

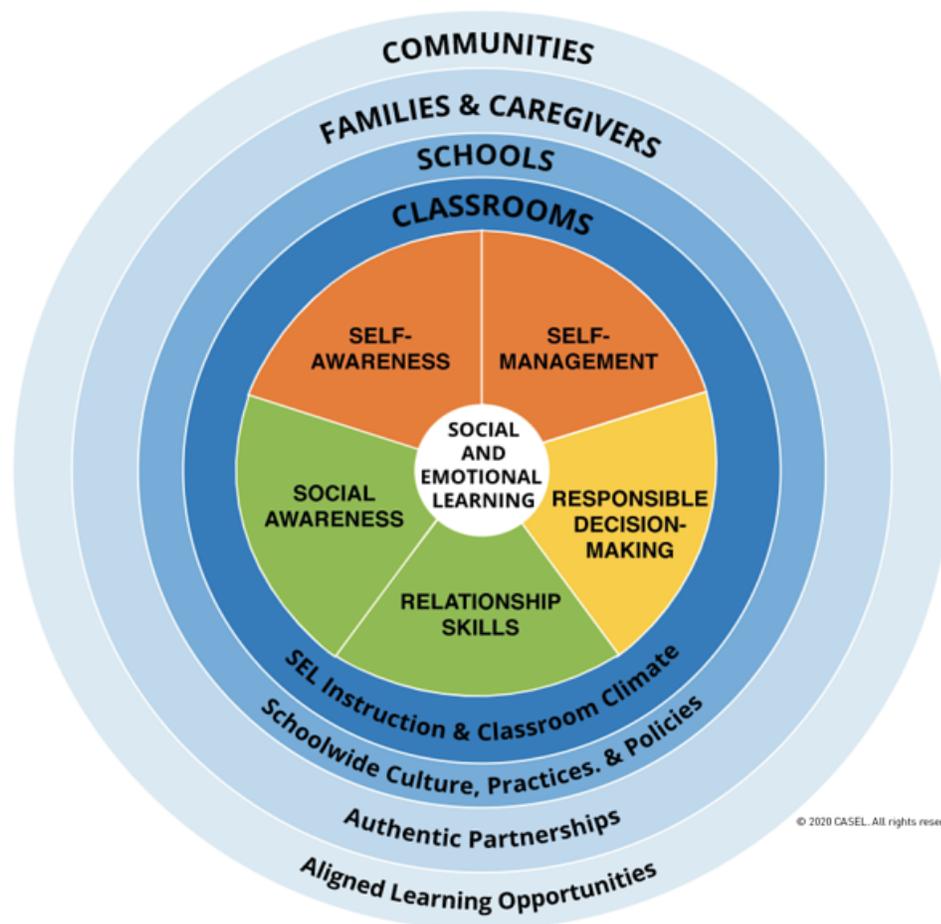


2022-2023 School Year
Social Emotional Learning
Based on Windham Academy Charter and NH DOE

<https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-student-wellness/office-of-social-and-emotional-wellness/mtssb>

<https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-student-wellness/osew/about>

Social Emotional Learning (*Refer to pages 14-16 in the Charter*):





Definition:

“Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.” SEL promotes an inclusive environment in thriving schools.

| Core Competency | Definition |
|------------------------|---|
| Self-Awareness | <p><i>The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.</i></p> <p><i>This includes capacities to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose.</i></p> |



| | |
|---------------------------------------|---|
| <p><i>Self-Management</i></p> | <p><i>The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.</i></p> <p><i>This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.</i></p> |
| <p><i>Social Awareness</i></p> | <p><i>The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.</i></p> <p><i>This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.</i></p> |

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Relationship Skills

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.



Responsible Decision-Making

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

Assessment: [Panorama](#)

Resource: NH DOE Office of Social and Emotional Wellness, CASEL, Social Thinking, Ribas Associates, Center for Responsive Schools

Core Curriculum: [Social Thinking](#) and [Responsive Classroom/Circles](#)

Interventions/Enrichment: Panorama, Responsive Classroom/Circles, BrainPop, To Be Developed During School Year with school counselor support