Behavioral Health and Wellness

Curriculum Adoption

Project Team Report

Phase I

May 2022

Behavioral Health and Wellness Phase One Report
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In November 2021, the Beaverton School District School Board charged the Behavioral Health and Wellness Project Team with the task of developing and making specific programmatic recommendations for the District. The Behavioral Health and Wellness curriculum review, as outlined in Board policy and administrative regulation for the Quality Curriculum Cycle, was to include learning targets, instructional practices, assessment, instructional resources, and staff development.

Within the review process, the Behavioral Health and Wellness Project Team studied social emotional learning in the context of today's world. With a global pandemic and staff and student mental health on the decline, the urgency to develop systems of support was like none before.

Our goal is to provide educators with the tools and opportunities to co-construct, alongside students, meaningful classroom and school communities, and develop and foster authentic relationships. Additionally, the focus of the Project Team was to support the social emotional well-being of students as well as staff and organization. Ultimately, if we want our students to be well, so must the educators that teach them, and the organization that supports them.

The work of this Project Team has placed an intentional focus on best practices in behavioral health and wellness as well as professional development for educators. In addition to the review of research and student data, the Cadre and Project Team engaged in deep discussion about essential practices in every classroom as well as the necessary professional learning needed to support these practices.

As a result, the Behavioral Health and Wellness Project Team defined a comprehensive set of Phase I recommendations that includes:
- K-12 Behavioral Health and Wellness Position Paper
- K-12 Behavioral Health and Wellness Best Practices
- K-12 Social Emotional Learning (SEL) Instructional Resources Recommendations
- 6-12 Substance Use Intervention Resources Recommendation

Phase II work of the Behavioral Health and Wellness Project Team will include K-5 Growth Goals, Instructional Resources, Professional Development plans, and Assessment and Implementation plans. Furthermore, Phase II will recommend supplemental K-5 instructional resources (e.g. Counseling Curriculum, Small Group

Curriculum) and recommend adopted supplemental instructional materials for all K-12 programs.

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2021-22 Behavioral Health and Wellness Project Team Membership

Name	School/Community	Name	School/Community
Andrew Ratzke Elementary BHandW	Beaver Acres Elementary	Neel Jain Student	Westview High School
Em Rochford Elementary BHandW	Cooper Mountain/Errol Hassell Elementary	Nidhi Kairon Student	Southridge High School
Josh Boren Elementary BHandW	William Walker Elementary	Brady Brewer TOSA	School Support Specialist
Miranda Trullench Elementary BHandW	Chehalem Elementary	Carolina Cavedon TOSA	Multilingual Department
Darla McClelland Middle School BHandW	Cedar Park Middle School	Elise Renning TOSA	School Support Specialist
Danielle Gonzalez High School BHandW	Southridge High School	Jessica Pierce TOSA	Alternative Solutions
Robin Kracker High School BHandW	Beaverton High School	Kristen Gustafson TOSA	Secondary Health
Caroline Scott Teacher	Chehalem Elementary	Steve Sanderson TOSA	School Support Specialist
Melanie Driessen Teacher	Findley Elementary	Chris Harvey-Foltz District Admin	Special Education
Robert Hillhouse Teacher	Tumwater Middle School	Danielle Hudson District Admin	Student Services
Sarah Graves Teacher	Mountainside High School	Mason Rivers District TOSA	Teaching and Learning
Alexandra Nahil Parent/Community	Montclair Elementary	Vilay Greene District TOSA	Teaching and Learning
Fyndi Jermany Parent/Community	Greenway Elementary	Curtis Semana Administrator	Highland Park Middle School
Sarah Zuber Parent/Community	Bethany Elementary	Jennifer Whitten Administrator	Greenway Elementary
Sundus Waseem Parent/Community	Beaverton Early Childhood Center	Kalay McNamee Administrator	Elmonica Elementary
Alexis Stovall Student	Arts and Communication Magnet Academy	Malindi Zimmer Administrator	Beaverton High School

K-12 Behavioral Health and Wellness Position Paper

Our students need us to prioritize their mental wellness like never before. In the past few years we have seen declining mental health in children and teens, experienced the stress of a global pandemic, and embraced the racial reckoning that is occurring in our country. These events have highlighted the individual, familial, community, racial, societal, and collective trauma within our schools and led to emotional upheaval and life-altering circumstances for many of our students and families. We recognize that systemic racism and white culture ideals are embedded in our education system. It is incumbent upon us as educators to be responsive to students, create supportive environments, teach skills and strategies, and provide resources to better support healing and wellness.

Behavioral Health and Wellness activities aim to reduce barriers to learning and increase opportunities for student engagement. By focusing on building strong and healthy communities and promoting the wellbeing of every learner, we believe students will thrive in the classroom and as they move beyond the K-12 system. Cultivating learning spaces that are celebratory, joyful, and nurturing allows our students to become their best selves. Our plan provides measurable goals and concrete action steps to assess and align our human and financial resources to best meet the needs of our students. Behavioral Health and Wellness is achieved in partnership between our students, families, schools, and greater community. It is through this collaboration that a strong foundation of support is created to allow students to thrive academically, socially, and emotionally.

To be anti-racist, we must also be trauma-informed. This effort requires a solid grounding in the science of trauma, which includes understanding the impact on our brains and bodies, historical/generational trauma, adverse childhood experiences (ACEs), and the science of resilience. As a system, the district realizes the widespread impact of trauma, understands potential paths for recovery, and recognizes the signs and symptoms of trauma in students, families, staff, and others involved with the system. By fully integrating knowledge about trauma into policies, procedures, and practices we seek to actively resist re-traumatization and respond in a way that best meets the needs of our students. We are committed to incorporating the six principles of trauma-informed care as we develop a more anti-racist, trauma-informed behavioral health and wellness system. These principles are: safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment, voice and choice, and cultural, historical, and gender issues. (SAMHSA, 2014)

As employees and representatives of the school district, we prioritize human beings, individual's cultures, and dismantle racist systems in order to allow our staff, students, and community to heal and grow together. We use our talents and passion to create a loving community that can knit itself together even when we are in a structure that mirrors racism. Knowing that our white supremacy culture harms people of color, we examine and restructure our systems and practices so our students feel valued in order to remove barriers that are preventing students from feeling valued. As educators, we challenge our own biases and beliefs and reflect on our own pedagogy and tools with an anti-bias/anti-racist focus.

Behavioral Health and Wellness strives to support every student in acquiring and applying the knowledge, skills and attitude to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (CASEL, 2021). Student behavioral health and wellness is supported by teaching them tools to develop the social, emotional, and academic skills necessary to facilitate student voice, agency, and engagement as they prepare for their future.

