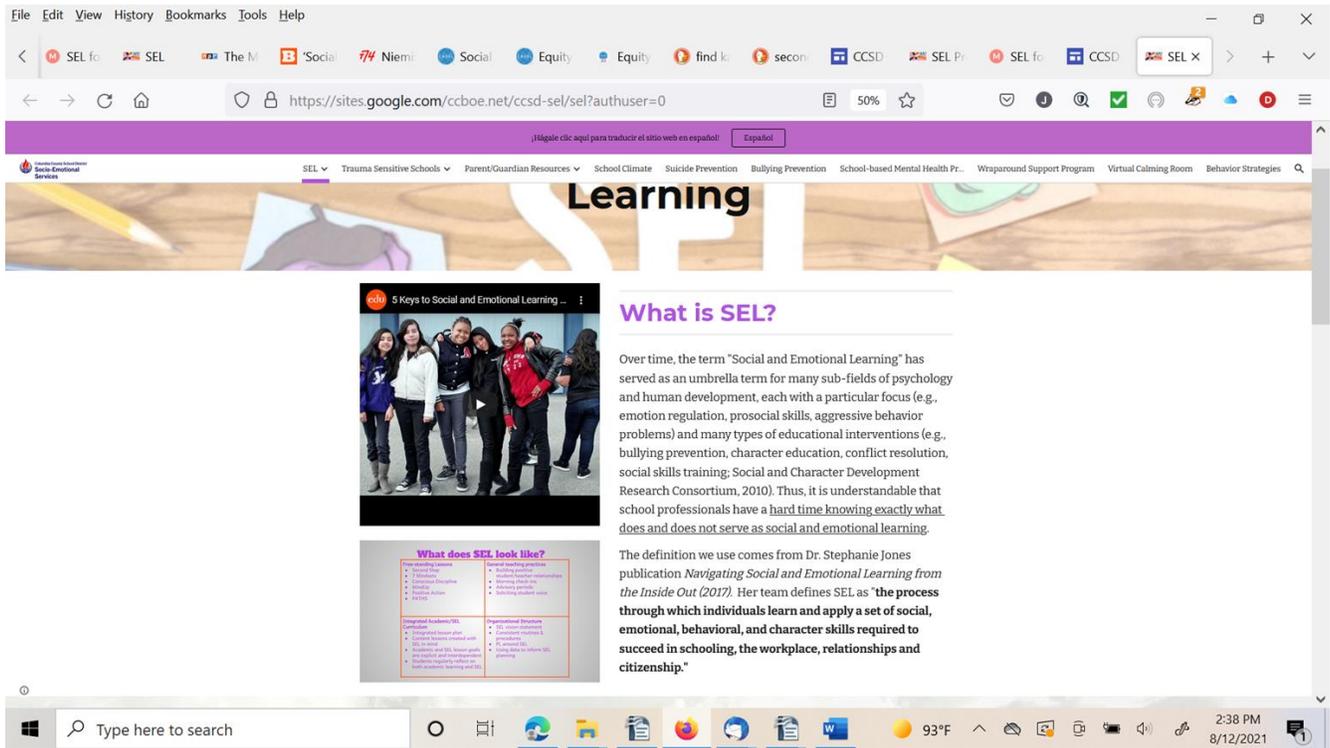


Columbia County BOE Website – Social-emotional Learning

CCSD Social-emotional Learning Department Website through Mid July 2021
Below is a partial list.



Notice: FREE STANDING LESSONS (these organizations provide concepts of CRT in its material)
I would be happy to provide this data to you if you have any concerns to the validity of this statement.
I have provided brief info on Second Step as CCSD had received funds for this program.

- Second Step
- 7 Mindsets
- Conscious Discipline
- MindUP
- Postive Action
- PATHS

Second Step Elementary and Second Step Middle School Classroom Kits:

Learning for Justice has designed a robust set of lessons with *direct instruction on identity, diversity, justice, and action that complement and enhance social-emotional skills*. Committee for Children has curated a set of **Learning for Justice lessons that are aligned to the Second Step® Elementary digital program and Second Step® Middle School, as well as the CASEL core social-emotional learning (SEL) competencies**. We recommend teaching these lessons in tandem with your Second Step implementation to *incorporate diversity, equity, and social justice work into your classroom's SEL plan*.

