

**BOARD MEMO**

Date: November 2, 2023

For ACTION \_\_\_\_\_

For INFORMATION   X  

**FROM:** Kennetra Wood, Executive Director of Equity and Alternative Programs  
Carmen Sanders, Executive Director of Instructional Supports

**THROUGH:** Marcia Jackson, Ed.D., Chief of Student Services and Equity  
Pierrette Finney, Ed.D., Chief Academic Officer  
Melanie Kay-Wyatt, Ed.D., Superintendent of Schools

**TO:** The Honorable Michelle Rief, Chair, and  
Members of the Alexandria City School Board

**TOPIC:** Social, Emotional and Academic Learning (SEAL) Update

**ACPS 2025 STRATEGIC PLAN GOAL:**

Goal 1: Systemic Alignment

Goal 2: Instructional Excellence

Goal 3: Student Accessibility and Support

**SY 2023-2024 PRIORITY AREA:**

Academic Achievement

Tier 1 Instruction: Alignment, Rigor, Engagement  
Student Supports

CASEL Social Emotional Learning Competencies  
Student Connection and Attendance

Staff Supports

Continue Culture Building

**FY 2024 BUDGET PRIORITY:**

Target Chronic Absenteeism

Restorative Practices Supports

**SUMMARY:**

Alexandria City Public Schools (ACPS) continues to prioritize the academic, social and emotional well-being of our students and staff through the Social Emotional and Academic Learning (SEAL) program. ACPS' SEAL program incorporates the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework which identifies five competencies that students should learn to demonstrate. The five CASEL competencies include self-awareness, self-management, social awareness, relationship skills and responsible decision-making. This presentation will update the School Board on the current implementation, monitoring and assessment of students acquiring the five CASEL competencies. We will also share how students are

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demonstrating their application of these competencies in our classrooms and schools as a result of the SEAL program.

### **DETAILS:**

The SEAL presentation update outlines a refocus on the CASEL competencies in alignment with the current school division priorities. The SEAL program is delivered using the multi-tiered system of support (MTSS) framework with tier one lessons occurring in the classroom. Tier two and three supports are delivered by the Student Support Team (SST) and include a SEAL calendar tailored to meet the unique needs of each school community. SEAL lessons include Positive Behavioral Interventions and Supports (PBIS), the RULER social emotional curriculum and Restorative Practices (RP). This year, in collaboration with Teaching, Learning and Leadership (TLL), The Department of Student Services (DSSE) are conducting academic and SEL walkthroughs to support further implementation through reflective conversations, modeling lessons and consultation with SST. DSSE will also work with schools to administer the Devereux Student Strengths Assessment (DESSA) universal screener. The DESSA will be completed by teachers for students in grades K-8 and by students in grades 9-12. The DESSA and SEAL walkthroughs will strengthen SEAL implementation and our continuous improvement work that we are engaged in with schools. We have also added Hazel Health as a tier three support to also address the mental health concerns of our students.

### **BACKGROUND:**

Post-pandemic, there continues to be a need to focus on students' social, emotional and academic development. The impact of the pandemic on multiple aspects of students' mental health and social and emotional development has continued to be evident in discipline referrals, mental health referrals, chronic absenteeism, truancy and attendance. We acknowledge that the social emotional health of our students directly affects their ability to learn, grow and thrive in the classroom, in the school and in the community. All schools are required to focus on SEAL implementation utilizing the MTSS framework with flexibility in implementation that allows for the explicit teaching of PBIS behavioral expectations and the RULER social emotional curriculum. Restorative Practices (RP) community circles are also used to build relationships among staff and students. We continue to refine how we measure the implementation and monitoring of the effectiveness of the SEAL program. We are present to work with staff in schools to support the SEAL work and provide feedback to the administrators and staff through gathering data in our walkthroughs.

### **RECOMMENDATION:**

The Superintendent recommends that the School Board review the information provided to inform and update the School Board members about the current plans for the SEAL program during the 2023-24 school year.

### **IMPACT:**

The School Board's review of the SEAL presentation update will increase their understanding of

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the current implementation and monitoring of the SEAL program for the 2023-24 school year.

### ATTACHMENTS:

1. Social Emotional and Academic Learning (SEAL) Update

### REFERENCES:

Multi-Tiered System of Support (MTSS): Social, Emotional, and Academic Learning (SEAL) Monitoring - November 10, 2022

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