Evaluation Guide
SANFORD HARMONY EVALUATION GUIDE

This evaluation guide provides an overview of Sanford Harmony's intentional and multi-faceted approach to making a broad impact on the development of social and emotional learning (SEL) skills.

First, the Program Overview explains the history of Sanford Harmony, its growth, and impact. Sanford Harmony supports districts and sites through a thoughtful and carefully designed implementation. A variety of resources, supports, and communication tools provide ongoing support for participants.

Second, documented Research shows valuable evidence for the impact of Sanford Harmony. Early research conducted at Arizona State University and recent evaluations demonstrate how Sanford Harmony promotes relationship building, improves classroom behaviors, and provides teachers with useful tools to promote students’ social and emotional learning.

Finally, Professional Learning and Training Resources are available to support practitioners through the training, launch, and implementation of Sanford Harmony, and suited for a diversity of districts, schools, and after-school programs. Providing quality training, support, and continued professional learning are key components of the Sanford Harmony approach to creating opportunities for social emotional learning.

PROGRAM OVERVIEW

SANFORD EDUCATION CENTER

The Sanford Education Center (SEC), formally launched in September 2014, is part of the Sanford College of Education at National University. The SEC’s mission is to create positive societal change through the innovative educational programs of Sanford Harmony and Sanford Inspire, and the development of nonprofit leaders through the Sanford Institute of Philanthropy. Sanford Harmony is a social emotional program developed by nationally recognized researchers. Harmony is supported by philanthropist T. Denny Sanford and is currently used in over 6,500 schools, 50 states, one territory and five countries.

NATIONAL UNIVERSITY

National University is the largest, private nonprofit institution of higher education in San Diego. As the flagship institution of the National University System, NU educates students from all 50 states and from 65 countries and has over 150,000 alumni worldwide. Founded in 1971 by retired U.S. Navy Lt. Cdr. David Chigos, the university's mission is to provide accessible, achievable higher education to adult learners, offering flexible four-week classes across over 100 degree programs.

Students can take classes online and at over 20 campus locations across California, plus at a campus location in Henderson, Nevada, which offers nine pathways to teacher and administrative licensure. National University's Sanford College of Education is accredited by the National Council of Accreditation for Teacher Education (NCATE). The Sanford Harmony and Sanford Inspire programs are part of the Sanford College of Education at National University. Inspire and Harmony are supported by a generous gift from philanthropist T. Denny Sanford.

GROWTH

Since our launch four years ago, Sanford Harmony has quickly been adopted in over 6,500 schools and organizations, impacting over one million students across the U.S. To support continued growth, Harmony has designated regional ambassadors and coordinators, in addition to local ambassadors in certain areas.

Harmony Across the U.S.

As of April 2018

HARMONY KITS

Pre-K-6 grade teachers are provided with a toolkit at no cost. Each kit is equipped with the necessary items for successfully integrating Harmony into the classroom, which includes:

- Guide to Everyday Practices
- Teacher binder with grade-specific lessons
- Storybooks per grade that focus on core themes
- Games for upper-elementary levels
- Online instructional videos for each grade level
- Set of Quick Connection Cards—Quick Community Builders, Quick Conversations, and Quick Collaborations
**SEL Instruction: Pre-K-6 Grade Level Teacher Guides** include SEL skills instruction delivered through lessons and activities to help students develop and practice the cognitive, affective, and behavioral competencies of self-management, self-awareness, responsible decision-making, relationship skills, and social awareness. The lessons engage students in role-play, discussions, small group, and partner work. The lessons develop understanding by providing a variety of opportunities for students to practice skills beyond the lessons and throughout the school day and by making connections during academic instruction. Grade-level lessons and activities are woven throughout all Grade Level Units and are designed to follow the Pre-K-6 grade Harmony themes: Diversity and Inclusion, Empathy and Critical Thinking, Communication, Problem Solving, and Peer Relationships.

