

Recommendation for Adoption

Kindergarten - 12th Grade Social Emotional Learning Curriculum Resource

Rationale:

A new SEL resource for grades K-12 will provide the following advantages for teachers and students.

- Alignment with the CASEL framework for Social Emotional Learning core competencies and sub competencies.
- The platform generates diagnostic and progress monitoring data for individual students and has intervention libraries that will target school-wide, small group, and individual SEL skill deficits.

Process:

In order to arrive at this recommendation, our K-12th grade SEL Team engaged in the following process.

- May 4, 2022
 - State Standards in SEL were reviewed to select Priority standards. Priority standards are those which are to be mastered and for which assessments should be developed in order to monitor progress and achievement and provide interventions as needed.
 - Team members attended vendor presentations for four SEL curriculum/screeners: *Second Step*, *Satchel Pulse*, *Panorama*, and *Ripple Effects*. The Team selected two resources to further explore: *Satchel Pulse* and *Ripple Effects*.
- May 11, 2022
 - SEL Team members presented to the Curriculum, Instruction, and Assessment Committee an update of the Team's progress and the process of selecting a screener and curriculum.
- May 31, 2022
 - Team members reviewed the data from a survey that they had responded to regarding the final two vendors.
 - The SEL Team met for a second time with vendors from *Satchel Pulse* and *Ripple Effects*. The vendors answered the Team's remaining questions from the first presentation that were given to them ahead of time via email.
 - After vendor presentations, Team members used a decision-making strategy to select a product for Board approval.

Recommendation:

The *Satchel Pulse Screener and Curriculum* is recommended for adoption as our K-12th grade SEL resource. The following features of the series stand out as key reasons for our recommendation.

- Product integration with PowerSchool.
- Student and teacher screener assessments aligned with the CASEL framework.
- Screener assessment that provides immediate feedback to teachers, social workers, counselors and other school personnel.
- Provides tier recommendations for students showing deficiencies.
- Student diagnostic reports identify specific needs and monitor progress over time.
- Access to an intervention library to meet the school-wide or small group needs of students.
- Targeted intervention plans with scope and sequence guide intervention groups for all age-levels.

- SEL dashboard allows for school administration and staff to monitor the effectiveness of the interventions.
- Kickoff and ongoing training are included.

Cost Summary:

Total Cost: \$16,720 for a one year subscription

Software licenses modules:

- CASEL screening assessment (student and teacher)
- Diagnostic assessments
- Tier recommendation placement tools
- School and district-wide intervention library
- School and district-wide SEL dashboard
- Accessibility and translations

Services included:

- User set up and systems/SIS integration
- Training for district staff and principals
- On Demand access to training and videos
- 1-2-1 monthly check-in with district leadership
- Email and in-app chat support

Team Members:

Ashley Doetch	Admin	Director of Special Education
Jarrod Peterson	Admin	Upper Elem
Natalie Engelman	K	Poplar Grove Elem
Richard Williams	PE	Manchester Elem
Britta Swanson	Art	All Elem
Elizabeth Saveley	3-4	Capron Elem
Alexis Booth	Spec Ed	Upper Elem
Judy Lange	Social Work	Upper Elem
Julie Anderson	Counselor	Middle School
Kassandra Bowman	8	Middle School
Kayla Kuhn	Social Work	High School

Attachments:

- [Product Overview](#)

Building essential
Social and Emotional
skills for
all students



The Challenge

Research demonstrates the link between students' social-emotional development and:

- Behavior in school
- Engagement in school
- Academic achievement
- Post-secondary success
- A variety of other areas

Johns Hopkins CRRE (2021)

A 2016 study from revealed a lack of SEL regularly correlated with unfavorable outcomes such as:

- Increased chance of unemployment
- Divorce
- Poor health
- Criminal behavior and imprisonment

The Organisation for Economic Co-operation and Development (2021)

A survey of 900 companies found that 92% said that social and emotional skills were equally important or more important than technical skills but that it is VERY difficult to find them in people.

