



**RESOURCES TO SUPPORT STUDENT  
SUCCESS AND WELL-BEING**

A Social-Emotional Learning Reference Guide







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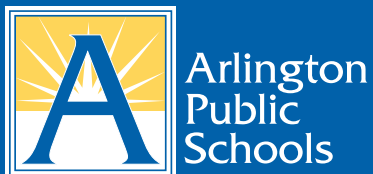
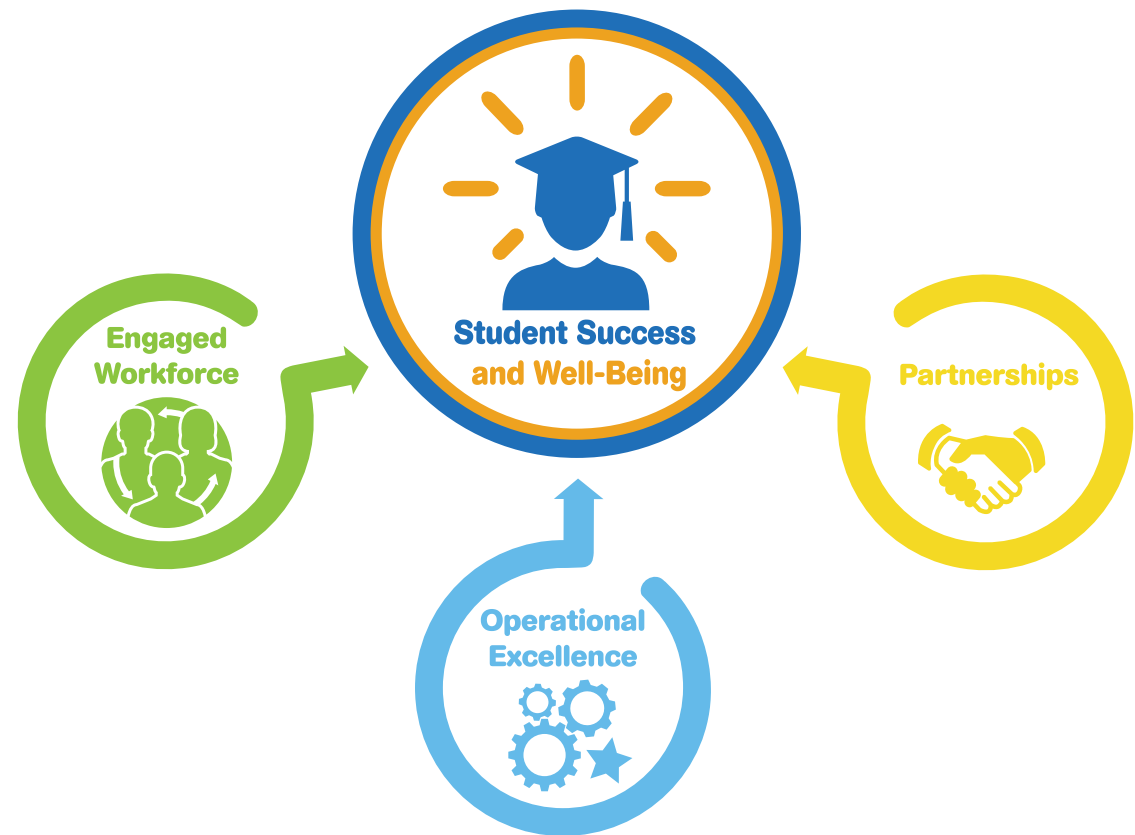
# How to Use this Guide

The SEL Reference Guide catalogs student support programming that APS school teams can use in their determination of what supports students need.

The Arlington Tiered System of Support (ATSS) is typically the first step in the process. Teachers/school teams implement strategies, supports and interventions based on the student's needs and monitor progress. Based on the student's response the teacher/school team will determine if additional processes such as special education or 504 needs to be considered. For more information on these processes, please refer to:

<https://www.apsva.us/student-services/arlington-tiered-system-of-support-atss>

The student supports included here demonstrate a strong commitment by APS to the well-being and success of our students. This document will be updated annually.



## MISSION

To ensure all students learn and thrive in safe, healthy, and supportive learning environments.

## VISION

To be an inclusive community that empowers all students to foster their dreams, explore their possibilities, and create their futures.

