



Mountain View
Whisman
School District

Health and Wellness Plan of Action

May 19, 2022





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SP 2027

SP2027 Goal Area 2:

Student Social-Emotional Health

- **Objective 2a:**

Equitably and effectively support healthy and responsible student behavior

- **Strategic Initiative 2a.1:**

Develop and implement a “whole school, whole community, whole child” model.

- **Objective 2b:**

Ensure an integrated, consistent approach to social-emotional learning.

- **Strategic Initiative 2b.1:**

Implement a competency-based Social Emotional Learning (SEL) model

- **Strategic Initiative 2b.2:**

Develop and implement a comprehensive social-emotional continuum of care embedded within the district MTSS.



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Guidance and Data

California Department of Education Guidance

- California Department of Education (CDE) provides “Guiding Principles” for sustainable SEL implementation.
 - Adopting Whole Child Development as a goal of education.
 - Commit to Equity
 - Build Capacity
 - Partner with Families and Community
 - Learn and Improve
- MVWSD Strategic Plan goals and initiatives include equitable & culturally relevant practices, parent and community engagement, and differentiated professional development, which align with CDE guiding principles.

California Department of Education

Guidance

- CDE also provides SEL Competencies and Developmental Targets for all ages, including adults.
- Just as teachers are prepared for and trained for reading development, the Competencies and Developmental Targets provide teachers the social emotional skill developmental continuum.
- MVWSD faculty and staff possess differing knowledge and skills related social emotional development, practices, and ability to provide instruction.
- SEL cuts across several priorities including student achievement, student engagement, and school climate; so it is important to think of SEL not only as explicit instruction, but also practices that are used such as morning meetings, brain breaks, or closing circles.

Collaborative for Academic, Social Emotional Learning Guidance

- Collaborative for Academic, Social Emotional Learning (CASEL) and CDE guidance are aligned.
- CASEL makes an important distinction between SEL and Mental Health
 - SEL helps promote positive mental health.
 - SEL cultivates important “protective factors” to buffer against mental health risks.
 - SEL helps to improve attitudes about self and others while decreasing emotional distress and risky behaviors.
 - SEL is part of a larger system of mental health supports.

Health and Wellness Survey Results

- Students and staff agree that there is room for improvement with health prevention or prevention activities.
- Most stakeholders are satisfied with current mental health supports.
 - About half adult respondents agree that the district provides enough counseling services.
 - Most students agree that the district provides enough counseling.
- Most commonly reported mental health symptoms include sadness, headaches, sleep disturbances, and low self-esteem.

