

Social Emotional Learning: What Is It and How Can It Look?

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And Friends



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
Tony Evers, PhD, State Superintendent

Wisconsin Graduates are
College and Career **READY**



ALL STUDENTS IN
WISCONSIN GRADUATE
FROM HIGH SCHOOL
ACADEMICALLY PREPARED
AND SOCIALLY AND
EMOTIONALLY COMPETENT
BY POSSESSING AND
DEMONSTRATING...

Knowledge

Proficiency in academic content

Skills

Application of knowledge through skills
such as critical thinking, communication,
collaboration, and creativity

Habits

Behaviors such as perseverance,
responsibility, adaptability, and leadership

These proficiencies and attributes come
from rigorous, rich, and well-rounded
public school experiences.



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PUBLIC INSTRUCTION
Tony Evers, PhD, State Superintendent

In Wisconsin...

Every Child a Graduate, College & Career Ready

EVERY Student is:

- Academically Prepared
- Socially Competent
- Emotionally Competent

Demonstrated through:

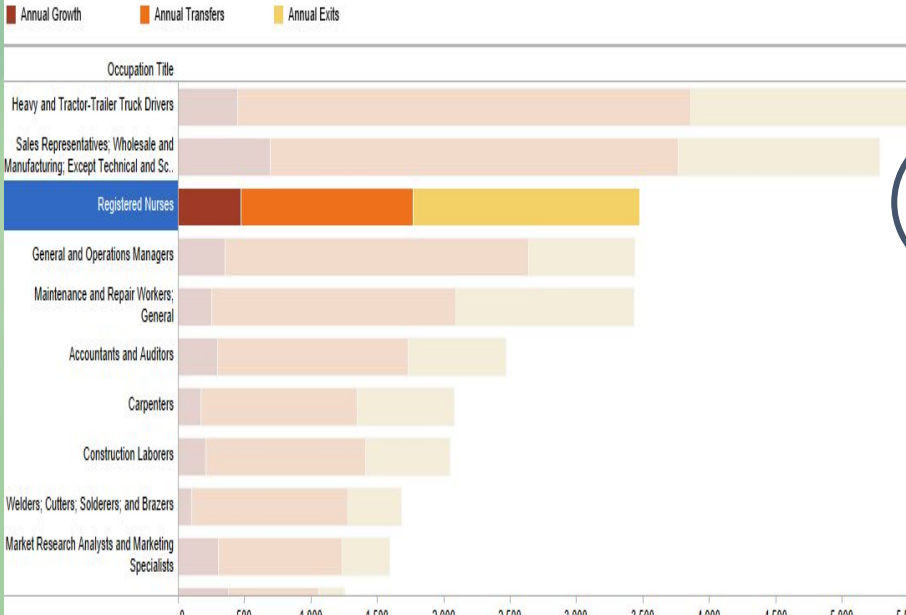
- Knowledge
- Skills
- Habits

What non-technical skills do these jobs require?



Connections to ACP

Wisconsin 50 Hot Jobs
Projected Annual Openings by Category (1)



Overview
Skills & Education
Open Jobs

Skills & Education for: Registered Nurses

Requirements for Entry

Typical education level needed to enter an occupation. Work experience either required or an accepted substitute for training.

Typical entry-level education:
Associate's degree

Work experience in related occupation:
None

Shared Skills

Registered Nurses

100%

Current Job

Selected Job

Registered Nurses

Skill and Knowledge Gaps

Workers in this selected occupation have a higher level of skill in these areas than workers in your current job:

Active Listening
Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

High

High

Speaking
Talking to others to convey information effectively.

High

High

Reading Comprehension
Understanding written sentences and paragraphs in work related documents.

High

High

Requirements for Competency

Training needed for competency in the occupation

Typical on-the-job training:
None

Your current job and selected occupation have these skills in common:

Active Listening
Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Social Perceptiveness
Being aware of others' reactions and understanding why they react as they do.

Speaking
Talking to others to convey information effectively.

Service Orientation
Actively looking for ways to help people.

Why Does it Matter?



ARE YOU CAREER READY?



Professionalism/Work Ethic

Demonstrate personal accountability and effective work habits; punctuality; working productively with others; time management; understanding the importance of a professional work image, and demonstrating integrity.



Critical Thinking/Problem Solving

Exercise sound reasoning and analytical thinking; use knowledge, facts, and data to solve problems and make decisions.



