

2019 Social-Emotional Learning Summit

July 17 & 18 Oak Park-River Forest High School

Presented by



July 17 – General Session

Room: Little Theatre

8:15am Housekeeping

Ryan Nevius – ILASCD &

Carla Tantillo Philibert – Mindful Practices and Class Catalyst

8:25am Welcome

SEL for All Learners

Susan Sadlowski Garza – Chicago Alderwoman, 10th Ward

8:30am Opening Remarks

Mindfulness in Today's Classrooms

Tim Ryan – Presidential Candidate and Congressman (Ohio)

8:45am-9:45am Keynote Address

Preparing Today's Learners for a Changing World

Phyllis Lockett – LEAP Innovations

For every child to succeed in tomorrow's unknown world, we need to let go of an education model built to prepare them for yesterday's opportunities. As cycles of economic change accelerate, a singular focus on technical skills may be misplaced. What we will always need are creative thinkers and problem solvers who are inspired to continue to learn about the world around them. To truly enact step-change improvements in education, we need to transform the learning paradigm. We must take into account the whole child, and shift to a system that addresses the individual needs, strengths and interests of each student. We must teach students how to learn and develop the skills and mindsets they will need to succeed in jobs that don't yet exist — communication, collaboration, problem-solving, critical thinking, and the learning agility for continued growth to navigate the unknown.

July 17 – Breakout Sessions

10:00am-11:00am

SEL from the Boardroom to the Classroom to the Living Room

Kay Douglas – Texas School Board Association

Room: Large Cafeteria

SEL skills are not just for kids and cannot begin and end at the classroom door. This session will explore ways for school boards, teachers, families and administrators to work collaboratively to develop their own SEL and support that development in our students.

Aligning SEL Frameworks, Programs, and Practices for Organizational Success

Bryan Kelly – Skokie/Morton Grove District 69, IL

Room: Little Theatre

There are a wealth of programs and frameworks available that promote the development of SEL competencies. However, initiative fatigue and time allocation often remain as obstacles in the pursuit and implementation of high quality SEL opportunities. This calls for reframing how we think about, introduce, and sustain meaningful SEL efforts and it begins with the alignment of district and school values, goals, and practice. Explore how shifting our focus from "what we do" to "how we do and why" might transform how we go about setting our children, families, and communities on paths toward connection and more comprehensive well being.

How is Yoga SEL and how do you collect solid qualitative data?

Dr. Andrea Hyde – Western Illinois University

Room: Tutoring Center (Room 293)

This is an interactive presentation connecting classroom-ready mindfulness exercises to attend to social-emotional learning and the Illinois Learning Standards for Social Science-9-12. The presenter will examine teacher SEL expectations and preparation, the alignment of learning standards, and share assignments from her social foundations of education classroom. Participants will have the opportunity to try awareness, breathing and movement practices and received free, web-based resources to support teacher self-care (and the development of teacher SEL competencies).

Advocacy for School Stakeholders: Boundaries & Well-being

Erika Haaland – Mindful Practices

Room: Library

As educators we are often asked to prioritize self-care we all know how important it is for our personal well-being - but where do we start? This workshop will address one of the foundational aspects of self-care: boundaries. Through conversation and experiential activities, we will explore how to cultivate healthy boundaries and advocate for those boundaries within our work environments.

Trauma: Building Informed and Responsive Schools Through A Shared Sense of Responsibility

Dr. Jenn Farrell-Rottman – Chicago Public Schools, Network 3

Room: Lecture Hall 370

We will explore how trauma impacts student development and learning. Through interactive discussions, leaders will understand how proactive & intentional strategic systems support all students, especially those impacted by trauma. We will discuss how cultivating a shared sense of responsibility is essential to this work. In addition, leaders will explore two tangible examples, both at the high school and elementary school, that support social emotional and academic growth. As a result, they will begin to plan how they can leverage a school wide sense of responsibility to address student need.

