Salem-Keizer Public Schools Student Investment Act (SIA)
Social and Emotional Learning Convening Report/Results
2/2/20 Dr. Hilda Rosselli

Charge:
Salem-Keizer Public Schools (SKPS) convened an Implementation Team of 29 individuals to focus on the Social and Emotional Learning component of their Student Investment Account (SIA) application. The Team's purpose was to focus specifically on identifying priority strategies for the district to meet the social-emotional health needs of SKPS students and their families. Their work is resulting in a set of recommendations forwarded to the Superintendent and drafters of the application. This report is intended to summarize the process they participated in and summarize their input into recommendations representative of that input.

Team:
The team was comprised of 25 staff from each level (elementary, middle, high school) including teachers, school-building administrators, counselors, social workers, school psychologists, behavior specialists, and four community mental health providers as well as a selection of district office administrators overseeing social and emotional services (Appendix A). When asked to self-identify their affiliation with the district and demographic information, those who responded indicated the following:

Affiliation - Four Teachers, Three Administrators, and Three Program Associates, Two Social Workers, Three Counselors, One School Psychologist, One Testing Specialist, Three Program Associates, One CSOC, and Two Professional Staff. The rest of the participants provided no response.

Process:
The seven and a half-hour meeting was supported by and held at the SKPS Student Services Office. Hilda Rosselli, an experienced educator and policy consultant and Cynthia Richardson, Director of the Salem-Keizer Office of Student Equity, Access, and Advancement co-facilitated the meeting. Kraig Sproles, SKPS Assistant Superintendent convened the meeting and Superintendent Christy Perry joined the group during the afternoon session to hear their recommendations. Several additional district and community advocates were observers throughout the day.

Meeting participants sat in table groups of four - five members per table and began the meeting by introducing themselves to other participants. It was a lively and engaged group throughout the length of the meeting.

Phase 1--The initial phase of the process provided important context and information about the SSA Student Success Act/SIA prior to any decision making. Six separate and discreet SIA "component" steps were processed. In each step, information was delivered through a

PowerPoint and discussion model, and then participants were asked to synthesize these components by writing on the provided Notes Guide (Appendix B) to capture their own meaning and intent. The component parts included:

1. The requirements, intent or purpose of House Bill 3427 – the Student Success Act/Student Investment Account
2. Synthesis of the main components or recommendations of the Oregon Quality Education Commission (QEC)
3. Understanding of the district's Continuous Improvement/Strategic Plan
4. Synthesis of data collected through a Community Engagement Process conducted by the District
5. Understanding of the activities and priorities identified by a 45-member local Task Force made up of community members, teachers, classified staff, school-board liaisons, union representatives and family members
6. Synthesis of Salem-Keizer data specific to the social and emotional needs of the district's students. Many of the data displays were disaggregated by racial/ethnic groups.
7. Understanding of both the Oregon State Equity Lens and the SKPS Equity Lens.

Phase 2--The second phase of the meeting engaged the group in examining components of Social and Emotional Learning including SKPS programs and services, roles of professional providing SEL supports and evidenced-based SEL practices.

Participants were regularly reminded to consider which of the following student populations the District should focus on with their SIA SEL efforts:
- Students of color, specifically:
    - African-American and Black students
    - American Indian/Alaskan Native students
    - Hispanic students
    - Native Hawaiian/Pacific Islander students
- Students with disabilities
- Emergent bilingual students
- Migrant students
- Students experiencing homelessness and foster care
- LGBTQ+ students

An informal forced choice pulse-taking activity at mid-day indicated a high number (9/29) of the participants were particularly focused on Economically Disadvantaged Students, followed by Students with Disabilities (6/29), Emergent Bilingual Students (6/29), and Students of Color (5/29).

Phase 3--The third phase of the process moved to the heart of the meeting purpose - recommendations on Social and Emotional Learning services and supports, and systemic changes to be delivered through the SIA. Participants were asked to read and notate a

Research Guide of best practices for providing Social and Emotional Learning supports to students through the four allowable uses of the SIA funds – Reducing Class Size, Well Rounded Education, Instructional Time, Health and Safety. The basis of the research guide was the work of educational researcher John Hattie. Participants were given context for Hattie's work and his use of "effect size" for education practices.

Participants used their own SIA Note Sheets to identify high level strategies at their respective table groups. A table group recorder memorialized the best thinking of each table member on large posters and members labeled each strategy as follows:
- **CONTINUE**--What you believe is already in place that can support students' SEL needs
- **EXPAND**--What you think could be accelerated or expanded
- **DEVELOP**--What is not in place and may need to be created and added

Table Groups then coded their ideas with responses to three Equity Lens questions:
▶ Will the idea advance student mental or behavioral health and well-being?
      Y = Yes   N =No ? = Not sure
▶ Who are the students most likely to benefit from the recommendation?
        Name the group/s
▶ Could the idea worsen existing disparities or produce other unintended consequences?
      Y = Yes   N =No ? = Not sure

Each group posted their resulting recommendations and had a presenter/s share their recommendations with the entire group through a Round Robin process. Redundancies were identified, and in most cases, eliminated before all of the group members voted for their four top recommendations using the following dot process:
- Green is #1,
- Yellow is #2,
- Red is #3,
- Blue is #4.

Phase 4--During the fourth and final phase of the process, each table selected seven of the eight identified priority strategies and wrote about the implementation opportunities, challenges, potential outcomes, and resourcing of the strategy.