Teamwork/Collaboration

Build collaborative relationships representing diverse cultures, ages, sexes, genders, religions, lifestyles, and viewpoints; work within a team structure; negotiate/manage conflicts.



Oral/Written Skills

Articulate thoughts and ideas clearly and effectively to a variety of audiences; demonstrate public speaking skills.



Application and Information Technology

Select and utilize technology to solve problems and accomplish goals.



Risk factors

Difficult temperament -
Low self esteem
Negative thinking style -

Child

- abilities and needs -

Any form of child abuse, including neglect -
Family disharmony, instability or break up
Harsh or inconsistent discipline style
Parent with mental illness or substance abuse -

Family

- circumstances and relationships -

Peer rejection -
School failure -
Poor connection at school -

School

- practices and environment -

Difficult school transition -
Death of a family member -
Emotional trauma -

Life Events

- opportunities and stressors -

Discrimination -
Isolation -
Socioeconomic disadvantage -
Lack of access to support services -

Societal

- access, inclusion and social cohesion -

Protective factors

- Easy temperament
- Good social and emotional skills
- Optimistic coping style

- Family harmony and stability
- Supportive parenting
- Strong family values

- Positive school climate that enhances belonging and connectedness
- Involvement with caring adult
- Support available at critical times

- Involvement with caring adult
- Support available at critical times

- Participating in community networks
- Access to support services
- Economic security
- Strong cultural identity and pride



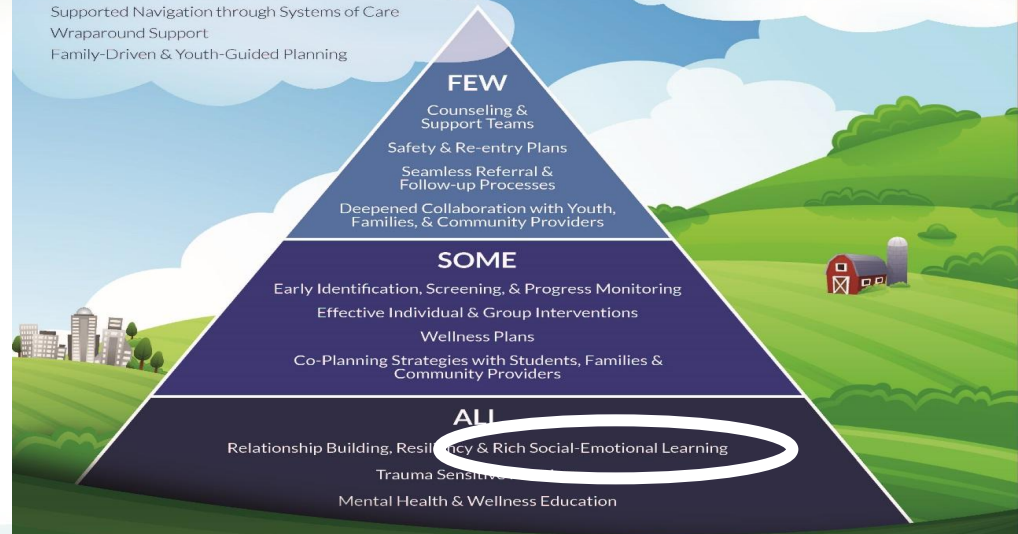
Wisconsin School Mental Health Framework

Wisconsin School Mental Health Framework

Promoting Relationships, Engagement & Learning

Linking with Systems of Care

Appropriate Information Sharing
Continuous Communication Loop
Supported Navigation through Systems of Care
Wraparound Support
Family-Driven & Youth-Guided Planning



Foundation

Integrating School Mental Health
with Positive Behavioral Interventions & Supports through:

Data-Based Continuous Improvement

Positive School Culture & Climate

Systemic Professional Development & Implementation

Staff Mental Health Attitudes, Competencies & Wellness

Confidentiality & Mental Health Promotion Policies

Strong Universal Implementation

Integrated Leadership Teams

Youth-Family-School-Community Collaboration at all Levels

Culturally Responsive Evidence Based Practices

Continuum of Supports



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PUBLIC INSTRUCTION

Tony Evers, PhD, State Superintendent

SEL in WI: A Recap

Social and Emotional Learning is:

The **process** through which children and adults **acquire** and **effectively apply the knowledge, attitudes, and skills** necessary to **understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.**



CASEL: The Schoolwide Implementation Process

The Schoolwide SEL Process

We recommend beginning with Focus Area 1A and moving at a pace that is best for your school.