 As a center for academic learning, we believe students need skills to:

- Understand and recognize their emotions
- Possess social awareness
- Communicate and advocate for their physical and emotional well-being
- Develop and maintain healthy relationships with self and others
- Cultivate responsible decision making skills (ability to make constructive choices in social interactions)

Evidence based practices for Behavioral Health and Wellness will be adopted and implemented throughout all our schools, PreK-21. A focus on behavioral health and wellness will allow our students to thrive with the support of the district's multi-tiered systemic approach. The first priority is to shift to an *emotions matter mindset.* Emotions drive learning, decision-making, creativity, relationships, and health. This will foster a cultural mindset shift where mental health and anti-biased/anti-racist practices are at the forefront of our curriculum. Behavioral Health and Wellness focuses on positive mental health, not just the absence of mental health concerns. By teaching the necessary skills and strategies to build trust and relational safety, we create the conditions for students and teachers to do their best work. Data driven decisions, a focus on continuous improvement, and utilizing our anti-racist and trauma-informed lens will impact and evolve our foundational, prevention and intervention programs and strategies.

Emotional regulation is also critical for staff members and we must provide them with opportunities and tools for self care. The district will provide resources to help schools support teachers and staff in this endeavor with sustainable and meaningful professional development, coaching and on-going support.

We recognize that our current systems do not effectively support all students and we strive to disrupt the correlation between demographic profile and belonging and achievement in school, economic opportunity, and health. As staff and an organization, we:

- Recognize the harm perpetuated against our Black, Indigenous, People of Color and strive to create restorative school communities.
- Center joy by cultivating learning spaces that are celebratory and judgment free.
- Reduce stigma around student behaviors through reflection and self awareness.
- Recognize the emotional, mental, and physical health of community members as a key component to organizational health.
- Value each member of the learning community and organization as a contributing member. They are invested, they take ownership, and they are able to learn from one another, continuing to build on divergent thinking. Everyone is valued for what they bring.
- Foster perseverance, cultivate self-regulation capability, and advance problem solving dexterity.
- Demonstrate our commitment to equity by implementing inclusive practices.
- Support and teach emotional awareness and communication skills that allow students to identify the needs of themselves or others, advocate for the needs of themselves or others, and respect that people have different needs. A part of this process requires accountability backed by mindful reinforcement for those who teach these skills so as to promote growth, limit trauma and respect the individual.

Best Practices for Behavioral Health and Wellness

Guiding Principle 1: Foster and Maintain Healthy Relationships
Intentional relationship-building practices that permeate all aspects of teaching and learning are critical to support student wellness. These practices will cultivate an environment and provide opportunities where students can develop and maintain healthy relationships with themselves and others.

Related Best Practices:
- Create structures that support healthy relationship development to enable each student to be known well and to be connected with other students and adults.[7]
- Cultivate learning environments that provide structures for safety and belonging which includes opportunities for collaborative work and consistent restorative practices.[9]
- Understand that healthy relationships between students and adults are reciprocal, attuned, culturally responsive, and trusting.[9]
- Prioritize adult-student as well as peer relationship development in daily schedules.[9, 16]
- Develop students' social-emotional skills and executive functioning to support the improvement of social relationships and academic performance.[13]
- Build adult and student intrapersonal skills (understanding and managing one's feelings and impulses) and interpersonal skills (understanding others, negotiating, and social problem-solving).[12]

Guiding Principle 2: Student Voice and Self-Empowerment
Practices that value authentic student voice and foster the agency of young people are foundational to promote social and academic engagement.

Related Best Practices:
- Center students' lived experiences and identities.[10]
- Analyze and shift adult mindsets around existing power structures that tend to invalidate student opinions and contributions.[3]
- Honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.[4]
- Engage student perspectives[3] and provide opportunities for students to lead and co-create solutions in their school and district[4] to enable them to take responsibility for their community.[13]
- Incorporate principles of universal design to ensure accessibility to all students, including students with disabilities and students whose first language is not English.[3]
- Utilize student input and student leadership strategies that engage many students, especially traditionally disempowered students who may be struggling to succeed in the current school structures.[3]

Guiding Principle 3: Climate, Culture, and Values
The climate, culture, and values of the classroom, school, district, and community are the foundation of authentic and healthy environments that promote the wellbeing of every learner.

Related Best Practices:
- Provide opportunities for students, families, and educators to co-construct more inclusive, student-centered school environments.[4]
- Create structure in the classroom where students feel included and appreciated by peers and teachers.[14]
- Encourage positive school climate through supportive relationships, engagement, safety, cultural competence and responsiveness, and academic challenge and high expectations.[11]
- Integrate social-emotional learning objectives into instructional content and teaching strategies for academics as well as music, art, and physical education.[4]
- Provide a continuum of tiered services for students, creating safe, stable, and welcoming environments for all.[1, 2]
- Apply restorative approaches to discipline that help students learn how to take responsibility for their actions and repair harm that may have occurred.[4, 7]
- Consider the relationship between positive school climate and social emotional learning is interactive and co-influential, it occurs in all settings and student-teacher-staff interactions, and influences students and teachers directly and indirectly.[11]

Guiding Principle 4: Culturally and Linguistically Relevant, Anti-Racist, and Anti-Biased
Practices that are culturally and linguistically relevant, anti-racist, and anti-biased are imperative to ensuring equitable outcomes for students. Practices at both the individual and systemic level will support the restructuring of our systems to ensure that students are respected and valued.

Related Best Practices:
- Integrate an explicit equity lens and social justice orientation into the conceptualization and implementation of behavioral health and wellness.[10]
- Engage staff in examining inequities and co-designing strategies to promote equity.[4]
- Ensure culturally and linguistically responsive teaching practices that build off of students' personal experiences and interests, engaging them through interactive and collaborative practices.[13]
- Reveal and nurture the interests, talents and contributions of children, youth, and adults from diverse backgrounds.[4]
- Connect students' cultural assets and references to concepts and skills.[6]
- Emphasize communal values and affirm student identities and lived experiences.[4]
- Validate students' experiences of oppression.[10]

Guiding Principle 5: Commitment to System Wide Collective Responsibility
The behavioral health and wellness of students is a collective responsibility of all BSD staff members. Consistent, ongoing professional development and active staff engagement throughout the system will support equitable outcomes for students.

Related Best Practices:
- Align organizational structures and partnerships to coordinate behavioral health and wellness and equity efforts.[4]

- Promote committed leadership that is willing and able to engage in collaborative decision making, build cultures of trust, and model the development of social and emotional skills in adults.[7]
- Develop school systems, professional learning opportunities, and evaluation systems that build the capacity and skills of educators.[2, 14]
- Cultivate a collaborative and inclusive learning culture where all staff take responsibility for the whole school.[13]
- Use regular staff communications to reinforce the importance of behavioral health and wellness.[9]
- Recognize that classroom teachers can support students in developing social and emotional competencies; specialized instructors are not required.[15]
- Plan regular opportunities for staff that foster critical reflection and cultivate their own social, emotional, and cultural competence.[4, 14]
- Equip all staff with social and emotional skills and mental health literacy.[1]
- Explicitly teach social, emotional, and cognitive skills utilizing evidenced-based instructional materials, practices, and resources. Embed this development in instructional and schoolwide practices and embrace demonstrations of learning and supports that prioritize the whole child.[7, 8]

Guiding Principle 6: Family and Community Partnership
Family and community partnership is a critical component to the development of student behavioral health and wellness.

