

Date: October 23, 2013

To: OUSD Board of Education  
From: Curtiss Sarikey  
Cc: OUSD Superintendent

Re: **Proposed New Board Policy – Social Emotional Learning (SEL)**

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#### LEGISLATIVE REQUEST

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| On October 23, 2013 | To refer the proposed Board Policy on Social Emotional Learning to the Superintendent for analysis and recommendation.  |
| On October 23, 2013 | To adopt the proposed Board Policy on Social Emotional Learning and to direct the Superintendent to report to the Board of Education in March 2014 on the progress achieved toward implementing the adopted Social Emotional Learning Board Policy, including any related changes to district organization, district leadership, program budget allocations, facilities usage, local school governance team structures and decision-making processes and communications to all district schools, charter schools, and contract schools regarding the Board Policy on Social Emotional Learning. |
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#### RATIONALE

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OUSD believes that the foundation of all aspects of the priorities identified in its Strategic Plan is the development of the social, emotional and physical health of all youth and adults in our organization. We want our constituents, both students and adults, to experience a safe and caring 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 and 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)

In OUSD we believe everyone strengthening their social skills and competencies enhances our ability to connect across race, class, culture, language, gender, gender identity, sexual orientation, learning needs and age.

These competencies need to be taught and developed in our students and modeled by adults in classrooms and schools and throughout our system. Social Emotional Learning is not separate from academic learning but, in fact, is critical to the transition to and effectiveness of developing the conditions to engaging instructional practices needed to teach academic content through the Common Core State Standards. The SEL standards will guide the district-wide work, PreK–Adult, and is in alignment with the Social Emotional Learning domain outlined in the Core Waiver. This policy positively impacts student attendance by engaging teachers and students more actively in the learning process and creating more positive connections to the school and the community. Shifts in our organizational practices and culture will change as adults across the system strengthen their SEL skills and competencies. As a result, we will increase our ability to effectively build relationships and social awareness, thereby creating a more inclusive, caring environment and decreasing disproportionality. SEL skills are underpinning of the high schools goals, linked learning and a primary focus of the high school graduate profile. Explicitly teaching SEL skills is the key lever within our strategic plan to build professional capital across the system and prepare our students with 21<sup>st</sup> century skills to prepare students to graduate and be successful in college, career and community.

# OAKLAND UNIFIED SCHOOL DISTRICT

## Board Policy

BP (TBD)

### Students

Social Emotional Learning (SEL)

The Board of Education is responsible for fostering conditions that enable every school in the Oakland Unified School District to create safe, nurturing learning environments that provide excellent instruction leading to high academic achievement, high school graduation, and preparation for success in college, career and community for all students.

OUSD believes 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 organization. We want all of our constituents to 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.

Therefore, the Board of Education hereby establishes intent to:

1. Communicate the district belief that SEL is integral to high quality education for all students and OUSD learning communities.
  - a. Implement developmentally, culturally and linguistically appropriate PreK-Adult SEL Standards, developed by students and adults, that integrate the social lenses defined by the OUSD community to include race, class, culture, language, gender, gender identity, sexual orientation, learning needs and age.
2. 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 ongoing 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 the community partners.
3. Communicate expectations that district leadership will demonstrate the intentional practice of SEL skills and competencies.
4. 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.
5. Adopt research and evidenced-based curriculum that is aligned to the OUSD SEL Standards, SEL Program Selection Criteria, Common Core State Standards, and Next Generation Science Standards.
6. Create and maintain a robust metrics and assessment system aligned to OUSD SEL Standards and School Quality Assessment System outlined in CORE in order to measure the growth and development of SEL skills across the PreK-Adult spectrum.
7. Request an annual report, supported by evidence, that students, teachers, leaders and staff develop, acquire and demonstrate SEL skills and competencies.