

# Welcome





# Process Timeline

- × Feb 9 8:30-10:30- Building our understanding of SEL & Data Review of Tomahawk Schools
- × ~~Feb. 23~~ ~~8:30-10:30~~- View Previous Input, Establish Foundation, and Build a Shared Vision
- × March 9 8:30-11:30- Program Deep Dig ( 3 programs and evaluation tools)
  - × PUBLIC UPDATE: April 6th @ 5:30-6:15 in the District Meeting Room (298)
- × April 13th 12:30-2:30- Program Reps & Cross Analysis
- × May 4 12:30:2:30- Final Recommendation
  - × PUBLIC UPDATE: May 11th @ 5:30-6:15 in the District Meeting Room (298)





## Vision

Empowering all students to be socially responsible,  
life-long learners in an ever changing world.

## Mission

The School District of Tomahawk will become the school district of choice  
known for its high levels of student achievement,  
the excellence of its programs, and its sound stewardship.

<b>Teaching, Learning, &amp; Relevance</b>	<b>The Whole Student</b>	<b>Communication &amp; Community Engagement</b>	<b>District Workforce</b>	<b>Operational Excellence</b>
Adaptive and focused pathways for student growth.	Acknowledgment of the balance of student needs for social emotional development.	Engaging our parents and community stakeholders through excellence in communication.	To attract, retain, and support district staff.	Providing quality facilities and budgeting to support student, staff, and community success.





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- Civic Responsibility
- More activities that support kids
- Promote American values
- Community contributions \* Manners/Courtesy
- \* Consistency (School wide)
- supportive of school

Community Pride Hatchet Pride  
Learning to properly utilize verbal communication

- Students will have the skills to keep our Community Vibrant = Prepare kids for everything

When and where to use my manners

Why make other people's lives better?

What children pick up what we show project

**SOCIAL-AWARENESS**

Students are encouraged to understand and appreciate how individuals and groups are influenced by social norms, including those from diverse backgrounds, cultures, and experiences.

Students are encouraged to feel connected to their communities and to understand the influence of organizational and systems on behavior.

- Taking others' perspective
- Recognizing strength in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influence of organizations and systems on behavior

Look Like

INVITING  
WELCOMING  
MAINTAINED

- Students with extensive behavior problems should be removed when the student exhaust all resources

- Equal attention to all student - Logic & Reasoning

Realistic expectations for life -

- Consistency A learning environment

\* Boundaries (Students, parents, school)

- High Expectations = Both ways

- Team & Problem Solving

How to solve

What to do

**RESPONSIBLE DECISION-MAKING**

Students are encouraged to understand and appreciate how individuals and groups are influenced by social norms, including those from diverse backgrounds, cultures, and experiences.

Students are encouraged to feel connected to their communities and to understand the influence of organizational and systems on behavior.

They can't get it

See how the team



Feel like Learning to be responsible for ones actions

SAFE

PROUD

NONJUDGEMENTAL

ACCEPTING

COURAGEOUS

Sound Like

POSITIVE

HAPPY

ENCOURAGING

RESPECTFUL

ACCOUNTABLE

To build confidence.

Perspective Taking

Focus on the good in life

Positive environment

Teach gratefulness to reduce entitlement

= Stop taking on so much responsibility

Humility & selflessness

Knowing what is expected of them

- To be happy

- Be employable

- Be accountable

grit

### SELF-AWARENESS

The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

This includes capacity to recognize one's strengths and limitations with a

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having growth mindset

Understand what the other person and not what other self they think we are a should be.

To listen

\* Right place - right time (self-awareness, social) changing/respecting behavioral actions in certain environments

\* Soft Skills (social, appreciation,

- Productive

- Be flexible

being productive

Exciting place of learning

Hope that we contrast productive members in our community for future generations

- Self Regulation, Awareness - Resiliency

\* Another person to accept + support (adults + teachers + students + parents)

F.A.I.L. approach

\* Apply Life Skills

- Advocacy

Learning to be a good loser

\* Clear Expectations (with clearly connected + - consequences)

Conflict resolution (learning to be responsible in managing schedules)

- Time Respectfulness in disagreement

\* Effort! \* digital citizenship

Put some grit in it Resiliency = Grit

Be Honest

\* resiliency

### SELF-MANAGEMENT

The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

This includes capacity to delay gratification, manage stress, and feel motivated and engaged in accomplishing personal and collective goals.

- Manage one's emotions
- Identifying and using stress management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing courage to take initiative
- Demonstrating personal and collective agency

I intend to...  
I intend to...  
I intend to...

