



UNIVERSITY of MARYLAND  
SCHOOL OF MEDICINE



# WSCC Emotional Well-Being Learning Collaborative

March Community of Practice Call  
*Implementation of Tier 1 Practices*

CDC DASH National Initiative to Advance Health in K-12 Education  
by Preventing Chronic Disease and Promoting Healthy Behaviors  
Priority 2: Emotional Well-Being

**National Center for School Mental Health &  
Collaborative for Academic, Social, and Emotional Learning**



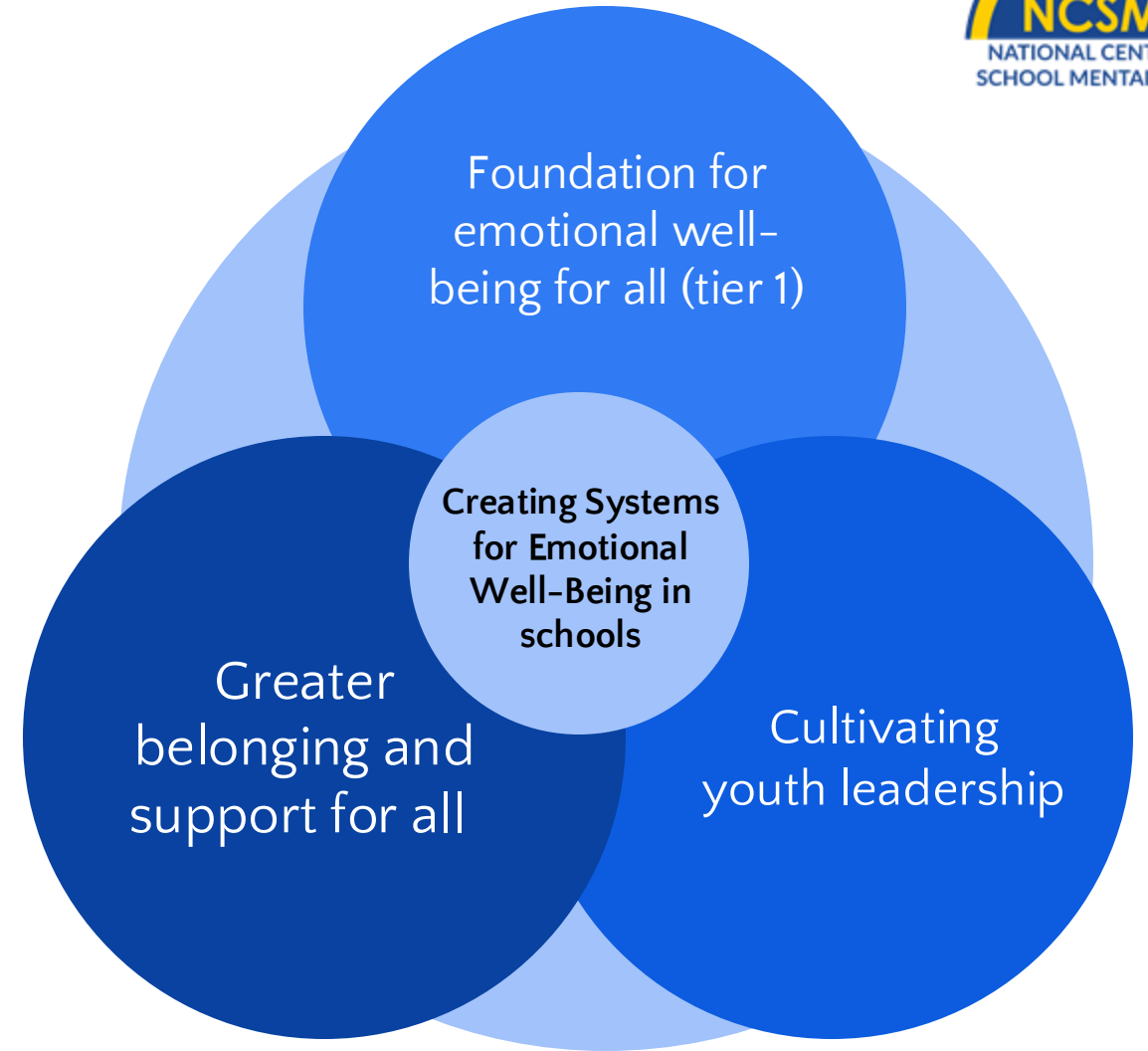
