

## Defining Core SEL & Behavior (2022-2023)

Element of Core	Defined at the District Level <i>*highlighted items are the district focus for in-person and remote learning</i>	Defined at the School Level <i>*schools may have additional focus areas for the 21-22 school year</i>
Instruction	<p><b>BCS Instructional Framework: <i>Write, Speak, Listen, Read, Think, Move</i>- guides daily instruction</b></p> <p><a href="#">PBIS Framework</a></p> <ul style="list-style-type: none"> <li>• Explicit instruction specific in school wide behavior expectations, classroom expectations, SEL competencies, and routines</li> <li>• Opportunity for repeated practice with specific teacher feedback embedded throughout the day</li> <li>• Explicit SEL instruction aligned and integrated across academic content.</li> </ul> <p>Examples include:</p> <p><a href="#">10 Practices that Promote SEL</a>, (pg.16) including:</p> <ul style="list-style-type: none"> <li>• Classroom Collaboration</li> <li>• Classroom Discussions</li> <li>• Self-Reflection and Self-Assessment</li> </ul> <p><a href="#">3 Signature Practices</a></p> <p><a href="#">Morning Meeting</a></p> <p>Responsive Advisory meetings</p>	(What is the expectation at the school level? Does it need to be quantified? Does it need to be intensified?)
Curriculum	<p>2nd Step</p> <p>School PBIS Matrix</p> <p>Integrated academic and SEL curriculum</p> <p><b><i>classroom examples:</i></b></p> <ul style="list-style-type: none"> <li>• <a href="#">SEL Elementary ELA</a></li> <li>• <a href="#">SEL High ELA</a></li> <li>• <a href="#">SEL Elementary</a></li> </ul>	

	<a href="#">Math</a> <ul style="list-style-type: none"> <li>● <a href="#">SEL Middle SS</a></li> </ul> <a href="#">NC SEL Standards Mapping</a> <a href="#">Lessons for SEL</a>  Classroom materials are both diverse and inclusive	
<b>Environment</b>	<a href="#">PBIS/SEL</a> is included in the master schedule  Clearly defined schoolwide and classroom behavioral and SEL expectations. The expectations included in the <a href="#">PBIS Matrix</a> should align with the <a href="#">CASEL Competencies</a> : <ul style="list-style-type: none"> <li>● Social Awareness</li> <li>● Self Awareness</li> <li>● Self Management</li> <li>● Relationship Skills</li> <li>● Responsible Decision Making</li> </ul> Classroom structures include opportunities for student voice  Consistent and predictable routines for both students and adults (i.e. calm spots, greeting students at the door, smiling, mindfulness, etc.)  Schoolwide acknowledgement system and response to problem behavior  <a href="#">Morning Meeting</a>  <a href="#">CASEL 3 Signature Practices</a>	

	<a href="#">Restorative Practices &amp; Principles</a> - Norms,connection activities, relational skill building, inclusive decision making, affective language, proactive circles		
<b>Data Evaluation</b> What methods are used to ensure fidelity of implementation, what data sources are used for all students	<p><u>Student Outcome Data:</u></p> <ul style="list-style-type: none"> <li>● Panorama data</li> <li>● Office referrals</li> <li>● Majors and minors in Educator Handbook</li> <li>● Attendance and tardy rates</li> <li>● Nurse referrals</li> <li>● Walkthroughs at every school</li> <li>● Frequent in-process formative assessments with corrective feedback</li> </ul> <p><u>Implementation Data:</u></p> <ul style="list-style-type: none"> <li>● <a href="#">Facilitated Assessment of MTSS-School Level(FAM-S), 1/year</a></li> <li>● <a href="#">Indicators of Schoolwide SEL WalkthroughProtocol 2/year</a></li> </ul>		