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**BOARD COMMUNICATIONS**

**Date: February 7, 2014**

**CHIEF BUSINESS OFFICER – KEN FORREST**

<b>BC NO.</b>	<b>FROM</b>	<b>REGARDING</b>
<b>CBO-4</b>	Ken Forrest	Student Information System Update

**CHIEF OF STAFF – KOUA FRANZ**

<b>BC NO.</b>	<b>FROM</b>	<b>REGARDING</b>
<b>COS-1</b>	Koua Franz	US Department of Education Review
<b>COS-2</b>	Koua Franz	February, 2014 CASEL Soundbites
<b>COS-3</b>	Koua Franz	Update on “Whole Child” Board Policy



**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
BOARD COMMUNICATION**

**BC NO: CBO-4**

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 2/7/2014
From the Office of the Superintendent						
To the Members of the Board of Education						
Prepared by: Ken Forrest, Chief Business Officer					Contact Email: Ken-forrest@scusd.edu	
Subject: Student Information System Update						
<p>The District is moving ahead with the conversion to a new Student Information System—Infinite Campus—to replace our current aging and unsupported system (Zangle). We have recently hired a new project manager for this project, Mr. Ben Shulman, who comes to us with more than 30 years of experience, including successful implementations for Los Angeles Unified and San Diego Unified. We are now rapidly moving toward the go-live date of April 21 and want to let you know of several important dates, as well as the overall project plan.</p> <p>Transitioning during the school year can create some anxiety, but we are doing so for a number of important reasons based on recommendations made by a stakeholder group including teachers, administrators, office managers and registrars from various school sites. First, this will allow our secondary schools to build their 2014-15 Master Schedule in the new system. As we have noted previously, the robust scheduling tool is one of the most powerful functions of Infinite Campus. Switching over to the new system this summer would result in having to re-do the entire schedule which would result in a lot of unnecessary extra work for staff, especially at our high schools. Secondly, in order to roll out this new system effectively, it will work to our advantage to have access to staff for trainings in ways that we wouldn't have in the summer. Teachers can learn the system while inputting real attendance/grade data, as opposed to trying to learn in a virtual environment and then having to relearn it in the fall. Finally, one of the reasons that we chose Infinite Campus for this work is that they have the industry-standard tool, not just as it relates to its powerful functionality, but in its ease-of-use as well. I am confident that, with the supports we are providing, staff at school sites will make a fast transition.</p> <p>The current Zangle system will continue to be used until the end of day on Friday, April 11. At 3:00 PM on that day, the Zangle system will be deactivated and we will begin the final conversion to the new Infinite Campus system. The conversion will take place during the week of spring break. On Monday, April 21, everyone will start using the Infinite Campus system—for attendance, enrollment and all other functions.</p> <p>Grades for third quarter (for secondary schools) will all be reported out of Zangle, while the final grades for 2013-14 will be entered and reported out of Infinite Campus. This means grades for the third quarter</p>						

must be entered in Zangle by 3 p.m. on April 11.

For elementary schools, the second trimester ends on the last day of February, and will be entered and reported out of Zangle. Third trimester will be entered and reported out of Infinite Campus.

We will perform the calendar rollover as usual in February, in Zangle, so class requests for 2014-15 can be entered. All this information will be converted into Infinite Campus, as well as any scheduling information previously entered into Zangle. There will be extensive training provided on the scheduling functions of Infinite Campus, as well as all other functions of the system. Support staff from Infinite Campus will also be onsite several times during May, June and August to provide hands-on help with scheduling for 2014-15.

During the week of January 13, we conducted a three-day intensive workshop with representatives from across the District to review the configuration of the new system to ensure it conforms to District policies and procedures. We will continue to engage with stakeholders from all areas as we set up and test the new system.

We have developed a full training schedule that will reach a large number of District employees with in-person training. Our Area Assistant Superintendents are helping to coordinate the training schedule. There will also be “teacher coaches” at each school to provide knowledge transfer and training to all teachers, especially in the key areas of attendance and grade reporting. Infinite Campus provides an extensive web portal with detailed instructions and training material, and we will provide additional online and video training materials as well.

There will be more frequent and detailed communications regarding the project, including regular updates on the district website.

Because we are also transitioning to the Common Core State Standards and the CAASPP (Smarter Balance) tests, the SIS transition may seem daunting. Unfortunately, our options are limited. As we have shared before, the company that owned and ran Zangle is now out of business and any further delay in making this shift exposes us to a devastating system failure that could send ripples through our entire system.

