


ELEM SCHOOL Pacing Guide | 2nd Step Curriculum + RULER + BPU/CPU Counseling Units + PBIS





**** This version implies that counseling lessons are in place of the regular second step instruction each week**

RULER Skills & TOOLS:  Charter  RULER Skills & Mood Meter  Meta-Moment  Blueprint

Week of		Kinder	1 st & 2 nd	3 rd	4 th & 5 th	
Sept 6		PBIS Launch/Rodeo		PBIS Launch/Rodeo		
Sept 11		PBIS Launch – add Kinder		PBIS Launch – add Kinder		
Sept 18	Unit 1: Growth Mindset & Goal Setting	Unit 1: Lesson 1		Unit 1: Lesson 1		
Sept 25		Unit 1: Lesson 2		Unit 1: Lesson 2		
Oct 2		Unit 1: Lesson 3		Unit 1: Lesson 3		
Oct 9		Unit 1: Lesson 4		Unit 1: Lesson 4		
Oct 16		Unit 1: Lesson 5		Unit 1: Lesson 5		
				★ Counselor - **SEND** BPU Parent Letter ★ Admin – Provide Staff Meeting time about HIB Reporting		
Oct 23	Unit 2: Emotion Management	Unit 2: Lesson 1		Unit 2: Lesson 1	Lesson 1 - Recognize, Report, Refuse	
Oct 30		Unit 2: Lesson 2		Unit 2: Lesson 2	Lesson 2 - Bystander Power	
Nov 6		Unit 2: Lesson 3		Unit 2: Lesson 3	Lesson 3 - Bystander	
Nov 13		No Second Step - <u>Conference Week</u> PBIS - Plan for short day transitions		No Second Step - <u>Conference Week</u> PBIS - Plan for short day transitions		
		Unit 2: Lesson 4		Unit 2: Lesson 4	Lesson 4 - Bystanders to Cyber Bullying	
Nov 27		Unit 2: Lesson 5		Unit 2: Lesson 5	Unit 2: Lesson 1	
Dec 4		PBIS Focus on community Revisit 2 nd Step concepts in areas of student struggle		PBIS Focus on community Lesson 1: Recognizing Bullying		
Dec 11		PBIS Celebration Revisit – Use Extension Activities in Second Step concept areas of student struggle		PBIS Celebration Lesson 2: Reporting Bullying		
		WINTER BREAK				
Jan 2			PBIS Re-teach Lessons ★ Counselor - **SEND** CPU Parent Letter (30 days prior) ★ Admin - Staff Meeting on CPS Reporting before lessons begin		PBIS Re-teach Lessons Lesson 3: Refusing Bullying	
Jan 8	Unit 3: Empathy & Kindness	Unit 3: Lesson 1		Lesson 4: Bystander Power	Unit 2: Lesson 5	
Jan 16		Unit 3: Lesson 2		Unit 3: Lesson 1		
Jan 22		Unit 3: Lesson 3		Unit 3: Lesson 2		
Jan 29		Unit 3: Lesson 4		Unit 3: Lesson 3		
Feb 5		Unit 3: Lesson 5 Lesson 1: Ways to Stay Safe		Unit 3: Lesson 4		
Feb 12	Unit 4: Problem Solving	Lesson 2: The Always Ask First Rule		Unit 3: Lesson 5		
Feb 21		Lesson 3: Safe and Unsafe Touches		Unit 4: Lesson 1		
Feb 26		Lesson 4: The Touching Rule		Unit 4: Lesson 2		
Mar 4		Lesson 5: Practicing Staying Safe		Unit 4: Lesson 3		
Mar 11		Lesson 6: Reviewing Safety Skills		Unit 4: Lesson 4		
Mar 18		Unit 4: Lesson 1		Unit 4: Lesson 5		
Mar 25		(Conference Week) PBIS SW Celebration before break (recommended)		(Conference Week) PBIS SW Celebration before break (recommended)		
		Spring Break				
Apr 8			Unit 4: Lesson 2		PBIS Lesson- Reteach review for SPRING	
Apr 15			Unit 4: Lesson 3		No Lessons – Testing will Begin (Reinforce/Reteach as needed)	
Apr 22	Unit 4: Lesson 4					
Apr 29	Unit 4: Lesson 5					
May 6						
		Lesson 6: Reviewing Safety Skills				

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RULER Skills & TOOLS:  Charter  RULER Skills & Mood Meter  Meta-Moment  Blueprint

Week of	Classroom Lessons			Counselor Lessons w/ Principal Timeline	
Sept 6	➤ PBIS Launch/Rodeo				
Sept 11	➤ PBIS Launch – add Kinder				
Sept 18	Unit 1: Growth Mindset & Goal Setting	Unit 1: Lesson 1			
Sept 25		Unit 1: Lesson 2			
Oct 2		Unit 1: Lesson 3			
Oct 9		Unit 1: Lesson 4			
Oct 16		Unit 1: Lesson 5			
Oct 23	Unit 2: Emotion Management	Unit 2: Lesson 1		4 th / 5 th Grade	Lesson 1 - Recognize, Report, Refuse
Oct 30		Unit 2: Lesson 2			Lesson 2 - Bystander Power
Nov 6		Unit 2: Lesson 3			Lesson 3 - Bystander
Nov 13		No Second Step - Conference Week ----- PBIS - Plan for short day transitions			
Nov 20		Unit 2: Lesson 4		4 th 5 th	Lesson 4 - Bystanders to Cyber Bullying
Nov 27		Unit 2: Lesson 5			
Dec 4	➤ PBIS Focus on community ➤ Revisit Second Step concepts in areas of struggle			3 rd Grade	Lesson 1 - Recognizing Bullying
Dec 11	➤ PBIS SW Celebration (recommended)				Lesson 2 - Reporting Bullying
Winter BREAK					
Jan 2	➤ PBIS Re-teach Lessons			3 rd Grad	★ Counselor - SEND CPU Parent Letter ★ Admin - Staff Meeting about CPS Reporting (Jan) Lesson 3 - Refusing Bullying
Jan 8	Unit 3: Empathy & Kindness	Unit 3: Lesson 1			Lesson 4 - Bystander Power
Jan 16		Unit 3: Lesson 2			
Jan 22		Unit 3: Lesson 3			
Jan 29		Unit 3: Lesson 4		Kindergarten	Lesson 1 - Ways to Stay Safe
Feb 5		Unit 3: Lesson 5			Lesson 2 - The Always Ask First Rule
Feb 12	Unit 4: Problem Solving	Unit 4: Lesson 1			Lesson 3 - Safe and Unsafe Touches
Feb 21		No Second Step – Mid winter Break ➤ PBIS - Reinforce Routines			Lesson 4 - The Touching Rule
Feb 26		Unit 4: Lesson 2			Lesson 5 - Practicing Staying Safe
Mar 4		Unit 4: Lesson 3			Lesson 6 - Reviewing Safety Skills
Mar 11		Unit 4: Lesson 4		1 st / 2 nd Grade	Lesson 1 - Ways to Stay Safe
Mar 18		Unit 4: Lesson 5			Lesson 2 - The Always Ask First Rule
Mar 25	(Conference Week) PBIS SW Celebration before break (recommended)				Lesson 3 - Safe and Unsafe Touches
Spring Break					
Apr 8	PBIS Re-teach Lessons				Lesson 4 - The Touching Rule
Apr 15	➤ Reinforce Concepts throughout Testing Period ➤ Provide Support for student to manage emotions about testing, next grade level transitions, peer relations			1 st / 2 nd Grade	Lesson 5 - Practicing Staying Safe
Apr 22					Lesson 6 - Reviewing Safety Skills
May-Jun	➤ Provide Extensions or Re-Teach of Second Step as issues arise – Classroom Kits are helpful for reteaching or extension activities				

