

**CONSOLIDATED
SCHOOL DISTRICT
— OF —
NEW BRITAIN**

**PURSuing EXCELLENCE
ONE STUDENT AT A TIME**

**CSDNB Social Emotional Learning
Implementation Guide
Elementary School
Grades PK-3
2017-2018
Grades 4-5 (2018-2019)**

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1. Why a Social Emotional Curriculum?

“Social Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”- CASEL

All students can benefit from an organized social and emotional learning framework. In New Britain, we believe SEL is integral to the comprehensive education of all students, preschool through high school. SEL is gaining significant traction in federal and state policy. Members of Congress from both parties have introduced or supported pending legislation that includes social and emotional learning. The 2015 [Every Student Succeeds Act \(ESSA\)](#) contains several provisions that encourage states and districts to promote SEL.

Superintendent Nancy Sarra has named engagement a top priority for all students, families and staff. To increase engagement, CSDNB will implement a social skills curriculum that includes specific strategies for both prevention and intervention. Lessons were created by grade level committees (PK-3) for implementation. These lessons were organized into a framework created after aligning the Strands of The Connecticut Social, Emotional and Intellectual Habits Framework with the five competencies identified by The Collaborative for Academic, Social, and Emotional Learning (CASEL).

Our data indicates we need this curriculum

An SEL curriculum is expected to support a number of the “success measures” laid out in the 5 year strategic plan such as an increase in student attendance, an increase in student engagement, an increase in parent engagement, an increase from pre- to post- on the Behavior and Emotional Screening System, an increase in graduation rates, an increase in quality partnerships and collaborations and a decrease in suspension/ expulsion rates.

How is an SEL curriculum different from Well Managed Schools programming?

The Well Managed Schools program provides a solid foundation as a behavior management tool to assist in building relationships and trust within the classroom. SEL takes advantage of these relationships and allows staff to focus on explicitly teaching the competencies our students so desperately need to be successful.



Why did The Department of Academics create a framework rather than purchasing one?

The Department of Academics felt that it was important to have a framework that would be meaningful to our students and community. With that in mind, the decision was made to utilize resources already available in the district to create a curriculum that is both accessible and flexible.

I already teach SEL; how will this affect me?

Please keep doing what you are already doing! These lessons are a way to ensure horizontal and vertical alignment and similar experiences for students across the district. Each lesson focuses on a different theme/topic and is aligned to a specific CASEL competency and one or more of the CSDNB Core Values. Most lessons are further aligned to the Ana Grace Project Competencies and Well Managed Schools skills. The lessons are flexible enough that resources and activities can be changed out and replace others, as long as resources revolve around the same theme and cover the assigned competencies.

2. Why CASEL?

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been a leader, a catalyst, and a collaborator serving the field of social and emotional learning (SEL) since its founding in 1994. Their goal is to establish high-quality, evidence-based SEL. Their work thus far has included setting standards for evidence-based programs from preschool through high school, understanding and advancing implementation in districts and schools, and conducting research linking SEL to academic achievement and other positive outcomes for students.



**Educating Hearts.
Inspiring Minds.**

From the beginning, CASEL has been comprised of a distinguished national leadership team that identifies key issues to advance the science and practice of SEL. As schools have been inundated with a slew of positive youth development programs such as drug prevention, violence prevention, sex education, civic education, and moral education, SEL was introduced as a framework that addresses the needs of young people and helps to align and coordinate school programs and programming.