Wall Street Journal (2020)

The Challenge [continued]

Most initiatives fall short because they lack:

Vision

A clear picture of what we're trying to accomplish

Skills

Skills and confidence to do it well

Resources

Software and tools to make it easier and more effective

Incentives

Buy-in to see how it will help

Action Plan

Clear steps for implementation and sustainability

How Satchel Pulse SEL Helps

1

- Simplified screening and assessment through a clear, simple interface.
- A feedback process that is much quicker than traditional methods.
- Automatic notifications and reminders that further reduce resource required.



4

- Interactive results reports show educators the effectiveness of interventions.
- Intervention plans can be easily reviewed and modified as needed

- Data-based tier placement recommendations support decision-making
- Additional diagnostic data supports targeted intervention
- Automated intervention grouping and intervention resources to meet specific student needs.

2

- Intervention/Actions take place for targeted students within their appropriate tier/groupings with assigned staff.
- Educators observe student progress as they apply knowledge and skills learned.
- Intuitive reports display student progress in response to intervention.

3

Satchel Pulse Assessment Model

Universal Screening

Student Self Assessment

25 Questions

2 x Per year

Teacher Screening

5 Ratings per student

2 x Per year

Diagnostic Assessments

Used to provide more detailed information when needed to develop targeted interventions and to monitor progress.

Satchel Pulse assessments are fully aligned with the CASEL framework competencies and sub-competencies.



Research Based

“By virtue of providing **robust assessment** materials that possess a **high level of content validity** and **alignment with the CASEL core competencies**, the platform generates diagnostic and progress monitoring data for **adapting social-emotional learning support to individual student’s needs**. In addition, its corresponding intervention library includes a variety of research-based programs designed to flexibly **target the specific skill deficits** that student’s exhibit.”

The Satchel Pulse Platform: Research Foundations and Support

Joseph M. Reilly, Ed.D.

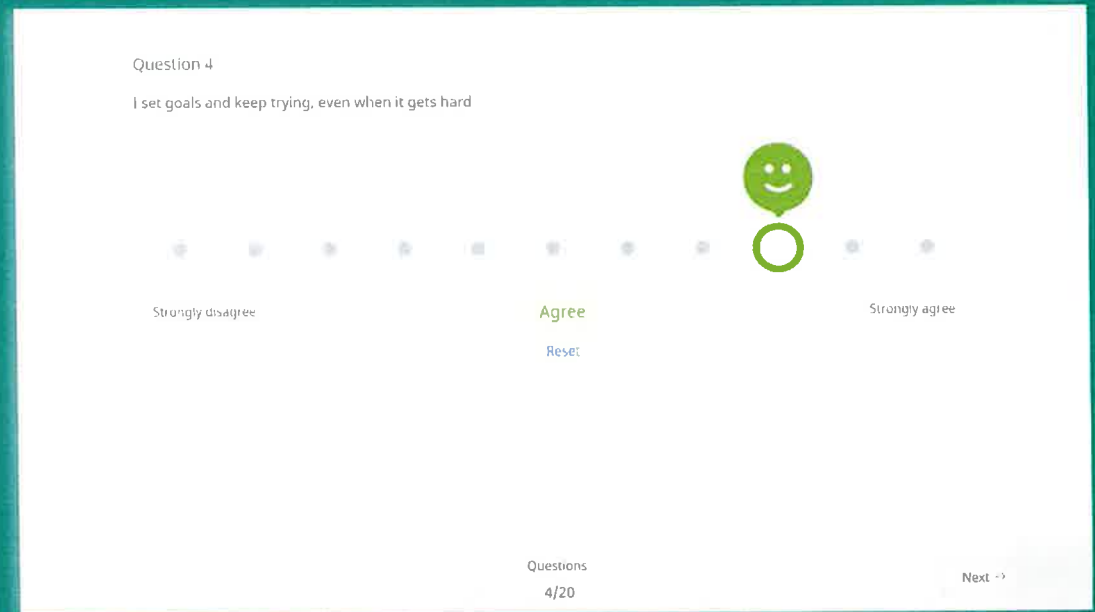
June 30, 2021



Student SEL Screening

Benefits:

- Engaging sliding scale
- Research-based approach
- Quick and easy
- Any platform
- Age-appropriate wording



Question 4

I set goals and keep trying, even when it gets hard

Strongly disagree

Agree

Strongly agree

Reset

Questions 4/20

Next →

The screenshot shows a digital interface for a student SEL screening. It features a question: "I set goals and keep trying, even when it gets hard". Below the question is a horizontal sliding scale with 10 circular markers. The scale is labeled "Strongly disagree" on the left and "Strongly agree" on the right. A green smiley face icon is positioned above the 8th marker from the left, and a green circle is positioned below it, indicating the selected response. The word "Agree" is centered below the scale, and a "Reset" button is located below the "Agree" label. At the bottom of the interface, it shows "Questions 4/20" and a "Next →" button.

Teacher SEL Screening

Benefits:

- Teachers record observations for each CASEL competency using a 10-point scale
- Rubrics accessible on screen facilitate the rating process
- Intuitive and efficient interface

The screenshot displays the Satchel Pulse Teacher SEL Screening interface. At the top, there is a navigation bar with a 'Save screening' button. Below this is a table with columns for 'Student name', 'Self awareness', 'Self management', 'Social awareness', 'Responsible decision making', and 'Relationship skills'. The table lists several students: Alex Saunders, Liz Aaron, Jerry Adams, David Arkwright, Ben Atkinson, David Badger, Liam Bitts, and Della Carlson. Below the table, there is a detailed view of the 'CASEL Competency 2. Self Management' rubric. This rubric is divided into three columns, each representing a different level of proficiency. The first column (0) includes criteria such as 'Has no idea about their emotions' and 'Needs a lot of support to plan anything'. The second column (5) includes criteria such as 'Understands some of their emotions well' and 'Is organized but sometimes needs adults support'. The third column (10) includes criteria such as 'Clearly understands their own emotions' and 'Is able to keep within the rules/standards easily'. A 10-point rating scale is visible at the bottom of the rubric view.

Monitor Screening Groups

Benefits:

- Increase screening participation
- Reduce administrative workload
- Know the status of your screening process
- Know, in real time, exactly which teachers and students need to complete their screenings
- Remind only those who need reminding

The screenshot displays the 'SCREENING GROUP' interface for 'SEL assessment fall (2020)' from September 03 to September 14, 2020. It provides a live completion report with the following data:

- Students:** 50 Classes sent for teacher screening
- Teachers:** 44 Classes with completed screening
- Incomplete:** 6 Classes with incomplete screenings

Below this, a 'Grade 4' section states: 'All teachers have been sent screenings to complete for their respective classes'. A summary shows 50 Classes, 44 Completed, and 6 Incomplete.

At the bottom, a summary for 'Students' shows 174 total, with 171 Completed and 3 Not started. There are buttons for 'Send SEL assessment (3)' and 'Send reminders'. A table lists individual students:

Student name	Grade level	SEL assessment
<input checked="" type="checkbox"/> Benjamin Davies	10th grade	
<input checked="" type="checkbox"/> Megan Davies	10th grade	

Tier Recommendations

Benefits:

- Compare scores of student and their teachers
- View data-based tier recommendations
- Prevent students from falling through the cracks
- Software makes data-based recommendation, educators make tier decisions
- More efficient, focused tier placement decision meetings