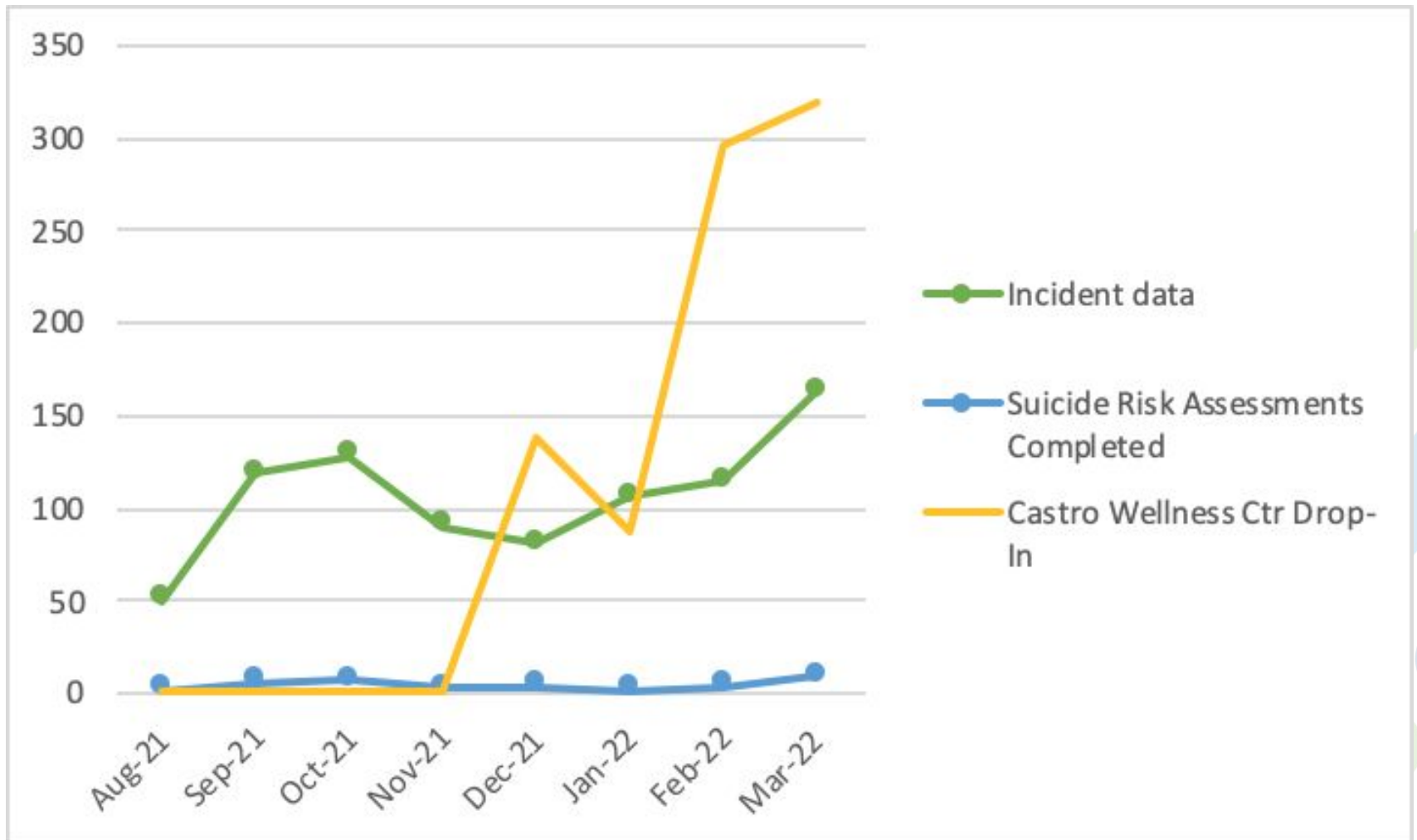
Health and Wellness Survey Results

- Stakeholders rated the top three priorities as:
 - 1) Educating students on mental health and wellbeing.
 - 2) Social Emotional Learning (SEL)
 - 3) Providing more resources for emotional wellbeing (e.g. increasing number and availability of counselors)
- Concentration and controlling emotions appear to be the most impacted areas for students as reported by stakeholders.

