

# Social and Emotional Learning Framework



# TABLE OF CONTENTS

<b>TABLE OF CONTENTS</b>	<b>1</b>
<b>INTRODUCTION</b>	<b>2</b>
Social and Emotional Learning Foundation	2
Social and Emotional Learning Philosophy	2
<b>SOCIAL AND EMOTIONAL LEARNING: ACADEMIC INTEGRATION</b>	<b>3</b>
SEL Core Competencies	3
Portrait of A Graduate:	4
Portrait of a Graduate and SEL Core Competencies:	5
<b>IMPLEMENTING THE FRAMEWORK: AREAS OF FOCUS</b>	<b>5</b>
Student Focused Social and Emotional Learning	5
SEL and Instruction	6
Managing Student Behavior	7
SEL and Curriculum	8
SEL and Assessment	8
Family Engagement and Education	9
Staff Well-being	11
Community Partnership	12
<b>SOCIAL AND EMOTIONAL LEARNING AND EQUITY</b>	<b>13</b>
<b>TRAUMA SKILLED SCHOOLS</b>	<b>14</b>
<b>THE PATH FORWARD</b>	<b>14</b>
<b>GLOSSARY</b>	<b>15</b>
<b>REFERENCES</b>	<b>17</b>
<b>APPENDIX A</b>	<b>21</b>
<b>APPENDIX B</b>	<b>22</b>

# INTRODUCTION

## Social and Emotional Learning Foundation

Aside from a child's family, the school district is one of the most important institutions in a community, as children spend approximately 17,000 hours in school from kindergarten to graduation. The traditional school model has been focused on the development of cognitive skills and knowledge, targeting the "3 R's" (reading, writing and arithmetic) to increase literacy and numeracy. As society becomes increasingly more complex, and the science of child development and attachment has grown; communities and schools understand that they need to develop and nurture students in concert with academic success.

The Coeur d'Alene Public Schools Social and Emotional Learning framework defines the organizational vision, mission, and beliefs that contribute to Social and Emotional Learning (SEL) growth. The framework offers direction for the integration of social and emotional learning and academic content. It is the foundation of Coeur d'Alene Public Schools commitment to supporting students and staff holistically with a *relentless* focus on the development and education of the whole student.

## Social and Emotional Learning Philosophy

The Association for Supervision and Curriculum Development (ASCD, 2020) empowers educators to achieve excellence through whole student engagement. ASCD professes, *"We live in a global economy that requires our students to be prepared to think both critically and creatively, evaluate massive amounts of information, solve complex problems, and communicate well. A strong foundation in reading, writing, math, and other core subjects is still as important as ever, yet by itself is insufficient for lifelong success. For too long, we have committed to time structures, coursework, instructional methods, and assessments designed more than a century ago. Our current definition of student success is too narrow. It is time to put students first, align resources to students' multiple needs, and advocate for a more balanced approach. A child who enters school healthy and feels safe is ready to learn. A student who feels connected to school is more likely to stay in school. All students who have access to challenging and engaging academic programs are better prepared for further education, work, and civic life. These components must work together, not in isolation."*

As such, social and emotional learning is the foundation to a dynamic learning environment envisioning that all Coeur d'Alene Public Schools' students will internalize and demonstrate the social and emotional competencies needed to thrive in school and in life.

Social and emotional learning at all Coeur d'Alene Public Schools is rooted in the following core beliefs:

- **We create a culture of safety:** As students grow and develop, they are profoundly shaped by their environments, including the school community. A sense of physical and emotional safety and a sense of belonging are essential for teaching and learning. All students can learn in an environment that is physically and emotionally safe.

- **We support, educate and challenge Coeur d'Alene Public School Employees:** Students learn, in great part, from observing and interacting with others. Therefore, it is essential that adults understand, practice, model, and apply social and emotional skills in order to support the development of these competencies in students.
- **We build community connection and capacity:** Social skills and emotional learning occurs in all aspects and environments. To meet the needs of all students, Coeur d'Alene Public Schools connects, engages, educates and problem-solves with community partners, families and caregivers.
- **We build meaningful relationships:** As students develop SEL skills, they grow their ability to connect meaningfully with others, take academic risks, and engage fully in their learning. This ultimately yields healthier and better performing students, schools and communities.
- **We grow the whole student:** Academic learning is inextricably linked with social and emotional learning. We develop and nurture the heart, body and mind of each student.
- **We foster resilience:** The nature and magnitude of students' needs will vary across their school years, and depend on development as well as life events or circumstantial changes. We teach a growth mindset and see mistakes as opportunities to grow. We meet the need underneath the behavior, teach new skills, and understand that the purpose of discipline is restoration and learning.

## SOCIAL AND EMOTIONAL LEARNING: ACADEMIC INTEGRATION

Social and Emotional Learning (SEL) is the foundation of a holistic education. A metaanalysis of school based social and emotional learning interventions identified that students participating in SEL programs demonstrated significantly improved social and emotional skills and had an 11 percentile point gain in academic achievement compared to control groups (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Six years later, a team that included the researchers from the 2011 study found that even 3 years after the last SEL intervention, students exposed to SEL programming averaged 13 percentile points higher than their non SEL exposed peers on measures of academic performance (Taylor, Oberle, Durlak, & Weissberg, 2017). Further, there is a statistically significant association between mastered social-emotional skills in kindergarten and positive young adult outcomes across multiple domains including education, employment, criminal activity, substance use and mental health (Jones, Greenberg, & Crowley, 2015).

