

Special Meeting  
Tuesday, June 27, 2023 7:00 PM

Dr. Matthew Prophet Education Center - Board  
Auditorium  
501 N. Dixon St  
Portland, OR 97227

## **Agenda**

1. 7:00 pm - Dismissal of a Contract Teacher (Resolution 6727) Vote- Public Comment Accepted
2. 7:30 pm - Consent Agenda (Resolutions 6722 - 6726 & 6728 - 6729) Vote- Public Comment Accepted
  - 2.(a) Resolution 6722 - Expenditure Contracts
  - 2.(b) Resolution 6723 - Approval of Head Start Policy Council Recommendation
  - 2.(c) Resolution 6724 - Approval of Head Start Policy Council Recommendation
  - 2.(d) Resolution 6725 - Authorizing Off-campus Travel
  - 2.(e) Resolution 6726 - Center for Black Excellence Board Appointment
  - 2.(f) Resolution 6728 - Approving Board Member Conference Attendance as Representatives of the Board
  - 2.(g) Resolution 6729 - Resolution to Adopt Revised Complaint Policy 4.50.030-P
3. 7:35 pm - Recognizing Directors Eilidh Lowery and Amy Kohnstamm
4. 7:55 pm - Other Business
5. 8:00 pm - Adjourn

**RESOLUTION No. 6727**

Dismissal of a Contract Educator

**RECITALS**

The Board has reviewed the evidence submitted along with the Superintendent's recommendation for dismissal of a contract educator.

**RESOLUTION**

The Board of Education affirms the Superintendent's recommendation to dismiss the contract teacher from employment with PPS. The District will notify the employee in writing of the Board's decision.

**RESOLUTION No. 6722**

Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

**RECITAL**

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

**RESOLUTION**

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

**NEW CONTRACTS**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Admin, Funding Source</b>	<b>Certified Business</b>
Teachers Curriculum Institute, Inc.	6/28/23 through 6/12/25	Digital Resource DR 93412	Social Sciences curriculum – grades 6-12. Special Class Procurement – Copyrighted Materials & Creative Works PPS-47-0288(4)	\$814,800	K. Armstrong Fund 458 Dept. 5445 Project DC201	No
Project Wayfinder, Inc.	6/28/23 through 6/28/26	Digital Resource DR 93429	Social emotional learning curriculum – grades K-5. Special Class Procurement – Copyrighted Materials & Creative Works PPS-47-0288(4)	\$533,373	K. Armstrong  Fund 458 Dept. 5445 Project DC301	No
Go to Ms. Sams, Inc.	6/28/23 through 6/28/26	Digital Resource DR 93426	Social emotional learning curriculum – grades 6-8. Special Class Procurement – Copyrighted Materials & Creative Works PPS-47-0288(4)	\$311,850	K. Armstrong  Fund 458 Dept. 5445 Project DC301	No
FieldTurf, Inc.	6/28/23 through 10/13/23	Construction C 93149	Replace track surface at Cleveland High School. Cooperative Contract through Inter-Mountain ESD.	\$477,165	D. Jung  Fund 404 Dept. 5597 Project X0284	No
Albina Head Start, Inc.	8/14/23 through 7/5/24	Personal Services PS 93443	Provide Federal Early Head Start program for 52 infants and toddlers at Teen Parent Services Program sites at McDaniel, Roosevelt, Franklin, and Grant campuses. Direct Negotiation – Ongoing, Long-term Relationship PPS 46-0525(3)	\$466,840	K. Armstrong  Fund 101 Dept. 4306	NA - Nonprofit

\*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

**NEW COOPERATIVE PURCHASING AGREEMENTS**

**NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)**

## AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Total Contract Amount	Responsible Admin, Funding Source	Certified Business
Flat Transportation, LLC	6/28/23 through 10/31/26	Services S 90695 Amendment 2	Provide transportation services to District students who are unable to be served by a school bus and as determined by their IEPs. Special Class Procurement – Secure, Specialized Transportation PPS-47-0288(19)	\$2,500,000 \$5,000,000	D. Jung Fund 101 Dept. 5560	No



## STAFF REPORT

**Date:** May 31st, 2023

**To:** School Board

**From:** Dr. Jill Bryant, Assistant Director Transformative Social Emotional Learning  
Chandra Cooper, Senior Director MTSS  
Jey Buno, Chief of Office of Student Support Services

**Subject:** Social Emotional Learning K-8 Curriculum Adoption

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### **BACKGROUND**

Portland Public Schools has placed a high value on social emotional learning (SEL) in recent years. The Transformative Social Emotional Learning (TSEL) team which resides in the department of Multi Tiered System of Supports (MTSS) has been successfully growing momentum, support and systems for district-wide implementation of SEL over the last five years.

Portland Public Schools is completing the third year of a [five-year district wide TSEL implementation plan](#). PPS's district wide TSEL plan was developed in collaboration with our district partners and the Collaborative for Social Emotional Learning ([CASEL](#)). In spring of 2020, CASEL completed a SEL Readiness Engagement Assessment for our district and this was used, in conjunction with CASEL's [District Wide SEL Implementation Rubric](#), to develop the five year plan.

During the first three years of district wide TSEL implementation, we have focused on building district-wide support for TSEL, collaborating cross-departmentally, aligning the work with the Instructional Framework and developing and providing professional learning opportunities in TSEL. In terms of student-facing SEL, PPS TSEL has taken a slow and methodical approach in order to ensure an effective, equity-centered and PPS aligned SEL curriculum for grades K-8. In 2018-19 our first SEL pilot was rolled out to nine, K-5 schools. [Caring School Community](#) was the curriculum selected for the pilot program. Between 2018 and 2021 the district learned a lot about the effective implementation of student-facing SEL. Putting that knowledge into practice, the SEL AIR committee began its search for district-adopted SEL programming during spring of 2020 and met for two years to select two programs per grade band (K-5 and 6-8).

### **RELATED POLICIES/BEST PRACTICES**

House Bill 2166 which states, "The board shall require school districts to implement the [TSEL] standards and framework no later than July 1, 2024" (p.7). This June the Oregon Department of Education (ODE) will publish the final draft of the Oregon state TSEL Framework and Standards. Fortunately, it is clear from ODE's near final draft ([LINK](#)) that PPS's TSEL framework, five-year implementation plan and the three recommended SEL curricula/programs for adoption are aligned with Oregon state TSEL standards and framework and puts us on track to meet the July 1, 2024 ODE deadline.

The district-wide SEL curriculum/program recommendations are aligned and on track with the PPS Strategic Priority to Implement Multi Tiered System of Supports System through Goal #2 which states the following:

All our PK–12 schools implement school-wide Transformative Social Emotional Learning (TSEL) as defined through our partnership with CASEL and expressed in our school guide. District-wide professional learning, aligned with the Professional Learning Master Plan and guided by the PPS RESJ lens, is available and required for the entire workforce. TSEL is integrated in the structures and systems across our departments and units, and a robust continuous improvement process is in place to guide its implementation.

## **ANALYSIS OF SITUATION**

The five-year TSEL implementation plan was guided by the initial readiness assessment completed by CASEL in spring of 2020. In spite of the challenges faced by COVID, we have remained on track with that plan and are positioned to implement a robust, district-wide SEL curriculum/program adoption for all K-8 schools and students. Additionally, with the requirements outlined by HB2166 to implement the ODE developed TSEL standards and framework by July 2024, it is recommended that the Board approve these purchases.

## **FISCAL IMPACT**

The [Caring School Community](#), [Wayfinder](#) and [We Do it for the Culture](#) instructional materials will be paid for through the 2020 School Bond, while the non-bond compensable professional services contracts with the three vendors will be paid for through general funds.

## **COMMUNITY ENGAGEMENT**

Because of a commitment to an adoption process that centered racial equity/social justice, the PPS SEL adoption process prioritized community engagement. Throughout every step of the process, extensive effort was made to engage the AIR committee and community stakeholders. It was essential that our SEL adoption process modeled the foundational elements of TSEL, i.e. identity, agency and belonging. In fact, our process received national recognition through an invite from CASEL to have our adoption process highlighted as a Practice of Promise ([CASEL](#), 2022).

Community engagement was solicited through the Admin Connection and Teacher Portal, seeking input from the RESJ Community Partners and district stakeholders and inviting the AIR committee members to participate in every part of the adoption process.

## **TIMELINE FOR IMPLEMENTATION / EVALUATION**

### *Timeline*

- Spring/Summer 2023: Order materials/resources; ½ day professional development from the vendors for all staff implementing curriculum in 2023-2024.
- 2023-2024 SY: SEL curriculum implementation for 15, K-5 schools and 30 comprehensive and K-8 middle schools.
- Fall and Winter 2023-2024: Professional development for all staff teaching an adopted SEL curriculum .
- Spring 2024-2025: All remaining K-5's will facilitate a community engagement process to select one of the two adopted curricula options per grade band.
- Spring/Summer 2024: Order materials/resources; ½ day professional development for staff of all new schools implementing curriculum.
- 2024-2025 SY: SEL curriculum implementation for all k-5's, K-8's and comprehensive middles schools.

- 2023-2024: Fall and winter all staff SEL instructional professional development
- 2024-2025 SY: Facilitate a stakeholder engagement process for high school SEL curriculum. Reconvene the AIR Committee and select high school SEL options.
- Spring 2025: High schools will facilitate a community engagement process to select one of the two adopted curriculum options.
- Spring/Summer 2025: Order materials/resources; professional ½ day professional development for staff of all new schools implementing curriculum.
- 2025-2025: SEL curriculum implementation for all K-12 schools.
- 2025-2026: Fall and winter all staff SEL instructional professional development

### *Evaluation*

School-wide SEL implementation will be evaluated through the [CASEL Walkthrough Protocol](#). During the 2022-2023 school year, MTSS/TSEL piloted the CASEL Walkthrough tool with the 20 TSEL Cohort schools. CASEL consultants trained MTSS staff on the protocol and assisted with implementation in the fall and the spring of 2023. This tool provides data on implementation of explicit SEL as well as embedded SEL practices. Building principals are then encouraged to use this data, in conjunction with their Successful Schools Survey data to develop their school climate SCIP goal and engage in the continuous improvement process.

Currently, MTSS/TSEL is working with a cross-departmental district assessment team to develop an approach to collect district data that will streamline multiple data collection processes, leverage resources across the district to complete walkthroughs and to align all tools to the strategic priorities of the district. This will make it easier for administrators to make sense of the data and will allow for better integration of district initiatives and priorities.

Successful Schools Survey (SSS) is another district wide data collection tool supported by Panorama that will be used to inform the effectiveness of SEL implementation. The SSS reports student, educator and family/caregiver data on criteria related to SEL. We will work collaboratively with the district Research and Assessment team to identify those questions that will provide the most useful data on the growth of a climate and culture that supports students SEL health and well-being.

### **BOARD OPTIONS WITH ANALYSIS**

Our recommendation is to approve these purchases. Purchasing the licenses and materials for Caring School Community, Wayfinder and We Do it for the Culture will allow for the district to move forward with the strategic goal of making Transformative Social Emotional Learning available to all schools and students in the district. The SEL adoption process has been thorough, methodical, grounded in racial equity and social justice, centered community engagement and has resulted in the selection of three strong SEL curricula/programs.

If the Board elects not to approve these purchases then schools and students will not be offered the opportunity to engage in high quality, trauma informed, SEL curriculum. The extensive two year adoption process brought to the top of the list these three programs that address the goals and strategic priorities of PPS. Spending additional time on exploring SEL curriculum will not be fruitful because the committee searched nationally, drawing on our CASEL district partners and are confident that these are the three best programs/curricula available.

### **CONNECTION TO BOARD GOALS**

Studies ([Taylor, R., Oberle, E., & Weissberg, R. 2017](#)) show that strong, school-wide SEL can have positive impacts on the following student outcomes: 1) improved academic achievement, 2) supporting healthy, well-being and safe schools and 3) developing skills that promote future readiness. The three SEL curricula/programs are aligned with CASEL district and school wide

guidance as well as the Oregon Department of Education's TSEL Framework and Standards. All of which will support the Board goals:

Board Goal #1- To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 44% of our underserved students of color meeting growth to 60% meeting or exceeding growth expectations (as measured by Measures of Academic Progress) by the spring of 2022.

Board Goal #3 - By the spring of 2022, Portland Public Schools 8th grade students will move from 44% meeting proficiency in both English Language Arts and Mathematics (2018-2019 baseline) to 51% meeting proficiency in both subjects as measured by Smarter Balanced Assessment Consortium (SBAC) and Board

Goal #4 - By the spring of 2022, Portland Public Schools graduates, who are underserved students of color, will move from 50.3% (current 2018-2019 baseline) to 56% successfully completing one or more of the post-secondary indicators.

If we have a Transformative Curriculum and Pedagogy (Educational System Shift) then we can support all teachers to be Knowledgeable and Committed Lifelong Learners, Inclusive and Responsive to Diverse learners, and are Self-aware and Reflective (Educator Essentials) which will result in students becoming Inquisitive Critical Thinkers with Deep Core Knowledge and Inclusive and Collaborative Problem Solvers (Graduate Portrait).

### **STAFF RECOMMENDATION**

Approve the purchase of Caring School Community (K-5), Wayfinder (K-8) and We Do it for the Culture (6-8).

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### **References**

CASEL ((2022). [Exploring Ways to Share the Power Toward Equitable Decision-Making](#). *Practices of Promise*.

Taylor, R.D., Oberle, E., Durlak, J.A. and Weissberg, R.P. (2017). Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects. *Child Development*, 88, 1156-1171. <https://doi.org/10.1111/cdev.12864>

# Instructional Resource Decision

<b>Adoption:</b>	K-8 Social Emotional Learning
<b>Adoption Lead:</b>	Dr. Jill Bryant
<b>Date:</b>	5/26/23
<b>Proposed Decision:</b>	Bond Purchases: <u>Caring School Community</u> : Grades K-5 Full Adoption <u>Wayfinder</u> : Grades K-8 Full Adoption <u>We Do it for the Culture</u> : Grades 6-8 Full Adoption

## Why was the decision made?

Since COVID, there has been a national call for social emotional learning (SEL) in schools as an approach to mitigating the stress and anxiety students are experiencing after living through the pandemic ([CNN, Education Trust](#)). SEL is not new and many have been advocating for and implementing SEL for decades—and not just for the mental health benefits ([Edutopia](#)). This collective call to action continues to propel us forward on our district wide systemic SEL work.

In Portland Public Schools, we have adopted a transformational approach to SEL. Transformative SEL ([Jaegers, 2021](#)) focuses on transforming inequitable settings and systems to support the implementation of systemic SEL that is *in service of equity*. TSEL has the potential to help build capacity for strengthening equity-focused school cultures that cultivate student and adult well-being. A focus on TSEL enables students and adults to be affirmed in their identities, where they can develop a sense of agency and belonging, engage in collaborative problem-solving, and deepen their curiosity about the kind of society they want to make a reality.

## Why?

Social emotional learning is not and cannot rely solely on a curriculum. Fully integrated SEL is a process by which educators cultivate transformative environments. At the core of these environments lies a deep emphasis on building, fostering and sustaining strong relationships—relationships that are grounded in equity based approaches, trauma informed practices and that work to create conditions where all students can thrive. ([Ginwright, 2017](#))

According to CASEL

[SEL is] an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. (CASEL, n.d.)

In the [Aspen Institute](#) comprehensive report (2019), they articulate the role of SEL in student learning as, “The promotion of social, emotional, and academic learning is not a shifting educational fad; it is the substance of education itself. It is not a distraction from the “real work” of math and English



# Instructional Resource Decision

instruction; it is how instruction can succeed” (p. 6).

The benefits of emphasizing and prioritizing systemic TSEL are evident. Some of these benefits include:

- **Accelerated Academic Learning**

- Students demonstrate acceleration of academic learning as SEL is inextricably linked to learning as evidenced in the [CASEL](#) research involving studies from 1 million students worldwide
  - Students participating in SEL at school have higher levels of “school functioning,” as reflected by their grades, test scores, attendance, and homework completion. SEL builds social and emotional skills that increase student engagement and lead to improved academic performance.
  - SEL interventions that addressed the five core competencies increased students’ academic performance by 11 percentile points, compared to students who did not participate.
  - The positive impact on academics lasts long-term: Years after students participated in SEL, their academic performance was an average of 13 percentile points higher than students who didn’t participate.
  - Can be seen in a meta-analysis of SEL research. In this meta-analysis the following increase on positive student outcomes: 1) improved academic achievement, 2) supporting healthy, well-being and safe schools and 3) developing skills that promote future readiness ([Taylor, R., Oberle, E., & Weissberg, R. 2017](#)).

- **Stronger Relationships**

- According to the Aspen Institute (2019), “Positive, supportive relationships and rich, stimulating environments spur the brain to form, prune, and strengthen connections that promote further development and learning” (p.19).
- Fostering relationships in classrooms and schools have the potential to support students through challenges. According to the Aspen Institute, “Teaching students social, emotional, and cognitive skills and providing them with supportive adult relationships can buffer against the negative effects of stress and adversity” (p.19).
- Stronger staff to student and student to student relationships.

- **Improved Adult Engagement**

- Adults can benefit from SEL as well. For example, it can increase job satisfaction and reduce burnout ([Bracket, Polemera, Mojsa-Kaja & Reyes, 2010](#), helps teachers build and maintain stronger relationships with students ([Jennings & Greenberg, 2009](#)) and can reduce teacher stress (Pennsylvania State, 2017).
- Increased teacher engagement

Portland Public Schools is a district that has placed a high value on SEL. The TSEL team which resides in the Multi Tiered Systems of Support (MTSS) department has been successfully growing momentum, support and systems for district-wide implementation of SEL over the last five years.

Portland Public Schools is completing the third year of a [five year district wide TSEL implementation plan](#). PPS’s district wide TSEL plan was developed in collaboration with our district partners and the Collaborative for Social Emotional Learning ([CASEL](#)). In spring of 2020, CASEL completed a SEL



# Instructional Resource Decision

Readiness Engagement Assessment for our district and this was used, in conjunction with CASEL's District Wide SEL Implementation Rubric to develop the five year plan.

The four core elements of CASEL's district wide SEL rubric are:

1. Building foundational supports and plan,
2. Strengthening adult competencies and capacity,
3. Promoting SEL for students
4. Continuous improvement through data collection.

The first three years of district wide TSEL implementation has prioritized building district foundational support, adult SEL and establishing a continuous improvement cycle. Effective, long term and lasting district SEL depends on systems and structures that support a district culture and climate of social emotional learning.

Foundational structures that have been cultivated and strengthened the last three years are:

1. Moving SEL to MTSS in 2019 which has been essential to making SEL systemic because MTSS encompasses all students and schools;
2. establishing structures to promote cross-collaboration; and
3. embedding SEL into academics, equity and school improvement.

Adult SEL has also been an area of focus and progress can be seen through the development of the Tier One Culture and Climate professional development that integrates TSEL, restorative justice, RESJ and school climate and will be disseminated across the entire K-12 staff next year. Additionally, using the Instructional Framework as the North Star as well as the RESJ Standards all professional learning developed and facilitated by TSEL integrates those key bodies of work.

In terms of CASEL's fourth area of district wide SEL implementation—student facing SEL, PPS TSEL has taken a slow and methodical pace in order to ensure an effective, equity-centered and PPS aligned SEL curriculum for grades K-12. In 2018-19 our first SEL pilot was rolled out to nine, K-5 schools. [Caring School Community](#) was the curriculum selected. Between 2018 and 2021 the district learned a lot about the effective implementation of student-facing SEL. Putting that knowledge into practice, the SEL AIR committee began its search for district-adopted SEL programming during spring of 2021 and met for two years to select two programs per grade band (K-5 and 6-8).

Additionally, it is important to note that district-wide student-facing SEL is aligned with [House Bill 2166](#) which states, "(4) The board shall require school districts to implement the standards and framework no later than July 1, 2024" (HB 2166, p.7). HB2166 emphasizes the important role SEL plays in creating a culture where students can experience a sense of safety, and positive school culture. HB2166 states:

Whereas social emotional learning skills, in conjunction with racial equity, trauma-informed principles and practices and strengths-based multi tiered systems of support, can contribute significantly to mental and emotional health and overall health promotion and can be an integral part of school culture, climate, safety and mental and physical health promotion efforts (p.1)

This summer, ODE will publish the final draft of the Oregon state TSEL Framework and Standards. Fortunately, it is clear from [ODE's near final draft](#) that PPS's TSEL framework and five year



# Instructional Resource Decision

implementation plan is aligned with Oregon state TSEL Standards and Framework.

Last, in order to align with CASEL's school and district SEL implementation which emphasize teacher, student and family voice and agency, each grade band will have two SEL curricula/programs from which to choose. Schools must engage in a MTSS/TSEL supported community engagement process in order to select the program that best fits the needs and strengths of each community. This process is especially important because it not only fosters agency, it also builds buy-in and investment among staff and students for the implementation of school-wide SEL.

## Resources

The Aspen Institute (2019) From a nation at risk to a nation at hope: Recommendations from the National Commission on Social, Emotional, & Academic Development. The National Institute for Social Emotional and Academic Development.

Bracket, M., Palomar, R., **Mojsa-Kaja**, J. & Reyes, C. (April, 2010). Emotion-regulation ability, burnout, and job satisfaction among British secondary-school teachers. Psychology in the Schools 47(4):406 - 417.

Collaborative for Academic Social and Emotional Learning. What does the research say? Ed Trust (2023). Why America's Students Need Social and Emotional Learning Now, More Than Ever. Education Trust.

Ginwright, S. (2017) Toward an Equity approach to social emotional learning. San Francisco State University.

Jagers, R., Skoog-Hoffman, A., Barthelus, B. & Schlund, J (2021). Transformative Social and Emotional Learning: In pursuit of equity and excellence. American Federation of Teachers.

Jennings, P. & Greenberg, M. (2009). The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes. Vol 79(1).

Strauss, E (July, 2023). Restoring what the pandemic took: Social and emotional learning for kids. CNN.

Taylor, R.D., Oberle, E., Durlak, J.A. and Weissberg, R.P. (2017). Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects. Child Development, 88, 1156-1171. <https://doi.org/10.1111/cdev.12864>

Weissberg, R (2016). Why social and emotional learning is essential for students. Edutopia.



# Instructional Resource Decision

The decision to recommend full adoption of Caring School Community (K-5), Wayfinder (K-8) and We Do it for the Culture (6-8) supports PPS's Strategic Priority to Implement Multi Tiered System of Supports through Goal #2 which states the following:

All our PK–12 schools implement school-wide Transformative Social Emotional Learning (TSEL) as defined through our partnership with CASEL and expressed in our school guide. District-wide professional learning, aligned with the Professional Learning Master Plan and guided by the PPS RESJ lens, is available and required for the entire workforce. TSEL is integrated in the structures and systems across our departments and units, and a robust continuous improvement process is in place to guide its implementation.

The process towards making the decision to fully adopt Caring School Community, Wayfinder and We Do it for the Culture will allow educators to address and engage in the following educator essentials identified in the PPS Vision.

- Knowledgeable and Committed to Lifelong Learning
  - District-wide implementation of SEL will be a growth area for many educators as the district has not had a district-adopted and supported SEL curriculum until now. Because of this, each curriculum/program recommended for adoption by the SEL AIR committee includes robust professional development structure and content as well as staff who are strong professional developers. These curricula/programs and their subsequent professional development will foster the knowledge and skills necessary for K-8 educators to model and facilitate social emotional learning.
- Racial Equity and Social Justice Centered
  - Each curriculum/program includes a racial equity and social justice element because it is essential that educators take an equity stance toward their facilitation and implementation of SEL. The three programs will provide professional development that offers educators culturally appropriate SEL instructional strategies and an equity lens.
  - Each vendor is working closely with the SEL/MTSS team to design professional development that is aligned with PPS's Strategic Priority for racial equity and social justice.
- Inclusive and Responsive to Diverse Learners
  - The [SEL Selection Criteria Rubric](#) addresses this Educator Essential in this criterion: A key "Every adopted PPS social emotional learning (SEL) program must be anti racist, be centered around racial equity & social justice, support and represent BIPOC, LGBTQ2AI+ & people with disabilities, and have a trauma informed approach." The process for adoption took the committee two years in order to identify curricula/programs that would support educators in facilitating SEL that is inclusive and responsive to diverse learners.
- Community Minded Connected, and Collaborative
  - Another criterion in the SEL Selection Criteria Rubric is that all SEL curriculum must include resources to authentically family/caregivers and community partners. The committee ensured that the recommended three programs that were selected included Home Connections. These home connections will assist educators in creating



# Instructional Resource Decision

a strong home-school connection.

- Self-Aware and Reflective
  - A key element of professional learning for these SEL curricula/programs is to support educators in becoming self aware and reflective, in particular around their own SEL skills and competencies and implicit bias. In order to implement SEL curriculum effectively, educators must create classroom and school climates that are anti-bias, inclusive and responsive to diverse learners. The professional learning the vendors will provide as well as the teacher materials will support educators in being self-aware and reflective.

Additionally, these three SEL curricula/programs are aligned to House Bill 2166 which states how school and district wide SEL implementation has the potential to be a lever for racial equity:

- Whereas social emotional learning skills, in conjunction with racial equity, trauma-informed principles and practices and strengths-based multi tiered system of supports, can enable school communities to create just, equitable and inclusive cultures in which all students, staff and leaders belong and feel respected, valued and affirmed in their individual and intersectional interests, talents, social identities, cultural values and backgrounds; and
- Whereas social emotional learning skills, in conjunction with racial equity, trauma-informed principles and practices and strengths-based multi tiered system of supports, can help schools cultivate understanding, examine biases, reflect on and address the impact of racism, build cross-cultural relationships and foster adult and student practices that close opportunity gaps and create more inclusive school communities that deliver high quality educational opportunities and outcomes for all students; and Whereas social.

## How was the decision made?

The decision to adopt Caring School Community (K-5), Wayfinder (K-8) and We Do It For The Culture (6-8) was a highly involved process including a cross-district K-12 SEL Adoption of Instructional Resources (AIR) Committee and a field test of K-8 SEL instructional resources. A deep analysis of the instructional resources was completed to evaluate instructional resource alignment with the Selection Criteria the AIR Committee developed, RESJ lens and student engagement. A brief description of the K-12 SEL AIR process and the Field Test are below.

- **K-12 SEL AIR Committee** - 17 meetings of the AIR committee occurred between May 5, 2021 and March 23, 2023. Selected AIR committee participants convened for 2-3.5 hours to build foundational knowledge in SEL, to develop the SEL Selection Criteria Rubric, and to apply the Selection Criteria Rubric to review suggested resources prior to selecting programs for vendor presentations. Using data from these opportunities, the AIR committee narrowed choices to four vendor programs for elementary school and four vendor programs for middle school. The AIR committee members selected Caring School Community and Wayfinder for K-5 and Wayfinder and We Do It For The Culture for 6-8.
  - **Description of the Meetings:** 17 full committee meetings occurred between May 5, 2021 and March 23, 2023. The data analysis resulted in the decision to field test Caring School Community and Wayfinder at the elementary level and Wayfinder and We Do It For The Culture at the middle school level. Below is a short description of each

How?



