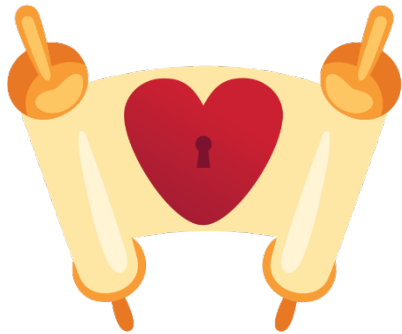


# the *heart* of CHINUCH

## SOCIAL-EMOTIONAL LEARNING SCHOOL PILOT PROGRAM, 5783

Program description and application details for pilot schools.



# the *heart* of CHINUUCH

## Contents

|                             |   |
|-----------------------------|---|
| Introduction .....          | 2 |
| School Pilot Overview ..... | 4 |
| Program Structure .....     | 4 |
| Program Details .....       | 5 |
| Program Fees .....          | 7 |
| How to Apply .....          | 7 |
| Summary Chart .....         | 8 |



411 Kingston Ave, Suite 300, Brooklyn, NY 11225 · (718) 663-7215 · [info@mymef.org](mailto:info@mymef.org) · [mymef.org](http://mymef.org)

## Introduction

Dear School Leader,

With gratitude to Hashem, and to all those whose hard work and support have brought us to this place, we are pleased to introduce you to the **Heart of C.H.I.N.U.C.H.** pilot program for Social-Emotional Learning in frum Yeshiva / Day schools.

The foremost challenge facing our students today is social emotional learning (SEL). Jewish education has always prioritized inner growth and character building, but our research and experience has shown that this is a skill set that can no longer be taken for granted. While many programs exist to promote SEL in a school environment, there is a need for a program that is presented through the lens and language of **Torah and Chassidus**, while also taking into account **school culture and practical implementation** to ensure long term impact.

In 5782 / 2021, we embarked on a pilot program to simultaneously develop SEL curriculum while implementing it in select schools. We have been successful thus far in building a rich, multisensory curriculum for one year of this program, and it is currently being piloted in 7 classrooms around the U.S.

---

"The new SEL curriculum is shaping up to be a truly fabulous program. It includes some of the best SEL concepts... My students look forward to our SEL time."

Mrs. Rivka Fishman, SEL Pilot Teacher,  
Director of Judaic Studies at Torah Day School, Houston, TX

---

The project's goal is to deliver a multilayered program, which includes:

1. **High quality, Torah based SEL lesson plans to be delivered throughout the school week, incorporating diverse learning styles, multimedia, and differentiation.**
2. **Comprehensive in-person and online training and support for teachers delivering this curriculum.**
3. **Comprehensive professional development for teachers and school leaders, in improving their own sensitivity, awareness and modeling of healthy SEL.**

As we continue to develop the curriculum, gathering feedback and revising year 1 and developing new materials for year 2, we are excited to broaden our pilot and invite a small number of additional schools on board. The purpose of this pilot phase is to ensure that the program is developed in a way that is consonant with the needs of our own school community, and to benefit from the feedback of high performing teachers and schools.

We invite you to apply to take part in this innovative pilot, and join us in building the emotional health and personal success of your students. **As a pilot SEL school, you will be a trailblazer in Chabad Chinuch, raising the ceiling for what schools can aim for in terms of a positive and growing school culture that permeates the classrooms, playgrounds, hallways and beyond.** You will have exclusive access to this program several years before it goes to market for other schools, and will have an important voice in how this program evolves and grows.

---

"...Training and education in the divine service, the fulfillment of mitzvot, and the development of **proper character traits such as mercy, decency and ethics** should be initiated from early youth. This includes showing proper respect to all, each according to his rank, and similarly with regard to other ethical matters, interpersonal as well as spiritual. Then, when he is old, he will not depart from it; rather a person will grow stronger and more adept in his practice."

