WHY SOCIAL AND EMOTIONAL LEARNING MATTERS
The evolving field of neuroscience continues to affirm essential links between Social and Emotional Learning (SEL), academic performance, and healthy student development. Because teaching and learning is a highly dynamic, demanding, and social process, students need safe, inclusive, culturally responsive, and equitable learning environments where they can develop greater self-awareness, engage productively with others, and acquire lifelong self-management skills to face new challenges.

PURPOSE/MISSION
The purpose of Social and Emotional Learning in AISD is to enable students to develop in safe, inclusive, culturally responsive, academically engaging, and equitable learning environments that cultivate:

- self-awareness and self-management
- social awareness and relationship skills
- planning, evaluating, and decision-making skills

CORE BELIEFS
Academic learning is inextricably linked with social and emotional learning.

As students grow and develop, they are profoundly shaped by their environments, including the school environment.

A sense of physical and emotional safety and a sense of belonging combine to form an essential foundation for teaching and learning.

As students develop SEL skills, their ability to connect meaningfully with individuals of diverse perspectives, cultures, languages, histories, identities, and abilities increases, ultimately yielding healthier, more equitable, and better performing schools and communities.

Social and emotional learning is dynamic and developmental. The nature and magnitude of students’ needs will vary across their school years.

Because students learn, in great part, from observing others, it is essential that adults understand, practice, model, and apply social and emotional skills in order to support the development of these competencies in students.

VISION
All AISD students will internalize and demonstrate the social and emotional competencies needed to thrive in school and in life.