

WEST HEMPSTEAD SCHOOL DISTRICT

Character Education Plan

**Approved by Board of Education
March 17, 2009**

Character Education Committee Members

Jill Benjoseph, Parent, Middle School, High School
Kimberly Bowie, Third Grade Teacher, George Washington School
Maria Naya Cangelosi, Guidance Counselor, Middle School
Joseph Cirnigliaro, Principal, Middle School
Linda Dailey, Physical Education Teacher, Cornwell Avenue School
Bernadette Delphine, Director of Guidance K-12
Josephine DiMarco, Parent, George Washington School, High School
Cynthia DiMiceli, Parent, Chestnut Street School, Cornwell Avenue School
Jennifer Ferreiro, Fifth Grade Teacher, George Washington School
Lorraine Gagliano-Pangallo, Fifth Grade Teacher, Cornwell Avenue School
Theresa Ganley, Principal, George Washington School
Aileen Hoffman, Parent, George Washington School, Middle School
James Hume, Fourth Grade Teacher, Cornwell Avenue School
Timothy Leitch, Sixth Grade Teacher, Middle School
Patricia McVetty, Music Teacher, High School
Mary Martinez, Student, High School
Femida Mohamedali, Parent, Middle School
Marcia Murray, Assistant Principal, High School
Suzanne Parker, English Teacher, Middle School
Ann Peluso, Assistant Superintendent
Carol Rilling, Trustee, Board of Education
Jamie Rodriguez, Student, Middle School
Susan Russo, Special Education Teacher, Cornwell Avenue School, George Washington School
Jackie Schimmenti, Parent, George Washington School, Middle School
Jennifer Silverstein, Kindergarten Teacher, Chestnut Street School
Jeannine Solarino, Kindergarten Teacher, Chestnut Street School
Jacqueline Sullivan, Psychologist, Middle School

Statement of Philosophy:

West Hempstead has enjoyed a fine reputation among districts on Long Island for many decades. We have been fortunate in having the leadership that has had the foresight to navigate through educational rough waters, making the right decisions that have benefited our students. As we begin the 21st century, the district is dedicated to the development of the social-emotional learning of all students. The goal of this proposal is to develop a district wide commitment by all staff and parents to support the social-emotional learning of all students from kindergarten through twelfth grade.

Need:

Students need to be supported in the development of social-emotional skills and strategies. West Hempstead educators, parents and community members want all students to continue to attend safe, supportive schools that use high quality, research-based programs to enhance students' academic, social and emotional growth. The Character Education Committee was established to examine current practices in social-emotional learning and to make recommendations for program improvement. As defined by the Collaborative for Academic, Social, and Emotional Learning, "social-emotional learning is the process of developing the ability to recognize and manage emotions, develop caring and concern for others, make responsible decision, establish positive relationships, and handle challenging situations effectively." By providing a K-12 district-wide approach to social emotional learning, the committee believes this proposal will provide a framework for preventing problems and promoting students' well-being and success.

Rationale:

By introducing specific language, vocabulary and tools to students, a social emotional learning program will assist them in understanding and expanding their emotional development. This program will facilitate the self-regulation and management of the students' social-emotional state. The development of relationship skills and personal goal setting are also goals of this program. We are committed to developing a consistent approach and common vocabulary in social-emotional learning across the grade levels. The following research supports the implementation of a character education program in kindergarten through twelfth grade.

Program Goals:

The following goals have been established for the social emotional learning program:

- 1) Develop self-awareness and self management skills to achieve school and life success.
 - Equip students with vocabulary, definitions and tools.
 - Train professional staff to provide and reinforce these tools.
- 2) Use social awareness and interpersonal skills to establish and maintain positive relationships.
- 3) Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
 - Visual reminders of program goals will be posted throughout the school and community (banners, car magnets).

History of Character Education Exploration in West Hempstead:

In September 2008, Superintendent John Hogan charged the assistant superintendent with forming a district committee to examine current social/emotional learning practices throughout the district. In addition to examining current practices, the committee was asked to explore programs used in surrounding districts and to make recommendations to enhance the district's character education program. On October 2, 2008 a memo was sent to the staff asking for volunteers to serve on this committee. Staff members were granted professional development hours for attending the committee meetings. The superintendent asked PTA leadership to recruit parents for the committee. The middle school and high school principals were asked to recruit students for the committee. More than fifty people volunteered to serve on the committee. Twenty seven people were selected representing a cross section of the district.