# Agenda





# WSCC Emotional Well-Being LC

Content Focus Areas

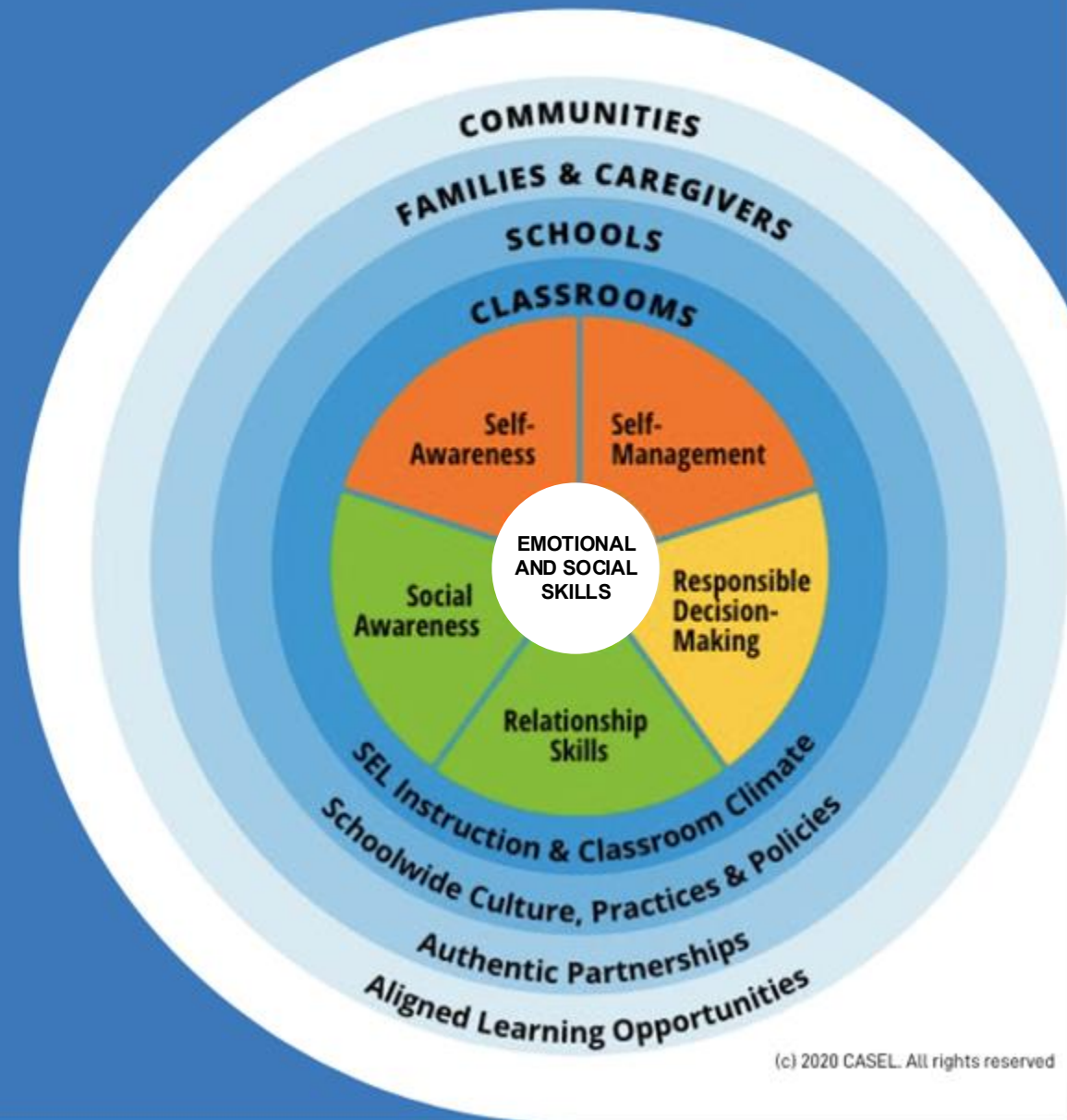


# Inclusive Welcome

When you enter a classroom, what is the first thing you look for or notice?

Why do you think that is?

# What is the default experience of every student every day?





# SCHOOLWIDE INDICATORS



What does it look like to implement this work in a high-quality and systemic way across a school community?



This is a systemic approach to integrating academic, emotional, and social learning across all school contexts.

