

Pre-Session School Report

School Name: _____ School ID: _____

Principal: _____ E-Mail: _____

Cell Phone: _____ Best Way to Contact You: _____

Board Meeting Dates and Time during the months they occur:

September		March	
October		April	
November		May	
December		June	
January		July	
February		August	

Board Chair _____ Contact Number: _____ Email: _____

Faculty Meeting day of week and time: _____

Faculty Worship day(s) and Time: _____

Beginning School Time: _____ a.m.

Closing School Time: _____ p.m.

Friday Closing Time: _____ p.m.

Lunch Break: _____ Minutes

(ELEMENTARY: SEE NPUC CODE #2158:00)

(JUNIOR ACADEMY: SEE NPUC CODE #2350:88)

Attach:☐**School Calendar**☐**ALL class schedules**☐**Supervision Policy**☐**Signed Harassment Policy for ALL STAFF**

School-Wide Professional Growth Plan

School-wide OC Aspirations Professional Growth Year-long Goal:

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Activities that will be provided to all instructional staff to support school-wide professional growth goal:

Date	Activity/Topic	Presenter

The attached NPUC Harassment Policy has been signed by all school staff and copies given to the Office of Education. (NPUC Code #4306:12)

Principal Signature_____Date_____

All school staff have completed the assigned Sexual Harassment: Student Issues and Response training video on SafeSchools.

Principal Signature_____Date_____

The NPUC Child Abuse Policy has been reviewed with all employees. (NPUC Code #4310:91).

a) The school has a policy that excludes one-on-one student/student and student/teacher or in an isolated setting.

b) All school staff have completed the assigned Child Abuse: Mandatory Reporting training video on SafeSchools.

Additional Resources

Oregon: <https://apps.state.or.us/Forms/Served/de9061.pdf>

Washington: [http://www.del.wa.gov/sites/default/files/imported/publications/development/docs/Protecting the Abused & Neglected Child DSHS booklet.pdf](http://www.del.wa.gov/sites/default/files/imported/publications/development/docs/Protecting%20the%20Abused%20&%20Neglected%20Child%20DSHS%20booklet.pdf)

Principal Signature_____Date_____

c) Parents were provided a training resource for Child Abuse training video on SafeSchools. Date Provided_____

Additional Resources

A. SafeSchools- provide parents with the SafeSchool Parent Instruction letter.

B. Sign of Child Abuse: <https://www.childwelfare.gov/pubpdfs/whatiscan.pdf>

C. Oregon: <http://www.oregon.gov/DHS/children/child-abuse/Pages/Reporting-Numbers.aspx>

D. Washington: <https://www.dshs.wa.gov/ca/child-safety-and-protection/how-report-child-abuse-or-neglect>

Principal Signature_____Date_____

d) All volunteers have approved background checks via the Oregon Conference Office.

Principal Signature_____Date_____

I have received training on Child Abuse prevention and understand the procedures I need to follow to report any of my concerns. I will provide my students with age-appropriate Child Abuse Prevention in my classroom.

Employee Signature_____Date_____

Employee Signature_____Date_____

Employee Signature_____Date_____

Employee Signature_____Date_____

Employee Signature_____Date_____

Employee Signature_____Date_____

Employee Signature_____Date_____

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Employee Signature_____Date_____

Employee Signature_____Date_____

Employee Signature_____Date_____

Employee Signature_____Date_____

Employee Signature_____Date_____

Schools with PK-8 or PK-10 Programs

Supervision policies and procedures have been reviewed with all staff according to the NPUC Teacher Handbook.

“Student supervision must be provided in the classroom, on the playground, during recess, before and after school, and during activities sponsored by the school. Adequate supervision requires close attention to whatever is occurring in the area being supervised. It is not enough to have a teacher just standing in the area. The teacher **must be alert and aware of the various groups and their activities.”**

Supervision policies and procedures are attached and have been discussed and published for your school staff.