MIDDLE SCHOOL Integrated SEL Pacing Guide





Core 2nd Step Curriculum + RULER Framework + PBIS






RULER Skills & Tools: Charter RULER Skills & Mood Meter Meta-Moment Blueprint

Week of	Principal Timeline		Fridays	6th	7th	8th	RULER	
Sept 6	LID Day: Launch SEL Vision & Overview of Curriculums and Frameworks Monitor: Panorama Survey Window	Unit 1: Mindset & Goals		PBIS Launch/Rodeo				
Sept 11			Lesson 1	Starting Middle School (1a) or Helping New Students (1b)		Welcome!		
Sept 18			Lesson 2	How to Grow Your Brain	Creating New Pathways in Your Brain	Who Am I? My Identity		
Sept 25			Lesson 3	Trying New Solutions	Learning from Mistakes and Failure	My Interests and Strengths		
Oct 2			Lesson 4	Making Goals Specific	Identifying Roadblocks	Harnessing My Strengths		
Oct 9			Lesson 5	Breaking Down Your Goals	Overcoming Roadblocks 1	Pursuing My Interests		
Oct 16			Lesson 6	Monitoring Your Progress	Overcoming Roadblocks 2	My Future Self		
Oct 23			Lesson 7 - Performance Task	Bringing It All Together	Advice on Roadblocks	My Path Forward		
Oct 30	★ Alert Staff in Prep for Bullying Unit prior to Nov 27 (Include all staff)		Half-Day Friday	This is a great time focus on PBIS Program Elements that you want to enforce through the year. The student will have just discussed Goal Setting, so Setting a PBIS Monthly Goal would reinforce and link the two programs. (Also... if you had to shift a week for Panorama in September, you can get back on schedule in November so that everyone does Bullying Lessons at the same time)			 Charter Check-in se to do as Grade Level or Class Periods	
Nov 6		No School Friday						
Nov 13		Half-Day Friday	Thanksgiving Week – only 2 days					
Nov 20		No School Friday						
Nov 27		Unit 2: Recognizing Bullying & Harassment	Lesson 8	Common Types of Bullying	What is Harassment?	Understanding Bullying		
Dec 4			Lesson 9	Recognizing Bullying	What is Sexual Harassment?	Social Factors that Contribute to Bullying		
Dec 11			Half-Day Friday	PBIS – Culture Activities				
				WINTER BREAK				
Jan 2			Lesson 10	Responding to Online Bullying	The Effects of Sexual Harassment	Environmental Factors that Contribute to Bullying		
Jan 8			Lesson 11	How to Be an Upstander	Gender-Based Harassment	Speak Up and Start a Movement		
Jan 16			Lesson 12	Standing Up and Staying Safe	Our Rights and Responsibilities	Be Inclusive and Ask for Change		
Jan 22			Lesson 13 - Performance Task	Raising Awareness About Bullying	Preventing Harassment	Stand Up for Change		
Jan 29	★ Staff Meeting: SEL Mid-Year Check (20-30 minutes)		No School Friday				 Revisiting the Charter	
Feb 5	Monitor: Panorama Survey Window	Unit 3: Thoughts, Emotions & Decisions	Lesson 14	What Emotions Tell You	Emotions Matter	Understanding Stress and Anxiety	 Mood Meter Check-in	
Feb 12			Lesson 15	Emotions and Your Brain	Feel, Think, Do	Where Does Stress Come From?		
Feb 21			Lesson 16	How Emotions Affect Your Decisions	Unhelpful Thoughts	Can Stress Help You Grow?		
Feb 26			Lesson 17	Managing Your Emotions	Reframe the Situation	Strategies for Managing Stress		
Mar 4		Unit 3: Thoughts, Emotions & Decisions	Lesson 18	What Works Best for You?	Practicing Positive Self-Talk	Changing Strategies and Getting Help	 Meta Moment Focused Breathing	
Mar 11			Lesson 19-Performance Task	Raising Awareness About Managing Emotions	Making Better Decisions	My Stress-Management Plan (HS Transitions Time!)		
Mar 18			Unit 4: Managing Relations & Social Conflict	Lesson 20	You're Changing	What Makes a Conflict Escalate?		My Values
Mar 25				Lesson 21	Why Conflicts Escalate	Keeping Your Cool in a Conflict		Values and Relationships
		Spring Break						
Apr 8	Lesson 22	Considering Multiple Perspectives		Conflicts and Perspectives	Recognizing Others' Perspectives	 Blueprint Community Circles		
Apr 15	Lesson 23	Respectful Communication	Resolving Conflict Part 1	Finding the Best Solution				
Apr 22	Lesson 24	Resolving Challenging Conflicts	Resolving Conflict Part 2	Making Things Right				
Apr 29	Lesson 25	Making Amends	Taking Responsibility for Your Actions	Unhealthy Relationships				
May 6	Lesson 26 - Performance Task	Conflict Solvers	Tips for Resolving Conflicts	Guide to Healthy Relationships				
May 13	Lesson 27	No Lesson			High School Challenges			
June	★ Staff Meeting: SEL Year End Check-in			PBIS Celebrations				

HIGH SCHOOL Integrated SEL (RULER) - Pacing Guide

Year 1 RULER Framework Lessons + RULER Tools + PBIS

RULER Skills & TOOLS:  Charter  RULER Skills & Mood Meter  Meta-Moment  Blueprint

