

Mountain View Whisman School District

Agenda Item for Board Meeting of February 8, 2024

Agenda Category: Review and Discussion

Agenda Item Title: 2023-2024 Wellness Policy Annual Goals Trimester 2 Progress Report

Person Responsible:

Brian White, Coordinator of Health and Wellness

Karin Jinbo, Director of Student Supports and Special Education

Background:

In Trimester 1, the Health & Wellness Committee held its first meeting of the year, during which it reviewed Local School Wellness Policy goals for the 2023-24 school year. The Social-Emotional Learning Workgroup met and teachers provided feedback on key developmental competencies. MVWSD schools used the Coordination of Services Team model to identify and monitor academic, social-emotional, and behavioral interventions, such as referrals to CHAC. The Castro Wellness Center began its third year of operations, providing individual, group, and drop-in services for students. Vargas and Monta Loma Elementary Schools were each recognized as one of America's Healthiest Schools by Alliance for A Healthier Generation. Elementary schools began Year 2 of Sown to Grow implementation while planning continued to begin Year 1 implementation at middle school.

The Local School Wellness Policy (LSWP) is covered under Board Policy 5030. BP 5030 provides District Health and Wellness Policy covering the areas of nutrition and physical activity. It also provides guidelines for implementation, evaluation, and reporting of specific annual goals.

2023-24 Trimester 2 Actions

Health & Wellness Committee Update

The Health and Wellness Committee met on November 30 with 10 parent and staff participants. Director Debbie Austin presented on MVWSD's partnerships with local farms to provide fresh produce as part of our Food Service program. The committee also discussed Social Media Use and Mental Health, addressing nut and similar allergies, and physical activity in MVWSD. The committee's next meeting is scheduled for March 7, 2024.

Whole Child Site Support

MVWSD schools continue to support students' mental and behavioral health needs through the Coordination of Services Team model. Coordinator White and Coordinator Ellard meet with principals to review referral data, assist in identifying student resources, and troubleshoot individual student and school-site concerns. Coordinator White continues to work with the District-level MTSS and Behavioral Referral System teams on mental health and social-emotional supports for students and expanding available behavioral and mental health data for use in UDC and COST meetings. Coordinator White and Coordinator Ellard meet weekly to calibrate principal feedback and professional learning. Using data from the Sown to Grow Fall SEL Survey, schools are working with their CHAC clinicians to develop supports and interventions for students who self-assessed as having a low sense of belonging. Schools will use Spring SEL Survey data to assess growth in belonging. Planning is underway for additional schools to apply for the America's Healthiest Schools award. The award criteria establishes concrete actions that assists schools in identifying successes to build on and opportunities to increase support for student, family, and staff wellness. Training on student crisis response protocols was provided to afterschool staff.

SEL Workgroup Update

The SEL Workgroup has held two meetings this year; November 8 and January 25. On November 8, the workgroup reviewed activities from the 2022-23 school year and discussed goals for 2023-24. The workgroup expanded on last year's work to recommend key developmental competencies for early elementary, late elementary, and middle school. Those recommendations were reviewed by LT, which provided additional feedback. At the meeting on January 25, the workgroup reviewed and provided feedback on a draft key developmental competencies document that will be included in the SEL Handbook. The workgroup also completed a resource mapping activity, identifying existing SEL resources across MVWSD and opportunities for growth. Coordinator White is presenting at staff meetings on SEL competencies and Transformational SEL as part of MVWSD's efforts to develop a consistent approach to SEL.

Middle School Counselor Support

Coordinator White continues to meet with Middle School Counselors twice per month to provide technical support, share resources, and co-plan middle school mental and behavioral health outreach.

Community Engagement/Outreach

Graham Middle School is hosting a 12 week program called Strengthening Families, which is being presented by Pacific Clinics. Strengthening Families helps parents and children develop relationship-building skills through a family dinner, whole group conversation, and breakout groups for parents and youth. Graham counselors are currently reaching out to specific families and the program is scheduled to start in mid-February.