The work of this committee was an outgrowth of the district's strategic plan. The main goal set by the curriculum subgroup of the Strategic Planning Council in their action plan was to improve student performance in social-emotional, academic and physical motor learning. The committee met four times: November 6th, November 24th, December 8th, and January 7th (see Appendix A for the agenda and summary of each meeting). At the final meeting, the committee drafted this proposal to the superintendent.

The following topics were addressed during committee meetings:

- ❖ Committee goals were set.
- ❖ An overview of current practices in social emotional learning was presented by the representatives of each school.
- ❖ Suggestions were made to enhance current practice.

- ❖ Programs were identified for exploration by the committee. These included: Illinois State Education Department Social-Emotional Learning Standards, Project Wisdom, Second Step, Stand Up/Lend a hand/Stop Bullying, PBIS (Positive Behavioral Interventions and Supports), Operation Respect, and Natural Helpers. Members of the committee volunteered to research the various programs and present information to the full committee.
- ❖ Upcoming SEL conferences were identified, members of the committee volunteered to attend the conferences and then report back to the full committee. Conferences attended by committee members included: Social Emotional Literacy: The Roadmap to Success with Cecile Wren and Cindy Singer at Nassau BOCES, Building Emotional Intelligence: Techniques to Cultivate Inner Strength in Children with Linda Lantieri at the Elwood School District, and Embracing the Guidelines: CASEL's Guide to Successful and Sustainable School wide Social and Emotional Learning at Adelphi University.
- ❖ Middle School representative reported on the first annual Anti-Bullying Week at the middle school.
- ❖ Staffing issues were discussed.
- ❖ The need to control the cost of the committee's proposal in light of the difficult budget projections was noted.
- ❖ The committee discussed when bullying typically occurs and the need for professional development in social emotional learning.
- ❖ Committee members agreed that it was important to have a common language, continuity and alignment across the district and among the schools with the program(s) selected.

- ❖ An analysis of the cost of the various proposals was prepared and an effort was made to control costs through a variety of measures.
- ❖ Suggestions for the 2009-2010 school year were drafted and prioritized by the committee.
- ❖ The proposal was drafted at the last meeting of the committee, distributed and reviewed by all committee members.
- ❖ The new Board of Education Policy 5161 (Harassment, Hazing and Bullying) and the Administrative Regulations were distributed to the committee at the last meeting (see Appendix E for a copy of the policy and the administrative regulations).

Program Proposal:

The committee is recommending the following suggestions for implementation during the 2009-10 school year:

- ❖ A district-wide anti-bullying week will be held early in the year and placed on the school calendar. Activities at each school will be designed by site-based teams. We will ask PTA and PTSA to help support this effort, as they did with this year's program at the middle school.
- ❖ The *Second Step* program will be introduced in kindergarten through fifth grade. One kit will be ordered for each grade level to share in each building. Two kits will be ordered for Chestnut Street School.
- ❖ The revised *Second Step* Program will be ordered for the middle school. Two kits will be ordered for each grade level. (See Appendix B for an overview of the *Second Step* Program.)
- ❖ The *Natural Helpers* Program will be instituted in the high school. Natural leaders will be identified early in the year through an anonymous survey. The leaders will attend a training

retreat for a full day. Ongoing training and support for the natural leaders will be provided through a club format. (See Appendix C for an overview of the Natural Helpers Program.)

- ❖ The Athletes Helping Athletes Program will continue.
- ❖ Professional development *in Second Step* for all teachers in kindergarten through eighth grade will take place in late spring 2009. Materials will be ordered in the spring and available to teachers for planning prior to the end of the 2008-2009 school year. It is strongly suggested that lunch aides also be trained in the program.
- ❖ Provide a parent workshop with an overview of the social emotional learning initiatives during the fall, possibly at a joint PTA/PTSA meeting.
- ❖ Representatives of the high school staff visit a local district implementing the *Natural Helpers* program and that the kit be ordered in the spring of 2009. Professional development for the club advisor and an overview of the program will be provided at the high school.
- ❖ Two themes will be selected each year as a focus throughout the district—one for the fall semester and one for the spring semester. It was agreed that the ten virtues would be distributed to the site based teams, teams would be asked to prioritize the virtues from one to ten, information will be gathered at the district office, tallied, and two themes will be identified for each of the next five years as a focus across the district (see Appendix D for the ten virtues).
- ❖ Support an ongoing effort to enhance the book collection supporting social emotional learning topics in each library.

