



Supporting Student Success (S3)

January, 2019
Newsletter

Volume 4, Number 5

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From the S3 Coordinator

Hello Everyone!

I hope your 2019 is off to a good start! Please remember that your S3 mid-year reports are due on **January 31**. If you have any questions please feel free to contact me.

In early January, based on the S3 fall survey responses, I sent 10 questions about schools and how to best serve students who are returning from inpatient mental health care to the Unity Point Adolescent Mental Health Unit. They are working on the answers to those questions. As soon as I receive the responses, I will send them to you.

In February I will be scheduling one more visit to each school until the end of the school year. Thanks for welcoming me to your schools. There are so many good SEL initiatives going on. Kudos to all of you!

Featured School – Whittier Primary, Peoria Public Schools

This school year, Whittier Primary School is using S3 funds for yoga classes before school. Taught by Hannah Ramlo and her staff of the Peoria non-profit organization, Soulside Healing Arts. Classes are held for 30 minutes three times per week before school and include yoga movements, breathing exercises and discussions about gratitude.

I had the pleasure of observing a class, and it was very well run. The instructor was wonderful with the students. Students told me they love the class. One said, “This helps me when I’m bad, I know how to calm down.”

For more information about Soulside, please go to:

<http://www.soulsidehealingarts.com/>

Research

This month’s feature on what states outside of Illinois are doing with SEL is focused on Wisconsin. In May, 2018 their Department of Education published their SEL Competencies. Based on many SEL expert sources, the document includes standards for PreK-Adult, nine clear SEL implementation strategies and 10 teaching practices as identified by the Center for Great Teachers and Leaders and the American Institute of Research.

In addition, the document outlines results from research studies on topics such as:

attention span-persistence or the attentional aspects of self-regulation. The level of self-regulation is a significant predictor of math and reading skills at age 4, age 7, age 21 and college completion by the age of 25.”

The Wisconsin Department of Education document is a good resource for overall implementation of SEL. It can be found at:

<https://dpi.wi.gov/sites/default/files/imce/sspw/SEL-Competencies-Guide-web.pdf>

All for now, stay warm!

Jan