SEL, Climate and Culture and Supportive School Environments

Elliot Ranson & Orrin Murray – UChicago Impact

Room: Lecture Hall 371

Of all the outcomes schools measure, grades are the best indicators of students' future success. This is largely because, in addition to academic skills, grades reflect students' mindsets and attitudes about learning. What teachers do and say in their classrooms has a strong influence on how students experience school, their perceptions of themselves, and the effort they put into their work. Our session will examine how cultivating the right classroom conditions can change what students believe and how they perform. We'll also dive into the seven dimensions of the classroom that matter most for cultivating students' academic mindsets and learning strategies, as well as how educators can use data on those dimensions to better understand how the conditions they create impact the academic performance of their students.

SEL in Action: Educating the Whole Child

Patti Egan, Ashley Kiely, Katy Skrobin, Jaclyn Kolk & Alma Solis – Lane School, District 126, IL

Room: Staff Cafeteria

Join the Lane School team as they share their ambitious SEL journey with you. This session will provide participants with a glimpse into one elementary school's quest to effectively build individual student SEL competencies and support mindfulness in all classrooms. Unique to this inspirational SEL approach is an emphasis on integrating common high quality SEL tools and techniques across all learning environments. This strategic implementation plan has proven to support student growth in social-emotional learning goals as well as result in the successful integration of sustainable SEL supports within the academic context of the classroom. Participants will leave this session with proven and practical classroom-ready SEL tools to promote mindful learning environments!

July 17 – Breakout Sessions

11:15am-12:15pm

The Power of Connecting with Every Student Every Day

Rob Philibert – Class Catalyst

Dr. Kiljoong Kim – Chapin Hall at the University of Chicago

Aleksander Jovanovic – Von Linne, Chicago Public Schools

Room: Library

Research shows that when students feel a stronger connection with their teacher, school counselor, principal and other school staff, they take a more proactive role in their learning, are more likely to attend school, and find it easier to stay focused. We'll discuss the impact of daily student driven check-ins with integrating proven SEL strategies.

School Culture as a Foundation

Megan Fuciarelli – US2

Room: Lecture Hall 370

There are multiple programs and resources available to school systems to raise achievement and increase success; however, if we don't focus on school culture, these programs won't be successful. We know through research that people achieve more in an environment where they feel welcomed and appreciated - can you say that all stakeholders in your system feel appreciated? Join this session to understand why school culture is paramount and to gather ideas on how to focus on this while still working toward achievement scores.

The Connection Between Self-Care and Self-Awareness: What Works, What Doesn't

Precious Jennings – Columbia College, Chicago

Room: Large Cafeteria

What is Self-Care and how do I practice it authentically? Participants will explore practices like mindfulness, movement and somatics to take time to be with one-self. By being in a "state of flow," participants will learn how to honor oneself in an intentional way.

School and Classroom Behavior Management/Change through an SEL Lens

Brian Hastings – Conway Elementary, NH

Room: Tutoring Center (Room 293)

This workshop will explore ways educators can address student behavior in the era of Mindfulness, SEL and Trauma informed practices. How does a teacher, or a principal create a safe environment in the classroom or across the school and manage student behavior while incorporating best practices in SEL. We will talk about how to thread that needle.

On the Road to Collecting SEL Learning Data

Dr. Emmie Palak & Mark Bocian – Keeneyville Elementary School, District 20, IL

Room: Little Theatre

The Keeneyville district worked to develop walkthrough protocols to help us determine the success of our SEL curriculum implementation. Come see what we did and make some plans for your own SEL walkthrough data collection protocol.

SEL & Equity Through the Lens of Latinx Culture

Carlos Patino – Johnson Elementary School, District 2, IL

David Castro, PhD Candidate – SWOP, Chicago

Monica Garcia – Judson School District, TX

Room: Lecture Hall 371

These engaging panelists from across the country will share their differing perspectives on SEL and Equity, through the lens of Latinx culture. Topics will include, the marginalization of transgender Latinx students and stakeholders along with ELL/ESL learners. (60 minutes of audience driven Q&A)

Be the Change: Creating Empathetic Readers and Writers Through Powerful Books in the Literacy Workshop

Karen Biggs-Tucker – Wildrose Elementary, District 303, IL

Room: Staff Cafeteria

How can teachers help their students to better understand themselves, their world, and then inspire them to be more empathetic to others? Believe it or not...the answer is right there on the bookshelves of our classrooms, in our libraries, or in piles of books that are waiting for us to read them? Leave with a collection of mentor texts and demonstration lessons that you can take to your classroom to use with your readers and writers to do just that!

