

Policy

SOCIAL AND EMOTIONAL LEARNING

The Plainfield Public Schools believes that the challenge of raising knowledgeable, responsible and caring children and children of sound character can be enhanced by sustained and systematic attention to children's social and emotional learning (SEL).

The Plainfield Public Schools recognizes that schools must attend systematically to the emotional and social needs of children in order to increase academic achievement and have students become productive, contributing members of society.

The Plainfield Public Schools recognizes that too many students experience the negative effects of poverty, violence, drug use, teen pregnancy and strong messages from media and society that undermine the values central to positive social and academic development and sound character.

The Plainfield Public Schools will encourage the development of social decision-making and problem solving skills by all staff and students. Schools will be supported in their efforts to teach students to be good citizens and of strong character with positive values.

This policy will apply to the entire system of grades Pre-k to 12.

The Plainfield Public Schools reaffirms the need to work in close cooperation with educators, students, parent, community, community agencies, and faith communities to facilitate SEL programs that support and reinforce core ethical values.

Therefore, the following policy is adopted as the basis for Social and Emotional Learning in the Plainfield Public Schools for grades Pre-k to 12:

Social and Emotional Learning Policy

Social and Emotional Learning shall be based on the school and community building and reinforcing skills in the four major domains of:

- A. Life skills and social competencies including generic life, health, citizenship and workplace skills. Examples may include self-control, stress management, decision making, problem solving, conflict resolution, social skills and communication skills.
- B. Health promotion and problem prevention skills are strategies and behaviors to reduce the likelihood of specific problems such as drug use, violence, AIDS, sexually transmitted diseases, premature sexual activity, delinquency, and suicide attempts.
- C. Coping skills and social support for transitions and crises are the skills that involve children's capacity to deal with stressful life events. The creation of support systems of caring adults and peers to help students handle challenging situations and circumstances is an important element of any SEL program.
- D. Positive, contributory service skills that recognize the need to include schools in preparing students to respond to the demands of citizenship and to become leaders and volunteers.

SOCIAL AND EMOTIONAL LEARNING (continued)

Students will develop skills in goal setting, problem solving, cooperation, emotional self-regulation, conflict resolution and decision making.

SEL shall be part of the management and climate of the school and consistently incorporated into all classrooms in the district.

The goals of the SEL program are to educate knowledgeable, responsible, caring and nonviolent students and to provide them with a set of basic values and work habits for a lifetime of meaningful work and constructive citizenship.

The administration, School Board and school staff will support and model the core ethical values and foster opportunities for behavioral habits that contribute to building pro-social behavior.

The Social and Emotional Development Committee, Principals and the School Leadership Team will be responsible for overseeing that the various activities needed to effectively meeting the program goals. The use of SEL programs in inclusive classrooms can be critical to supporting the development of all children including those with special needs.

A SEL program is enhanced when adequate home and community support are involved. Sufficient information will be provided by schools to parents/guardians and the community.

The Plainfield Public Schools believe that its efforts at whole school reform are linked to progress in SEL which will result in successful academic and social growth of children.

Systemic assessment of progress of this program shall be conducted regularly.

Adopted: August 18, 2009

Key Words

Social and Emotional Learning, Social and Emotional Development Committee, Life Skills, Citizenship

Possible

<u>Cross References:</u>	*2224	Nondiscrimination/affirmative action
	*5131.6	Substance Abuse
	*5145.4	Equal educational opportunity
	*6121	Nondiscrimination/affirmative action
	*6142	Subject fields
	*6142.1	Family Life Education
	*6142.13	HIV prevention education
	*6146	Graduation requirements

*Indicates policy is included in the Critical Policy Reference Manual.