Date: January 4, 2010                                    Appendix LLL – 7- 10

To:     Board of Education

From:   Daniel Nerad, Superintendent of Schools
        Nancy Yoder, Executive Director of Student Services and Alternative Education

Re:     Social Emotional Learning in the Madison Metropolitan School District

I.      Introduction

        A.  Title or Topic: Social Emotional Learning in MMSD Schools

        B.  Presenters:  Nancy Yoder, Director of Student Services and Alternative Education
                        Kathy Halley, Program Support Psychologist
                        Sara Knueve, PBS External Coach
                        Kim Miller, PBS External Coach
                        Jeannette Deloya, Program Support Social Worker

        C.  Background Information
            Creating and sustaining a safe and engaging learning environment where everyone is
            treated with dignity and respect enhances every student's opportunity to reach his/her
            highest potential. Schools must be free of harassment and bullying while providing
            students with the fundamental skills to handle themselves, their relationships and their
            work both effectively and ethically.

            There is not a current framework for addressing the social-emotional needs of students in
            a systemic way our district. As a result, schools have been expected to develop practices
            and procedures on their own. The developing model for Social Emotional Learning,
            situated within the context of Positive Behavior Supports, will provide the systemic,
            comprehensive approach that is needed for effective delivery of the preK-12 social
            emotional learning standards in all MMSD schools.

        D.  BOE Action Requested
            The goal of this presentation is to share information and answer questions about the
            proposed direction of Social Emotional Learning, including anti-bullying, in our school
            district. The requested outcome is to receive BOE feedback and input regarding any
            suggested modifications as the work moves forward.

II.     Summary of Current Information

        A.  Summary/Synthesis of Information

This presentation will include the following information:

- Establishing a context for why it is important to teach social emotional learning (See document: What is Social Emotional Learning (SEL)?
- Connecting the specific topic of anti-bullying to the broader arena of social emotional learning
  (See document: Draft of K-12 Social Emotional Learning Standards)
- Providing information about selected social emotional learning curricula (See document: Selection of Evidence-Based SEL Curriculum)
- Placing social emotional learning in the context of Positive Behavior Supports (See document: PBS Leadership Structure)
- Providing the policy umbrella for addressing bullying in our schools (See document: Draft proposal of Anti-Harassment & Anti-Bullying Protocol)
- Identifying next steps with respect to implementation of SEL model

B. Recommendations
No specific recommendations at this time

C. Supporting Detail
The following documents are provided as background information for this presentation:

- Cover sheet: What is Social Emotional Learning (SEL)?
- Draft of K-12 Social Emotional Learning Standards
- Selection of Evidence-Based SEL Curriculum
- PBS Leadership Structure
- Draft proposal of Anti-Harassment & Anti-Bullying Protocol

III. Implications

A. Budget
Social Emotional Learning curriculum purchases will be made in 2009-10 using $15,000 from ARRA and $15,000 from Title IVA, Safe and Drug-Free Schools. Professional Development for the PBS initiative which will encompass Social Emotional Learning for the second semester will be funded with $20,000 from Title IVA, Safe and Drug-Free Schools.

B. Strategic Plan
The following provide clear connections linking social emotional learning with the strategic plan:

- Student: Identify and implement consistent set of community building activities and programs for use across all schools
- Student: Define successful MMSD graduate outcomes including content knowledge, civic-minded skills, life-enriching skills, social-emotional skills
- Organization/Systems: Actively support schools in successfully meeting climate goals as stated in School Improvement Plans
- Organization/Systems: Collaborate with community-based organizations and agencies to foster safe, bully-free learning communities

C. Implications for the Broader Organization
Next steps for this work clearly dovetail with the work of Teaching and Learning as implementation planning will include (1) establishing ways to integrate social emotional learning into content areas including literacy, social studies and health and (2) integrating the social emotional learning standards into the elementary report card revisions.
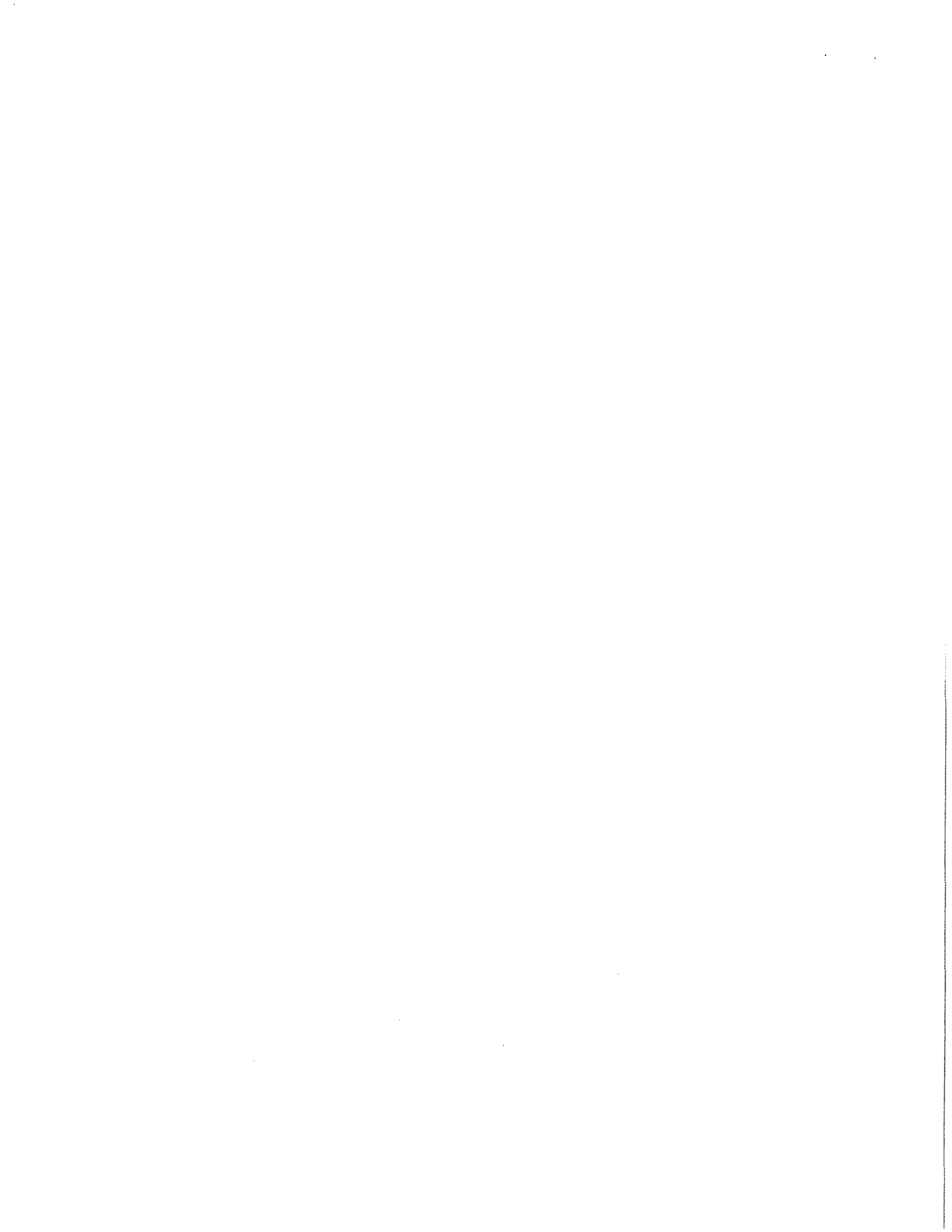
**What is Social Emotional Learning (SEL)?**

