoting positive academic behaviors. As a result of the need and successful pilot, the elementary principal team unanimously agreed to request the implementation of "Trails" social emotional

learning curriculum in 2023/24 and they are excited about how the program will positively influence their buildings in the future.

The Kent ISD has grant availability for adoption and implementation of the "Trails" program and has offered a partnership with RPS that would make the program free of charge for our district for the 23-24 and 24-25 school years. This would save RPS \$250,000 in costs associated with staff training, on-line curriculum support, slide docs, classroom lessons, etc.

Mindy McGinn, Larinda Fase and I will be informing the Board of Education at Monday's meeting about the rationale for our recommendation to move forward with "Trails" as our district curriculum for social emotional learning. Included in this packet is our presentation as well as some sample materials and lessons. At the conclusion of our presentation, I am requesting that the Board of Education approve the implementation of the "Trails" social and emotional curriculum for our elementary schools. Pending approval, a professional learning plan will be established so all DK-5 teachers will participate in a training on August 15th designed to support the consistent implementation across our district.

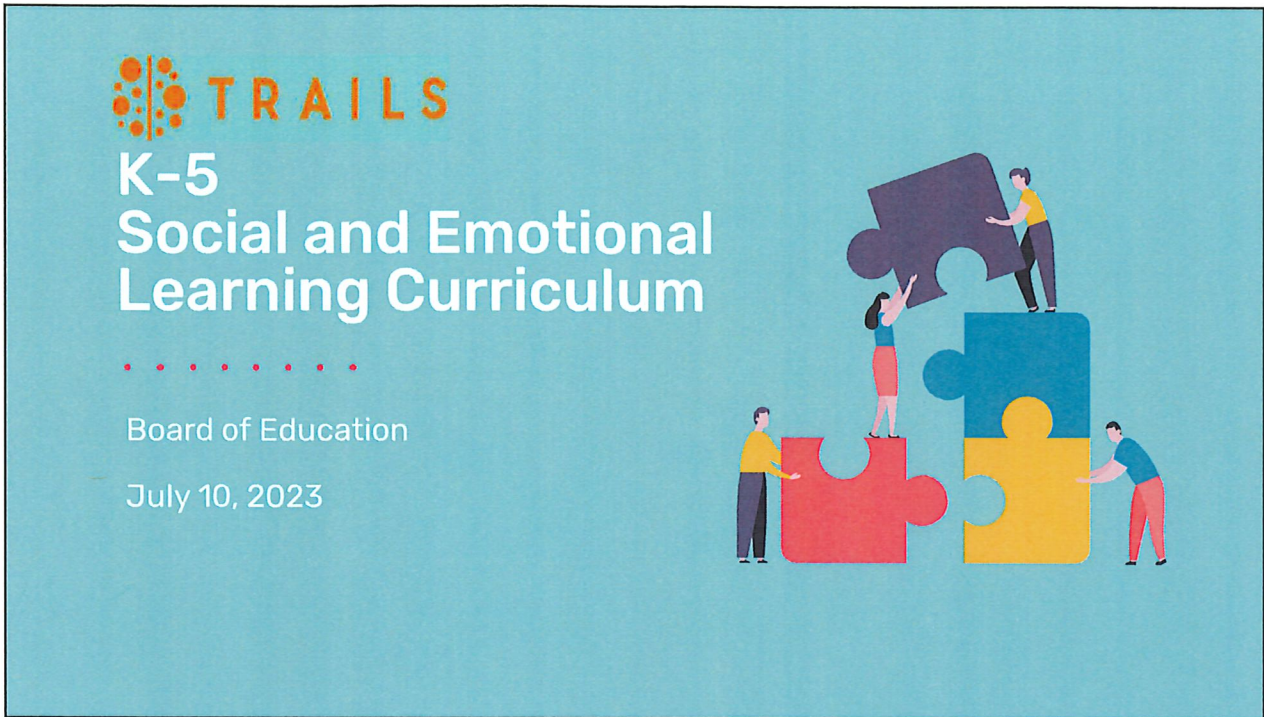
Rockford Public Schools will provide parent/guardian introductory information to the program and lessons prior to implementation.

Thank you for the opportunity to share this information and I look forward to any questions you or the board may have.

Respectfully,

A handwritten signature in black ink, appearing to read "Mike Ramm", with a stylized flourish at the end.


Mike Ramm



TRAILS
K-5
Social and Emotional Learning Curriculum

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Board of Education
July 10, 2023




The cover features a teal background. On the right side, there is an illustration of four stylized human figures in various colors (yellow, blue, red, and purple) working together to assemble large, colorful puzzle pieces (red, yellow, blue, and purple) that form a larger shape. The figures are positioned around the puzzle pieces, some standing on them and others reaching for them.



What is SEL?

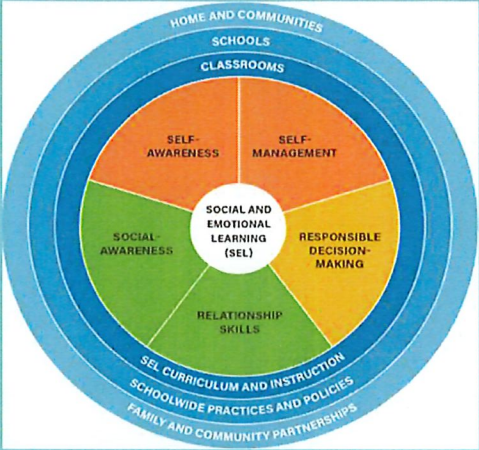


The slide has a teal background. On the left, the text "What is SEL?" is written in a large, bold, dark grey font. On the right side, there is a large, solid red puzzle piece. At the bottom center, there is a large, solid yellow puzzle piece. The puzzle pieces are partially overlapping and appear to be floating or placed on the teal background.




CASEL

CASEL was formed in 1994 to create high-quality, evidence based social emotional learning as an integral part of preschool-high school. They developed the 5 core competencies.




The Five Core Competencies




Self-Awareness

Noticing our thoughts and feelings




Self-Management

Using skills to manage our thoughts, feelings, and behaviors




Social Awareness

Understanding the thoughts and feelings of others



Relationship Skills

Initiating, defining, and maintaining healthy relationships.



Responsible Decision Making

Approaching problems and decisions systematically

Why is SEL important?


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The slide features a teal background with abstract shapes in darker blue and purple. A small illustration of a person with a beard, wearing a yellow and red shirt and black pants, stands with hands on hips. To the left of the person is a horizontal line of seven dots.


Teacher Time

“SEL is not another thing on the plate, it is the plate. It’s the foundation on which we build student experiences.”



Loree Munroe,
director of
Advanced
Academics
and
Counseling

The slide features a teal background with abstract shapes in darker blue. A small illustration of a person with a beard, wearing a purple shirt, is shown meditating on a green mat. To the right of the person is a vertical text box containing the name and title of Loree Munroe.

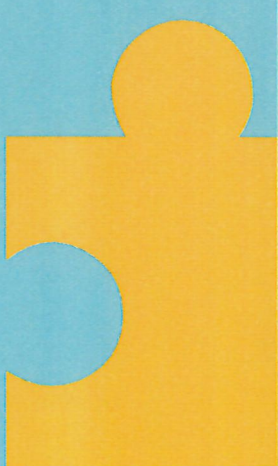


Data

- SEL lessons that address the core competencies increased students academic achievement by 11 points.
- Students impact is consistent across socio-economic background, race, & school location.
- Students who were engaged in SEL programs experienced fewer behavior problems and decreased emotional distress.
- SEL improved student's perception of school climate, safety, and sense of belonging.