Raw Results:
Strategies:
A total of 131 recommendations resulted from the process and are listed in their entirety as stated by each table group, and reported out to the committee. Note: When applicable, specific groups of selected groups of students for whom the strategies are designed were identified in parentheses. The results were grouped by participants in three categories: Continue, Expand, or Develop.

Group 1

Continue
- Coaching Positive Behavior Intervention System (All)
- Authentic student/teacher relationships (All)
- Implementation of SEL curriculum and coaching within the academic schedule (All)
- Partnerships with community resources (All, Economically Disadvantaged students)

Expand
- SEL classes for parent (All)
- Before and after school and summer school programs (All)
- Cultural and family engagement nights (Students of color)
- Opportunities for play-based learning (All)
- Culturally specific Community School Outreach Coordinators (All)
- Opportunities and resources for bilingual supports (Emergent Bilingual students)

Develop
- Jumpstart program focused on self-regulation skills (All)
- Distinction at the secondary level between academic counselors and counselors focused on SEL (All)
- Training and professional development for all staff on use of SEL curriculum (All)

Group 2

Continue
- Panorama survey data collection (All)
- Multi-Tiered Systems of Support (All)
- Listening sessions with parents and community members (All)

Expand
- Partnerships with community mental health programs (All)
- "Culture of Care" teams in schools
- Interim Therapeutic Care classrooms
- Behavior Intervention Center/Supports
- Career and Technical Education opportunities at secondary level
- Professional development for culturally responsive practices

Develop
- Analyze Special Education caseloads
- Restructure school counselor roles (scheduling)
- SEL innovation lab—a place to share ideas
- Comprehensive SEL/Mental Health professional development pathways
- MTSS for staff (adult) support
- Involvement of our retired community members

Group 3

Continue
- Tiered Systems (All)
- MTSS (evaluate it and give it time to work) (All)
- Data collection for SEL efforts (All)

Expand
- Sustainable funding stream (All)
- Early interventions
- Expand partnership with mental health specialists elevating those that don't exist and expanding those that do (All)
- Other community organizations that support specific student populations
- Arts programs and clubs at the secondary level (All in Sec)
- More time for recess (All)
- More Career & Technical programs, especially at alternative education settings
- Alternative education programs (All)
- Expand number of social workers, their roles and FTE (All)
- More time for students and staff for specific relationship-building opportunities (All)

Develop
- Systems to address racial and social justice (All)
- Sustainable programs to be used in trauma-informed school[s] (All)
- Targeted curriculum and training/supports to address mental health and suicide prevention (All)
- Plan culturally relevant after school programs (All)
- Decrease stereotype threats [through] PD (All)
- Family/school/community collaborations (All)
- Increased substance abuse support (Students abusing substances)
- A concrete plan to lower class size (All)
- A culturally and ethnically equitable disciplinary practice (All)
- Effective SEL curriculum at all levels (All)
- Trainings for staff on equity and greater staff accountability for this (All)

Group 4

Continue
- Panorama surveys but shared data and it is informing future strategy
- Positive Behavior Supports and Multi-Tiered Systems of Support
- Social workers within feeder schools
- Hard conversations with social workers, counselors, & mental health providers
- CET - ? Career and Technical Education?
- Professional development around trauma-informed care and cultural competencies
- Focus on equity and relationships

Expand
- Wrap around services (All)
- In-school mental health provider access to all students in all schools (All)
- Community partnerships—wrap around, DHS, mental health (All)
- Insurance ?blend? mental health services (All)
- School activities and access (All)
- McNary's expectation of 1 sport/club activity for every student (All)
- DHS services in schools (All)
- Use of Panorama to identify individual and group needs (All)

- Embedded social workers in all high schools and identified middle and elementary schools
- SEL curriculum (All)
- Community School Outreach Coordinators, using Title funds in different ways (All)
- School counselors doing groups (All)

Develop
- Network to access basic needs--partner with Marion Polk Food Share to deliver food boxes to schools (All)
- Community partnerships (All)
- Transition supports from elementary to middle (All)
- Deeper understanding of wrap around services (All)
- Enrichment and engaging after school opportunities (All)
- Culturally responsive volunteer coordinators
- School liaisons for larger schools to make sure every student is connected to the school
- Family navigator between schools to help with process
- Food vans for HS to help with food boxes
- Peer-delivered services
- Transition plan and support between levels for parents and students
- Graduation coaches in Elementary
- Braided funding with community partners

Group 5

Continue
- [Supported continuation of all current SEL efforts in district]

Expand
- Professional development based on specific needs (All)
- Jump Start Kinder for all schools (All)
- Higher education support for current district staff for mental health, behavior specialists staffing needs (All)
- Interim Therapeutic Care Classrooms in more schools to support their populations who have more intense social-emotional needs (All)
- Flexibility in protected instructional time to meet/prioritize needs of students (All)
- The Active Sensory Spaces in all schools with trained staff (All)
- Research-based SEL for all teachers
- Preschool programs w/highly trained staff with intervention for self-regulation (All)
- Reduce caseloads for counselors, special educators, social workers, school psychologists related services
- Reduce class size in K-5 and at secondary academic core and advisory (All)

Develop
- Continuity between elementary and secondary MTSS/PBIS (All)
- Skills of behavior specialists (All)
- Collaborative problem solving (All)
- Certified Behavior Analysts (All)

- Tiered system of intense support for behavioral needs (above a school's Tier 3) (All)
- Systems to support teachers and staff who experience secondary trauma (All)
- Alternative Education options for secondary who struggle to stay engaged in comprehensive schools (not just expulsion) (All)
- Mental health professional school based (assigned to schools) (All)
- Mental health service for all students, at school, including partnerships with community (All)

