

# Outcome #3 Monitoring Report

April 14, 2022

*OSD students will...*

***Advocate** for the social, physical and mental wellness of themselves and others and be hopeful about the future.*

	<b>Char Santos Franz, MEd</b> Director of Whole Child Success <i>Teaching &amp; Learning Team</i>
<b>Ruth Middlebrook, MSSW</b> Director of Student Support, Secondary <i>Student Support Team</i>	<b>Kris Norelius, MSW</b> K-12 Social Emotional Learning (SEL) Instructional Coach <i>Teaching &amp; Learning Team</i>
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*Thank you to our partners who will be introduced via recorded video or in-person throughout the presentation.*



# Outcome #3 Indicators

## Our students will...

1. Communicate effectively.
2. Develop knowledge and skills to have healthy eating habits, have a healthy body image and access reliable health information and services.
3. Be physically active and see athletics and exercise as health-enhancing behaviors.
4. Understand and apply principles of sound mental and emotional health and learn to identify signs of emotional health concerns such as depression, anxiety and suicidal thinking in self and others.
5. Understand how and when to seek supportive mental and emotional health resources for self and others.
6. Cultivate healthy relationships that honor each person's personal preferences and boundaries.
7. Identify and develop personal strengths and interests.
8. Develop the skills and habits to assess the role of technology and social media in their lives and distinguish between healthy and harmful use.

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### *OSD Related Resources*

[OSD Strategic Planning Webpage](#)

[OSD Strategic Plan/DIP](#)

[OSD School Improvement Plans \(SIPs\)](#)

[Academic & Student Well-Being Recovery Plan](#)

### *OSD Related Expectations*

[Policy 2000](#) (2011)

[Policy 2004](#) (2011)

[Policy 2005](#) (2011)



# Outcome #3 Action Plans

## We will...

- A. Continue to review Health and PE curriculum resources for potential changes and/or supplements to better align with Washington state standards. 3.2/3.3
- B. Analyze student participation in athletics, activities and clubs to drive broader participation and identify and address disproportionality. 3.3/3.7
- C. Implement Social Emotional Learning (SEL) curriculum in middle schools and ensure lessons are taught in each school and grade level. 3.4/3.5
- D. Continue implementation of SEL curriculum in elementary schools. 3.4/3.5
- E. Implement suicide prevention curriculum in middle and high schools and engage with families. 3.4/3.5
- F. Explore professional development and support for all staff on trauma-informed practices. 3.4/3.5
- G. Explore expanded options/tools for SEL support and data. 3.5/3.7
- H. Use career and educational pathway resources to support all students with post-secondary decision-making and planning. 3.7
- I. Provide all students access to digital citizenship curriculum to ensure healthy online relationships, media balance and well being while engaging with families. 3.8

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# Overview: Tiers of Support