### SEL Core Competencies

In order to cultivate similar outcomes, Coeur d'Alene Public Schools will utilize guidance offered by the Collaborative for Academic, Social, and Emotional Learning (CASEL). CASEL provides trusted, research-based information for social and emotional learning and recommends the following SEL Core Competencies as the focus for any social and emotional learning implementation (Core SEL Competencies, 2020):

- **Self-Awareness:** The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a growth mindset.
- **Self-Management:** The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

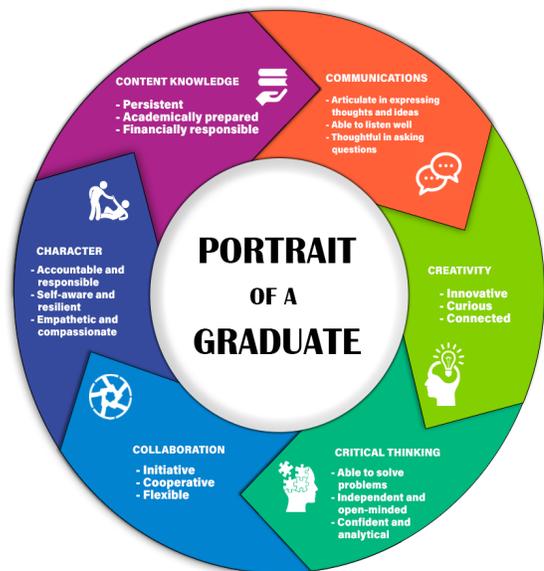
- **Social Awareness:** The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
- **Responsible Decision-Making:** The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.
- **Relationship Skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed (Core SEL Competencies, 2020).



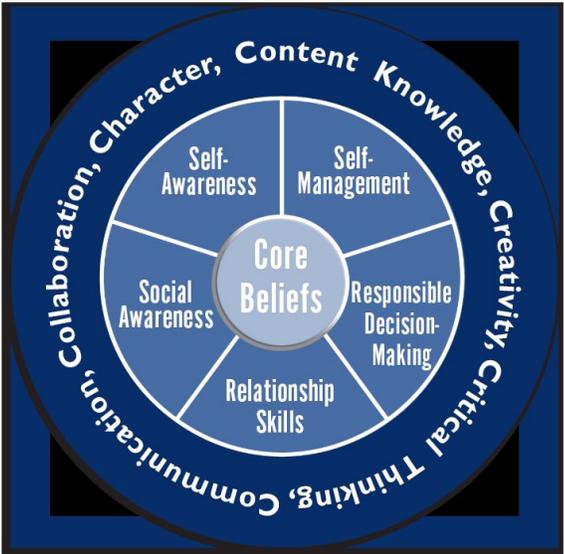
### Portrait of A Graduate:

Coeur d’Alene Public Schools Portrait of a Graduate identifies the 21<sup>st</sup> century skills and dispositions that graduates will be equipped with as they prepare for the next steps in life.

- **Content Knowledge** is the teaching of the learning standards articulated by state and federal documents. The use of standards to streamline instruction ensures that teaching practices deliberately focus on agreed upon learning targets. Expectations for student learning are mapped out with each prescribed standard.
- **Communication** is the practice of conveying and receiving ideas quickly and clearly. In a world of global and digital communication, it has never been more important for students to learn to communicate with clarity, sophistication, persuasion, and conviction.
- **Collaboration** is the practice of working together to achieve a common goal. The Coeur d’Alene community is in agreement that its graduates will need to work with other people for the rest of their lives. Careers and jobs require employees to collaborate to address problems and create solutions. Graduates will someday work with colleagues who hold different perspectives and working styles. Collaboration at work demands patience, understanding, and regulation.



- **Creativity** is the practice of using the imagination and divergent ideas to develop new concepts, solutions, and opinions. The 21<sup>st</sup> century affords graduates in post-secondary education and the workforce limitless opportunities to seek new solutions, create unknown systems, try new skills, and perceive situations from multiple perspectives.
- **Critical thinking** is the practice of solving problems, finding answers to complex inquiries, and analyzing information. Our 21<sup>st</sup> century graduates must be equipped with the ability to verify the validity of information, find truth in differing claims, discern fact from fiction, and ask questions that lead to sound judgment.
- **Character Education** is the teaching of skills and dispositions necessary for being successful citizens, such as caring about others, honesty, controlling emotions, responsibility, and other important traits (Orozco, 2020).