The Harmony Scope and Sequence provides grade-level opportunities to practice and reinforce new skills and behaviors within the program structure and beyond to real-life situations.

**SANFORD HARMONY COMPONENTS: OPPORTUNITIES TO PRACTICE SOCIAL AND EMOTIONAL SKILLS**

Students practice social emotional skills as they engage in lessons and activities provided in the Grade Level Teacher Guides. Designed to build relationships and foster positive peer interactions, **Meet Up and Buddy Up** provide students with daily opportunities to practice their social and emotional skills, connect with peers, and use conflict-resolution skills to solve problems relating to the classroom community. Through **Meet Up and Buddy Up**, students become caring members of a learning community. As students think about, discuss, and share their ideas, they come to value the thinking of others.

**Meet Up** gives students the opportunity to learn and practice important social and problem-solving skills, including the following: setting and monitoring goals for how to treat one another; respecting others; identifying commonalities and differences; celebrating diversity; listening and responding respectfully; understanding the feelings of others; considering the impact of one’s words and actions; making group decisions; identifying consequences for behaviors and solving problems; taking responsibility; and being accountable toward one another.

**Buddy Up** provides opportunities for students to practice social emotional skills, including the following: sharing information about themselves; negotiating decisions and solving problems; collaborating with diverse peers; practicing reflective listening; empathizing with the feelings of others; demonstrating self-control; expressing ideas and feelings; disagreeing respectfully; and demonstrating caring and kindness.

**Integration with academic curriculum areas**

The Grade Level Teacher Guide includes a variety of suggestions for curricular integration. The Everyday Practice of **Meet Up** provides opportunities for teachers to easily integrate curriculum for class discussions and problem-solving. For example, during language arts, students may deepen their understanding of a current or historical event and be encouraged to discuss how characters or historical figures needed to take into account the perspectives, feelings, emotions, or needs of others or the importance of using effective problem-solving skills. Physical education teachers may work with students to establish and monitor Harmony goals to promote cooperation and teamwork in sports and games. The Everyday Practice of **Buddy Up** is a flexible strategy designed to be used throughout the school day. **Buddy Up** pairs students to collaborate, problem-solve, and engage in a variety of curricula projects.

**The classroom beyond the SEL program lessons**

Beyond the SEL program lessons and activities, students in grades Pre-K – 6 have opportunities to practice the strategies they learn during **Meet Up and Buddy Up** and the lessons and activities. Students use Harmony friendship-building strategies and problem-solving skills and strategies as they work and play with peers on the playground, at lunch, and during after-school programs and activities. Upper-grade students also enjoy leading primary-grade students in **Meet Up and Buddy Up** discussions and activities using the Quick Connection Cards.

**IMPACT**

**School-wide**: Sanford Harmony promotes a positive climate school-wide by establishing common goals. Pre-K – 6 classroom teachers, enrichment classes, counselors, administrators, and support staff can use the Everyday Practices of **Meet Up** and **Buddy Up** and the Quick Connection Cards to enhance relationship-building and problem-solving. These strategies are also opportunities for students to engage in relationship-building activities across grade levels, serving as a mentor program.
The five themes of Diversity and Inclusion, Empathy and Critical Thinking, Communication, Problem-Solving, and Peer Relationships can be used as a focus for school-wide activities and celebrations. Schools are encouraged to create Harmony Leadership Teams, comprised of principals, administrators, teachers, and parent stakeholders, as a way to promote school-wide implementation of Sanford Harmony.

**Family:** The Grade Level Units and Home School Connections provide a variety of activities for interactive homework assignments and other ideas to help parents practice skills to promote social and emotional learning with students. Students and families engage in the activity, and children then share the information during Meet Up. Parent volunteers are encouraged to assist with Buddy Up activities and participate in lessons and activities in the classroom. Parent involvement is also covered in the Harmony training workshop. Trainers share suggestions for Harmony activities for parent events at school. Harmony online resources include a presentation that provides an overview of the program that can be used for parent meetings.

