



Social Emotional Learning and Community Engagement

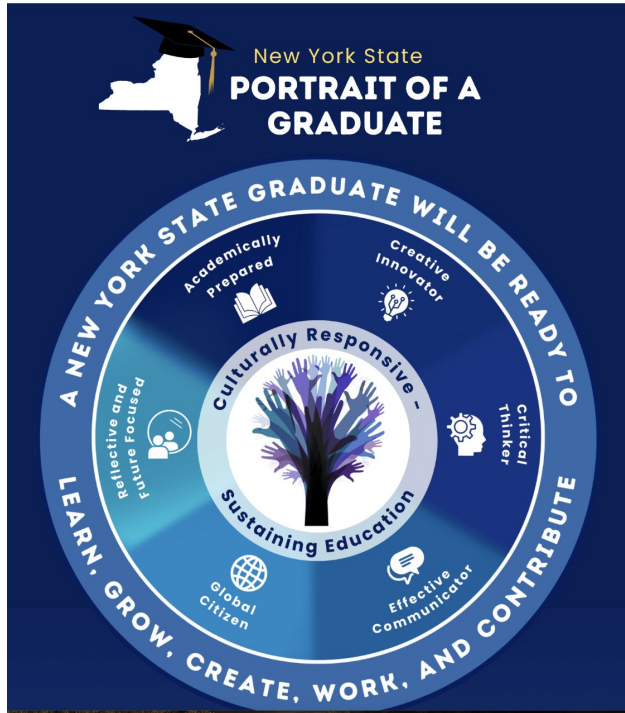
2026-2027 Budget

Overview

Key Terms, Framework, and Overall Impact



Key Terms



Social Emotional Learning (SEL) helps students understand their feelings, build healthy relationships, and make good choices

- Teaches students how to manage their emotions, treat others with care, and solve problems in healthy ways

Community Engagement involves building trusting, collaborative relationships between educators, families, and community stakeholders to enhance student learning, well-being, and school quality



The Compass

Culture & Belonging

Goal 1: Explore ways to use time (schedules) to support students and staff instructional, social emotional, and mental health needs.

Goal 2: Ensure a comprehensive SEL plan is developed, including implementing RP in all grades

Engagement & Community Collaboration

Goal 1: Build capacity to communicate and engage all families more effectively

Goal 2: Encourage families to gain a deeper understanding of their children's strengths and areas for growth in relation to the Portrait of a Learner.

Goal 3: Secure parent and community partnerships to support the academic and social/emotional development of all students and families (Community Schools).

PILLARS & GOALS



CULTURE OF BELONGING & WELL-BEING

We value & support the importance of individual well-being and belonging to create a caring environment where all can thrive. Individuals matter for their unique strengths, talents, and efforts. We foster a collective sense of purpose and community by celebrating, empathizing, and encouraging one another.

Goal 1: Explore ways to use time (schedules) to support students and staff instructional, social-emotional, and mental health needs.

Goal 2: Ensure a comprehensive social-emotional plan is developed, including implementing restorative practices in all grades.

Goal 3: Develop and implement strategic initiatives to reduce chronic absenteeism.

Goal 4: Revise and improve our culturally diverse hiring & retention practices.

Goal 5: Create educational spaces and school facilities that reflect updates to the nature of classroom instruction and the student learning experience.



ENGAGEMENT & COMMUNITY COLLABORATION

We believe in shared leadership that engages all stakeholders and fosters collaborative partnerships through an equity lens. We are committed to building trusting and meaningful relationships among staff, students, families, and community organizations.

Goal 1: Build capacity to communicate and engage all families more effectively.

Goal 2: Encourage families to gain a deeper understanding of their children's strengths and areas for growth in relation to the Portrait of a Learner.

Goal 3: Secure parent and community partnerships to support the academic and social/emotional development of all students and families (Community Schools).



INNOVATION & LIFELONG LEARNING

We are committed to fostering innovation and lifelong learning by promoting inquiry, critical thinking, and creativity. Empowering learners through community-minded instruction and constructive feedback, we aim to support individuals in growing and succeeding, ultimately achieving educational excellence and professional growth.