Student name	Student SEL score	Teacher SEL score	Grade level	Tier suggestion
Alex Saunders	3	3	4	Tier 1
Liz Aaron	2	2	4	Tier 2
Jerry Adams	2	3	4	Tier 2
David Arkwright	3	3	4	Tier 1
Ben Atkinson	1	2	4	Tier 3
David Badger	2	2	4	Tier 2
Lamar Botis	3	3	4	Tier 1
Delia Carlson	2	2	4	Tier 2
Julie Clover	3	3	4	Tier 1
Benjamin Davies	3	3	4	Tier 2
Megan Davies	3	3	4	Tier 1

Approve actions

- ✓ Approve all recommendations
- 📄 Approve only matching tier scores
- ✕ Clear all tiers

Student Profile

Benefits:

- Radar chart shows student score overlayed with teacher ratings
- Data imported from SIS
- Analyze each student's historical screening scores
- View each student's interventions and diagnostic assessments results

The screenshot displays a comprehensive student profile for David Badger. It includes sections for interventions, diagnostic tests, student performance metrics, and SEL competencies.

Interventions

Date	Details
Jun 23 rd , 2021	Managing Stress and Anxiety
Jun 23 rd , 2021	Managing Emotions
Jun 23 rd , 2021	Respectful Actions

Diagnostic tests

Date	Completed by	Assessment area	Test result
Jan 23 rd , 2020	Naimish Gohil	Social awareness	4.6 View detail
Jan 23 rd , 2020	Alex Saunders	Linked to 2 areas	6.8 View detail
Jan 2 nd , 2020	Naimish Gohil	Linked to 3 areas	8.7 View detail