# How to Use this Guide (cont.)

Areas of focus which correspond to our whole child and strategic plan goals

APS Resources to build social emotional skills

Person to contact for more information

What specific skills are we building by using this resource (see key at bottom of page)

| Key Areas of Focus                        |   |  |                                  |                                |                        |                     |
|---|---|--|----------------------------------|--------------------------------|------------------------|---------------------|
| TIER                                      | RESOURCE  | POINT OF CONTACT   | CASEL COMPETENCY                 | EDUCATION LEVEL                |                        |                     |
| <b>ACADEMIC SUCCESS</b>                   |   |  |                                  |                                |                        |                     |
| TIER 1                                    | Academic College and Career Plan (ACCP)   | School/HILT Counselors, Teachers, Equity & Excellence (E/E), Coordinators, Student/Family, Case Carriers | SE RM                            | K5 6-8 9-12                    |                        |                     |
|   | Digital Citizenship   | Teachers, Librarians   | SE SM RM RS SO                   | K5 6-8 9-12                    |                        |                     |
|   | Newcomer support for English Learners   | HILT Counselors, Welcome Center, School Counselors, Teachers   | SE SM RM RS SO                   | K5 6-8 9-12                    |                        |                     |
|   | MindUp Curriculum/Mindfulness   | School Counselors, Teachers  | SE SM SO                         | K5 6-8 9-12                    |                        |                     |
|   | Second Step Core Curriculum   | School/HILT Counselors   | SE SM RM                         | K5 6-8                         |                        |                     |
| TIER 2                                    | Meetings with individual students to determine supports needed.   | Teachers, School Counselors, Administrators  | SE SM RM                         | K5 6-8 9-12                    |                        |                     |
|   | Communities in Schools or Community Schools (selected schools)  | Contracted   | RS                               | 6-8 9-12                       |                        |                     |
|   | IFP and 504 Transition Meetings   | As assigned  | SE SM RM RS SO                   | 9-12                           |                        |                     |
| TIER 3                                    | STARS Mentoring Program for English Learner Newcomers (WLHS, WHS)   | Assistant Principal  | SE SM RM RS                      | 9-12                           |                        |                     |
| TIER 3                                    | Monitor performance across all classes, monitor students in danger of failing, communicate with parents; utilize alternative scheduling/remediation | School/HILT Counselors, Teachers, Assistant Principals   | RM RS                            | K5 6-8 9-12                    |                        |                     |
| TIER 1<br>CORE INSTRUCTION (ALL STUDENTS) |   | TIER 2<br>INTERVENTION/EXTENSION   | TIER 3<br>INTENSIVE INTERVENTION |                                |                        |                     |
| KEY                                       | <b>CASEL COMPETENCY</b>   | SE Self-Awareness  | SM Self-Management               | RM Responsible Decision Making | RS Relationship Skills | SO Social Awareness |
|   | <b>EDUCATIONAL LEVEL</b>  | PK Pre-K   | K5 K-5                           | 6-8 Grades 6-8                 | 9-12 Grades 9-12       |                     |

Arlington Tiered Systems of Support designations

At what grade level do we offer this skill building (see key at bottom of page)