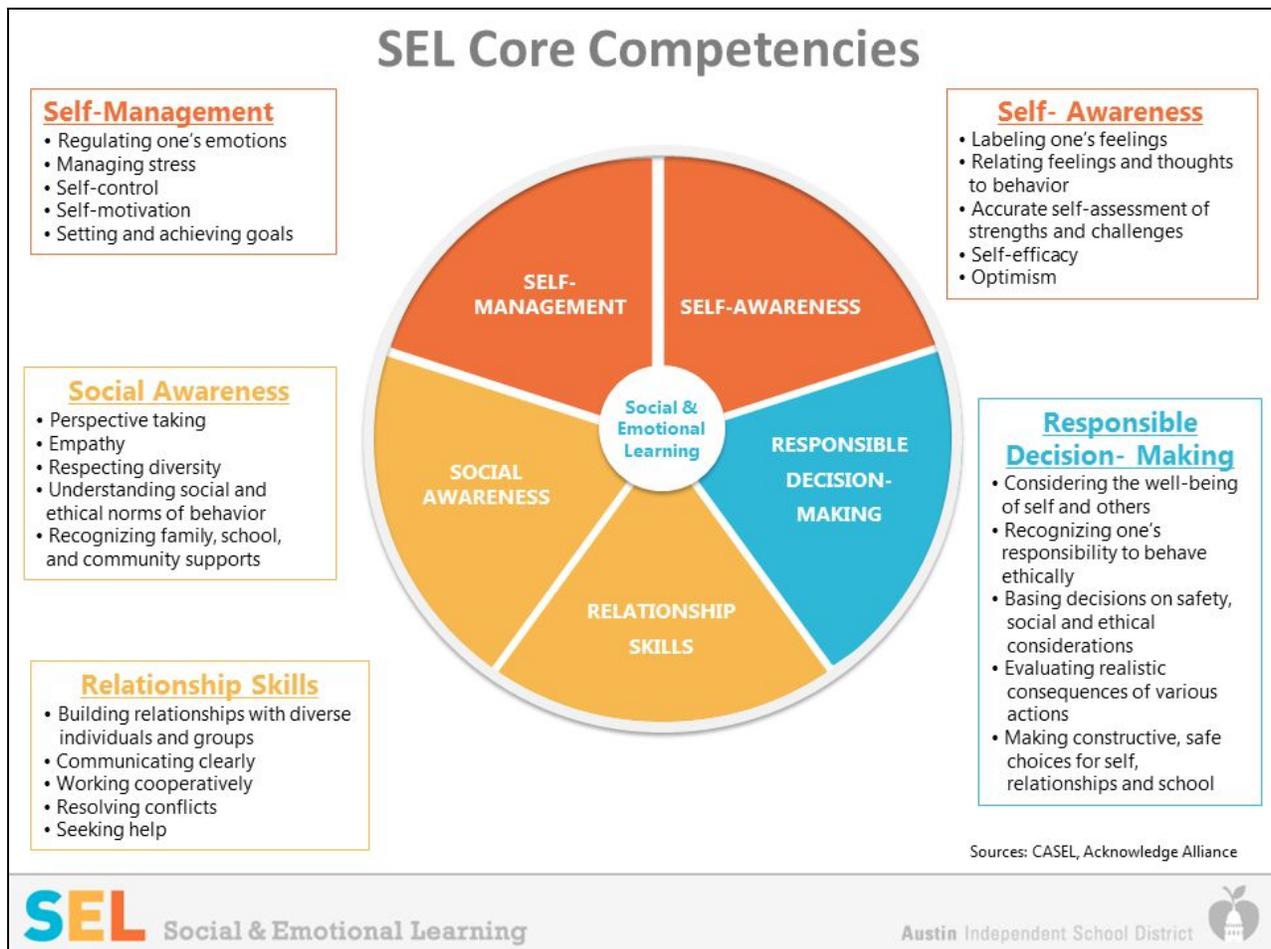
CASEL's core competencies were used as a starting point to outline the identified habits of mind or character traits that New Britain students need to be successful due largely to the reputation of the Collaborative as a national best practice and leader in the field. Additionally, The Center for School Mental Health (CSMH) at The University of Maryland was contacted to review this approach because of their connection to the district through The Safe Schools, Healthy Students grant as technical assistance provider. CSMH approved use of the CASEL framework, citing the competencies as well-researched and considered to be the most widely adopted by districts across the country.