Week of	Principal Timeline	Year 1					RULER	
Sept 6	LID Day: Launch SEL Vision & Overview of Curriculums and Frameworks	PBIS Launch/Rodeo					Tools 	
Sept 11		Unit 1: Emotions Matter	Lesson 1	Introduction to Emotions				
Sept 18			Lesson 2	Emotions Matter				
Sept 25			Lesson 3	Introduction to the Mood Meter				
Oct 2	Lesson 4		Identifying and Tracking Emotions					
Oct 9	Monitor: Panorama Survey Window	Unit 2: RULER Skills	Lesson 5	Recognizing Emotions				
Oct 16			Lesson 6	Understanding Emotions				
Oct 23			Lesson 7	Labeling Emotions				
Oct 30			Lesson 8	Expressing Emotions				
Nov 6	Staff Meeting: * Share Panorama Results	Unit 3: Mood Meter & Emotion Regulation	Option A		Option B			
Nov 13			Lesson 9	Revisiting the Charter	Thanksgiving FOOD DRIVE			
Nov 20			Lesson 10	Introduction to Emotion Regulation				
Nov 27			No Lesson	Thanksgiving Week	No Lesson	Thanksgiving Week		
Dec 4	Holiday FOOD DRIVE		Lesson 9	Revisiting the Charter				
Dec 11			Lesson 10	Introduction to Emotion Regulation				
Dec 18/25			No Lesson – ** Suggest PBIS / Culture Focus					
Jan 2	WINTER BREAK		WINTER BREAK					
Jan 8	Lesson 11		Regulating Emotion	Lesson 11	Regulating Emotion			
Jan 16	Lesson 12		Emotion Regulating Strategies	Lesson 12	Emotion Regulating Strategies			
Jan 22		No Lessons	Multiple Competing Needs: Finals Prep, Temperance Assembly, Counselor Registration Needs ** Great Time for PBIS Connections to SEL – School wide Reinforcement					
Jan 29								
Feb 5	Staff Meeting: SEL Mid-Year Check (20-30 minutes)	Unit 4: Meta-Moment	Lesson 13	Introduction to the Meta Moment				
Feb 12			Lesson 14	Meta-Moment Step 2 Pausing				
Feb 21			NO Lesson	Mid-Winter Break				
Feb 26			Lesson 15	Seeing Your Best Self				
Mar 4	Monitor: Panorama Survey Window	Lesson 16	Meta-Moment Strategies in Action					
Mar 11		Flex Week	Extra Week built in to support Make-up Lessons due to Registration Sessions in February Or Panorama Survey administration in March					
Mar 18		Unit 5: Exploring Empathy and The Blueprint	Lesson 17	Exploring Empathy				
Mar 25			Lesson 18	Introduction to the Blueprint				
Apr 1			Spring Break					
Apr 8		Lesson 19	Applying the Blueprint					
Apr 15		Lesson 20	A Year in Review					
Apr 22		PBIS / SEL Supports during Testing Season Support Teachers and Students in Using Skills when Spring Stressors arise!						
Apr 29								
May 6	Staff Meeting: SEL Year End Check-in							
May 13								
June								

HIGH SCHOOL Integrated SEL (RULER) - Pacing Guide



HIGH SCHOOL TEACHING GUIDE

INTRODUCTION

RULER for High School is a flexible, interactive curriculum that can be implemented in a way that makes the most sense for your school's structure, schedule, and curriculum. Schools may choose to implement RULER in advisory, health class, or even a flex or college counseling period.

The RULER for High School curriculum is divided into four years. Each year offers 20 lessons that cover topics related to grade-appropriate student development in the skills of emotional intelligence. These lessons are grouped into units. Each unit offers students the opportunity to focus on developing a specific skill set, which will contribute to their emotional intelligence as they progress through each year.

The sections of each lesson are described in detail in the "Lesson Format" area later in this document.

Each lesson spans between 45 and 60 minutes. However, lessons do not have to be completed in one sitting. For example, you may choose to cover the "Opening," and "Video" in one class period, then return to complete the remaining sections during the next class period.

Please read this guide in its entirety before teaching the RULER for High School curriculum.

PREPARING TO TEACH THE LESSONS

RULER for High School has been created as a digital curriculum within [RULER Online](#), which is the learning platform created by the Yale Center for Emotional Intelligence.

The digital lessons were designed in a way that you can display to students using a projector or smartboard. Within each lesson, you'll see slideshow presentations, discussion prompts, and activity instructions that can be completed as a class. Recommended timing estimates and types (individual, group, pairs, or whole class) are also available within each section.

As mentioned above, each lesson contains a series of sections (described in "Lesson Format" below). You will see a "Continue" button after completing each section, which will allow you to pace the class's progress appropriately.

However, if you do not have access to a projector or smartboard, you can print or download the lesson by using the "Print" button at the top of the lesson. The printed copy will include the lesson text, slides, and links to any external videos.



HIGH SCHOOL TEACHING GUIDE

LESSON FORMAT

OPENER OF CHOICE

While all lessons begin with a brief opening exercise, several lessons in each year begin with an "Opener of Choice." This is meant to incorporate students' prior knowledge to build connections between lessons. Teachers are encouraged to teach this process to students so that it becomes a comfortable routine. Students volunteer to choose one of the following openers:

- Three words that sum up last lesson and why you chose them
- One thing you can't stop thinking about from the last lesson
- Last lesson in a Tweet/Snapchat/Instagram/Pictionary/Charades

CONTENT

Each lesson will have some of the following areas. Note that the order of these may change depending on the lesson.

- **Opening:** Opener of Choice or another activity
- **Discussion:** In pairs, small groups, or whole group
- **Mini Lesson:** Lesson delivered by the teacher
- **Group Activity:** Students working together in a learning experience
- **Independent Learning:** Students working individually in a learning experience
- **Video:** Internet access required to view
- **Creative Activity:** Students creating and constructing
- **Wrap Up:** Bringing closure to the lesson

DISCUSSIONS

Many of the lessons center around discussions. We encourage teachers to involve students in setting expectations, or "norms," for respectful conversations in the classroom. These norms may specify whether to raise hands, use of a talking piece, and ways to promote equal participation. This will look different in every classroom, which reflects each class's unique culture.

PREVIOUS STUDENT EXPOSURE TO RULER

There may be students in your high school who have previously been exposed to RULER during their preschool, elementary or middle school years. The RULER for High School lessons have been written for students of high school age and will be developmentally different from previous RULER activities. The basics of the RULER Anchor Tools are explained in "introductory" lessons in Year 1 (Lessons 3, 13, and 18), so this information might be a review for students who have previous experience with RULER. However, there may be activities in these lessons that will still be appropriate for students who are already familiar with RULER.