# Instructional Resource Decision

meeting.

- **Meeting 1** - (May 5, 2021) Build a collective identity as a group; gain a common understanding of TSEL in PPS and gain an overview of the process, expectations and future needs of the AIR committees' work in selecting an EBP.
  - **Meeting 2** - (May 19, 2021) Understand concepts of TSEL; and recognize identities within the group: personally, professionally and organizationally.
  - **Meeting 3** - (June 2, 2021) Develop community agreements; and develop a plan for engaging stakeholders missing from the AIR committee conversations.
  - **Meeting 4** - (June 17, 2021) Refine community agreements; and draft a plan for engaging stakeholders in the SEL AIR committee work.
  - **Meeting 5** - (Aug. 25, 2021) Use existing data to gain an understanding of PPS' needs for SEL programming; and introduction to the CASEL EBP Selection Rubric.
  - **Meeting 6** - (Sept. 8, 2021) Revise SEL Selection Criteria Rubric for public feedback; select focus and survey questions for PPS staff and community; and sign up for leading a focus/survey group.
  - **Meeting 7** - (Sept. 22, 2021) Gain familiarity with three SEL program databases; identify potential SEL programs that may meet the evolving SEL Selection Criteria Rubric; and provide input for SEL program adoption process.
  - **Meeting 8** - (Oct. 6, 2021) Review and triangulate community engagement data to revise the SEL Selection Criteria Rubric; create subgroups of AIR members to explore SEL screening options and finalize SEL Selection Criteria Rubric; and select preference for time/days for vendor presentations.
  - **Meeting 9** - (Oct. 20, 2021) Review subcommittee input; and select vendors for interviews.
  - **Meeting 10** - (Jan. 13, 2022) Review PPS staff feedback; review AIR committee feedback; and select programs to field test from Feb-April.
  - **Meeting 11** - (April 7, 2022) Analyze field testing data.
  - **Meeting 12** - (April 13, 2022) Finalize SEL program adoption recommendations.
  - **Meeting 13** - (Nov. 3, 2022) Review SEL programs; and finalize list of vendors to interview.
  - **Meeting 14** - (Dec. 1, 2022) We Do It For The Culture vendor presentation; Discuss whether the program meets SEL Selection Criteria Rubric.
  - **Meeting 15** - (Dec. 8, 2022) Wayfinder vendor presentation; discuss whether the program meets SEL Selection Criteria Rubric; and finalize list of programs to field test.
  - **Meeting 16** - (March 16, 2023) Conduct a deep review of each SEL program that was field tested; center and align the SEL Selection Criteria Rubric and Guidelines to review and analyze the data; evaluate potential programs using the Anti-Bias and Trauma-Informed Rubrics; and summarize the data analysis for the purpose of sharing data with the entire AIR committee.
  - **Meeting 17** - (March 23, 2023) Review data summary documents created at 3/16/23 meeting and decide which SEL programs to move forward with.
- **Description of Evaluation Tools:** Three Evaluation tools were developed for the committee to use during the instructional resource evaluation process. The tools were based on research and best practices described below.



# Instructional Resource Decision

- SEL Selection Criteria Rubric - The SEL Selection Criteria Rubric was finalized by the SEL AIR committee in October, 2021. This rubric was created using feedback from guardians/families, 6-8 grade students, HS students, community members (at the RESJ Partners meeting in September 2021), and PPS staff members through intentional outreach, focus groups, and surveys. The AIR committee analyzed this feedback and finalized the SEL Selection Criteria Rubric. Each SEL program recommended for board approval went through a rigorous screening process using this SEL Selection Criteria Rubric.
- Evaluating Instructional Materials for Bias Tool - The Screening for Bias Content Tool from the Washington Office of Superintendent of Public Instruction is intended to support schools as they work towards equity, culturally responsive educational communities, and increasing success for all students. It is critical to recognize the impact of bias in instructional materials and teaching strategies on student identity development, pride, sense of community, belonging, and empowerment. Certain groups or perspectives may be underrepresented or not present in instructional materials. The omission or minimization of these groups can imply that they are less important or significant in our society.
- TSEL Trauma Informed Tool for SEL Program Review—The Trauma Informed Tool for SEL program review was created in collaboration with Trauma Informed experts in PPS. Additionally, the director of Trauma Informed Oregon provided consultation in the development of the screener. Trauma Informed Oregon is a statewide collaborative aimed at preventing the impact of adverse experiences on children, adults, and families.
- **K-5 and 6-8 SEL Field Test** - Field testing was done in two separate sections. The Caring School Community field test occurred from February 7, 2022 to April 1, 2022. Field testing for Wayfinder and We Do It For The Culture occurred from February 3, 2023 to March 10, 2023. All field test teachers are able to use the materials through the end of the school year to minimize the disruption to student learning. Docs: 2021-22 Field Testing Information & 2022-23 Field Testing Information
  - **Field Test Assignment:** Teachers were assigned to facilitate one of the three SEL programs to maximize for the most diverse representation of all grade levels, school clusters, and student demographics. Scope and sequences were created using the field test materials for all programs.
  - **Professional Development:** Field test teachers participated in initial PD led by the respective vendor for two, three hours in January 2022 and January 2023. The PD focused on learning about the program, navigating the digital teacher and student materials and the content the teachers were to field test.
  - **Data Collection Methods:** Classroom observation data collection occurred during each field test period (February/March 2022 and 2023). Field test teacher feedback using pre/post implementation surveys, weekly surveys, and focus groups. Each program was evaluated by members of the AIR committee using the Trauma-informed and Anti Bias tools.
    - *Classroom Observation Protocol* - PPS TSEL, with the support of our district partner, CASEL, developed an observation protocol.



# Instructional Resource Decision

Our CASEL consultants trained the observers on the protocol. Each member of the team then individually scored using the notes and the observation tool and recorded in a [Google Sheet](#). Teams then discussed scores to reach consensus and recorded the consensus score. The tool measures the program against the [SEL Selection Criteria Rubric](#), including student choice, lesson inclusivity and representation of BIPOC, LGBTQ2IA+, and individuals with disabilities, student leadership opportunities, percentage of student participation in activities and discussions, and time and guidance for students to reflect on their own SEL competencies.

- *Weekly Teacher Surveys* - PPS TSEL, with the support of CASEL, developed weekly teacher surveys to measure modifications or adjustments needed to facilitate lessons, student engagement, opportunities to develop and practice adult SEL, program alignment with SEL Selection Criteria Rubric, and classroom climate following facilitation of SEL lessons ([2022 Weekly Survey](#) & [2023 Weekly Survey](#))
- Pre/post implementation surveys - PPS TSEL, with the support of CASEL, developed pre/post implementation surveys to measure quality of the program professional development, current classroom environment, and program alignment with the SEL Selection Criteria Rubric ([2022 Pre Implementation Survey](#) & [2023 Pre Implementation Survey](#)) NOTE: post implementation survey questions were included in the final weekly survey.
- **Student Data Collection:** Student data was collected through a student feedback survey ([2022 survey](#), [2023 survey](#)).
- **Family and Community Engagement & Data Collection:** Families and the community were offered opportunities to review the field test materials, ask questions of the vendors, and hear presentations from the vendors about each of the programs. Families, community members, non-field test teachers, building and district administrators, and support staff were emailed via district communication about the opportunities.
  - Asynchronous Review - (Feb.-March 2022 and 2023) Staff, families and community members were provided an opportunity to review each program and provide feedback via an electronic survey ([2022 Family/Community survey](#), [2023 Family/Community survey](#), [2022 Staff survey](#), [2023 Staff survey](#)).
  - Staff and Community Engagement Process - (April-May 2022 & 2023) School TSEL teams created a plan for staff and community engagement regarding the SEL program/curriculum options. Schools used the data they collected to make an informed decision on which curriculum to adopt ([SEL Program Adoption Engagement Plan](#)).



# Instructional Resource Decision

- Virtual Review - (April 2022 and 2023) People were able to join a zoom meeting from 5:30 - 6:00 p.m. or 6:00 - 6:30 p.m. During the zoom meeting each vendor provided a 20 minute presentation. After the presentations, each vendor was available for questions from any participant. All participants were invited to complete an electronic survey.
- **Data Analysis Methods:** Data Analysis of data collected occurred April 4-7, 2022 and March 23 - April 24, 2023. Quantitative analysis used categorical averages and then an overall composite average. The composite scores from all of the data collected during the field test was recorded in the [2022 Field Test Data](#) & [2023 Field Test Data](#)).

## RESJ Lens

The SEL AIR committee prioritized racial equity and social justice throughout the entire adoption process. This was accomplished through the following processes:

In 2020, the AIR committee developed the PPS SEL Selection Criteria Rubric that served as the guiding document for every decision. As is evident in the criteria, RESJ is centered in multiple ways:

- Each criterion addresses RESJ. All recommended curriculum was required to be culturally responsive, to cultivate relationships, support a sense of belonging and identity, center and elevate youth voice and agency, and engage family and community.
- These criteria are aligned with the Racial Equity and Social Justice Strategic Priorities focused on cultivating a culture of racial equity and care and reimagining relationships and a sense of belonging.
- Each program was reviewed by the protocol: [Evaluating Instructional Materials for Bias Content](#).

In addition to selecting SEL curricula/programs that met the SEL Selection Criteria Rubric and RESJ priorities, the process by which the decisions were made also centered equity. This was accomplished through the following strategies:

- The development of the SEL Selection Criteria Rubric. This was an iterative process where the AIR committee was first provided professional learning in TSEL and then they collaboratively developed a draft of the SEL Selection Criteria Rubric. Next, the draft was sent to different stakeholders, with an emphasis on racially diverse groups. The draft was also sent to educators and administrators through the Admin and Teacher Portals. Feedback was received by the AIR committee and was used to make revisions and the final draft.
- The AIR committee was involved in the entire process of adoption. In order to increase the involvement of diverse voices, the adoption process prioritized that the AIR committee be involved, not just in the process of looking at the data and making recommendations, but also in the process of writing the questions for surveys, focus groups and the observation protocol. Additionally, having the committee members involved in reading the raw data, summarizing it and analyzing was critical in our equity-focused adoption. All too often, stakeholders are only allowed in the process after key decision makers write the questions, design the protocols and summarize the data. The TSEL adoption centered and elevated members' voices in every part of



the process.

## Who was involved in making the decision?

Participants of the AIR committee and field test

- **TSEL AIR Committee:** Began with 35 PAT and non-PAT staff members, building administrators, and central office administrators (composed of 50% building teachers).
- **TSEL Field Test:** Consisted of 12 middle school educators and 20 K-5 educators. Three of the MS and three of the K-5 educators teach Special Education. There was representation from all regions of the district.
- **PPS Transformative Social Emotional Department:** Asst. Director of TSEL - Dr. Jill Bryant; 2 TSEL TOSAs - Liz Tracy and Tracey Brown.

Community and Family engagement did occur during the process. The process is described above as part of gathering the family and community feedback on the field test materials.

## RESJ Lens

The process for participation has been informed by the PPS RESJ lens. Two critical questions asked at every step are:

- How can we create an inclusive process?
- Who's voices are missing from the process?

For the TSEL AIR committee and the TSEL Field Test, an invitation to apply was sent to all K-12 educators and staff via the Admin Portal and Teacher Connect. Educators were selected by a committee to create the most diverse representations of the school district.

- TSEL AIR Committee:
  - Teachers per grade band:
    - Elementary School - 6
    - Middle School - 2
    - High School - 2
  - Administrators
    - Ockley Green Middle School Assistant Principal
    - Beach Elementary Principal
    - SPED Dept. Program Administrator
    - Senior Manager Social Work Services
  - Counselors/School Psychologists/Social Workers
    - 7
  - Number of members of Color
    - 8
  - Members from schools based on enrollment percent of historically underserved students
    - 0 - 30% historically underserved student population = 6
    - 31 - 60% historically underserved student population = 15
    - 61 - 90% historically underserved student population = 3

Who?



# Instructional Resource Decision

- TSEL Field Test for these three programs:
  - Teachers per grade band:
    - Elementary School -20
      - SPED - 3
    - Middle School - 12
      - SPED - 3
  - Number of Educators of Color
    - 7
  - Educators from Schools based on enrollment percent of historically underserved students
    - 0 - 30% historically underserved student population = 19
    - 31 - 60% historically underserved student population = 13
    - 61 - 90% historically underserved student population = 1

## Supplemental Questions

### What interventions are built in with the proposed instructional resources?

The SEL curriculum/program adoption is a Tier One adoption, so interventions (tier 2 and 3) are not included in this adoption. Although, two of our curricula/programs include some resources for interventions.

#### CSC

Caring School Discipline Program Component: guides teachers and administrators to focus on what students can do to restore relationships and repair damage caused in addition to what they can do differently in the future as opposed to a punitive approach. It includes K-1 and 2-5 Individual Learning Plan Record Sheets

#### Wayfinder

Wayfinder has hundreds of Tier 2 resources in the Activity Library. The Activity Library has resources that can be used as supplements or as stand alone lessons. Many of the activities include tier 2 interventions. For K-2 they are called Foundational Skills Tips and for 3-12 they are called Tier 2 Tips and can be found at the end of the activity.

### What formative assessments are provided with the instructional resources?

It is important to note that the recommendation from Oregon Department of Education in their TSEL Standards and Framework document, is that SEL standards not be graded. SEL competencies are culturally specific, not developmentally linear and are impacted by stress, trauma and how safe students feel in the school and classroom. The instruction of SEL should focus on building relationships and a sense of belonging. Educators should continually seek formative assessment to determine how their students are responding to their instruction and environment. Each SEL curriculum/program includes lessons that foster relationships and belonging and will provide educators with formative feedback.

Caring School Community does provide the following resources for administrators:



# Instructional Resource Decision

Principal's Package includes assessments and surveys:

- [School Climate Survey](#)
- [Student, Faculty, Support Staff, Family/Guardian](#) Questionnaires
- Evidence of Strong Implementation Observation/Coaching Forms:: [Morning Circle](#), [Class Meeting](#), [SEL/ Academic Integration](#)

**What language(s) are the instructional resources provided in, by the vendor?**

CSC is currently translated into Spanish, Vietnamese, Chinese, and Russian. This adoption will follow district translation policies and procedures for adopted curriculum.

**What is the ranking of these instructional resources on EdReports?**

N/A

**Supporting Documentation:**

[SEL Selection Criteria Rubric](#)

[SEL Trauma Informed Tool](#)

[Evaluating Materials for Bias Tool](#)

[Caring School Community Website](#)

[Wayfinder Website](#)

[We Do it for the Culture Website](#)

**Approval:**

<p><b>Jey Buno</b> Chief, Office of Student Support Services</p>	<p><b>Chandra Cooper</b> Senior Director, MTSS</p>

# Portland Public Schools District-Wide Social Emotional Learning: Five Year Plan

Developed Using [CASEL's District-wide SEL Implementation Framework/Rubric](#)

	20-21	21-22	22-23	23-24	24-25
<b>Foundational Structures and Communication</b>	<b>District Level</b> - Establish district SEL Advisory Committee  - Develop & implement SEL communication plan  - Establish continuous improvement (evaluation) plan  - Develop & communicate Schoolwide SEL rollout plan  - Integrate SEL as a lever for racial equity in PPS	<b>District Level</b> - SEL Advisory Committee (PAUSED BECAUSE OF COVID)  - Ongoing implementation of communication plan  - Ongoing continuous improvement plan  - Review goals and vision  - Integrate SEL as a lever for racial equity in PPS	<b>District Level</b> - Monthly SEL Advisory Committee  - Strengthen communication plan  - Ongoing continuous improvement plan  - Review goals and vision  - Integrate SEL as a lever for racial equity in PPS	<b>District Level</b> - SEL Advisory Committee  - Ongoing implementation of communication plan  - Ongoing continuous improvement plan  - Review goals and vision  - Integrate SEL as a lever for racial equity in PPS	<b>District Level</b> - SEL Advisory Committee  - Ongoing implementation of communication plan  - Ongoing continuous improvement plan  - Review goals and vision  - Action plan and new goals for next 5 years  - Integrate SEL as a lever for racial equity in PPS
	<b>School Level</b> - ID schools for 21-22 new SEL schools (May)  - Continue K-8 SEL pilot program with 14 schools	<b>School Level</b> - CASEL School Guide - Align MTSS systems - Year-long monthly PL  - Onboarding new SEL schools	<b>School Level</b> - CASEL School Guide - Align MTSS systems - Year-long monthly PL  - Onboarding new SEL schools	<b>School Level</b> - CASEL School Guide - Align MTSS systems - Year-long monthly PL  - Onboarding new SEL schools	<b>School Level</b> - CASEL School Guide - Align MTSS systems - Year-long monthly PL  - Onboarding final SEL schools
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Professional Learning (PL) - Foundational SEL PD for Adults</b>	<b>District Level</b> Develop scope & sequence for districtwide PL  - District TSEL Advisory Committee - MTSS	<b>District Level</b> <i>Revised Plan due to COVID Pause</i>  - Develop scope & sequence for districtwide	<b>District Level</b> - District SEL Advisory Committee - All central office admin - School Board	<b>District Level</b> - School Based Instructional Coaches - Tier One Climate & Culture PL all K-12 schools - Classified Staff	<b>District Level</b> - New employees

	<ul style="list-style-type: none"> <li>- ATM</li> <li>- School Board intro</li> </ul>				
	<b>Pilot School PL</b> - ongoing Foundational SEL PL - <a href="#">CASEL Schoolguide</a> aligned with School Climate Plan, FIT, CR-TFI - 3 Signature Practices	<b>School Level</b> Group One TSEL Schools: - Monthly PL - Signature Practices	<b>School Level</b> Group Two TSEL Schools: - Monthly PL - 3 Signature Practices	<b>School Level</b> Group Three TSEL Schools: - Monthly PL - Signature Practices	<b>School Level</b> Group Four TSEL Schools: - Monthly PL - Signature Practices
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>School Facing SEL</b>	<b>School Implementation</b> - Develop school roll out plan for new SEL schools starting 21/22 (No longer pilot program after 20/21)  - Continue SEL K-8 pilot program - Evaluate pilot program <ul style="list-style-type: none"> <li>● Focus groups</li> <li>● Surveys</li> <li>● Panorama data</li> </ul> - Identify 21/22 Phase One SEL schools	<b>School Implementation</b> - 31 Total K-8 (15 new schools)  16 Schools  - Identify Group Two 22/23 schools	<b>School Implementation</b> - 46 Total K-8 (15 new)  28 Schools  - Identify Group Three SEL 23/24 schools	<b>School Implementation</b> - 50 50 Schools - 20 TSEL schools - 30 middle schools	<b>School Implementation</b> - All K-8 - All Middle Schools - All HS - All Alternative Programs  81 schools
	<b>MTSS Developed Lessons Provided for District</b> - <a href="#">Community Meetings Month-at-a-Glance</a> - <a href="#">PPS SEL 3 Signature Practices Menu</a> - <a href="#">Community Meeting Extensions</a> - <a href="#">K-12 Soft Start Lesson</a> - <a href="#">K-8 Resilience Unit</a>	<b>SEL Program</b> - District K-12 SEL Program adoptions	<b>SEL Program</b> Complete K5 and 6-8 adoptions	<b>SEL Program</b> High School adoptions	<b>SEL Program</b> K-12 implementation  <b>(Bond money spent by Fall 2024)</b>

**TSEL School-wide Rollout**

Each year a new group of schools will begin the three-year implementation process:

- Year 1: Building adult capacity and foundational knowledge for TSEL (SEL leadership team, Signature practices, professional learning, [CASEL School Guide](#))
- Year 2: Student-facing SEL program implementation
- Year 3: Focus on Academic Integration

# Caring School Community

## A CASEL SElect Program for Grades K–8

*Caring School Community*® is a comprehensive, research-based social and emotional learning program that builds school-wide community, develops students' social skills, and enables a transformative stance on discipline.

This CASEL SElect program promotes positive behavior through direct teaching of responsibility, empathy, and cooperation, creating settings where students feel heard, known, and cared for. Students become intrinsically motivated to contribute productively to a community they feel invested in, and where they know they matter.

### Alignment with the CASEL Framework and Criteria for High-Quality SEL Programs



The Collaborative for Academic, Social, and Emotional Learning (CASEL) has awarded *Caring School Community* its highest designation for quality SEL programming, CASEL SElect.

The CASEL SElect designation indicates that *Caring School Community* is an “evidence-based, well designed, and classroom-based program that

systematically promotes students’ social and emotional competence, provides opportunities for practice, offers multiyear programming, and delivers high-quality training and other implementation supports.”

As a SElect curriculum, *Caring School Community* “has met or exceeded all of CASEL’s criteria for high-quality SEL programming.”

*Caring School Community* is featured in the CASEL Guide to Effective Social and Emotional Learning Programs.



### Key Features of Caring School Community

This comprehensive program for grades K–8 is in use in more than 35,900 classrooms, impacting 568,000 students in 576 organizations and school districts nationwide.

*Caring School Community* is built around the following principles and key features:

#### **A focus on the whole school community**

Community must include everyone: students, parents, school leaders, teachers, custodians, cafeteria staff, yard supervisors, and support staff.

#### **Relationships matter**

Relationships underpin teaching, learning, and prosocial development. Building relationships and fostering a sense of community are hallmarks of the

program.

## Comprehensive leadership guidance

The program includes everything a leader needs for a successful implementation, including step-by-step guidance and resources to help plan for, launch, and support implementation.

## A unique stance on discipline

No more gold stars. A focus on community, not compliance. *Caring School Community* builds on the powerful insight that when students have strong relationships within their community, they are more likely to acquire self-discipline and feel a sense of responsibility to themselves and to others.

## A year's worth of teacher-friendly, easy-to-implement, grade-specific instruction

A full 30 weeks of daily, grade-specific lessons across K–8 that only require 30 minutes a day, with a comprehensive scope and sequence to build relationships, social skills, and competencies intentionally over time.

## Practices that create calm, orderly learning environments

Through consistent use of effective classroom management practices and structures that build relationships, the program helps teachers create calm, safe classrooms that are more conducive to learning.

## Support for addressing inequitable discipline practices

Our approach to discipline assumes that all children want to and can behave well at school and are capable of learning and changing their behavior. The program encourages teachers to treat students with respect at all times and to treat misbehavior as mistakes akin to those students make with academic work, not as signs of moral or character flaws.

In response to misbehavior, the Caring School Discipline program component guides teachers to focus on what students can do to restore relationships and repair any damage they have caused as well as what they might do differently in the future, rather than making students feel guilty or ashamed.

## Robust content for middle school

Grades 6–8 are not an afterthought. The program provides comprehensive Advisory Period lessons as well as guidance for integrating SEL across all subject areas. Lessons address developmentally appropriate and urgent topics for middle school.

## Remote Learning Guidance

Collaborative Classroom recognizes that educators need options that are flexible to support their students' learning in a variety of circumstances and formats.

Our Remote Guidance is designed to support teachers in transitioning from an “in-person” format to either a blended or fully remote design. To support instructional planning, the guidance is organized by beginning-, middle- and end-of-year and provides instructional guidance, essential learning, and at-home activities.



## Find Out More

**DOWNLOAD LESSON**

**VISIT THE STORE**

**WATCH A WEBINAR**

**REQUEST A CONSULTATION**

### Related Resources

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[View Evidence Base](#)

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[Scope and Sequence](#)

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[The Learning Portal](#)

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[Caring School Community Brochure](#)

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[Aligning Caring School Community and Restorative Practices](#)

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[Summary of Evaluation Findings on the Child Development Project](#)

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[Outcome data: Combined effect of DSC's in-school programs: Making Meaning®, SIPPS®, and Caring School Community®](#)

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### Related Blog Posts

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[The Impact of Executive Function Skills on Literacy Learning: An Introduction](#)

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[Leader Spotlight: Paula Kavalec, Principal, Falcon Elementary School, Colorado Springs, CO](#)

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[Remembering Eric Schaps, 1942–2021: A Pioneer in Social and Emotional Learning](#)

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[Teacher Spotlight: Emily Pedersen, Corvallis School District, Oregon](#)

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[SEL Essentials at Year's End: Honoring the Learning of the 20–21 School Year](#)

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**FOCUS AREA 1 RUBRIC**

**Build Foundational Support and Plan**

<p>Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.</p>	<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>Not yet started planning or implementation</b></p>	<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>Partially planned and implemented</b></p>	<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>Mostly planned and implemented</b></p>	<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>Fully planned and implemented; promoting sustainability</b></p>
<p><b>1-A: Develop a shared vision and aligned goals for SEL</b></p> <hr/> <p>A districtwide vision establishes SEL as essential to the district's educational mission, aligns SEL to core district values and articulates shared language around SEL. The vision is informed by and shared with all key stakeholders (students, district and school staff, parents, and community partners) and revisited/updated every two years. The district develops SEL goals aligned to the vision, including short- and long-term outcomes around equitable learning environments and students' social, emotional, and academic progress.</p>	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Developing vision</li> <li>Soliciting input from stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Developed vision</li> <li>Planning to share vision with stakeholders</li> <li>Developing aligned SEL goals</li> </ul>	<ul style="list-style-type: none"> <li>Developed vision</li> <li>Shared vision with stakeholders and planning to review every two years</li> <li>Developed aligned SEL goals</li> </ul>
<p><b>1-B: Assess SEL needs and resources</b></p> <hr/> <p>The district has leveraged diverse stakeholders to review existing SEL programs and practices in schools and through community partnerships, as well as needs still to be addressed. The district shares findings broadly and reassesses SEL needs and resources at least every two years.</p>	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Started needs and resources assessment</li> </ul>	<ul style="list-style-type: none"> <li>Completed needs and resources assessment</li> <li>Planning to share findings with stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Completed needs and resources assessment</li> <li>Shared findings with stakeholders</li> <li>Has plan to reassess at least every two years</li> </ul>
<p><b>1-C: Develop and execute a district plan for systemic SEL implementation</b></p> <hr/> <p>The district leverages available data (e.g. on SEL implementation quality, climate, social and emotional competence, discipline, etc.) and feedback from staff, families, students, and community partners to develop a district-level action plan for achieving and evaluating short- and long-term SEL goals. This plan includes a phased roll-out strategy that scales up implementation across all grades and schools, and includes strategies for promoting SEL for both students and adults in partnership with families and community partners [See CASEL Guide to Schoolwide SEL]. The plan is shared with all stakeholders and articulates clear roles and responsibilities for both district-level and school staff.</p>	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Developing plan</li> <li>Gathering input/ feedback from students, families, and community partners</li> </ul>	<ul style="list-style-type: none"> <li>Developing plan</li> <li>Integrated data and feedback from students, families, and community partners</li> </ul>	<ul style="list-style-type: none"> <li>Developing plan</li> <li>Integrated data and feedback from students, families, and community partners</li> <li>Implementing plan with all schools districtwide</li> </ul>

For more information, visit the District Resource Center at [drc.casel.org](http://drc.casel.org).



## FOCUS AREA 1 RUBRIC

# Build Foundational Support and Plan

Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.

