

General Information

Board/Commission and seat you are seeking:
Education and Early Development Board, 2nd Judicial District

Additional Boards/Commissions of interest:

Preference Order Board

- 2) Bering Sea Fishery Advisory Board
- 3) Pacific Salmon Commission - Northern Panel
- 4) Boating Safety Council

State Boards/Commissions on which you have served:
None

First Name
Jeffrey

Middle Name
D.

Last Name
Erickson

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Conflict of Interest

Full disclosure of personal financial data under AS 39.50.010 is required for certain boards and commissions. Are you willing to provide this information if required for the board or commission which you are applying?

Yes

Service in a public office is a public trust. The Ethics Act (AS 39.52.110) prohibits substantial and material conflicts of interest. Is it possible that you or any member of your family will benefit financially by decisions to be made by the board or commission for which you are applying? If you answer 'yes' to this question you MUST explain the potential financial benefit.

No

Please explain the potential financial benefit

Employment History

Employment work history including paid, unpaid, or voluntary.

AK Sportsmedicine Clinic - Exercise Lab Director (1983-86); Bering Strait School District - Certified Teacher (1988-1997); RurAL CAP Head Start - Regional Manager - (1998-2003); Bering Strait School District - Student Activities Director (2003-2019); Commercial Fisherman (Norton Sound) - Herring/Salmon/King Crab - (1979-present); Basketball/Volleyball/XC Ski/NYO coach - (1986-2006 various times);

Education, Training, Experience & Qualifications

List both formal and informal education and training experiences:

BA - Kinesiology (University of Washington); Secondary Teaching Certificate (University of Alaska)

List any professional licenses, certifications, or registrations and dates obtained that may be used as qualifying criteria:

Secondary Teacher Certification - 1986

Norton Sound Salmon permit

Norton Sound Herring permit

Norton Sound Red King Crab LLP

List any community service, municipal government, and state positions held, and any awards received.
City Council (Unalakleet) - 15 years; Unalakleet Valley Electric Co-Op board (10+ years); Southern
Norton Sound F&G Advisory Board (4 years); REAA School Board (BSSD) 1 year;

Conviction Record

Have you ever been convicted of a misdemeanor within the past five years or a felony within the past ten years?

No

Conviction Circumstances

Certification of Accuracy & Completeness

By submitting this online application, I swear the information I have entered on this form is true to the best of my knowledge. I understand that if I deliberately conceal or enter false information on the form my application may be rejected, I may be removed from the list of eligible candidates, or I may be removed from the position. I agree that the Office of the Governor may contact present or former employees or other persons who know me to obtain an additional information about my skills and abilities. I understand that the information on this application is public information and may be released through a legal request for such information.

Type "I certify"

"I certify"

Resume Addendum:

Press Release Wording

Submitted: 10/29/2020 7:25:37 PM

General Information

Board/Commission and seat you are seeking:
Education and Early Development Board, Member

Additional Boards/Commissions of interest:

Preference Order Board

1) Personnel Board

State Boards/Commissions on which you have served:

Alaska

First Name

Keith

Middle Name

John

Last Name

Hamilton

Conflict of Interest

Full disclosure of personal financial data under AS 39.50.010 is required for certain boards and commissions. Are you willing to provide this information if required for the board or commission which you are applying?

Yes

Service in a public office is a public trust. The Ethics Act (AS 39.52.110) prohibits substantial and material conflicts of interest. Is it possible that you or any member of your family will benefit financially by decisions to be made by the board or commission for which you are applying? If you answer 'yes' to this question you MUST explain the potential financial benefit.

No

Please explain the potential financial benefit

Employment History

Employment work history including paid, unpaid, or voluntary.

Founding President, Alaska Christian College, Soldotna, AK, 2000 to present

Assoc. Pastor to Students, Arvada Covenant Church, Arvada, CO, 1996-2001

Assoc. Pastor to Students, Community Covenant Church, Rocklin, CA, 1989-1996

Program Director, Cascades Camp and Conf. Center, Yelm, WA, Summers 1988-89

EMT/Driver, Shepard Ambulance, Seattle, WA 1986-89

Short term Missionary to Youth, Evangelical Covenant Church, Mexico City, MX, 1984-85

Sr. High Youth Director, Newport Covenant Church, Bellevue, WA 1983-84

Jr. High Intern, Newport Covenant Church, Bellevue, WA 1982-83

Program Director, Circle C Ranch, Leavenworth, WA, Summers 1981-84

Youth Director, S. Lake Stevens Covenant Church, Everett, WA, 1981-82

Camp Counselor, Circle C Ranch, Leavenworth, WA, Summer 1980

Hardware Salesperson, Sears, Everett, WA, 1980-81

Hardware Salesperson, Coast to Coast Hardware, Lake Stevens, WA 1978-1980

Education, Training, Experience & Qualifications

List both formal and informal education and training experiences:
Doctor of Ministry, Youth and Family Ministry Culture Cohort, Fuller Theological Seminary, Pasadena, CA 2007
Orientation Studies, North Park Theological Seminary, Chicago, IL 1989
Masters of Divinity, Theology, Concentration in Youth Ministry, Fuller Theological Seminary, Pasadena, CA, 1989
Bachelor of Arts Degree, Christian Education, Seattle Pacific University, Seattle, WA, 1984
Assoc. of Arts and Sciences Degree, Everett Community College, Everett WA, 1982
Diploma, Lake Stevens High School, Lake Stevens, WA, 1980

List any professional licenses, certifications, or registrations and dates obtained that may be used as qualifying criteria:
Ordination, Evangelical Covenant Church, Chicago, IL 1991
Evangelical Covenant Church Ministerium, 1986 to present
Kenai Peninsula Alaska Ministerial Association, 2001-present
Soldotna Chamber of Commerce, 2005-present
Kenai Peninsula Executive Directors Association, 2010-present
Certified- Christian Non-Profit Leader, Azusa Pacific Univ. 2012

List any community service, municipal government, and state positions held, and any awards received.
Volunteer Firefighter Captain, Central Emergency Services, Soldotna, AK 2002-06, 2009-14
Volunteer Firefighter Lieutenant, Central Emergency Services, Soldotna, AK 2006-2009
Volunteer Firefighter, Central Emergency Services, Soldotna, AK 2000-01
Emergency Medical Technician I, Firefighter I, 1981-present
Certificate of Award, Central Emergency Services, Soldotna, AK, 2003
Volunteer Firefighter and Lieutenant, Arvada Fire Dept, Arvada, CO 1996-2001
Award of Service, Rocklin Fire Dept, Rocklin, CA 1996
Volunteer Firefighter, Lake Stevens, WA; Renton, WA, Rocklin, CA, Arvada, CO 1978-1998
Member, Kenai Peninsula Regional Development Coalition, Soldotna, AK 2004-2006
Member, Alaska Airlines MVP Gold Advisory Committee, 2006-2008
Alumni Medallion Award Winner, Seattle Pacific University, 2012
Christianity Today Magazine- Lead article interview, 2012
Seattle Pacific University Response Magazine- Life story interview, 2012
Fuller Seminary Focus Magazine and Website- Life story interview, 2012

Conviction Record

Have you ever been convicted of a misdemeanor within the past five years or a felony within the past ten years?

No

Conviction Circumstances

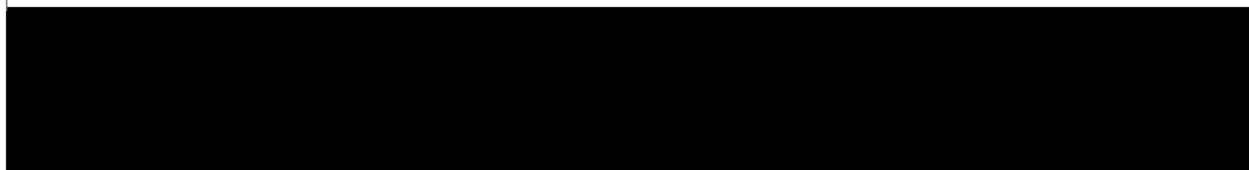
Certification of Accuracy & Completeness

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Type "I certify"

"I certify"

Resume Addendum:



Danette Lin Peterson



Education: **National Benedictine University, Wheaton, IL**
M.Ed. Reading Specialist and Instructional Coaching: August 2014

National Louis University, Lisle, IL
Certification in secondary Education: January 2005

Chicago Kent-IT College of Law, Chicago, IL
Juris Doctorate: June 1995

University of Wisconsin - Madison, WI
B.A. Political Science and minor in psychology: May 1991

Professional Experience:

Fairbanks North Star Borough School District, Fairbanks, AK
Secondary education, middle and high school: 2010-present

DeKalb High School, DeKalb, IL
High school social studies and literacy instructor: 2006-2010

Laura Urbik Kern, Attorney at Law, Elmhurst, IL
Associate attorney-at-law - family law practice: 2003-2005

John Anderson and Associates, Schaumburg, IL
Associate attorney-at-law - bankruptcy and family law practice: 1997-2003

Kreiter and Byck, Attorneys at Law, Chicago, IL
Associate attorney - workers compensation and personal injury: 1995-1997

Other Professional Development:

Personalized Tech Coach Course Completion: May 2018

National Science Foundation Grant educator
Down-Brown study with UAF: 2016-2018
iTest Robotics instructor: 2014-2017