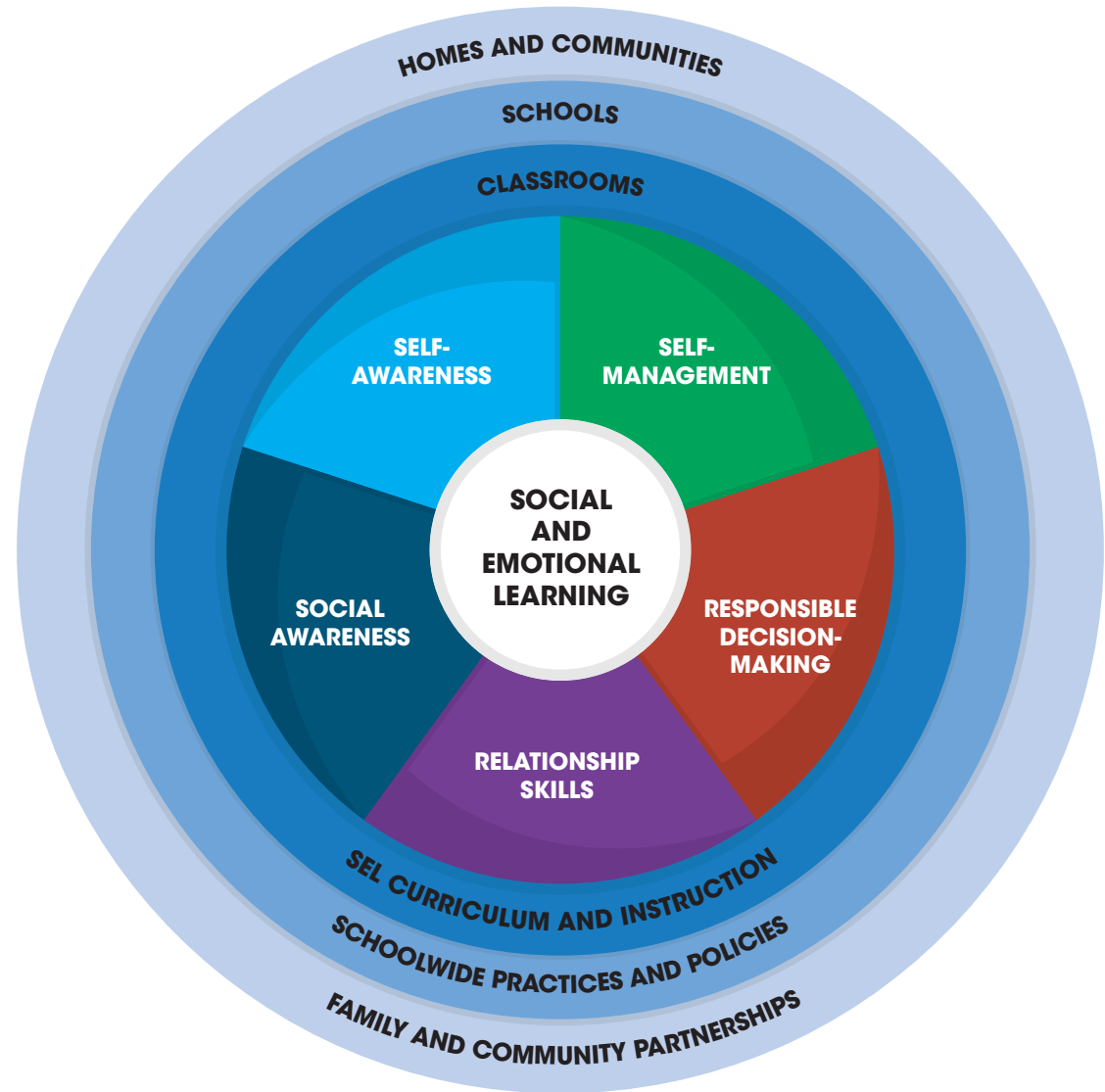
# The CASEL Model

This is meant to be a reference document that captures programs, interventions, services, and practices that are available in APS to support student success and well-being ensuring students are healthy, safe, and supported while being challenged and engaged in their learning.

Each tiered support or service is aligned with the five core competencies identified by CASEL and the corresponding grade levels. The Key Topics are the primary educational areas of focus for services, supports and social emotional learning. The point of contact is the primary person with knowledge pertaining to the topic, but may not be the one delivering the services or support. This is a dynamic document that will be updated periodically and may not reflect all supports in use. The five core competencies defined by CASEL include:

The Collaborative for Academic, Social, and Emotional Learning (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.

Learn more at: <https://casel.org>



Adapted from CASEL © 2017

# CASEL's Five Core Competencies

## SELF-AWARENESS

SE

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

## RELATIONSHIP SKILLS

RS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship-building
- Teamwork

## SELF-MANAGEMENT

SM

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

## SOCIAL AWARENESS

SO

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

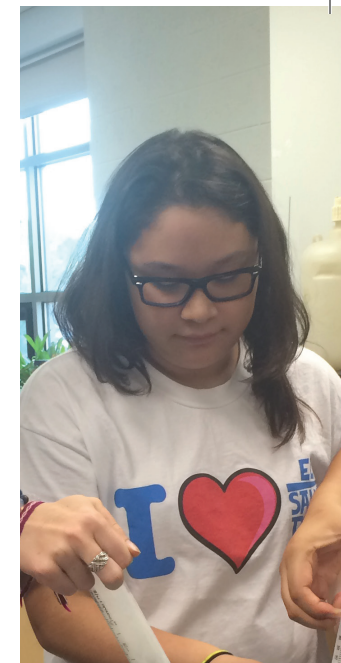
- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

## RESPONSIBLE DECISION-MAKING

RM

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility



# Key Areas of Focus

| TIER | RESOURCE | POINT OF CONTACT | CASEL COMPETENCY | EDUCATION LEVEL |
|------|----------|------------------|------------------|-----------------|
|------|----------|------------------|------------------|-----------------|

## ACADEMIC SUCCESS

|        |   |  |                |                |
|--------|---|--|----------------|----------------|
| TIER 1 | Academic College and Career Plan (ACCP)   | School/HILT Counselors, Teachers, Equity & Excellence (E/E), Coordinators, Student/Family, Case Carriers | SE RM          | K5 6-8 9-12    |
|        | Freshman teaming and other school based courses or organization that support student success  | Principal  | SE SM RM RS SO | PK K5 6-8 9-12 |
|        | Digital Citizenship   | Teachers, Librarians   | SE SM RM RS SO | K5 6-8 9-12    |
|        | Newcomer support for English Learners   | HILT Counselors, Welcome Center, School Counselors, Teachers   | SE SM RM RS SO | K5 6-8 9-12    |
|        | MindUp Curriculum/Mindfulness   | School Counselors, Teachers  | SE SM SO       | K5 6-8 9-12    |
|        | Second Step Core Curriculum   | School/HILT Counselors   | SE SM RM       | K5 6-8         |
| TIER 2 | Meetings with individual students to determine supports needed.   | Teachers, School Counselors, Administrators, E/E Coordinators  | SE SM RM       | K5 6-8 9-12    |
|        | Communities in Schools or Community Schools (selected schools)  | Contracted   | RS             | 6-8 9-12       |
|        | IEP and 504 Transition Meetings - meetings held when Students graduate to 6th and 9th grades.   | Assigned Team  | SE SM RM RS SO | K5 6-8 9-12    |
|        | STARS Mentoring Program for English Learner Newcomers (WLHS, WHS)   | Assistant Principal  | SE SM RM RS    | 9-12           |
| TIER 3 | Monitor performance across all classes, monitor students in danger of failing, communicate with parents; utilize alternative scheduling/remediation | School/HILT Counselors, Teachers, Assistant Principals, E/E Coordinators                                 | RM RS          | K5 6-8 9-12    |

