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POSITIVE SCHOOL CLIMATE AND SOCIAL EMOTIONAL LEARNING

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DC School Behavioral Health Community of Practice (DC CoP)  
*Learning Resources*

**In-Person Trainings**

Please check the OSSE Events website for latest updates on trainings.

***The No-Nonsense Nurturer Workshop: Improving Classroom Management and Restorative Practices***  
**Office of the State Superintendent of Education**

Thursday, May 14, 2020 from 9:00AM-4:00PM

Thursday, August 20, 2020 from 9:00AM-4:00PM

<https://osse.dc.gov/event/no-nonsense-nurturer-workshop-improving-classroom-management-and-restorative-practices>

OSSE, in collaboration with CT3, will host a No-Nonsense Nurturer Workshop for educators that will focus on learning the theory and practices of classroom management and engagement. Participants will reflect on relational approaches to classroom culture and managing student learning. The workshop includes thought-provoking classroom video investigations, lively discussions, opportunities for self-reflection and analysis, and roleplays and rehearsal to increase teachers' skills and confidence as effective No-Nonsense Nurturers.

***The 'I' in Implicit Bias: Overcoming our Own Biases to Improve School Climate***

**Office of the State Superintendent of Education**

Thursday, May 21, 2020 from 10:00AM-1:00PM

<https://osse.dc.gov/event/%E2%80%98i%E2%80%99-implicit-bias-overcoming-our-own-biases-improve-school-climate>

OSSE, in collaboration with Dr. Malone and Dr. Al'Uqdah of Howard University, will provide equity trainings specifically for school-based educators and staff. During this workshop, participants will examine the definition and theoretical underpinnings of implicit bias. They will also explore how individuals, especially teachers and administrators, are impacted by implicit bias within the school day. Participants will complete activities to help them recognize their own implicit biases and ways to combat them. Activities will focus on exploring implicit bias related to these identities: gender, race, ability, sexual orientation, and religion.

***Culture of Care Institute***

**Office of the State Superintendent of Education**

Monday, June 29, 2020 to Wednesday, July 1, 2020 from 9:00AM-4:00PM

<https://osse.dc.gov/event/culture-care-institute>

OSSE and Pure Edge, Inc. are hosting a 3-day Culture of Care Institute for educators and school leaders. The Culture of Care training prepares educators to deliver breathing, mindful movement and relaxation exercises in the classroom and to train colleagues to do the same. With a little practice, the exercises are simple for educators to learn and share. Participants in the training will learn and be able to communicate how this approach promotes social emotional learning (SEL) in the classroom. The training is delivered in three full-day sessions. Each session includes a self-care practice for participants, as well as time for Q&A and practical implementation strategies. The sessions are highly interactive, and participants will practice teaching the exercises with colleagues. Participants will become familiar with the Pure Edge online resource library to support establishing a Culture of Care at their school site.

## **Webinars and Online Training**

### ***An Overview of Social-Emotional Development: What can we expect in the classroom?***

#### **Boston Children's Hospital Neighborhood Partnerships Program**

<https://www.openpediatrics.org/course/training-and-access-project-online-training-overview-social-emotional-development-what-can-we>

Participants will gain a foundational understanding of social-emotional development and knowledge about implementing strategies to enhance students' skills in their classroom or school. By the end of the training participants will be able to: 1) Describe ways in which children's environments may impact their behavior and learning, 2) Learn about the expected social-emotional skills for children of various age groups, 3) Have an understanding of the five key competencies of social-emotional learning, and 4) Describe strategies and activities to foster children's healthy social-emotional development at school.

### ***Integrating Social, Emotional, and Academic Learning: Lessons for Educators and School Leaders: Lessons for Educators and School Leaders***

#### **Learning Policy Institute**

<https://learningpolicyinstitute.org/event/webinar-integrating-social-emotional-and-academic-learning-lessons-educators-and-school>

During this webinar, participants learned about the benefits and challenges of integrating social, emotional, and academic learning in the classroom and explored concrete strategies to inform practice. Expert educators and scholars described a comprehensive, flexible approach for integrating SEL in the classroom and share research findings on effective approaches for preparing teachers to integrate social, emotional, and academic learning in schools.

### ***Making the Case for the Importance of School Climate and Its Measurement***

#### **National Center on Safe Supportive Learning Environments**

<https://safesupportivelearning.ed.gov/events/webinar/making-case-importance-school-climate-and-its-measurement>

During this webinar, Dr. David Osher, an expert in school climate, discusses the linkages between school climate and children's academic and non-academic development. Additionally, Dr. Osher discusses the models of school climate, best practices in communicating the importance of school climate to stakeholders, and characteristics of good school climate measures.

