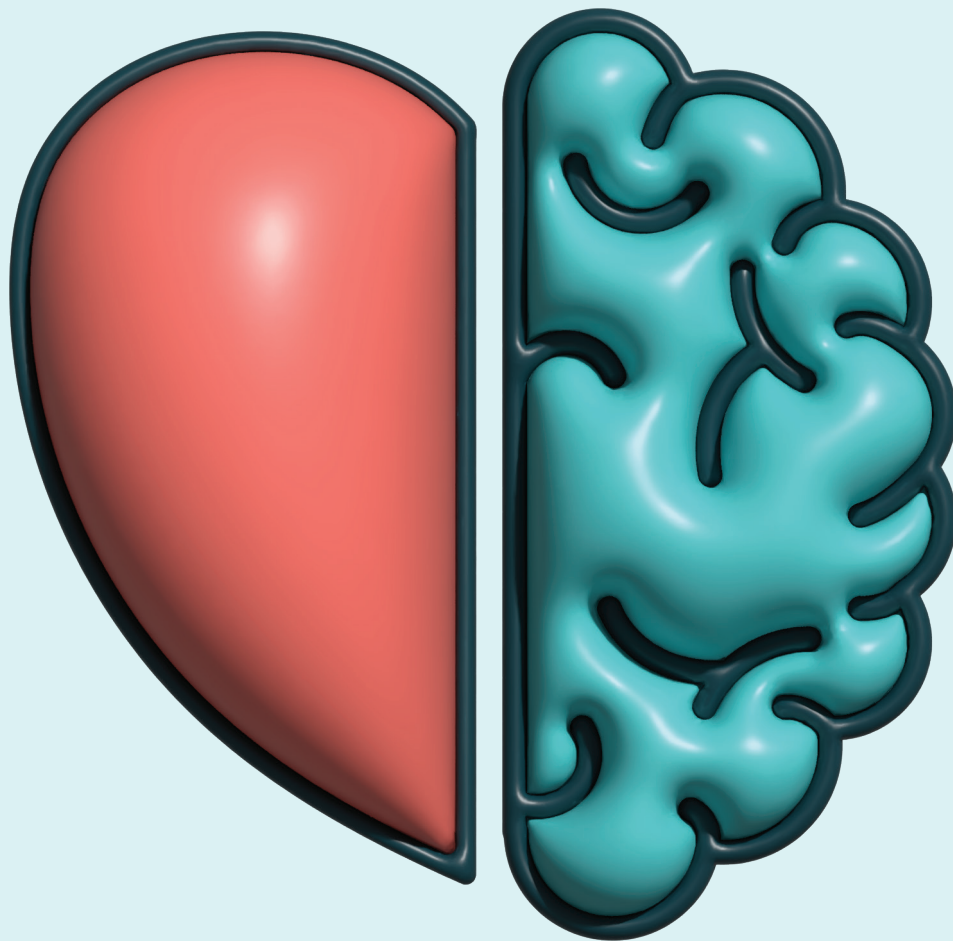


KENTUCKY SOCIAL AND EMOTIONAL LEARNING IMPLEMENTATION GUIDE



**Central Kentucky Educational Cooperative
Green River Regional Educational Cooperative
Kentucky Educational Development Corporation
Kentucky Valley Educational Cooperative**

**Northern Kentucky Cooperative for Educational Services
Ohio Valley Educational Cooperative
Southeast/South Central Education Cooperative
West Kentucky Educational Cooperative**

Supported by the Kentucky Department of Education

Kentucky Social and Emotional Learning (SEL) Implementation Guide

“Kentucky’s educators teach the whole child and social-emotional learning is critical to helping our students maximize their full potential. This guide will cultivate equitable learning experiences and meet students where they are to help improve their lives.” - Lt. Governor Jacqueline Coleman

Kentucky Regional Cooperatives

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Introduction

I. How Social-Emotional Learning Furthers the Vision for Kentucky

Kentucky’s vision for the future of public education is encapsulated in the “[United We Learn](#)” report, which proposes the following three common themes:

- 1) Creating vibrant learning experiences.
- 2) Accelerating innovation.
- 3) Building a bold, new future with communities.

Social-emotional learning (SEL) is a cornerstone of these themes to ensure “deep and authentic learning experiences for our students.” This wraparound model “means everyone in our Commonwealth—educators, families, and community and business leaders—working together to support our public educational system.”

SEL is driven by 21st-century skills that both communities and families see as vital skills for our students’ future. Students across Kentucky are growing up in a globally interconnected world; a world that is accelerating in competitiveness and possibility. Employers are clear that 21st century skills are essential for their future workforce, in many cases more important than technical skills that change with the rapid pace of technology. Workforce preparation must include essential knowledge and technical skills required for jobs today, but also deeper human skills—known as social and emotional skills. Successful integration of SEL and workforce development advances our vision to prepare all students for success as lifelong, engaged learners and effective contributors to the complex future they will inherit, including in their future work lives—as entrepreneurs, business owners, or employees. Kentucky’s children will only realize their full potential if we can ensure high-quality learning experiences that meet the needs of all students. This includes social, emotional, and academic learning.

This document explains the importance of SEL and outlines findings from a recent survey about the Kentucky Department of Education’s (KDE’s) SEL system. In addition, the guide is a tool to implementing SEL in Kentucky, aimed at the district, school, and classroom levels.

II. The Benefits of SEL

When students have supportive relationships and opportunities to develop and practice social, emotional, and cognitive skills across many different contexts, academic learning accelerates. Hundreds of studies offer consistent evidence that SEL bolsters academic performance (Durlak et al. 2011).

Results from a landmark meta-analysis that looked across 213 studies involving more than 270,000 students found that:

- SEL interventions that address the five core competencies (see figure 1) increased students’ academic performance by 11 percentile points, compared to students who did not participate.
- Students participating in SEL programs showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school.

- Additional meta-analyses echoed these findings. Consistency across independent research teams offers strong support that well-implemented SEL programs are beneficial.

In addition to the long-term outcomes articulated above, there are statistically significant associations between social and emotional skills in kindergarten and key outcomes for young adults years later. Specifically, early social and emotional skills development helped to reduce societal costs required for public assistance, public housing, police involvement, and detention (Jones, Greenberg, and Crowley 2015).