Organize

Developing a strong foundation for SEL helps ensure that efforts are sustained long term. This requires engaging the entire school community and developing a coordinated plan for implementation.



FOCUS AREA 1A

Build Awareness, Commitment, and Ownership

Create an effective SEL team to lead the work and get all staff and stakeholders excited about SEL.



FOCUS AREA 1B

Create a Plan

Review your current level of implementation, set goals, and plan for professional learning, resources, and communication.

CASEL: The Schoolwide Implementation Process

Implement

Schoolwide SEL means that both adults and students are actively cultivating their own social and emotional competencies. Here you'll find guidance for supporting SEL for all.



FOCUS AREA 2

Strengthen Adult SEL

Support all staff in cultivating their own social and emotional competence and promoting SEL for students.



FOCUS AREA 3

Promote SEL for Students

Create opportunities for students to practice SEL schoolwide, in the classroom, and through family and community partnerships.

CASEL: The Schoolwide Implementation Process

Improve

Continuous Improvement is essential for quality implementation that's aligned to your school's needs. Here, teams use data to reflect and take action.



FOCUS AREA 4

Practice Continuous Improvement

Identify opportunities for improvement, and examine data to refine your plan.



SEL Implementation

INDICATORS OF SCHOOLWIDE SEL

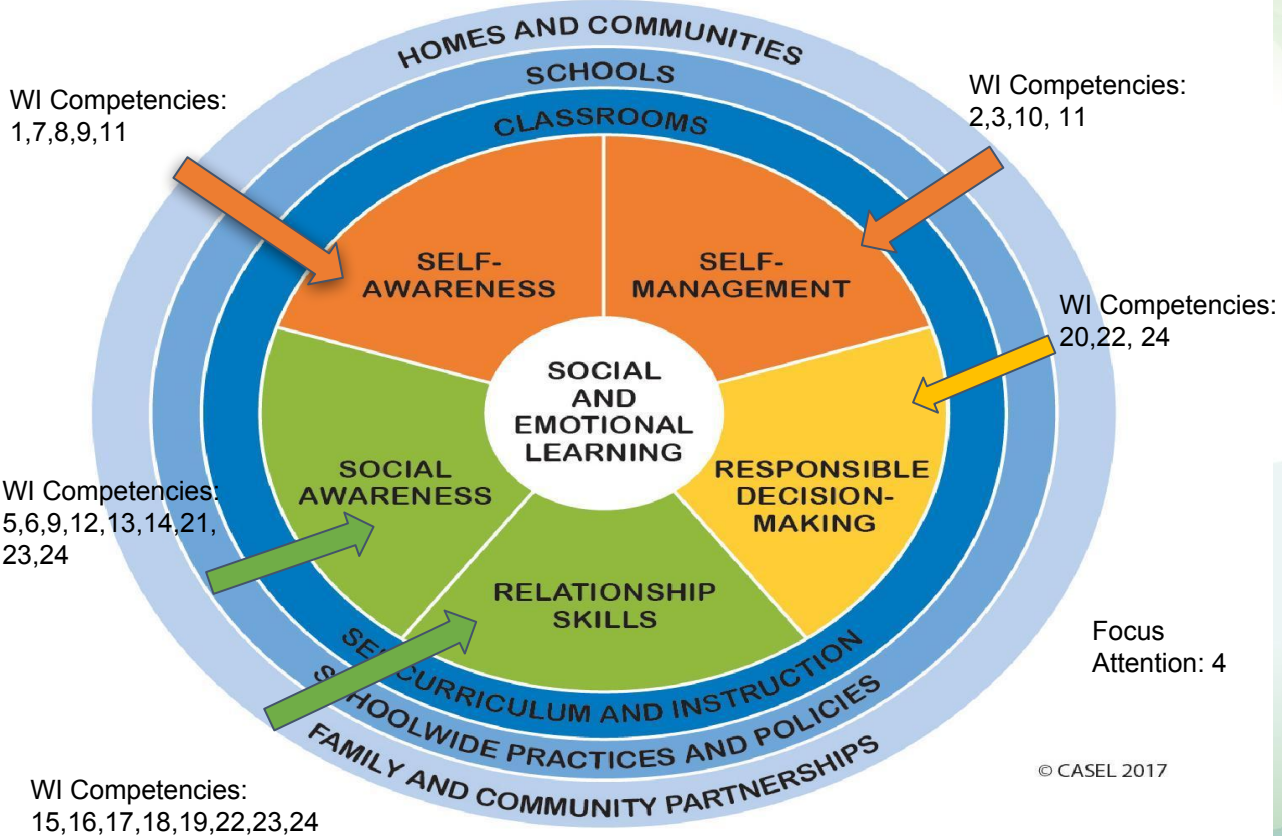
Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across all school contexts. This approach provides a learning environment that infuses SEL into all aspects of instruction and promotes equitable outcomes for all students. Central to this system is high-quality professional learning and the use of data for continuous improvement. When fully implemented, schoolwide SEL contributes to more successful and equitable outcomes for young people, and is evidenced by the following indicators:

CLASSROOM		Explicit SEL instruction	Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.
		SEL integrated with academic instruction	SEL objectives are integrated into instructional content and teaching strategies for academics as well as music, art, and physical education.
SCHOOL		Youth voice and engagement	Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.
		Supportive school and classroom climates	Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.
		Focus on adult SEL	Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.
COMMUNITY FAMILY		Supportive discipline	Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably enforced.
		A continuum of integrated supports	SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.
		Authentic family partnerships	Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.
		Aligned community partnerships	School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.
		Systems for continuous improvement	Implementation and outcome data are collected and used to continuously improve all SEL-related systems, practices, and policies with a focus on equity.



<https://schoolguide.casel.org/wp-content/uploads/2018/12/Indicators-of-Schoolwide-SEL.pdf>

Model Comparisons

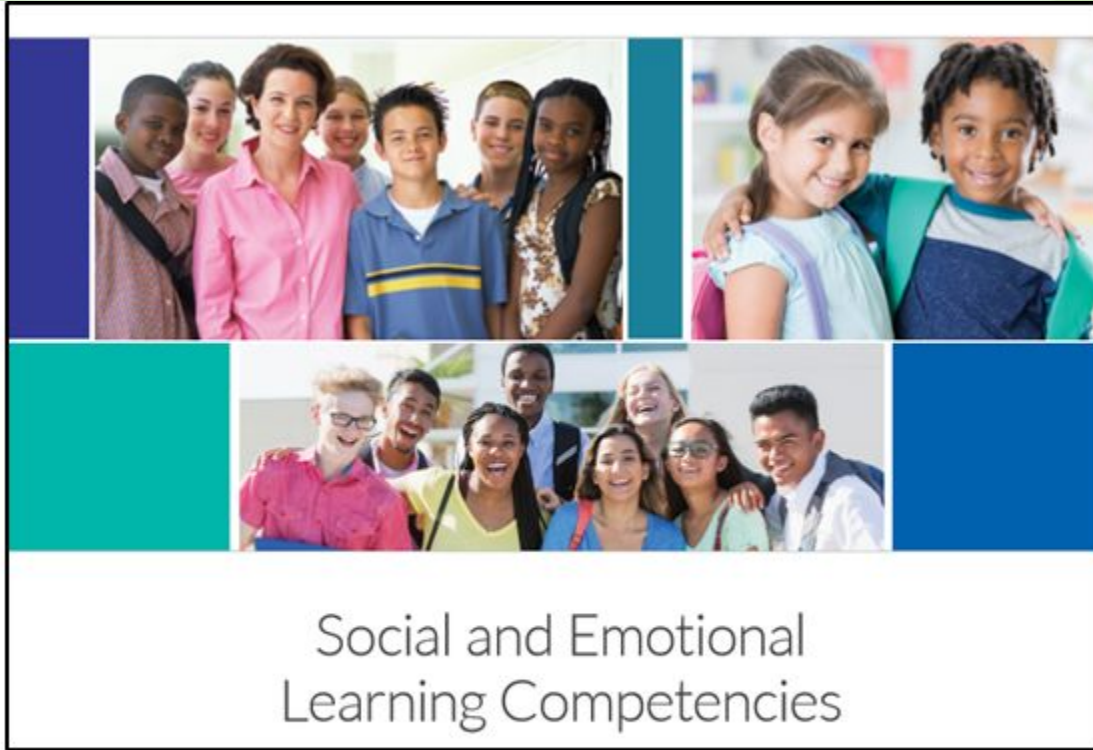


Wisconsin WMELS and PK-Adult Competencies:

- Emotional Development
- Self-Concept
- Social Competence

<https://casel.org/csi-resources-frameworks-competencies/>

Social Emotional Learning



Social and Emotional
Learning Competencies



A Guide to Wisconsin PK-Adult Social and Emotional Learning Competencies

The need for developmentally appropriate SEL skill benchmarks was identified by a state-level collaboration team convened to advise Safe Schools Healthy Students Federal grant planning. Expanding on the Wisconsin Model Early Learning Standards and Social and Emotional Learning Standards developed by the Madison Metropolitan School District, the state SEL workgroup created a developmental growth model of skills development. Consultation with professional services organizations, teacher focus groups, community partners, and state agency staff guided revisions. Multiple public reviews created an iterative revision process that produced this document, a comprehensive, developmental progression of the SEL skills found in the early learning standards through adulthood.