**Portrait of a Graduate and SEL Core Competencies:**

The SEL Core Competencies promote intrapersonal, interpersonal and cognitive knowledge, skills and attitudes to promote lifelong success (Core SEL Competencies, 2020). The competencies serve as the bridge between the SEL vision and the optimal outcome for each student captured in the Portrait of a Graduate 6 C’s skills and dispositions. Like content areas such as math and ELA, SEL Core Competencies will be explicitly taught and woven into other content lessons to engage students in SEL skill building. Ultimately, skill development in each SEL Core Competency enhances and supports students of all ages in mastering the 6 C’s identified in the Portrait of a Graduate.

**IMPLEMENTING THE FRAMEWORK: AREAS OF FOCUS**

As a school system that recognizes and supports the development of cognitive, emotional, relational, and physical aspects of all students, Coeur d’Alene Public Schools has developed the following areas of focus to organize the scope and implementation of social and emotional learning: student focused social and emotional learning, family engagement and education, staff well-being and community partnerships.

**Student Focused Social and Emotional Learning**

Coeur d’Alene Public Schools will implement student-focused social and emotional learning guided by a district plan that allows for autonomous school design to meet the unique needs of each student community. The district plan will offer guidelines that are to be held “tight” while allowing for each school to implement individually and identify resources specific to its needs. CASEL implementation resources for district and school site planning will be used as guiding documents. CASEL’s planning process suggests the following building blocks for district and school based implementation: building foundational support, strengthening

adult learning (professional development), promoting student engagement and practicing continuous improvement and assessment. The table below provides an overview of the building blocks with planning elements, while the full bank of resources can be viewed at <https://drc.casel.org/>.

<b>Building Blocks</b>	<b>Build Foundational Support and Plan</b>	<b>Strengthen Adult SEL Competencies and Capacity</b>	<b>Promote SEL for Students</b>	<b>Practice Continuous Improvement</b>
<b>District SEL Implementation Planning Elements</b>	Develop a shared vision, assess SEL needs/resources, develop implementation/evaluation plan, collaborate among district and school leaders, communicate SEL as a priority, align financial resources and implement human resource practices to support SEL	Strengthen district SEL expertise, design and implement SEL professional learning program for school staff, strengthen staff SEL competence, develop structures that promote a culture of safety, adopt and implement K-12 SEL standards, integrate SEL with academics, develop and strengthen family and community partnerships	Align discipline policies with SEL, integrate SEL with a continuum of student supports	Establish continuous improvement processes, roles and responsibilities, document implementation and outcomes
<b>School Based Social Emotional Learning Implementation Planning Elements</b>	Create Awareness, commitment, and ownership by building foundational knowledge among staff, developing a shared vision, and engaging in collaborative planning	Develop staff capacity for cultivating their own social, emotional and cultural competence; modeling SEL; and building collaborative and trusting relationships.	Coordinate evidence-based programs and practices to create a welcoming climate and culture and provide opportunities for students to develop their SEL competence throughout and beyond the school day.	Collect, analyze, and use implementation and outcome data to make decisions about SEL implementation.

**SEL and Instruction**

Coeur d'AlenePublic Schools is committed to equipping students with the SEL Core Competencies in order to reach mastery of the skills and dispositions essential for our graduates (POG). In order to accomplish this, social and emotional learning will be integrated with the PEBC Teaching Framework detailed in the Coeur d'Alene School District Instructional Framework. The elements of the PEBC Framework; planning, building community, student centered instruction (workshop), strategies to develop understanding (Thinking Strategies), high level discourse and learning assessment are aligned with the development of SEL Core Competencies through classroom instruction. One example is the community element of the PEBC framework, which is dedicated to instructional practices that promote relationship, respect, self-management, ownership of the

community and collaboration (Orozco, K. Instructional Framework for Coeur d'Alene Public Schools. April 2020).

Examples of integrating the SEL Core Competencies and Instruction include:

- **Self Awareness:** Students completing a math assignment are asked to rank their personal stress as they move through challenging and rigorous content. At the end of the assignment, students talk in pairs about their personal process and how they noticed stress rising and subsiding.
- **Self Management:** When reading a story with a character struggling with self-regulation, students use one of their breakout sessions to discuss a time they struggled with managing their emotions and identify one self-management skill to share with the rest of the group.
- **Social Awareness:** Include reading material with characters from diverse backgrounds. Students engage in discourse from the perspective of a character that has many differences from themselves. When discussing, students are encouraged to identify culturally sensitive ways they are empathetic to the history of the character they chose.
- **Responsible Decision Making:** When beginning a group work topic students are asked to create group norms, coming to consensus on what they expect from each other and how they will complete the task assigned. Students reflect on what it means to act in accordance with group norms and how they will make decisions that support the group.
- **Relationship Skills:** Students work in pairs and groups often to complete academic work, emphasizing a social skill for practice during each lesson.