Many SEL approaches are at least partially built on the Collaborative for Academic, Social, and Emotional Learning (CASEL) Wheel (see figure 1), a part of the [CASEL Framework](#).

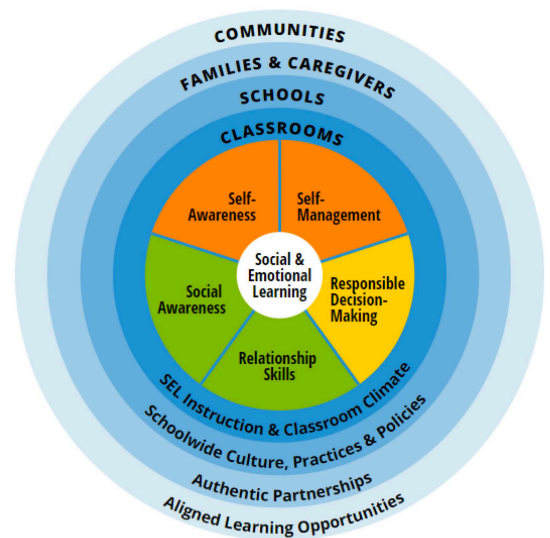
Figure 1: CASEL Wheel. The blue concentric circles indicate the different settings and approaches that can be used to implement SEL. The five competencies are organized as wedges near the center:

- Self-Awareness,
- Self-Management,
- Social Awareness,
- Relationship Skills, and
- Responsible Decision Making.

The approach to SEL in Kentucky is based on the CASEL Framework, building on a partnership between CASEL and KDE. CASEL has been a valued partner throughout this creation process, ensuring it is endorsed by the organization.

The benefits of SEL [are well-researched](#), with evidence demonstrating that an education that promotes SEL yields positive results for students, adults, and school communities.

Figure 1: CASEL Wheel for Social & Emotional Learning



III. SEL in Kentucky

The SEL Steering Committee recently fielded a survey to Kentucky educators and leaders in spring 2022, to gauge the current state of SEL implementation in the Commonwealth, and to determine needs. Three hundred, ninety-seven people answered the survey, from all eight Regional Educational Cooperatives, and 86 different school districts. Just over half of respondents were school counselors, about 22 percent were administrators and 8 percent were teachers. By listening to people from all over the Commonwealth, this process aligned with the United We Learn focus on collaboration with communities.

Some findings include:

- 77 percent of respondents reported that their districts are implementing an SEL approach, and 69 percent said it is aligned with the CASEL Wheel or the five competencies.
- 70 percent of those responding rate low teacher comfort tying SEL to the Kentucky Academic Standards.

- About half of respondents say their district or school provides 1-3 hours of SEL professional development to staff each year; 11 percent report that their district or school is not yet providing professional development.

These survey results serve as a baseline measure of where Kentucky is now and demonstrate how important it is to provide educators with the tools to align SEL needs with Kentucky's already existing initiatives and purposeful implementation.

IV. Kentucky Integrated Systems at Work

By aligning SEL needs and Kentucky Academic Standards within the United We Learn vision, Kentucky's implementation of the following initiatives supports Kentucky students. Each of these initiatives fits under the framework of Kentucky's [Multi-Tiered System of Supports](#) (a multi-tiered prevention framework for school improvement, focusing on system-level change across classrooms and districts).

- [Positive Behavioral Interventions and Supports \(PBIS\) - KDE](#) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health through an Interconnected Systems Framework (ISF). When implemented with fidelity, PBIS improves social-emotional competence, academic success, and school climate. It also improves teacher health and well-being. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives.
- The [Whole School, Whole Community, Whole Child](#) (WSCC) model is a framework for implementing a comprehensive SEL approach in schools that support the health and well-being of students and staff.
- [Culture and Climate](#) offers an approach that focuses on positive school cultures and safe environments, resulting in quality teaching and learning experiences.
- [Early Childhood Education](#) is education for birth through third grade, designed to help children grow and learn so that they are prepared to enter school ready to continue to grow, learn, and succeed.
- [Diversity, Equity, Inclusion, and Belonging](#) is an approach that acknowledges our differences, accepts this fact, and seeks to openly find ways to discover the beauty of each and every identity within our classrooms and schools.
- [College and Career Readiness](#) uses resources to guide and support students as they prepare for college and careers, including individual learning plans, career studies, financial literacy, project-based learning, and career resources from elementary school through high school.

Contributors to the SEL Implementation Guide

The following implementation guide was established by the statewide SEL Steering Committee and other valued partners. Contributors include:

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Note: This work was done in close collaboration with CASEL. Unless otherwise noted, the main source of material for this guideline is their framework (which can be found here: <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>), as well as other documents, such as their Guide to Schoolwide SEL (which can be found here: <https://schoolguide.casel.org/>).




Guide to Kentucky Social-Emotional Learning Implementation

Tables 2–5 walk through the four focus areas to consider when implementing a SEL system. For each focus area, and sub-focus area, the recommendations are broken into three columns, one each for district, school, and classroom. When possible, supporting documentation is provided through links. Ideally, a system would implement SEL fully by using the recommendations from each of the three columns, providing educators and school leaders with a road map for full implementation and sustainability of SEL in classrooms, schools, and districts. Please note the following:

- District considerations would include ALL stakeholders at each educational level and include policies and strategic plans for implementation.
- Schoolwide considerations would include ALL staff, expectations, and systems.
- Classroom considerations would include staff-implemented evidence-based practices for students.

Table 1: Subsections to Support Focus Areas.

Each subsection represents an area of focus for consideration for comprehensive SEL implementation.