	1	2	3	4
	Not yet started planning or implementation	Partially planned and implemented	Mostly planned and implemented	Fully planned and implemented; promoting sustainability
<p><b>1-D: Establish a foundation for continuous improvement</b></p> <p>A clearly articulated plan for collecting and reflecting on SEL continuous improvement is developed in collaboration with district research and evaluation staff and/or an evaluation partner (if district capacity is limited). The district has specified roles, sources and timelines for collecting and discussing formative data for monitoring progress toward SEL goals, and summative data for measuring achievement of SEL goals at the district and school levels. The district commits to disaggregating these data to examine impact across subgroups. The process also establishes roles, responsibilities, timelines, and discussion norms for collecting and reflecting on these data. The district identifies supports and tools to provide to school teams for establishing their own processes to improve SEL practice.</p>	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Planning SEL continuous improvement process</li> <li>Identifying formative and summative data sources</li> </ul>	<ul style="list-style-type: none"> <li>Developed formal SEL continuous improvement process that includes a schedule and roles for collecting and reflecting on data</li> <li>Identified formative and summative data sources</li> <li>Developing supports and tools for school teams</li> </ul>	<ul style="list-style-type: none"> <li>Developed formal SEL continuous improvement process that includes a schedule and roles for collecting and reflecting on data</li> <li>Identified formative and summative data sources</li> <li>Developed supports and tools for school teams</li> </ul>
<p><b>1-E: Organize the district to promote collaboration among school and district leaders around SEL, academics, and equity</b></p> <p>The SEL team/lead has influence at the cabinet level and is housed in a department that focuses on all students, such as Teaching and Learning, College and Career Readiness, and/or Equity. District structures promote cross-department collaboration, and the SEL team partners with key departments to develop common goals and aligned strategies for supporting schools and students. SEL is embedded into frameworks for equity, academics, and school improvement.</p>	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>The SEL team shares ideas and practices with other central office departments</li> </ul>	<ul style="list-style-type: none"> <li>The SEL team has established partnerships with key departments</li> <li>SEL introduced in cabinet meetings</li> <li>SEL housed in a department focused on all students</li> </ul>	<ul style="list-style-type: none"> <li>Cross-department collaboration structures established</li> <li>SEL embedded in equity, academic, and school improvement frameworks</li> <li>SEL incorporated into cabinet meetings</li> <li>SEL housed in a department focused on all students</li> </ul>
<p><b>1-F: Communicate about SEL as a district priority</b></p> <p>Districtwide communication highlights the importance of SEL for all students and regularly shares with all stakeholders how SEL efforts support district priorities and goals. A strong communication plan includes consistent SEL messaging tailored for key internal and external stakeholder groups in appropriate languages and formats. The plan also ensures clear communication about roll-out timelines and expectations for roles and responsibilities. The superintendent and other district leaders regularly communicate about the importance of SEL both formally and informally.</p>	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Developing plan</li> <li>Providing initial communication about SEL timelines and roles</li> </ul>	<ul style="list-style-type: none"> <li>Developed plan</li> <li>Providing communication about SEL timelines and roles</li> </ul>	<ul style="list-style-type: none"> <li>Implementing plan</li> <li>Regularly sharing how SEL efforts support district priorities and goals</li> <li>Providing communication about SEL timelines and roles</li> <li>The superintendent and district leaders communicate importance of SEL</li> </ul>

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## FOCUS AREA 1 RUBRIC

# Build Foundational Support and Plan

Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.

	1 Not yet started planning or implementation	2 Partially planned and implemented	3 Mostly planned and implemented	4 Fully planned and implemented; promoting sustainability
<p><b>1-G: Align financial resources to support SEL</b></p> <p>A strong long-term budget and plan for equitable SEL funding meets the needs of all schools. Funding comes from diversified sources as part of a budget to roll out, adequately staff, support, and sustain ongoing SEL implementation for all students.</p>	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Identifying funding sources</li> <li>Developing plan</li> </ul>	<ul style="list-style-type: none"> <li>Short-term funding secured</li> <li>Planning long-term sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Long-term funding secured to sustain ongoing SEL implementation</li> <li>Funding secured from diversified sources</li> </ul>
<p><b>1-H: Implement human resource practices and policies that support SEL</b></p> <p>District human resources practices embed SEL considerations into candidate screening, hiring, evaluation, and employment policies at the district and school levels. District and school job descriptions highlight the importance of modeling SEL competencies and include SEL as an expected competency for candidates. Attention is paid to diversity in candidates and hires.</p>	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Starting to establish practices and policies</li> </ul>	<ul style="list-style-type: none"> <li>Established practices and policies at district level</li> <li>Social and emotional competence is expectation for SEL-related positions</li> </ul>	<ul style="list-style-type: none"> <li>Established practices and policies at district and school levels</li> <li>Social and emotional competence is expectation for all job candidates</li> </ul>

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## FOCUS AREA 2 RUBRIC

# Strengthen Adult SEL Competencies and Capacity

Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.

	1 Not yet started planning or implementation	2 Partially planned and implemented	3 Mostly planned and implemented	4 Fully planned and implemented; promoting sustainability
<p><b>2-A: Strengthen central office SEL expertise</b></p> <p>The district provides professional learning about SEL research and practice to central office leaders and staff from all departments, including foundational professional learning for all new staff. These events enable central office staff to understand their role in integrating SEL into their area of work and to speak clearly about the value of SEL. Expertise is further strengthened by convening SEL learning communities among central office staff.</p>	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Starting to provide information and professional learning</li> <li>Planning to incorporate foundational learning for new staff</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning provided for some central office staff</li> <li>Foundational learning provided to new staff</li> <li>Planning to convene central office staff as SEL professional learning community</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning provided for central office leaders and staff from all departments, including Board and Cabinet</li> <li>Foundational learning provided to new staff</li> <li>Central office staff convened as SEL professional learning community</li> </ul>
<p><b>2-B: Design and implement an effective SEL professional learning program for school staff</b></p> <p>A scaffolded and comprehensive district SEL professional learning program supports school staff in developing skills aligned with district goals. Ongoing sessions are included in the district's professional learning calendar. Dedicated district staff members plan, facilitate, and coordinate the sessions, and facilitators represent the diverse backgrounds in the district. SEL practices and content are embedded throughout other professional learning programs in the district (e.g., core content). School leaders and teams have regular opportunities to learn from each other and share best practices around SEL implementation. Data on the quality of SEL sessions are regularly collected and used for continuous improvement.</p>	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Some staffing for SEL professional learning</li> <li>Offering some professional learning</li> </ul>	<ul style="list-style-type: none"> <li>Adequate staffing for SEL professional learning</li> <li>Providing a comprehensive menu of professional learning</li> <li>Schools have a few opportunities to learn from each other</li> <li>Collecting data on quality</li> </ul>	<ul style="list-style-type: none"> <li>Adequate staffing for SEL professional learning</li> <li>Providing ongoing, scaffolded, and comprehensive professional learning</li> <li>SEL embedded throughout other professional learning programs</li> <li>Schools have regular opportunities to learn from each other</li> <li>Data on quality collected and used for continuous improvement</li> </ul>

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## FOCUS AREA 2 RUBRIC

# Strengthen Adult SEL Competencies and Capacity

Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.

	1 Not yet started planning or implementation	2 Partially planned and implemented	3 Mostly planned and implemented	4 Fully planned and implemented; promoting sustainability
<p><b>2-C: Strengthen staff social, emotional, and cultural competence</b></p> <p>The district supports staff in reflecting on their own social and emotional competencies, identities, and biases; and engaging in practices that affirm, explore and cultivate students' cultures, values, and identities. There are frequent opportunities for adults to practice, model, and enhance these competencies, including consistent and scaffolded professional learning experiences. Practices that support these competencies are also embedded into district- and school-level staff meetings. These competencies are woven through all resources and tools that guide staff in interactions with students, families, and community members.</p>	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Starting to provide information and professional learning</li> <li>Planning to incorporate foundational learning for new staff</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning provided for some central office staff</li> <li>Foundational learning provided to new staff</li> <li>Planning to convene central office staff as SEL professional learning community</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning provided for central office leaders and staff from all departments, including Board and Cabinet</li> <li>Foundational learning provided to new staff</li> <li>Central office staff convened as SEL professional learning community</li> </ul>
<p><b>2-D: Develop structures that promote trust, community, and collective efficacy among staff</b></p> <p>The district provides frequent opportunities for staff to build supportive professional relationships and a sense of shared purpose, decision-making and efficacy. Staff norms or shared agreements guide respectful interactions, effective collaboration, and an inclusive district culture. District and school staff have dedicated time to engage in collaborative reflection and problem solving, sharing ideas and responsibility, and community building. Data on staff perceptions of their work climate are regularly collected and used for continuous improvement.</p>	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Some staffing for SEL professional learning</li> <li>Offering some professional learning</li> </ul>	<ul style="list-style-type: none"> <li>Adequate staffing for SEL professional learning</li> <li>Providing a comprehensive menu of professional learning</li> <li>Schools have a few opportunities to learn from each other</li> <li>Collecting data on quality</li> </ul>	<ul style="list-style-type: none"> <li>Established staff norms or shared agreements</li> <li>Regular, dedicated time and space provided for district and school staff to build community, collaboratively reflect and problem solve, and share ideas and responsibility</li> <li>Staff perceptions of work climate reviewed to ensure inclusive district culture</li> </ul>
<p><b>2-E: Track progress on adult-focused SEL goals and continuously improve practice</b></p> <p>The district engages in rapid learning cycles to monitor progress and reflect on disaggregated data to inform real-time changes to implementation of adult-focused SEL strategies. These cycles follow established continuous improvement timelines. The district ensures support and tools are provided to school teams for engaging in their own rapid learning cycles around adult-focused SEL goals.</p>	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Adult-focused SEL goals developed</li> <li>Starting to collect formative data related to goals</li> </ul>	<ul style="list-style-type: none"> <li>Adult-focused SEL goals developed</li> <li>Data collected and disaggregated according to timelines</li> <li>At least each semester, using data reflection to make real-time improvements to adult SEL implementation</li> </ul>	<ul style="list-style-type: none"> <li>Adult-focused SEL goals developed</li> <li>Data collected and disaggregated according to timelines</li> <li>At least quarterly, using data reflection to make real-time improvements</li> <li>Providing support and tools for school teams</li> </ul>

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## FOCUS AREA 3 RUBRIC

# Promote SEL for Students

Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.

	1	2	3	4
	Not yet started planning or implementation	Partially planned and implemented	Mostly planned and implemented	Fully planned and implemented; promoting sustainability
<p><b>3-A: Adopt and implement PreK-12 SEL standards or guidelines</b></p> <p>Strong SEL standards or guidelines are comprehensive, developmentally appropriate, and culturally responsive, and include benchmarks for what all students should know and be able to do from PreK-grade 12. These SEL standards are aligned and integrated with the district's academic standards and informed by staff, families, and community partners. Ongoing communication and professional learning build district and staff capacity for integrating SEL standards with instruction.</p>	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to draft standards</li> </ul>	<ul style="list-style-type: none"> <li>Drafted standards, received feedback</li> <li>Aligning SEL standards or guidelines to academic standards</li> <li>Developing communication and professional learning strategies</li> </ul>	<ul style="list-style-type: none"> <li>Adopted SEL standards</li> <li>SEL and academic standards aligned and integrated</li> <li>Shared standards publicly and providing ongoing professional learning</li> </ul>
<p><b>3-B: Adopt and implement evidence-based programs and practices</b></p> <p>The district has adopted evidence-based SEL programs and practices that are implemented in all schools and grade levels [See CASEL Program Guide evidence-based programs]. These programs and practices explicitly address students' SEL competencies and align with the priorities valued by stakeholders and with adopted standards or guidelines. The district provides professional learning to all staff who will implement and support the programs and practices. The district supports schools in engaging families and community partners around programs and practices, and in collecting and using data to monitor implementation and outcomes.</p>	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Reviewing programs and practices</li> </ul>	<ul style="list-style-type: none"> <li>Adopted program(s) and implementing in some schools and/or grade levels</li> <li>Providing professional learning</li> <li>Developing strategies for engaging families and community partners</li> <li>Developing strategies for monitoring implementation and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Implementing in all schools and grade levels</li> <li>Providing professional learning</li> <li>Supporting schools in engaging families and community partners</li> <li>Supporting schools in monitoring implementation and outcomes</li> </ul>
<p><b>3-C: Integrate SEL with academics</b></p> <p>The SEL team/lead collaborates with academic departments to integrate and prioritize SEL in academic and instructional frameworks, school leadership and improvement strategies, and the academic departments' professional learning content. The district is implementing a coordinated and scaffolded professional learning plan to build teachers' capacity to foster students' social and emotional knowledge, skills, and attitudes through academic instruction and curriculum content, including support for culturally relevant instructional practices.</p>	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Starting to collaborate with academic departments</li> <li>Developing professional learning plan</li> </ul>	<ul style="list-style-type: none"> <li>Starting to integrate SEL into academic priorities and strategies</li> <li>Some professional learning provided</li> </ul>	<ul style="list-style-type: none"> <li>SEL fully integrated with academic priorities and strategies</li> <li>Implementing coordinated and scaffolded professional learning plan</li> </ul>

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## FOCUS AREA 3 RUBRIC

# Promote SEL for Students

Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.

	1 Not yet started planning or implementation	2 Partially planned and implemented	3 Mostly planned and implemented	4 Fully planned and implemented; promoting sustainability
<p><b>3-D: Develop and strengthen family partnerships</b></p> <p>The district prioritizes positive staff-family relationships and two-way communication with families at the district and school levels. The district offers meaningful opportunities for families to participate and collaborate in SEL activities, so that families understand, experience, inform, and support the SEL development of students in partnership with school and district staff. The district gathers input from families about their preferences and needs. These data are used to improve family partnership strategies.</p>	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Gathering input from families about best strategies for engagement and partnership</li> </ul>	<ul style="list-style-type: none"> <li>Input from families has been collected, synthesized, and is being used to inform a plan for family partnerships</li> <li>Developing a plan for family partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Implementing strategies for two-way communication and engaging families in SEL activities</li> <li>Feedback from families is regularly collected and used to inform improvement</li> </ul>
<p><b>3-E: Develop and strengthen SEL-related community partnerships</b></p> <p>The district and their SEL-related community partners intentionally align the language and practices they use to describe and promote SEL. These partnerships ensure that SEL is a priority during the school day and during out-of-school time, and that students and families have access to a broad range of SEL-related community services.</p>	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Collecting and reviewing information about SEL practices used by community partners</li> <li>Identifying additional community groups and service providers with whom the district may want to partner</li> </ul>	<ul style="list-style-type: none"> <li>Starting to align language and SEL practices</li> <li>Starting to collaborate with out-of-school time providers to ensure SEL is prioritized across settings</li> <li>Engaging community groups and community based service providers to ensure student and family access</li> </ul>	<ul style="list-style-type: none"> <li>Aligned language and SEL practices</li> <li>SEL is prioritized during school day and out-of-school time</li> <li>Students and families have access to a broad range of SEL-related community services</li> <li>Leveraging community partners to expand professional learning opportunities and/or research support</li> </ul>

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## FOCUS AREA 3 RUBRIC

# Promote SEL for Students

<p>Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.</p>	<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>Not yet started planning or implementation</b></p>	<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>Partially planned and implemented</b></p>	<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>Mostly planned and implemented</b></p>	<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>Fully planned and implemented; promoting sustainability</b></p>
<p><b>3-F: Align discipline policies and practices with SEL</b></p> <p>The district's discipline policies and practices emphasize proactive, restorative, and developmentally appropriate approaches that support school climate and address root causes of student behavior. The district supports school staff in implementing the policies and using discipline strategies that promote SEL and relationship-building. To promote an equitable approach to discipline, the district uses disaggregated discipline data to understand the effectiveness of discipline practices, review trends for different student groups, and to intervene on systemic root causes when student groups are disproportionately represented.</p>	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Reviewing policies and practices</li> <li>Building district teams' data capacity</li> </ul>	<ul style="list-style-type: none"> <li>Policies and practices are aligned with SEL</li> <li>Developing approach for supporting school</li> <li>District teams reviews disaggregated discipline data, and building school teams' data capacity</li> </ul>	<ul style="list-style-type: none"> <li>Policies and practices are aligned with SEL</li> <li>Implementing approach for supporting school staff</li> <li>Systems and structures are in place that allow district and school teams to review disaggregated discipline data regularly and use to address systemic root causes</li> </ul>
<p><b>3-G: Integrate SEL with a continuum of student supports</b></p> <p>When SEL is fully integrated with a multi-tiered system of supports (MTSS), evidence-based SEL instruction and practices enhance the continuum of academic and behavioral supports that meet the needs of all students.</p>	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Identified SEL instruction and practices that support academics and behavior</li> </ul>	<ul style="list-style-type: none"> <li>SEL instruction and practices that support academics and behavior are integrated into some but not all tiers</li> </ul>	<ul style="list-style-type: none"> <li>SEL instruction and practices that support academics and behavior are integrated into all tiers</li> </ul>
<p><b>3-H: Track progress on student-focused SEL goals and continuously improve practice</b></p> <p>The district engages in rapid learning cycles to monitor progress and reflect on disaggregated data to inform real-time change to implementation of strategies for promoting student SEL. These cycles follow established continuous improvement timelines. The district ensures support and tools are provided to school teams for engaging in their own rapid learning cycles around student-focused SEL goals.</p>	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Student-focused SEL goals developed</li> <li>Starting to collect formative data related to goals</li> </ul>	<ul style="list-style-type: none"> <li>Student-focused SEL goals developed</li> <li>Data collected and disaggregated according to timelines</li> <li>At least each semester, using data reflection to make real-time improvements</li> </ul>	<ul style="list-style-type: none"> <li>Student-focused SEL goals developed</li> <li>Data collected and disaggregated according to timelines</li> <li>At least quarterly, using data reflection to make real-time improvements</li> <li>Providing support and tools for school teams</li> </ul>

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## FOCUS AREA 4 RUBRIC

# Reflect on Data for Continuous Improvement

Read the definition of full implementation under each item before selecting a rating. A '4' rating indicates that the full definition is met.

	1 Not yet started planning or implementation	2 Partially planned and implemented	3 Mostly planned and implemented	4 Fully planned and implemented; promoting sustainability
<p><b>4-A: Reflect on progress toward annual SEL goals</b></p> <p>The district compiles summative implementation and outcome data to assess yearly progress toward districtwide SEL goals. Data are disaggregated by prioritized student groups to examine and address systemic root causes of disparities. The district engages district and school teams, students, families, staff, and community partners to reflect on these data. Data reflection is guided by established norms that promote a supportive environment for reflecting on data and a structured protocol. The district also provides ongoing support that empowers school teams to reflect on summative school-level SEL data for continuous improvement, and structured opportunities for schools to share and learn from each other (e.g., cross-site professional learning communities).</p>	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Summative implementation and outcome data compiled annually</li> </ul>	<ul style="list-style-type: none"> <li>Summative implementation and outcome data compiled annually, disaggregated by subgroups</li> <li>District team(s) reflects on data using norms and protocols</li> <li>Data shared with students, families, staff, and community partners</li> </ul>	<ul style="list-style-type: none"> <li>Summative implementation and outcome data compiled annually, disaggregated by subgroups</li> <li>District team(s) engage students, families, staff, and community partners in data reflection using norms and protocols</li> <li>Providing support to school teams and opportunities for schools to share learnings</li> </ul>
<p><b>4-B: Make Improvements to the Action Plan</b></p> <p>At the end of each school year, the district partners with students, families, staff, and community partners to determine how to use learnings to revise SEL goals and action plan in preparation for another cycle of SEL strategic planning (beginning again with Focus Area 1). The district summarizes learnings on SEL implementation successes and challenges and shares findings in public report(s). The district supports school teams in summarizing learnings in preparation for data-informed action planning with their own students, families, staff, and community partners.</p>	<ul style="list-style-type: none"> <li>Not yet started</li> </ul>	<ul style="list-style-type: none"> <li>Developing summary of SEL implementation successes and challenges</li> </ul>	<ul style="list-style-type: none"> <li>SEL implementation successes and challenges summarized annually</li> <li>District seeks input from staff, students, families, and community partners on next steps</li> </ul>	<ul style="list-style-type: none"> <li>Summary of SEL implementation successes and challenges shared annually in public report</li> <li>Staff, students, families, and community partners are active members of planning/decision-making teams that revise SEL goals and action plans for the next year</li> <li>Providing support to school teams</li> </ul>

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# Oregon's Transformative Social and Emotional Learning Framework

With K-12 Student Standards



Oregon's Transformative SEL Framework: The structure, connection, and relationship of the 4 components: Guiding Principles, Conditions for Learning and Thriving, Adult Transformative SEL, and Student Transformative SEL.

**May 2023**

Table of Contents

Acknowledgements	3
Introduction	4
Oregon’s Shift to Transformative SEL	7
Oregon’s Transformative SEL Framework	9
Oregon’s Transformative SEL Framework Components	10
Oregon’s Transformative SEL Ecosystem	11
Component 1: Guiding Principles	11
Culturally Responsive	12
Community Responsive	12
Strengths-Based	12
Trauma-Informed	13
Grounded in Neuroscience and the Science of Learning	13
Component 2: Conditions for Learning and Thriving	14
Cultivate Authentic Partnerships	15
Adopt Equitable Policies	15
Create Thriving Learning Environments	16
Component 3: Adult Transformative SEL	16
Prioritize Adult Well-being	16
Embed Transformative SEL in Professional Learning	17
Build on Oregon’s Transformative SEL Standards in Educator Preparation Programs	17
Component 4: Student Transformative SEL	18
Integrated Approach	19
Developmentally and Culturally Responsive	20
Role of Curriculum and Assessment	20
Standards, Practices and Growth Indicators	21
Oregon’s Transformative SEL K-12 Student Standards	23
Standard 1: Self-Awareness & Identity	23
Standard 2: Self-Management & Agency	25
Standard 3: Social-Awareness & Belonging	27
Standard 4: Relationship Skills & Collaborative Problem-Solving	28
Standard 5: Responsible Decision-Making & Curiosity	30
Appendices	31
Glossary of Competencies & Focal Constructs	31
References	34

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## Introduction

Social and Emotional Learning (SEL) is at the center of how humans learn and thrive. At its core, SEL is about recognizing that learning is a social and emotional process. While there are many definitions for SEL, the one most cited in the research is from the Collaborative for Academic, Social, and Emotional Learning (CASEL):

[SEL is] an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. (CASEL, n.d.)

SEL is already a key component of teaching and learning in many places across Oregon, from kindergarten classrooms to high school. Some of the ways SEL is integrated with academic learning in classrooms is through:

- Empathizing with a protagonist’s emotions allows students to interpret narrative texts;
- Collaborating with fellow students on research projects applies social skills for academic success;
- Ethical deliberations that balance technical knowledge as students make scientific discoveries or learn about current events;
- Physical activity which nurtures mental and emotional well-being as students develop healthy practices to last a lifetime;
- Learning how to navigate social settings with confidence and respect develops students’ employability skills.

Oregon’s vision for SEL builds on these existing efforts by providing intentional focus on the social and emotional elements of learning, teaching, and cultivating affirming school cultures through a transformative approach. Oregon’s Transformative SEL K-12 Student Standards help provide a well-rounded education that teaches to the whole child, builds on their strengths, perspectives, and contributions, and guides the instructions and interactions between students and adults. SEL equips students with the skills needed for college, career, and life.

“Social emotional learning is about how to healthily interact with others and take care of yourself and your emotions.”  
- Oregon Student

This quotation comes from student engagement with the Oregon Health Authority Statewide Youth Health Council and Youth Era.

## Purpose

Oregon’s Transformative SEL Framework is intended to help build capacity for strengthening equity-focused school cultures that support student and adult well-being. A focus on Transformative SEL enables students and adults to be affirmed in their identities, where they can develop a sense of agency and belonging, engage in collaborative problem-solving, and deepen their curiosity about the kind of society they want to make a reality.

The purpose of the Framework is to:

1. Create statewide coherence and clarity;
2. Fulfill the intention of [House Bill 2166](#) (2021) and the [Preliminary Description of the Proposed Social Emotional Learning Standards Framework for Oregon](#) to develop a vision of Transformative SEL in Oregon;
3. Build on the foundation of [Oregon’s Early Learning and Kindergarten Guidelines](#) to continue to develop students’ social and emotional learning across K-12 settings;
4. Expand on the SEL pillar of ODE’s [Integrated Model for Mental Health](#);
5. Describe the necessary components and conditions to create a [Transformative SEL ecosystem](#) in schools and districts; and
6. Define [Oregon’s Transformative SEL K-12 Student Standards](#) that will be taught, modeled, coached, and nurtured in schools and districts.

Oregon’s Transformative SEL Framework describes the conditions that transform learning environments to support whole child approaches in meeting the full scope of students’ social, emotional, and academic needs. These conditions include partnerships, policies, and practices that support both Adult and Student SEL. The conditions and Oregon’s Transformative SEL K-12 Student Standards are reciprocal and dynamic; the more everyone in the system develops and enhances their social and emotional competence, the more capable they are of cultivating conditions for learning and thriving.

“Classrooms can be places of hope, where students and teachers gain glimpses of the kind of society we could live in where students learn the academic and critical skills needed to make it a reality” (Au et al., 2007).

## Audience

Each partner in the learning community plays a role in supporting Transformative SEL and contributing to the overall well-being of the learning community.

**Families and Caregivers** are a child's first teacher and play a primary role in supporting children's social and emotional development. Families and caregivers are experts about their children. That makes them critical partners in supporting social and emotional learning efforts at home and in the learning community. When schools and families work together, they generate a circle of support for the child and strengthen their sense of belonging, agency, and capacity to co-create equitable learning environments.

**Students** are at the heart of Oregon's Transformative SEL Framework and supported by the entire learning community. Students have the right to learn in environments that honor their whole selves, including their aspirations, their interests, and their cultural and linguistic assets. Each student brings tremendous strengths and unique ways of being that contribute to a vibrant learning community, where they help create the conditions to support each other in their learning. When adults support students to develop agency, follow their curiosity, and affirm their developing identities, students are empowered to develop important life skills that lead to successful lives after graduation.

**Educators** (all adults working and volunteering with students) have the ability and capacity to create caring and equitable education environments where everyone can take risks with their learning. Because all learning is social and emotional, everyone in the educational system plays a role in supporting and developing student and adult SEL. When educators view themselves as reciprocal learners alongside students and families, they can better guide and facilitate learning that feels responsive, inclusive, and engaging. Educators' own critical awareness and identity development can be a lever for supporting students more equitably and holistically.

**Educational Leaders** are uniquely poised to prioritize, integrate, and build capacity for Transformative SEL for both adults and students because of their role in decision-making at a systems level. Leaders can guide and align instructional efforts and initiatives to build coherence in supporting the whole child by creating equitable systems, embedding Transformative SEL in ongoing professional learning and creating a culture of collaboration and well-being for all members of the school community. They are also in a position to humanize systems so that each student, family, and educator can access their potential.