Elementary
Unit 1: Growth Mindset & Goal Setting
Unit 2: Emotion Management
Unit 3: Empathy & Kindness
Unit 4: Problem Solving

Middle School
Unit 1: Mindset & Goals
Unit 2: Recognizing Bullying & Harassment
Unit 3: Thoughts, Emotions & Decisions
Unit 4: Managing Relations & Social Conflict

NOTE: EPS students have been entering high school with SEL instruction through the Second Step curriculum. Pre-pandemic, this was taught by counselors. Since 2021-22, the instruction to students has transitioned to teachers.

Core Routines



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INTRODUCTION

A crucial component to successful implementation of any social and emotional learning approach is seamless integration into everyday practices. Students will benefit most fully from RULER when emotional intelligence is woven into the fabric of how schools and classrooms function. Every interaction with and between students is a chance to demonstrate, model, practice, and nurture the skills of emotional intelligence.

To assist you in embedding RULER into the infrastructure of your school's climate, we have designed the following Core Routines. These are simple and adaptable practices that require minimal preparation or planning. These are not lessons or units, but repeatable, customizable activities. Once these routines have been learned and internalized, teachers, administrators, and service providers will have these in their toolboxes to use regularly. Students will begin to feel familiarity and ownership of these routines. When implemented regularly, these practices will enhance a schoolwide culture of emotional safety.

These routines were designed to reinforce the principles of emotional intelligence and provide opportunities to practice, develop, and sustain the RULER skills. The routines address different emotional intelligence concepts and tenets, and each one, in addition to contributing to your overall emotional climate, aims to achieve different goals. For example, the Charter Check-In is an opportunity for the school and classroom community to sustain the agreements they made on the Charter and to revisit and revise as necessary.

ELEMENTARY SCHOOL CORE ROUTINES

The Mood Meter Check-In will help students build self and social awareness as well as recognize emotional patterns in themselves and others to predict and respond to emotions more effectively. The *Best Self Reflection* can help students in making decisions aligned to their goals and values. Community Circles can be used with RULER’s Blueprint to resolve conflict, but it is a versatile routine that can be used for both a Charter and Mood Meter check-in and for socratic seminars related to academic content. They have the potential to build a sense of safety and camaraderie within your classroom while priming students to develop skills of active listening and perspective-taking. Like the versatility of community circles, the Focused Breathing routine can be used to support students to manage their emotions and grow compassion for themselves and others. Consistent use of these routines in your community will encourage a healthy emotional climate, which will contribute to improved student relationships, higher levels of engagement, enhanced student performance, and greater overall wellbeing.

The RULER Core Routines share many of the principles of restorative practices and can aid in creating a respectful, supportive, restorative atmosphere at your school. Restorative practices fall on a continuum from informal to formal. The routines outlined are designed to integrate the informal restorative practices of affective statements and questions, as well as using circles to build community. Additionally, emotionally intelligent practice goes hand-in-hand with building culturally responsive classrooms as they validate each child, the social identities they carry, their lived experiences, and the family structures in which they live. The RULER Core Routines provide students and educators with a shared language, context, and practice while building the RULER skills, which can be used both within and outside the school.

These routines will repeatedly appear in all the RULER unit and lesson plans provided by the Yale Center for Emotional Intelligence. You may need to refer to these guides as reminders of the procedural guidelines. We encourage you to integrate these routines throughout your day to ensure that emotional intelligence becomes a part of your school or classroom culture. With slight adjustments, these routines can also be used to improve the climate among adults in your building. You can utilize any of these as an opening activity at a meeting or common planning time. The amount of time to complete these tasks is also customizable, and these routines can be snuck in to quick transitions or expanded into complex lessons. We provide examples and suggestions for how to use and vary each routine; however, we encourage educators to adapt and to customize these routines to meet their settings and needs.

The below table outlines the routines that correspond with each RULER tool.

Tool	Routine(s)
Mood Meter	<ul style="list-style-type: none"> Mood Meter Check-In
Blueprint	<ul style="list-style-type: none"> Community Circle
Charter	<ul style="list-style-type: none"> Charter Check-In
Meta-Moment	<ul style="list-style-type: none"> <i>Best Self Reflection</i> Focused Breathing

MOOD METER CHECK-IN

Purpose	<p>Checking in on the Mood Meter provides students the opportunity to develop their self and social awareness. By practicing this routine over time, students will become more aware of patterns dictating how they feel and their causes. After students check in and recognize their emotional states, they can begin to evaluate if those feelings are helpful for their current goals and situations. Eventually, students can use this information to regulate these emotions with emotion regulation strategies.</p> <p>Embedded within this routine are the informal restorative practices of affective questions and statements, which are questions about or personal expressions of feeling shared between people in a community. These are the most fundamental practices used in a restorative community.</p>
How To	<p>Any time that you ask your students to identify where on the Mood Meter they would currently plot themselves, you are participating in a Mood Meter Check-In. This can have many variations. It can be anonymous and private, or students can use icons of their names or faces on a class wide Mood Meter.</p> <p>You can also utilize the Mood Meter feature of RULER Online to collect and display this information. Consider asking the following questions as you ask students to plot themselves. It's crucial that students do more than just share what they are feeling. They must consider how they want to feel and what strategies they will employ to make that shift.</p> <ul style="list-style-type: none"> • R: Where are you on the Mood Meter? • U: What is causing you to feel this way? • L: What word best describes your feeling? • E: How are you expressing this feeling? Are you comfortable expressing? • R: How do you want to feel? What strategy will you use to stay or shift? <p>If you are inviting each person in the class to share, make sure that teachers and adults go last. This is a good opportunity for using the Core Routine of Community Circles.</p> <p>Otherwise, students may be tempted to emulate their emotional states. Consider how your classroom Charter has set up a culture for sharing in your class, and remind students of the commitments they made in their Charter as a way of ensuring a safe emotional climate.</p>
When to Use	<p>This protocol can be used at almost any time throughout the day, though it can be particularly powerful at times of transition or stress. For example, a Mood Meter Check-In can serve to ground the class at the beginning of the day if used as part of a morning routine. This practice can also help students become aware of their emotional states before they complete performance tasks or take assessments.</p>

ELEMENTARY SCHOOL CORE ROUTINES

Academic Integration	<p>Students can use this routine to deepen their understanding of historical events or story plots. Ask students to plot characters and historical figures then share why they think a character feels that way, what may have caused that emotion, and what emotion regulation strategy that character could use.</p> <p>We most typically associate productive, “red” feelings with feelings of perceived injustice (anger) or passion towards a cause. Consider incorporating Mood Meter Check-Ins into your discussions of historical or current events of societal issues. Ask students which issues put them in the red, and call to their attention activists who model regulating anger in productive ways.</p>
Notes and Variations	<p>It is important to validate students’ emotions and be ‘Emotion Scientists,’ not ‘Emotion Judges.’ This means, if a student checks in on the Mood Meter and states that they are having a feeling that does not align with what they are expressing or what you may think they are experiencing, consider how you can address this as an Emotion Scientist. Students often respond to curiosity and inquiry: ask the student questions such as: what does the emotion feels like in their body?; what caused the emotion?; and when have they felt this way before?. As an Emotion Scientist, you are the learner. The goal is to help students gain a better understanding of their emotional states so that they can recognize their emotions more accurately, and your role is to support them without judgement.</p>