Subsections to Support Focus Areas	
<p>A. Support for All Systems: KyMTSS is a multi-level prevention and intervention system to support student achievement and social-emotional behavioral competencies through an integration of differentiated core instruction, assessment, and intervention. This rationale provides a comprehensive framework for SEL implementation among other initiatives as well as including academics and behavior.</p>	
<p>B. Professional Learning for SEL: To fully implement SEL, it is important for districts and schools to support all school adults in cultivating their own social and emotional competence while developing their ability to support SEL in their peers and students. By engaging in their own SEL, adults enhance their own efficacy and job satisfaction while creating models for students' SEL (Elias 2022; Jones, Bouffard, and Weissbourd 2013).</p>	
<p>C. Supportive SEL Climate: SEL creates a supportive and welcoming environment for students, staff, and families. This rationale for SEL implementation is intricately tied to school climate, defined by the National School Climate Center as the “quality and character of school life.” SEL efforts both contribute to and depend upon a climate where all students and adults feel respected, supported, and engaged (Berg et al. 2017).</p>	

Subsections to Support Focus Areas

D. Equity and Inclusion: SEL also offers a way for adults to examine how their own social and emotional competencies and the policies and practices that they put in place may impact equity and acknowledge and address the larger impact that systemic and individual bias, racism, or oppression may have on the lives of their students. This rationale supports [equity with SEL](#) implementation ensuring all stakeholders are valued and considered at all levels.



E. Integrated SEL into Academics: By integrating SEL into academic instruction, students are given tools that they need to be successful in academic areas and in personal development through the promotion of skills in the areas of problem solving, self-control, and caring about oneself and others. By connecting SEL and academics there is a marked improvement in academic performance and assessment scores, and improved attitudes and behaviors as well as improved attendance. Sixty percent of students are less likely to have one or more behavior incidents and half as likely to be chronically absent. Children who received comprehensive SEL increased their academic test scores by 11 percentile points (Durlak et al. 2011).



F. Supportive Discipline and Restorative Practices: Both SEL and Restorative Practices are used to systematically and intentionally build equitable learning environments in schools. SEL and Restorative Practices are positive approaches to student behavior in that they promote a positive environment and give students direct opportunities to develop and use positive relationship skills. Restorative Practices is defined as a teaching and learning approach that encourages supportive and respectful behavior. Individuals are accountable for their behavior, with an emphasis on repairing the relationship that was harmed due to the action or behavior.



G. Family and Community Partnerships: Every adult has a stake in the educational success of students. Partnerships between families, communities, and schools build bridges as students interact with diverse groups, immediate community members, and beyond. Support from families, schools, and the community should be meaningful and culturally appropriate, working together to increase student success. This is important to proactively help all stakeholders understand what SEL truly looks like within the school setting.



H. Stakeholder Input: Every stakeholder’s voice should be heard when implementing SEL. Using multiple ways to gather the ideas of students, families, colleagues, and community members ensures their feedback is considered as you revise and improve your SEL program. Get creative in how you work with stakeholders. Utilize other people in your district such as school-based mental health providers, Family Resources Youth Services Coalition of Kentucky (FRYSC), school-based decision-making teams (SBDM), parent teacher organizations (PTO), and extracurricular Booster groups. Being visible within the community and meeting with people rather than having them come to the schools or district offices shows the importance of outreach and meeting stakeholder needs.



“Nothing for us, without us. Nothing about us, without us.”
-Dr. Bloodine Barthelus, CASEL

Focus Area 1: Build Foundational Support and Plan

A districtwide, schoolwide, and classroom approach to SEL relies on the ongoing, collaborative effort of all staff, teachers, students, families, out-of-school time partners, and other community partners. This collaboration begins with establishing a strong foundation of support among all stakeholders.


		
District	Schoolwide	Classroom
<ul style="list-style-type: none"> ● CASEL District Resource Center ● SEL Talking Points for Superintendents ● Ensure a district level integrated team is established. <ul style="list-style-type: none"> – SEL Team may be integrated into the district MTSS Team and/or the SEL Team may be a subcommittee of the MTSS Team. <ul style="list-style-type: none"> ■ Team Lead/ Administrator ■ Data Lead/Analyst ■ Teachers ■ Related service providers ■ Support staff (non-instructional staff, school counselors, mental health providers) ■ Family and Community partners ■ Students ● Define team member roles and responsibilities. ● Establish SEL Meeting structures and Group Norms that are aligned to MTSS Integrated Team Vision and Purpose. <ul style="list-style-type: none"> – Evaluate implementation, fidelity and effectiveness of the MTSS by a strategic analysis of data. – Long-term action planning, professional development and coaching for sustainability of the system. ● Use the CASEL questionnaire to ensure SEL is a priority by creating a district goal around SEL and include it in your strategic plan. Ensure that any new initiative you decide to implement aligns to that goal, including the professional growth plan. 	<ul style="list-style-type: none"> ● Ensure a school-level integrated team is established. <ul style="list-style-type: none"> – SEL Team may be integrated into the district MTSS Team and/ or the SEL Team may be a subcommittee of the MTSS Team. <ul style="list-style-type: none"> ■ Team Lead/ Administrator ■ Data Lead/Analyst ■ Teachers ■ Related service providers ■ Support staff (non-instructional staff, school counselors, mental health providers) ■ Family and Community partners ■ Students ● Define team member roles and responsibilities. ● Establish SEL Meeting structures and Group Norms that are aligned to MTSS Integrated Team Vision and Purpose. ● Coordinate and manage schoolwide assessment and interventions. ● Ensure systems are addressed by establishing decision rules for how students are identified for needing additional support/interventions; matching intervention to student needs; and monitoring outcomes. ● Analyze fidelity data at the schoolwide level and adjust action plan as needed. ● Coordinate action planning (see Appendix for self-assessment/rubric options to assist with action planning), professional development, and coaching for sustainability of the system. 	<ul style="list-style-type: none"> ● Follow the school's MTSS plan for classroom SEL implementation. See Focus Area 3 for guidance on and promoting SEL for students.