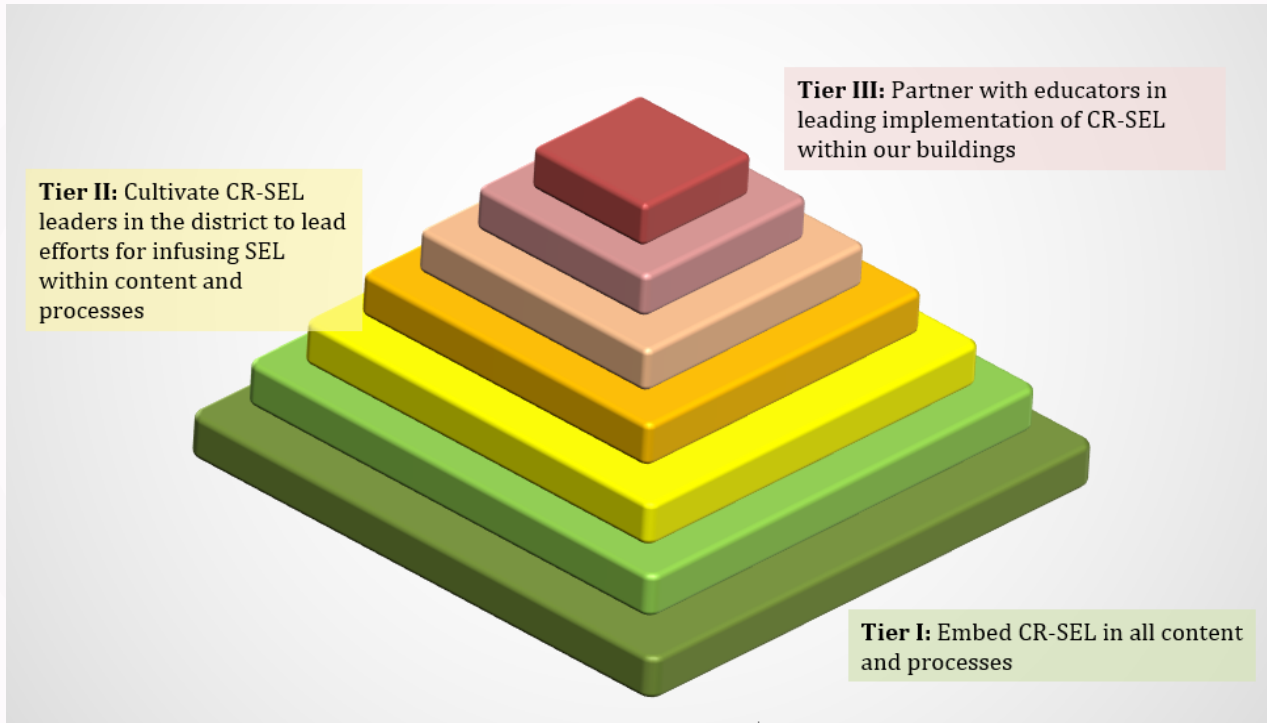
## Multi-Layered Systems of Support for Student Success

OSD students will...

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### Key Terms

**CR-SEL:** Culturally Responsive Social Emotional Learning



Tier I: Embed CR-SEL in all content and processes. Tier II: Cultivate CR-SEL leaders in the district to lead efforts for infusing SEL within content and processes. Tier III: Partner with educators in leading implementation of CR-SEL within our buildings.



# Overview of Tonight's Presentation

## Structure of Presentation

Section Title	Strategic Plan Elements
<b>Embed Cultural Responsive Socioemotional Learning (CR-SEL) in all content and processes (Tier I)</b> (a) Where we've been & (b) Where we're going	Indicators 3.2, 3.3, 3.4, 3.5, 3.7, 3.8 and Action Items A, C, D
<b>Cultivate CR-SEL leaders in the district to lead the efforts to infuse SEL within content and processes (Tier II)</b> (a) Where we've been & (b) Where we're going	Indicators 3.4 & 3.5 and Action Items C, D, E, F, & G
<b>Partner with educators in leading implementation of CR-SEL within our buildings. (Tier III)</b> (a) Where we've been & (b) Where we're going	Indicators 3.5 & 3.7 and Action Item G
<b>Appendix:</b> Slides related to data and commitments that have been reported on in other 2021-2022 Board Reports and are also line-itemed within Outcome #3	Indicators 3.3, 3.7, & 3.8 and Action Items B, H, I

*OSD students will... Advocate for the social, physical and mental wellness of themselves and others and be hopeful about the future.*

### OSD Related Expectations

[Policy 2125](#) (2011), [Policy 2407](#) (2020), [Policy 3200](#) (2018), [Policy 3205](#) (2016), [Policy 3207](#) (2015), [Policy 3210](#) (2016), [Policy 3211](#) (2014), [Policy 5011](#) (2016), [Policy 5201](#) (2011), [Policy 6700](#) (2016)

**Related Model WSSDA "essential" policies for upcoming study:** 2145 (Suicide Prevention), 3220 (Freedom of Expression), 3225 (School-Based Threat Assessment), 5515 (Workforce Secondary Traumatic Stress)