### **Managing Student Behavior**

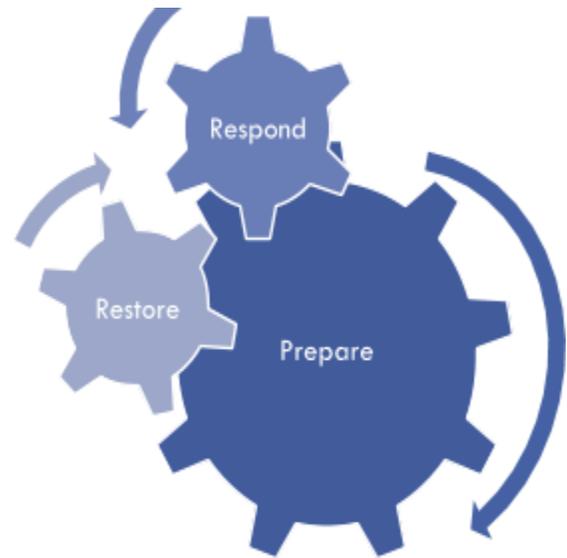
Despite a school's excellent and proactive work, it is common for children to utilize negative behaviors as an expression of, or a coping skill for, chronically and historically unmet needs. This can be disruptive and difficult to manage in the school setting. As such, traditional models of behavior modification and consequence structures focus primarily on motivation and intellectual understanding, not restoration and learning. In fact, two decades of research on discipline revealed out-of-school suspensions and zero-tolerance policies do not reduce or prevent misbehavior and correlate with lower student achievement. Students that are suspended or expelled are more likely to be held back a grade, drop out and/or be involved in the Juvenile Justice System (Hannigan & Hannigan, 2017). Conversely, targeted interventions focused on prevention and early intervention show greater success, decreased suspensions and greater academic performance (Disciplinary Alternative to Suspension, 2014).

In line with the aforementioned research and a national trend in educational best-practice, Coeur d'Alene Public schools will transition to proactive and restorative behavior management and adopt the model of Prepare, Respond and Restore.

- **Prepare:** The foundation of Prepare is the core belief that all behavior is a communication of need. Prepare principles seek to identify, support and negotiate student needs, mitigating behavior and increasing student success. Prepare strategies support relationship building, sensory integration, transitions, structure, and life skills education that scaffold the school environment; maintaining

emotional and sensory regulation while promoting felt safety. Prepare strategies include intentional teaching of SEL Core Competencies, conflict management skills and the boundaries of what is acceptable behavior in a school environment. Additionally, Prepare strategies will provide opportunities for targeted planning for students, aimed to meet the underlying need and prevent behavior.

- **Respond:** Whole student focused interventions targeted to discover and meet underlying needs to support positive student growth and behavior. A menu of regulatory, awareness, and calming techniques along with engagement in problem solving are the foundation for staff responses when students are dysregulated.
- **Restore:** Staff, students and classroom communities will actively repair strained relationships post-dysregulation to restore each student. If deemed appropriate, consequences will be logical, related to the behavior, respectful of the student, reasonable for the student to complete and revealed in advance (if possible).



### **SEL and Curriculum**

In Coeur d'Alene Public Schools, we believe each student deserves powerful learning in every subject, at every age, and in every learning environment. Further, we believe that each student can achieve at high levels, regardless of individual differences, gender, ethnicity, language, ability, or socio-economic status. SEL Core Competencies will guide educators pre-K-12 to embed SEL skill development in all academic subjects. The SEL Core Competencies will serve as foundational principles, much like standards to be integrated across the curriculum (Graupman, 2020).

### **SEL and Assessment**

Assessment is vital for effective student social and emotional learning and often “what is assessed is addressed” (English, 2002). Assessing student learning in SEL Core Competencies supports schools and school districts in the following ways:

- **Communicating SEL as a Priority:** Monitoring SEL implementation, learning and proficiency in the Coeur d'Alene Public School System sends a clear message that SEL is a priority and guides decisions for ongoing resource allocation.
- **Establishes a Common Language:** Choosing an assessment tool that aligns with the district's SEL Framework creates cohesion in all schools, reinforcing how SEL is described to the community, staff and students.

- **Deepens understanding of how SEL Competencies grow and change in students over time:** Through training, assessment, review of data and planning based on assessment results, school staff develop knowledge about how the SEL Core Competencies develop. This allows schools to set achievable goals for their specific school population and prioritize which SEL Core Competencies to emphasize in instruction.
- **Emphasizes continuous improvement in SEL instruction and implementation:** Through formative assessments, teachers can measure SEL implementation and impact, determining where adjustments should be made.
- **Evaluates the effectiveness of SEL programming and approaches:** Through summative assessment, Coeur d'Alene Public Schools can examine the effectiveness of district wide and school specific SEL implementation. This aggregated data can also be used to inform community partners and stakeholders about progress in SEL initiatives.
- **Supports equitable outcomes in education:** SEL formative and summative assessment data can be used to reveal disparities and which students are in need of additional support from the district staff. (Jagers, R. J., Rivas-Drake, D., & Borowski, T. 2018)

As stated in the Comprehensive Assessment Plan, Coeur d'Alene Public Schools will use standardized rubrics to define the success indicators associated with Portrait of a Graduate (POG) 6 C's and teacher assessment on complex tasks to measure student mastery of each POG disposition. SEL Core Competencies will be embedded in teacher assessment and SEL specific assessments will guide the measurement of student progress.

