WIKIWISDOM
FORUM

BEYOND
DIFFERENCES™
Inspiring Youth to End Social Isolation

Advancing SEL Amid a Pandemic
and a National Awakening
to Systemic Racism

Executive Summary

As California was reeling from the dual impact of living through the COVID-19 pandemic and witnessing the horrific the murder of George Floyd, 644 educators who are passionate about Social Emotional Learning joined a unique online forum, the SEL WikiWisdom Forum, to consider these questions:

How might COVID-19 enable new approaches to the social and emotional aspects of learning next fall–or whenever we re-enter our schools?

What is working to support well-being, build relationships and prioritize Social and Emotional Learning (SEL), right now?

What barriers prevent you from integrating SEL more into your work?

What supports do you need to integrate SEL equitably into your practices–especially with remote learning?

Those educators posted 196 ideas and 338 comments during the first phase of the process.

During a second phase, 13 Thought Leaders distilled those ideas into 5 recommendations and 25 proposed solutions.

The solutions include recommendations for:

- Understanding that students, their families, teachers, staff and the entire school community have suffered a great trauma. Therefore, the new school year requires a new approach to education that balances the need for standards-based academics with Social Emotional Learning rather than stressing the need to "catch up" students academically.

- Moving beyond equity by expecting teachers to understand and practice anti-racism.

- Creating an easy-to-understand definition of SEL that all teachers can understand and implement in their own classrooms, whether they teach kindergarten or advanced physics.

- Expanding the definition of SEL to expressly deal with racial and ethnic differences.

- Guidelines laying out SEL benchmarks for students by grade and/ or age level.

- Increased free resources that are easily accessible to teachers.

- A commitment to the reality that SEL is an important part of student performance and that emotional intelligence in students results in higher grades and better test scores, regardless of age, intelligence, and personality factors.

- Better coordination among all services students need, including mental health, nutrition, immigration, housing, after-school programs, health care, and more, in recognition of the shift from seeing schools as solely academic institutions to seeing them as the comprehensive support systems they are.

- A plan to ramp up critical mental health services offered through schools to students.

- Professional development that helps teachers relate to the unique experiences of their students while also practicing self-care.

- Bringing families more solidly into the SEL fold, with programs that reinforce SEL lessons at home and build bridges between home and school.

Recommendations

Recommendations (cont...)

18

Recommendation #4
Demonstrate Inclusiveness, Starting at the Very Top

15. Commit to more inclusive textbooks and, until then, give teachers more flexibility in how they teach.
16. Bring all stakeholders into this process.
17. Elevate the voices of teachers and students in defining and implementing SEL.
18. Ease initiative overload and measure whether school and district leaders are successfully implementing SEL.
19. Create a Youth Board of Education.
20. Promote and support teachers' self-care.

21

Recommendation #5
Bring Families More Firmly into the SEL World

21. Prioritize family outreach.
22. Change the school funding structure to give schools attendance credit for family activities.
23. Build home-school connections that engage families in SEL so they have access to the same language and tools that are being taught at schools.
24. Relax graduation rules to lower student stress levels.
25. Require each school to appoint a Family Engagement Coordinator.

Advancing SEL Amid a Pandemic and a National Awakening to Systemic Racism

How We Created This Report

When the coronavirus shut down schools in March, it left the entire education community – students, families, faculty, staff and the larger community – traumatized. Then came the murder of George Floyd and the protests that rocked communities throughout California and around the world.

It was in this moment of enormous upheaval that Beyond Differences, with funding from the Marin Community Foundation, wanted to hear from educators about what is working, and what else is needed to ensure that social and emotional conditions for learning, nurturing relationships, and attention to mental health and well-being are prioritized for all our students and staff.

Using a unique WikiWisdom forum, 644 educators posted 196 ideas and 338 comments in answer to these questions:

- **How might COVID-19 enable new approaches to the social and emotional aspects of learning next fall–or whenever we re-enter our schools?**

- **What is working to support well-being, build relationships and prioritize Social and Emotional Learning (SEL), right now?**

- **What barriers prevent you from integrating SEL more into your work?**

- **What supports do you need to integrate SEL equitably into your practices–especially with remote learning?**

From that initial online conversation, 13 thought leaders joined a second phase of the process. The thought leaders are: Akilah Byrd, Bruce Wheatley, Colleen Ferreira, Diocelina Van Belle, Hugo Moreno, Mai Xi Lee, Morgan Moen, Nicole Erquingo, Nini White, Samantha Song, Sandra Azevedo, Soundhari Balaguru, and Susan Ward Roncelli. They joined a two-hour conference call during which they further honed the ideas.

The result is this report, in which they lay out their five recommendations for ways to elevate social emotional learning; better support students and their families as well as teachers, staff and administrators; teach anti-racism, and bring more stakeholders into the process.

Opening Statement

Our work comes at a momentous time in American history. When we started this process, it was in reaction to the upheaval caused by the COVID-19 pandemic. Before we finished, the country's consciousness was raised around the ongoing crisis of racism marked by civil unrest spurred by the murder of George Floyd by police officers in Minneapolis.

Our objective in creating this report is to give guidance from the classroom on how we in California can set the standard for educating every child to be "socially emotionally strong."
While we deplore the tragedies that have stemmed from both the virus and racism, we also see this time as a rare opportunity to seize this moment to promote the understanding of schools as more than academic institutions.

The pandemic has highlighted the important roles schools play in the lives of students and their families. The civil upheaval illustrates the active role schools must take in dismantling systemic racism. We believe our recommendations can leverage these "aha" moments to iterate school models to prioritize relationships, SEL, and social justice to support the whole child.

We will not be returning to "normal" and we shouldn't. "Normal" was not accessible or equitable for everyone before COVID-19 and George Floyd's death. Education systems have a responsibility to adapt to the changing society. Social emotional learning can lead the way to this new world of inclusivity and belonging for all.

FROM THE WIKI

> What kind of a school system do we promote that devalues "supportive services" so much as to eliminate them when budgets get overly restrictive? Has no one read the research (or remembered their own school days): Without connection, students' motivation to learn and cooperate is measurably diminished, even negated. WITH connection and support, all manner of learning and cooperation are made manifest.

A Note on Education Funding

We feel the need to start this project with one unanimous point: Social-Emotional Learning is a critical component of all children's education. If a child does not feel safe, and is not known and understood, that child cannot learn. For these reasons, we believe – firmly and vociferously – that critical additional funding for SEL is needed.

Having said that, we also understand the realities of California state budgets.

So, while we believe that additional funding should be the ultimate goal, our proposed solutions (laid out in the following pages) are aimed at spending the money we have with greater efficacy, stretching resources available and leveraging untapped resources to create an education system that better serves all stakeholders -- students, families, teachers, administrators and communities.