Certified Gifted educator
University of California- San Diego: 2014

Differentiation of Instruction Building-level Instructor: 2014

Mentor Teacher through UAF: 2013

Curriculum Development Author for Social Studies: 2012

Various Coursework, including but not limited to:

Technology Integration in the Classroom: 2018

Incorporating Debate in the Classroom: August: 2018

We the People- Citizenship: 2017

Freedoms Foundation educator scholarship recipient: 2015

Differentiation of Instructor Training: 2014

Congress in the Classroom educator scholarship recipient: 2013

We the People- Fair Elections: 2013

Strategies for Cooperating Mentor Teachers: 2013

Leadership:

FEA Bargaining Team member: 2018-present

FEA Board of Director, Ft. Wainwright: 2016-present

NEA-AK Legislative Action Team member: 2017-present

FEA representative Discipline Advisory Committee: 2018

Superintendent's School Advisory Representative: 2015-2018

FEA Building Representative: 2015-2016

Community Involvement:

Middle School Debate Coach: 2015-present

Fairbanks Northstar Borough Kids Voting Liaison: 2010-present

Troop 85 Girl Scout leader: 2017-present

We the People Coach for Tanana Middle School: 2017-2018

Tanana Middle School Junior Honor Society Co-Sponsor: 2014-2018

Troop 20 Boy Scout Adult Leader: 2016-2017

Lathrop High School Diversity Club Co-Sponsor: 2011-2013

HOUSE BILL NO. 25

IN THE LEGISLATURE OF THE STATE OF ALASKA

THIRTY-SECOND LEGISLATURE - FIRST SESSION

BY REPRESENTATIVE HOPKINS

Introduced: 2/18/21

Referred: Education, State Affairs

A BILL

FOR AN ACT ENTITLED

1 **"An Act relating to the duties of the state Board of Education and Early Development;**
2 **relating to statewide standards for instruction in social-emotional learning; and**
3 **providing for an effective date."**

4 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

5 * **Section 1.** AS 14.07.165(a) is amended to read:

6 (a) The board shall adopt

7 (1) statewide goals and require each governing body to adopt written
8 goals that are consistent with local needs;

9 (2) regulations regarding the application for and award of grants under
10 AS 14.03.125;

11 (3) regulations implementing provisions of AS 14.11.014(b);

12 (4) regulations requiring approval by the board before a charter school,
13 state boarding school, or a public school may provide domiciliary services;

14 (5) **statewide standards for instruction in social-emotional learning**

1 [REPEALED].

2 * **Sec. 2.** The uncodified law of the State of Alaska is amended by adding a new section to
3 read:

4 TRANSITION: REGULATIONS. The state Board of Education and Early
5 Development may adopt regulations necessary to implement the changes made by this Act.
6 The regulations take effect under AS 44.62 (Administrative Procedure Act), but not before the
7 effective date of the law implemented by the regulation.

8 * **Sec. 3.** Section 2 of this Act takes effect immediately under AS 01.10.070(c).

9 * **Sec. 4.** Except as provided in sec. 3 of this Act, this Act takes effect July 1, 2022.

Representative Grier Hopkins



ALASKA STATE HOUSE OF REPRESENTATIVES

Sponsor Statement for HB 25

An Act relating to public school funding for social and emotional learning; and providing for an effective date

Social and emotional learning (SEL) is the process through which students acquire and apply the knowledge, attitudes, and skills to develop coping mechanisms, manage emotions, set and achieve goals, maintain positive relationships, and make responsible decisions. House Bill 25 creates curriculum standards within the Department of Education and Early Development to help guide school districts and educators as they incorporate SEL into their classrooms.

Awareness of the need for these skills has grown in recent years. Increasingly, employers and medical professionals recognize SEL skills as essential. Parents who have watched their children struggle to maintain positive relationships and self-motivation during the pandemic closures know the value of developing these skills at home and at school. Early interventions of SEL show positive outcomes far into adulthood, increasing educational attainment and decreasing poverty. Today, SEL skills are acknowledged as the best indicators for a student's future success.

As a part of a balanced curriculum, SEL can help get students back to learning faster and develop coping methods to overcome obstacles, whether in the classroom or at home.

Across Alaska, SEL is already part of everyday learning - but there is little guidance to districts and educators on standards and best practices.

HB 25 gives school districts that baseline standard while allowing for local and culturally-relevant individualization. Recognizing that a statewide standard of practice is in the best interests of students, educators, and families, HB 25 will bring together experts and practitioners to develop these standards and give our students the support they need to succeed.

Ester – Goldstream – Fox – Steese – Birch Hill

In Juneau ◦ Alaska State Capitol Room 409, Juneau, Alaska 99801

In Fairbanks ◦ 1292 Sadler Way Suite 308, Fairbanks, Alaska 99701

Juneau ◦ (907) 465-4457 ◦ **Fairbanks** ◦ 907-456-8172

Email: Rep.Grier.Hopkins@akleg.gov

Representative Grier Hopkins



ALASKA STATE HOUSE OF REPRESENTATIVES

Sectional Analysis for HB 25

**An Act relating to public school funding for social and emotional learning;
and providing for an effective date**

Sectional Analysis (version A)

- Section 1: Amends AS 14.07.165(a) to add section 5 directing the Alaska State Board of Education and Early Development to adopt statewide standards for instruction in social-emotional learning.
- Section 2: Authorizes the Department of Education and Early Development to adopt regulations to implement the act, but not before the effective date.
- Section 3: Notes that an effective date for Section 2 will be as indicated in AS 01.10.070(c), the day after signature by the governor.
- Section 4: Provides for an effective date of July 1, 2022, except as noted by Section 3.

Ester – Goldstream – Fox – Steese – Birch Hill

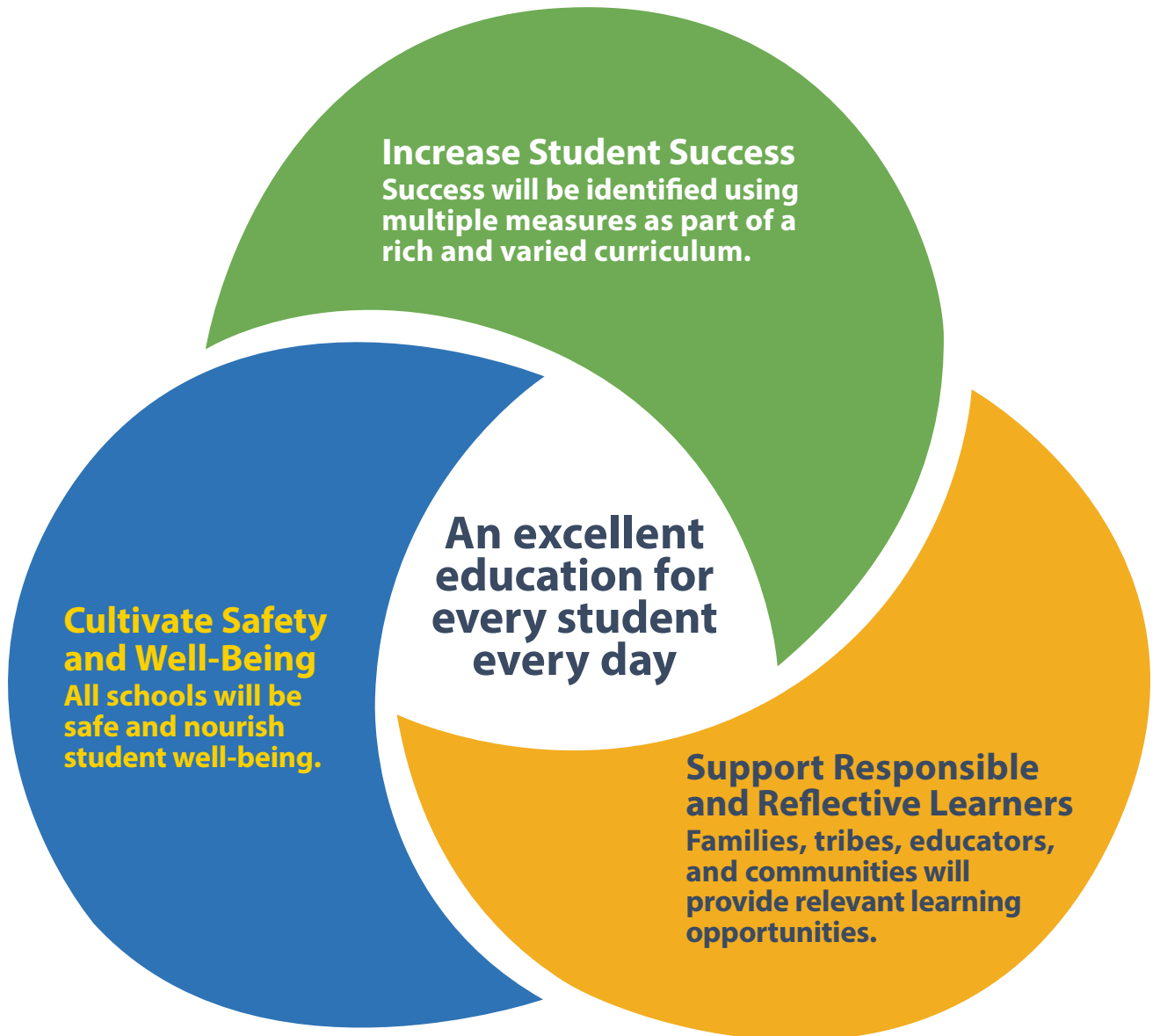
In Juneau ○ Alaska State Capitol Room 409, Juneau, Alaska 99801

In Fairbanks ○ 1292 Sadler Way Suite 308, Fairbanks, Alaska 99701

Juneau ○ (907) 465-4457 ○ **Fairbanks** ○ 907-456-8172

Email: Rep.Grier.Hopkins@akleg.gov

Alaska's Education Challenge



CASEL'S SEL FRAMEWORK:

What Are the Core Competence Areas and Where Are They Promoted?

