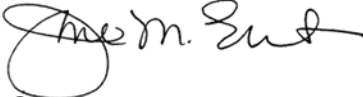**TO:** The Honorable the Members of the Board of Regents

FROM: Jhone M. Ebert

SUBJECT: Introducing New Guidance and Resources for Social Emotional Learning

DATE: May 2, 2018

AUTHORIZATION(S):

SUMMARY

Issue for Discussion

This is a follow-up discussion item from the November 2017 Board of Regents meeting in which staff provided an update on the progress made in implementing several of the New York State Safe Schools Task Force recommendations, including the recommendations of the School Climate and Student Engagement Workgroup to support implementation of Social Emotional Learning (SEL) benchmarks, policies, and programs school-wide and district-wide from pre-school through high school.

Reason(s) for Consideration

In accordance with the recommendations of the Safe Schools Task Force, Department staff and the Task Force's School Climate and Student Engagement Workgroup have developed new SEL guidance materials and are prepared to present benchmarks for voluntary implementation by the field and a framework for SEL implementation in New York State.

These resources support New York State's recently approved Every Student Succeeds Act (ESSA) Plan, specifically, the goal to "[e]nsure that all students have access to support for their social-emotional well-being." Further, fostering the development of SEL competencies for all students and adults in our schools and communities supports the ESSA Plan priorities to improve academic achievement and graduation rates, improve school climate, and increase educational equity.

Background Information

In January 2013, immediately after the tragedy that occurred at Sandy Hook Elementary School in December 2012, the Board of Regents directed the Department to re-establish the New York State Safe Schools Task Force and designated the Board of Regents Vice Chancellor and the NYSED Commissioner as Co-Chairs.

A kick-off meeting of the Task Force was held on May 8, 2013, followed by a series of Workgroup meetings and a Student Forum to hear the students' perspective on issues related to school safety. During the 2013-14 school year, three workgroups (School Culture/Student Engagement; Data Use/Reporting; and Building Security/Infrastructure) met regularly to develop recommendations for the Department related to school safety. At the September 2014 Board of Regents meeting, members of the Task Force presented the full set of 36 recommendations in priority order to the P-12 Education Committee.

Since that time, Department staff have been working collaboratively across offices within the Department[1] and with Task Force members[2] to implement the Task Force recommendations. Promoting and measuring school climate continues to be a priority and includes a focus on Social Emotional Learning to help students learn the essential skills that affect every area of our lives, including how to understand and manage emotions, and how to establish and maintain positive relationships.

In early 2016, the Collaborative for Academic, Social, and Emotional Learning (CASEL) sought proposals from State departments of education interested in partnering with one another and with CASEL to explore, develop, and/or improve policies, guidelines, benchmarks, or standards to promote SEL with the goal of creating conditions that will support statewide implementation of SEL in preschool through high school. In August 2016, New York was identified as one of nine states to participate in Cohort II of the Collaborating States Initiative (CSI) to advance policies, guidelines, and standards for preschool to high school for SEL.

As a result of this collaboration, new resources have been developed to succeed previous SEL guidance, more specifically, the *Educating the Whole Child, Engaging the Whole School: Guidelines and Resources for Social and Emotional Development and Learning (SEDL) in New York State,* which was endorsed at the July 2011 Board of Regents meeting and continues to be available at this time as a resource.

The new resources available are as follows and are attached:
- A one-page overview outlining the *Social Emotional Learning: Essential for Learning; Essential for Life* guidance (Attachment 1);

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[1] NYSED Offices – Student Support Services; Office of Counsel; Accountability; Information and Reporting Services; Information Technology; Special Education; Bilingual Education and World Languages; Higher Education; Governmental Relations; and Facilities Planning.
[2] Task Force members include school and district officials and personnel; education advocates and union representatives; community health, mental health, social services and law enforcement personnel; and staff from the following State agencies: Division of Homeland Security & Emergency Services; State Police; Division of Criminal Justice Services; Office of Mental Health, Office of Children and Family Services, and Department of Health.

- Full Document of the *Social Emotional Learning: Essential for Learning, Essential for Life*-a framework for SEL in New York (Attachment 2); and
- *New York State Social Emotional Learning Benchmarks*, that provide goals and activities by grade level on SEL competencies to guide SEL practice (Attachment 3).

This work is integrally linked to, and substantially supports, significant initiatives already underway, including the following:

- The development of NYSED's School Climate Index;
- Development of resources by New York State's Mental Health Advisory Council to support Education Law § 804 which requires that by 7/1/18, health education in schools will need to recognize the multiple dimensions of mental health;
- Support of multi-tiered systems of support as outlined in the New York State Systemic Improvement Plan: Phase III;
- Support for implementation of theoretically grounded and evidence-based multi-tiered frameworks such as Positive Behavioral Intervention and Supports (PBIS) (NYSED has supported a NYS PBIS Technical Assistance Center since 2004, and provides PBIS training to Regional Special Education Technical Assistance Support Center specialists so they can better support constituent districts implementing PBIS frameworks);
- Guiding Principle #2 of NYSED's Blueprint for English Language Learner (ELL) Success, which states that all school boards and district/school leaders are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELLs are addressed;
- Guiding Principle #5 of NYSED's Blueprint for Improved Results for Students with Disabilities, which requires that schools provide multi-tiered systems of behavioral and academic support;
- Tenet 5 of NYSED's Diagnostic Tool for School and District Effectiveness (DTSDE) rubric, Student Social and Emotional Developmental Health;
- The New York State Pyramid Model Partnership[3];
- Professional Standards for Educational Leaders (PSELs)[4]; and
- The New York State Professional Development Standards.[5]

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[3] NYSED Offices of Special Education and Early Learning joined the New York State Pyramid Model Partnership in 2014 along with Department of Health, Head Start, Office of Persons With Developmental Disabilities, Office of Mental Health and Council on Children and Families and other organizations to plan statewide training on the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children, a behavioral support model for preschool students.

[4] The Council of Chief State School Officers (CCSSO) and National Policy Board for Educational Administration (NPBEA) through a two-year development process developed the PSELs to identify gaps among the 2008 Standards, the day-to-day work of education leaders, and leadership demands of the future. CCSSO and the NPBEA boards approved the Standards in 2015 which were adopted by the Board of Regents in December 2017.

[5] The State Professional Standards and Practices Board for Teaching created professional development standards to assist schools in providing high quality professional development to teachers and others in the school community to align with the New York State Learning Standards, based on analysis and adaptation of the National Staff Development Council's Standards for Staff Development as well as other national, state, and professional standards. The Standards were approved by the Board of Regents in February 2009.

At the May 2018 Board of Regents meeting, the following presenters will join Department staff to update the Board on the recent work to develop new SEL guidance and resources:

- Tyrone Martinez-Black, Policy and Practice Specialist for the Collaborative for Academic, Social, and Emotional Learning's Collaborating States Initiative; and
- Elizabeth Devaney, Director of the Social Emotional Learning Center at the Children's Institute in Rochester.

Related Regent's Items

- **November 2017**, Lessons Learned from the 2016-17 School Climate Testing Pilot and an Overview of Effective School Climate Frameworks
  http://www.regents.nysed.gov/common/regents/files/1117brd1.pdf

- **June 2017**, Update on Status of the Safe Schools Task Force Recommendations
  http://www.regents.nysed.gov/common/regents/files/617p12d1.pdf

- **May 2017**, Amendment of Sections 52.21, 100.2(j) and Part 80 of the Commissioner's Regulations Relating to School Counseling, Certification Requirements School Counselors and Program Registration Requirements for School Counseling Preparation Programs
  http://www.regents.nysed.gov/common/regents/files/517brca14.pdf

- **October 2015**, New York State Safe Schools Task Force: Status Update
  https://www.regents.nysed.gov/common/regents/files/meetings/Oct%202015/1015p12d1.pdf

- **September 2014**, Safe Schools Task Force Recommendation
  http://www.regents.nysed.gov/common/regents/files/914p12d6.pdf

  NYS Safe Schools Task Force Presentation
  http://www.regents.nysed.gov/common/regents/files/SafeSchoolsTaskForce.pdf

- **June 2014**, Safe Schools Task Force Update June 2014
  http://www.regents.nysed.gov/common/regents/files/614p12d1.pdf

  NYS Safe Schools Task Force Presentation
  http://www.regents.nysed.gov/common/regents/files/SafeSchools.pdf

- **October 2013**, Safe School Task Force Update October 2013
  http://www.regents.nysed.gov/common/regents/files/1013p12d1%5B1%5D.pdf

- **March 2013**, Safe Schools Task Force Update March 2013
  http://www.regents.nysed.gov/common/regents/files/313p12d1%5B1%5D.pdf

Timetable for Implementation

Department staff will incorporate the feedback from the Board of Regents into the guidance documents and distribute these resources to the field and post on the NYSED website by June 2018.

Social Emotional Learning:
Essential for Learning, Essential for Life, Essential for New York

Social Emotional Learning (SEL) "is the process through which children, youth, and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." The Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified Five Core SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.[i]

Students who received SEL instruction exhibited the following results[ii]:

- Achievement scores 11-13 points higher
- Improved attitudes and behaviors, including motivation to learn, commitment to school, and engagement in the classroom
- Fewer negative behaviors, including disruptive classroom behaviors, non-compliance, aggression, and disciplinary referrals
- Reduced emotional stress, including student depression, anxiety, and social withdrawal

The impact of this work is apparent in our data, including our academic performance. Surveys of teachers, students, and parents show how much trust there is between students and staff. Suspensions are now a rarity. The way we're relating to students now - it brings you back to why we went into education in the first place.

Patrick Burns, Principal
MS 217, Queens

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New York's Social Emotional Learning Goals

NYSED has established three goals for NY's students:

- Develop self-awareness and self-management skills essential to success in school and in life
- Use social awareness and interpersonal skills to establish and maintain positive relationships
- Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts

SEL and Academic Instruction

Integrating SEL into academic instruction includes free-standing lessons that teach SEL competencies, inclusion of SEL in academics, and teaching practices to create classroom and schoolwide conditions that teach and model SEL

SEL and School Climate

Critical conditions for learning include:

- An engaged school community responsive to culture, race, ethnicity, language, and socio-economic status
- safe and inclusive academic environments that recognize and value the languages and cultures of all students.
- caring connections, trust, and respect
- activities and curricula that engage and challenge

Without these conditions, students are more likely to engage in negative behaviors, disengage from school, and dropout.[iii]

SEL and Approach to Discipline

Restorative Practices draw on SEL competencies to help students understand why a behavior is unacceptable and the harm it causes, take responsibility, understand what they could have done differently, learn strategies and skills to use in the future, and understand consequences.

SEL and Mental Health

SEL can support required Mental Health Education under Education Law §804, effective July 1, 2018. Learn more on our Mental Health Education web page at: COMING SOON!

SEL and Trauma

Adverse Childhood Experiences (ACEs) and trauma can have a negative impact on young peoples' ability to learn and on school outcomes. SEL can nurture skills that better equip young people to manage responses and improve outcomes.

SEL and Economic Impact

SEL provides an $11 return for every $1 invested in school-based SEL programming with proven outcomes.[iv]

SEL and Equity

Increasing SEL competencies can decrease implicit bias, increase cultural responsiveness, and result in greater equity for New York's young people.

- Implicit biases are unconscious stereotypes and attitudes that can negatively impact students. Increasing SEL competencies can help us manage these biases.
- To reduce these biases, we must be able to see them in ourselves (self-awareness), manage them (self-management), and manage their influence on our attitudes, actions, and decisions (social awareness, relationship skills, responsible decision-making).
- Culturally Responsive Practices means relating teaching and learning in the context of students' cultural identity and experience and requires skill in all the SEL competencies. It has been effective in improving student academic performance and life opportunities.

