Salt Lake City School District

Social and Emotional Learning and
Multi-Tiered System of Support Frameworks

WORKING DOCUMENT

rev. 3.10.2020

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Social and Emotional Learning Framework

Salt Lake City School District Board of Education Priority

On November 20, 2018, The Board of Education of Salt Lake City School District unanimously approved their Social and Emotional Learning Goal.

Social and Emotional Learning Goal: In an effort to promote students' social, emotional, and academic learning, the Salt Lake City School District Board of Education will create and implement a district-wide Social and Emotional Learning Framework.

- The SEL Framework will include five SEL Competencies: Self-awareness, Self-management, Social Awareness, Relationship Skill, and Responsible Decision-making
- The SEL Framework will include various accountability measures such as the SHARP Survey, Educators Handbook (disciplinary incidents), PowerSchool Reports (attendance and disciplinary incidents), as well as perception data from students, families, and teachers.

In collaboration with the Salt Lake Educators Association (SLEA) and the Salt Lake Association of School Administrators (SLASA), the Salt Lake City School District (SLCSD) Social and Emotional Learning (SEL) Committee was formed. The SEL Committee Members were:

Sandra V. Buendia, Educational Equity and Student Support Executive Director
Mindi Holmdahl, Student Services Director
Rebecca Pittam, Highland Network Director
Verenice Gutierrez, Educational Equity and Access Director
Nicole O'Brien, Rose Park Elementary Principal and SLASA Representative
Allison Martin, Northwest Middle School Assistant Principal and SLASA Representative
Ami Burton, West High Counselor and SLEA Representative
Heidi Boogert, Highland Park Teacher and SLEA Representative
Stacey Lindsay, Student Services Lead Counselor

The SEL Committee met on the following dates to develop the district SEL Standards and Indicators:
January 10, 2019
February 31, 2019
March 19, 2019
April 18, 2019
June 20, 2019
July 9, 2019
July 10, 2019
July 26, 2019

In this work and framework, the Salt Lake City School District borrowed heavily from the Collaborative for Academic, Social, and Emotional Learning (CASEL), including the definition of Social and Emotional Learning: The process through which children and adults 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. (2019). Retrieved October 28, 2019, from https://casel.org/.

Salt Lake City School District Social and Emotional Learning Standards and Indicators

Interpersonal and intrapersonal skills that students and adults are expected to demonstrate in person, in social media, and online

SEL Competency	Standards	Indicators
Self-awareness	Develop self-awareness competencies to: • Identify one's emotions • Maintain an accurate and positive self-concept • Recognize individual strengths • Experience a sense of self-efficacy • Cultivate a growth mindset • Celebrate the complexity of one's identity	• Demonstrate knowledge of one's emotions • Demonstrate knowledge of personal strengths, challenges, and potential • Demonstrate ability to embrace challenges, set goals, and work toward achieving goals • Demonstrate ability to keep trying when things are hard • Demonstrate ability to advocate for self • Identify and access resources when in crisis
Self-management	Develop self-management competencies to: • Regulate emotions • Manage stress • Use prosocial de-escalation strategies • Monitor and achieve behaviors related to school and life success	• Demonstrate ability to manage emotions • Recognize triggers that lead to specific emotional/physical responses • Identify and apply prosocial coping skills • Demonstrate ability to set and achieve goals for success
Social Awareness	Develop social awareness competencies to: • Exhibit empathy • Appreciate diversity • Understand social norms for behavior in different settings and audiences • Recognize family, school, and community supports	• Demonstrate awareness of other people's emotions and perspectives • Act in accordance with varied social norms • Demonstrate an awareness of cultural factors and respect for individual differences • Demonstrate awareness of how to get help and support as needed
Relationship Skills	Develop relationship competencies to: • Build and maintain a network of positive relationships with diverse groups & individuals • Recognize and appreciate the intersectionality of identities and experiences of self and others • Communicate needs • Understand the value of boundaries for self and others	• Use communication and social skills to positively interact with others • Develop constructive relationships with individuals of diverse backgrounds, abilities, and lifestyles • Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways • Set boundaries for self and respect boundaries set by others
Responsible Decision- making	Develop responsible decision-making skills to: • Problem solve effectively • Accept accountability and responsibility for one's behavior in school, personal, and community contexts	• Use a systematic approach to decision-making: identify the problem, analyze the situation, consider impact, make a choice, evaluate, and reflect • Apply problem-solving skills to responsibly address daily academic and social situations • Understand and demonstrate personal responsibility • Positively contribute to one's community

SLCSD "I Can" Statements

GRADE	Self-awareness	Self-management	Social Awareness	Relationship Skills	Responsible Decision-making
K-2	• I can identify my basic emotions • I can describe and understand what causes these emotions • I can identify what I like and dislike and why • I can honor differences in self and others • I can ask for help when needed	• I can identify ways to calm myself • I can identify healthy ways to manage my upsetting emotions • I can set reasonable goals and work towards them • I can follow a routine and recognize the needed steps to complete it • I can wait my turn • I can keep my hands, feet, and other objects to myself (KHFOOTY)	• I can use my words to communicate my needs and emotions • I can recognize what others may be feeling based on their facial expressions, body language, and tone of voice • I can understand that my words, feelings, and behaviors affect others • I can demonstrate empathy for others' feelings • I can understand that each person has an identity and culture that needs to be honored	• I can build and maintain healthy relationships with peers and adults • I can pay attention when others are speaking • I can take turns and share with others • I can describe the traits of a good friend • I can use constructive language to interact effectively with others • I can understand and accept that "no" means no and "stop" means stop	• I can identify and follow expectations for behavior • I can recognize the impact of my decisions on self and others • I can take responsibility for my words and actions • I can recognize a problem and use constructive strategies to solve the problem • I can positively contribute to my family and community

GRADE	Self-awareness	Self-management	Social Awareness	Relationship Skills	Responsible Decision-making
3-5	• I can identify my basic and more complex emotions • I can describe and understand what causes these emotions • I can identify my strength, challenges, and potential • I can celebrate the complexity of my identity and the identities others • I can keep trying when things are difficult • I can advocate for myself	• I can name what causes me to feel upsetting emotions • I can use one or more healthy strategies to manage my upsetting emotions • I can identify what I need to do, when I need to do it, and work toward achieving success at school and in life • I can set personal goals and work towards them • I can demonstrate self-management in different settings at school and home • I can reflect on possible consequences before I act • I can keep my hands, feet, and other objects to myself (KHFOOTY)	• I can use words to communicate my needs and feelings • I can understand that my words, feelings, and behaviors affect others and affect my relationships • I can demonstrate awareness of and empathy for other people's emotions and perspectives • I can understand and evaluate social situations • I can demonstrate an awareness of cultural factor and respect for individual differences	• I can build and maintain healthy relationships with peers and adults • I can use communication and social skills to positively interact with others in person and on social-media • I can pay attention when others are speaking and listen to learn and understand • I can understand and accept that "no" means no and "stop" means stop • I can respect diverse perspectives and resolve conflict in constructive ways	• I can identify and follow expectations for behavior • I can understand and demonstrate personal responsibility and accountability • I can recognize a problem and use constructive strategies to solve the problem • I can positively contribute to my family and community

GRADE	Self-awareness	Self-management	Social Awareness	Relationship Skills	Responsible Decision-making
6-8	• I can accurately identify my emotions and the complexity of different emotions • I can describe and understand what causes these emotions • I can make informed choices based on my strengths , challenges, and potential • I can celebrate the complexity of my identity and the identities of others • I can keep trying when things are difficult • I can advocate for myself	• I can recognize the cause of certain emotions and change my behavior accordingly • I can use one or more healthy strategies to manage my stress and emotions • I can identify what I need to do, when I need to do it, and work toward achieving success at school and in life • I can identify manageable steps to achieve personal goals • I can demonstrate self-management in different settings • I can reflect on possible consequences before I act • I can keep my hands, feet, and other objects to myself (KHFOOTY)	• I can use pro-social words to communicate my needs and feelings • I can demonstrate awareness of and empathy for other people's emotions and perspectives • I can understand that my words, feelings, and behaviors affect others and affect my relationships • I can understand, evaluate, and respond to social situations • I can demonstrate an awareness of cultural factors and respect for individual differences • I can ask for help and support when I need it	• I can build and maintain healthy relationships with peers and adults • I can use communication and social skills to positively interact with others in person and on social-media • I can respect diverse perspectives and resolve conflict in constructive ways • I can set boundaries for myself and respect boundaries set by others • I can use active listening skills to pay attention when others are speaking	• I can identify and follow expectations for behavior • I can understand and demonstrate personal responsibility and accountability • I can recognize a problem and use a decision making process to address it • I can positively contribute to my family and community