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.



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Learn more: www.casel.org/what-is-SEL



THE CASEL 5:

The CASEL 5 addresses five broad, interrelated areas of competence and examples for each: *self-awareness*, *self-management*, *social awareness*, *relationship skills*, and *responsible decision-making*. The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers.

www.casel.org/what-is-SEL

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

Pre-K-2nd Grade Social & Emotional Learning

Pre-K-2

Self-Awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

SEL Standards	Objective	Activities/Examples
1A. Students demonstrate an awareness of their emotions	I am aware of what I am feeling. <ul style="list-style-type: none"> Recognize and label emotions/feelings Describe their emotions and the situations that cause them (triggers) 	Positive Action Unit 1 "I" statements Kelso Choices Bucket Filling Literature Tough Kids Social Skills Smart Start Smart Kids (Mulkey & M. prick) Bully Blockers (Bill Jensen) Auto B Good SuperFlex Second Step How Does Your Engine Run Mindfulness Growth Mindset Author Julia Cook (30+titles SEL)
1B. Students demonstrate awareness of their personal and physical traits	I know what I do well, and know what areas I can work on. <ul style="list-style-type: none"> Identify their likes and dislikes Describe things they do well Describe an activity/task in which they may need help in order to be successful 	Positive Action Unit 2 Student of the Week poster Auto B Good Student Lead Conferencing/goal setting Second Step How Does Your Engine Run
1C. Students demonstrate awareness of their external supports	I am aware of the supports I have around me. <ul style="list-style-type: none"> Identify an adult they trust Explain situations in which they need to seek adult help (big problem/small problem). Understand how and where to get help in an emergency situation 	The Great Body Shop Bully Blockers (Bill Jensen) Super Flex Capturing Kids' Hearts
1D. Students have a sense of personal responsibility	I am aware of and accept my responsibilities. <ul style="list-style-type: none"> Understand that school-wide expectations and responsibilities promote a safe and productive environment Accept that there are positive and negative consequences for their choices and actions Acts responsibly when using other people's property 	Guidelines for Success Love & Logic Auto B Good SuperFlex CHAMPS Ch. 7 & 8 Check In Check Out Positive Action Unit 5

1E. Students have an awareness of personal safety and appropriate boundaries	I am able to assert myself and advocate for my own safety when necessary. <ul style="list-style-type: none"> Differentiate between safe and unsafe touch Identify safe adults to help 	The Great Body Shop Bully Blockers Tough Kids Social Skills Positive Action Unit 5
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Pre-K-2

Self-Management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

SEL Standards	Objective	Activities/Examples
2A. Students demonstrate ability to manage their emotions constructively	I can manage my emotions in a way that is appropriate. <ul style="list-style-type: none"> Identify ways to calm themselves Demonstrate constructive ways to deal with upsetting emotions Walk away/remove themselves from a triggering event 	Positive Action Unit 3 Great Body Shop Kelso Choices Strong Start Go Noodle SEL Stop & Think Second Step Auto B Good SuperFlex How Does Your Engine Run
2B. Student demonstrates honesty and integrity	I can act in an honest manner. <ul style="list-style-type: none"> Distinguish between a truth and a lie Analyze the consequences of lying and/or breaking classroom/school rules Understand the importance of telling the truth 	Positive Action Unit 5 Auto B Good Second Step CKH Social Contract
2C. Student demonstrates ability to set and achieve goals	I can set and achieve goals that will help me to be successful. <ul style="list-style-type: none"> Identify a goal (wish, dream) Identify the steps needed to perform a routine task or accomplish a goal Describe something they have accomplished. 	Positive Action Unit 6 Auto B Good NWEA Goal Setting SuperFlex CHAMPS chpt 8 Intervention C Goal Setting (R. Sprick) Student Led Conferences Check In Check Out

Pre-K-2

Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

SEL Standards	Objective	Activities/Examples
3A. Student demonstrates awareness of other people's emotions and perspectives	I care about the feelings and viewpoints of others. <ul style="list-style-type: none"> Predict how others are feeling based on their facial expressions and body language Recognize words and actions that hurt others 	Positive Action Unit 4 Second Step Bucket Filling Stop & Think Auto B Good Smart Kids (Mulkey, M. Sprick) Tough Kids Social Skills Book Love & Logic
3B. Student demonstrates consideration for others and desire to positively contribute to the community	I care about others and do my part to make my community better. <ul style="list-style-type: none"> Recognize and name how others within their school, home, and greater community help them Identify how they help others (e.g. feed the dog, share, and clean up when asked) Express how they feel about helping others 	Positive Action Unit 4 Second Step Bucket Filling Auto B Good Super Flex
3C. Student demonstrates an awareness of cultural issues and a respect for human dignity and differences	I care about and respect the individual differences of others. <ul style="list-style-type: none"> Describe ways that people are similar and different Name positive human qualities in others that cross all cultures and groups 	Positive Action Unit 4 Auto B Good Bucket Filling Bully Blockers (Diversity Lessons, Bill Jensen author)

3D. Student can read social cues	I care about how I perceive others and how they perceive me. <ul style="list-style-type: none"> Understand the importance of respecting personal space Appropriately engage in play with others (i.e. introduce self, ask permission, join in, and invite others to join in) Wait their turn, observe the situation, and know when it's appropriate to respond 	Positive Action Unit 3 Auto B Good Second Step Super Flex Smart Kids (Mulkey, M. Sprick) Tough Kids Social Skills Book
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Pre-K-2

Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

SEL Standards	Objective	Activities/Examples
4A. Student uses positive communication and social skills to interact effectively with others	I will interact well with others. <ul style="list-style-type: none"> Pay attention to others when they are speaking Demonstrate the use of verbal etiquette (use please, thank you, excuse me, etc.) Take turns and share with others 	Positive Action Unit 3-4 Great Body Shop Auto B Good Second Step Kagan Team building and structures Smart Kids (Mulkey, M. Sprick) Tough Kids Social Skills Book CKH Social Contract
4B. Student develops constructive relationships	I will work on having constructive relationships. <ul style="list-style-type: none"> Identify relationships they have with others List traits of a good friend Design a plan for making friends 	Positive Action Unit 4 Great Body Shop Auto B Good Bully Blockers (Bill Jensen, author) Smart Kids (Mulkey, Tough Kids) Soc. Skill
4C. Student demonstrates the ability to prevent and resolve interpersonal conflicts in constructive ways	I will deal with interpersonal conflicts constructively. <ul style="list-style-type: none"> Identify interpersonal problems they need adult help to resolve Recognize there are many ways to solve conflicts and practice solving problems using a menu of choices 	Positive Action Unit 3 Great Body Shop Auto B Good Love and Logic Second Step Super Flex Bully Blockers (Bill Jensen, author) CKH Social Contract

Pre-K-2

Responsible Decision-Making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

SEL Standards	Objective	Activities/Examples
5A. Student uses effective decision-making skills	I can make good decisions. <ul style="list-style-type: none"> Describe ways to promote the safety of themselves and others. Recognize that they have choices in how to respond to situations. Implement thought, actions, and feelings circle 	Positive Action Unit 3 Super Flex Love and Logic Stop & Think Bully Blockers (Bill Jensen, author) Smart Kids (Mulkey, M. Sprick) Tough Kids Social Skills Book
5B. Students identify problem and consider multiple consequences	I can solve problems. <ul style="list-style-type: none"> Identify the problem Identify a range of decisions that students make at school Predict consequences for different decisions 	Positive Action Unit 6 Auto B Good Love and Logic Super Flex Bully Blockers (Bill Jensen, author) Tough Kids Social Skill Book (Susan Sheridan, PhD author)