Learning for Justice : Founded by the SPLC under the name Teaching Tolerance in 1991, Learning for Justice was originally created to prevent the growth of hate by reducing prejudice. In the last 30 years, our work has evolved to center justice and the action that students and educators can take to realize change.

Columbia County BOE Website – Social-emotional Learning

There is a committee that is being developed by CC Schools to assess whether Second Step should be implemented in the CC Elementary Schools. This committee has been placed on hold, which is progress.

https://drive.google.com/file/d/16aTle7UxRjtmQKrRWpqLLq7cB2_RCYdY/view

Leveraging Social Emotional Learning to Promote Equity and Healing

Open this link and read **“the skills we need to know”**

COMPETENCY DEFINED	SKILLS WE NEED NOW
SELF-AWARENESS , which is the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior; and accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”	As we process the current pandemic and racial injustices, self-awareness is critical to identifying and processing our complex emotions when things are uncertain and socially turbulent, reflecting on our strengths; understanding our cultural, racial, and social identities; and examining our implicit biases.
SELF-MANAGEMENT , which is the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations—effectively managing stress, controlling impulses, and motivating oneself; and the ability to set and work toward goals.	Self-management is critical now as we cope with grief and loss, develop our resiliency, and express our agency through resisting injustices and practicing anti-racism.
SOCIAL AWARENESS , which is the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures; to understand social and ethical norms for behavior; and to recognize family, school, and community resources and supports.	Social awareness allows us to understand the broader historical and social contexts around the inequities exacerbated by COVID-19 and ongoing individual and institutional impacts of systemic racism.
RELATIONSHIP SKILLS , which is the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.	Relationship skills are essential to help us build and maintain meaningful connections across race, culture, age, and distance; support one another during collective grief and struggle; and collaboratively find solutions to new obstacles.
RESPONSIBLE DECISION-MAKING , which is the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms; and the realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.	Responsible decision-making is particularly important as we analyze the consequences of our individual and institutional actions on others' health and safety, make decisions that promote collective well-being, and engage in collective action to form a more just and equitable society.



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SEL fo SEL The M Social 7/4 Niemi Social Equity Equity find k secon CCSD SEL Pr SEL fo CCSD SEL x

https://sites.google.com/ccboe.net/ccsd-sel/sel?authuser=0 50%

¡Migale clic aquí para traducir el sitio web en español! Español

SEL Trauma Sensitive Schools Parent/Guardian Resources School Climate Suicide Prevention Bullying Prevention School-based Mental Health Pr... Wraparound Support Program Virtual Calming Room Behavior Strategies

SEL Framework for Systemic SEL

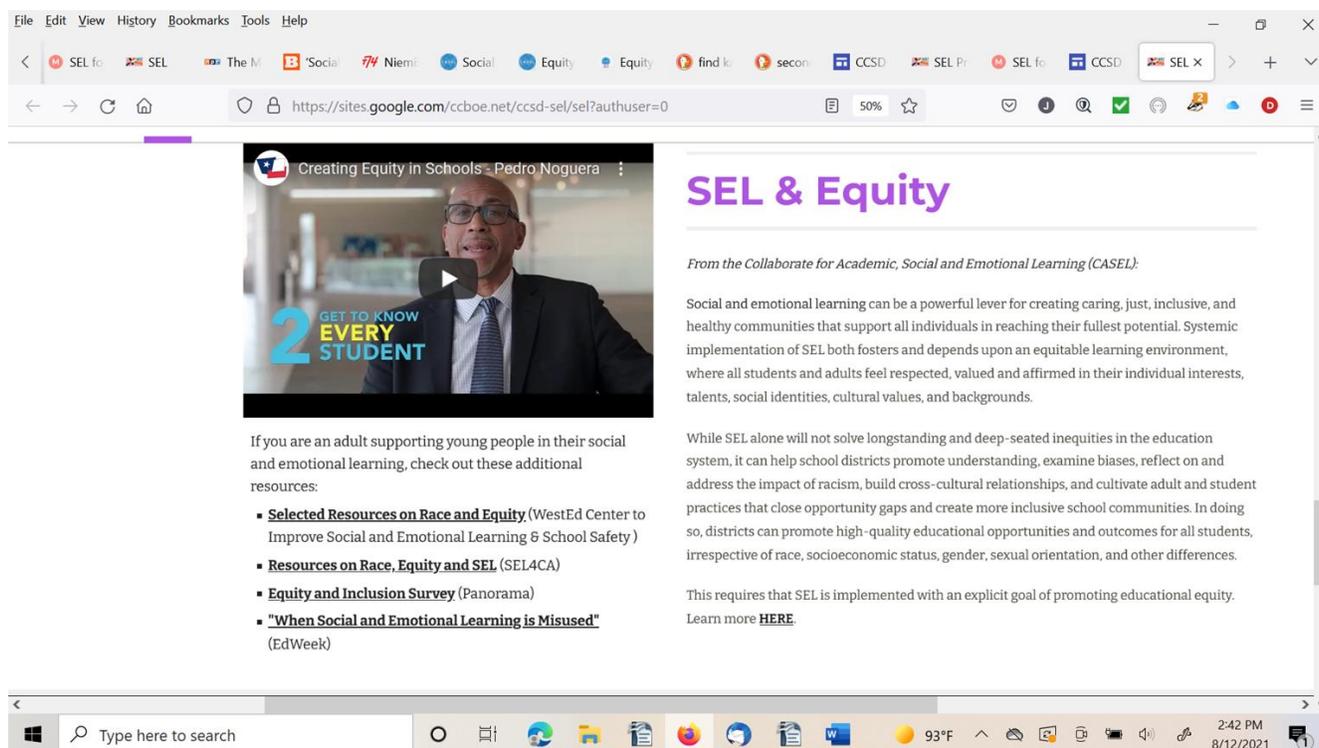
According to the Collaborate for Academic, Social, and Emotional Learning (CASEL) social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. CASEL identifies five main competencies: **self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.**