Student performance

Alex's performance

GPA weighted: 3.47
GPA unweighted: 3.39

Alex's SEL competencies

Based on CASEL framework

SEL score mapping

Student self-assessment: 5.0
Teacher self-assessment: 8.0

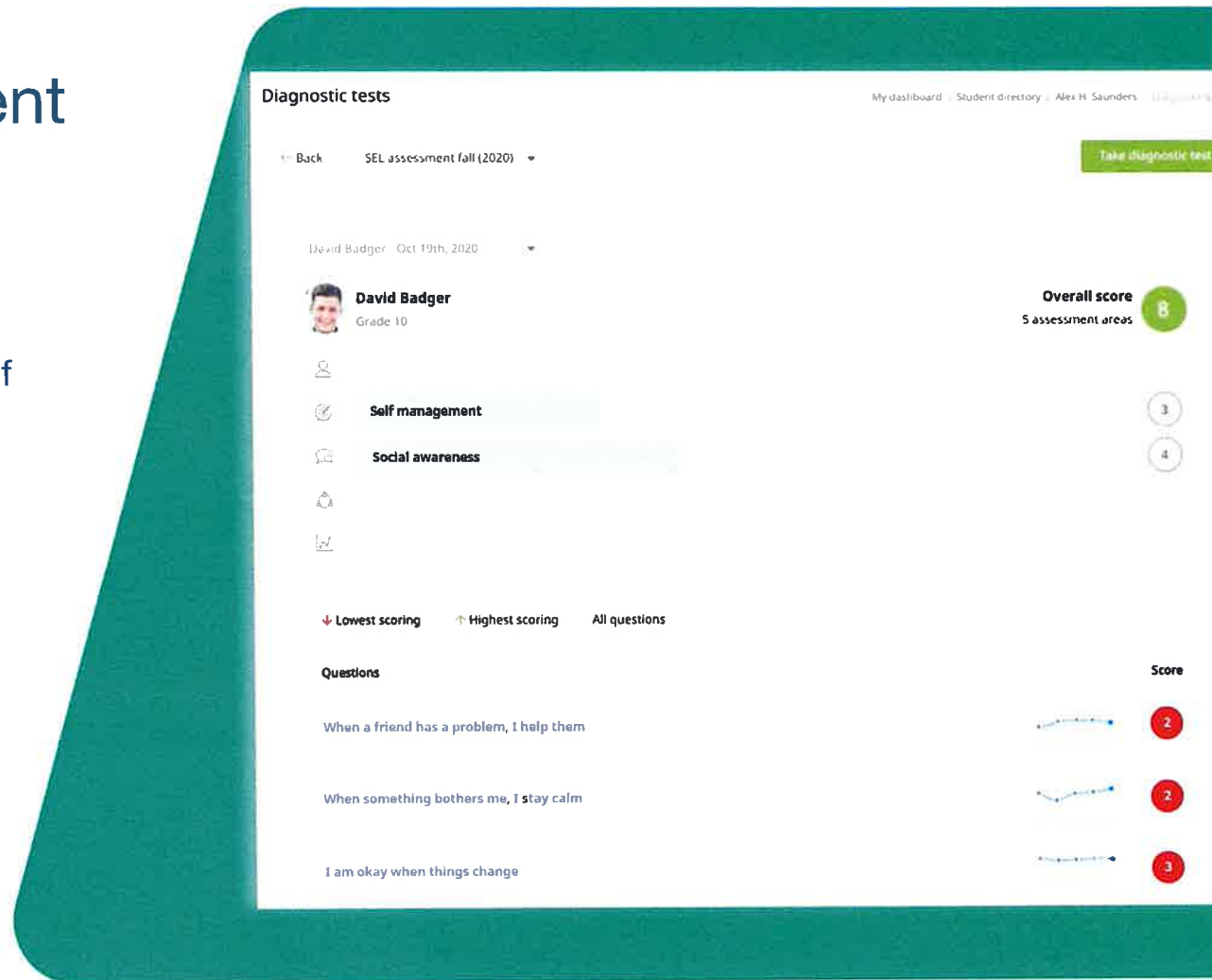
Assessment Summary

Capital pillar	S1	S2	S3	S4
Self-awareness	8	8	9	9
Self-management	4	6	8	7
Social awareness	1	7	6	6
Relationship skills	9	8	9	8
Responsible decision making	10	10	10	10

Diagnostic Assessment Report

Benefits:

- Drill-down into the areas in need of support
- Identify specific sub skill weaknesses
- Monitor progress on CASEL subskills



Intervention Groups

Benefits:

- Assign students to interventions
- Align groups to SEL core competencies
- Automatically group students by grade level, class, or low SEL subskills area
- Recommended lessons and interventions based on group-specific skill profiles

Self management :
Stress Management

- David Arkwright
- Ben Atkinson
- David Badger
- Lamar Botts
- Delia Carlson

Alex Saunders
 Liz Aaron
 Jerry Adams
 David Arkwright
 Ben Atkinson
 David Badger
 Lamar Botts
 Delia Carlson
 Jake Clouet
 Benjamin Davies
 Megan Davies

Area of focus			
Importance (5)	Competency	Subskill	Interventions
1	Self-Management	Stress Management	Explore resources
2	Self-Management	Impulse Control	Explore resources
3	Social-Awareness	Respect for Others	Explore resources
4	Self-Management	Self-Discipline	Explore resources
5	Social-Awareness	Perspective-Taking	Explore resources

Intervention Library

Benefits:


- Search by a variety of factors
- Preview intervention plans and lessons
- Rate and comment on interventions
- Integrate current building resources for widespread sharing
- Contribute to the library with building-created content
- Additional curated resources for educators and parents

The screenshot displays the 'Intervention Library' interface. The main view is for an intervention titled 'Managing One's Emotions'. It includes a star rating of 4.5 (25 ratings), a bar chart showing the distribution of ratings (5 star: 20%, 4 star: 50%, 3 star: 20%, 2 star: 7%, 1 star: 3%), and an 'Area breakdown' section with 5 stars for 'Easy to set up', 4 stars for 'Evidence', and 5 stars for 'Impact'. Below this, there is a 'Review this intervention' section with a 'Leave a review' button. The intervention details include a description, a 'Session 1' section with video thumbnails, and a 'Was the intervention successful?' question with a 'Yes' response. A user profile for 'Naimish Gohil' is visible, along with a comment and another 'Was the intervention successful?' question with a 'Not really' response. A sidebar on the left shows a navigation menu with options like 'Home', 'Intervention Library', 'My Profile', and 'Settings'. At the bottom, there is a grid of other interventions such as 'Identifying emotions', 'Recognizing strengths', 'Impulse Control', 'Respect for others', 'Communication', and 'Analyzing situations'.