Related Best Practices:
- Acknowledge that families are children's first teachers and they, along with community partners, bring deep expertise about students' lived experiences, their culture, and the issues they care about.[9]
- Shift parent communication from one-way and sporadic to thoughtful, on-going, and mutually beneficial.[5, 13]
- Foster family and community relationships that elevate the voices and perspectives of those who have been traditionally left out of school decision-making and those who have not been well-served by existing efforts.[11]
- Understand and remove barriers that inhibit schools, families, and community partners from working collaboratively to support student's behavioral health and wellness.[5, 7]
- Bring, as assets, a broad array of community-based groups into the life of the school to enrich the learning environment and address young people's whole needs.[5, 7]

Guiding Principle 7: Proactive Planning and Data-Based Decision Making
Proactive planning is critical to the development of positive mental health and wellness in all students. Implementation of effective programs and strategies requires the thoughtful utilization of data to make decisions about matching interventions with student needs.

Related Best Practices:
- Provide a tiered system of supports to ensure that students have access to an array of services and that all students have exposure to universal mental health supports.[1]
- Use data to identify and address gaps in students' access to the full range of learning opportunities in and out of school.[7]
- Examine climate, academic, and discipline data for inequities and use these data to drive root cause analysis and decision-making.[4, 9]
- Establish data strategies that help to share power, dismantle inequities, and create more equitable learning environments.[4]
- Pay attention to power dynamics in traditional data collection and continuous improvement processes that can lead to incomplete interpretations of data and biases in decision-making.[9]
- Utilize culturally responsive data strategies that take into account how data is captured and used, who it is shared with, and whose stories it represents.[4]

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Instructional Resources Review Process

In the fall of 2021, the Behavioral Health and Wellness Cadre reviewed and adapted a set of working criteria to review instructional resources. The Cadre then identified an extensive list of instructional materials for consideration. The Oregon Department of Education does not have an Adoption List of Behavioral Health and Wellness materials therefore all professionals serving in a Behavioral Health and Wellness role (school counselors, school psychologists, school social workers, and other specialists) were given the opportunity to contribute to the list of considerations.

As our Cadre researched and developed best practices related to Behavioral Health and Wellness, we determined the initial phase of the adoption should focus on building a solid foundation for students upon which to develop strong and healthy communities that promote the well being of every learner. This meant that our initial phase should focus on tier 1, social emotional learning materials and programs. Additionally, we focused on universal screening. The research and literature supports tier 1 SEL implementation, universal screening, and progress monitoring as the foundational work upon which to build. Data and experiences gathered through universal screening and the implementation of a universal SEL curriculum will help guide more targeted and individualized material selection as we move forward into future phases of the Behavioral Health and Wellness Adoption.

Once the direction was set for phase one of the adoption, the Cadre focused on developing additional considerations, aligned with best practices, for reviewing social emotional learning programs. The Cadre focused on materials that 1.) promoted classroom and school-wide community building; 2.) provided opportunity and structure to develop positive and meaningful relationships between students and between students and their teachers; and 3.) utilized the inclusion of student voice and student experience in the co-construction of ideas and concepts. Additional universal screener considerations were the inclusion of a dual-factor identification, screening for both concerns/risks and strengths/assets.

In addition to the Cadre's initial goal of focusing on tier 1, social emotional learning materials, the Behavioral Health and Wellness cadre opted to explore tier 2 secondary substance use intervention programs. Unlike social emotional learning, Beaverton had data that supported the need to provide more evidence based interventions for students who were engaging in substance use. During the 2021-22 school year, Beaverton was experiencing an increase in drug and alcohol discipline referrals. Enrollment in the district's diversion program, Insight, was at 52 by October 2021; 40 percent of the total program enrollment for the 2018-19 school year.

Insight is not an evidence based substance use intervention program. Rather, it is a self-guided, online course that replicates activities from the secondary Health curriculum. The increase in discipline referrals coupled with a weak diversion program, elevated the need for the Behavioral Health and Wellness cadre to include a substance use intervention program as part of the phase one adoption. In January 2022, a small subgroup of the Cadre formed, their final instructional resources proposal, along with social emotional learning, are outlined below.

1. Began with	2. Narrowed to	3. Finalists to Pilot
321 Insight 7 Mindsets AVID Bridges To Success Be Cool Whole School Botvin Life Skills Building Assets, Reducing Risk (BARR) CAST Program CBITS Caring School Community Character Strong Competent Kids, Caring Communities Cool School CoVitality DBT in Schools Erika's Lighthouse Everyday Speech Kelso's Choice Kindness in the Classroom LifeSkills Training Lion's Quest MindUP Mosaic by ACT Panorama PATHS Program PAX Good Behavior Game Positive Action Project ALERT Project Northland Reconnecting Youth Refuse, Remove Reasons High School Education Program Responsive Classroom Ripple Effects RULER School-Connect Second Steps SEL Based Professional Development Solutions Sources of Strength SSISSocial Skills Improvement System SSIS Classwide Intervention Program Strengthening Families Teen Intervene The Social Express Youth Mental Health First Aid Zones of Regulation	CAST Program CBITS Caring School Community Character Strong CoVitality Kindness in the Classroom Panorama PAX Good Behavior Game Positive Action Reconnecting Youth Ripple Effects Reconnecting Youth Sources of Strength Teen Intervene	<u>Universal Screener</u> ● CoVitality <u>Elementary Finalists</u> ● Caring School Community ● Kindness in the Classroom ● Positive Action ● Sources of Strength <u>Middle School Finalists</u> ● Caring School Community ● Character Strong ● Kindness in the Classroom ● Positive Action <u>High School Finalists</u> ● Character Strong ● Kindness in the Classroom ● Positive Action <u>Substance Use</u> ● Teen Intervene ● Reconnecting Youth

Curriculum Review Score Card

During the curriculum review process, the cadre curriculum small groups utilized a score card created by the Behavioral Health and Wellness Quality Curriculum Cycle steering team. Each curriculum that was reviewed as part of the round two reviews was scored by each small group cadre member. Evidence was provided for each score and scores were tallied to be used as part of decision making. The score card is provided below for review.

Each indicator was rated on the following scale:
0=not present, 1=minimally present, 2=somewhat present, 3=fully present.

Technology
- The curriculum includes a developmentally appropriate balance of tech vs. non-tech activities.
- The curriculum requires student technology skills that they already possess or are currently being taught.
- Delivery of the curriculum requires technology skills that most teachers already have.
- The curriculum/activities can be easily adjusted to adapt to in-person vs. digital learning platforms.

Cultural Responsiveness
- Materials include representation of diverse cultural and linguistic backgrounds.
- Lessons include the integration of student voice, experience, and knowledge.
- Lessons are designed to avoid perpetuating white supremacy vulture and positionality of the classroom teacher.
- The curriculum allows for the co-construction of core concepts to reflect the diverse perspectives and experiences of the classroom community.

Accessibility
- Materials can easily be modified or differentiated to meet a variety of skill levels.
- Lessons include a variety of formats to engage many different learning profiles.
- Materials are interactive and engaging for our current student profile.
- The curriculum includes a variety of activities (whole group, small group, individual).
- Curriculum lessons include (or could be used) for tiered intervention.