TIER 1  
CORE INSTRUCTION (ALL STUDENTS)

TIER 2  
INTERVENTION/EXTENSION

TIER 3  
INTENSIVE INTERVENTION

| KEY | CASEL COMPETENCY  | SE Self-Awareness | SM Self-Management | RM Responsible Decision Making | RS Relationship Skills | SO Social Awareness |
|-----|-------------------|-------------------|--------------------|--------------------------------|------------------------|---------------------|
|     | EDUCATIONAL LEVEL | PK Pre-K          | K5 K-5             | 6-8 Grades 6-8                 | 9-12 Grades 9-12       |                     |



## Key Areas of Focus (cont.)

| TIER              | RESOURCE   | POINT OF CONTACT  | CASEL COMPETENCY | EDUCATION LEVEL |
|-------------------|--|---|------------------|-----------------|
| <b>ATTENDANCE</b> |  |   |                  |                 |
| TIER 1            | Attendance monitoring (identify early signs of school avoidance)   | Teachers  | SE SM RM RS      | K5 6-8 9-12     |
|                   | MindUp Curriculum/Mindfulness  | School Counselors<br>Teachers   | SE SM SO         | K5 6-8 9-12     |
|                   | Second Step Core Curriculum  | School/HILT Counselors  | SE SM RM         | K5 6-8          |
| TIER 2            | Attendance monitoring<br>Attendance letters (sent to families)<br>Attendance contracts (with student and family) | Administrators, Attendance Specialists, School Counselors, Social Workers                   | SE SM RM RS      | K5 6-8 9-12     |
|                   | Consultation with social worker to consider services outside of school   | Administrators, Attendance Specialists, School Counselors, Social Workers, E/E Coordinators | SE SM RM RS      | K5 6-8 9-12     |
| TIER 3            | Court involvement - truancy; use of a child in need of supervision/services (CHINS) petition                     | Attendance Specialists<br>Social Workers  | SE SM RM RS      | K5 6-8 9-12     |

|     |                          |                   |                    |                                |                        |                     |
|-----|--------------------------|-------------------|--------------------|--------------------------------|------------------------|---------------------|
| KEY | <b>CASEL COMPETENCY</b>  | SE Self-Awareness | SM Self-Management | RM Responsible Decision Making | RS Relationship Skills | SO Social Awareness |
|     | <b>EDUCATIONAL LEVEL</b> | PK Pre-K          | K5 K-5             | 6-8 Grades 6-8                 | 9-12 Grades 9-12       |                     |

## Key Areas of Focus (cont.)

| TIER                       | RESOURCE  | POINT OF CONTACT  | CASEL COMPETENCY | EDUCATION LEVEL |
|----------------------------|---|---|------------------|-----------------|
| <b>BEHAVIORAL SUPPORTS</b> |   |   |                  |                 |
| <b>TIER 1</b>              | Second Step Core Curriculum   | School/HILT Counselors  | SE SM RM         | K5 6-8          |
| <b>TIER 2</b>              | Classroom Observations with recommendations   | School Psychologists, School Social Workers, Behavior Specialist                            | SE SM RM RS SO   | PK K5 6-8 9-12  |
|                            | Consultation with School Psychologist/ Social Worker to identify and address needs  | School Psychologists, Social Worker   | SM RM            | K5 6-8 9-12     |
|                            | Other Program Interventions:<br>Zones of Regulation (emotional regulation); Check In- Check Out (CICO)                                | Sped specialists, Sped teachers,<br>School Psychologists, Social Workers, School Counselors | SE SM RM RS SO   | K5 6-8 9-12     |
|                            | Second Chance (for substance use/abuse)   | Substance Abuse Counselor, Assistant Principal and The Youth Center                         | SE SM RM         | 6-8 9-12        |
| <b>TIER 3</b>              | Functional Behavior Analysis/ Behavior Intervention Plan (by request for students with IEPs)  | Behavioral Specialist   | SE SM RM         | K5 6-8 9-12     |
|                            | CARS (Counseling as a related service) This is only available to students with IEPs and the IEP team has determined this is required. | School Psychologists, Social Workers, Interlude Therapists                                  | SE SM RM RS SO   | K5 6-8 9-12     |
|                            | Second Chance (for substance use/abuse)   | Substance Abuse Counselor, Assistant Principal and The Youth Center                         | SE SM RM         | 6-8 9-12        |
|                            | Behavioral Safety Plans   | School Psychologists  | SE SM RM         | K5 6-8 9-12     |
|                            | Wrap Around Student Supports (i.e.: foster care, homelessness, and other intensive student supports)                                  | Social Worker   | SE SM RM         | K5 6-8 9-12     |
|                            | Consult for mandated services (CHINS)   | Social Worker   | SM RM            | K5 6-8 9-12     |
|                            | Interlude placement   | Interlude Therapist/Teacher   | SE SM RM RS SO   | K5 6-8 9-12     |
|                            | Schools must follow processes for placement in: Pathways (middle); 45 Day Program (high) (not available to all students)              | Administrator, Therapist  | SE SM RM RS SO   | 6-8 9-12        |
| New Directions             | Principal/Staff, School/HILT Counselor/Social Worker/, Substance Abuse Counselor (SAC)  | SE SM RM RS SO  | 9-12             |                 |