Recommendation #1

Accept that Everything Has Changed, and We Must Change Too

Statement of the problem:

Children, like adults, have suffered a significant trauma. We still don't know what our return to school will look like in the fall, but we expect, at best, some combination of in-class and virtual learning. We also know that some portion of our students fell behind in the abrupt end to classroom learning in the 2019-2020 school year. Many of our most vulnerable students were lost altogether once education became fully online.

It is tempting to send the message that we must "catch up" students who fell behind when learning went virtual. But that would ignore the trauma the entire school community has suffered. Students may have lost loved ones, income, or homes to the pandemic and the health and economic crisis it created. They may be experiencing the after-effects of the protests and the spotlight on America's racial divide.

In concert with California's Social Emotional Guiding Principles (2018), our approach has to address the needs of the whole child in a multilayered fashion. It must take into account cultural and linguistic differences. We must meet students and families where they are, tend to their basic physical needs, support them with validation and normalization, and help them build coping strategies through SEL.

FROM THE WIKI

> Now, we hear about districts so worried about learning loss that they are preparing to double down on academic content, starting earlier, staying later, in order to make up for lost instructional time. This is not a viable solution. Despite the crisis – more importantly, because of the crisis - we cannot forget the scientific link between stress, the brain and learning.

FROM THE THOUGHT LEADER DISCUSSION

> Why would we think students will thrive if their social and emotional needs aren't met? As an adult, I don't thrive if my social and emotional needs aren't met.

> If we think about trauma and how that is impacting literally all of us, as well as our kids, families, and staff, the next school year needs to not just be 'what are best practices in math instruction?' but 'what are best practices in trauma informed settings?'

Proposed Solutions

1. Send the message from the top: We will focus on recovery when the new school year begins.

Trauma response is the issue of our time. State education leaders must send the message, loudly and clearly, that trauma recovery will be prioritized at least for the first part of the new school year. We are aware that a balance has to be reached between standards-based education and SEL. However, SEL needs to be embedded in a daily manner to address the mental health of our students, their families, teachers, staff and administrators.

2. Go beyond equity by expecting teachers to understand and practice anti-racism.

The protests started in the wake of the murder of George Floyd by police officers, but the pain of racism goes far deeper. Likewise, there is a need to go beyond equity to confront our own biases and understand that racism affects the lives of our students. That requires professional development aimed at training teachers to be anti-racist educators who can recognize areas of differential treatment and provide opportunities to study and teach representative histories.

Students in Maryland, Arizona, New Jersey and Indiana (DeLetter, Alumni Petition for Antiracist Education, USA Today, 2020) have petitioned leaders for an anti-racism curriculum (Gerwertz, Attention School Leaders, Education Week, 2020). Recognizing how implicit and explicit bias manifest and how institutional racism has shaped America are necessary to understand ourselves and the experience of our students and their families. This needs to be done while also recognizing and celebrating the achievements, resilience, and culture of different groups. As we were composing this report, we were heartened and energized by the news that Superintendent Thurmond will be prioritizing implicit bias training for all California educators. This report will put forth ideas for continued anti-racist work at the state and local levels.

Schools can leverage a multitude of free or low-cost resources (webinars, online readings, book clubs, etc.) to reexamine policies, admissions, grading, and behavior management protocols and determine which classroom tools might promote white supremacy. They also can use existing school-based experts, such as psychologists, counselors, teachers, and administrators, to lower costs for

FROM THE THOUGHT LEADER DISCUSSION

> The difficulty is recognizing who we are when we show up as leaders or as teachers. Where we may not give those second chances. Where we expect the students to behave in the manner in which we expect them to behave, not realizing that their world is very different from ours.

> It starts with adults really understanding what social-emotional learning is, and actually looking at themselves and how they behave because students are going to mimic what we do.

> There has to be a line drawn in the sand that if you teach in the state of California and you engage with students in the state of California, our DNA needs to be first and foremost about how to be anti-racist and fully inclusive educators.

Proposed Solutions

these initiatives. School administrators need to be empowered to invest time and resources into their schools' efforts to become anti-racist institutions.

Certainly stand alone professional developments will be necessary, but highlighting the strengths and contributions of BIPOC (Black, Indigenous, and People of Color), as well as critically examining white supremacy in curriculum, needs to be ongoing. For example, in 2014 the Center for American Progress (CAP) studied the Pygmalion Effect and discovered that teacher expectation was a strong predictor for student performance. Black and Latinx students were, respectively, 47% and 42% less likely to access higher education. Anti-racism training teaches teachers to maintain high expectations for all students and oppose "soft bigotry" and institutionalized micro-aggressions.

Why We Believe This Will Work

Scholars and innovators are writing and teaching about the psychological Phases of Disaster Response that we are experiencing as a community. The first and second phases focus on celebrating heroes and coming together as a community. The third phase is disillusionment, which can be marked by blame and increased mental illness. The fourth is reconstruction and recovery. This framework holds important lessons for SEL in schools as we think about restructuring schools to meet the health, academic, and emotional needs of students, families, staff and the community. Educators who center SEL understand the fundamentals to promote SEL in-person or via distance learning - training, time, resources, relationship, and equity.

We also know from a growing body of research that when leaders and teachers prioritize social emotional learning, student achievement grows

by as much as 11 percent. In addition, school climate improves in regards to self- and social awareness, self-management, responsible decision making, and relationship skills.

Anti-racism is an extension of SEL, which already creates a collective responsibility to one another, eliminates inequalities, and considers factors of culture and identity. It also allows us to celebrate how diversity benefits all students, not just students of color. Diversity positively impacts creativity and motivation, deeper learning, sharper critical thinking and problem-solving skills.

Reinforcing SEL as a priority will reset expectations for teacher-to-teacher, teacher-to-student, and teacher-to-family connections. Social emotional needs are as fundamental to the well-being of an individual as food, shelter, and safety.
Several states (Iowa, Louisiana, Hawaii and Alabama) and numerous school districts across the country have adapted the UCLA Center for Mental Health in Schools Comprehensive System of Learning Support methodology. Analyzing implementation data and process outcomes will enhance California's approach to school improvement.

Recommendation #2

Make Social Emotional Learning a Cornerstone of All Education in California

Statement of the problem:

A system change is necessary to meet the social-emotional (and therefore, academic) needs of the children in California. Yet a gap between research and practice persists. California currently has Guiding Principles that include Adopting Whole Child Development as a goal of education and a Commitment to Equity that all students must have opportunities to build SEL skills. Adopting a systemic approach to SEL includes considering how SEL is integrated within a multi-tiered system of support. Guidelines or standards that articulate student benchmarks according to grade or age level would strengthen school-based practices and academic outcomes of students.

Currently, only 18 states have standards, guidelines, or benchmarks related to student SEL skills. California is not one of them.