**Community:** Through the Everyday Practices of Meet Up and Buddy Up and activities provided in the Grade Level Teacher Guide, students reflect on, discuss, and problem-solve situations to make positive contributions to their community. Sanford Harmony can be used before, during, and after field trips; to facilitate conversations with community guest speakers; and to support and enhance the connections that students make with the community.

**PARTNERS**
Sanford Harmony is currently implemented in school districts with a wide array of demographic populations, including Clark County School District, Las Vegas, Nevada; New York Public Schools, New York, New York; Sacramento City Unified School District, Sacramento, California; and Los Angeles Unified School District, LA’s Best Afterschool Enrichment Program, and LA’s All Stars Afterschool Program, Los Angeles, California.

**CASEL ALIGNMENT**
Sanford Harmony uses the 2013 CASEL Guide: Effective Social and Emotional Learning Programs (Preschool and Elementary School Edition). The Guide is a valuable framework for guiding program objectives to create school environments that promote social and emotional learning through school culture and school policies, and through developing relationships with peers.

1. **Self-Awareness:** Harmony outcomes include students being able to accurately recognize, describe, and demonstrate how emotions feel. Through experiences provided in lesson plans and Quick Connection Cards, students learn how to identify basic emotions based on physical and verbal cues. For example, students learn to identify and demonstrate the physical signs of different emotions and discuss the importance of speaking up with confidence in a respectful way.

2. **Responsible Decision Making:** Harmony outcomes promote the practice of making respectful choices, the need to take responsibility for one’s own actions, and the skills to effectively communicate thoughts and feelings during conflict situations. Students learn problem-solving steps (stop, talk, think, try).

3. **Relationship Skills:** Harmony outcomes consist of learning the value of creating friendships with diverse peers, appreciating the importance of being thoughtful and careful listeners; and understanding the roles of the bully, the target, and the bystander in bullying incidents. Students meet in groups to discuss and compare important friendship qualities and identify strategies for coping with bullying behaviors. Students practice reciprocal communication by talking back and forth with each other, and they identify and practice providing support for each other.

4. **Social Awareness:** Harmony outcomes include fostering student understanding of differences among peers and variability within social groups, showing ways to empathize, and recognizing what it means to be part of a community. Students learn what it means to be part of a diverse community by working together to develop a classroom name and motto. Students also work together to develop and commit to using strategies to create a socially inclusive environment.

5. **Self-Management:** Harmony outcomes include students being able to self-regulate to understand the emotional consequences of situations and to understand their own potential for growth, learning, and positive change. Students practice thinking ahead and predicting emotions that might result from a given situation; they also participate in exercises that provide a connection between emotions and actions.

Furthermore, the research published by Hanish et al. (2016) reinforces earlier findings that Harmony provides lessons covering a range of topics that are relevant.
and important to relationship-building. Harmony lessons provide opportunities for students to practice relationship-building skills through games and activities. Notably, it has been documented that in tests of students participating in the Harmony relationship-building lessons for a five-month period, students reported a more positive classroom climate and a greater connection to school—compared to students in the control classroom, who did not participate in the program. In addition, the study showed an increase in positive peer interactions for classrooms using the Sanford Harmony, which has implications for the overall classroom climate and, therefore, student learning and success.


RESEARCH

HARMONY RESEARCH FAQS

Harmony Research FAQs are regularly updated for both internal and external audiences. Below is a selection of commonly asked questions about Harmony Research.

How was Sanford Harmony developed?

Sanford Harmony was developed and researched at the Denny Sanford School of Social and Family Dynamics at Arizona State University (ASU) and was first introduced into elementary schools in 2008. Researchers at ASU sought to identify practical methods for reducing relational conflicts in the classroom while increasing student confidence, relationship skills and academic excellence. Incorporating best practices developed through their research, they created Sanford Harmony to achieve these goals by teaching understanding and empathy through classroom discussions, stories, activities, and lessons. Sanford Harmony was migrated to National University for the purposes of continued development, dissemination, and evaluation.