|            |                          |                   |                    |                                |                        |                     |
|------------|--------------------------|-------------------|--------------------|--------------------------------|------------------------|---------------------|
| <b>KEY</b> | <b>CASEL COMPETENCY</b>  | SE Self-Awareness | SM Self-Management | RM Responsible Decision Making | RS Relationship Skills | SO Social Awareness |
|            | <b>EDUCATIONAL LEVEL</b> | PK Pre-K          | K5 K-5             | 6-8 Grades 6-8                 | 9-12 Grades 9-12       |                     |



## Key Areas of Focus (cont.)

| TIER | RESOURCE | POINT OF CONTACT | CASEL COMPETENCY | EDUCATION LEVEL |
|------|----------|------------------|------------------|-----------------|
|------|----------|------------------|------------------|-----------------|

### BULLYING PREVENTION

|        |   |   |                |             |
|--------|---|---|----------------|-------------|
| TIER 1 | Bullying Prevention Month Events  | School/HILT Counselors  | RM RS SO       | K5 6-8 9-12 |
|        | Second Step: Bullying Prevention Unit   | School Counselors   | SE SM RM RS SO | K5 6-8      |
| TIER 2 | Bullying Incident Report and/or referral (self, friend, teacher or parent) based on observed bullying behavior. If founded, Bullying Incident Report (PIP 25-1.17) and discipline process | Assistant Principal   | SE SM RM RS SO | K5 6-8 9-12 |
| TIER 3 | Bullying Serious Incident follow through  | Assistant Principal, School/HILT Counselor, School Psychologists, Social Worker | SE SM RM RS SO | K5 6-8 9-12 |

### CHILD PROTECTION

|        |   |                   |                |                |
|--------|---|-------------------|----------------|----------------|
| TIER 1 | Second Step: Child Protection Unit and recommended children's books | School Counselors | SE SM RM RS SO | K5             |
| TIER 2 | Mandated Reporting of Suspicion of Child Abuse/Neglect              | All Staff         | RM             | PK K5 6-8 9-12 |
| TIER 3 | School Supports as needed   | School Counselors | SE SM RM RS SO | PK K5 6-8 9-12 |

### CLIMATE AND CLASSROOM MANAGEMENT

|        |   |  |                |             |
|--------|---|--|----------------|-------------|
| TIER 1 | Second Step: Bullying Prevention Unit and Bullying Prevention Events  | School Counselors  | SE SM RM RS SO | K5 6-8 9-12 |
|        | Harvesting Dreams   | APS Staff, E/E Staff, Family & Community Engagement (FACE) Counselor | SE RS SO       | K5 6-8 9-12 |
|        | LGBTQ+ Resource Library: Recommended literature for a welcoming school; Website Resources for LGBTQ+ families | School/HILT Counselors, Teachers, Librarians, E/E Coordinators       | SE SO          | K5 6-8 9-12 |

|     |                          |                   |                    |                                |                        |                     |
|-----|--------------------------|-------------------|--------------------|--------------------------------|------------------------|---------------------|
| KEY | <b>CASEL COMPETENCY</b>  | SE Self-Awareness | SM Self-Management | RM Responsible Decision Making | RS Relationship Skills | SO Social Awareness |
|     | <b>EDUCATIONAL LEVEL</b> | PK Pre-K          | K5 K-5             | 6-8 Grades 6-8                 | 9-12 Grades 9-12       |                     |