Lunch

12:15pm-1:00pm

Room: Staff Cafeteria

July 17 – Breakout Sessions

1:15pm-2:15pm

When Implicit Bias Becomes Explicit

Megan Fuciarelli – US2

Room: Large Cafeteria

Implicit bias is inherent in all human beings. Our goal shouldn't be to eliminate these biases; rather we should look to identify them in order to overcome them before they become explicit, or discriminatory. The impact of bias is significant and can be addressed with deliberate attention. (Ed Talk = 20 minute presentation + 10 minute Q&A)

The Art and Science of Teacher Narrative Identity

Matt Dewar – Lake Forest High School, IL

Room: Large Cafeteria

How does my self-understanding shape how I perform in life and in the classroom? In this talk, Dr. Matt Dewar will explore how we cannot outperform our identity—and our identity is an emerging life story. When we learn the mindful art of narrative identity, we are empowered to take ownership of our past, heighten our engagement with the present, and create a future that embodies our deepest values and aspirations. Most importantly, the art of narrative identity not only makes us healthier, happier, and more evolved human beings, it also makes us more compassionate, engaging, and impactful educators. (Ed Talk = 20 minute presentation + 10 minute Q&A)

Being Literate: Reading, Writing, and SEL

Kristy Rauch – Center for the Collaborative Classroom

Room: Little Theatre

What is the relationship between literacy and SEL? Participants will consider how SEL competencies influence the academic and social development of students. Examples and suggestions will be provided on how to intentionally plan lessons that integrate opportunities for students to develop academically and socially.

Identifying social-emotional needs through the use of screeners and adapting proactive methods to support students

Kristin Schmidt & Helena Hernquist – Crystal Lake, District 47, IL

Room: Library

Over-identification of externalizing behaviors has led District 47 to adopt universal screening tools that offer an opportunity for early identification of social-emotional needs. This has also led to proactive interventions to address concerns before leading to more serious mental-health issues.

District Wide SEL Implementation: Our Secret Sauce

Lisa Xagas – Naperville, District 203, IL

Room: Tutoring Center (Room 293)

Developing social-emotional learning skills in students requires systematic district-wide implementation. Join us to explore how one district built a comprehensive plan that includes explicit instruction, systematic integration of skills into content, unique professional learning structures, parent engagement and integration of principles and practices across district initiatives. Participants will leave with strategies and resources to use in their districts.

SEL: For One, For Some, For All

Judy Kmak – Downers Grove, District 58, IL

Room: Lecture Hall 370

Participants will discuss how a focus on one person or many people can influence social emotional learning throughout your school community. A variety of ideas to support a culture of family within a learning environment will be shared.

Ogden SEL: The Practices Behind the Promise

Cara Kranz and Ogden Stakeholders – Chicago Public Schools

Stefanie Piatkiewicz – Mindful Practices

Room: Lecture Hall 371

Participants will explore how a focused and dedicated group of school stakeholders drove the social-emotional learning practices with Ogden school community, during a trying and turbulent year. Positive, proactive and practical ideas will be shared, along with moving anecdotes and notes from the field.

