

Social Emotional Learning in Nevada

Creating Safe, Supportive, Learning Environments

Social Emotional Learning (SEL)

is a lifelong process through which children and adults acquire and apply the knowledge and skills to:

- o understand and manage emotions
- o set and achieve goals
- o feel and show empathy for others
- o establish and maintain supportive relationships
- o make responsible and caring decisions

“As an educator, Social Emotional Learning is at the forefront of my decisions. It is through SEL that I am able to support students’ overall success and well-being. In my classroom, students’ physical and psychological safety needs are prioritized in order to create a brave and safe space. Students are able to take risks and make mistakes in order to grow. They are also encouraged to feel their emotions and are given time to work through them... As a result, students typically show more academic growth due to their ability to persevere and solve problems effectively.”

-Diana Isom, Educator
Mineral County



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Social Emotional & Academic Development (SEAD)

is the integration of social and emotional development within academic learning in K-12 education. Social emotional and academic development is part of a well-rounded quality education and supports safe and respectful learning communities through a focus on:

- o Safety and Belonging
- o Self-Efficacy
- o Value for Effort and Growth
- o Engagement in Culturally Responsive Work

(Aspen Institute, 2019)

Decades of research affirm that implementing SEL creates environments in which all students learn the skills needed to prepare for career, college, and life. When educators integrate SEL skills into their policies and practices they can:

- Lead to Improved Academic Outcomes, Behaviors, and Graduation Rates
- Demonstrate a 11:1 Return on Investment
- Improve Lifetime Outcomes and Overall Wellness
- Reduce Teacher and Student Stress
- Create Safe Schools and Climates
- Combat Chronic Absenteeism
- Promote Mental Health Supports

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Nevada's Goals for Social Emotional Learning

During the 2015 legislative session, Senate Bill 504, with the support of the Governor and legislators, established the Office for a Safe and Respectful Learning Environment. From its inception the goals of this office have been to:

1. Develop a framework to unite other initiatives:
 - o College and Career Readiness
 - o Anti-bullying efforts
 - o Restorative Practices
 - o Positive Behavior Interventions and Supports (PBIS)
2. Develop implementation guidelines for districts that include:
 - o Evidence-based practices to implement SEL
 - o Professional development strands connecting SEL to the 4 initiatives above, and
 - o Assessments and accountability measures to evaluate SEL implementation
3. Develop common language for understanding SEL statewide

The SEL Framework

In 2017, the NDE adopted the Collaborative for Academic, Social, and Emotional Learning's (CASEL) framework and CASEL 5 Core SEL Competencies as guidance for SEL implementation and integration of SEL in schools.

- Self-Awareness
- Self-Management
- Relationship Skills
- Social Awareness
- Responsible Decision-Making

SEL Advances Urgent Priorities

- o School Safety
- o Academic Recovery
- o Mental Health
- o Future Readiness

Students Report

- o Stronger feelings of inclusion, belonging, and connection to school
- o Greater classroom support
- o Better relationships with teachers
- o Increased sense of safety

