

Dear Families,

We thank you and your family for being our valued partners as we work together to educate the children in our district. As you may already be aware, building our social-emotional learning skills is an important goal for our district this year.

We will be asking for your child to reflect on their own mindsets and approaches to learning via an online survey (sent to their school email). Students will be given class time to complete the survey. The survey shouldn't take more than 10-20 minutes to complete.

The survey content will ask students to self-reflect on the following:

- Grades 3-12 SEL competencies:
 - **Supportive relationships** (how supported students felt through relationships with friends/family/school personnel),
 - **Self-management** (how well students feel they manage emotions/thought/behaviors in different situations),
 - **Growth mindset** (student perceptions of whether they have the potential to change those factors that are central to their performance in school), and
 - **Self-efficacy** (how much students believe they can succeed in achieving academic outcomes).

- Grades 6-12 Equity and Inclusion:
 - **Diversity and Inclusion** - the student's view on how diverse, integrated, and fair school is for students from different races, ethnicities, or cultures.
 - **Cultural Awareness and Action**- the student's view on how often students learn about, discuss, and confront issues of race, ethnicity, and culture in school.

We are asking that all of our students participate in the surveys, as their responses will provide invaluable insights into their experiences and how we can improve and adapt our district to their needs. If a student doesn't feel like they have enough information to answer a question, they will be able to skip the item altogether. We are partnering with a third-party vendor (Panorama) to support us in administering these surveys.

Common Questions:

What are you going to do with the results?

- Building-by-building discussions of data and determining strengths and needs of building and district.
- Time is taken to read through and write in comments to listen to student perceptions.
- Watch trends and patterns change over time to guide our focuses on SEL and Equity and Inclusion efforts
- The results are NOT being used to spotlight a singular student response, rather the answers give a holistic read on the climate and culture through the students' eyes. Results are NOT being used to have a third-party vendor tell our schools how to run the district's Social-Emotional Learning strategies or programming.

Why are you looking at Social-Emotional Skills (3rd-12th grade) and Equity and Inclusion (6th-12th grade)?

- We care about the whole child approach to learning and acquisition of life-long learning skills, attitudes, and abilities.
- To address Ohio Social-Emotional Learning Standards
- To monitor alignment with Troy Strategic Plan Beliefs and Goals (Specifically Goal 2, objective 3).

Why aren't you surveying Kindergarten through Second Grade?

The survey content isn't validated for K-2 students to respond. For these younger students, comprehension (especially reading comprehension) could be a big barrier to getting high-quality data. The focus in this grade band is to lay foundational skills sets.

If you would like to opt your child(ren) out of one or both surveys please complete the following link:

<https://forms.gle/Yg8SnPaKkvHBWdKYA>