Principal Signature_____Date_____

I will implement my school’s supervision plan, and practice alert and interactive supervision with my students at all times.

Employee Signature_____Date_____

Employee Signature_____Date_____

Employee Signature_____Date_____

Employee Signature_____Date_____

Employee Signature_____Date_____

Employee Signature_____Date_____

Employee Signature_____Date_____

Employee Signature_____Date_____

Employee Signature_____Date_____

Employee Signature_____Date_____

Employee Signature_____Date_____

Employee Signature_____Date_____

1. I understand that my school shall not enter into any type of contract, lease and/or legal agreement (including but not limited to teachers, staff and any outside entities) without approval from OC Education Department. (i.e., office equipment, places of student activities, rental facilities)

Principal Signature_____Date_____

2. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against students and/or employees with disabilities: Accommodations are provided to the extent the school is able.

Principal Signature_____Date_____

3. All employees and board members have signed Accountability and Conflict of Interest Statements, which are securely, filed at_____.

Principal Signature_____Date_____

4. The school staff have conducted an active shooter drill procedure prior to the school year beginning. Training provided by your local Sheriff's Office for your staff is highly recommended.

All school staff have watched the assigned Active Shooter training video on SafeSchools.

Additional Resources

<http://iloveguys.org/srp.html>, <https://www.alicetraining.com/our-program/alice-training/k12-education/>,
<https://www.dhs.gov/active-shooter-preparedness>.

All School Staff are current on the requirement for active shooter training.

Principal Signature_____Date_____

5. All school staff have completed the assigned Bloodborne Pathogen Exposure Prevention training video on SafeSchools and procedures have been implemented.

Principal Signature_____Date_____

6. I have reviewed and understand when my school needs to purchase additional student accident insurance and additional general liability activity insurance. (see field trip resources tab)

Principal Signature_____Date_____

7. The following protocol is in place for injury related incidents at my school.

- An injury report form will be provided to parent/guardian the day of injury.
- A copy of the injury report form is kept in school file
- Student Insurance Claim Form is provided to parent/guardian the day of injury when further medical attention might be needed.
- Injury report forms and Student Insurance Claim Forms are taken on field trips.

Principal Signature _____ Date _____

8. The following protocol is followed for the use of medication.

- Designated school personnel have received training from licensed healthcare personnel and are the only ones to administer medication to students. (OR: ORS 339.870, OAR 581-021-0037, WA: RCW 28A.210.260 and 270)
- Designated school personnel has watched the Medication Administration training on SafeSchool Training.
- Medication authorization forms are required and kept current for administration.
- A medication log is kept for every medication of each student.
- A medication folder is kept for every student.

Principal Signature _____ Date _____

9. All coaches or new teachers have completed the assigned Concussion Awareness training video on SafeSchools and a checklist for what to watch for in a student with a head injury has been provided.

https://www.cdc.gov/headsup/pdfs/schools/tbi_factsheet_teachers-508-a.pdf

Principal Signature _____ Date _____

10. The AED installed within the school building is up-to-code and in good working condition. (Oregon State Law 2010 SB 1033)

All school staff have watched the assigned AED training video on SafeSchools.

Location of AED: _____

Expiration Date of Pads: _____

Expiration Date of Battery: _____

Replacements for AED Pads and Batteries:

<https://www.heartsmart.com/philips-heartstart-aed-defibrillator-a/306.htm>

Jeff Petak

National Sales Director for PHILLIPS

Principal Signature_____Date_____

11. All teaching staff are current in their CPR/First Aid Certification.

Principal Signature_____Date_____

12. There is a currently dated Epi Pen within the school building for general use in emergencies. (2013 ORS 433.805)

All school staff have completed the assigned Medication Administration: Epinephrine Auto-Injectors on SafeSchools Training.