"SEL is a process for helping children and even adults develop the fundamental skills for life effectiveness. SEL teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically. Teaching SEL skills helps create and maintain safe, caring, learning environments" (CASEL, 2009). The SEL instruction is delivered in a coordinated manner, both sequentially and developmentally appropriate, spanning pre-kindergarten through 12th grade.

**Four core groups of social and emotional competencies:**

- Self-Awareness: Student recognize who they are and how they feel. Specifically, students learn to recognize their emotions, develop positive personal traits, name and utilize external supports, and take personal responsibility.

- Self-Regulation: Students manage their behavior and emotions in effective, constructive ways. Specifically, students define and develop a personal code of ethics, learn effective strategies to manage emotions constructively, develop effective decision-making processes, and learn to set and achieve goals.

- Social Awareness: Students care about and value their family, school, and community. Specifically, students learn about "point of view" and empathy, seek to consider the needs of others, recognize social cues, and demonstrate cultural awareness and respect for others.

- Social and Interpersonal Regulation: Students interact in meaningful and productive ways with others. Specifically, students develop effective communication and social skills, seek and maintain constructive relationships, demonstrate appropriate conflict resolution skills, and contribute positively to their classrooms, schools, and community.

**Why target and teach social and emotional competencies? (CASEL, 2009)**

- Schools are social places. Relationships provide the foundation for learning.
- SEL skills can be taught and it is the school's responsibility to teach students how to "do school."
- Teaching SEL skills is an effective classroom management strategy.
- Effective teaching of SEL helps to reduce barriers to academic performance.
- Employers expect that employees are skilled in the area of SEL.
- SEL aligns with the academic agenda of schools and has a positive impact on academic performance.
- SEL provides a name and system of support for things teachers already do.

**CASEL Collaborative for Academic, Social and Emotional Learning
2008-2009
URL: www.casel.org**

GRADE K-5 Content Focus: **Self-Awareness - Students recognize who they are and how they feel.**

| Emotions | Personal Traits | External Supports | Personal Responsibility |
|---|---|---|---|
| Key Concept:<br>• Student demonstrates an awareness of his or her emotions. | Key Concept:<br>• Student demonstrates an awareness of his or her personal traits. | Key Concept:<br>• Student demonstrates an awareness of his or her external supports. | Key Concept<br>• Student demonstrates an awareness of his or her personal responsibility. |
| Performance Standards<br>Early Elementary student will<br>• Recognize and label the following emotions: happy, sad, angry, scared.<br>• Describe situations that trigger these emotions.<br>• Describe how he or she physically responds to emotion.<br>• Distinguish among intensity levels of his or her emotions.<br><br>Late Elementary student will<br>• Recognize and label a variety of emotions.<br>• Describe the situations that trigger a variety of emotions and discuss how they are linked to behavior.<br>• Describe how he or she physically responds to emotion.<br>• Distinguish among intensity levels of his or her emotions. | Performance Standards<br>Early Elementary student will<br>• Identify his or her likes and dislikes.<br>• Describe things he or she does well.<br>• Describe activities/tasks with which he or she may need help to succeed.<br><br>Late Elementary student will<br>• Describe the personal qualities he or she has that make them successful.<br>• Describe and prioritize personal skills and interests that he or she wants to develop. | Performance Standards<br>Early Elementary student will<br>• Identity at least one trusted adult.<br>• Describe how and where to get help in a variety of situations.<br><br>Late Elementary student will<br>• Identify a variety of sources of external supports.<br>• Demonstrate awareness of the importance of persistence when help is needed.<br>• Recognize qualities of positive role models in self and others. | Performance Standards<br>Early Elementary student will<br>• State rules, expectations, and directions.<br>• Describe positive and negative outcomes for his or her choices and actions.<br><br>Late Elementary student will<br>• Demonstrate school-wide expectations and responsibilities that promote a safe and productive environment.<br>• Identify positive and negative outcomes for his or her choices and actions.<br>• Explain the benefits of being responsible. |