Group 6
Continue
- Data informed decision-making in Equal Opportunity Schools using multiple data points (SEL, perception surveys, academics, grad rates, attendance…)
- MTSS programs
- To create incentives for bus drivers—we are going to need to solve this shortage soon

Expand
- Behavior Learning Team (OBL) so that can meet students' needs
- MTSS to create Tier 3 individualized options that connect with outside resources w/more insides resources
- Office of Behavioral Learning to provide more resources for Tier III students' needs
- Programs that connect community, parents and schools

Develop
- A non-expulsion-based, small (500-700), structured, alternative high school and staff with a shared vision offering comprehensive alternative curriculum and extensive and intense supports (K-Smart High School) (All)
- SEL curriculum and implementation at Middle School and 9th-10th grades (All)
- A clinic in schools that explicitly supports dental, basic medical and mental health care (All)
- Embedded time in schedule for staff professional learning and implementation cycles (e.g. late start, early release)
- Community School Outreach Coordinators for community/parent outreach and Family Nights for non-title schools

Group 7
Continue
- MTSS and PBIS (All)
- Student/teacher relationships (All)
- Evidence-based SEL curriculum (All)
- Adding school counselors (All)

Expand
- Embedded social workers to address family systems
- Expand before/after school opportunities with instructional time for SEL
- Transportation for after school activities/opportunities

- Equitable distribution of FTE funding based on evidenced-based practices and need (e.g. counselors, CSOCs, social workers, etc.) (marginalized students)
- More aggressive hiring of people who represent our student populations (Students of color, ALL)
- More school counselors
- Community resources for families in a safe space e.g. community health center—neutral location (Economically disadvantaged, Migrant, Homeless, LGBTQ+, Students with disabilities)

Develop
- After school-summer instruction in SEL (e.g. yoga, small groups, Mind Up) (All)
- Culturally specific celebrations and connections (Students of color)
- Culturally responsive relationship building professional development and curriculum long term led by community members (All)
- Transition support for parents, e.g. Elementary -> Middle School -> High School (Students with disabilities)
- One social worker to support family systems and 2 counselors at every Title I and over 600 [student] elementary school and West Side MS (All)

Using the total set of results from the voting process (Appendix C), the facilitator has organized the strategies below from highest to lowest SEL strategies the District should focus on. A vote of one equates to four (4) points, a vote of 2 to three (3) points, a vote of 3 to two (2) points, and a vote of four is one (1) point.

RANK ORDER OF STRATEGIES RECEIVING <u>MULTIPLE</u> VOTES FROM GROUP MEMBERS

By Votes	Strategy	Vote of 1 (4 pts)	Vote of 2 (3 pts)	Vote of 3 (2 pts)	Vote of 4 (1 pt)	Total Score
1	Develop a non-expulsion-based, small (500-700), structured, alternative high school and staff with a shared vision offering comprehensive alternative curriculum and extensive and intense supports (K-Smart High School) (All)	4	4	2		30
2	Expand Interim Therapeutic Care classrooms	4	2		1	22
3	Expand Behavior Intervention Center/Supports	1	3			14
3	Expand cultural and family engagement nights (Students of color)	3			2	14

#		A	B	C	D	Total
3	Expand culturally responsive relationship building professional development and curriculum long term led by community members (All)	3			1	14
4	Reduce caseloads for counselors, special educators, social workers, school psychologists and related services	3			1	13
5	Develop systems to address racial and social justice	2	1			11
5	Develop comprehensive SEL/Mental Health professional development pathways		1	2	4	11
6	Develop MTSS for staff support			3	3	9
6	Expand professional development needs based on specific needs		3			9
7	Expand partnerships with community mental health programs (All)		2	1		8
7	Develop family navigator between schools to help with process	2				8
7	Expand more aggressive hiring of people who represent our student populations	1		2		8
7	Expand equitable distribution of FTE funding based on evidenced-based practices and need (e.g. counselors, CSOCs, social workers, etc.)	1	1		1	8
8	Expand MTSS to create Tier 3 individualized options that connect with outside resources w/more inside resources-designed by	1	1			7

#	Recommendation					
	feeder school rather that by school					
8	Expand embedded social workers to address family systems	1	1			7
8	Restructure school counselor roles (scheduling)			3	1	7
8	Expand more time for recess		1	1	1	7
9	Expand before/after school opportunities with instructional time for SEL		2			6
10	Expand transportation for after school activities/opportunities		1	1		5
11	Develop Community School Outreach Coordinators for community/family outreach and Family nights for non-title schools			2		4
11	Continue partnerships with community resources		1		1	4
12	Continue MTSS and PBIS			1	1	3

Eight recommendations emerged as garnering the highest level of support from the entire group resulting from the voting process.

1. Develop a non-expulsion-based, small (500-700), structured, alternative high school and staff with a shared vision offering comprehensive alternative curriculum and extensive and intense supports (K-Smart High School) N = 30
2. Expand Interim Therapeutic Care classrooms N = 22
3. Expand Behavior Intervention Center/Supports N = 14
4. Expand cultural and family engagement nights (Students of color) N = 14
5. Expand culturally responsive relationship building professional development and curriculum long term led by community members (All) N = 14
6. Reduce caseloads for counselors, special educators, social workers, school psychologists and related services N = 13
7. Develop systems to address racial and social justice N = 13
8. Develop comprehensive SEL/Mental Health professional development pathways N = 11

Table groups worked on seven of the eight highest ranking strategies to address the following:

- ▶ What resources will be needed? (staffing, professional development, assessment/monitoring, curriculum materials, travel, technology, etc.)
- ▶ What will the district need to do to support these strategies?
- ▶ What existing conditions will need to change?
- ▶ What barriers will need to be eliminated?
- ▶ What potential outcome measures should be used to monitor progress?