GRADE	Self-awareness	Self-management	Social Awareness	Relationship Skills	Responsible Decision-making
9-10	• I can accurately identify my emotions and the complexity of different emotions • I can describe and understand what causes these emotions • I can make informed choices based on my personal and academic strengths , challenges, and potential • I can celebrate the complexity of my identity and the identities of others • I can keep trying when things are difficult • I can advocate for myself • I can use my insight to help make plans for high school completion	• I can recognize the cause of my emotions and change my behavior accordingly • I can use specific and healthy strategies to manage my stress and emotions • I can choose behaviors that will help me achieve success at school and in life • I can identify manageable steps to achieve personal goals • I can demonstrate self-management in different settings • I can reflect on possible consequences before I act • I can keep my hands, feet, and other objects to myself (KHFOOTY)	• I can describe various aspects of my identity • I can use verbal, physical, and situational cues to identify what others are feeling • I can apply empathy to social interactions • I can demonstrate an awareness of cultural factors and respect for individual differences • I can identify community supports and ask for help when I need it	• I can build and maintain healthy relationships with peers and adults • I can use communication and social skills to positively interact with others in person and on social-media • I can respect diverse perspectives and resolve conflict in constructive ways • I can set boundaries for myself and respect boundaries set by others • I can use active listening skills to pay attention when others are speaking	• I can identify and follow expectations for behavior • I can accept accountability and responsibility for my behavior in school, personal, and community contexts • I can apply problem solving skills to responsibly address daily academic and social situations • I can positively contribute to my family and community

GRADE	Self-awareness	Self-management	Social Awareness	Relationship Skills	Responsible Decision-making
11-12	• I can accurately identify my emotions and the complexity of different emotions • I can describe and understand what causes these emotions • I can make informed choices based on my personal and academic strengths , challenges, and potential • I can celebrate the complexity of my identity and the identities of others • I can keep trying when things are difficult • I can advocate for myself • I can use my insight to collaborate in making college and career plans	• I can recognize the cause of my emotions and change my behavior accordingly • I can use specific and healthy strategies to manage my stress and emotions • I can choose behaviors that will help me achieve success at school and in life • I can identify manageable steps to achieve personal goals and persevere through difficulties • I can demonstrate self-management in different settings • I can predict and consider possible consequences before I act	• I can describe and celebrate various aspects of my identity • I can use cues to identify what others are feeling and apply empathy to social interactions • I can appreciate cultural diversity and demonstrate respect for individual differences • I can identify community supports and ask for help when I need it	• I can build and maintain healthy relationships • I can use communication and social skills to positively interact with others in person and on social-media • I can demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways • I can set boundaries for myself and respect boundaries set by others	• I can accept accountability and responsibility for my behavior in school, personal, and community contexts • I can apply problem solving skills to responsibly address daily academic and social situations • I can positively contribute to my family, local and global community • I can follow through on obligations and commitments

Adults	
Self-Awareness	**Emotional Self-Awareness** • I am able to identify, recognize and name my emotions in the moment • I recognize the relationship between my feelings and my reactions to people and situations **Accurate Self-Perception** • I know and am realistic about my strengths and limitations • I encourage others to tell me how my actions have affected them • I know how my own needs, biases, and values affect the decisions I make **Self-Confidence** • I believe I have what it takes to influence my own destiny and lead others effectively • I feel confident that I can handle whatever comes along with calm self-assurance and a relaxed presence **Optimism** • I believe that most experiences help me learn and grow • I can see the positive even in negative situations
Self-Management	**Self-Control** • I find ways to manage my emotions and channel them in useful ways without harming anyone • I stay calm, clear-headed, and unflappable under high stress and during a crisis **Setting and Achieving Goals** • I have high personal standards that motivate me to seek performance improvements for myself and those I lead • I am pragmatic, setting measurable, challenging, and attainable goals **Adaptability** • I accept new challenges and adjust to change • I modify my thinking in the face of new information and realities **Organizational Skills** • I can juggle multiple demands without losing focus or energy • I balance my work life with personal renewal time
Social Awareness	**Empathy** • I listen actively and can grasp another person's perspective and feelings from both verbal and nonverbal cues **Respect for Others** • I believe that, in general, people are doing their best, and I expect the best of them **Appreciation of Diversity** • I appreciate and get along with people of diverse backgrounds and cultures in my school community and utilize inclusionary practices to ensure all voices are represented **Organizational Awareness** • I am astute in organizational situations and am able to identify crucial social networks • I understand the organizational forces at work, guiding values, and unspoken rules that operate among people
Relationship Skills	**Communication** • I foster an emotionally nurturing and safe environment for staff, students, families, and community members • I am open and authentic with others about my values and beliefs, goals, and guiding principles • I communicate with and encourage interaction with staff, students, parents, caregivers, and community members • I can articulate ideas that are important to me in ways that motivate others to become involved **Building Relationships** • I have a genuine interest in cultivating people's growth and developing their SEL skills • I am able to openly admit my mistakes and shortcomings to myself and others • I try to understand the perspective and experiences of others before I can offer suggestions • I give timely and constructive feedback as a coach and mentor **Conflict Management** • I am comfortable dealing with conflict, listening to feelings from all parties and helping them understand different perspectives • I am able to guide conflicting parties to find a common solution **Teamwork and Collaboration** • I am good at teamwork and collaboration and generate a collegial atmosphere that inspires us all • I build relationships with members of diverse groups • I involve key stakeholders in important decision-making tasks to ensure we are making wise choices • I embody teamwork in my leadership style and personal behaviors as a role model to staff, students, and the school community
Responsible Decision-Making	**Problem Identification and Situation Analysis** • I am able to define the core of the problem and differentiate it from solution options • I recognize the need for change, to challenge the status quo, and encourage new thinking in my school • I conduct needs analysis and involve the staff to identify problems before starting a new initiative **Problem-Solving** • I involve others to generate multiple solutions and predict the outcome (of each solution) for key problems • I find practical and respectful ways to overcome barriers, even when it comes to making decisions that may not be popular **Evaluation and Reflection** • I use more than one measure to assess progress toward social, emotional, and academic goals • I provide opportunities for self-reflection and group reflection on progress toward goals and the process used **Personal, Moral, and Ethical Responsibility** • I treat other people in the way I would want to be treated • I encourage community service activities for students, staff, and the community

SLCSD Three Signature Practices for the Classroom

SEL SIGNATURE PRACTICE	The *What*	The *How*
WELCOMING ROUTINES **Activities for Inclusion (1-10 minutes)**	Ritual openings establish safety and predictability, support contribution by all voices, set norms for respectful listening, allow students to connect with one another, and create a sense of belonging. To be successful, these activities must be carefully chosen, connected to the learning of the day, and engagingly facilitated.	**SCHOOL-WIDE:** • **All adults express joy in seeing students** • Welcome late arrivals— "We are glad you are at school today." • Mindfulness activity **CLASSROOM:** • **All adults greet students warmly and by name** • Morning circles • Morning meetings • Mindfulness activities

ENGAGING STRATEGIES
Sense Making and "Brain Breaks" (1-15 minutes)
	Engaging strategies are brain-compatible strategies that can foster relationships, cultural humility and affirmation, empowerment, and collaboration. They intentionally build student SEL skills. These practices can also be opportunities for brain breaks that provide a space for integrating new information into long-term memory.	**CLASSROOM:**
		• **Engaging strategies in all academic and SEL content areas**
		• Kagan PIES
		  ○ Positive Interdependence
		  ○ Individual Accountability
		  ○ Equal Participation
		  ○ Simultaneous Interaction
		• Directly teach SEL skills with evidence-based curriculum
		• SEL integration in daily instruction
		• Brain Break—Stand and Stretch:
		  ○ Refresh and reset the brain
		• Mindfulness activities