COMMUNITY CIRCLE

Purpose

Community Circles are a powerful tool for building the climate of your classroom. They act as a relationship-building process and promote understanding and perspective taking. This routine has many iterations, but it is always an opportunity to hear from each member of the classroom or community. In a community circle, every student contributes to the conversation equally. Circles are the fundamental building block on which students will develop and improve their active listening and conflict resolution practices and skills. The skills developed by participating in Community Circles will be instrumental when students use the Blueprint tool to practice perspective taking and conflict resolution.

Circles can be fun and playful. They can also be used to tackle difficult topics in a safe and predictable way, as well as to discuss academic topics. Most importantly, circling gives students a predictable and safe structure to practice both listening sharing.

Community Circles are another iteration of restorative practices as they provide an opportunity for community members to participate in a structured conversation with all members playing equal roles.

Be mindful of the difference between equity (people get what they need) and equality (people get the same thing). Giving weight to every voice is critical but so is monitoring and interrupting potentially harmful patterns that can emerge in groups when not all participants feel fully safe.

How To

The Community Circle is the most adaptable routine and the one you can use most often in your classroom or sessions with students. Any time that you would ask for contributions from your students or have a group discussion, you can adopt the Community Circle format.

To conduct this routine, simply ask your students to sit in a complete, unbroken circle so that everyone can make eye contact and there are no gaps between students. Ensure that all students have enough space and that there is a clear exit plan in case of an emergency. A carpet is an ideal location for Community Circles, but you can also place chairs in a circle. As the teacher and facilitator, you too should be in the circle as an equal with your students.

There are four basic rules to follow in a circle:

- One person speaks at a time (for help with turn-taking, see the variation below to learn about the talking piece)
- Each person may pass, but will have the opportunity to speak at the end
- Come to the circle empty handed and listen to the speaker

Words and feelings that are shared in the circle stay in the circle (Please explicitly teach this to your students, as this may be challenging for younger students.)

It is also important to explain to your students that the circle is not a conversation; so, there is no responding to another person's contribution. The goal is to remove the pressure that students often feel about whether what they say will be supported or validated.

When to Use	<p>As stated above, the circle can be used anytime you want to hear from your students. Students benefit from hearing one another, as students need to feel heard. Some of the most powerful times are the beginning and end of the school day.</p> <p>The opening Community Circle practice:</p> <ul style="list-style-type: none"> As the first activity of the day, when your students come in in the morning, ask them to find a spot in the circle. Each morning, you can have a different question to which your students respond. It can be as simple as ‘How are you feeling today?’ when checking in on the Mood Meter or ‘What did you have for breakfast?’ You can also use your question to preview or review academic content. When each student has their chance to speak, they will say good morning to the class and then answer the prompt. <p>The closing Community Circle practice:</p> <ul style="list-style-type: none"> Like the opening circle, we recommend you devote a few minutes at the end of the day to a circle. This brings closure to your day and guarantees each student gets a chance to speak before the day is over and they transition to home or another place. The prompt for this can be reflective about the day, such as ‘share your favorite part of the day’ or ‘share an appreciation for something someone else did today.’ <p>We recommend that you first use the circle regularly in instances with lower stakes. Then, when students are familiar and comfortable with the procedure and expectations, you may introduce more complex topics such as reflecting on emotions related to a recent conflict in class.</p>
Academic and Social Justice Opportunities	<p>The Community Circle is very effective in academic situations. They can act as a check for understanding for the teacher that guarantees they will hear from every student. The regular use of the Community Circle in the academic setting lets students know that everyone in the class will be expected and allowed to contribute to the conversation.</p> <p>Please see some examples of academic prompts below:</p> <ul style="list-style-type: none"> Share one word to describe the main character in the story. What did you learn in that history/science/math/etc. lesson that you did not already know? Share one hypothesis you have about our scientific question. What do you think the person in the book was feeling? How will you start your story in Writer’s Workshop today? <p>Social Justice Opportunity:</p> <p>The Community Circle also serves as a space to reflect on current events and conflict happening in the world, providing a safe space for sharing feelings because of the absence of response or judgment from others. We recommend you use this routine when engaging students in discussions of social issues. Consider inviting community members to participate when appropriate. Be aware that those with dissenting opinions, different experiences, or a different perspective from the majority of the group may feel silenced or unsafe to speak. This is why there is a need for developing a safe classroom climate in which differing perspectives are honored.</p>

Additionally, always remind students that they have the opportunity to pass in a Circle.

The conflict Community Circle practice:

When there is conflict or an emotionally unpleasant event that affects your classroom, the Community Circle is a safe and effective way to address it. This process is similar to the Blueprint Conference and can be helpful in preparing students to be thoughtful users of that Anchor Tool. When using the Community Circle in this way, focus your prompts on the participants' feelings. For example, ask students how they felt when they saw their peers fighting at recess, or how they are feeling about a recent event in the community they might have heard about at home or on the news. Be mindful of the impact that children's words and feelings have on each other, and be intentional in creating a climate that provides safety for dissenting voices.

Notes and Variations

The Community Circle can be adapted for the amount of time that is available. The teacher or facilitator can set parameters around the responses such as challenging students to respond to the prompt in just one sentence or one word. For example, at a closing Community Circle, you may challenge your students to share one word that describes their day.

Though students are not in conversation with each other during a Community Circle, it can be helpful to introduce a silent signal they can use to mean 'me too.' This will help young students stay engaged in the circle and prevent outbursts. This signal can be as simple as lightly tapping your chest when you agree with your classmate's contribution.

You may find it helpful to introduce a talking piece that students can pass around the Circle. This helps students identify whose turn it is to speak, based on who is holding the object, and it helps concretize the practice of taking turns. The talking piece can be any object of importance to you or your class but should be used consistently for this purpose.

CHARTER CHECK-IN

Purpose

The classroom Charter, which is built in the first lesson of Unit 2: Community, Safety, and Climate, outlines the agreed upon feelings and behaviors of the members of a community in order to build a positive and safe emotional climate. Building a routine practice of checking in on the Charter will ensure these agreements remain in the forefront of community members' minds and influence choices and actions.