Approved by:

Sara Noguchi, Ed.D., Interim Superintendent ☒

Date: 2/7/2014



**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
BOARD COMMUNICATION**

**BC NO: COS-1**

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 2/7/2014
From the Office of the Superintendent						
To the Members of the Board of Education						
Prepared by: Koua Franz, Chief of Staff					Contact Email: Koua-franz@scusd.edu	
Subject: US Department of Education Review						
<p>Next week, representatives from the US Department of Education will be visiting for a scheduled review of the district's NCLB Waiver. The US DOE annually visits all states and LEA's with waivers to monitor progress towards stated goals.</p>						
Approved by:						
Sara Noguchi, Ed.D., Interim Superintendent <input checked="" type="checkbox"/>				Date: 2/7/2014		



**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
BOARD COMMUNICATION**

**BC NO: COS-2**

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 2/7/2014
From the Office of the Superintendent						
To the Members of the Board of Education						
Prepared by: Koua Franz, Chief of Staff					Contact Email: Koua-franz@scusd.edu	
Subject: February, 2014 CASEL Soundbites						
Please see the attached February update from CASEL, the SCUSD partner who is funding our Social-Emotional Learning work.						
Approved by:						
Sara Noguchi, Ed.D., Interim Superintendent <input checked="" type="checkbox"/>				Date: 2/7/2014		



## PRACTICE-RESEARCH

# District **SOUNDBITES**

February 2014

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*Dear Colleagues,*

*As the winter continues to express itself in rigorous ways, our work in the Collaborating Districts Initiative continues its rigorous implementation. This issue of Soundbites highlights the training, strategic planning, and execution of SEL across all participating districts and stresses the importance of cross-district collaboration. Keep the good work going, and indeed spring will come.*

*With kind regards,  
Paul Goren*

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### **NOTES FROM THE FIELD**

**Anchorage School District – Christine Hiroshima, Linda Lantieri, & Jennie Knutson, Executive Director of Professional Development, and Jan Davis, SEL Team**

The Anchorage School District's Multicultural Education Concerns Advisory Committee (MECAC) works to ensure equity for all students by providing input directly to the superintendent on relevant issues that impact student achievement. The 20 MECAC members represent the community at large--students, administrators, and parents who have personal experience with our federally mandated programs. They requested information about anti-bullying strategies and how the district works to address bullying, prevent it in the schools, and support the victims.

Jan Davis, SEL Teacher Expert, and Melanie Sutton, Curriculum Coordinator, created a dynamic presentation on how the ASD promotes student excellence in learning and working environments that are positive, safe, respectful, and personally/socially responsible. Margo Bellamy, Executive Director of Equal Employment Opportunity, facilitated the follow-up discussion. Several MECAC members recommended additional presentations to various community organizations across the city. This high interest in anti-bullying strategies and social-emotional learning has prompted the ASD to create a series of community sessions led by Jan and Melanie that address anti-bullying strategies, situational roles, SEL, and student supports. The goal is to build stronger relationships through effective communication and parental opportunities, providing a physically and emotionally safe environment for all students and staff.

**Austin Independent School District – Rob Schamberg, Judith Nuss & Sherrie Raven, Director, Social and Emotional Learning**

As we come to the end of our third year of implementation, we are in the middle of "re-visioning" for Austin. We are working with our CASEL consultants, a local facilitator, and stakeholders to envision SEL three to five years from now so we can build a strategic plan to get us there. At the same time, we are learning much about communicating our story and the need to document what we are doing in a way that can be shared with others quickly and effectively. We are currently developing notebooks and tools for communication and would love to know what other CDI districts have found to be helpful in getting the message out to schools, the community, donors, and universities. Thank you in advance for sharing your thoughts and ideas with us.

**Chicago Public Schools – Pamela Randall, Ruth Cross, Amy Mart, Manager of Universal Supports, & Karen Van Ausdal, Director, Office of Social & Emotional Learning**

CPS marks the end of the semester with a School Improvement Day, a non-attendance day for students that provides a rare chance for all staff to participate in professional development. The Office of Social and Emotional Learning (OSEL) and CASEL consultants used this opportunity to lead full-staff professional learning sessions in several schools and make presentations to counselors and social workers from across the district. In another exciting development, OSEL convened a working group of central office leaders that will now meet biweekly to develop and implement a strategy for reducing suspensions and promoting preventive, instructive, and restorative discipline practices in CPS. We also officially launched the website for our advisory framework toolkit, which includes a standards-aligned scope and sequence of over 150 lesson plans and a collection of resources to support implementation. The framework was developed by CPS teachers, counselors, and administrators with the goal of supporting high schools that are considering adopting an advisory model and increasing the impact of advisory where it is already in place.