Remembering the “Why” Through Relationships, Regulation, and Resilience

Erin North, Pam Westfall & Erin Nimphie – Holt School District, MI

Room: Staff Cafeteria

Remember your “Why”!? Returning to a student-centered and relationship- focused school culture. With a nation in turmoil, our state experiencing a major recession, and a highly academic focused school filled with stressed students and uninspired staff--we knew change was the only choice. With this call to action we began our journey to support our students, our staff, and ourselves with intentional, positive experiences based on social emotional practices. We invite you to explore our trauma informed practices that are grounded in building relationships, creating a safe environment, and supporting and teaching emotional regulation. \

July 17: Closing Keynote Address

2:30pm-3:30pm

It Takes Two Wings to SOAR: Developing Student Social, Emotional and Academic Skills

Greg Wolcott – Woodridge, District 68, IL

Room: Little Theatre

Creating students with the skills to maneuver through the obstacles and opportunities the world has to offer is an educator's top priority. The first step in this process is ensuring students have the knowledge, skills and to navigate the four worlds that make up their educational ecosystem: the "ME", the "WE", the "US" and the "OUR". Participants in this session will discover why the brain responds to incoming information, how it reacts to stress and how noticing, naming and navigating these emotions is the keystone habit of social, emotional and academic success. They will also leave with practical tools and techniques to increase student social, emotional and academic skills while creating a learning environment that supports each child's individual needs.

Social-Emotional Learning Summit DAY 2

July 18 – Opening Keynote Address

8:30am-9:30am

I Teach Because: Reconnecting School Stakeholders with Their Passion for Education

Carla Tantillo Philibert – Mindful Practices

Room: Little Theatre

This empowering session will renew educators' energy for the challenges they face daily as they serve their students and staff members. Carla Tantillo Philibert demonstrates how to build community through audience participation and provides opportunities to practice mindfulness so that everyone leaves inspired and with strategies they can use immediately for their own well-being and for the SEL development of their students. This fun, interactive session will include case studies, experiential learning activities and partner discussions to explore stakeholder's role as instructional leaders as well as caretakers who are emotionally invested in the well-being and success of every one of their students. In closing, Carla will also discuss how her work on the SEL platform, Class Catalyst, to develop tools for educators to connect with their students every day, so no student (or teacher!) falls through the cracks.

July 18: Breakout Sessions

9:45am-10:45am

Creatively Funding Your SEL Work (Panel Discussion)

Paul Liabenow – Michigan Elementary and Middle School Principals Association (MEMSPA)

Stephanie DiStasio – South Carolina Department of Education

Dr. Jim Stelter – Bensenville, District 2, IL

Dr. Andrea Hyde – Western Illinois University

Lizzie Devereux – United Way, MD

Eryn Lessard – Baltimore City Schools, MD

Room: Large Cafeteria

These engaging panelists from across the country will share their differing perspectives on funding streams for SEL work, including where to find funding with your district/organization, writing large/small grants and external partnerships. (30 minute Q&A + 30 minute jigsaw/small group discussion)

The Power of Connecting with Every Student Every Day

Rob Philibert – Class Catalyst

Dr. Kiljoong Kim – Chapin Hall at the University of Chicago

Aleksander Jovanovic – Von Linne, Chicago Public Schools

Room: Library

Research shows that when students feel a stronger connection with their teacher, school counselor, principal and other school staff, they take a more proactive role in their learning, are more likely to attend school, and find it easier to stay focused. We'll discuss the impact of daily student driven check-ins with integrating proven SEL strategies.

Early Childhood SEL: A Hands On Approach

Cathy Tantillo – Retired Teacher, Western Springs, District 101, IL

Room: Tutoring Center (Room 293)

This interactive professional development session will provide participants with practical and effective strategies to create a structured, community-centered, pro-social classroom environment for early childhood students. Participants will learn -- first-hand -- SEL, movement and breathing activities to use throughout the school day in order to help students learn self-awareness, self-regulation and interpersonal skills. As a retired teacher with a wealth of experience, Cathy will share some of Mindful Practices' evidence-based SEL early childhood curriculum and will also address how to and manage student behavior via positive, team-based, as well as individual SEL activities. SEL books and songs will be shared with participants.

Why Won't This Kid Listen!? Self-regulation, A Doctor's Perspective

Dr. David Miller – East-West Integrated Medicine

Room: Little Theater

There are many ways to consider self-regulation and many factors that contribute to a child's ability to self-regulate in the school setting. This session will explore contributors to this common challenge, both from conventional lenses and integrative views. Dr. Miller is a board-certified Pediatrician, and Eastern medicine practitioner.