## Oregon's Shift to Transformative SEL

Schools often reflect the values and worldviews of the dominant culture; these in turn influence the behaviors of students and adults and the relationships and interactions between them (Milner, 2017). Historically, Social and Emotional Learning has been based on white, middle-class, American values (Hoffman, 2009) with a focus on emotions as individual states separate from the influences of culture (Mesquita, 2022), the social inequities in society, or the climate of the learning environment. This has led to a focus on adult control and student compliance grounded in a belief that emotions need to be managed and interventions need to target issues that are within the child and not within their school environment or larger society (McCall, et al., 2022). These traditional approaches to SEL have been used against students who are not members of the dominant culture as a way to reinforce the social, cultural, linguistic, and behavioral norms of the dominant culture (Allen et al., 2013; Jagers et al., 2019).

In order for SEL to be transformative, our policies, practices, and approaches will need intentional focus on how we create equitable learning environments that support students' personal and collective well-being. This entails more than following a curriculum or adding a program, but actually embedding SEL approaches into every content area and school interaction throughout the day.

This includes a shift in systems and a commitment to using:

- **Integrated learning opportunities** that are modeled, nurtured, and practiced in every context.
- **Culturally responsive practices** that affirm and honor students' ways of being, skill development in understanding cultural differences, and honoring students' unique strengths, perspectives, and contributions.
- **Systemic approaches** that consider the role and impact of the broader society and the learning environment on students' behavior and how this impacts the ways students view themselves.
- **Social justice** approaches that provide students with opportunities to reflect upon and understand the root cause of emotions related to our biases, stereotypes, prejudices, and discrimination.
- **Student agency and voice** (including non-verbal ways to communicate) become valued and necessary parts of the educational process, supporting students to take actions that challenge and change systems.

To fully actualize Transformative SEL in Oregon, there is a shift away from approaches limited to personal responsibility or student participation in a stand-alone curriculum. A Transformative SEL approach focuses on developing the skills to participate, improve, and change institutions and systems in a way that promotes equitable outcomes (Jagers et al., 2019; Westheimer & Kahne, 2004).



**Figure 1** - The shift from personally responsible and participatory SEL to a Transformative SEL approach.  
(CASEL, n.d.)

## Oregon’s Transformative SEL Framework

Oregon’s Transformative SEL Framework utilizes the Collaborative for Academic Social and Emotional Learning (CASEL)’s definition of Transformative SEL. This approach extends SEL beyond personal development to help students and adults understand themselves in the context of a society, with all its inequities and possibilities for change.

“Transformative Social Emotional Learning is a **process** whereby young people and adults build strong, respectful, and lasting, relationships that facilitate **co-learning to critically examine** root causes of inequity, and to develop **collaborative solutions** that lead to personal, community, and societal well-being” (CASEL, n.d.).

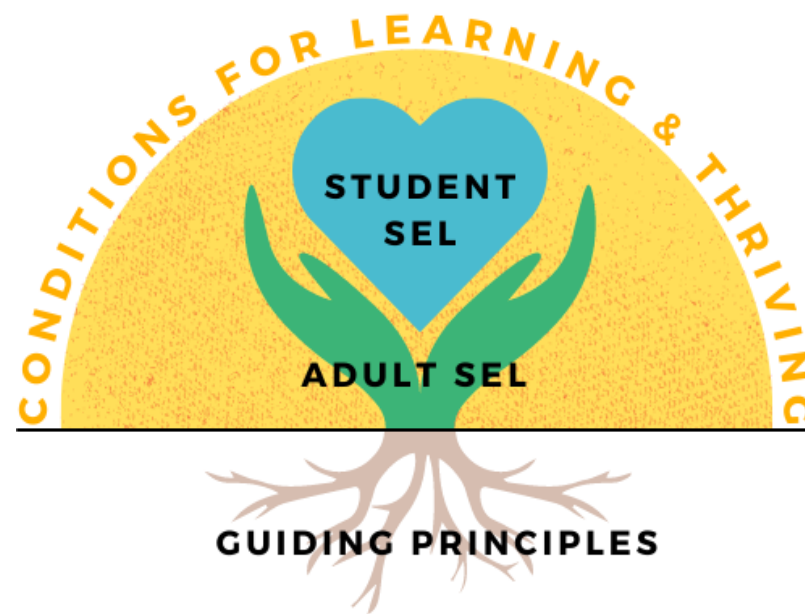
Oregon’s vision for Transformative SEL builds on this definition in the following ways:

- **Transformative SEL is a process.** A transformative approach to SEL is not confined to a single person, lesson, or specific time of the day, or a one-size fits all program or curriculum. Instead, it’s an ongoing process and practice of how adults and students show up for one another. When Transformative SEL is embedded throughout the day, it has the potential to humanize the learning environment by honoring students’ and adults’ lived realities of race, class, culture, and other intersectional identities.
- **Transformative SEL is about facilitating co-learning.** A transformative approach to SEL values how adults and students can learn with and from one another. When there is shared learning and decision-making, and when educators take a purposefully curious approach that is guided by the lived experiences and collective wisdom of the community, then student engagement, collaboration, and creative problem-solving thrives.
- **Transformative SEL is about critically examining root causes of inequity.** A transformative approach to SEL provides ways for adults and students to increase their awareness of the systems and structures that influence their attitudes, beliefs, behaviors and interactions. It empowers them to critique, challenge and change the systems that lead to inequities through civic action.
- **Transformative SEL is about developing collaborative solutions.** A transformative approach to SEL harnesses students’ sense of agency through intentional partnerships that lead to improving systems and cultures in their schools and communities.

## Oregon's Transformative SEL Framework Components

The following four components are essential to creating an ecosystem for Transformative SEL to thrive in classrooms, schools, and communities:

- 1. Guiding Principles:** Serve as the foundational values and beliefs that are woven throughout the framework to guide decisions about how the standards are implemented.
- 2. Conditions for Learning & Thriving:** Describes how partnerships, policies, and practices cultivate an ecosystem of Transformative SEL.
- 3. Adult Transformative SEL:** Focuses on improving adult well-being, creating a positive work environment, and increasing competence so that adults can teach, model, coach, and nurture SEL with their students.
- 4. Student Transformative SEL:** Fosters opportunities for students to develop and practice their knowledge, skills, habits, and dispositions. Oregon's Transformative SEL K-12 Student Standards are a pathway to nurturing Student SEL.



**Figure 2** - Oregon Transformative SEL Framework: The structure, connection, and relationship of the 4 components: Guiding Principles, Conditions for Learning and Thriving, Adult Transformative SEL, and Student Transformative SEL Standards.

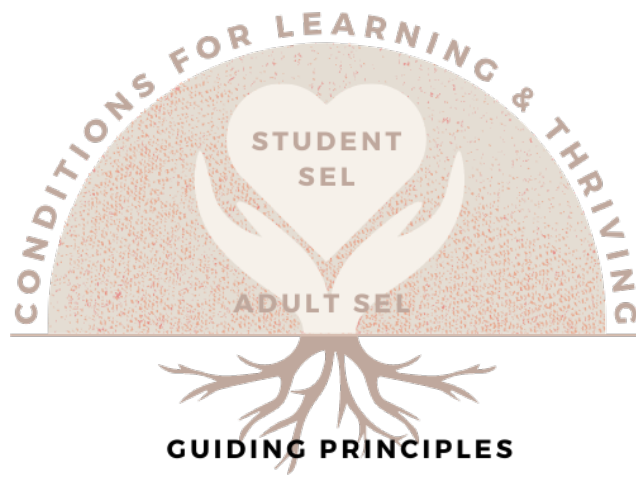
All of the components are necessary to support the success of Transformative SEL in schools and districts. Each component intentionally complements and reinforces the others in a reciprocal and dynamic way.

## Oregon’s Transformative SEL Ecosystem

Oregon’s Transformative SEL Framework depicts an ecosystem of the four components that are interrelated to provide a holistic approach for supporting human growth, development and well-being: Guiding Principles, Conditions for Learning and Thriving, Adult Transformative SEL, and Student Transformative SEL. In nature, optimal growth and renewal requires a harmonious balance of environmental elements: sunshine, water, nutrients, a healthy atmosphere, and care come together to nurture plants to flower and bear fruit. Similar relationships exist in a school system where it is necessary to create, develop, and sustain an inclusive, affirming, and equitable learning environment where every student and adult can show up as their best and authentic self.

### Component 1: Guiding Principles

*What are the foundational values and beliefs that will inform and guide decisions about how the Transformative SEL Standards are implemented and supported?*



Oregon has taken an intentional approach to Transformative SEL that engages the entire school community (students, families & caregivers, educators, and community partners) and is anchored in five guiding principles that are foundational when implementing Transformative SEL. The Guiding Principles are vital in an SEL ecosystem as they are the values that will help guide decision-making and successful implementation of Transformative SEL.

**The following Guiding Principles are dynamic, interdependent, and critical for successfully implementing Transformative SEL:**

### Culturally Responsive

A culturally responsive approach to Transformative SEL means the implicit recognition and incorporation of the cultural knowledge, experience, and ways of being and knowing of students in teaching, learning, and assessment. This includes identifying, valuing, and maintaining a high commitment to students' cultural assets in instruction and assessment, as well as their diverse frames of reference that correspond to multifaceted cultural perspectives/experiences, and finally the classroom behaviors which can differ from White-centered cultural views of what qualifies as achievement or success. **This means creating a climate that values and integrates linguistic and cultural ways of knowing and being so all students feel seen, affirmed, and valued.**

### Community Responsive

A community responsive approach to Transformative SEL centers a community's context and variety of lived experiences. It is inherently mindful of what writer Chimamanda Ngozi Adichie (TED, 2009) describes as, "The Danger of a Single Story," which contributes to generalizations and assumptions about focal groups wherein culture is often conflated with and essentialized around race. Community refers to the cultural, political, social, spiritual, and economic spaces and places that shape student, staff, and family realities. **A community responsive approach to Transformative SEL is equity-centered and, by default, culturally responsive and grounded in the particular needs and interests of the community it serves.**

### Strengths-Based

A strengths-based approach to Transformative SEL affirms all forms of identities and abilities through honoring individual and community backgrounds such as race, culture, language, lived experiences and equity in access to education for students experiencing disabilities. A strengths-based approach focuses on individual and systemic protective factors that enhance and promote health and well-being rather than emphasizing what is not working or needs to be "fixed." Using a strengths-based approach does not focus on identifying and remedying problems, or on attempts to fix kids, because such approaches imply that kids are broken. Instead, a strengths-based approach addresses the conditions, systems, and structures that can harm students (Venet, 2021). **This means showing unconditional positive regard and high expectations for students through scaffolded support, relationship-building, compassionate communication, and community-building.**

## Trauma-Informed

A trauma-informed approach to Transformative SEL recognizes that all forms of oppression cause traumatic stress and that relationships, when navigated with care, can mitigate harm and maximize opportunities for individual and collective healing and wellness. Trauma-informed principles and care practices recognize behavior as communication and coping; they seek to understand the *why* behind behaviors. It also recognizes that individuals are not defined by their traumatic experiences or responses to them: people are more than the trauma they have experienced. **Predictable, consistent, positive, and healthy social and physical environments and relationships help our brains learn, develop, and grow by strengthening neural pathways that regulate our nervous systems and prime our brains, minds, and bodies for regulation and new learning** (Perry, 2009; Hammond, 2015; Hansen, 2018; Burke Harris, 2018).

## Grounded in Neuroscience and the Science of Learning

**A neuroscience approach to Transformative SEL ensures structures, policies, programs, practices, interactions, and physical learning environments are informed by and align with the most up-to-date learning and unlearning** (e.g., neuromyths) in Mind, Brain, & Education (MBE) science. MBE is the field that brings together neuroscience, psychology, and education.

Examples include, but are not limited to, understanding:

- a) how the brain’s neuroplasticity (the process of continuously adapting, growing, rewiring, and reorganizing) facilitates all learning, unlearning, relearning, growth, and healing (Dweck, 2006, 2016; Hansen, 2018; Tokuhamas-Espinosa, 2018; Boaler, 2019).
- b) how neurodiversity acknowledges that every human brain is different and unique in order to help us appreciate and respect our differences and human potential (Armstrong, 2010; Prat, 2022; Ellis, Kirby, & Osborne, 2023).
- c) how the prevalence of neuromyths (the misunderstandings or misconceptions about the brain and how it functions) can cause harm and limit human potential, recognizing that educators’ beliefs in neuromyths are “...one of the greatest, if not *the* greatest, barriers to improving education” according to *MBE* experts (Tokuhamas-Espinosa, 2018).

## Component 2: Conditions for Learning and Thriving

*How might we intentionally humanize systems, policies, and practices to support Transformative SEL?*



To support, implement, and facilitate Transformative SEL across the educational ecosystem, it is essential to create conditions for learning and thriving across social contexts, systems, and learning environments. A Transformative SEL approach moves away from focusing on student deficits, and moves towards the changes that need to happen within the school and district environment itself. Creating equitable environments where students and adults can learn and thrive means creating intentional alignment

across partnerships, policies, and practices. Designing a Transformative SEL Framework for Oregon that serves everyone within and across the education system means it is the responsibility of everyone in the system.

“SEL is understanding the environment around you and your own emotions, and how to deal with it and help others.”  
- Oregon Student

This quotation comes from student engagement with the Oregon Health Authority Statewide Youth Health Council and Youth Era.

SEL is critical to learning, to human connection, and to creating caring, just, inclusive, and healthy schools. In Alex Venet’s book, *Equity-Centered Trauma Informed Education* (2021), she suggests that schools need to understand how inequity causes harm and examine how the conditions within schools “cause, exacerbate, or perpetuate or trauma” (Venet, 2021, p. xviii). Her research advocates for shifting away from solely addressing the impact of trauma in students to addressing the causes of trauma by finding solutions in transformed structures and systems. A comprehensive SEL framework encompasses changes on the levels of school policy and culture, recognizing that student actions and attitudes are influenced by their contexts and not their individual choices alone.

SEL instruction that focuses solely on individual students, and not the social systems around them, can in fact exacerbate inequities and cause further harm to students. For these reasons, it is critical for us to “[e]xamine and interrogate how SEL frameworks have been weaponized

against Black and Brown young people in schools,” and “[i]dentify if there are ways that SEL might be used in [the] classroom, school, or workplace with punitive and disciplinary measures,” notes the Communities for Just Schools Fund (2020, p. 48). In order to mitigate these inequities and injustices, a Transformative SEL approach that is comprehensive and systemic can enact changes at the district and school culture and policy level by recognizing that student actions and attitudes are influenced by their contexts and not their individual choices alone.

To intentionally focus on historically and currently underserved communities, ODE's culturally specific [Student Success Plans](#) were reviewed and analyzed to help identify the essential elements that would support a Transformative approach to SEL. Three themes emerged as systemic approaches to promote the necessary conditions for learning and thriving where every students' social, emotional, and academic needs can be met: cultivate authentic partnerships; adopt equitable practices; and create thriving learning environments.

### Cultivate Authentic Partnerships

Transformative SEL can help address various forms of inequity and empower students and adults to co-create thriving schools. Students, families/caregivers, community organizations and schools learn together to create a dynamic, mutually reinforcing, and an ever-changing environment that supports the development and maintenance of healthy school communities. School communities benefit when there are two-way communication channels, shared decision-making, and a commitment to being responsive to the needs and aspirations of students and adults in the education system. Identifying power dynamics, creating trusting relationships and co-constructing an environment that cultivates community health and well-being is essential to the conditions where students, families, and school staff can thrive.

### Adopt Equitable Policies

To lead transformational change in district and school systems, leaders can create policies that prioritize student and adult safety, belonging, agency, and well-being. This means addressing key policy areas that impact employment practices, diversity in candidates, and retention efforts. It is important to create discipline policies which support practices that meet student needs, help repair harm, promote community healing, and collaborate on problem-solving to honor a sense of connectedness and belonging to the school community. Continuous improvement efforts that incorporate routine engagement and involvement, disaggregated data collection, and root cause analysis, can support policies that improve learning environments and practices that are humanizing, and healing.

## Create Thriving Learning Environments

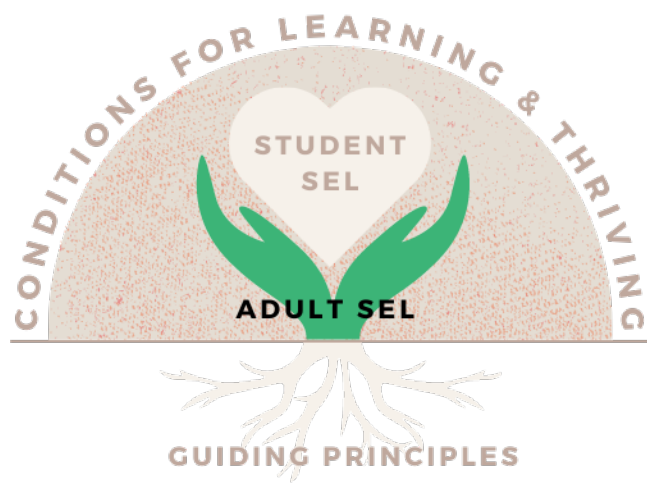
It’s important to consider how students and adults experience learning in order to create meaningful environments, engaging learning opportunities, and nurturing relationships where every person can thrive. In a Transformative SEL approach, adults build community and facilitate routines and rituals that promote healing and belonging. In these environments, students have opportunities for reflection, input and feedback about their learning experiences in classrooms and schools that support their sense of agency and affirm their personal, cultural, racial and academic identities. If students and adults work together to co-construct the classroom and school community, where everyone’s stories, cultures, history and voices are represented, then everyone is empowered to create an equitable learning environment where all can thrive.

“It’s the environment that matters.”  
- Oregon Student

This quotation comes from student engagement with the Oregon Health Authority Statewide Youth Health Council and Youth Era.

## Component 3: Adult Transformative SEL

*What resources, supports, and conditions do adults need to nurture their own well-being while teaching, modeling, coaching, and nurturing student Transformative SEL?*



Adult beliefs, mindsets, and behaviors are essential preconditions for achieving equitable student outcomes. Implementing Transformative SEL includes prioritizing adult learning, critical reflection, ongoing support, and robust resources that nurture transformative communities of practice.

### Prioritize Adult Well-being

Regulated adults help students better regulate themselves. People co-regulate using mirroring neurons to attune to

people around us (Blaustein & Kinniburgh, 2018; Perry, 2019). The same mechanisms that support student learning also support adult well-being. Focusing on the social and emotional competence of adults can improve adult well-being, create positive work environments, increase

feelings of competence, and support adults in embodying, modeling, coaching, and nurturing Transformative SEL for students.

Transformative SEL does not fix everything. Rather, it is the ongoing practice of abilities that helps us navigate life’s complex pathways. District and school level actions that support a culture of well-being include providing structures for adult connection, collaboration, and self/community-care.

### Embed Transformative SEL in Professional Learning

Professional learning opportunities should prioritize the role Transformative SEL plays in day-to-day functioning and how it impacts interactions, relationships, behaviors, and equitable learning environments for students and adults. Adult support includes integrating Oregon’s Transformative SEL K-12 Student Standards in the district and building-level professional development and teacher professional development plans as part of the strategic improvement planning across our state educational systems.

### Build on Oregon’s Transformative SEL Standards in Educator Preparation Programs

School districts can support and enhance pre-service teachers’ understanding of Transformative SEL by ensuring cooperating teachers and mentors are also supported in their Transformative SEL development. Transformative SEL informs the deep school systems to support this learning and implementation for the newest professionals.

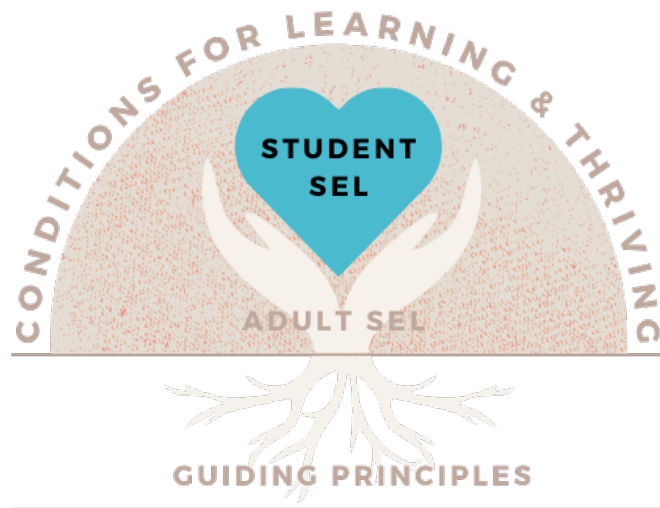
As of 2023, pre-service teachers participating in an Oregon educator preparation program are introduced to Transformative SEL through modeled and embedded competencies within their coursework. Every educator preparation program in Oregon is required to align their program to [OAR 584-410-0075 Social and Emotional Development to Promote Equity](#). A guide to these standards can be found on the [TSPC Website](#).

“SEL is the idea of learning how to “human” (for lack of a better way to phrase it) by example from your teachers and other school staff, because you don’t ever stop developing your brain.”  
-Oregon student

This quotation comes from student engagement with the Oregon Health Authority Statewide Youth Health Council and Youth Era.

## Component 4: Student Transformative SEL

*What do students need to know and be able to do to develop and grow in their Transformative SEL?*



Student Transformative SEL is intentionally nested within the other components of the framework because student success rests upon the local school’s commitment to all four interconnected components. Student Transformative SEL relies upon learning environments that embody the guiding principles, cultivating Transformative SEL for adults, and creating equitable conditions for learning and thriving within classrooms, schools, and across the educational experience.

Oregon’s Transformative SEL K-12 Student Standards support local schools in ensuring Student Transformative SEL. The five standards were developed by braiding CASEL’s descriptors for each of the five competencies (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making) with the five transformative SEL focal constructs (Identity, Agency, Belonging, Collaborative Problem-Solving, and Curiosity) as shown in Figure 3.



**Figure 3** - CASEL’s Five SEL Competencies Braided with CASEL’s Five SEL Transformative Focal Constructs.

The five standards include a combination of competencies, processes, dispositions, skills, and abilities that help students understand, prevent or mitigate toxic stress, trauma, and its impacts. They also provide guidance for adults about what to consider when creating equitable environments where every student can learn and thrive.

## Integrated Approach

SEL approaches not only provide benefits to a student’s social emotional skills, but these approaches also provide benefits to student academic success. While there have been several studies on this topic, one of the largest studies was a 2011 meta-analysis that reviewed findings from 213 school-based SEL programs and involved over 270,00 students in total (Durlak et al., 2011). One of the key findings from that meta-analysis was that compared to the control groups, the students who participated in SEL “...demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement” (Durlak et al., 2011, p. 405). Additionally, strong SEL abilities are associated with long-term outcomes such as increased graduation rates, greater college completion, and ability to obtain stable employment (Jones et al., 2015). It is clear that relationships and context matter, as evidence continues to show that supporting SEL in the academic context improves learning.

“Schools seem to be more focused on what they are teaching rather than who they are teaching.”  
- Oregon Student

This quotation comes from student engagement with the Oregon Health Authority Statewide Youth Health Council and Youth Era.

Oregon’s Transformative SEL K-12 Student Standards, with related practices and growth indicators, find balance between being broad enough to be flexible and specific enough to be useful for adults and students across all contexts. They can be useful when explicitly presented and discussed, when integrated across curricula and school/community processes, when implemented universally with students, and when utilized with expanded methods of support for students with diverse learning or instructional needs. While the standards are developed for students, Oregon’s Transformative SEL K-12 Student Standards are life-long and essential employability skills that do not end after 12th grade. Adults can use the Transformative SEL standards to design learning environments and opportunities for students, as well as to embody, model, teach, and coach the standards.

## Developmentally and Culturally Responsive

All students should be able to access the standards, regardless of where they are in their Transformative SEL development. This includes understanding that stress, toxic stress and traumatic stress (racism, oppression, and microaggressions are forms of toxic stress and trauma) can impact students’ SEL. To be culturally responsive while meeting the standards and benchmarks, additional indicators may need to be included and adapted to be responsive to individual learning contexts, cultures, populations of students, and communities.

Oregon’s Transformative SEL K-12 Student Standards consider the developmental progression of students. The National Association for the Education of Young Children describes this concept as follows:

Building on each child’s strengths—and taking care not to harm any aspect of each child’s physical, cognitive, social, or emotional well-being—educators design and implement learning environments to help all children achieve their full potential across all domains of development and all content areas. Developmentally appropriate practice recognizes and supports each individual as a valued learning community member. As a result, to be developmentally appropriate, practices must also be culturally, linguistically, and ability appropriate for each child. (NAEYC, n.d.)

Oregon’s Transformative SEL K-12 Student Standards were created with this definition and lens in mind so that there is flexibility in being responsive to students’ strengths and needs. The standards are written in such a way that depending on any given moment, or within any context or environment, everyone can show up differently along the progression. **For this reason, the standards are intentionally not written in grade bands, as this may contradict developmentally appropriate practices.**

## Role of Curriculum and Assessment

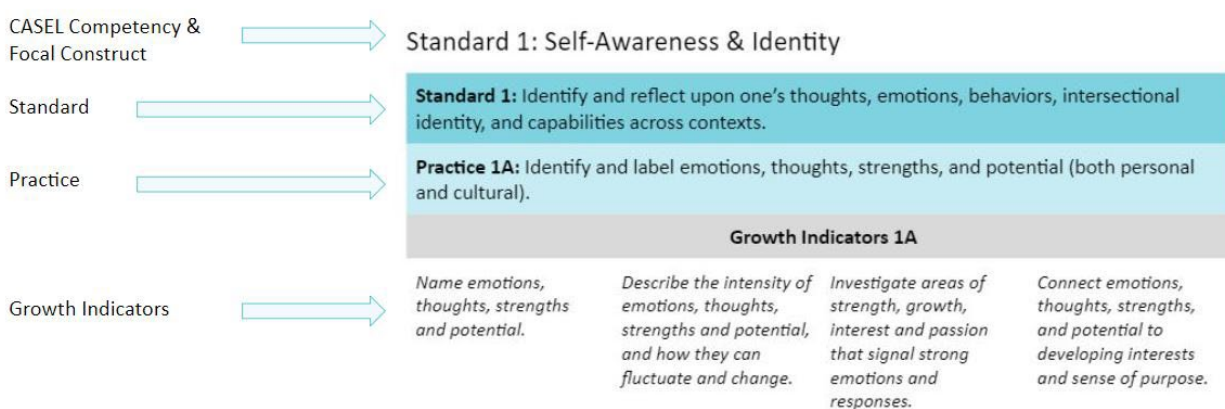
Oregon’s Transformative SEL K-12 Student Standards support educational equity in multiple ways, such as promoting whole-child development, elevating the social and interconnected nature of learning, advancing the belief that all children can learn, developing young people’s skills to navigate across social contexts, and providing ways to improve relationships between students and adults.