Step for receiving Epi Pens

1. Ask a local doctor to prescribe your school an Epi Pen.
 - a. If you cannot locate a local doctor who supports ORS 433.805, contact Erhling Oskenholt at eoksen@samhealth.org
2. Order free Epi Pen at: <https://www.epipen4schools.com/>

Expiration Date of Epi Pen: _____

<https://public.health.oregon.gov/ProviderPartnerResources/EMSTraumaSystems/Pages/epi-protocol-training.aspx>

Principal Signature_____Date_____

13.. A First Aid Kit is required for every classroom, as well as a portable First Aid Kit taken on every field trip, sporting event, as well as readily available during outside play. Please check the First Aid Kits your school has:

- We have # _____ of First Aid Kits, which equal one per classroom
- We have # _____ of portable First Aid Kits for outside play and Field Trips
- We have # _____ of First Aid Kits in the office, sick room, or common areas

By signing below, you are verifying that every First Aid Kit utilized by your school has been checked by the check list and contains the required items in good condition. (See First Aid Check List Resource)

Recommended: First Aid App by Red Cross

Principal Signature_____Date_____

Teacher Professional Growth Goals

2020-2021

We want to acknowledge your ability to know what your teachers need to grow and give you the freedom to personalize that experience with them. You may use any of our previous forms for professional growth or create your own plan with each teacher. Please record those goals below for submission.

School Name: _____

School-wide Professional Growth Year-long Goal:

Teacher Professional Development Goal(s):

[illegible]

Oregon Conference

Professional Development Procedures for All Classroom Teachers

Professional development is an on-going improvement of best practices for the benefit of student success, and is most effective when teachers engage in collegial collaboration, reflecting on real observations and data.

1. Active Regular Participation in a Professional Learning Community
 - a. Includes observation and reflection of other like classrooms outside of their school
 - i. This may be in addition to the already provided observation day
 - ii. If needed, please ask your superintendent for a recommendation of a master teacher for your teacher to observe
 - b. In-house PLCs are also encouraged, but not as a replacement of an OC PLC
 - c. A complete list of OC PLCs may be found at www.ocadoeducation.org
2. Implementation of Oregon Model
 - a. Christ-centered Culture
 - b. Positive Choice and Restorative Relationships
 - c. Maximizing Individual Potential
3. Professional Development Goals and Reflection
 - a. Please meet with each teacher
 - b. Agree on a PD Goal for the year
 - c. Create a plan together for progressing toward the goal
 - d. Meet quarterly for progress reflections and adjustments
4. Professional Accountability
 - a. Written feedback
 - i. Acknowledge above and beyond work collegially, specifically, personally
 - ii. Document areas of strengths and areas of needs
 - iii. Communicate observations and expectations
 - b. Formative Evaluations
 - i. Walk-throughs, Peer Evaluation, Video with Self-Evaluation
 - ii. Use enough variety throughout the year to provide opportunity for growth prior to Summative Evaluation
 - iii. Always provide immediate feedback
 - c. Consultation with Teacher
 - i. Discussion of progress toward fulfillment of expectations
 - ii. Teacher Response
 - d. Recommendation to rehire
 - i. Principal Report for Teacher Performance **Due January 31, 2020**
 - ii. Report expectations of staffing for following year to School Board
 - iii. Report recommendation to rehire Levels I & II to Personnel and/or School Board
 - e. Summative Evaluation
 - i. Review with teacher
 - ii. Submit to Office of Education **Due March 27, 2020**

NPUC Harassment Policy

4306:12 Harassment (See NAD Working Policy E 84)

1. Working Environment

The North American Division values the dignity of all human beings as children of God and recognizes its responsibility to all employees to maintain a working environment free from harassment. It endeavors to achieve this environment through educating employees that harassment violates the law and will not be tolerated by the Division. The North American Division also endeavors to prevent harassment by publishing this policy, by developing appropriate sanctions for misconduct, and by informing all employees of their right to complain of harassment.

