



Mountain View  
Whisman  
School District

# Social Emotional Learning and Mental Health Update

October 6, 2022





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# Alignment

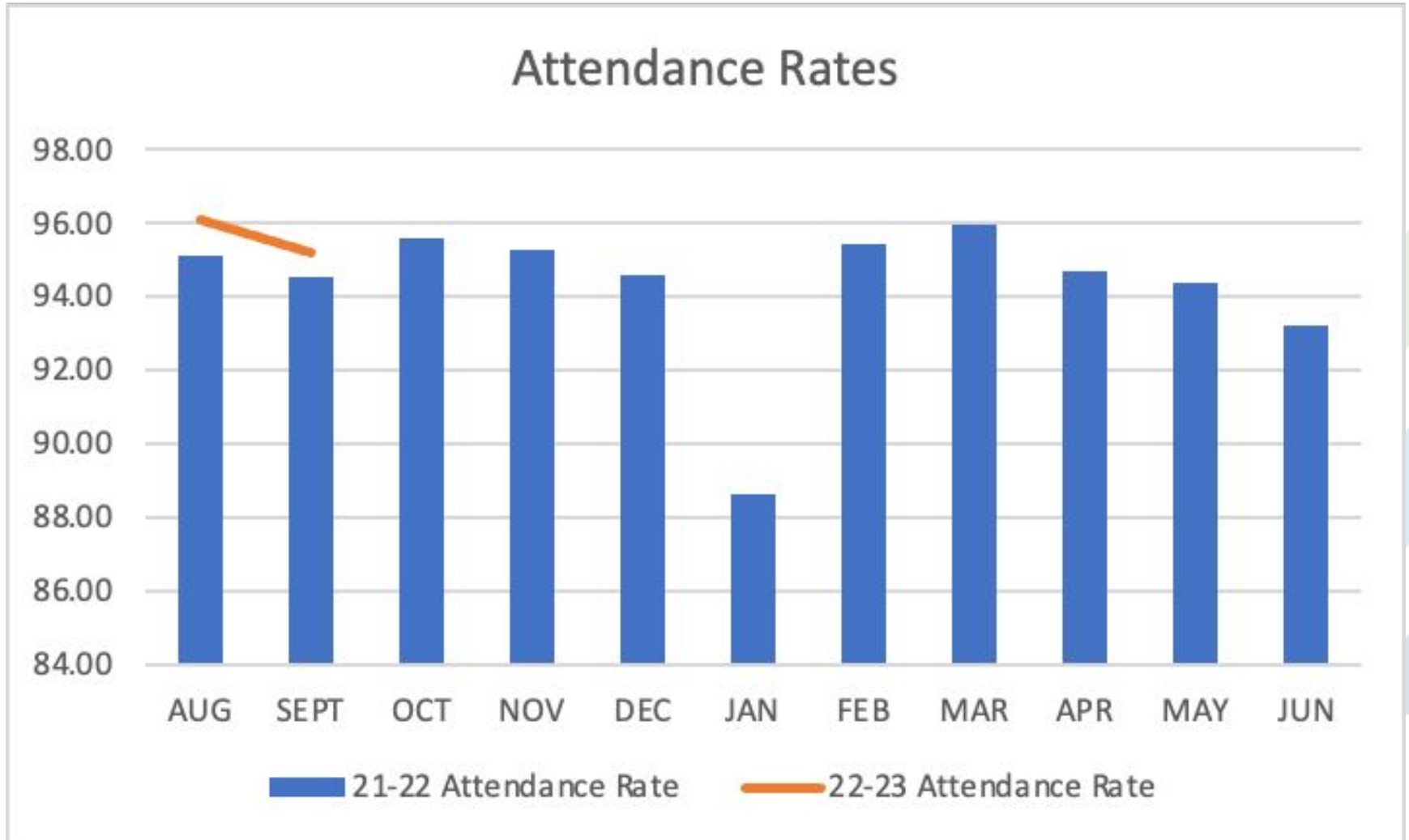
# SP2027 Goal Area 2: Student Social-Emotional Health

- **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.