Was it pilot-tested? If so, describe.

The program was pilot-tested at Arizona State University (ASU) prior to its migration to National University for the purposes of continued development, dissemination, and evaluation. Initial research conducted by ASU indicates positive results, including improvements in student academic achievement and empathy, as well as a decrease in bullying, teasing, aggression, and stereotyping.

How has Sanford Harmony been tested or validated? And on what populations?

Three rigorous evaluations of Sanford Harmony components have been conducted since the program’s inception in 2008. All three studies utilized quasi-experimental design and found that the Sanford Harmony components had a positive impact on children’s peer relations when compared to control groups. Two studies focused on fifth-grade students participating in relationship-building activities, while one preschool study evaluated the impact of the Buddy Up everyday activities.

Is there a recent research article published on Sanford Harmony?

One recent article available on Sanford Harmony is, “The Efficacy of a Relationship Building Intervention in 5th Grade,” published by the “Journal of School Psychology” in 2017. On pages 77 and 78, the authors of the article discuss Relationship Building Interventions (RBIs). The RBIs are equivalent to the five Harmony units: Diversity and Inclusion, Empathy and Critical Thinking, Communication, Problem Solving, and Peer Relationships. RBI units, corresponding goals, and activity descriptions are presented.

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<td>RBI units</td>
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<td>Friendship and Inclusion</td>
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<td>Managing and Critical Thinking</td>
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<td>Communication</td>
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<td>Peer Relationships</td>
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Sanford Harmony uses the 2013 CASEL Guide: Effective Social and Emotional Learning Programs (Preschool and Elementary School Edition) as a framework for evaluating effectiveness and guiding objectives. CASEL’s five interrelated sets of cognitive, affective, and behavioral competencies correspond with not only the specific Harmony objectives for grade levels K-6, but also correspond to the Common Core State Standards. For more information, please see the Sanford Harmony Kindergarten-6th Grade CASEL Alignment Guide: www.sanfordharmony.org/caselsguide

To access the Common Core & CASEL Alignment Guide, including Harmony Objectives for each grade level please see: www.sanfordharmony.org/caselselementary

Sanford Harmony Activities, including the Meet Up and Buddy Up strategies, are excellent ways for building inclusive classroom relationships and can be adapted for use with all students. Meet Up and Buddy Up are specifically designed to provide students with multiple opportunities to interact with and understand peers.

Establishing classroom goals encourages students to use skills, learned from Meet Up, throughout the school day. By reinforcing the things that are important to their classmates, students build supportive peer relationships and stronger classroom bonds. The “share” aspect of Meet Up provides students with the chance to share personal experiences, achievements, or special belongings with the peers and teacher in the classroom, while the “community check in” affords students the chance to learn more about each other. Through such repeated positive experiences during Meet Up, students practice important skills that help to foster connections in the classroom, promote communication, and facilitate student interaction. In summary, Meet Up activities facilitate positive experiences with students with diverse peers to help break down barriers.

Relatedly, the Buddy Up activities create opportunities for students to get to know one another, form connections, and learn together with peers. Students are paired with a different buddy each week to intentionally create opportunities for students from diverse backgrounds to get to know one other, and provide opportunities for students who may not typically choose to spend time together to participate in collaborative and enjoyable activities.

Lastly, each of the five core Harmony themes address an important need in schools to create positive and proactive environments that support the student success of diverse students. The five core Harmony themes are: diversity and inclusion; empathy and critical thinking; communication; problem solving; and peer relationships. For more information, please see: www.sanfordharmony.org/teaching-materials-strategies

Sanford Harmony: Evidence from the Research Literature

Article Title
The Efficacy of a Relationship Building Intervention in 5th Grade.