OPTIMISTIC CLOSURE
Reflections and Looking Forward (3-5 minutes)
	End the day by having students reflect on and then name something that helps them leave on an optimistic note. This provides positive closure, reinforces learning, connects school to home, and creates a moment of looking forward to returning tomorrow.	**CLASSROOM:**
		• **Reflective routines**
		• Exit ticket
		• Think of ...
		  ➢ something I learned today
		  ➢ someone I was able to help
		  ➢ something I want to share with my parent/guardian
		  ➢ something I'm looking forward to doing tomorrow
		  ➢ something I enjoyed about the day
		  ➢ someone who was kind/helpful to me

SLCSD SEL Instructional Options

Explicit K-12 SEL instruction through…

- Announcements or other school media
- SEL lessons from teacher, counselor, administrator, or combination of adults

SEL-integrated instruction through…

Strong SEL-integrated lessons include some or all of the following practices. Not all lessons will include all practices:

- **Academic and SEL learning objectives**: Articulate both the academic and social-emotional goals for the lesson. Ensure goals are developmentally appropriate. Set SEL goals that reflect the social demands of tasks students will perform in the lesson.
- **Open-ended questions:** Open-ended questions seek to elicit student thinking. Replace closed/rhetorical questions and teacher explanation with open-ended questions.
- **Cooperative structures:** Kagan/PIES
- **Choice**: Look for places where students can make a choice (e.g., problems/activities from a list of options, writing topics, methods of presentations).
- **Cultural affirmation**: Ensure cultural affirmation by looking for places to link content to students' experiences and frames of reference and by anticipating support that individual students might need in order to access material and participate fully.
- **Reflection**: Close lessons with a short period of reflection, discussing 1-2 questions that focus on both academic and social-emotional skills learned.
- **Executive functions**: Explicitly teach students how to organize, make lists, monitor progress, and advocate for themselves with peers and adults.
- **Appropriate interactions**: Intervene and instruct in emotional situations. Teach civil discourse, mediate conflict and opposing ideas/opinions, help students manage emotions, impulses, and responses in a classroom environment.

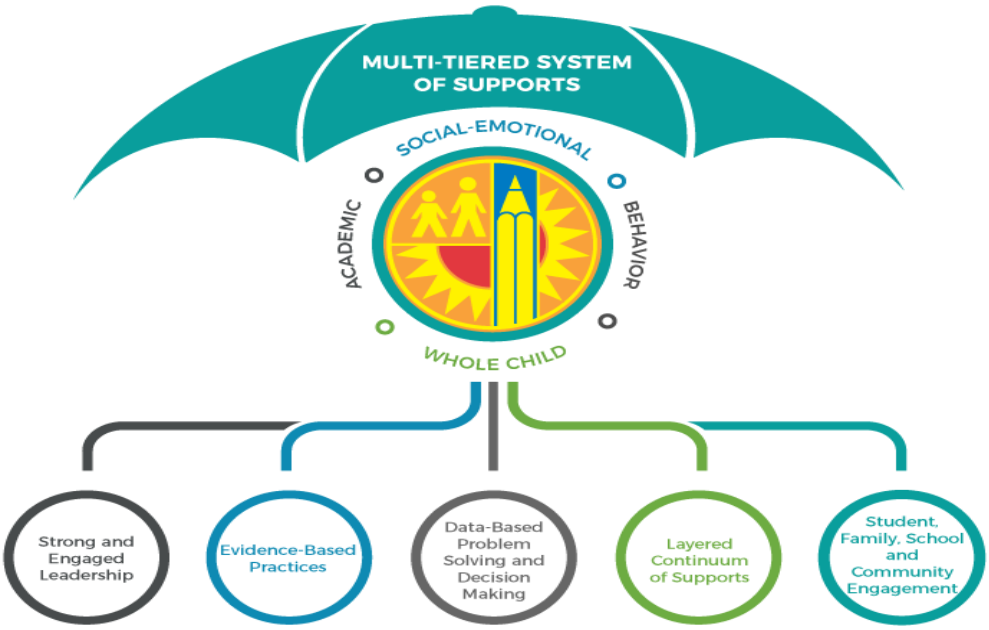
Multi-Tiered System of Support Framework

SLCSD Multi-tiered System of Support (MTSS)

Efforts to improve school climate, safety, learning, and the social and emotional health of students and staff are not separate endeavors. They must be designed, funded, and implemented as a comprehensive school-wide approach that facilitates interdisciplinary collaboration and builds on a multi-tiered system of support. (LRBI, 2015)

Purpose

The purpose of SLCSD MTSS is to support the success of all students through personalized support, positive interventions, and trusting relationships. SLCSD MTSS includes academic interventions, Positive Behavioral Interventions and Supports (PBIS), and Restorative Practices (RP).



SLCSD MTSS Basics

TIER III	For students who have not achieved the goals established during Tier II level interventions, the SSC provides increasingly individualized and/or more frequent interventions and wrap-around services to ensure holistic approach at meeting students' needs. ***Tier 3 interventions are provided in addition to Tier 1 instruction***
TIER II	For students who do not make adequate progress with Tier I instruction, the Student Services Committee (SSC): • gathers more specific information about the individual needs of the student; • develops an intervention plan for each student, including how the information will be collected and reviewed with the parents throughout the process; and • provides evidence-based intervention matched to the need of the student in a small group setting. ***Tier 2 interventions are provided in addition to Tier 1 instruction***
TIER I	All students receive Tier I instruction focused on grade-level standards and school-wide behavioral expectations. All students are screened both academically and behaviorally to determine how all students are progressing. The school reviews the instruction provided to all students and ensures that each student's progress is monitored. Teachers differentiate instruction or use different approaches to meet unique student needs.

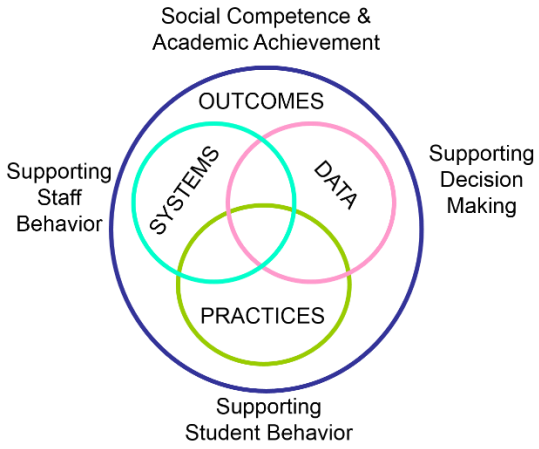
Tier 1 Approaches

Salt Lake City School District strives to build relationships and create a sense of belonging, community, and a culture of inclusion where everyone feels welcomed and respected.

Positive Behavioral Interventions & Supports (PBIS)

"Positive Behavioral Interventions and Supports (PBIS is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support everyone—especially students with disabilities—to create the kinds of schools where all students are successful.

PBIS isn't a curriculum you purchase or something you learn during a one-day professional development training. It is a commitment to addressing student behavior through systems change. When it's implemented well, students achieve improved social and academic outcomes, schools experience reduced exclusionary discipline practices, and school personnel feel more effective."



Getting Started. (2019). Retrieved November 4, 2019, from https://www.pbis.org/pbis/getting-started.

Characteristics of Effective and Proactive Classroom/School Expectations

CLASSROOM	SCHOOL
• Prioritize expectations by limiting to 3-5 classroom-wide expectations/rules. • State expected behaviors positively. • Use developmentally appropriate language in the wording (vocabulary appropriate to student age, functional level, and skill level). • State explicitly what the behavior looks and sounds like. • Make rules observable and measurable. • Post the rules publicly for all to see.	• Prioritize expectations by limiting the number to 3-5 succinct school-wide expectations that apply across all settings. • Identify expected behaviors for specific non-classroom settings (e.g., hallways, cafeteria, gym, etc…). • Develop classroom procedures to guide daily operations. • Clarify further by identifying specific behaviors for each expectation. • Post the rules publicly for all to see.

Restorative Practices

Our world is changing at a breathtaking pace, driven by scientific and technological advances whose consequences challenge our ability to cope with them. Social patterns that have long characterized human life are changing dramatically around the globe, diminishing social connectedness in families, schools, workplaces and communities.