### ***Positive Behavioral Strategies: Restorative Practices***

#### **National Center on Safe Supportive Learning Environments**

<https://safesupportivelearning.ed.gov/events/webinar/positive-behavioral-strategies-restorative-practices>

In this online learning event, participants will: explore the fundamental principles, philosophy, theories, and models of restorative practices; gain an understanding of the intersection and use of restorative practices in cases of grief and trauma; data collection and evaluation of restorative practices; and advance their understanding on the importance of including restorative practices into the framework for positive behavioral supports in schools.

## **Videos**

### ***SEL Implementation Resource for School Districts***

#### **CASEL (Collaborative For Academic, Social, And Emotional Learning)**

<https://www.youtube.com/watch?v=HZKtLctSA40>

This video is a Walkthrough of CASEL's District Resource Center and the updated district framework. It walks through what the collaborating district initiative is, and walks the viewer through a guided tour of the CASEL website informing viewers where to find resources and information.

## **Toolkits and Implementation Guides**

### ***5 Virtual Learning Resources to Build Connectedness With Students and Families***

#### **Panorama Education**

<https://go.panoramaed.com/5-virtual-learning-resources>

This virtual learning tool-kit will provide activities and strategies with educators to help better connect with students and families while school buildings are closed. The toolkit includes: 8 Strategies for Building Belonging with Students and Families Virtually; Virtual Morning Announcements; Virtual Class Journal; Notes of Gratitude & Appreciation; and Virtual "Temperature Checks".

### ***A Restorative School Implementation Guide***

#### **SchoolTalk and Restorative DC**

<http://www.restoratedc.org/resources/>

The purpose of this guide is to provide DC with an outline of the ideas and strategies needed for implementing a whole-school restorative approach. RestorativeDC offers this guide, the Implementation Timeline, and Planning Tool to partner schools as a part of an intensive onsite, multiyear technical assistance package. This guide may still be valuable to schools that are not currently receiving this support. It also complements the professional development opportunities RestorativeDC currently provides free of charge to any DC school or agencies and organizations that support them.

### ***Addressing the Root Causes of Disparities in School Discipline: An Educator's Action Planning Guide***

#### **National Center on Safe Supportive Learning Environments**

<https://safesupportivelearning.ed.gov/addressing-root-causes-disparities-school-discipline>

This guide provides tools to assess and systematically address disparities in school discipline. It describes how to carry out a descriptive analysis of disparities in school discipline and how to conduct a root cause analysis to systematically address school-based factors that contribute to disparities.

### ***Directory of Federal School Climate and Discipline Resources***

#### **U.S. Department of Education**

<https://www2.ed.gov/policy/gen/guid/school-discipline/appendix-1-directory.pdf>

This directory is designed to be used in conjunction with *Guiding Principles: A Resource Guide for Improving School Climate and Discipline* (summarized below). For each resource included in the directory, we have indicated the principles and action steps for which the resource is likely to be useful. For each resource, we indicate the predominant components of school climate it covers and, as relevant, whether the resource may be particularly useful for school climate measurement or the implementation of new practices and approaches related to school climate and school discipline.

***Guide to Schoolwide Social Emotional Learning***

**CASEL (Collaborative For Academic, Social, And Emotional Learning)**

<https://schoolguide.casel.org/how-it-works/>

The Guide to Schoolwide SEL leads school-based teams through a process for systemic SEL implementation. This process helps schools coordinate and build upon SEL practices and programs to create an environment that infuses SEL into every part of students' educational experience and promotes equitable outcomes for all students.

***Guiding Principles: A Resource Guide for Improving School Climate and Discipline***

**U.S. Department of Education**

<https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf>

This is a resource guide to assist school districts, charter schools, school staff, parents, students, and other stakeholders who are seeking to develop school climate and school discipline policies and practices that are both locally tailored and grounded in recognized promising practices and research.

***School Climate Improvement Resource Package***

**National Center on Safe Supportive Learning Environments**

<https://safesupportivelearning.ed.gov/scirp/about>

The *Quick Guide on Making School Climate Improvements* provides the basics on what is involved in improving school climate. The *School Climate Improvement Reference Manual* provides comprehensive lists of goals, strategies, outputs, and resources on improving school climate via planning, engaging stakeholders, collecting, analyzing and reporting data, identifying and implementing interventions, and monitoring and evaluating. *School Climate Improvement Action Guides* provide steps on how to support school climate improvements. *School Climate Data Interpretation Resources* help interpret school climate data. Six *Online Modules* provide an opportunity to practice skills, including engaging leadership and other stakeholders, analyzing and collecting school climate data, and identifying interventions.

**Other Online Resources**

***Effectively Integrating School Behavioral Health Frameworks to Promote Student Success***

**Center for Health and Health Care in Schools**

<http://healthinschools.org/our-work/current-projects-2/supporting-the-implementation-of-comprehensive-school-based-mental-health-in-d-c-the-alexander-and-margaret-stewart-trust/#sthash.N6N6PCEX.31ky1toc.dpbs>

This resource for principals and education leaders provides an overview of the prominent school behavioral health frameworks being promoted to DC schools. This brief includes basic definitions, main components and features, implementation considerations, and additional resources for each of the six identified frameworks, as well as information on their differences and similarities and how they complement each other. Two short case studies from DC demonstrate how schools can successfully integrate two or more frameworks.