Goal 1: Engage stakeholders in developing PD plans aligned with and focused on the Portrait of a Learner (#POL).

Goal 2: Align K-12 Curriculum and Assessment to reflect progress on critical student learning outcomes aligned to the #POL.

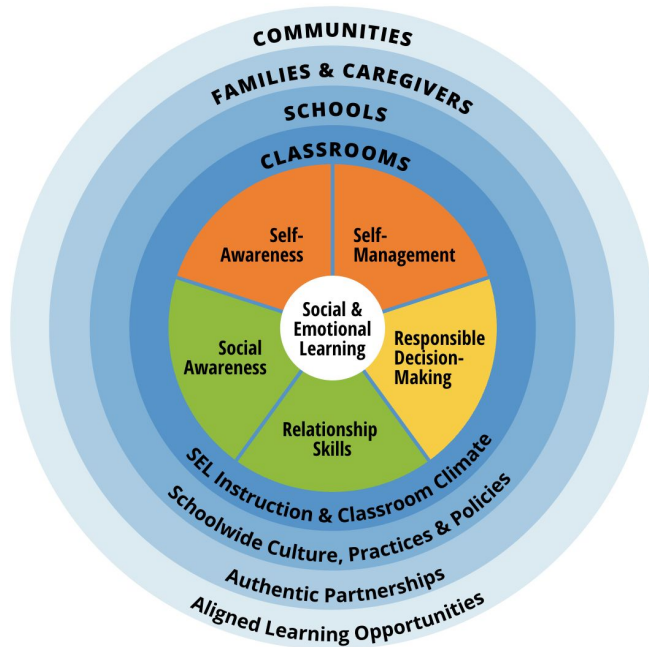
Goal 3: Personalize instruction & differentiate practice to reach (pathways) and ensure excellence for all students.

Goal 4: Increase access to higher-level and career-bound courses for all students.

Goal 5: Develop professional evaluations / feedback to build professional capacity to support the #POL.



Impact on Academics



Across PreK-12, SEL in schools has **consistent, positive impact** on student academic achievement.

[Durlak et al., 2022](#)

Brain science shows that social, emotional, and cognitive development are intertwined and integral to **academic learning and success.**

[Immordino-Yang, 2011](#)

Academic instruction that makes social and emotional connections results in **deeper, longer-term learning.**

[Farrington et al., 2012](#)

Years after students participated in SEL, their academic performance was an average of **13 percentile points higher** than peers.

[Taylor et al., 2017](#)



Impact on Students



Students participating in SEL report:

- Stronger feelings of inclusion, belonging and connection to school
- Greater classroom support
- Better relationships with teachers
- Increased sense of safety
- Better attitudes about school and others

[Cipriano et. al. 2023](#); [Synder et al. 2011](#); [Durlak et al., 2011](#)

SEL in schools also contributes to **reductions in bullying**, cyber-bullying, name-calling, and sexual harassment.

[Smith & Low, 2013](#); [Espelage et al. 2015](#)



Current State

Key accomplishments



The Core Four

What are the Indicators of Schoolwide SEL?

When fully implemented, schoolwide SEL is evidenced in 10 areas:



SEL Instruction



Supportive Discipline



Academics



Integrated Supports



Youth Voice



Family Partnerships



Classroom Climate



Community Partnerships



Adult SEL



Continuous Improvement



Learn more: <https://schoolguide.casel.org/what-is-sel/indicators-of-schoolwide-sel/>



Second Step, DESSA, Panorama Surveys, and Restorative Practices



Second Step - Our SEL Curriculum

UNIT
1

Growth Mindset & Goal-Setting

5 lessons per unit

Students learn how to develop a growth mindset and apply research-based goal-setting strategies to their social and academic lives. This unit's content helps create classrooms that are connected and encouraging by helping students set and achieve collective and personal goals and learn from challenges and mistakes.

UNIT
2

Emotion Management

5 lessons per unit

Students learn how to build their emotion vocabularies, practice identifying their own and others' emotions, and recognize the importance of labeling and processing their emotions. This unit's content helps students understand and explore how past experiences as well as unique perspectives influence how they feel and respond to situations.