Notes from these discussions have been transcribed for the purposes of further implementation discussion within the district (see Appendix D).

Synthesis/Recommendations:

The following synthesis is intended to consider the entirety of the input session in the formation of recommendations.

Focal Student Populations –

Even though the facilitators included multiple references to specific groups of historically marginalized groups of students, table groups still tended to consider their strategies as benefitting all students.

Salem-Keizer Public Schools has a very diverse student population, many of whom speak first languages other than English. Spanish is the second most prominent language spoken (other than English), with a majority of Spanish speaking students identifying as either Hispanic or Latinx. Not all of the district's Hispanic/Latinx students fit into the Emergent Bilingual category and a number of SKPS students identify as multi-racial. The district does not distinguish between African American students and students from Africa.

A deeper review of SKPS student SEL data further confirmed disparate data for specific student populations, including lower attendance rates and higher chronic absenteeism for Native Hawaiian/Pacific Islander students and African American students. In addition, elementary teacher perceptions that were significantly lower regarding African American students' Classroom Effort, Engagement, and Emotion Regulation.

Strategies-

1. **Additional specialized staffing** (counselors, psychologists, community mental health partners), especially at high poverty schools, was noted by many of the groups as a high priority with a particular focus on hiring of the "right" professionals who have the heart, passion, and skills to be effective with students.

   Note: The existing statewide shortage of professionals including Social Workers, Counselors, and School Psychologists may point to the district's need for explicit collaboration with Oregon's higher education institutions to grow programs and increase the pool of qualified candidates for these critical positions.

Discussion also focused on re-examining caseloads and scheduling to achieve maximum impact of services for students, including alignment of services within feeder school patterns and maximized use of Title funds.

2. Implementation of **evidenced-based practices such as Multi-Tiered System of Support and Response to Intervention** were highly valued and supported by participants for continuation and expansion, with particular attention to strengthening service and resources to serve students in Tier Two and Three and consideration of MTSS support for adults experiencing secondary trauma.
The district already has invested in and implemented several additional the evidence-based strategies (Second Step, PBIS, MTSS, and Sanford Harmony).

District and community partners may benefit from examining additional evidence-based interventions such as those identified for disruptive behavior disorders, many of which include interventions with the families of students manifesting behavior disorders. [1]

3. Participants discussed features of a **comprehensive school behavioral and mental health system** as noted in the Oregon Department of Education's Resource Guide, "Centering Mental and Behavioral Health." Features that could be critical to the success of strategies identified within the Social and Emotional component of SKPS's SIA plan, all of which resonated with the Implementation Team, include:
   • Effective Partnerships with culturally responsive collaborations
   • Multi-tiered systems of support
   • Empirically supported treatments and SEL curriculums
   • Family-school-community teaming and trauma informed practices
   • Needs assessment and resource mapping of resources/services
   • Data collection, analysis, utilization, and reporting specific to SEL efforts and outcomes
   • A sustainable funding stream

4. **Equity-based practices** received significant attention throughout the process. Specific recommended strategies included:
   • Mandatory and ongoing equity professional development
   • Ongoing job embedded PD on Culturally Sustaining teaching practices
   • Invest in practices to recruit and retaining racially diverse teaching staff
   • Culturally relevant before/after school and summer opportunities

[1] Substance Abuse and Mental Health Services Administration. *Interventions for Disruptive Behavior Disorders: Evidence-Based and Promising Practices*. HHS Pub. No. SMA-11-4634, Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services, 2011.

- Systems to address racial and social justice
- Engaging with families via listening sessions and offering culturally responsive family nights
- Culturally responsive Professional Development led by community members

Other recommendations had equity implications such as:
- Developing more authentic student/teacher relationships
- Disaggregated data by student group
- Equitable distribution of professional staff FTE to serve schools with significant numbers of marginalized students.

5. Partnerships with **community mental health community programs** were valued and referenced in every table groups' list of recommended strategies.

6. **Class size** was referenced in group table discussions, not as an across the board reduction in the ratio of students to teachers but more in specific areas including K-5 grades, special education, secondary advisory classes and a small school specifically designed for students who are expelled from their home school. More emphasis was raised around reduced caseloads and modifications to schedules for counselors, social workers, etc.

7. Many of the specific recommended strategies referenced **Professional Development**, specifically in the areas of research-based Social and Emotional Learning curriculum, Trauma-Informed Practices, and Culturally Responsive Practices. Participants noted the importance of these PD opportunities to include all staff (including bus drivers) and to reflect PD best practices (ongoing and job embedded).