3rd – 5th Grade Social & Emotional Learning

3-5 Self-Awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.		
SEL Standards	Objective	Activities/Examples
1A. Students demonstrate an awareness of their emotions	I am aware of what I am feeling. <ul style="list-style-type: none"> Distinguish among intensity levels of their emotions Describe how they physically respond to emotion Recognize and label emotions and discuss how they are linked to behavior 	Positive Action Units 1, 3, 6 Capturing Kids Hearts: Good Things Class Meeting I-Statements Stop & Think CICO Great Body Shop
1B. Students demonstrate awareness of their personal and physical traits	I know what I do well, and know what areas I can work on. <ul style="list-style-type: none"> Describe the personal qualities they possess that make them successful members of their school community Describe and prioritize personal skills and interests that they want to develop 	Positive Action Units 1, 4, 5 Self-Affirmations Student led conferences Lunch-time Friendship Groups/Lunch Bunch Great Body Shop
1C. Students demonstrate awareness of their external supports	I am aware of the supports I have around me. <ul style="list-style-type: none"> Recognize qualities of positive role models Identify positive adults in various facets of their lives Identify peer, home, and school resources they can access to help solve problems 	Kelso's Choices Positive Action Units 1, 4, 5, 6 Capturing Kids' Hearts Great Body Shop
1D. Students have a sense of personal responsibility	I am aware of and accept my responsibilities. <ul style="list-style-type: none"> Choose to do school work/chores without being reminded Define what it means to be responsible and can identify things for which they are responsible Explain the benefits of being responsible 	Positive Action Unit 3 Responsibility Chart Class Jobs CHAMPs Safe and Civil Schools Great Body Shop
1E. Students have an awareness of personal safety and appropriate boundaries	I am able to assert myself and advocate for my own safety when necessary. <ul style="list-style-type: none"> Differentiate between safe and unsafe touch Identify safe adults to help 	The Great Body Shop Human Growth and Development Lesson in 4th/5th grades Personal Safety Lesson
3-5 Self-Management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.		
SEL Standards	Objective	Activities/Examples
2A. Students demonstrate ability to manage their emotions constructively	I can manage my emotions in a way that is constructive and appropriate. <ul style="list-style-type: none"> Use self-monitoring strategies (self-talk) to regulate emotions Show skills in handling pressure situations (e.g. calm down, walk away, and seek help or mediation) Demonstrate an ability to present their own perspective (I-messages) 	Positive Action Unit 3 Zones of Regulation Stop & Think Strategies Cool down passes/areas Great Body Shop

2B. Student demonstrates honesty and integrity	I can act in an honest manner. <ul style="list-style-type: none"> ● Show willingness to tell the truth in a difficult situation, while honoring personal boundaries ● Identify reasons why honesty is a valued trait ● Analyze the outcomes of dishonesty 	Positive Action Unit 5 Guidelines for Success Virtues Project Responsibility Chart Great Body Shop CKH Social Contract
2C. Student demonstrates ability to set and achieve goals	I can set and achieve goals that will help me to be successful. <ul style="list-style-type: none"> ● Describe why participating in their education is important in helping them achieve personal goals ● I can turn problems into positive opportunities ● Describe the steps in setting and working toward goals ● Evaluate what they might have done differently to achieve greater success on a recent goal ● Distinguish between long term and short term goals 	Positive Action Unit 6 Goal Setting--MAP Student Behavior Contracts Growth Mindset Great Body Shop

3-5

Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

SEL Standards	Objective	Activities/Examples
3A. Student demonstrates awareness of other people's emotions and perspectives	I care about the feelings and viewpoints of others. <ul style="list-style-type: none"> ● Predict how their own behavior affects the emotions of others ● Define the terms perspective/point of view ● Use listening skills to identify the feelings/perspectives of others 	Positive Action Unit 4 Great Body Shop Class Meeting CKH Lunch-time Friendship Groups/Lunch Bunch
3B. Student demonstrates consideration for others and desire to positively contribute to the community	I care about others and do my part to make my community better. <ul style="list-style-type: none"> ● Describe what they learned about themselves in helping out others ● Identify roles they have that contribute to their school, home, and neighboring community ● Work together with peers to address a need 	Positive Action Unit 4 Bucket Filling School-wide positive reinforcers Peer Mentors Grade Level Buddies Great Body Shop
3C. Student demonstrates an awareness of cultural issues and a respect for human dignity and differences	I care about and respect the individual differences of others. <ul style="list-style-type: none"> ● Identify contributions of various social and cultural groups ● Recognize that people from different cultural and social 	Title I family events ANSEP JNYO Community presenters 4th Grade Social Studies
3D. Student can read social cues	I care about how I perceive others and how they perceive me. <ul style="list-style-type: none"> ● Describe tone and how it is used to communicate to others ● Describe the impact of body language and facial expressions in communication ● Develop awareness that social cues may be different among various groups 	Class Meetings Role Play Zones of Regulation Student led class presentations Positive Action Unit 4

3-5

Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

SEL Standards	Objective	Activities/Examples
4A. Student uses positive communication and social skills to interact effectively with others	I will interact well with others. <ul style="list-style-type: none"> Give and receive compliments in a genuine manner Use attentive listening skills to foster better communication Demonstrate good sportsmanship Demonstrate cooperative behaviors in a group (e.g. listen, encourage, acknowledge opinions, compromise, reach consensus) 	Class Meetings Put-ups Bucket Filling PE curriculum Extra-Curricular Acts Kagan Positive Action Unit 4 CKH Social Contract
4B. Student develops constructive relationships and a sense of belonging in the school environment	I will work on having constructive relationships. <ul style="list-style-type: none"> Recognize the difference between positive and negative relationships Understand the difference between safe and risky behaviors in a relationship Identify a problem in a relationship and seek appropriate assistance 	Positive Action Unit 4 & 5 Great Body Shop Class Meetings Friendship Groups
4C. Student demonstrates the ability to prevent and resolve interpersonal conflicts in constructive ways	I will deal with interpersonal conflicts constructively. <ul style="list-style-type: none"> Show an understanding of conflict as a natural part of life Describe causes and effects of conflicts Distinguish between destructive and constructive ways of dealing with conflict Activate the steps of a conflict resolution process (listen, express feelings, discuss solutions, make amends, etc.) 	Positive Action Unit 4-5 Class Meeting Role Playing CHAMPS

3-5

Responsible Decision-Making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

SEL Standards	Objective	Activities/Examples
5A. Student uses effective decision-making skills	I can make good decisions. <ul style="list-style-type: none"> Describe the steps of a decision-making model Generate alternative solutions to problems and predict possible outcomes Effectively participate in group decision-making processes Implement thought, actions and feelings circle 	Positive Action Unit 2, 4 CICO Kagan Kelsos Choice Lunch-time Friendship Groups/Lunch Bunch
5B. Students identify problem and consider multiple consequences	I can identify positive solutions to problems. <ul style="list-style-type: none"> Predict consequences for different decisions Evaluate how decisions affect others Demonstrate refusal skills for resisting pressure to engage in unsafe or unethical activities 	Positive Action Unit 2, 4 Stop & Think 4 questions strategy from CKH Student Behavior Contracts

6th – 8th Grade Social & Emotional Learning

6-8

Self-Awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

SEL Standards	Objective	Activities/Examples
1A. Students demonstrate an awareness of their emotions	I am aware of what I am feeling. <ul style="list-style-type: none"> Recognize negative emotions as indicators of situations in need of attention Analyze emotional states that contribute to or detract from their ability to problem solve Explain the possible outcomes associated with the different forms of communicating emotions 	CKH Teen Leadership Ch. 2-3 Positive Action Unit 5 Teen Health
1B. Students demonstrate awareness of their personal traits	I am aware of my traits, know what I do well, and know what areas I can work on. <ul style="list-style-type: none"> Analyze how personal qualities and temperaments influence choices and successes Apply self-reflection techniques to recognize their strengths, weaknesses, and potential Implement a plan to build on strengths, meet a need, or address a challenge 	CKH Teen Leadership Ch. 2-3 Positive Action Unit 5 Teen Health
1C. Students demonstrate awareness of their external supports	I am aware of the supports I have around me. <ul style="list-style-type: none"> Have awareness of where to go for support when in need Evaluate the benefits of participating in extracurricular activities Recognize outside influences on the development of personal characteristics and discern whether those influences are supportive or non-supportive 	Helping Kids Succeed - Alaskan Style (Asset Building) CKH Teen Leadership Ch. 2-3 Positive Action Unit 5 Teen Health Capturing Kids' Hearts
1D. Students have a sense of personal responsibility	I am aware of and accept my responsibilities. <ul style="list-style-type: none"> Identify the areas of school and life that are within their control Analyze the short and long term outcomes of safe, risky, and harmful behaviors Define their responsibility for the outcomes involved in safe, risky, and harmful behaviors 	Teen Health CKH Teen Leadership Ch. 5 Positive Action Unit 5

6-8

Self-Management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

SEL Standards	Objective	Activities/Examples
2A. Students demonstrate ability to manage their emotions constructively	I can manage my emotions in a way that is constructive and appropriate. <ul style="list-style-type: none"> Apply strategies to manage stress and to motivate successful performance Reflect on possible consequences, both positive and negative, before expressing an emotion Generate ways to develop positive attitudes (optimism) 	CKH Teen Leadership, Ch. 2-3 Positive Action Unit 3 Teen Health

2B. Student demonstrates honesty and integrity	I can act in an honest manner. <ul style="list-style-type: none"> ● Activate personal integrity as a tool to resist negative peer pressure ● Evaluate how honesty contributes to lifelong success and relationship building 	CKH Teen Leadership, Ch. 2-3 Positive Action Unit 5 Teen Health CKH Social Contract
2C. Student demonstrates ability to set and achieve goals	I can set and achieve goals that will help me to be successful. <ul style="list-style-type: none"> ● Apply goal-setting skills to promote academic success ● Set a positive social interaction goal ● Demonstrate goal-setting skills relating to potential career paths ● Demonstrate perseverance to achieve long-and short-term goals 	CKH Teen Leadership Ch. 2-3 Positive Action Unit 6 Teen Health