Other
- The curriculum includes a family component.
- Materials are available in a variety of languages (please include which ones).
- The curriculum includes an adult (teacher) social emotional learning component.

Alignment
- The curriculum aligns with Beaverton School District's strategic plan.
- The curriculum aligns with restorative practices (i.e., focus on cultivating community, building relationships, incorporating circles, harm repair, etc.)

- The curriculum aligns with trauma informed care principles (i.e., focus on safety, trust and transparency, collaborative, empowering voice and choice).
- The curriculum aligns with the draft Behavioral Health and Wellness best practices document.

Score Card Results

Elementary

	Caring School Community	Kindness in the Classroom	*Positive Action	Sources of Strength
Technology	2.3	2.1	1.4	1.6
Cultural Responsiveness	2.5	2.3	0.7	1.8
Accessibility	2.3	2.3	0.8	1.9
Other	2.4	2.3	0.5	1.3
Alignment	2.8	2.24	0.4	2.1
Total Curriculum Score	2.46	2.24	0.74	1.73

Middle School

	Caring School Community	Character Strong	Kindness in the Classroom	*Positive Action
Technology	2.2	2.8	2.4	0.6
Cultural Responsiveness	2.5	2.9	2.3	0.6
Accessibility	2.4	2.8	2.7	1.5
Other	2.5	2.0	2.3	0.4
Alignment	2.8	2.9	2.7	1.1
Total Curriculum Score	2.48	2.68	2.48	0.85

High School

	Character Strong	Kindness in the Classroom	*Positive Action
Technology	2.8	3.0	0.9
Cultural Responsiveness	2.8	2.4	0.7
Accessibility	2.4	1.9	1.1
Other	1.4	0.3	1.3
Alignment	2.9	2.3	0.8
Total Curriculum Score	2.46	1.86	1.0

*Positive Action was removed from the pilot list after review.

Secondary Substance Use Intervention

	CAST	Reconnecting Youth	Teen Intervene
Technology	2.3	2.5	2.3
Cultural Responsiveness	0.3	2.0	2.3
Accessibility	2.4	1.8	1.4
Other	0.3	0.3	1.7
Alignment	3.0	3.0	1.5
Total Curriculum Score	1.6	1.92	1.84

School-Based Pilots

After the cadre curriculum small groups reviewed each program, the adoption moved into the pilot phase. The pilots consisted of three parts. Part one included meeting with pilot teachers to review pilot materials and prepare the implementation of the lessons. Part two was the classroom teachers delivering the lessons with their students. Part three was the pilot teachers participating in feedback sessions with members of the quality curriculum cycle steering team.

Overall, 40 teachers participated in piloting materials across eight schools. Nineteen elementary teachers, 12 middle school teachers, and nine high school teachers participated. Participants were provided materials to cover one unit or about five lessons and asked to teach those lessons over the course of five weeks.

After completing the pilot, teachers participated in a feedback session with other teachers who piloted the same program. They were asked to respond to the following questions on a scale of 1-5 with their level of agreement with the following statements:
1. Curriculum materials were high quality and well organized.
2. Materials support teachers with suggested teaching/instructional strategies.
3. Pacing was reasonable and flexible.
4. Materials include questions and tasks that promote cultural affirmation and value diverse identities, backgrounds, and perspectives.
5. Materials provide for varied means of accessing content, helping teachers meet the diverse needs of students with disabilities and those working above or below grade level.
6. Materials include frequent opportunities for students to share stories, build relationships, and contribute to the classroom community.
7. Guidance includes, for specific lessons, a range of possible student responses that could all be valid, given the range of student experiences and perspectives.
8. Guidance is provided on customizing and supplementing the curriculum to reflect the cultures, traditions, backgrounds and interests of the student population.
9. The materials/activities were engaging and meaningful for students.
10. Implementation of the curriculum in my classroom would develop the SEL skills of my students.
11. Implementation of the curriculum in my classroom would develop a positive community in my classroom.
12. Implementation of the curriculum in my classroom would foster relationship development between students as well as between me and my students.
13. The three week pilot period was adequate time for me to engage with the materials to get a sense of the curriculum as a whole.
14. I feel confident and comfortable with implementing this curriculum.

They were also asked to respond to the following open-ended question in relation to the materials they piloted:
1. On average, how much time did you spend preparing for one lesson? How would you compare this to typical lesson preparation time for you?

2. What background knowledge/context would teachers need prior to delivering the lessons?
3. What type and how much initial professional development and training would you need to deliver this curriculum?
4. What type and how much ongoing professional development and training would you need to deliver this curriculum?
5. How does this curriculum align with current practices, structures, and routines in your classroom?
6. What other general strengths and benefits did you identify from the curriculum during your pilot period?
7. What other general challenges, weaknesses, or limitations did you identify with the curriculum during your pilot period?

The resulting data from these feedback sessions was culminated for review by the cadre curriculum small groups.

Final Recommendations

Kindness in the Classroom
After the pilots were completed, the elementary cadre curriculum small group met to review the new information. The final three elementary programs for consideration were *Caring School Community, Kindness in the Classroom,* and *Sources of Strength*. For each program the group reviewed 1.) the culminated data from the pilot feedback sessions, 2.) the scorecard they had previously completed, and 3.) notes from previous meetings where they reviewed the program materials. After the review, the group participated in a discussion and ultimately selected *Kindness in the Classroom* to put towards a vote. The group unanimously voted to send the recommendation of *Kindness in the Classroom* forward as the proposed K-5 social emotional learning program for board adoption.

Character Strong
After the pilots were completed, the middle school cadre curriculum small group met to review the new information. The final three middle school programs for consideration were *Caring School Community, Kindness in the Classroom,* and *Character Strong*. For each program the group reviewed 1.) the culminated data from the pilot feedback sessions, 2.) the scorecard they had previously completed, and 3.) notes from previous meetings where they reviewed the program materials. After the review, the group participated in a discussion and ultimately selected *Character Strong* to put towards a vote. The group unanimously voted to send the recommendation of *Character Strong* forward as the proposed middle school social emotional learning program for board adoption.

After the pilots were completed, the high school cadre curriculum small group met to review the new information. The final two high school programs for consideration were *Kindness in the Classroom* and *Character Strong*. For each program the group reviewed 1.) the culminated data from the pilot feedback sessions, 2.) the scorecard they had previously completed, and 3.) notes from previous meetings where they reviewed the program materials. After the review, the group participated in a discussion and ultimately selected *Character Strong* to put towards a vote. The group unanimously voted to send the recommendation of *Character Strong* forward as the proposed K-5 social emotional learning program for board adoption.

Teen Intervene
As a cadre group we previewed CAST, Reconnecting Youth, Teen Intervene and Teen Matrix as research based materials that we could use as a tier two prevention/intervention program. We met as a large group and in small groups to preview materials using the curriculum scorecards as well as the BSD equity lens. Teen Intervene was the only one of the materials previewed that had a family component, materials offered in Spanish, and one on one student components that include student voice, experience and knowledge. Our cadre group voted unanimously to move forward to propose Teen Intervene as the substance use intervention program for secondary schools.