## Family Engagement and Education

Learning does not start or end in the classroom. Most of a child's formative learning experiences will take place in informal learning spaces outside of the school which includes academic as well as social and emotional learning. Schools spend great time and resources striving to improve student achievement but unfortunately focus almost entirely on the school day (September - June, 8am-3pm) as the way to achieve this. Often what happens before and after the bell rings feels out of the locus of control of educators and they cope by doing the best they can while a student is within the school walls. This limited view of learning as happening only in the schools is detrimental to the goal of student achievement. In fact, research shows that the best predictor of student success is the extent to which families encourage learning at home and involve themselves in their child's education. (PTA, N. 2000) Dozens of studies on parental and caregiver engagement find a connection between family involvement and student achievement (Hill and Tyson, 2009). These studies show that the earlier schools engage caregivers, the better the student outcomes (Dearing et al., 2006) including: improved student attendance (Epstein & Sheldon, 2002), earning higher grades or test scores (Fan & Chen, 2002), developing self-confidence and motivation in the classroom (Wairimu et al., 2016) and graduate from high school and attend post-secondary education.

To achieve these excellent outcomes, Coeur d'Alene Public Schools strives to engage families and caregivers to be full partners in their child's education process. As partners, "families provide key insight about their children, their community, and their values. They are also perfectly situated to reinforce and sustain social and emotional learning. When young people see peers and adults outside of the school placing value on and modeling the same social and emotional skills they are learning about and practicing in the classroom, these

skills become more than the answer to a teacher’s question—they become the way we think and interact in the world.” (CASEL, “Develop and Strengthen,” 2020).

**Engagement:** To fully partner with families we must state clearly our beliefs that caregivers know their children best - their strengths, challenges and needs. We believe that families want their children to succeed, that families are capable of helping their child succeed and all families are competent advocates of their children’s success. When we believe this, we will act. The first step in acting is to create a “culture of safety” with parents, caregivers and the community at large where non-school personnel feel like the school building and system is “theirs”, where they are welcome and have a voice.

CASEL outlines five steps for developing and strengthening family partnerships.

1. Review data on the district’s current level of family engagement. To improve the quality and impact of these practices and ensure that families are engaged as genuine partners, Coeur d’Alene Public Schools must first determine which families are most and least engaged with their schools, and identify the mechanisms that strengthen or form a barrier to that engagement.
2. Develop strategies for ongoing two-way communication and engage families in district-level SEL planning. Coeur d’Alene Public Schools will provide regular, consistent messaging around SEL that keeps families and caregivers informed about SEL plans and programming and promotes awareness of the connections between caregiving and social and emotional learning. Coeur d’Alene Public Schools will strive to engage families and caregivers that represent a diverse range of family structures, backgrounds and circumstances.
3. Create expectations for family engagement at the school level and align resources to support it. With family input, Coeur d’Alene Public Schools will set high standards for what a family-friendly school should look like and build school level teams devoted to outreach and engagement.
4. Provide support for schools to go beyond the stage of “inviting families in” to providing meaningful opportunities for families to participate and collaborate in SEL activities. The district will help support family partnership through:
  - Building relationships and trust with all families through “customer service” training for staff, honoring family contributions, conducting home visits and welcoming families to visit and observe or simply to interact with staff in informal settings.
  - Assess family satisfaction and engagement data to examine inequity based on race, class, language, or culture and build an aligned action plan for stronger outreach and inclusive practices to bridge gaps.
5. Monitor progress, recognize and highlight strong work and annually reassess engagement of targeted student populations and perceptions of school climate of students and families. Coeur d’Alene Public

My vision for family engagement is ambitious...  
I want to have too many parents demanding excellence in their schools.  
I want all parents to be real partners in education with their children’s teachers, from cradle to career. In this partnership, students and parents should feel connected—and teachers should feel supported. When parents demand change and better options for their children, they become the real accountability backstop for the educational system.  
—ARNE DUNCAN, U.S. SECRETARY OF EDUCATION, MAY 3, 2010

Schools will design structures that allow schools to gather input from families about their preferences and needs and regularly collect feedback about families' experiences with their schools and the district.

**Education:** Through robust two-way communication, outreach and training opportunities, the district will strive to increase family and caregiver knowledge, skills and confidence in teaching SEL at home and in the community. We will invite families to participate in school and SEL learning, organize opportunities for families to come together and discuss SEL topics and promote and teach SEL strategies to use at home.

Schools can support this education through a variety of efforts:

- Listening to families' stories and ideas about ways they are promoting SEL at home or suggestions for experiences that can be shared.
- Assigning SEL home activities that involve families.
- Providing informational sessions about schoolwide SEL practices and standards and how they connect to learning goals for literacy, mathematics, and other core content areas. Discuss ways families can support their students' success in these areas.
- Hosting informational question-and-answer sessions for families so they can better understand schoolwide SEL and any other school activities.
- Organizing workshops to help families meet students' developmental needs in appropriate ways.

## **Staff Well-being**

The original Adverse Childhood Experiences (ACEs) study, as well as dozens of studies since have clearly demonstrated that childhood trauma and toxic stress has a profound effect on youth and adult outcomes. Continued research on resilience is attempting to answer the question of why some people develop the capacity to overcome significant adversity and others do not. Decades of research has filtered down factors and concluded that "the single most common finding is that children who end up doing well have had at least one stable and committed relationship with a supportive parent, caregiver, or other adult" (National Scientific Council, 2015).