Find out More

NYSED's Office of Student Support Services Social Emotional Learning web page (http://www.p12.nysed.gov/sss/sel/) offers the following resources:

- **New York State Social Emotional Learning Benchmarks** for voluntary implementation COMING SOON!
- **Social Emotional Learning: Essential for Learning, Essential for Life**, a framework explaining SEL concepts, and the need for and benefit of SEL in NY COMING SOON!
- **Social Emotional Learning: A Guide to Systemic Whole School Implementation**, providing strategies and resources for districts and schools COMING SOON!
- District-developed resources aligning SEL competencies, academic standards, classroom activities, and general teaching practices COMING SOON!

Contact Us

NYSED Office of Student Support Services
http://www.p12.nysed.gov/sss/sel/
518-486-6090
Email: studentsupportservices@nysed.gov

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[i] Collaborative for Academic, Social, and Emotional Learning. (2018) *Core SEL Competencies*.

[ii] Durlak, Weissberg, Dymnicki, Taylor, and Schellinger. (2011). *The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions.* Child Development, and Taylor, R. D., Oberle, E., Durlak, J. A. and Weissberg, R. P. (2017). Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects. *Child Dev*.

[iii] Osher, Coggshall, Colombi, Woodruff, Francois, and Osher. (2012). Building school and teacher capacity to eliminate the school-to-prison pipeline. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*.

[iv] Center for Benefit-Cost Studies of Education at Columbia University's Teachers College. (2015). *The Economic Value of Social and Emotional Learning*.

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SOCIAL EMOTIONAL LEARNING ATTACHMENT 2 MAY 2018 REGENTS ITEM

[Document subtitle]

I have no doubt that the survival of the human race depends at least as much on the cultivation of social and emotional intelligence, as it does on the development of technical knowledge and skills. Most educators believe that the development of the whole child is an essential responsibility of schools, and this belief is what has motivated them to enter the profession.

Linda Darling-Hammond

Handbook of Social and Emotional Learning: Research and Practice, 2015

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DRAFT

INTRODUCTION

The mission of the New York State Education Department is "to raise the knowledge, skill, and opportunity of all people in New York." In alignment with this mission, every public school seeks to graduate students who are prepared for college, career, and responsible citizenship in the 21st century. In addition to academic content and skill development, schools must address many contextual factors, including physical and mental health, safety, socioeconomics, culture, and the focus of this paper, social emotional leaning (SEL).

SEL "is the process through which children, youth, and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (Collaborative for Academic, Social, and Emotional Learning, 2015, para. 1). SEL is essential to creating schools that effectively prepare all young people to succeed in school and in life.

Extensive research indicates that effective mastery of social emotional competencies is associated with greater well-being and better school performance; whereas the lack of competency in these areas can lead to a variety of personal, social, and academic difficulties (Eisenberg, 2006; Guerra & Bradshaw, 2008; Masten & Coatworth, 1998; Weissberg & Greenberg, 1998). In fact, a study of young students found a significant relationship between students' social emotional skills in kindergarten and their outcomes 13-19 years later. Those students with early prosocial skills were more likely to graduate from high school on time, complete a college degree, and achieve and maintain full time employment. Further, during high school they were less likely to be involved with police, abuse alcohol, or be on medication for emotional or behavioral issues (Jones, Greenberg, & Crowley, 2015).

There is also evidence that explicitly teaching these skills can have a wide-ranging impact on students' development. Studies have found that participating in high quality, evidence-based SEL programs can reduce emotional distress, improve engagement, improve social emotional skills, and improve academic achievement by 11 percentile points (Durlak et al., 2011).

Underscoring the decisive role SEL will play in 21st century education, in the *Economics and Psychology of Personality Traits*, Nobel Prize winning economist James Heckman maintains that executive functioning factors such as motivation, time management, and self-regulation are critical for later life outcomes, including success in the labor market (Borghans, Duckworth, Heckman & Weel, 2008). The labor market increasingly rewards social skills; for example, between 1980 and 2012, jobs with high social skill requirements grew by nearly 10 percentage points as a share of the U.S. labor force (Deming, 2015).

Finally, research suggests that student learning benchmarks (or standards) focusing on SEL may increase the likelihood that students will receive better instruction in SEL, experience improved school connectedness, and become better learners (Jones & Bouffard, 2012; Osher & Kendziora, 2008). This sentiment is shared by teachers of students spanning all grade levels and socioeconomic statuses. More than half of teachers in prekindergarten and elementary school,

middle school, and high school want SEL in their state standards. Furthermore, more than half of teachers in high-poverty (68%) and low-poverty (59%) schools want SEL in their state standards (Bridgeland & Hariharan, 2013).

"The issue should not be framed as a choice between intellectual and social-emotional development, IQ [Intelligence Quotient] and EQ [Emotional Quotient], or academic and inter- and intrapersonal skills. Sound education requires an equivalent focus on EQ and IQ, and all schools must deal with this reality" (Elias, Arnold, & Hussey, 2003, as cited in Elias, Arnold, & Steiger, 2003, p. 308). It is, therefore, imperative for schools to incorporate social emotional learning into their daily instructional practice with fidelity and district-wide support.

This document addresses the need for social emotional learning (SEL) in New York's schools, and serves as an introduction to a series of resources, including voluntary *Social Emotional Learning Benchmarks*, a *Guide to Systemic Whole School Implementation* (in development), and a series of school district-developed crosswalks aligning SEL competencies with learning standards in the content areas (in development).

SOCIAL EMOTIONAL LEARNING DEFINED

There are many frameworks and ways to talk about social emotional competence and skills. For simplicity and clarity, this document uses a set of five competencies, identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL) that all young people (and adults) need to learn to be successful in school and in life. This framework has been widely accepted across the country.
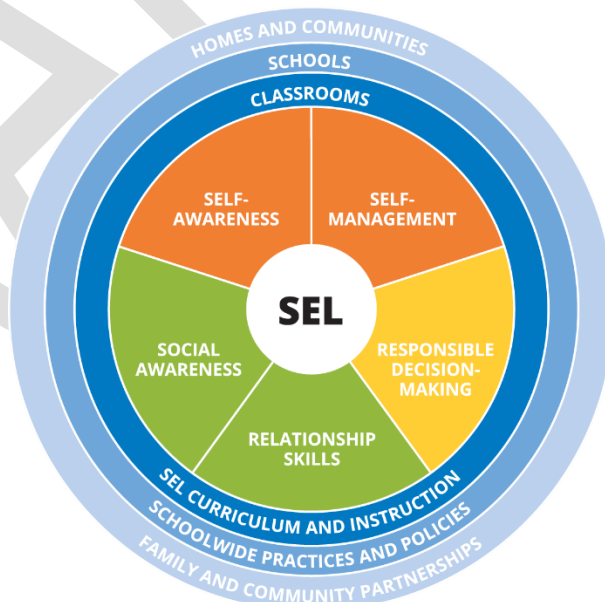
Figure 1: Framework for Systemic Social and Emotional Learning.
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Five Core Social Emotional Competencies	
Self-Awareness	Competence in the self-awareness domain involves understanding one's emotions, personal goals, and values. This includes accurately assessing one's strengths and limitations, having a positive mindset, and possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to recognize how thoughts, feelings, and actions are interconnected.

Self-Management	Competence in the self-management domain requires skills and attitudes that facilitate the ability to regulate emotions and behaviors. This includes skills necessary to achieve goals, such as the ability to delay gratification, manage stress, control impulses, and persevere through challenges.
Social Awareness	Competence in the social awareness domain involves the ability to take the perspective of and have respect for those with different backgrounds or cultures, and to empathize and feel compassion. It also involves understanding social norms for behavior and recognizing family, school, and community resources and supports.
Relationship Skills	Competence in this domain involves communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when needed. Relationship skills provide individuals with the tools they need to establish and maintain healthy and rewarding relationships, and to act in accordance with social norms.
Responsible Decision-Making	Competence in this domain requires the ability to consider ethical standards, safety concerns, and make accurate behavioral assessments to make realistic evaluations of the consequences of various actions, and to take the health and well-being of self and others into consideration. Responsible decision making requires the knowledge, skills, and attitudes needed to make constructive choices about personal behavior and social interactions across diverse settings.

CASEL's inclusion of the word "learning" in the term "social emotional learning" was purposeful and designed to reflect the fact that the acquisition of the skills and attitudes within the five competency domains is a process, and that schools are one of the primary places where this learning takes place. This emphasis on learning is bolstered by more than three decades of brain research on neuroplasticity and the ability of all individuals to engage in lifelong learning.

MULTI-TIERED SYSTEMS OF SUPPORT

Using Multi-Tiered Systems of Support (MTSS) such as Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) enables schools to proactively provide universal interventions for all students, and to customize interventions that address academic and behavioral challenges for at-risk students (secondary interventions) and high need students (tertiary interventions). It is an important means of addressing equity and most importantly, ensures that all young people are provided with the kinds of supports they need to thrive.

Universal interventions span a wide range of supports that include, but are not limited to the following:

- evidence-based SEL curriculum;
- SEL instructional practices;

- service learning opportunities;
- extra-curricular activities;
- after school programs and expanded learning opportunities;
- peer tutoring;
- mentoring;
- mental and physical well-being workshops (e.g., suicide prevention, HIV/AIDS, substance abuse curriculum, violence prevention programs, yoga, mindfulness, etc.);
- team sports;
- student government; and
- student clubs, etc.

Figure 2: Designing Schoolwide Systems for Student Success. © OSEP Technical Assistance Center for Positive Behavioral Interventions and Support, 2017.

As part of an MTSS framework, supports offered at all levels should reflect school-wide implementation of effective, efficient, and evidence-based practices and strategies that all students can access. The supports represented in the universal tier are foundational to secondary and tertiary supports. Effective Universal Interventions alone should be effective for approximately 80% of students.

Infusing SEL through all facets of school life is a universal intervention that all other academic and behavioral interventions can and should build upon. At the secondary and tertiary levels, supports become increasingly targeted to meet students' specific needs. At the secondary level, these supports may be provided by school counselors, other professional support staff, or outside agencies and are targeted to students identified as "at-risk" in the form of individual counseling or small group meetings (e.g., social skills groups, lunch bunch); and/or individualized programs that are not clinical in nature (e.g., Primary Project). At the tertiary level, a small number of high need students with more severe mental health needs may require clinical interventions, one-on-one counseling, and referral to community resources. (Please see Appendix A: Example of a Multi-Tiered System of Supports.

EQUITY AND SEL

Students of color, students with disabilities and learning differences, English language learners, lesbian, gay, bisexual, transgender and questioning or queer (LGBTQ) youth, and others continue to face challenges such as disproportionately low achievement rates compared to the general student population, and/or disproportionately higher discipline rates for the same or similar offenses (Annie E. Casey Foundation, 2017; Gregory & Fergus, 2017). Additionally, referrals to special education disproportionately target students of color (Eccles, Wong, & Peck, 2006, as cited in Gregory & Fergus, 2017). Other student subgroups also experience disparities that negatively impact their access to equitable education. As educators, it is our responsibility to navigate the varied and complex causes of educational inequity and work to close these gaps. We must ensure that all students receive the supports they need to achieve in academics and life and are treated equitably under discipline policies. SEL can help us achieve these goals in multiple ways.

Implicit bias stands as a major obstacle to achieving equity in education, but increasing SEL competencies can help us to manage it. Implicit biases are the unconscious stereotypes and attitudes we hold toward particular groups (Godsil, et al., 2017). Unlike explicit biases, which are consciously held beliefs, implicit biases often exist without our knowledge, and can negatively impact the students we serve, despite our best intentions.

To reduce implicit bias, we must first confront the biases we hold within ourselves (self-awareness). Biases are normal and natural, a result of our experience and exposure, and are held by even the most well-meaning among us. By developing an awareness of and better understanding our own biases, we can then work to manage them (self-management) and mitigate their influence on our attitudes, actions/behaviors, and decisions, as well as those of our students (social awareness, relationship skills, and responsible decision-making).