Table 2: Subsection B. Professional Learning for SEL

District	Schoolwide	Classroom
<ul style="list-style-type: none"> ● Develop a plan for fostering foundational awareness of social-emotional learning by identifying priorities to build a shared understanding of roles in fostering SEL. ● Install professional learning opportunities districtwide. ● Embed SEL throughout other professional learning opportunities. ● Implement districtwide expectations of consistent professional learning around adult SEL, student SEL, and cultural competence provided to all staff. ● Collect data on the quality of professional learning and use it for continuous improvement. 	<ul style="list-style-type: none"> ● Prioritize certain areas in the plan for supporting adult SEL: <ul style="list-style-type: none"> – Reflecting on their own social and emotional competencies and growth mindsets. – Understanding motivation to increase workplace collaboration. – Examining biases for cultural competence. – Cultivating growth mindset among staff. – Understanding youth and adolescent development. – Developing strategies for self-care. – Developing a personalized learning plan to build skills and knowledge that support schoolwide SEL. – Embedding practices into staff meetings. ● Plan SEL Foundational Learning for the School Community - CASEL Schoolguide. 	<ul style="list-style-type: none"> ● Participate in learning communities as an opportunity to learn from one another. ● Participate in SEL related professional learning in order to embed SEL in the classroom.



Table 2: Subsection C. Supportive SEL Climate

District	Schoolwide	Classroom
<ul style="list-style-type: none"> ● Align discipline policies with SEL implementation such as student engagement in creating expectations, restorative practices, and restorative discipline. (Ex. Positive Behavior Supports for all students.) ● Establish practices and policies at the district and school levels. ● Design ongoing, consistent professional learning. ● Align resources: funding that supports schoolwide initiatives. ● Provide space for district and schools’ staff to build community, reflect, problem solve and share ideas and responsibility for districtwide SEL. ● Distribute surveys to families, staff, and students to assess district culture and climate. ● Analyze data from the climate survey and use it for continuous improvement. 	<ul style="list-style-type: none"> ● Ensure students have strong attachments and relationships to adults in the building as addressed in Senate Bill 1, <i>“all students are known well by at least one adult in the school setting.”</i> <ul style="list-style-type: none"> – Intentional time for relationship mapping and a follow-through plan. – Mentoring program that may include 2 x 10 intervention, Check and Connect, etc. – Utilizing Climate and Culture Surveys through student voice. ● Provide space for schools’ staff to build community, reflect, problem solve and share ideas and responsibility for schoolwide SEL. ● Share agreements among staff related to schoolwide SEL. ● Create schoolwide norms and common language that help operationalize how all staff and students will contribute to a positive school climate. ● Create routines for the way that students and staff engage in regular school activities, such as how students move through the hallways. Procedures are a set of steps that guide how staff and students carry out certain actions, such as how staff will respond to disciplinary issues (CASEL 2023). ● Implement a plan to survey stakeholders (see Subsection H - Stakeholder Input) that includes families, staff, and students to assess school culture and climate. ● Analyze data from the climate survey and use it for continuous improvement. 	<ul style="list-style-type: none"> ● Community building within the classroom as follows: <ul style="list-style-type: none"> – Incorporate student voice. – Incorporate student choice. – Foster sense of belonging. – Encourage responsible decision making. ● Consider how your schoolwide routines and procedures connect to those in the classroom. ● Provide safe, clean, and comfortable surroundings to contribute to a positive school climate that supports learning (NCSSE). ● Distribute surveys to families, staff, and students to assess classroom culture and climate. ● Analyze data from the climate survey and use it for continuous improvement.



Table 2: Subsection D. Equity and Inclusion

District	Schoolwide	Classroom
<ul style="list-style-type: none"> ● Embed SEL in equity, academic, and school improvement frameworks. ● Establish cross-department collaboration structures. All district staff engaged. ● Utilize Kentucky's Equity Toolkit. ● Design ongoing, consistent professional learning to support cultural competence. ● Utilize the Equity and SEL - CASEL Schoolguide to foster an equitable learning environment where all students and adults feel respected, valued, and affirmed in their interests, skills, social identities, cultural values, and backgrounds. 	<ul style="list-style-type: none"> ● Ensure equity by examining current policies, programs, and practices for underlying assumptions and beliefs using Facilitating Conversation on DEIB- KDE. ● Develop skills for cultivating supportive, equitable learning environments and promoting SEL for students. ● Align the school's SEL goals to support equity and inclusion of all students. ● Scaffold support for staff based on their roles and current knowledge of SEL. ● Create a positive school climate that encourages inclusion and promotes respect for the identities and cultures of the learners and families served. 	<ul style="list-style-type: none"> ● Start supporting, valuing and respecting all students and creating a sense of belonging through schoolwide equitable Tier 1 systems. Facilitating Conversation on DEIB- KDE. ● Engage in professional learning opportunities that promote voice and choice for all teachers to support their own professional growth. ● Ensure equitable Tier 1 practices found in Focus Area 3 are implemented by classroom teachers. <ul style="list-style-type: none"> – All students are provided with access to a range of supportive services that ensure their health and well-being. – Classrooms are inviting, physically and environmentally safe, and support learning and engagement of all students. ● Guiding Questions for Educators: Promoting Equity Using SEL.

Focus Area 2: Strengthen Adult Competencies and Capacity

Cultivate a community of adults who engage in their own social and emotional learning, collaborate on strategies for promoting SEL, and model SEL throughout the school and districts.


 Table 3: Subsection A. Support for All Systems		
District	Schoolwide	Classroom
<ul style="list-style-type: none"> Support and facilitate the culture and climate of the importance of emotional intelligence through a positive behavioral support system. Implement The Playbook to Leverage the Power of Communities of Practice. 	<ul style="list-style-type: none"> Deliver support and facilitation by school administration for the culture and climate of the importance of emotional intelligence through a positive behavioral support system. Provide SEL universal screening at Tier 1 to (1) evaluate the effectiveness of the local curriculum and classroom instruction provided to all students; (2) identify students who may be at risk for poor learning or social-emotional and behavior outcomes (i.e., not meeting end-of-year benchmarks, schoolwide behavioral expectations); and (3) identify students who need supplemental or intensive interventions. 	<ul style="list-style-type: none"> Deliver support and facilitation by classroom teachers for the culture and climate of the importance of emotional intelligence through a positive behavioral support system within their classroom. Communication and collaboration among key stakeholders (students, staff, families, community partners) at each tier. Equitable, responsive, and evidence-based instructional practices, intervention programs and strategies identified at each tier, matched to student need, and delivered in an environment where students feel safe, supported and welcome.



