

Social Emotional Learning



HEALTH AND SAFETY

PURPOSE STATEMENT

Issue: Tacoma has recently been named one of the most [dangerous cities](#) in the United States. [Neighborhood Scout ranked Tacoma](#) with the lowest possible score of 1 out of 100 for safety. Additionally, Tacoma experiences double the national average of homicides and three times the national average frequency of burglaries. Seattle-Tacoma currently has the [third largest homeless population](#) in our nation. The youth mental health crisis has far surpassed our capacity to meet community needs. [Seattle-Tacoma has the second highest suicide attempt rate out of the 33 largest metropolitan areas](#) in the United States. We know this impacts our Tacoma youth. We see increased rates of anxiety and depression. Our need for holistic student supports is critical and urgent.

In 2010, USA Today featured a front-page article that labeled our school district as a “dropout factory” with a 55% graduation rate. We had to make tectonic changes in our school culture. So, in 2012, the Tacoma Whole Child Initiative was born. One city, working in together, starting with one essential question: How do we ensure every child is safe, healthy, engaged, supported and challenged, a “whole child”? Now, our school district's graduation rate is historically high at over 91%.

Through our nationally renowned [Tacoma Whole Child](#) Initiative, we have strengthened our proactive, practices and systems with dedicated time to teach social emotional learning (SEL), a commitment to restorative practices and circles to build belonging, trauma-sensitive practices, robust PBIS systems and Signature Practices aligned during the school day and with our out of school time community partners. For some students, we offer additional social, emotional and academic supports through our incredible school counselors. Even with mighty SEL practices and supportive counselors, there are students are struggling with mental wellness. For those youth, the Whole Child team partners with local mental and behavioral health agencies who come to our schools and offer more intensive interventions. The Whole Child team relentlessly seeks to create a climate and culture for students and staff where all can thrive- academically and in life.

Vision: Every youth in Tacoma is safe, healthy, challenged, engaged and supported. Imagine, every student being warmly greeted by name as they enter school. In class, they have a chance to share how they feel, build meaningful connections with others, and learn social emotional skills that will serve them through their lives. Imagine that every student knows the expectations in class and in school and they know who to go to for extra help. When conflict happens, students have an opportunity to repair the harm and still feel as sense of belonging to the community. They are treated with dignity, support, and high expectations. During their darkest days, students can access interventions through school counselors and local community partners that serve youth at their school. Our vision includes every student enjoying access to afterschool enrichment with social emotional supports that mirror the school day. Imagine every student knowing they belong, are valued, and have a bright future waiting for them after graduation. Imagine a Whole Child.

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Approach: Research shows that when students feel safe and a sense of belonging, they can stay in “learning brain”. When children, and adults, feel threatened, we move into the survival part of our brain—fight, flight, freeze. It is very hard to access critical thinking in this state. Envision a tiger chasing you and someone asking you at that time to solve a mathematical equation. Our brain is diverting all resources to staying alive, not to academic thinking. So students must be in environments where they feel safe. Now picture that you are asked to solve that same mathematical equation when you are in a room with people who are angry at you. As humans, we are hardwired for connection— it’s how our species thrives. Students must also feel a sense of belonging to have optimal access to rigorous academic content.

The Whole Child department uses a multi-tiered strategy to ensure every student is safe, healthy, challenged, engaged, and supported. Tier 1 is for all students; Tier 2 is additional care for some students and Tier 3 includes intensive interventions for a few students.

At the Tier 1 level, for all students, the Whole Child team works to create safe and civil environments where students can thrive. Examples of these practices include areas such as:

- **SEL** (social emotional learning): This is most known for SEL curriculum that teaches relationship skills, self-awareness, social-awareness, responsible decision-making and self-management.
- **Signature Practices:** Tacoma’s three signature practices are warm greetings (welcoming every child into every space), emotion checks (often Zones of Regulation are used) and community-building circles (a structured opportunity to build relationships and a feeling of belonging).
- **Positive Behavioral Interventions and Supports (PBIS):** PBIS is an evidence-based framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support everyone to create the kinds of schools where all students are successful. When implemented well, students achieve improved social and academic outcomes, schools experience reduced exclusionary discipline practices, and school personnel feel more effective.

