

**SEL Crosswalk**

12/2017 update

3/23/18 update

4/16/18 update

5/31/18 update

11/4/18 update

1/9/19 update

1/27/19

STEPS	CURRENT PRACTICE	RESPONSIBLE	IMPLEMENTATION PLAN	2017-2018	2018-2019	2019-2020
<p>District will establish a district level SEL team</p> <ul style="list-style-type: none"> <li>Share SEL Crosswalk and its development</li> </ul>	<p>DLT has a functioning SEL subgroup</p> <ul style="list-style-type: none"> <li>Purpose of district team</li> <li>Role of group to assist with setting up bldg. teams</li> <li>Establish criteria for membership on both district and building teams (CASEL resources)</li> <li>How to plan for and help support the building teams with SEL Monday focus (self-management)</li> <li>Choose middle school curriculum</li> </ul>	DST	<ul style="list-style-type: none"> <li>Review membership of current subgroup and determine any additions/deletions.</li> <li>Suggested membership                             <ul style="list-style-type: none"> <li>Individuals who participated in out of district events.</li> <li>Michelle Chiaro,</li> </ul> </li> <li>Initial meeting to see if these people will serve and how to move forward.</li> <li>Initially, the team will meet monthly</li> <li>District team will determine the characteristics of building SEL members as well as their roles</li> <li>District team will determine building representative on the district team.</li> <li>Finalizing District Team with guidance from Linda Lanteri</li> </ul>	<p>January, 2018 (updated crosswalk)</p> <ul style="list-style-type: none"> <li>Feb. 5 Waiver Day choose district team member and determine criteria for building teams ✓</li> <li>Letter drafted for building BLT's to select members of SEL team ✓</li> <li>Determine focus for SEL work</li> <li>Establish lines of communication</li> <li>Establish timelines and what training will be needed for the district and building teams (SSC and SEL)</li> <li>Trauma training for specific members of each building</li> </ul>	<p>Adult SEL with the focus on equity (grade levels?)</p> <ul style="list-style-type: none"> <li>DLT driving equity next steps for district. DLT gaining understanding of equity. SEL strengthening continues as focus for PK-5, 2<sup>nd</sup> Step Curriculum being implemented 6-8 and School Connects for 9-12. 6-12 looking at academic integration and beginning the work in equity, beginning with student voice</li> <li>Lanterie visit 10/10-10/11/18 Climate/environmental walkthrough's K-8's, Round table discussions at HS. Will replicate environmental walks in each of the PK-8 bldgs</li> <li>Trauma training for specific members of each building. Begin meeting with team as district, design plan of implementing skills learned for meeting needs of students.</li> <li>Continued PD for adults with SEL</li> </ul>	
<p>Each building will establish an SEL team. Members to consider:</p> <ul style="list-style-type: none"> <li>K-4 administrator</li> <li>5 -8 Administrator</li> <li></li> <li>Guidance counselor/liaison</li> <li>Certified teacher (K-4, 5-8)) who has been involved with SEL</li> <li>Academic Coach</li> </ul>	<p>SEL/SSC are functioning as one in the same.</p>	CBT	<p>After the DLT SEL is functioning the building teams will be formed.</p> <ul style="list-style-type: none"> <li>Buildings will submit a prospective list of names to the district SEL based on the criteria prepared by the district team.</li> <li>District team, in conjunction with building administrators, will make the final appointments</li> <li>Role of each team needs defined</li> <li>Training for each team will look different and needs to be</li> </ul>	<p>March, 2018</p> <ul style="list-style-type: none"> <li>Rationale for splitting the SSC/SEL teams (2 different functions) ✓</li> <li>Carry out the focus/purpose of the district SEL team</li> <li>Planning for and training – summer 2018. Training did not occur over summer.</li> </ul>		