Oregon’s Transformative SEL K-12 Student Standards are not a way to test or identify student deficits, and they are not a one-size-fits-all curriculum or an additional program that is added on top of everything else. Rather, the intention of Oregon’s Transformative SEL K-12 Student

Standards is to provide an intentional approach to building on student assets, creating a sense of belonging, and developing agency and identity. The standards are not meant to decide appropriate behavior or as a means for identifying, tracking, or excluding students in ways that have historically led to disproportionate outcomes for students. In partnership with families and caregivers, they provide ongoing formative opportunities for reciprocal feedback that includes dialogue, reflection, goal-setting and increasing individual and collective awareness and growth.

### Standards, Practices and Growth Indicators

While HB 2166 (2021) required ODE to create K-12 student standards, in order to fully actualize Transformative SEL, there is equal emphasis on creating supportive conditions and practices to optimize learning and growth of all individuals within the educational system. The approach taken to these standards involves both individual and communal practices that cultivate and nurture Transformative SEL across the system. The standards, practices, and growth indicators start with verbs so that the phrase, “I can...” and “We can...” could be used individually and collectively, as aspirational for a learning community. This honors cultural backgrounds, collectivist values, and the belief that throughout life, everyone is continuously developing and practicing their social and emotional skills. This values everyone in the educational system as responsible for creating the conditions and the opportunities to model, teach, coach, and practice Transformative SEL.



**Figure 4** - Elements of Oregon’s Transformative SEL Standards

Oregon's Transformative SEL K-12 Student Standards describe what a student needs to know, understand, and be able to do when it comes to Transformative SEL. Each standard includes 3-4 practices that demonstrate progression towards meeting the standard with more focused knowledge and skill. Each practice also includes a set of four growth indicators organized by Webb's Depth of Knowledge (Webb, 1997, 1999), providing guidance on what these may look like in action and indicate growth towards the practice and standard. The growth indicators are also intended to help guide adults in making decisions about what learning opportunities are most appropriate for use with individual students and the learning community as they learn, practice, and reflect on how they are making progress towards the standards. The growth indicators serve as a useful guide for implementation and are an optional resource.

# Oregon’s Transformative SEL K-12 Student Standards

## Standard 1: [Self-Awareness](#) & [Identity](#)

**Standard 1:** Identify and reflect upon one’s thoughts, emotions, behaviors, intersectional identity, and capabilities across situations and environments.

**Practice 1A:** Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).

### Growth Indicators 1A

*Name emotions, thoughts, strengths and potential.*

*Describe the intensity of emotions, thoughts, strengths and potential, and how they can fluctuate and change.*

*Investigate areas of strength, growth, interest and passion that signal strong emotions and responses.*

*Connect emotions, thoughts, strengths, and potential to developing interests and sense of purpose.*

**Practice 1B:** Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.

### Growth Indicators 1B

*Identify physiological cues related to the stress response system and what they look like, feel like, and sound like.*

*Interpret environmental and experiential cues for dysregulation that activate the stress response system, and what environments or experiences support regulation.*

*Draw conclusions about what stress response state that one is experiencing based on the identified cues.*

*Apply concepts of the stress response system to identify tools to help regulate across situations and environments.*

**Practice 1C:** Reflect on and evaluate how one’s emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.

### Growth Indicators 1C

*Identify one’s emotions, thoughts, perspectives, and behaviors.*

*Infer causes of one’s emotions, thoughts, perspectives, and behaviors.*

*Assess consequences of behaviors based on one’s emotions, thoughts, and perspectives.*

*Analyze patterns of behavior based on one’s emotions, thoughts, and perspectives over time.*

**Standard 1:** Identify and reflect upon one’s thoughts, emotions, behaviors, intersectional identity, and capabilities across situations and environments.

**Practice 1D:** Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.

**Growth Indicators 1D**

*Define and ask questions about one’s personal and social intersectional identity and positionality.*

*Describe one’s personal and social intersectional identity and positionality.*

*Assess one’s personal assets related to intersectional identity (including personal and cultural strengths, areas for growth, and aspirations) and how they relate to a sense of purpose.*

*Analyze how one’s intersectional identity impacts the perspectives of self and others, and how this is connected to one’s sense of belonging.*

## Standard 2: [Self-Management](#) & [Agency](#)

**Standard 2:** Use management strategies to build personal and collective agency that lead to achieving goals and aspirations.

**Practices 2A:** Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one’s identity.

### Growth Indicators 2A

*Notice and label thoughts, emotions, impulses, and stressors.*

*Recognize the cause and effect relationship of expressing thoughts, emotions, impulses, and stressors across situations and environments.*

*Compare and utilize different strategies and skills to manage and express thoughts, emotions, impulses, and stressors.*

*Analyze thoughts, emotions, impulses, and stressors, how they are internalized and externalized, and the impact these have on oneself and others.*

**Practices 2B:** Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one’s identity.

### Growth Indicators 2B

*Name a variety of management strategies and skills.*

*Identify which management strategy to use across situations and environments.*

*Assess how the management strategies were used across situations and environments.*

*Analyze how management strategies and skills impact oneself, others, and the community.*

**Practices 2C:** Plan, evaluate, and achieve personal and collective goals and aspirations.

### Growth Indicators 2C

*Identify personal and collective goals and aspirations.*

*Construct a plan to meet personal and collective goals and aspirations.*

*Assess and evaluate one’s actions to achieve personal and collective goals and aspirations.*

*Analyze the impact of achieving personal and collective goals and aspirations and make adjustments as necessary.*

**Practices 2D:** Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.

**Standard 2:** Use management strategies to build personal and collective agency that lead to achieving goals and aspirations.

**Growth Indicators 2D**

*Define personal and collective agency, and name the skills needed in order to take initiative.*

*Apply personal and collective agency by showing courage and taking initiative.*

*Assess the impact of personal and collective agency while identifying barriers that contribute to or restrict agency.*

*Critique and remove barriers that restrict personal and collective agency.*

## Standard 3: [Social-Awareness](#) & [Belonging](#)

**Standard 3:** Develop social awareness that fosters a sense of belonging and leads to co-constructing equitable, thriving communities and a vibrant society.

**Practice 3A:** Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities (i.e. abilities, histories, cultures, perspectives, and languages, etc.).

### Growth Indicators 3A

*Recognize and identify factors that define and influence personal and collective identities.*

*Distinguish between similarities and differences that define and influence personal and collective identities.*

*Formulate and assess strategies used to affirm personal and collective identities.*

*Analyze and critique why factors influence personal and collective identities.*

**Practice 3B:** Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.

### Growth Indicators 3B

*Identify the social skills necessary for healthy relationships and achieving goals.*

*Recognize in oneself and others how social skills affect relationships and achieving goals.*

*Use social skills to collectively achieve mutual goals that affirm identities and perspectives.*

*Analyze and critique the health of relationships and whether they affirm identities and perspectives.*

**Practice 3C:** Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.

### Growth Indicators 3C

*Identify and define the qualities of belonging within a diverse community.*

*Distinguish how systemic injustices across situations and environments affect a sense of belonging.*

*Demonstrate qualities that foster a sense of belonging in a diverse community.*

*Evaluate how one’s responses to situations and environments can impact systemic injustices and foster a sense of belonging.*

## Standard 4: [Relationship Skills](#) & [Collaborative Problem-Solving](#)

**Standard 4:** Establish and maintain healthy, supportive relationships and effectively navigate diverse settings in order to collaboratively solve problems.

**Practice 4A:** Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication (i.e. verbal, auditory, body language, written, etc.).

### Growth Indicators 4A

*Identify how backgrounds can be similar and different and recognize that people may experience situations differently.*

*Use strategies for accepting, respecting, and supporting similarities and differences between oneself and others.*

*Assess communication skills to highlight the personal strengths and unique contributions of relationships with others.*

*Demonstrate empathy through various forms of communication to work collaboratively with others.*

**Practice 4B:** Demonstrate empathy and affirm other’s perspectives during teamwork and collaborative problem solving.

### Growth Indicators 4B

*Understand the needs and emotions of others, and identify ways others are similar and different from oneself.*

*Recognize how to respond to the various social, verbal, physical, and situational cues of others while practicing personal and collective agency.*

*Adapt strategies for accepting, respecting, and supporting similarities and differences between oneself and others.*

*Connect how one’s communication and cultural identity influence perspectives and how it might differ from others.*

**Practice 4C:** Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.

### Growth Indicators 4C

*Identify when someone is experiencing harm or when there is a conflict that needs to be resolved.*

*Recognize when a conflict is able to be resolved between peers and when to seek outside support.*

*Repair and restore relationships with individuals and to communities where harm has occurred.*

*Reflect on participation in practices that repair and restore harm to individuals or community groups.*

**Standard 4:** Establish and maintain healthy, supportive relationships and effectively navigate diverse settings in order to collaboratively solve problems.

**Practice 4D:** Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.

**Growth Indicators 4D**

*Identify ways to solve a problem that is culturally sensitive to the perspective of those involved.*

*Use collaborative problem solving skills to resolve conflict in a way that is culturally responsive to those involved.*

*Understand the context and perspective from which others are making decisions and actively use collaborative approaches to problem solving.*

*Analyze the impact of working together to strengthen relationships by affirming cultural and social perspectives.*

## Standard 5: [Responsible Decision-Making](#) & [Curiosity](#)

**Standard 5:** Demonstrate curiosity and analysis of oneself and society in order to make caring choices that impact personal, social, and collective well-being across situations and

**Practice 5A:** Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.

### Growth Indicators 5A

*Define and recognize curiosity, open-mindedness, and critical thinking.*

*Show, interpret, and make observations of curiosity, open-mindedness, and critical thinking across situations and environments.*

*Develop, explain and investigate opportunities to be curious, open-minded, and think critically across situations and environments.*

*Apply the concepts of curiosity, open-mindedness, and critical thinking to make choices and understand the impact across situations and environments.*

**Practice 5B:** Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.

### Growth Indicators 5B

*Use information, data, and/or facts to define, and recognize choices and solutions for personal and social injustices.*

*Interpret, and make observations about information, data, and/or facts to construct choices and solutions for personal and social injustices.*

*Cite information, data, and/or facts to develop informed choices and solutions for personal and social problems.*

*Design solutions for personal and social injustices based on information, data, and/or facts, and analyze the impact of choices.*

**Practice 5C:** Anticipate, reflect and evaluate the impacts of one’s choices and contributions in promoting personal, family, and community well-being.

### Growth Indicators 5C

*Identify, define and recognize choices and contributions in promoting personal, family, and community well-being.*

*Make observations and show how choices and contributions promote personal, family, and community well-being.*

*Anticipate and explain how choices and contributions promote personal, family, and community well-being.*

*Reflect and evaluate the impact of choices and contributions in promoting personal, family, and community well-being.*

## Appendices

### Glossary of Competencies & Focal Constructs

#### **Agency**

Agency confers the wherewithal to impact positively on this psychological and social reality. It reflects hope and self-direction. Agency is focal among self-management competencies and signifies perceived and actual capacity to effect change through purposeful action. This may include having voice and making choices about learning and career goals, overcoming personal challenges, and engaging in collaborative problem solving. Agency is key to young adults' success, allowing them to take intentional actions to shape the course of their lives. Agency also includes collective efficacy, which has been shown to improve teachers' abilities to improve school outcomes for students from under-resourced communities and to increase coordinated actions among adolescents and adults that contribute positively to civic life (CASEL, n.d.).

#### **Belonging**

Belonging suggests the sense of connectedness and trust needed to engage in co-constructing an equitable, thriving local community and vibrant civil society. It enhances self-worth. Belonging is focal among social awareness competencies and connotes experiences of acceptance, respect, and inclusion within a group or community. It implies not only feeling recognized but also being fully involved in relationship-building and co-creating learning spaces. Having a sense of belonging is critical to students' and adults' cognitive, social, and emotional well-being, as well as school and work satisfaction and academic motivation and achievement (CASEL, n.d.).

#### **Collaborative Problem-Solving**

Collaborative problem-solving acknowledges and helps realize the collective rights and responsibilities of full citizenship in local, national, and global community contexts. It is a critical feature of efforts to pursue equity and excellence. Collaborative problem-solving is focal among relationship skills' competencies and reflects a complex skill set in high demand in our increasingly multifaceted local, national, and global contexts. Distinct from collaborative learning and collaborative decision making, collaborative problem-solving is defined as the capacity of an individual to effectively engage in a process whereby two or more people attempt to solve a problem by sharing the understanding and effort required to come to a solution and pooling their knowledge, skills, and efforts to reach that solution (CASEL, n.d.).

### **Curiosity**

Curiosity reflects the deep need to continuously surface and curate information about oneself in relation to others and the physical world. It prioritizes informed decision making based on open-minded investigation that sparks self-development and careful social analysis. Curiosity is focal among responsible decision-making competencies and can animate critical self- and social-analysis and action. Curiosity has both cognitive and affective elements that contribute to an enduring tendency to pursue knowledge and new experiences. As such, it appears to be essential to attention, engagement, and learning (CASEL, n.d.).

### **Identity**

Identity implies understandings and sensibilities associated with multifaceted personal and social group statuses (often discussed in terms of intersectionality and positionality). It suggests self-reflection and self-respect. Identity is focal among self-awareness competencies and refers to how students (and adults) view themselves. Identity is multidimensional (e.g., race/ethnicity, socioeconomic status, gender, religion, values, interests, etc.), with each dimension having a level of importance and emotional tenor (positive/negative) that may change over time. These dimensions also intersect with each other (e.g., Latina teacher dedicated to a chronically under-resourced school, Indigenous transgender boy leading his school's yearbook club). Having a healthy sense of identity is important developmentally across the lifespan because it buffers against negative or traumatic experiences (e.g., stereotype threat or discrimination) and contributes to positive academic, social, and emotional outcomes (CASEL, n.d.).

### **Relationship Skills**

Relationship skills are the abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed (CASEL, n.d.).

### **Responsible Decision-Making**

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations is known as responsible decision-making. This includes the capacity to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being (CASEL, n.d.).

### **Self-Awareness**

Self-awareness centers around the ability to understand one's own emotions, thoughts, and

values and how they influence behavior across contexts. This includes the capacity to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose (CASEL, n.d.).

### **Self-Management**

Self-management is the ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacity to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals (CASEL, n.d.).

### **Social-Awareness**

The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts is known as self-awareness. This includes the capacity to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports (CASEL, n.d.).

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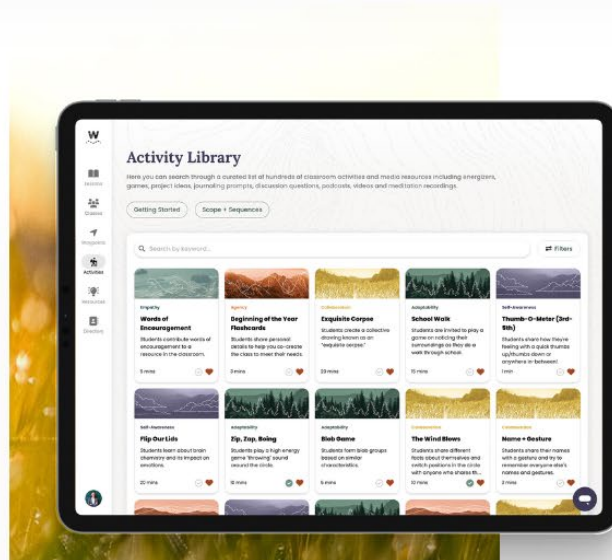
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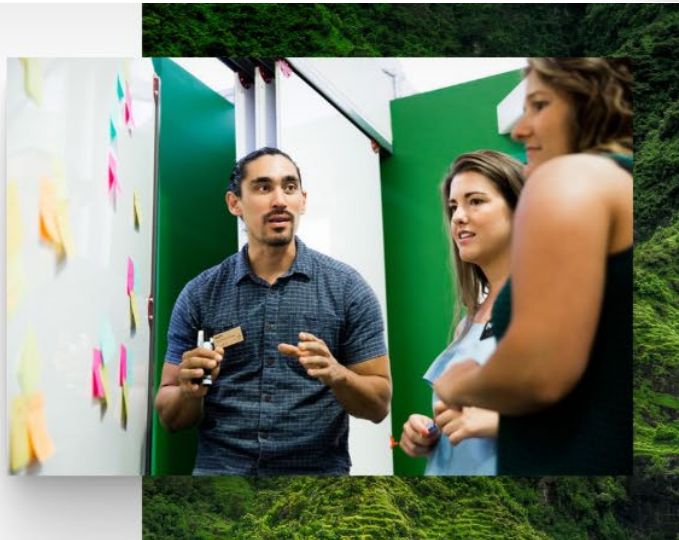
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# SEL IS HIP-HOP CULTURE

Coined by the impactful work of Dr. James P. Comer; one of the world's leading child psychiatrists, social-emotional learning is the practice of using specific skills, habits and mindsets needed to foster healthy personal and interpersonal connections. The 5 competencies of SEL include: Self-Awareness, Self-Management, Social Awareness, Responsible Decision Making and Relationship Skills. Rooted in the African traditions of the griot and the drum, hip-hop began in the South Bronx as a form of personal expression and reaction to the systemically created intolerable socio-economic conditions that African-American and Hispanic people faced in the South Bronx. As an art form of expression, hip-hop embodies the 5 SEL competencies through the 5 elements of hip-hop.

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**I could not find any culturally relevant SEL curriculum resources that spoke to the experiences of students who looked like me, so I created one.**

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**- Jamila Sams MA.ED**

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In light of the murder and tragedy of Tyre Nichols, We Do It for the Culture™ hopes to provide space and tools for processing the murder of Tyre Nichols at police hands. Time after time, people of color and those without privilege are trying to balance the grief and trauma attached to senseless killings at the hands of police officers with the desire to be safe, uphold the law and to just be human.

In this lesson, students will consider Tyre Nichols' death from a social justice lens, reviewing quotes centered around police brutality and systemic racism. They will consider their own thoughts, feelings, and emotions and discuss their reactions as a class.

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To build on the Tyre Nichols lesson and continue the conversation around social justice in your classroom, download the Tyre Toolkit.

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The mission of [Words, Beats & Life \(WBL\)](#) is to transform individual lives and communities through hip-hop culture in all its forms. As a set of cultural practices and art forms with a global reach, hip-hop has demonstrated its power to transform the lives of young people around the world. Through hip-hop, WBL develops programs to support Arts Education and Creative Employment for young creatives throughout the District of Columbia with the human and material resources and opportunities to participate in the

[WORDS BEATS & LIFE](#)

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PRACTICES OF  
PROMISE



SEL INDICATOR: SHARED OWNERSHIP FOR SEL

# Exploring Ways to Share the Power Toward Equitable Decision-Making

Portland Public Schools (Oregon)

The **Practices of Promise** series provides snapshots of districts across the country bringing social and emotional learning (SEL) to life in their communities. Each of these real stories offers a glimpse into how one district is navigating a few of the opportunities and challenges that arise as part of their broader efforts to systemically implement SEL. The series expands on each of [CASEL's Indicators of Districtwide SEL](#), the essential components of systemic implementation.



## THE OPPORTUNITY

For the SEL team in Portland Public Schools (PPS), the process for selecting SEL programs raised some compelling questions:

- **How could they ensure that the programs selected aligned with the district's needs and priorities—particularly its commitment to equity and social justice?**
- **How could the process itself demonstrate and deepen that commitment?**
- **What could the district learn by taking their time with the process, experimenting with shared decision-making, and deepening the interconnection between SEL and equity?**

In their effort to answer these questions, the district's SEL team developed a new, promising approach to program selection—a process rooted in meaningful, sustained collaboration with a wide range of stakeholders.

This need for a collaborative process was particularly compelling in PPS. The district had made great strides in centering equity, but in this majority-white district, some stakeholders felt their voices were not heard. The SEL team wondered how they could design a process that would contribute to choosing the right programs while bringing more voices to the table, sharing decision-making power, building trust in the process, and offering one more way to center the district's work on equity.



## THE STARTING LINE



In PPS, equity has long been a key district priority, as led and implemented by the district's [Racial Equity and Social Justice Department \(RESJ\)](#). In 2011, PPS first developed its [Racial Education Equity Policy](#) as a means to identify disparities in its schools and chart a path for the district to address them.

As the work progressed, the district began to explore how SEL could benefit students and adults in the district, an effort led by SEL Assistant Director Jill Bryant. She and her team believed that SEL could not only support students' academic achievement and well-being, but also the district's existing commitment to racial equity and social justice. With the SEL team residing with the Multi-Tiered System of Supports (MTSS) Department, it was well-positioned to collaborate with RESJ to develop strategies for increasing engagement with their culturally responsive partners in the process for adopting an SEL program.

The work received a boost from a bond measure in November 2020, which provided funding for curriculum in all areas, including SEL. As a result of her collaboration with RESJ, Bryant advised the district to choose a program that would meet the needs and reflect the experiences and identities of the diverse student population. By applying a lens of racial equity, she hoped to avoid choosing a program that might risk excluding, alienating, and even disadvantaging some students based on their heritage or racial or cultural identity.

Bryant also cautioned against leaping into program selection too quickly.

"We knew that if we just gave teachers a curriculum, for most teachers that box of curriculum would just end up in their closet after a year or two," she says.

"As leadership changes, so will initiatives, and before long, that program would be forgotten."

The adoption committee spent the first several months developing their foundational knowledge in [Transformative SEL](#), a form of SEL that applies an equity lens by engaging young people and adults to work toward just and equitable schools and communities.

## WHAT THE RESEARCH SAYS ABOUT SHARED OWNERSHIP



*"Teacher ownership also recognizes that those responsible for change must have a voice in creating and directing that change; teachers are not simply the implementers. Further – teacher ownership recognizes and requires the power of the collective—that is, a shared understanding and shared commitment among those implementing the effort."*

— Annenberg Institute (2017). [Getting to teacher ownership: How schools are creating meaningful change.](#)

*"These features—skillful participation, vision, inquiry, collaboration, reflection, and student achievement—interact to create the new tasks of shared instructional leadership. An abundance of research into school improvement suggests that these features are vital to the school improvement process."*

— Lambert, Linda (2002). ["A framework for shared Leadership."](#) ASCA.

*"We found a significant positive relationship between shared leadership and team performance, supporting the claim of its positive benefits."*

— D'Innocenzo, Lauren, Mathieu, John E., & Kukenberger, Michael R. (2014). ["A meta-analysis of different forms of shared leadership—team performance relations."](#) Journal of Management. 20(10).



## ROUNDING THE CURVE



Once the foundation was set, it was time to begin identifying potential programs. Bryant recognized that the process of selecting programs was as important as the outcome. The district had faced the disruptions of the pandemic and staff turnover in key district leadership roles. Added to this was an ongoing challenge around equity in decision-making. The team recognized an opportunity to hear from stakeholders who had often been marginalized in the past.

The team began by seeking wide-ranging input on their selection criteria for the programs. Once the adoption committee created an initial draft of the criteria, they experimented with ways to get feedback and input on those criteria from a broader range of stakeholders reflective of the larger PPS community. Using that feedback, they were able to revise and finalize their selection criteria.

Next, they did something that had been successful in other districts: they assembled a range of stakeholders to advise and guide the program selection process, striving for representation from families, teachers, and community members. The idea, says Bryant, was to “center engagement from the ground up—not just put a gold stamp on our choice.” Feedback from the PPS community was collected and analyzed with the help of the district research and evaluation team. The adoption committee reviewed the summative data to guide their decision-making process and ultimately identified five promising programs, which were invited to make presentations to the committee.

To ensure the equity of voice in the selection, the committee then created a feedback process for all educators to give input on the programs under consideration, which included a survey and a five-minute video on each program. Drawing on this input, the adoption committee was equipped to determine which programs should be field tested.

For the field test, the team asked for volunteer teachers who would implement the pilot programs for a full seven weeks. From these volunteers, they sought to recruit a balance of teachers, schools, and classrooms that reflected the racial and socioeconomic diversity of the district. The goal: Gain insight into how these programs served (or failed to serve) all Portland students, regardless of their race or socioeconomic status.

The field test included:

- Weekly forms filled out by the participating teachers about the implementation and student reactions
- Classroom observations using a protocol to standardize the data collected
- Interviews with teachers on how the process was going
- Teacher focus groups led by a CASEL facilitator
- Student surveys about each program (see box)

### Asking the Students

A notable element of the PPS’s field test was the student surveys they conducted about each program. Processes like this offer an opportunity to solicit and listen to student voice as part of the effort to encourage agency, a key component of Transformative SEL. Not only do these surveys provide valuable feedback on the programs (Did you like the program? Did it engage you? Did it seem right for your age group?), they offer one more avenue for supporting student agency and communicating to students that they have a say in their education.

The district used these data to inform the final selection of elementary and middle school SEL curriculum. The team plans to conduct a similar process to select high school curriculum.

Bryant readily admits that this process took much longer than is typically allotted for selecting, adopting, and piloting a program. Usually, programs are rolled out in two months, whereas PPS spent two months on the field testing alone. But, as she notes, the time invested reaped exponentially greater dividends. By pursuing this more robust process, the district identified programs that best matched their needs, knowing that they would make adjustments to the curriculum as needed to align with their selection criteria, particularly in relation to their commitment to trauma-informed instruction and racial equity. They also felt more confident that these programs spoke to the wishes of the stakeholders—a key aim in a district that centers its work on equity. Plus, since teachers were directly involved in selecting the program, they were more likely to use and sustain it.

The process also put into practice the district’s commitment to power-sharing and equity of voice, and the committee feels hopeful that their approach has built trust around this effort. In this way, the new strategy offered a dual gain, not only identifying promising programs but also helping to serve and deepen the district’s commitment to racial equity and social justice with multiple stakeholders.



## PORTLAND PUBLIC SCHOOLS AT A GLANCE



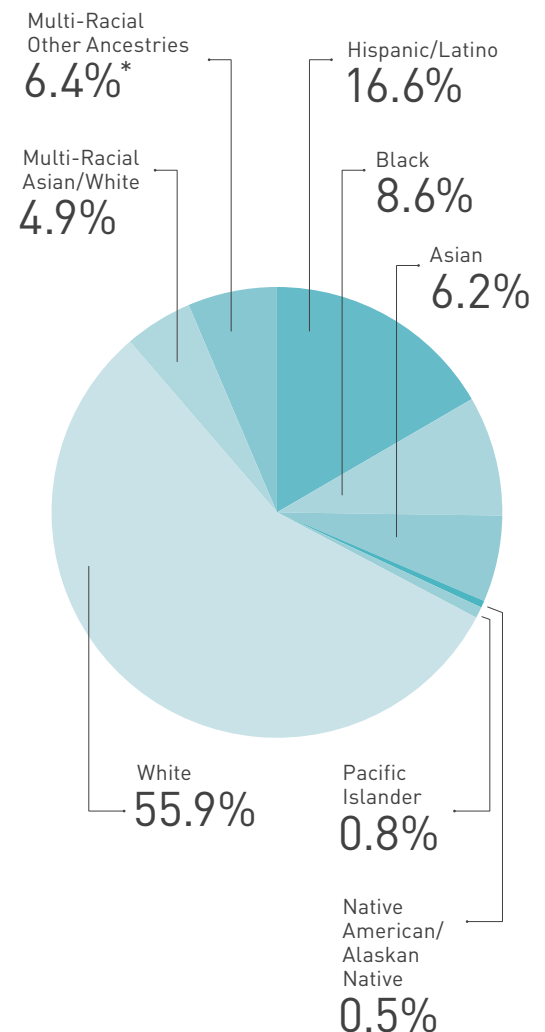
**47,000 STUDENTS**



**81 CAMPUSES**



**7,900 STAFF**



**\* MULTI-RACIAL-OTHER ANCESTRIES:**

- 8%** English learners
- 22%** Free lunch
- 15%** Special education



### CONTINUING FORWARD



With the success of this first pilot and field test, the district is eager to maintain and deepen the gains it has made in its commitment to shared decision-making, equity, and establishing a district culture of trust. Since some stakeholders on the curriculum adoption team are joining the SEL advisory team, the district anticipates a continued commitment to power-sharing and equity of voice in SEL implementation.