To maintain a work environment free of harassment and assist in preventing inappropriate workplace conduct, the North American Division expects each NAD organization to take the following actions:

- a. Develop a harassment policy and complaint procedure.
- b. Designate an officer to serve as the individual to whom complaints of harassment can be made in addition to an employee's departmental director.
- c. Supply each employee with a copy of the harassment policy and complaint procedure.
- d. Have each employee acknowledge receipt of this policy and complaint procedure, which will be maintained in the employee's personnel file.

2. Personal Conduct

Employees of NAD organizations are to exemplify the Christ-like life and should avoid all appearances of wrongdoing. They should not engage in behavior that is harmful to themselves or others and that casts a shadow on their dedication to the Christian way of life. Personal attire, posters, banners, bumper stickers, tags, flags, and other symbols whose message, historically or currently, is, or could reasonably be construed to be, one of prejudice, discrimination, or that is inflammatory, must not be displayed anywhere on the premises of the NAD or its organizations, or while representing the NAD in any capacity. Employees should respect and uplift one another. Employees should never be placed in a position of embarrassment, disrespected or harassed because of their gender, race, color, national origin, age or disability. To do so would be a violation of God's law and civil laws protecting human rights and governing workplace conduct.

3. Sexual Harassment

Sexual harassment is a form of harassment that involves unwelcomed sexual advances, requests for sexual favors or other verbal, written or physical conduct of a sexual nature when:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment.
- b. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting an individual.
- c. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creates an intimidating, hostile, or offensive working environment.

4. Improper Conduct

Improper conduct by the employer, co-workers and, in some instances, non-employees includes, but is not limited to:

- a. Any subtle or other pressure or request for sexual favors or activity, including any suggestion that an applicant's or employee's giving in to or rejecting sexual advances will have an effect on that person's employment or terms of employment.

- b. Unwelcomed sexual flirtation or propositions
- c. Unnecessary or inappropriate touching of a sexual or abusive nature (e.g., patting, pinching, hugging, repeated brushing against another person's body, etc.
- d. Displays, whether worn on the person, displayed in offices or on personal vehicles parked in parking lots used by the NAD or its organizations of sexually suggestive pictures, drawings, cartoons or objects.
- e. Threats or demands for sexual favors
- f. Unwelcomed or derogatory statements related to gender, race, color, national origin, age or disability (for example, kidding, teasing, and degrading jokes or offensive comments or tricks)
- g. Demeaning or degrading comments about an individual's appearance
- h. Denying an employee the opportunity to participate in training or education on account of gender, race, color, national origin, age or disability
- i. Limiting opportunities for promotion, transfer or advancement on account of gender, race, color, national origin, age or disability
- j. Requiring a protected employee to perform more difficult tasks or less desirable work assignments in order to force them to retire or resign from employment.

5. Reporting Incidents

Employees who believe that they have been harassed should immediately take the following steps:

- a. Make it clear that such conduct is offensive and should be stopped immediately.
- b. Report the incident to the immediate department director or to the designated officer of the organization to whom complaints can be made. The initial report should be followed by a written statement describing the incident and identifying potential witnesses.

6. Third-Party Reports

Employees who are aware of incidents of potential workplace harassment toward others are to report such incidents to their department director or the designated officer to whom complaints can be made.

7. Investigation

Complaints of sexual harassment shall be promptly handled and maintained in confidence to the extent possible.

8. Discipline

A violation of this policy may result in discipline, up to and including dismissal from employment.

9. Prohibition of Retaliation

The North American Division prohibits retaliation against employees complaining of harassment.