Maamar Chanoch Lenaar of the Rebbe Rashab, Perek Aleph

---

We would like to extend tremendous hakaras hatov to **Mrs. Henny Bartfield**, who is spearheading this program, bringing her expertise and success in classroom teaching, curriculum writing, and educational therapy to building a pedagogically sound, evidence based, and highly effective program. We would also like to thank our consultants on this project, **Mrs. Naami Friedman, Mrs. Shiffy Landa, Rabbi Yanky Raskin LMSW** and **Rabbi Dovid Dinerman ABA-BCBA**, as well as all of the principals and teachers piloting this program, and our anonymous donors who have seeded the project and helped set it in motion.

As we currently stand during the time period of Sefiras Haomer, when we introspect and refine the Middos that build us into who we are, there is no better time to commit to focusing on the social-emotional growth of our students. **Principals surveyed by MEF unanimously agreed that social-emotional learning is the number one priority for Chinuch today**, as it is the gateway to all other forms of spiritual, academic, and personal success. We invite you to join us in year 2 of this pilot in order to prioritize SEL and integrate it fully into the Chinuch that we provide, with Hashem's help, and the Rebbe's Brachos.

Sincerely,

Mrs. Chanah Rose  
Educational Director

## School Pilot Overview

In 5782 (the 2021-22 school year), MEF successfully launched and piloted the first stage of the Heart of C.H.I.N.U.C.H. SEL program. After a trial in 2 schools and 2 independent classrooms (a total of 7 classes in grades 1-6), MEF will be expanding the pilot to **up to 5 schools and up to 5 independent classrooms**, as we concurrently develop a second year of curriculum for this program. (This document is intended for schools that wish to have several classes participate in this pilot and to benefit from big picture implementation. Individual teachers who are not in a school taking part of this pilot can apply separately through a different process.)

- **Curriculum:** As each curricular module is prepared, it can then be implemented in real time, in order to bring immediate benefit to students of participating classrooms. Meanwhile, teachers can convey feedback back to MEF so that it can be incorporated in future iterations of the curriculum. Please note that MEF will provide the classroom materials and media necessary to make this program classroom ready, to pave the way for successful implementation.
- **Culture:** An additional aspect of the pilot is developing the Heart of C.H.I.N.U.C.H. as a complete and comprehensive program, beyond the curriculum alone. For any SEL program to have maximum impact, it needs to be embedded across school culture, with shared vocabulary and commitment to SEL values. For this reason, we are excited for schools piloting this program to take on the complete model that we developed this year (see below), including retaining an SEL director, frequent professional development, and committed school leadership to allow SEL to thrive beyond the time scheduled for the specific lessons prepared.

We look forward to partnering with you in prioritizing social-emotional learning - the entry point that allows all other learning to be successful - in Chabad Chinuch. Please note:

1. The pilot is viewed as a partnership between MEF and the school. Thus, it is essential to have two way communication to ensure that the lessons are properly conveyed to the participating teachers, and their feedback can then be conveyed in return back to MEF. This year's program is benefitting greatly from the input of year 1's pilot schools and teachers, and by broadening our pool of participants we hope to gain from even more feedback in order to further grow the program.
2. Of course, a pilot is only meaningful if the program is followed fully, so that the feedback reflects the program as it is intended to take place. It is also important for pilot schools and teachers to serve as a model for future schools joining the program, showcasing its potential for positive impact and SEL success. For this reason, continued access to the discounted pilot program will be evaluated after each semester (3 times a year) based on the program structure and timeline delineated below.

## Program Structure

The ideal setup for SEL success is when a school as a whole systematically prioritizes SEL and has a shared vocabulary and culture, with the students spiraling through the SEL lessons in a cumulative fashion from

year to year. Through extensive research and on-the-ground school trials, MEF has found that the following elements are most conducive to the program's success and to meaningful school growth in SEL:

- 1) A fully committed **principal**
- 2) A designated and qualified **SEL director**
- 3) 2-4 **strong teachers** to pilot the program
- 4) Scheduled **teaching time** to deliver this program
- 5) Allotted time for **teacher meetings**
- 6) Allotted time for **professional development**.