Other suggestions to be considered for the future include: the formation of a debate club at the high school, the selection of a quote of the week for discussion throughout the district, an expansion of the availability of the materials as the budget allows, and a possible summer curriculum project to outline the K-12 programs and initiatives. These additional suggestions will be considered in subsequent years.

Projected Cost:

Second Step K-5, 2 kits per grade level =	\$2,500
Second Step 6-8, two kits per grade level =	\$2,000
Natural Helpers Program Kit =	\$600
Professional Development:	
K-5, 3 days @ \$750/day =	\$2,250
6-8, 2 days @ \$750/day =	\$1,500
One day retreat for Natural Helpers training	TBD
Cost of Natural Helpers Club	TBD
Parent Presentation	TBD
TOTAL COST of Implementation:	\$8,800 (plus the three TBD items)

Grants will be explored as a source of funding for this project.

Program Assessment and Evaluation:

In order to measure the success of the programs, the committee recommends the following:

Natural Helpers:

Distribute a survey to staff and students before and after program implementation.

Helpers will maintain a log of activities (anonymous) to be reviewed by the facilitator.

Counseling referrals, attendance and suspension data will be compared before and after program implementation.

Training meetings will be summarized.

Evaluation forms will be distributed to students at the end of the year.

Second Step:

Referral and discipline information will be compared prior to and after program implementation.

A pre and post survey will be distributed to the students and staff to measure school climate and SEL strategies.

Records will be kept of the lessons presented on each grade level.

Future Recommendations:

In April 2009 the site based teams will prioritize the ten virtues and return the results to district office where they will be compiled and tallied. Two virtues will be identified for the year (fall and spring).

In April 2009 materials will be ordered and staff development for K-8 will take place. Natural Helper visitations and training will also be arranged.

APPENDIX A

WEST HEMPSTEAD UNION FREE SCHOOL DISTRICT

CHARACTER EDUCATION Committee

Agenda

NOVEMBER 6, 2008

- I. Welcome and Introductions**

- II. Committee Goals**
 - Strategic Plan
 - Examine Current Practice
 - Explore Program Improvements
 - Draft Recommendations to Mr. Hogan

- III. Overview of Current Practice**

- IV. Suggestions for Enhancing Current Practice**

- V. Programs to be Explored**

- VI. Future Meeting Dates:**
 - Monday, November 24, 2008
 - Monday, December 8, 2008
 - Wednesday, January 7, 2009

WEST HEMPSTEAD UNION FREE SCHOOL DISTRICT

CHARACTER EDUCATION Committee

Summary

NOVEMBER 6, 2008

I. Welcome and Introductions: Mr. Hogan and Ann Peluso welcomed and thanked committee members for their willingness to serve on this important curriculum committee. Participants introduced themselves noting the constituency groups they represented.

II. Committee Goals: Ann Peluso gave an overview of the goals of the committee, and noted that the committee was directly connected to the action plan of the Strategic Planning Council's curriculum subgroup. Improving student performance in the area of social emotional learning was included as a main goal of this subgroup's action plan.

This committee was established to examine current district practices in social emotional learning, explore program improvements, and draft recommendations to Mr. Hogan.

III. Overview of Current Practice: Summaries of social and emotional learning activities and programs currently in place in each school were distributed. Highlights of each school's programs and activities were shared by committee members. After listening to the many examples from throughout the district, the consensus of the committee was that many wonderful activities were in place. The group is committed to explore ways to enhance current practices.

IV. Suggestions for Enhancing Current Practice: Many suggestions were shared to enhance the current program:

- share more information with the community;
- create a parent link which might include parent workshop(s), parent education, and/or parent university;
- utilize students across the district to connect the schools;

- develop consistency K-12 through activities and the development of a common language;
- create a district curriculum in social emotional learning;
- sponsor a district wide anti-bullying week throughout the district at the outset of the school year; and
- develop and post consistent behavioral expectations throughout the buildings.