Teacher Name: (PRINT) _____ **School:** _____

Teacher Signature: _____ **Date:** _____

**CONFIDENTIALITY STATEMENT
AND
THE RIGHT TO KNOW
for
OREGON CONFERENCE BOARD MEMBERS AND SCHOOL EMPLOYEES**

As an employee or school board member of the Oregon Conference Educational system the following guidelines are to be followed:

As an employee, board member, or committee member holding a position that handles sensitive matters, I understand that I am required to keep confidential ALL matters that I read or hear in any closed session* of any board or committee to which I am a member. Matters to which I may not respond are: discipline issues, personal information of students and parents, any information that I am not authorized to disseminate** any information unless I have been authorized by board action***

As part of keeping these matters confidential, I understand that I may not discuss, allude to, share written materials, or disclose in any way information regarding these matters to other individuals, including family members or relatives. I also agree to safeguard any written materials that I may receive related to these matters so that they will not be inadvertently disclosed.

I understand that my position does not allow the violation of confidential matters and that action may be taken if confidential matters are shared beyond the Right-to-Know. I also Understand that I may be held individually liable if I breach the confidentiality of matters I have no right to pass along or share.

My signature confirms agreement to the Confidentiality Statement as a school board member, an Employee of the Oregon Conference or an Educational position.

Date _____

Signature _____

Title _____

School _____

* Closed session refers to school boards when in executive session.

** Disseminate information by electronic, written or verbal communication.

*** It is recommended that all boards attach a 'go to person' with each voted action.

- Protocol would be for an authorized 'go to person' to speak on behalf of board
- In the absence of an authorized 'go to person' the board chair speaks for the board
- Individual board members are not to speak independently of the board.

OREGON CONFERENCE EDUCATION
CONFLICT OF INTEREST DECLARATION
Trustees of Local School Board

INDIVIDUALS INCLUDED All Trustees, officers and employees of denominational organizations have a duty to be free from the influence of any conflicting interest when they represent the organization in negotiations or make representations with respect to dealings with third parties, and they are expected to deal with all persons doing business with the organization on a basis that is for the best interest of the organization without favor or preference to third parties or personal considerations.

DEFINITION OF CONFLICT A conflict of interest arises when a trustee, an officer, or an employee of the organization has such a substantial personal interest in a transaction or in a party to a transaction that it reasonably might affect the judgment s/he exercises on behalf of the organization. S/he is to consider only the interests of the organization, always avoid sharp practices, and faithfully follow the established policies of the organization.

CONDITIONS CONSTITUTING CONFLICT Although it is not feasible in a policy statement to describe all the circumstances and conditions that might have the potentiality of being considered as conflicts of interest, the following situations are considered to have the potentiality of being in conflict and there-fore are to be avoided.

(a) Engaging in outside business or employment that permits encroachment on the denominational organization's call for the full services of its employees even though there may not be any other conflict.

(b) Engaging in business with or employment by an employer that is in any way competitive or in conflict with any transaction, activity, or objective of the organization.

(c) Engaging in any business with or employment by a non-denominational employer who is a Supplier of goods or services to the denominational organization.

(d) Making use of the fact of employment by the denominational organization to further outside business or employment, or associating the denominational organization or its prestige with an outside business or employment.

(e) Owning or leasing any property with knowledge that the denominational organization has an active or potential interest therein.

(f) Lending money to or borrowing money from any third person who is a supplier of goods or services or a trustee or who is in any fiduciary relationship to the denominational organization or is otherwise regularly involved in business transactions with the denominational organization.

(g) Accepting any gratuity, favor, benefit, or gift of greater than nominal value beyond the common courtesies usually associated with accepted business practice, or of any commission or payment of any sort in connection with work for the denominational organization other than the compensation agreed upon between the denominational organization and the employee.

(h) Making use of any confidential information acquired through employment by the Denominational organization for personal profit or advantage, directly or indirectly.

1. I am in full compliance with North American Division S 47 05 as to "Conflict of Interest" and have been in compliance at all times during the past twelve months except as to specific exclusions attached hereto and incorporated herein by reference.

2. I have had no financial interest or business relationship which competes with or conflicts with the interests of the Oregon Conference of Seventh-day Adventists or Western Oregon Conference Association of Seventh-day Adventists.

