



“Take Care of Your  
**SELF**”



# Social-Emotional Learning Hyperdoc

Department of Student Services  
&  
Special Education

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Stafford County Public Schools  
Student Services & Special Education

Social-Emotional Learning

“Take Care of Your **SELF**”



**Stafford County Public Schools**

Inspire | Empower | Excel

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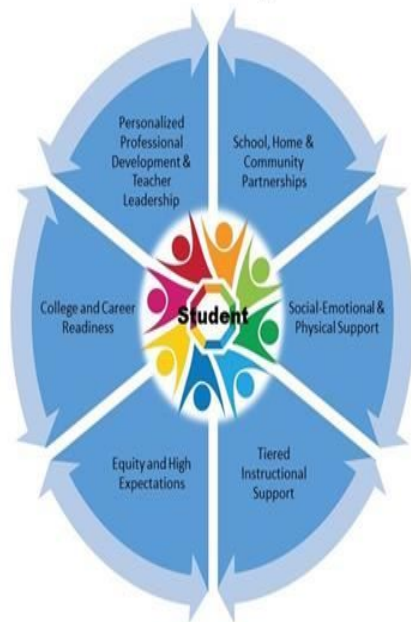
REFLECT

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# SCPS

## Continuous Improvement Model

### SCPS Continuous Improvement Model



#### VISION

Stafford County Public Schools is a dynamic, goal-oriented learning community committed to preparing our students for success in further education, work, and citizenship.

#### MISSION

Inspire and empower all learners to thrive.

#### Continuous Improvement Model

- School, Home & Community Partnerships
- Social-Emotional & Physical Support
- Tiered Instructional Support
- Equity & High Expectations
- College & Career Readiness
- Personalized Professional Development & Teacher Leadership

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## Student Services Support Personnel

Stafford County Public Schools (SCPS) is committed to supporting the growth and development of the whole child. The social-emotional, physical, and behavioral health of our students are always primary factors in decisions, efforts, and initiatives to support their academic and life success. Each school is supported by Specialized Instructional Support Personnel (SISP) who are focused on the social-emotional, physical, and behavioral health of our students; these professionals are School Counselors, School Social Workers, School Psychologists, School Diagnosticians, School Behavior Support Specialists, and School Nurses.



All of these professionals have primary responsibilities to support the needs of students and their families; however, a segment of the group is responsible for supporting specific, [social-emotional needs of students and they represent the Mental Health Teams \(MHT\) at each building;](#) these groups are School Counselors, School Social Workers, and School Psychologists. Together all of these professionals are great resources for students, staff, parents, and the community and are ready to help!

# Social-Emotional Learning Framework "SELF"

As an integral component of the learning process, Social-Emotional Learning has been intentionally incorporated into the daily schedule of all SCPS students. Lessons, activities, and strategies to support the social-emotional health of all students will be shared with students in various formats to ensure the learning is seamlessly connected to their growth and development. To support the delivery of this learning, a [Social-Emotional Learning Framework \(SELF\)](#) has been developed based on the [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#).



CASEL is a trusted source for knowledge about high-quality, evidence-based, social and emotional learning (SEL). CASEL supports educators and policy leaders and enhances the experiences and outcomes for all PreK-12 students. SCPS's SELF includes weekly focus topics and sample lessons/activities for classroom implementation. The SELF is based on the five core competencies of the CASEL framework: Self-Awareness; Self-Management; Social-Awareness; Relationship Skills; and Responsible Decision Making. The SELF will be available to all staff via the Google Share Drive with an overview of the year, and actual links to sample lessons and activities for six-eight week periods.

# PANORAMA

One exciting resource that our district has invested in for all SCPS staff to access and use to support the SEL of students is [Panorama](#). Panorama is an online resource intended to help school districts support student and adult SEL with research-backed surveys and actionable data reports.



**\*\*All instructional staff should receive a welcome email from Panorama with login information soon after the Labor Day holiday.\*\***

It is also [aligned with the CASEL framework](#) and provides educators with a vast amount of SEL resources. It allows students to take a brief [SEL survey](#) to answer a few strategically asked questions that provide us results to help focus our efforts on some of their more immediate social-emotional needs. For our younger students in grades K-2, their teachers will share a reflection of what they have noticed about the students in a survey, and they too will have information to help guide their support. Overarching results for students may be used for our students in the pre-k programs or our students who do not take the survey or enter later in the year. In addition to the survey and its data, Panorama provides a Playbook that includes lessons and activities that are directly aligned with each area of support identified in the survey and aligned with our district's SELF.



# SOCIAL-EMOTIONAL LEARNING PROFESSIONAL DEVELOPMENT

Professional Development is a critical component necessary to support staff as they identify and meet the ever-changing social-emotional needs of students. SCPS works collaboratively with local, state, and national agencies to provide all employees with relevant and timely information on topics related to social-emotional health and learning.



The following trainings have been developed or offered to various employees or employee groups and will continue to be accessible for incorporation in staff development planning at the school and district level:

- Youth Mental Health First Aid
- Mental Health 101
- Mental Health Awareness
- Trauma Awareness
- Human Trafficking Awareness
- Equity & Diversity - LGBTQIA+
- Adverse Childhood Experiences (ACEs)

# SOCIAL-EMOTIONAL LEARNING PROFESSIONAL DEVELOPMENT

During the 3-week Return to Work period for staff, additional SEL professional development sessions were live-streamed for staff; these sessions were recorded and are available via the following links for access and review at the staff's convenience:

- **[Social-Emotional Learning Toolbox](#)**: This robustly resourceful session will provide educators with the "tools of the trade" to help students navigate their social-emotional development and health. Districtwide Social-Emotional Learning (SEL) resources to include Panorama and the SCPS SEL-Framework will be introduced and explored with an expectation of intentional integration within the school day for all students.

- **[Reading Between the Lines](#)**: This insightful session will help educators develop skills to recognize when a student may need additional support to maintain or establish their social-emotional health. The ability to recognize if a student's behaviors are "Typical or Troubled" is an essential skill for an educator to possess. Understanding the concept of "see something, say something" will help educators safely and confidently identify a student in need and take the necessary steps to best assist and support student safety. Participants will receive information, engage in discussions, and consider scenarios representative of possible student/family situations.



# SOCIAL-EMOTIONAL LEARNING PROFESSIONAL DEVELOPMENT

- **As the World Turns:** This emotionally-charged session will touch upon topics related to student trauma and the impact of the current health crisis and social crisis facing our community. As dedicated educators there is a desire often to lead with your heart; however, we must be equipped to think rationally and respond appropriately based on what we know and understand versus what we feel.

Questions generated during recent training sessions are under continuous review, and responses will be provided to building-level SISIP to share with their respective schools. We recognize that some questions will be specific to the expectations at individual buildings, and we will direct those questions back to the buildings for responses.



# Thank you!

We are looking forward to a great year and hope to continue supporting students, staff, families, and the community with resources and information to increase our SEL confidence and competency. Please feel free to contact the district SISP team in the Department of Student Services and Special Education for additional information or resources.