Why TRAILS?

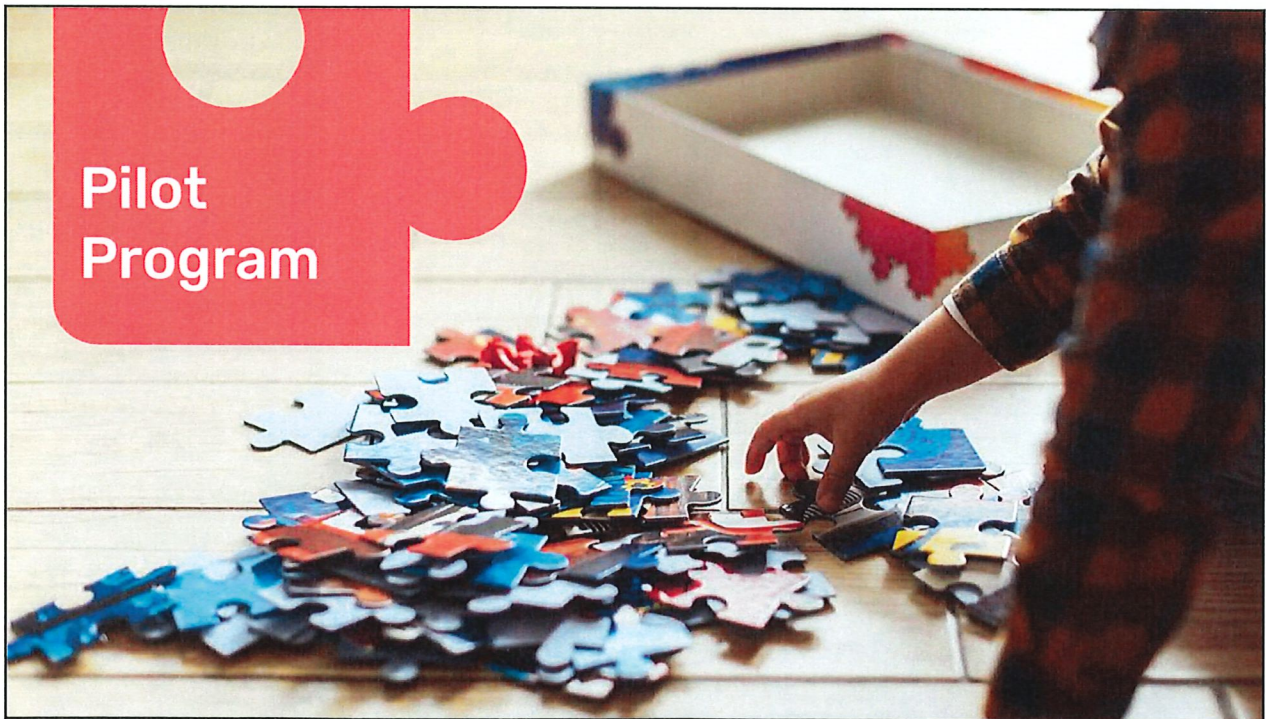
- A systemic approach ensures that SEL is woven into all students' educational experiences
- Requires minimal preparation from teachers
- Flexible delivery
- Allows for smooth integration into the school day

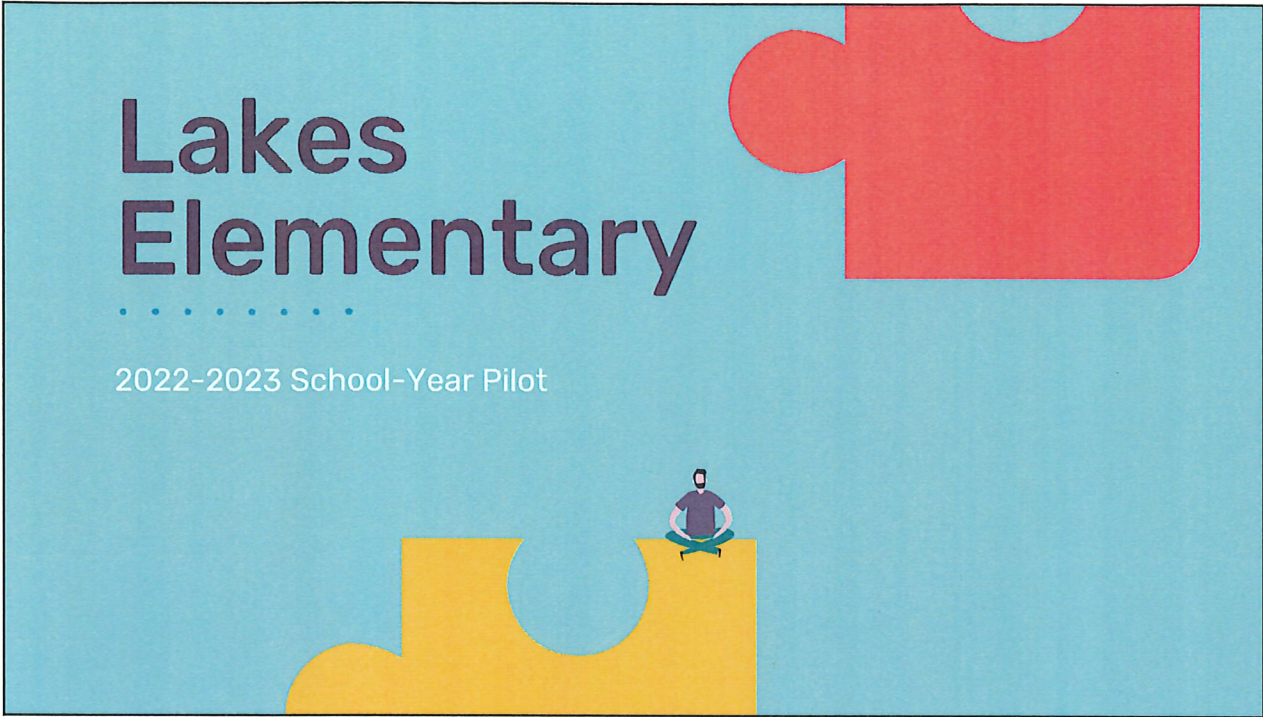


How is TRAILS used?

- 5 units for a total of 20 lessons
- Units focuses on one of the 5 Core Competencies
- Lessons are taught by the classroom teacher
- Instruction is thirty minutes per lesson.
- Options for adapting the lessons as necessary are built right in.

Pilot Program





Teachers Observations

- Students enjoyed engaging lessons
- Teacher frequently accessed strategies previously taught
- Students were able to identify their feelings and "rate" them as being big, medium, or small
- Students were able to make impactful connections independently due to topics, lesson structure, and teacher guidance throughout the units
- Lessons offered a variety of age appropriate ways to deal with stress and anxiety
- Students obtained the language needed to talk about their feelings/thoughts/needs in a useful and meaningful way
- Visuals within the curriculum were clear and helpful for the students to reference
- Teaching materials and lessons were easy access via the website
- Topics are learned and practiced played a positive role across the board



Kent Intermediate School District



Michigan Department of Education partners with TRAILS.

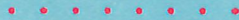
10 Schools in Kent County pilot Trails during the 2022-23 school year. Others enter independent contracts to implement.



MDE offers funding to state ISDs to pilot the program with local districts on a limited basis.

KISD decides to expand the program to any interested district/school for the 2023-24 school year.

Kent Intermediate School District provides...



Training

All K-5 staff will receive Trails training in August.

