



The district is committed to supporting the social and emotional needs of all students.

Components:

- A. Develop a consistent, systemic, and coordinated program that both proactively and responsively supports the social and emotional needs of all students.
- B. Implement a comprehensive PK-12 Counseling Curriculum.
- C. Communicate the district’s continuum of supports and resources to families.
- D. Provide an environment where students may develop a positive personal connection with at least one or more adult(s) in the school.



Component A:

Develop a consistent, systemic and coordinated program that both proactively and responsively supports the social and emotional needs of all students.

Present State:

- There are many supports and programs for students identified as “in need” but more limited proactive/ generalized supports for social and emotional learning for all students.

Beginning:

- Schools continue to increase proactive/ generalized supports for the social and emotional learning of all students.

Progressing:

- Schools continue to increase proactive/ generalized supports for the social and emotional learning of all students and articulate a school and district continuum of supports.

Accomplishing:

- At each developmental level, schools have a consistent, systemic and coordinated program that both proactively and responsively supports the social and emotional needs of all students.



Component B:

Implement a comprehensive PK-12 Counseling Curriculum.

Present State:

- A PK-12 counseling curriculum has been adopted.

Beginning:

- Staff are developing an understanding of the PK-12 counseling curriculum and their role in its implementation.

Progressing:

- Staff are beginning the implementation of the PK-12 counseling curriculum aligned with their role.

Accomplishing:

- Counselors and classroom teachers are collaboratively implementing the PK-12 counseling curriculum.



Component C:

Communicate the district's continuum of supports and resources to families.

Present State:

- Parents and families have a general awareness of the social and emotional supports offered.

Beginning:

- A plan that uses multiple methods of communicating the social and emotional supports offered is developed.

Progressing:

- A plan for communicating the supports offered to parents and families is implemented.

Accomplishing:

- Parents and families appropriately access social and emotional supports.



Component D:

Provide an environment where students may develop a positive personal connection with at least one or more adult(s) in the school.

Present State:

- At all grade levels, systems and programs are in place to provide opportunities for students to have a personal connection with at least one adult in the school who may serve as a role model of positive social and emotional health.

Beginning:

- At all grade levels, systems and programs will be implemented to provide opportunities for students to have a personal connection with at least one adult in the school.

Progressing:

- At all grade levels, systems and programs will be implemented and monitored to provide opportunities for students to have a personal connection with at least one adult in the school.

Accomplishing:

- At all grade levels, there are multiple opportunities in place so that all students may develop a positive personal connection with at least one or more adult(s) in the school.