Proposed Solutions

3. Expand and simplify the definition and delivery of SEL.

SEL aligns closely with the vision, mission and goals for the California State Board of Education that: All California students attain the highest level of academic knowledge, applied learning and performance skills to ensure fulfilling personal lives and careers and contribute to civic and economic progress. California SEL would include these concepts that are a part of every single classroom interaction:

- a child's ability to identify and manage emotions;
- a child's ability to develop strong, positive relationships with peers, adults and the community;
- a child's ability to make responsible decisions and set goals.

In light of recent events, it has become clear this definition needs to be expanded to center social justice and equity, while still doing the broader work of addressing religious oppression, wealth inequality, ageism and many other challenges.

FROM THE WIKI

> The barriers that prevent me from integrating SEL in my work are: the lack of a concise SEL framework to address the new changes due to Covid, instructional resources, professional development for our teachers, technology for ALL students, and parent trainings.

Proposed Solutions

> A student's not going to participate in any academics, no matter what, if they're not self-confident, if they're not able to share. And, they have to have that feeling of a safety net, they need to be able to know that, yes, the teacher is going to be there for them and that the teacher is building and helping them build that confidence and helping them create that mindset.

Children will successfully learn when they can identify their emotions and manage and channel those emotions. For example, students who get upset because they can't complete a math problem, learn to identify that they are feeling frustrated (and that it's a "small deal" on the continuum), know that it's OK to feel upset (it probably means they are invested in their learning), and can then take a deep breath to manage those feelings. However, if adults jump in with "just do the problem, it's not that hard," or "it's not worth getting upset," we have lost an opportunity to help that child build valuable life-long skills.

In addition, we know that educators, even those who identify as not racist, will react more punitively, to Black student behaviors. In the scenario above how will teachers react to a White student vs. a Black student? Educators need to identify and interrupt their implicit and explicit biases to successfully teach social-emotional skills to all students.

Developing emotional intelligence in students results in higher grades and better test scores, regardless of age, intelligence, and personality factors. This can include classroom activities, discussion, and especially inquiry-based projects that allow students to explore topics that directly affect them and their peers such as: racism, economic inequality, religious intolerance, poverty, health problems and disparities, biased educational materials, political turmoil, homelessness, immigration, age stereotyping and other real issues relevant today.

4. Create a practical definition of SEL that speaks to all teachers.

We want all teachers from kindergarten through 12th grade physics to teach SEL. To achieve that, all teachers need to be able to understand and implement SEL. That requires a simplified definition that can be easily grasped and put into practice, regardless of the academic subject matter. Teachers need to easily see how to seamlessly fold SEL into a math lesson as easily as a history lesson. And they need supportive professional development that models strong SEL instruction across all subjects, from the alphabet to algebra.

Our proposed definition: Individually applied student skills and class practices for emotional management, empathetic community development and interactions, for the achievement and sustainment of positive individual goal-setting, academic achievement, and fulfilling relationship decisions.

5. Adopt SEL competencies to support project-based learning.

This is not a one-size fits all approach, but this report is intended to give weight to the idea that expanding student learning using topics they are likely to get emotionally involved with will enhance the classroom experience. A student who uses an emotional connection or authentic purpose to study a topic will more effectively learn skills like researching, writing, logical argumentation, critical thinking, and evaluation of material and sources. This

Proposed Solutions

FROM THE THOUGHT LEADER DISCUSSION

> SEL has to be part of the curriculum. It cannot be an add-on, it cannot be an extra, because if it's seen that way, teachers are not going to embrace it. They're going to say, "You know what? I didn't have time to do any SEL."

allows students to explore new content that is not identified in outdated standards.

In addition, social and emotional learning follows a pedagogy that a student learns best when working with peers in a way that is partially self-regulated. In multiple respects, this teaching strategy requires students to feel a sense of belonging to a team or group that is goal-oriented and challenged to follow through on their commitments to complete tasks. They engage in collaboration, perseverance, self-regulated learning. It also allows students some degree of choice about what they study. By using a project-based teaching approach, it allows students to explore, discuss and make an informed judgment of current events. It also gives teachers more opportunity to later explore other topics that our students are challenged by and emotionally interested in.

6. Ensure that SEL is taught universally – by every teacher in every subject.

This message will be most successfully communicated if it comes from the state to district leaders, to school administrators, to educators. To approach it in any other way will result in further disconnect and inequity. California teaching programs require teachers to learn SEL; it is part of the credentialing process. So we know that all teachers are familiar with SEL. They must be encouraged and supported as they adapt their teaching to include those skills.

Teachers can model social-emotional strategies throughout a school-day: "Ms. Smith is taking a deep breath, because she is frustrated that you are talking after she gave you a 5 second warning." Teachers can ask students to use a strategy when they are upset

during the school day: "You and Mary seem stuck on what to do next. One of you grab a drink of water, so you can both take a break and then come to an agreement." Teachers can highlight people that reflect their classroom students, in fiction or nonfiction, that use tools to manage feelings and relationships: "How did this scientist feel when there was no quick solution? How was racism an obstacle?"

7. Provide professional development for teachers that centers their own social-emotional and social justice learning.

Teachers across districts have had to put their own emotions aside to support their students and families during distance learning. Teachers will need language, skills, tools, and training to meet the new SEL demands highlighted by recent events. This will also sustain the Guiding Principles of SEL's Commitment to Equity (2.C, 2018) in training teachers to engage different

FROM THE WIKI

> It is time that we shift from SEL for academic outcomes to SEL as academic content:
> - Needs, dreams and passions become the focus of writing lessons.
> - Breathing and nervous system regulation become the basis for science curriculum.
> - Reading content centers on equity and social justice.
> - Decision making gets real in the realm of mathematics and statistics.
> - Ecology + Empathy = Environmental Sanity
> - The mind itself becomes the subject of mindfulness.
> - Peer groups take center stage in social studies.

Proposed Solutions

FROM THE WIKI

> I've seen districts treat SEL like a separate class. They even buy kits and say things like, "We're going to do SEL for an hour." I cringe when I hear that.

> We need to be supporting adults in their own social-emotional learning and development of emotional intelligence so that they can best support students and families. We cannot expect them to teach skills and dispositions they don't understand or possess themselves. And this means all adults on campus, not only teachers. Adults cannot teach SEL to students when they do not have a solid understanding themselves.

voices. Two good sources for training: "Courageous Conversations About Race," by Glenn E. Singleton. It includes books, YouTube videos, and articles that can begin to equip teachers of all grade levels. Also, Teaching Tolerance has award winning, free resources such as, "Let's Talk: Discussing Race, Racism, and Other Difficult Topics," which can guide teachers on how to navigate discussions of white privilege, police violence, economic inequality and mass incarceration.

8. Expand the definition of SEL to expressly deal with racial and ethnic differences and offer schools concrete steps for addressing those differences.