Finally, we are excited to announce that our CEO, Barbara Byrd-Bennett, spotlighted SEL on the front page of her January newsletter. The full-page write up, titled "The Importance of Social Emotional Learning," referenced CASEL and the Collaborating Districts Initiative and was shared with all staff in the district.

**Cleveland Metropolitan School District – Deidre Farmbry, Judy Nuss, & Denine Goolsby, Executive Director of Humanware**

The CMSD has appointed Deans of Culture in seven Investment Schools. Their focus is to work directly with the school community to build activities, opportunities, and experiences that positively impact the culture of the school. The deans participate in monthly professional development that is facilitated by members of the Humanware/SEL Department. They learn new strategies and skills and also share ideas and problem-solve together. This initiative promises to grow in the future as the district aims to transform the culture of CMSD. Last month while visiting Cleveland, CASEL consultants Deidre Farmbry and Judy Nuss visited one of the Deans of Culture who had expressed interest in receiving feedback on how she is approaching this new position. Deidre and Judy witnessed beginning-of-the-day activities involving three grades convened in the gymnasium to participate in morning activities facilitated by the Dean of Culture. In addition, they saw the Dean engage one of the grades in a team-building activity that highlighted the importance of collaboration to reach a desired goal.

Afterwards the Dean of Culture shared her vision for the role, emphasizing her awareness of its potential to help people think and act more strategically to support the social and emotional development of children in all aspects of their school experience. On each of their visits to Cleveland, Deidre and Judy plan to visit another Dean of Culture to assist the district in conceptualizing the potential of this role, based on the first-year experiences of this pioneer group.

### **DuPage ROE-CASEL Partnership (Six Districts) – *Ruth Cross***

The CASEL/DROE Partnership has added three new school districts. Naperville 203 is a school district with 22 schools, grades Pre-K-12, and 17,563 students. Glen Ellyn 89 has five schools, grades Pre-K-8 and 1,968 students. Center Cass has three schools with 1,041 students. During January each district facilitator met with the CASEL coach to discuss choosing an SEL District Team, sending the team to the DuPage CASEL workshop on February 19, reviewing the CDI Rubric, and starting the process of setting a vision for this work.

Each new district is starting the SEL implementation process at different points, but in the strategic planning process all identified teaching students SEL skills as a high priority.

The professional learning community for the partnership schools met in February. Three of the school districts shared strategic SEL plans for engaging parents, embedding SEL in professional learning and school improvement and choosing evidence-based programs.

### **Metropolitan Nashville Public Schools – *Eric Schaps, Pamela Randall, & Kyla Krengel, Director, Social Emotional Learning***

Metro Nashville Public Schools held their winter Principals Leadership Institute this month. The focus centered on the attendees creating rubrics for each of the nine sections of the district strategic plan, Education 2018. Breakout sessions were presented by principals, and we were happy to see that a large number of the sessions showed how they were embedding SEL into Education 2018 and their daily school routine. Other exciting news in Nashville is that a group from Chicago Public Schools visited on January 31. We spent a full day filled with school visits and great collaboration. We are very excited about this collaboration.

### **Oakland Unified School District – *Chris Hiroshima, Ann McKay Bryson, Kristina Tank-Crestetto, Director, Family, School, Community Partnerships & Mary Hurley, SEL Coordinator***

This month, CASEL's Paul Goren and Maria Logli Allison joined Ann and Chris during their site visit to begin exploring a possible collaboration for new funding for SEL professional learning in the district. With many overlapping interests between CASEL, OUSD, and a potential funder, this opens a wide variety of opportunities to continue learning and growing SEL together. Linda Lantieri and her colleague, Lynne Hurdle-Price, co-presented Skills for Life for Families, a two-and-a-half day parent Trainer of Trainers session. More than 40 parents and staff participated and learned communication, mindful listening, self-care, handling anger, and other practical skills necessary for effective parenting. They also learned some facilitation strategies to present the material at their respective sites. The training was done simultaneously in English and Spanish--a first--and was well-received by everyone. Although this event was initiated by the SEL Team, the Student, Family and Community Engagement Office hosted the training, and the two departments will collaborate to support implementation at school sites.