6-8

Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

SEL Standards	Objective	Activities/Examples
3A. Student demonstrates awareness of other people's emotions and perspectives	I care about the feelings and viewpoints of others. <ul style="list-style-type: none"> ● Analyze ways their behavior may affect the feelings of others and adjust accordingly ● Provide support and encouragement to others in need ● Show respect for other people's perspectives 	Positive Action Unit 4 Teen Health CKH Social Contract
3B. Student demonstrates consideration for others and desire to positively contribute to the community	I care about others and do my part to make my community better. <ul style="list-style-type: none"> ● Explain how their decisions and behaviors affect the wellbeing of their school and community ● Explore a community or global need and generate possible solutions 	CKH Teen Leadership Community Service Positive Action Unit 4 Student Government NJHS
3C. Student demonstrates an awareness of cultural issues and a respect for human dignity and differences	I care about and respect the individual differences of others. <ul style="list-style-type: none"> ● Analyze how people of different groups can help one another and enjoy each other's company ● Explain how individual, social, and cultural differences may increase vulnerability to stereotyping and identify ways to address this 	Positive Action Unit 4 Teen Health CKH Social Contract Counseling Bullying/Harassment Prevention Curriculum
3D. Student can read social cues	I care about how I perceive others and how they perceive me. <ul style="list-style-type: none"> ● Analyze social situations and appropriate responses to those situations (e.g. school dance, peer pressure situations, cliques, public speaking) ● Recognize the personal boundaries of themselves and others (friends, family members, and teachers) 	Positive Action Unit 4 Teen Health

6-8

Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

SEL Standards	Objective	Activities/Examples
4A. Student uses positive communication and social skills to interact effectively with others	I will interact well with others. <ul style="list-style-type: none"> ● Use leadership and teamwork skills to work effectively in diverse teams ● Differentiate between passive, assertive, and aggressive responses ● Practice reflective listening 	Capturing Kids' Hearts Teen Health - Building Character and Preventing Bullying CKH Teen Leadership, Ch. 1. 8 Positive Action Unit 4
4B. Student develops constructive relationships and a sense of belonging in the school environment	I will work on having constructive relationships. <ul style="list-style-type: none"> ● Distinguish between positive and negative peer pressure and demonstrate strategies for resisting negative peer pressure ● Involve themselves in positive activities with their peer group ● Demonstrate ability to be true to personal values when choosing friendships 	Capturing Kids' Hearts Teen Health - Building Character and Preventing Bullying CKH Teen Leadership, Ch 1, 8 Positive Action Unit 4
4C. Student demonstrates the ability to prevent and resolve interpersonal conflicts in constructive ways	I will deal with interpersonal conflicts constructively. <ul style="list-style-type: none"> ● Identify the roles of individuals in conflict and understand their responsibility in reaching resolution ● Apply conflict resolution skills to de-escalate, defuse, and resolve differences ● Identify how all parties in conflict might get their needs met (win-win) ● Identify positive supports to go to in a conflict situation/crisis 	Teen Health - Building Character and Preventing Bullying Restorative Circles CKH Teen Leadership Ch. 7 Positive Action Unit 4 Counseling Bullying/Harassment Prevention Curriculum

6-8

Responsible Decision-Making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

SEL Standards	Objective	Activities/Examples
5A. Student uses effective decision-making skills	I can make good decisions. <ul style="list-style-type: none"> ● Identify and apply the steps of systematic decision-making ● Evaluate strategies for avoiding risky behavior ● Use refusal skills to avoid peer pressure ● Implement thought, actions and feelings circle 	CKH: Four Questions CKH Teen Leadership Ch. 5 Building Assets #31-32 Positive Action Unit 6
5B. Demonstrate ethical decision-making and social responsibility	I consider ethical, safety, and societal factors in making decisions <ul style="list-style-type: none"> ● Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions ● Analyze the reasons for school and societal rules 	CKH Teen Leadership, Ch. 5 Building Assets #32 CKH Social Contract Positive Action Unit 4, 6

9th – 12th Grade Social & Emotional Learning

9-12

Self-Awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

SEL Standards	Objective	Activities/Examples
1A. Students demonstrate an awareness of their emotions	I am aware of what I am feeling. <ul style="list-style-type: none"> Distinguish their real feelings from how others expect them to feel Describe the external event or internal cognition that triggered an emotion Understand the effect of self-talk on emotions Describe how changing their interpretation of an event can alter how they feel about it Use self-reflection to make sure their emotions are in line with the truth of a situation Acknowledge an emotion and determine the appropriate time and place to safely digest it 	Restorative Circles (San Francisco Unified School District website) CKH Teen Leadership Community Time Built into Human Relations classes Pearson Health-9th
1B. Students demonstrate awareness of their personal traits	I am aware of my traits, know what I do well, and know what areas I can work on. <ul style="list-style-type: none"> Identify things about themselves that they cannot change and devote their energy to something they can change Recognize their personal learning style/intelligence and find ways to employ those styles Explore possible career and volunteer opportunities based on their identified interests and strengths Find and enhance an affinity Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly Show self-esteem based on accurate assessment of self 	Personal Learning Plans that include short and long term goals. Weekly 1-1 meetings with Mentors. Phlight Club AKCIS Adventures in Adulting QPR Positive action Kit 1: Life's Big Question: "Who Am I?" Focuses students on who they are and who they want to become.
1C. Students demonstrate awareness of their external supports	I am aware of the supports I have around me. <ul style="list-style-type: none"> Identify school support personnel and have knowledge of when and how to use them Identify organizations in their community that provide opportunities to develop their interests or talents Activate community resources to help them achieve their goals Access safety networks for self and others Have constructive support systems in place that contribute to school and life success 	Phlight Positive Actions Kit 1: Life's Big Question: "Who Am I?" Focuses students on who they are and who they want to become. CKH Teen Leadership CKH

1D. Students have a sense of personal responsibility	I am aware of and accept my responsibilities. <ul style="list-style-type: none"> Analyze the effect taking responsibility or not taking responsibility can have on themselves and others Describe how taking personal responsibility can lead to success Demonstrate an ability to take responsibility for their choices Realize the level of control they have over their own lives and act accordingly Take the role of a personally responsible citizen promoting the betterment of the community 	Teen Leadership Restorative Circles Lunch reflections Positive Action Kit 1: Life's Big Question: "Who Am I?" Focuses students on who they are and who they want to become.
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9-12

Self-Management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

SEL Standards	Objective	Activities/Examples
2A. Students demonstrate ability to manage their emotions constructively	I can manage my emotions in a way that is constructive and appropriate. <ul style="list-style-type: none"> Demonstrate control of their behavior so as not to behave impulsively Evaluate the role attitude plays in success (i.e. pessimism vs. optimism) Practice strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress Demonstrate reframing skills to promote resiliency and optimism Incorporate personal management skills on a daily basis and demonstrate effective emotional management as a way of being 	English 1 Curriculum Ex; "Simon's Hook" Mindfulness Activities "Safe Haven"-Counseling Area/environment (Project AWARE Counselor) Positive Action Kit 2 Pearson Health "Expressing Anger in Healthy Ways" pg 42
2B. Student demonstrates honesty and integrity	I can act in an honest manner. <ul style="list-style-type: none"> Analyze their behavior to determine whether or not they are being authentic Analyze whether they are behaving in an honest manner and adjust accordingly Show authenticity in their behaviors Act with a correlation between their words and their actions (walk the talk) 	Restorative Circles CKH Social Contract
2C. Student demonstrates ability to set and achieve goals	I can set and achieve goals that will help me to be successful. <ul style="list-style-type: none"> Monitor progress toward achieving a goal, and make adjustments in their plan as needed Identify outside resources that can help in achieving a goal Set a positive academic goal Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement Demonstrate an understanding that goal setting promotes lifelong success Demonstrate perseverance to achieve long- and short-term goals 	Personal Learning Plan (AKCIS) Freshman SOAR Pearson Health- "Setting Goals" pg 522 Counseling Curriculum