The emerging field of restorative practices is the study of restoring and developing social capital, social discipline, emotional well-being, and civic participation through participatory learning and decision making. Restorative practices can enhance our relationships and our emotional well-being.

Adapted from The International Institute for Restorative Practices website

Building	Maintaining Community	Repairing
	Restorative Practices Continuum	
• Use SEL Signature Practices • Speak from the heart • Listen carefully • Ask open-ended questions • Engage in community circles	• Hear every voice • Participate, cooperate, and be part of the solution • Reflect and reinforce the behavior you want to see • Discuss norms and values	• Focus first on the needs of harmed parties • Take responsibility for your own behavior • Practice resolving conflict • Wait patiently for answers to questions

Restorative Practices Desired Outcomes

Respect
Respect is shown to all people, defined by honoring their individual and cultural needs.

Empowerment
Sharing or transferring power to stakeholders.

Inclusivity
Stakeholders should have a voice in the process and outcomes.

Humility
Recognition of our own limitations, including our potential to cause unintended harm.

Curiosity
Receptivity and effort to understand all interpretations and experiences.

Interconnectedness
The emergence of justice for all parties impacted is dependent on the experience of meaningful justice for each party.

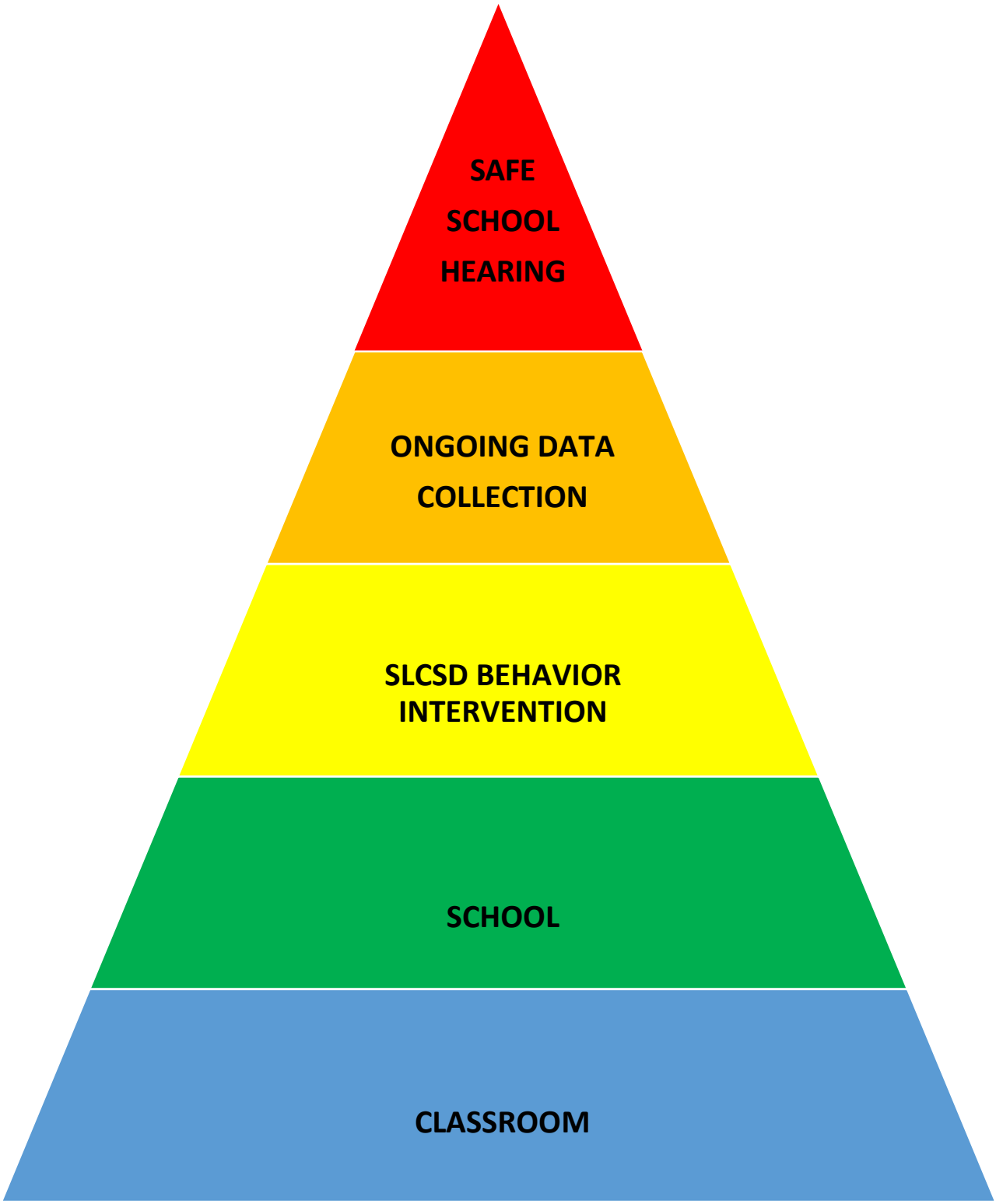
Responsibility/Accountability
An individual has obligations to address the suffering of those they have harmed.

Growth
Moments of crisis represent opportunities for positive change within individuals and communities.

Dialogue
The mutual sharing of stories, perspectives, needs, and ideas between stakeholders is necessary for justice to emerge.

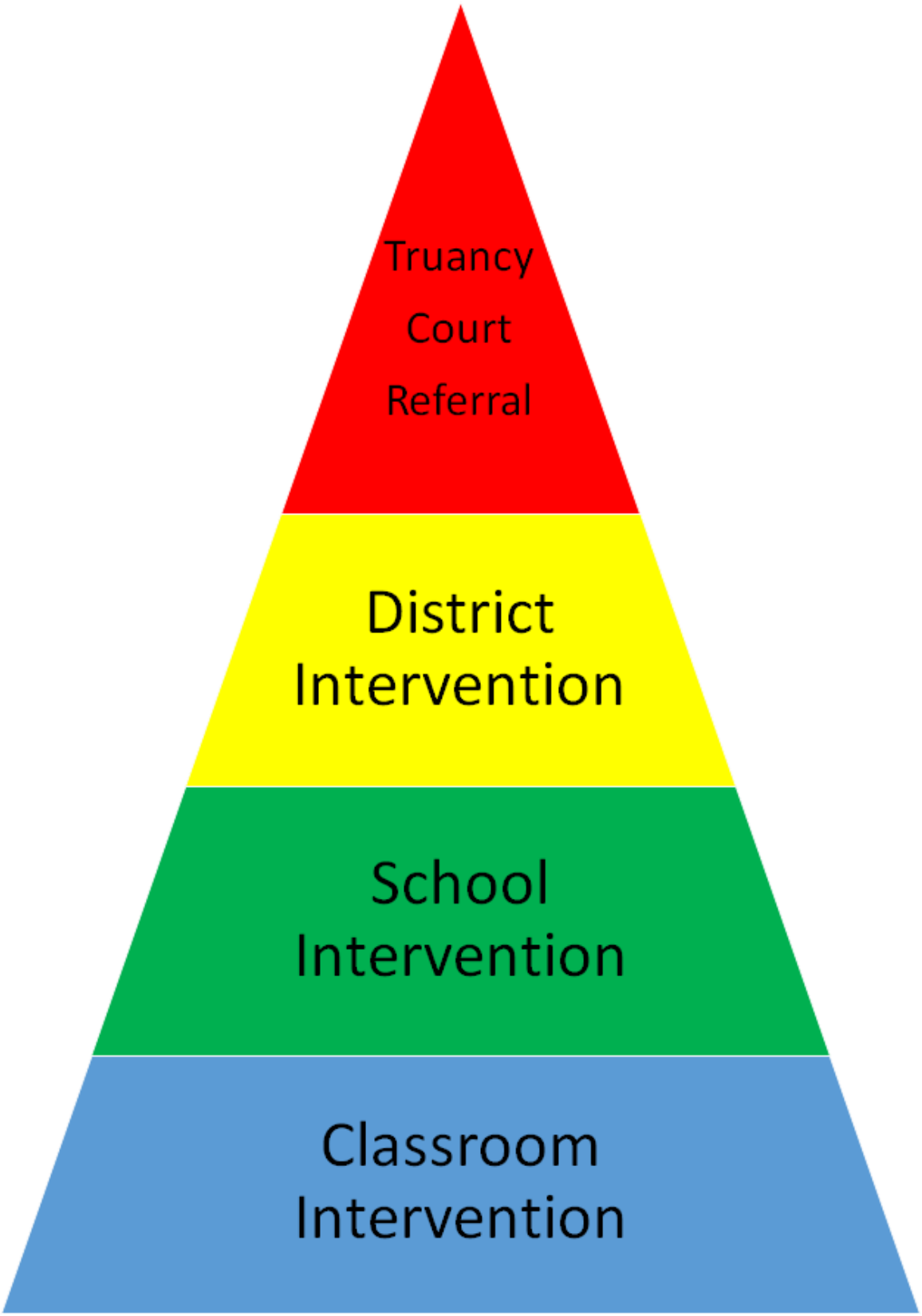
SLCSD Behavior Intervention Hierarchy

When Tier 1 behavior strategies are not effective for all students, SLCSD observes the following Behavior Intervention Hierarchy:



LEVELS OF BEHAVIOR INTERVENTON	SLCSD BEHAVIOR INTERVENTION HIERARCHY
Safe School Hearing	**SEVERE BEHAVIOR: Policy S-3 III D & E** Severe behavior that significantly poses a real threat to self or others ***WITH INTENT TO HARM OR INTIMIDATE*** • Incident is reviewed by the Safe Schools Committee. Appropriate consequences and plans will be developed. • Student may be placed in an alternative educational setting for a specified period determined by the severity of behavior • Long-term suspensions will be considered if student is a violent offender
Ongoing Data Collection	**ONGOING DATA COLLECTION AND COLLABORATION WITH DISTRICT SPECIALISTS** As long as behavior does not immediately escalate to a violation of Policy S-3 and there is not threat to harm self or others, data continues to be collected from behavior plans and other interventions and documented appropriately for 6-8 weeks. • Adjustment to interventions to change results may take place at this stage
SLCSD Behavior Intervention	**OPTION I** Consultation Protocol: Administrators present their student or behavior dilemma to administrative colleagues to collaboratively design an intervention plan or determine appropriate next step **OPTION II** District Consultation: Special Education, Student Services, Equity, and Network Director collaborate with school to design an intervention plan or determine appropriate next step
School MTSS school-wide support at all tiers	**TIER III** Formally refer to SLCSD Behavior Intervention Team if classroom and school interventions have been unsuccessful. Interventions implemented and documented for 6-8 weeks with reasonable fidelity. • Continue to include communication and collaboration with parent/guardian • Consult with social workers and nurses **TIER II** • SSC in place for data-based individualized intervention support for all students • Proactive review of IEP or 504 plan when applicable • Include communication and collaboration with parent/guardian • Consult with counselors, coaches, administration and/or SSC for intervention support **TIER I** • SEL Signature Practices • PBIS: Universal expectations, routines, and practices—Teach, Model, Practice, and Reteach ○ Systems and practices that recognize and reinforce positive behavior • Restorative Practices: Building relationships, sense of belonging, and sense of community • Create a culture of inclusion
Classroom	**TIER III** Formally refer student to Student Services Committee (SSC) if classroom interventions have been unsuccessful • Continue to include communication and collaboration with parent/guardian • Consult with social workers and nurses **TIER II** Classroom interventions are personalized to support students (2-3 weeks of documented classroom interventions with reasonable fidelity) • Interventions include communication and collaboration with parent/guardian • Consult with counselors, coaches, administration and/or SSC for intervention support **TIER I** Classroom routines and structures are in place to create a positive learning environment for all students • SEL Signature Practices • PBIS: Clear rules, expectations, and positive reinforcement

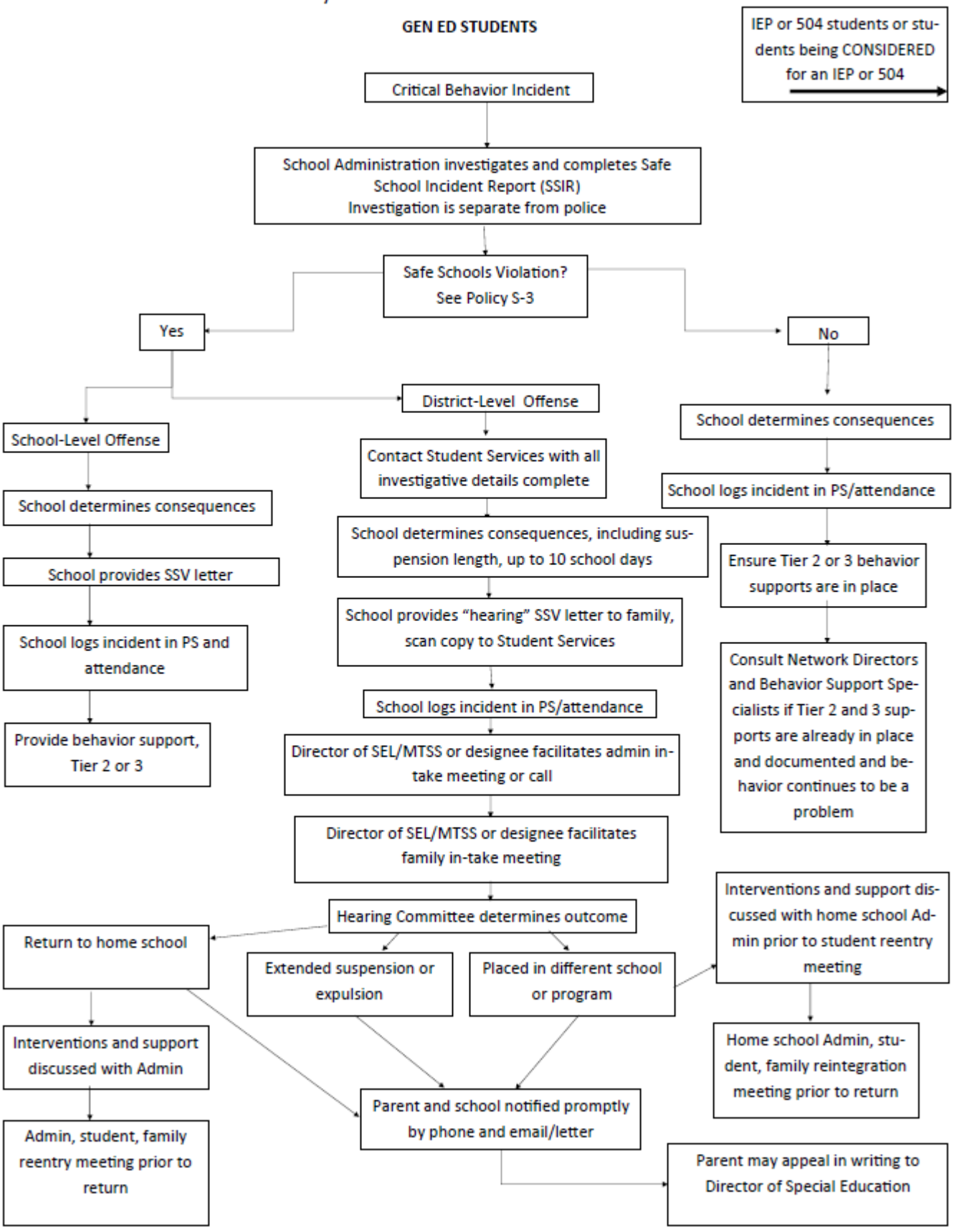
Intervention Hierarchy for Chronic Absences



Intervention Hierarchy for Chronic Absences	Chronic Absence Intervention Hierarchy
Truancy Court Referral	Student referred to Truancy Court when all levels of intervention have been exhausted and unsuccessful
District Intervention	Student referred to Family and School Collaboration Coordinator when school level interventions have been unsuccessful • Documented interventions must accompany a referral to the Family and School Collaboration Coordinator
School Intervention	Interventions are implemented with reasonable fidelity and documented for 6-8 weeks. Student Services Committee (Administrator, Counselor, Student, Guardian, and others who may be helpful): • Collaborate to create a plan/school contract with achievable goals and incentives • Assign a student advocate or other trusting adult • Check in/Check out • Tracking sheets • Counselor refers student to Student Services Committee • Counselor provides additional interventions in collaboration with student and guardian
Classroom Intervention	Interventions are implemented with reasonable fidelity and documented for 2-3 weeks. Consult with school counselor for additional interventions: • Create a contract with achievable goals and incentives • Collaborate with guardian to create a plan • Call home