publication *Navigating Social and Emotional Learning from the Inside Out (2017)*. Her team defines SEL as **“the process through which individuals learn and apply a set of social, emotional, behavioral, and character skills required to succeed in schooling, the workplace, relationships and citizenship.”**

A Framework for Social and Emotional Learning (Jones & Bouffard, 2012)

The framework divides SEL skills into three domains: **cognitive regulation** (including attention control, inhibitory control, working memory/planning, cognitive flexibility), **emotional processes** (including emotion knowledge/expression, emotion/behavior regulation, empathy/perspective-taking), and **social/interpersonal skills** (including understanding social cues, conflict resolution, prosocial behavior). These three domains and their associated skills are related to both short- and long-term outcomes related to academic achievement, behavioral adjustment, and emotional health and well-being.

Columbia County BOE Website – Social-emotional Learning



Creating Equity in Schools - Pedro Noguera

SEL & Equity

From the Collaborate for Academic, Social and Emotional Learning (CASEL):

Social and emotional learning can be a powerful lever for creating caring, just, inclusive, and healthy communities that support all individuals in reaching their fullest potential. Systemic implementation of SEL both fosters and depends upon an equitable learning environment, where all students and adults feel respected, valued and affirmed in their individual interests, talents, social identities, cultural values, and backgrounds.

While SEL alone will not solve longstanding and deep-seated inequities in the education system, it can help school districts promote understanding, examine biases, reflect on and address the impact of racism, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. In doing so, districts can promote high-quality educational opportunities and outcomes for all students, irrespective of race, socioeconomic status, gender, sexual orientation, and other differences.

This requires that SEL is implemented with an explicit goal of promoting educational equity. Learn more [HERE](#).

If you are an adult supporting young people in their social and emotional learning, check out these additional resources:

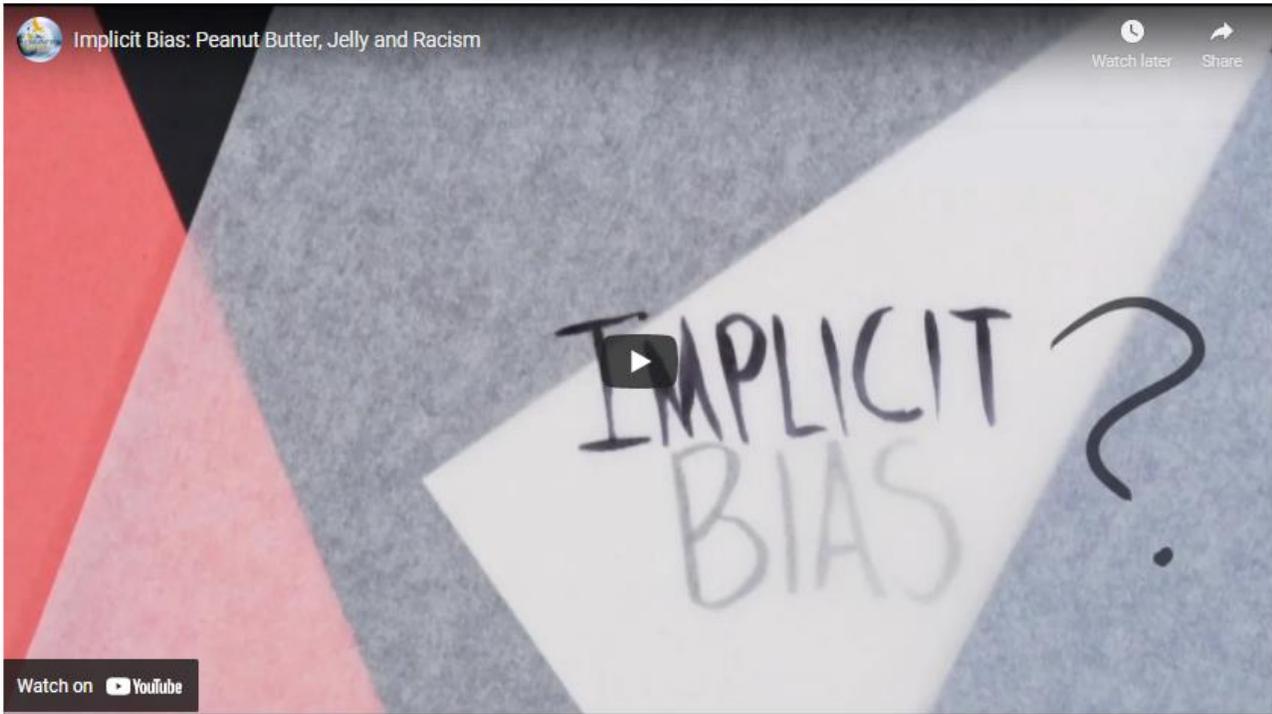
- **Selected Resources on Race and Equity** (WestEd Center to Improve Social and Emotional Learning & School Safety)
- **Resources on Race, Equity and SEL** (SEL4CA)
- **Equity and Inclusion Survey** (Panorama)
- **"When Social and Emotional Learning is Misused"** (EdWeek)

SEL and Equity

<https://selcenter.wested.org/wp-content/uploads/sites/3/2020/07/Resources-on-Racial-Justice-CISELSS.pdf> Open this link and read the resources on Race and Equity

- **How to Be an Antiracist Educator**
- **Guidance on Culturally Responsive-Sustaining School Reopenings: Centering Equity to Humanize the Process of Coming Back Together** Metropolitan Center for Research and Equity and the Transformation of Schools at NYU
- **Culturally Responsive Teaching: Getting to Know Students Deeply** Edutopia Teachers can improve outcomes and build equity in the classroom by listening closely to their students.
- **Creating an Anti-Bias Learning Environment** Anti-Defamation League (ADL)
- **Resources to Support Children's Emotional Well-Being Amid Anti-Black Racism, Racial Violence, and Trauma** Child Trends This article provides guidance, with links to supporting resources, for supporting children's emotional well-being amid anti-Black racism, racial violence, and trauma.
- **Talking About Race and Privilege: Lesson Plan for Middle and High School Students** National Association of School Psychologists (NASP) The objectives of this lesson plan are for students to be able to (1) define the concept of privilege and (2) identify and express examples of privilege in their lives or the world in which they live.
- **Awake to Woke to Work: Building a Race Equity Culture Equity in the Center**