			<p>discussed</p> <ul style="list-style-type: none"> <li>• Create a memo explaining the difference between the work each team will focus on</li> </ul>			
<p>Prepare supports necessary for refocusing operationalizing the functions of the SEL team and the SSC, including but not limited to PD.</p> <ul style="list-style-type: none"> <li>• SEL Monday should focus on Self-Management from 2/2018 – 5/2018</li> </ul> <p><i>DLT, informing and taking deep dive with DLT members as district leadership with SEL Competencies/Equity and personal awareness working toward student success</i></p>	<p>The SEL and the SSC are functioning as one unit.</p>	District SEL Advisory Team	<ul style="list-style-type: none"> <li>• SEL teams and SSC will function as two groups.</li> <li>• District SEL team will shift and repurpose the functions of the two groups by delineating the focus and responsibilities of SEL and SSC. <ul style="list-style-type: none"> <li>○ SSC - (will include partnerships with agencies in the community)</li> <li>○ SEL - academic and environment</li> </ul> </li> <li>• The transition will be done in steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning for the transition, spring, 2018</li> </ul>	<p>Transitioning, training.</p> <ul style="list-style-type: none"> <li>• SSC trying to support students with elevated behaviors (Tier 2 and Tier 3)</li> <li>• Trauma trained staff to work on specific needs of high need students</li> <li>• SEL building team to monitor and reinforce skills and practice of SEL skills based on curriculum and relationships between stakeholders</li> <li>• <i>DLT deep dive</i></li> </ul>	Full implementation
Identify and educate out-of-district key stakeholders	<p>Stakeholders that are involved:</p> <ul style="list-style-type: none"> <li>• Valley counseling (SEL trained)</li> <li>• PsychCare</li> <li>• Homes for Kids</li> <li>• Oakwood Counseling</li> <li>• Akron Children's Hospital</li> </ul>	<p>Director of Special Education Supervisor of Community Outreach</p>	<ul style="list-style-type: none"> <li>• Identify/name stakeholders <ul style="list-style-type: none"> <li>○ City nurse</li> <li>○ Lead SRO</li> <li>○ Behavioral support agency??</li> </ul> </li> <li>• Provide training regarding SEL</li> </ul>	<p>Plan for training for out of district stakeholders in order to build a common language</p>	<p>Plan for training for out of district stakeholders in order to build a common language</p>	
Developing community and family connections	<p>Current stakeholders</p> <ul style="list-style-type: none"> <li>• 21st Century</li> <li>• Inspiring Minds</li> <li>• Upward Bound</li> <li>• EEOB</li> <li>• PTA</li> <li>• Early Learning Resource Center</li> <li>• Back to School Celebration</li> </ul>		<p>Embed SEL into the following:</p> <ul style="list-style-type: none"> <li>• Provide frequent communications to families regarding SEL</li> <li>• Continue Peace in the Family events</li> <li>• Connecting social services to families</li> <li>• Follow-up</li> </ul>		<ul style="list-style-type: none"> <li>• TC Admin Conference August 2018 WCS presented and panel discussion on SEL</li> <li>• CASEL Soundbites 9/2018 featured WCS for SEL focus, October 2018 featured WCS with Equity work</li> </ul>	
Integrate SEL components into academics and school environment.	<ul style="list-style-type: none"> <li>• Mondays - administrators work with PreK -12 staff.</li> <li>• K-5 incorporates weekly from the old 4 Rs curriculum (reading, writing, respect, and resolution-conflict)..</li> <li>• 6-8 exploring SEL with adults</li> <li>• 9-12 is doing a book study building wide</li> <li>• School Connect is being used in grade 9.</li> </ul>		<ul style="list-style-type: none"> <li>• Establish expectations and outcomes for adults that will be monitored at PreK-12 based on focused SEL components. Administrators will collectively determine the focus.</li> <li>• Select an appropriate 6-8 curriculum. ✓</li> </ul>	<p>Building adult knowledge around SEL.</p> <ul style="list-style-type: none"> <li>• 4R's Curriculum updates grades K-5</li> <li>• Adopt a 6-8 Curriculum</li> <li>• Training for 6-8 curriculum implementation (summer 2018)-2<sup>nd</sup> Step ✓</li> <li>• Plan for more thorough use of School Connects at HS – academic integration</li> </ul>	<p>Implement 6-8 Curriculum</p> <p>✓</p> <p>Michelle Chiaro and Jill Merolla attending year long training on Transformative Educational Leadership through CASEL. They will provide insights of learning to administrators throughout the year through admin meetings.</p>	<p>Ongoing practice PreK-12.</p> <p>Full integration</p>

