WHAT IS IT?
A comprehensive, trauma informed, resiliency program, based in neuroscience, that integrates social-emotional learning (SEL) with our disciplinary practices to create optimal learning environments for both children and adults.

WHY IS IT IMPORTANT?
Addresses all components of the BCPS SEL framework
Supports all members of Team BCPS in their self-regulation & social-emotional wellbeing
Creates uniformity and consistency in message, language, and structures within ALL elementary buildings in BCPS

“With compassion, we can help remove students’ triggers by providing smoother transitions and safe, predictable classrooms.”
### Alignment of Conscious Discipline & SEL 3 Signature Practices

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<tr>
<th>Welcoming Ritual</th>
<th>Virtual</th>
<th>In-Person</th>
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| **Greetings**: verbally greet each student as they enter the Google Meet, create a hand symbol/signal together for each student and show the signal when they arrive and greet them by name.  
**Brain Smart Start**: Unite can be a class song, chant, or poem. Connecting activity can include get to know you sharing, songs from CDs where students do the motions in front of the screen or with a person at home, & attitude of gratitude.  
**Wish Well**: Can still double as an attendance ritual, students can add others to the board by typing in the chat box or thinking of that person. | **Greetings**: Offer 4 choices with visuals. Non-Touch options include- elbow bump, foot bump, wave, spirit fingers, curtsey, salute, blow a kiss, bow to each other, & air hug.  
**Brain Smart Start**: Unite can be a class song, chant, or poem. Connecting activity, such as an I Love You Ritual or CD song, can be spaced out so there is still eye contact, presence, and playfulness.  
**Wish Well**: Can still double as an attendance ritual, students can add others to the board by writing on a post-it or thinking of that person. |

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<th>Engaging Practices</th>
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<th>In-Person</th>
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| **Breathing**: have students practice belly breathing, create their own breathing strategies, & possibly teach them to someone at home.  
**Brain Breaks**: Model & then have students look away from their screen.  
**Class Jobs**: Options could include- Greeter, Leaders for each part of the Brain Smart Start, Wish Well leader, Brain Breaker- chooses one activity to lead class in halfway through Meet, Secretary-keep notes and type in chat box, Comedian- tells a joke of the day (older students could share an appropriate meme or video), Good News Guru- shares a piece of good news with the class, Welcomer- unmutes and welcomes students who arrive late, Helpful Reporter- reports helpful acts during or at end of Meet, Good-Bye Leader- supports optimistic closure, Substitutes- helpful when students are absent. | **Breathing**: have students practice belly breathing, create their own breathing strategies, & post visuals in the room.  
**Brain Breaks**: Model & then turn off the projector, students can be spaced apart, without touch, & still connect.  
**Class Jobs**: ways students can be helpful and of service in the classroom to feel like an important member of the class family. Trying for all students to have a job.  
**Role Playing**: have students act out, model, or role play especially when returning and reviewing expectations, agreements, and commitments. |

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<th>Optimistic Closure</th>
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<th>In-Person</th>
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| **Revisit Commitments**: Have students share with their thumbs up or sideways to reflect on their commitment through video or have them use an emoji in the chat box.  
**Goodbye Rituals**: Say/Sing a song/chant together, use greetings signals to say goodbye, have students type in the chat box their next steps or reflection on time together. | **Revisit Commitments**: Have students share with their thumbs up or sideways to reflect on their commitment.  
**Goodbye Rituals**: Say/Sing a song/chant together, wish each other well, have students share their next steps or reflection on time together with partner or whole class. |