Table 3: Subsection B. Professional Learning for SEL

District	Schoolwide	Classroom
<ul style="list-style-type: none"> ● Implement Process to Strengthen Adult SEL <ul style="list-style-type: none"> – Understand the practices and benefits of SEL, so they will be able to promote and sustain systemic SEL implementation districtwide. – Provide opportunities for self-care and re-energizing. – Strengthen District Level Expertise that improves the staff culture within a district team, within a school, and between schools and the district. This will impact whether SEL implementation will take hold, and the degree to which staff will make changes, work together, respond creatively to setbacks, or accept support. – Promote Trust, Community, and Collective Efficacy. ● Support staff in reflecting on their own social and emotional competencies, identities, and biases. ● Embed opportunities to deepen understanding and practice social and emotional skills and cultural competence in meetings and other interactions among adults. ● Engage in a book study for SEL within the district staff (i.e., teaching for Equity). 	<ul style="list-style-type: none"> ● Implement the practices and benefits of SEL for adults in the building that will transfer to the classroom. ● Support staff in reflecting on their own social and emotional competencies, identities, and biases. ● Measure adult SEL. ● Provide opportunities for self-care and re-energizing. ● Complete consistent emotional check-ins with staff. ● Embed opportunities to deepen understanding and practice social and emotional skills and cultural competence in meetings and other interactions among adults in the school. ● Embed SEL practices in staff meetings. ● Build relationships with communities across diverse settings. ● Engage in practices that affirm, cultivate, and value identities. Attend school/community functions to talk and get to know students, parents, and the community members. <ul style="list-style-type: none"> – Participate in community events and activities, bring community members to the school for schoolwide activities and presentations to develop a relationship between school and community. ● Develop an effective SEL professional learning program. ● Model behavior that promotes a healthy SEL environment. 	



Table 3: Subsection C. Supportive SEL Climate

District	Schoolwide	Classroom
<ul style="list-style-type: none"> ● Support staff in reflecting on personal social and emotional competencies and developing capacity for supporting SEL in their peers and students. ● Build a strong community starting at the district level that focuses on a staff culture based on supportive relationships, mutual care and respect, and interpersonal connections. Promote trust, community, and collective efficacy among staff. ● Create frequent opportunities for staff to build supportive professional relationships and a sense of shared purpose, decision making, and efficacy. This includes establishing staff norms or shared agreements, providing dedicated time for collaborating and building community, and using data on staff perceptions to improve work climate. ● Provide initiatives to promote adult SEL practices for all active stakeholders. <ul style="list-style-type: none"> – Health and Wellness Challenges. – HR communicating in multiple modalities on the available mental and physical health resources. ● Provide professional learning opportunities for district teams and all administration, promoting adult SEL. 	<ul style="list-style-type: none"> ● Create a supportive staff environment that cultivates adult social and emotional competence and capacity. ● Support creation of a Calming Room for adults. ● Provide Services and Supports to Children and their Families. 	



Table 3: Subsection D. Equity and Inclusion

District	Schoolwide	Classroom
<ul style="list-style-type: none"> ● Reflect on staff’s own identities, assets and biases. ● Engage in culturally relevant practices and conversations around equity. ● Examine disaggregated data, analyze root causes of disparities. ● Engage various stakeholders to co-develop policies and practices that support equity. ● Foster a supportive staff community that promotes adults’ own SEL. ● Expand the district’s efforts to intentionally develop social connectedness, authentic relationships, and a sense of collective efficacy among adults. 	<ul style="list-style-type: none"> ● Reflect on staff’s own identities, assets and biases, and engage in culturally relevant practices and conversations around equity using the CASEL Guiding Questions for Educators. ● School teams examine disaggregated data, analyze root causes of disparities, and engage various stakeholders to co-develop policies and practices that support equity. <ul style="list-style-type: none"> – Integrating Social, Emotional and Academic Development an Action Guide for School Leadership Teams. ● Embed practices into staff meetings focused on staff perceptions of work climate to ensure inclusive school culture. The Professional Quality of Life Measure is intended for any adult to improve their ability to help others and their ability to keep their own balance. ● Provide meaningful opportunities for staff to reflect on and develop their own social, emotional, and cultural competencies, which are built into regular staff meetings and part of the school’s overall professional learning strategy. <ul style="list-style-type: none"> – These opportunities include structured activities to support staff in practicing self-care and examining their mindsets and biases. 	<ul style="list-style-type: none"> ● Create a safe and inclusive classroom environment, modeling the five CASEL competencies. ● Reflect on personal, social, and emotional competencies, identities and biases.

Focus Area 3: Promote SEL For Students

Develop a coordinated approach for supporting students' social and emotional learning across the school, classrooms, homes, and communities.

District	Schoolwide	Classroom
<ul style="list-style-type: none"> Support and facilitate the culture and climate of the importance of emotional intelligence through positive social, emotional, and behavioral practices to support ALL students (see table 2: subsection C). Support and initiate accountability through tiered delivery systems by ensuring evidenced based practices are utilized in each tier. Ensure district data is being analyzed and fidelity checks are scheduled and conducted consistently throughout the year (see table 5: subsection A). Consider SEL and Related Whole Child Approaches to ensure students' needs are met. 	<ul style="list-style-type: none"> Plan, facilitate, and support the culture and climate on the importance of emotional intelligence through positive social, emotional, and behavioral practices to support ALL students (see table 2: subsection C). Establish a tiered delivery system using evidence-based practices to meet students' needs as identified by data (see table 5: subsection A). <div data-bbox="511 934 1104 1249" style="text-align: center;"> <p>Tier 3 Intensive</p> <p>Intensive Interventions 3-5%</p> <p>Tier 2 Targeted</p> <p>Academic Targeted Interventions 10-15%</p> <p>Behavioral, SEL, Mental Health Targeted Interventions 10-15%</p> <p>Tier 1 Universal</p> <p>Academic Tiered Systems of Support (RtI)</p> <p>KY Academic Standards Based Core All students, every day >80% of students meeting benchmark</p> <p>PBIS and School Mental Health All students, every day >80% of students meeting benchmark (e.g., 0-1 ODR)</p> <p>Comprehensive School Mental Health Tiered Systems of Support Framework Behavior (PBIS), SEL, Mental Health, School Safety</p> </div>	<ul style="list-style-type: none"> Implement practices schoolwide in order to provide a culture and climate on the importance of emotional intelligence. Use the Kentucky SEL and CTE Crosswalk fluidly to embed SEL within each career pathway.