MIDDLE SCHOOL Content Focus: **Self-Awareness - Students recognize who they are and how they feel.**

| Emotions | Personal Traits | External Supports | Personal Responsibility |
|---|---|---|---|
| Key Concept:<br>• Student demonstrates an awareness of his or her emotions. | Key Concept:<br>• Student demonstrates an awareness of his or her personal traits. | Key Concept:<br>• Student demonstrates an awareness of his or her external supports. | Key Concept<br>• Student demonstrates an awareness of his or her personal responsibility. |
| Performance Standards<br>Middle School student will<br>• Identify that negative emotions indicate that a situation needs attention.<br>• Analyze emotional states that contribute to or detract from his or her ability to problem solve.<br>• Explain possible outcomes associated with the different styles of communicating emotions.<br>• Recognize the interrelationship between thoughts, feelings, and behaviors. | Performance Standards<br>Middle School student will<br>• Analyze how personal qualities and temperaments influence choices and outcomes.<br>• Recognize how family and culture influence one's identity, beliefs, and actions.<br>• Apply self-reflection techniques to recognize his or her strengths, weaknesses, and potential.<br>• Develop a plan built on personal strengths to meet a need or address a challenge. | Performance Standards<br>Middle School student will<br>• Identify where to go for support and know how to access support when needed.<br>• Evaluate the benefits of connection to school by participating in clubs, sports, and activities throughout the school year.<br>• Recognize outside influences on the development of personal characteristics.<br>• Evaluate whether influences are supportive or non-supportive. | Performance Standards<br>Middle School student will<br>• Identify the areas of learning and relationships that are within his or her control.<br>• Analyze the short and long term outcomes of safe, risky, and harmful choices.<br>• Define his or her responsibilities for the outcomes involved in safe, risky, and harmful behaviors.<br>• Analyze the effect that taking responsibility or not taking responsibility can have on themselves and others. |

HIGH SCHOOL Content Focus: **Self-Awareness - Students recognize who they are and how they feel.**

| Emotions | Personal Traits | External Supports | Personal Responsibility |
|---|---|---|---|
| Key Concept:<br>    Student demonstrates an awareness of his or her emotions. | Key Concept:<br>  • Student demonstrates an awareness of his or her personal traits. | Key Concept:<br>    Student demonstrates an awareness of his or her external supports. | Key Concept<br>  • Student demonstrates an awareness of his or her personal responsibility. |
| Performance Standards<br>High School student will<br>• Analyze how thoughts, feelings, and behaviors affect decisions.<br>• Explain how self-talk and self-reflection affect one's emotions.<br>• Describe how changing his or her interpretation of an event can alter personal feelings about an event.<br>• Evaluate how expressing one's emotion affects a group situation and others' attitudes. | Performance Standards<br>High School student will<br>• Analyze how personality traits and learning styles affect choices and future opportunities.<br>• Evaluate and prioritize personal strengths and areas for improvement.<br>• Investigate opportunities based on his or her identified interests and strengths.<br>• Evaluate personal traits relative to post-secondary career choices. | Performance Standards<br>High School student will<br>• Identify and know how to access school and community supports.<br>• Describe how role models and support systems impact school success.<br>• Evaluate the contributions of peers related to school success. | Performance Standards<br>High School student will<br>• Demonstrate an ability to take responsibility for his or her choices.<br>• Analyze the level of control he or she has over his or her own life.<br>• Demonstrate responsible self-advocacy to meet personal, educational, and emotional needs. |

GRADE K-5 Content Focus: **Self-Regulation - Students manage their behavior and emotions in effective, constructive ways.**

| Honesty/Integrity | Regulate Emotions | Decision-Making Skills | Set and Achieve Goals |
|---|---|---|---|
| Key Concept:<br>• Student demonstrates honesty and integrity. | Key Concept:<br>• Student demonstrates the ability to manage his or her emotions constructively. | Key Concept:<br>• Student uses effective decision-making skills. | Key Concept<br>• Student demonstrates ability to set and achieve goals. |
| Performance Standards<br>Early Elementary student will<br>• Explain the importance of telling the truth.<br>• Tell the truth in a difficult situation.<br><br>Late Elementary student will<br>• Identify reasons why honesty is a valued trait.<br>• Analyze the outcomes of honesty and dishonesty.<br>• Tell the truth in a difficult situation. | Performance Standards<br>Early Elementary student will<br>• Demonstrate a variety of strategies to calm his or herself.<br><br>Late Elementary student will<br>• Handle pressure situations in positive ways.<br>• Demonstrate an ability to present his or her perspective. | Performance Standards<br>Early Elementary student will<br>• Describe ways to promote personal safety.<br>• Recognize that they have choices in how to respond to situations.<br><br>Late Elementary student will<br>• Describe multiple strategies for making decisions.<br>• Generate a variety of solutions to problems and predict possible outcomes.<br>• Effectively participate in group decision-making processes. | Performance Standards<br>Early Elementary student will<br>• Define "goal" as a concept.<br>• Delineate steps that he or she uses to accomplish goals.<br>• Set personal goals.<br><br>Late Elementary student will<br>• Describe why participating in education is important in helping him or her achieve personal goals.<br>• Delineate steps that students use to set and accomplish goals.<br>• Evaluate and reflect upon goal setting process and outcomes.<br>• Define and describe short- term and long-term goals. |