The Wisconsin Model Early Learning Standards address SEL in three domains: emotional development, self-concept, and social competence. The three domains provide the conceptual framework for the PK-adult competencies.

While the three domains supporting the Wisconsin SEL competencies are not the same as those identified by the Collaborative for Academic, Social and Emotional Learning (CASEL), all CASEL domains are present in the Wisconsin competencies: Self-Management, Self-Awareness, Social Awareness, Decision Making, and Relationship Skills. This guide indicates which, of the five domains from the CASEL model each benchmark addresses to provide further unity of purpose and vision.

The competencies are provided in grade bands, as each competency subsumes the knowledge and skill development of the previous competencies. The grade bands are clustered for levels 4K-5K, 1-3, 4-5, 6-8, 9-10, and 11-adulthood. While the grade bands provide a framework for student development and understanding, many students may not yet be performing these skills in the grade band reflective of their enrolled grade; however, the developmental chart allows the educator to assess the child's current, approximate level of functioning and identify

4

Wisconsin SEL Domains include:

- Emotional Development
- Self-Concept
- Social Competence

These domains are shared with the "Wisconsin Model Early Learning Standards."

Wisconsin PK-Adult SEL Competencies

→ Competencies are organized into 6 grade-bands:

◆ 4K-5K, 1st-3rd, 4th-5th, 6th-8th, 9th-10th, 11th-Adult

EMOTIONAL DEVELOPMENT				
Understand and manage one's emotions				
No.	CASEL Domain	PK-5K	1st-3rd	4th-5th
1	Self-Awareness	Learners will be able to demonstrate awareness of their emotions and how they may be the same or different from others. Wisconsin Model Early Learning Standards (WMELS) Domain II A EL 1	Learners will be able to recognize and label a variety of their own basic emotions.	Learners will be able to recognize and label a variety of complex emotions in self and others.
2	Self-Management	Learners will be able to, with adult guidance, use verbal and nonverbal language to demonstrate a variety of emotions. WMELS Domain II A EL 1	Learners will be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex emotions.	Learners will be able to express their emotions to self and others in respectful ways.

EMOTIONAL DEVELOPMENT cont'd				
Understand and manage one's emotions				
No.	CASEL Domain	6th-8th	9th-10th	11th-Adult
1	Self-Awareness	Learners will be able to recognize and label a variety of complex graded emotions in self and others.	Learners will be able to recognize and label a variety of graded emotions in self and others as they occur and evolve over time.	Learners will be able to identify how the process of recognizing and labeling emotions informs thinking and influences relationships.
2	Self-Management	Learners will be able to express their emotions in an appropriate and respectful manner using a variety of modalities (e.g., verbal and nonverbal).	Learners will be able to express their emotions in an appropriate and respectful manner in different environments, with different audiences, using a variety of modalities (e.g., verbal and nonverbal).	Learners will be able to understand and explain how their expression of emotions can influence how others respond to them.



Find 2!

Looking through the SEL Competencies:

- Find 2 your school is doing with intentionality
- Find 2 your school does when the opportunity arises
- Find 2 your school does not focus on

Resources

Professional guidance
teaching goal development
skills ability develop achieve help
training



raising caring kids

Parenting and Family Relationships
Supporting Differences Makes Us Stronger
Is That a Good Choice?
Building Strong Relationships Through Communication

SHARE SOCIAL-EMOTIONAL SKILL BUILDING IDEAS WITH PARENTS

- FREE for Wisconsin schools and organizations to email to parents
- 18-week online or PDF resource for parents of 1st-5th graders
- Weekly online article with research-based information, actionable ideas for parents and caregivers, and links to additional resources
- Digital access via smartphone, tablet, or computer

Parents said . . .
"As a busy mom, I appreciate the article[s] being short and easy to read at a glance."
"I love the book lists!"
"These are brief articles which are check-full of technical and practical skill-building tools . . ."