Table 4: Subsection B. Supportive SEL Climate

District	School	Classroom
<ul style="list-style-type: none"> ● Create a warm and welcoming climate and culture of the district office space that sets the tone for all schools within the district. This looks like: <ul style="list-style-type: none"> – Smiling faces – Greeting everyone that enters the building – Having a helpful disposition – Pay attention to visual aesthetics ● Build relationships with staff, students, and caregivers. ● Promote a positive culture through announcements, districtwide meetings, messages, check-ins, and pathways for support. ● Provide opportunities for administrators to learn how to embed SEL within their daily practices. <ul style="list-style-type: none"> – Provide trainings for adult and student SEL and trauma-informed practices – Offer intentional time to reflect on practices ● Provide opportunities for staff to collaborate with one another. 	<ul style="list-style-type: none"> ● Warm and welcoming climate and culture of the school sets the tone for all the classrooms within the building. This looks like: <ul style="list-style-type: none"> – Greeting everyone that enters the building with a smile – Having a helpful disposition – Paying attention to positive signage – Ensuring that everyone feels safe and supported ● Build relationships with staff, students, and caregivers. ● Promote a positive culture through announcements, faculty meetings, messages, check-ins, and pathways for support. ● Provide opportunities for teachers to learn how to embed SEL within their daily instruction. <ul style="list-style-type: none"> – Provide trainings for adult and student SEL and trauma-informed practices – Offer intentional time to reflect on practices ● Provide opportunities for staff to collaborate with one another. 	<ul style="list-style-type: none"> ● Warm and welcoming climate and culture of the classroom sets the tone for the learning environment. This looks like: <ul style="list-style-type: none"> – Greeting every student each day – Identifying students by their correct name (correct pronunciation, spelling, etc.) – Building a relationship with all students – Ensuring that each student feels safe and a member of your classroom community – Promoting a calming environment in all areas of the classroom ● Build relationships intentionally and allow time for students to build relationships with each other. <ul style="list-style-type: none"> – Community Circles – Understanding your students’ strengths and interests and promoting those through academic content – Teaching active listening skills, empathy, respect, collaborative problem solving – Authenticity - letting students get to know the real you and vice versa ● Utilize calming spaces within your classrooms for students to use to regulate their emotions. <ul style="list-style-type: none"> – Quiet, calm area – Tools to support emotional regulation - specific breathing strategies, positive mantras, fidgets, activities to refocus your thinking – Allow for privacy where students can self-regulate without extra attention from other students



Table 4: Subsection E. Integrated SEL into Academics

District	Schoolwide	Classroom
<ul style="list-style-type: none"> ● Implement district guidance and expectations/mandates for SEL learning outcomes (such as from CASEL Core Competencies) (see examples in Appendix). ● Implement the KDE Individual Learning Plan (grades 6-12) that promotes SEL-driven academic and college and career readiness. ● Create local policies for Portrait of a Learner to promote employability skills. 	<ul style="list-style-type: none"> ● Choose a curriculum after determining your SEL team and goals and connecting your needs to CASEL’s metrics: What Is the CASEL Framework? - CASEL. Schools should consider utilizing data to help determine specific areas of need for their students. ● Provide feedback to teachers to ensure a high-quality cycle of instruction. ● Utilize the 4 Focus Areas For Schoolwide SEL Implementation. <ul style="list-style-type: none"> – Build Foundational Supports and Planning for SEL – Strengthen Adult SEL competencies and capacity – Promote SEL for Students – Practice Continuous Improvement ● Promoting SEL for all students requires more than a single program or professional learning. Students more deeply internalize SEL when there is systemic coordination of strategies across schools and classrooms. ● Use the American School Counselor Association Student Mindsets and Behaviors and include a searchable database for SEL objectives for grades K-12. 	<ul style="list-style-type: none"> ● Teach explicitly SEL skills using the 5 CASEL Core Competencies. ● Implement daily SEL by using CASEL’s 3 Signature Practices Playbook - Welcoming/Inclusion Activity, Engagement Strategies during class, Optimistic Closure. ● Utilize evidence-based curriculum. Find evidence-based programs in CASEL’s program guide. ● Assess your own strengths and areas for growth. ● Foster a growth mindset in the classroom for teachers and students. Teachers self-assess on Fostering Academic Mindsets (CASEL) for continuous improvement. <ol style="list-style-type: none"> 1. Students feel a sense of belonging in their schools and classrooms 2. Students develop self-efficacy, confidence that their ability and competence grow with effort. 3. Success leads to increased effort and engagement. 4. Intrinsic motivation is developed because students see value in their work. <ul style="list-style-type: none"> – Teacher Self-Assessment on SEL in the classroom – Teachers utilize planning tools to implement research based techniques to promote SEL: class discussions and cooperative learning - Using Interactive Pedagogy (CASEL). ● Integrating Social, Emotional, and Academic Development (SEAD) within KAS for Mathematics.