Further, there is great evidence to demonstrate that the teacher-relationship is one of the greatest factors in determining student achievement (Hattie, 2009). Students learn and grow and do better in school academically, behaviorally and socially when they feel safe and are in a connected and trusting relationship with their teacher.

Coeur d'Alene Public Schools strives to ensure that every student feels safe at school and has at least one adult within the school with whom he/she is connected. All adults aspire to be attuned and attend to the whole student - every student's physical, emotional and academic needs. This is no easy task. To be successful schools need to recruit, train and maintain a workforce of professional staff with high emotional IQs, who are calm and regulated under stress, are physically and emotionally healthy and are able to regularly meet diverse and sometimes competing student needs.

Teaching can be a stressful and isolating profession and staff sometimes struggle with their own trauma histories, stress management, self-regulation, secondary trauma and work/life balance. In order to thrive in our district, teachers and professional staff need clear expectations and guidance from leadership, high-quality professional development, consistent emotional support and regular opportunities for coaching and feedback.

To meet these needs, Coeur d'Alene Public Schools will:

- State clearly that staff self-care and well-being is a top priority and necessary to complete this challenging and meaningful work.
- Provide clear direction with an outline of SEL goals and plans for the next five years including measurement indicators and a process and timeline for implementation.
- Continue to provide teachers and professional staff with consistent and exceptional training on childhood trauma, attachment, resiliency and how to effectively and efficiently meet student social, emotional, physical and cognitive needs in the schools.
- Continue to offer staff access to support, coaching and guidance to develop their own SEL confidence and capacities.

## Community Partnership

As the complexity and demand of our culture grows, it is clear that children and families benefit from more support than can be offered by the educational team alone. While the school team is equipped to support students in unique and creative ways, comprehensive support is best accomplished through community partnerships and engagement. Community and school partnerships occur on a continuum, driven largely by the need of the student population and availability of local resources. The most integrated and researched model of community and school engagement is known as a community school where schools supplement instruction and core educational services with additional learning opportunities and a range of services to support students' physical, emotional and mental health needs. The model is a strategy for organizing resources and access, recommending external partners be selected based on a needs assessment and intentional monitoring of student outcomes (*Building Community Schools: A Guide for Action* 2020). The benefits of community schools are expansive and reach far beyond the academic experience of each student. Community partnerships and service delivery can have the following impact according to the Hanover Research publication *Best Practices in Community Schools*:

- **Kindergarten students are prepared to learn:** When early childhood programs are encouraged and accessible to neighborhood families, 80% of children at Highland Elementary in Palm Beach Florida were rated as fully ready on state school readiness assessments, compared to only one-third of students who did not attend.
- **Students have improved work habits, efforts and attitudes toward learning:** Studies show that children who engage in community programs are more likely to self-report their school environments are supportive and participate in more school activities and receive a higher rating in effort.

- **Improved grades, test scores and graduation rates:** Several studies have reported students receiving academic and social support via community partners achieve higher gains in math and reading in comparison to peers attending non-community schools. Additionally, Cincinnati Community Learning Centers increased graduation rates from 51% to 80% post community school implementation (Best Practices in Community Schools, 2016).

Coeur d'Alene Public Schools will use the recommendation of the community school model to engage meaningful and supportive community partnerships at each school site, recognizing that often students benefit from additional support during and after regular school hours. Community providers will work directly and purposefully with school personnel to provide services on site or in close proximity to the school, creating a hub of support accessible to all families. Not all district schools will transition to a fully integrated community schools model, however, each school will utilize this guidance to identify, engage and provide external and accessible community resources through partnership for their student community. These partnerships will be monitored through student data, utilizing student outcomes to inform service changes, expansion or termination.

See Appendix A for a comprehensive list of potential community partners.

## SOCIAL AND EMOTIONAL LEARNING AND EQUITY

Coeur d'Alene Public Schools believes school is a place for all students, to nurture and grow their cognitive, emotional, relational and physical being, regardless of history, race, ethnicity, gender identity, sexual orientation or socio-economic status. These beliefs are realized through a focus on social and emotional learning and educational equity, as the two exist in a symbiotic relationship, one supporting the other in the pursuit of empowering students, families and staff to reach their highest potential. As such, the Coeur d'Alene Public Schools Equity Framework (Keinert, 2020) and this document, Coeur d'Alene Public Schools Social and Emotional Learning Framework, are interconnected and rely on one another for support.