# Outcome #3 Goals

Healthy Youth Survey (HYS) and Panorama Well-Being Screener

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*OSD Related Expectations*

[Policy 2000](#) (2011)

[Policy 2004](#) (2011)

[Policy 2005](#) (2011)



## Three year goal data for Outcome #3, with data embedded throughout presentation.

- Increase percentage of students reporting "highly hopeful" on the **Healthy Youth Hope Survey** 3.4/3.5
  - 8th grade = 58.2% increase to 80%
  - 10th grade = 58.4% increase to 80%
  - 12th grade = 56.4% increase to 80%
- **HYS Question 50** - Three-year goals with ultimate goal of 0%
  - Decrease percentage of students indicating depressive feelings: 3.4/3.5
    - Grade 8= from 31% to 20%
    - Grade 10= from 33% to 20%
    - Grade 12= from 23% to 20%
- **Panorama** Emotional Regulation Baseline data & growth goals to be input after March data training.

# 3-Years of Strategic Plan

## Structure of Learning & Supports

*OSD Related Expectations*

Policy 2000 (2011), Policy 2004 (2011), Policy 2005 (2011)

*OSD Related Resources*

Academic & Student Well-Being Recovery Plan

### Key Terms

**DIP (District Improvement Plan):** Another name for our District Strategic Plan

**Hybrid Learning Model:** Student learning days take place in formats of In-Person and Remote on designated days

**Remote Learning Model:** Student learning takes place fully off-campus with synchronous (live) and asynchronous (independent) activities



### Healthy Youth Survey (HYS) and Panorama Well-Being Screener

Year	Learning Model	DIP
2018 - 19	In-Person	<i>Development &amp; Approval</i>
2019 - 20	In-Person → *Remote	Year 1 of 3
2020 - 21	Remote → *Hybrid	Year 2 of 3
2021 - 22	In-Person (If health authority guidance warrants a temporary transition for a classroom or school, students will engage in *Remote Learning.)	Year 3 of 3

# Tier I: Embed Cultural Responsive Socioemotional Learning in All Content and Processes

Health and Physical Well-Being of our students and the community

- 🎯 Ensure that all students have access to resources and opportunities that support their health and physical, mental, and socioemotional well being

## Where We've Been and Where We Are:

### 1. Physical Education and Health

#### a. Physical Education

- i. Waiver Process
- ii. CR-SEL in Physical Education (Voices from the Field: Melinda S, McKenny Elementary)

#### b. Health Education

- i. Comprehensive Sexual Health Education (CSHE) [RCW.28A.300.475](#) (2020) and [OSD Policy 2125](#) (2011)

1. Voices from the field: Desi Saylor, Olympia High School, Health & Wellness Educator

ii. High School Health

iii. Lifelines- will be explored in later slides

### 2. Panorama Implementation Team Established & Partnering with Schools (2021-2022)



#### **Watch: Voices from the Field**

Mindy Swedberg, Physical Education Specialist, McKenny Elementary

## Action items...

- A. Continue to review Health and PE curriculum resources for potential changes and/or supplements to better align with Washington state standards. 3.2/3.3
- disproportionality. 3.3/3.7
- C. Implement Social Emotional Learning (SEL) curriculum in middle schools and ensure lessons are taught in each school and grade level. 3.4/3.5
- D. Continue implementation of SEL curriculum in elementary schools. 3.4/3.5

## *OSD Related Expectations*

[Policy 2125](#) (2011)

[Policy 2407](#) (2020)

[Policy 6700](#) (2016)

[Policy 2418](#) (2019)





# Panorama Data


“Emotional Regulation”

*OSD students will...*

**Advocate** for the social, physical and mental wellness of themselves and others and be hopeful about the future.

*OSD Related Resources*  
[Academic & Student Well-Being Recovery Plan](#)



 Ensure that all students have access to resources and opportunities that support their health and physical, mental, and socioemotional well being

## Emotional Regulation Questions:

- 1) How often are you able to pull yourself out of a bad mood?
- 2) When everybody around you gets angry, how relaxed can you stay?
- 3) How often are you able to control your emotions when you need to?
- 4) Once you get upset, how often can you get yourself to relax?
- 5) When things go wrong for you, how calm are you able to stay?