> When schools commit to promoting students' social-emotional learning, they become positioned to engage all education stakeholders and create a safe, equitable, and engaging school climate, so each student acquires and enhances the knowledge, skills, and dispositions they need for interpersonal and life success.
>
> Duffell, Elias, & Pickeral, 2017

Culturally Responsive Practices (CRP) requires skill in all SEL competencies and has been shown to be effective in improving student academic performance and life opportunities across content areas (Farinde-Wu, Glover, & Williams, 2017). CRP means relating all aspects of teaching and learning within the context of a student's cultural identity and experience. CRP sees students from an assets-based perspective and leverages their cultural context to make learning relevant and increase engagement (M. Hurley, interview, May 2017).

Increasing equity in our schools requires an integrated and organized tiered system of supports with a strong foundation in SEL, an organization committed to honest self-reflection and awareness, and a protocol for policy review and development that consciously works to adhere to best practices to meet the needs of all students.

New York State's ESSA Plan places heavy emphasis on cultural and linguistic competence and responsiveness. NYSED's Blueprint for English Language Learner Success and the Blueprint for Improved Results for Students with Disabilities lay the foundation for success for these special populations. Through these frameworks, New York State strives to ensure that all students' individual educational paths and socio-emotional needs are met in multiple languages leading them to college, career, and civic readiness and that all educators are knowledgeable and skilled in providing explicit instruction in academics and SEL.

Equity, implicit bias, CRP, and SEL are inextricably intertwined. Increasing SEL competencies in our systems, ourselves, and our students can assist our efforts to decrease implicit bias and increase cultural responsiveness, thereby increasing equity for our students.

WHAT THE RESEARCH TELLS US

IMPACT OF SEL ON ACADEMIC ACHIEVEMENT

Social emotional competency impacts young people's academic achievement. In their 2005 longitudinal study *Self-Discipline Outdoes I.Q. in Predicting Academic Performance in Adolescence,* Duckworth and Seligman (2005) found that "self-discipline measured by self-report, parent report, teacher report, and multiple-choice questionnaires in the fall predicted final grades, school attendance, standardized achievement-test scores, and selection into a competitive high school program the following spring."

A meta-analysis of 213 rigorous studies of SEL in K-12 schools (across urban, rural, and suburban settings), (Durlak et al., 2011) indicated that students receiving quality SEL instruction demonstrated the following:

Social and Emotional Learning Meta-Analysis Findings	
Better Academic Performance	achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction
Improved Attitudes and Behaviors	greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior
Fewer Negative Behaviors	decreased disruptive class behavior, including noncompliance, aggression, delinquent acts, and disciplinary referrals
Reduced Emotional Distress	fewer reports of student depression, anxiety, stress, and social withdrawal

> Social, emotional, and cognitive development are deeply intertwined and together are integral to academic learning and success.
>
> ···
>
> Jones and Kahn, 2017

In addition, the meta-analysis found that school-based programs conducted by school staff (e.g. teachers, as opposed to outside providers) are most effective, indicating that they can be incorporated into routine educational practice.

The longitudinal effects of the eight original SEL programs that measured academics were assessed in 2017 (i.e. Taylor, Oberle, Durlak & Weissberg), and it was found that students involved in SEL programs had academic performance an average of 13 percentile points higher than peers who had not been exposed to SEL programs.

Students participating in the Promoting Alternative Thinking Strategies (PATHS) curriculum were shown to be more likely to achieve proficiency in reading, writing, and math in some grade levels than a non-participating control group (Schonfeld et al., 2014). Positive academic outcomes in math and reading outcomes were found to be partially a result of increased classroom emotional support and organization following implementation of the SEL program INSIGHTS (McCormick, Cappella, O'Connor, & McClowry, 2015). With these and other additions, the research base linking SEL interventions to improved academic outcomes is growing.

IMPACT OF SEL ON PERSONAL AND BEHAVIORAL OUTCOMES

Young people who fail to achieve adequate social emotional competence have a higher probability of experiencing a lack of academic success, and of being at-risk throughout adolescence and adulthood (Hartup, 1992; Ladd, 2000).

In one study, researchers found significant relationships between students' social emotional skills in kindergarten, as assessed by teachers, and control group outcomes 13-19 years later for individuals that did not receive a specific set of intervention services titled, "Fast Track." Those with early prosocial skills were less likely later in life to receive public assistance, be involved with the police, abuse alcohol, and be on medication for emotional or behavioral issues through high school. The same study also found that those with early prosocial skills were more likely to graduate from high school on time, complete a college degree, and get and keep full-time employment (Jones, Greenberg & Crowley, 2015). Other researchers have found similar effects of social emotional skills on long-term outcomes such as financial well-being, physical health, and substance use (Moffitt et al., 2011). Implementation of SEL interventions for all students can improve prosocial skills and help reduce negative outcomes.

Research addressing the impact of Adverse Childhood Experiences (ACEs) and trauma on young peoples' ability to learn and school outcomes clearly supports the need for educators and the community to better understand the issues some young people face and to ensure that all young people go to schools that provide supportive learning environments.

Since 2009, multiple states have used the Youth Risk Behavior Surveillance System to collect information about ACEs. The ACE score, a total sum of the different types of ACEs reported by participants, is used to assess cumulative childhood stress. Study findings repeatedly reveal that as the number of ACEs increases, so does the risk for multiple physical health conditions and other factors including risk behaviors (i.e., smoking, alcoholism, drug use), mental distress, depression, mortality, and life potential, such as lowered educational attainment, and lost time from work and unemployment (Centers for Disease Control and Prevention, 2016).

ACEs can affect students' attention, processing of information, memory, and learning, undermine the development of language and communication skills, thwart the establishment of a coherent sense of self, compromise the ability to attend to classroom tasks and instructions, interfere with the ability to organize and remember new information, and hinder a student's grasp of cause-and-effect relationships, all of which are necessary to process information effectively. Neurobiological changes in the brains of young people exposed to severe and/or persistent trauma leave them in a constant state of stress in which they are highly susceptible to "triggers" in their environment.

It is especially important that educators are mindful of these factors when they respond to students' behavior and proactively provide scaffolds within the learning environment. Adult reactions must provide appropriate support to mitigate inappropriate behavior and avoid exacerbating existing challenges. As a result, many teachers, specialized instructional support staff, pupil personnel services, and school health personnel are increasingly implementing trauma-informed practices such as those found in the National Center for Traumatic Stress Network toolkit for educators from preschool to high school.

SEL begins at home and must be purposefully nurtured and supplemented through supportive school and classroom environments that offer opportunities for explicit instruction in related skills and opportunities for practice. SEL is a developmental process that takes place beginning at birth and continues through adulthood. Even when young people receive excellent support for their social emotional development at home, there must be collaboration between school personnel, family members, and community resources to create a network of support for fostering social emotional competencies in young people. These skills are continually developed through classroom instruction, various school activities and support services, as well as by after-school, extracurricular, and service learning programs.

NATIONAL COMMISSION ON SOCIAL, EMOTIONAL, AND ACADEMIC DEVELOPMENT

In September 2016, the Aspen Institute convened a [National Commission on Social, Emotional, and Academic Development](#) co-chaired by Linda Darling-Hammond, Tim Shriver and Governor John Engler. "Over the next two years, this Commission will sponsor the most important conversation in a generation about what constitutes success for our schools and our students. The Commission will forge a unified voice among researchers, educators, practitioners, and policymakers about the urgency of making social emotional development an essential component of K-12 education. Through an inclusive and deliberative process, the Commission will develop a roadmap with specific action steps in research, practice, and policy that will point the way toward a new era of education — one that addresses the needs of the whole student." ([ASPEN Institute](#))

SEL BENEFITS AND COST EFFECTIVENESS

BENEFITS

At both the Berkshire Jr/Sr HS and the Warren Street Academy the inclusion of Social Emotional Learning concepts has had a profound impact. Students have developed a greater sense of empathy, leading to a greater amount of respect for both peers and faculty which has resulted in less behavioral incidents. Faculty have gained a deeper understanding of the negative impact that trauma has on their students. This change in dynamic has greatly increased the positive relationships in the classroom which has resulted in improved academic outcomes.

Bruce Potter, Superintendent
Berkshire Union Free School District

When school leaders consider opportunities for improving learning environments, they want to understand how the school will benefit. To answer this question, each school community must ask the following:

- Is improving academic performance a school goal?
- Is improving the overall well-being and success of students a school goal?
- Does the comprehensive school improvement plan focus on improving attendance or providing a more safe and healthy learning environment?
- Does the professional development plan include classroom management strategies and skills to increase the capacity of teachers to effectively address disruptive student behavior?
- Is reducing inappropriate student behavior a school goal?
- Does the school allocate substantial staff and financial resources to address these issues?

Like health care facilities and other human services organizations, schools must weigh the costs of their professional practice in terms of human as well as economic costs, short- and long-term.

When considering the implementation of SEL, each school needs to consider the costs (i.e., human, instructional, and financial) related to each of the following questions:

- How much instructional time is lost to unfocused or disruptive behavior in the classroom?
- How many school staff member and school leader hours are spent in any given week in the following:
    - Responding to students' social emotional needs?
    - Addressing noncompliance and/or misconduct?
    - Working to convince students that their success in school is important now and in the future?
- In any given week, how much time and effort are spent by various school staff members and school leaders in the following:
    - Getting and keeping students in school?
    - Providing counseling and support services?
    - Addressing bullying behavior?
    - Handling the aftermath of student-to-student conflicts?
    - Dealing with the impact of negative student and staff relations?
    - Processing and resolving disciplinary referrals?
    - Dealing with staff attendance issues

If significant time is spent addressing one or more of these issues, then the school has everything to gain by incorporating SEL into its daily practice.

COST EFFECTIVENESS

Students of all abilities and backgrounds benefit from opportunities to develop their social emotional skills. In February 2015, the Center for Benefit-Cost Studies of Education at Columbia University's Teachers College released the findings of *The Economic Value of Social and Emotional Learning*. Researchers found an average return of $11 for every $1 invested in school-based social emotional programming with proven outcomes for students. The study looked at six SEL programs that had prior evidence of effectiveness as follows: the 4Rs Program (Reading, Writing, Respect, & Resolution); Positive Action; Life Skills Training; Second Step; Responsive Classroom; and for contrast with the programs from the United States, Social and Emotional Training (Sweden), which has a similar curriculum to the United States' Providing Alternative Thinking Strategies (PATHS) program.

The analysis indicates that evidenced-based SEL interventions can easily pass a benefit-cost test. In fact, the weighted average benefit-cost ratio across all six interventions with prior evidence of effectiveness indicates that identified benefits outweigh the costs by a factor of 11:1, with an average net present value per 100 participants of $618,380 (Belfield, Bowden, Klapp, Levin, Shand, & Zander, 2015).

The benefits (cost and otherwise) of the evidence-based programs listed above have also been actualized with evidence-based programs such as the PAX Good Behavior Game, which has shown effects for SEL, self-regulation, behavioral, and academic outcomes when implemented with fidelity. In relation to cost-benefit analysis, at the time of publication, the Washington State Institute for Public Policy estimates that this evidence-based program actualized a $65.47 benefit for every dollar invested due to its multi-faceted nature.

STATUS OF SEL IN NEW YORK STATE

New York State has long recognized that SEL plays a pivotal role in facilitating students' holistic development, enhancing student motivation, making schools safe, and maintaining a supportive and caring school culture. Healthy self-expectations, aspirations, and academic achievement are promoted by the acquisition of and ability to successfully use social emotional competencies.