Race, Equity and SEL – SEL4CA
Resources on Race, Equity and SEL



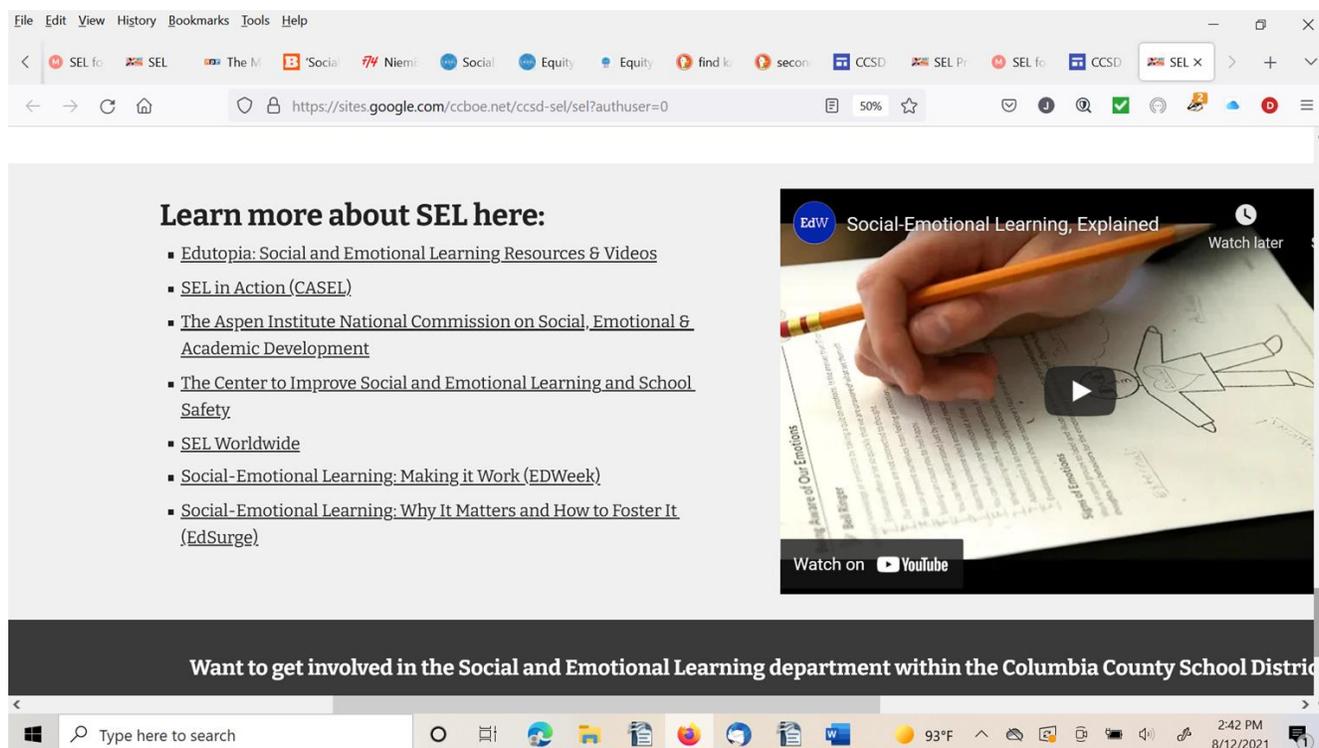
https://drive.google.com/file/d/1Pv5fF_xkubocdaFLHWAFkV5CbWhzD--E/view
Panorama Equity and Inclusion Survey

<https://drive.google.com/file/d/1jpbs07BuYMz-C7UBqPoxAzriaXPzr7h/view>
When Social Emotional Learning is Misused

<https://drc.casel.org/sel-as-a-lever-for-equity/>
This Is under the Learn more here link under SEL and Equity

While SEL alone will not solve longstanding and deep-seated inequities in the education system, it can help school districts promote understanding, examine biases, reflect on and address the impact of racism, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. In doing so,

Columbia County BOE Website – Social-emotional Learning



The screenshot shows a web browser window displaying the Columbia County BOE website. The page features a section titled "Learn more about SEL here:" with a list of links to various resources. To the right of the list is a video player showing a hand holding a pencil over a document with a drawing of a person. The video title is "Social-Emotional Learning, Explained". Below the video player is a dark banner with the text "Want to get involved in the Social and Emotional Learning department within the Columbia County School District".

Learn more about SEL here:

- [Edutopia: Social and Emotional Learning Resources & Videos](https://www.edutopia.org/social-emotional-learning)
- [SEL in Action \(CASEL\)](https://casel.org/in-action/)
- [The Aspen Institute National Commission on Social, Emotional & Academic Development](https://www.aspeninstitute.org/programs/national-commission-on-social-emotional-and-academic-development/)
- [The Center to Improve Social and Emotional Learning and School Safety](https://www.edweek.org/leadership/social-emotional-learning-making-it-work?cmp=eml-eb-recr-welsr3.11&M=59637429&U=&UID=eff2075edc8a34bb5d3f47f47acc269a)
- [SEL Worldwide](https://www.edsurge.com/research/guides/social-emotional-learning-why-it-matters-and-how-to-foster-it)
- [Social-Emotional Learning: Making it Work \(EDWeek\)](https://www.edweek.org/leadership/social-emotional-learning-making-it-work?cmp=eml-eb-recr-welsr3.11&M=59637429&U=&UID=eff2075edc8a34bb5d3f47f47acc269a)
- [Social-Emotional Learning: Why It Matters and How to Foster It \(EdSurge\)](https://www.edsurge.com/research/guides/social-emotional-learning-why-it-matters-and-how-to-foster-it)