Even adults who might be inclined to attempt to bridge the divide may not feel secure to do it without some guidance. That must start with a strong statement in support of anti-racism. Then schools must look critically at their own practices. What are the suspension policies? Dress policies? They should be directed to put together a task force of teachers and staff to look at the data. Creating these evaluative practices increases school transparency and extends teacher training

and understanding of the challenges faced by ethnic communities. These practices can also be done during PD days for Ongoing Professional Learning.

Then, we must answer these questions to bring equity into the classroom:

- How do we pave a path for every teacher to teach in ways that are responsive to the cultural identities of our students?
- How do we define terms such as respect, inclusion, justice and equity within SEL practices?
- How can SEL practices bring us closer to building equity in every classroom, all lessons, interventions, team planning and school supports?

9. Agree on a set of guidelines that define benchmarks for students by age and/or grade level.

That which gets measured gets done. However, we agree that another standardized test is expressly NOT the right answer. Rather, educators need guidelines or benchmarks to know whether their students are progressing. There are good guidelines available (the CASEL wheel of core competencies and California's Social Emotional

FROM THE WIKI

> The death of George Floyd reminds us of the critical importance of having an SEL framework that leans into students' experiences, affirms students' identities and looks to build environments of trust and belonging that support inquiry, equity, problem solving, advocacy and curiosity. Our children and youth have the blueprint. They bring cultural richness and valuable experiences into our classrooms that can help us build positive school environments and school conditions for all. In fact, they show us time and time again tremendous examples of brilliance, resilience, determination, critical problem solving and the consideration of multiple perspectives.

Proposed Solutions

FROM THE THOUGHT LEADER DISCUSSION

> The majority of our students are nonwhite, and we need to be able to support them. And as far as teacher supports, there is untapped talent in the school counselors. When I was working in Marin, we had one counselor for the school, but she was phenomenal. She would just have circles with people to support teachers as well as students.

Learning Guiding Principles, for example), but teachers need more. They need a clear understanding of age/grade level competencies. It is critical, also, that any assessment measure strengths rather than deficits and account for differing cultural and racial backgrounds, experiences and beliefs.

This would be similar to grade level norms for reading. Just as state guidelines answer the question, "Where do we want a second grader to be in terms of their reading level?" so, too, should SEL guidelines answer the question, "What are developmental norms around social-emotional competencies?" Staff can easily grasp guidelines that tell them: "This is what you should typically see from a 7-year-old. This is what you should see from a 10-year-old." For example, a younger student would describe how different situations made them feel with words like sad or mad, while an older child would be able to scale the intensity of an emotion with words like annoyed, frustrated, or angry.

10. Update the Department of Education's compendium of free SEL resources.

This should include SEL for classroom teachers, school staff, administrators, and families. There are many, many resources available. It is incumbent upon the state to gather these resources, organize them into an easily searchable database and make it available to all educators across the state. We should not expect time- and cash-strapped districts – or worse, individual schools – to find and access those resources on their own.

FROM THE WIKI

> The bright side of COVID-19, is that we now value this aspect of education more than ever before. Now we need a handbook of practices that work to improve our interconnectedness in remote environments and every classroom needs to add in this support. We need to acknowledge that today's schools will all become trauma-care centers and we need easy-to-apply strategies that build emotional well-being through healthy human-to-human connection activities in online environments.

13

Proposed Solutions

FROM THE THOUGHT LEADER DISCUSSION

> Being a classroom teacher working with my school district on this, it was almost like talking into a void, because my school got it. I was talking to educators and they said, "Yeah, we need this. This is the best for our students." And when I talked to admin and I talked to other principals in the district, they said, "Well, where are the standards? Why are we going to start implementing anything if we don't have guidelines from the state?"

> We're all on board, but we have to get people on board who feel they are attached to policy, and they need guidelines. That needs to come from the state.

FROM THE WIKI

We need videos and other resources that are age-appropriate to share with teachers, parents, and children, so we don't leave it to every educator to make up things or buy things to support this instruction. We also need training modules that are simple and engaging for educators rather than leaving it to districts to develop and provide resources on budgets we know won't support that cost. It is likely that, working together, we can come up with solutions and innovations that meet the needs of a broader audience because each district has its own context, but we all have the same goal of meeting the needs of students, families, and the educators responsible for providing the support.

At our school, we educate primarily black and brown youth and have successfully engaged student/staff/community in virtual forums and dialogues on issues of racial injustice, bias and trauma. Students have voiced feeling heard. We engage in restorative practices and focus on building relationships, holding space for students. However, as we further transition this conversation into the classroom through SEL and implicit bias training, districts, teachers/staff and students really need concrete resources and support (lesson plans, handouts, videos...) to guide these conversations. Many of the SEL supports/curriculums/resources out there cost money, money that we do not have. A robust state virtual resource center on racial injustice, trauma and implicit bias in education would be wonderfully helpful.

Why We Believe This Will Work

As is recognized by California's Guiding Principles (2018), SEL is the acknowledged foundation of equity. Only by reflecting equity in the transition to Building Capacity, Partnering with Families and Communities and Learning and Growing, can schools achieve Whole Child Development in a fashion that will reflect racial and emotional justice. A concrete integration of SEL into curriculum standards will send a strong statement in support of anti-racism, it will heal community relationships and it will display the capacity for change and growth that California committed to with these guiding principles. Only in this way can we stop the racist and xenophobic activities that persist in California schools, such as events in Eureka (2018), Tulare County (2013), and more that inspired Lindsey Perez Huber and Rita Kohli (two California educators) to write Naming Racism (2006) and Robin Kohli to write The New Racism in K-12 Schools (2017).

Recommendation #3

To Avoid a "Mental Health Tsunami," Coordinate Resources and Wrap-Around Services in Schools

Statement of the problem:

In far too many California school districts, students experience poor health, poverty, toxic stress, low educational attainment, and community violence. COVID-19 and racism have shined a spotlight on those challenges and placed education at the crossroads between prioritizing academic instruction or social emotional learning.

FROM THE WIKI

> Experts are predicting a "Mental Health Tsunami" post Covid, the fallout of which will likely last a decade.

> Finding a mix of virtual and distanced engagement to connect and have dialogue with our communities is critical as we help balance social and emotional needs as a response to any trauma. Understanding that building empathetic relationships in school environments will help reduce barriers to connecting and learning in the classroom. The connections need to happen with families as well. If they are to be a greater extension of our learning environment then we must look at supporting home and communities as well. This means developing more collaborative partnerships to strengthen communities through the school systems to ensure that all children have access, even in the communities that struggle most. These deeper partnerships will help challenge barriers of poverty, racism, homelessness, domestic violence and any trauma our children face.

Too often, the many sources of support – immigration, housing, nutrition – are forced to fight for limited resources rather than being brought together to exponentially increase their impact. We need an all-hands-on-deck approach to meet the unique needs of our students and families per the National Aspen Commission on Social, Emotional, and Academic Development, which recommends schools "align resources and leverage partners in the community to address the whole child."