## Key Areas of Focus (cont.)

| TIER  | RESOURCE  | POINT OF CONTACT   | CASEL COMPETENCY | EDUCATION LEVEL |
|---|---|--|------------------|-----------------|
| <b>COLLEGE/CAREER AWARENESS AND EXPLORATION</b> |   |  |                  |                 |
| TIER 1  | K-12 VDOE Career Awareness and Exploration                          | Teachers, School Counselors  | SE RM SO         | K5 6-8 9-12     |
|   | Academic College and Career Plan (ACCP)                             | School/HILT Counselors, Teachers, Equity & Excellence (E/E), Coordinators, Student/Family, Case Carriers | SE RM            | K5 6-8 9-12     |
|   | Dream, Explore, Create Your Own Path                                | School/HILT Counselors, Bilingual Family Liaisons, FACE  | SE RM RS SO      | K5 6-8 9-12     |
|   | Annual College Fair   | School/HILT Counselors, College and Career Counselors  | SE RS            | K5 6-8 9-12     |
|   | Career Cluster Lessons and Career Cafes                             | School Counselors  | SE RS SO         | K5              |
|   | Career Investigations Unit  | Teachers, School Counselors  | SE RM SO         | 6-8             |
|   | Naviance, Visits with College Representatives                       | Teachers, School Counselors  | RM               | 9-12            |
| Internships, Work Experiences, etc.             | Teachers, CTE, Workforce Groups                                     | SE SM RM RS SO   | 9-12             |                 |
| TIER 2  | Superintendent College Visits (2ND year) Students with 2.0-3.0 GPAs | E/E Coordinators, College and Career Counselors  | SE SM RM RS SO   | 9-12            |
|   | Transitioning Planning for students with IEPs                       | Transition Coordinator   | SE SM RM         | 9-12            |
| TIER 3  | Referrals to County Services/Outside Agencies                       | School Psychologists, School Counselors, School Social Workers, E/E Coordinators                         | SM RM            | K5 6-8 9-12     |

## EMERGENCY MANAGEMENT

|        |  |  |       |                |
|--------|--|--|-------|----------------|
| TIER 1 | Implement Emergency Management Procedures, Policies and Practices; drills      | Principals, Staff, Emergency Management Services, School Resource Officers                                     | RM    | PK K5 6-8 9-12 |
|        | Crisis Counseling Team Preparedness<br>Go to Kits for Counselors and OSS staff | School/HILT Counselors, Psychologists, Social Workers, Substance Abuse Counselors                              | RM    | PK K5 6-8 9-12 |
| TIER 2 | Emergency Management; Targeted Procedure and/or accommodations for students    | School Administrators  | SM    | PK K5 6-8 9-12 |
|        | Counseling Crisis Management for students impacted by a tragic event           | School Counselors, School Psychologists, School Social Workers   | SE SM | PK K5 6-8 9-12 |
|        | Threat Assessments   | Assistant Principals, School Psychologists, School Social Workers, School Counselors, School Resource Officers | RM    | K5 6-8 9-12    |
| TIER 3 | Referrals to County Services/Outside Agencies                                  | School Psychologists, School Counselors, School Social Workers   | SM RM | K5 6-8 9-12    |

|     |                          |                   |                    |                                |                        |                     |
|-----|--------------------------|-------------------|--------------------|--------------------------------|------------------------|---------------------|
| KEY | <b>CASEL COMPETENCY</b>  | SE Self-Awareness | SM Self-Management | RM Responsible Decision Making | RS Relationship Skills | SO Social Awareness |
|     | <b>EDUCATIONAL LEVEL</b> | PK Pre-K          | K5 K-5             | 6-8 Grades 6-8                 | 9-12 Grades 9-12       |                     |



## Key Areas of Focus (cont.)

| TIER | RESOURCE | POINT OF CONTACT | CASEL COMPETENCY | EDUCATION LEVEL |
|------|----------|------------------|------------------|-----------------|
|------|----------|------------------|------------------|-----------------|

### MENTAL HEALTH AND SUICIDE & VIOLENCE PREVENTION

|        |   |  |                |             |
|--------|---|--|----------------|-------------|
| TIER 1 | Mental Health Awareness Month activities  | School/HILT Counselors School Psychologists, Social Workers, DHS and APCYF, HPE Teachers             | SE RM SO       | K5 6-8 9-12 |
|        | Second Step Curriculum  | School/HILT Counselors, Health/PE Teachers   | SE SM RM RS SO | 6-8         |
|        | Signs of Suicide with Screener  | School/HILT Counselors, School Psychologists, School Social Workers                                  | SE SM RM RS SO | 6-8         |
|        | Signs of Suicide without screener   | School/HILT Counselors, School Psychologists, School Social Workers                                  | SE SM RM RS SO | 9-12        |
|        | Stress Less, Laugh More Campaign  | School/HILT Counselors   | SE SM          | 9-12        |
| TIER 2 | Suicide Risk Assessment and Violence Risk Assessment  | School/HILT Counselors, School Psychologists, School Social Workers, Assistant Principals (Violence) | RM             | K5 6-8 9-12 |
|        | Reentry procedures (including safety plan)  | School/HILT Counselors, School Psychologists, School Social Workers Assistant Principals (Violence)  | SE SM RM RS SO | K5 6-8 9-12 |
|        | Acculturation, trauma, and reunification support, when needed, for students new to the country                    | HILT Counselors  | SE SM RM RS SO | K5 6-8 9-12 |
| TIER 3 | Suicide Risk Assessment and Violence Risk Assessment  | School/HILT Counselors, School Psychologists, School Social Workers, Assistant Principals (Violence) | RM             | K5 6-8 9-12 |
|        | Follow up with imminent risk referrals/multiple risk assessment students to include referrals to outside agencies | School Psychologist, Social Worker   | SE SM RM RS SO | K5 6-8 9-12 |
|        | Coping Cat for diagnosed anxiety and depression   | School Psychologists, Social Workers Interlude Therapists  | SE SM RM RS SO | K5 6-8 9-12 |