Progress made...  
Hold onto it...  
Staying strong

Success and...  
The spirit...  
Become a...  
person



- Attentive listening skills

Positive reinforcement

- Trust between teacher and student  
and follow up - kindness \* listening

- Respect (both ways) \* Connection

= Include parents, effective communication

Feel Welcoming Joyfull Safe openness - school is willing to  
collaborate w/the public

A place where different ideas can be brought & explored

a place for students  
to call their own  
in the community

Respect = Welcoming

Positive loving boundaries

\* interpersonal skills

A smile goes  
a long way to  
make someone's  
day better, you  
have no idea who  
you'll meet at the end  
of the road.

My brother always  
saw the +  
College

Always  
be  
kind

There are  
no  
right  
ways  
to  
do  
things

Listening  
to  
Others

**RELATIONSHIP SKILLS**

The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

This includes capacity to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate settings with different mindsets and cultural demands and expectations, provide leadership, and seek or offer help when needed.

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practice teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Fostering positive social presence
- Showing leadership in groups
- Seeking or offering support and help when needed

\* RESPECT

- Reading, Math, Science

Jesus - Religion - Positive faith based

Cost of education

Needs in the Community

Affordable Housing

future goals for the community

draw in younger crowd



# What is the focus?

Life Readiness



**Moving through Today:**

**Reviewing Input for a Shared Vision**

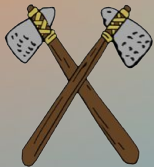
**Program Deep Dig**



# Vision Statement

A shared vision clarifies what you are striving toward and reflects what your school community values as critical to students' education. A strong vision establishes SEL as essential to the school's mission, is informed by and shared by all key stakeholders, and drives the development of aligned goals and implementation plans for SEL.

Together, the vision and goals clarify the aims of SEL implementation.





# DOMAINS



## Self-awareness

The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts

## Self-management

The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

## Social-awareness

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.

## Relationship skills

The abilities to establish and maintain healthy and supportive relationships and effectively navigate settings with diverse individuals and groups.

## Responsible decision-making

The abilities to make care and constructive choices about personal behavior and social interactions across diverse situations.





# SELF— AWARENESS

The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts

This includes capacity to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having growth mindset
- Developing interests and a sense of purpose





# Your voice heard...

- **Students feel safe, proud, nonjudgemental, accepting, courageous**
- **Positive, encouraging, respectful, accountable**
- **Learning to be responsible for one's actions**
- **To build confidence**
- **Perspective taking**
- **Positive environment\**
- **Teach goodness to reduce entitlement**
- **Stop taking on so much responsibility**
- **Humility and selflessness**
- **Be accountable**
- **Knowing what is expected of them**
- **To be happy**
- **Grit**
- **Right place, right time - respecting/changing behavioral duties in the environment**



**Writing prompt**

**Students at our school will...**







# SELF— MANAGEMENT

The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

This includes capacity to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.

- Manage one's emotions
- Identifying and using stress management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing courage to take initiative
- Demonstrating personal and collective agency





# Your voice heard...

- **Soft skills**
- **Productive**
- **Flexibility**
- **Being productive**
- **An exciting place for learning**
- **Self-regulation, awareness**
- **Another person to accept & support**
- **First Attempt In Learning (FAIL) approach**
- **Applying life skills**
- **Advocacy**
- **Learning to be a good loser**
- **Clear expectations**
- **Learning to be responsible in managing schedules**
- **Time**
- **Effort**
- **Digital citizenship**
- **Attentive listening skills**
- **Listening**



**Writing prompt**

**Students at our school will...**







# **SOCIAL— AWARENESS**

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.

This includes capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.

- Taking others perspectives
- Recognizing strength in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influence of organizations and systems on behavior





# Your voice heard...

- Civic responsibility
- More activities that support kids
- Promote American values
- Community contributions
- Manners/courtesy
- Supportive of school
- School-wide consistency
- Being able to work/teach
- Community/Hatchet Pride
- Learning to properly utilize verbal communication
- Students will have the skills to keep our community vibrant
- Prepare kids for everything
- What it means to be a community member
- Our schools are inviting/welcoming and maintained
- When & where to use manners
- Be empathetic
- Kindness
- Feel welcoming, joyful, safe



**Writing prompt**

**Students at our school will...**











# RELATIONSHIP SKILLS

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

This includes capacity to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with different social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practice teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed





# Your voice heard...

- Team & problem-solving
- Conflict resolution
- Respectfulness in disagreements
- Trust between teachers and students
- Respect both ways
- Connection
- Effective communication, including parents
- Openness - school is willing to collaborate with the public
- A place where different ideas can be brought & explained
- Welcoming
- A place where students can call their own in their community
- Positive, loving boundaries
- Respect
- Interpersonal skills - verbal and nonverbal communication, the ability to handle conflict, teamwork, empathy, listening, and a positive attitude.
- Respect



# Writing prompt

**Our school will be a place where...**







# RESPONSIBLE DECISION— MAKING

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations

This includes capacity to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

- Demonstrating curiosity and open-mindedness
- Learning how to make a reasoned judgement after analyzing information, data, and facts
- Identifying solutions for personal and social problems
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside and outside the school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts.