Student Investment Account Application Requirements:
The Salem-Keizer Public Schools SIA application must meet a series of criteria in order to be approved by the state. They include:
   A. Meet Student Investment Account Law and Rule
   B. Consider the recommendations from the QEC (Quality Education Commission)
   C. Consider the district's CIP (Continual Improvement Plan) and identified needs
   D. Take into account community input
   E. Consider disaggregated data
   F. Make Equity-based decisions (Equity Lens)
   G. Utilize Evidence-Based models

All of the highest ranked recommendations above (1-8) meet requirements A through F and the majority of the highest ranked recommendations are known to have a considerable effect size as reported by John Hattie[2] as listed below:

[2] S. Waack (2018) Hattie's 2018 updated list of factors related to student achievement: 252 influences and effect size retrieved from: visible-learning.org

- # 3 Expand Behavior Intervention Center/supports (.62, .42) (PBIS-1.29) (RTI 1.29)
- # 4 Expand cultural and family engagement nights (engaging parents .50)
- # 5 Expand culturally responsive relationship building professional development (.52)
- # 6 Reduce caseloads (.35) and increase in school counselors and school psychologists (.35)
- # 7 Develop systems to address racial and social justice (.33)

The strategy receiving the most votes from participants recommended creation of a small, non-traditional high school for students who are not successful in a larger school. There is definite evidence supporting alternatives to suspension and expulsion[3] [4] and use of SEL curriculum[5] in programs serving students who struggle in larger settings; however, there is a dearth of evidenced-based research on the efficacy of small, non-traditional alternative schools serving students expelled from their local school. However, there are key elements of successful of alternative schools[6] grounded in other evidenced-based practices that could be helpful for further research by the district. These include:

1. Maximum teacher/student ratio of 1:10;
2. Small student base not exceeding 250 students;
3. Clearly stated mission and discipline code;
4. Caring faculty with continual staff development;
5. School staff having high expectations for student achievement;
6. Learning program specific to the student's expectations and learning style;
7. Flexible school schedule with community involvement and support; and
8. Total commitment to have each student be a success.

[3] How We Can Fix School Discipline This Document Was Adapted from a Comprehensive Toolkit available at: http://www.fixschooldiscipline.org/toolkit/lcffcommunity/

[4] Colorado Department of Education (2015) Alternatives to Zero Tolerance: Best Practices Summary retrieved from: http://www.cde.state.co.us/dropoutprevention/bestpracticesalternativestozerotolerance

[5] Chapter 5: Guidelines for Selecting Evidenced-Based SEL Programs retrieved from: https://casel.org/guidelines/

[6] Retrieved from: http://dropoutprevention.org/effective-strategies/alternative-schooling/

Appendix A: Attendees—Social Emotional Implementation Team

Alex Brink – MS counselor
Anne Bolen, Special Education
Brian Hilsabeck- SpED Coordinator, Elem.
Brittany Deckard - WESD
Cesar Bueno – counselor South
Chris Moore - School Psychologist
Christine Van Bell – bilingual school psychologist
Dan Sborresen - Assistant Principal McNary
David Fender - Coor. Office of Behavior Learning
Dawn Matthews – Counselor Hoover
Erik Jespersen – HS Principal
Erin Nichols - Program Associate
Helen Richardson - Program Associate
Ishawn Ealy - School Social Worker
Jennifer Colachio -Program Associate
Joni Pruett - MTSS
Julia Buen - classroom teacher Chavez
Julia DeWitt – Middle School principal
Julie Conn-Johnson- Program Associate
Karley Strouse – School psychologist
Kathleen Jonathan - CSOC
Kathryn Santana – Behavior Program Assoc
Larry Ramirez –HS Level Director
Leilani Slama - Salem Health)
Marianne Sylvestre - Teacher Alt. Ed.
Paige Gorman - Trillium
Phil Blea - Polk Cty Mental Health
Robin Sischo –Social Worker
Sandie Price - Elem. Level Director
Yadira Juarez - Salem Keizer Coalition for Equality

Appendix B: Notes Guide

Student Investment Act (SIA) Social and Emotional Needs Notes Guide

There are numerous parts to consider when creating recommendations or plans for the SIA. This Notes Guide is intended to help you keep track of your thoughts and understanding of the component pieces as you prepare to provide your input.

Please list your affiliation with the district (i.e. teacher, professional staff, community):_____

Please provide any demographic information you feel comfortable sharing (i.e. African American/Black, White, LGBTQ):

_____

Part One: l

1. How will you center your recommendations within an Equity Lens?

2. The Law (SSA, House Bill 3427): What key requirements, intents or purposes of the law will be important to remember during this process

3. The QEC (Quality Education Commission): What do you want to remember to keep in mind from the QEC recommendations?

4. a. What reflections do you have on the SKPS process that has taken place to date around gathering input from stakeholders and planning for the plan?

    b. What are your initial impressions of the Task Force priorities? Based on the Task Force feedback, what are the greatest district needs? How does it align with SIA requirements?

Part Two: Unpacking Social and Emotional Learning and SKPS Data

5. What aspects of the information shared about defining mental and behavioral health do you want to keep in mind as you move towards recommendations?