Targeted Intervention Plans

Benefits:

- Receive recommended intervention plans based on assessment data
- Lessons usable by any educator
- Culturally-affirming content supports equity work
- Engage students of all ages with research-based SEL instruction
- 15-20 minute tier 2 and 3 lessons



Self Management - Stress Management
Intervention 6 session program - 20 minutes per session individual or small group


Intervention Plan:
Managing One's Emotions (Stress)

Intervention Objectives
For students to be able to

- Define and identify stress and anxiety
- Develop and practice strategies for managing stress and anxiety

Adult SEL Reminder:
Stressors can be internal and external. They also vary from person to person. When an individual experiences stress, their threat response system activates, and it is impossible for that individual to use their cortex for rational thinking; this is even more complicated with children as their brains are still developing. It is important for individuals to recognize triggers that contribute to stress so that they can utilize appropriate coping strategies to regulate their heart rates and return to a calm and alert state.

Lesson	1	2	3
Guiding question	What is stress? What is anxiety? How do they impact my body?	Fight, Flight, or Freeze? How do I deal with stress and anxiety?	Scenarios: How do people cope with stress and anxiety?
Focus	Understanding different stressors and how it impacts the body.	Understanding how a reaction to stress results in a behavior.	Observe and analyze others to identify how they cope with stress.
Activities	<ol style="list-style-type: none"> 1. On a piece of paper have students define stress and anxiety. 2. Students draw an outline of a person. On the inside, students should jot down the ways internal factors cause stress. On the outside, students should write ways that external factors cause stress. 3. Each student shares one internal and external factor. They can add to their drawing as they hear ones they do not already have written down. 	<ol style="list-style-type: none"> 1. Discuss the terms fight, flight, and freeze as it relates to our response system to "threats" it may help to give a quick example here. 2. Students create 3 circles. Each circle should have one of the terms in them: fight, flight, and freeze. Engage students in a discussion about what these actions might look like in action (i.e. freeze might be a student shutting down or putting their head down). 3. Students circle or star the one they think they do the most when they feel stressed. Discuss what are more positive responses if necessary, thinking about school situations. 	<ol style="list-style-type: none"> 1. Recap concepts with stress and how it impacts the body. Ask each student to share something they remember. 2. For this piece you could find some videos or even audio share scenarios. Sometimes movie clips can be great to use as well. Have students listen to 2-3 scenarios. 3. After each scenario, ask students what they noticed about people experiencing stress. Did they see fight, flight, or freeze? Was the stress a result of internal, external, or both factors?
Take Away & Wrap-Up	Students take a few minutes to write down how internal and external stress might impact a student at school and at home.	Students take a few minutes to write down a time where they felt or saw themselves engage in one of these responses. If students are comfortable, have them share with the group.	Create a shared list of ways to manage stress. It may be helpful to look up some ways of managing stress ahead of time to model it. Thinking for students. Ask students which items from the list of strategies could help the people from the scenarios.



