

Recommendation #1: **S c a a d E a Lea (SEL)** programs for all secondary students should include timely and relevant topics, ample student and staff voice, comprehensive staff training with opportunities to practice implementation, and support to school staff teaching SEL, as required by both state and national standards. Effective SEL and prevention must focus on the intersection of mental wellness, substance use prevention, and SEL core competencies rather than SEL lessons in isolation. Programs should focus on increasing protective and preventive factors, including those that lead to resilience and help prevent risky behaviors.

SEL programs should cover topics such as drug prevention; racial equity; implicit bias; appreciation and acceptance of diversity, including LGBTQ; and responding to observed acts of bullying. APS currently supports the development of the protective factors of SEL and DEI competencies. By listening to high school students, APS can continue to support these protective factors by teaching ~~and~~ practicing SEL competencies through drug prevention, DEI and other relevant and life-sa

Budgetary Implications and/or Implementation Needs

Strategic Plan Alignment

Committee vote

Staff response



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Strategic Plan Alignment

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Committee vote

Staff response

Appendix A  
Committee Members

Co-Chairs:

Secretary:

Members:

Staff liaison:

## Appendix B Resources



The Importance of SEL in Enhancing Youth Protective Factors and Reducing Risk Factors

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National Professional Associations' Recommended Student to Staff Ratios

Empirically Supported Social Emotional Learning Resources

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[https://youth.gov/youth-topics/risk-and-protective-factors#\\_ftn](https://youth.gov/youth-topics/risk-and-protective-factors#_ftn)

<https://nida.nih.gov/about-nida/legislative-activities/testimony-to-congress/2022/strengthening-federal-mental-health-and-substance-use-disorder-programs-opportunities-challenges-and-emerging-issues>

[VDOE SEL Guidelines](#)

[National Health/PE Standards Aligned with SEL Competencies](#)