Behavioral Health and Wellness Instructional Resources

Elementary Social Emotional Learning Program

Kindness in the Classroom Background

Kindness in the Classroom is a tier 1 evidence-based social emotional learning curriculum designed to help schools create a culture of kindness. Developed by the Random Acts of Kindness Foundation, Kindness in the Classroom teaches six core kindness concepts including respect, caring, inclusiveness, integrity, responsibility, and courage. Kindness in the classroom grades 1-5 received CASEL's highest designation for high-quality SEL programming. The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. The Kindness in the Classroom program meets CASEL's SELect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs. The Random Acts of Kindness Foundation has recently updated the highly effective, evidence-based Kindness in the Classroom program to include more focus on equity, teacher self-care, and digital citizenship. According to several commissioned independent research studies, teachers using the Kindness in the Classroom program report feeling more connected to their students, seeing more kindness in their classrooms, halls and on the playgrounds, and noticing their students demonstrating more empathic, caring traits. Teachers also noted improved trust, fewer referrals to the office, more respect between students, and a generally more positive school and classroom culture. Kindness in the Classroom has been rated "excellent" by the Equity Project and all lessons have been mapped to Common Core, CASEL, and National Health Education Standards.

Model of Instruction

Kindness in the classroom is a yearlong program that covers six concepts (caring, courage, respect, responsibility, integrity, and inclusiveness) connecting directly back to kindness. The six concepts are divided into six units that span 36 weeks of instruction. Within each unit there are four main lessons and two projects. Each lesson is designed to be presented on a weekly basis. The lessons are 30-45 minutes in length. After all four lessons of the unit are completed, the two projects completed over two weeks provide students the opportunity to apply their newly found knowledge around the concept.

The program is written with a consistent framework called the Kindness Framework. This framework includes the following process: **share, inspire, empower, act,** and **reflect**. This process is intended to integrate skill building with development of social and emotional competences. The sequence with each lesson and each unit provides students a scaffold to build the necessary skills to move from self-awareness to action.

Each lesson starts with a **'share'** where the class can share what they've learned and experienced with others since the previous lesson. This reinforces what they've learned and experienced, helps others to experience it and makes it far more likely that they'll express kindness again. Through various modalities (books, videos, skits, art projects, activities, etc.), each kindness lesson is designed to **'inspire'** students and allow teachers to feel inspired as well. The **'empower'** step is for teachers to lead the class through discussions designed to empower students to find ways to be kind in their daily lives. While the opportunity to **'act'** exists throughout the lessons, it really comes into play in the unit projects. Once students have the ideas and the tools, they put it all into action. The unit projects will have students bringing real, tangible kindness into the world. After each lesson and project, students will have experienced how great it feels to perform acts of kindness. At the end of each lesson, teachers guide students to **'reflect'** on what they have just learned and identify how doing kindness affects their own lives and the lives of those around them.

Each lesson plan begins with a teacher connection and self-care section. This will provide teachers the opportunity to reflect on how the content of the lesson is related to their own social emotional learning and self-care. Each unit includes a unit introduction to help teachers understand the objectives, individual lesson and project objectives and the materials needed for each lesson/project. In addition to the lessons, each unit includes a letter that can be sent home to parents outlining what their child will be learning about and how to create a common language at home.

<div align="center">

Secondary Social Emotional Learning Program

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Character Strong Background

Character Strong is a 6-12th grade social and emotional learning curriculum focused on fostering the whole child with vertically-aligned lessons that teach social emotional learning and character side-by-side. Social emotional learning competencies include self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Character education involves developing thoughtful, healthy, and kind human beings. Character is informed by our personal values and choices. The Character Strong program is designed by educators, for educators. It is intended to be relevant, engaging, and easy-to-use. The lessons are "plug and play", provided through comprehensive slide decks, translated in English and Spanish, and require minimal to no supplies. Character Strong recently went through a significant update to their curriculum, which included input from a 25-educator advisory committee, a 30-student high school advisory committee, and a 30-student middle school advisory committee. Sessions are aligned with both CASEL (Collaborative for Academic, Social, and Emotional Learning) and ASCA (American School Counselor Association) standards.

Intended evidence-based outcomes of the Character Strong social emotional learning program include belonging, well-being, and engagement. Belonging means that students feel personally accepted, valued, respected, included, and supported by others in their classroom or school. Mental health is built from three types of well-being: emotional, psychological, and social.

Emotional well-being refers to feelings of happiness, satisfaction, and interest in life. Psychological well-being is made up of a sense of purpose, positive relationships, self-acceptance, and an awareness of one's potential for growth. Social well-being includes a positive attitude towards others and a sense of belonging and contributing to a community such as a social group, school, or neighborhood. Finally, engagement is about more than academics - engagement includes prosocial behaviors, high attendance, active involvement in academic work and school activities, a sense of school connectedness, and a strong purpose for learning. In order to obtain these outcomes, the Character Strong program incorporates five research based competencies into their scope and sequence of sessions. These competencies include emotion understanding and regulation (how we feel and how we act), empathy and compassion (what we understand and how we care), values and purpose (who we are and what we do), goals and habits (the dreams we have and the actions to get there), and leadership and teamwork (developing agency and working together).

Model of instruction

Character Strong is a yearlong program that focuses on a different intended outcome or overarching theme for each grade level. The middle school program focuses on belonging in sixth grade, well-being in seventh grade, and engagement in eighth grade. The high school program focuses on belonging in ninth grade, well-being in tenth grade, engagement in 11th grade, and leadership in twelfth grade. The middle school program includes 35, 30-minute sessions per grade level and the high school program includes 25, 30-minute sessions per grade level. Lessons are vertically aligned (i.e., each grade starts the year off by developing community agreements) and horizontally aligned (i.e., each lesson throughout the grade band builds on the previous).

The Character Strong program purposefully provides 'sessions' instead of 'lessons'. The sessions are designed so that educators are meant to facilitate the session rather than provide instruction, or a 'lesson'. This acknowledges the power of bi-directional learning, which is the premise that adults and students both have something to teach and something to learn as it relates to social emotional learning and character. Each session follows a consistent framework. This framework includes a **warm welcome, community building, content, character building,** and an **optimistic closure**. Each session starts with a **warm welcome** which is an entry task to help students get settled and ready for the session. Each grade band has a consistent warm welcome they will practice throughout the year (i.e. ninth grade: words from around the world, tenth grade: gratitude practice, eleventh grade: mindful moment, twelfth grade: powerful quotes). The **community building** portion of each session includes activities and games intended to develop relationships, community, and trust. The **content** section is the portion of the session that includes activities, videos, and discussion around the topic and intended outcomes of that particular session. The **character building** portion is about practical application of learning. In the middle school curriculum, these are called 'character dares' and in the high school curriculum, students develop a 'to be list' which helps students identify practical steps to becoming who they want to be. Each session ends with an **optimistic closure** focusing on reflection about the learning from the session.

In addition to the sessions, the Character Strong program provides a student student survey to help educators in the school be able to understand student perception of their experiences as it relates to their connectedness, engagement, and overall well-being in school. There is also an implementation survey for educators to complete that will allow schools to gather data in the implementation of the program.