PROGRESS TO DATE

New York State SEL Timeline	
2001	The New York State Education Department's Pupil Personnel Services Advisory Team was established to share information and resources so that all students can achieve to their potential. Members include the New York Association of School Psychologists, the New York State Association of School Nurses, the New York State School Counselor Association, the New York State School Social Workers Association, and the New York State Attendance Teachers Association.
2002	The New York State Education Department Offices of Vocational and Educational Services for Individuals with Disabilities (VESID) and Elementary, Middle, Secondary, and Continuing Education (EMSC), the New York State Office of Mental Health (OMH) and Families Together in NYS, Inc. formed a leadership team to coordinate joint delivery of educational, mental health and family support services. The leadership team collaborated to design and field-test a technical assistance strategy focused on increasing the use of Positive Behavioral Interventions and Supports (PBIS). Six (6) regional demonstration sites were created to assist volunteering schools with implementing a continuum of PBIS services to address three (3) levels of need (Universal, Targeted, and Intensive).
2004	The Office of Vocational and Educational Services for Individuals with Disabilities (VESID) of the New York State Education Department (NYSED) established seven (7) regional PBIS Technical Assistance/Training sites to all areas of the state, including all five (5) boroughs of New York City.
2006	Legislation provided for the establishment of SEL guidelines to improve the emotional well-being of New York's young people through collaboration between the New York State Office of Mental Health and the New York State Education Department (NYSED).

2008	The Children's Plan communicated the collective vision of families, youth, providers, teachers, child care workers, and other caring adults to promote the SEL of all New York's young people.
2009	NYSED continued its focus on social emotional health via the document *Educating the Whole Child Engaging the Whole School: Guidelines and Resources for Social and Emotional Development and Learning (SEDL) in New York State*. NYSED established a coordinated network of 10 Regional Special Education Technical Assistance Centers (RSE-TASC) across the state. The purpose of the RSE-TASC is to provide directed technical assistance and professional development to improve instructional practices and outcomes for students with disabilities. Each RSE-TASC provides special education school improvement specialists and regional technical assistance specialists, including regional Behavior Specialists. The Behavior Specialists provide professional development and technical assistance in positive behavioral supports including implementation of the framework of School-Wide PBIS.
2010	NYSED established the New York State Positive Behavioral Interventions and Supports Technical Assistance Center (NYS PBIS TAC). The purpose of the statewide PBIS TAC is to provide professional development and technical assistance to regional behavioral specialists in the 10 RSE-TASCs, promote the use of positive behavioral supports and interventions in school districts around the state, and make research-based information on positive behavioral supports and interventions available statewide.
2011	Updated *Educating the Whole Child Engaging the Whole School: Guidelines and Resources for Social and Emotional Development and Learning (SEDL) in New York State* adopted by the New York State Board of Regents in July.
2012	The NYSED Office of Early Learning identified foundational skills in social emotional development which are aligned with New York State's Learning Standards and Common Core. These skills are delineated in the document *the New York State Pre-Kindergarten Foundation for the Common Core.* Guidance and training for staff engaged in early childhood education in public and private settings is supported through NYSED.
2013	New York State Safe School Task Force (SSTF) was established.
2014	New York State releases the *Blueprint for English Language Learners Success* includes guidance on ensuring the academic and social needs of ELLs are addressed by educators and school leaders.
2014	NYSED Office of Special Education and Office of Early Learning joined the New York State Pyramid Model Partnership with representatives of Department of Health, Head Start, Office of Persons With Developmental Disabilities, Office of Mental Health and Council on Children and Families and other agencies and organizations to plan statewide training on the Pyramid Model, a behavioral support model for preschool students. The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children is a framework of evidence-based practices to promote social emotional competence and address challenging behaviors for preschool students. This model promotes universal systems of nurturing and responsive relationships and high quality supportive environments for all; targeted social emotional supports and intensive support (individualized assessment-based interventions) for students with continuing social emotional challenges. The State has supported implementation of Positive Behavioral Interventions and Supports (PBIS) at the school age level and

	implementation of the Pyramid framework would serve to expand positive behavioral supports to preschool age students.
2015	New York State releases the *Blueprint for Improved Results for Students with Disabilities* includes guidance on ensuring the academic and social needs of students with disabilities are addressed by educators and school leaders.
2015	SSTF Student Engagement and School Culture workgroup recommended that the state "Establish social and emotional learning (SEL) as a key component of meeting … [New York] State Standards and move forward with developing benchmarks and measures on an evidence-based framework for implementation." (Report of Regents P-12 Education Committee to the Board of Regents: New York State Safe Schools Task Force Update, October 26, 2015).
2016	The Office of Student Support Services continues to administer and supports more than two hundred state and federally-funded afterschool programs that were encouraged to address SEL skill acquisition, identify student needs, and provide intervention services.

In early 2016, CASEL sought proposals from state departments of education interested in partnering with one another and with CASEL to explore, develop, and/or improve policies, guidelines, benchmarks, or standards to promote SEL with the goal of creating conditions that will support statewide implementation of SEL in preschool through high school.

In August 2016, New York was identified as one of nine states to participate in Cohort II of the Collaborating States Initiative (CSI) to advance policies, guidelines, and standards for preschool to high school for SEL. NYSED's participation will make guidance, resources, and technical support available. As a member of Cohort II, NYSED has accomplished the following:

- Developed SEL benchmarks
- Developed a white paper outlining the need for and benefit of SEL
- Developed a guidance document for K-12 schools to support their implementation of SEL, including resources for a research-based, best practices-informed SEL curriculum and/or strategy
- Collaborated with school districts who are creating model crosswalks of SEL implementation in the subject areas

Now, New York State is at a pivotal moment to incorporate SEL into the framework of K-12 instruction. It is clear from the increase in policy, research, and practice evidence that SEL is not a fad, but a fundamental aspect of education, and that New York is poised to implement SEL for all young people statewide.

Building upon NYSED's decade of work on SEL cited above, the Student Engagement and School Culture workgroup (page 32) of the Safe Schools Task Force (Appendix B: New York State Safe Schools Task Force) has developed *SEL benchmarks* for New York State. This paper summarizes key findings used to guide the development of these benchmarks in alignment with the New York State learning standards and the Foundational Skills for Social Emotional Development

established in the [New York State Prekindergarten Foundation for the Common Core](). Factors identified to guide development of SEL benchmarks included SEL frameworks, overarching SEL principles, examination of standards or benchmarks developed by other states, contributing factors to SEL, best practices related to SEL, best practices related to systems changes, measurement of SEL, addressing equity, and return on investment.

The workgroup recommends the systemic implementation of a whole child/whole school approach to SEL in K-12 schools to encourage a positive, safe, and supportive school culture and climate for all students. (See [Appendix C: New York State School Climate and Student Engagement Workgroup Recommendations]() for a complete list of the workgroup's recommendations). This specific recommendation is integrally linked to, and substantially supports, significant initiatives already underway, including the following:

- NYSED's participation in the CASEL Collaborative States Initiative;
- The development of NYSED's School Climate Index;
- Development of resources by The New York State's Mental Health Advisory Council to support Education Law §804 which states that by 7/1/18, health education in schools will need to recognize the multiple dimensions of mental health;
- Support of multi-tiered systems of support as outlined in the New York State Systemic Improvement Plan: Phase III;
- Support for implementation of theoretically grounded and evidence-based multi-tiered frameworks such as PBIS (NYSED has supported a [NYS PBIS Technical Assistance Center]() since 2004, and provides PBIS training to [Regional Special Education Technical Assistance Support Center]() specialists so they can better support constituent districts implementing PBIS frameworks);
- Guiding Principle #2 of [NYSED's Blueprint for English Language Learner Success](), which states that all school boards and district/school leaders are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELLs are addressed;
- Guiding Principle #5 of [NYSED's Blueprint for Improved Results for Students with Disabilities](), which states that schools provide multi-tiered systems of behavioral and academic support;
- Tenet 5 of NYSED's Diagnostic Tool for School and District Effectiveness (DTSDE) rubric, Student Social and Emotional Developmental Health;
- [The New York State Pyramid Model Partnership]();
- [Professional Standards for Educational Leaders]() (PSELs); and
- The [New York State Professional Development Standards]().

The combination of social emotional learning and restorative work our school has done has created a space where it's safe for students to share their emotions, knowing that others will listen and take positive action. That has helped our school community rise together. Kids are less likely to get into fights, and if they do, the fights are less severe. There's less drama. It creates a whole different atmosphere – one of love and respect. One impact of our work with Morningside Center is that instruction is uninterrupted. If a problem happens in class, students know that they'll be able to talk about it with students or adults outside the classroom. The magic of the restorative circles we do is that they allow students to be heard, and that opens up trust. When there is a fight, students know that they won't be demonized. They have a moment of grace when they can understand what has happened and why. It can be life-changing.

Brett Schneider, Principal, Bronx Collaborative HS

NYSED recognizes that in addition to academic rigor and instructional practice, students and staff need SEL skills to maintain a safe and supportive school environment, that a safe and supportive school environment is necessary to foster the development of social emotional competencies, and that improved school culture and climate is predicated upon the ability of schools to assess the affective factors impacting the learning environment. Beginning in the 2016-2017 school year, NYSED partnered with a cohort of state school districts to pilot the administration of the United States Department of Education's (USDOE's) ED School Climate Surveys (EDSCLS). EDSCLS provides schools free access to survey instruments and a survey platform that enables the collection and reporting of school climate data across stakeholders at the state or local level. The surveys can produce school-, district-, and state-level scores on various indicators of school climate from the perspectives of students, instructional staff, non-instructional staff and principals, and parents/guardians to provide a comprehensive picture of a school's climate.

The pilot provided NYSED with best practices regarding survey implementation and determined the supports and systems that need to be in place for a district to effectively collect, disaggregate, and analyze survey data to develop a school wide improvement plan. Further, the pilot assisted NYSED in identifying additional professional development schools may need regarding best practices related to topics such as SEL, trauma-informed practices, restorative practices, etc. In the 2017-18 school year, administration of the surveys has been expanded to a larger number of districts in preparation for statewide implementation.

The climate survey pilot is an initial step in SED's development of the New York State School Climate Index, which will be used to assist schools in creating improvement plans for establishing and/or sustaining a positive school culture and climate in which all students can thrive. The New York State School Climate Index will include school climate survey data, chronic absenteeism data, the school violence index (based upon revised incident categories) and may incorporate additional data points.

The recommendation for a systemic whole school approach to implementing SEL supports the goal of the NY State School Climate Index. It provides schools with a research-based operational framework for addressing school culture and climate.

NEW YORK STATE SEL GOALS

To enable students to take full advantage of educational opportunities throughout their school experience in grades K-12 and, equally important, to prepare them for college and/or career, the School Climate and Student Engagement Workgroup of the New York State Safe Schools Task Force have identified the following goals to guide SEL benchmarks for New York State schools:

1. **Develop self-awareness and self-management skills essential to success in school and in life.**

   Knowing one's emotions, how to manage them, and ways to express them constructively are essential life skills. These skills enable one to handle stress, control impulses, and motivate oneself to persevere when faced with personal, academic, or work-related obstacles. A related set of skills involves accurately assessing one's abilities and interests, building upon strengths, and making effective use of family, school, and community supports and resources. Finally, it is critical for an individual to be able to establish and monitor one's own progress toward achieving goals, whether personal, academic, or career/work related. These social emotional skills, thought processes, and behavioral strategies provide a strong foundation for achieving success in school and in life.

2. **Use social awareness and interpersonal skills to establish and maintain positive relationships.**

   The ability to recognize the thoughts, feelings, and perspectives of other individuals, including ideas and viewpoints that are different from one's own, and to empathize with others from diverse backgrounds, is central to forming and maintaining positive relationships at all life stages. Equally important to establishing positive peer, family, and work relationships are strategies and skills that enable one to cooperate and collaborate with another person or in a group, communicate respectfully, and constructively resolve conflicts with others.