Some students benefit from additional supports. At a Tier 2 level, the Whole Child team supports school counselors to define, deliver, manage, and assess their comprehensive school counseling programs, so every Tacoma Public Schools student has access to quality social, academic, and career development throughout their K-12 experience(s).

Finally, a few students benefit from intensive interventions. The Whole Child team writes and implements grants that bring local mental health agency care into our schools to improve access for our youth.

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STAKEHOLDERS

First and foremost, Tacoma students!

The Whole Child team also supports and collaborates with:

- School counselors
- School social workers
- School and District Administrators
- Families
- Staff
- Community Partners

HOW WILL YOU MEASURE YOUR OUTCOMES?

- Data analysis from student, staff and family Climate Surveys, both current and long-term trend data
- Healthy Youth Survey data analysis for grades 6, 8, 10 and 12
- Basecamp data on attendance rates
- Basecamp data on exclusionary discipline rates
- Basecamp data on positive interactions
- Basecamp data review on VANI and graduation rates
- Data analysis on the implementation of comprehensive school counseling programs aligned with the ASCA National Model per Senate Bill 5030
- Data analysis of MTSS Small Group efficacy
- Data analysis of MTSS Check In, Check Out efficacy
- Data analysis on feedback from professional development opportunities
- Annual survey for school counselors and school social workers to gather input on professional development needs and supports in implementing comprehensive programs.
- Data analysis on leadership team participation and impact on comprehensive programming
- Data analysis on crisis team responses throughout the year

WHAT SPECIFIC BOARD ADOPTED BENCHMARKS WILL BE INFLUENCED?

The Whole Child team is accountable for the following Strategic Benchmarks:

- Goal 1: Graduation Rates- The percentage of high school students who graduated on time, dropped out, or graduated with extended time.
- Goal 1: Acceptance Into Next Institution- The percentage of students who have a verified acceptance letter from their next institution—trade school, community college, technical college, university, military or apprenticeship program.
- Goal 3: Community Partner Organizations- The number of community-based and youth-based organizations in formal partnerships with schools and/or the school district. * Focus on Mental Health Partners
- Goals 3 & 4: Climate Survey- The percentage of student climate surveys returned, and the number of family member and staff climate surveys returned.
- Goal 4: Social Emotional Learning Plan- Each school will complete and publish a summary of

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its annual Social Emotional Learning Plan.

- Goal 4: Exclusionary Discipline: Elementary School- The percentage of students with no exclusionary discipline.
- Goal 4: Healthy Youth Survey- The percentage of healthy youth survey responses from students in grades 6, 8, 10 and 12.

SCOPE OF WORK

INPUTS	OUTPUTS	OUTCOMES
• Whole Child Site Team Coaching: Coach school teams and administrators on SEL CAP and discipline plans; upload to site webpages; coach teams through implementation; coach site Whole Child teams on best practice and next steps for effective implementation	• SEL CAP Goals • SEL Discipline Goals • Improved systems and practices that support every child being healthy, safe, challenged and supported- a Whole Child	• Goal 4: Social Emotional Learning Plan Each school will complete and publish a summary of its annual Social Emotional Learning Plan
• Professional Development: Training for proactive and positive climate and culture; new staff on-boarding training; professional development for other TPS departments such as bus drivers and security; professional development for external Metro Parks providers; on-going school counselor trainings; summer Admin Institute Whole Child Day; state required professional development for all TPS staff; Professional learning for Whole Child team facilitators; Data Day PD; training for school staff upon request	• Proactively create safe, civil environments where all students can flourish through continuous professional growth opportunities • Professional development meets OSPI requirement of	• Goal 4: Exclusionary Discipline: Elementary School Growth in the percentage of students with no exclusionary discipline.