MIDDLE SCHOOL Content Focus: **Self-Regulation: Students manage their behavior and emotions in effective, constructive ways.**

| Honesty/Integrity | Regulate Emotions | Decision-Making Skills | Set and Achieve Goals |
|---|---|---|---|
| Key Concept: <br> • Student demonstrates honesty and integrity. | Key Concept: <br> • Student demonstrates the ability to manage his or her emotions constructively. | Key Concept: <br> • Student uses effective decision-making skills. | Key Concept <br> • Student demonstrates ability to set and achieve goals. |
| Performance Standards <br> Middle School student will <br> • Define personal integrity. <br> • Develop a personal code of ethics. <br> • Practice resisting negative peer pressure and telling the truth even when it is not easy. <br> • Evaluate how honesty contributes to trust, life-long relationship-building, and success. | Performance Standards <br> Middle School student will <br> • Demonstrate consistent application of late elementary indicators. <br> • Identify stressors. <br> • Practice strategies to cope with stress. <br> • Reflect on possible consequences, both positive and negative, before expressing an emotion. <br> • Generate ways to develop positive attitudes. | Performance Standards <br> Middle School student will <br> • Demonstrates accomplishment of late elementary indicators for decision-making skills. <br> • Identify and apply the steps of systemic decision-making. <br> • Identify different risk situations. <br> • Evaluate strategies for avoiding unsafe behavior. <br> • Analyze how external influences affect personal decision-making. | Performance Standards <br> Middle School student will <br> • Recognize that he or she has the personal power to set and achieve goals. <br> • Apply goal-setting skills to promote academic success. <br> • Set a positive social interaction goal. <br> • Demonstrate goal-setting skills relating to potential career paths. |

HIGH SCHOOL Content Focus: **Self Regulation: Students manage their behavior and emotions in effective, constructive ways.**

| **Honesty/Integrity** | **Regulate Emotions** | **Decision-Making Skills** | **Set and Achieve Goals** |
|---|---|---|---|
| Key Concept: <br> • Student demonstrates honesty and integrity. | Key Concept: <br> • Student demonstrates the ability to manage his or her emotions constructively. | Key Concept: <br> • Student uses effective decision-making skills. | Key Concept <br> • Student demonstrates ability to set and achieve goals. |
| Performance Standards <br> High School student will <br> • Refine personal code of ethics. <br> • Analyze behavior of self and others for honesty and integrity. <br> • Demonstrate honesty and integrity in his or her daily behavior. | Performance Standards <br> High School student will <br> • Identify and express emotions in a pro-social manner on a consistent basis. <br> • Evaluate the role attitude plays in success. <br> • Apply strategies for coping with rejection, social isolation, and other forms of distress. | Performance Standards <br> High School student will <br> • Evaluate how external influences affect his or her decision-making. <br> • Evaluate ethical, safety factors, and societal factors when making decisions. <br> • Apply decision-making skills to foster responsible social and work relations. | Performance Standards <br> High School student will <br> • Demonstrate an understanding that goal-setting promotes both short-term and life-long success. <br> • Practice setting positive goals. <br> • Identify resources that can help achieve personal goals. <br> • Set a post-secondary goal with action steps, timeframes, and criteria to evaluate achievement. |

GRADE K-5 Content Focus: **Social Awareness - Students care about and value their family, school, and community.**

| Emotions and Perspective<br>Key Concept:<br>• Student demonstrates an awareness of others' emotions and perspectives. | Consideration<br>Key Concept:<br>• Student demonstrates an awareness of the need to consider others. | Human Dignity<br>Key Concept:<br>• Student demonstrates cultural awareness and respect for human dignity. | Social Cues<br>Key Concept<br>• Student recognizes social cues. |
|---|---|---|---|
| Performance Standards<br>Early Elementary student will<br>• Predict how others are feeling based on facial expressions and body language.<br>• Identify words and actions that can help or hurt others.<br><br>Late Elementary student will<br>• Predict how his or her behavior affects the emotions of others.<br>• Define the terms "point of view" & "perspective".<br>• Identify point of view and perspective of others in context. | Performance Standards<br>Early Elementary student will<br>• Identify others in his or her school, home, and local community who can help.<br>• Identify how he or she can help others.<br>• Express how it feels to help others.<br><br>Late Elementary student will<br>• Identify ways that students contribute to school, home, and local community.<br>• Work together with peers to address a need.<br>• Evaluate and reflect on what he or she has learned about his or herself when helping others. | Performance Standards<br>Early Elementary student will<br>• Describe ways that people are similar and different.<br>• Identify and define positive characteristics/life skills/traits that affect his or her school, home and local community.<br>• Recognize that people from different cultural and social groups share many things in common.<br><br>Late Elementary student will<br>• Identify contributions of various social and cultural groups.<br>• Compare and contrast groups and cultures.<br>• Define stereotyping, discrimination and prejudice. | Performance Standards<br>Early Elementary student will<br>• Describe how to join in and participate with others.<br>• Describe the concept and importance of personal space.<br>• Observe social situations and identify possible responses.<br><br>Late Elementary student will<br>• Describe how words, tone of voice, and body language are used to communicate with others.<br>• Demonstrate how to use words, tone of voice and body language that are safe and appropriate in social settings.<br>• Describe how social cues may be different among various individuals and cultures. |

