



Strategic Framework Social Emotional Learning *Implementation Targets*

2025-2026

December 8, 2025

Presented By:

Sara Lein, Director of Special Services

Focus Areas

1

Establish a district-wide
system of
social-emotional
learning and support

2

Build equitable
systems and support
throughout the district

3

Increase E-12
opportunities for
career exploration
and preparation

Focus Area: Social-Emotional Learning

1

Establish a district-wide
system of
social-emotional
learning and support

Explicit SEL Instruction

Focus on adult SEL

Aligned Community partnerships



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.
		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.
SCHOOL		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.
		Supportive discipline	Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably applied.
COMMUNITY		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.

1

Establish a district-wide system of social-emotional learning and support

Explicit SEL Instruction

1

Establish a district-wide
system of
social-emotional
learning and support

Providing students with consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.

- **Implement direct instruction on emotional well-being at the Branch Out Transition program for our learners aged 18-22 years old.**

Explicit SEL Instruction

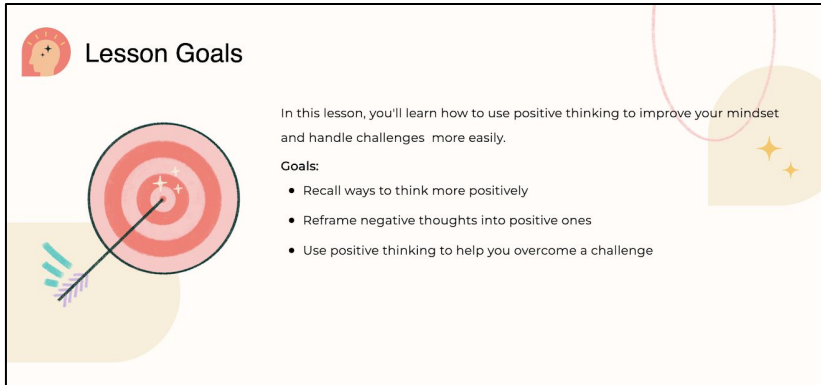


- Employment and job training
- Independent Living
- Post-Secondary Education



- ▶ **Unit 1: Discovering self-awareness**
- ▶ **Unit 2: Developing self-management**
- ▶ **Unit 3: Building social awareness**
- ▶ **Unit 4: Growing healthy relationships**
- ▶ **Unit 5: Responsible decision-making**

Explicit SEL Instruction

The graphic for Lesson Goals includes a circular icon of a head with a brain and a plus sign, a target with an arrow hitting the bullseye, and a list of goals. The background has abstract shapes and a pink arc.

Lesson Goals

In this lesson, you'll learn how to use positive thinking to improve your mindset and handle challenges more easily.

Goals:

- Recall ways to think more positively
- Reframe negative thoughts into positive ones
- Use positive thinking to help you overcome a challenge

“What was interesting was that in the pre-test, 3 (out of 8) students chose: ‘Negative feelings are bad, you should only think positively.’ They also chose ‘Thinking positively means believing bad things won't happen.’

In the post-test, only 1 student chose ‘ignore challenges and they will go away.’” Carrie Garcia, Work-Based Learning Coordinator

Focus on Adult SEL

1

Establish a district-wide
system of
social-emotional
learning and support

Providing staff with regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.

- **Offer adult SEL learning opportunities through newsletter resources, coaching, staff wellness initiatives, and site-based practices.**

Focus on Adult SEL



"Workshop Week - when we did our analysis of the Staff and Student surveys in small groups, every other poster had SEL questions for groups to discuss and vote :) Brought some fun conversation and allowed for moments of laughing together."

Dr. Jess Cabak



"Through our Ready for Rigor professional development work centered around Culturally Responsive Instruction, we are weaving in personal awareness and time to reflect on their learning and practice. We use talk structures where all voices are heard and ideas are shared. All of our learning throughout the year is building upon the previous content so it is a continuous learning process for staff throughout the year."

Principal Heidi Koury



"At Garlough we dug deep into the CASEL Framework, specifically Self Awareness and Self Management. Staff left with:

- Personalized insights into their strengths and growth areas
- Concrete SEL strategies for classroom and team use
- A clearer understanding of how adult behavior shapes student outcomes
- Commitments to action steps that move practice toward the "warm demander" ideal."

Principal Libby Huettl

"Here is what is happening at the ELC-
Staff Lactation/Meditation room opened in September
Staff PD for Culture/Collaboration
Day of Service and Teamwork-Feed my Starving Children/team bowling
Weekly staff shout outs
Shout outs at monthly Staff Meeting
Kindness tree for adults
Staff lunches and happy hours scheduled quarterly
Possible staff wellness PD in April"

Assistant Director of Early Learning, Laurie Hume

Aligned Community Partnerships

1

Establish a district-wide
system of
social-emotional
learning and support

Ensuring that school staff and community partners are aligned on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.

- **Provide SEL training on trauma-informed practices and “safe space” strategies to School Age Care staff.**

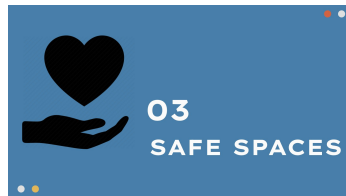
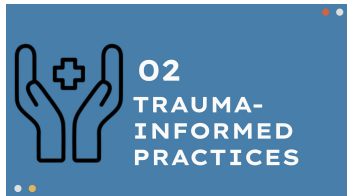
Aligned Community Partnerships













SOCIAL EMOTIONAL LEARNING FOR SAC: TRAUMA-INFORMED PRACTICES & SAFE SPACES


AUGUST 28, 2025

A safe space is a consistent, calm, and predictable area - both physical and relational - where children can regulate their emotions.




Aligned Community Partnerships

ABUSE	NEGLECT	HOUSEHOLD DYSFUNCTION	
			
Physical	Physical	Mental Illness	Incarcerated Relative
			
Emotional	Emotional	Mother treated violently	Substance Abuse
			
Sexual		Divorce	




Acute

A single extraordinary event that leaves the individual feeling powerless. Includes severe illness or injury, violent assault, or road accident. Could also include loss of a job, a home, or a relationship.



Chronic

Results from exposure to varied and multiple traumatic experiences, usually within interpersonal relationships, such as cases of severe neglect or childhood abuse.



Complex

Multiple traumatic or prolonged events, such as long-term abuse, domestic violence, war, or civil unrest.

Verbal Support Framework

“What are you wondering?”







“How can I help?”

“It’s time to___”


“You may choose to ___ or ___.”

“My job is to keep you safe.”

“I’m right here. We can handle this.”

1	2	3	4	5	6
Safe 	Calm 	Present 	Connected 	Engaged 	Independent 
Safe→	Calm→	In Assigned Area→	Respectful Body and Words→ Allowing others to learn	Participating w/ Support→	Participating Independently
← Promote age/developmentally appropriate independence across the spectrum →					

SCENARIO CARDS • TABLE TALK



At your table, review each scenario and discuss:

1. What might be driving the behavior?
2. What trauma-informed response would you use?

Establish a district-wide system of social-emotional learning and support



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Questions?