# Panorama Survey

“Emotional Regulation”

Student Enrollment &  
Panorama Survey Responses

Grade	Fall 2020	Spring 2021	Fall 2021
3 - 5	1,115	1,213	1,667
9 - 12	3,054	1,595	4,114

Grade Level	Fall 2020 % of Favorable Responses (# of Overall Responses)	Spring 2021 % of Favorable Responses (# of Overall Responses)	Fall 2021 % of Favorable Responses (# of Overall Responses)	National Comparison for OSD Responses
3rd-5th	46% (1115)	51% (1213)	51% (1,667)	60th-79th percentile
6th-12th	43% (3054)	47% (1595)	48% (4,114)	60th-79th percentile



# Where We're Going

## Health and Physical Well-Being of our students and the community

1. Partnership with Physical Education Leadership Team on K - 12 Alignment and review of curriculum
2. Audit waiver process for Physical Education
3. K-12 alignment for Physical Education and Health that emphasizes impact on students' holistic wellbeing
4. Audit and ensure all 4th-12th grade students have the opportunity to engage in learning FLASH (Comprehensive Sexual Health) lessons
5. Develop partnership with Cardea Services on the WAPREP for Healthy Youth Project to systematize an MTSS to support student access to FLASH

### Key Terms

- **Waiver Process:** Process for waiving a credit-bearing course
- **K-12 Alignment:** Intentional partnership between site-based educators and Knox Leaders to align prioritized standards and instructional materials in the interest of a students' K-12 journey
- **Audit:** Simple or robust program evaluation conducted in alignment with Policy 2090 (2011)
- **FLASH:** Family Life and Sexual Health curriculum aligned with the developmentally outlined Sexual Health Core Idea within the Health Education Washington State Learning Standards (WSLSs)
- **MTSS:** Multi-Tiered Systems of Support to support a Whole Child, Whole School, and Whole Community approach



# Tier I: Embed Cultural Responsive Socioemotional Learning in all content and processes

Prioritize the socioemotional wellbeing and mental health of our students, families, and staff

## Action items...

- C. Implement Social Emotional Learning (SEL) curriculum in middle schools and ensure lessons are taught in each school and grade level. 3.4/3.5
- D. Continue implementation of SEL curriculum in elementary schools. 3.4/3.5

## OSD Related Expectations

Policy 2020 (currently being updated)

### Related Model WSSDA policies:

2140 (Comprehensive School Counseling Program), 3112 (Social Emotional Climate), 2145 (Suicide Prevention, *Designated "essential"*)



Shape schools to be a community that prioritizes the socioemotional well being and mental health of our students, families, and staff (Action Items C, D)

1. Learning through SEL curriculum at Elementary and Middle
2. Suicide prevention in Elementary, Middle and High Schools

# Healthy Youth Survey (HYS)

## “Highly Hopeful” Section of the HYS



Increase percentage of students reporting "highly hopeful" on the Healthy Youth Hope Survey. 3.4/3.5

Grade Level	HYS 2018	HYS 2021 <i>-We Are Here-</i>	Change from 2018 to 2021	2021 Difference from 3-year Strategic Plan Goal of 80%	State HYS 2021 Data	OSD difference from State Average
8th grade	58.2%	50.5%	-8.2%	29.5%	44.1%	+6.4%
10th grade	58.4%	47.9%	-8.4%	32.1%	44.0%	+3.9%
12th grade	56.4%	48.9%	-7.5%	31.1%	46.1%	+10.3%

### Student Enrollment & HYS Valid Responses

Grade	2018	2021
8th	659 (90.3%) (729)	571, <b>80%</b> (716)
10th	676 (79%) (876)	647, <b>76%</b> (846)
12th	478 (54%) (886)	488, <b>43%</b> (905)

HYS Caution about Participation & Bias:

- 70% or greater participation - Results are probably representative of students in this grade.
- 40 - 69% - Results may be representative of students in this grade.
- Less than 40% participation - Results are likely not representative of students in this grade but do reflect students who completed the survey.



