

# ***INVISIBILITY & INCLUSION***

## **District Scope**

*A JOY-Centered SEL, Belonging & Inclusion Literacy Curriculum (Grades 1–5)*

- \* **What is “Invisibility & Inclusion”?**
- \* **Why it matters / what problems it addresses**
- \* **My origin story as the author**
- \* **Standards & CASEL alignment (big-picture)**
- \* **Research base (peer-reviewed + SEL evidence)**
- \* **Grade-band scope & sequence + assessment overview**

## **PROGRAM PURPOSE**

**Invisibility & Inclusion** is a story-anchored, trauma-informed SEL curriculum designed to strengthen:

- Student belonging
- Emotional regulation
- Effort-based learning
- Inclusive peer behavior
- Classroom climate
- Student voice & visibility

At the center is the **JOY Framework (Effort, Openness, You)** and the belief that: *Belonging is built through effort, emotional awareness, and inclusive action.*

## **INSTRUCTIONAL DESIGN**

Grades: 1–5

Tier: Universal Tier 1 SEL (MTSS-aligned)

Delivery Model:

- Monday: Story + direct SEL skill instruction
- Wednesday: Guided practice & peer application
- Friday: Reflection, repair, and community building

Core Approaches:

- Inclusion Literacy
- Energy Literacy
- Trauma-informed practices
- Neurodivergent-affirming supports

## YEAR-LONG LEARNING ARC (MONTHLY THEMES)

Month	Focus Theme	Core Skills
Sept	JOY Flame & Emotional Safety	Naming feelings, identity, classroom belonging
Oct	HALT & Regulation	Body awareness, self-regulation
Nov	Effort vs. Ease	Growth mindset, persistence
Dec	Invisible Elephant	Loneliness, invisibility, noticing
Jan	DOI Help-Seeking	Asking for support, perseverance
Feb	Tolerance → Inclusion → Belonging	Social courage, group ethics
Mar	Energy Literacy	Empathy, emotional attunement
Apr	Repair & Restoration	Accountability, apology, trust
May	Flamekeeper Leadership	Advocacy, inclusion leadership
Jun	Reflection & Legacy	Celebration, community identity

## GRADE-BAND DEVELOPMENTAL PROGRESSION

**Grades 1–2:** Feelings, safety, kindness, simple inclusion

**Grades 3–4:** Responsibility, empathy, group dynamics

**Grades 4–5:** Identity, leadership, advocacy, ethical inclusion

## CORE TOOLS SPIRALED ALL YEAR

**JOY Flame** (self-worth & regulation)

**Effort & Ease** (shown through Skyla and Benny)

**HALT** (Hungry, Angry, Lonely, Tired)

**DOI** (“I want to keep trying, but I don’t know how”)

**Energy Literacy** (Flame Keeper character and concept)

**Inclusive Literacy** (Joy Flame character and concept)

**The Invisible Elephant** (what is unseen, hidden, null or unidentified as the the problems around human connection in our modern day society, post pandemic, high technology, epidemic of isolationism)

**The Flamekeepers** (characters that represent and reflect emotional attunement - for self and others)

# ASSESSMENT & DATA (ETHICAL, FEELINGS-FIRST)

*All assessment are: Non-punitive Growth-oriented Trauma-informed MTSS compatible*

- JOY Flame student self-checks
- HALT reflection sheets
- Belonging practice logs
- Energy literacy observations
- Teacher climate scans
- Peer inclusion rubrics
- End-of-year student Effortwood Portfolios

## PROGRAM COMPONENTS

- Teacher Guide & Resource Kit
- Student Effortwood Journals
- Family Engagement Companion
- Professional Development Training Modules
- Classroom Posters & Visual Anchors
- Storybook Integration
- Cross-curricular extensions (ELA, Art, Science, Music, PE)
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## OUTCOMES FOR SCHOOLS

**Invisibility & Inclusion** create improvements in:

- Classroom climate
- Student engagement
- Peer relationships
- Emotional regulation
- Behavioral incidents
- Attendance & connectedness
- Teacher-student relationships

## DISTRICT ALIGNED

- CASEL SEL Framework
- MTSS & Climate Initiatives
- Trauma-informed school models
- Belonging & Inclusion priorities
- Student mental health supports