Abstract
The present study reports initial efficacy data for a new school-based intervention - the Relationship Building Intervention (RBI) - that includes a series of teacher-facilitated, structured activities designed to promote positive peer relationships and inclusive classroom communities. The RBI was evaluated in fifth-grade classrooms by estimating multilevel model (MLM) analyses of covariance (ANCOVA) comparing 368 fifth-grade students in intervention classrooms with 259 fifth-graders in control classrooms on social behaviors, perceptions of classroom connectedness, and academic performance. Controlling for pretest scores, cohort, and demographic variables, findings revealed that students who participated in the RBI liked school more, felt a greater sense of classroom identification and inclusion, were perceived by teachers to be less aggressive, and performed better academically than students who were in control classrooms. Further, implementation data showed that students and teachers responded positively to the activities. These results suggest that the RBI is a promising approach for improving the social and learning environment in fifth-grade classrooms.


Article Title
Using an intergroup contact approach to improve gender relationships: A case study of a classroom-based intervention.

Abstract
Children from infancy develop attachments to significant others in their immediate social environment, and over time become aware of other groups (e.g., gender, ethnicity, age, classroom, sports) that they do or do not belong to and why. Recent research shows that children’s attitudes, beliefs, and behaviors are significantly influenced by these memberships and that the influence increases through childhood.

Article Title
Peer influence on academic performance: A social network analysis of social-emotional intervention effects.

Abstract
Longitudinal social network analysis (SNA) was used to examine how a social-emotional learning (SEL) intervention may be associated with peer socialization on academic performance. Fifth graders (N = 631; 48% girls; 9 to 12 years) were recruited from six elementary schools. Intervention classrooms (14) received a relationship building intervention (RBI) and control classrooms (8) received elementary school as usual. At pre- and post-test, students nominated their friends, and teachers completed assessments of students' writing and math performance. The results suggested that the RBI was associated with friend selection and peer influence within the classroom peer network. Friendship choices were significantly more diverse (i.e., less evidence of social segregation as a function of ethnicity and academic ability) in intervention compared to control classrooms, and peer influence on improved writing and math performance was observed in RBI but not control classrooms. The current findings provide initial evidence that SNA interventions may change social processes in a classroom peer network and may break down barriers of social segregation and improve academic performance.


Article Title
Social harmony in schools: A framework for understanding peer experiences and their effects.

Abstract
The Handbook of Social Influences in School Contexts draws from a growing body of research on how and why various aspects of social relationships and contexts contribute to children's social and academic functioning within school settings. Comprised of the latest studies in developmental and educational psychology, this comprehensive volume is perfect for researchers and students of educational psychology.


SUMMARY OF THE JOHNS HOPKINS UNIVERSITY EVALUATION: IMPLEMENTATION STUDY

Overview
In Spring 2017, Johns Hopkins University (JHU) Center for Research and Reform in Education (CRRE) conducted an evaluation study of the Sanford Harmony Program. The evaluation examined the use and implementation of the program. First, a broad sample of representative program teachers completed a survey on their uses of, experiences with, and reactions to Harmony. Following the survey, intensive case studies were conducted at ten school sites. Evaluators found that a clear strength of Harmony is its ease of implementation and adaptability to practitioner preferences and school conditions. A second finding was the variability in implementation of the program. Recommendations for Sanford Harmony include tool and component revisions and offering additional professional development and program training, both in-person and online.

Method
Johns Hopkins University’s evaluation study of Sanford Harmony consisted of two components: 1) a Broad Sample Survey Study and 2) a Case Study of Strong Implementers. The purpose of the evaluation was to explore how practitioners and students in diverse schools use, experience, and react to the Harmony program. The survey study was administered Spring 2017 to 2,190 participants at 700 different schools across the country. There were 507 respondents for a response rate of 23.2%. Case studies were conducted at ten schools considered to be full implementers of the Harmony program. The case studies offered a chance for JHU researchers to observe firsthand how Harmony functions when implemented well and to speak with teachers, students, and other stakeholders face-to-face regarding their experiences and reactions. JHU researchers visited ten schools in five different states, including Arizona, California, Florida, Nevada, and New York. Site visits included between two to five classroom observations, a teacher interview or focus group, and a principal interview. Select sites may also have included an additional staff interview, as well as between one and three student focus groups depending on the age group served.