# Healthy Youth Survey (HYS)

## “Highly Hopeful” Section of the HYS



HYS Question 136- “During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?”

Grade Level	HYS 2018	HYS 2021 <i>-We Are Here-</i>	Change from 2018 to 2021	2021 Difference from 3-year Strategic Plan Goal of 20%	State HYS 2021 Data	OSD difference from State Average
8th grade	31%	32.7%	-1.7%	12.7%	35.0%	+2.3%
10th grade	33%	40.6%	-7.6%	20.6%	38.1%	-2.5%
12th grade	23%	42.1%	-19.1%	22.1%	44.7%	+2.6%

### Student Enrollment & HYS Valid Responses

Grade	2018	2021
8th	659 (90.3%) (729)	571, <b>80%</b> (716)
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# Tier I: Embed Cultural Responsive Socioemotional Learning in all content and processes

## Collective Meaning Making for CR-SEL

### Where We've Been:

1. The September 23 Board Meeting re: SEL highlights more in depth historical context
  - a. Currently using Washington SEL Implementation Framework and CASEL Rubric to gauge our CR-SEL implementation efforts
  - b. Before Sept. 2021, educator leaders proficient in SEL analyzed and led the implementation processes of SEL across the district
  - c. Before March 2022, educator leaders proficient in SEL audited the implementation processes using various data collection methods of CR-SEL across the district to identify student, staff, and community insight about CR-SEL

### Action items...

- C. Implement Social Emotional Learning (SEL) curriculum in middle schools and ensure lessons are taught in each school and grade level. 3.4/3.5
- D. Continue implementation of SEL curriculum in elementary schools. 3.4/3.5
- F. Explore professional development and support for all staff on trauma-informed practices. 3.4/3.5
- G. Explore expanded options/tools for SEL support and data. 3.5/3.7



# Tier I: Embed Cultural Responsive Socioemotional Learning in all content and processes

Prioritize the socioemotional wellbeing and mental health of our students, families, and staff

Feedback	Elementary	Secondary
<b>Time:</b> Dedicated time to be thoughtful about Teaching SEL items to allow for a deeper reflection on SEL Items	X	X
<b>Training:</b> 1) Training needed for staff to ensure that all are using the language and methods to create a strong community 2) Training needed for staff not familiar with SEL on how to teach this work through an SEL lens 3) Training to incorporate CR-SEL into their content 4) Training on how to incorporate CR-SEL with inclusivity in mind	X	X
<b>Advisory:</b> Might there be a different advisory model that allows for time and space to delve into CR-SEL in a meaningful way? Should we consider focusing on limited CR-SEL items in mind (driven by Panorama and HYS data?)	-	X

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**Advocate** for the social, physical and mental wellness of themselves and others and be hopeful about the future.

*OSD Related Resources*  
[Academic & Student Well-Being Recovery Plan](#)





# Where We're Going

## K - 12 Opportunities to Exercise Learning Courage through Professional Growth

1. Partnership with a stakeholder team to prioritize common language and strategies that will serve as a foundation for adult learning with goals of
  - a. creating a strong community
  - b. supporting student, educator, & family sense of belonging
  - c. enhancing student success
2. Differentiated adult learning opportunities for educators at different readiness levels and in different roles
3. Learning around infusing CR-SEL within content and practice across roles, with particular intention behind inclusivity

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# Tier I: Embed Cultural Responsive Socioemotional Learning in all content and processes

Prioritize the socioemotional wellbeing and mental health of our students, families, and staff

## Action items...

- Analyze student participation in athletics, activities and clubs to drive broader participation and identify and address disproportionality. 3.3/3.7
- Implement Social Emotional Learning (SEL) curriculum in middle schools and ensure lessons are taught in each school and grade level. 3.4/3.5
- Continue implementation of SEL curriculum in elementary schools. 3.4/3.5



