



## **SEL Curriculum Implementation Guide 20-21**

LGSD Vision for Reopening with SEL:

- We believe that the most important part of supporting our students as we reopen is to address their health and safety first, and second, their social emotional needs. The time needed to focus on social emotional learning in the classroom must be significant, especially during the first 6 weeks of the school year.

### **How to use this document:**

This document is meant to provide LGSD teachers and leaders with additional guidance, support and resources for implementing Social Emotional Learning, for both the re-entry into school from COVID-19 closures as well as general best practices. Please continue to refer to this document throughout the year, as it may be continually updated.

### **Anchor Documents from Key Institutions:**

This document was drafted by a cross-disciplinary group of educators through the Return to School working group, who carefully reviewed and included key guidelines from these anchor documents:

[California's Social Emotional Learning Guiding Principles](#)

[CASEL: An Initial Guide to Leveraging the Power of Social Emotional Learning: As You Prepare to Reopen and Renew Your School Community](#)

[SB98](#)

[SDCOE Recovery and Reopening Plan](#)

## I. District-Wide Reopening SEL Practices

- **SEL Curriculum & Instructional Practices:**
  - ***Implementation of SEL Curriculum (Second Step) on a weekly basis throughout the entire school year***
  - ***First six weeks of school:*** Daily SEL lessons/activities for all students during live interactions, with at least one weekly lesson from an SEL curriculum. It is strongly encouraged that daily lessons/activities continue throughout the year.
  - ***May use other SEL curriculum and resources*** - LGSD has put together an [SEL Supplemental Instructional Resources](#) guide that can support the daily or weekly SEL lessons and activities.

## II. Curriculum & Resources

- [Second Step](#)
  - [COVID-19 Resources](#)
- Supplementary:
  - [Sanford Harmony](#)
  - LGSD [SEL Supplemental Instructional Resources](#)

## III. PD & Ongoing Supports

- [PD's](#)
- Optional PD's and pre-recorded PD's on SEL implementation
- Social worker collaboration & consultation

## IV. Family & Community Engagement

- Communication Plan
  - School sites provide communication to all families at least once a month highlighting available mental health and social emotional resources (may be integrated into larger communication or newsletter)
- Events
  - School sites will integrate thoughtful check-ins with families in their parent engagement events to build community and caring relationships

- Resources
  - District will provide parent-facing videos and resources through the district website that highlight resources & strategies that promote emotional well-being
  - School sites will regularly screen for areas of need and provide available resources to families in need

#### **V. Data & Progress Monitoring Systems**

- Data Points for Monitoring SEL Program:
  - Attendance and engagement logs
  - Discipline referrals
  - iBoss alerts
  - Student & family surveys/screeners (initial calls)
  - Teacher referrals for social-emotional needs
- Systems for monitoring for tiered supports
  - Social worker team will monitor these data points on a monthly basis with the support of the Executive Director of Student Services
  - Social worker team will notify principals of key data points and provide consultation and support on appropriate interventions and resources

#### **VI. Roles & Responsibilities of Social Workers in SEL Program**

- Referral response
  - When teachers have a concern for a student, they will email the social worker with their concern, and the social worker will provide follow-up
- Data collection and review
  - Social workers will lead the progress monitoring systems (see above) of their school site, in collaboration with school principals
- SEL curriculum support
  - Social workers are available for supporting classroom teachers with their SEL activities and curriculum. Supports may include, but are not limited to: co-planning and co-instructing SEL curriculum, modeling SEL activities, coaching and providing feedback, providing available resources for SEL curriculum
- Restorative practices
  - Social workers will lead and engage in restorative practices for their school site community

#### **Appendix of Resources**

- [LGSD Supplementary SEL Instructional Resources](#)
- **Articles & Resources:**
  - [Edutopia - Why SEL is Essential](#)
  - [Podcast - Brene Brown "Permission to Feel"](#)
  - [Middle Web - Weaving SEL Questioning into the Classroom](#)
  - [Mental Health Check-in Toolkit](#)
  - [Black Lives Matter at School](#)
  - [Racial Justice Plan Post-COVID](#)
- **[San Diego County Office of Education SEL Resources:](#)**
  - [Emergency Family Check-in](#)
  - [Emergency Family Check-in: Sample Email/Phone Call](#)
  - [Building Developmental Relationships during COVID-19](#)
  - [Recommended Practices for Students Experiencing Homelessness](#)
  - [CDE Housing Questionnaire](#)
  - [Compassion Resilience Toolkit for School Leaders & Staff](#)
  - [PPS Guidance Document for Check-ins with Students](#)
- **[CASEL Guide Highlighted Resources:](#)**
  - [CASEL Resource PD - The Case for SEL](#)