The district’s next key step will be to communicate out about the decisions that were collectively made and how the district will proceed. The district has created a public-facing website, [K-12 Social Emotional Learning Program Adoption Site](#). This resource summarizes the process and provides information about the program selection criteria, the field testing, and the programs that were ultimately selected. The site also shares the agendas and goals for the committee meetings that were part of the process.

Bryant believes that this part of the process—ongoing communication and follow-up—is critical to continue to build trust in leadership and a district culture where everyone feels they have a seat at the table. For Bryant, this trust and partnership is the core of the work. **“SEL is the work of the whole district,” she says.**

## APPLYING THIS STORY TO YOUR JOURNEY



### KEY TAKEAWAYS

- Declaring a commitment to equity is not enough in and of itself. Look for opportunities to share decision-making power and solicit input from all stakeholders: staff, students, families, and community members.
- Sharing decision-making means any given process will likely take longer than traditionally expected. But it is time well-spent for districts that want to ensure equity of voice and a sense of shared ownership of SEL implementation.
- Building trust and engagement is never done. To ensure that stakeholders continue to be engaged, follow up and communicate out about decisions that are made. If stakeholders see the impact of their involvement, they'll continue to be supportive and engaged.
- Collect input from a range of stakeholders through a variety of procedures. Surveys, focus groups, classroom observations, and interviews all have a place in the process, depending upon the input sought and the stakeholders who are engaged.
- Be sure to engage students when seeking feedback. They offer a valuable perspective on what's working and what's not. Plus, by asking their opinion, you can bolster their feeling of agency in their own education.



### REFLECTION QUESTIONS FOR SEL TEAMS

- How are the voices of campus staff, central leadership, students, and the community centered in your SEL leadership decisions?
- What processes or protocols do you use to gather input from stakeholders?
- How does the way your district makes SEL decisions demonstrate its commitment to inclusion and equity?
- How do stakeholders in your district perceive their relationship to district leadership? Do they feel included and heard?
- What voices in your district have traditionally been excluded from decision-making? How can you invite and encourage them to participate in ownership of SEL implementation?



### ADDITIONAL RESOURCES

[CASEL's District Resource Center](#) Follow a districtwide process for supporting SEL implementation across schools and access a library of SEL resources with step-to-step guidance from leading districts on these topics, among others:

- [A Process for Developing Family and Community Partnerships](#)
- [Equity Considerations for SEL Implementation](#)

[District SEL Best Practices: Cultivating Shared Leadership for Schoolwide SEL](#), video from Austin Independent School District

[Selecting an Evidence-Based Program](#) This tool offers guiding questions and a rating table template to determine whether an evidence-based program answers the needs of your students, families, teachers, school, and district.

[Family/Caregiver Survey on Schoolwide SEL Implementation](#) (also in [Spanish](#)). Includes a sample letter and survey items to learn from families and caregivers about their perceptions and experiences of social and emotional learning at their child's school.

[Districtwide SEL Program and Initiative Inventory](#) A tool to learn about past and current SEL-related work being implemented across the district.

[Group Reflection Protocol for SEL](#) Guidance for leading discussions about the CASEL SEL framework, suitable for a wide range of stakeholders.

[SEL 101 Sample Introductory Presentation](#) Download and adapt this sample presentation to introduce SEL to staff, families, community partners, and other stakeholders.

### Districtwide Indicators of SEL Implementation

High-quality SEL implementation can take three to five years to fully scale across a district. The indicators provide evidence of high-quality implementation throughout the process. Learn more <https://drc.casel.org/what-is-sel/indicators-of-districtwide-sel/>



Shared ownership



Systems & structures



Sustained commitment



Staff SEL



Explicit SEL programs



Instruction & climate



Youth voice



Family partnerships



Community partnerships



Continuous improvement

## TOOL: Indicators of Schoolwide SEL Walkthrough Protocol (OST)

School Community \_\_\_\_\_ Observer Name(s) \_\_\_\_\_ Date \_\_\_\_\_

### Definitions

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Schoolwide SEL across a full school community and program site is a systemic approach to integrating academic, social, and emotional learning across classrooms and out-of-school time (OST) program spaces, the school building, and in collaboration with families and community partners. This approach provides a learning environment that infuses SEL into all aspects of instruction and programming and promotes equitable outcomes for all youth.

### Purpose

This protocol is designed to help SEL teams and/or observers look for [indicators of schoolwide SEL](#). The protocol is designed to support the continuous improvement of schoolwide SEL implementation. SEL teams can use data from this protocol to set implementation goals, reflect on and track progress, and develop or adjust action plans. By rating the indicators of schoolwide SEL, the walkthrough protocol allows observers and educators to focus on feedback and development. It is not a comprehensive evaluation system, but should be one of multiple measures for coaching and feedback. School communities are encouraged to be inclusive by involving a broad range of stakeholders in use of this walkthrough protocol, which could also include students and family members.

### Design

This protocol is divided into two sections that allow observers to look for evidence of schoolwide SEL across multiple contexts:

- **Section 1: Classroom/program climate and practices.** This section provides guidance on observing climates and practices. It is not intended to provide data on individual staff members or spaces. Rather, it should be used to support teams tracking the progress of schoolwide SEL implementation *across* settings. Before beginning observations, it is helpful to explain to staff the purpose of the visit and to observe multiple classrooms and spaces during different times of the day.
- **Section 2: Schoolwide systems and practices.** This section provides guidance on observing schoolwide SEL implementation across the school's climate, family and community partnerships, and continuous improvement systems. In addition to observations in common areas, it is necessary to have conversations with school and OST program staff, leadership, the SEL team, community partners, and youth and/or their families to better understand how SEL is being implemented across contexts. When having conversations with these stakeholders, request relevant artifacts to help score the protocol accurately.

### Scoring

- When using the rubric, score each item on a scale from 4 (strong evidence) to 1 (weak or no evidence).

#### Section 1

- "4" indicates strong evidence that SEL is internalized and owned by educators and youth.
- "3" indicates that classrooms and program spaces are effectively promoting SEL but efforts are mostly educator-led.
- "2" indicates that classroom and program practices attempt to promote SEL but are inconsistent.
- "1" indicates that there is not yet evidence that classroom and program practices are attempting to promote SEL through this item. If there was an opportunity to see something and it was not done, that should be a "1"
- Score "not observed" if you do not have enough information to provide an accurate score. This should be used sparingly. Scoring "not observed" may be due to time constraints and not being in a classroom long enough to see a particular strategy or behavior.

- Each component in this section includes “look-fors” that are intended to serve as guidance only. These look-fors are not an exhaustive list and should not be the only practices and strategies to look for.

## Section 2

- “4” indicates strong evidence that SEL is seamlessly integrated into systems and practices across the school community.
- “3” indicates that schoolwide systems and practices are effectively promoting SEL but not yet fully integrated into all aspects of the school community.
- “2” indicates that schoolwide systems and practices attempt to promote SEL but are inconsistent across the school community..
- “1” indicates that there is not yet evidence that schoolwide systems and practices are attempting to promote SEL through this item.
- Score “not observed” if you do not have enough information to provide an accurate score. This should be used sparingly. Scoring “not observed” may be due to time constraints, not being in common areas long enough to see a particular strategy or behavior, or not being able to observe SEL practices and strategies that occur outside of the regular school day.
- Each component in this section includes “look-fors” that are intended to serve as guidance only. These look-fors are not an exhaustive list and should not be the only practices and strategies to look for.

## Procedure

- Classroom or Program Space
  - Identify which classrooms and program spaces you will visit before getting started, and let each teacher know the purpose of the walkthrough and how many observers to expect. It is important for them to know that you are not evaluating their classroom or space, and instead are observing SEL implementation in multiple spaces and throughout the school community. It is good practice to share the results of the walkthrough once it is completed, since it is a learning opportunity for all educators.
  - Be systematic and consistent with how long you spend in each observed classroom or program space. This protocol was designed to be used with 15-minute visits to each classroom or space. This short of an interval allows observers to visit more classrooms, program spaces, and common areas. However, such a short interval can result in data that are less reliable. For example, only being in a space for 15 minutes means you will miss a lot of the instruction or programming that will happen during rest of the day. Results of the walkthrough will be impacted by when you are and are not in each space. More accurate data can be collected if classrooms and spaces are visited for longer amounts of time. The most important factor is consistency in observations. If you observe one space for 30 minutes, be sure the rest of your observations are also 30 minutes long.
  - Be mindful of how note taking can be perceived by educators. In some instances, it may make them feel uncomfortable, so consider not taking notes when you’re in the classroom. If you don’t take notes in the classroom you can write them down afterwards once leaving the room.
- Schoolwide
  - Before getting started, identify stakeholders who are available and willing to have a conversation about schoolwide SEL with observers. It is helpful when building leaders, educators, OST program staff, support staff, youth, and families can provide their perspectives on schoolwide SEL and how it is being implemented.
  - Request artifacts that relate to schoolwide SEL to help with scoring this walkthrough protocol. Asking about artifacts before starting the walkthrough can identify SEL practices and strategies to look for. Asking about artifacts after the walk allows observers to follow upon SEL practices and strategies they observed in practice.
  - Identify which common areas you will observe before getting started. You will want to visit areas where youth and adults are interacting, such as the main office, cafeteria, library, gymnasium, and outdoor spaces.
  - Make sure to time the walkthrough so you are in hallways during transitions.
  - Score this section of the protocol after all common areas have been visited, and after having conversations with stakeholders and reviewing any artifacts they offered. Each of these will be important to draw upon when scoring this section.

## Section 1: Classroom/Program Climate and Practices

This section guides observers in looking for evidence of schoolwide SEL across classroom and program climate and practices. It is not intended to evaluate or assess individual educator or classroom or program space. Before beginning the walkthrough, it is helpful to explain the purpose of the visit and to observe multiple spaces during different times of the day.

	4	3	2	1	Not Observed
<b>1. Supportive climate</b>					
<b>Learning environments are supportive, culturally responsive, and focused on building relationships and community.</b>					
<b>1a. Adult-youth relationships</b>  <u>Look for/Learn about:</u>  -Addresses each young person by name - Response to youth needs - Positive educator language - Affirming youths’ efforts - Youth sharing ideas, perspectives, concerns	<p><b>Virtually all youth share their ideas</b>, perspectives and concerns with their teacher or program staff member and their peers.</p> <p>Educator joins in youths’ activities, <b>positively communicates</b> and demonstrates warmth and enjoyment with young people.</p> <p>Educator <b>acknowledges youth by name</b> and <b>affirms their</b> interests, efforts and accomplishments in the classroom or program space.</p> <p>Educator demonstrates awareness to and <b>responds to youth needs</b> and demonstrates that they <b>appreciate each young person as an individual</b>.</p>	<p>Over half of young people share their ideas, perspectives and concerns with their teacher or program staff member and their peers.</p> <p>Educator acknowledges youth by name and affirms their interests, efforts and accomplishments in the classroom or program space.</p> <p>Educator demonstrates awareness to and responds to youth needs and demonstrates that they appreciate each young person as an individual.</p>	<p>Less than half of young people share their ideas, perspectives and concerns with their teacher or program staff member and their peers.</p> <p>Educator attempts to build a positive relationship with youth.</p> <p>Educator does not seem aware that some youth are not participating fully in classroom or program activities.</p>	<p>Young people are not yet sharing their ideas, perspectives and concerns with their teacher or program staff member. Educator is primarily concerned with conveying content or instructions.</p> <p>There is not yet evidence that the educator has established positive relationships with all youth.</p>	
<b>1b. Cultural responsiveness</b>  <u>Look for/Learn about:</u>  - Educator learns about youths’ cultures, backgrounds, talents, and interests. - Youth experiences and identities reflected in classroom or program materials, curriculum, programming and/or instruction - Posted youth work that reflects their identities, cultures, and/or life experiences - Youth of all subgroups actively engaged in classroom activities and programming	<p><b>Virtually all youth share about their lives and backgrounds.</b></p> <p>Young people of all subgroups (e.g. race, gender) are <b>actively engaged</b> and <b>collaborate with one another</b> and try to <b>understand each other’s perspectives</b>.</p> <p>Educator <b>encourages</b> youth to <b>share</b> their stories with one another and to have <b>pride</b> in their history and linguistic and cultural identities.</p> <p>Educator affirms youths’ languages and cultural knowledge by integrating it into classroom conversations and using <b>materials incorporating youths’ racial and ethnic identities</b>.</p>	<p>More than half of youth of all subgroups share about their lives and backgrounds.</p> <p>Educator encourages youth to share their stories with one another and to have pride in their history and linguistic and cultural identities</p> <p>Affirming materials, messages and images about youths’ racial and ethnic identities are present throughout the classroom or program space.</p>	<p>Less than half of young people share about their lives and backgrounds.</p> <p>The educator is somewhat using instructional or programmatic practices that draw upon youths’ lived experiences.</p> <p>Educator uses classroom or program materials and curriculum that are representative of diverse groups.</p>	<p>Youth are not yet sharing about their lives and backgrounds.</p> <p>The educator is not yet using instructional or programmatic practices that draw upon youths’ lived experiences.</p> <p>There is no classroom library or other available materials that contain multicultural content that reflect the perspectives of and show appreciation for diverse groups yet.</p>	

<p><b>1c. Routines and procedures</b></p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> <li>- Classroom or program activities introduced</li> <li>- Predictable routines and procedures</li> <li>- Routines and procedures promote expression of social and emotional competencies.</li> </ul>	<p><b>Youth assume responsibility for routines and procedures</b> and execute them in an orderly, efficient and self-directed manner, requiring little or no direction or narration.</p> <p>Educator creates <b>predictability</b> in daily routines, <b>cues</b> youth for upcoming activities, and provides <b>reminders</b> when needed of classroom or program procedures.</p> <p>Classroom or program routines and procedures are <b>not overly restrictive and promote autonomy</b>.</p>	<p>A subset of youth assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring little or no direction or narration.</p> <p>Educator provides youth with clear guidance when introducing classroom or program activities, such as what is expected, learning objectives, and whether and how they should collaborate with peers.</p> <p>At times, classroom or program routines and procedures were observed to restrict expression of youth social and emotional competencies.</p>	<p>Youth engage in familiar routines and procedures with comfort and ease.</p> <p>Educator is beginning to provide youth with guidance when introducing classroom or program activities, such as what is expected, learning objectives, and whether and how they should collaborate with peers.</p> <p>Classroom or program routines and procedures tend to be restrictive and limit autonomy.</p>	<p>Youth do not appear to be familiar with classroom or program routines and procedures, requiring educator direction or narration.</p> <p>Clear routines and procedures are not yet developed.</p>	
<p><b>1d. Youth-centered discipline</b></p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> <li>- Strategies/tools available for youth to problem-solve and self-manage (e.g., reflection posters, reflection sheets, etc.).</li> <li>- Use of verbal and non-verbal cues to communicate and promote expected behaviors.</li> <li>- Reinforce desired behaviors.</li> <li>- Discreet redirection of problem behaviors.</li> </ul>	<p>Youth <b>monitor and regulate</b> their behavior and emotions in the classroom or program space.</p> <p>Youth use <b>problem-solving strategies and tools</b> to resolve conflicts.</p> <p>Educator <b>redirects</b> any behavior challenges <b>respectfully and discreetly</b> by encouraging youth reflection and use of <b>SEL strategies</b> and does so consistently across all youth.</p> <p><b>Educator models</b>, teaches and offers specific tools and <b>problem-solving strategies</b> that youth can use to resolve conflicts, monitor their own behavior and emotions, repair relationships, and seek help when needed in the classroom or program space.</p>	<p>Youth attempt to use problem-solving strategies and tools to resolve conflict.</p> <p>Educator redirects any behavior challenges respectfully and discreetly and does so consistently across all youth.</p> <p>Educator is beginning to teach and offer tools and problem-solving strategies that youth can use to resolve conflicts and monitor their own behaviors and emotions.</p>	<p>Few youth attempt to use problem-solving strategies and tools to resolve conflict.</p> <p>Educator responds to behavior challenges respectfully but takes time away from lessons/activities and/or does not effectively resolve the problem.</p> <p>The approach to discipline in this space relies on punitive consequences, such as removing privileges.</p>	<p>Youth are not regulating their behavior and emotions in the classroom or program space.</p> <p>Educator does not yet respond to behavior challenges respectfully or responds to misbehavior in a way that is not consistent across all youth.</p>	
<p><b>1e. Community-building</b></p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> <li>- Opportunities for youth to connect with each other (e.g., team talk, circles, morning meetings).</li> </ul>	<p><b>Virtually all youth contribute</b> to class or program discussions, take an active role in supporting their peers, and there is a <b>strong sense of inclusivity</b>.</p>	<p>More than half of youth contribute to class or program discussions and participate in activities.</p> <p>Educator models respectful interaction and provides</p>	<p>Less than half of youth contribute to class or program discussions and participate in activities.</p>	<p>Youth are not yet contributing to class or program discussions and participating in activities.</p> <p>Educator does not yet use strategies to help youth get to know one another.</p>	

<ul style="list-style-type: none"> <li>- Physical space is set up to foster community (e.g., whole-group meeting spot, desks arranged for collaboration).</li> <li>- Classroom or program shared agreements posted.</li> </ul>	<p><b>Educator models warm and respectful interaction</b> and provides frequent opportunities for youth to dialogue, get to know one another, and discuss their social and emotional competencies.</p> <p>Educator uses <b>shared agreements</b> and <b>classroom or program routines to help youth collaborate and reflect</b> on how they want to treat one another and learn together in the space.</p> <p>The classroom is <b>set up</b> in a way that promotes student interaction.</p>	<p>frequent opportunities for youth to dialogue and get to know one another.</p> <p>Shared agreements are present but may not be referenced directly.</p> <p>The classroom or program space is set up in a way that promotes youth interaction.</p>	<p>Educator provides some opportunities for youth to get to know one another.</p> <p>The classroom or program space is set up in a way that promotes youth interaction.</p>	<p>The classroom or program space is not yet set up in a way that promotes youth interaction.</p>	
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**2. Explicit SEL instruction**  
**Youth have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.**

<p><b>2a. Explicit SEL instruction</b></p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> <li>- Evidence of a SEL program (e.g., posters, circles, related youth work, student-of-the-day stickers).</li> <li>- Structured SEL lessons.</li> </ul>	<p>Youth lead routines or learning activities and regularly connect their perspectives and experiences to instruction.</p> <p>Virtually all youth are <b>actively engaged in explicit SEL instruction</b>, reflecting on their own social and emotional competencies, <b>and practicing</b> the skills they are learning with peers.</p> <p>Teacher provides <b>developmentally appropriate direct instruction on social and emotional skills</b>.</p> <p>Instruction and programming consistently employ active forms of learning, containing activities that clearly emphasize developing personal and social skills, and targets specific social and emotional skills.</p> <p>Educator provides time for youth to practice what they are learning.</p>	<p>More than half of youth are actively engaged in explicit SEL instruction, reflecting on their own social and emotional competencies, and practicing the skills they are learning with peers.</p> <p>Educator provides developmentally appropriate direct instruction on social and emotional skills.</p> <p>Instruction and programming mostly employ active forms of learning, containing activities that emphasize developing personal and social skills, and targets specific social and emotional skills.</p>	<p>Less than half of youth are actively engaged in explicit SEL instruction, reflecting on their own social and emotional competencies, and practicing the skills they are learning with peers.</p> <p>Educator provides some opportunities for youth to practice social and emotional skills in ways that are mostly developmentally appropriate and culturally responsive.</p> <p>Instruction and programming target specific social and emotional skills, but learning is somewhat passive.</p>	<p>Youth are not yet participating in explicit SEL instruction.</p> <p>Educator does not yet provide direct instruction on explicit on social and emotional skills.</p> <p>There are little to no opportunities for youth to practice social and emotional skills.</p>	
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3. SEL integrated with instruction					
SEL content and objectives are integrated into rigorous instruction through interactive and collaborative pedagogies. This enables ongoing practice of SEL skills and strengthens teaching and learning.					
<p><b>3a. Fostering academic mindsets</b></p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> <li>- Visible materials or discussion about mindsets (e.g., growth vs. fixed)</li> <li>- Positive verbal and/or non-verbal expectations communicated.</li> <li>- Evidence that youth are able to redo work when they make mistakes.</li> <li>- Challenges normalized and mistakes framed as opportunities</li> </ul>	<p>Virtually all youth are actively engaged in tasks and discussions.</p> <p>Youth <b>provide constructive feedback to their peers</b>, share their thinking and discuss different approaches or answers to questions.</p> <p>Educator sets <b>high expectations</b> and expresses confidence that all youth <b>can persevere</b> through challenging material or tasks.</p> <p>Educator <b>facilitates discussions that honor more than one right answer</b> and expresses interest in youths' thinking.</p> <p>Educator provides specific and frequent <b>feedback for improvement and offers youth opportunities to fix mistakes.</b></p>	<p>More than half of youth are engaged in tasks and discussions.</p> <p>Youth share their thinking and discuss different approaches or answers to questions.</p> <p>Educator sets high expectations for all youth and expresses confidence that all youth can persevere through challenging material or tasks.</p> <p>Educator expresses interest in youth thinking and offers youth opportunities to fix mistakes.</p> <p>The educator provides additional support to guide youth through challenges when needed.</p>	<p>Less than half of youth are engaged in tasks or discussions.</p> <p>Educator sets high expectations for all youth and offers youth opportunities to fix mistakes.</p> <p>The educator provides additional support to guide youth but may jump in with the answers rather than allow for productive struggle</p>	<p>Youth are not yet engaged in tasks or discussions.</p> <p>The educator does not yet communicate high expectations for all youth.</p>	
<p><b>3b. Aligning SEL and academic objectives</b></p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> <li>- SEL standards and/or SEL learning objectives embedded into academic learning and/or programming.</li> <li>- Connecting SEL competencies to content.</li> <li>- Youth self-assess and/or reflect on use of SEL competencies.</li> </ul>	<p>Virtually all youth regularly share their perspectives on <b>how social and emotional competencies connect to what they're learning</b> and initiate reflection on their own social and emotional development.</p> <p>Educator engages youth in meaningful discussions that make <b>connections between SEL and content.</b></p> <p>Educator provides time and guidance for <b>youth reflection</b> on social and emotional competencies.</p> <p><b>SEL standards and/or learning objectives</b> are specified by the educator and are embedded into instruction and/or programming.</p>	<p>Most youth share their perspectives on how social and emotional competencies connect to what they're learning and initiate reflection on their own social and emotional development.</p> <p>Educator engages youth in meaningful discussions that connect SEL to content.</p> <p>Educator is starting to facilitate youth reflection on social and emotional competencies.</p> <p>SEL standards and/or learning objectives are not yet specified by the educator.</p>	<p>Some youth share their perspectives on how social and emotional competencies connect to what they're learning and initiate reflection on their own social and emotional development.</p> <p>Educator is beginning to engage youth in discussions that connect SEL to content.</p> <p>SEL standards and /or learning objectives are not yet specified by the educator.</p>	<p>Youth do not yet reflect on social and emotional competencies and make connections to what they're learning.</p> <p>Educator does not attempt to engage students in discussion that connects SEL to content and does not yet facilitate youth reflection on social emotional competencies.</p> <p>There is not yet evidence that SEL standards, goals, or learning objectives /guidelines inform instruction and/or programming.</p>	

<p><b>3c. Interactive pedagogy</b></p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> <li>- Extent to which educator facilitates discussions and activities with high levels of youth engagement</li> <li>- Youth self-assessment and/or reflection that occurs during lessons or programming.</li> <li>- Educator's use of cooperative structures (e.g., turn to your partner).</li> <li>- Young people's collaboration with each other</li> <li>- Ratio of youth to educator speech</li> </ul>	<p><b>Youth talk time exceeds educator talk time</b> during instructional/programming time with more than half of youth provide input during group discussions or activities.</p> <p>Virtually all youth <b>collaborate effectively</b> with one another to complete tasks and monitor their own interactions to ensure input from all group members.</p> <p>Educator uses <b>cooperative activities</b> that encourage all youth to apply social and emotional skills to engage with content.</p> <p>Educator provides opportunities for youth to discuss and <b>reflect</b> on how they are working together as a group and how they can ensure all ideas are heard.</p>	<p>Youth talk is equal to educator talk during instructional/programming time with half of youth providing input during group discussions or activities.</p> <p>Educator uses activities that engage youth in meaningful discussion and collaboration.</p> <p>Discussions and cooperative learning opportunities are structured to help ensure most young people's ideas are heard.</p>	<p>Youth do less than half the talking during instructional or programming time with less than half of youth provide input during group discussions or activities.</p> <p>Educator tries to use practices that engage youth in discussion and collaboration.</p> <p>Educator talk, or the voices of a small group of youth, may dominate the lesson or activity.</p>	<p>Youth talk and interaction is minimal.</p> <p>There is not yet evidence that the educator uses practices that engage youth in discussion and collaboration.</p> <p>Instruction or programming is largely educator driven.</p>	
<p><b>4. Youth voice and engagement (classroom/program level)</b> Staff honor and elevate a broad range of youth perspectives and experiences by engaging youth as leaders, problem-solvers, and decision-makers.</p>					
<p><b>4a. Youth voice and engagement</b></p> <p><u>Look for/Learn about:</u></p> <ul style="list-style-type: none"> <li>- Young people's contributions to/leadership in the classroom or program space.</li> <li>- Youth voice and/or choice in learning activities.</li> <li>- Opportunities for youth to share their opinions and devise strategies for classroom or program improvement.</li> <li>- Displays of youth work.</li> <li>- Displays of youth survey results.</li> </ul>	<p>Youth <b>co-design and lead their own approaches to learning</b>, and regularly <b>drive discussions</b> as developmentally appropriate.</p> <p>Virtually all youth give <b>input</b> when making choices about classroom or program projects, operations, and/or routines.</p> <p>Educator provides youth with developmentally appropriate <b>opportunities to contribute to decision-making</b> around classroom or program projects, operations, or routines.</p> <p>Educator designs instruction around youths' interest/motivation and provides frequent opportunities for youth to express their point of view, co-construct knowledge, and <b>make choices</b>.</p>	<p>More than half of youth give input on classroom or program projects, operations, and/or routines.</p> <p>More than half of youth take on developmentally appropriate leadership roles in the classroom or program space.</p> <p>Educator offers meaningful choices for youth to select from and designs instruction/programming around young peoples' interests/motivations.</p> <p>Educator provides opportunities for many young people to take developmentally appropriate leadership roles in the classroom or program.</p>	<p>Less than half of youth have leadership opportunities in the classroom or program.</p> <p>Educator offers meaningful choices for youth to select from.</p> <p>Educator provides opportunities for a few youth to take developmentally appropriate leadership roles in the classroom or program.</p>	<p>Youth have minimal input into classroom or program activities.</p> <p>Learning and programming is predominantly educator driven.</p>	

## Section 2: School Community-wide Systems and Practices

This section provides guidance on observing schoolwide SEL implementation across the school community’s climate, family and community partnerships, and continuous improvement systems. For this section, it may be beneficial to include conversations with school staff, out-of-school time staff, leadership, the SEL team, community partners, and youth and/or their families to better understand the ways strategies occur within their respective contexts and to review relevant artifacts, along with observations of common areas.