***Mental Health Promotion Services & Supports (Tier 1)***

**National Center for School Mental Health (NCSMH)**

<http://www.schoolmentalhealth.org/Resources/Mental-Health-Promotion-For-All-Tier-1/>

The *School Mental Health Quality Guide: Mental Health Promotion Services & Supports (Tier 1)* provides guidance to help school mental health systems advance the quality of their services and supports. This guide contains background information on mental health promotion services, best practices, possible action steps, examples from the field, and resources.

***Parent and Educator Guide to School Climate Resources***

**U.S. Department of Education**

<https://www2.ed.gov/policy/elsec/leg/essa/essaguidetoschoolclimate041019.pdf>

This guide is intended to provide parents, teachers, administrators, and other interested parties with a general understanding of school climate, school climate improvement activities, and the availability of additional resources.

***School Climate and SEL: The Integration of Two Approaches***

**The Pennsylvania State University with support from the Robert Wood Johnson Foundation**

<http://prevention.psu.edu/uploads/files/rwjf443059.pdf>

This brief reviews research on how positive school climates support SEL and how improved SEL contributes to improved school climate in elementary and secondary schools. The brief discusses school climate, SEL, and blended models that have effects on school climate and social and emotional competence.

***School Climate Practices for Implementation and Sustainability***

**National School Climate Center**

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.395.867&rep=rep1&type=pdf>

These Practice Briefs present the latest in research and best practice for effective school climate reform from leading experts. The 11 issues selected to be included in this set of Practice Briefs are based on decade-long work with the entire academic community—teachers, staff, school-based mental health professionals, students and parents—to improve a climate for learning.

***School Connectedness: Strategies for Increasing Protective Factors Among Youth***

**Centers for Disease Control and Prevention**

<https://www.cdc.gov/healthyouth/protective/pdf/connectedness.pdf>

Materials in the review include journal articles, books, reports from government agencies and non-governmental organizations, and Web sites. Information from these sources was summarized to identify policies and practices that demonstrated an impact on students' sense of connectedness to school. This process identified six evidence-based strategies that could be implemented to increase students' sense of connectedness to school, along with specific actions that can be taken to implement each of the strategies. The audiences for this publication include school administrators, teachers, support staff, and parents, as well as others interested in promoting school connectedness.

**Curricula and Training Manuals**

***Creating a Safe and Respectful Environment in Our Nation's Classrooms***

**National Center on Safe Supportive Learning Environments**

<https://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-our-nations-classrooms>

*Creating a Safe and Respectful Environment in Our Nation's Classrooms* is designed to support classroom teachers, other educators, and support personnel to reduce instances of bullying behavior and to build a supportive classroom climate in which bullying is less likely to occur. Building on the work of the successful first edition of this resource, this newly revised edition integrates the latest insights and strategies in this constantly emerging field of study.

***Fostering School Connectedness: Staff Development Program***  
**Centers for Disease Control and Prevention**

[https://www.cdc.gov/healthyyouth/protective/pdf/connectedness\\_facilitator\\_guide.pdf](https://www.cdc.gov/healthyyouth/protective/pdf/connectedness_facilitator_guide.pdf)

The purpose of this guide is to provide teachers and other school staff with an introduction to the concept of school connectedness. School connectedness is the belief held by students that adults and others in the school care about them; they care about the students' learning as well as about them as individuals. The presence of caring relationships is increasingly recognized as a vital component of successful schools. This Guide provides the step-by-step procedures, activities, materials, resources and PowerPoint presentations (with facilitator narrative and notes) needed to implement two versions of the staff development program.

**Surveys and Assessments**

***School Climate Survey Compendium***

**The National Center on Safe Supportive Learning Environments**

<https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium>

This compendium gathers student, faculty and staff, family, administrator, and community surveys in Pre-K/Elementary School, middle and high school, and higher education environments. The surveys can be used in whole or in part; that is, whole surveys or individual scales can be administered to target respondents. All scales in the compendium have been tested for validity and reliability.

***Transforming Education's SEL Integration Approach: Teacher Self-Check Tool***

**Transforming Education**

[https://www.transformingeducation.org/wp-content/uploads/2019/08/SEL-Integration-Approach-Teacher-Self-Check-Tool\\_vF2.pdf](https://www.transformingeducation.org/wp-content/uploads/2019/08/SEL-Integration-Approach-Teacher-Self-Check-Tool_vF2.pdf)

This tool is intended to be used in conjunction with Transforming Education's SEL Integration Approach. Its purpose is to help you reflect on the role that each component of SEL Integration currently plays in your day and identify ways to more intentionally embed SEL into your classroom.