MIDDLE SCHOOL Content Focus: **Social Awareness - Students care about and value their family, school, and community.**

| Emotions and Perspective | Consideration | Human Dignity | Social Cues |
|---|---|---|---|
| Key Concept: <br> • Student demonstrates an awareness of others' emotions and perspectives. | Key Concept: <br> • Student demonstrates an awareness of the need to consider others. | Key Concept: <br> • Student demonstrates cultural awareness and respect for human dignity. | Key Concept <br> • Student recognizes social cues. |
| Performance Standards <br> Middle School student will <br> • Analyze ways his or her behavior may affect the feelings of others. <br> • Demonstrate how to provide support and encouragement to others in need. <br> • Demonstrate respect for other people's perspectives. <br> • Compare and contrast empathy and sympathy. | Performance Standards <br> Middle School student will <br> • Explain how decisions and behaviors affect the well being of the school and community. <br> • Evaluate how students take the needs of others into account when making decisions. <br> • Explore a community or global need and generate possible solutions. | Performance Standards <br> Middle School student will <br> • Analyze how people of different groups share commonalities. <br> • Explain how individual, social, and cultural differences may increase vulnerability to stereotyping. <br> • Identify ways to address stereotyping. <br> • Analyze the beliefs, practices, and traditions of various cultures. | Performance Standards <br> Middle School student will <br> • Review late elementary indicators. <br> • Analyze social situations and appropriate responses to those situations. <br> • Describe personal boundaries of self and others. |

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HIGH SCHOOL Content Focus: **Social Awareness - Students care about and value their family, school, and community.**

| Emotions and Perspective | Consideration | Human Dignity | Social Cues |
|---|---|---|---|
| Key Concept:<br>• Student demonstrates an awareness of others' emotions and perspectives. | Key Concept:<br>• Student demonstrates an awareness of the need to consider others. | Key Concept:<br>• Student demonstrates cultural awareness and respect for human dignity. | Key Concept<br>• Student recognizes social cues. |
| Performance Standards<br>High School student will<br>• Use communication skills to determine the perspectives of others.<br>• Determine the factual and emotional content of a person's communication.<br>• Identify ways to express empathy and sympathy in context. | Performance Standards<br>High School student will<br>• Identify ways in which a student could be an agent for positive change within his or her community or world.<br>• Analyze the responsibilities of an involved citizen.<br>• Evaluate the impact of a student's involvement to improve the school or community. | Performance Standards<br>High School student will<br>• Evaluate strategies for being respectful of various social and cultural groups.<br>• Evaluate strategies for opposing stereotyping and prejudicial behaviors.<br>• Evaluate how advocacy for the rights of others contributes to the common good.<br>• Examine how the norms of various societies and cultures across time influence their members' decisions and behaviors. | Performance Standards<br>High School student will<br>• Identify verbal, physical and situational cues that indicate how others may feel.<br>• Evaluate how societal norms and cultural conventions have an effect on personal interactions.<br>• Recognize and describe the impact of reactions to social cues.<br>• Identify how to respond to social cues in a manner that contributes to his or her success in the school community. |

GRADE K-5 Content Focus: **Social and Interpersonal Regulation - Students will interact in meaningful and productive ways with others.**

| Communication and Social Skills | Relationships | Conflict Resolution | Community Contribution |
|---|---|---|---|
| Key Concept:<br>• Student uses positive communication and social skills to interact effectively with others. | Key Concept:<br>• Student develops constructive relationships. | Key Concept:<br>• Student demonstrates the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. | Key Concept<br>• Student contributes positively to his or her classroom, school, and community. |
| Performance Standards<br>Early Elementary student will<br>• Demonstrate how to pay attention to others when they are speaking.<br>• Demonstrate the use of manners.<br>• Demonstrate how to take turns, shares, and plays fair with others.<br><br>Late Elementary student will<br>• Demonstrate how to give and receive compliments in a genuine manner.<br>• Demonstrate the use of attentive listening to foster better communication.<br>• Demonstrate cooperative behaviors in a group. | Performance Standards<br>Early Elementary student will<br>• Identify and define the different relationships he or she has with others.<br>• List traits of a good friend.<br>• Design a plan for making friends.<br><br>Late Elementary student will<br>• Recognize the difference between positive and negative relationships.<br>• Understand the difference between safe and risky behaviors in a relationship. | Performance Standards<br>Early Elementary student will<br>• Identify problems he or she need adult help to solve.<br>• Identify the adult help.<br>• Recognize there are many ways to solve conflicts and practice solving problems using a variety of choices.<br><br>Late Elementary student will<br>• Show an understanding of conflict as a natural part of life.<br>• Describe causes and effects of conflicts.<br>• Distinguish between healthy and unhealthy ways of dealing with conflict.<br>• Learn and utilize the steps of a conflict resolution process. | Performance Standards<br>Early Elementary student will<br>• Identify a classroom need.<br>• Brainstorm solutions.<br>• Implement an action to resolve classroom need or problem.<br><br>Late Elementary student will<br>• Identify a classroom, school, or community need.<br>• Brainstorm solutions.<br>• Implement an action to resolve classroom, school, or community need or problem.<br>• Communicate results of action to interested school and community groups. |

MIDDLE SCHOOL Content Focus: **Social and Interpersonal Regulation - Students will interact in meaningful and productive ways with others.**

| Communication and Social Skills | Relationships | Conflict Resolution | Community Contribution |
|---|---|---|---|
| Key Concept: <br> • Student uses positive communication and social skills to interact effectively with others. | Key Concept: <br> • Student develops constructive relationships. | Key Concept: <br> • Student demonstrates the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. | Key Concept <br> • Student contributes positively to his or her classroom, school, and community. |
| Performance Standards <br> Middle School student will <br> • Demonstrate the ability to work in a group to achieve a goal. <br> • Differentiate between passive, assertive, and aggressive responses. <br> • Practice reflective listening. <br> • Practice expression of thoughts and ideas in a respectful way. | Performance Standards <br> Middle School student will <br> • Distinguish between positive and negative peer pressure. <br> • Identify strategies for resisting peer pressure. <br> • Identify positive activities to engage in with peers. <br> • Demonstrate the ability to develop and maintain positive relationships with others. | Performance Standards <br> Middle School student will <br> • Identify the roles of individuals in conflict and understand each person's responsibility in reaching resolution. <br> • Identify positive adults or peers needed in a conflict situation/crisis. <br> • Apply conflict resolution skills to de-escalate and resolve differences. <br> • Analyze how all parties in conflict might get his or her needs met. | Performance Standards <br> Middle School student will <br> • Identify and evaluate the effectiveness of various approaches to resolving conflict locally and globally. <br> • Develop a project and action plan to address an identified classroom, school and/or community need. |