Shape schools to be a community that prioritizes the socioemotional well being and mental health of our students, families, and staff (Action Items C, D)

## Where We've Been and Where We Are:

PREVENTION: instruction available to students

- Voices from the Field - Watch: Katie Turcotte, Health & Fitness, CHS

INTERVENTION: Identification of and response to at-risk students

- Response protocol for suicidal ideation

POSTVENTION: community response to a traumatic event

- Social Work Team responds to all crisis situations, varied levels of support
- Grief and Crisis Support Library (provided by an OSDEF grant) provides counseling staff with additional resources at their request
- Crisis Response bins, with resources/activities, located in all buildings



# Tier I: Embed Cultural Responsive Socioemotional Learning in all content and processes

Prioritize the socioemotional wellbeing and mental health of our students, families, and staff



Shape schools to be a community that prioritizes the socioemotional well being and mental health of our students, families, and staff (Action Items C, D)

## Where We've Been and Where We Are:

1. BHR & Sea Mar
2. Collaborate with OSD Communications Dept to update and maintain the community resources listed on the OSD website
3. Update and maintain
  - a. the usage of the OSD Suicide Protocol Response
  - b. the usage of the Building and District Crisis Response Manuals
  - c. the usage of the OSD Threat Assessment Protocol

## Where We are Going:

4. Audit and ensure all 5th-12th grade students have the opportunity to learn from Lifelines lessons
5. Provide increased opportunities for educators who teach Lifelines lessons to exercise learning courage by making meaning and authentically partnering for student engagement

## Action items...

C. Implement Social Emotional Learning (SEL) curriculum in middle schools and ensure lessons are taught in each school and grade level.

3.4/3.5

D. Continue implementation of SEL curriculum in elementary schools. 3.4/3.5



# High School & Beyond Plan

## Naviance Program

### HSBP Completion as of April 2022

Avanti HS	Capital HS	Olympia HS	ORLA	Total
36 of 48 seniors (75%)	251 of 313 seniors (80.45%)	349 of 499 seniors (69.94%)	8 of 38 seniors (21.05%)	625 of 898 seniors

*\*Some seniors are completing HSBP through Running Start & Homeschool*

### Where We're Going:

- Make efforts towards implementing 6th-8th HSBP through Naviance
- Make efforts towards implementing CCR in Elementary

### Action items...

H. Use career and educational pathway resources to support all students with post-secondary decision-making and planning. 3.7

### OSD Related Resources

[See Outcome 2](#)



# Tier II: Build CR-SEL leaders in the district to lead the efforts to infuse SEL in content and processes

Collective Meaning Making for CR-SEL

## Where we are...

### Building CR-SEL Leaders in the district to lead the efforts to infuse SEL in content and processes

- I. Summer CR-SEL Program (Indicators 3.4 / 3.5)
- II. Student Support Office partnership with T&L in strengthening CR-SEL systematization (Indicators 3.4 / 3.5)
- III. All Instructional Coaches, through the partnership with CR-SEL Instructional Coach embed CR-SEL in their practices (which they bring back to their buildings) (Indicators 3.4 / 3.5)
- IV. Crisis Response Training of leaders (Indicators 3.4 / 3.5) (Action Items E in addition to the Action Items above)
  - A. Lifelines training for health teachers, counselors
  - B. Training/Support for Crisis Response leaders
- V. Multilingual Education and Socioemotional Learning (Indicators 3.4 / 3.5)

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*OSD Related Resources*

[Academic & Student Well-Being Recovery Plan](#)



## Tier III: Partner with staff members in leading in their implementation of CR-SEL in the buildings

Individualized supports provided to schools and staff to grow CR-SEL

### Action items...

A. Provide staff CBA (State Classroom-Based Assessment) training to ensure all schools are implementing Cause and Conflict CBA. 4.2/4.3/4.4/4.5/4.6

B. Collaborate and partner with local Tribes to inform training for all staff on Since Time Immemorial (STI) to ensure a common understanding and establish where STI Lessons will be taught to all students. 4.2