When not adequately addressed, mental illness is linked to reduced academic achievement, increased school suspensions, chronic school absences, credit deficiency, and adverse long-term outcomes. Because of systemic racism, communities of color are disproportionately affected by these challenges

and have the added burden of not being able to afford or access adequate services. Meanwhile, SEL professional development is insufficient in districts where students return each night to social conditions that jeopardize their well-being and academic proficiency.

School-based mental health service is funded in part by Proposition 63 Mental Health Service Act (MHSA) and driven by case-oriented and clinical interventions that only serve a small number of students. MHSA Prevention Early Intervention funding has yet to result in a systemic practice integrating school and mental health systems to ensure all students have access to culturally responsive SEL supports.

Proposed Solutions

FROM THE THOUGHT LEADER DISCUSSION

> From SEL organizations to public libraries, there are so many people eager to help. All they need is a leader to coordinate their efforts to do the most good.

11. Expand the K-12 accountability framework to create a comprehensive system of learning supports.

California has several tax-generating propositions (10,30,63) funding health, mental health, and K-12 education. Redeploying these resources will strengthen the development of a unified, comprehensive, and equitable system of learning support accessible to all students per the Every Student Succeeds Act.

FROM THE WIKI

> Two years ago, we forged a relationship with the University of La Verne and their Center for Neurodiversity, Learning and Wellness, and through that relationship we have been able to offer a multi-pronged approach to this work. Offering deep learning opportunities for all our school leaders, tailored learning opportunities for staff serving in the classroom, as well as awareness building for our families. These learning opportunities are rooted in the neuroscience behind the feelings of belonging, care and safety.

Trauma and health disparities are public health crises. Now is the time to shift the understanding of schools from solely academic institutions to the comprehensive support systems they are. Support the whole child by creating a comprehensive system of learning support that coalesces fragmented services in mental health, health care, substance use, parenting, nutrition, after-school programs and other providers.

That will build bridges and leverage resources to transform student services. Working in concert with school management and instruction decision-making, this will enable the paradigm shift from industrial-age teaching and learning to the knowledge-age era of student-centered instruction. Education leaders taking such action will speak loud and clear: It is OK to not solely prioritize academic standards and objectives over whole-person concerns.

12. Integrate school and health systems, leveraging resources to provide wrap-around services at schools.

Expand the multi-tiered framework to develop a unified, comprehensive and equitable system for addressing student mental health, physical health, housing, nutrition and other needs. This should focus on whole-child, whole-community development. Oversee wraparound services with site multidisciplinary teams that would provide early identification and intervention, coordinate services and monitor progress for students experiencing academic, attendance, behavior/social, or health problems that impact school success.

13. Ramp up mental health services through schools.

Mental health supports are necessary, but, unlike SEL, do not apply to all students. Teachers need to feel comfortable navigating between the two. Cross-system collaboration and community integration are necessary to develop shared knowledge among traditionally siloed systems. School districts help their SEL efforts by identifying, mapping, and analyzing the impact of student

Proposed Solutions

support service providers. Coordinate providers by practice, producing a continuum of preventative, early intervention, and intensive service delivery-system. Expanding the multi-tier framework into a comprehensive network of health and human services providers will establish K-12 education as a primary preventive system of support.

The subsystems are interweaved by aligning resources and leveraging school-community partnerships to:
- Promote good health and social skills development.
- Intervene early to identify students experiencing undiagnosed depression and other illnesses.
- Assist with chronic and severe health problems and students with disabilities.

14. Support the development of community-led, trauma-informed paraprofessionals to strengthen school-community social connections.

The current public health crisis requires whole-community engagement. Pairing post-secondary-enrolled transition-age youth with graduate school candidates to provide SEL instruction increases the consistency and frequency of delivering evidence-based social and emotional learning curriculum to primary and intermediate school-age students. The trauma-informed paraprofessionals, operating under clinical supervision, would also help identify students experiencing undiagnosed depression or other mental health challenges. By supporting development of the community-led workforce, education leaders will impact trauma exposure. They also will infuse culturally relevant SEL in school, expanding non-stigmatized mental health services throughout the entire school community. The intergenerational approach inspires students to pursue health and human service careers, establishing a positive trend for youth to follow.

Why We Believe This Will Work

Given budget constraints and the complexity of student needs, transformation requires rethinking and redeploying existing resources statewide. California's Mental Health Service Act (MHSA) is overhauling its Workforce Development Program to establish a career pathway for future social work professionals. School districts supporting the certification of trauma-informed professionals benefit from the delivery of Prevention Early Intervention (PEI) programs adapted into SEL. The approach complements the California workforce objective while simultaneously preventing problem behaviors and promoting social and emotional learning in schools.

Recommendation #4

Demonstrate Inclusiveness, Starting at the Very Top

Statement of the problem:

Children do as we do, not as we say. California state leaders must expand the state SEL model to stand up for inclusiveness, anti-racism and equity. That commitment will flow down through the state education system, into districts, schools and classrooms.

Proposed Solutions

FROM THE THOUGHT LEADER DISCUSSION

> Our social studies books have to be changed to encompass and really bring forth the contributions of every ethnic group that has created this country. There have been people of color always. There have been Latinos, Native Americans, Asian-Americans, but there's only a paragraph, if you're lucky, about it in a particular era. And especially in California, we need to change that because Asian-Americans, Native Americans, Latinos, we've been part of the social fabric.

15. Commit to more inclusive textbooks and, until then, give teachers more flexibility in how they teach.

Research shows that children thrive best when they see themselves reflected positively in the world – and their textbooks. Studies have shown that Black-American children who receive messages emphasizing cultural pride—though not necessarily through books—have higher self-esteem, better social-emotional functioning, and increased classroom engagement.

While we would like to throw out current textbooks that don't reflect the realities and experiences of our non-white students, teachers, parents and administrators, we understand that is outside of the budget realities. However, when California adopts the next round of books, particularly for Social Studies and History, we must demand those new textbooks comprehensively acknowledge the contributions of ethnic communities. Many of our communities are either missing from our textbooks or portrayed as recent immigrants even though their ancestors helped build California.

Until the books can be replaced, give teachers the flexibility to allow their students to explore beyond required textbooks. Using state standards as guidelines, students can meet those challenges in the ways that serve them best – through internet research, creative collaborations and other methods that speak to their personal experience. Support districts and school-based administrators in adapting Social Justice Standards, such as the ones put forth by Teaching Tolerance, to supplement state standards to ensure high expectations for learning.

Proposed Solutions

16. Bring all stakeholders into this process.

When you look only through one lens – or even a handful of lenses – you are not getting the whole picture. That's why we need to invite into this process representatives across generations, races and ethnicities; in classroom and out of classroom; students; families; teachers; administrators; paraprofessionals; counselors, and community members to ensure that all voices are heard and all perspectives considered as we develop statewide standards for SEL.