3. **Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.**

   The ability to make ethical decisions and behave responsibly, considering the well-being of others as well as one's own, are essential to benefitting the good of the whole - whether family, peers, colleagues, neighbors, or members of the community at large. It is the foundation of responsible citizenship in a democratic society. Every individual needs the capacity to make ethical decisions and solve problems by accurately defining the decisions to be made, being able to generate alternative solutions, anticipate the

consequences of each, and having the ability to evaluate and learn from the outcomes of one's decision making.

SYSTEMIC WHOLE SCHOOL IMPLEMENTATION OF SEL

We recognize that in order for our students to learn we must ensure their social emotional wellness. This is easily accomplished when social emotional learning is incorporated throughout the school day and is embedded into already existing curriculum.

Tammy Mangus, Superintendent of Schools

Monticello Central School District

At the heart of promoting social emotional growth concurrent with academic achievement are some essential convictions as follows:

- All young people can learn.
- It is incumbent upon the school community to educate the whole child.
- Every school staff member (instructional and non-instructional) plays a significant role in preparing young people to thrive in school and become productive adults.
- Teachers' acknowledgement and support of student effort and hard work is integral to young people believing in their capacity to learn and address new challenges.
- School culture and climate have a profound impact on students' academic progress and social emotional growth.
- All young people are provided a safe and inclusive learning environment that recognizes and respects the languages and cultures of all students.
- Students' sense of connectedness to school is significantly linked to their perception that members of the school community care about them as individuals.
- Inappropriate student behavior (misconduct) is a "teachable moment."

Taking a whole child/whole school approach to supporting and educating young people that are healthy, safe, engaged, and challenged is the foundation upon which SEL implementation must take place. Such an approach works with the whole school community to integrate SEL principles into the fabric of school life.

Facilitating SEL schoolwide involves multiple components of school life including, but not limited to the following:

- Alignment of district and school support, personnel policies, and existing and new practices in a multi-tiered system of supports

- Positive school culture and classroom environment
- Professional development for all school personnel, including administrators, teachers, other instructional staff, specialized instructional support, pupil personnel services, school health, non-instructional staff (e.g., administrative assistants, cafeteria staff, school safety personnel, transportation staff, etc.), and staff from partner organizations
- Addressing discipline as an opportunity for social emotional growth that seeks concurrent accountability and behavioral change through SEL-based restorative practices
- Outreach to, and engagement of, parents, persons in parental relation, families, and community in multiple languages and with cultural sensitivity
- Coordination of school, district, and community-based student support services
- Aligned after school, out-of-school, summer, expanded learning, extra-curricular, service learning, and mentoring programs

The table below identifies fundamental components necessary to foster effective, long term sustainability of evidenced-based SEL implementation (Elias, Zins, Graczyk, & Weissberg, 2003).

Factors Associated with Successful, Enduring Implementation of Evidence-Based Prevention/SEL Programs	
Linkage to stated goals of schools or districts	Consistent support from school principals
Balance of support from administrators both new and seasoned	Components that explicitly foster mutual respect and support among students
Ongoing processes of formal and informal training, including the involvement of acknowledged experts	Presence of a program coordinator or committee to oversee implementation and resolution of day-to-day problems
High inclusiveness of all school populations	Involvement of individuals with high shared morale, good communication, and a sense of ownership
High visibility in the school and the community	Varied and engaging instructional approaches

See Appendix D: Systemic Whole School Implementation of Social Emotional Learning

SCHOOL CULTURE AND CLIMATE

A school's climate is the reflection of its culture. Examining school culture and climate is integral to successful implementation of SEL. It is the context in which all learning takes place.

- A school's climate reflects how students and staff feel about their school.
- A school's culture is why they feel the way they do.

A school's culture is created through the interplay and impact of the values, beliefs, and behavior of all members of a school community, including the influence of the broader community in which the school is located. The type and quality of relationships among and between stakeholder groups, a school's social norms (what is considered acceptable and unacceptable behavior within the school community) and the expectations members have for themselves and for others all contribute to a school's culture. A school's culture is spread through the school community through words and actions including, but not limited to the following:

- policies, procedures, and protocols
- equity and access that students and staff have to opportunities and services
- stories and traditions
- standards of accountability (discipline)
- interpersonal and intergroup interactions
- attitudes and beliefs about change and growth
- choice of language and tone of voice
- non-verbal communication (gestures, body language, personal space, eye contact)
- formal and informal rituals and ceremonies
- use (allocation) and condition of space
- rewards systems and penalties
- role-model behavior
- allocation of resources

No school community is isolated from its greater environment. Its members and its larger community are continually in the process of change within various social contexts, including family, peer groups, neighborhood, and the school community itself. In other words, each school is an open system and each time members enter the school community, they impact the community's functioning and hence its culture. As a result, examining and assessing school culture must be an ongoing process.

> *The term school culture generally refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions, but the term also encompasses more concrete issues such as the physical and emotional safety of students, the orderliness of classrooms and public spaces, or the degree to which a school embraces and celebrates racial, ethnic, linguistic, or cultural diversity.*
>
> Glossary of Education Reform, 2014

Creators of School Culture	
Students	Teachers
Parents, Persons in Parental Relation, and Families	School Counselors and School Psychologists
	Athletic Program Staff
Related Service Providers	School Social Workers
Administrative Support Staff	Parent/Family Engagement Staff Members
Principal and Administrators	Technology Support Staff
Cafeteria and Custodial Staff	Community-Based Organizations
Instructional Support Staff	Community Members
Pupil Transportation Staff	Librarian
Afterschool, Out-of-School, Co-Curricular Staff	School Safety Personnel
Summer Program Staff	Service Learning and Mentoring Program Staff
School Nurses and Health Services Staff	

Building community among and between students, staff, and families is an essential structural step in creating and sustaining a safe and supportive learning environment in which adults effectively teach, model, reinforce, and use the five social emotional core competencies.

A strength-based approach to working with young people involves (a) establishing positive relationships with young people based on their assets and their potential contributions as resources to their schools, and (b) finding naturally occurring contexts in which they can enact positive roles for which they must learn skills to be successful (Elias et al., 2003).

APPROACH TO DISCIPLINE

Social and emotional learning is an absolute must for us and restorative practices are now part of our school's philosophy. Most of us became teachers because of an idealistic belief that we could have a strong positive impact on society. Our school's emphasis is on positive relations; through our partnership with Morningside Center, our staff has learned to respond to challenging behavior strategically, with learning in mind. The impact of this work is apparent in our data, including our academic performance. Surveys of teachers, students, and parents show how much trust there is between students and staff. Suspensions are now a rarity. The way we're relating to students now - it brings you back to why we went into education in the first place.

Patrick Burns, Principal, MS 217, Queens

Addressing student misconduct from a whole child perspective requires students' and adults' acquisition of, and practice in using, all five SEL core competencies, and is strengthened by an understanding of and sensitivity toward Adverse Childhood Experiences (ACEs) and trauma-informed practices.

Restorative practices are strategies designed to help students better understand their behavior, how it impacts themselves and others, and ultimately to use that self- and social awareness to repair damage caused to relationships as a result of inappropriate behavior. It focuses on strategies and skills such as understanding and managing one's emotions and behavior, negotiating conflict constructively, building empathy, making constructive decisions about personal behavior, and realistically evaluating the consequences of one's behavior. The goal is to help students who have engaged in inappropriate behavior to do the following:

- Understand why the behavior is unacceptable and the harm it has caused
- Take responsibility for their actions
- Understand what they could have done differently in the same situation
- Be given the opportunity to learn pro-social strategies and skills to use in the future, and
- Understand the progression of more stringent consequences if the behavior recurs

Understanding discipline as a "teachable moment" is fundamental to a positive approach to discipline that provides for concurrent accountability and behavioral change. The goal is to teach pro-social behaviors and prevent recurrence of negative behaviors by helping students learn from their mistakes. The more young people become skilled in the social emotional core competencies (self-awareness, self-management, social awareness, relationship skills and responsible decision making), the more capacity they will have to recognize and manage their own emotions, be aware of the needs of others and the impact of their behavior on others, develop positive relationships, be able to handle conflict effectively and non-violently, and make responsible decisions.

Both research and practice show that trusting, supportive relationships between students and educators are key to preventing conflict.

Four main factors are known to contribute to what is commonly referred to as the school-to-prison pipeline as follows (Osher et al., 2012):

> Teachers who regularly use restorative practices had more positive relationships with their diverse students. Students perceived them as more respectful, and the teachers issued fewer exclusionary discipline referrals compared to low implementers. In addition, high implementation of restorative practices resulted in fewer discipline referrals for Latino and African American students compared to low implementation practices.
>
> Gregory, 2014

Racial Disparities	African American students are three times more likely than White students to be suspended for behavioral offenses.
Failure to build the social emotional capacity of students	The ability of teachers to develop students' social emotional skills such as managing emotions, self-regulation, establishing healthy relationships, and maintaining self-awareness, is crucial for curbing disruptive student behavior.
Critical Conditions for Learning (CFL)	Because all young people and their families face obstacles and challenges, all young people are potentially at-risk. To support young people across all demographics, it is incumbent upon educators to provide them with a level playing field and optimum conditions for learning. CFL includes physically and emotionally safe environments, caring connections between students and teachers, activities and curricula that engage and challenge students, and positive peer support. Without these conditions, students are more likely to engage in negative behaviors, disengage from school, and drop out.
Family-School Disconnection	A common trait of high-performing schools is a high level of engagement with families and the community. Families of young people at risk are often estranged from schools, especially if their children have behavioral problems. Establishing a healthy relationship between schools and students' families is vital for keeping youth motivated and engaged in the classroom.

Engaging students, staff, and families can impact such critical conditions for learning (CFL) as promoting emotionally safe environments, positive peer support, caring connections between students and teachers, and positive relationships between families and schools.

Restorative practices aim to transform how students and adults interact with one another. Restorative practice components include the following:

- community building circles
- conflict resolution
- peer mediation
- restorative circles
- formal restorative conferencing

Taking a restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a restorative approach asks four key questions as follows:

- What happened?
- Who was harmed or affected by the behavior?
- What needs to be done to make things right?
- How can people behave differently in the future?

Please see Appendix E: Range of Restorative Practices for a brief overview of restorative practices.

> Like academic skills, social and emotional skills develop over time and in a continuously staged fashion so they must be continuously developed. Even more than academic skills, they must develop in the context of daily life as social challenges and other teaching opportunities arise.
>
> Jones & Bouffard, 2012

INSTRUCTION

Researchers have identified key strategies for schools to use to promote effective SEL (e.g. Dusenbury, Calin, Domitrovich, & Weissberg, 2015).

In addition to providing guidance to administrators and school leaders on how to facilitate SEL as a schoolwide initiative, essential instructional strategies include the following:

- Free-standing lessons that provide explicit, step-by-step instruction to teach students the five social emotional competencies
- Integration of SEL skill instruction and practices within the context of academic curriculum
- General teaching practices that create classroom and schoolwide conditions that facilitate and support social emotional development in students

PROFESSIONAL DEVELOPMENT

The Missing Piece National Survey with Teachers shows that 93% of surveyed teachers want to see more focus on SEL in education and are eager for more classroom support to teach them how to help their students learn and practice social emotional skills, attitudes, and behaviors. The survey also found, though, that SEL training is lacking in most schools. Four in five teachers (82%) report interest in receiving further training on SEL, with 61% "fairly" or "very" interested. However, only half (55%) of teachers receive some form of SEL training, and of that 23% is in-service. Preschool and elementary school teachers are the most likely to receive SEL training (60%) while high school teachers are the least likely (47%).

> Sustained and intensive professional development for teachers is related to student achievement gains
>
> Darling-Hammond et al., 2009

Professional development to support teacher knowledge, effective pedagogy,

and practices enhances effective SEL implementation (Brackett, Reyes, Rivers, Elbertson & Salovey, 2012). Most importantly, to be effective, professional development in SEL needs to take place as part of a whole school approach. Professional development in SEL should be a priority and must be reflective of efforts that are visible to stakeholders. Teachers want and need cognitive consistency between their daily professional practice with students and the culture and policies of the school. "If teachers sense a disconnect between what they are urged to do in a professional development activity and what they are required to do according to local curriculum guidelines, texts, assessment practices, and so on—that is, if they cannot easily implement the strategies they learn, and the new practices are not supported or reinforced—then the professional development tends to have little impact" (Darling-Hammond, Wei, Richardson, & Orphanos, 2009, p. 10).