The practice of checking in with the Charter can also be helpful in providing data useful for when students revisit and evaluate their charters in the first lesson of Unit 8: Community, Safety, and Climate II. For example, patterns that you notice during these Check-Ins may flag certain words that are more or less frequently experienced. This can inform which feeling words continue to serve the community's needs and which are no longer necessary as inclusions on the Charter.

How To

The goal of the Charter Check-In is to encourage students to revisit the commitments they made when building their Charter and consider both their own emotional experiences in their classroom, as well as that of their peers. There are various ways to approach this task. See four options outlined below:

- **Set a Charter Intention:** Ask each person to take two minutes to choose one feeling word on the Charter to set as an intention for the upcoming class, week, month, etc. Ask, 'What word from our Charter do you want to remember and carry with you as aim to achieve your goals for this class, week, etc.?' Optional extension activity: you may provide materials for each person to create a card, sign, drawing or some other emblem that represents their word.
- **Journal Writing:** Journaling can be a powerful tool for reflecting on the Charter. Some journal prompts include:
 - What was an instance recently when you felt one of these words? Why?
 - What was an instance recently when you noticeably did not feel one of these words? Why? What could you have done differently?
 - Choose one Charter word and write as much as you can about it. What does this feel like? Look like? Sound like?
- **Ask a Friend:** Pair students up and ask them to interview the other person about their experiences with the Charter words and behaviors in the last week. What have they felt most frequently? Why? What actions have they taken to ensure these feelings?
- **Shout Outs:** Give your students regular opportunities to celebrate each other for upholding their Charter commitments. Let students 'shout out' a peer who made them feel one of the words or whom they witnessed doing one of the Charter behaviors.
- **Reflecting on a charter, story, or situation:** During a storybook or situation, ask the students about the classroom Charter. What is similar? What they might do instead? What if people want to feel different than them?
- **Priming students before a change:** Remind students the class collectively wants to feel and the practice things they can do while the change is being implemented.

ELEMENTARY SCHOOL CORE ROUTINES

When to Use	<p>The Charter Check-In should be used regularly to re-center your class on their guiding agreements. The more often you refer to the Charter, the more it will guide the development of your community's emotional climate. We recommend you incorporate one practice of checking in on the Charter each week and informally refer to the document consistently whenever appropriate.</p>
Academic and Social Justice Opportunities	<p>You may call your students' attention back to their Charter anytime a character or person you are studying is or is not experiencing one of the feelings outlined in the Charter. For example, if your students agreed they wanted to feel <i>accepted</i>, and you read a story in which a character is being excluded or outcast, such as <i>Chrysanthemum</i> by Kevin Henkes, you can frame your book discussion around the Charter. Ask your students:</p> <ul style="list-style-type: none"> • Does Chrysanthemum's class look, act, or feel like our class? • Why or why not? • What behaviors that we agreed upon in our Charter are Chrysanthemum's classmates doing and which ones are they not doing? • What behaviors would you add to a Charter for the class in this book? <p>Social Justice Opportunity: In community-based learning or service-learning units, consider creating a Charter with the outside groups, people, or organizations with whom your students are engaging.</p> <p>Provide students the opportunity to listen to and to reflect on the emotional needs of others, particularly those who are different from themselves.</p>
Notes and Variations	<p>Consider how you can utilize technology, specifically RULER Online, in this process. As students develop their emotional vocabulary, you may want to revisit the Charter to see if students want to replace any words with newly learned feeling words.</p>

BEST SELF REFLECTION

Purpose	<p>The <i>Best Self</i> is a visualization tool used for emotion regulation, and it is a key component for taking a Meta Moment. Visualizing our <i>Best Selves</i> helps us to be goal-oriented as we decide on the best response to a situation in which we perceive a stimulus as triggering.</p> <p>Students will develop an understanding of their <i>Best Selves</i> in Unit 9: Emotion Regulation and Personal Values. The below routine provides an opportunity for students to revise their <i>Best Selves</i> and recalibrate their actions toward this aspirational self. By repeatedly considering the characteristics of their <i>Best Selves</i>, students will more easily access those thoughts in times of difficult emotional activation, such as instances of anger or frustration.</p>
How To	<p>There are many ways you can vary this routine, but in its simplest form, this activity is about making a practice of continuously considering and imagining our <i>Best Selves</i>.</p> <p>The <i>Best Self</i> is comprised of two components: the personal best and the reputational self. When students craft their initial understandings of their <i>Best Selves</i> in Unit 9, they will consider both of these factors. When reflecting on the <i>Best Self</i> through this routine, teachers will ask students to consider how their responses to these two prompts changes in various settings. Teachers may ask students to reflect on what they consider their <i>Best Self</i> to be at school, at home, or in other contexts.</p> <p>This can be done as a brief mental task in preparation for a potentially upsetting event. For example, teachers may ask students to consider how their <i>Best Selves</i> might behave during the upcoming field trip.</p> <p>This routine can also include a demonstration and tangible reminder of the qualities that make up our <i>Best Selves</i>, such as a list of representative words or a portrait of the <i>Best Self</i>.</p> <p>Additionally, students may reflect on and practice using their <i>Best Selves</i> by considering how they may respond to various scenarios. Teachers can present students with realistic, difficult situations, such as an argument with a classmate or witnessing immoral behavior of a loved one. Preemptively imagining how to respond in a way that best aligns with our values will make it easier for students to call upon their <i>Best Selves</i> in future situations.</p>
When to Use	<p>Depending on which variation of <i>Best Self</i> Reflection listed above a teacher has chosen, this activity can take from 5-45 minutes. We recommend that teachers regularly conduct shorter <i>Best Self</i> Reflections in which students consider the two components of the <i>Best Self</i> and make sure they are maintaining a clear vision for themselves. This can happen at any time and can even be used as a tool for transitioning a class, i.e. “as you walk to recess, picture your <i>best self</i> and consider who you want to be and how you want to be seen by others.”</p> <p>This practice is particularly powerful in a time when you suspect students may be headed into potentially emotionally-difficult situations. For example, if a student is</p>