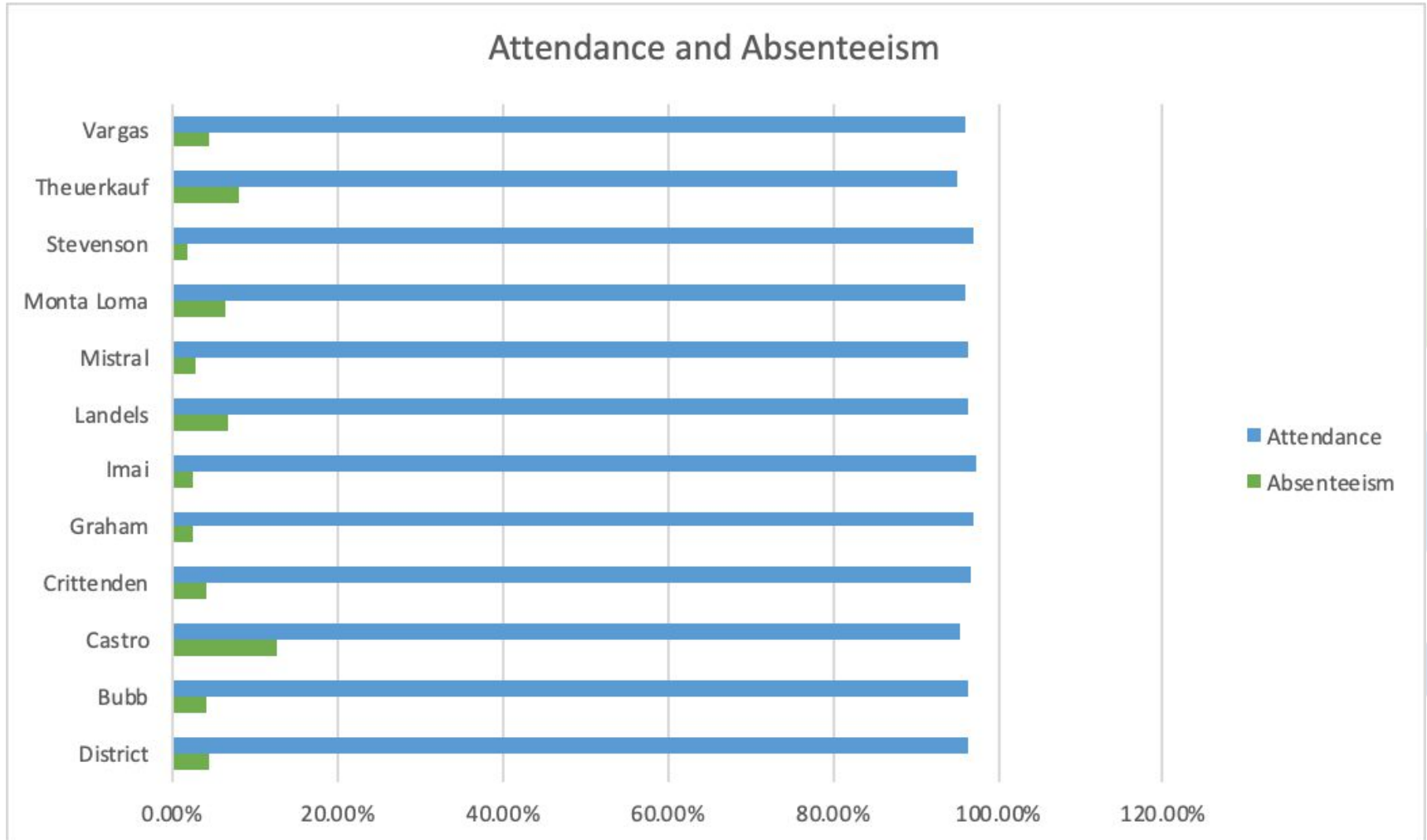
Other Data

- Incident (Behavior) Data (Powerschool)
 - Peaked in October & March
- Suicide Risk Assessment Data
 - Total of 32 since August
 - Spiked in October & March, similar to Incident Data
- Castro Wellness Center Data
 - Approximately 840 “drop-in” contacts over 4 months.
- Attendance & Chronic Absenteeism Data
 - While we see fairly good attendance rates at all schools, chronic absenteeism is higher than district average at Castro, Landels, Monta Loma, and Theuerkauf

Other Data: graphed



Other Data: graphed





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Our Work

Work Completed

Local School Wellness Policy Review

SEL Workgroup

Professional Development

School Counselor Collaborative

Health and Wellness Survey

Work Completed: Local School Wellness Policy Review

- Local School Wellness Policy (LSWP) in MVWSD is BP5030.
- Federal regulation requires District to go through a Triennial Assessment Process which includes:
 - Comparison to a model LSWP.
 - Site walkthroughs for evidence of policy in action.
 - Progress reporting on any previous goals (if applicable).
 - Report to the public on the triennial process.

Work Completed: Local School Wellness Policy Review

- The District Health and Wellness Committee, comprised of administrators, parents, educators, and classified staff; met monthly since September 2021.
 - Engaged in Local School Wellness model policy comparison
 - Utilized Alliance for Healthy Generation and CSBA model language comparisons.
 - Reviewed & discussed sample Whole School, Whole Community, Whole Child models.

Work Completed: Local School Wellness Policy Review

- Model Policy comparison findings:
 - MVWSD policy required updating to meet minimum CSBA updates.
 - MVWSD policy required updates with regard to specific annual goals.
 - H&W Committee recommend policy language that aligns with MVWSD Strategic Plan 2027.

Work Completed: Local School Wellness Policy Review

Triennial Assessment Results:

- Model policy comparison conducted by H&W committee resulted in updated language.
- H&W Survey provided stakeholder input.
- Consultations with Food Service Director provided input on Nutrition Guidelines.
- Campus walkthroughs revealed that MVWSD schools are implementing existing policy adequately.
- District did not meet the policy review timeline of June, 30, 2021 due to the pandemic; however we were granted an extension to complete the review by June 30, 2023.

Work Completed: Local School Wellness Policy Review

- Updated policy Language recommendations:
 - Federal Code and MVWSD Board Policies references updated or added.
 - Language has been added or edited to align with District Strategic Plan, vision, and goals.
 - Verbiage has been added to meet Federal requirements in the following sections: “Program Implementation and Evaluation” and “Notifications”.
 - The required Federal Non-Discrimination Statement is added at the end of the policy.
- Newly required Wellness Policy specific goals will be aligned with Strategic Plan 2027 Goal 2.

Additional Work Completed

- Professional Development Completed:
 - SE(A)L Practices for certificated and classified.
 - Suicide Prevention Training for student facing certificated and classified.
 - Risk Assessment & Crisis Response Training for school-based mental health providers.
- School Counselor Collaborative (informal)
 - Met three times to collaborate on school counseling questions and needs.
 - Met two additional times to discuss development of a school counseling program handbook.

Additional Work Completed

- SEL Workgroup
 - Comprised of educator and administrator representatives from every school including preschool.
 - 12 meetings scheduled & held this year.
 - Reviewed and synthesized CDE guidance on SEL competencies and developmental targets.
- Health & Wellness Survey administered November 2021 and reported February 2022.

Considerations

- Balance sense of urgency with pragmatism:
 - This is a “scale-up” plan. We will engage in incremental movement toward full implementation of a Whole School, Whole Community, Whole Child approach.
- Balance of adult capacity building & readiness with the desire for immediate explicit instruction tools/materials.
 - For some this is a paradigm shift so movement may be slow.
 - Everyone is in a different place of knowledge & skill in SEL.