No Teacher Left Behind: SEL + Efficacy

Jon Wennstrom – Livonia Public Schools, MI

Michael Domagalski – East China School District, MI

Room: Lecture Hall 370

Teachers are the most important asset we have in schools. School leaders need to be intentional in supporting, developing, and empowering teachers by making sure that we are meeting the SEL needs of all educators. This session will provide tools, tips and strategies for growing teacher efficacy and making sure that no teacher is left behind! @jon_wennstrom @MrDomagalski

SEL in Action: An Embedded Approach We All Can Achieve

Joe Stanzione – American School Foundation of Monterrey, A.C., Mexico

Room: Lecture Hall 371

What in the world is Social Emotional Learning? How do teachers take competencies or SEL standards and then transform them into actionable ways for students to experience? This session will provide you with an opportunity for each person to interact with the social-emotional learning components as part of the day- to-day lessons and to be challenged with some hands-on learning. This will be an interactive session and each individual will have the opportunity to create, discuss and share how we each to make transformative decisions in schools with social- emotional learning objectives in alignment with academic objectives. Come with an open mind ready to participate and to enjoy an experience of fun and learning.

Cognitive Functions are Built on Emotional Platforms

Dina Rocheleau – Ferndale Schools, MI

Room: Staff Cafeteria

Putting social-emotional learning at the core of our work allows us to provide opportunities to students with more rigor and relevance leading to instructional improvements. Relationships are essential for learning and at the heart of our work. SEL is not a single program or teaching method. It involves coordinated strategies and a shift in our adult mindset. We understand that to truly support ALL students we must change our daily routines as adults and use the research we know. Throughout the session participants will be engaged in dialogue, activities, and true learning that will foster a strong start to a brand new school year. Participants will learn how to navigate the shaky waters moving from traditional school discipline model to a systemic approach that creates safe, equitable, and purposeful learning environments.

July 18: Breakout Sessions

11:00am-12:00pm

Voices Across the Country (Panel Discussion)

Eryn Lessard – Baltimore City Schools, MD

Amy Tantillo Solis – Morton West High School, IL

Michael Jakubowski – The Hope Institute, IL

Nikki Kuhrt – George Washington School, NJ

Kristina Peterson-Thomas – Roosevelt University, Chicago

Amy Holst – Keystone Area Education Agency, IA

Marina Wennstrom – Plymouth High School (2020), MI

Room: Large Cafeteria

These engaging panelists from across the country will share their differing perspectives on problems of practice with SEL and mindfulness implementation. What works? What doesn't? What does successful implementation look like for our most vulnerable learners and how can we be real in our journey to meet our students (and teachers!) where they are? (30 minutes = Q&A + 30 minutes = jigsaw/small group discussion.)

Essential Behavior Outcome Skills (EBOS): A Social- Emotional Framework

Paul Liabenow – Michigan Elementary and Middle School Principals Association (MEMSPA)

Eric Hoppstock – Berrien Regional Education Service Agency (RESA), MI

Room: Little Theatre

The Essential Behavior Outcome Skills was developed to delineate what behaviors/skills we want students to learn and be able to do from a social-emotional perspective to be successful in life. The EBOS articulates a learning progression and informs teachers to assist in targeting lesson plans to teach these desired skills. This session will introduce the construction of the skills, how it is utilized, and how to translate into lesson

More Than Just a Number - Educating the Whole Child

Stephanie Kaye & Danielle Christopherson – Gavin Middle School, District 37, IL

Room: Tutoring Center (Room 293)

2018-2019 Overall Whole Child Winner: In this session we will take a bit of time discussing how our school educates the Whole Child, by looking at each student as more than just their "test score". Then, we will specifically focus on what we are doing to provide SEL for all students through specific program, PBIS initiatives, and clubs.