D. Continue and expand professional development and support for all staff on culturally responsive practices. 4.1/4.3/4.4

G. Explore Options for increasing World Language opportunities for students. 4.3



Individualized support for CR-SEL for specific schools and staff members to grow CR-SEL

### Where We've Been:

1. Schools identified their own SEL resources and accessed them through various avenues.
2. 0.5 SEL Instructional Coach provided professional development opportunities and other resources that staff members can access upon request
3. Provided individualized support for the staff members who are implementing Second Step in their building

## Tier III: Partner with staff members in leading in their implementation of CR-SEL in the buildings

Individualized supports provided to schools and staff to grow CR-SEL

### Action items...

- A. Provide staff CBA (State Classroom-Based Assessment) training an ensure all schools are implementing Cause and Conflict CBA. **4.2/4.3/4.4/4.5/4.6**
- B. Collaborate and partner with local Tribes to inform training for all staff on Since Time Immemorial (STI) to ensure a common understanding and establish where STI Lessons will be taught to all students. **4.2**
- D. Continue and expand professional development and support for all staff on culturally responsive practices. **4.1/4.3/4.4**
- G. Explore Options for increasing World Language opportunities for students. **4.3**



Individualized support for CR-SEL for specific schools and staff members to grow CR-SEL

### Where we are

1. Instructional Coaches provide multitiered support for CR-SEL for staff members in their assigned schools
2. Comprehensive and centralized list of vetted CR-SEL Supports
  - a. Curated menu may be provided for educators who need individualized support
  - b. Example: School Reintroduction and Climate Building

## Tier III: Partner with staff members in leading in their implementation of CR-SEL in the buildings

Individualized supports provided to schools and staff to grow CR-SEL



Individualized support for CR-SEL for specific schools and staff members to grow CR-SEL

### Where we are going

1. Growing our CR-SEL leaders (e.g. school counselors) to navigate this document they can support our SEL Instructional Coach and other content Instructional Coaches with supporting our staff
2. Develop a rating system for the materials in Comprehensive and centralized list where educators who have used the materials can rate and provide feedback on how they have used the resource optimally
  - a. Further strengthens the collective ownership and leadership of CR-SEL

### Action items...

- A. Provide staff CBA (State Classroom-Based Assessment) training an ensure all schools are implementing Cause and Conflict CBA. 4.2/4.3/4.4/4.5/4.6
- B. Collaborate and partner with local Tribes to inform training for all staff on Since Time Immemorial (STI) to ensure a common understanding and establish where STI Lessons will be taught to all students. 4.2
- D. Continue and expand professional development and support for all staff on culturally responsive practices. 4.1/4.3/4.4
- G. Explore Options for increasing World Language opportunities for students. 4.3





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*Student Support Team*

**Char Santos Franz, MEd**

Director of Whole Child Success  
*Teaching & Learning Team*

**Kris Norelius, MSW**

K-12 Social Emotional Learning (SEL) Instructional Coach  
*Teaching & Learning Team*

**Sheralyn Weimer, MEd**

Assistant Director of College & Career Readiness (CCR)  
*Teaching & Learning Team*

**Kim Senger, MSW**

Social Worker  
*Student Support Team*

*Thank you to our partners who will be introduced via recorded video or in-person throughout the presentation.*



# Appendix



# Appendix A: Co-Curricular Activities

Outcome #3, Action B. Analyze student participation in athletics, activities and clubs to drive broader participation and identify and address disproportionality. 3.3/3.7

Please access slides 7 - 8 of the [February, 2022 Outcome #5 Presentation](#) for an update about progress made toward Commitment “B” outlined in our Strategic Plan.

Related Expectations from our Board of Directors include:

- [Policy 3201](#) (2014)
- [Policy 3202](#) (2017)
- [Policy 2151](#) (2015)

# Appendix B: Digital Citizenship & Media Literacy

Outcome #3, Action I. Provide all students access to digital citizenship curriculum to ensure healthy online relationships, media balance and well being while engaging with families. 3.8 A

Please access slides 29 - 34 of the [March, 2022 Outcome #4 Presentation](#) for an update about progress made toward Commitment “I” outlined in our Strategic Plan.