K-12 Social Emotional Learning Professional Development Plan

The Social Emotional Learning Professional Development (PD) plan will be informed and shaped by ongoing teacher input, feedback, and Behavioral Health and Wellness cadre leadership. At the elementary level the Student Success Coaches (SSCs) will be trained in Kindness in the Classroom and at the middle and high school level the School Support Specialists (SSSs) will be trained in Character Strong. Student Success Coaches and School Support Specialists will provide training and structured collaboration time to all staff implementing SEL programs during pre-service week of the 2022-2023 school year. SSCs and SSSs will also work in collaboration with building teams (including teachers) to determine the ongoing support and training necessary for the implementation of the social emotional learning program.

Secondary Substance Use Intervention Program

Teen Intervene Background

Teen Intervene is an evidence-based program for teenagers (ages twelve to nineteen years old) suspected of experiencing a mild or moderate substance use disorder. The program covers all drugs but with a special focus on alcohol, marijuana, and tobacco use. The program is designed to include teens' parents or guardians. The core components of Teen Intervene are based on the following research theories: the stages of change model, motivational interviewing, and cognitive-behavioral therapy. The stages of change model provides a framework to understand the motivational state of a person with respect to changing health behaviors. Cognitive-behavioral therapy (CBT) is a therapeutic technique used to change one's perceptions, thoughts, and feelings about his or her behavior and to increase a person's awareness about how social experiences affect the way we act. Motivational interviewing, or motivational enhancement, is a therapy technique designed to enhance the adolescent's motivation to change some specified behavior. Teen Intervene is considered an evidence-based intervention, based on standards from the National Registry of Evidence-based Programs and Practices (NREPP).

Model of instruction

Teen Intervene comprises two parts: screening and sessions with a certified Teen Intervene facilitator. The goal of the Screening, Brief Intervention, and Referral to Treatment (SBIRT) model is to assess for substance abuse, identify youth with mild to moderate substance use,

and recommend further assessment of youth who present with a severe substance use disorder. Youth who present in the mild to moderate substance use range are then referred to Teen Intervene, a three session program with each session lasting 60-minutes. The first two sessions are individual meetings between the Teen Intervene facilitator and adolescent, and the third includes a parent or guardian. A seven- to ten-day interval is recommended between sessions 1 and 2, and a ten-day interval is recommended between sessions 2 and 3.

Teen Intervene recognizes that each young person has his or her own reasons for substance use, and individual teens may differ greatly in terms of willingness to change and their treatment goals. Teen Intervene uses individualized goals and personalized feedback so that brief interventions can be more directly focused for each adolescent's specific needs. Teen Intervene helps students set individual behavior goals around harm reduction, identifying reasons for use, learning new skills to promote healthier behaviors, and taking responsibility for self-change.

Secondary Substance Use Intervention Professional Development Plan

The Secondary Substance Use Intervention Professional Development (PD) plan will be informed and shaped by ongoing staff input, feedback, and Behavioral Health and Wellness cadre leadership. Substance Use Specialists will be trained to become certified Teen Intervene facilitators and support all Beaverton middle and high schools. Substance Use Specialists will work with their assigned schools to offer screenings and sessions beginning the 2022-23 school year.

Appendix

A: Behavioral Health and Wellness Instructional Resources Review and Community Input

Community input from staff, students, parents, and community members is requested for the instructional resources being considered for adoption. Please see below for Phase one Behavioral Health and Wellness resources. After previewing, please go to the input form to provide your response.

There are three central operating criteria that were used for evaluating instructional materials for Behavioral Health and Wellness:
1. Behavioral Health and Wellness Best Practices
2. Considerations from BSD Teacher-Leaders
3. Considerations from BSD Pilot Teachers

Following your review of these criteria, we invite you to access the different instructional materials using the provided log-in information, and then to share your feedback on the materials in the linked Google Form.

For the purpose of this community review, we will only be using standards 2 through 7 from BSD Policy IIA-AR - Instructional Resources/Instructional Materials.

Character Strong (Grades 6-12)
- BSD Behavioral Health and Wellness Team presentation on Character Strong
  - BSD TOSA brief summary of Character Strong: 5/4/22 (11:53 to 38:00)
- Demo Video to Secondary SEL Lesson
- Middle School and High School Scope and Sequence
- Website: https://curriculum.characterstrong.com/login/
  - Username: samples
  - Password: samples

Kindness in the Classroom (Grades K-5)
- BSD Behavioral Health and Wellness Team presentation on Kindness in the Classroom
  - BSD TOSA brief summary of Kindness in the Classroom: 5/4/22 (45:00 to 1:13'12")
  - Overview
  - The Science of Kindness video

Teen Intervene (Grades 6-12)

- BSD Behavioral Health and Wellness Team presentation on Teen Intervene
  - BSD TOSA brief summary of Teen Intervene: 4/20/22 (1:01'43" to 1:10'23")
  - Scope and Sequence
  - PDF opens in a new window

Summary of Community Public Viewing Input for Instructional Resources

The viewing window opened on 5/9/2022, as of 5/18/22 there was 1 Respondent (Community Member/Parent):

Summary of Likert Scale Questions	Summary of Open-Ended Responses
Kindness in the Classroom Marked 'Rarely' on BSD Policy IIA-AR - Instructional Resources/Instructional Materials Standards 2-7.	"These values should be taught by parents and families, NOT the school system. Focus on math, science, reading, and writing! Kids need more of that at school!!"
Character Strong Marked 'Rarely' on BSD Policy IIA-AR - Instructional Resources/Instructional Materials Standards 2-7.	"Kids at this young age should not be indoctrinated! Please leave lessons on values to parents!!" "Why is BSD spending money and education time on skills that are taught at home? Please educate our kids in math, science, writing, and reading!"
Teen Intervene Marked 'Rarely' on BSD Policy IIA-AR - Instructional Resources/Instructional Materials Standards 2-7.	"Please enforce penalties on students who use drugs and alcohol at school or are under the influence. There needs to be consequences for negative actions and not coddling."

B. Kindness in the Classroom Standards Map

This Standards Map summarizes each of the standards met by all lessons within a Kindness in the Classroom unit. All Kindness in the Classroom lesson plans have been mapped to the five CASEL Core Social Emotional Learning (SEL) Competencies, the Centers for Disease Control and Prevention's National Health Education Standards (NHES), and the national Common Core State Standards for English Language Arts and Literacy and Mathematics. For a complete guide to the Standards Map, email mason_rivers@beaverton.k12.or.us

Example:

Lesson 2: How I Care for Me!