# 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.
- Most commonly reported mental health symptoms include sadness, headaches, sleep disturbances, and low self-esteem.

# Attendance Data





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# Focus Areas for 2022-23

# Social Emotional Learning (SEL): Whole Child Approach

- Social Emotional development is directly impacted by the environment, relationships cultivated, and direct instruction within a school.
- Social Emotional Learning is embedded in all three components of a Whole Child Approach:
  - Supportive Environments
  - Developmental Relationships
  - Knowledge, Skill, and Mindset Building

# Social Emotional Learning (SEL): Competencies

- We have identified 5 SEL Competencies that provide a framework for our SEL work moving forward:
  - Self-Awareness
  - Self-Management
  - Social-Awareness
  - Relationship Skills
  - Responsible Decision-Making
- In 2022-2023 our two focus competencies are Self-Awareness and Self-Management.



# Social Emotional Learning (SEL): Competencies

- 2022-23 SEL Focus 1 - Self-Awareness:
  - **Student Statement:** “I can” identify what emotion I am experiencing and understand how my thoughts and emotions can influence the way I act. I know what is important to me, am honest and fair, and I believe in my abilities.
  - **Community Statement:** “We can” acknowledge that we all have feelings, emotions, and thoughts based on our identities and experiences that are important and need to be heard. These feelings and emotions lead to behaviors that affect each and every one of us. We will act with honesty and integrity as we contribute our skills and talents to our community.

# Social Emotional Learning (SEL): Competencies

- 2022-23 SEL Focus 2 - Self-Management:
  - **Student Statement:** “I can” use strategies to express my emotions in helpful ways. I can notice and harness my thoughts and emotions to improve my wellbeing and the wellbeing of others. I can set goals and reach them by planning the steps it takes to achieve them.
  - **Community Statement:** “We can” develop and demonstrate self-management skills that help us achieve our goals and stay hopeful, as well as cope during moments of high stress, fear, loss, anger, and frustration. We can self-monitor our words and actions to ensure that everyone is treated with respect and dignity.

# Social Emotional Learning (SEL): Instruction

- SEL Instruction is currently provided by CHAC Arts clinicians and CHAC clinicians.
- Back Together Arts program in grades 2 and 4 provides art processing groups with clinicians that help children learn self-awareness and self-management skills.
- CHAC SEL clinicians provide competency-based explicit instruction to grades TK-1, 3, and 5.

# SEL Measurement: Sown to Grow

A comprehensive SEL solution where every student is seen, supported and learning at their best



**Weekly Check Ins, Reflection & Feedback**  
(SEL + Academic)

An illustration showing a student sitting at a desk with a laptop, and a teacher standing with a student. A speech bubble from the student asks "How are you feeling?" with five emoji options (sad, neutral, happy) and a text box "I feel...". A line graph with five points (sad, neutral, happy, happy, happy) is shown above the teacher and student, with a green arrow pointing from the student's response to the graph.

Real-Time School & District Insights

Pre/Post SEL Growth Assessments

School & District Systems

Teacher Scaffolds

Educator Training and Professional Development

Easy-to-Teach SEL Curriculum

Personalized Feedback Suggestions

Alerts for Concerning Reflections

# SEL Measurement:

## Sown to Grow Trial Spring 2022

- Eight week trial of the emotional check-in tool with fifth grade students at Vargas, Landels, & Stevenson.
  - Teachers utilized weekly student emotional reflections.
- Castro used the SEL Survey portion of the platform.
  - The SEL Survey is a one or two-time per year survey of student perception of their skills related to SEL competencies.

# SEL Measurement:

## Sown to Grow Trial Teacher Feedback

- *“Sown to Grow holds space for students to reflect and experience the moment.”*
- *“The program allowed me to examine the big picture of emotions students were experiencing.”*
- *“Lessons were short and to the point, generated a lot of discussion, and allows for larger conversations and supplementing with our own material.”* (teacher who trialed the optional lessons)

# SEL Measurement:

## Sown to Grow Trial Student Feedback

- *“I like it because I can share my feelings. We got to share how our week was going with someone we trust.”*
- *“Now I can see how my emotions changed throughout 10 weeks and it’s nice to write down your feelings rather than ignoring them.”*
- *“It helped that we were sharing with our teacher at the end of the year. We wouldn’t have felt comfortable sharing with someone we didn’t know at the start of the school year.”* (Multiple student comments reflected this sentiment.)