Materials

Classroom teachers will have access to all Trails lessons and support materials.



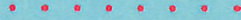
Ongoing Support

Monthly webinars, newsletters, question and answer sessions, and implementation tools.

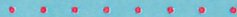
In-Depth Instruction

Ancillary staff will receive additional instruction and coaching geared towards Tier II and III.

TRAILS participation is free!



THANK YOU!





Effective mental health services, accessible in all schools

TRAILS programs bring gold-standard mental health strategies to the school setting. With training, materials, and implementation support from us, staff at our partner schools learn to deliver effective, culturally responsible programming across three tiers of service.

TRAILS aligns with the **Multi-Tiered System of Supports** framework – an academic, social, and behavioral growth model used in schools nationwide.

TIER 1

For all students

Social and Emotional Learning

- Helps all young people develop the life skills they need to thrive
- Designed to be delivered in the classroom
- Strengthens academic learning while fostering qualities such as empathy, self-awareness, and respect.

[Learn more](#)

TIER 2

For students with symptoms of depression or anxiety

CBT and Mindfulness

- Provides students with skills for managing common mental health concerns.
- Delivered by school mental health professionals, such as school counselors, social workers, or psychologists
- Grounded in two gold-standard practices: cognitive behavioral therapy (CBT) and mindfulness

[Learn more](#)

TIER 3

For students experiencing suicidality

Suicide Prevention and Risk Management

- Helps schools build policies and procedures that reduce stigma, encourage help-seeking, and ensure students at risk of suicide receive the care they need
- Trainings for 4 audiences: school administrators and leadership; school mental health professionals; teachers and support staff; caregivers and community members

[Learn more](#)

How it works

TRAILS partners with schools/school districts and provides their staff with ongoing professional development.

- 1 Administrators select tiers and allocate time for program implementation.
- 2 Staff receive role-specific training to orient them to TRAILS materials and prepare them to implement programming in the school setting.
- 3 TRAILS provides implementation support through workshops, refresher trainings, newsletters, and more.

Want to learn more about TRAILS?

Visit us at TRAILStoWellness.org or [click here](#) to get in touch.

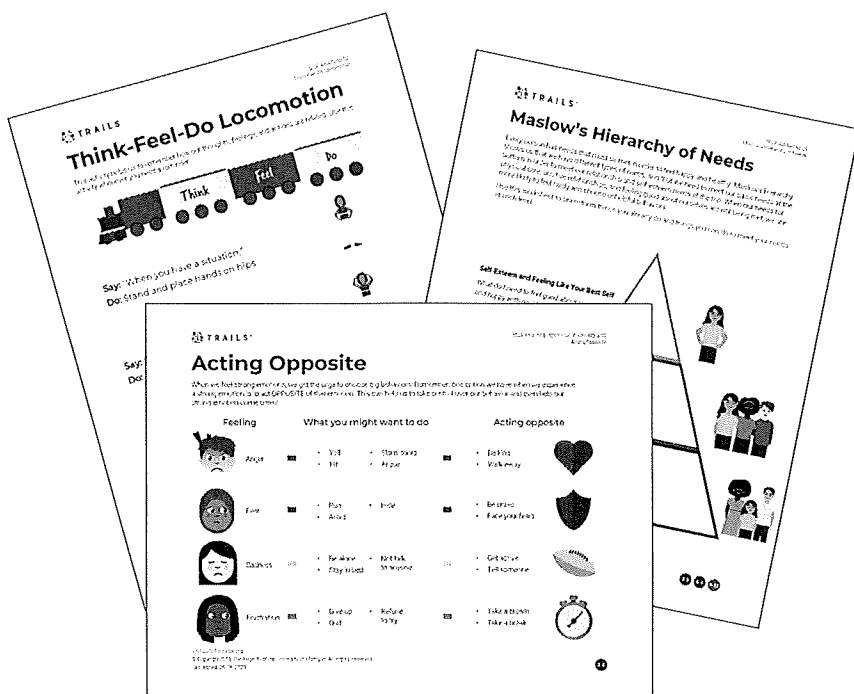


Social and Emotional Learning

TIER 1

For all students

The TRAILS Social and Emotional Learning (SEL) curriculum helps all young people develop the life skills they need to thrive. Designed to be delivered in the classroom, TRAILS SEL strengthens academic learning while fostering qualities such as empathy, self-awareness, and respect.



20 brief lessons

All lessons are low-prep, flexible, and easy to integrate into an ordinary school day.

4 developmentally appropriate grade bands

View a sample lesson for each:

[K-2](#), [3-5](#), [6-8](#), [9-12](#).

5 core competencies

Identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL). [Learn more.](#)



How it works

The TRAILS SEL curriculum is grounded in cognitive behavioral and mindfulness practices – two evidence-based approaches to promoting mental health.

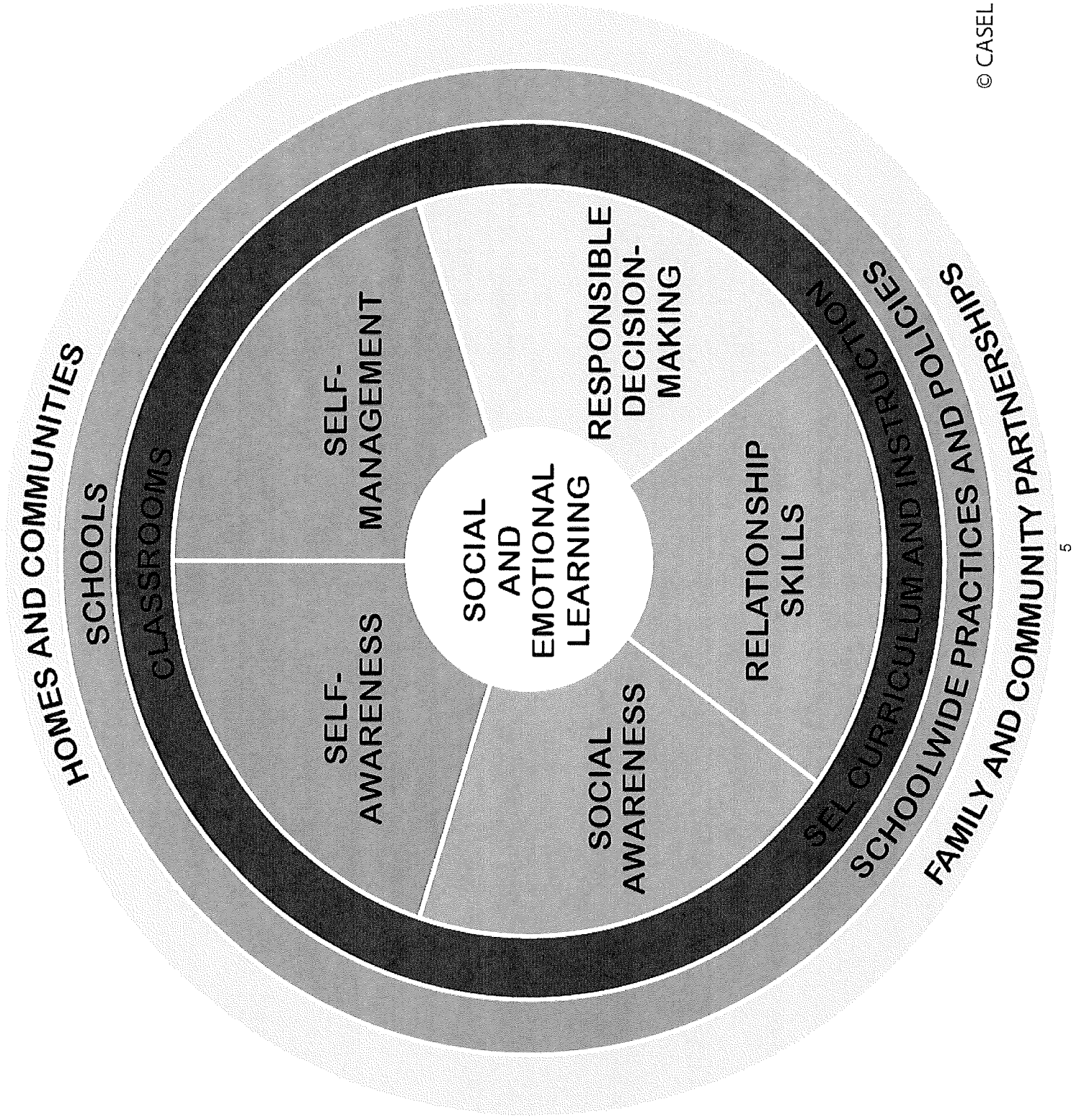
- 1 Administrators allocate 1-2 years for program implementation
- 2 Teachers attend a 2.5-hour virtual training (live or asynchronous) before delivering the curriculum
- 3 TRAILS provides ongoing implementation support through workshops, Q&As, newsletters, and more