Building Sustainable Mindfulness Against all Odds

Anne-Marie Gange, Katharine Moore & Krystal Bunnell – SAU #3, Berlin, NH

Room: Library

These dynamic 3 presenters will share how SEL is being implemented in Tier 1, Tier 2 and in the after school program at their school. Presenters will be focusing on two, 6 week group approaches along with a school-wide community event that covers all SEL competencies. Come join in the fun!

Motivating Teachers: Self-Awareness, Social Media & Beyond

Jon Wennstrom – Livonia Public Schools, MI

Michael Domagalski – East China School District, MI

Room: Lecture Hall 370

Join Jon and Michael as they not only discuss, but give you tips and strategies on how you can use Social Media to promote the positives in your classrooms and schools, as well as use twitter and other Medias as platforms to connect and share ideas. @Mr.Domagalski @jon_wennstrom

How Class Catalyst Informed Our SEL Journey

Evan Winkler, Adam Burtsfield, Kyle Kaufman – Ring Lardner Middle School, Niles, MI

Room: Lecture Hall 371

A middle school in Southwest Michigan journey with implementing SEL in their building with Mindfulness and Class Catalyst. Hear the viewpoints of administrators and teachers on how the successful implementation of SEL has helped students with self-awareness and self-regulation techniques.

Social Emotional Learning Connects with Developmental Trauma

Joan Glotzbach – DuPage Regional Office of Education, IL

Room: Staff Cafeteria

We'll explore how developmental trauma affects the brain impacting the ability to self-regulate and form relationships. Connecting responsive SEL and restorative strategies increases student emotional security thus contributing to enhanced behavioral and academic success.

SEL Spoken Word Ticketed Session: 11:50am-2:00pm

Pete Kahn and Christian Robinson – Oak Park River Forest High School, IL

OPRF Student Presenters:

Morgan Varnado (2019), **Nicholas Berry** (2019), **Jesus Govea** (2019), **Zaire Brooks** (2019), **Micah Daniels** (2020), **Kyla Pereles** (2021), **Juliana Sosa** (2021), **Abby Govea** (2021), **Peera Serumaga** (2022)

Rooms: 347 & 348

This collaborative interactive session will allow participants to experience the writing, performing and social-emotional benefits of Spoken Word poetry. OPRFHS Spoken Word Club members will “captain” each group to ensure a meaningful and authentic experience. Participants will perform original group pieces at the end of the day. Co-led by Spoken Word Educators, Peter Kahn and Christian Robinson. **Tickets will be available immediately following Carla’s Keynote on 18th.** Lunch will be provided in the work space. **Limited to 24 seats - See Registration Table For Details!**

Lunch

12:00pm-12:45pm

Room: Staff Cafeteria

July 18: Breakout Sessions

1:00pm- 2:00pm

Cultivate Strong Relationships and Learn with Our Community

Carol Kelly – Oak Park Elementary, District 97, IL

Room: Tutoring Center (Room 293)

In an effort to connect with her school district's community, District 97's superintendent, Dr. Carol L. Kelley, hosts monthly meetings at various locations in the Village of Oak Park. Over coffee, these monthly conversations are a way to cultivate strong relationships and learn with our community. During the events, we have no set agenda or presentations; instead, it is an opportunity to take part in an informal discussion about what is happening in District 97 and the Oak Park community.

Empowering English Languages Learners through Social Emotional Practices

Brenda Mendoza – West Aurora, District 129, IL

Room: Staff Cafeteria

In West Aurora School District 129 we have over 2,215 English Language Learners. Many of our students are refugees, undocumented, or live below the poverty line. Our conversation will focus on how we can advocate, inspire, support, and create social-emotional supports to empower English Language Learners.