## **Sacramento City Unified School District –*Hector Montenegro, Sue Keister, Mai Xi Lee, SEL Director, and Koua Franz, Chief of Staff***

January was a productive month for moving several goals of districtwide SEL forward in SCUSD. The Standards and Assessment Work group has developed a final draft of the Graduate Profile with SEL embedded into its language and submitted it to the Cabinet for approval. The Graduate Profile represents the set of benchmarks by which all departments in the district measure their success in preparing every student for graduation and success in college, career, and life. Another core assessment project in development is an SEL Assessment Rubric for Pre-K-12 that rates students' demonstration of the five SEL Core Competencies by Awareness, Emerging, Practicing, and Integrating measures. The version for Grades 9-12 is in draft form, and the K-8 rubric is scheduled to be completed for piloting in the district by March 2014. Professional learning continued in SCUSD with the first two-hour SchoolKit Rollout workshop for school leaders and staff from the Cohort 2 schools. The workshop in January reviewed the Five Core Competencies, introduced the six key activities of the School Theory of Action and six chapters of the SchoolKit and provided an in-depth look at Chapter 1 and a couple of the tools. The workshop was the first in a series of six that will be delivered between January and June 2014 to engage Cohort 2 leadership teams with the important elements of schoolwide SEL implementation. The participating Cohort 2 schools, as well as Cohort 1 schools, were invited to provide feedback on Chapter 1 and three key tools by February 3. In addition, Hector, Sue, and Mai Xi Lee provided a one-hour workshop for the alternative school principals, who responded positively to the possibilities and benefits for their students. Finally, work continued with Rosa Parks School, which became a K-8 school this year by merging two schools into one as part of school closures at the beginning of this year. Their SEL Leadership Team and staff chose to work with the SchoolKit beginning in September 2013 and use SEL to bring the two schools together and create a schoolwide culture around SEL. They are becoming a unified learning community that demonstrates the potential of SEL to be the coordinating framework for people, programming, practices, and policies that are intentionally focused on student academic, social, and emotional well-being and success. Interim Superintendent Sara Noguchi is committed to inviting all schools in the district to participate in professional learning on the SchoolKit as well as moving forward with decisions regarding the introduction and expansion of evidence-based programs in all schools. The SEL Leadership Team met on January 23 and continued its work on the Core Waiver requirements and assessments as well as providing updates on the Professional Learning, Communications, and Standards and Assessment Work Group activities. Finally, a team of three people from SCUSD—Mai Xi Lee, SEL Director; Ted Appel, Principal of Luther Burbank High School; and Tuan Duong, Principal of Will C. Wood Middle School—joined Hector and Sue for a cross-district visit to Austin Independent School District on February 4-6. They visited middle and high schools, attended SEL-related meetings, and met with Sherrie Raven, Caroline Chase, and the other SEL coaches to learn about their SEL districtwide infrastructure, coaching framework, sustainability plan, and school and classroom practices with systemic SEL.

### **Warren City School District, Ohio – Linda Lantieri & Jill Merolla, SEL District Coordinator**

The Warren City Schools had SEL on its radar screen in many ways in December and January. In December the District SEL Coordinator conducted a presentation on SEL to the Warren Board of Education. The presentations covered the four-year history of SEL in the district, the commitment of Congressman Tim Ryan, and the current ongoing training being done Pre-K-12 in the district. The Board was pleased that SEL training and programming was implemented for all staff members. In January the Morningside Center for Teaching Social Responsibility and the Inner Resilience Program conducted a 12-hour Skills for Life Part 2 training for 35 new Pre-K-6 grade teachers in the district. Part 1 was conducted in September 2013. Teachers in these sessions were trained in adult assertiveness and conflict resolution skills and explored cultural diversity and its effects on teaching and learning. Funding for this programming was provided by the Warren City Schools' Department of State and Federal Programs.