LEARN MORE & REGISTER
<https://parenting.uwex.edu/raising-caring-kids/>
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measuring SEL
Using Data to Inspire Practice
RAND



Choosing and Using SEL Competency Assessments: What Schools and Districts Need to Know

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Case Studies



SEL Article Jigsaw Activity



Pause



Building Expertise: SEL Article Jigsaw

Topics of SEL Jigsaw Article:

1. SEL through an equity lens- **5 People**
2. SEL and children's long-term well-being and economic outcomes-**5 People**
3. Parent engagement practices and SEL-**5 People**
4. School climate and SEL-**5 People**
5. Teacher stress and health-**5 People**
6. What Does Evidence-Based SEL Look Like-**4 People**
7. Keeping SEL developmental-**7 People**

Building Expertise: SEL Article Jigsaw

1. **Choose** a topic table - if your 1st choice is full, move to 2nd choice
2. **Count** off in the group
3. **Find** the section of the article that corresponds to your number
4. Each group member **reads** their section
5. When all members have read their portion of the article, the group can begin **reporting out**
6. Starting with person 1, each person will succinctly **share** their key takeaways
7. When all members have shared the group creates a comprehensive **summary** for the whole group using the big paper provided
8. Each group **shares** their summary and **posts** it on the wall

How Can It Look?



Case Study



Location and Demographics

District Information

Grades	K4-12
Enrollment	3,499
Within District Mobility	0.1%
Between District Mobility	4.1%

Race/Ethnicity

American Indian or Alaskan Native	0.7%
Asian	7.9%
Black or African American	4.5%
Hispanic/Latino	25.3%
Native Hawaiian or Other Pacific Islander	0.3%
White	56.0%
Two or More Races	5.3%

Student Groups

Students with Disabilities	12.0%
Economically Disadvantaged	42.2%
English Learners	7.3%



Enrollment Information (2017-2018)

Edgewood Elementary:	352
Elmdale Elementary:	483
Glenwood Elementary:	316
Maple Grove Elementary:	418
Greenfield Middle School:	767
Greenfield High School:	1,163
Total Students in District:	3,499

Where We Started

Character Education
SEL Tier 2 & 3

A diagram illustrating the transition from a traditional character education model to a comprehensive SEL model. On the left, a light gray oval contains the text 'Character Education' and 'SEL Tier 2 & 3'. A thick green arrow points from this oval to a larger light gray oval on the right. The right oval contains the text 'Comprehensive SEL (Tier 1)', 'Trauma PD', 'Mental Health PD', and 'Wellness/Well-Being'. The background features a green and white abstract design.

Comprehensive SEL (Tier 1)
Trauma PD
Mental Health PD
Wellness/Well-Being

Where We Are Now

SEL at the Middle School

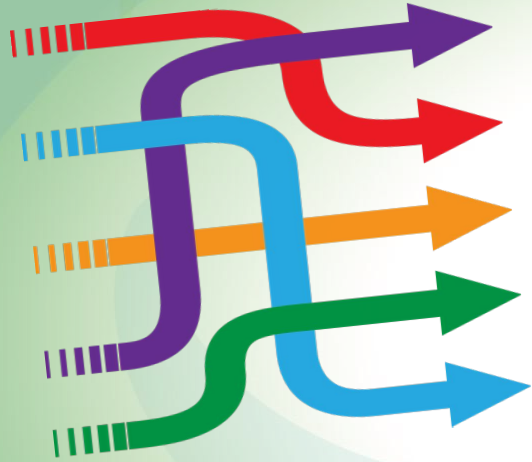
SLAIT Team (Leadership Team)
Mindful Monday
Wellness Wednesday
Student Led Wellness Team
Therapy Dog
Read with Archie
Kindness Club
Restorative Practices
Community Circles
SOS Curriculum
Small Group Counseling
Staff Education
Least Invasive Strategies
Calm-Zone in Classrooms
Unselfie- Staff Book Review
Parent Presentations/Workshops
Author Visit (Staff and Families)
Climate Survey (Connectedness)



SEL at the Elementary Level

- Weekly Curriculum:
 - Identifying and expressing feelings
 - Managing strong emotions
 - Communication skills
 - Response Styles (Assertiveness)
 - Friendship skills and Problem solving
 - Empathy
 - Positive self-talk (self-esteem)
- Buddy Benches
- Peace Tables
- Restorative Practices
- Peer Mediators
- Peaceful School Bus
- Mentors