Ongoing professional development for all educators is critically important to assure the use of evidence-based approaches and strategies for fostering young people's social emotional growth and for building each school's internal capacity to ensure long-term sustainability.

AFTERSCHOOL, SUMMER SCHOOL AND COMMUNITY SCHOOL PROGRAMS

Several studies have shown that high-quality afterschool programs with intentional and targeted SEL programs contribute to improved self-concept, improved social behaviors, and reduced problem behaviors (American Institutes for Research, 2015). Systemic SEL implementation includes aligning afterschool, summer school, expanded learning, and community school programs and activities with a school's SEL principles, policies, and practices. Further, it is important to ensure that afterschool, summer school, expanded learning, and community school staff participate in SEL professional development to ensure consistency of SEL across the various settings in which students participate.

ANTICIPATED BARRIERS TO SUCCESS

There are a few barriers likely to emerge as statewide SEL implementation rolls out. One is the capacity of educators and other adults in the school community, both in the development of their own social emotional competencies, and in their ability to model and teach these competencies to young people. Research indicates that few educators are provided with the training or professional development necessary to successfully integrate SEL into academics (Brackett & Simmons, 2015). To bridge the connection between SEL and the work that educators are already doing, educators need access to best practices in implementation and evaluation, including supports and resources on SEL that are integrated into existing teacher evaluation and professional development systems. Not only does this reinforce the importance of SEL, it avoids overburdening educators by layering on yet another separate initiative (Yoder, 2014). Collaboration, conversations, training, and professional development of school personnel are critical steps in the revision and implementation of new or revised benchmarks. This crucial work with district and school personnel will require allocation of both human and financial resources.

Another potential barrier is lack of support. There are subgroups who believe that social emotional development, instruction, and learning falls outside of the purview of the public schools and should not be included in classroom curriculum. Conversations, forums, and workshop opportunities that effectively engage school communities, family, and community members to garner support will also require allocation of resources.

Finally, a likely barrier to SEL implementation may be a school's lack of time or resources to commit to the process. Schools may feel this is important work, but that they do not have time to take it on. Others may begin the work, but implement it without sustained effort (e.g., purchasing a curriculum that does not include follow-up training). Educators may be experiencing burnout from the many reforms and initiatives of recent years and may not feel it is worth the time commitment to implement this initiative as well. Sharing the compiled results of a comprehensive needs and resource assessment with the entire school community may highlight the potential benefits of SEL implementation and increase buy-in. Aligning training and strategies with existing school systems of support, (e.g. PBIS) has the potential to further increase support of SEL.

FEDERAL SUPPORT FOR SEL IMPLEMENTATION

The impact of the significant body of SEL research over the last three decades is manifested within the Every Student Succeeds Act (ESSA), signed into law December 2015. ESSA mandates that states include at least one non-academic indicator within their system to assess student outcomes. Several key components of the law support and/or have the potential to support SEL for all students. (Title I and/or Title IV funds may be used to support implementation of SEL.) These include the following:

- A broader definition of student success
- Language that encourages schools to "establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success"
- In Title IV, specific recommendations for ''activities to support safe and healthy students"
- In Title I, specific focus on counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

The ESSA mandate that Title IV Part A must address safe and healthy students encourages states to develop and expand initiatives focused on the importance of articulating what students should know and be able to do, relative to SEL from preschool through high school. (See Appendix F: Pending National Legislation)

In addition, on October 16, 2016 the U.S. Department of Education released non-regulatory guidance to help states, districts and schools provide students with a more well-rounded education. Allowable Activities for Safe and Healthy Students (ESEA §4108) within the guidance document specifically cites SEL.

Social and emotional learning (SEL) (ESEA §4107(a)(3)(J)). An LEA may use funds for activities in SEL, including interventions that build resilience, self-control, empathy, persistence, and other social and behavioral skills. Extensive research, as well as educators' own experiences, shows that school-based SEL programs play an important role in fostering healthy relationships and increasing academic and career success (Durlak, Weissber, Dymnicki, Taylor & Schellinger, 2011). A growing body of research in this field is demonstrating that various tools and practices can enhance students' social emotional development (CASEL); for example, implementing practices that support students' sense of belonging and value can increase students' academic success (Blackwell, Trzesniewski & Dweck, 2007).

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APPENDIX A: EXAMPLE OF MULTI-TIERED SYSTEM OF SUPPORTS
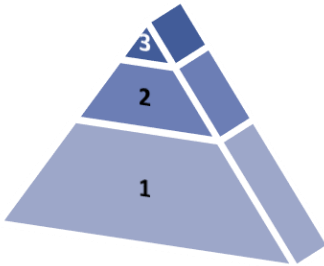
Tier 3: Tertiary Interventions - Specialized, individualized, serves high-risk students (1 -5% of total population)

Tier 2: Secondary Interventions - Specialized, serves groups with at-risk behaviors (5-15% of total population)

Tier 1: Universal Interventions - School-wide or classroom-wide, serves all students (Effective for approximately 80% of total population)

	SEL	Mental Health Support	Behavioral Supports & Interventions	Restorative Practices	Academic Supports & Interventions/RTI
Tier 3	• Individual instruction in SEL competencies strategies and skills • Practice and coaching	• Crisis intervention • Individual counseling/ support plan • Family Collaborations • Referral to services	• Wraparound services • Functional Behavioral Assessments (FBAs), Behavioral Intervention Plans (BIPs) • Faculty/staff mentor • Academic and/or behavioral coach	• Family Conferences/ Collaborations • Formal Restorative Conference(s)	• Intensive instruction (1-2 students) • After school tutoring • Computer-assisted programs • Specially-designed instruction (SDI)
Tier 2	• Targeted explicit instruction in SEL competencies, strategies, and skills • Practice and coaching with feedback • Peer-to-peer SEL workshops • SEL focused community building circles	• Individual/small group counseling • Support groups (e.g. anger management, etc.) • Family Engagement • Substance abuse prevention counseling • Referral to services	• Faculty/staff mentor • Daily Check In/Check Out • Daily Progress Reports (DPR) • Social and Academic Instructional Groups (Small Group) • Individual Behavior Contract • Academic and/or behavioral coach • Targeted afterschool support program(s)	• Peer Mediation • Restorative Problem-Solving Circles • Formal Restorative Conference • Community service	• Peer Tutoring and Paired Reading • Small group supplemental instruction • Guided instruction • Visual/auditory aids/cues and manipulatives
Tier I	• Explicit instruction in SEL Competencies • Integration of SEL within the content areas • General teaching practices that model and support SEL • School climate surveys (student, staff, families) • SEL Plan based on survey and other student data • Family engagement	• Mental health education • Mental health screening • Prevention/ Intervention supports (e.g. stress management, wellness, drug/substance abuse/ suicide prevention, etc.) • Trauma-Informed/ trauma-sensitive approach • Peer education	• Schoolwide Behavioral Expectations • Evidence-based classroom management • Guidance conference(s) • Training of peer educators • Student leadership opportunities • Bullying prevention (i.e., DASA) • Culturally responsive practices • Student government, extracurriculars • Afterschool and summer programs • Community schools • Community service opportunities	• Community Building Circles • Negotiation Skills Training • Peer Mediation • Restorative Circles • Community service • Student circle keeper training • Family Engagement • Responsive discipline policies	• Standards-aligned, differentiated, data informed, cross-curricular, culturally responsive instruction • Goal-setting for learning • Student self/peer assessments • Project based learning/ assessments • Family engagement • Universal Design for Learning • Health Education Coordination

Adapted from Illinois SS/HS State Group and Erie 2 BOCES

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John Byrne	Nassau County Assistant District Attorney Office
Kathy Oboyski Butler	New York State Center for School Safety
Kelly Caci	New York State Association of School Psychologists
Patricia Cerio	Oswego Board Of Cooperative Education Services (BOCES)
Sharon Comerford	Erie Board of Cooperative Education 1
Nancy Cook	Children's Institute
Kathleen Corbett	New York State School Counselors Association
Kitty Corsi	New York Association of School Psychologists
Diane Costagliola	New York City Department Of Education Office of Safety & Youth Development
Danielle Crisafulli	Fulton Central School District
Carlo Cuccaro	Fulton Central School District
Jim Cultrara	Children's Conference
Connie Cuttle	New York City Department of Education
Kathleen DeCataldo	Permanent Judicial Commission on Justice for Children
Elizabeth Devaney	Children's Institute
Jim Dillon	New York State Center for School Safety
Nicole Fantigrossi	Monroe County, Assistant District Attorney
Neil Flood	Webster Central School District
Lauren Frederico	New York Civil Liberties Union
Carrie Frost	New York State School Social Workers' Association
Kate Gaffney	New York State School Board Association
Kitty Gelberg	New York State Department of Health
Deborah Hardy	GuidED Consulting, LLC
Ann Horowitz	New York State Assembly (O'Donnell)
Melonie Hartzog	Children's Defense Fund New York
Dirk Hightower	Children's Institute
Priti Irani	New York State Department of Health
Gloria Jean	New York State School Counselor's Association
John Kelly	New York State Association of School Psychologists
Joann Klein	New York State School Social Workers' Association
Jonathan Lang	Empire State Pride Agenda

Ryan Lanigan	Fulton Central School District
Allli Lidie	New York State Afterschool Network
Robert Lowry	New York State Council of School Superintendents
Pamela Madeiros	NYS Association of School Psychologists
Tim Malloy	East Greenbush Central School District
Peter Mannella	New York State Association for Pupil Transportation
Steve Marchant	New York State Education Department
Marina Marcou-'O'Malley	Alliance for Quality Education
Rick Matthews	National Center for Security and Preparedness
Shauna Maynard	Guilderland School District
Timothy McDonald	Ithaca City School District
Kim McLaughlin	Genesee Valley Education Partnership, LeRoy
Terry McSweeney	New York State United Teachers' Association
Johanna Miller	New York Civil Liberties Union
Brendon Mitchell	Oceanside Central School District
Chuck Mitchell	Empire State School Administrators Association
Sharon Munshi	Gay, Lesbian & Straight Education Network (GLSEN)
Devra Nusbaum	New York State Assembly (Nolan)
Thomas O'Brien	Roxbury Central School District
Tomas O'Brien	New York State Center for Rural Schools
Casey Parker	Troy City Schools
Turina Parker	Washington Saratoga Warren Hamilton Essex BOCES
Greg Pasos	Berkshire Free Union School District
Scott Patronik	Erie County
Tony Perez	New York State Intelligence and Strategic Information Sharing
Jennifer Pyle	Conference of Big 5 School Districts
Maeve Powlick	Community Indicators Consortium
Danielle Quinn	Fulton Central School District
Kevin Quinn	SUNY Albany School of Education
Bernice Rivera	New York State United Teachers' Association
Althia Rodriquez-Rolon	Council of School Supervisors & Administrators
Tina Goodwin Segal	New York State Center for School Safety
Janice Severson	New York State Police
Rick Shaw	Association for Educational Safety and Health Professionals
Suzi Stoller	New York State School Social Workers' Association
Kelly Sturgis	Network for Youth Success
Kim Sweet	Advocates for Children
Colleen Talbot	Commission on Economic Opportunity
Michelle Urbaczyk	EPIC (Every Person Influences Children)
Joan Valery	Parsons Child and Family Center
Jim Viola	School Administrators Association of New York State
Frances Wade	New York State Division of Criminal Justice Services
John Warneck	Association for Educational Safety and Health Professionals
Joanne Wolcott	Schenectady City School District
Hai-Ping Yeh	New York State School Social Workers' Association

APPENDIX C: NEW YORK STATE SCHOOL CLIMATE AND STUDENT ENGAGEMENT WORKGROUP RECOMMENDATIONS

Based upon the substantial body of research supporting SEL implementation, the foundation for such implementation that New York State has put in place over the last decade, and the state's current state of readiness to move forward, the School Climate and Student Engagement Workgroup of the New York State Safe Schools Task Force submits the following recommendations:

1) Support implementation of SEL benchmarks, policies, and programs school-wide and district-wide from pre-school through high school.

