

STUDENTS

SOCIAL EMOTIONAL LEARNING (SEL)

The Board of Trustees believe in for fostering conditions that enable every school in the Berryessa Union School District to create safe, nurturing learning environments that provide excellent instruction leading to high academic achievement, matriculation to high school and preparation for success in college, career and community for all of its students.

Berryessa Union School District Trustees believe that, foundational to all aspects of the priorities identified in its Strategic Plan, is the development of the social, emotional and physical health of all students and adults in our district. The Superintendent or designee shall strive to have all of our constituents experience a safe, caring, and inclusive environment that is accepting, supportive and respectful within an organization that sets high behavioral and rigorous learning expectations for all.

Social Emotional Learning (SEL) is a process through which children and adults develop the fundamental skills for life effectiveness. These are the skills we all need to handle ourselves, our relationships and our work effectively and ethically. The five SEL skills and competencies are:

- Self-Awareness(labeling one's feelings; relating feelings and thoughts to behavior; accurate self-assessment of strengths/limitations; self-efficacy; optimism)
- Self Management (regulating one's emotions; managing stress; self-control; self-motivation; setting and achieving goals)
- Social Awareness(perspective-taking; empathy; understanding the socio-historical context of diversity; understanding social ethical norms for behavior; recognizing family, school and community supports)
- Relationship Skills(building relationships with diverse individuals/groups; communicating clearly; working cooperatively; resolving conflicts; seeking help)
- Responsible Decision Making (considering the well-being of self and others; basing decisions on safety, social and ethical considerations, making constructive, safe choices about self. Relationships and school)

The Board of Trustees hereby establishes intent to:

1. Communicate the shift in our district's mission that we believe that SEL skills and competencies are integral to meeting needs of the whole child, engaging high quality education and preparing all students for college, career and the community in the 21st century.
2. Implement developmentally, culturally and linguistically appropriate PreK-8 Standards, developed by students and adults, that integrate the social lenses defined by the Berryessa community to include race, class, culture, language, gender, gender identity, sexual orientation, learning needs and age.

3. Create an infrastructure that establishes and maintains the conditions to intentionally support the growth and development of SEL skills and competencies for both students and adults across the organization.
 - a. Provide structures and opportunities for on going and job embedded professional development and learning for teachers, leaders and staff.
 - b. Provide structures and opportunities for ongoing engagement and training for families and community partners.
4. Communicate expectations that district leadership will demonstrate the intentional practice of SEL skills and competencies
5. Communicate and establish accountability measures that SEL skills and competencies are foundational to creating learning conditions for students and adults and are a key lever to shifting organizational culture.
6. Adopt research and evidenced-based curriculum that is aligned to the SEL Standards, SEL Programs, Common Core Standards, and the Next Generation Science Standards.
7. Create and maintain metrics and an assessment system to measure growth and development of SEL skills.

REFERENCES

Collaborative for Academic, Social, and Emotional Learning. CASEL's SEL core competencies. (2014). Chicago: Authors

Dusenbury, L., Newman, J., Weissberg, R. P., & Mart, A. (2011). State learning standards to advance social and emotional learning: The state scan of social and emotional learning standards, preschool through high school. Chicago: Collaborative for Academic, Social, and Emotional Learning

Dusenbury, L., Newman, J., Weissberg, R. P., Goren, P., Domitrovich, C., & Mart, A. (in press). Developing a blueprint for education in social and emotional learning, preschool through high school: The case for state learning standards. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), Handbook on social and emotional learning: Research and practice. New York: Guilford.

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