Watch on  YouTube

Want to get involved in the Social and Emotional Learning department within the Columbia County School District

Learn more about SEL here:

<https://www.edutopia.org/social-emotional-learning>

Edutopia: Social and Emotional Learning resources and videos

<https://casel.org/in-action/>

SEL in action

<https://www.aspeninstitute.org/programs/national-commission-on-social-emotional-and-academic-development/>

<https://www.aspeninstitute.org/programs/national-commission-on-social-emotional-and-academic-development/>

<https://www.edweek.org/leadership/social-emotional-learning-making-it-work?cmp=eml-eb-recr-welsr3.11&M=59637429&U=&UID=eff2075edc8a34bb5d3f47f47acc269a>

<https://www.edsurge.com/research/guides/social-emotional-learning-why-it-matters-and-how-to-foster-it>

Like all learning, SEL must address issues of equity. We highlight efforts to better support LGBTQ students, involve educate parents and caregivers, and share PD experiences that helps teachers develop their own SEL competencies. Coming soon: how SEL can help students who've experienced trauma.

Columbia County BOE Website – Social-emotional Learning

The screenshot shows a web browser window displaying the Columbia County School District's Social-Emotional Services website. The page features a navigation menu with options like SEL, Trauma Sensitive Schools, Parent/Guardian Resources, School Climate, and Suicide Prevention. The main content area is titled "FREE Curricula" and lists various resources such as Conscious Discipline, MindUP Lessons, and Operation Respect. To the right, there is a graphic for "SEL KERNELS" with five colored circles and a text box explaining that research shows evidence-based kernels of practice can be easily integrated into classroom routines. Below this, a quote from EdWeek is provided. At the bottom, there is a section for "Online Resources" with a link to CASEL Resources. The browser's address bar shows the URL https://sites.google.com/ccboe.net/ccsd-sel/sel-resources. The Windows taskbar at the bottom indicates the system time is 9:25 AM on 7/8/2021.

One example from the list above.

Teaching Tolerance is a project of the Southern Poverty Law Center and is dedicated to reducing prejudice, improving inter-group relations, and supporting equitable school experiences for our nation's children.

SPLC's "Teaching Tolerance Program" and Other K-12 School Initiatives

Since 1991, the Southern Poverty Law Center (SPLC) has led teacher trainings, published the *Teaching Tolerance* magazine for educators, developed online lesson plans, and produced documentaries for teachers. **SPLC teacher resources seek to encourage K-12 teachers, and specifically English and history teachers, to discuss controversial topics related to gender identity and purported "prejudice" and "bias" in the classroom. The Teaching Tolerance program bills itself as a program focused on social justice, civil rights, multiculturalism, and anti-bias education.** However, Teaching Tolerance program materials, *sample curricula, and resources focus disproportionately on conveying acceptance for homosexuality and endorsement of the Lesbian, Gay, Bi-sexual, and Transgender (LGBT) community. Through lesson plan templates and teacher training programs arranged through local school districts, SPLC encourages teachers to address controversial issues related to gender and sexual orientation in the classroom with children starting in preschool and kindergarten. Examples of such resources include the following:*

- **Teacher newsletters:** *SPLC sends newsletters and the SPLC Teaching Tolerance magazine to 400,000 teachers nationwide presenting strategies for creating classroom environments that celebrate the LGBT lifestyle. In a May 2012 SPLC teacher newsletter entry focused on "Queerness Meets Early Childhood Education," gay or lesbian teachers were encouraged to share their stories of "addressing queerness" with their "young students" in early childhood education. "Anti-bias" classroom activities are encouraged beginning in Pre-K.*
- **Lesson Plans and Toolkits:** *SPLC publishes model lessons and teaching material on topics*

such as civil rights history, gender equity, family diversity, and LGBT rights. In a lesson plan "My Family Rocks!" elementary teachers are instructed to help early learners (Pre-K through 5th grade) understand that though families may look "different," all families are "equal." Teachers are instructed to cite gay and lesbian couples, single parent, and partner/guardian relationships as examples of families "no different than" traditional nuclear families.[1] In a featured teacher "Toolkit for 'Gender Spectrum,'" SPLC presented a model lesson plan for grades 3-12 encouraging a "gender-neutral day in the classroom" as a starting point for discussion about societal expectations for gender norms.[2] In additional lesson outlines on "Using Role Plays to Understand How Gender Stereotypes Affect Our Lives," teachers are encouraged to consult resources from the Gay, Lesbian, and Straight Educators Network <https://www.frc.org/issuebrief/southern-poverty-law-centers-teaching-tolerance-project> (GLSEN) a pro-homosexuality activist organization.[3]