### SEXUAL HARASSMENT

|        |  |  |                |             |
|--------|--|--|----------------|-------------|
| TIER 1 | Intervening and training to prevent dating violence and harassment | All Staff, School/HILT Counselors, HPE Teachers, Outside vendors | RS             | K5 6-8 9-12 |
|        | Title IX Student Rights  | School Administrators  | SE SM RM RS SO | K5 6-8 9-12 |
| TIER 2 | Incident referral and follow through                               | School Administrators  | SE SM RM RS SO | K5 6-8 9-12 |

| KEY | CASEL COMPETENCY  | SE Self-Awareness | SM Self-Management | RM Responsible Decision Making | RS Relationship Skills | SO Social Awareness |
|-----|-------------------|-------------------|--------------------|--------------------------------|------------------------|---------------------|
|     | EDUCATIONAL LEVEL | PK Pre-K          | K5 K-5             | 6-8 Grades 6-8                 | 9-12 Grades 9-12       |                     |

## Key Areas of Focus (cont.)

| TIER | RESOURCE | POINT OF CONTACT | CASEL COMPETENCY | EDUCATION LEVEL |
|------|----------|------------------|------------------|-----------------|
|------|----------|------------------|------------------|-----------------|

### SOCIAL EMOTIONAL SKILL DEVELOPMENT

|  |  |   |                |             |
|--|--|---|----------------|-------------|
| TIER 1   | Comprehensive School Counseling Plan   | School/HILT Counselors  | SE SM RM RS SO | K5 6-8 9-12 |
|  | Family Life Education  | Assigned Staff/HPE  | SE RM SO       | K5 6-8 9-12 |
|  | Second Step Core Curriculum  | School/HILT Counselors  | SE SM RM RS SO | K5 6-8      |
|  | MindUp (mindfulness)   | School/HILT Counselors  | SE SM          | K5 6-8      |
| TIER 2   | Individual Counseling: Short-term and solution focused (1 to 3 sessions)                       | School/HILT Counselors, School Psychologists, School Social Workers | SE SM RM RS SO | K5 6-8 9-12 |
|  | Individual Counseling (3 to 6 sessions with parent permission)                                 | School/HILT Counselors, School Psychologists, School Social Workers | SE SM RM RS SO | K5 6-8 9-12 |
|  | Group Counseling: Using evidence-based curriculum (up to 12 sessions)                          | School/HILT Counselors, School Psychologists, School Social Workers | SE SM RM RS SO | K5 6-8 9-12 |
|  | Lunch Groups (friendships, newcomers)  | School Counselors   | RS             | K5          |
|  | Acculturation, trauma, and reunification support, when needed, for students new to the country | HILT Counselors   | SE SM RM RS SO | K5 6-8 9-12 |
| Other Skill Development and Program Interventions: Superflex (social skills/ communication); Unstuck on Target (flexible thinking and goals); Check In- Check Out (CICO), other skills programs. | Sped Specialists, Sped Teachers, School Psychologists, Social Workers, School Counselors       | SE SM RM RS SO  | K5 6-8 9-12    |             |

### OTHER ADOLESCENT ISSUES

|        |   |  |                |             |
|--------|---|--|----------------|-------------|
| TIER 1 | Awareness and prevention of specific teen issues: Eating Disorders, Dating Violence, Body Image, etc. | Health and PE, School/HILT Counselors, Outside Organizations | SE SM RM RS SO | K5 6-8 9-12 |
| TIER 2 | Provide supports for students identifying issues of concern   | School Counselors  | SE SM RM       | K5 6-8 9-12 |

|     |                          |                   |                    |                                |                        |                     |
|-----|--------------------------|-------------------|--------------------|--------------------------------|------------------------|---------------------|
| KEY | <b>CASEL COMPETENCY</b>  | SE Self-Awareness | SM Self-Management | RM Responsible Decision Making | RS Relationship Skills | SO Social Awareness |
|     | <b>EDUCATIONAL LEVEL</b> | PK Pre-K          | K5 K-5             | 6-8 Grades 6-8                 | 9-12 Grades 9-12       |                     |