School Community					
	4	3	2	1	Not Observed
<b>1. Youth voice and engagement (school community level)</b>					
Staff honor and elevate a broad range of youth perspectives and experiences by engaging youth as leaders, problem-solvers, and decision-makers.					
<b>1a. Youth voice and engagement</b> <b>Look for/Learn about:</b> <ul style="list-style-type: none"> <li>- There is evidence of youth participation (via surveys, journal writing, or other products).</li> <li>- Youth serve on decision-making and/or advisory teams.</li> <li>- <b>There is evidence of service-learning projects or youth-led awareness campaigns.</b></li> </ul>	There are meaningful, developmentally appropriate opportunities for all youth to <b>share their opinions, take on leadership roles</b> , devise strategies for school improvement, and inform decision-making around issues that they prioritize.	Most youth have developmentally appropriate opportunities to elevate their voice and leadership skills. Youth are invited to share their opinions and inform decision-making.	Youth leadership opportunities are limited to structures like student government, where few youth have opportunities to participate. At times, youth are invited to share their opinions and inform decision-making.	The school community does not yet invite youth to share opinions or take on leadership roles.	
<b>2. Supportive climate</b>					
The learning environment is supportive, culturally responsive, and focused on building relationships and community.					
<b>2a. Sense of community and safety</b> <b>Look for/Learn about:</b> <ul style="list-style-type: none"> <li>- SEL-focused norms are displayed in common areas.</li> <li>- Youth and staff model social and emotional competencies.</li> <li>- There are inviting, well-maintained common areas.</li> <li>- A variety of meaningful, creative, and recent youth work is prominently displayed.</li> </ul>	Culturally responsive and collaboratively developed <b>norms</b> clearly convey how all staff and young people agree to interact with each other. Clear <b>routines and procedures</b> are evident and contribute to the safety of youth and staff in common areas. Youth and staff consistently model norms and social and emotional competencies.	Clear norms for interactions are evident throughout the school community. Routines and procedures are mostly followed. Youth and staff can navigate common areas safely. Most youth and staff model norms and social and emotional competencies.	Norms are present in some areas but not consistently followed or reinforced. Routines and procedures are unclear in some areas, but youth and staff can navigate most common areas safely. Some youth and staff model norms and social and emotional competencies.	There is no evidence that norms have been developed yet. Safety may be a concern for youth and staff.	

<p><b>2b. Staff and youth relationships</b></p> <p><b>Look for/Learn about:</b></p> <ul style="list-style-type: none"> <li>- Staff greet youth as they arrive at school and at class or programming, and in the halls as appropriate.</li> <li>- Staff demonstrate knowledge of youth on a personal level.</li> </ul>	<p>Staff engage regularly in <b>positive and encouraging interactions with youth in common areas</b>. At times, youth initiate these interactions. Staff demonstrate knowledge of youth on a <b>personal level</b>. Feedback around norms for common spaces is shared in a way that respects <b>youths' dignity</b>.</p>	<p>Staff have mostly positive interactions with youth in common areas. Feedback around norms for common spaces is shared in a way that respects youths' dignity.</p>	<p>Staff have mostly neutral interactions with youth in common areas. At times, feedback around norms in common spaces is negatively framed.</p>	<p>Staff have limited or frequently negative interactions with youth in common areas.</p>	
<p><b>2c. Staff relationships</b></p> <p><b>Look for/Learn about:</b></p> <ul style="list-style-type: none"> <li>- Staff greet one another in the halls as appropriate.</li> <li>- Staff demonstrate knowledge of one another on a personal level.</li> </ul>	<p>Staff are highly supportive of one another. Interactions are <b>friendly and respectful</b>. Staff seek out <b>collaborative</b> relationships.</p>	<p>Staff are supportive of one another. Interactions are friendly and respectful.</p>	<p>Staff mostly interact professionally with one another but do not show active support for one another.</p>	<p>Staff do not regularly interact with each other or have negative staff relationships.</p>	
<p><b>2d. Youth relationships</b></p> <p><b>Look for/Learn about:</b></p> <ul style="list-style-type: none"> <li>- Youth interactions that are respectful, friendly, and inclusive.</li> </ul>	<p>Youth seem to genuinely care for one another and hold one another accountable for <b>respectful interactions</b>. There is a sense of <b>inclusivity</b> among all youth.</p>	<p>Youth interactions are respectful and friendly.</p>	<p>Youth are somewhat respectful to peers, but they may have a few conflicts.</p>	<p>Youth are routinely disrespectful to one another and/or have frequent conflicts with peers.</p>	

<p><b>3. Focus on adult SEL</b></p> <p>Staff have regular opportunities to cultivate their own social, emotional, and cultural competence; collaborate with one another; build trusting relationships; and maintain a strong community.</p>					
<p><b>3a. Focus on adult SEL</b></p> <p><b>Look for/Learn about:</b></p> <ul style="list-style-type: none"> <li>- There are documented staff shared agreements.</li> <li>- SEL is integrated into staff meetings.</li> <li>- Staff model social and emotional competencies through their interactions.</li> </ul>	<p>Staff have regular <b>professional learning</b> opportunities to cultivate adult SEL and SEL strategies. Most staff are regularly engaged in collaborative learning or planning, and <b>SEL practices are embedded in all staff meetings</b>. Staff consistently <b>model</b> social, emotional, and cultural competencies through their interactions.</p>	<p>Staff have many opportunities to cultivate adult SEL and SEL strategies. Some staff are engaged in collaborative learning or planning, and SEL practices are embedded in some meetings. Many staff model social, emotional, and cultural competencies through their interactions.</p>	<p>SEL topics or practices are occasionally included in staff professional learning or meetings. Few structures exist for staff to collaboratively learn or plan. Some staff model social, emotional, and cultural competencies through their interactions.</p>	<p>SEL is infrequently or not yet part of staff practices, meetings, or professional learning. Few staff model social, emotional, and cultural competencies through their interactions.</p>	
<p><b>4. Supportive discipline</b></p> <p>Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably enforced.</p>					
<p><b>4a. Supportive discipline</b></p> <p><b>Look for/Learn about:</b></p> <ul style="list-style-type: none"> <li>- A code of conduct promotes instructive, restorative, and developmentally appropriate discipline policies and practices.</li> <li>- There is evidence of circles/other restorative practices.</li> </ul>	<p>Discipline policies and procedures are well-documented and avoid exclusionary discipline. Staff examine discipline data to ensure <b>equitable</b> outcomes for youth. Staff follow documented <b>policies and procedures</b> and are highly effective at using <b>restorative, instructive, and developmentally appropriate behavioral responses</b>.</p>	<p>Discipline policies and procedures are well-documented and avoid exclusionary discipline. Staff examine discipline data a few times a year to ensure equitable outcomes for youth. Staff mostly follow documented policies and procedures, and most staff use restorative, instructive, and developmentally appropriate behavioral responses.</p>	<p>Discipline policies and procedures are documented and mostly avoid exclusionary discipline. Staff examine discipline data a few times a year, but do not effectively use data to ensure equitable outcomes. Staff are inconsistent at following documented policies and procedures. Staff inconsistently use restorative, instructive, and developmentally appropriate behavioral responses.</p>	<p>Discipline policies and procedures are punitive, subjective, or not well documented. Staff responses to youth behaviors are ineffective, punitive and/or inequitable.</p>	
<p><b>5. A continuum of integrated supports</b></p> <p>SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all youth needs are met.</p>					
<p><b>5a. A continuum of integrated supports</b></p> <p><b>Look for/Learn about:</b></p> <ul style="list-style-type: none"> <li>- The SEL team meets regularly with the team or staff responsible for reviewing youth referrals and assignments to interventions to ensure coordination and alignment of social and emotional support.</li> </ul>	<p>Academic and behavior supports offered at all tiers meet the needs of all youth. <b>SEL language, practices, and priorities are embedded in planning, implementation, and progress monitoring of academic and behavioral supports at all tiers</b>.</p>	<p>Academic and behavior supports offered at all tiers meet the needs of most youth. SEL language, practices, and priorities are included in planning, implementation, and progress monitoring of most academic and behavioral supports.</p>	<p>Academic and behavior supports offered at all tiers meet the needs of some youth. SEL language, practices, and priorities are included in planning, implementation, and progress monitoring of some academic and behavioral supports.</p>	<p>The school community has not developed a continuum of supports; OR</p> <p>SEL is not yet included in planning, implementation, and progress monitoring of academic and behavioral supports.</p>	

Family and Community					
	4	3	2	1	Not Observed
<b>6. Authentic family partnerships</b>					
Families and staff have many and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.					
<b>6a. Authentic family partnerships</b> <b>Look for/Learn about:</b> <ul style="list-style-type: none"> <li>- There are family-facing newsletters and evidence of two-way communication between families and educators.</li> <li>- There is evidence of family participation in family nights, school and OST program events, surveys, etc.</li> <li>- Families are represented on the SEL team.</li> </ul>	The school community offers <b>regular, meaningful opportunities for families to share ideas and feedback</b> on strategies for supporting youths' social, emotional, and academic development. These opportunities are offered in families' home languages and at hours convenient for families to attend. Decision-making teams, including the SEL team, have <b>representation from family members</b> .	The school community offers several meaningful opportunities for families to share ideas and feedback on strategies for supporting youths' social, emotional, and academic development. These opportunities are offered in families' home languages and at hours convenient for families to attend.	The school community offers some opportunity for families to share feedback on strategies for supporting youths' social, emotional, and academic development.	Families do not yet have opportunities to share feedback on strategies to support youths' social, emotional, and academic development.	
<b>6b. Family-school community relationships</b> <b>Look for/Learn about:</b> <ul style="list-style-type: none"> <li>- Staff greet and welcome families.</li> <li>- Family-staff interactions are warm and collaborative.</li> <li>- Family responses to school and OST program surveys.</li> </ul>	Most families report respectful, collaborative, and trusting relationships with staff. The school community regularly <b>collects and reviews data</b> on how families feel about their relationships with staff and the families themselves.	Most families report respectful, collaborative, and trusting relationships with staff. The school community has collected some data on how families feel about their relationships with staff.	Staff interactions with family appear mostly respectful, but the school community has not collected data on how families feel about their relationships with staff.	Staff interactions with family are limited or not consistently respectful.	
<b>7. Aligned community partnerships</b>					
Staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.					
<b>7a. Aligned community partnerships</b> <b>Look for/Learn about:</b> <ul style="list-style-type: none"> <li>- Community partners and/or out-of-school time staff are represented on the SEL team.</li> <li>- There is designated space within the school for community partners to store supplies, conduct work, etc.</li> <li>- Leadership and staff regularly discuss the supports or programs community partners.</li> </ul>	Staff and community partners have established, and consistently use, <b>common language</b> around SEL. School leaders and other staff <b>meet regularly</b> with community partners to plan and execute <b>aligned strategies and communication</b> around all SEL-related efforts and initiatives that occur during the school day and out-of-school time.	Staff and community partners have established some common language around SEL. School staff meet occasionally with community partners to discuss aligning strategies and communication around SEL-related efforts and initiatives that occur during the school day and out-of-school time.	Staff and some community partners have established some common language to discuss SEL. School staff and community partners are becoming familiar with each others' strategies and communication around SEL-related efforts.	Staff and community partners still work primarily independently, without intentional alignment.	

Continuous Improvement					
	4	3	2	1	Not Observed
<b>8. Systems for continuous improvement</b>					
Implementation and outcome data are consistently collected, used, and communicated to continuously improve all SEL-related systems, practices, and policies with a focus on equity.					
<p><b>8a. Systems for continuous improvement</b></p> <p><b>Look for/Learn about:</b></p> <ul style="list-style-type: none"> <li>- Staff meet regularly to discuss data and engage in continuous improvement cycles.</li> <li>- There are newsletters, emails, and posted communications about SEL.</li> <li>- School-level data is communicated with stakeholders in a easy to understand way.</li> <li>- Data elevates youth voice by addressing youth perceptions of their learning environment, as well as their strengths and needs.</li> </ul>	<p><b>Roles, responsibilities, and timelines</b> are established and followed for collecting and reflecting on data to improve SEL-related systems, practices and policies. Data includes <b>youth perceptions</b> of their learning environment and provides opportunities to <b>examine equity</b> in youths’ experiences and outcomes. Data on systemic SEL is <b>regularly shared and discussed</b> with administrators, teachers, school-site support staff, students, families, and community partners. The SEL team uses a structured process <b>to engage these stakeholders</b> in determining next steps and creating action plans.</p>	<p>Roles, responsibilities, and timelines are established and followed for collecting and reflecting on data to improve SEL-related systems, practices and policies. Data provides opportunities to examine equity in youths’ experiences and outcomes. Data on systemic SEL is regularly shared and discussed with administrators, teachers, school-site support staff, students, families, and community partners.</p>	<p>Roles, responsibilities, and timelines may be inconsistent for collecting and reflecting on data to improve SEL-related systems, practices, and policies. Data on systemic SEL is occasionally shared with some stakeholders.</p>	<p>Roles, responsibilities, and timelines are not yet established for collecting and reflecting on data to improve SEL-related systems, practices, and policies.</p>	

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Special Section

## Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects

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### Abstract

This meta-analysis reviewed 82 school-based, universal social and emotional learning (SEL) interventions involving 97,406 kindergarten to high school students ( $M_{\text{age}} = 11.09$  years; mean percent low socioeconomic status = 41.1; mean percent students of color = 45.9). Thirty-eight interventions took place outside the United States. Follow-up outcomes (collected 6 months to 18 years postintervention) demonstrate SEL's enhancement of positive youth development. Participants fared significantly better than controls in social-emotional skills, attitudes, and indicators of well-being. Benefits were similar regardless of students' race, socioeconomic background, or school location. Postintervention social-emotional skill development was the strongest predictor of well-being at follow-up. Infrequently assessed but notable outcomes (e.g., graduation and safe sexual behaviors) illustrate SEL's improvement of critical aspects of students' developmental trajectories.

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## Supporting Information ^

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**RESOLUTION No. 6723**

Approval of Head Start Policy Council Recommendation

**RECITALS**

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Policy Council recommends the approval of the program's 2023-24 Selection Criteria for Enrollment.

**RESOLUTION**

The Board of Directors for Portland Public Schools, School District No. 1J, Multnomah County, Oregon, approves the Head Start Policy Council recommendations as stated above.



Portland Public Schools Head Start

**SELECTION CRITERIA 2023-24**

AREA	DESCRIPTION	POINTS
<b>Disability</b>		(Entered by disability staff)
Diagnosed Condition	MECP	10
No Disability	None	00
<b>Income</b>		
		(auto assigned by ChildPlus)
Under 100% of FPL	Elig	200
Public Assistance	TANF/SSI	200
Foster Child	Foster	200
Verified Homeless	Homeless	200
100-130% of FPL	130%	100
130-200% of FPL	200%	50
Over 200% of FPL	Over	00
<b>Other Factors</b>		
		(entered by FS team)
Transfer from other HS or EHS	Tran or EHS	75
Referral from another agency	Ref	50
Sibling enrolled in last 5 years	Sib	10
Other environmental factors: former or current parental incarceration, divorce, drug/alcohol addiction, domestic violence, child abuse/neglect, death or significant health need in household, presence of significant community violence, parent in military, English Language Learners, Black/African/Refugee or Native American status, unstable or poor housing conditions	Need	10 pts per issue
<b>Age</b>		
Four by September 1st	Four	100
Four by December 1 <sup>st</sup>	3 ½	50
Three	Three	00



# Parent Policy Council Minutes

3-14-23

Info	Warm Welcome Agenda Overview In Attendance: Robert, Angelica, Alexis A, Crystal, Vanessa, Kim, Raul, Rhiannon, Loni	Chair - Loni	5 min
Action <b>HOLD</b>	Minutes: Review and approve minutes from February meeting	Secretary - Jessica	5 min
Action <b>HOLD</b>	Treasurer's Report	Treasurer - McKenna	5 min
Action <b>EHOLD</b>	Director's Report	Robert	10 min
Action <b>HOLD- email vote</b>	ERSEA Training and Approval of Selection Criteria *Due to low attendance an email voting process was conducted to approve Selection Criteria. Kim motioned to approve, Anthea seconded, 6 votes yes to approve Selection Criteria (3/21/23)	Rhiannon	10 min
Action <b>HOLD</b>	Add Alexis Tanner, Head Start Admin Asst, as signer on Policy Council checking account	Robert	5 min
Info	PK/Head Start Braiding Funding Notes: With new funding sources throughout the County, and the formalization of the Early Learners Department, PPS is looking to braid funding to support enrollment. OHS does not require Policy Council approval for moving forward but Admin wants to keep parents informed. Enrollment has gone down due to COVID and as a team we have discussed how to support moving to full enrollment to spread HS access out to more locations, we will use different funding streams and all dollars will be tracked closely to ensure all funds are being used appropriately. We are not cutting staff or slots, we are working for parity across classrooms, day to day life for teachers and children will not look that different. Demographics are very similar across all programs. 2 four hour planning meetings have already happened, all leaders will continue to work together to align programs for braided classrooms. Faubion (4	Angelica Cruz	20 min



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Robert Colombini  
Regional Program Manager  
Office of Head Start

Subject: PPS Head Start 2023-24 Selection Criteria

Dear Mr. Robert Colombini,

Portland Public Schools Head Start Policy Council has approved the program's 2023-24 Selection Criteria.

The signature below is confirmation the Head Start Policy Council has approved this request.

Thank you,

Head Start Director

Date

6/5/2023

Policy Council Chair

Date

6/6/2023



Robert Colombini  
Regional Program Manager  
Office of Head Start

Subject: PPS Head Start 2023-24 Selection Criteria

Dear Mr. Robert Colombini,

Portland Public Schools Head Start Governing Board has approved PPS Head Start's 2023-24 Selection Criteria.

The signature below is confirmation the Head Start Governing Board has approved this request.

Thank you.

Head Start Director

Date

Governing Board Chair

Date

**RESOLUTION No. 6724**

Approval of Head Start Policy Council Recommendation

**RECITALS**

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Policy Council recommends the approval of: adding Alexis Tanner as an additional signer on the Policy Council bank account.

**RESOLUTION**

The Board of Directors for Portland Public Schools, School District No. 1J, Multnomah County, Oregon, approves the Head Start Policy Council recommendations as stated above.



# Parent Policy Council Minutes

4-11-23

Info	Warm Welcome Agenda Overview In Attendance:	Chair - Loni	5 min
Action	Minutes: Review and approve minutes from February and March meetings Notes: Kim motioned, Vanessa seconds 6 votes yes, minutes passed with addition of Selection Criteria vote for February and March	Secretary -Rhiannon	5 min
Action	Treasurer's Report (February and March) Notes: No expenses or changes for March, what is remaining looks good for the rest of the year. Some funding streams have been closed out and spent down, which is good. Kim motioned, Guille seconds 6 votes yes, treasurer reports passed for February and March	Treasurer - McKenna	5 min
Action	<a href="#">Budget Program Planning Committee</a> meeting minutes Notes: Robert shared minutes, priorities (nutrition-portions, items served, food waste, reach out to Imperfect Foods, etc; outdoor learning spaces; expand before and after care; reach out to male identifying figures to improve engagement), discussed preserving enrichment teachers (that is now in our budget, all positions are funded at the same level); will continue to seek family input at sites and with family survey coming soon; maintaining same number of Head Start slots (648) but next year we'll be braiding funding with PreK. McKenna formally thanked the program for finding funding for enrichment teachers. Kim motioned, Huynh seconds 6 votes yes, Budget approved	Robert or Committee member	5 min
Action	Director's Report Notes: Robert shared highlights from the report for February and March	Robert	10 min

	Kim motions, Guille seconds 6 votes yes, reports pass for February and March		
Action	Add Alexis Tanner, Head Start Admin Asst, as signer on Policy Council checking account Notes: Currently Nancy and Robert are signers, we need to add a third signer now that Donna Jones has moved on to another job. Kim motions, Vanessa seconds 6 votes yes, motion approved	Robert	5 min
Action	Federal COLA and QI Notice of Award/Application Notes: Need PC approval to apply for COLA and QI funds Huynh motions, Kim seconds 6 votes yes, motion approved	Robert	5 min
Info	OHSA Spring Conference, May 3-5, 2023 in Salem Notes: will reach out to Anthea, Jamila and possibly Kim, currently Robert, Amparo, reaching out to staff as well	Rhiannon/Robert	10 min
Info	PK/Head Start Braiding Funding Notes: piloting braiding at 4 sites (Faubion, Rosa Parks, Applegate, and Jason Lee), goal is to improve enrollment, potentially spread to more locations as capacity allows; will family input be considered as we look to spread to other locations; Huynh commented that she has heard that PreK families have had different experiences than those in Head Start; working to lean in to using parents to support recruitment, Kim suggested creating social media post to share with parents to put on their social media accounts	Angelica Cruz	20 min
Info	Art Enrichment Teacher advocacy- update from Robert Notes: Carry over from last month, approved with budget approval	McKenna	10 min
Info	Child Care financial support when attending conferences/state meetings for OHSA/NHSA; will follow OHSA Executive Board guidelines Notes: came up last month, 2.40 an hour for one child, overnight is \$35 flat fee, etc. depending on number of children-maximum of \$65 per day; children with special needs may qualify for additional reimbursement amounts Is this market rate? Robert will follow up with the Executive Board at the State level for more information.	Robert	10 min

Info	<p>New Business:</p> <p>Loni-why do we use paper plates/forks, etc?</p> <p>Robert-this looks different at each site, at some sites we have the capacity to wash dishes and have staff to do so (Clarendon), but not all sites have this. There has been ongoing conversation and needs to be discussed with Nutrition, staffing costs, etc.</p> <p>Huynh-can we get silverware delivered with food then it goes back to the main kitchen the next day?</p> <p>Robert-can we invite Whitney to come to our meeting to brainstorm and discuss these ideas?</p> <p>Can we make routines around meal times/serving, etc so that we could do reusable utensils?</p>	Chair-Loni	5 min
	Adjournment	Chair - Loni	1 min
<p>Next Meeting on May 9, 5:15pm at Sacajawea Head Start, 4800 NE 74th Ave</p>			



Robert Colombini  
Regional Program Manager  
Office of Head Start

Subject: PPS Head Start Adding Account Signer

Dear Mr. Robert Colombini,

Portland Public Schools Head Start Governing Board has approved PPS Head Start's plan to add Alexis Tanner, School Administrative Assistant I, as an additional signer on the Policy Council bank account.

The signature below is confirmation the Head Start Governing Board has approved this request.

Thank you.

Head Start Director

6/5/2023  
Date

\_\_\_\_\_  
Governing Board Chair

\_\_\_\_\_  
Date



Robert Colombini  
Regional Program Manager  
Office of Head Start

Subject: Adding Signer to Parent Policy Council Account

Dear Mr. Robert Colombini,

Portland Public Schools Head Start Policy Council has approved the program's plan to add Alexis Tanner, School Administrative Assistant I, as an additional signer on the Policy Council bank account.

The signature below is confirmation the Head Start Policy Council has approved this request.

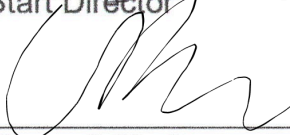
Thank you,



Head Start Director

Date

6/5/2023



Policy Council Chair

Date

6/6/2023



## **RESOLUTION No. 6726**

### Appointment of PPS Members to the Center for Black Excellence Board of Directors

#### **RECITALS**

- A. On September 20, 2022, the PPS Board of Education adopted Resolution No. 6581, approving the agreement to collaborate with the Center for Black Excellence (“CBE”) to advance Black student excellence at Portland Public Schools.
- B. The CBE is a to-be-formed 501(c)(3) nonprofit organization envisioned and created by Black-led community organizations working together to unify and elevate the Black educational experience and improve outcomes for Black children, youth, and families. Its Board of Directors will include senior leaders from established, Black-led organizations serving the Black community, Black community leaders influencing change within the community, and leaders along the educational continuum, together, the “CBE Steering Committee.”
- C. As outlined in Resolution No. 6581, PPS is invited to identify up to six representatives to serve on the CBE Board of Directors, including the PPS Superintendent, two PPS Board of Education members, and three other members.
- D. By partnering with the CBE, PPS is engaged in a robust governance structure designed to provide visionary leadership in the design and development of the PPS Center for Black Student Excellence (CBSE) and also offer full community engagement, fundraising, the synergy between CBE and CBSE, and, among other things, educational planning for CBSE and Albina schools, including the modernization of Jefferson High School and relocation of Harriet Tubman Middle School. This includes working with community leaders, families, students, educators, and staff to design and develop the CBSE and other investments in Albina, furthering the shared goals and commitment to Black student excellence.
- E. On May 23, 2023, the PPS Board of Education adopted Resolution No. 6708, appointing Guadalupe Guerrero, Gary Hollands, Herman Greene, and Dr. Cheryl Proctor to the Center for Black Excellence Board of Directors. It authorized the Superintendent or his designee to seek interested candidates from the PPS community and fill the remaining two seats by June 30, 2023.
- F. Members of the PPS Board of Education and senior staff reviewed twenty-four applications received, interviewed the top four applicants, and selected two candidates for the school board’s consideration.

#### **RESOLVED**

- 1. The Portland Public Schools Board of Education appoints Keisha Locklear and Tracey Brown to the Center for Black Excellence Board of Directors for a two-year term, beginning July 1, 2023.
- 2. The PPS Board of Education appreciates all interested candidates who applied to be appointed by the school board to the Board of Directors of the Center for Black Excellence.

**RESOLUTION No. 6728**

Approving Board Member Conference Attendance as Representatives of the Board

**RECITALS**

Board Policy 1.40.070 requires Board approval for individual Board members to attend state or national meetings as representatives of the Board.

**RESOLUTION**

The Board affirms Director Herman Greene to attend the School Board Partners Conference in New Orleans, LA July 07 – 09, 2023.