Please review the program details with your leadership team and reflect on your school's status vis-à-vis these elements in the application form (link below in How to Apply). Up to 5 schools that are most SEL-ready will be selected for the program pilot for the coming school year.

## Program Details

### 1. Principal

The key to lasting improvement in a school's SEL is school wide culture, shared values and a common vocabulary. For this reason, the principal closest to the department of the school where the program is being piloted should be fully on board with the program's goals. It is up to the principal to identify and hire the SEL director, to set appropriate time in the teaching schedule and school calendar, to advocate for the program's success, and to prioritize SEL as a key component to a successful Chinuch.

The principal should attend some of the PD being provided to the SEL director and pilot teachers in order to be fully on board and be an engine of SEL growth throughout the school. We will also ask of the principal to participate in monthly meetings with MEF staff to share feedback, help us assess progress, and share in decision making for the future of the program.

### 2. SEL Director

This person has two roles. One is more technical, to be the liaison between MEF and the teachers, giving over the lesson plans, providing all materials, etc. in order to minimize the non-teaching timing the teachers need to spend. The other role is more fundamental, to be the teachers' SEL coach in order to ensure program success. As such, the SEL director should be someone with these qualities and characteristics:

- Adequate time to devote to the program, including weekly meetings with MEF personnel, weekly meetings with SEL teachers, observing the teachers delivering the lessons, and participating in SEL PD that MEF provides.
- Leadership qualities in order to proactively move the pilot teachers toward program success.
- Understanding and experience in both Chinuch in general and SEL in particular, in order to be able to coach teachers in their own SEL capacity, modeling of the SEL skills being taught, and interactions with their students.

A full time teacher or administrator will most likely not have adequate time and attention to maximize the potential that this role has to support teachers and students in program implementation and social-emotional success. Rather, someone with part-time responsibilities in the school can take on this program as long as they have adequate time to devote to SEL. Alternatively, this role can be assumed by a school guidance counselor or therapist who is not "in-and-out" but serves full time on the school staff.

### **3. Pilot Teachers**

For the purposes of the pilot program, we are looking for strong and experienced teachers to participate. A safe and organized classroom is a prerequisite for healthy SEL, and while these skills can be learned, it is not within the current scope of the pilot program to teach them at the same time as our SEL goals. Therefore, the teachers selected should have at least 5 years of experience, run a safe and organized classroom, and be skilled and engaging educators. At this point, the program can be piloted in grades 1-6.

### **4. Teaching Time**

Many SEL programs out there introduce "hit-and-run" lessons, weekly or even less frequently, into the teaching schedule, but in order to achieve lasting impact it is important that SEL be taught and reinforced more frequently, as well as integrated within the overall curriculum. For these reasons, we are providing 1 and ½ hours of curriculum to teach weekly, divided into 2-3 lessons per week. For this to be successful, teachers should schedule these at regular intervals, not "squeezed in" when there is extra time to fill.

### **5. Meeting Time**

Additionally, the school should schedule weekly meetings of about 1 hour with the SEL director and all pilot teachers, to be able to collaborate, prepare for new lessons, share feedback on previous lessons, and discuss SEL challenges and growth.

### **6. Professional Development**

MEF will be providing a series of professional development sessions over the course of the year, both online and in person:

- A 2-day summer training, in person. (Training for women will take place on י"א – י"ב / July 12-13, in conjunction with the Kinus Mechanchos Chabad, in Stamford, CT. The date and location for the men's summer training will be announced at a later date.)
- An additional 5 hours of independent learning will be assigned prior to the summer training in Stamford, as well as 5 hours independently before the start of the school year.
- A 2-day winter training, in person, date and location TBD.
- 8 monthly online workshops of 2 hours each.

As demonstrated at-a-glance by the Summary Chart below, all of this training is intended for the SEL Director as well as all the teachers participating in the pilot. The principal is asked to attend the two in-person trainings, with the intermittent webinars and independent learning optional for them. (In future

years of the SEL program, the training will be for all staff members school wide, however for the pilot program only the 2-4 teachers currently participating need to attend.)

