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Social Emotional Learning K-12 Standards Adoption Statement

The state of Washington recognizes that social emotional learning (SEL) should be an integral part of every student's educational experience. The SEL standards and benchmarks along with the guiding principles provide a foundation and system for effective SEL implementation. This framework outlines key SEL skills and defines SEL as a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. The Washington state SEL standards and benchmarks were developed by a team comprised of practitioners and other experts working with youth and families in an educational setting, and with knowledge of topics related to SEL.

The SEL standards and benchmarks were developed through the lens of four guiding principles: equity, cultural responsiveness, universal design, and trauma-informed practices, and reflect input received from statewide stakeholders through focus groups, community forums, and an online survey.

As Superintendent of Public Instruction, I support providing well-rounded education for our students; SEL is an essential part of this. Social emotional learning teaches to the whole child and leads to the development of powerful learning habits that include essential skills such as emotional management, collaboration, communication, and responsible decision-making. SEL skills impact both the readiness to learn and the ability to benefit from learning opportunities. SEL has been shown to increase students' understanding of themselves and the world around them, and increase academic success, decrease emotional distress, and promote positive social behavior.

Pursuant to RCW 28A.300 and based on widespread support from educators and statewide SEL stakeholders, I hereby adopt the **Social Emotional Learning Standards and Benchmarks**.

Adopted on this 1st day of January 2020.

Kind Regards,

Chris Řeykdal
Superintendent of
Public Instruction