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	7 hours of staff SEL training • Whole Child Day for summer Admin Institute	
• Climate Survey: Summer: workgroup for editing question bank for climate survey; Fall: partner with Center for Educational Equity on climate survey implementation; pre meetings with data team; translation in multiple languages; finalize questions for student, staff and family surveys; communication plan to revisit prior data to drive up completion rates; family voice gathering through community centers; platform planning; plan timeline with assessment department; Winter: students, staff and families take surveys; bi-weekly participation rates and reminder emails; ensure emailed surveys aren't blocked with IT; print and distribute multi-lingual paper copies; communication plan with PIO; Spring: reports to all administrators, PD for all staff; district leader PD; staff PD; communication plan for celebrations; coaching for next steps based on results; communication plan for sharing data; integration into our webpages and data banks	• Use perceptual data to improve climate and culture throughout our district	• Goals 3 & 4: Climate Survey The percentage of student climate surveys returned, and the number of family member and staff climate surveys returned.
• Communication: Internal staff communication and external family communication informing topics that	• Whole Child Month	• Increased awareness and practice

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promote whole child wellness; engage with local and national media to ignite Whole Child practices for all children; celebrate great work during Whole Child month; engage local and state agencies in declaring Whole Child month; honor school counselors during the national School Counselor Week; create summer Whole Child content to share with families; improve internal and external website content	• School Counselor Week • Website changes • Social Media Stories	supporting Whole Child
• Multi-Tiered System of Supports: Facilitate workgroups, craft data collection tools, create professional learning and communication plan for Tier 1 and Tier 2 behavioral supports.	• Ensure students receive beneficial support in a timely manner. • Fulfill OSPI requirement for MTSS	• State requirement
• Healthy Youth Survey: Fall: partner with OSPI on Healthy Youth Survey (HYS) implementation; pre meetings with data team; translation in multiple languages; finalize questions for student, staff and family surveys; communication plan to revisit prior data to drive up completion rates; platform planning; plan timeline with assessment department; Winter: secondary students take surveys; bi-weekly participation rates and reminder emails; ensure emailed surveys aren't blocked with IT; print and distribute multi-lingual paper copies; two week window; communication plan with PIO; Spring: reports to all administrators, PD for all staff; district leader PD; staff PD; communication plan for celebrations; coaching for next steps based on results; communication plan for sharing data; collaborate with DART data coaches; integration into our webpages and data banks; On-going: Tier 2 small group curriculum and training for counselors on	• Whole child team goal to decreased anxiety, depression and suicidality • Fulfills OSPI state requirement for completing the Healthy Youth Survey	• Goal 4: Healthy Youth Survey The percentage of healthy youth survey responses from students in grades 6, 8, 10 and 12.

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thinking traps, grief, SEL skills, etc; collaboration with community partner agencies for Tier 3 mental health/behavioral referrals to therapy on school sites as funded through the federal School-Based Mental Health grant		
• Graduation Rates: Whole Child team supports graduation rates through increased attendance and re-engagement (increase belonging and support through training and coaching of Tier 1 Whole Child pillars of PBIS, SEL, Restorative Practices, Equity and Inclusion, Signature Practices, Mental & Physical Wellness, Trauma-Sensitive Practices and Advanced Tiers of Support), increased completion of High School and Beyond Plans (support VANI letters, training counselors, functional systems by grade, celebrations, family communications) and reducing class time missed due to exclusionary discipline (see Exclusionary Discipline row above); Whole Child coordinates with school counselors and administrators to submit graduation waivers are submitted timely and accurately to OSPI	• Student and family friendly access to graduation requirement; systematized meetings with school counselors; creating space for Whole Child where each student is safe, healthy, challenged, engaged and supported • Oversee graduation waivers; ensure they are submitted to OSPI	• Goal 1: Graduation Rates • The percentage of high school students who graduated on time, dropped out, or graduated with extended time.
• VANI: Acceptance letters verified and distributed through Whole Child team; VANI district workgroup to improve systems and access for families and students; ensure data is uploaded to Basecamp reports; ensure Communications dept receives student names to celebrate; ensure principals and counselors receive notification of VANI submittal; loaded into HSBP; train counselors on system; create communications to families and students to increase VANI completion rates	• Student and family friendly access to VANI submission; systematized meetings with school counselors; each VANI submission is celebrated to create more momentum; students see	• Goal 1: Acceptance Into Next Institution The percentage of students who have a verified acceptance letter from their next institution—trade school, community college,