Why SEL?

Social and emotional learning has been shown to increase academic engagement, test scores, self-regulation skills, and overall wellness, while decreasing disruptive classroom behaviors.

By implementing the TRAILS SEL curriculum, school leaders can foster a positive learning environment while building a shared language around mental health for all students and staff.

Want to learn more about TRAILS? Visit us at TRAILStoWellness.org or [click here](#) to get in touch.



Social Emotional Learning (SEL) Competencies

Self-Awareness

- Recognize one's own feelings, interests, strengths, and limitations

Self-Management

- Regulate emotions and manage daily stressors

Social Awareness

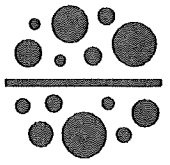
- Take perspective of others and appreciate similarities and differences

Relationship Skills

- Exhibit prosocial behavior and demonstrate positive social skills in order to develop meaningful relationships

Responsible Decision Making

- Make ethical decisions, and strengthen the ability to develop appropriate solutions to identified problems



TRAILS SEL Curriculum

CASEL's 5 SEL Competencies

CBT Components

Lessons	CASEL's 5 SEL Competencies					CBT Components						
	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision-Making	Psychoeducation*	Relaxation	Mindfulness	Cognitive Coping	Acting Opposite	Problem Solving	
Self-Awareness												
01 Introduction	X	X	X	X	X	X						
02 Mindfulness	X	X	X	X	X		X					
03 Thoughts, Feelings, and Behaviors	X	X	X	X	X			X				
04 Emotions	X		X				X	X				
05 Thoughts	X						X	X				
06 Unhelpful Thoughts	X							X	X			
Self-Management												
07 Managing Strong Emotions	X	X						X	X		X	
08 Getting Active		X						X	X		X	
09 Relaxation		X					X	X	X			
10 Self-Care	X	X			X		X	X	X		X	
Social Awareness												
11 Identifying My Supports	X		X				X	X				
12 Empathy	X		X		X			X	X			
13 Diversity	X		X				X	X				
Relationship Skills												
14 Establishing Relationships	X			X			X	X			X	
15 Communicating Clearly		X		X			X	X	X		X	
16 Dealing with Conflict	X			X			X	X		X		
17 Maintaining Relationships	X	X		X			X	X	X		X	
Responsible Decision-Making												
18 Problem-Solving					X			X			X	
19 Understanding Your Values	X				X		X	X	X		X	
20 Goal-Setting	X	X			X		X	X	X		X	

*refers to education about key concepts and common personal and interpersonal challenges to empower students and normalize their experiences.

Units

Lesson 4:

Emotions

Estimated Time: 30 minutes

Lesson Objectives

- Describe emotions and their different levels of intensity
- Understand that emotions stem from our thoughts
- Understand that emotions can change

Unit

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision-Making

Manual Information

Grades 3-5
Social and Emotional Learning
5 Units
20 Lessons

What You'll Need

Access Lesson Agenda, accompanying Google Slide Deck and Resource PDFs under [What You'll Need](#) on our website.

Print or display:

- [Feelings Thermometer](#)

Prepare to display:

- [CBT Model](#)
- [Feelings Faces Chart](#)

Prepare

- [Feeling Words Ball Game](#)

Preview, select, and load:

- [Balloon Man Practice \(2:12\)](#)
OR [Finger Tracing Breathing \(1:00\)](#)

Lesson Overview

1. Mindful Check-In
2. Review and Introduction to Emotions
3. Activity: Feeling Words Ball Game
4. Understanding Emotions
5. Wrap-Up and Mindful Check-Out



Mindful Check-In

(5 minutes)



Do: Prompt students to individually check in with their feelings using the Feelings Thermometer. If time allows, have volunteers share their feelings and their intensities with the larger group.

Review and Introduction to Emotions

(5 minutes)



Do: Review the CBT Model (think-feel-do cycle), noting how thoughts, feelings, and behaviors are connected. Review an example together, walking through an initial situation (i.e., a student is about to take a math test; a student is signed up for an afterschool program but doesn't know anyone else who is going), then a thought, feeling, behavior, and resulting situation.

Explain: Today we're going to talk about feelings: Feelings happen in our minds and our bodies. If we feel nervous, we may have feelings of butterflies in our stomachs. If we feel angry, we might feel our muscles getting tense. If we feel embarrassed, we might feel our faces getting warm. There are hundreds of feelings words like nervous, angry, and embarrassed. Some common ones are happy, sad, and mad. We've also learned some more descriptive words, like enraged, joyful, excited, and concerned..

Activity: Feeling Words Ball Game

(10 minutes)



Do: Complete Feeling Words Ball Game as a large group and engage the class in the included discussion about the varying intensities of emotions.



Teacher tip: Project the Feelings Faces Chart for students to reference if they seem to be struggling to name feelings words.



Understanding Emotions

(10 minutes)

Discuss: Feelings (also called emotions) can change. Ask students to reflect on the Feelings Thermometer completed at the beginning of the lesson.

- Invite students to share with the class if their emotion stayed the same or changed after completing the Feeling Words Ball Game.

Explain: Sometimes when emotions feel very strong (between 7 and 10 on the thermometer) it can seem like they might last forever. The truth is that all emotions

eventually change. Even if we feel the strongest emotion we've ever felt and do nothing about it, we will eventually notice that emotion shrinks or we will feel a totally different emotion.

- Just like a wave, the emotion comes up, gets big, and slowly fades out. We can ride the wave of our emotions! The mindfulness skills we learned, like using our 5 senses to notice right now, can help us to ride this wave.



Discuss: Divide students into pairs and offer them a common emotion (e.g., anger, sadness). Encourage students to discuss with their partner how they typically act when they feel that emotion. Afterward, encourage volunteers to report to the larger group if/how they and their partner differed in how they experience and express the same emotion.

- We all express and feel emotions differently. Some of us might act in very strong ways when we are feeling sad or mad, and some of us might become very quiet. We're all different!
- We can also use other skills to manage and change very strong emotions that are uncomfortable. We'll keep learning about these skills in our TRAILS SEL lessons, but the first step is learning how to pay more attention to, or be more mindful of, what we're feeling.