[Schoolwide Indicators](#)

[Schoolwide Strengths & Needs Reflection](#)

**CASEL**

Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across all school contexts. This approach provides a learning environment that infuses SEL into all aspects of instruction and promotes equitable outcomes for all students. Central to this system is high-quality professional learning and the use of data for continuous improvement. When fully implemented, schoolwide SEL contributes to more successful and equitable outcomes for young people, and is evidenced by the following indicators:

Context	Indicator	Description
CLASSROOM	Explicit SEL instruction	Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.
	SEL integrated with academic instruction	SEL objectives are integrated into instructional content and teaching strategies for academics as well as music, art, and physical education.
	Youth voice and engagement	Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.
SCHOOL	Supportive school and classroom climates	Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.
	Focus on adult SEL	Staff have regular opportunities to cultivate their own social, emotional, and cultural competencies, collaborate with one another, build trusting relationships, and maintain a strong community.
	Supportive discipline	Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably applied.
	A continuum of integrated supports	SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.
	Authentic family partnerships	Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.
COMMUNITY FAMILY	Aligned community partnerships	School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.
	Systems for continuous improvement	Implementation and outcome data are collected and used to continuously improve all SEL-related systems, practices, and policies with a focus on equity.

casel.org

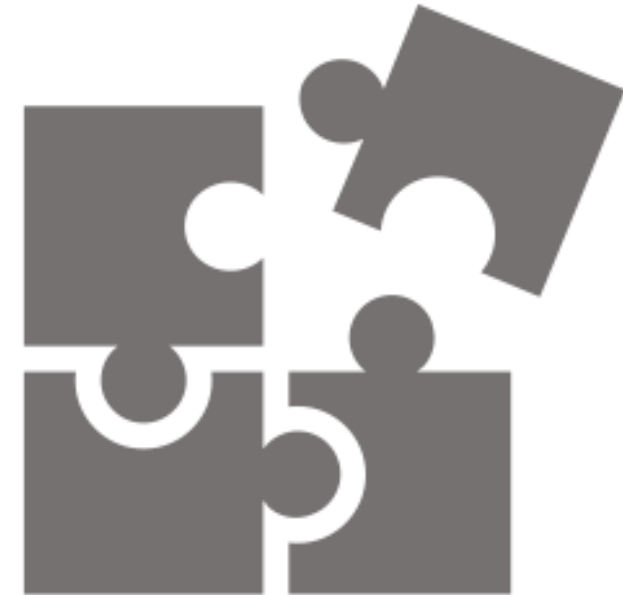




As you look over these indicators, what do you notice about schoolwide implementation?

What new ideas or questions does this raise for you?

What connections are you making to work already happening in your school community or schools that you support?



# Creating a school culture and climate that fosters emotional and social learning and well-being

Adopt an evidence-based program

Establish discipline policies that support well-being

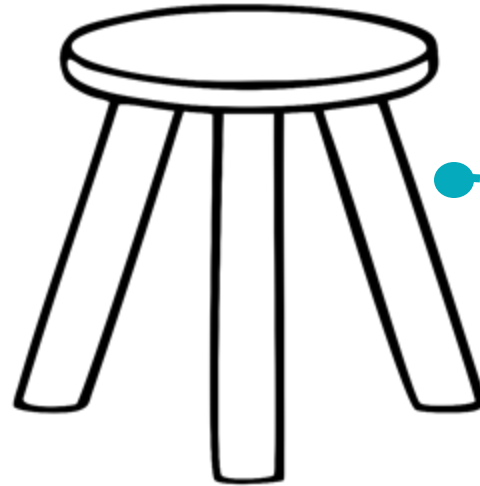
Elevate youth voice

Integrate within student supports/ MTSS



# Teaching, reinforcing, and practicing these skills in the classroom

Supportive  
climate  
and culture



Integration of  
emotional & social  
skills throughout  
all learning  
experiences

Explicit Emotional & Social Skills  
instruction



Learn more: [casel.org](https://casel.org)

# What is your next move to make this experience the default?



Group 1: Practice and model the 3 Signature Practices – *Kyla & Nancy*

Group 2: Prioritize rigorous progress monitoring - *Tiffany*

Group 3: Select a high-quality evidence-based program - *Jill*

Join a breakout group!





# Goal Progress & Teaming





# Breakout Groups

## Main Objective:

- Check in on state, entity, district, & school goals
- Teaming resources
- Discuss/Plan for next steps
  - What is our next actionable item to achieve?



Join State/Entity Breakout  
Room



# Building Community Partnerships & Teaming Resources

School Mental Health Teaming Quality Guide

Emotional and Social Skills Resources for  
Building Partnerships



## Intentional Close

What is one idea from today you are taking with you, and one person you will connect with to put it into action?





# Action Items

1. Take time to focus on your own well-being.

2. Meet as a team to continue to work on your goal.

3. Plan to attend the third Youth Leader Action Call – March 31st





# Feedback Survey

Please take 1-2 minutes to provide feedback on today's session

- Click on the link in the chat OR;
- Scan the QR Code



2:00



**Thank you for joining today!**

Next Monthly Call:  
**April 14, 2026**