Sown to Grow Implementation Update

Year 2 implementation continues for elementary schools, which are using custom written reflection prompts that have been developed in alignment with MVWSD’s Allyship initiative. Following feedback from administrators and teachers, middle school will administer the Sown to Grow SEL survey in late January/early February. Graham and Crittenden will review survey data during Trimester 2 and will use the data to address student needs related to low belonging.

Acknowledge Alliance

Acknowledge Alliance continues to promote student resilience by offering on-site resiliency consulting to all schools in addition to jobalike Resiliency Groups.

2023-24 Trimester 2 Data

Trimester 2 Site Visits

School sites visited: 11/11

During Trimester 2 site visits, Coordinator White and Principals discussed Indicators of Healthy Schools focus topics and reviewed criteria and evidence needed to demonstrate full implementation for focus topics. Coordinator White and Principals discussed students who had self-assessed as having a low sense of belonging and related support for individual students. Updated Sown to Grow engagement data and CHAC referral data was reviewed. Principals shared updates about the COST process and confirmed dates for staff SEL presentations.

Wellness Policy Annual Goals Progress Report

This is the second of three progress reports in the 2023-24 school year. The expectation is for all LSWP goals to be fully in place for all schools by the end of the school year. If a goal is not yet fully in place, steps needed to move forward to fully in place are outlined below.

Nutrition Promotion	
Goal	School sites will identify at least two stakeholder groups to disseminate Smart Snacks standards and promote healthy food options during school-sponsored activities.
Action Steps	H&W Coordinator will provide related PD and resources to site administrators Site administrators will provide PD to staff and PTA/PTOs on use of Smart Snacks checklist.

	Site administrators will make resources available to PTA/PTOs that promote healthy food options		
How will progress be measured?	Principal Check-Ins, Organization check-ins, parent and teacher informal surveys, PD documentation, site walkthroughs Progress measurement is awareness and not enforcement.		
Not in place: 0 of 11 schools	Partially in place: 0 of 11 schools	Mostly in place: 11 of 11 schools	Fully in place: 0 of 11 schools

The Smart Snacks reference checklist has been established by the U.S. Department of Agriculture (USDA) as a resource to help schools identify food items that meet USDA nutrition standards for foods sold during the school day. All MVWSD schools are aware of the checklist and principals have been trained on how to use the checklist to evaluate proposed food sales outside of MVWSD’s food service program. To move from mostly to fully in place, principals will receive training on communicating about the checklist to stakeholder groups and will disseminate information about the checklist to stakeholders during the 2023-24 school year.

Nutrition Education	
Goal	MVWSD will explore resources available to integrate nutrition education with social emotional and cross curricular learning.
Action Steps	Consider existing instruction and related activities that include or may be adjusted to include a nutrition education component. Employ one promotion campaign that includes resources and nutrition information for all socioeconomic levels.
How will progress be measured?	Principal Check-Ins, Child Nutrition Department check-ins, stakeholder feedback, PD documentation

		Progress measurement is awareness and not enforcement.	
Not in place: 0 of 11 schools	Partially in place: 0 of 11 schools	Mostly in place: 11 of 11 schools	Fully in place: 0 of 11 schools

California’s Health Education Standards include nutrition education for students in Kindergarten and Grades 2, 4, and 5. Students in MVWSD access nutrition education in a variety of ways, such as STEAM classes, Living Classroom activities, and through integration within core subjects like Math and ELA. Teachers in MVWSD have access to Nutrition Education activities, resources, and lessons through the Nutrition Promotion Resource Page on the MVWSD Intranet. A Nutrition Promotion campaign will be held in March 2024, which coincides with National Nutrition Month. To move from mostly to fully in place, Coordinator White and site principals will identify growth opportunities where students may access nutrition education standards and appropriate related resources.

