Building Equitable Schools with SEL, Trauma-Responsive and Restorative Practices
Dr. Bren Elliott
Chief of School Improvement and Supports,
District of Columbia Public Schools
Dr. Lorenzo Moore
Executive Director, Social Emotional Learning and Culture,
Aldine Independent School District
Jamaal Thompson
Vice President of Strategic Projects, Panorama Education
Panorama is on a mission to help educators act on data to improve student outcomes

Stakeholder Surveys
School Climate, Family Engagement, Teacher-Student Relationships, Back-to-School

Student Success
Whole Child Platform, SEL, Academics, Behavior, Attendance, Intervention Tracking

Social-Emotional Learning
CASEL Measurement, Student & Staff Well-Being, Equity Scales
What we’ll discuss today

- **Discuss** updates to CASEL’s definition of SEL

- **Share** our strategic goals and the evolution of our SEL, MTSS, trauma-informed, and restorative practices

- **Embed** 5 key trauma-responsive SEL practices in response to the current health crisis and incidents of racial violence and racism

- **Understand** our own (adult) social-emotional learning as a starting place for disrupting the current system

- **Put SEL and equity** at the heart of discipline policies with a shift to restorative practices

- **Q&A**
What is Social-Emotional Learning (SEL)?

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

Underlined phrases indicate 2020 CASEL updates
What Changed?

● **Equity:** Explicitly states how SEL can advance educational equity and excellence.

● **Agency:** Elevates identity, agency, and belonging as critical pillars of SEL.

● **Community:** Acknowledges the positive impact that SEL can have on building just communities through collective goal setting and making caring decisions.

● **Environment:** Emphasizes how environments, relationships, and broader contexts (e.g., societal realities, individual realities, socioeconomic status, family dynamics, cultural background, access to opportunities, and experiences in schools) shape learning and development.

Our Vision for MTSS with Panorama Student Success

Whether students are learning from school, from home, or some combination, excellence for all students and accelerated growth for students experiencing the greatest inequities remains a top priority.

1. How are our students doing? Which students are thriving in the system we’ve created, and which students are not?

2. How do we know?

3. What will we do about it?

Panorama Dashboard: Not Real Student Data

Academics, Behavior, Attendance, and SEL in One Place
Embedding SEL in our Strategic Plan with our LCP Index

**Strategic Goal:** 100% of students feel loved, challenged, and prepared (LCP)

**Students Feel Loved**
- **Sense of Belonging** - How much students feel that they are valued members of the school community.

**Students Feel Challenged**
- **Rigorous Expectations** - How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.

**Students Feel Prepared**
- **Perseverance** - How well students are able to persevere through setbacks to achieve important long-term goals.
- **Self-Management** - How well students manage their emotions, thoughts, and behaviors in different situations.
- **Self-Efficacy** - How much students believe they can succeed in achieving academic outcomes.

Learn More about the DCPS LCP Index
5 Non-Negotiable Practices of the Trauma-Responsive Schools Model

1. Every student is greeted with positive and affirmative language daily and with each classroom transition.
2. Every teacher spends dedicated time with their classroom or homeroom students to build relational trust.
3. Every school provides opportunities and designated space to practice emotional regulation.
4. Every school should include opportunities for staff wellness.
5. Every school teaches, models, and reinforces school-wide behavior expectations for students and adults.

DCPS Trauma-Responsive Schools
“We saw that our students of color, particularly Black students, rated themselves more highly than their white peers in perceptions of resiliency and ability to bounce back. This was exciting to see since we know that the pandemic and incidents of racism and racial violence have hit our students of color harder. Shifting our thinking and our mindsets about young people has brought so much joy by being able to focus on the assets in our community vs. the deficits in our community. How do we build upon that as we support their education?”
Download the Social-Emotional Learning Survey on your Resource List

Or visit pan-ed.com/SEL-survey-edweek
Strategic Priority: School Culture

- Improve Student Attendance and Safety
- Implement Social and Emotional Learning to Maximize Engagement
- Foster Cultural Competence Across the Organization
Looking at Students’ Experiences During the Closure Period with a Trauma-Informed Lens

Most students feel like they have someone they can count on; a family member, a friend or a teacher.

