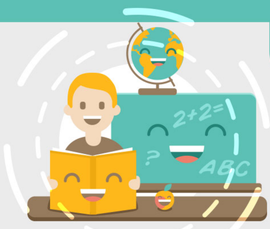
SUNBURST Safe Schools

Schools are under increased pressure to *improve school culture,* and demand for social and emotional (SEL) programs is growing.

Given its importance for teaching and learning, "school climate" is emphasized as an additional indicator of a school's success in the Every Student Succeeds Act (ESSA).



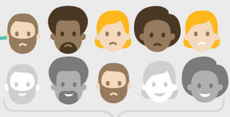
Students who learn in positive environments that are safe, supportive, and engaging are more likely to:

- Improve academically
- Participate more fully in the classroom
- Develop skills that will help them be successful in school and in life
- Reduce disruptive behavior [1]

29% Students reporting that their schools provide caring, encouraging environments [2]

STUDENTS
in 6th – 12th grade

62% Teachers reporting that behavior issues that interfere with teaching and learning have notably worsened [3]



TEACHERS
who have been in the same school 5+ years

The ways in which teachers experience the climate of the school impact their levels of stress and burnout. [4]

It's about creating an environment where a child can learn — because if a child isn't emotionally prepared to learn, he or she is not going to learn.

— *Marc Brackett,* Director of the Yale Center for Emotional Intelligence and Professor in the Child Study Center at Yale University

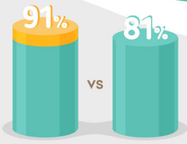
Students who took part in SEL programs fared better academically by an avg. of 13 percentile points [5]

3.5 years AFTER THE INTERVENTION

ON AVERAGE, FOR EVERY $1 INVESTED IN SEL PROGRAMMING

THERE IS A RETURN OF [4] **$11**

Students in SEL programs were more likely to ***complete high school*** *than controls*



and to have lower rates of major depression, post-traumatic stress disorder, anxiety and social phobia at ages 24 and 27. [7]

In one study, a major school district found a **21-point difference in math scores and a 20-point difference in English-Language Arts (ELA) scores** between students with low and high social and emotional competencies.

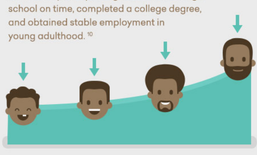
Within four years of beginning SEL implementation, ***graduation rates*** *in one major district are up 20 points.* [8]

Students with higher social emotional (SE) scores [9]

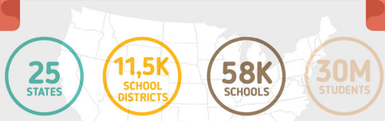
had **≈3x** fewer in-school suspensions

are **>2x** as likely to stay in school

Kindergarten prosocial skills were significantly and uniquely predictive of whether participants graduated from high school on time, completed a college degree, and obtained stable employment in young adulthood. [10]



School safety and SEL programs are receiving more funding and focus for adoption in schools.

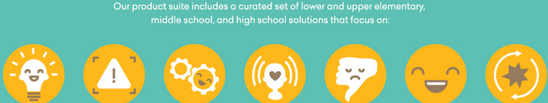


In February 2018, teams from **25 states** across the country attended the most recent national meeting of the collaborative states initiative around SEL — **a 32% increase in nine months.** Collectively, those states serve about 11,500 school districts, 58,000 schools, and 30 million students. The support is **nonpartisan** — blue states, red states, and purple states.

At least 16 states have formally planned to incorporate measures of school climate in their ESSA plans, with most of the remainder pledging to encourage districts to **support social-emotional learning** within positive learning environments. [11]

Sunburst has worked with school security, behavioral management, and SEL experts to curate a suite of educational offerings that focus on building safe and positive school environments.

Our product suite includes a curated set of lower and upper elementary, middle school, and high school solutions that focus on:



Social emotional learning | Early detection for school threats | Classroom behavior management | Increased access to mental health services and destigmatizing mental health | Anti-bullying | Building positive school environments | Concussion management

SOURCES

[1] www.ascd.org/publications/books/109003/chapters/Fostering-a-Healthy,-Safe,-and-Supportive-Learning-Environment@-How-HP-HP-Schools-Do-It.aspx

[2,7] www.apa.org/monitor/2010/04/classrooms.aspx

[3] www.scholastic.com/teachers/articles/teaching-content/classroom-behavior-problems-increasing-teachers-say/

[4] www.jstor.org/stable/10.1086/592308

[5] www.cfchildren.org/wp-content/uploads/research/meta-analysis-child-development-1.pdf

[6] www.cfchildren.org/wp-content/uploads/research/sel-columbia-univ-benefit-cost-report-2015.pdf

[8] www.casel.org/wp-content/uploads/2017/06/CDI-Insights-Report-May.pdf

[9] casel.org/partner-districts/washoe-county-school-district/

[10] www.cfchildren.org/wp-content/uploads/research/aph_2015_302630.pdf

[11] casel.org/collaborative-state-initiative/