272 Main Street • P.O. Box 1960 • New Britain, CT 06050-1960

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What are the Core Competencies of CASEL?



3. What is the PreK-3 SEL Curriculum

To increase engagement, CSDNB will implement a social skills curriculum that includes lessons, resources, and additional strategies for integrating SEL into academic and unified arts content/curriculum. A committee composed of teachers, social workers, administrators, and central office staff have created the PreK-3 SEL curriculum. Sample lessons have been piloted at each grade level to allow for initial feedback and revision. Click [here](#) to access video bank. (currently being created)

What is included?

- PreK-3 frameworks include 15 lessons aligned with the CASEL competencies, the Ana Grace Project, and WMS skills



- Grades K-3 framework includes an additional lesson per state mandate on sexual abuse and assault awareness
- All resources and materials needed for each of the lessons
- Optional extension activities aligned to district curriculum

What will this look like in the classroom?

- Each lesson is created to be complete and comprehensive (similar to the Mock Election lessons)
 - Objectives
 - Lesson Alignment to CASEL competencies, CSDNB Core Values, WMS Skills, and Ana Grace Project competencies
 - Key Vocabulary
 - List of lesson materials with links
 - Activity/task explanation
 - Some lessons have additional optional activities
 - Additional Resources for integrating the topic into content and academic arts classes (work in progress)
- Lessons can be taught at any time during the day that best fits the social-emotional needs of the students in the classroom. Examples include but are not limited to: morning meeting, before or after lunch/recess, before or after academic arts, during read-aloud, or during a teachable moment in the classroom.
- With the exception of the state mandated lesson([see info below](#)), lessons can be taught at anytime during the year, Average Lesson Pacing would recommend 4 lessons a quarter
- [BYOC](#)
 - Log in using your district username and password
 - Choose “Social Emotional Learning” from the subject dropdown
 - Click on “Social Emotional Learning Primary”

Specific types of lessons

- Lessons may use books, videos, poems, songs, Google presentations, or activities.
- Videos are housed in Devos and may include built in questions.
- Read alouds are linked to lessons that include a book.

What is the state mandated lesson?

- Staff training on recognizing signs and handling disclosures
- The state mandated lesson must be completed within a two week window following training. Administrators and staff should refer to the instructions below for further information.
- Click [here](#) to view the state benchmarks



What support is available?



- Resources and information are available on the district [SEL webpage](#)
- Grade level managers are available to answer questions
 - PreK - Maegan Adams (adamsm@csgdnb.org)
 - Kindergarten - Liz Gaffney (gaffneye@csgdnb.org)
 - Grade 1 - MaryAnn Alverson (alverson@csgdnb.org)
 - Grade 2 - Ann Marie Mancini (manciniA@csgdnb.org)
 - Grade 3 - Lisa Kawecki (kawecki@csgdnb.org)
 - Grades K-5 State mandated lesson - Lisa Kawecki (kawecki@csgdnb.org)
- Building level professional development
- Building administrators can sign up for a Department of Academics staff member to come out to the building for additional training, support, and/or to address questions and concerns

How will this be monitored?

- PreK-3 Lessons

(Administrator input is being requested on how to manage the implementation with fidelity checks, administrator role- what should this look like? Are lessons being taught and skills being reinforced? Can this be a mini-observation?)

- State Mandated Lessons
 - Administrators must set a timeline to follow up on completion of the state mandated lesson within two weeks of training
 - Administrators must send parents the opt out letter and are responsible for coordinating all logistics, including: [Sample 8th grade letter](#)
 - Keeping track of returned letters
 - Identifying a location for students who have opted out
 - Ensuring staff members have completed the Google form provided. Support is available from DOA staff
 - Staff must complete lesson and fill out Google conformation form
 - Click [here](#) to access each school's form