2D. Student demonstrates skills to manage action, time, energy, money, possessions, and talent	I can use management skills to reach my goals. <ul style="list-style-type: none"> • Use time management, organizational and study skills • Demonstrate the ability to delay immediate gratification for long-term rewards 	Positive Action Kit 3 AKCIS Personal Finance
9-12 Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.		
SEL Standards	Objective	Activities/Examples
3A. Student demonstrates awareness of other people's emotions and perspectives	I care about the feelings and viewpoints of others. <ul style="list-style-type: none"> • Identify verbal, physical, and situational cues that indicate how others may feel • Use conversational skills to understand the perspective of others • Demonstrate ways to express understanding of those who hold different opinions • Demonstrate ways to express empathy for others • Differentiate between the factual and emotional content of what a person says • Express empathy towards others • Value and learn from the perspectives of others 	Restorative Circles Thematic History Lesson Pearson Health - empathy pg. 126 English 1 Curriculum Ex; "Night" CKH Teen Leadership
3B. Student demonstrates consideration for others and desire to positively contribute to the community	I care about others and do my part to make my community better. <ul style="list-style-type: none"> • Work cooperatively with others to implement a strategy to address a need in the broader community • Evaluate the impact of their involvement in an activity to improve their school or community • Participate in activities that show they are agents for positive change within their community/world • Analyze their responsibilities as involved citizens of a democratic society 	Community Time Civil Injustice Projects English 1 Curriculum CKH Teen Leadership
3C. Student demonstrates an awareness of cultural issues and a respect for human dignity and differences	I care about and respect the individual differences of others. <ul style="list-style-type: none"> • Demonstrate respect for individuals from different social and cultural groups • Participate in cross-cultural activities and reflect on how they were responsive to the setting they were in • Evaluate strategies for being respectful of others and opposing stereotyping and prejudice • Evaluate how advocacy for the rights of others contributes to the common good. <ul style="list-style-type: none"> • Show sensitivity to the cultural setting they are in and a willingness to adapt as necessary 	Project based learning in history courses English II Curriculum
3D. Student can read social cues	I care about how I perceive others and how they perceive me. <ul style="list-style-type: none"> • Evaluate how society and cultural norms and mores have an effect on personal interactions • Read social cues and recognize the impact of their reactions to those cues • Recognize and respond to social cues in a manner that contributes to their life-long success 	CKH Teen Leadership CKH Social Contract

9-12

Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

SEL Standards	Objective	Activities/Examples
4A. Student uses positive communication and social skills to interact effectively with others	I will interact well with others. <ul style="list-style-type: none"> • Demonstrate strategies for collaborating with peers, adults, and others in the community to move group efforts forward • Use leadership and teamwork skills to work effectively in diverse teams • Offer and accept constructive criticism in order to make improvements • Work to maintain an objective, non-judgmental tone during disagreements • Use assertive communication to get their needs met without negatively impacting others • Empower, encourage, and affirm themselves and others through their interactions 	Community Time Civil Injustice Project Pearson Health “Resolving Conflict”-pg.127 The Fourth “R” Curriculum
4B. Student develops constructive relationships and a sense of belonging in the school environment	I will work on having constructive relationships. <ul style="list-style-type: none"> • Understand the benefits of setting limits for themselves and others (boundaries) • Practice strategies for maintaining positive relationships (e.g. pursue shared interests and activities, spend time together, give and receive help, practice forgiveness.) • Understand the value of mentors • Actively participate in a healthy support network of valued relationships • Independently seek out relationships that support their development through life 	Teen Leadership CKH Phlight-student support card
4C. Student demonstrates the ability to prevent and resolve interpersonal conflicts in constructive ways	I will deal with interpersonal conflicts constructively. <ul style="list-style-type: none"> • Analyze how listening and talking accurately help in preventing and resolving conflicts • Apply skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety • Access conflict resolution and problem-solving resources (i.e. security, trusted adults, peer mediators, counselors) • Demonstrate an ability to co-exist in civility in the face of unresolved conflict • Use prevention, management, and resolution skills to resolve interpersonal conflicts constructively • Evaluate and reflect on their role in a conflict and utilize this information to better their behavior in future conflicts 	Restorative Circle CKH Social Contract

9-12

Responsible Decision-Making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

SEL Standards	Objective	Activities/Examples
5A. Student uses effective decision-making skills	I can make good decisions. <ul style="list-style-type: none">● Evaluate how external influences (e.g. media, peer, cultural norms) affect their decision making● Consider ethical, safety, and societal factors when making their decisions● Implement thought, actions and feelings circle● Apply decision-making skills to foster responsible social and work relations and to make healthy life-long choices	Personal Learning Plans AKCIS Pearson Health Counseling Curriculum
5B. Demonstrate ethical decision-making and social responsibility	I consider ethical, safety, and societal factors in making decisions. <ul style="list-style-type: none">● Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions● Analyze the reasons for school and societal rules	Pearson Health CKH Teen Leadership Counseling Curriculum

Looking for more SEL or trauma- engaged professional development?



Online Learning Community

The Association of Alaska School Boards (AASB) and the Alaska Staff Development Network (ASDN) are partnering to offer an online professional learning community (PLC) for educators, administrators, counselors, school staff, and community partners. In the SEL-Trauma Engaged Practice learning community, educators from across Alaska come together to share, learn and discuss new techniques to support student growth and wellbeing. The PLC topics are from Transforming Schools: A Framework and Toolkit for Trauma Engaged Practice in Alaska. Topics currently addressed in the PLC are:

- Deconstructing Trauma
- Building Relationships
- Family Partnerships
- Self Care

AASB is hosting the PLC in the Alaska Professional Learning Network (AkPLN) platform, an online collaboration between ASDN, the Coalition for Education Equity and the Teaching Channel to support professional growth for Alaskan educators. Each module includes:

- Webinars
- Tools and Resources
- Case Studies
- Interactive Discussion Forum

To join, use the [Guide to Signing Up](#) for AkPLN or click on the AkPLN tab of the [ASDN](#) website. Once you've registered in AkPLN, search the site for the SEL-Trauma Engaged team to join. For learning community questions contact Heather Coulehan, at hcoulehan@aasb.org. For sign up questions reach out to Tyler Breen at tbreen@aasb.org.

Want a Great Career?

Alaskan Employers Expect:

Skills/Competencies

Reading

Able to comprehend written material and take appropriate action.

Speaking

Expresses ideas clearly and concisely to individuals and in groups; has good customer communication skills; gives clear directions.

Writing

Spells correctly; writes legibly; expresses ideas clearly and concisely; writes a business letter; & fills out forms properly.

Listening

Able to comprehend what is said and take action.

Math Computation

Able to apply basic skills with accuracy in addition, subtraction, division, multiplication and use of fractions and percentages to accomplish work.

Problem Solving

Can identify source of problem; demonstrates good common sense; is creative and innovative.

Information Management & Technology

Able to use computers to process information; familiar with common technology applications & tools in the workplace.

Knowing How to Learn

Able to teach oneself new skills; able to seek and use new information appropriately.

Applying What is Learned

Possesses various skills including the more complex kinds of thinking, such as reasoning, analysis, and problem solving.

Working with Others

Able to work as a productive team member; able to share information.

Business Process

Eager to learn the principles of business.

Looking for Work

Able and confident to identify job opportunities, to complete a job application, to prepare a résumé, and to promote himself/herself during an interview.

Work Attitudes

Responsible / Self-Disciplined

Is a self-starter, is committed to and accountable for work assigned; does not just do the bare minimum to get the job done; is loyal to the employer.

Willing to Learn/Pride in Doing a Good Job

Is flexible, willing, and able to respond to change in work assignments or learn new technology and new ways of doing things; is willing to do the job over until he/she gets it done right.

Safety-Conscious

Always thinks about safety in every aspect of the job; takes responsibility for his/her own actions and notices and corrects unsafe situations in the workplace; does not always have to be told to use safe procedures, concerned for the safety of others.

Manages Stress and Personal Problems

Deals with job pressures in a positive way; does not let personal problems interfere with getting the work done, either by being distracted at work or by failing to come to work or be on time.

Positive Outlook

Views the good in situations and works constructively to solve problems; has a positive self-image; is self-confident; sets personal goals.

Follows the Rules

Performs tasks in the prescribed manner; doesn't break rules but will help change rules if they should be changed.

Good Team Member

Shares information; works well and credits (praises) other workers; puts the team above personal interests.

Respects Others

Has good manners; shows common courtesy; appreciates multicultural diversity.

Willing to Earn Reward

Able to see long term results of efforts on the job and put in time and effort before expecting a promotion.

Work Values ("Work Ethic")

Honesty and Integrity

Bases actions on a personally held set of values, can be trusted to follow the rules even when supervisors are not present, keeps his/her word.

Good Manners

Always shows courtesy and respect toward others.

Accepts Advice, Supervision, Criticism

Has high self-esteem and does what is asked; accepts criticism and uses it to improve.

Dependability / Follow Through

Works diligently to complete tasks, alerts supervisor to problems or delays so that there are no surprises about work not being done.

Good Attendance / On Time

Can be depended upon to be at work except for very good reasons, such as illness or death in the family; ready to begin work on time.

Accuracy of Work / No Waste

Is careful and avoids mistakes; if mistakes are made, will correct the errors; takes pride in work well done; holds high standards.

Pride & Productivity in Work

Shows initiative; is ambitious; figures out how to get the job done; works as efficiently as possible to get the job done--well.

These critical skills, values, & attitudes were identified by CEOs, personnel directors, and other employer representatives, and revised by Alaska's Youth: Ready for Work, following review by parents, educators, students, & other community members.



Want a Great Career?



Alaskan Employers Expect:

WORK ATTITUDES

RESPONSIBLE/SELF-DISCIPLINED

Is a self-starter, committed to and accountable for work assigned, does not do just the bare minimum to get the job done.

WILLING TO LEARN/PRIDE IN DOING A GOOD JOB

Is flexible, ambitious, shows initiative, efficient. Willing and able to respond to change in work assignments or learn new technology and new ways of doing things. Willing to do the job over until it is done correctly. Able to see long term results of efforts on the job.

SAFETY-CONSCIOUS

Always thinks about safety in every aspect of the job, takes responsibility for one's own actions. Notices and corrects unsafe situations in the workplace. Does not have to be told to use safe procedures, concerned for the safety of others.

