

**BOARD MEMO**

Date: January 9, 2020

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

For INFORMATION  X

Board Agenda: Yes  x

No \_\_\_\_\_

**FROM:** Kennetra N. Wood, Director of Alternative Programs & Equity

**THROUGH:** Julie A. Crawford, Ed.D., Chief Student Services Officer  
Gregory C. Hutchings, Jr., Ed.D., Superintendent of Schools

**TO:** The Honorable Cindy Anderson, Chair, and  
Members of the Alexandria City School Board

**TOPIC:** Social Emotional Academic Learning in ACPS

**ACPS 2020 STRATEGIC PLAN GOAL:**

Goal 1: Academic Excellence and Educational Equity

Goal 5: Health and Wellness

**SY 2019-2020 FOCUS AREA:**

Focus Area 1: Educational Equity

**FY 2020 BUDGET PRIORITY:**

Leadership and Professional Development

Mental and Social/Emotional Health

**SUMMARY:**

According to the Collaborative for Academic, Social and Emotional Learning (CASEL) model, Social Emotional Academic Learning (SEAL) practices at the Tier 1 level cultivate a caring, participatory, and equitable learning environment using evidence-based practices that actively involve all students in their social, emotional, and academic growth. Implementation of SEAL in ACPS began with adult Professional Learning (PL) including but not limited to the Adverse Childhood Experiences (ACE) Interface workshop and Trauma Informed SEAL PL. Three ACPS elementary schools are piloting a trauma informed SEAL pilot curriculum, RULER.

**BACKGROUND:**

The social-emotional and behavioral component of the Multi-Tiered Systems of Support (MTSS) is also referred to as Positive Behavioral Interventions & Supports (PBIS), a framework that includes consistent school-wide practices and intervention strategies to encourage positive student behavior. PBIS also serves to create and maintain positive learning environments for students and staff. Through social emotional learning and intervention support, students will gain the skills needed to be successful at school and beyond. Restorative Practices and SEAL are a part of the MTSS/PBIS framework.

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For the 2019-20 school year, Cora Kelly School for Math, Science, and Technology, Mt. Vernon Community School, and Ferdinand T. Day Elementary are implementing a trauma informed SEAL pilot curriculum, RULER. The RULER Approach is an evidence based social emotional learning curriculum designed to build emotional intelligence and contribute to a positive school culture and climate. RULER will be rolled out in phases, with a major area of focus being ongoing professional learning to ensure fidelity of implementation. At Tier 1, RULER strategies are universally embedded within core instruction while Tier 2 and 3 can use RULER tools for targeted, small group and intensive, individualized intervention. Together PBIS, SEAL, and RP practices help to build an inclusive school culture which encourages connectedness among students and staff and a shared ownership of the learning environment.

**RECOMMENDATION:** The Superintendent recommends that the School Board review the information provided in this School Board presentation.

**IMPACT:** By reviewing the presentation, Social Emotional Academic Learning in ACPS, the School Board continues its commitment to ensuring the wellness of ACPS students by providing an environment that supports students' social and emotional learning needs.

**ATTACHMENT:** Social Emotional Academic Learning in ACPS Presentation

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