UNIT
3

Empathy & Kindness

5 lessons per unit

Students learn how to recognize kindness and act kindly toward others, and how to develop empathy by learning strategies to take others' perspectives. This unit's content helps students understand others' points of view.

UNIT
4

Problem-Solving

5 lessons per unit

Students learn how to process strong emotions, describe a problem, identify the wants and needs of others, think of and explore the outcomes of potential solutions, and pick the best solution. This unit's content helps students ask, listen, and empathize with all parties involved during problem-solving.

UNIT
1

Mindsets & Goals

7 lessons per grade

Students learn how to develop a growth mindset and apply research-based goal-setting strategies to their social and academic lives. This unit's content helps create classrooms that are connected and encouraging by helping students set and achieve collective and personal goals, learn from challenges, recognize their personal strengths, and explore the unique aspects of their identities.

UNIT
2

Developing a Positive Sense of Self

6 lessons per grade

Students learn how to identify their guiding principles, explore different aspects of their self-concept, and practice strategies to build confidence. This unit's content helps students view themselves positively and work toward becoming who they want to be.

UNIT
3

Thoughts, Emotions & Decisions

6 lessons per grade

Students learn how to recognize strong emotions and unhelpful thoughts, and they learn to apply strategies for managing their emotions and reducing stress. This unit's content helps students understand that all emotions are valuable because they provide us with information about our environment. Students learn to respond to their emotions in ways that help meet their wants and needs.

UNIT
4

Managing Relationships & Social Conflict

7-8 lessons per grade

Students learn strategies for developing and maintaining healthy relationships, perspective-taking, and dealing with conflict. This unit's content helps students learn to honor and understand differences based on varied personal, familial, and cultural backgrounds.



Second Step Implementation

- I. Differentiated curriculum based on grade level
 - A. Students in fifth through eighth grade receive an additional bullying prevention unit
- II. Parent and guardian engagement around lessons and themes
- III. Pacing calendar developed by vertical SEL committee to reflect each respective school's calendar
- IV. Integration of restorative practices, such as alignment of circle prompts with current lesson

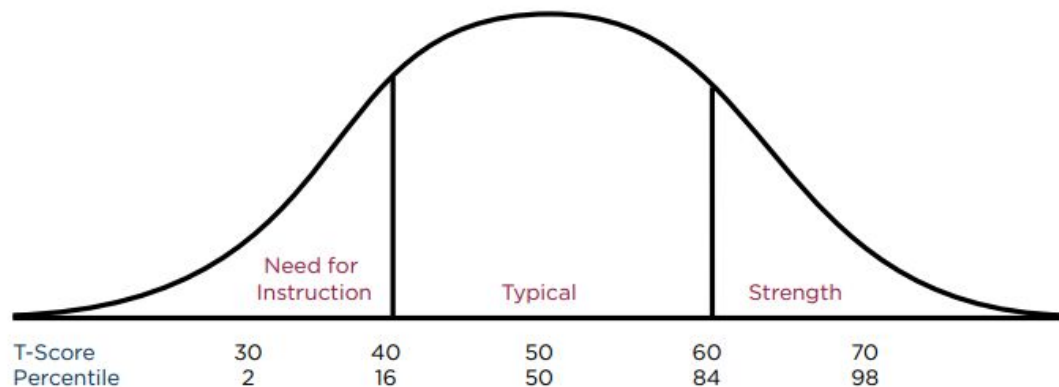
SECOND
STEP®



Continuous Improvement

FIGURE 5.1

Relationship of DESSA-HSE T-Scores, Percentile Ranks, and the Normal Curve

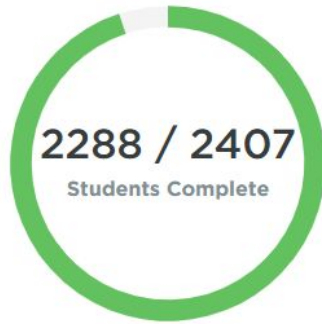


Devereux Student Strengths Assessment (DESSA) - SEL Screener

Schools should see a breakdown of 16% in Need for Instruction and Strength groups. 68% should be in the typical range