### **Washoe County School District - Ann McKay Bryson, Rob Schamberg, Trish Shaffer, Coordinator, Multi-Tiered Systems of Support, Sam Shoolroy & Erin Dawson, SEL Specialists**

January has been an exciting month for the Washoe SEL department. Trish Shaffer, gave a TEDx Talk on January 24 at the University of Nevada, Reno, addressing the need for SEL in all schools across the country. Her talk was very well-received, and we have already had a community response inquiring about the work being done in our district. We are so proud and grateful that Trish took such a bold move to help further knowledge about SEL. You can view Trish's TEDx Talk by clicking on [this link](#). Additionally, we hosted our second Saturday Café Conference, which was attended by approximately 300 WCSD educators. The theme was "Culturally Responsive Practice," and many different departments participated by providing sessions related to the theme. Our team opened and closed the conference using SEL activities in order to make more meaningful connections for the participants. We also facilitated an SEL breakout session (repeated three times to a full-capacity crowd) and were excited to integrate some of the content we learned at the Learning Forward Conference we attended in Dallas. We are already looking forward to the next Saturday Café, which will be held in March, as we integrate SEL with the theme of 21<sup>st</sup>-Century Learning.

### **Youngstown City School District, Ohio – Linda Lantieri**

Skills for Life staff conducted staff development for Programs for Promise, the district's alternative school program. This professional development activity worked with the entire faculty to deepen their own SEL skills as well as build their inner resilience through various reflective and contemplative strategies. In addition, Skills for Life staff worked with the educational assistants, focusing on their particular position in the classroom. This training will be followed by additional staff development for Programs of Promise in February for the entire staff. Eventually teachers will be introduced to an SEL module that will begin to be incorporated as direct SEL instruction in several of their classrooms.

## AIR CDI Evaluation – David Osher, Larry Friedman, & Kimberly Kendziora

At the time you are receiving this edition of Soundbites, AIR is currently working with staff in Austin, Cleveland, Nashville, Oakland, and Washoe County to collect teacher ratings of their students’ social and emotional skills. Continuing our efforts to help the CDI community get to know the evaluation measures better, this month we share information about our teacher rating instrument. The five SEL constructs being measured, as well as the items in each construct, are presented in the table below.

AIR/CASEL 2012–13 Teacher Rating Items on Student Social-Emotional Learning

Construct	Item
<b>Self-awareness</b>	Is comfortable sharing feelings in a culturally appropriate way.
	Understands his or her own strengths or weaknesses.
	Is able to explain why he or she said or did something.
	Expresses feelings that are appropriate to the situation.
<b>Self-management</b>	Can control his or her behavior when angry, frustrated, disappointed, or excited.
	Accepts when things don’t go his or her way.
	Responds constructively to being corrected by teachers.
	Stays on task even with distractions.
<b>Social awareness</b>	Responds with empathy to others who are upset.
	Respects other people’s viewpoints.
	Respects the property of others.
	Notices and compliments others’ accomplishments.
<b>Relationship skills</b>	Works well with others.
	Joins peer group activities smoothly.
	Resolves disputes constructively.
	Gets along well with adults.
<b>Responsible decision making</b>	Shows the ability to decide between right and wrong.
	Takes responsibility for his/her own actions.
	Responds appropriately to negative peer pressure.
	Follows classroom rules.

Note. Response options for each item were *Rarely, Occasionally, Frequently, Almost always and Not able to rate/Not sure.*

For the CDI evaluation, we do not need information on every student. We ask Grade 3 teachers to rate the first seven students on their classroom roster if their birthday is in the first half of the year and to rate the last seven students on their classroom roster if their birthday is in the last half of the year. We average the seven students to produce a classroom estimate of social and emotional competence and use this estimate as a school-level outcome in our evaluation. Any questions about CDI study measures may be addressed to Kim Kendziora at [kkendizora@air.org](mailto:kkendizora@air.org).



**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
BOARD COMMUNICATION**

**BC NO: COS-3**

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 2/7/2014
From the Office of the Superintendent						
To the Members of the Board of Education						
Prepared by: Koua Franz, Chief of Staff					Contact Email: Koua-franz@scusd.edu	
Subject: Update on “Whole Child” Board Policy						
<p>The Restorative Justice Collaborative met again this past Tuesday, 2/4/2014, to review and discuss the release of the US Department of Education “Guiding Principles: A Resource Guide for Improving School Climate and Discipline.” The group agreed to utilize language from this guide in shaping SCUSD’s Whole Child Policy. They will reconvene again during the last week of February to revisit and continue to build the proposed draft policy. We anticipate a first reading of the policy in late April 2014.</p>						
<p>Approved by:</p> <p>Sara Noguchi, Ed.D., Interim Superintendent <input checked="" type="checkbox"/> <span style="float: right;">Date: 2/7/2014</span></p>						