- **Teacher Training:** *SPLC does direct outreach to school districts and state education departments to establish relationships with teachers and administrators. Though SPLC will customize seminar material, a predominant part of such trainings is the focus on normalizing the use of teaching material that specifically affirms various sexual identities. In March 2014, a Hawaii state legislator filed an ethics complaint with the Hawaii Department of Education for allowing SPLC to conduct a pilot seminar on SPLC's new model curriculum "Perspectives for a Diverse America." The curriculum includes a discussion about homosexual penguins and a boy wearing dresses, among other similar topics. After reviewing the content of the pilot seminar, the state representative criticized the state for allowing teachers to be paid to participate and implement such content.[4] The lawmaker objected to teachers receiving an inherently biased training that presents a political agenda and targets individuals who may have moral or religious objections to homosexuality.[5] The SPLC K-12 curriculum "Perspectives" emphasizes multiculturalism and "anti-bias standards" designed to affirm LGBT students. By the SPLC's own admission, resources and literacy standards are formulated to embody "culturally responsive pedagogy with the rigor of the Common Core."*[6]
- **Anti-Bullying Initiatives:** *SPLC has expanded the understanding of bullying to include any communication or treatment that does not celebrate and positively affirm an LGBT student's gender identity. Schools with policies that require simple neutrality on contentious subjects such as same-sex marriage have been targeted by SPLC as not "inclusive" enough of LGBT students. In practice, the school-wide bullying policies that SPLC advocates for (and often threatens legal action to secure) create a hostile environment for students who hold traditional religious or moral beliefs about family formation. [7] To spread their new conception of "bullying," SPLC partners with teachers and school districts to deliver toolkits with its documentary on gay bullying ("Bullied"[8]) to teachers across the country. SPLC encourages teachers to help students form activist groups such as Gay Straight Alliance clubs on school campuses and to work with the politically-charged Gay, Lesbian, and Straight Educators Network, an organization that has promoted sexually explicit materials to young people.[9] All the while, SPLC fails to take into account recent research that shows such "anti-bullying" initiatives in schools may actually empower real bullies, not reduce their behavior.[10]*

NOTES

[1] "Family Tapestry" Lesson Plan: "My Family Rocks!" Teaching Tolerance - A Project of the

Columbia County BOE Website – Social-emotional Learning

Southern Poverty Law Center, accessed March 11, 2013, <http://www.tolerance.org/lesson/family-tapestry>.

[2] "Toolkit for 'Gender Spectrum,'" Teaching Tolerance - A Project of the Southern Poverty Law Center, accessed March 11, 2014, <http://www.tolerance.org/toolkit/toolkit-gender-spectrum>.

[3] "What Happens If ... Using Role Plays to Understand How Gender Stereotypes Affect Our Lives," Teaching Tolerance - A Project of the Southern Poverty Law Center, accessed March 11, 2014, <http://www.tolerance.org/lesson/what-happens-if-using-role-plays-understand-how-gender-stere>.

[4] Keoki Kerr, "Ethics Complaint Targets Teachers' Anti-Bias Training Session," *Hawaii News Now*, accessed March 12, 2014, <http://www.hawaiinewsnow.com/story/24949407/ethics-complaint-targets-teachers-anti-bias-training-session>.

[5] Malia Zimmerman, "Bribes for teachers? Lawmaker says advocacy group should not pay educators to attend 'tolerance training,'" *Hawaii Reporter*, accessed March 11, 2014, <http://www.hawaiireporter.com/bribes-for-teachers-lawmaker-says-advocacy-group-should-not-pay-educators-to-attend-tolerance-training/123> .

[6] "Perspectives for a Diverse America," Teaching Tolerance - A Project of the Southern Poverty Law Center, accessed March 12, 2014, <http://www.tolerance.org/magazine/number-43-spring-2013/perspectives>.