# SEL Measurement: Sown to Grow

- Based on data collected from the pilot, we have selected to move forward with the emotional check-in tool and the SEL survey this year.
- All schools are provided access to these tools.
  - Elementary Schools will move forward with implementing the emotional check-in tool at all grade levels.
  - Middle Schools will trial the check-in tool this year.



# SEL Measurement: Sown to Grow

- The data we receive from these tools allows teachers and schools to:
  - Monitor weekly student emotional functioning.
  - Monitor the overall emotional levels of their students in the MTSS process.

# SEL Measurement: Sown to Grow

What is the Sown to Grow Emotional Check-In?

- The emotional check-in is a reflection tool where students respond on a scale to a check-in question, such as “How are you feeling today?” and an optional opportunity to answer a narrative question such “What strategy are you using that is helping?”
- The scale is represented in child and youth-friendly emojis.

# SEL Measurement: Sown to Grow

- Teachers then provide feedback to the students' responses.
  - Sown to Grow platform gives teachers suggested phrases, which supports teachers' ability to provide feedback.
- The emotional check-in tool provides teacher, school counselors, and the principal an alert system for concerning reflections so they can follow up with students

# SEL Measurement: Sown to Grow

- Teacher-student conversations result in a better understanding of the student school experiences.
  - Increases connectedness between teachers & students.
  - Increases sense of belonging through adult-student relationship building.



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# Mental Health Supports

# Mental Health Supports

- The Community Health Awareness Council provides counseling and supports at all MVWSD schools for grades TK - 8
- Clinical associates and interns, supervised by licensed therapists, provide counseling based on school referrals
- All schools are staffed with the equivalent of at least 4 days per week of counseling coverage

# Mental Health Supports

- Pacific Clinics (Formerly Uplift)
  - Provided at School Link Services (SLS) Schools only: Castro, Crittenden, Graham, Monta Loma, and Theuerkauf
  - Provides counseling services for students and families
  - Skillstreaming classroom push-in lessons available upon request
    - Skillstreaming is a targeted skill-building program for classwide specific concerns that arise in the particular classroom.

# Mental Health Supports: COST

- Coordination of Services Team (COST) process and forms are currently being trialed at Castro Elementary School
- Castro COST meets weekly
  - This cadence is being examined for feasibility
- The COST process is examined approximately every 3 weeks for adaptations or the adoption of new forms, communications, and meeting agenda
- COST scale up to more schools will start by identifying COST members at each site this year





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# Professional Development

# Professional Development

- August 2022 - Certificated professional development: Safe and Supportive Learning Environments
  - Professional development focused on practices that provides safe and supportive learning environments.
- Suicide Prevention training provided through the Keenan platform
- Sown to Grow training was provided to all administrators in September.
- Sown to Grow teacher training will be provided at each school site for initial implementation by November 18.



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# Considerations

# Considerations

- While initial implementation of SEL instruction and SEL measurement has begun, we need to keep in mind that this is also a time to learn from the experience:
  - We will examine teacher and principal feedback on the impacts to scheduling and instructional time for SEL instruction and SEL measurement.
  - Continue to examine student data to assess student and staff needs

# Considerations

- Providing mental health supports does require coordination at the school site level to insure that the intervention addresses the student need and is monitored. COST development can address this in the future.
  - The scale up of implementing COST will require professional development, training and coaching for all personnel involved.
  - This process is new to all educational personnel so we need to give space for growth.



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# Next Steps

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- Continue to disseminate SEL Competencies
  - Focus Area: Self-Awareness
  - Focus Area: Self-Management
- Initial Implementation of Sown to Grow emotional check-in at elementary schools
- Continue to convene SEL Committee
  - Align SEL competencies with standards
  - Further develop MVWSD SEL Guidebook.
- Continue COST development and training.