Survey Findings
According to survey results, the majority of respondents reported using Harmony for less than one year (80.5%), while fewer have used the program for one year (13.0%), two years (5.8%), or three or more years (0.8%). Just under half (44.9%) of participants had experience with other social-emotional learning programs other than Harmony. The survey found that Sanford Harmony is beneficial to students and both teachers and students enjoy using the program:

- The vast majority of teachers (82.2%) indicated agreement on the survey that Harmony was beneficial to students and that their students enjoyed using the program (83.2%).
• More than half (60.1%) of teachers indicated agreement that classroom behavior had improved as a result of the program, with a third indicating neutrality.

• Participants were most likely to indicate effectiveness of Harmony on student SEL outcomes and skills as it relates to respect for another, empathy for others, relationship skills, acceptance of diversity, social awareness, and self-awareness.

Case Study Findings
The case study findings are also helpful in evaluating Sanford Harmony’s approach to the preparation and support for implementation:

• There were mixed reports about how much training and support was needed. For example, within the same site, some teachers felt that they needed little or no training, while others wanted PD and support.

• Teachers, principals, and center or program directors all explained that they began their implementation in stages. Such stages included determining which teachers and grade levels were the best fit to be the early implementers, gradually phasing in use of the materials such as starting just by using the Quick Connection Cards and adding other components as teachers believed they were ready, or by using the materials less frequently at first, and increasing the frequency over time.

Summary of Evaluation Findings
Data collection for case studies corroborated the survey results regarding the use of different Harmony components:

• The early learning teachers were more likely to use Harmony daily.

• Early learning, Kindergarten, and Grade 1 teachers also used the songs on the CD and Plush Z or paper drawings of Z to facilitate activities.

• Teachers of third through fifth grade were more likely to report incorporating Meet Up as part of their daily routine, and using the Quick Connection Cards when time allowed, usually a few times per week.

• Teachers reported that integrating the Harmony books with writing instruction and vocabulary development was as an additional benefit of using the Harmony books.

• Teachers reported that Harmony goals were critical to building a collaborative learning environment, confident students, and respect for others, but they also believed that it would take practice over time for them to learn how to incorporate Harmony into their planning and preparation routines and into the daily student schedules.

• Pre-school teachers seemed to find it easy to integrate Harmony into their day, but the after-school users had time constraints since they only saw their students for several hours at a time.

Feedback from Harmony Implementers and Participants
A teacher reported: “Quick Connection Cards make it easy for the teacher to set up activities. Kids love the activities they get to do together from the box, so many choices. They haven’t gotten bored.”

Regarding the Buddy Up practices, one teacher noted, “The buddy up system has helped so much with friendship, empathy, accountability, and social emotional in my classroom.”

One teacher described: “When it is time for students to meet up and buddy up, they get real excited about sharing their ideas with each other. This is a great way for us to learn about each other.”

Teachers commented on the program’s value as a resource, as one teacher explained: “You know what you’re doing... Here’s something quick for you to do with your knowledge of your class, and you can implement as you see fit. Great resource.”

A teacher stated, “I like that it gives us a time to focus on the social and emotional aspects of a student. No matter what lesson you’re working on in Sanford Harmony, it always discusses being a community and focuses on my most important classroom expectation, being kind.”

One student stated that what they liked the most is “learning how to cooperate with other people.”

A student noted that they liked “to learn new things about each other and work together with other kids.”

One teacher said, “I also find that the buddy up system is a great tool in the classroom for children to make new friends, learn to share, and learn to cooperate.”

One student mentioned enjoying the way “we get together and learn about each other, and learn about what others like and don’t like.”