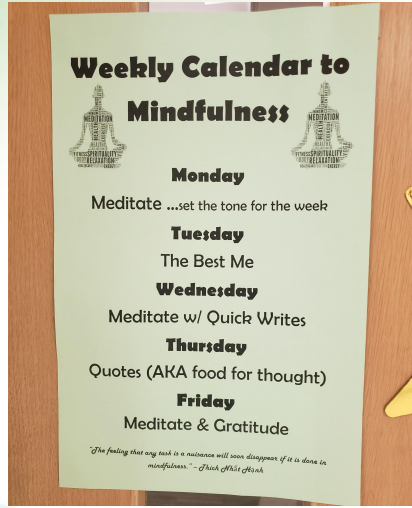
Where We're Going



- Increase in embedded SEL
- Signs of Suicide Curriculum delivered to all students
- Staff Education
 - Mental Health
 - Trauma
 - Empathy
- SEL Curriculum (developed and created by staff)
- Focus on Empathy



Words of Wisdom



Case Study



Location and Demographics

Verona, WI

- Located in Dane County
- Suburb of Madison, WI
- Verona and Fitchburg communities



Location and Demographics

Staff:

- 475 teachers
- 200 support staff

Schools:

- 11 schools
 - 4 elementary
 - 2 middle
 - 1 high school
 - 4 charters

Location and Demographics

Verona Area School District

5700 Students

- 62% White
- 20% Latino
- 8% Black
- 3% Asian
- 6% 2 or more races

Stoner Prairie Elementary (Fitchburg)

361 Students

- 52% White
- 17% Latino
- 15% Black
- 4% Asian
- 12% 2 or more races

Where We Started

- Site Based
- Training in Behavioral Approaches/Systems
 - Restorative Practices
 - Nurtured Heart Approach
 - Nonviolent Crisis Intervention
 - PBIS
 - Teaching the behavior → teaching the skill
- Board Policy 111-Philosophy on Social Emotional Learning
- Counselors teaching Second Step in Elementary Schools
- District Wellness (VFitt)



Where We Are Now

1
Authentic Relationships

2
Safe, Inclusive Learning Environments

3
High Expectations for Students

4
Supporting & Empowering Staff

5
Equitable Allocation of Resources

District

- Changes in leadership
- Strategic Framework
- Development of Social/Emotional Wellness Plan
 - Staff Wellness
 - Proactive Approach
 - Response and Intervention
- Second Step taught by classroom teachers (Elementary)
- Moving from compliance to competencies
- Professional Development

Stoner Prairie

- Change in leadership
- Schoolwide focus on SEL
 - No school-wide academic goals
- Take a Break
- Second Step, Zones of Regulation
- Schoolwide Book study on Culturally Responsive Teaching and the Brain by Zaretta Hammond
- PLCs around trauma responsive practices
- Mindfulness/Breathe for Change
- Student Survey
 - Schoolwide goal
 - SLOs

Where We're Going

- Using data to inform our systems and practices
- Integration of SEL+PBIS+SBMH
- Aligning SEL to our PL initiative
- ALL staff own universal level of supports for ALL students
- Student services supporting additional needs of students through interventions
- Changing the role of the school counselor



Words of Wisdom



- Learn together
- Trust is key
- Use protocols
- It will be messy
- Gather many voices
- Go slow to go fast
- Common Language



Case Study



FRANKLIN
PUBLIC SCHOOLS

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Location and Demographics

2017-18:

4612 Students in 8 Schools

School Enrollments:

Ben Franklin Elementary	367
Country Dale Elementary	504
Pleasant View Elementary	495
Robinwood Elementary	526
Southwood Glen Elementary	380
Forest Park Middle School	720
Franklin High School	1564
House of Correction	56



Franklin Public Schools

EXCEEDS EXPECTATIONS on **State Report**

Cards

- AND -

All elementary schools

SIGNIFICANTLY EXCEED EXPECTATIONS

District Information

Grades	PK-12
Enrollment	4,622
Within District Mobility	0.1%
Between District Mobility	2.8%

Race/Ethnicity

American Indian or Alaskan Native	0.4%
Asian	10.6%
Black or African American	2.7%
Hispanic/Latino	8.8%
Native Hawaiian or Other Pacific Islander	0.1%
White	73.1%
Two or More Races	4.3%

Student Groups

Students with Disabilities	9.5%
Economically Disadvantaged	11.5%
English Learners	5.0%