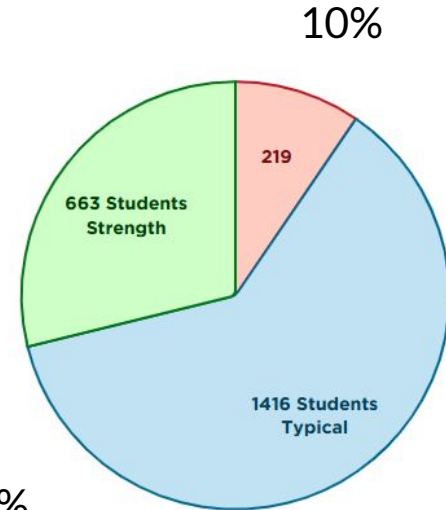


Our Students



Current Rating Window

29%

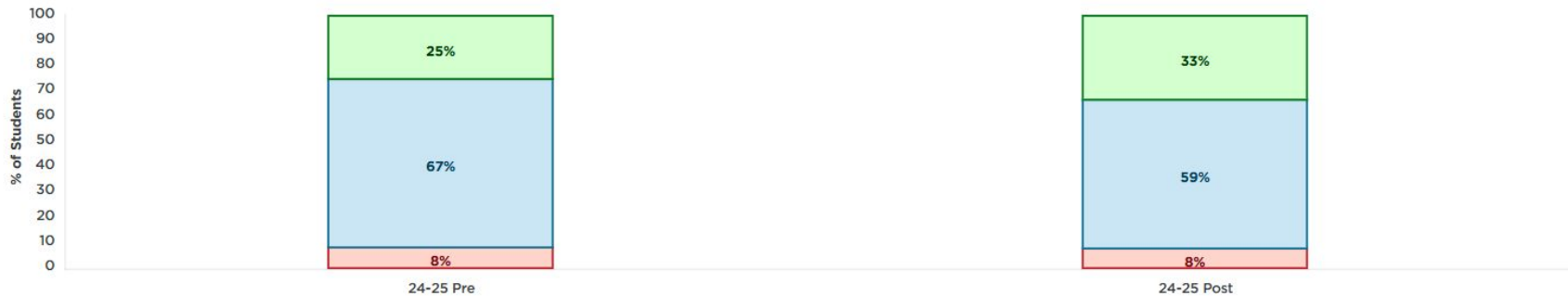


Descriptive Range ?

Districtwide Vantage of DESSA
29% Strength, 62% Typical, 10% Need for Instruction



Student Progress 2024-2025



Students identified with typical (developmentally on-track) SEL skills decreased as more students were later rated with stronger skills



Restorative Practices Across the District

John Paulding

Community circles in classrooms

Tappan Hill

Second Step Assemblies

Morse

SEL Read Alouds and Community Circles

Washington Irving

Trauma Informed Practice Professional Learning for TAs and RP Family Night

Middle School

Circles in Social Studies classes

High School

Safe School Ambassador student led circles

SEL Committees

Coordination of activities based off DESSA data review with building leaders and construction of resource guides for widespread use

Restorative Practices Framework

In our district, every person's dignity is valued, and relationships are intentionally built and nurtured. Equity and inclusion shape all we do as a school community.

When relationships need strengthening, harm occurs, or conflict arises, we circle up to listen, learn, and repair. Together, we support one another in creating a community where everyone feels seen, respected, and connected.



