



Made possible with support from the Allstate Foundation

SEL as a Lever for Equity and Social Justice Series Part 5 of 5: Policy & Data Practices that Dismantle Inequities

PANELISTS' RECOMMENDED RESOURCES

CASEL Webinar: <https://casel.org/weekly-webinars/>

From CASEL's Dr. Rafiqah Mustafaa, Research Associate, Continuous Improvement and Dr. Bloodline Barthelus, Senior District Advisor

- [Chicago Public Schools Student Code of Conduct Revisions, 2014](#)
Presentation for the Chicago Board of Education summarizing the context, stakeholder engagement, and professional development plan surrounding the changes to the Student Code of Conduct.
- [Suspending Chicago's Students – Differences in Discipline Practices across Schools](#)
This report from the University of Chicago provides an example of how to analyze district discipline data to pinpoint factors that lead to inequity.
- [Addendum to the Student Code of Conduct: Guidelines for Effective Discipline](#)
Evidence of how Chicago took action to support schools in implementing the Student Code of Conduct, complete with flow charts, scenarios, and recommended interventions founded on SEL and restorative approaches.
- [Chicago Public Schools Restorative Practices: Guide and Toolkit](#)
Created by the CPS Office of SEL, in collaboration with the Embrace Restorative Justice in Schools Collaborative. The guidance and resources provided are intended to support CPS staff, administrators, and community partners in developing restorative school communities
- [Addressing Root Causes of Disparities in School Discipline](#)
This guide from NCSSE describes how to carry out a descriptive analysis of disparities in school discipline and how to conduct a root cause analysis to systematically address school-based factors that contribute to disparities.
- [TED Talk: The Danger of a Single Story](#) by Chimamanda Ngozi Adichie - TEDGlobal 2009
- [Program and Initiative Inventory](#)
Designed to help district SEL teams learn about past and current SEL-related work being implemented across the district. In combination with the Districtwide SEL Implementation Rubric, this tool serves as a needs and resources assessment to bridge the gap between the district's shared vision and long-term SEL goals and an implementation plan.



Made possible with support from the Allstate Foundation

- [SMARTIE Goal-Setting Protocol](#)
This tool explains how to set long-term SMARTIE-style goals for districtwide SEL implementation. Provides guidelines to get the committee started, step-by-step instructions for defining goals that reflect the district's shared vision, and examples.
- **Survey of Staff SEL Implementation**
Questionnaire used to understand district- and school-level practices to support systemic SEL implementation. For more information, email Alaina Boyle: ABoyle@casel.org using the subject: *CASEL Cares: Survey of Staff SEL Implementation*
- [SEL Assessment Guide](#)
Provides several resources for leaders and implementation teams in PreK-12th grade settings who are making decisions about selecting and using measures of student SEL.
- [Indicators of Schoolwide SEL Walkthrough Tool](#)
A tool for observing, measuring, and tracking implementation according to CASEL's indicators of schoolwide SEL. School-based SEL teams can use data from the SEL Walk to set implementation goals, reflect on and track progress, and develop or adjust action plans. To support continuous improvement efforts, the SEL Walk helps users identify evidence of schoolwide SEL across classroom and school settings.
- [Staff, Family, and Community Partner Survey](#)
This tool is designed to support school-based SEL teams in collecting data on staff, family, and community partner perceptions of SEL implementation. These data are helpful for progress monitoring, planning, setting goals, and continuously improving schoolwide SEL implementation.
- [SEL Data Reflection Protocol](#)
This tool presents a structured reflection process for SEL teams and other school stakeholders to observe trends and discuss ideas for continuous improvement of SEL implementation. It emphasizes the importance of examining data with an equity lens and elevating a range of perspectives when interpreting data.

From Dr. Kate Diamond, Data Scientist and Sarah Hunter Director of Accountability, Office of Accountability, Research and Equity Minneapolis Public Schools (MPS)

- [Climate Task Force - Three Act Data Conversation Worksheet](#) - Three-Act Data Conversation at MPS
- [The MPS Student Experience Executive Survey](#) - Youth Participatory Evaluation (YPE) findings with links to other YPE memos and resources.
- [MPS Parent Participatory Evaluation \(PPE\)](#) - Below the video in the Findings & Presentations section, there are memos which capture the findings from Parent Participatory Evaluation projects in Spring 2019.