Appendix and Resources

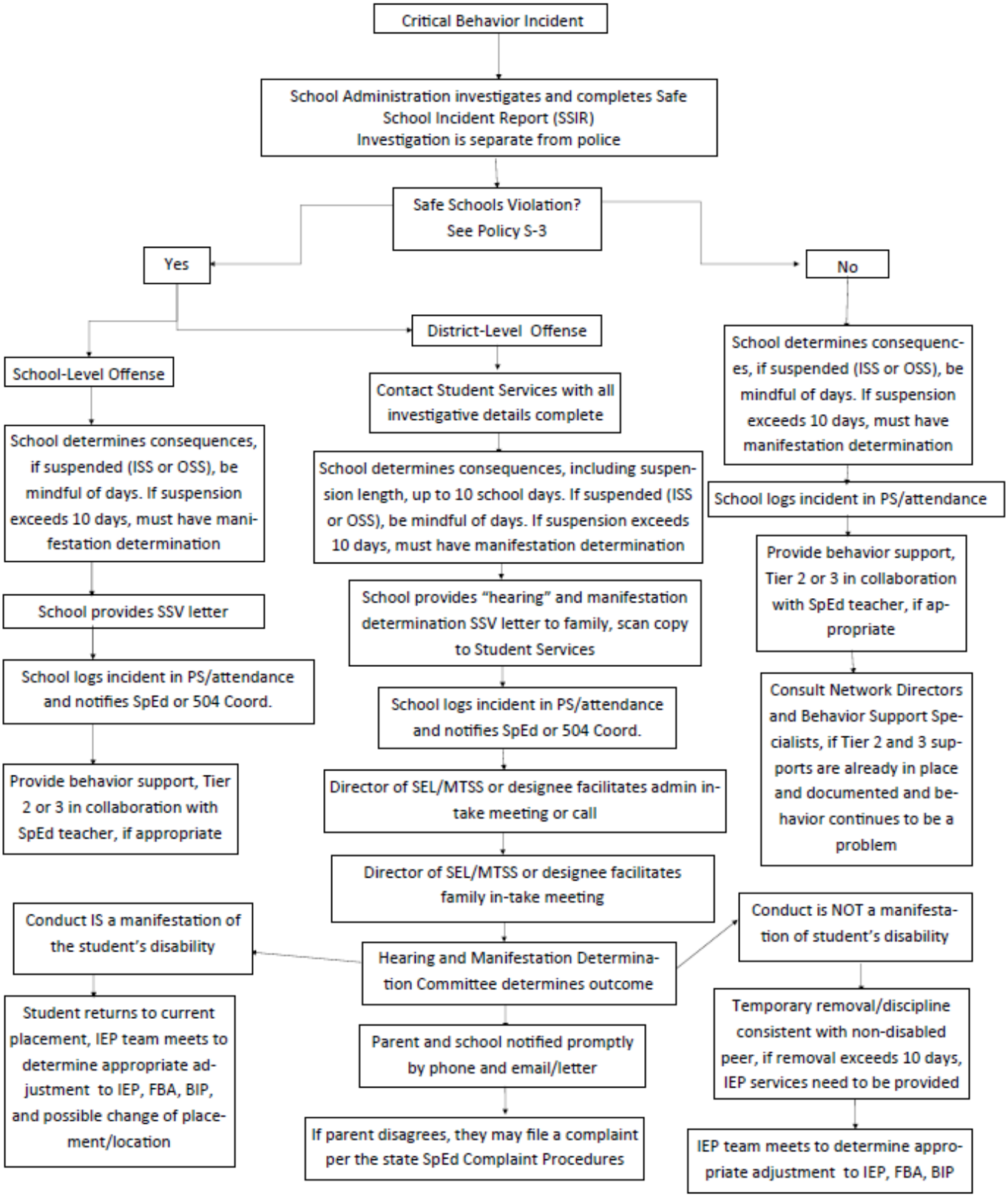
Salt Lake City School District Safe Schools Violation Process

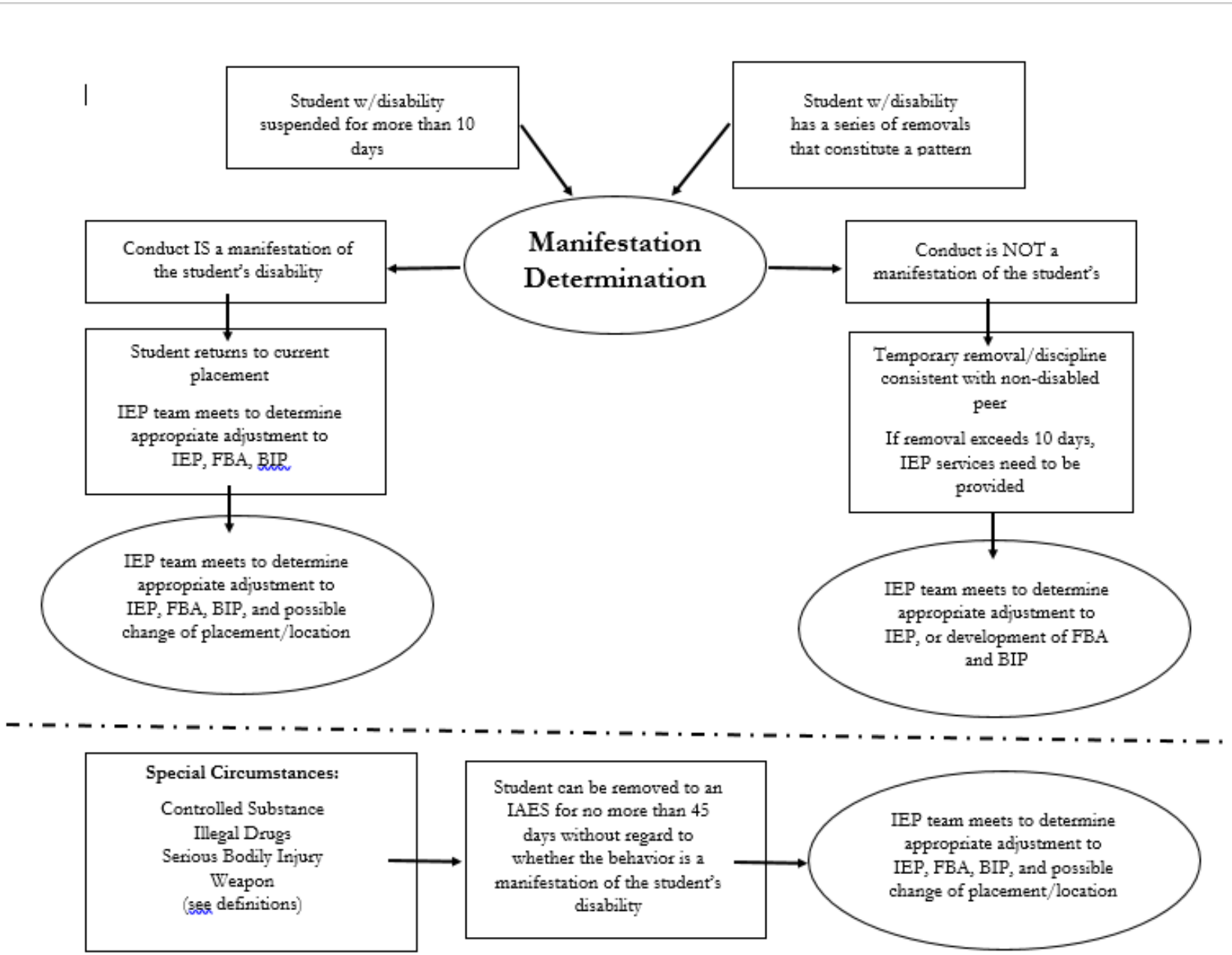


Salt Lake City School District Safe Schools Violation Process

IEP or 504 STUDENTS or STUDENTS BEING CONSIDERED FOR AN IEP or 504

Gen Ed students →




Student w/disability suspended for more than 10 days
Student w/disability has a series of removals that constitute a pattern
Manifestation Determination
Conduct IS a manifestation of the student's disability
Conduct is NOT a manifestation of the student's
Student returns to current placement
IEP team meets to determine appropriate adjustment to IEP, FBA, BIP
Temporary removal/discipline consistent with non-disabled peer
If removal exceeds 10 days, IEP services need to be provided
IEP team meets to determine appropriate adjustment to IEP, FBA, BIP, and possible change of placement/location
IEP team meets to determine appropriate adjustment to IEP, or development of FBA and BIP
Special Circumstances:
Controlled Substance
Illegal Drugs
Serious Bodily Injury
Weapon
(see definitions)
Student can be removed to an IAES for no more than 45 days without regard to whether the behavior is a manifestation of the student's disability
IEP team meets to determine appropriate adjustment to IEP, FBA, BIP, and possible change of placement/location

School Threat Assessment Decision Tree

Step 1. Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

No → Not a threat. Might be an expression of anger that merits attention.

