

ASSEMBLY JOINT RESOLUTION

No. 148

STATE OF NEW JERSEY

219th LEGISLATURE

INTRODUCED MARCH 16, 2020

Sponsored by:

Assemblywoman CAROL A. MURPHY

District 7 (Burlington)

Assemblywoman VALERIE VAINIERI HUTTLE

District 37 (Bergen)

SYNOPSIS

Designates last Friday in March of every year as “Social-Emotional Learning Day.”

CURRENT VERSION OF TEXT

As introduced.



(Sponsorship Updated As Of: 4/9/2020)

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7 **WHEREAS**, Social-emotional learning (“SEL”) is the process through
8 which individuals acquire and apply the knowledge, attitudes, and
9 skills necessary to understand and manage emotions, set and
10 achieve positive goals, feel and show empathy for others, establish
11 and maintain positive relationships, and make responsible
12 decisions; and

18 **WHEREAS**, These SEL competencies, which can be developed during
19 childhood, adolescence, and beyond, foster individuals who strive
20 to make meaningful contributions to society; and

24 **WHEREAS**, Given the long-term social and economic benefits achieved
25 through SEL, it is altogether fitting and proper for this State to
26 dedicate its public resources to the advancement of evidence-based
27 SEL; now, therefore,

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1 and integration of social-emotional learning (“SEL”) within every
2 school, organization, and community in the State.

3 SEL is the process through which individuals acquire and apply
4 the knowledge, attitudes, and skills necessary to understand and
5 manage emotions, set and achieve positive goals, feel and show
6 empathy for others, establish and maintain positive relationships,
7 and make responsible decisions. The core competencies of SEL
8 promote the cultivation of self-awareness, self-management, social
9 awareness, relationship skills, and responsible decision-making, all
10 of which are essential to the success and stability of every school,
11 workplace, family, and community in the State. These
12 competencies, which can be developed during childhood,
13 adolescence, and beyond, foster individuals who strive to make
14 meaningful contributions to society.

15 However, the engagement of schools, families, and community
16 leaders is needed to promote the acquisition of SEL competencies
17 by children, adolescents, and all other residents of the State. Given
18 the long-term social and economic benefits achieved through SEL,
19 it is altogether fitting and proper for this State to dedicate its public
20 resources to the advancement of evidence-based SEL.