Physical Activity			
Goal		MVWSD schools will provide students access to physical activities during recess and lunch breaks that are inclusive for students with a variety of abilities and social behaviors.	
Action Steps		School site resource mapping to ensure infrastructure, materials, and equipment serve a variety of student needs. Communicate this goal to parent-teacher organizations.	
How will progress be measured?		Principal Check-Ins, Organization check-ins, parent and teacher informal surveys, PD documentation Progress measurement is awareness and not enforcement.	
Not in place: 0 of 11 schools	Partially in place: 0 of 11 schools	Mostly in place: 11 of 11 schools	Fully in place: 0 of 11 schools

Students with services through Individual Education Programs (IEPs) and 504 Plans receive accommodations which increase the accessibility of physical education and other school activities. Classroom teachers and other school staff receive professional learning about serving students with disabilities and developing and implementing IEPs and 504 Plans. To move from mostly in place to fully in place, Coordinator White will work with special education staff to develop a list of resources and strategies that increase access to physical activity during lunch and recess for students with disabilities, students with social, behavioral, or mental health needs, and other students who experience challenges with participating in lunchtime or recess physical activities.

Other School-Based Activities			
Goal		<p>MVWSD will increase the availability of Spanish-language Health & Wellness resources and activities for schools and families via the MVWSD Virtual Wellness Center</p> <p>Health & Wellness Committee will identify how WSCC approaches exist within an MTSS model</p>	
Action Steps		<p>Develop monthly themes and communicate them to school sites.</p> <p>Quality assurance check of available Spanish-language resources.</p> <p>Schools will identify one WSCC practice that informs a safe and supportive campus.</p>	
How will progress be measured?		<p>Principal Check-Ins, Organization check-ins, parent and teacher informal surveys, PD documentation</p> <p>Progress measurement is awareness and not enforcement.</p>	
Not in place: 0 of 11 schools	Partially in place: 0 of 11 schools	Mostly in place: 11 of 11 schools	Fully in place: 0 of 11 schools

MVWSD maintains a Virtual Wellness Center that includes wellness calendars, information about and resources for mental health, physical health, substance abuse prevention. Wellness Calendars follow a monthly theme aligned with national recognition themes. The Health & Wellness Committee aims to ensure wellness activities are aligned with Whole School, Whole Community, Whole Child practices that fit within MVWSD's MTSS framework. To move from mostly to fully in place, schools will identify a site-based practice that aligns with WSCC practices, which will be reported back to the Health & Wellness Committee.

Mental Health Services Update

Castro Wellness Center

The Wellness Center at Castro is offered in partnership with the Santa Clara County Office of Education and gives Castro students on-campus and timely access to resources that help with social, emotional and mental health needs. Students can access the Wellness Center during instruction, as well as before and after school. Students are able to access a range of wellness supports, including drop-ins for brief one-time support, scheduled check-ins with a LCSW Wellness Center Specialist, groups, and lunchtime activities. About 70% of visits are for access to the Wellness Center's calming space, which supports students with anxiety, de-escalation, and other challenges with self-regulation. When students access Wellness Center services, staff work with students on skills students can use in the classroom, playground, and other school settings.

August - December 2023 Data

Individual students who have accessed the Wellness Center: 143

Total student contacts: 780 (average 150 per month)

The Castro Wellness Center has been using the Fuerte curriculum to support the needs of newcomer students who are at risk for traumatic stress in their arrival process. Fuerte is an Attachment, Regulation, and Competency (ARC) informed curriculum "developed for children and adolescents who have experienced complex trauma, along with their caregiving systems." Fuerte is designed for a group setting and is currently facilitated by the Castro Wellness Center Mental Health Specialist. The primary goals of the Fuerte program include supporting health literacy, linking students with services, building a community of newcomer students, and improving academic and social-emotional outcomes. Currently there are 16 students, third through fifth grade, identified for the Spring Fuerte groups who will be broken into two small intervention groups. Pre- and Post- intervention data is pending.