CASEL	NHES	Common Core
Self-management Impulse control Self-discipline Self-motivation Goal setting **Social awareness** Perspective-taking Respect for others **Relationship skills** Communication **Responsible decision-making** Analyzing situations Reflecting Ethical responsibility	**Standard 1. Understanding concepts** 1.2.1 - Identify that healthy behaviors impact personal health. **Standard 6. Goal-setting** 6.2.1 - Identify a short-term personal health goal and take action toward achieving the goal. **Standard 7. Practicing healthy behaviors** 7.2.1 - Demonstrate healthy practices and behaviors to maintain or improve personal health.	**English Language Arts Standards** **Writing** **Research to Build and Present Knowledge:** CCSS.ELA-LITERACY.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **Speaking & Listening** **Comprehension and Collaboration:** CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. CCSS.ELA-LITERACY.SL.1.1.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. CCSS.ELA-LITERACY.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. **Presentation of Knowledge and Ideas:** CCSS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **Language** **Conventions of Standard English:** CCSS.ELA-LITERACY.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Vocabulary Acquisition and Use:** CCSS.ELA-LITERACY.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. CCSS.ELA-LITERACY.L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. CCSS.ELA-LITERACY.L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are cozy).

THE EQUITY PROJECT LLC

EQUITY · REDEFINED · ACTUALIZED·

C. Kindness in the Classroom Equity Review

Our philosophy at The Equity Project, LLC is that applying an equity lens to curriculum provides a mechanism that allows a school community to reflect upon content and strategies that assist in achieving good educational and social outcomes.

We do not believe equity is achieved by providing identical treatment to everyone regardless of their individual circumstances. Equity is achieved when differences are acknowledged and the stories, ideas and lived experiences of students and their families are recognized as valuable assets that benefit everyone.

The approach of The Equity Project, LLC examines key indicators of equity:

- Achievement status
- Educational offerings and opportunities
- Social-emotional supports and frameworks
- Climate and culture

It is important to examine curriculum, but also to look closely at current policies, practices, norms, and structures that either help or hinder the effectiveness of curriculum. Our approach makes connections across our key indicators of equity. To examine curriculum with an equity lens, we look to answer specific questions on each of the four interrelated elements as detailed in a few of the examples below:

1. Achievement status:

- Is there evidence that this curriculum strengthens how students are performing? How?
- Is the curriculum designed to influence achievement rates for particular groups change over time?
- Does the curriculum influence/shape what teacher/staff qualities will need to be to effectively influence particular groups?

2. Educational offerings and opportunities:

- Does the curriculum contain opportunities/offerings that address the needs of all groups?
- Can we measure/monitor which students participate in them?
- Are there clear indicators that there are diverse teaching and learning conditions embedded in the curriculum?

3. Social-emotional supports and frameworks:

- Are there indicators of sound student social-emotional supports embedded in the curriculum?

- Is there a process for determining who has access to them?
- Are there practices in place to address historical and social inequities?
- How are they evidenced in the curriculum?

4. Climate and culture:

- What is the culture of the school and district?
- Does the curriculum support engagement among multiple stakeholders (students, teachers, families, etc.)?

In our review of the curriculum for Random Acts of Kindness, we provided a rating of EXCELLENT in our review. This rating expresses our confidence, using our criteria, in the application of an equity lens in the development of curriculum. The curriculum met the criteria for each of our four (4) equity lens indicators and effectively demonstrated the interrelatedness of the four indicators.

D. Character Strong Learning Standards Alignment

Character Strong aligns with the Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework and American School Counselor Association (ASCA) Standards. For a complete list of the standards alignment, email mason_rivers@beaverton.k12.or.us

Example:

CHARACTERSTRONG HIGH SCHOOL
SEL Curriculum & ASCA Standards

Category	Standards	Grade 9	Grade 10	Grade 11	Grade 12
Mindset Standards	**M1**: Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being	**S06**: Understanding Values	**S05**: Understanding Mental Health **S06**: Understanding Well-Being **S08**: Clarifying Values & Well-Being	**S07**: Understanding Well-Being **S08**: Examining Mental Health Myths	
	M2: Self-confidence in ability to succeed	**S03**: Developing Community Agreements **S04**: Upholding Community Agreements	**S07**: Connecting Values & Well-Being **S08**: Clarifying Values & Well-Being	**S05**: Clarifying Values to Increase Engagement **S06**: Practicing Values to Increase Engagement	**S06**: Connecting Values & Leadership **S07**: Practicing Values as Leaders
	M3: Sense of belonging in the school environment	**S01**: Building Connections **S02**: Building Community	**S01**: Building Connections **S02**: Building Community **S03**: Developing Community Agreements **S04**: Upholding Community Agreements	**S01**: Building Connections **S02**: Building Community **S03**: Developing Community Agreements **S04**: Upholding Community Agreements	**S01**: Building Connections **S02**: Building Community **S03**: Developing Community Agreements **S04**: Upholding Community Agreements
	M4: Understanding that postsecondary education and life-long learning are necessary for long-term career success				**S05**: Defining Leadership **S08**: Connecting Purpose to Academics
	M5: Belief in using abilities to their fullest to achieve high-quality results and outcomes	**S05**: Normalizing 9th Grade Worries (Belonging) **S07**: Clarifying Values **S08**: Practicing Values	**S04**: Upholding Community Agreements	**S04**: Upholding Community Agreements **S05**: Clarifying Values to Increase Engagement **S06**: Practicing Values to Increase Engagement	**S04**: Upholding Community Agreements **S05**: Defining Leadership **S06**: Connecting Values & Leadership **S07**: Practicing Values as Leaders **S08**: Connecting Purpose to Academics
	M6: Positive attitude toward work and learning				

CHARACTERSTRONG HIGH SCHOOL
SEL Curriculum & CASEL Framework

Anchor Standard	Learning Standards	Grade 9	Grade 10	Grade 11	Grade 12
Self-Awareness	Student demonstrates an understanding of one's emotions	**S03**: Developing Community Agreements **S09**: Normalizing 9th Grade Worries (Test-Taking) **S14**: Practicing Social Support	**S03**: Developing Community Agreements **S05**: Understanding Mental Health **S06**: Understanding Well-Being **S07**: Connecting Values & Well-Being **S14**: Understanding Stress **S15**: Coping with Stress	**S03**: Developing Community Agreements	**S03**: Upholding Community Agreements **S10**: Using My Influence for Personal Pursuits **S16**: Understanding Effective Empathy
	Student demonstrates knowledge of personal strengths, challenges, cultural, linguistic assets, and aspirations.	**S07**: Clarifying Values **S08**: Practicing Values **S16**: Connecting Values & Friendship **S18**: Staying True to Your Values **S20**: Evaluating Personal Progress **S22**: Developing Goals for This Summer **S23-25**: Reflecting on the Year	**S09**: Practicing Values & Well-Being **S10**: Setting Well-Being Goals **S11**: Building Well-Being Habits **S13**: Staying True to Our Goals **S21**: Creating Well-Being Habits **S22**: Improving Well-Being Habits **S23-25**: Reflecting on the Year	**S05**: Clarifying Values to Increase Engagement **S09**: Understanding Ourselves **S12**: Reflecting on Our Stories **S23-25**: Reflecting on the Year	**S03**: Developing Community Agreements **S09**: Connecting Purpose to Society **S10**: Using My Influence for Personal Pursuits **S12**: Developing Well-Being Habits **S13**: Practicing Well-Being Habits **S14**: Developing Leadership Habits **S15**: Practicing Leadership Habits

E. Character Strong Equity Commitment

CharacterStrong Creates Space For All Voices

By centering our work in humble and empathetic listening, we seek out and amplify diverse perspectives. In doing so, we hold space for inclusive dialogue and shared leadership. In order for our content and organization to effectively serve all people, we make sure groups who have historically been marginalized have a seat at the table. We build and maintain non-hierarchical structures that acknowledge the power of the collective.