Making Tough Choices: The Role of Leadership in SEL Implementation (Administrator Panel Discussion)

Dr. Mike Deturo – Mahwah Township Public Schools, NJ

Dr. Cheryl Watkins – Chicago Public Schools, Network 13

Stephanie DiStasio – South Carolina Department of Education

Greg Johnson – Oak Park River Forest High School, District 200, IL

Dr. Ken Fox – Chicago Public Schools, Chief Health Officer

Sherie Huber – Illinois Council for Exceptional Children

Joan Glotzbach – DuPage Regional Office of Education, IL

Room: Large Cafeteria

These engaging administrators from across the country will share their differing perspectives on making tough decisions to make SEL happen in their districts. What did they have to fight for? What sacrifices did they have

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to make? Who were the stakeholders that they needed as allies and how did they win them over? (30 minute = Q&A + 30 minute = jigsaw/small group discussion.)

Advocating for What Your Students Need

Amie Reed, Jessica Kwasny, Kallie Jones, Nick Pegarsch – O’Fallon Schools, District 203, IL

Room: Tutoring Center (Room 293)

This session will walk you through a new toolkit developed by Teach Plus Fellows, “Social-Emotional Needs and Trauma-Informed Practices: An Advocacy Toolkit for Educators.” This session and toolkit will guide you through the process of advocating for social-emotional learning and trauma-informed practices in your classroom, school, and district. Learn about current Illinois laws, the impact of social-emotional learning and trauma-informed practices on student growth, and simple practices you can implement at the beginning of the next school year. Hear from teachers who teach a variety of subjects and grade levels on how they have successfully implemented these strategies in their classrooms.

The Importance of Emotional Vocabulary Learning for SEL Success

Mike Geers – Vocabulary.com

Room: Lecture Hall 370

Vocabulary is the common denominator for increasing communication, greater collaboration and developing creative thinking skills. Vocabulary.com can help ensure all learners are building a strong foundation: academically, socially and emotionally. We can promote and cultivate a culture of confidence and growth mindset, helping students thrive and strive academically.

How Having a Fixed Mindset Can Undo Mindfulness

Mary Arevalo – Crystal Lake, District 47, IL

Room: Lecture Hall 371

Join Mary Arevalo, graduate of Columbia University with 10+ years teaching/instructing students and adults in the NYC public schools and 3 years in Illinois schools and Tai Chi studios. When teaching kids or adults in mindfulness training, if they don't believe it will make a difference, they won't take to the training. Mindfulness does not only involve the mind, body awareness has to be an ongoing and consistent piece of mindfulness training which would be better called mindful movement. You will receive proven strategies and techniques for anxiety, emotional regulation, depression, hyperactivity and low productivity to take back to your schools or family. You will leave feeling better too. Be prepared to do some movement, (all movement may be done in a suit or dress).

July 18: Closing Remarks

Room: Little Theatre

2:15pm Student Performance

Our Shared SEL Experience: Spoken Word

Pete Kahn and Christian Robinson – Oak Park River Forest High School, IL

OPRF Student Performers:

Morgan Varnado (2019), **Nicholas Berry** (2019), **Jesus Govea** (2019), **Zaire Brooks** (2019), **Micah Daniels** (2020), **Kyla Pereles** (2021), **Juliana Sosa** (2021), **Abby Govea** (2021), **Peera Serumaga** (2022)

2:35pm-3:30pm Keynote Address

The Necessary Tensions Between Race, Equity, and SEL

Dr. Maurice Swinney – Chief Equity Officer, Chicago Public Schools

Room: Little Theatre

Teachers, school administrators, and district leaders constantly wrestle with ideas to improve student outcomes. While there seems to be no lack of strategy, there might be some fundamental flaws in how we approach our work. Are we asking the best questions? Do we involve the right people? Are we using the proper methods? Do we engage our least-served students? Dr. Swinney will take us on a journey of exploring the tensions between race, equity, and social-emotional learning. He will share his experiences as a school leader in rural and urban communities, his new role as the inaugural Chief Equity Officer of Chicago Public Schools, and the findings from his dissertation research—"Relationship Factors Between Parents/Guardians and Male Re-enrollees Who Graduate Or Dropout A Second Time In A Chicago Public Alternative Program: A Phenomenological Approach."

Warm thanks to our partner, Oak Park River Forest High School, for their on-going support. Go Huskies!



Oak Park and River Forest
High School