Table 4: Subsection F. Supportive Discipline and Restorative Practices

District	Schoolwide	Classroom
<ul style="list-style-type: none"> ● Provide professional learning opportunities for classroom management and restorative practices. <ul style="list-style-type: none"> – KDE Trauma-Informed Toolkit provides strategies and best practices for trauma-informed discipline response and behavior system ● Develop and communicate districtwide expectations for consistent schoolwide practices. ● Provide intentional opportunities for a district team to reflect on necessary data to make data-based decisions. ● Build and maintain relationships with all stakeholders to promote opportunities to partake in restorative practices. 	<ul style="list-style-type: none"> ● Implement schoolwide positive behavior expectations that should be posted, taught, and reviewed regularly. <ul style="list-style-type: none"> – Consistent lesson plans for schoolwide use – Signage posted in all common areas – Expectations are consistent for all students ● Communication of referral processes is clear. ● Provide a clear understanding of office managed behaviors vs. classroom managed behaviors. ● Ensure that out-of-school suspension, in school suspension, detention, etc. are utilizing restorative practices to encourage personal positive growth and righting the wrong. ● Provide professional learning opportunities for handling behaviors within the classroom, restorative practices, common understanding of enforcing school expectations. ● Clearly define expected and unexpected behaviors. ● Provide intentional opportunities for a school team to reflect on necessary data to make data-based decisions. ● Communicate to all caregivers how restorative practices are being implemented within the school and provide community resources. 	<ul style="list-style-type: none"> ● Teach behavior expectations intentionally, allow time for students to practice expectations, and be consistent when enforcing expectations. ● Build a sense of community by practicing restorative circles. <ul style="list-style-type: none"> – Community Building <ul style="list-style-type: none"> ■ Opportunities to get to know one another (i.e., values, strengths) – Problem Solving <ul style="list-style-type: none"> ■ Opportunities for the class to work together to solve problems that arise within the classroom (i.e., students not valuing others’ opinions) ● Model and acknowledge specific feedback for behaviors (positive and inappropriate). ● Use conflict as a learning opportunity. ● Teach behavior consequences so students know well ahead of time what the consequences are for misbehavior. <ul style="list-style-type: none"> – Consequences flow chart should be posted ● Implement behavior consequences that are consistent and connect back to learning from the unwarranted behavior. ● Create an acknowledgement system for recognizing positive behavior is in place and students understand what is expected of them to earn incentives. ● Communication with caregivers should be open about the implementation of restorative practices.



Table 4: Subsection G. Family and Community Partnerships

District	Schoolwide	Classroom
<ul style="list-style-type: none"> ● Initiate a positive relationship with family and communities. This initial relationship is the foundation for students’ educational success. <ul style="list-style-type: none"> – Start clear communication on district initiatives through several modalities – Invite community and family members to be active stakeholders – Ensure that community and family members have a voice that is valued ● Build collaborative relationships with outside mental health agency to provide services to students and families. <ul style="list-style-type: none"> – MOU agreements that align with district MTSS initiatives ● Ensure School Readiness for Early Childhood by collaborating with families, early care and education providers, school staff and community partners to provide environments and developmental experiences that promote growth and learning to ensure that all children enter school eager and excited to learn. ● Translate pertinent materials into applicable languages and provide translator list/services for meetings. ● Develop family engagement mindset. <ul style="list-style-type: none"> – Focus areas include relationship building, communication, shared responsibility, advocacy, and community partnerships 	<ul style="list-style-type: none"> ● Support a positive relationship with family and communities. This adds another layer to the foundation for students’ educational success. <ul style="list-style-type: none"> – Clear communication on school initiatives through several modalities – Invite community and family members to be active stakeholders – Ensure that community and family members have a voice that is valued – Offer equitable access and opportunity for family engagement activities ● Connect families with community-based resources. ● Create a welcoming school climate, see Supportive SEL climate. ● Appreciate and respect the fact that families have different values. ● Ensure families are represented on committees for curriculum development, school accreditation, assessment procedures, and other topics. ● Establish an effective schoolwide communication system for school to family and family to school transfer of information. ● Implement an ISF to utilize school-based mental health providers (school counselors, social workers, school psychologists, and school-based therapists) to collaboratively deliver services to students using the MTSS Model. 	<ul style="list-style-type: none"> ● Maintain a positive relationship with family and communities. This relationship is the core for students’ educational success. <ul style="list-style-type: none"> – Clear communication on classroom initiatives through several modalities – Invite community and family members to play an active role in the classroom – Ensure that community and family members have a voice that is valued – Offer equitable access and opportunity for family engagement activities (i.e., conferences). ● Create a welcoming classroom climate, see Supportive SEL climate. ● Establish an effective teacher to family and family to teacher communication system. <ul style="list-style-type: none"> – Ensure caregivers understand how to use primary communication tools – Ensure a balance of communication for positive performance and areas of growth – Support opportunities for the extension of learning to continue outside of school ● Connect families with FRYSC and other school and community resources.



Table 4: Subsection D. Equity and Inclusion

District	Schoolwide	Classroom
<ul style="list-style-type: none"> ● Apply an equity lens when establishing and implementing policies and procedures. ● Initiate systemic coordination of equitable and inclusive strategies and programs across schools, classrooms, homes, and communities. ● Provide cultural competency learning opportunities for all staff. ● Translate pertinent materials into applicable languages and provide translator list/services for meetings. ● Ensure appropriate culture and linguistics are key features to establishing high-quality, comprehensive policies and guidance to support SEL. ● Utilize the Equity Dashboard and the Equity Playbook to determine over and underrepresented groups for a variety of areas. 	<ul style="list-style-type: none"> ● Apply an equity lens when establishing and implementing schoolwide policies and procedures. ● Ensure school leaders and staff are deeply knowledgeable about students’ lived experiences, cultural backgrounds, and the local community context. ● Offer diverse Instructional materials that represent culture, race, gender, and other identities. ● Align programs and practices to the school’s SEL vision and goals and are culturally and linguistically responsive to students. ● Implement discipline policies and practices that consider students’ developmental stages, cultural backgrounds, and individual differences. ● Ensure all students have opportunities to engage in discussions that raise problems and identify solutions in their schools and communities, productively challenge the inequities, and have a voice in how the school operates. ● Translate pertinent materials into applicable languages and provide translator list/services for meetings. ● Implement Empathy Interviews. ● Utilize the Equity Dashboard and the Equity Playbook to determine over and underrepresented groups for a variety of areas. 	<ul style="list-style-type: none"> ● Apply an equity lens when viewing your classroom. Efforts include: <ul style="list-style-type: none"> – Learn about families’ cultural backgrounds and values – Engage families in SEL – Affirm diverse backgrounds and traditions – Use effective discipline practices, preventing the use of exclusionary discipline (i.e., Restorative Discipline) – Understand your own implicit biases and work toward overcoming those (i.e., some teachers may have lower expectations of lower socioeconomic status. To overcome this, teachers would need to set that aside and have the same expectations for all). ● Offer instructional materials that provide diverse representations of culture, race, gender, and other identities. ● Use inclusive, relationship centered, and culturally responsive practices to create supportive classroom environments. ● Provide SEL practices and opportunities for students to learn about cultural differences. ● Translate pertinent materials into applicable languages and provide translator list/services for meetings.