Considerations

- It is important to have districtwide common language so all adults understand, communicate, and implement a social emotional developmental continuum.
- H&W is a holistic approach to support student learning and growth.
 - Balance building and use of knowledge and skills by both adults and students.

Considerations

- The plan must consider the difference between Social Emotional competence & Mental Health supports, while meaningfully integrating both within the academic setting.
 - Social Emotional intervention, explicit instruction, and Mental Health supports are elements within the continuum of care that inform the District Multi-Tiered System of Supports (MTSS).
 - The volume of this information is so great that we need to insure ease of consumption and sustainability.



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Plan of Action

Long term vision

- Wellness Policy & annual goals review
- Build and support capacity in a Whole School, Whole Community, Whole Child (WSCC) approach
- Build and support capacity in social emotional competence, measurement, & coordination of services
 - Social emotional competence includes emotional literacy, contemplative or reflective practice, and explicit instruction.
 - Social emotional measurement quantifies & progress monitors social emotional competence.
 - Coordination of services sustains effective and efficient allocation and use of resources, supports, and services.
- Continuous improvement cycle informed by progress monitoring of capacity building and implementation.

2022-2023 Priorities

- Based on results of work completed, stakeholder data, and state guidance; the plan of action includes the following activities:
 - Introduce updated Local Wellness Policy & annual goals
 - Recalibration on post-pandemic universal behavioral structures & supports and map onto a Whole School, Whole Community, Whole Child (WSCC) approach.
 - Introduce student social-emotional data within the continuum of care.
 - Explore a system for entry to, progress monitoring of, and exit from continuum of care services.
 - Continue School Counselors collaboration & support.
 - Continue use of social-emotional practices that support student and adult wellness
 - Continue Professional Development

Updated Local School Wellness Policy

- 5030BP

- Consider updated 5030 policy language.
- Include new requirement of specific annual goals, which are familiar tasks for MVWSD.
- Introduce Whole School, Whole Community, Whole Child (WSCC) language with the annual goals.

A WSCC model is centered on the school, while connecting to the family and the community to address the needs of the whole child. The WSCC model provides greater alignment, integration and collaboration between health and education. The five tenets of a WSCC model - healthy, safe, engaged, supported, and challenged - are critical for improving students' health and academic achievement.

Updated Local School Wellness Policy - 5030BP

- Proposed Annual Goals:
 - a. Nutrition Promotion: MVWSD will make available, promote, and regularly reinforce the use of Smart Snacks checklist for all schools, parent organizations, and relevant stakeholders.
 - b. Nutrition Education: MVWSD will provide general nutrition education through newsletters accessible via the website and school-to-parent communications.
 - c. Physical Activity: MVWSD will provide students access to physical activities during recess and lunch breaks, while simultaneously examining how schools utilize withholding of physical activity as a disciplinary practice.
 - d. Other School-Based Activities: MVWSD will provide general Health and Wellness resources and activities to schools and families via the MVWSD Virtual Wellness Center.
 - e. Other School-Based Activities: MVWSD will engage in resource mapping that identifies resources & activities that support WSCC practices.

Behavior and Whole School, Whole Community, Whole Child (WSCC)

- First, post-pandemic recalibration on universal behavioral structures & supports is critical to moving forward with new initiatives.
- Engage in mapping existing practices, resources, and supports onto a WSCC model to identify professional development needs.
 - Areas for Professional Development consideration include: WSCC model basics, emotional literacy, social emotional developmental continuum, social emotional practices, or whole child safe and supportive schools approach.

Social Emotional Learning

- Currently collaborating with CHAC to provide in-class lessons to students in grades TK-5.
- Begin implementation of a user friendly data tool and resources to provide quantitative student social emotional data and feedback loop.
 - Explore platforms that provide emotion identification, reflective practice, teacher-student communication that contributes to student-teacher relationship building.
- Engage in exploration of meaningful data cycles and analysis of the social-emotional data.
 - This data informs the system of entry to, progress monitoring of, and exit from counseling services.
 - Given stakeholder input on counseling services access and utilization, it is important to explore a data process.

Continued Activities & Practices

- Suicide Prevention and Intervention Professional Development
- Social Emotional Practices PD: continue implementing brief practices within the instructional day that support student and adult wellbeing.
- Wellness promotion resources and activities
- School Counselor collaboration and support
- Health and Wellness Committee
 - Social Emotional Learning Workgroup

Next Steps

- Seeking Board input on updated 5030BP language.
 - Projected board approval of 5030BP in June 2022.
- Implement Plan of Action as described.
- Review wellness policy annual goals at each trimester and provide annual review report to the board prior to June 30, 2023.