Explain: Emotions come from situations we face and how we think about them. As we learned last week, our thoughts are connected to our feelings and behaviors. We have thoughts about the situations we are in, and those thoughts influence how we feel.

- For example, if I get invited to a friend's house and I have the thought, "It won't be fun to go somewhere new," I will feel nervous. If, instead, I have the thought, "This is going to be so much fun," I'll feel excited!



Developmental Adaptation

For more developmentally advanced classes, offer only the situation, "I get invited to a friend's house," and encourage students to develop two different thoughts you could have in response to this situation along with subsequent feelings stemming from each thought.

Discuss: We can handle difficult emotions better than we think, and we can get better at it! Ask students to think of a time when they were mad or frustrated recently, and to imagine how they might have rated their emotion on a feelings thermometer at the time and how they handled it. If they do not feel that they used skills in that situation, ask them what skills they could have used to manage their emotions (e.g., deep breathing, mindfulness). Select volunteer(s) to share with the larger group as time allows.

Explain:

- When we are in the middle of a tough situation, our emotions can feel strong and overwhelming.

- If we remind ourselves that the feeling won't last, we can "ride the wave" and feel more in control. Instead of making choices that make the situation worse, we can pause and let our emotions come down so we can make helpful choices instead.
- Using mindfulness to notice our emotions is a skill! Taking the time to do this will help us choose behaviors that we feel good about later. Be sure to practice using different words to name what you're feeling.



Wrap-Up and Mindful Check-Out

(5 minutes)

Do: Choose one mindfulness practice from below to complete as a large group. Encourage students to sit in a comfortable position:

- [Balloon Man Practice](#)
- [Finger Tracing Breathing](#)
 - **Say:** (alternative scripting) *"Starting with your thumb, trace your finger from the base of your thumb to the top. As you move upward, breathe in; as you move downward on your finger, breathe out. Continue this pattern with the rest of your fingers, slowly breathing in as you trace your finger up and slowly breathing out as you trace it downward."* Repeat for the other hand.



Teacher tip: Use alternative scripting if you are unable to use the guided mindfulness video or if you wish to lead the activity yourself.

After the Lesson

Use the below suggestions to incorporate these SEL skills into your classroom routines and/or academic content.

Integrating SEL and Instruction

- Consider making connections to reading materials being used during ELA lessons to help students identify feelings that characters may be experiencing in the story. Use clues from their thoughts, feelings, and behaviors to enhance insight into what emotions they may be experiencing.
- Create a daily classroom feelings check-in for students (using this [Mental Health Check-In Chart](#) for inspiration). Start the day asking students to check in with their feelings and add their post-it to the chart.

Check out the TRAILS [SEL: After the Lesson](#) resource on the TRAILS website for additional suggestions for integrating SEL and instruction and extending the lesson for this lesson topic!

Extending the Lesson

1. Watch [My Inside Weather](#) (3:47), then prompt students to create a drawing or art piece representing how they feel. The concept of “inside weather” can be incorporated into regular feelings check-ins.

Additional Resources

For Instructional Staff

- Article: [An Age-By-Age Guide to Helping Kids Manage Emotions](#)

For Students

- Book: *A Book of Feelings* by Amanda McCardie
- Read-Aloud: [In My Heart](#)
- Video: [Know Your Emotions and Three Things to Remember](#)

Resources for Caregivers and Families

- Article: [An Age-By-Age Guide to Helping Kids Manage Emotions](#)

Adapting the Lesson

Use the below suggestions to modify this lesson for different pacing and virtual formats.

Modifying Lesson Pacing

Abbreviated Lesson

For a 15-minute lesson: Complete Mindful Check-In and explain the 3 key points from Understanding Emotions (1. Emotions can change; 2. Emotions come from situations we face and how we think about them; 3. We can handle difficult emotions better than we think, and we can get better at it!). Engage students in a discussion about a time they experienced a strong emotion, if their emotion changed, and how they handled their strong emotions.

For a second, 15-minute follow-up lesson: Complete the [Feelings Thermometer](#) and the [Feeling Words Ball Game](#). Emphasize that mindfulness is a useful skill—it allows us to notice and name our emotions and to “ride the wave” of our emotions until they come down in intensity. End the lesson with a Mindful Check-Out activity.

Daily Instruction

For daily lessons after the initial delivery of this full lesson: Complete the [Feelings Thermometer](#) each day. Allow volunteers to share how they are feeling. Then, complete Extending the Lesson activity, encouraging students to draw their “inside weather” after completing their feelings.

To break-up this lesson over the week, use 10–15-minute daily increments:

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Last edited: 09/26/2022

- Day 1 Complete Mindful Check-In and Review and Introduction to Emotions. Complete Extending the Lesson activity, discussing as many emotions as time allows.
- Day 2 Complete Mindful Check-In using the [Feelings Thermometer](#). Review the CBT model and say we will continue to focus on emotions this week. Instead of the [Feeling Words Ball Game](#), have students share a feeling word until they can't think of more. Students will write three sentences about a time they were happiest, then share. Discuss point 1 from Understanding Emotions. Volunteers share if their feelings have changed since the beginning of the lesson.
- Day 3 Complete Mindful Check-In using the [Feelings Thermometer](#). Remind students that this week's focus is on emotions. Discuss point 2 from Understanding Emotions: emotions come from the situations. Share an example of a character experiencing a strong emotion, including their situation and thoughts. Identify their feelings on the feelings thermometer.
- Day 4 Complete Mindful Check-In using the [Feelings Thermometer](#). Explain point 3 from Understanding Emotions: we can handle difficult emotions better than we think. Complete associated discussion about student examples
- Day 5 Complete Mindful Check-In using the [Feelings Thermometer](#). Prompt students to use descriptive words for their emotions (reference [Feelings Faces Chart](#)). Assign student groups a core emotion (e.g., happiness, anger, fear) and encourage them to write/draw as many feelings words they can. Post work around the room or in the hallway for reference when identifying feelings in the future! Complete Mindful Check-Out.

Adapting Lesson for Virtual Formats

- To complete the [Feeling Words Ball Game](#) activity, the Group Leader will start by saying a feeling word and calling on the next student who will come up with another feeling word similar to the initial feeling. This will follow "popcorn style" with the participating student then calling on the next student quickly. If someone doesn't want to participate or can't think of a word, they can pass. Keep going until 5 words for each feeling have been said. Complete associated discussion as it is written on the [Feeling Words Ball Game](#) handout.
- During Understanding Emotions, consider abbreviating instructor-led explanation and skipping the small group or paired discussions, replacing those with the Extending the Lesson activity which involves a read-aloud and associated large-group discussion to increase virtual engagement with this lesson content.
- To increase engagement during discussions in these lessons, encourage students in the chat feature or on an open Google Document to type their thoughts, reactions, and responses to questions as they have them.

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Lesson 18:

Problem-Solving

Estimated Time: 30 minutes

Lesson Objectives

- Practice evaluating options and consequences when faced with a problem
- Apply problem-solving steps to example scenarios

Unit

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Skills
5. **Responsible Decision-Making**

Manual Information

Grades K-2
 Social and Emotional Learning
 5 Units
 20 Lessons

What You'll Need

Access Lesson Agenda, accompanying Google Slide Deck and Resource PDFs under [What You'll Need](#) on our website.

