

GREENWICH PUBLIC SCHOOLS
Greenwich, Connecticut

Policy E-002 - WHOLE STUDENT DEVELOPMENT

Procedure E-002.7 – Social Emotional Learning

Introduction

Board of Education Policy E-002 requires the District to provide an educational experience that expands beyond academic achievement to address the social and emotional learning needs of all students. Social and Emotional Learning (SEL) is defined as, “the process of acquiring the skills to recognize and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively” (Source: Collaborative for Academic, Social and Emotional Learning, July 2004). The skills associated with social and emotional learning have been identified as:

- **Self-Awareness** - emotional awareness, accurate self assessment
- **Self-Regulation** - self-control, trustworthiness, conscientiousness
- **Self-Initiation** - adaptability, innovativeness, initiative, self-confidence
- **Motivation, Purpose And Focus** – achievement, drive, commitment, optimism, connection to school
- **Social Awareness/Action** - empathy, compassion, developing others, respecting diversity, service orientation, political awareness
- **Social Influence** - influence, communication, leadership, change catalyst
- **Social Negotiation** - conflict management/ problem-solving, building bonds, collaboration and cooperation, team capabilities.

The development of good character and social and emotional competence in students is a shared responsibility involving home, school and community. It is important that all staff members model and reinforce these qualities. These qualities will include, at a minimum:

- **Honesty, manners, kindness, and tolerance and respect for other students and adult authority**
- **Hard work, perseverance, self-discipline and self-control, respect for their time and that of others, and responsibility for one’s own work and behavior**
- **Respect for oneself and the value of a healthy lifestyle**
- **Good citizenship including respect for the law, one’s country, and others’ property and viewpoints**
- **Caring for and service to others**
- **Appreciation for the diversity in our community**
- **Good sportsmanship, cooperation and teamwork**
- **Appreciation for the contribution a good education can make to life**

Central Office Responsibility

The Superintendent shall develop and implement a system to promote the development of social skills, positive relationships with peers and adults, and social and emotional learning. The District will maintain procedures that require all schools to implement school-based action plans to support the development of the qualities and attributes discussed above.

The District is responsible for the following:

- Provide ongoing professional development for certified and non-certified staff to develop the knowledge, skill, and disposition needed to provide a teaching and learning environment that integrates social and emotional learning principles into all facets of the school program
- Design performance appraisal procedures and tools to incorporate the key skills and competencies related to relationships, communications and maintenance of an environment for emotional intelligence that has meaning and consequences for all staff, certified and non-certified
- Budget resources necessary to support capacity building and adequacy of needed materials and supplies
- Ensure that social and emotional learning principles are infused in district curriculum
- Systematically collect feedback from students, parents and staff that informs decision-making within the whole student development policy context
- Develop and implement an assessment system to inform student and school progress and report progress annually to the board in a monitoring report for Board of Education Policy, E-002, Whole Student Development

School Leaders' (Principal, Assistant Principal) Responsibilities

The principal and assistants provide the leadership necessary to accomplish the integration of SEL strategies and techniques throughout the school. Key responsibilities of building administrators include, but are not limited to, the following:

- Comply with Board of Education Policy E-002, Whole Student Development.
- Ensure that school staff, certified and non-certified, have multiple opportunities each year for staff development programs aligned with the social and emotional needs of learners.
- Adhere to overall provisions of Procedure E-010.1 – School Improvement Team with specific attention to the responsibility of the School Improvement Team to ensure that “one goal is directly related to social/emotional learning and character education.”
- Use performance appraisal procedures and tools to communicate feedback to staff related to respective roles in fostering an environment for emotional intelligence.
- Allocate resources within the school budget to support capacity building, materials and time needed to implement, monitor and assess school action plan.
- Integrate social emotional learning approaches into all school operations, instructional and non-instructional.

School Improvement Team (SIT) Responsibility

The School Improvement Team has an important leadership role in the implementation of the social and emotional learning procedure. SIT stewardship is expected to influence the school's overall approach to integrating social and emotional learning throughout all aspects of the school's operation, instructional and non-instructional.

Specifically, the SIT is to:

- Comply with provisions of Procedure E-010.1 – School Improvement Team with specific attention to the responsibility of the School Improvement Team to ensure that “one goal is directly related to social/emotional learning and character education”
- Engage school staff, certified and non-certified, in staff development programs aligned with the social and emotional needs of learners
- Complete an annual needs assessment using the SEL School Implementation Rubrics (see attached) and develop, implement, monitor and communicate results for school level action SEL action plan
- Recommend allocation of resources within the school budget to support capacity building, materials and time needed to implement, monitor and assess school action plan
- Integrate social emotional learning approaches into all school operations, instructional and non-instructional
- Assess school and student progress by systematic collection of data from students, parents and staff
- Provide leadership to maintain a highly relational school environment in which all adults model the SEL strategies and competencies that learners at all levels are expected to
- Provide leadership for systematic school-wide approaches that integrate SEL content into curriculum and all other school activities
- Complete an annual self-assessment using the Greenwich School SEL Implementation Rubrics and related evidence tables (see attached)
- Communicate with and engage parents, students, staff (certified and non-certified) and community members as partners in all phases of SEL action plan planning, implementation and assessment

Staff Responsibilities

Board of Education Policy E-002, Whole Student Development, articulates the shared responsibility of district employees to model and reinforce the qualities detailed in the introduction section of this procedure. The school system cannot expect students to embrace these qualities without consistent adult modeling in all areas of school district operations. The responsibility to model these qualities pertains to all employees of the Greenwich Public Schools.

The following expectations apply to all district employees:

- All employees of the Greenwich Public School system are expected to know, model and be accountable for the qualities and attributes delineated in Board of Education Policy, E-002, Whole Student Development
- All employees are expected to participate annually in at least one professional development activity or training session. This requirement includes certified and non-certified staff.
- Teaching staff members integrate evidence-based SEL strategies into the delivery of curriculum content and assess student progress using the Greenwich Public School grade level appropriate SEL rubrics
- Non-classroom based certified staff members integrate a variety of evidence-based SEL strategies into the delivery of programs and services and assess student progress using the Greenwich Public School grade level appropriate SEL rubrics.

Student Responsibilities

Students will be able to demonstrate the qualities of good character and emotional competence. These qualities will include, but not be limited to:

- Honesty, manners, kindness, tolerance and respect for other students and adult authority
- Hard work, perseverance, self-discipline and self-control, respect for their time and that of others, and responsibility for one's work and behavior
- Respect for oneself and the value of a healthy lifestyle
- Good citizenship including respect for the law, one's country, and other's property and viewpoints
- Caring for and service to others
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