### SEL Core Competencies through an Equity Lens

- **Self-Awareness** is foundational to equity. Students' capacity to understand and become aware of their personal and socio-cultural identities and what it means to belong to a group or community can strengthen intrapersonal wellbeing and compassion (Jagers, Rivas-Drake, & Borowski, 2018).
- **Self-Management** can promote equity by enhancing coping skills to manage the stress of adapting to school culture, coping with discrimination and prejudice and developing a sense of agency to pursue solutions to adaptive challenges.
- **Social Awareness** involves the ability to consider alternative perspectives of those from similar and different backgrounds. Social awareness supports students in recognizing the many factors influencing equity in the social context including power dynamics, cultural demands, race, class and privilege.
- **Relationship Skills** guide students to develop culturally responsive skills when building relationships with individuals from diverse backgrounds, navigating cultural differences and collaboratively problem solving across race, culture, gender and social roles.
- **Responsible Decision-Making** engages students in co-creating solutions that are inclusive, equitable and supportive. Students understand systemic or structural explanations for different outcomes and

assess personal beliefs and biases. Students are encouraged to make caring and constructive choices about personal behavior and social interactions across diverse settings (Equity Connections to SEL Competencies, 2020).

## TRAUMA SKILLED SCHOOLS

Students arrive at school on their first day full of excitement and with years of formative experiences. These experiences shape how a student views the world, relationships and their own safety. In some circumstances, students experience traumatic events on a chronic basis, indicating a history of complex developmental trauma. Coeur d'Alene Public Schools recognizes the diversity of student developmental experiences, differentiating social and emotional learning practices to meet the needs of students and is committed to going beyond being trauma-aware or trauma-sensitive to becoming a full-scale trauma-skilled school district. This means that all educators and support staff in a school, as stated in the National Dropout Prevention Center Report by Gailer et al. (2018) "must not only have a shared understanding of trauma and speak a common language about it, they must also acquire shared trauma-related skills, behave consistently and in unison toward trauma-impacted students, and be able to articulate and justify their behaviors in terms of desired student outcomes."

This foundation of knowledge, beliefs and skills is the foundation for meeting the challenge of educating students who have come from hard places.

Appendix B offers additional information on how trauma impacts child development.

## THE PATH FORWARD

This framework intends to communicate the core beliefs, philosophy and organization of Social and Emotional Learning for Coeur d'Alene Public Schools. These big ideas will serve as the guiding principles for SEL implementation across the school district and among individual schools. A deep commitment to the well-being of CDA Schools staff, students, families and the community is at the heart of this framework. This commitment will lead us to build an implementation strategy that is aligned with the comprehensive district work plan and supports the greater Coeur d'Alene community to reach its fullest potential.

## GLOSSARY

**Adverse Childhood Experiences (ACE'S):** Potentially traumatic events or aspects of a child's environment that undermine their sense of safety, stability and bonding. ACEs are linked to chronic health problems, mental illness and substance misuse in adulthood. (*Preventing Adverse Childhood Experiences | Violence Prevention | Injury Center | CDC 2020*)

**CASEL:** The Collaborative for Academic, Social, and Emotional Learning. CASEL defined social and emotional learning more than two decades ago and currently collaborates with leading experts to support districts, schools, and states nationwide; driving research, guiding practice, and informing policy.

**Culture of Safety:** A safe and supportive environment where everyone, adults and students alike, feel physically and emotionally safe. This sense of safety is paramount and the primary goal as adults who feel safe in the school environment can focus on the job at hand, can be flexible, kind, compassionate and regulated. (Soeurs & Hall)

**Educational Equity:** Empowering students, families and staff through building relationships and nurturing capability to collectively remove barriers that prevent anyone from achieving his or her aspirations (Add citation here)

**Formative Assessment:** Non-graded assessment of student learning that a teacher uses to inform instruction. Formative assessment is often described as "assessment for learning." (Nelson, 2020)

**Growth Mindset:** Growth Mindset, As proposed by Stanford professor Carol Dweck in her book *Mindset*, describes people who believe that their success depends on time and effort. People with a growth mindset feel their skills and intelligence can be improved with effort and persistence. They embrace challenges, persist through obstacles, learn from criticism and seek out inspiration in others' success.

**PEBC:** The Public Education and Business Coalition is an organization that works across the nation to prepare new teachers, support current educators and shape policies that foster student successes (Orozco, 2020).

**PEBC Teaching Framework:** The PEBC teaching frameworks offers instructional practices necessary to produce future ready graduates. The framework includes planning, building community, student-centered instruction (workshop), strategies to develop understanding (thinking strategies), high level discourse and learning assessment (Orozco, 2020).

**Portrait of a Graduate:** A representation of what skills and dispositions Coeur d'Alene Public School graduates will be equipped with as they prepare for the next steps in life.

**Portrait of a Graduate 6 C's Dispositions:** Content knowledge, character, collaboration, creativity, communication and critical thinking.

**Resilience:** Resilience is the process of being able to adapt well and bounce back quickly in times of stress. Developing resilience can help one cope adaptively and bounce back after changes, challenges, setbacks, disappointments, and failures.

**Social and Emotional Learning:** Social Emotional Learning is 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.

**Summative Assessment:** Graded assessment of student learning that demonstrates whether or not a student has met expectations. Summative assessment is often described as “assessment of learning.” End-of-course assessments are examples of summative assessments (Nelson, 2020)

**Trauma Skilled:** Trauma-Skilled Schools means that all teachers and professional staff go beyond basic understanding, awareness, and knowledge of trauma and are able to demonstrate the skills are trauma-related skills, behave consistently and in unison toward trauma-impacted students, and be able to articulate and justify their behaviors in terms of desired student outcomes.”