Yes ↓

Step 2. Attempt to resolve the threat as transient.

Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?

Yes → Case resolved as transient; add services as needed.

No ↓

Step 3. Respond to a substantive threat.

For all substantive threats:

a. Take precautions to protect potential victims.
b. Warn intended victim and parents.
c. Look for ways to resolve conflict.
d. Discipline student, when appropriate.

Serious means a threat to hit, fight, or beat up whereas very serious means a threat to kill, rape, or cause very serious injury with a weapon.

Serious → Case resolved as serious substantive threat; add services as needed.

Very Serious ↓

Step 4. Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above,

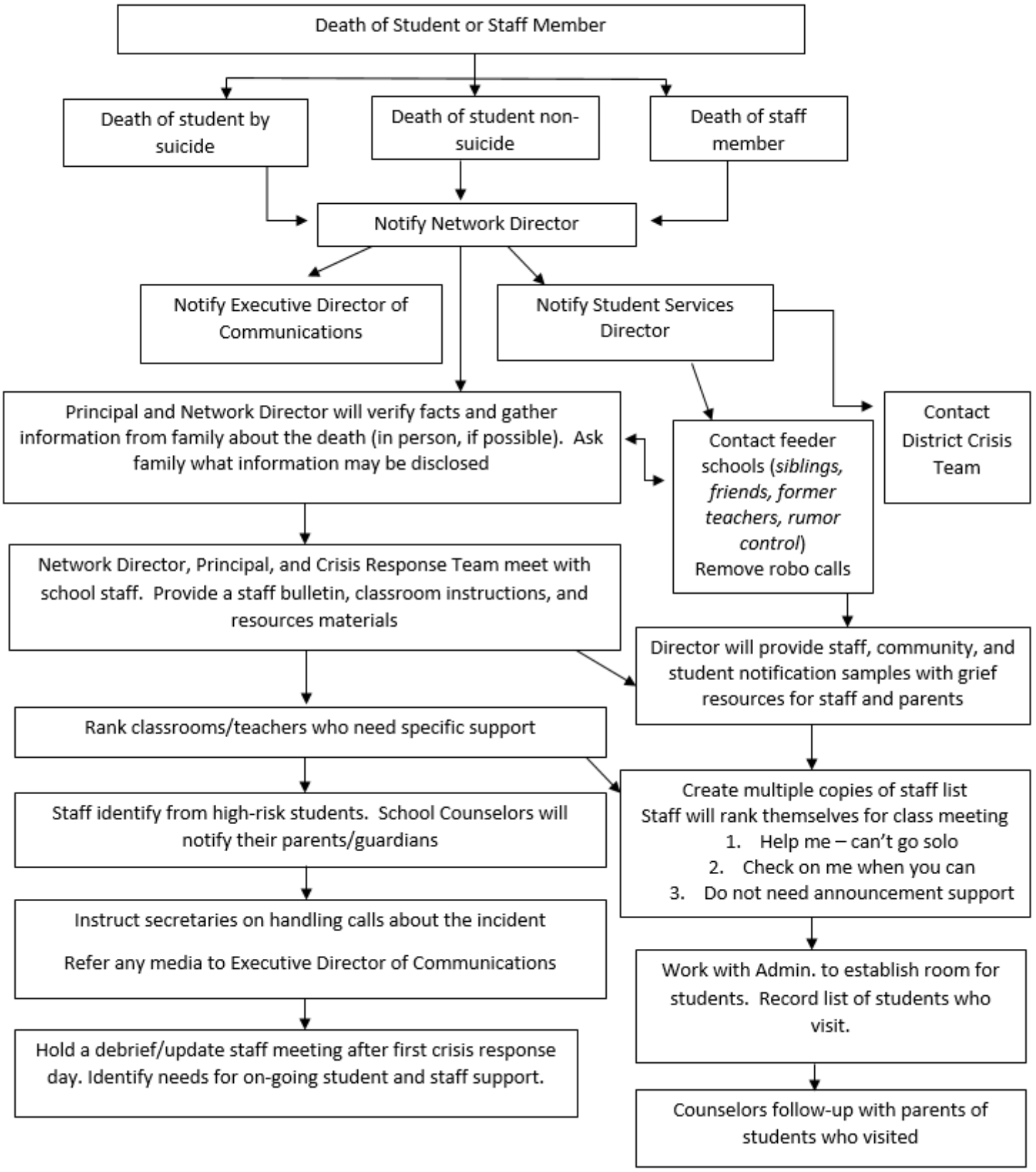
e. Screen student for mental health services and counseling; refer as needed.
f. Law enforcement investigation for evidence of planning and preparation, criminal activity.
g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible disability.

↓

Step 5. Implement and monitor the safety plan.

Document the plan.
Maintain contact with the student.
Monitor whether plan is working and revise as needed.

Principal crisis flowchart for death of student or staff member



Discipline Committees

Safe School Hearing Committee:

- Weekly and as needed: SEL/MTSS Director, elementary administrator, secondary administrator and/or district office administrator
- Semester 1: Alternate weeks between Team A and Team B
- Semester 2: Alternate weeks between Team C and Team D

Manifestation Determination Committee:

- As needed: Special Education Coordinator, student's IEP team, school administrator, and/or district office administrator
    - IEP Team to include parent/guardian, student, and regular education teacher, and student's file holder
    - Manifestation determination meeting will be held when a student with a disability (SWD) has committed a Safe School Violation or is exhibiting a pattern of concerning behavior.
        - If it is determined that the student's behavior **is not** a manifestation of their disability, the safe school violation process will proceed.
        - If it is determined that the student's behavior **is** a manifestation of their disability, the IEP team will determine the interventions, plans, and goals that will best support the student in their growth and learning.

SLCSD Behavior Intervention Team:

- Consultation Protocol—Administrative colleagues and Network Directors available to have cases presented and offer help in designing intervention plans
    - After Principals Meeting
- District Consultation—Behavior Specialist, Social Worker, Network Director, SEL/MTSS Director, Special Education Director
    - ***On an as needed basis and contingent upon documented interventions at the school level***

SLCSD Safe Schools Violations: School-Level vs. District-Level Offenses

These examples are for guidance and are not exhaustive.

Examples of School-Level Offenses: **May** be handled at the school level

- Frequent or flagrant willful disobedience.
- Mutual combat, fighting, or simple assault where there is only minor injury or limited threats of violence.
- Defaming or false statements about students or staff.
- Destroying, defacing or vandalizing school property, or property that belongs to students, teachers, or other school personnel.
- Criminal mischief.
- Stealing.
- Possessing or using tobacco, tobacco paraphernalia, or tobacco products, including electronic cigarettes and hookah (see S-3, Section IX for more specific guidance).
- Repeated acts of relational aggression (possible G-19/20 investigation).
- Gang-related attire or gang-related activity that is dangerous or disruptive.
- Using profane, obscene, indecent, abusive, immoral or highly offensive language and gestures (possible G-19/20 investigation).
- Making indecent propositions or exhibitions (possible G-19/20 investigation).
- Violating the school dress code, including wearing, possessing, or displaying clothing, apparel, bandanas, head gear, or jewelry bearing insignia, initials, names symbols or any other emblem or writing which is drug, alcohol, or gang related.
- Gambling.
- Minor incidents of sexually inappropriate behavior that do not rise to the level of sexual harassment.
- Trespassing.
- Isolated, minor instances of bullying, cyber-bullying, hazing, harassment, or abusive conduct (possible G-19/20 investigation).
- Engaging in any unethical academic behavior including cheating, plagiarism, forging records, altering student records and hacking.
- Possession, control, or use of an alcoholic beverage.