Where We Started

Research

- Year of Study & Analysis of current SEL
- DPI consult
- Background research and models
- Gallup, YRBS data
- Staff input and focus groups

Building SEL

- Aligned with District Coherence Plan, Goals, and Core Values
- Trauma Sensitive Schools
- Restorative Practices (10 years at FHS)
- Restorative Circles in all five Elementary Buildings
- SEL Core Team and Larger Multi-faceted

1
Building
Awareness,
Commitment, &
Ownership



2
Establish a
Shared Vision &
Plan



Where We Are Now

Social Emotional Learning Committee:

- ★ Establish vision, goals, metrics
- ★ Recommend universal practices & instruction
- ★ Ensure universal and targeted supports for mental health

Vision for SEL in Franklin:

“Equipping all students with the social and emotional skills, mindsets, and attitudes to achieve holistic wellbeing within school, home, and community.”



Universal Practices

1. Student-Centered Discipline
2. Teacher Language
3. Responsibility and Choice
4. Warmth and Support
5. Cooperative Learning
6. Classroom Discussions
7. Self-Reflection and Self-Assessment
8. Balanced Instruction
9. Academic Press and Expectations
10. Competence Building—Modeling, Practicing, Feedback, Coaching



THREE SIGNATURE SEL PRACTICES
for the **CLASSROOM***
Creating the Conditions for Student Learning

WELCOMING ROUTINES & RITUALS • Activities for Inclusion
ENGAGING PEDAGOGY • Sense Making, Transitions, Brain Breaks
OPTIMISTIC CLOSURE • Reflections and Looking Forward

[Click here for Three Signature Practices](#)

[Click here for
Ten Teacher
Practices](#)

How will we
explicitly teach
SEL skills?

Where We're Going

January	17th Full Committee Meeting Guidebook/Plan Review	29th Universal Instruction Task Force Meeting Universal Instruction Plan Draft #1	
February	By 2/15 Universal Instruction Task Force Meeting Universal Instruction Plan Draft #2	2/18-2/22 Mental Health Task Force/SS Personnel Meeting Universal Instruction Plan Review Mental Health Tier II/III Planning	2/28 Full Committee Meeting Guidebook/Plan Review
March	By 3/8 Universal Instruction Task Force Meeting Plan Draft #3 Instructional Resource Review Begins	3/4-3/8 Mental Health Task Force/SS Personnel Meeting Establish A Partnership Review Process	3/11 Mental Health Task Force & Student Service Personnel Partner Review Begins
April	By 4/8 Universal Instruction Task Force Instructional Resource Review Completed	By 4/11 Partner Vetting Completed Mental Health Partnership Proposal Completed	4/18 Full Committee Meeting Guidebook/Plan Review
May	5/22 Board Update		

Outcome: To Define & Articulate 19-20 Action Steps for.....

- SEL Rollout
 - Building capacity and support of SEL in staff district-wide (educate and train)
 - Incorporation of three signature SEL practices into every classroom
- Provide explicit instruction related to core SEL standards K-12
- Align SEL with Multi-Tiered Systems of Support, especially for Mental Health
- Cultivate active family and community partnerships

DRAFT
Franklin Public Schools
Social Emotional Learning
K-12



Equipping all students with the social and emotional skills, mindsets, and attitudes to achieve holistic wellbeing within school, home, and community.

Franklin Public Schools

Developed 2018-2019 School Year

Table of Contents

What is Social-Emotional Learning (SEL)?	3
Why is a Comprehensive SEL Program important?.....	4
CASEL Research and Rationale.....	4
2017-2018 SEL Review.....	5
Coherence Plan Alignment.....	5
SEL Program Alignment to District Core Values.....	5
SEL Program Alignment to Coherence Plan Priority Areas.....	6
SEL Program Alignment to the District Ed for Employment Plan.....	7
SEL Program Vision Statement.....	7
Universal Instruction: FPS Promotes SEL for All Students.....	7
Classrooms: SEL Curriculum & Instruction.....	8
Schools: Schoolwide Practices and Policies.....	8
Homes and Communities: Family and Community Partnerships.....	9
Approach to Mental Health Support.....	9
Franklin Public School SEL Plan at a Glance.....	9

Words of Wisdom



- Read and share the research
- Go slow to go fast
- Thoughtful and realistic process that fits district
- Make connections to other work
- Keep it simple
- Allow room for change
- Set and achieve annual goals

Questions?



Key Takeaways