2) Employ a **Systemic Whole School Approach to SEL** implementation.
   While it is understood that some schools may choose to implement SEL through evidenced based programs that provide age appropriate free-standing lessons and others may prefer to teach SEL competencies through core curriculum, the Task Force recommends taking a whole school approach to SEL implementation. Key Components include the following:

   a) **School Culture and Climate**
      i) **School Leadership, Policies, and Practices**
         (1) provide district based and external guidance to administrators and school leaders on how to facilitate SEL as a schoolwide initiative
         (2) establish a school SEL team which includes the principal, and at least one representative from key stakeholder groups including teachers, specialized instructional support personnel, non-instructional personnel (e.g., clerical, bus, lunchroom), parents, students (at the middle and high school levels) and key partner organizations
         (3) examine and make course corrections in school policies and procedures, organizational structures, operations, and academic and social emotional learning goals to ensure that all factors contributing to the culture and climate of the school support all students' social and emotional growth
         (4) engage in regular community building to promote positive relationships among and between students, staff, parents, and families
         (5) align support services provided by school-based and external counseling and specialized instructional support personnel
         (6) create classroom and schoolwide conditions that facilitate and support students' social and emotional development
         (7) develop an annual school SEL Plan which is available online to families and the community and establish a regular schedule of meetings of the SEL Team to monitor the school's SEL implementation
         (8) use assessment tools such as the US Department of Education School Climate Surveys to analyze and inform data-based decision making and inform the development of the annual school SEL Plan
         (9) access and use the resources of organizations such as the International Society for Technology in Education to ensure alignment between social and emotional learning and district acceptable internet usage and technology standards

b) **Instruction**
   i) provide social and emotional learning instruction to all students as part of the school's universal prevention support <u>and</u> ensure that secondary and tertiary supports in place are supported, and reinforce students' social and emotional growth
   ii) teach free standing lessons that provide explicit, step-by-step instruction to teach students social and emotional competencies across the five core competencies;
   iii) integrate skill instruction and practices that support SEL within the context of academic curriculum and/or instructional practices; and
   iv) use SEL assessment tools/techniques to monitor students' growth in this domain and to inform subsequent instruction

c) **School Discipline**
   i) establish a regular schedule of SEL Team meetings to examine and make on-going course corrections as needed to address student misconduct and/or inappropriate behavior
   ii) ensure that discipline policies and procedures are predicated upon concurrent accountability <u>and</u> the opportunity for social emotional growth for all students with the concomitant goals of helping students learn from their mistakes, fostering resiliency and reducing recidivism across all student groups at all grade levels

d) **Professional Development (Instructional and Non-Instructional Staff)**
   i) provide professional development to promote general teaching practices that create classroom and schoolwide conditions that facilitate and support social and emotional development in students
   ii) provide professional development for instructional staff in implementation of SEL curriculum and in integrating SEL into academic curriculum/instructional practices
   iii) provide on-going training and follow up coaching to prepare all school staff (instructional and non-instructional) to support SEL implementation as applicable to their role in the school and model social emotional competencies in their interactions with all members of the school community
   iv) provide professional development in implementing restorative practices and community building circles that incorporate and reinforce SEL competencies

e) **Parent/Community Engagement**
   i) offer parents and families regular opportunities to participate in workshops provided by school and/or district staff focused on SEL competencies and ways in which parents and families can support the social and emotional growth of their children
   ii) offer parents and families regular opportunities to participate in workshops that use the circle process to familiarize them with the school's discipline policies and procedures and build a collaborative problem-solving relationship between parents and school personnel for addressing students' academic and/or behavioral challenges
   iii) ensure that parent and family engagement opportunities and related documents are culturally sensitive and translated as needed based upon the specific language(s) spoken by families with a first language other than English

f) **Afterschool, Summer School, and Community School Programs**
   i) align afterschool and summer school programs and activities with the school's daily SEL based principles, policies, and practices

ii) ensure that afterschool and summer school staff are included in SEL professional development so that SEL is addressed within multiple settings

3) **Identify a pilot district or group of districts** to participate in Cohort II Phase II of the Collaborating States Initiative (CSI) to advance policies, guidelines, and standards for preschool to high school for social and emotional learning

4) **Develop a SEL Implementation Best Practices Guide** to assist schools.

5) **Maintain a NYSED SEL Task Force** to support researched based support for SEL implementation.

6) **Expand pre-service teacher training programs** and specialized instructional support personnel, teacher, and administrator certification requirements through institutions of higher education to include mandatory education in social emotional competencies and effective SEL implementation.

7) **Identify high quality SEL assessment resources** that engage all stakeholders: students, families, school and district level staff, and community agencies through active participation in the Collaborating States Initiative (CSI) and share these resources as part of the Implementation Guidance document.

APPENDIX D: SYSTEMIC WHOLE SCHOOL IMPLEMENTATION OF SOCIAL EMOTIONAL LEARNING

Framework for a Safe, Supportive School Community

School Culture and Climate
- School leadership, policies and practices
- Community building
- Tiered support

Discipline
- Discipline as a "teachable moment" seeking concurrent accountability and social emotional growth
- SEL and SEL related interventions, e.g. restorative practices, integrated into the discipline process

Instruction
- Explicit Instruction in social emotional core competencies
- Integration of SEL within the content areas
- General teaching practices that support social emotional development

Professional Development
- Capacity building of instructional and non-instructional staff to support SEL implementation and model the five core competenices

Parent and Family Engagement
- Participation in community building
- Capacity building to promote children's mastery of the social emotional core competencies
- Capacity building to support restorative disciplinary practices

After, summer & community school programs
- Programs and activities aligned with the school's SEL principles, policies and procedures
- Staff included in SEL professional development

Anticipated Outcomes

Positive school culture and climate
- Increased positive relationships between and among students and school staff
- Increased academic performance
- Increased effectiveness in providing mental health supports

Increased school connectedness
- Improved attendance
- Reduced chronic absenteeism
- Increased positive relationships between families and school
- Greater parent and community engagement

Increased prosocial behavior
- Increased use of restorative practices to address misconduct seeking concurrent accountability and behavioral change
- Reduced need for suspension
- Fewer number, and decreased severity, of behavioral incidents
- Decreased DASA incidents
- Decreased number of violent incidents
- Fewer schools designated "persistently dangerous"

Self-Awareness   Self-Management   Social Awareness   Relationship Skills   Responsible Decision Making

Social Emotional Learning Competencies

APPENDIX E: RANGE OF RESTORATIVE PRACTICES

Regardless of which restorative practice that may be used to address an incident of misconduct, each practice is based upon students' voluntary participation, willingness to take responsibility for one's actions, and readiness to repair harm so that the students involved and the school community as a whole can move forward feeling safe and respected.

Community Building Circles: Community building circles provide a forum through which students can bond with one another and with caring adults. As a prevention strategy, the circle process enables a group to get to know one another, build relationships, establish understanding and trust, create a sense of community, learn how to make decisions together, develop agreements for the mutual good, and resolve difficult issues, etc. Especially important, when schools use the circle process with adults in the school community, the practice provides a vital opportunity for school personnel and parents to build relationships with one another.

Collaborative Negotiation: Using the collaborative negotiation process enables an individual to talk through an issue or conflict directly with the person with whom they disagree to arrive at a mutually satisfactory resolution. Training in collaborative negotiation includes learning active listening and other conflict resolution communication skills.

Peer Mediation: An impartial, third party student peer mediator facilitates the negotiation process between peers who are in conflict so that they can come to a mutually satisfactory resolution. Mediation recognizes there is validity to conflicting points of view the disputants bring to the table and helps disputants work out a solution that meets both sets of needs.

Restorative Circles: When used as an intervention measure to address inappropriate student behavior, restorative circles empower community members to take responsibility for the well-being of others; prevent or deal with conflict before it escalates; address underlying factors that lead youth to engage in inappropriate behavior and build resiliency; increase the pro-social skills of participants, particularly those who have harmed others; and provide wrongdoers with the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible. A circle can also be used in response to a particular issue that affects the school community.

Formal Restorative Conference: A trained facilitator brings together individuals who have acknowledged causing harm with those who have been harmed. Both sides may bring supporters to the circle who have also been affected by the incident. The purpose of the conference is for the harm-doer and the harmed to understand each other's perspective and come to a mutual agreement that will repair the harm as much as it is able to be repaired.

Community Building Circles
Conflict Resolution
Peer Mediation
Restorative Circles
Formal Restorative Conference
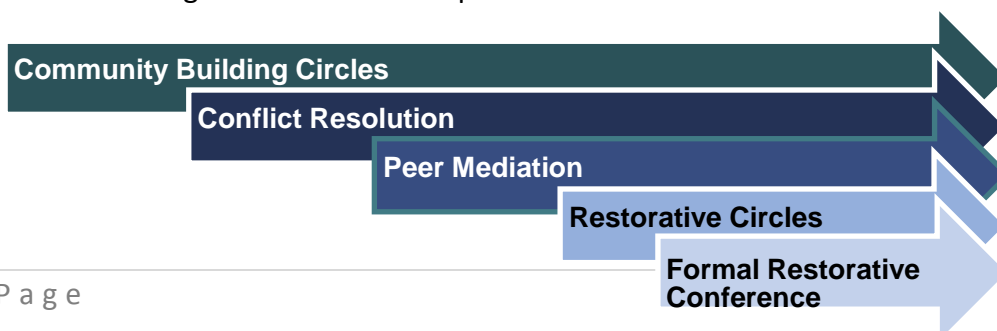
APPENDIX F: PENDING NATIONAL LEGISLATION

National level pending legislation recognizes the pivotal role SEL plays in school and life achievement. These include bills that support the following:

SEL Research, Professional Practice, and Pre-Service Preparation

H.R. 497. On January 22, 2015 Rep. Susan Davis (D-Calif.) introduced H.R. 497, the "Supporting Social and Emotional Learning Act." This legislation amends the Education Sciences Reform Act of 2002 to require the following:

- The National Center for Education Research to carry out research regarding the impact of social emotional education;
- The Commissioner for Education Research to support research into social emotional skills and habits;
- Comprehensive centers to provide training, professional development, and technical assistance regarding the use of scientifically valid teaching methods and assessment tools in imparting social emotional life learning;
- The act amends the Higher Education Act of 1965 to require highly qualified teachers to have preparation in the understanding, use, and development of SEL programming;
- The act also requires Teacher Quality Partnership grants to be used in preparing prospective and new teachers and principals to understand, use, and develop SEL programming.
- It requires centers of excellence to design teacher training programs that promote the understanding, use, and development of SEL programming.
- It requires Teach to Reach grants to be used to train general education teacher candidates to understand, use, and develop SEL programming.

SEL Professional Development for Teachers and Principals

H.R. 850. On February 10, 2015, Rep. Tim Ryan introduced the Academic, Social, and Emotional Learning Act of 2015, H.R. 850. The bill defines SEL and SEL programming, identifies core areas of social emotional competency, and amends the Elementary and Secondary Education Act (ESEA) to allow funding for teacher and principal training and professional development to be used for SEL programming. In addition to Rep. Ryan, Reps. Susan Davis (D-Calif.), Dave Loebsack (D-Iowa), Matt Cartwright (D-Penn.), and John Yarmouth (D-Ken.) are co-sponsors of the bill.