TIER 3
(FEW)

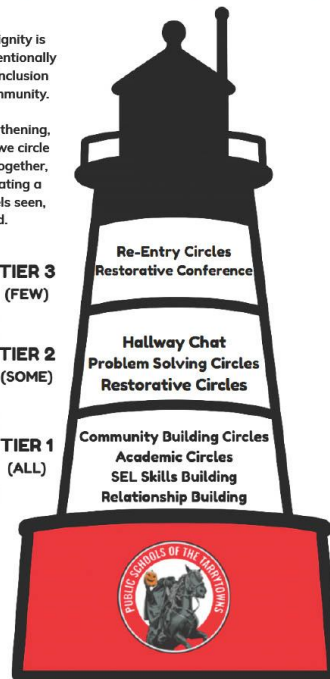
Re-Entry Circles
Restorative Conference

TIER 2
(SOME)

Hallway Chat
Problem Solving Circles
Restorative Circles

TIER 1
(ALL)

Community Building Circles
Academic Circles
SEL Skills Building
Relationship Building



The Importance of SEL

Thoughts from our students

High School

- “just make it so people have more things like opportunity to interact with each other.”
- “get to know each other and building chemistry”
- “implement more teamwork in the curriculum”
- “Have a senior assigned to a freshman, sophomore, junior, so the oldest group can mentor the younger ones.”

Middle School

- “I think everyone should get to know each other so they could grow to learn more personalities , in return everyone can be nicer and more considerate to others.”
- “My best idea for how groups of people at this school could get along with each other better is to create new bonding activities or class activities to grow relationships.”
- “We could provide more emotional support.”

Washington Irving

- “I think this school could help groups of students get along by being kind and help other people and be friends and play with each other when you see someone alone and think before u speak to each other and care about each others feelings and treat other people how you want to be treated keep mean comments to yourself.”
- “When someone in the group says something mean instead of saying something even MEANER they can tell the teacher”

Community Engagement

Horsemen Family Saturdays

in partnership with the TaSH



NOV 15	Horseman Thanksgiving
DEC 13	Horsemen Wonderland
JAN 17	Horsemen Reflection
FEB 7	Horsemen 100
MAR 7	Horsemen Spring
APR 18	Horsemen Sleepy Hollow Earth Month Festival*
MAY 16	Horsemen at Pocantico Center*

Sleepy Hollow High School
200 N Broadway



10:00 am - 12:30 pm

BUILDING BELONGING: A WI RESTORATIVE PRACTICES NIGHT



An evening for families to learn about our restorative practices, connect, reflect, and strengthen our school community together

Click below to register

TUESDAY, FEBRUARY 3
5:30 PM
WI CAFETERIA

REGISTER

FREE LIGHT DINNER WILL BE SERVED

CREANDO COMUNIDAD: UNA NOCHE DE PRACTICAS RESTAURATIVAS WI



Una noche para que las familias conozcan nuestro prácticas restaurativas, conectar, reflexionar y fortalecer juntos nuestra comunidad escolar.

Haga clic abajo para inscribirse

MARTES, 3 DE FEBRERO
5:30 PM
WI CAFETERIA

Inscribirse

SE SERVIRÁ UNA CENA LIGERA GRATIS

Horsemen Connects
Presents
December

Snowman Night & Story Time





December 2, 2025
Tappan Hill School
50 Ichabod Lane
6:00 PM

Space is limited. Please register by scanning QR code or clicking link below RSVP Here!



SCAN ME







VAPING & KIDS WHAT PARENTS NEED TO KNOW

A FREE COMMUNITY PRESENTATION ON THE HEALTH RISKS OF YOUTH VAPING

Discussion will include:

- What parents need to know**
- How to talk to your child**
- Health risks you may not expect**



Vaping devices often look harmless—but they are not

Free light dinner will be served. Registration is recommended

Interactive presentation featuring pig lungs and dynamic speakers

Monday, January 12, 2026
 6:00 PM
 Sleepy Hollow High School Auditorium



Registering encouraged →
Scan the QR code - Space may be limited

A special event hosted by Northwell Pheasant Hospital and the American Lung Association



Resource Alignment for '26-'27

Maintain amounts in budget from 2025-2026 to continue strengthening social emotional programming and community engagement.

- I. Second Step
 - A. Expansion of Bullying Prevention Units to ALL grades
- II. Safe School Ambassadors
 - A. Continue expansion of program established in the high school to Washington Irving this year and the middle school next year
- III. Continuous Improvement
 - A. Focused on stakeholder voice, self-reporting, and 360 degree vantage points
- IV. Community Engagement





THANK YOU!

Questions?