HIGH SCHOOL Content Focus: Social and Interpersonal Regulation: **Social and Interpersonal Regulation - Students will interact in meaningful and productive ways with others.**

| Communication and Social Skills | Relationships | Conflict Resolution | Community Contribution |
|---|---|---|---|
| Key Concept:<br>• Student uses positive communication and social skills to interact effectively with others. | Key Concept:<br>• Student develops constructive relationships. | Key Concept:<br>• Student demonstrates the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. | Key Concept<br>• Student contributes positively to his or her classroom, school, and community. |
| Performance Standards<br>High School student will<br>• Demonstrate strategies for collaborating with peers, adults, and others in the community to achieve a group goal.<br>• Demonstrate how to offer and accept constructive criticism in order to make improvements.<br>• Demonstrate how to use assertive communication to get their needs met without negatively impacting others. | Performance Standards<br>High School student will<br>• Describe the benefits of setting limits for him or herself and others.<br>• Practice strategies for maintaining positive relationships.<br>• Identify relationships that support the student through life. | Performance Standards<br>High School student will<br>• Describe skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety.<br>• Identify positive adults or peers needed in a conflict situation/crisis.<br>• Demonstrate and evaluate prevention and resolution skills to resolve interpersonal conflicts constructively. | Performance Standards<br>High School student will<br>• Identify a school or community need.<br>• Participate collaboratively in activities or projects that address the need.<br>• Evaluate the impact of his or her involvement in an activity to improve the school or community. |

## *Reviewing and Selecting Evidence-Based SEL Curriculum*

✓ Multi-disciplinary review team reviewed a range of evidence based materials

✓ Reviewed 19 SELS curricula, 6 specific to bullying

✓ Selection criteria: SELS alignment, includes parent/family component, culturally relevant, addresses anti-bullying, cost effective, user-friendly

✓ Selection of Second Step as primary curriculum for K-8 to be supplemented with SAVE (K-3), PBS Cool Tools (K-12), and DPI Anti-Bullying Curriculum (gr.3-8)

✓

| Grade Level | Primary Curriculum | Curriculum Focus | Supplemental Curriculum | Integrated With… |
|---|---|---|---|---|
| Pre-K | Woven Word | SEL | SAVE | Literacy |
| K-5 | Second Step | SEL | SAVE<br>PBS Cool Tools<br>Bully-Proofing Your School | Literacy<br>Soc. Studies<br>Health |
| 3-6 | Steps to Respect | Bullying Prevention | PBS Cool Tools<br>Time to Act (DPI) | Literacy<br>Soc. Studies<br>Health |
| 6-8 | Second Step | SEL<br>Bullying Prevention | PBS Cool Tools<br>Time to React (DPI) | Health<br>Soc Studies<br>Guidance |
| 9-12 | Staff/Student-Designed | SEL | PBS Cool Tools | English<br>Health<br>SLCs |