SEL Teacher Training

S. 897. This bill, titled the "Jesse Lewis Empowering Educators Act," was introduced in the Senate on April 13, 2015 by Sen. Richard Blumenthal (D-Conn.). The bill would amend the Elementary and Secondary Education Act so that existing professional development funding could be used to train teachers in concepts related to SEL. The bill would provide teachers tools and training to support students' SEL. Named in honor of Jesse Lewis, who at six years old was killed at Sandy Hook Elementary School, the bill is co-sponsored by U.S. Senator Chris Murphy (D-Conn.) and Congresswoman Elizabeth Esty (D-Conn.).

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NEW YORK STATE
SOCIAL EMOTIONAL LEARNING BENCHMARKS

Research suggests that student learning benchmarks (or standards) may increase the likelihood that students will receive better instruction in Social Emotional Learning (SEL), experience improved school connectedness, and become better learners (Osher & Kendziora, 2008 and Jones & Bouffard, 2012).

To enable students to take full advantage of educational opportunities throughout their school experience in grades K-12 and, equally important, to prepare them for college and/or career, the School Climate and Student Engagement Workgroup of the New York State Safe Schools Task Force have identified the following goals to guide SEL benchmarks for New York State schools:

1. **Develop self-awareness and self-management skills essential to success in school and in life.**
2. **Use social awareness and interpersonal skills to establish and maintain positive relationships.**
3. **Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.**

In the following pages, these goals are further explained, with associated benchmarks provided for voluntary use at the early elementary (K-3), late elementary (4-5), middle school (6-8), early high school (9-10), and late high school (11-12) levels.

Goal 1: Develop self-awareness and self-management skills essential to success in school and in life.

Knowing one's emotions, how to manage them, and ways to express them constructively are essential life skills. These skills enable one to handle stress, control impulses, and motivate oneself to persevere when faced with personal, academic, or work-related obstacles. A related set of skills involves   accurately assessing one's abilities and interests, building upon strengths, making effective use of family, school, and community supports and resources. Finally, it is critical for an individual to be able to establish and monitor one's own progress toward achieving goals, whether personal, academic, and career or work-related. These social emotional skills, thought processes and behavioral strategies can be contributing factors to one's sense of self-confidence and sense of optimism as they provide a strong foundation for achieving success in school and in life.

Grade Level	Early Elementary (K-3)	Late Elementary (4-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
A. Identify and manage one's emotions and behavior.	**1A.1a.** Recognize and describe emotions and how they are linked to behavior. **1A.1b.** Demonstrate control of impulsive behavior.	**1A.2a.** Describe a range of emotions and the situations that cause them. **1A.2b.** Describe and demonstrate ways to express emotions in a constructive manner. **1A.2c.** Demonstrate control of behaviors that interfere with time on task.	**1A.3a.** Analyze factors that create stress or motivate successful performance. **1A.3b.** Apply strategies to manage stress and to motivate oneself to constructively address challenges. **1A.3c.** Demonstrate the capacity to maintain concentration on a task.	**1A.4a.** Analyze how thoughts and emotions affect decision making and responsible behavior. **1A.4b.** Generate ways to develop more positive attitudes. **1A.4c.** Demonstrate the capacity to shift one's focus between tasks and maintain concentration on one's goal.	**1A.5a.** Evaluate how expressing one's emotions in different situations affects others. **1A.5b.** Evaluate how expressing more positive attitudes influences others. **1A.5c.** Demonstrate the ability to adjust one's behavior in response to changes in one's environment or to changes in one's goal(s).

Grade Level	Early Elementary (K-3)	Late Elementary (4-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
B. Recognize personal qualities and external supports.	**1B.1a.** Describe one's likes, dislikes, needs, wants, strengths, challenges, and opinions. **1B.1b.** Identify family, peer, school, and community strengths and supports.	**1B.2a.** Describe personal strengths/skills and interests that one wants to develop. **1B.2b.** Explain how family members, peers, school personnel, and community members can support responsible behavior and school success.	**1B.3a.** Analyze- how personal strengths and areas in need of improvement influence choices and outcomes. **1B.3b.** Analyze how making use of school and community supports and opportunities can help one surmount challenges and contribute to achievement in school and in life.	**1B.4a.** Set priorities that build on strengths and identify areas for improvement. **1B.4b.** Analyze how positive adult role models and support systems contribute to personal growth and achievement in school and in life.	**1B.5a.** Implement a plan to build on a personal strength, meet a personal need, or address a personal challenge. **1B.5b.** Implement a plan to build on a personal strength to meet a need, or address a challenge facing one's community. **1B.5c.** Evaluate how developing interests and "giving back"/filling useful roles support school and life success.
C. Demonstrate skills related to achieving personal and academic goals.	**1C.1a.** Describe why learning is important in helping students achieve personal goals. **1C.1b.** Identify goals for personal behavior progress, achievement, or success.	**1C.2a.** Describe the steps in setting and working toward goal achievement. **1C.2b.** Monitor progress on achieving a short-term personal goal.	**1C.3a.** Set a short-term goal and develop a plan for achieving it. **1C.3b.** Analyze why one achieved or did not achieve a goal.	**1C.4a.** Identify strategies to make use of resources to overcome obstacles to achieve goals. **1C.4b.** Apply strategies to overcome obstacles to goal achievement.	**1C.5a.** Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement. **1C.5b.** Monitor progress toward achieving a goal and evaluate one's performance against criteria.

Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.

The ability to recognize the thoughts, feelings, and perspectives of other individuals, including ideas and viewpoints that are different from one's own, and to empathize with others from diverse backgrounds, is central to forming and maintaining positive relationships at all life stages. Equally important to establishing positive peer, family, and work relationships are strategies and skills that enable one to adapt one's behavior in various settings, cooperate and collaborate with another person or in a group, communicate respectfully, and constructively resolve conflicts with others.

Grade Level	Early Elementary (K-3)	Late Elementary (4-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
A. Recognize the feelings and perspectives of others.	**2A.1a.** Recognize that others may experience situations differently from oneself. **2A.1b.** Use listening skills to identify the feelings and perspectives of others.	**2A.2a.** Identify verbal, physical, and situational cues that indicate how others may feel. **2A.2b.** Describe the expressed feelings and perspectives of others.	**2A.3a.** Hypothesize others' feelings and perspectives in a variety of situations and explain the reasons for one's conjecture. **2A.3b.** Analyze how one's behavior may affect others.	**2A.4a.** Analyze similarities and differences between one's own and others' perspectives. **2A.4b.** Use communication skills to gain understanding of others' feelings and perspectives.	**2A.5a.** Demonstrate how to express understanding of those who hold different opinions. **2A.5b.** Demonstrate ways to express empathy for others.
B. Recognize individual and group similarities and differences.	**2B.1a.** Describe the ways that people are similar and different. **2B.1b.** Describe positive qualities in others. -	**2B.2a.** Identify differences among, and contributions of, various social and cultural groups. **2B.2b.** Demonstrate how to interact positively with those who are different from oneself.	**2B.3a.** Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it. **2B.3b.** Analyze the effects of taking action to oppose bullying and/or bias based behavior based on individual and group differences.	**2B.4a.** Analyze the origins and negative effects of stereotyping and prejudice. **2B.4b.** Demonstrate respect for individuals from different social and cultural groups.	**2B.5a.** Evaluate strategies for being respectful of others and opposing stereotyping and prejudice. **2B.5b.** Evaluate how advocacy for the well-being and rights of others contributes to the common good.

Grade Level	Early Elementary (K-3)	Late Elementary (4-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
C: Use communication and social skills to interact effectively with others.	**2C.1a.** Identify ways to work and play well with others. **2C.1b.** Demonstrate adaptability and appropriate social behavior at school.	**2C.2a.** Describe approaches for making and keeping friends. **2C.2b.** Analyze ways to work effectively in groups.	**2C.3a.** Analyze ways to establish positive relationships with others. **2C.3b.** Demonstrate cooperation and teamwork to promote group effectiveness.	**2C.4a.** Evaluate the effects of requesting support from and providing support to others. **2C.4b.** Evaluate one's contribution in groups as a member and leader.	**2C.5a.** Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families. **2C.5b.** Plan, implement, and evaluate one's participation in a group project.
D. Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	**2D.1a.** Identify problems and conflicts commonly experienced by peers. **2D.1b.** Identify approaches to resolving conflicts constructively.	**2D.2a.** Describe causes and consequences of conflicts. **2D.2b.** Apply constructive approaches in resolving conflicts.	**2D.3a.** Evaluate strategies for preventing and resolving interpersonal problems. **2D.3b.** Define unhealthy peer pressure and evaluate strategies for resisting it.	**2D.4a.** Analyze how active listening, "I" statements and other communication strategies help to resolve conflicts. **2D.4b.** Analyze how conflict- resolution skills contribute to work within a group.	**2D.5a.** Evaluate the effects of using collaborative negotiation skills to reach win-win solutions. **2D.5b.** Evaluate current conflict-resolution skills and plan how to improve them.

Goal 3: Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

The ability to make ethical decisions and behave responsibly, taking into account the well-being of others as well as one's own, are essential to benefitting the good of the whole - whether family, peers, colleagues, neighbors, or members of the community at large. It is the foundation of responsible citizenship in a democratic society. Every individual at all life stages needs the capacity to make ethical decisions and solve problems by accurately defining the decisions to be made, being able to generate alternative solutions, anticipate the consequences of each, and having the ability to evaluate and learn from the outcomes of one's decision making.

Grade Level	Early Elementary (K-3)	Late Elementary (4-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
A: Consider ethical, safety, and societal factors in making decisions.	**3A.1a.** Explain why acts that hurt others are wrong. **3A.1b.** Identify social norms and safety considerations that guide behavior.	**3A.2a.** Demonstrate the ability to respect the rights of self and others. **3A.2b.** Demonstrate knowledge of how social norms affect decision making and behavior.	**3A.3a.** Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions. **3A.3b.** Analyze the reasons for school and societal rules.	**3A.4a.** Demonstrate personal responsibility in making ethical decisions. **3A.4b.** Evaluate how social norms and the expectations of different social groups, including dealing with the expectations of those in authority in various settings, influence personal decisions and actions.	**3A.5a.** Apply ethical reasoning to evaluate societal practices. **3A.5b.** Examine how the norms of different societies and cultures influence their members' decisions and behaviors.

Grade Level	Early Elementary (K-3)	Late Elementary (4-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
B: Apply decision-making skills to deal responsibly with daily academic and social situations.	**3B.1a.** Identify a range of decisions that students make at school and at home. **3B.1b.** Make positive choices when interacting with classmates.	**3B.2a.** Identify and apply the steps of systematic decision making. **3B.2b.** Generate alternative solutions and evaluate their consequences for a range of academic and social situations.	**3B.3a.** Analyze how decision-making skills have an impact on study habits, academic performance, and interpersonal relationships. **3B.3b.** Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.	**3B.4a.** Evaluate one's personal abilities to gather information, generate possible solutions, and anticipate the consequences of decisions. **3B.4b.** Apply decision-making skills to establish responsible interpersonal and intergroup relationships, and work relationships.	**3B.5a.** Analyze how present decision-making affects college and career choices. **3B.5b.** Evaluate how responsible decision making affects interpersonal and group relationships.
C. Contribute to the well-being of one's school and community.	**3C.1a.** Identify and perform roles that contribute to one's classroom. **3C.1b.** Identify and perform roles that contribute to one's family.	**3C.2a.** Identify and perform roles that contribute to the school community. **3C.2b.** Identify and perform roles that contribute to one's local community.	**3C.3a.** Evaluate one's participation in efforts to address an identified school need. **3C.3b.** Evaluate one's participation in efforts to address an identified need in one's local community.	**3C.4a.** Plan, implement, and evaluate one's participation in activities and organizations that improve school culture and climate. **3C.4b.** Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.	**3C.5a.** Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need. **3C.5b.** Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.