

Social and Emotional Learning (SEL) is broadly understood as a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. When we think of educating the whole child, their social and emotional development must be considered as a part of overall instruction.

Social emotional learning is an evidence-based, comprehensive approach to supporting social and emotional skills that underpin effective learning, positive social behavior and emotional health and well-being of students and schools. Research shows that social emotional learning not only improves achievement, but it also increases pro-social behaviors, improves student attitudes toward school, and reduces depression, anxiety, and stress among students.

North Thurston Public Schools recognizes and acknowledges the importance of the social and emotional well-being of students as a crucial factor in the ability to be academically engaged. The Office of the Superintendent of Public Instruction has developed SEL Standards, Benchmarks, and Indicators (SBIs) into a framework of identifying observable developmental milestones for students. The guiding principles (equity, cultural responsiveness, universal design, and trauma-informed practices) that are articulated in the WA SEL Implementation Guide assist in the development of the SBIs and the North Thurston Public Schools Strategic Plan.

<p>STANDARD 1 SELF-AWARENESS – Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports</p>	<p>STANDARD 4 SOCIAL AWARENESS – Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.</p>
<p>STANDARD 2 SELF-MANAGEMENT – Individual has the ability to regulate emotions, thoughts, and behaviors</p>	<p>STANDARD 5 SOCIAL MANAGEMENT – Individual has the ability to make safe and constructive choices about personal behavior and social interactions.</p>
<p>STANDARD 3 SELF-EFFICACY – Individual has the ability to motivate themselves, persevere, and see themselves as capable.</p>	<p>STANDARD 6 SOCIAL ENGAGEMENT – Individual has the ability to consider others and show a desire to contribute to the well-being of school and community.</p>

SEL curriculum will help educators plan opportunities for students to learn, practice, and demonstrate understanding of their emotions and behaviors. SEL curriculum along with Positive Behavior Intervention and Support (PBIS) framework will promote proactive strategies designed to develop social emotional learning skills in our students while being modeled by adults in classrooms, staff throughout the school, and district-wide personnel.

Collectively, the social emotional learning curriculum is designed to help staff and students enhance a positive school climate by being respectful, responsible, safe, and creating an inclusive and caring environment.

The Superintendent shall recommend district, school and community support and communication of social emotional learning.

Legal References:

[2019](#)- ESSB 5883, Sec. 501 (31) (2017) - Social Emotional Learning in Washington's K-12 Public Schools. In 2017, the legislature directed OSPI to convene a workgroup to build on the previous work of 2015 by completing standards/benchmarks/indicators.

[2016](#)- ESSB 6052 Sec 501 [34] - Addressing Social and Emotional Learning in Washington's K-12 Public Schools. In the 2015 the Legislature directed OSPI to convene a workgroup to recommend comprehensive benchmarks.

Adopted:

May 19, 2020

North Thurston Public Schools Board of Directors