4. What data will be collected?

- Data will be collected in alignment with CSDNB's five year strategic plan:
 - Increase student attendance
 - Decrease chronic absenteeism
 - Increase student engagement
 - Increase parent engagement/satisfaction
 - Increase from pre- to post- on the Behavior and Emotional Screening System (BESS)
 - Decrease in-class incidents and discipline incidents (Review 360)



- Increase employee attendance
- Decrease in suspension/ expulsion
- Establish strategic focus of partnerships
- Evaluate the effectiveness of community school partnerships through partnership effectiveness rubric.
- Attitudes Related to Trauma-Informed Care survey (ARTIC)

5. How does this align to the District's five year strategic plan?

In addition to the data indicating all New Britain students can benefit from an organized social and emotional learning framework, the rollout of such a framework directly supports our core values and pillars laid out in the CSDNB Strategic Plan 2016-2021. If our mission is to provide the best personalized and comprehensive whole-child education so our students will be prepared for, and positively contribute to, a profoundly different future, we must align to the best practices and data supported practices pointing to SEL.

Academics

CSDNB has set the longterm goal of preparing all students to be future-ready through an engaging, personalized, and comprehensive education. The primary core strategies to reach this goal are to develop a well-defined, PK-12, core curriculum that address the whole child and to provide professional development to support curriculum implementation. A long term success measure may be the ability of New Britain High School graduates to succeed in college/career.

Culture and Climate

CSDNB is committed to promoting an engaging culture for learning for all staff and students. The SEL framework directly aligns with the core strategy of addressing students' social-emotional learning. Over the course of five years, CSDNB has committed to monitoring a number of success measures. The roll out of an SEL curriculum should have a direct impact on several, including but not limited to:

- Student attendance
- Student engagement
- Parent engagement/satisfaction
- Scores from pre- to post- on the Behavior and Emotional Screening System
- Suspension/ expulsion

Partnership

CSDNB cultivates and sustains engaging family-school-community partnerships for student and staff success. The SEL framework was designed by aligning our district's core values and programs with the competencies of several key partners. Examples include The Ana Grace Project and Boystown. We measure success by auditing partnerships to support academic achievement and social-emotional development and by constantly evaluating the effectiveness of community school partnerships through a partnership effectiveness rubric.

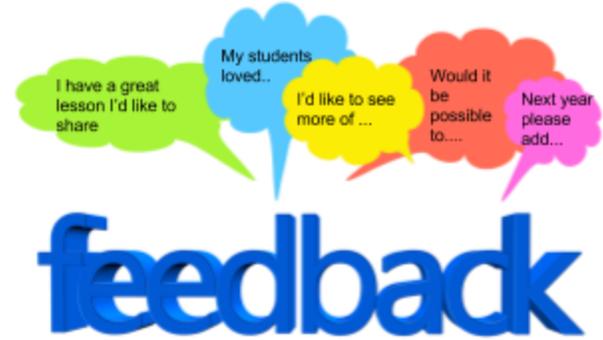


6. How can I contribute to the SEL curriculum and share my fantastic lessons?

Staff are enthusiastically encouraged to contribute lessons, activities, and suggestions for additional resources! Complete the following form or access the form on the [SEL district webpage](#).
[SEL/Advisory Lesson/Activity/Resource Submission Form](#)

7. Where can I make recommendations or critique the SEL curriculum?

All feedback is good feedback. Staff feedback throughout the year will help guide revisions to the SEL curriculum and implementation. Complete the following form or access the form on the [SEL district webpage](#).
[SEL/Advisory Feedback Form](#)



8. Grades 4 and 5

- The SEL curriculum committee will continue to work on grades 4 and 5 during the 2017-2018 school year
 - Grade level subcommittees will be formed in the spring to create the lessons
- Students in grades 4 and 5 will not have experienced any of the PreK-3 SEL lessons. Teachers of students in grades 4 and 5 are encouraged to use lessons and/or resources from the PreK-3 curriculum.
- During the 2017-2018 school year, there will be opportunities for teachers to pilot SEL lessons prior to the 2018-2019 implementation.