Focus Area 4: Reflect on Data for Continuous Improvement

Establish a structured, ongoing process to collect, reflect on, and use implementation and outcome data to inform school-level decisions and drive improvements to SEL implementation.


 Table 5: Subsection A. Support All Systems		
District	Schoolwide	Classroom
<ul style="list-style-type: none"> ● Use a data-based decision-making process to make informed decisions regarding district support and review every 4 to 6 weeks to determine fidelity and effectiveness. ● Implement TIPS (Team Initiated Problem Solving) Meeting Process. ● Utilize a data analysis protocol to consistently evaluate programs and interventions for effectiveness based on district needs. The TIPS problem solving protocol will also help evaluate programs and district needs. 	<ul style="list-style-type: none"> ● Use a data-based decision-making process to make informed decisions regarding support for the school. Supports are reviewed every 4-6 weeks to determine fidelity and effectiveness. ● Identify data to collect, and create a plan describing how and when to collect it. ● Consider data you already have that can help you answer your questions. ● Review data regularly to guide decisions regarding implementation. ● Utilize the data analysis protocol to consistently evaluate programs, interventions, etc., for effectiveness based on schoolwide needs. ● Implement monthly meetings for behavior interventions, academic interventions and programs, etc. 	<ul style="list-style-type: none"> ● Use a data-based decision-making process to make informed decisions regarding support for students. Supports are reviewed every 4-6 weeks to determine fidelity and effectiveness. ● Utilize the data analysis protocol to consistently evaluate programs, interventions, etc., for effectiveness based on class-wide needs.



Table 5: Subsection B. Professional Learning for SEL

District	Schoolwide	Classroom
<ul style="list-style-type: none"> ● Develop data analysis protocols and practices. ● Design and deliver training, technical assistance, and coaching to school leaders on the use of the protocols and practices. ● Use the Action Planning Workbook to walk through the process to establish a vision and goals for SEL and define a 1-year action plan. ● Reflect on Progress for SEL goals. ● Make improvements on SEL Action Plan. ● Assess SEL Implementation and Outcomes by using data sources to help determine what kind of data will be needed to measure progress toward the SEL goals and consider the suggestions for collecting data. 	<ul style="list-style-type: none"> ● Deliver training to all staff around the use of data analysis protocols and practices. ● Develop observation procedures to ensure the protocols and practices are being used during building and grade-level meetings. ● Develop a process for staff to request technical assistance or coaching to support their learning round the use of data. ● Assess SEL Implementation and Outcomes by using data sources to help determine what kind of data you will need to measure progress toward the SEL goals and consider the suggestions for collecting data. 	<ul style="list-style-type: none"> ● Attend district and school training on data analysis protocols and practices to use during grade-level meetings. ● Request technical assistance or coaching to deepen your understanding on how to use data.



Table 5: Subsection H. Stakeholder Input

District	Schoolwide	Classroom
<p>Implement possible resources for input from stakeholders:</p> <ul style="list-style-type: none"> ● Classroom check in ● Quality of school climate and safety survey ● Student voice survey ● Empathy interviews (Example) ● KIPS Survey ● FRYSC Needs Survey ● State Security Marshall Assessment Results ● Home and neighborhood visits ● Town hall meetings in settings other than the school district 	<p>Implement possible resources for input from stakeholders:</p> <ul style="list-style-type: none"> ● Classroom check in ● Quality of school climate and safety survey ● Student voice survey ● Empathy interviews (Example) ● KIPS Survey ● School Counselor Needs Assessment ● FRYSC Needs Survey ● State Marshall Interviews ● Home and neighborhood visits ● Student focus groups ● Family/Caregiver focus groups 	<p>Implement possible resources for input from stakeholders:</p> <ul style="list-style-type: none"> ● Classroom check in ● Quality of school climate and safety survey ● Student Survey ● Empathy interviews (Example)



Table 5: Subsection D. Equity and Inclusion

District	Schoolwide	Classroom
<ul style="list-style-type: none"> ● Embed SEL in equity, academic, and school improvement frameworks. ● Establish Cross-department collaboration structures. Ensure that all district staff are engaged. ● Utilize the Kentucky's Equity Toolkit, which includes the Equity Dashboard. 	<ul style="list-style-type: none"> ● Utilize the data analysis protocol to consistently evaluate programs, interventions, etc., for effectiveness based on schoolwide needs. 	<ul style="list-style-type: none"> ● Support, value, and respect all students and create a sense of belonging through schoolwide equitable Tier 1 systems. ● Facilitating Conversation on DEIB-KDE.

Appendix

- [CASEL Guide to Schoolwide SEL](#)
- [Quick Start Timeline - CASEL Schoolguide](#)
- [Rubric - CASEL Schoolguide](#)
- [10 Indicators of Schoolwide SEL - Strengths and Needs Reflection](#)
- [Initiative Inventory](#)
- Add possible surveys
 - [PBISApps Survey](#)
- [National Board for Professional Teaching Standards](#)
- [District SEL Best Practices: Tulsa Public Schools](#)
- Examples of SEL Standards, Pacing Guides, etc.
 - Sample Grade Level SEL Targets Districtwide
 - [Kindergarten](#)
 - [1st and 2nd Grades](#)
 - [3rd - 5th Grades](#)
 - [6th - 8th Grades](#)
 - [9th - 10th Grades](#)
 - [11th - 12th Grades](#)
 - Sample SEL Pacing Guides
 - [Sinking Fork Elementary School](#)
 - [Martin Luther King Elementary School](#)
 - [Crofton Elementary School](#)
 - [Christian Co. & Hopkinsville Middle School](#)
 - [Christian Co. High School](#)
 - [Hopkinsville High School](#)
- [ADL Education](#)
- [K-12 Equity Directors: Configuring the Role for Impact](#)

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