**Whole Student:** An integrated approach to education that views students holistically, meeting the needs of their hearts, bodies and minds.

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## APPENDIX A

<b>Community School Partners</b>	
Local government agencies such as county health department Teachers unions Nonprofit organizations such as the local Boys and Girls Club Private agencies serving youth and families Community-based organizations Faith-based institutions Neighborhood groups Business in the community Civic organizations such as United Way Higher education institutions such as nearby universities or community colleges	
<b>Supports for School-Age Children and Youth</b>	<b>Community Supports</b>
Academic enrichment/tutoring/remedial education Arts, music, and cultural programs Before-and/or after-school programs Community Service/Service learning Conflict resolution Family life/personal skills/teen parenting programs Literacy Mentoring Recreation/sports School nurse Substance abuse and/or violence prevention programs	Adult education/GED/literacy Parenting Education Health education Health care and/or dental services Early care and education/Pre-K/Head Start Job training Substance abuse prevention Violence prevention Mental health services Family support center

Source: (Best Practices in School Mental Health Service Delivery and Coordination, 2017.)

## APPENDIX B

### The Impact of Complex Developmental Trauma

Complex developmental trauma is defined by the National Child Traumatic Stress Network as “both children’s exposure to multiple traumatic events—often of an invasive, interpersonal nature— and the wide-ranging, long-term effects of the exposure. These events are severe and pervasive; such as abuse or profound neglect. They usually occur early in life and can disrupt many aspects of the child’s development and the formation of a sense of self. Since these events often occur with a caregiver, they interfere with the child’s ability to form a secure attachment. Many aspects of a child’s healthy physical and mental development rely on this primary source of safety and stability.”

Complex developmental trauma effects children deeply, often resulting in significant physical, social-emotional and cognitive functioning impairment in the domains of:

#### Attachment and Relationship

- Fear
- Lack of attachment to any caregiver
- Lack of trust in relationships or adult support

#### Physical and Mental Health

- Psychosomatic complaints and gastrointestinal pain
- An individual’s ACE score is a predictor of mental and physical health diagnosis and suicidal behavior
  - An adult with an ACE score of 4+ has a 390% likelihood of being diagnosed with chronic pulmonary lung disease, 460% likelihood of receiving a depression diagnosis and 1220% likelihood of a suicide attempt as compared to an adult with a lower score.
  - Students with an ACE score of 3+ struggle in school, often qualifying for special education services. These students are disproportionately suspended, expelled or drop out (Hernandez, Annie E. Casey Foundation, 2011).
  - Students with 3+ ACE’s are 2.5 more likely to fail a grade (Education Brief, n.d.).

“ACE’s are adverse childhood experiences that harm children’s developing brains and lead to changing how they respond to stress and damaging their immune systems so profoundly that the effects show up decades later. ACEs cause much of our burden of chronic disease, most mental illness, and are at the root of most violence.”

The 10 ACE’s researchers measured include physical, sexual and verbal abuse; physical and emotional neglect; having a family member who is: depressed or diagnosed with other mental illness; addicted to alcohol or another substance; and/or in prison: witnessing a caregiver being abused and parent separation, divorce or other reason.  
<https://acestoohigh.com/aces-101/>

### **Brain and Body Development**

- Physical and functional delays in brain development leads to executive processing dysfunctions, shrinkage in the hippocampus (memory and spatial navigation) and alterations to the amygdala (emotional regulation).
- Fight or Flight stress response gets sensitized and even small stressors (or fear of stressors) can quickly and unconsciously hijack the brain and body into dysregulation, hypervigilance or dissociation.
- Sensory development is inhibited leading to an external sensory system dysfunction with impairment in the experience of sight, sound, touch, taste and internal sensory system dysfunction with impairments in the vestibular and proprioceptive sensory system

### **Emotional Regulation and Negative Behavior**

- Survival skills are used to meet physical and emotional needs.
- The stress response system is overactive and shuts down the capacity for executive functioning; rendering traditional behavior management techniques ineffective.
  - Sensitization of the stress response system leads to quick lid flips - Hypervigilance and Dissociation.

### **Self-Concept**

- Internalized sense of shame, guilt and worthlessness (National Traumatic Stress Network, n.d.)

The extensive impact of complex developmental trauma is frequently the origin of confusing trauma responses and substantial difficulties in a student's ability to learn and participate in the classroom. A Texas study of children in foster care demonstrated a 53% increase in the excitatory hormone adrenaline during the first several weeks of school, and a 13% decrease in GABA, the chief inhibitory neurotransmitter responsible to regulate neuronal excitability (Call, Purvis, Parris & Cross, 2014). This chemical response predisposed these students to fight or flight responses when engaged in even normal classroom activities. Though it is easy to contemplate complex developmental trauma as a national issue, students of Coeur d'Alene Public Schools are at similar risk and many arrive at school each morning carrying the heavy burden of traumatic childhood experiences.