Print:

- [How Big Are My Feelings?](#)

Prepare to display:

- [How Big Are My Feelings? - Winston and Cleo](#)

Lesson Overview

1. Mindful Check-In
2. Review and Introduction to Problem-Solving
3. Problem-Solving Steps
4. Problem-Solving Practice
5. Wrap-Up and Mindful Check-Out



Mindful Check-In

(5 minutes)

Explain: Let's take a few minutes to check in with how Winston and Cleo are feeling today. Afterward, we'll take some time to pay attention to what we're feeling and the size of that feeling.



SLIDE
2

Do: Project How Big Are My Feelings? - Winston and Cleo and circle the small mad faces for both Winston and Cleo.

Explain: Winston and Cleo both circled the small mad faces today. They are feeling things that are similar to being mad, including annoyed and frustrated. They have many decisions to make today and they are not sure how to decide on what to do. As a class, we will help Winston and Cleo learn how to make good decisions.



SLIDE
3

Do: Hand out How Big Are My Feelings? worksheet. Instruct students to complete it individually. If time allows, encourage volunteers to share their feelings with the larger group.



SLIDE
4

Review and Introduction to Problem-Solving

(2 minutes)

Explain: In previous lessons, we learned and talked about ways to be good friends.

- Today, we are going to learn about how to solve a problem. All day long, we are solving problems, like: I need to get dressed! What clothes and shoes will I wear? I need to eat! What will I have for breakfast?
- Knowing what to do when we have a problem can be hard. Let's talk more about problem-solving today.

Problem-Solving Steps

(10 minutes)



SLIDE
5

Ask: *"What are some tough problems you've had or hard or choices you've had to make?"*

Explain:

- We all have to face big and little problems every day.
- Big problems can make us feel big feelings, like sad, lonely, or scared.
- The good news is that we already know some steps to solving problems and we have friends and adults who can help, too!

Do: Write the following steps (from the Dealing with Conflict lesson) on the board as you review each step:

1. Pause
2. Breathe (belly breaths)

3. Think
4. Choose

Explain: We can use the same steps we learned to use when dealing with conflict when dealing with any other problem! When we have a problem, we can pause, breathe, and then THINK about these “C” questions:

- Can I solve this on my own, or do I need help?
- Consequences: What choice results in the highest number of good consequences?

Explain: Making small decisions every day helps us practice making decisions for when we face bigger problems. Let’s help Winston and Cleo solve some of the problems they’re facing.



Developmental Adaptation

For more developmentally advanced classes, add in this additional “C” question in the middle of the other two for students to consider in the “think” stage when solving a problem. **Choices: What are at least two choices I have?**

Discuss: As a large group, apply the above problem-solving steps to the following scenario: Cleo has been trying to learn a new trick but hasn’t been able to master it. She is feeling really frustrated and is getting really stuck! What can she do?

1. Pause
2. Breathe (belly breaths)
3. Think
 - a. 1st C: “Do I need help to solve this problem or can I solve it on my own?” (She could get help from a person who is good at doing tricks or from watching a video of someone doing those tricks.)
 - b. 2nd C: (Developmental Adaptation) Ask: What are at least two choices I have? (1. Ask for help from an expert; 2. Take a break/play with a friend; 3. Give up!)
 - c. 3rd C: What choice has the highest number of positive consequences? (Asking for help from an expert results in learning something new and possibly getting unstuck, while giving up results in feeling bad and not learning her new trick.)
4. Choose: Following the discussion, discuss as a large group which choice seems like the best option for Cleo using these steps.

Problem-Solving Practice

(10 minutes)

Do: Break up the classroom into groups of four students and read the situations below, allowing a few minutes of discussion for each. Students will ask themselves these problem-solving questions:

1. Do I need help or can I solve it on my own?
2. [Developmental Adaptation] What are at least two choices I have?
3. What choice has the highest number of good consequences?

As time allows, discuss at least one scenario as a large group, applying the steps and encouraging students to vote on the best choice that Winston or Cleo could make when faced with their problems.



Developmental Adaptation

For less developmentally advanced classes, discuss scenarios as a large group. Reinforce and repeat the problem-solving steps throughout the discussion, and allow students to come up with body movements to represent each step (pause, belly breathe, think, choose).

Situation 1 Cleo is very hungry. There are no snacks in the house she likes. What can Cleo do?

Situation 2 Winston wants to dig a hole in the backyard, but his parent just built a beautiful garden and he was told not to go back there. What can Winston do?

Situation 3 Winston wants Cleo to stop bossing him around and telling him how to best run after squirrels. What can Winston do?

Discuss: How did we decide which choice was best?

- When we're facing tough problems like Winston and Cleo, our feelings and thoughts can be very big and it can be really hard to make a helpful choice.
- We can PAUSE and then think through our decisions and their consequences in order to make the choice that makes us and others feel best.
- Make sure to get help from an adult if you are unable to solve the problem yourself.



Wrap-Up and Mindful Check-Out _____

(3 minutes)

Explain: We have to solve problems all day long; some are trickier than others. It is always helpful to pause and think about the helpful and unhelpful things that could happen with each option.

- Remember: We can choose an action that results in the highest number of helpful consequences and the fewest number of unhelpful consequences.
- When we can't know which is best, we make the best choice we can. We can learn a lot from making choices and noticing their consequences. The more we practice making choices, the better we get at it!



Discuss: Encourage students to look at their [How Big Are My Feelings?](#) worksheet that they completed at the beginning of class. Ask: What is your feeling and the size of your feeling right now? Has it changed?



Explain: Our feelings change all the time. When we find ourselves having a feeling we don't like, we can even try to use problem-solving skills to figure out what will help us feel better!

After the Lesson

Use the below suggestions to incorporate these SEL skills into your classroom routines and/or academic content.

Integrating SEL and Instruction

- Encourage problem-solving when disagreements arise during lunch or on the playground. Have students think of what their options are and which one helps them both get what they want! Remind students to use their listening skills.
- Get students involved in problem-solving and decision-making in the classroom (e.g., selecting an activity to do during free time). Present the options students have regarding activities and group rules, and have the class use good communication skills to weigh the pros and cons and come to a classroom decision.

Check out the TRAILS [SEL: After the Lesson](#) resource on the TRAILS website for additional suggestions for integrating SEL and instruction and extending the lesson for this lesson topic!

Extending the Lesson

- Watch [Sticky Tape Simon's Cat](#) (0:58) and walk through the problem-solving steps with students, encouraging them to explore the cat's options in this video and to decide on one appropriate action step to solve the problem.

Additional Resources

For Instructional Staff

- Article: [4 Tips On Teaching Problem-Solving \(From A Student\)](#)

For Students

- Video: [Making Decisions](#) (1:23)
- Video: [Read-Aloud - What Do You Do With a Problem](#) (3:41)
- Video: [Making Tough Choices with Kid President](#) (4:59)

Resources for Caregivers and Families

- Smartphone Application: [Breathe, Think, Do with Sesame](#) - Video: [Breathe, Think, Do with Sesame by Sesame Street](#) (A video describing the app.)

Adapting the Lesson

Use the below suggestions to modify this lesson for different pacing and virtual formats.

Modifying Lesson Pacing

Abbreviated Lesson

For a 15-minute lesson: Skip the review of [How Big Are My Feelings? - Winston and Cleo](#) and allow students to complete their Mindful Check-In individually. Complete Problem-Solving Activity Situation 1 as a large group.

For a second, 15-minute follow-up lesson: Complete Problem-Solving Activity situation 2 and 3 as a large group.

Daily Instruction

For daily lessons after the initial delivery of this full lesson: Complete [How Big are My Feelings?](#) then share a daily example scenario that Winston and Cleo are facing that requires them to solve a problem. Encourage volunteers to share problems they experienced today (e.g., what they chose to eat for breakfast), and apply the problem-solving steps.