## Placing SEL in the Context of PBS: PBS as the house where SEL lives

✓ PBS Leadership Team structure includes work teams for Universal Practices, Secondary & Tertiary Practices, Restorative Re-engagement Practices, Data, Family Involvement and Community Involvement. SEL is situated primarily in Universal Practices and Secondary/Tertiary Practices.
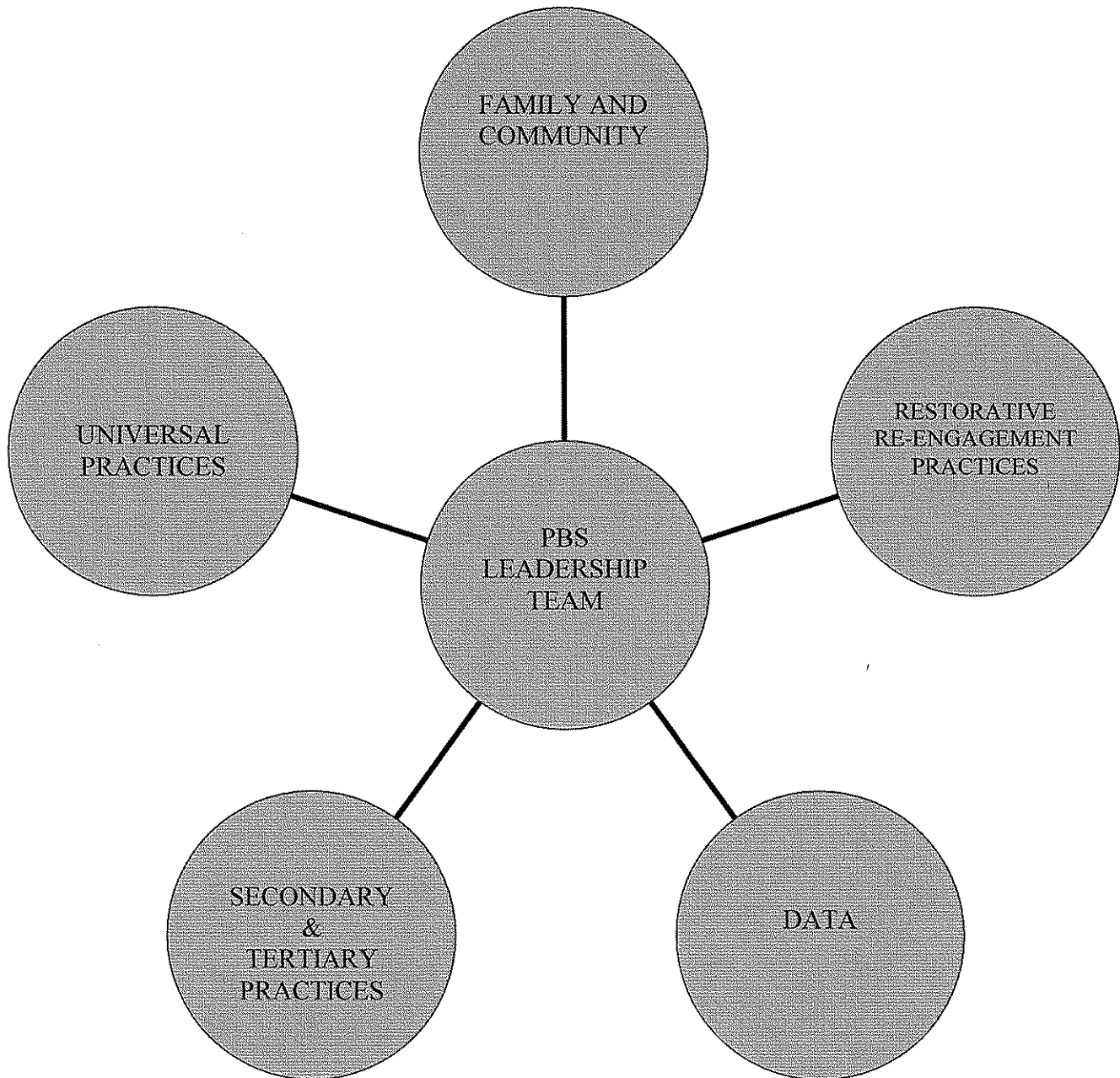
**Madison Metropolitan School District**
**Anti-Harassment & Anti-Bullying Protocol (DRAFT: January 2010)**

Creating and sustaining a safe and engaging learning environment where everyone is treated with dignity and respect enhances every student's opportunity to reach his or her highest potential. Harassing and bullying behaviors interfere with the ability of students to learn and succeed. The Madison Metropolitan School District does not allow harassing or bullying behavior toward or by students, school employees or volunteers on school/district grounds or at school/district-sponsored activities .

<u>**Defining Harassing/Bullying Behavior**</u>:

1.   Bullying is the intentional action by an individual or group of individuals to inflict physical, emotional or mental suffering on another individual or group of individuals when there is an imbalance of real or perceived power. Harassing and bullying behavior includes any electronic, written, verbal or physical act or conduct toward an individual which creates an objectively hostile or offensive environment that meets one or more of the following conditions:

    A.   Places the individual in reasonable fear of harm to oneself or one's property

    B.   Has a detrimental effect on the individual's personal, physical or mental health.

    C.   Has a detrimental effect on the individual's academic performance.

    D.   Has the effect of interfering with the individual's ability to participate in or benefit from any curricular, extracurricular, recreational, or any other activity provided by the school

    E.   Has the intent to intimidate, annoy or alarm another individual in a manner likely to cause annoyance or harm without legitimate purpose.

    F.   Has personal contact with another individual with the intent to threaten, intimidate or alarm that individual without legitimate purpose.

2.   Harassing and bullying behavior may be based on, but not limited to, an individual's sex, race, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression or disability.

3.   "Electronic" is defined as any communication involving the transmission of information by wire, radio, optical cable, electromagnetic or other similar means. "Electronic" includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones and text messaging.

4.   "Personal Contact" is defined as an encounter in which two or more people are in visual or physical proximity to each other and is not limited to physical contact.

5.   "Volunteer" is defined as anyone who has regular, significant contact with students in the school setting or during school related activities.

6.   Examples of bullying behavior include but are not limited to the following:
    - Hitting, pushing, kicking and other acts that physically hurt another person
    - Spreading negative rumors about or falsely accusing another person

- Excluding someone from a 'group'
- Threatening another person
- Manipulating friendships
- Posting mean-spirited messages about someone on websites, blogs, etc.
- Organizing others to threaten, tease, exclude a targeted individual

## Developing an Anti-Bullying Program:

The Madison Metropolitan School District shall develop, implement and sustain a comprehensive PreK-12 program to address bullying. This program shall encompass the following purposes:

1. Send a clear message to students, staff, parents and community members that harassment and bullying will not be tolerated.
2. Train staff and students to take proactive steps to prevent bullying.
3. Implement procedures for immediate intervention, investigation and confrontation of students engaging in bullying behavior.
4. Initiate efforts to change the behavior of students engaged in bullying behavior.
5. Foster effective partnerships with parents, families and community members to create and sustain a bully-free environment.
6. Provide developmentally and situationally appropriate supports for victims of bullying.
7. Assist students in developing peer support networks, social skills and confidence to respond to bullying behavior.
8. Consistently recognize and reinforce positive, supportive behaviors of all students toward one another.

The Positive Behavior Support model in the schools addresses bullying and harassment by providing universal, secondary, and tertiary interventions designed to teach and reinforce positive behavior for all students across all school environments.

## Reporting Harassment/Bullying Behavior

This prohibition against harassment and bullying and the MMSD "Report of a Bullying/Harassment Incident" form shall be included in student handbooks, any District publication on the student code of conduct, employee handbooks, employee training materials, and district and school websites.