## Key Areas of Focus (cont.)

| TIER                                      | RESOURCE   | POINT OF CONTACT  | CASEL COMPETENCY | EDUCATION LEVEL |
|---|--|---|------------------|-----------------|
| <b>SUBSTANCE ABUSE AND RISKY BEHAVIOR</b> |  |   |                  |                 |
| TIER 1                                    | Prescription Drugs Lessons   | HPE, Substance Abuse Counselors   | SE SM RM RS SO   | K5 6-8 9-12     |
|   | Refusal Skills lessons   | School Counselors and School Resource Officers (SROs), HPE              | SM RM            | K5              |
|   | Substance abuse lessons in Health using Second Step materials                  | Substance Abuse Counselors, HPE   | SE SM RM RS SO   | 6-8             |
|   | Campaigns: Red Ribbon Week and Drug and Alcohol Facts Week and Prevention Week | Substance Abuse Counselors<br>HPE Teachers                              | SE RM RS SO      | 6-8 9-12        |
|   | Life Skills Substance Abuse Prevention Curriculum                              | Substance Abuse Counselors, HPE   | SE SM RM RS SO   | 9-12            |
|   | Sources of Strength  | School/HILT Counselors  | SE SM RM RS SO   | 9-12            |
| TIER 2                                    | Second Chance  | Substance Abuse Counselor, Assistant Principal and The Youth Center     | SE SM RM         | 6-8 9-12        |
|   | Referrals to outside providers   | Substance Abuse Counselor   | SE RM            |                 |
|   | Individual Counseling  | Substance Abuse Counselor   | SE SM RM RS SO   | 6-8 9-12        |
| TIER 3                                    | Second Chance  | Substance Abuse Counselors, Assistant Principal, Second Chance Provider | SE SM RM RS SO   | 6-8 9-12        |
|   | Consult with Substance Abuse Counselor to link to outside services             | Substance Abuse Counselors  | SE SM RM RS SO   | 6-8 9-12        |
|   | Potential Court and Police Involvement   | Administrators, Arlington County Police Department                      | SE SM RM RS SO   | 6-8 9-12        |

## TRANSITION PLANNING

|        |  |  |          |             |
|--------|--|--|----------|-------------|
| TIER 1 | Welcome to .... Orientation Sessions                       | School Staff, School/HILT Counselors     | RS SO    | K5 6-8 9-12 |
|        | Transition Planning (Elementary to Middle; Middle to High) | School/HILT Counselors, E/E Coordinators | RS SO    | K5 6-8 9-12 |
|        | 5th grade visits to Middle Schools                         | School/HILT Counselors, E/E Coordinators | RS SO    | K5          |
|        | 8th grade Mythbusters                                      | APCYF: Teen Network Board, HPE           | RM RS SO | 6-8         |

| KEY | CASEL COMPETENCY  | SE Self-Awareness | SM Self-Management | RM Responsible Decision Making | RS Relationship Skills | SO Social Awareness |
|-----|-------------------|-------------------|--------------------|--------------------------------|------------------------|---------------------|
|     | EDUCATIONAL LEVEL | PK Pre-K          | K5 K-5             | 6-8 Grades 6-8                 | 9-12 Grades 9-12       |                     |

## Key Central Office Contacts

| KEY AREAS OF FOCUS                            | DEPARTMENT OF TEACHING AND LEARNING |                             |                                      | DEPARTMENT OF ADMINISTRATIVE SERVICES |
|---|-------------------------------------|-----------------------------|--------------------------------------|---------------------------------------|
|   | OFFICE OF STUDENT SERVICES          | OFFICE OF SPECIAL EDUCATION | OFFICE OF CURRICULUM AND INSTRUCTION | OFFICE OF ADMINISTRATIVE SERVICES     |
| Academic Success                              | ✓                                   | ✓                           | ✓                                    | ✓                                     |
| Attendance                                    | ✓                                   |                             | ✓                                    |                                       |
| Behavioral Supports                           | ✓                                   | ✓                           | ✓                                    | ✓                                     |
| Bullying Prevention                           | ✓                                   |                             |                                      | ✓                                     |
| Child Protection                              | ✓                                   |                             |                                      | ✓                                     |
| Climate & Classroom Management                | ✓                                   |                             | ✓                                    | ✓                                     |
| College & Career Awareness and Exploration    | ✓                                   | ✓                           | ✓                                    |                                       |
| Emergency Management                          | ✓                                   |                             |                                      | ✓                                     |
| Mental Health and Suicide/Violence Prevention | ✓                                   | ✓                           |                                      |                                       |
| Sexual Harassment                             | ✓                                   |                             |                                      | ✓                                     |
| Social Emotional Skill Development            | ✓                                   | ✓                           | ✓                                    |                                       |
| Other Adolescent Issues                       | ✓                                   |                             |                                      |                                       |
| Substance Abuse and Risky Behavior            | ✓                                   |                             |                                      | ✓                                     |
| Transition Planning                           | ✓                                   | ✓                           | ✓                                    |                                       |

|     |                          |                |                 |                             |                     |                  |
|-----|--------------------------|----------------|-----------------|-----------------------------|---------------------|------------------|
| KEY | <b>CASEL COMPETENCY</b>  | Self-Awareness | Self-Management | Responsible Decision Making | Relationship Skills | Social Awareness |
|     | <b>EDUCATIONAL LEVEL</b> | Pre-K          | K-5             | Grades 6-8                  | Grades 9-12         |                  |







## ARLINGTON PUBLIC SCHOOLS

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