# Your voice heard...

- **Students with extensive behavior problems should be removed when the students has exhausted all resources**
- **Equal attention to all students**
- **Logic & Reasoning**
- **Realistic Expectations for life**
- **Consistency**
- **A learning environment**
- **Boundaries (student, parent, school)**
- **High expectations (both ways)**



# Writing prompt

**As a school community, we will strive to...**



# EXAMPLES

## VISION STATEMENT

College Station High School is a premier educational institution in which the Cougar family of faculty, staff, parents, and students are united in a passionate pursuit of excellence so that students achieve distinction by living the Cougar Qualities.

## COUGAR QUALITIES

### Character

- Do the right thing
- Be honest and Trustworthy
- Exhibit high morals

### Outstanding Leadership

- Make good decisions
- Motivate and inspire others
- Make a positive impact on society

### Understanding of Others

- Respect yourself and others
- Be open-minded to positive attributes
- Exhibit positive communication skills

### Goal-oriented

- Dare to dream
- Reach high
- Strive toward success

### Academic Excellence

- Acquire knowledge and skills to be successful in life
- Be motivated by your self-worth
- Passionately pursue perfection

### Responsibility

- Take initiative
- Exercise self-discipline
- Honor your obligations

### Service

- Make a difference in your home, school, and community
- Be involved and engaged
- Be a part of something bigger than you - pay it forward

## Powell SEL Vision Statement

The Powell community of educators and parents will work together to maintain a child-centered environment that cares about, respects, and nurtures its community. We will promote student success while providing a physically and emotionally safe environment where students have a desire to learn and excel.



Enrico Fermi School No. 17 is a place of support and understanding. We strive to educate the whole child maintaining high academic standards with respect for all learners. We seek to have our parents and community actively involved in our students' learning. As a school community we value a safe environment in which to teach and learn. We embrace our diversity and celebrate everyone, everything, every day!



## OUR MISSION

Valley High School is a supportive community which inspires students and equips them with the skills to meet the career and academic challenges of our 21st century global society utilizing academies and industry partnerships.

## OUR VISION

Valley High School students graduate as strong, connected, lifelong learners with the necessary knowledge, skills, and character to enable their successful transition to postsecondary education and careers.

## OUR SCHOOLWIDE LEARNER OUTCOMES

### WE ARE CONNECTED

Valley Graduates

- Listen, interpret and respond appropriately and critically to verbal and nonverbal communication.
- Articulate ideas using a variety of media responding to varying demands of audience, task and purpose.
- Demonstrate respect and tolerance for individual differences, cultures and beliefs.
- Learn from and work collaboratively with others.
- Take responsibility for individual actions and affect positive change in the community.

### WE ARE LIFELONG LEARNERS

Valley Graduates

- Write in a coherent, focused manner to convey a well-defined and supported point of view.
- Use technology as a tool to research, organize, evaluate and communicate information.
- Read, analyze and comprehend complex material.
- Evaluate evidence, arguments, and claims and draw conclusions based on informed analysis.
- Apply learning to real life situations.

### WE ARE STRONG

Valley Graduates

- Reflect critically on learning experiences and processes.
- Creatively generate original ideas.
- Evaluate priorities, set goals, and create a plan for achievement in high school, post secondary education and a career.
- Exhibit productive study habits and behaviors that facilitate success.
- Demonstrate self-motivation and self-discipline.







## **Students at our school will...**

confidently demonstrate positive character traits, develop, manage, and demonstrate self-regulation in all environments with a variety of people.

## **Our school will be a place where...**

student, parents, and staff confidently feel safe in an environment to foster positive relationships with open communication.

## **As a school community, we will strive to...**

promote and reinforce an environment with academic and social expectations to create a supportive and collaborative learning environment where students are able to reflect and understand the impact of their actions on themselves and others.



# DEEP DIVE

Leader In Me, Character Strong, 7 Mindsets

**Evaluation**

([LINK](#)/Paper Copies)



# Electronic Parking Lot

[LINK](#)





THANK  
YOU