- All grade levels reported high levels of concern about family health.
- More than half of secondary respondents (and 44% of respondents in grades 3-5) report that they are taking care of someone for at least part of the day.

How concerned are you about the health of your family?

<table>
<thead>
<tr>
<th>Grades 3-5</th>
<th>Grades 6-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>24% responded favorably</td>
<td>30% responded favorably</td>
</tr>
</tbody>
</table>

Free Response and Raise Your Hand questions led us to reach out to specific students in need of support with a more empathetic response.
Creating Leaders Who Can Connect, Inspire, and Impact
SEL and equity should be at the heart of any policy so that we can move away from punitive measures and shift to restorative practices.

Restorative practices give us the chance for adults and students to connect on an empathetic level.

**Restorative Practices at Aldine**

- Student check-ins in a circle context with emoji, animal, or number
- Sentence stems that give students voice to talk about what’s going on (COVID-19, political and racial identities)
- [Community Building Circle Guide](https://example.com/elementary) (Elementary)
- [Community Building Circle Guide](https://example.com/secondary) (Secondary)
- [Restorative Discipline at Aldine](https://example.com/discipline)
# Continuous Learning Opportunities

## Panorama Resources
- Student Voice Equity and Inclusion Survey
- Student Voice Social-Emotional Learning Survey
- CASEL’s New Definition of SEL: What You Need to Know
- Upcoming Virtual Workshops (Panorama’s Community)
- Evaluate the Equity of your MTSS in Panorama

## District Resources
- DCPS Trauma-Responsive Schools
- Community Building Circle Guide (Elementary) from Aldine
- Community Building Circle Guide (Secondary) from Aldine
- Restorative Discipline at Aldine

## SEL Strategies
- The District Leader's Guide to SEL and Equity
- 15 SEL Interventions Toolkit
- Adult SEL Toolkit
- Student Consultancy Protocol
- Calming Breathing
- Virtual Temperature Checks
Questions & Answers
Thank you!

Questions?
info@panoramaed.com
“It is hard to connect with students in distance learning. I can message or email them, but many do not respond. I can call their parents, but it is very time-consuming to call 150+ parents.”
“The biggest barrier... is their lack of devices to log on to Schoology.”
“Some students have to work to provide for their families. Some families have lost jobs and vehicles.”

“I get distracted very easily, especially with the fact that I have siblings that I also need to help with their online work.”
“I’m working full time right now, so schoolwork online can be difficult to complete on my time. When I am able to complete it, my schedule sometimes doesn’t match up with due dates.”
“No one on one time with my teachers...”
Students’ Experiences During the Closure Period

What data point stands out?

Q.3: Do you have a friend from school whom you can count on to help you, no matter what?

<table>
<thead>
<tr>
<th></th>
<th>Yes 63%</th>
<th>No 37%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>2128</td>
<td>1245</td>
</tr>
</tbody>
</table>

Favorable: 63%

What are students saying?

**Most** of us feel like we have at least one friend from school that we can count on to help.

**Some** of us need help finding a friend that we can count on to help us.

What groups of students are most impacted by this challenge?
## Acting on the Data

### Responding to Immediate Needs
- District and school administrators, teachers, counselors, social workers, and intervention specialists can view results for their schools and students
- Counselors are currently reaching out to students who asked to speak with someone

### Planning for the Return to School
- Results were shared with the Extended Learning Task Force to inform ongoing planning and professional development

### Addressing Strategic Priorities
- Aldine’s growing SEL team is actively processing and responding to the survey results
- Fall 2019 benchmark survey data, this spring’s unique feedback, and ongoing SEL measurements will help us to measure progress in the area of School Culture