For students, this includes:

Offering innovative, student-centered SEL sessions that prioritize youth voice so that lessons are being done "by and with them" and not "to and for them"

Pausing to question all products and systems by asking "How can this be 1% better?" Creating spaces for student input and co-creation on our products (i.e. student advisory boards, student focus groups and surveys, and internship opportunities) so they have a voice in building the things they will experience

Featuring students from diverse backgrounds in our video and photo content to increase a sense of belonging and help students see themselves (and others) in this work

Developing content that represents diverse voices and communities.

For educators, this includes:

Developing free digital resources for continued learning (i.e. monthly webinars, the annual Whole Child Virtual Summit, and weekly CharacterStrong Podcasts) in order to elevate various voices doing meaningful work in education in a way that is accessible to all (and provide actionable tools to all schools to focus on SEL effectively)

Seeking out educator input (i.e. the educator advisory roundtable (E.A.R.), educator product focus groups, educator listening sessions, annual surveys, and online feedback systems) in order to ensure diverse perspectives are speaking into our products and services

Developing content and trainings through a lens of accessibility (i.e. Spanish translations, closed captioning, alt text, and live transcription) to serve people who have diverse needs

Providing Customized Implementation Supports that use data and implementation science to serve diverse stakeholders in achieving equitable access and outcomes

For CharacterStrong, this includes:

Focusing on recruiting potential CS employees, vendors, and contractors from diverse spaces around the country in order to bring more voices into the development of our work

Maintaining an accountability chart instead of an organization chart to promote less hierarchical decision making

Utilizing democratic voting systems in weekly and quarterly meetings to elevate all voices

Creating opportunities for direct and indirect feedback so everyone feels like their voice and opinion can be heard safely

CharacterStrong

CharacterStrong Practices Bridging to Create Belonging

Bridging occurs when people reach beyond their own group to members of other groups. Bridging, according to John Powell, requires that we create space to hear and see each other. It does not require agreement. The practice of bridging is meant to create belonging - a foundational human need. We work to acknowledge and understand the differences in lived experiences across diverse communities, which influences the creation of relevant content and helps build an organization where people feel safe and are able to thrive.

For students, this includes:

Centering collective experiences and student voice in the development of things like community agreements to create opportunities for people to express what they need to feel safe and belonging in a space

Providing opportunities for intentional groupings that highlight the uniqueness of every student and provide consistent opportunities for bridging

Emphasizing the importance of social awareness and relationship-building to help practice effective empathy, which involves both perspective-taking and compassionate action
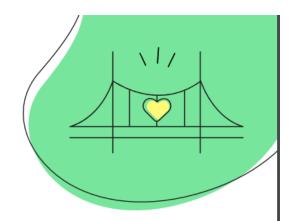
For educators, this includes:

Building professional learning experiences that provide tools (like Establish, Maintain, Restore) that create habits of personal reflection and consistent connection

Developing tools like the Equity Training to deepen personal awareness, better understand our biases, and build skills that help people better serve the entire school community

Offering free podcasts, resources (like the CS Weekly), and webinars that provide anecdotes and practices that help serve diverse needs

Hosting conferences that focus on practical connection tools for educators as an essential foundation of learning and providing strategies and tools to bring these to life back in their schools and classrooms

For CharacterStrong, this includes:

Hosting bi-annual in-person meetings to provide opportunities to practice teamwork and collaborative problem solving

Strengthening relationships through The Weekly Toast, onboarding lunches, virtual socials, birthday Kahoots, and more to help our team see our differences and commonalities

CharacterStrong

CharacterStrong Believes That A Commitment to Equity is an Ongoing Process

We know that equity work is an ongoing commitment, and we recognize the importance of protecting time to examine our own biases, perspectives, and experiences. We are committed to consistently holding space for reflective conversations, and ultimately, working to create systems that welcome all people into our equity journey. This process is not finite.

For students, this includes:

Seeking to understand how different students react to and learn from our programs by assessing student engagement survey data, focus groups, and in-class observations to understand which groups of students benefit more and less from our content

Providing opportunities for students to reflect and grow on their own SEL journey relevant to their age

Planning for growth through intentionally adding themes and scaffolding of needed topics like perspective-taking or mental health to allow multi-year reflection and learning for students in the curriculum

Utilizing student advisory groups and focus groups to continue to support developing content that is authentic, equitable, and engaging
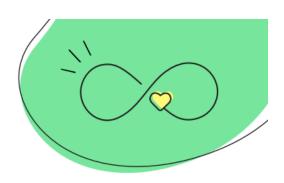
For educators, this includes:

Identifying educators who have a harder time embracing and effectively implementing our programs and seek to understand and address their needs so that all educators can thrive in this work!

Identifying gaps in the needs of educators across diverse settings by capturing their experiences with our programs in order to increase fidelity

Listening to the feedback and ideas of educators through survey data and listening sessions to create resources that are timely, practical, and relevant

Evaluating and aligning our curriculum with updated national standards to ensure that it is evidence-based

Understanding and responding to the social and political context that educators are working in so that they can meet the changing needs of the classroom

For CharacterStrong, this includes:

Committing to ongoing equity work with external partners so that we can benefit from external expertise and perspectives

Honoring the diverse traditions and backgrounds of team members (i.e. recognizing land acknowledgments, personal pronouns, and various holidays)

Creating consistent relational opportunities to build a more inclusive environment and making sure team members feel understood, respected, and have a sense of belonging

Donating the profits from our Online Equity Course to the advancement of equity work through our partnership with Erin Jones

Donating to entities that champion diverse needs and students to empower other ways that people approach this work (like Cispus Learning Center and Haiti Partners)

F. K-12 Behavioral Health and Wellness Phase 1 Budget Implications

The cost of implementing phase one of the adoption does not have any budget implications on the 2022-23 budget. The following is a breakdown of budget implications beginning 2023-24.

Annual Costs (Ongoing)
1. Annual Character Strong licensing renewal fees for secondary schools.
2. Kindness in the Classroom materials and supplies for all elementary schools.
3. Teen Intervene Matrix licensing fees for all secondary schools.

Initial Costs (One-Time)

Elementary Social Emotional Learning Instructional Resources
1. Translation services for English-only instructional resources.
2. Digital materials setup.

Secondary Social Emotional Learning Instructional Resources
1. Initial Character Strong licensing fees for all secondary schools.

Secondary Substance Use Intervention Program
1. Teen Intervene Training Manual

G. Project Team Vote and Considerations

On May 18, 2022 the Behavioral Health and Wellness Project Team met to vote on the proposed instructional resources. Below is a summary of their First-to-Five vote.

Fist-to-Five Vote Value	Kindness in the Classroom	Character Strong	Teen Intervene
0	-	-	-
1	-	-	-
2	-	-	-
3	4	2	3
4	8	9	9
5	12	14	13
Total Votes	**24**	**25**	**25**