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	school as relevant and are working towards a bright future; counselors support for new School Links	technical college, university, military or apprenticeship program.
Counselor Support: Provide ongoing professional development specific to the role of school counselors and school social workers (38 professional learning opportunities for the 24-25 school year). Trainings include Child Sexual Abuse Prevention, Crisis Response Team Training, Mindfulness, Technology and Data, Trauma Informed Practices, Case Consultations, Schoolinks (High School & Beyond Plan), Small Group Resources, and Level Meetings. Respond to individual school counselor and school social worker concerns or questions regarding protocols, processes, and district requirements. Support the development and implementation of comprehensive school counseling programs aligned with the ASCA National Model per OSPI and Hatching Results. Maintain the Counseling hub site as the main source of information for community partners/resources, process/protocols, comprehensive programming, professional learning, and more. Participating in community partnership meetings that involve the Youth Mobile Crisis, Child Mortality Review, Youth Mental Health, Suicide Prevention, Washington State Comprehensive School Counselor programming and alignment, Equity and Antiracism, Restorative Practices & Community Circles, and Post-Secondary opportunities. Facilitate school counselor and school social worker level meetings to align processes and collaborate.	All TPS school counselors will define, deliver, manage, and assess their comprehensive school counseling program to ensure it aligns with the ASCA National Model so we can guarantee that every Tacoma Public Schools student has access to social, academic, and career development throughout their K-12 experience	- Academic Excellence •Increase in percentage of students who graduate on time •Increase in percentage of students who graduate with a 2.7 grade point average or higher •Decrease in the percentage of students failing one or more courses •Increase in the percentage of students who have a verified acceptance letter from their next institution •Increase in the percentage of students who have earned industry-recognized credentials upon graduation - Health and Safety •Increase in the percentage of students who express feeling safe at school •Increase in the percentage of

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Support new school counselors and school counselor, along with interns and practicum students		students who enjoy coming to school • Increase in the percentage of students who have opportunities for leadership • Increase in the percentage of students who report having an adult who helps them with planning and setting goals for the future • Increase in the percentage of students who report feeling prepared to succeed in life Partnerships • Increase in the number of community-based and youth-based organizations in formal partnerships with schools and/or the school district.
• Mental Health Grants: Awarded and implementing grants to increase the number community partner counselors serving Tacoma youth; centrally coordinated by Whole Child team to ensure contracts are in place, highest needs schools are fully covered, space available for private student meetings, data tracked to show number of students served; grant provides support group for counselors and clinicians to care for them as they care for our vulnerable youth; aim to decrease self-reported rates of suicidality, anxiety and depression; Whole	• Students access mental health care with ease, dignity and without barriers; students have access to school-based mental health providers that are highly qualified;	• Goal 3: Community Partner Organizations The number of community-based and youth-based organizations in formal partnerships with schools and/or the school district.

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Child team works with agencies to recruit and retain highly-qualified staff	mental wellness skills are built so students can stay in "learning brain" for academics	* (Focus on Mental Health Partners)
Attendance: Coach school attendance teams; assist with Walking School Buses; Whole Child team supports attendance rates by: increasing feelings of belonging and through training and coaching of Whole Child pillars of PBIS, SEL, Restorative Practices, Signature Practices; coaching and forming attendance teams at schools; working with attendance secretaries and school counselors; creating small groups such as friendship groups, thinking traps, and restorative circles; district-wide communication campaigns; home visits for re-engagement; collaborate to improve data systems and best practice for early warning engagement	Goal is to achieve attendance rates equitably distributed throughout student groups of at least 90% daily attendance; higher attendance increases graduation rates	Increase Attendance rates district-wide and for specific schools
Crisis Support Team: Whole Child team trains, coordinates and facilitates a group of designated school staff members, primarily school counselors, to handle emergency situations that may arise within the school community and facilitating recovery efforts after a crisis occurs. Whole Child team also works with community agencies including mental health partners to improve care during darkest days.	Skillful and coordinated response to support students and staff impacted by a crisis event.	Match individuals with longer-term care options and guide the school community through challenging times and back to a sense of normalcy.

BUDGET DETAIL

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Total FTE	Salaries & Benefits	Supplies	Contractual Services	Travel	Capital Outlay	Total

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