17. Elevate the voices of teachers and students in defining and implementing SEL.

While all stakeholders need and deserve a say in the process, teachers and students are on the front lines of this process. They deserve a bigger place at the table when decisions are being made.

18. Ease initiative overload and measure whether school and district leaders are successfully implementing SEL.

Focus on fewer learning initiatives (at least in the fall) that can be integrated with SEL in a manner that meets community needs and reinforces learning. Reducing "initiative overload" will make it easier for schools to support students still processing emotional/mental stressors. Develop a system to oversee compliance and assure schools align with SEL goals. This can direct struggling schools and guide all schools on their way to educational and emotional justice.

19. Create a Youth Board of Education

A Youth Education Board at the state level is more possible now than ever, thanks to the new familiarity with Zoom meetings. Inviting feedback from diverse student voices can give California education leaders a deep, unique and important insight into SEL success.

FROM THE WIKI

I've spent years of research in the field of childhood resiliency and social-emotional learning and have learned that emotional and behavioral regulation skills can be explicitly taught in schools and that the benefits are huge! My biggest hurdle was always to get all stakeholders on board. Especially when you're bringing in one more Curriculum. Teachers are already slammed with so many standards that, to be honest, won't all be taught in a single school year.

Leaders who understand that SEL and supporting student's emotional health is essential to academics and for children to be their best selves, will then work to allocate their money towards staff, materials, and development to support this. Even a principal with the slimmest of budgets will find a community partner, a non-profit, write a grant to get their students what they need to support their needs.

Once teachers, administrators and other school staff can learn about SEL and see how emotions affect their own behavior and learning, there is opportunity to be more empathic with the situations of students--not to mention being able to respond to students in healthier ways.

Proposed Solutions

FROM THE THOUGHT LEADER DISCUSSION

As a school administrator, I need to feel supported by people above me that have the same vision.

You can't do effective SEL work unless the system supports it. The system has to hold that safe place that values people's feelings, community, and wellness in order for it to live dynamically throughout a day and be integrated. One teacher can't say, "I allow our kids to be their full selves." It has to be done as a school.

We're focusing on teacher EQ because we're not going to have the students in the classrooms. It gives us space for the teachers who are under less stress from behavior problems than they normally have experienced. It's hard to do professional development about teacher emotional intelligence while they're like, "Yes, but how do I calm down when I have a student completely melting down?"

We need to center self-care for our staff if we want them to exhibit social emotional competencies. They can't do that unless they are secure in their own well-being.

20. Promote and support teachers' self-care

Systems need to support school staff in prioritizing their emotional well-being. This is not a selfish endeavor. When adults are healthy, they can be patient, proactive rather than reactive, make the time and emotional space to validate student feelings, de-escalate difficult behavior, and most importantly build healthy relationships. As a bonus, it will reduce teacher burnout which will, in turn, reduce teacher turnover.

Teachers will hone their craft with time and experience, but not if they leave the classroom because they are overwhelmed and unsupported. Teacher sustainability is important for students to build ongoing relationships with adults. High teacher turnover at schools that educate our most vulnerable children tells those children (implicitly or explicitly) they don't matter and that positive relationships are fleeting.

Why We Believe This Will Work

Children do as we do. We need to model for them the behavior we want to see reflected. That starts with a commitment to inclusiveness -- in the textbooks they use, in the voices that are included in forming education policy and in the way we care for one another. As we shift the concept of schools from solely academic institutions to the full service organizations they are, we need to hear from all stakeholders to ensure we are on the right track. But we need to hear from the people on the frontline of education policy -- the students and teachers -- most of all.

Bring Families More Firmly into the SEL World

Statement of the problem:

All families are being impacted by COVID-19 and the increased national awareness of systemic racism. However, families of color have been impacted in specific, negative ways by the dual pandemics of coronavirus and racism.

The ongoing burden of health inequality, injustice and deep grief that Black-American families are experiencing, the heightened xenophobia of Asian-American families, the scapegoating of Latin-American and immigrant families, and the discarding of Indigenous First World people, all must be addressed by schools in the way that fits their individual communities. To best serve students, we must understand the needs of their families.

Proposed Solutions

21. Prioritize family outreach.

Schools need the resources and flexibility to survey parents and guardians in all ways possible – phone calls, texts, email, snail mail – potentially in multiple languages, to determine what supports they need. Based on the data obtained by the surveys, schools can create Individualized Family Plans (like an IEP) that includes a family case plan, goals and objectives that address family needs, services, case management, student education needs, technology and communication needs, and follow up to meet goals and minimize stressors.

Finally, schools need an easy way to connect families to the community resources that can meet their needs, whether it is nutrition support, clothes, housing, mental health or something else.

FROM THE WIKI

> Partnering with parents is the key. We also held parent classes to teach the parents the same curriculum that we are teaching the students. This way everyone is using the same language and is aware of what the signs or signals mean. This also bridges the home to school connection.

22. Change the school funding structure to give schools attendance credit for family activities

Schools need the resources and flexibility to survey parents and guardians in all ways possible – phone calls, texts, email, snail mail – potentially in multiple languages, to determine what supports they need.
Based on the data obtained by the surveys, schools can create Individualized Family Plans (like an IEP) that includes a family case plan, goals and objectives that

Proposed Solutions

address family needs, services, case management, student education needs, technology and communication needs, and follow up to meet goals and minimize stressors.

FROM THE WIKI

A few days after our school shut down, one parent contacted me and frantically asked if I could Zoom her child into an independent worker. He is a lovable, bright kid whose growing edge has been in developing a problem-solving attitude. Inside his mother's question, I heard such overwhelm and anxiety. I believe she didn't want to make mistakes and felt a greater burden of education on her shoulders. At that time, I counseled her by saying that her child will learn as he shelters at home. He will learn to express his emotions. He will learn to ask for help. He will learn to be resilient. He will learn about togetherness. He will learn life lessons that usurp all academic ones. I told her that we would teach him, together.

Children who miss a day or two of school because a family has an activity or obligation that strengthens the family -- and sometimes the child's education -- are penalized and sent threatening letters about unexcused absences, with words thrown around like truancy. Need an extra day for an overnight trip to see grandparents? Unexcused. Want to experience a museum on a non-weekend? Unexcused. Have a family member detained or incarcerated and the visiting hours require either travel or visits during part of a school day? Unexcused. Heck, under the law there's no time allowed if a parent or grandparent is dying to visit and spend time -- the only time allowed is for the funeral, and only a day!

FROM THE WIKI

One area that we think seems very tricky but offers a great societal opportunity is for schools to help get these new tools into the home. One of the next big ideas that we think might have a huge impact on our country's future is to set up student "homework" that involves parents learning and then teaching their children (and themselves) basic emotional tools.