V. Programs to be Explored: The committee identified several programs and resources to be explored. Information on these programs will be gathered and shared at the meeting on 11/24/08 by various committee members:

- Illinois State Education Department SEL Standards
- Project Wisdom
- Second Step
- Stand Up, Lend a Hand, Stop Bullying
- PBIS—Positive Behavior in School
- Operation Respect
- World of Difference
- Natural Helpers

VI. Upcoming Conferences: Ann distributed information on several upcoming conferences. Committee members volunteered to attend and share information with the full committee at the meeting following the conference:

- **11/17/08, 4:00-5:30 PM, Social Emotional Literacy: The Roadmap to Success with Cecile Wren and Cindy Singer, Nassau BOCES—Linda Dailey, Kim Bowie, Jennifer Ferreiro, Lorraine Gagliano, Ann Peluso**
- **11/20/08, 7:30 PM, Building Emotional Intelligence: Techniques to Cultivate Inner Strength in Children with Linda Lantieri, Elwood School District—Suzanne Parker-Hall**
- **12/2/08, 8:30 – 3:30, Embracing the Guidelines: CASEL’s Guide to Successful and Sustainable Schoolwide Social and Emotional Learning, Adelphi University—Marcia Murray, Tim Leitch, Lorraine Gagliano, Ann Peluso**

VII. Future Meeting Dates:

- Monday, November 24, 2008

- Monday, December 8, 2008
- Wednesday, January 7, 20

WEST HEMPSTEAD UNION FREE SCHOOL DISTRICT

CHARACTER EDUCATION Committee

Agenda

nOVEMBER 24, 2008

- I. Report of Anti Bullying Week at the Middle School**
- II. Program/Resource Overviews:**
 - Illinois State Education Department SEL Standards
 - Project Wisdom
 - Second Step
 - Stand Up, Lend a Hand, Stop Bullying
 - PBIS—Positive Behavior in School
 - Operation Respect
 - World of Difference
 - Natural Helpers
- III. Conference Reports:**
 - **11/17/08, 4:00-5:30 PM, Social Emotional Literacy: The Roadmap to Success with Cecile Wren and Cindy Singer, Nassau BOCES—Linda Dailey, Kim Bowie, Jennifer Ferreiro, Lorraine Gagliano, Ann Peluso**
 - **11/20/08, 7:30 PM, Building Emotional Intelligence: Techniques to Cultivate Inner Strength in Children with Linda Lantieri, Elwood School District—Suzanne Parker-Hall**
- IV. Committee Feedback**
- V. Suggested Items for December Agenda**
- VI. Future Meeting Dates:**

- Monday, December 8, 2008
- Wednesday, January 7, 2009

WEST HEMPSTEAD UNION FREE SCHOOL DISTRICT

CHARACTER EDUCATION Committee

summary

NOVEMBER 24, 2008

In attendance: Cynthia DiMiceli, Jacqueline Sullivan, Connie Cangelosi, Aileen Hoffman, Kimberly Bowie, Linda Dailey, Lorraine Gagliano, Carole Rilling, Tim Leitch, Jill Benjoseph, Bernadette Delphine, Jackie Schimmenti, Femida Mahamdela, Susan Russo, Jennifer Ferreiro, Jeannine Scully, Jennifer Silverstein, Luisa Mistretta, Suzanne Parker-Hall, Terry Ganley, Ann Peluso

- I. **Introductions:** Committee members introduced themselves and new members of the committee were welcomed.

- II. **Report of Anti Bullying Week at the Middle School:** An overview of activities included in the Anti Bullying Week at the Middle School was shared by parents and staff. Components of the week's events included:
 - Daily announcements focused the theme of the week.
 - Mini lessons were distributed and presented by teachers.
 - Athletes Helping Athletes from the high school made presentations in classes.
 - Signage was placed throughout the building and translated into Spanish and Italian by the foreign language classes.
 - Computer and art classes contributed.
 - A photo/graffiti wall was created by the students and displayed.
 - A clear message was sent to bullies and victims.
 - All agreed that the week was a huge success.
 - Thanks were extended to PTSA for help with funding the project.

The committee discussed including a recommendation that a district wide anti bullying week be held early in the school year.

III. Program/Resource Overviews: Committee members shared information gathered on several programs:

- **Illinois State Education Department SEL Standards**—Bernadette Delphine and Jackie Sullivan shared an overview of the social-emotional learning standards developed by Illinois.
- **Project Wisdom**—Ann Peluso shared an overview of Project Wisdom, which is currently integrated into morning announcements in the middle school.
- **Second Step**—Tim Leitch gave an overview of the history of Second Step at the middle school and how it is currently used. In sixth grade the program is presented in core classes and is rotated among the content area teachers. In seventh and eighth grades, the lessons are presented in health and in home and careers classes.
- **Stand Up, Lend a Hand, Stop Bullying**—it was agreed that information will be shared at the next meeting
- **PBIS—Positive Behavior in School**—Jackie Schmenti shared an overview of the PBIS program used in her elementary school. The use of a common language and rubrics to describe expected behavior were highlighted.
- **Operation Respect**—Ann Peluso shared information on Don't Laugh at Me, a program developed by Peter Yarrow and available free of charge to schools.
- **World of Difference**—Terry Ganley gave an overview of this program produced by the Anti Defamation League. Terry had used the program in a previous district.
- **Natural Helpers**—Susan Russo distributed information about this program and told of her involvement in the program as a high school student.