6. What specific SKPS data shared will be important to keep in mind? Who are the student groups most impacted?

7. What did you learn from reviewing some of the family responses to the open-ended question?

Part Three: SEL Resources and Evidence Based Strategies

8. Which of Hattie's research-based strategies with effect sizes of > .40 do you see holding promise?

    a) Targeted instructional time before or after school for struggling learners and emerging bilinguals (.40) featuring:
        a. Additional enrichment opportunities (.53) that are culturally motivating, sustain and relevant (.46), aim to integrate new learning with prior knowledge (.93), and increase positive self concept (.41)
        b. Explicitly teaching of metacognitive strategies (.60), self-regulation strategies (.52) and study skills (.46)
        c. Cooperative learning techniques rather than individualistic/competitive structures (.55)
    b) Generic summer programs (.27) but with above characteristics, they do have more effect size
    c) Preschool programs with highly trained teaching staff (.43) focused on building self-=regulation skills (.52) with authentic, consistent family involvement component (.50)
    d) Play-based (.50) Pre-K to Kindergarten jumpstart programming focused on building self-regulation skills (.52)
    e) Career connected programs of study (.38) paired with students' perceived value (.46)
    f) Expanded music instruction (.37) and drama/arts programs (.38)
    g) Scaled, implemented and coached PBIS (1.29, .62, .42)
    h) Establishing authentic student-teacher relationships (.52)
    i) Demonstrating a positive perspective on families and engaging parents (.50)
    j) Helping students connect curricula to their everyday lives (.46)
    k) Decreasing stereotype threat (.33)
    l) Communicating high expectations (.43)
    m) Implementing active engagement strategies across the class (.35)
    n) Increase school counselors and school psychologists (.35)
    o) Expand partnerships with community mental health programs to provide comprehensive school-based services to students and families
    p) Expand evidenced-based social-emotional curricula (.39)
    q) Expand early intervention programming for children not reaching developmental markers for a minimum of 13 hrs a week (.50)
    r) Increase school FTE, community-based organization & law enforcement partnerships that directly address chronic absenteeism

9. What are your takeaways from the brief overview of evidence-based SEL strategies? What strategies or programs are you familiar with that might be evidence-based?

10. NOTE: Helpful if individuals at your table select different strategies for the Equity Lens questions that follow:

    a. What are the barriers to implementing this strategy to achieve more equitable outcomes? (e.g. mandates, political, emotional, financial, programmatic or managerial)

    b. How does the priority reflect those of involved affected stakeholders?

    c. How can the strategy be modified to ensure both individual and cultural needs are met?

    d. How can data be collected on race, ethnicity and native language?

    e. What professional learning for equity will be needed to successfully implement?

Part Four: Table Talks Working with the Generated Priorities

11. What <u>resources</u> will be needed? (staffing, professional development, assessment/monitoring, curriculum materials, travel, technology, other)

12. What will the district need to do or develop to support these strategies?

13. What existing "conditions" will have to change?

14. What barriers will have to be eliminated?

15. What potential outcome measures should be used to monitor progress?

16. Other factors that should be considered

Appendix C: Raw Data Results of All Poster Top 4 Priorities (N = 115 votes cast)

Strategies	Vote of 1 (4 pts)	Vote of 2 (3 pts)	Vote of 3 (2 pts)	Vote of 4 (1 pt)	Total Score
<u>Continue</u> • Coaching Positive Behavior Intervention System (All) • Authentic student/teacher relationships (All) • Implementation of SEL curriculum and coaching within the academic schedule (All)					
• Partnerships with community resources (All, Economically Disadvantaged students)		1		1	4
<u>Expand</u> • SEL classes for parent (All) • Before and after school and summer school programs (All)					
• Cultural and family engagement nights (Students of color)	3			2	14
• Opportunities for play-based learning (All) • Culturally-specific Community School Outreach Coordinators (All) • Opportunities and resources for bilingual supports (Emergent Bilingual students)					
<u>Develop</u> • Jumpstart program focused on self-regulation skills (All)				2	2
• Training and professional development for all staff on use of SEL curriculum (All)					
• Distinction at the secondary level between academic counselors and counselors focused on SEL (All)				1	1
<u>Continue</u> • Multi-Tiered Systems of Support (All)			1	1	3
• Panorama survey data collection (All)					
• Listening sessions with parents and community members (All)			1		2
<u>Expand</u> • Partnerships with community mental health programs (All)		2	1		8
• "Culture of Care" teams in schools (Add social workers, behaviors specialists, mental health, Cadre)					

Interim Therapeutic Care classrooms	4	2		1	22
Behavior Intervention Center/Supports	1	3			14
Career and Technical Education opportunities at secondary level					
Professional development for culturally responsive practices					
Develop					
Analyze Special Education caseloads					
Restructure school counselor roles (scheduling)			3	1	7
SEL innovation lab—a place to share ideas					
Comprehensive SEL/Mental Health professional development pathways		1	2	4	11
MTSS for staff (adult) support					
Involvement of our retired community members			3	3	9
Continue					
Tiered Systems (All)					
MTSS (evaluate it and give it time to work) (All)					
Data collection for SEL efforts (All)					
Expand					
Sustainable funding stream (All)					
Early interventions					
Expand partnership with mental health specialists elevating those that don't exist and expanding those that do (All)		1	1		5
Other community organizations that support specific student populations					
Arts programs and clubs at the secondary level (All in Sec)					
More time for recess (All)		1	1	2	7
More Career & Technical programs, especially at alternative education settings					
Alternative education programs (All)					
Expand number of social workers, their roles and FTE (All)		1		1	4
More time for students and staff for specific relationship-building opportunities (All)				1	1
Develop					

• Systems to address racial and social justice (All)	2	1			11
• Sustainable programs to be used in trauma-informed school[s] (All)					
• Targeted curriculum and training/supports to address mental health and suicide prevention (All)					
• Plan culturally-relevant after school programs (All)	1				4
• Decrease stereotype threats [through] PD (All)					
• Family/school/community collaborations (All)					
• Increased substance abuse support (Students abusing substances)			1		2
• A concrete plan to lower class size (All)		1			3
• A culturally and ethnically equitable disciplinary practice (All)					
• Effective SEL curriculum at all levels (All)			1		2
• Trainings for staff on equity and greater staff accountability for this (All)			1		2
Continue • Panorama surveys but shared data and it is informing future strategy • Positive Behavior Supports and Multi-Tiered Systems of Support • Social workers within feeder schools • Hard conversations with social workers, counselors, & mental health providers • Career and Technical Education • Professional development around trauma-informed care and cultural competencies • Focus on equity and relationships **Expand**					
• Wrap around services (All)					
• In-school mental health services and provider access to all students in all schools (All)	1		2		4 4
• Community partnerships—wrap around, DHS, mental health (All)					
• Insurance ?blend? mental health services (All)					