To break-up this lesson over the week, use 10–15-minute daily increments:

- | | |
|-----------------|---|
| Day
1 | Complete How Big are My Feelings? and Winston and Cleo’s example scenario from the Mindful Check-In. Introduce problem-solving and review steps to problem-solving, applying them to one Winston and Cleo example from Problem-Solving Practice. |
| Day
2 | Complete How Big are My Feelings? , finish Problem-Solving Steps and choose one example from the Problem-Solving Practice section to discuss as a large group, applying the problem-solving steps. |
| Day
3 | Complete How Big are My Feelings? Complete the problem-solving activity in Problem-Solving Practice for the remaining situation or in a situation that has recently come up in the classroom. |
| Day
4 | Complete How Big are My Feelings? and Extending the Lesson activity. |
| Day
5 | Complete How Big are My Feelings? and present students with two options for how to spend SEL time today (e.g., watching a video, walking through another scenario, coming up with a song for the problem-solving steps) and encourage them to use their problem-solving steps to make a choice. |

Adapting Lesson for Virtual Formats

- To adapt Problem-Solving Practice, complete the discussion and scenarios as a large group. Instead of one of the scenarios provided, consider offering your own problem that may need to be solved. Present the students with a fake scenario (“Oh, I am trying to load my video and it’s not working. I’m wondering what I can do now; I’m feeling a little frustrated.”) and walk through the live problem as a large group using the problem-solving steps outlined in the lesson.
- Consider limiting the number of scenarios discussed in Problem Solving Practice and replace one with the Extending the Lesson activity, applying the problem-solving steps to the cat’s scenario.



Lesson 18:

Problem-Solving

Estimated Time: 30 minutes

Lesson Objectives

- Generate possible solutions to problems
- Consider outcomes of responses to problems

Unit

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Skills
5. **Responsible Decision-Making**

Manual Information

Grades 3-5
 Social and Emotional Learning
 5 Units
 20 Lessons

What You'll Need

Access Lesson Agenda, accompanying Google Slide Deck and Resource PDFs under [What You'll Need](#) on our website.

Print or prepare to display:

- [Feelings Thermometer](#)

Prepare to display:

- [CBT Model](#)

Preview, select, and load:

- [Sticky Tape \(0:58\)](#)
 [Snake Breath \(:59\) OR Finger Tracing Breathing \(1:00\)](#)

Lesson Overview

1. Mindful Check-In
2. Problem-Solving and Decision-Making
3. What Are the Options?
4. Solving Tough Problems
5. Wrap-Up and Mindful Check-Out



Mindful Check-In

(5 minutes)



Do: Instruct students to individually complete the Feelings Thermometer, identifying the emotions they're currently experiencing and their intensities. Remind students about ways to identify their emotions using clues in their bodies and minds (e.g., physical sensations, thoughts they're having, actions they want to do). If time allows, call on volunteers to share their responses with the larger group.



Problem-Solving and Decision-Making

(3 minutes)

Explain: Display and review the CBT Model (think-feel-do cycle). Explain that today we will continue to talk about our behaviors, specifically, how to make good decisions when we're faced with a problem.



Ask: Have you ever had to make a hard decision? What happened?

- When you are faced with a problem and have to make a decision, how do you decide what to do? Call on volunteers to share their ideas.

Explain:

- When we are faced with a problem, it can be hard to know what to do.
- Some people feel very nervous when trying to make a decision or solve a problem. Afterwards, they might wonder whether or not they made the best decision.
- Sometimes we feel so nervous that we avoid making a decision altogether, or we make a decision quickly and regret it later.
- Some of the most important steps to making good decisions include paying attention to the situations we're facing, noticing the thoughts we're having, and thinking through what options we have.

What Are the Options?

(10 minutes)



Do: Watch Sticky Tape video.

Do: Group students into pairs and prompt them to brainstorm at least 3 decisions the cat could make to solve the problem in the video; write them on a scrap piece of paper.

- Instruct students to circle or star the decision they think is most helpful to solve the cat's problem. After several minutes, call on 1-2 volunteers to share their decisions with the larger group.

Discuss: Was it difficult or easy to come up with 3 possible decisions the cat could make? How did you decide which decision was the best one?

- When we are faced with problems or difficult decisions, we can use our mindfulness skills to think of all of our options, even if we don't like them all. Brainstorming our options can help us think of new solutions we hadn't considered before.
- It can also be helpful to think about the things that might happen after we make the decision – the consequences. We can ask ourselves, "Will this solution make the next thing that happens better, worse, or no different?"

Solving Tough Problems

(13 minutes)



Teacher tip: Adapt the scenario below to be more relevant for your students.



Do: Read the following scenario aloud: "Let's think about a problem that we might face. Camilla has been invited to both Destiny's and Sacha's houses this coming Saturday. She cannot go to both. She is concerned that she will hurt the feelings of whomever she decides not to spend time with. She cares about both of her friends and feels so unsure about making a decision that she is considering not going to either house and staying home. She thinks, however, that she will feel sad if she misses out on spending time with at least one of her friends."

Do: Read aloud or post on the board the following decisions Camilla could make.

- Camilla lies to Sacha that she doesn't feel well, then goes to Destiny's house.
- Camilla tells Destiny and Sacha that she can't go to their houses, and stays home.



Do: In pairs, encourage students to consider the consequences of each decision AND brainstorm two additional choices Camilla could make to solve her problem, writing them down on a scrap piece of paper. Afterwards, instruct students to star or circle the decision they think is best for solving Camilla's problem. Additional choices students could brainstorm include:

- Camilla asks Sacha if Destiny can come over, too.
- Camilla asks Destiny if Sacha can come over, too.
- Camilla invites both girls over to her house.
- Camilla spends time with Sacha this weekend and asks Destiny if they can get together the following weekend.

Do: After 5 minutes, return to the large group and ask students: of 1-2 of the brainstormed solutions suggested by volunteers, would they make the next situation better, worse, or no different?



Developmental Adaptation

For more developmentally advanced classes, allow students to remain in their pairs, discussing consequences of each of the 4 choices they have brainstormed, considering whether or not it would make the situation better, worse, or no different.

Following the small discussions, return to the larger group and encourage several volunteers to share their decision and the consequences. Were there any differences in perspectives on the “best” decision for Camilla? Any differences in opinion about the potential consequences of the choices? Note to students that differences in how we think about situations, our experiences, our personalities, etc. can impact which options we choose in each situation. There is often not a clear “right” or “wrong,” we all use our own perspectives, ideas, and values to guide our decisions.

Explain: The first few steps to making a difficult decision are:

1. Naming the problem
2. Noticing how you feel about it
3. Brainstorming as many options as you can, even if you don’t like them all

The decisions we make are based on our thoughts and feelings. If we are able to use our skills to manage strong thoughts and feelings, we can make decisions more carefully and try to make the decision most likely to have the best outcome for everyone involved.

- For example, it may have been uncomfortable for Camilla to tell Destiny that she was going to Sacha’s house. Destiny was disappointed but glad that her friend told her the truth, and they were able to set up a time next weekend to hang out.

We can think of consequences (or next situations) that may come from our decisions as one way to decide how to best make decisions or solve problems. If we get really stuck, we can always ask for help!

- Others might have new ideas for solutions that we didn’t think of. Someone from your support team would be a great person to ask for help when you have a problem.