If students had access to a SEL class, or even better, where they earn credits by attending office hours with teachers where they could build relationships one-on-one, as a way to embed the supports within the day.

23. Build home-school connections that engage families in SEL so they have access to the same language and tools that are being taught at schools.

Students reflect adult behaviors, whether these are modeled by teachers or parents. Therefore, it is important to provide parents with similar resources and lessons to those implemented in the classroom. This creates continuity from school to home. The schemas created will be significant as they are incorporated into the routine life of our students. It should be remembered that the first teachers of our children are parents or family guardians. In this manner, our students and parents are simultaneously developing social-emotional competence. When schools provide these resources, parents feel more supported and more connected to school.

24. Relax graduation rules to lower student stress levels.

When schools are "docked" for not graduating students in four years, the stress on the staff and students is tremendous. What if high school students could take as few as 20 credits for most semesters, graduate in 5 years instead of four? We also believe students should be allowed to earn credits from activities that build SEL skills.

Proposed Solutions

FROM THE WIKI

> COVID-19 may enable new approaches to SEL in the short term, but as long as the high-stakes outcomes in our accountability system -- the colors on the Dashboard -- do not reflect the importance of SEL, I fear we will return to business as usual. School climate, student engagement and parent engagement are among our state priorities, so we are part way there. I would love to see local education leaders find ways to elevate the visibility and salience of those priorities with school level staff and with their parent communities. I think state policy makers have an important role to play in supporting that.

25. Require each school to appoint a Family Engagement Coordinator

The uncertainty that COVID-19 brings to the fall makes it crucial that all schools have a Family Engagement Professional. This professional can help keep communication flowing between all stakeholders, connect parents to local resources, and help bridge communication gaps that arise as we implement distance learning. In many districts, these professionals conduct home visits, help families access technology, provide support, help at-risk families tap into local food banks and shelters, and serve as an avenue of communication between families, teachers, counselors and administrators.

Why We Believe This Will Work

We know that families play a huge role in a child's social emotional development. Schools cannot do this work alone. Helping parents and guardians understand the role of SEL and making them allies in the skills building will increase exponentially the impact of SEL and the success of our students. Also, it will create competency in parents as they, too, implement SEL at home, forging a tighter bond between the home and school focused on the whole child.

The Thought Leaders

Sandra Azevedo has been an educator for 25 years. She has worked as a school psychologist, coordinator for special education, and as the Social & Emotional Learning lead for BCOE as part of the CA MTSS initiative. Sandra is on the CA SEL Community of Practice Team and is a licensed trainer through IIRP for Restorative Practices. Sandra also provides training and support for local & regional Trauma/Healing Centered Engagement efforts; provides county level professional development and Differentiated Assistance; and facilitates the Butte Professional Learning Network for LEA leaders to engage in continuous improvement with emphases on implementation and improvement science and participatory leadership processes.

Diocelina Van Belle is an Elementary Assistant Principal with the Rialto Unified School District and has over twenty years of experience ranging from classroom experience to administration. As the child of migrant workers, the value of education was instilled upon Diocelina at an early age as she and her family worked in the fields. This first hand, real-world experience has made Diocelina a better educator, striving to assist underserved students to reach their goals of academic, emotional and social success. Diocelina has been instrumental in implementing and facilitating key programs, including Dual Language Immersion, Environmental Literacy, and Project to Inspire at both the site and District level.

Soundhari Balaguru, PhD, is a clinical psychologist with 15+ years of experience working with schools. As founding Director of Social-Emotional Learning & Mental Health at Caliber: ChangeMakers Academy, a diverse K-8 in Vallejo, CA, she is reimagining education with SEL and Restorative Practices; developing innovative and equitable curricula, systems, trainings, and leadership practices that grow social-emotional competencies in students and staff. Previously, she worked with the Boston Children's Hospital/Harvard Medical School community school program to provide culturally responsive care and close the access gap in schools through clinical/consultation services for students, families, and staff. Her passion is collaborating with schools to meet the needs of the whole child so every student can learn.

Akilah Byrd is an accomplished school administrator originally from Oakland, CA, recently named the "2020 Elementary School Principal of the Year" by the Association of California School Administrators for Region 6. Akilah has a Master's Degree in Educational Leadership (Social Justice) from California State University of the East Bay and has devoted the past 18 years to public education as a K-8 teacher and K-12 site administrator, experiences helping her to better understand each students' unique needs. Akilah is principal of Graham Elementary School (Newark,CA) and believes that all students are capable of academic success and supports the use of restorative practices, culturally responsive techniques & wrap-around services in schools.

Nicole Erquinigo has taught in New York, Boston, San Francisco, and Oakland. She is trained as a Behavior Therapist as well as a Literacy Specialist and created Social Justice Curriculums for learning around homelessness, Native American History, people with disabilities, and climate change. This year she led her 2nd graders in launching their first school garden. During quarantine her class took up growing their own food at home. For the fall, Nicole is preparing a curriculum for student recognition of xenophobia, anxiety, and self-soothing techniques. Social Emotional Learning is the core of all Nicole's practices as an educator. The support that SEL offers in identity and relationship building is the greatest motivator for her students.

Colleen Ferreira holds an Administrative Services Credential, a Master's Degree in Elementary Education, and certificate in Teaching Social Emotional Learning and Character Development from Rutgers University. She has taught for 15 years in the Cypress School District and served as a MTSS District Representative to support implementation of MTSS, trained through OCDE in the Resilient Mindful Learner Project, and serves as Social Emotional Learning Lead at her site. She spearheaded implementation of an SEL curriculum school-wide and develops professional development for staff and community. She's currently working with ACSA's Equity Professional Learning Network to build capacity in cultural proficiency and supporting equitable outcomes for disenfranchised students.

Mai Xi Lee has been a passionate equity educator for 22 years. Ms. Lee has served the gamut of the K-12 spectrum, having been a Bilingual paraprofessional, 4th grade teacher, high school counselor, high school Assistant Principal, and currently as the Social Emotional Learning Director for SCUSD. Ms.Lee believes strongly that all students deserve to be educated in socially and emotionally safe learning environments with educators who are nurturing, caring, and culturally responsive to their diverse students' needs. To that end, Ms. Lee is firmly committed to interrupting systems of inequity and steadfast in supporting all students to thrive no matter their race, culture, learning needs, and/or zip code. Ms. Lee received her Bachelor of Arts degree from Pepperdine University, and Masters in School Counseling, Pupil Personnel Services Credential, and Administrative Services Credential from California State University, Sacramento.

Morgan W. Moen M.Ed. is a credentialed Social Studies and General Science middle school teacher. He's been teaching middle school World and U.S. History for the past five years. He earned his teaching credential from California State University Stanislaus and went on to earn his Masters in Teaching and Learning from Brandman University. He has served as Department Chair, a member of the Guiding Coalition, and a member of the Curriculum, Instruction and Assessment Committee for his district. Morgan facilitates social and emotional learning by creating in-class experiences through collaborative projects.