IV. Conference Reports:

- **11/17/08, 4:00-5:30 PM, Social Emotional Literacy: The Roadmap to Success with Cecile Wren and Cindy Singer, Nassau BOCES**—Linda Dailey, Kim Bowie, Jennifer Ferreiro, Lorraine Gagliano, Ann Peluso—Attendees gave an overview of the wealth of information shared at this conference. Strategies introduced for use as part of an SEL program included: district wide

themes, literature collections for use by teachers in introducing topics, a quote of the week, and Marc Brackett's Emotional Literacy program.

- **11/20/08, 7:30 PM, Building Emotional Intelligence: Techniques to Cultivate Inner Strength in Children with Linda Lantieri, Elwood School District**—Suzanne Parker-Hall presented an overview of this workshop, which focused on approaching emotional intelligence through brain and behavior theory. The importance of developing SEL qualities to support success in career and life was shared. The impact of emotional intelligence on physical health was also shared.

V. Committee Feedback:

- Discussion at the meeting involved the issue of staffing—elementary guidance, elementary health educator, etc.
- Since we are entering a difficult budget year, the need to control expenses as the committee makes recommendations was emphasized.
- The committee discussed when bullying typically occurs (lunchroom, hallway, bus), and it was agreed that all members of the staff must receive training in social emotional learning.
- Committee members agreed that it was important to have a common language, continuity, and alignment across the district and among the schools with the program(s) selected.

VI. Suggested Items for December Agenda: At the next meeting, we will continue to review information from conferences attended, receive an overview of several programs, and begin to discuss recommendations from the committee to the superintendent.

VII. Future Meeting Dates:

- Monday, December 8, 2008
- Wednesday, January 7, 2009

WEST HEMPSTEAD UNION FREE SCHOOL DISTRICT

CHARACTER EDUCATION Committee

Agenda

December 8, 2008

I. Program/Resource Overviews:

- Stand Up, Lend a Hand, Stop
- Emotional Literacy—Mark Brackett, Yale

II. Conference Reports:

- **12/2/08, 8:30 – 2:30 4th Annual LI SEL Forum, Adelphi University, Garden City--Lorraine Gagliano, Tim Leitch, Marcia Murray, Ann Peluso**

III. Cost Analysis of Programs:

- Materials
- Training

IV. Suggestions for 2009-2010:

- Anti-Bullying Week
- Themes
- Quote of the Week
- Resource Materials—library
- Programs

V. Suggested Items for January Agenda

VI. Future Meeting Dates:

- Wednesday, January 7, 2009

WEST HEMPSTEAD UNION FREE SCHOOL DISTRICT

CHARACTER EDUCATION Committee

Summary

December 8, 2008

In attendance: Cynthia DiMiceli, Jacqueline Sullivan, Aileen Hoffman, Kimberly Bowie, Linda Dailey, Lorraine Gagliano, Tim Leitch, Jill Benjoseph, Bernadette Delphine, Jennifer Ferreiro, Jeannine Scully, Jennifer Silverstein, Pat McVetty, Luisa Mistretta, Suzanne Parker-Hall, Anthony Cali, Josephine DeMarco, Marcia Murray, Joseph Cernigliaro, Ann Peluso

I. Program/Resource Overviews:

- Emotional Literacy—Marc Brackett, Yale—Cindy Singer, Assistant Principal from East Rockaway Middle School, presented an overview of Marc Brackett’s Emotional Literacy Program, which is currently being used at the middle school in East Rockaway.
- Stand Up, Lend a Hand, Stop Bullying—Jill Benjoseph explained the use of this program during Anti Bullying Week at WH Middle School. She shared her concern that the program launched during this week would need follow-up to be effectively integrated into the fabric of the school. She also suggested considering a peer mediation/counseling program at the middle school as part of the committee’s recommendations.