Wrap-Up and Mindful Check-Out _____

(2 minutes)



Do: Choose one mindfulness practice from below to complete as a large group. Encourage students to sit in a comfortable position:

- Snake Breath
- Finger Tracing Breathing
 - **Say:** (alternative scripting) *“Starting with your thumb, trace your finger from the base of your thumb to the top. As you move upward, breathe in; as you move downward on your finger, breathe out. Continue this pattern with the rest of your fingers, slowly breathing in as you trace your finger up, and slowly breathing out as you trace it downward.”* Repeat for the other hand.



Teacher tip: Use alternative scripting if you are unable to use the guided mindfulness video or if you wish to lead the activity yourself.

After the Lesson

Use the below suggestions to incorporate these SEL skills into your classroom routines and/or academic content.

Integrating SEL and Instruction

- As students encounter and express problems (e.g., interpersonal disagreements, prioritizing competing interests or demands), reference and encourage students to use the skills outlined in this lesson individually (or as a class if the problem impacts the class) to respond to the problem.
- Apply the skills discussed in this lesson (naming the problem, brainstorming more than 2 options, and selecting an option while considering consequences) when exploring the decisions and problems faced by characters in stories or historical figures.

Check out the TRAILS [SEL: After the Lesson](#) resource on the TRAILS website for additional suggestions for integrating SEL and instruction and extending the lesson for this lesson topic!

Extending the Lesson

- Discuss examples of decisions faced by students in this class every day (e.g., sharing, talking during lessons, following rules). Discuss how solving problems in different ways can impact the class as a whole. What special considerations should be made when making decisions that impact the entire class vs. one individual (e.g., making sure to prioritize respectful behavior in our decisions).

Additional Resources

For Instructional Staff

- Article: [A Tool to Help Students Make Good Decisions \(Edutopia\)](#)

For Students

- Video: [Innoventure Jr: Making Decisions](#) (1:32)
- Video: [Building Resilience with Hunter and Eve](#) (3:09)
- Video: [Ormie the Pig](#) (3:58)

Resources for Caregivers and Families

- Article: [How to Teach Problem-Solving Skills to Kids \(Ages 3-14\)](#)

Adapting the Lesson

Use the below suggestions to modify this lesson for different pacing and virtual formats.

Modifying Lesson Pacing

Abbreviated Lesson

For a 15-minute lesson: Complete Problem-Solving and Decision-Making, then complete Solving Tough Problems.

For a second, 15-minute follow-up lesson: Complete [Feelings Thermometer](#) and What Are the Options?

Daily Instruction

For daily lessons after the initial delivery of this full lesson: Complete the [Feelings Thermometer](#) and provide a quick review of the steps needed to solve a problem. Work through the steps of problem-solving (specifically brainstorming several options) with an example scenario or student example. If student examples are not offered, consider using videos from Additional Resources to prompt discussions about problem-solving for the issues faced by characters in the videos.

To break-up this lesson over the week, use 10–15-minute daily increments:

Day Complete Mindful Check-In and Problem-Solving and Decision-Making.

1

Day Complete the [Feelings Thermometer](#) and What are the Options?

2

Day Complete the [Feelings Thermometer](#) and Solving Tough Problems.

3

Days Complete the [Feelings Thermometer](#) and Extending the Lesson activity over the course of two days. Complete Mindful Check-Out on the final day.

4-5

Adapting Lesson for Virtual Formats ---

- To complete the discussion following the [Sticky Tape](#) video, encourage students to quickly type as many options as they can think of in the chat feature of the virtual platform, even if they don't like the options! After 1-2 minutes, read aloud the suggestions and discuss as a large group.
- With the larger group, students can verbally brainstorm their options in Solving Tough Problems; then prompt students to vote on the best options with a raise of hands on video.
- Be sure to encourage volunteers to suggest possible consequences (next situations on the [CBT Model](#)) of the choices in Solving Tough Problems, choosing 2-3 to discuss and consider. Do they make the next situation better, worse, or no different?
- When the lesson refers to paired activities, students can instead respond individually by writing answers down or by volunteering to share with the class via video conferencing. For a pre-recorded lesson, students can submit their answers through Google Classrooms.



Memorandum

To: Board of Education
From: Korie Wilson-Crawford, Assistant Superintendent of Human Resources
Date: July 10, 2023
Subject: 2023-2024 SCHOOL YEAR CERTIFIED STAFF EMPLOYMENT RECOMMENDATIONS

Andrew Abissi	Computer Science Teacher	High School
Evan Coberly	Math Teacher	East Middle
Elizabeth Coles	5 th Grade Spanish Immersion Teacher	Roguewood Elementary
Penney Johnson	Spanish Immersion Teacher	High School
Gilbert Torres	6 th & 8 th Grade SI Social Studies	North Middle



Memorandum

To: Dr. Steve Matthews, Superintendent of Schools
From: Michael A. Cuneo, Assistant Superintendent of Finance
Date: June 28, 2023
Subject: Summer Tax Resolution

Attached is a resolution approving our annual summer tax collection. The Board has approved a summer tax resolution annually since 1983. To continue the collection of summer taxes, this resolution needs to be enacted prior to January 1, 2024. The resolution allows us to:

- Collect one-half our school-appropriated taxes in the summer.
- Notify our local taxing units regarding the summer tax collection.
- Develop a collection agreement with governmental agencies.

I recommend the resolution be presented to the full Board for approval at the July 10, 2023 Board of Education meeting.

MAC:kj

Attachment

Annual Summer Tax Resolution

A regular meeting of the board of education of the District (the "Board") was held:

in the Administration Building, within the boundaries of the District,

electronically through _____ with identification number _____

on the 10th day of July, 2023, at 5:30 o'clock in the p.m. (the "Meeting")

The meeting was called to order by _____, President.

Present: Members

Absent: Members

The following preamble and resolution were offered by Member _____ and supported by Member _____:

WHEREAS, this Board previously adopted a resolution to impose a summer tax levy to collect 50% of annual school property taxes, including debt service, upon property located within the District and continuing from year-to-year until specifically revoked by the Board.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The Board, pursuant to 1976 PA 451, as amended (the Revised School Code), invokes for 2024 its previously adopted ongoing resolution imposing a summer tax levy of one-half of annual school property taxes, including debt service, upon property located within the District and continuing from year-to-year until specifically revoked by the Board and requests that each city and/or township in which the District is located collect those summer taxes.

2. The Superintendent or designee is authorized and directed to forward to the governing body of each city and/or township in which the District is located a copy of this Board's resolution imposing a summer property tax levy on an ongoing basis and a copy of this resolution requesting that each such city and/or township agree to collect the summer tax levy for 2024 in the amount specified in this resolution. Such forwarding of the resolutions and the request to collect the summer tax levy shall be performed so that they are received by the appropriate governing bodies before January 1, 2024.

3. Pursuant to and in accordance with Section 1613(1) of the Revised School Code, the Superintendent or designee is authorized and directed to negotiate on behalf of the District with the governing body of each city and/or township in which the District is located for the reasonable expenses for collection of the District's summer tax levy that the city and/or township may bill under MCL 380.1611 or MCL 380.1612. Any such proposed agreement shall be brought before this Board for its approval or disapproval.

4. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same are hereby rescinded.

Ayes: Members

Nays: Members

Resolution declared adopted.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of _____, hereby certifies that the foregoing constitutes a true and complete copy of a resolution adopted by the Board at the Meeting, the original of which is part of the Board's minutes. The undersigned further certifies that notice of the Meeting was given to the public pursuant to the provisions of the "Open Meetings Act" (Act 267, Public Acts of Michigan, 1976, as amended).

Secretary, Board of Education