3. I have had no financial interest in; been an employee, officer, director, or trustee of; or received financial benefits either directly or indirectly from any enterprise (excluding less than ten percent (10%) ownership in any entity with publicly traded securities) which is or has been doing business with or a competitor of the Oregon Conference of Seventh-day Adventist or Western Oregon Conference of Seventh-day Adventists.

4. I have received no substantial payments or gifts (other than token value) from suppliers or agencies doing business with the Oregon Conference of Seventh-day Adventists or Western Oregon Conference of Seventh-day Adventists.

5. I have not served as an officer, director, trustee, or agent of any organization affiliated with or subsidiary of the Oregon Conference of Seventh-day Adventists or Western Oregon Conference of Seventh-day Adventists in any decision-making process involving financial or legal interests adverse to the Oregon Conference of Seventh-day Adventists or Western Oregon Conference of Seventh-day Adventists.

Disclosures:

- 1.
- 2.
- 3.
- 4.
- 5.

This declaration applies, to the best of my knowledge, to all members of my immediate family (spouse, children, parents) and its provisions shall protect any organization affiliated with or subsidiary to the Oregon Conference of Seventh-day Adventists or Western Oregon Conference of Seventh-day Adventists. In the event facts change in the future that may create a potential conflict of interest, I agree to notify the Oregon Conference of Seventh-day Adventist and Western Oregon Conference of Seventh-day Adventists in writing.

OUR RESPONSIBILITIES AND VALUES AS A CORPORATE CITIZEN

Responsibilities:

1. We are responsible first to God, our Creator. Individual and collective action must reflect His character and exhibit His love.
2. We are responsible to the communities in which we work and live and also to the world community. We accept the challenge to be exemplary individuals and corporate citizens. We encourage civic improvements, a better quality of life, security, health, and education for all.
3. We are responsible to our fellow church members. We accept accountability for sound leadership decisions and appropriate stewardship.
4. Every individual deserves to be treated with dignity and respect; to have his or her role and contribution valued and affirmed; to function in a safe working environment; to experience an atmosphere of challenge, open communication, and contentment.
5. We accept servant leadership as the watchword of all who serve. The mission becomes the all-encompassing focus with self-interests set aside in favor of the advancement of the goals and objectives of the organization.

Values:

1. We value the Bible as the primary reference for life's direction and qualities.
2. We value excellence in all that we do.
3. We value ethical and moral conduct at all times and in all relationships.
4. We value creativity and innovation in the completion of our mission.
5. We value honesty, integrity, and courage as the foundation of all our actions.
6. We value the trust placed in us by colleagues.
7. We value people as children of God and therefore brothers and sisters of one family.

CONFIDENTIALITY STATEMENT

As a member of the school board and/or any subcommittees such as the personnel committee or finance committee, I understand that I am required to keep confidential all matters discussed at any EXECUTIVE SESSION or any other closed session of the board or committee. Matters discussed may include, but are not limited to: personnel issues, financial issues, contracts and bids, discipline issues, tuition rates, admission issues, accounts receivable, and policy formation.

As a part of keeping these matters confidential, I understand that I may not discuss, allude to, share written materials, or disclose in any way information regarding these matters to other individuals, including family members or relatives, unless they are members of the board or committee or members of the Oregon Conference Education Department or Oregon Conference Administration. I also agree to reasonably safeguard any written materials that I may receive related to these matters so that they will not be inadvertently disclosed.

I understand that action may be taken if the Oregon Conference, board or committee determines that I have violated the confidentiality of matters discussed during Executive Session or any closed session, including but not limited to being removed from the board or committee. I also understand that I may be held individually liable if I breach the confidentiality of these matters.