## Program Fees

**Curriculum:** The introductory price for schools participating in this program will be \$1,800 per module of SEL curriculum. We will be offering three modules over the course of the year, totaling \$5,400.

**Training:** The cost for the full training, professional development and support package described above is \$500 per participant. This cost will be waived for the pilot year of 5783.

**School Costs:** The following additional costs associated with the program are the following, and are the school's responsibility:

- 1) Hiring the SEL Director for this role.
- 2) Transportation if necessary to the two in person training summits.
- 3) Cost of online, independently viewed PD to purchase from non-MEF sources that we may require (up to \$500).
- 4) Coverage for teachers / paid in-service time for weekly meetings and online PD.

*SEL is a highly fundable program as it is valued across the educational community, and our curriculum writers and trainings come with numerous qualifications. We encourage schools to apply for title and other funding sources for the program, and are happy to assist in providing documentation or any other help we can provide.*

**Teacher Stipend:** Since the success of the pilot is ultimately in the hands of the teachers who are delivering the program and providing us with valued feedback, **MEF will show our appreciation to teachers who do so with a token of \$540 per teacher who successfully completes the program**, to be awarded at the end of the year. Successful schools and teachers will also be celebrated and showcased to other schools in order to inspire excellence in SEL and encourage other schools to join the program in the future.

## How to Apply

- Please fill out the application form on this google form by **ט"ז תשפ"ג – May 31**: [SEL School Pilot Application Form](#)
- Schools and teachers accepted will be notified by **ט"ג תשפ"ג – June 13**. At that point, you will receive the independent study requirements to complete before the summer training.
- In order to reserve your space in the pilot program, we ask that you confirm your participation and remit your first payment of \$1,800 by **כ"ג תשפ"ג – June 23**.

## Summary Chart

The following is a summary chart to make it easier for you to review all program details with your school leadership team and check them off as you go.

| Reviewed | When                                 | What   |
|----------|--------------------------------------|--|
|          | By ר"ח סיון – May 31                 | Submit application   |
|          | By י"ד סיון – June 13                | Notification of acceptance   |
|          | by כ"ד סיון – June 23                | Confirmation of participation and \$1,800 initial payment  |
|          | By תמוז – י"ג – July 12              | 5 hours of independent learning (SEL Director and Pilot Teachers)  |
|          | י"ג / July 12-13                     | In-person training for women (Principal, SEL Director, and Pilot Teachers)   |
|          | Summer – Date and Location TBD       | In-person training for men (Principal, SEL Director, and Pilot Teachers)   |
|          | By ה' אלול - Sept. 1 <sup>st</sup>   | 5 hours of independent learning (SEL Director, and Pilot Teachers)   |
|          | Throughout the Year - Principal      | <ul style="list-style-type: none"> <li>Monthly meetings with MEF staff (1 hour)</li> </ul>   |
|          | Throughout the Year - SEL Director   | <ul style="list-style-type: none"> <li>Monthly webinars - 2 hours (8 times a year)</li> <li>Weekly meeting with MEF staff - 1 hour</li> <li>Weekly observation of SEL teachers</li> <li>Weekly meeting with all SEL teachers - 1 hour</li> </ul> |
|          | Throughout the Year - Pilot Teachers | <ul style="list-style-type: none"> <li>Monthly webinars - 2 hours each, 8 times a year</li> <li>Weekly meeting with SEL Director - 1 hour</li> <li>Weekly lessons – 1 and ½ hours a week</li> </ul>  |
|          | Winter - Date and Location TBD       | 2 Day in-person training (Principal, SEL Director, and Pilot Teachers)   |
|          | End of שבט, חשוון and אייר           | Checkpoints for school and teacher participation - provide data as requested (Principal, SEL Director, and Pilot Teachers)   |
|          | סיון – End of school year            | \$5,400 token of appreciation awarded to pilot teachers who successfully completed all three checkpoints.  |

*If you have any questions about this program or application form, please do not hesitate to contact us (718-819-6169 / [c.rose@mymef.org](mailto:c.rose@mymef.org)). You can view program details online at <https://mymef.org/social-emotional-learning>.*