MANAGES STRESS AND PERSONAL PROBLEMS

Manages job pressures constructively. Does not allow personal problems to interfere with work.

POSITIVE OUTLOOK

View the good in situations and works constructively to solve problems, has a positive self-image, is self-confident, sets personal goals.

FOLLOWS THE RULES

Performs tasks in the prescribed manner, does not break rules but will help change rules if needed.

WORKING WITH OTHERS

Is able to work as a productive team member, able to share information, credits and praises others, puts the team above personal interests.

RESPECTS OTHERS

Has good manners, shows common courtesy, appreciates multicultural diversity.

TECHNOLOGY USAGE

Smartphones and tablets have changed the workplace in a short amount of time. Respect your employers technology guidelines.

SKILLS/COMPETENCIES

COMMUNICATION

READ: Has the ability to comprehend written material and take appropriate action.
SPEAK: Be able to express ideas clearly and concisely to individuals and in groups, has good customer communication skills, gives clear direction.

WRITE: Spells correctly, writes legibly, expresses ideas clearly and concisely, is able to write a business letter and fill out forms properly.
LISTEN: Can comprehend what is said and take action.

MATH

Able to apply basic and applicable math skills to accomplish tasks.

PROBLEM SOLVING

Has the ability to identify source of problem, demonstrates good common sense, is creative and innovative.

INFORMATION MANAGEMENT & TECHNOLOGY

Can use computers to process information, is familiar with common technology applications and tools in the workplace.

KNOWING HOW TO LEARN

Is able to teach oneself new skills, to seek and use new information appropriately.

APPLYING WHAT IS LEARNED

Possess various skills including the more complex kinds of thinking, such as reasoning, analysis, and problem solving.

LOOKING FOR WORK

Is able and confident to identify job opportunities, to complete a job application, to prepare a résumé, dress appropriately and promote oneself during an interview.

WORK ETHIC

HONESTY AND INTEGRITY

Actions are based on a personally held set of values, can be trusted to follow the rules even when supervisors are not present, keeps one's word, is consistent with the company mission and vision.

ACCEPTS ADVICE, SUPERVISION, CRITICISM

Has high self-esteem and does what is asked, accepts criticism and uses it to improve.

DEPENDABLE / FOLLOWS THROUGH

Works diligently to complete tasks, alerts supervisor to problems or delays.

GOOD ATTENDANCE / ON TIME

Can be depended upon to be at work except for very good reasons.

ACCURACY OF WORK / NO WASTE

Is careful and avoids mistakes, corrects errors, takes pride in work well done, holds high standards.

VOLUNTEER

Volunteering shows initiative and a commitment to community.

OPEN DOORS TO EMPLOYMENT

GRADUATE FROM HIGH SCHOOL

A high school diploma is a minimum education requirement for employment.

HAVE A VALID DRIVER'S LICENSE

A driver's license is a formal form of ID and demonstrates initiative. Keep a clean driving record as many companies will not hire someone with a DUI.

BE ABLE TO PASS A DRUG SCREENING

Many companies have a zero tolerance for substance abuse. Often it means employees do not show up for work, or can be a safety hazard if they have been using drugs or alcohol in the recent past.

POSSESS BASIC EMPLOYABILITY SKILLS

Utilize some of the soft skills programs to help you develop the competencies, attitudes, and values employers are seeking.

FIT FOR DUTY

Be able to pass a medical assessment to be sure an employee can safely do a specific job or task under the working conditions.

HAVE ENGLISH PROFICIENCY

Many services are available for people who speak English as a second language. Employers need workers who are proficient in English, as this can be a matter of safety in emergencies.

GAIN TRAINING/EDUCATION

Some employers say if you have mastered soft skills, they will give you the rest. Others require job specific training or experience.

NARROW GAPS IN EMPLOYMENT

If you have poor work history or you are an ex-offender, utilize resources offering help. Many companies hire ex-offenders. Be honest, present yourself professionally, and rebuild your résumé.

SOCIAL MEDIA

With the ever-increasing use and variety of social media, many employers check social media for potential employees' character and to see if the applicant would be a good fit for the culture of the organization. Use social media wisely.



APICC

Alaska Process Industry Careers Consortium

APICC.ORG

Want a Great Career?



Alaskan Employers Expect:

Skills/Competencies

Communication –

- Read; have the ability to comprehend written material and take appropriate action.
- Speak; be able to express ideas clearly and concisely to individuals and in groups, have good customer communication skills, give clear direction.
- Writes; spells correctly, writes legibly, expresses ideas clearly and concisely, able to write a business letter, fills out forms properly.
- Listens; is able to comprehend what is said and take action; LISTEN

Math – Able to apply basic and applicable math skills to accomplish tasks.

Problem Solving – Can identify source of problem, demonstrates good common sense, is creative and innovative

Information Management & Technology – Able to use computers to process information, is familiar with common technology applications and tools in the workplace

Knowing how to learn – Able to teach oneself new skills, to seek and use new information appropriately.

Applying what is learned – Possesses various skills including the more complex kinds of thinking, such as reasoning, analysis, and problem solving.

Looking for work – Able and confident to identify job opportunities, to complete a job application, to prepare a résumé, dress appropriately and promote oneself during an interview



Alaska Process Industry Careers Consortium

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ALASKA COUNCIL OF
SCHOOL ADMINISTRATORS

JOINT POSITION STATEMENTS

2021

Student achievement
is our ***number one priority.***

Adequate funding
remains our most ***critical need.***

Priority Funding for Education

The State of Alaska must provide timely, reliable, and predictable revenue for schools, funding the actual cost of education in all districts and providing full and equitable funding for all initiatives, laws, and mandates that require additional resources. Early notification of funding and forward funding are crucial to sound financial management, as well as recruitment and retention of quality educators.

Revenue Enhanced Fiscal Plan Imperative

Alaska has made progress by cutting the budget and restructuring the use of Permanent Fund earnings for sustainable funding of both the permanent fund dividend and a portion of government services. State expenditures have been cut by approximately 43% (\$3.45 billion) excluding dividends since FY13 when the current run of deficit spending began.

Implementation of a long-term, multi-revenue fiscal plan remains imperative to maximize districts' ability to meet student needs. Diversified revenue streams are critical in the current fiscal climate to address the remaining deficit and ensure the ability to fund service increases associated with economic development, inflation, and deferred maintenance capital requirements while maintaining the existing minimal reserves in the Constitutional Budget Reserve. For the coming fiscal years, the state legislature must consider options for new revenue, such as new taxation (income, sales, education head tax, etc.), changes in oil taxes, and further restructuring of the Permanent Fund Dividend income stream.

ACSA opposes cost shifting state expenditure responsibilities to local governments.

COVID-19 Hold Harmless Funding

October student enrollment numbers are the biggest determinant of state revenue for districts in Alaska. COVID-19 has caused major enrollment disruptions. Current Hold Harmless statutes provide some relief to districts for enrollment losses in neighborhood brick and mortar schools, but Hold Harmless does not provide protection for migration to homeschool or loss of intensive needs students. ACSA supports legislative action that would provide FY21 Hold Harmless funding at 100% for the entire Foundation Formula based on FY20 OASIS enrollment counts for districts with decreased brick and mortar enrollment. This will allow districts to honor employment contracts and commitments made for FY21.

Social, Emotional, and Mental Health

Alaska's students endure extremely high rates of trauma and adverse childhood experiences (ACEs), reflected in Alaska having the highest rate of teen suicide attempts in the nation.

ACSA urges the state to provide funding and resources so schools can partner with local communities to implement comprehensive, culturally responsive, school-based mental health programs to foster the health and development of students.

ACSA supports targeted funding to enable schools to recruit, retain, and increase students' access to school counselors, school social workers, school psychologists, nurses, and mental health specialists and to provide additional professional development for all staff to meet the increasing and diverse needs of all students.



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Clayton Holland, Assistant Superintendent of Instruction
148 North Binkley Street Soldotna, Alaska 99669-7520
Phone (907) 714-8888 Fax (907) 262-1374

March 23, 2021

State of Alaska
Representative Grier Hopkins
House of Representatives Education Committee
Representative Harriet Drummond, co-chair
Representative Andi Story, co-chair
State Capitol Room 434
Juneau, Alaska 99801

RE: Support of HB 25 - PUBLIC SCHOOLS: SOCIAL/EMOTIONAL LEARNING

Dear Representative Hopkins, and House Education members:

I am writing in support of HB 25, which will require the Alaska State Board of Education to adopt "Statewide standards for instruction in social-emotional learning." Student mental health and well-being have been an ongoing concern in Alaska, and in our school district for several years. With the interruption to in-person school, and the subsequent isolation many of our students have experienced during the pandemic, these concerns are more relevant than ever.

The KPBSD Board of Education has four [2021 State Legislative Priorities](#). This one directly relates to SEL:

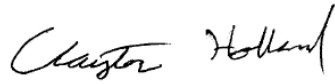
Positive School Climate, Social and Emotional Learning and Well-being

Social and emotional learning (SEL) and wellbeing is the key to providing a safe school environment, conducive to learning, and must be a high priority. With the high rates of domestic violence, childhood trauma and adverse childhood experiences (ACES) in Alaska, and in light of the collective trauma our students, families, staff, and communities have experienced due to the COVID19 Global Pandemic, school efforts towards meeting social emotional needs is more critical than ever. The state must provide financial support so schools can partner with local communities to implement comprehensive, culturally appropriate school-based mental health programs that support and foster the health and development of students.