Students, parents or guardians, and school personnel may make a written or verbal report regarding conduct they consider to be harassing or bullying. A written report may be made on the form entitled "Report of a Bullying/Harassment Incident". A verbal report may be made to any school staff member and that staff member shall promptly document the complaint on the "Report of a Bullying/Harassment Incident" form. This written report shall be promptly forwarded to the appropriate school administrator who will follow the procedure on page two (2) of the reporting form, considering the steps outlined in the section entitled "Intervening with Students Who Engage in Harassment/Bullying Behavior".

An individual who reports harassment/bullying behavior may request that his/her name be held in confidence by school staff who receive and/or investigate the complaint.

Anonymous complaints shall be reviewed and reasonable action shall be taken to address the situation, provided that the investigation (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the individual alleged to have committed the acts of harassment or bullying.

Any school staff member who witnesses acts of harassment and bullying shall promptly notify a school administrator.

## Investigating Harassment/Bullying Behavior

Under the direction of a school administrator, all reports of harassment/bullying shall be investigated promptly and a written report of the investigation shall be prepared. This report shall include findings of fact, a determination of whether acts of harassment or bullying were verified and recommendations for intervention, including disciplinary action if appropriate. In addition it shall delineate the steps taken to assist the target/s of the harassment or bullying.

When a student making a report has requested anonymity, the investigation shall be limited as is appropriate to respect the anonymity of the complaint.

When acts of harassment or bullying are verified and do not reasonably require a disciplinary response, students may be counseled.

When acts of harassment or bullying are verified and a disciplinary response is warranted, students are subject disciplinary consequences.

## Intervening with Students Who Engage in Harassment/Bullying Behavior

Schools must create a culture in which harassment and bullying are not tolerated. Students must be supported and encouraged to report harassment and bullying and to assist peers who are bullied. Victims of harassment/bullying must be provided with tools to empower themselves and overcome the negative effects of harassment/bullying. Students who engage in harassing/bullying behavior must be held accountable for their actions and steps to consider to do this include: (1) teaching new skills for communication and empathy, (2) communicating with parents/families, and (3) providing appropriate, incremental discipline.

Incremental discipline for students who engage in harassment/bullying behavior may include the following, depending on the student's age and the severity of the offense.

Step 1
- Meet with student who engaged in harassment/bullying behavior
- Determine the underlying cause of behavior, if possible
- Warn the student of the consequences if bullying behavior continues
- Notify the student who engaged in harassment/bullying behavior that retaliation is prohibited and will lead to further consequences/interventions.
- Outline plan for teaching positive communication and empathy-building skills
- Notify parent/family and teachers of student who engaged in bullying

Step 2
- Support student who was target of harassment/bullying by explaining reporting practices, creating a safety plan and identifying staff who can provide assistance as needed
- Notify parent/family and teachers of student who was target of harassment/bullying behavior and discuss interventions to protect targeted student

Step 3
- Document the incident and appropriate Code of Conduct violation as well as the resolution in Infinite Campus

Step 4
- Follow up with student who engaged in bullying behavior within 1 week to assess progress
- Follow up with student who was target of bullying behavior within 1 week to ensure no new incidents of harassment/bullying have occurred

# Report of Bullying/Harassment Incident

## School: _____

Harassment is verbal, non-verbal, physical or sexual contact that is unwanted by the receiver. Bullying is one or more acts of harassing behavior usually by a person or persons perceived to have more power.

## Directions:
**Please answer these questions as honestly and specifically as you can. The situation will be handled as confidentially as possible. Give this completed form to your principal or another trusted staff member to submit for you.**

Person Reporting: _____     Grade: _____

Date: _____

If the person reporting the incident is a <u>witness</u>, who is being bullied/harassed?

Name: _____     Grade: _____

1.   Who is harassing/bullying you?

_____

_____

_____

_____

2.   What happened? Where did it happen?

_____

_____

_____

_____

3.   Who witnessed this? (if no witnesses, proceed to question #4)

_____

_____

_____

_____

4.      How long has this been going on?

_____

_____

_____

_____

5.      What have you done about this problem?

_____

_____

_____

_____

_____

6.      Have you talked to anyone about this already? If so, who?

_____

_____

_____

_____

7.      Who do you want to talk to about the problem?

_____

_____

_____

_____

8.      What do you want to happen now?

_____ I just want someone to know.

_____ I want an adult to talk to the person who is harassing/bullying me.

_____ I want an adult to help me and the person who is harassing/bullying me to solve the
         problem.

_____ I want an adult to try to stop the bullying/harassment.

_____ Other action:_____

_____

_____

_____

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\* FOLLOW UP\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

## _School Administrator Verification_

_____     Date I met with reporting student.

_____     Date I followed up with person/s engaging in harassment/bullying.

_____     Date I followed up with reporting student.


X _____     _____
  _Principal/Staff Signature_                                              _Date_



## _Student Verification_

A staff person met with me about the resolution of this incident.


X _____     _____
  _Reporting Student Signature_                                        _Date_



This report and follow-up will be kept on file in the principal's office and entered on Infinite Campus to provide a cumulative record.

**Log of follow up on this incident:**

Notes of interview with reporter:

Note of interview with person/s reported to have engaged in harassing/bullying:

**Consequence:**

| | |
|---|---|
| _____ Verbal Warning | _____ Suspension |
| _____ Mediation | _____ Citation Issued |
| _____ Referral to ERO | _____ Administrative Hearing |
| _____ Parent/Guardian Contact | _____ Pre-Expulsion Hearing |
| _____ In School Detention | _____ Expulsion |
| _____ Other: | |

**Social Learning Component:**

**Restitution / Restorative Component:**