Examples of District-Level Offenses: **May** lead to a district hearing

- Possession (regardless of intent), control, or actual or threatened use of a real weapon, explosive, or noxious or flammable material. Weapon may be defined as any firearm, knife, martial arts instrument, chains, or other materials or devices whether designed for use as a weapon or for some other use.
- The actual or threatened use of a look-alike weapon with intent to intimidate another person or to disrupt normal school activities.
- The possession, control, distribution, or sale of a drug or controlled substance, imitation controlled substance, or drug paraphernalia (see S-3, Section IX for more specific guidance).
- Commission of an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or class A misdemeanor.
- The commission of a serious violation of Board Policy G-19: Discrimination, harassment, and retaliation.
- The commission of a serious violation of Board Policy G-20: Bullying, Cyber-bullying, Hazing or Abusive Conduct.
- The commission of a sexually inappropriate act that is serious in nature but that does not rise to the level of sexual harassment (Consult with Compliance Officer in these cases for guidance).
- Aggravated assault:
    - Assault committed with a weapon or with any other dangerous object.
    - Assault with the intent to commit another felony crime such as rape or robbery.
    - Any assault that results in serious physical injury to someone else.
- Repeat offenses from Part I of this document, e.g. a student continues to engage in bullying or harassing behavior despite the documented implementation of appropriate lower-level interventions and discipline.

What does SEL look like in the Elementary School, Middle School, and High School?

A curated set of links to videos & articles to support SEL professional development & implementation

Rob Schamberg, Senior District Advisor, CASEL
February 2019

What does SEL look like in the Elementary School?

Videos

- SEL in Marcus Garvey Elementary, Chicago: https://www.youtube.com/watch?v=ITaNXKSTyZM
- Social and Emotional Learning - A Schoolwide Approach: Symonds Elementary https://www.youtube.com/watch?v=XmVhO3nL2EM
- Morning Meetings: Creating a Safe Space for Learning https://www.youtube.com/watch?v=iMctALPpLF4

Articles

- CASEL Guide to Schoolwide SEL: Implementation Timeline https://drive.google.com/file/d/1QfjbMRNRB7_wIJ56WD_FJNmSBlaUrgi1/view
- How to Implement Social and Emotional Learning at Your School
- https://www.edutopia.org/blog/implement-sel-at-your-school-elias-leverett-duffell-humphrey-stepney-ferrito
- RWJF Social Emotional Learning in Elementary School Brief:
- https://www.rwjf.org/en/library/research/2017/04/social-emotional-learning-in-elementary-school.html
- Student Voice at Elementary School:
  - 4th annual Washoe County School District Strength in Voices Conference: https://www.washoeschools.net/Page/11799
  - Agenda from Washoe Student Voice Conference https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/647/2018%20ES%20Sessions.pdf

What does SEL look like in the Middle School?

Videos

- Using SEL as the Foundation of a School Community https://www.edutopia.org/video/building-schools-foundation-sel
- Student Developed Norms: https://www.edutopia.org/video/fostering-belonging-classroom-norms
- Youth Voice and Engagement in Governance – Washoe County School District https://www.youtube.com/watch?v=ErTBof71YmM&feature=youtu.be and https://www.washoeschools.net/Page/5217 (scroll down to see this excellent 12-minute video)
- Social Emotional Learning in Bellevue Middle Schools https://youtu.be/1b6Ot9jCk4Y

Articles

- Promoting Social and Emotional Learning in the Middle and High School Years http://prevention.psu.edu/uploads/files/penn_state_middle_high_brief_final.pdf
- Social-Emotional Learning Assessment Measures for Middle School Youth http://www.casel.org/wp-content/uploads/2016/01/DAP-Raikes-Foundation-Review-1.pdf
- Examples of Social and Emotional Learning in Middle School Social Studies Instruction http://www.casel.org/wp-content/uploads/2017/08/SEL-in-Middle-School-Social-Studies-8-20-17.pdf
- 13 Powerful SEL Activities: Build social and emotional skills into any class https://www.edutopia.org/article/13-powerful-sel-activities-emelina-minero

What does SEL look like in the High School?

Videos

- Methods for Academic and Personal Success (MAPS) – Austin HS: https://vimeo.com/78395372
- Daily Advisory linked to literature https://www.edutopia.org/video/integrating-sel-and-literacy
- SEL in Secondary Schools (Larry Derringer): https://www.youtube.com/watch?v=I-CErAZU-Ok
- SEL in Secondary – Oakland HS Principal https://www.youtube.com/watch?v=I-CErAZU-Ok
- Youth Voice and Engagement in Governance - Washoe County School District https://www.youtube.com/watch?v=ErTBof71YmM&feature=youtu.be and https://www.washoeschools.net/Page/5217 (scroll down to find this excellent 12-minute video)
- What Every Student Wants Teachers to Know/Youth Voice – Boston https://www.youtube.com/watch?v=5nH6Pq93C1c
- SEL: Goal-Setting and Relationships Are Part of District's Academic Core – Washoe https://www.youtube.com/watch?v=Cq5mex-I7JY

Articles

- Caring Communities: Linking School Culture and Student Development, NCSEAD. Pp. 4-5 focus on high school. https://assets.aspeninstitute.org/content/uploads/2018/07/Case-study-4_072418_v2_web.pdf?_ga=2.90288798.503724951.1551024531-1230346022.1550675455
- Damonte Ranch High School Ed Week Blog – Parts 1 & 2
  - Part 1: https://blogs.edweek.org/edweek/learning_social_emotional/2018/09/more_grads_happier_teachers_fewer_referrals.html
  - Part 2: http://blogs.edweek.org/edweek/learning_social_emotional/2018/09/more_grads_happier_teachers_fewer_referrals_part_2.html
- Promoting Social and Emotional Learning in the Middle and High School Years http://prevention.psu.edu/uploads/files/penn_state_middle_high_brief_final.pdf
- 13 Powerful SEL Activities: Build social and emotional skills into any class https://www.edutopia.org/article/13-powerful-sel-activities-emelina-minero
- To Teach My Students I had to Learn First https://blogs.edweek.org/edweek/learning_social_emotional/2018/08/to_teach_my_students_i_had_to_learn_first.html

Videos which demonstrate SEL and describe implementation at all three levels:

- CASEL District Case Studies on the SEL Financial Sustainability site
  - Austin ISD: http://financialsustainability.casel.org/case-study-austin/
  - Chicago Public School District: http://financialsustainability.casel.org/case-study-chicago/
  - Washoe County School District: http://financialsustainability.casel.org/case-study-washoe/
  - Wheaton-Warrenville CSD: http://financialsustainability.casel.org/case-study-wheaton/
- Edutopia - Smart Hearts: SEL Overview: https://www.edutopia.org/video/smart-hearts-social-and-emotional-learning-overview

Other Recommended Websites

The Collaborative for Academic, Social, and Emotional Learning (CASEL)
https://casel.org/

SEL Signature Practices Playbook
https://schoolguide.casel.org/uploads/sites/2/2018/12/CASEL_SEL-3-Signature-Practices-Playbook- V3.pdf

SEL-integrated lesson planning checklist
https://drc.casel.org/blog/resource/sel-integrated-lesson-planning-checklist/

Positive Behavior Interventions and Supports (PBIS)
https://www.pbis.org/
https://www.pbisworld.com/

National Center on Intensive Intervention
https://intensiveintervention.org/intensive-intervention/multi-tiered-systems-support

Second Step Social-Emotional Learning
https://www.secondstep.org/second-step-social-emotional-learning?gclid=eaiaiqobchmi-7y5sqsp5giv7r-tbh0u2qf-eaayasaaegltg_d_bwe

School Connect
https://www.school-connect.net/