CHAC Services as of December 31, 2023

When a student is referred to CHAC, designated school staff obtain parent consent and submit a referral. Within 48 hours the referred student is "assigned" to a clinician and is considered "pending service activation". A student is considered "active" when they are receiving active services, which typically take two weeks from the assignment to a clinician. There are circumstances where a student is referred for services without being

assigned to a clinician, most often when a parent declines consent for services or does not respond to attempts by CHAC to seek consent.

Elementary Schools

Students referred for services: 133 (4.5% of 2,959 students)

Students assigned to a clinician: 124

Students waitlisted for individual services: 0

Students waitlisted for group services: 0

Middle Schools

Students referred for services: 80 (5.5% of 1,455 students)

Students assigned to a clinician: 78

Students waitlisted for individual services: 0

Students waitlisted for group services: 0

By School Site:

Schools	BB	CA	IM	LN	MI	ML	ST	TH	VA	CR	GR
Referrals YTD	9	12	22	19	22	4	14	6	25	34	46
Assigned YTD	9	10	17	18	21	4	14	6	25	34	44

Elementary SEL Instruction by CHAC Clinicians

All elementary students are accessing direct SEL instruction by CHAC clinicians assigned to their school site. Indirect support is provided by CHAC clinicians to teachers and staff in all elementary classrooms which may include consultation, collaboration, or supporting activities.

Connection Circle: TK/K

Classrooms receiving 30 min. weekly lessons: 27

Connection Circle uses Kimochis, a set of tools and materials designed to help young children understand and manage their emotions. The program includes a family of plush characters, each representing a different emotion, along with lessons and activities. MVWSD purchased sets of Kimochi materials so Kindergarten and TK teachers can continue using the resources.

SEL Lessons: 1st/3rd/5th

Classrooms receiving 40 min. biweekly lessons: 64

BackTogether! with CHAC|arts: 2nd/4th

Classrooms receiving 45 min. lessons over 4 weeks: 45

BackTogether! is an SEL arts program that supports self awareness, self regulation, and healthy peer connections as students transition from summer back to the classroom. End of program survey data indicated that 90% of students surveyed reported being able to express feelings using art materials and 88% of students surveyed reported enjoying drawing and sharing together with their classmates.

Pacific Clinics School Linked Services (SLS) and Prevention and Early Intervention (PEI) services as of December 31, 2023