Satchel Pulse

SEL Intervention
www.satchelpulse.com

Intervention Library



Features:

SEL Video Lessons

- Review Concepts
- Explore Scenarios
- Discussion Questions

Additional Supports

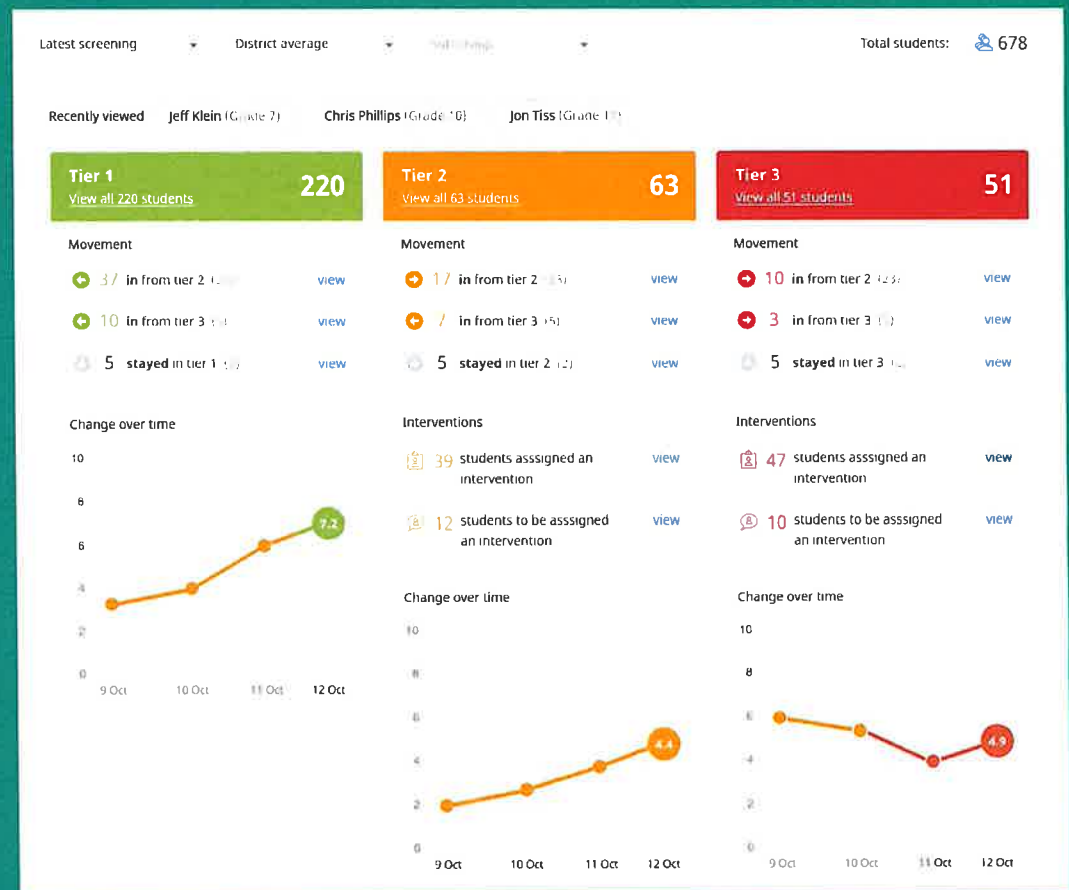
- Adult SEL
- Early Childhood Focus
- Physical Well-being
- Social Justice, Equity, and Diversity



SEL Dashboard

Benefits:

- Real time monitoring of tier placement and movement
- Know how effective interventions are
- Evaluate the impact of interventions by school and/or group
- Reminders nudge user to complete activities



Satchel Pulse is more than software

Software

- User-friendly software
- Intuitive step-by-step processes
- Behind the scenes monitoring
- Ongoing upgrades, improvements, and new features

Service

- Dedicated Partner Success Manager
- Implementation planning and support
- High-quality embedded training, including on-demand
- World-class customer support

Satchel Pulse SEL Training and Support

Standard Professional Services

- Live onboarding support
- Live online kickoff training
- On-demand training resources in the online training center
- Weekly live online drop-in trainings
- Live, online train-the-trainer trainings for tier placement, intervention library, and progress monitoring
- One post-screening data dive meeting
- One custom report per district per year
- Student, parent, and staff implementation resources



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