II. Conference Reports:

- **12/2/08, 8:30 – 2:30 4th Annual LI SEL Forum, Adelphi University, Garden City--**Lorraine Gagliano, Tim Leitch, Marcia Murray, Ann Peluso—The participants in this workshop shared the need for comprehensive planning and “buy in” when implementing a social emotional learning program. Multi-year planning stages were shared by presenters at this conference. The importance of a consistent K-12 common language was emphasized. On March 17th there will be a showcase of social emotional learning materials. Information will be shared with the committee when available.
- **12/5/08, Molloy College—**Athletes Helping Athletes Conference—Lorraine Gagliano shared information gathered at this conference and asked that the district consider expanding the Athletes Helping Athletes program to fourth grade.

- III. **Cost Analysis of Programs:** In a discussion regarding the cost of program implementation, it was agreed that cost of recommended programs would have to be limited based on budget predictions. The committee discussed the value of “tuning up” the Second Step Program at the middle school and exploring the cost of the updated version of the program.

The committee also discussed the value of using the same program in the elementary school in order to promote a common language and a common set of strategies across the district. The cost of the program for every classroom was discussed. It was suggested that the program be introduced one grade at a time starting in fifth grade and adding a grade each year. One of the committee members shared how she had used Second Step in a previous district and that the grade level shared a kit, thereby saving on the cost of program implementation.

The need for training in kindergarten through 8th grade was emphasized. Rather than paying for turnkey training, Ann suggested bringing in a trainer from BOCES and training the staff on-site. She will research the cost of materials and training for the next meeting.

It was agreed that the Natural Helpers program would be explored further for use at the high school. A suggestion was made that this program also be explored for use in the middle school (perhaps in eighth grade).

- IV. **Suggestions for 2009-2010:** Possible recommendations for social emotional learning during the upcoming year were discussed:
- A District-wide Anti-Bullying Week early in the school year
 - Selecting two themes for the year that would be addressed in all schools—one theme for the fall and one for the spring
 - Selecting a Quote of the Week for use throughout the district as a discussion starter in the area of social-emotional learning.
 - Book collections in each library for use by the teachers in launching discussions about topics in social-emotional learning
 - Program Selection and Training for Staff
 - A summer curriculum project to map out the use of the programs and initiatives
 - Material Purchase
 - Suggestion for instituting a Debate Team at the high school

- V. **Suggested Items for January Meeting Agenda:**
- Cost analysis of *Second Step* for K-8 and *Natural Helpers* for 7-12
 - Draft of recommendations to the superintendent for the 2009-2010 school year.

- VI. **Future Meeting Dates:**
- Wednesday, January 7, 2009

WEST HEMPSTEAD UNION FREE SCHOOL DISTRICT

CHARACTER EDUCATION Committee

Agenda

January 7, 2009

I. Distribution of new Board of Education Policy 5161 (Harassment, Hazing and Bullying) and Administrative Regulations

II. Suggestions for 2009-2010:

- ❖ A District-wide Anti-Bullying Week early in the school year
- ❖ Selecting two themes for the year that would be addressed in all schools—one theme for the fall and one for the spring
- ❖ Selecting a Quote of the Week for use throughout the district as a discussion starter in the area of social-emotional learning.
- ❖ Book collections in each library for use by the teachers in launching discussions about topics in social-emotional learning
- ❖ Program Selection and Training for Staff
- ❖ A summer curriculum project to map out the use of the programs and initiatives
- ❖ Material Purchase
- ❖ Suggestion for instituting a Debate Team at the high school

III. Draft of Proposal for Social Emotional Learning:

- ❖ The Need
- ❖ Statement of Philosophy
- ❖ Rationale
- ❖ History of Exploration by SEL Committee
- ❖ Supporting Research
- ❖ Program Proposal
- ❖ Program Goals
- ❖ Proposed Schedule of Instruction
- ❖ Components of Program
- ❖ Evaluation/assessment strategies
- ❖ Further Recommendations

THANK YOU FOR SERVING ON THIS VERY VALUABLE COMMITTEE!

APPENDIX B

**For information regarding the Second Step Program for Grades
K – 8, follow this link:**

www.cfchildren.org/programs/ssp/overview/

APPENDIX C

For information regarding the Natural Helpers program, which will be introduced at the high school, follow this link:

<http://web1.msue.msu.edu/cyf/youth/nathelp.html>

APPENDIX D

The Virtues

The virtues cross and encompass the boundaries of all nations, cultures, and philosophies. No one has a monopoly on them. They are non-sectarian. They reside equally in all of us:

- Courage
- Honesty
- Respect
- Gratitude
- Generosity
- Perseverance
- Forgiveness
- Compassion
- Patience
- Humility