Develop structures and systems to ensure consistent reinforcement of practices throughout the school environment.	<ul style="list-style-type: none"> <li>• Matrices have been established for all areas (ie classroom, restrooms, hallways) based on the Warren acronym.</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Implement and monitor to ensure that the matrices are being used.</li> </ul>		<p>Monitor implementation with an SEL tool</p> <ul style="list-style-type: none"> <li>• Create the tool for monitoring</li> <li>• Monitoring piece exists within 2<sup>nd</sup> Step using unit assessments too</li> <li>• Academic integration authentically occurring throughout environments, purposefully making connections to explicitly taught lesson with counselor support in K-8</li> </ul>	Monitor implementation with an SEL tool
Develop a system to provide student voice.					<p>*Focus planning with topics and hosting student round table discussions</p> <p>* Nov 2018 L. Lanteri worked with staff and student focus leadership groups at HS regarding Round Tables.</p> <p>* January 29-Feb 1, 2019 St. Louis, Missouri - HS admins, teacher and 2 students participating in national panel discussions Raising Youth, Rising Youth and Demonstration of Practice Inclusive of Youth Voice.</p>	
Implement equity around SEL through culturally responsive teaching.				<p>CASEL Equity Work (identify actionable steps how SEL can be enhanced due to a deepened awareness of equity</p> <ul style="list-style-type: none"> <li>• 2 HS admins and 1 central office admin attended</li> </ul> <p>Race, Equity and Inclusion (WEAN Training) Discussed the history of racism, identified problems that currently exist, and began discussing "what is the work?"</p> <ul style="list-style-type: none"> <li>• 7 admins (Supt, Assoc, HS principal, 6-8 principals)</li> <li>• 6 teachers from HS</li> </ul> <p>Equity Conference in New Orleans to deepen understanding and practices</p>	<ul style="list-style-type: none"> <li>• REI Training for all administrators in the district November 19-20, 2018.- (16 hours)</li> <li>• Janis Ulicny, Dante Capers, Jill Merolla continue year two of equity training begun in Seattle, Washington.</li> <li>• HS doing book study, Culturally Responsive Teaching by Zaretta Hammond. HS looking for micro affirmations as part of their</li> </ul>	

				<p>around equity. Dante, Janis, Jill attending June 2018.</p> <p>2 administrators from central office attending a 2 day workshop in Cleveland – titled, Deep Equity , June 2018 to gain better understanding how this fits within schools/classrooms/culture</p>	<p>building plan</p> <ul style="list-style-type: none"> <li>• <i>Student/staff equity groups to vet topic for round table discussions in the HS.</i></li> <li>• <i>Jan 14-16, 2019 Assoc. Supt, Jill Merolla and HS Guidance counselor to CASEL work session and to present the work in WCS in San Antonio, Texas</i></li> <li>• <i>Monthly admin meetings Supervisor of Community Outreach and elementary principal will share out the work they are doing through the year long study with CASEL for Tranformative Educational Leadership</i></li> <li>• <i>St. Louis trip with Equity</i></li> <li>• <i>Supt attending SEL conference in Washington DC, Jan 14-15, 2019</i></li> <li>• <i>National Youth at Risk Conference (NYAR) in Savannah, Georgia team of MS/HS administration and guidance to attend</i></li> <li>• <i>Amie Dean, Behavioral Specialists, to work with K-8 staff March 6, 2019 on Tier II and III practices around Trauma and behavioral practices</i></li> </ul>	
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Identify in each building a student SEL team.			<ul style="list-style-type: none"> <li>• Identify students for the team in each building</li> <li>• Provide training for the students</li> <li>• Activities ????</li> </ul>		Part of this will be determining the focus, purpose and work of a bldg. SEL team	