• School activities and access (All) • McNary's expectation of 1 sport/club activity for every student (All) • DHS services in schools (All) • Use of Panorama to identify individual and group needs (All) • Embedded social workers in all high schools and identified middle and elementary schools • SEL curriculum (All) • Community School Outreach Coordinators, using Title funds in different ways (All) • School counselors doing groups (All) Develop • Network to access basic needs--partner with Marion Polk Food Share to deliver food boxes to schools (All) • Community partnerships (All) • Transition supports from elementary to middle (All) • Deeper understanding of wrap around services (All) • Enrichment and engaging after school opportunities (All) • Culturally responsive volunteer coordinators • School liaisons for larger schools to make sure every student is connected to the school • Family navigator between schools to help with process • Food vans for HS to help with food boxes • Peer delivered services • Transition plan and support between levels for parents and students • Graduation coaches in Elementary • Braided funding with community partners	2				8
Continue • [Support all current SEL efforts] Expand • Professional development based on specific needs (All) • Jump Start Kinder for all schools (All)		3			9

• Higher education support for current district staff for mental health, behavior specialists staffing needs (All)					
• Interim Therapeutic Care Classrooms in more schools to support their populations who have more intense social-emotional needs (All)					
• Flexibility in protected instructional time to meet/prioritize needs of students (All)					
• Pro Active Sensory Spaces in all schools with trained staff (All)				1	1
• Research-based SEL for all teachers					
• Preschool programs w/highly trained staff with intervention for self-regulation (All)			1		2
• Reduce caseloads for counselors, special educators, social workers, school psychologists related services	3			1	13
• Reduce class size in K-5 and at secondary academic core and advisory (All)			3		6
Develop					
• Continuity between elementary and secondary MTSS/PBIS (All)					
• Skills of behavior specialists (All)	1				4
• Collaborative problem solving (All)					
• Certified Behavior Analysts (All)					
• Tiered system of intense support for behavioral needs (above a school's Tier 3) (All)					
• Systems to support teachers and staff who experience secondary trauma (All)				1	1
• Alternative Education options for secondary who struggle to stay engaged in comprehensive schools (not just expulsion) (All)					
• Mental health professional school based (assigned to schools) (All)					
• Mental health service for all students, at school, including partnerships with community (All)					
Continue					

Item					
• Data informed decision-making in Equal Opportunity Schools using multiple data points (SEL, perception surveys, academics, grad rates, attendance…) (All) • MTSS programs (All) • To create incentives for bus drivers—we are going to need to solve this shortage soon (All)					
Expand					
• Behavior Learning Team (OBL) so that can meet students' needs (All)		1			3
• MTSS to create Tier 3 individualized options that connect with outside resources w/more insides resources-design by feeder school rather than by school (All)	1	1			7
• Office of Behavioral Learning to provide more resources for Tier III students' needs (All)					
• Programs to connect community, parents and schools (All)					
Develop					
• A non-expulsion-based, small (500-700), structured, alternative high school and staff with a shared vision offering comprehensive alternative curriculum and extensive and intense supports (K-Smart High School) (All)	4	4	2		30
• SEL curriculum and implementation at Middle School and 9th-10th grades (All)					
• A clinic in schools that explicitly supports dental, basic medical and mental health care (All)					
• Embedded time in schedule for staff professional learning and implementation cycles (e.g.late start, early release) (All)				1	1
• Community School Outreach Coordinators for community/parent outreach and Family Nights for non-title schools (All)			2		4
Continue					
• MTSS and PBIS (All)		2			3
• Student/teacher relationships (All)					

• Evidence-based SEL curriculum (All)					
• Adding school counselors (All)					
Expand					
• Embedded social workers to address family systems	1	1			7
• Expand before/after school opportunities with instructional time for SEL		2			6
• Transportation for after school activities/opportunities		1	1		5
• Equitable distribution of FTE funding based on evidenced-based practices and need (e.g. counselors, CSOCs, social workers, etc) (marginalized students)	1	1		1	8
• More aggressive hiring of people who represent SK student populations (Students of color, ALL)	1		2		8
• More school counselors					
• Community resources for families in a safe space e.g. community health center—neutral location (Economically disadvantaged, Migrant, Homeless, LGBTQ+, Students with disabilities)					
Develop					
• After school-summer instruction in SEL (e.g. yoga, small groups, Mind Up) (Economically Disadvantaged, Migrant, ELL, All)					
• Culturally specific celebrations and connections (Students of color)				1	1
• Culturally responsive relationship building professional development and curriculum long term led by community members (All)	3		1		14
• Transition support for parents, e.g. Elementary -> Middle School -> High School (Students with disabilities)					
• One social worker to support family systems and 2 counselors at every Title I and over 600 [student] elementary school and West Side MS (All)					

Appendix D: Table Talks with the Generated Priorities

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1. **Develop a non-expulsion-based, small (500-700), structured, alternative high school and staff with a shared vision offering comprehensive alternative curriculum and extensive and intense supports (K-Smart High School) N = 30 votes**