Related Expectations from our Board of Directors include:

- [Policy 2021](#) (2011)
- [Policy 2022](#) (2012)
- [Policy 2025](#) (2011)
- [Policy 4007](#) (2015) and other Policies in the [4000 Series](#)

# Appendix C-1: Exit Surveys from Asynchronous Required SEL Training

Elementary

## Qualitative Data from Exit Surveys from the Asynchronous SEL Course:

- More time to teach Second Step<sup>\*\*\*</sup>
- Partner with other educators to incorporate Second Step
- Differentiated Materials – Sped and Multilingual—without losing the quality
- Training needed for all staff (including Para) to ensure that all are using the language and methods to create a strong community <sup>\*\*\*</sup>
- Training needed for staff not familiar with SEL on how to teach this work through an SEL lens<sup>\*\*\*</sup>
- Need Tier II and Tier III support
- Difficulty with incorporating another curriculum into my content curriculum<sup>\*\*\*</sup>
- Support with how we can teach Second Step with inclusivity in mind (e.g. race, neurodivergent levels, etc.)

<sup>\*\*\*</sup>- reflects the most popular feedback to Second Step

# Appendix C-2: Exit Surveys from Asynchronous Required SEL Training

Secondary

## Qualitative Data from Exit Surveys from the Asynchronous SEL Course:

- Dedicated time to be thoughtful about the Character Strong lessons/SEL items (instead of jumping from one item to another in advisory, or talking about this SEL in a short period of time)
  - Incorporating it into English and having a thoughtful approach in this way
- Advisory model concerns-
  - Limited time for meaningful content
  - Unable to see student regularly to continue deepening conversations about SEL (2x/month—not enough to really go deep)
- Staff Training on how we can meaningfully incorporate SEL into our content and processes

# Appendix D: Embed Cultural Responsive Socioemotional Learning in all content and processes

Collective Meaning Making for CR-SEL

## Model: OSPI WA SEL Implementation Framework with CASEL Rubric

**Focus 1:**  
Build  
Foundation  
al Support  
and Plan  
using **OSPI  
3 Essential  
Elements  
and 4  
Guiding  
Principles**

**Focus 2:**  
Strengthen  
Adult SEL  
and  
Competencie  
s and  
Capacity  
using **OSPI 3  
Essential  
Elements and  
4 Guiding  
Principles**

**Focus 3:**  
Promote  
SEL for  
Students  
using **OSPI  
3 Essential  
Elements  
and 4  
Guiding  
Principles**

**Focus 4:**  
Reflect on  
Data for  
Continuous  
Improvement  
using **OSPI 3  
Essential  
Elements and  
4 Guiding  
Principles**

### *Related Resources*

Washington State Social  
Emotional Learning  
Implementation Guide (OSPI,  
[Appendix C](#))

The Collaborative for  
Academic Social and  
Emotional ([CASEL](#))

The District Resource Center ([DRC](#))

[Academic & Student Well-Being  
Recovery Plan](#)

### *OSD Related Expectations*

OSD [Policy 2090](#) and  
[Procedure 2090](#) (Program  
Evaluation)

# Appendix E

## Collective Meaning Making for CR-SEL

Explore professional development and support for all staff on trauma-informed practices. **3.4/3.5**

1. Culturally Responsive SEL Foundations
2. Lesson Creation or Adaptation
3. Participant Coaching

*OSD Related Resources*  
[Academic & Student Well-Being Recovery Plan](#)

“It was so wonderful getting to hear from others across the district on how they are incorporating [CR-SEL] into their subject area. This type of training would be beneficial for all teachers across the district.” - Program Participant

- 83% of participants indicated they were highly likely to create future lessons integrating content with CR-SEL.
- 100% of participants plan of sharing their lessons with peers.