Dr. Hugo Moreno Ph.D. is the Director of Parent Relations for CABE, Principal at MVSD. I've been in education for 28 years. I have PhD in Urban Education with a Social Justice Emphasis from Claremont Graduate University, Three MA degrees from California State University Los Angeles: Educational Foundations (Sociology emphasis), Educational Administration, Mexican American / Chicano Studies and a BA in Chicano Studies. I've presented on multiple topics including

access to higher education, the Impostor Syndrome in Education, its impacts on minority communities, and student academic resilience. I have over 60 Op/Ed pieces published in La Opinion Spanish language newspaper.

Susan Ward Roncalli is a veteran teacher with over 30 years of experience as a secondary English Language Arts instructor. She is currently working on her PhD at Claremont Graduate University. She was an International Baccalaureate MYP and service-learning coordinator. She was a National Board-Certified Teacher. She has presented at conferences on service learning and social emotional learning nationally and internationally. Susan served on the California team for the CASEL Collaborating States Initiative and was a member of the Social Emotional Learning National Practitioner's Advisory Group. She currently works as a Social Emotional Learning Adviser for the Division of Instruction with the Los Angeles Unified School District.
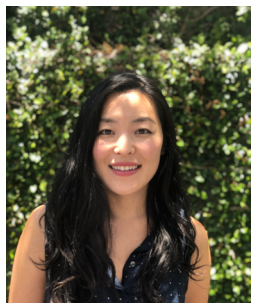
Samantha Song has been an elementary educator for 10 years, and has a background in instructional leadership and education policy. She was a Commonwealth Policy Fellow and an advisor for the Massachusetts Department of Education's diversity initiatives. Samantha is a strong proponent of social emotional learning and culturally responsive teaching to create an equitable environment for all children. She was active in leading the roll out of an SEL curriculum across her former school district and currently creates SEL content for a startup. Samantha has a B.A. in Political Science from Barnard College of Columbia University, an M.S. in Childhood Education from Hunter College, and an Ed.M. in International Education Policy from Harvard's Graduate School of Education.

Professional Athlete turned Social Scientist; **Bruce Wheatley** contributes to his expertise having investigated the intersection of health, human service, and K-12 education for over twenty years. As an ally for social justice, Bruce developed his unique systems-thinking insight embracing chaos and institutional theories, and the science of complexity. As a Thought Leader, Bruce is committed to ensure top-down reforms link effectively with bottom-up community-defined evidence practices. Bruce received recognition in Dr. Francis Duffy's 2011, The Revolutionaries: A Director of Informed Education Critics, Creative Innovators, and System Architects. Mr. Wheatley has a B.S. in Sociology from the University of Texas-San Antonio and began a Masters in Communication Management at USC. From 2013-2016, Bruce co-chaired the Los Angeles County Department of Mental Health Cultural Competence Committee and currently serves as San Bernardino County Department of Behavioral Health Cultural Competence Advisory Committee Co-chair.

Nini White, BA, I've taught, lectured, designed curriculum for, and written about SEL since the 80's, when my kids were in elementary school. Twenty years of teaching taught me that effective SEL in schools must be as deep and as wide as the lived experience of being human. I host the Big Picture Social Emotional Learning Podcast: conversations with early childhood educators and parents who are doing the crucial work of honestly connecting with young kids, around the full scope of their challenges and opportunities. I offer PDs based on the KIDS' OWN WISDOM® whole child SEL approach.

References

Substance Abuse and Mental Health Services Association Phases of Disaster.

Handbook of Social Emotional Learning and Practice; Weissberg, Durlak, Domitrovich, Gulotta, 201

Measuring SEL: Using Data to Inspire Practice.

California Department of Education. (2018). California's Social and Emotional Learning Guiding Principles.

Colby, S.A. & Lyon, A.F. (2004). Heightening Awareness about the Importance of Using Multicultural Literature. Multicultural Education, 24-28.

DeLetter, E. June 16, 2020, "Alumni petitions West Lafayette schools for Antiracist Education", USA Today.

Donohoo, J. (2017) Collective Efficacy: How Educator' Beliefs Impact Student Learning. Singapore: Corwin

Gerwertz, C. June 9, 2020, Attention School Leaders: "Students Are Demanding Anti-Racist Curriculum and Instruction".

Huber, Lindsay Perez Johnson, Robin N. Kohli, Rita, "Naming Racism: A Conceptual Look at Internalized Racism" in U.S. Schools, Chicana/o Latina/o Law Review, 26(1).

Landsman, J., "Helping Students Discuss Race Openly", Educational Leadership,November 2016 | Volume 74 | Number 3.

MacCann, C., Jiang, Y.,R. Brown, L., "Emotional Intelligence Predicts Academic Performance: A Meta-Analysis", American Psychological Foundation 2019, 2020, Vol. 146, No. 2, 150 –186.

Simmons, D., "How to Be an AntiRacist Educator", ASCD, Education Update, October 2019 | Volume 61 | Number 10.

Taylor Jr., O. Dec. 9, 2018, "Despite promises Schools don't seem to learn lesson on racism", San Francisco Chronicle.

Warmerdam, E. Dec. 13 2013, "Racism Alleged in Northern California", Courthouse News Service.

Wells, Fox, Cordova. Feb 9, 2016, "How Racially Diverse Schools and Classrooms Can Benefit All Students", The Century Foundation.

Wood, C., Yardsticks: Children in the Classroom Ages 4-14, Northeast Foundation for Children, 2007.

BEYOND DIFFERENCES™

Inspiring Youth to End Social Isolation

We founded Beyond Differences in 2010 as a social justice movement to give voice to youth through student leadership activities and activism to end social isolation. As a direct service organization, Beyond Differences works with over 6000 schools in all 50 states with our Positive Prevention Initiatives: Know Your Classmates, No One Eats Alone and Be Kind Online. It has always been our dream to ensure that culturally responsive SEL practices for staff and students alike will become a requirement in California schools. Thanks to the leadership of Governor Gavin Newsom, First Partner Jennifer Siebel Newsom and State Superintendent for Public Instruction Tony Thurmond, we have been able to take the critical first steps towards this goal.

We are grateful to Education First and the team at WikiWisdom for their guidance and leadership through this project. This WikiWisdom Forum was paid for by a generous grant from the Marin Community Foundation. Our special and enduring thanks goes to the visionary Dr. Tom Peters, for his support and belief in our mission to create a world where every student feels valued, respected, accepted and included by their peers no matter what their difference.

beyonddifferences.org

WIKIWISDOM

FORUM

The power of technology,
peer collaboration
and networks.

wikiwisdom.net