## **RESOLUTION No. 6729**

### **Resolution to Adopt Revised Complaint Policy 4.50.030-P**

#### **RECITALS**

- A. On December 1, 2022, and January 26, 2023, the Board Policy Committee reviewed and considered the proposed revisions of the Complaint policy 4.50.030-P.
- B. On March 7, 2023, the Board presented the First Reading of the revised Complaint policy.
- C. On March 16, 2023, the Board Policy Committee made additional recommended amendments to the revised policy.
- D. On May 23, 2023, the Board presented the second First Reading of the revised Complaint Policy.
- E. On June 13, 2023, the Board approved revisions to Complaint policy 4.50.030-P following a public comment period of at least 21 days in which the posted revised policy inadvertently omitted proposed amendments that were recommended by the Policy Committee and part of the March 7 First Reading.
- F. On June 21, 2023, the corrected version was posted on the Board materials website.

#### **RESOLUTION**

The Board hereby adopts the revised Complaint policy 4.50.030-P, which reflects all changes recommended by the Policy Committee and previously part of a required First Reading and comment period. The Board instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.



## ~~Complaint Policy 4.50.030-P~~

### Definitions

Complainant- person filing a complaint against the District.

Division 22- the educational standards that the State of Oregon has determined must be met in order to be a standard school district.

Final Decision- the written decision from the District that settles a matter at the District level. Some Final Decisions have additional appeal rights to other agencies.

Affirmed- the decision made after a review of the evidence that there is reason to believe that a violation of state or federal law or District policy has occurred.

Not Affirmed- the decision made after a review of the evidence that a violation of state or federal law or District policy has not occurred.

We know that when families are engaged with their children's schools, children are more likely to have academic success, graduate from high school, develop self-confidence, and demonstrate strong social behaviors. When we put children at the center of our decisions and actions, we can deliver better experiences for all students and families. We also know that our school district can be complex and that families and students will have questions and sometimes concerns about our curriculum, classrooms, programs, and other experiences.

Portland Public Schools welcomes expressions of concern as opportunities to learn, clarify our intentions, and engage in continuous improvement to benefit all students. We welcome those conversations and expect that all adults, including PPS educators and other staff, will model our core values--including respect, relationships, honesty and integrity, collaboration, and a strong commitment to racial equity and social justice--when we have those conversations.

When a student or family has a concern, we encourage a direct conversation with the educator or department directly involved in the issue. There are many other District staff who may be able to help, too, including administrators who oversee specific schools or

departments. The District also has a ~~District and Family Liaison~~ District and Family Liaison, who can help families access information, connect with District staff, and help resolve concerns.

We also have a ~~Formal Complaint process~~ several complaint processes for PPS students, families, and all who reside within the PPS District community. ~~This policy and the accompanying administrative directive describe that process in greater detail.~~ All parties to a ~~Formal Complaint~~ District complaint shall be treated and treat others with respect and dignity, and the District will provide support to those making complaints so that the process is welcoming, accessible, transparent, and reflects our strong commitment to racial equity and social justice. The District will resolve complaints as quickly as possible and in compliance with state law.

## ~~I. Formal~~ I. **Complaints: Accessibility; Training; and Annual Reports**

~~A.~~ A. A full explanation of the complaint procedure, including all forms, shall be available at the District's administrative office and on the homepage of the District's website found ~~here~~ here.

### 1. District Complaints

[The District](#)

has a common complaint form (hyperlink here) for complaints that will be addressed by specific departments within the District, such as concerns or complaints regarding enrollment and transfer, transportation, educational records, Title IX, and 504 accommodations. Complainants will receive a final written decision from the Superintendent's designee within 60 days of receipt of the complaint.

Complaints or reports about child abuse should be directed immediately to the Child Abuse hotline at 1-855-503-SAFE, as well as the PPS supervisor.

#### ~~4.~~ 2. Division 22 Formal Complaints

~~This policy provides a process for resolving~~Formal complaints ~~as required under Division 22 (the Oregon Administrative Rule 581-022-2370), including, but not limited to, Division 22 complaints related~~Department of Education's Division 22 regulations [insert link to:

- ~~a) Instructional~~ ODE website] include those about instructional standards and practices
  - ~~(1) Curriculum~~
  - ~~(2) Teaching strategies~~
  - ~~(3) Testing~~
  - ~~(4) Counseling~~
  - ~~(5) Class (class size~~
  - ~~(6) Alternative, curriculum, etc.), special~~ education programs
  - ~~(7) Instructional materials~~
  - ~~(8) Compliance with state standards~~
- ~~b) Special education~~
- ~~c) Health (but not individual complaints), health~~ and safety
- ~~d) Equitable, equitable~~ education opportunities
- ~~e) Sports, sports~~ safety
- ~~f) Restraint, restraint~~ and/or seclusion
- ~~g) Bias, bias~~ or discrimination in education
- ~~h) Retaliation, retaliation~~ against a student or parent/guardian
- ~~i) (a) Failure, and failure~~ to investigate complaints of bias.

If a complainant is not satisfied after exhausting the District's complaint procedures, the District fails to provide a written decision within 30 days of submission of the complaint at any step, or the District fails to resolve the complaint within 60 days of the initial filing of the complaint, complainants may appeal the District's final decision to the Oregon Department of Education.

b)

~~B. The District shall provide training for designated District staff on how to handle formal complaints under this policy, as well as the administrative directive 4.50.031-AD.~~

C. Because complaints can be an important indicator of the health of an organization, the Superintendent will provide to the Board at least annually data on (1) Division 22 trends, emerging issues, and ~~district~~District responses, as well as an assessment of the formal complaint process; and (2) a summary of complaints that are not governed by a process that is required by statute or regulation (e.g., Title IX) that have been filed using the District's complaint process concerning matters that affect more than an individual student or school.

c) The District shall provide training for designated District staff on how to handle Formal Complaints under Division 22.

## ~~II.~~ II. TIMELINES FOR ALL COMPLAINTS

~~A.~~ A. In order to investigate a complaint while memories are recent and witnesses and documents are likely more available, a complaint must be filed within the following time limits:

~~4.~~ 1. 1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limit runs from the date of the most recent incident; OR

~~2.~~ 2. Within one year after the affected student has graduated from, moved away from, or otherwise left the District, whichever is later.

~~B.~~ B. The time limits for bringing formal complaints may be extended by the District for complaints about significant student safety issues, including those arising out of employee misconduct, sexual abuse or conduct, or other allegations of harm to students.

C. PPS accepts confidential anonymous formal complaints concerning Division 22 matters by email at anonymouscomplaints@pps.net and phone at 503-916- 3462. Those making complaints anonymously should provide as much information as possible when making the complaint. PPS will investigate any complaint, including anonymous complaints, as fully as it can.

~~C. The receipt of a written complaint starts the 60-day timeline for resolution of complaints under this policy.~~

### ~~III.~~ III. **FILING A DIVISION 22 FORMAL COMPLAINT**

#### ~~A.~~ A. **STEP 1:**

~~1.~~ 1. The written complaint must be filed with the District's complaint coordinator by letter, email, or the ~~written complaint form.~~ written complaint form. The written complaint should include the name and contact information for the complainant, a description of the concern, and the student's name, if applicable. It is helpful if the written complaint also includes the names of any other parties involved, including witnesses; a description of efforts to resolve the concern; and suggestions for resolution. The complainant shall receive a written acknowledgement of receipt of the complaint within 5 days of submitting the complaint.

~~2. All formal complaints~~ 2. All Division 22 Formal Complaints processed under this policy will receive a decision in writing that addresses each concern raised and contains reasons for the District's decision within 30 days of receipt of the complaint, unless the parties agree to extend the deadline. ~~The resolution, and the~~

decision will include information about next steps in the complaint process.

~~3. PPS accepts confidential anonymous formal complaints concerning Division 22 matters by email at anonymouscomplaints@pps.net and phone at 503-916-3462. Those making complaints anonymously should provide as much information as possible when making the complaint. PPS will investigate any complaint, including anonymous complaints, as fully as it can.~~

~~IV.~~ **IV. FILING AN APPEAL OF A DIVISION 22 FORMAL COMPLAINT DECISION**

~~A.~~ **A. STEP 2: APPEAL TO THE PPS SCHOOL BOARD**

If ~~the issue~~ a Formal Complaint about a Division 22 matter is not ~~resolved to the complainant's satisfaction~~ fully substantiated, the complainant may request a review of the unsubstantiated allegations by the PPS School Board. The request for review shall be submitted in writing within 10 days of the complainant receiving the decision in Step 1.

**B.**

B. The Board will vote on the appeal within 30 days of the written request to appeal the District's Step 1 decision. unless the parties agree to a longer time period. The Board will have the full written record of the decisions at Step 1. The complainant shall also have the full written record and any materials or information provided to Board members before the hearing about the complaint unless otherwise protected from disclosure by law.

District staff and the complainant shall exchange any other written background information they intend to present to the Board at the appeal hearing at least 24 hours before the hearing. If new information is offered less than 24 hours before the Board hearing, the complainant may ask for an extension of time.

Complainants may bring an advocate or support person to any meeting or proceeding. For hearings before the Board, the District will inform the complainant which PPS staff will be attending the hearing.

Because the Board makes the final decision at the Step 1 appeal, Board members should not knowingly initiate or continue contact with complainants about the topic of a complaint or independently investigate allegations in the complaint once they have notice that a Division 22 Formal Complaint has been filed. District staff will regularly notify Board members about new Division 22 Formal Complaints that are filed.

To make the process as fair and transparent as possible, the District will provide a written overview of the structure and format of the hearing to the complainant, the ability to submit additional material 24 hours before the hearing, as well as whether the session is open or closed to the public and/or media. The complainant may provide testimony when the complaint is heard. The Board shall issue a final decision after the hearing that the District's Step 1 decision is:

- ~~4.~~ 1.          Affirmed and no further action will be taken;
2. ~~Reversed~~ 2.          Not affirmed in whole or in part and may direct the Superintendent to take alternative steps or other ~~course~~ courses of action. ~~To the extent the Board modifies the District's Step 1 decision, it will issue a final decision that addresses each concern raised in the complaint and contains reasons for the District's decision; or~~

With agreement from the complainant, the Board may hold the complaint in abeyance until a certain date or event.

The District will make all reasonable attempts to schedule a special meeting to consider the appeal of the Division 22 Formal Complaint at a time that is convenient for the complainant. If, after multiple attempts and at least 90 days has passed since the appeal was made, it has not been possible to coordinate a time for the meeting with the complainant, the Board may meet to consider the appeal on the written materials submitted and will give notice to the complainant.

The Board's final decision shall be communicated to the complainant in writing. If the complainant is not satisfied with the decision of the Board, the complainant can file an appeal with the ~~Oregon Department of Education (ODE)~~ Oregon Department of Education (ODE) as permitted by ~~OAR 581-022-2370(4)(b)~~ OAR 581-022-2370(4)(b) and ~~OAR 581-002-0005~~ OAR 581-002-0005.

### ~~C. Other Types of Complaints~~

~~The District has separate processes for complaints or concerns that do not fall within Division 22 or this policy, such as:~~

- ~~• Special Education complaints (Individuals with Disabilities Education Act), which can~~

~~be filed with Oregon Department of Education Chapter 581, Division 15.~~

- ~~• Complaints about Sexual Conduct and Sexual Discrimination should be directed to the Title IX Department [here](#). Complaints or reports about child abuse should be directed immediately to the Child Abuse hotline at 1-855-503-SAFE, as well as to a PPS supervisor. More information about conflict resolution resources may be found [here](#).~~

**D. C. Other provisions**

~~4.~~ 1. The District will provide translation and interpretation services and other reasonable accommodations to assist complainants ~~through the Formal Complaint process.~~ Legal advice is not a resource provided by the District.

~~2.~~ 2. The District representative assigning staff to investigate and respond to a complaint shall avoid any conflicts of interest, or the appearance of conflicts of interest.

~~3.~~ ~~Complainants may bring an advocate or support person to any meeting or proceeding. For hearings before the Board, the District will inform the complainant which PPS staff will be attending the hearing.~~

~~4.~~ 3. Retaliation against any person who files or participates in ~~the~~ a District complaint process is strictly prohibited. Retaliation is any intentional action that would deter a reasonable person from participating in the process. Anyone who believes they have suffered retaliation should immediately report it to the Superintendent or PPS Board of Directors.

~~5.~~ 4. The District will share with complainants as much information as possible about the findings of the investigation and will, in all cases, share the outcome of its investigation of complaints. However, PPS is often prohibited from disclosing specific information about disciplinary action taken against an employee or student involved in the complaint.

~~6.~~ 5. The Board will hear appeals of complaints that involve confidential student records in a session closed to the public and media unless the student or family requests the appeal be heard in a session open to the public.

~~7. — If the District fails to meet the timelines stipulated in this policy, the complainant may appeal to the PPS School Board or to the Oregon Department of Education. The timelines may be extended by agreement between the complainant and the District. For example, this may be needed if there are many witnesses to interview, key witnesses are unavailable because of holidays, medical leave, etc., or if a particular Board meeting does not work for the complainant.~~

~~8.~~ 6. As used in this policy, “days” will be counted as “calendar days.” Any period for response under this policy that falls on a weekend or legal holiday shall be extended to the next business day.

~~extended to the next business day.~~

~~9.~~ 7. The District may not be able to assure confidentiality of the names of persons who file complaints under this policy.

~~10.~~ 8. If a complaint alleges employee misconduct that is outside the scope of this policy, the complaint coordinator will notify the Superintendent in writing of that filing, and the District will endeavor to respond in a timely manner ~~to the complaint.~~

~~11.~~ 9. Current and former employees may not bring a complaint under this policy regarding the terms, conditions, or status of their employment.

~~12.~~ 10. Complaints that have been previously filed by a complainant, investigated, and responded to and for which appeals have been exhausted or the time for appeal has expired, cannot be refiled when the complaint is regarding a particular incident or issue that has already been addressed ~~through the Formal Complaint process.~~

~~13. Because the Board makes the final decision at the Step 1 appeal, Board members should not knowingly initiate or continue contact with complainants about the topic of a complaint or independently investigate allegations in the complaint once they have notice that a formal complaint has been filed. District staff will regularly notify Board members about new formal complaints that are filed.~~

**E. D. Complaints against the Superintendent or members of the Board of Education**

Any complaint about alleged individual misconduct by the Superintendent (but not District action for which the Superintendent may have ultimate responsibility as the chief executive officer of the District) shall be overseen by the Board of Education.

Board members are volunteers serving in an elected capacity and are accountable to the citizens in the Portland Public Schools district for their actions and policy positions. Complaints alleging ethics violations or violations of the law against an individual Board member should be made to the Board Chair who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. Complaints related to ethics violations or violations of the law against the Board Chair should be made to the Board Vice-Chair(s) who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. If a third party investigates a complaint, after receiving the results of the investigation, the Board shall decide, within 30 days, in open session what action, if any, is warranted.

**F. ~~E.~~                      Complaints submitted to members of the Board of Education**

School board members who receive ~~formal complaints~~ Division 22 Formal Complaints from constituents or staff shall forward complaints to the District's complaint coordinator. Board members shall forward ~~informal~~ all other complaints to the appropriate school or department in order to address the concern.



## Board Policy

4.50.030-P

## Complaint Policy

### ~~V.~~ V. **FURTHER APPEAL RIGHTS**

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), Oregon Revised Statute (ORS) 339.285 to 339.383 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, who is a student, a parent or guardian of a student attending a school in the District, or a person who resides in the District, may appeal a final decision by the District to the Deputy Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581-002-0005.

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If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination in Education), a complainant may appeal a final decision by the District to the Oregon Department of Education or may file a complaint directly with the U.S. Department of Education without having to exhaust District procedures under this policy.

In addition to using the District complaint procedure, Special Education complaints may be made directly to the Oregon Department of Education. The complainant must send a copy of the complaint to the District and the Department of Education at the same time.

Adopted 11/2014; Amended 6/12/18, 6/15/2021, 7/12/2022, 6/13/2023

#### Legal Reference(s):

~~ORS 192.610  
to 192.690~~  
ORS  
192.610 to



## Board Policy

4.50.030-P

## Complaint Policy

192.690 OR  
~~S-332.107~~  
ORS  
332.107;  
ORS  
339.285 to  
339.383  
; ORS 659.852  
; OAR 581-022-2370



### Complaint Policy

#### Definitions

Complainant- person filing a complaint against the District.

Division 22- the educational standards that the State of Oregon has determined must be met in order to be a standard school district.

Final Decision- the written decision from the District that settles a matter at the District level. Some Final Decisions have additional appeal rights to other agencies.

Affirmed- the decision made after a review of the evidence that there is reason to believe that a violation of state or federal law or District policy has occurred.

Not Affirmed- the decision made after a review of the evidence that a violation of state or federal law or District policy has not occurred.

We know that when families are engaged with their children's schools, children are more likely to have academic success, graduate from high school, develop self-confidence, and demonstrate strong social behaviors. When we put children at the center of our decisions and actions, we can deliver better experiences for all students and families. We also know that our school district can be complex and that families and students will have questions and sometimes concerns about our curriculum, classrooms, programs, and other experiences.

Portland Public Schools welcomes expressions of concern as opportunities to learn, clarify our intentions, and engage in continuous improvement to benefit all students. We welcome those conversations and expect that all adults, including PPS educators and other staff, will model our core values--including respect, relationships, honesty and integrity, collaboration, and a strong commitment to racial equity and social justice--when we have those conversations.

When a student or family has a concern, we encourage a direct conversation with the educator or department directly involved in the issue. There are many other District staff who may be able to help, too, including administrators who oversee specific schools or departments. The District also has a [District and Family Liaison](#),



### Complaint Policy

who can help families access information, connect with District staff, and help resolve concerns.

We also have several complaint processes for PPS students, families, and all who reside within the PPS District community. All parties to a District complaint shall be treated and treat others with respect and dignity, and the District will provide support to those making complaints so that the process is welcoming, accessible, transparent, and reflects our strong commitment to racial equity and social justice. The District will resolve complaints as quickly as possible and in compliance with state law.

#### I. Complaints: Accessibility; Training; and Annual Reports

A. A full explanation of the complaint procedure, including all forms, shall be available at the District's administrative office and on the homepage of the District's website found [here](#).

##### 1. District Complaints

The District has a common complaint form ([hyperlink here](#)) for complaints that will be addressed by specific departments within the District, such as concerns or complaints regarding enrollment and transfer, transportation, educational records, Title IX, and 504 accommodations. Complainants will receive a final written decision from the Superintendent's designee within 60 days of receipt of the complaint.

Complaints or reports about child abuse should be directed immediately to the Child Abuse hotline at 1-855-503-SAFE, as well as the PPS supervisor.

##### 2. Division 22 Formal Complaints

(a) Formal complaints under the Oregon Department of Education's Division 22 regulations [[insert link to ODE website](#)] include those about instructional standards and practices (class size,



### Complaint Policy

curriculum, etc.), special education programs (but not individual complaints), health and safety, equitable education opportunities, sports safety, restraint and/or seclusion, bias or discrimination in education, retaliation against a student or parent/guardian, and failure to investigate complaints of bias.

If a complainant is not satisfied after exhausting the District's complaint procedures, the District fails to provide a written decision within 30 days of submission of the complaint at any step, or the District fails to resolve the complaint within 60 days of the initial filing of the complaint, complainants may appeal the District's final decision to the Oregon Department of Education.

- b) Because complaints can be an important indicator of the health of an organization, the Superintendent will provide to the Board at least annually data on (1) Division 22 trends, emerging issues, and District responses, as well as an assessment of the formal complaint process; and (2) a summary of complaints that are not governed by a process that is required by statute or regulation (e.g., Title IX) that have been filed using the District's complaint process concerning matters that affect more than an individual student or school.
- c) The District shall provide training for designated District staff on how to handle Formal Complaints under Division 22.

#### II. TIMELINES FOR ALL COMPLAINTS

A. In order to investigate a complaint while memories are recent and witnesses and documents are likely more available, a complaint must be filed within the following time limits:

- 1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limit runs from the date of the most recent incident; OR



### Complaint Policy

2. Within one year after the affected student has graduated from, moved away from, or otherwise left the District, whichever is later

B. The time limits for bringing formal complaints may be extended by the District for complaints about significant student safety issues, including those arising out of employee misconduct, sexual abuse or conduct, or other allegations of harm to students.

C. PPS accepts confidential anonymous formal complaints concerning Division 22 matters by email at [anonymouscomplaints@pps.net](mailto:anonymouscomplaints@pps.net) and phone at 503-916- 3462. Those making complaints anonymously should provide as much information as possible when making the complaint. PPS will investigate any complaint, including anonymous complaints, as fully as it can.

### III. FILING A DIVISION 22 FORMAL COMPLAINT

#### A. STEP 1:

1. The written complaint must be filed with the District's complaint coordinator by letter, email, or the [written complaint form](#). The written complaint should include the name and contact information for the complainant, a description of the concern, and the student's name, if applicable. It is helpful if the written complaint also includes the names of any other parties involved, including witnesses; a description of efforts to resolve the concern; and suggestions for resolution. The complainant shall receive a written acknowledgement of receipt of the complaint within 5 days of submitting the complaint.

2. All Division 22 Formal Complaints processed under this policy will receive a decision in writing that addresses each concern raised and contains reasons for the District's



### Complaint Policy

decision within 30 days of receipt of the complaint, unless the parties agree to extend the deadline, and the decision will include information about next steps in the complaint process.

#### **IV. FILING AN APPEAL OF A DIVISION 22 FORMAL COMPLAINT DECISION**

##### **A. STEP 2: APPEAL TO THE PPS SCHOOL BOARD**

If a Formal Complaint about a Division 22 matter is not fully substantiated, the complainant may request a review of the unsubstantiated allegations by the PPS School Board. The request for review shall be submitted in writing within 10 days of the complainant receiving the decision in Step 1.

B. The Board will vote on the appeal within 30 days of the written request to appeal the District's Step 1 decision unless the parties agree to a longer time period. The Board will have the full written record of the decisions at Step 1. The complainant shall also have the full written record and any materials or information provided to Board members before the hearing about the complaint unless otherwise protected from disclosure by law.

District staff and the complainant shall exchange any other written background information they intend to present to the Board at the appeal hearing at least 24 hours before the hearing. If new information is offered less than 24 hours before the Board hearing, the complainant may ask for an extension of time.

Complainants may bring an advocate or support person to any meeting or proceeding. For hearings before the Board, the District will inform the complainant which PPS staff will be attending the hearing.



### Complaint Policy

Because the Board makes the final decision at the Step 1 appeal, Board members should not knowingly initiate or continue contact with complainants about the topic of a complaint or independently investigate allegations in the complaint once they have notice that a Division 22 Formal Complaint has been filed. District staff will regularly notify Board members about new Division 22 Formal Complaints that are filed.

To make the process as fair and transparent as possible, the District will provide a written overview of the structure and format of the hearing to the complainant, the ability to submit additional material 24 hours before the hearing, as well as whether the session is open or closed to the public and/or media. The complainant may provide testimony when the complaint is heard. The Board shall issue a final decision after the hearing that the District's Step 1 decision is:

1. Affirmed and no further action will be taken;
2. Not affirmed in whole or in part and may direct the Superintendent to take alternative steps or other courses of action.

With agreement from the complainant, the Board may hold the complaint in abeyance until a certain date or event.

The District will make all reasonable attempts to schedule a special meeting to consider the appeal of the Division 22 Formal Complaint at a time that is convenient for the complainant. If, after multiple attempts and at least 90 days has passed since the appeal was made, it has not been possible to coordinate a time for the meeting with the complainant, the Board may meet to consider the appeal on the written materials submitted and will give notice to the complainant.



### Complaint Policy

The Board's final decision shall be communicated to the complainant in writing. If the complainant is not satisfied with the decision of the Board, the complainant can file an appeal with the [Oregon Department of Education \(ODE\)](#) as permitted by [OAR 581-022-2370\(4\)\(b\)](#) and [OAR 581-002-0005](#).

#### C. Other provisions

1. The District will provide translation and interpretation services and other reasonable accommodations to assist complainants. Legal advice is not a resource provided by the District.
2. The District representative assigning staff to investigate and respond to a complaint shall avoid any conflicts of interest or the appearance of conflicts of interest.
3. Retaliation against any person who files or participates in a District complaint process is strictly prohibited. Retaliation is any intentional action that would deter a reasonable person from participating in the process. Anyone who believes they have suffered retaliation should immediately report it to the Superintendent or PPS Board of Directors.
4. The District will share with complainants as much information as possible about the findings of the investigation and will, in all cases, share the outcome of its investigation of complaints. However, PPS is often prohibited from disclosing specific information about disciplinary action taken against an employee or student involved in the complaint.
5. The Board will hear appeals of complaints that involve confidential student records in a session closed to



### Complaint Policy

the public and media unless the student or family requests the appeal be heard in a session open to the public.

6. As used in this policy, “days” will be counted as “calendar days.” Any period for response under this policy that falls on a weekend or legal holiday shall be extended to the next business day.

7. The District may not be able to assure confidentiality of the names of persons who file complaints under this policy.

8. If a complaint alleges employee misconduct that is outside the scope of this policy, the complaint coordinator will notify the Superintendent in writing of that filing, and the District will endeavor to respond in a timely manner.

9. Current and former employees may not bring a complaint under this policy regarding the terms, conditions, or status of their employment.

10. Complaints that have been previously filed by a complainant, investigated, and responded to and for which appeals have been exhausted or the time for appeal has expired, cannot be refiled when the complaint is regarding a particular incident or issue that has already been addressed.

#### **D. Complaints against the Superintendent or members of the Board of Education**

Any complaint about alleged individual misconduct by the Superintendent (but not District action for which the Superintendent may have ultimate responsibility as the chief executive officer of the District) shall be overseen by the Board of Education.



## Board Policy

4.50.030-P

### Complaint Policy

Board members are volunteers serving in an elected capacity and are accountable to the citizens in the Portland Public Schools district for their actions and policy positions. Complaints alleging ethics violations or violations of the law against an individual Board member should be made to the Board Chair who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. Complaints related to ethics violations or violations of the law against the Board Chair should be made to the Board Vice-Chair(s) who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. If a third party investigates a complaint, after receiving the results of the investigation, the Board shall decide, within 30 days, in open session what action, if any, is warranted.

#### **E. Complaints submitted to members of the Board of Education**

School board members who receive Division 22 Formal Complaints from constituents or staff shall forward complaints to the District's complaint coordinator. Board members shall forward all other complaints to the appropriate school or department in order to address the concern.

#### **V. FURTHER APPEAL RIGHTS**

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), Oregon Revised Statute (ORS) 339.285 to 339.383 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, who is a student, a parent or guardian of a student attending a school in the District, or a person who resides in the District, may appeal a final decision by the District to the Deputy Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581-002-0005.

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination in Education), a complainant may appeal a final decision by the District to the Oregon



## Board Policy

4.50.030-P

## Complaint Policy

Department of Education or may file a complaint directly with the U.S. Department of Education without having to exhaust District procedures under this policy.

In addition to using the District complaint procedure, Special Education complaints may be made directly to the Oregon Department of Education. The complainant must send a copy of the complaint to the District and the Department of Education at the same time.

Adopted 11/2014; Amended 6/12/18, 6/15/2021, 7/12/2022, 6/13/2023

### Legal Reference(s):

[ORS 192.610 to 192.690](#) [ORS 332.107](#); [ORS 339.285 to 339.383](#); [ORS 659.852](#); [OAR 581-022-2370](#)