My signature confirms agreement to the following:

- Conflict of Interest Declaration
- Our Responsibilities and Values as a Corporate Citizen
- Confidentiality Statement

Date

Signature

Title

Organization

School Professional Growth *Ideas* for OC Aspirations

1. Christ-Centered Culture

- a. Get Your Life Back by John Eldridge (Book or Video Bible Study <https://www.youtube.com/watch?v=6dkJz5tgMd0>) (*Angela White*)
- b. Self-Care: <https://www.theliftproject.global/> (*Megan Hall*)

2. Restoring Relationships through Positive Choice

- a. Social Emotional Learning: See OC SEL Goal Resources (*Nelita Crawford*)
- b. Reflections on Anti-Racism Education: <https://www.ojmche.org/> (*Mechelle Peinado*)
- c. Choice Theory Presentation by Dan Nicola (*Matthew Hunter*)
- d. Restorative Practices Presentation by Angela White (*Bethany Edmundson*)

3. Maximizing Individual Potential

- a. 21st Century Teaching and Learning: <https://www.youcubed.org/21st-century-teaching-and-learning/> (*Nelita Crawford*)
- b. Mathematical Mindset: <https://www.youcubed.org/online-teacher-courses/> (*Kim Cornette*)
- c. The Art and Science of Teaching: <https://www.marzanoresources.com/books-videos/new-art-science-of-teaching-dvd> (*Gene Heinrich*)
- d. Limitless Minds by Jo Boaler (*Angela White*)
- e. Teacher's Guide to Standards-based Learning by Marzano: <https://www.amazon.com/Teachers-Standards-Based-Learning-Instruction-Curriculum/dp/1943360251> (*Brandon O'Neal*)



SEL/Trauma Informed Educator

Oregon Conference of Education

**I AM A SEL COMPETENT
EDUCATOR**

BEGINNING

PROGRESSING

EXCELLING

**I CAN CONNECT MY ACTION TO MY FEELINGS & THOUGHTS. I
CAN NAME & DESCRIBE MY FEELINGS AND EXPRESS THEM IN A
HEALTHY WAY-VERBALLY & NON-VERBALLY**

**LEARN SEL LANGUAGE &
SKILLS**

**ESTABLISH SELF-AWARENESS
GOALS FOR MYSELF AS AN
EDUCATOR**

**BUILD EXPLICIT
CONNECTIONS BETWEEN
CURRICULUM & SEL**

**INCORPORATE SEL LANGUAGE
INTO CONVERSATIONS W/
STUDENTS & FAMILIES**

**CONSISTENT ASSESSING &
IMPROVING CLASSROOM
PRACTICES AND PHYSICAL
ENVIRONMENT TO BE
TRAUMA-INFORMED**

**USES FOUNDATIONAL SEL
SKILLS TO INTEGRATE
CULTURALLY COMPETENT
PRACTICES**



SEL/Trauma Informed Educator

Oregon Conference of Education

**I AM A SEL COMPETENT
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BEGINNING

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HEALTHY WAY-VERBALLY & NON-VERBALLY**

Take a Self-Assessment at the Center for Great Teachers & Leaders: <https://gtlcenter.org/sel-school>

Explore SEL Language & Skills at Harvard Graduate School of Education: <http://exploresel.gse.harvard.edu/terms/>

Learn about the connections between SEL & Trauma-Informed Care at the Committee for Children: <https://www.cfchildren.org/blog/2018/06/sel-and-trauma-informed-practice/>

Seek out resources and lessons on how to incorporate SEL into physical & virtual classrooms at CASEL: <https://casel.org/in-the-classroom/>

Use Resources at RAK (Random Acts of Kindness) to build awareness and skills in students: <https://www.randomactsofkindness.org/for-educators>

Use Self-Guided Tools at the Teaching Tolerance website to integrate equitable, culturally competent practices: <https://www.tolerance.org/professional-development>

Tools for Assessing and Improving Resilient Classrooms at Edutopia: <https://www.edutopia.org/video/weekly-circles-students-and-faculty>

Building Daring Classrooms with Brene Brown: <https://brenebrown.com/daringclassrooms/>