	<p>repeatedly making choices that may seem irresponsible during recess or specials classes, the classroom teachers may suggest the student complete a <i>Best Self</i> reflection and develop an action plan before that challenging time of day.</p> <p>The <i>Best Self</i> Reflection should also be used at the beginning and end of the school year, so students can reflect on how they and their values have evolved over time.</p>
Academic and Social Justice Opportunities	<p>There are many ways to integrate the <i>Best Self</i> Reflection into the academic content in the class. In literature class, students may consider the <i>Best Self</i> of a character in a book or historical figure. They may ask themselves what values the character's <i>Best Self</i> holds, and if this does or does not align with their own values.</p> <p>In writing, students can practice their writing skills while completing a <i>Best Self</i> Reflection. They may write a fictional narrative starring their <i>Best Selves</i>, tell a personal story about how they developed the values that comprise their <i>Best Selves</i>, or write a persuasive essay arguing why these values are important to them.</p> <p>The <i>Best Self</i> Reflection can also be seamlessly integrated into arts classes as students prepare creative representations of their <i>Best Selves</i>, such as collages, portraits, poems, or songs.</p> <p>Social Justice Opportunity: Lastly, the <i>Best Self</i> Reflection can be a powerful tool for teaching social justice and agency, especially when studying history. As you explore various periods throughout history and the figures who we remember from those times, challenge your students to discuss the <i>Best Selves</i> of those people or how their own <i>Best Selves</i> would have contributed to those situations.</p>
Notes and Variations	<p>Listed above are many ways in which educators can vary the <i>Best Self</i> Reflection.</p> <p>It is important to remember that our understanding of our <i>Best Self</i> has two components. It can sometimes be challenging for students to parse the nuanced differences between personal best and reputational self. Teachers may need to spend extra time focusing on these two pieces.</p> <p>Lastly, educators need to be conscious that they validate the <i>Best Selves</i> students imagine for themselves without judging or contradicting what our students express as their personal values.</p>

FOCUSED BREATHING

Purpose	<p>Practicing focused breathing have been shown to help us deal with stress, anxiety, and other unpleasant emotions. The breath is the only automatic bodily function we can control if we choose to, and it is a powerful tool for emotion regulation. Breathing is a strategy that is always available to us, regardless of context or situation. So, developing a practice of focused breathing can be empowering for both students and adults.</p> <p>In moments of high emotional activation, such as feeling intense frustration or aggravation, pausing to take a focused breath can help us reactivate our parasympathetic nervous systems. Emotions are grounded in bodily experience, so focused breathing is a powerful emotion regulation strategy. It allows us to rebalance and stabilize our bodies so that we may respond constructively and quiet our impulses to respond by ‘fight or flight.’ It can also help to downregulate very high-energy emotions like excitement.</p> <p>In addition to emotionally-charged moments, anytime is a good time for taking a Focused Breath. Creating a regular practice of focused breathing can help students and adults more easily call on this practice in those moments of activation as well as more effectively handle unpleasant and/or high energy everyday emotions with greater resilience.</p>
How To	<p>The most essential piece to Focused Breathing is turning one’s attention to inhaling and exhaling. Counting the seconds of the inhale, holding the breath, and then counting the seconds of the exhale can be helpful. It is important that the inhale and exhale should be at least as long as one other: if the inhale is too short relative to the exhale it can induce hyperventilation and increase arousal and panic. To help you guide your students and colleagues, who may be new to focused breathing, we have outlined some optional steps below:</p> <ul style="list-style-type: none"> • Please sit comfortably with a tall, straight back. • Close your eyes or let your gaze float downward. • When I begin counting, inhale deeply until I reach the number five. • Then, hold your breath as I hold mine for three seconds. • When I begin counting backward from 5, slowly exhale until I reach 0 again. <p>You can repeat this practice for several breaths, five or more, until you notice a sense of calm for yourself or your students. Two final tips to consider:</p> <ul style="list-style-type: none"> • Focus on the stomach, as opposed to the chest, during breathing to help generate deeper breaths (i.e. “Imagine breathing into your stomach”). • Breathing through the nose, especially on the inhale, helps slow down the rapid breathing that occurs during anxiety and activation because it takes longer to inhale through the nose than the mouth.
When to Use	<p>We recommend you find time to pause for Focused Breathing on your own, with your students, or with your colleagues, several times each day. This can happen at any time but may be particularly helpful in the classroom when you recognize a change in the</p>

emotional state of your students. For example, you may encourage a Focused Breath when you notice a sense of anxiety before an assessment. You can also use the tool as a reset to help your students transition from one activity to the next, such as coming back from recess or finishing up a potentially upsetting history lesson. Once you have developed a practice of Focused Breathing with your students and they are familiar with it, you can encourage and remind them to use the tool in times when they are upset or activated.

The benefits of Focused Breathing are most pronounced for those who adopt a sustained practice. So, try to find a time of day when you can regularly devote a few minutes to breathing and make it a part of the daily routine.

Academic and Social Justice Opportunities

You can ask students to take a Focused Breath as they reflect on a piece of academic content. Encourage them to pause, think, and breath in between learning a new lesson or reading a text and responding and discussing. This pause will help students have more developed responses when they do share, by allowing them time to consider what they will say.

You can also integrate focused breathing into a lesson by asking your students to reflect deeply on what they notice. For example, in a history lesson, you may ask your students to close their eyes and pay attention to what they hear as you play audio of a primary source, such as a famous speech or recordings from a protest or news coverage. Encourage your students to sit tall and still and try to quiet their thoughts so they can be immersed in what they hear. After the recording is finished, allow students to discuss what they noticed.

Focused breathing practices may also help students cultivate compassion for others, become more thoughtful about how they respond to others, and learn to sit with and recognize the established narratives they use to interpret society. A key component of focused breathing is recognizing and accepting the emotions that we notice in ourselves. This can also help us consider the full humanity of others and the complex context of their actions. For teachers, this practice can help mitigate the implicit bias often subconsciously used to make judgements about students.

Notes and Variations

There are countless ways to vary the practice of Focused Breathing. Please see three options below.

- **Body Scan:** You may encourage your students or colleagues to complete a body scan as they take their Focused Breaths--starting at the top of their heads and then slowly moving down the body picturing each body part separately. Ask them to silently consider: how does this part of my body feel? What do I notice? Continue until you reach the bottoms of your feet.
- **Focused Walk:** Consider leading your students or colleagues on a walk. As you walk slowly and quietly, reflect on all the things you notice. How does your body feel? What do you see? What do you hear?
- **Incorporate the Best Self Reflection:** As others or you take Focused Breaths, participate in a visualization of your Best Selves. As you imagine this version of yourself, notice any thoughts or sensations that come up. Perhaps, you feel a sense of warmth, hope, or determination.