[7] One local parents group opposed to efforts to install a pro-LGBT anti-bullying program in a Minnesota school district was placed on SPLC's "Hate Map" for their opposition. For more about that school district's fight with the SPLC, see Heather Mac Donald, "Undisciplined," *City Journal* (Summer 2012): 26-39.

[8] "Bullied: A Student, a School and a Case That Made History," Teaching Tolerance - A Project of the Southern Poverty Law Center, accessed March 12, 2014, <http://www.tolerance.org/kit/bullied-student-school-and-case-made-history>.

[9]"Best Practices: Creating an LGBT-inclusive School Climate," Teaching Tolerance - A Project of the Southern Poverty Law Center, accessed March 11, 2014, <http://www.tolerance.org/lgbt-best-practices>.

[10] Alexander Trowbridge, "Are-anti-bullying efforts making it worse," *CBS News*, accessed March 11, 2014, <http://dfw.cbslocal.com/2013/10/08/are-anti-bullying-programs-having-an-opposite-effect/>) and Seokjin Jeong and Byung Hyun Lee, "A Multilevel Examination of Peer Victimization and Bullying Preventions in Schools," *Journal of Criminology*, vol. 2013, May 2013, accessed March 11, 2014, <http://www.hindawi.com/journals/jcrim/2013/735397/>.

Columbia County BOE Website – Social-emotional Learning

File Edit View History Bookmarks Tools Help

https://sites.google.com/ccboe.net/ccsd-sel/sel/mind-body-skills

Let's Create Mindful Schools

Mindfulness Resources

- [Mindfulness for Children](#) (The New York Times)
- [Seven Ways Mindfulness Can Help Teachers](#) (Greater Good Magazine)
- [Mindfulness in the Classroom](#) (Child Mind Institute)
- [When Teachers Take a Breath, Students Can Bloom](#) (NPR)
- [Mindfulness Classes for Kids](#) (Mindful Schools) -- FREE!
- [YogaEd](#)
- [MyLife_Stop_Breathe.Think.App](#)
- [Mindful Schools](#)

Help students become aware of their body's sensory experiences so they are better able to understand their emotions and work to regulate them.

[What is the difference between Emotions, Feelings and Moods?](#)

Type here to search

94°F

3:16 PM
8/12/2021

<https://www.nytimes.com/guides/well/mindfulness-for-children>

https://greatergood.berkeley.edu/article/item/seven_ways_mindfulness_can_help_teachers

<https://childmind.org/article/mindfulness-in-the-classroom/>

<https://www.npr.org/sections/ed/2016/08/19/488866975/when-teachers-take-a-breath-students-can-bloom>

<https://www.mindfulschools.org/free-online-mindfulness-class-for-kids/>

<https://yogaed.com/>

<https://my.life/mylife-for-schools/>

<https://www.mindfulschools.org/>

Columbia County BOE Website – Social-emotional Learning

The screenshot shows a web browser window displaying the Columbia County Board of Education's website. The page is titled "Social and Emotional Resources for Adults" and features a grid of six resource cards. Each card includes a logo, a title, and a call-to-action button. Below the grid is a featured article titled "Social-Emotional Learning Starts with Adults" by Meena Srinivasan, with a brief description and a link to the full article. The browser's address bar shows the URL "https://sites.google.com/ccboe.net/ccsd-sel/adult-sel". The Windows taskbar at the bottom indicates the system time as 3:20 PM on 8/12/2021 and the temperature as 94°F.

Social and Emotional Resources for Adults

 <p>Social and Emotional Learning: Not Just for Kids</p> <p>Click for Podcast</p>	 <p>Adult SEL Training and PL</p> <p>Click for Trainings</p>	 <p>Cultivating Awareness and Resilience in Education</p> <p>Click for Training</p>	 <p>Caring for Teachers Supports SEL for Students</p> <p>Click for Article</p>	 <p>Adult SEL Resources</p> <p>Click for List</p>	 <p>My Well-Being</p> <p>Click for Strategies</p>
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Social-Emotional Learning Starts with Adults

Meena Srinivasan

Three wellness practices that strengthen social-emotional learning competencies are mindful breathing, doing one daily activity with mindfulness, and recognizing yourself in others, particularly in students. For example, mindful breathing can deepen our self-awareness and self-management skills, and recognizing yourself in others can generate empathy and improve relationship skills.

[CLICK HERE](#) to read the full article.