Students mentioned they liked using Buddy Up, because, as one student stated, “I like working and meeting other people. You can talk about what happened today and see what the other person’s personality is like.”
Recommendations
Data The JHU Evaluation provided recommendations for tool and component revisions, professional development, and overall implementation suggestions. Below is a list of notable changes to consider in the future development and evaluations of Sanford Harmony:

Tool and Component Revisions
• More grade-specific content, tools, and materials
• Updates to the units
• Organizing lessons within teacher resources by developmental level
• More hands-on and outdoor activities
• Finding ways for schools to let other schools know about Harmony to encourage use of program
• Creating “extension activities” to reinforce Harmony and offer multiple practice opportunities
• Creating more Quick Connection Cards
• Improve the use of the Z character (add characters like Z, more songs, create dances, more links to academic learning)

Professional Development
• Greater professional development and program training, both in-person and online
• Requests for more training included: teacher training, staff training, assistant training and administrator training
• Also a need for more follow-up training post implementation and regular check-ins
• More information on how to foster student reflection
• More examples of what high quality implementation looks like and contact with other users/participants
• Alignment of Harmony with specific curriculum and development of general guide on how to integrate Harmony

Implementation Suggestions
• Technology enhancements
• Materials for interactive white boards
• Streamline and shorten lessons
• Make the Buddy Board lines wider
• Make lessons easier to read
• Record lessons and instructions for teachers to listen
• Improve the website to include more classroom videos
• More support for handling sensitive issues that emerge

Conclusion
In conclusion, a clear strength of Harmony is its ease of implementation and adaptability to practitioner preferences and school conditions. Teachers wanting to adopt Harmony can do so rapidly and generally effectively with fairly minimal professional development and preparation time. The typical teacher in the study selected multiple, but not all of the strategies and tools based on decisions regarding student needs, curriculum and instruction priorities, and schedules.

Since implementation of the program was varied, the JHU evaluation recommendations provide useful suggestions for Sanford Harmony’s next stage of growth. Specifically, by continuing to evaluate, strengthen, and connect the professional development, training, and tools to support the full implementation of all Harmony components in the classroom.

Sanford Harmony provides access to SEL resources through our new Online Professional Learning Library. The Online Professional Learning Library is meant to enhance your Sanford Harmony experience with online training, digital kits, support materials, on-demand SEL modules, and more.

**Harmony Training Services**

- **ON-SITE TRAINING** (Available in limited areas & requires a minimum of 20-25 participants)
  - Sanford Harmony trainer will provide on-site training for your school or district. Our hands-on training focuses on the everyday practices of Meet Up and Buddy Up and grade level lessons and activities.

- **ONLINE TRAINING**
  - Online Training is conducted through the Sanford Harmony Professional Learning Library via recorded training sessions with a virtual instructor.
  - Group Training: Facilitate a group training for your staff with our Sanford Harmony virtual trainer.
  - Individual Training: Self-paced course with our Sanford Harmony virtual trainer.

- **TRAIN-THE-TRAINERS** (Available upon request)
  - Sanford Harmony’s comprehensive train-the-trainer model provides school and district leaders with the information, strategies, and resources to facilitate Harmony trainings at their own schools or district. Trainers receive PowerPoint slides with facilitator notes, agendas, and staff resources.

**SANFORD SEL APP**

Sanford Harmony has launched a free app, Sanford SEL-so educators and staff can access resources right on their Apple and Android tablets, quickly and easily.

The app includes:
- Storybooks with real-life problem solving scenarios
- Meet Up whole-class discussion topics
- Buddy Up peer activities
- Quick Connection Cards

Additionally, there are no ads or in-app purchases required.

Activities are fun, engaging, and can be easily integrated into classroom curriculum in as few as five minutes a day. Sanford Harmony also supports Common Core State Standards, national, state, and district SEL initiatives.

Strategies are designed to reduce bullying and help our youth grow into tolerant, caring, and compassionate adults.

Apple iOS 8.0 or later and Android 4.1 and beyond are required for use.