Resources Needed
- Building
- Staffing FTE
- Transportation
- Dual Curriculum (SEL and Academic)
- Accreditation
- Access to CTEC and contextualized learning
- Small class sizes

District Support
- Schooling FTE allocated
- Alternative hours

Change in Existing Conditions
- Needs-based place school
- Rebranding of alternative school
- Different look/feel of environment (e.g. Nike, Apple work settings)

Barriers to Eliminate
- Perception that it's not a throw-away school
- Transportation issues eliminated with different start time and strategic building location
- Serve a niche (doesn't compete w/existing programs)

Potential Outcome Measures
- Graduation rate
- Drop-out rate
- Attendance
- Discipline data

Other Factors
- Admin control over staffing

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2. **Expand Interim Therapeutic Care classrooms N = 22 votes**

Resources Needed
- Licensed teacher
- Two paraprofessionals
- Classroom space within building
- Additional hours for staff to observe

District Support
- Audit of space within buildings
- Staffing
- Schools with Tier II and III needs—to be implemented with fidelity

Change in Existing Conditions

- Dedicated time for classroom teachers to collaborate together
- Building conditions in place to be sustainable and effective

Barriers to Eliminate
- Re-classification for SPIA-II
- Space furnishings
- Funding for staff
- Funding for Professional Development

Potential Outcome Measures (Paying close attention to demographic groups)
- Academic data
- Family feedback
- Discipline referrals
- Increased social-emotional competency for both students and teachers
- Percentage of time in general education

3. **Expand Behavior Intervention Center/Supports N = 14 votes**

Resources Needed
- Build/find space
- Furniture
- Licensed and classified staff hiring and salaries

District Support
- Hire the staff
- Identify location space
- Appropriate accommodations

Change in Existing Conditions
- Emphasize neighborhoods—find an area closer to neighborhood schools
- Nurse practitioner, social worker, therapist, etc.

Barriers to Eliminate
- Location of sites

Potential Outcome Measures
- Parent/family feedback
- Specific student data to determine reduction in intensity/frequency of behavior
- Student behavior and academic outcomes

4. **Expand cultural and family engagement (Students of color) N = 14 votes**

Resources Needed
- Community partnership with outside organizations and/or agencies
- School facilities—consider feeder school design
- Staff—administrators and teacher support
- Funding for
  - Translation/Interpreting services
  - Childcare
  - Transportation
  - Food that is culturally reflective
  - Technology

- - Music

District Support
- Setting aside ongoing funds for supporting the work

Change in Existing Conditions
- SKPS norms/practices that are not culturally appropriate
- Compensation for staff rather than flex time

Barriers to Eliminate
- Language
- Funding
- Communication styles and methods
- Publicity

Potential Outcome Measures
- Written feedback from families and students
- Monitoring of attendance at family nights

5. **Expand culturally responsive relationship building professional development and curriculum long term led by community members (All) N = 14 votes**

Resources Needed
- Event space
- Stipends for guest facilitators (including planning time w/district)
- Stipends for participants
- Materials and supplies
- Equity assessment/audit to understand baseline and impact
- Time and stipends for classified employee participation in PD

District Support
- Promote moving from optional PD to mandatory PD within a specified timeframe
- Ongoing support for coaching
- Invitation to community for co-collaboration and facilitation

Change in Existing Conditions
- From optional PD to mandatory
- Prioritizing ongoing coaching to maximize PD impact
- Creation of common terminology in district related to equity

Barriers to Eliminate
- Attitudes, biases, micro-aggressions

Potential Outcome Measures
- Survey data (Panorama)
- Data on complaints received by District Equity Office
- Focus groups—students, families, staff

Other Factors
- Attention to multiracial data disaggregation—(not currently tracking all AA SKPS students in current designations
- Consider using Tribal Curriculum and Ethnic Studies resources as they become available from ODE

6. Reduce caseloads for counselors, special educators, social workers, school psychologists and related services N = 13 votes

Resources Needed
- Aggressive hiring practices (culturally representative)
- Attention to staffing ratios

District Support
- Streamline hiring process

Change in Existing Conditions
- More Grow your Own opportunities for current employees
- Developing a system of equity in caseloads
- Space
- Intentional role identification

Barriers to Eliminate
- Limited resource—quality employees

Potential Outcome Measures
- Better student SEL outcomes
- Lessoning amount of students in self-contained classrooms

Other Factors
- Be intentional in who is hired
- Equitable placement in schools based on need

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7. Develop systems to address racial and social justice N = 13 votes

Resources Needed
- Staffing
- Professional Development
- Assessment monitoring of resources
- Some travel (train the trainer model)

District Support
- Multi-stakeholder committee/task force with community members and school district personnel to hold district accountability
- Accountability measures for administrators
- Process to empower parents to share grievances

Change in Existing Conditions
- Awareness
- Staff apathy
- Inactivity
- High staff turnovers at vulnerable schools
- Review of current system

Barriers to Eliminate
- Entrenched thinking
- Lack of knowledge/transparency for victims
- Fear of retaliation for students and families
- People in authority making decision to not address behaviors/grievances

Potential Outcome Measures
- Community accountability board

8. Develop comprehensive SEL/Mental Health professional development pathways N = 11 votes (THIS TOPIC WAS NOT UNPACKED YET)

Resources Needed
District Support
Change in Existing Conditions
Barriers to Eliminate
Potential Outcome Measures
Other Factors