RULER

FEELING WORDS

KINDERGARTEN		
Word	Definition	Color
Confident	Believing you can do something well	Yellow
Excited	Happy because something good is about to happen	Yellow
Proud	Feeling good about yourself because of who you are or something you did	Yellow
Annoyed	Bothered by something or someone	Red
Confused	Feeling like you do not understand something	Red
Nervous	Having trouble staying calm because you are afraid about something that might happen	Red
Patient	Waiting calmly for something to happen even though it may be hard to wait	Green
Relaxed	Calm and free; feeling loose in the body	Green
Safe	Feeling like you are protected from anything bad or scary	Green
Bored	Feeling like you have nothing to do or are tired of something	Blue
Hurt	Sad or in pain because of something someone did or said	Blue
Lonely	Sad because you are by yourself and not with others	Blue



RULER

FEELING WORDS

FIRST GRADE		
Word	Definition	Color
Energetic	Ready to move around	Yellow
Focused	Paying close attention to something	Yellow
Joyful	Filled with happiness	Yellow
Furious	Very angry	Red
Jealous	Afraid someone close to you may care about someone else more than you	Red
Worried	Full of thoughts about something bad that may happen	Red
Comfortable	Calm, relaxed, and safe where you are	Green
Included	Feeling like you are part of a group and that people want you to be there	Green
Thoughtful	Thinking about what others need or how they feel	Green
Distracted	Paying attention to something other than what you are supposed to	Blue
Down	Sad and like you have little energy	Blue
Excluded	Feeling like others left you out of a group or activity	Blue



RULER

FEELING WORDS

SECOND GRADE		
Word	Definition	Color
Cheerful	In a good mood and showing it	Yellow
Hopeful	Feeling like something good will happen	Yellow
Interested	Wanting to know more about something or someone	Yellow
Embarrassed	Uncomfortable because you believe others may think something you did or said is weird or silly	Red
Irritable	Easily annoyed or angered	Red
Tense	Unable to relax	Red
Accepted	Feeling like others like you for who you are	Green
Forgiving	Letting go of anger about something someone did	Green
Peaceful	Calm and relaxed with nothing bothering you	Green
Hopeless	Feeling like nothing good could possibly happen	Blue
Rejected	Feeling unwanted or not accepted	Blue
Timid	Easily scared; not brave	Blue



RULER

FEELING WORDS

THIRD GRADE		
Word	Definition	Color
Courageous	Confident to face situations that seem hard or scary	Yellow
Enthusiastic	Excited about and interested in an idea or an activity	Yellow
Motivated	Having the energy or reason to do something	Yellow
Aggravated	More and more annoyed by something that keeps happening	Red
Competitive	Wanting to do better than or be more successful than others	Red
Resentful	Holding onto anger toward someone or something unfair or hurtful	Red
Grateful	Happy to have something or someone; thankful	Green
Respectful	Thoughtful of others' needs and feelings and careful to treat others well	Green
Supported	Feeling like others care about you and are there to help you	Green
Discouraged	Feeling like you have lost confidence or interest in doing something	Blue
Empathic	Feeling like you understand and share the feelings of another	Blue
Isolated	Feeling like you are alone and without a connection to others	Blue



RULER

FEELING WORDS

FOURTH GRADE		
Word	Definition	Color
Determined	Knowing what you want and not letting anything stop you	Yellow
Engaged	Deeply interested or participating fully in something	Yellow
Optimistic	Hopeful and confident about the future	Yellow
Anxious	Worried and uneasy about something with an uncertain outcome	Red
Envious	Resentful or annoyed because you want something someone else has	Red
Insulted	Feeling like someone treated you or something or someone you care about with disrespect	Red
Connected	Feeling close to someone or part of a community	Green
Satisfied	Pleased with something or someone; feeling as though your needs have been met	Green
Serene	Pleasantly calm and like nothing is bothering you	Green
Ashamed	Embarrassed about who you are or about something you did that makes you feel bad about yourself	Blue
Defeated	Overcome with discouragement and hopelessness	Blue
Regretful	Holding onto sadness about something you wished you had done differently	Blue



FEELING WORDS

FIFTH GRADE		
Word	Definition	Color
Committed	Motivated to fulfill an agreement or promise you have made to yourself or someone else	Yellow
Elated	Very joyful, proud, and excited	Yellow
Inspired	Affected powerfully by something in a way that motivates you	Yellow
Exasperated	Aggravated to the point of wanting to give up	Red
Passionate	Intensely enthusiastic about or interested in someone or something	Red
Self-conscious	Uncomfortably aware of your thoughts, actions, or appearance and concerned with what others think	Red
Considerate	Thinking about others' needs and what you can do to help	Green
Understood	Feeling like others know you and can empathize with your experiences	Green
Valued	Feeling like others think who you are or what you do or say is important	Green
Despair	Completely hopeless	Blue
Offended	Hurt or insulted by someone else's words or actions	Blue
Pessimistic	Seeing the worst in things or believing the worst will happen	Blue

Fall Student SEL Survey | Participation Rates

School Name	Surveys Taken	Total Surveys	2023-24	2022-23	2021-22
Silver Firs Elementary	234	234	100.0%	94.3%	94.7%
Woodside Elementary	273	273	100.0%	92.5%	89.1%
Lowell Elementary	249	251	99.2%	79.8%	79.0%
Tambark Creek Elementary	360	366	98.4%	98.6%	83.9%
Jefferson Elementary	226	232	97.4%	86.9%	88.2%
View Ridge Elementary	226	232	97.4%	84.2%	81.6%
Forest View Elementary	333	343	97.1%	91.7%	75.4%
Penny Creek Elementary	397	409	97.1%	86.6%	90.0%
Whittier Elementary	207	215	96.3%	88.5%	82.7%
Emerson Elementary	250	261	95.8%	94.1%	82.0%
Jackson Elementary	139	146	95.2%	86.0%	94.3%
Mill Creek Elementary	333	362	92.0%	89.1%	88.9%
Cedar Wood Elementary	334	367	91.0%	89.6%	93.2%
Hawthorne Elementary	162	183	88.5%	87.0%	86.3%
Silver Lake Elementary	204	231	88.3%	90.2%	86.0%
Madison Elementary	170	199	85.4%	84.6%	62.6%
Garfield Elementary	180	218	82.6%	79.5%	76.5%
Monroe Elementary	199	251	79.3%	85.6%	73.0%
Evergreen Middle School	840	888	94.6%	89.7%	86.4%
Gateway Middle School	937	1007	93.0%	87.1%	83.2%
North Middle School	653	713	91.6%	93.2%	86.9%
Heatherwood Middle School	882	1023	86.2%	86.2%	80.6%
Eisenhower Middle School	712	884	80.5%	88.2%	84.0%
Sequoia High School	129	144	89.6%	57.6%	73.7%
Cascade High School	1206	1800	67.0%	71.1%	60.1%
Port Gardner School	52	81	64.2%	37.1%	83.6%
HM Jackson High School	1383	2179	63.5%	66.6%	79.6%
Everett High School	1104	1764	62.6%	59.9%	70.5%
EVERETT PUBLIC SCHOOLS	12350	15213	81.2%	79.9%	78.7%