Additional funding is necessary to enable schools to increase, recruit and retain more school counselors, school social workers, school psychologists, and mental health specialists. Funding is also needed to increase professional development opportunities for districts in planning and implementing interventions for students experiencing childhood trauma and other mental health challenges. Meeting the Social Emotional Learning needs of students is essential to the long-term well-being of our students and ultimately of our communities.

The Kenai Peninsula Borough School District has taken many steps over the years to address social-emotional learning (SEL) with our students. We support HB 25 and the attention this bill will bring to social-emotional learning for all school districts in Alaska.

Respectfully,

A handwritten signature in black ink that reads "Clayton Holland". The signature is written in a cursive style with a large, stylized 'C' and 'H'.

Clayton Holland
Assistant Superintendent of Instruction



ALASKA GATEWAY SCHOOL DISTRICT

PO BOX 226, TOK, AK 99780

Ph: 907.883.5151 Fax: 907.883.5154

Scott MacManus – Superintendent of Schools

Date: March 22, 2021

To: Representative Grier Hopkins

From: Scott MacManus, AGSD Superintendent

RE: HB 25 - Relating to the duties of the state Board of Education and Early Development; and to developing statewide standards for instruction in social-emotional learning

Dear Representative Hopkins,

I am writing this letter in support of HB 25, which proposes revisions to AS14.07.165(a), that will require the Alaska State School Board to adopt standards of instruction for social-emotional learning in Alaskan schools. The importance of having an SEL framework in our schools is hard to overstate. These are the kind of “soft” skills that employers are seeking in the 21st century workplace, where the skills and the ability to collaborate and work as a team are at a premium and highly valued, and that all schools should be addressing in their curriculum.

In Alaska Gateway School District, we have been trying to implement SEL best-practices through CASEL 5, which addresses five broad and interrelated areas of SEL competence: *Self-awareness, Self-management, Social awareness, Relationship skills, and Responsible decision-making*. Many school districts, states, and countries have used the CASEL 5 to establish preschool to high school learning standards and competencies that articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers.

Having said this, I fully endorse having an approved Statewide SEL framework that will further help to guide the practice and implementation in our district, in a way that best suits our students and district. Therefore I support HB25 and its proposed revision to current state statute.

Sincerely,

Scott MacManus, AGSD Superintendent

“Educating all students to reach their full potential as responsible citizens”

DotLake
907-882-2663
Fax: 907-882-2112

Eagle
907-547-2210
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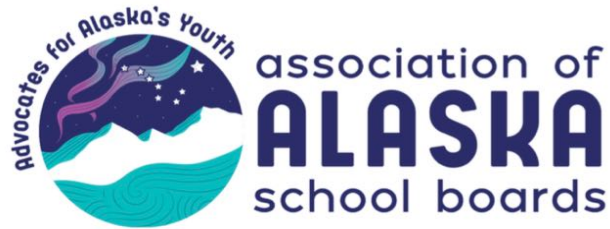
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Tok
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Fax: 907-883-5165

Tanacross
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Tetlin
907-324-2104
Fax: 907-324-2114



March 18, 2021

Association of Alaska School Boards
1111 West 9th Street
Juneau, AK 99801
(907) 463-1660
aasb@aasb.org

RE: Letter of Support for HB 25

The Association of Alaska School Boards is pleased to support HB 25 – Public Schools: Social/Emotional Learning. AASB is heavily involved in supporting school districts throughout Alaska to integrate SEL practices that support the whole child. Many students arrive at school with a myriad of experiences and challenges that negatively affect aspects of learning such as behavior, discipline, and the ability to focus. Our schools exist to provide an excellent education every day to every student no matter their challenges. Integrating SEL into school-wide processes and structures creates safe, supportive learning environments, builds positive relationships and promotes SEL skill development so that children are able to focus on learning and take advantage of that excellent education. The bill is broad enough to provide districts the latitude to localize SEL to fit the needs of students, families, and communities. We encourage the passage of HB 25.

Included is the AASB membership 2021 legislative priority for Student Wellness and Safe Schools as well as Resolution 3.2 on social-emotional learning.

Katie Oliver, President

Norm Wooten, Director of Advocacy

Student Wellness and Safe Schools – prioritize efforts and funding to support and promote student wellness and safety

- Address the impacts of the pandemic on student wellness (physical and mental)
- Support student mental health and the required services
- Support safe, connected schools
- Support trauma informed practices in Alaska schools
- Prevent sexual abuse by school staff through appropriate professional boundaries policy and training
- Reduce school and student violence

3.2 PROMOTING STUDENT SUCCESS THROUGH SOCIAL AND EMOTIONAL LEARNING AND POSITIVE YOUTH DEVELOPMENT AND SUPPORT

AASB encourages each neighborhood, faith community, civic organization, community, school district, tribal entity and state agency to review the research in order to advocate, create and sustain programs of social and emotional learning and other initiatives that build assets in Alaska's children and teens, provide positive adult role models and support, and incorporate culturally responsive awareness.

Rationale. Research shows that effective schools, families, faith communities, and all adults in our communities can contribute to the positive development of youth. The difference between troubled teens and those leading healthy, productive, and positive lives, is strongly affected by the presence of what is labeled “developmental assets®.” These assets are additive, meaning that the more a young person has, the better. Forty of these assets were identified – 20 exist in the student's environment and 20 belong in the head and heart of every child. These developmental assets serve as building blocks for human development in a young person's life and are developed through positive relationships with adults.

Research shows that the more assets students have the less likely they are to use drugs and alcohol, the less likely they are to be sexually active, to be depressed or have suicidal thoughts, to fail in school, and to exhibit antisocial or violent behavior. The more assets children have the more likely they are to succeed in school, to be involved in their community and to exhibit empathic and caring behaviors.

Research also shows that promoting social and emotional learning leads to reduced violence and aggression among children, higher academic achievement and an improved ability to function both in school and in the workplace. Schools that create socially and emotionally sound learning and working environments and that help students and staff develop greater social and emotional competence, in turn help ensure positive short- and long-term academic and personal outcomes for students and higher levels of teaching and work satisfaction for staff.



March 21, 2021

Dear Representative Hopkins,

I am writing on behalf of the All Alaska Pediatric Partnership (A2P2) to express support for the House Bill 25 that calls for the inclusion of “statewide standards for instruction in social-emotional learning.”

A2P2 is an Alaska nonprofit focused on collaborations, activities and programs that drive improvements to the systems of care, services and education for Alaska’s children. Our board of directors is comprised of medical professionals, hospital leadership and leaders from the public health and community-based services, among others.

Social and Emotional Learning (SEL) is an integral part of education and human development. SEL is the process through which children and adults acquire the competencies that enable them to understand and manage emotions, establish and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. While no one argues the importance of math, reading and writing as critical skills to supporting a stable and productive workforce, so should we consider SEL skills to be just as critical to a child’s success in learning and later participation in society and the workforce. Additionally, a learning environment that prioritizes the strengthening of social and emotional skills is likely to be a more safe and positive learning environment altogether. The National Education Association has summarized the importance of teaching SEL in schools in the attached research article titled, “The importance of social emotional learning for all students across all grades.”

Incorporating statewide SEL standards in public schools can help drive equity across school districts by supporting students and teachers in the co-creation of flourishing and thriving schools and communities.

Sincerely,

Tamar Ben Yosef
Executive Director
All Alaska Pediatric Partnership



March 23, 2021

Members of the House Education Committee
C/O The Honorable Representative Harriet Drummond
C/O The Honorable Representative Andi Story
State Capitol Room 108 and 403
Juneau AK, 99801

RE: Letter of Support for HB 25: Statewide Standards for Social-Emotional Learning

Dear Representatives Drummond and Story,

The Advisory Board on Alcoholism and Drug Abuse (ABADA) and the Alaska Mental Health Board (AMHB) are statutorily charged with advising, planning, and coordinating behavioral health services and programs funded by the State of Alaska. The Boards are also tasked with evaluating federal and state laws concerning mental health, alcohol, and other drug and substance misuse prevention and treatment services (A.S. 47.30.661, A.S. 44.29.100).

Our Boards are in full support of this bill allowing the Alaska Board of Education and Early Development to adopt baseline educational standards for social-emotional learning. Social-emotional learning skills are considered a protective factor against Adverse Childhood Experiences (ACEs) and can help mitigate traumatic childhood stresses and promotes resilience in youth. Social-emotional skills like self-regulation, learning how to listen, how to work in groups, and how to be empathetic, serve as the foundation for lifelong functioning. The benefits of social-emotional learning can span a wide range of domains from mental health and emotional wellbeing, to academic achievement, physical health, and job and career success.

Establishing statewide standards for social-emotional learning ensures that young Alaskans have the same opportunities to develop these skills regardless of geography, income level or access to external mental health supports. Social-emotional learning skills are a practice to be continued throughout the lifespan and should be infused throughout all curriculum areas and ages of instruction.

Thank you for your consideration of this important legislation.

Sincerely,

Beverly Schoonover
Executive Director

CC: Representative Grier Hopkins