Schools: Castro, Crittenden, Graham, Mistral, Theuerkauf

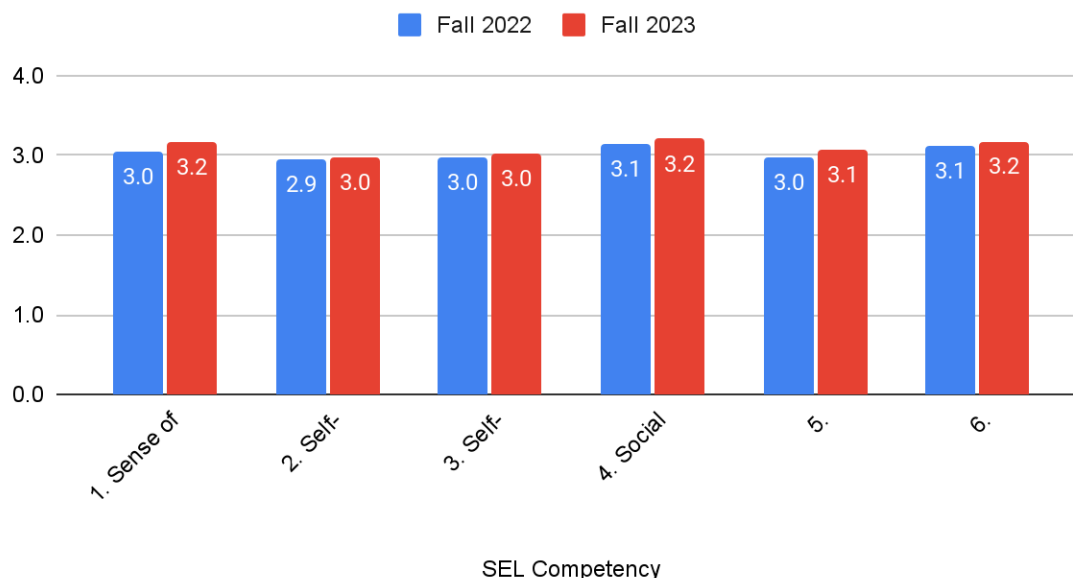
Students receiving SLS: 8

Students receiving PEI: 13

School Linked Services and Prevention and Early Intervention Services are separate services offered through Pacific Clinics. PEI aims to help prevent mental health illness and address challenges at the earliest possible stages, while SLS is a therapy-focused program designed to support youth and families with a more significant level of distress. Following an examination of referral data from the past two school years, Pacific Clinics and MVWSD agreed to shift SLS and PEI services from Monta Loma to Mistral to better align resources with student needs.

Sown to Grow Data through January 19, 2024

Sown to Grow SEL Survey



In September 2023 students in Grades 1-5 completed the Fall SEL Survey. Students assessed their individual strengths and needs across 6 Competencies: 1 - Sense of Belonging, 2 - Self-Awareness, 3 - Self-Management, 4 - Social Awareness, 5 - Responsible Decision-Making, and 6 - Relationship Skills. The Fall 2023 Survey reflects growth across all competencies as compared to Fall 2022. Sense of Belonging showed the greatest improvement year-to-year.

Students in Grades K-5 participate in a weekly Sown to Grow emotional check-in. When students check-in they choose one of the following five options: Awful (1), Not so Good (2), Ok (3), Good (4), and Awesome (5). Students in Grades 3-5 respond to a reflection prompt that is aligned with MVWSD's monthly Allyship theme. Teachers review student check-ins and reflections and provide feedback to individual students.

Engaged Students: 2,976 (95% of rostered students)

34,657 student reflections written

Engaged Teachers: 139 (92% of rostered teachers)

District-wide feedback: 40% of student reflections receive teacher feedback

13,921 teacher feedback responses

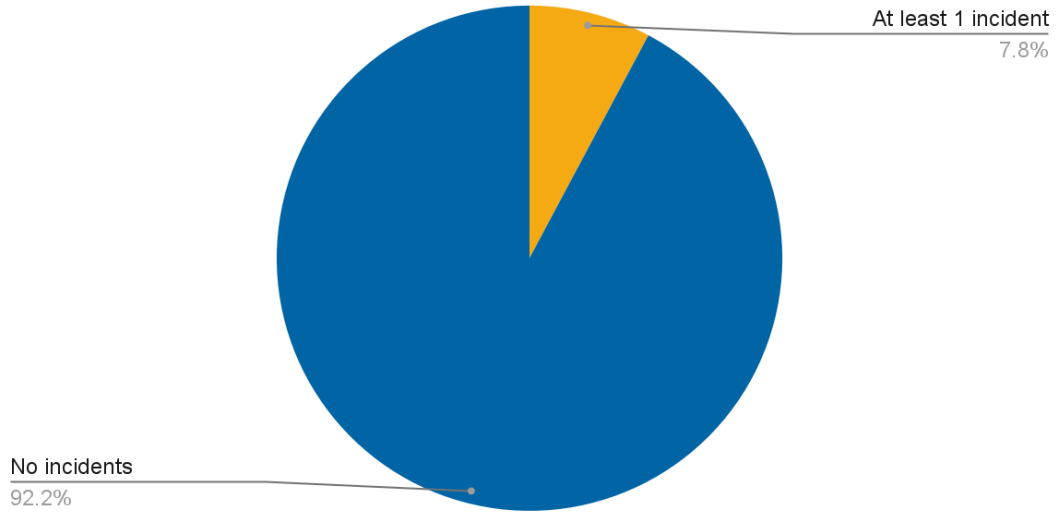
Average student emotional check-in score: 4 of 5 (Good)

During the Fall SEL Survey, 3.25% of students self-assessed as feeling a low sense of belonging (1.75 or below). Principals have been provided a list of these students for their school and are working with CHAC clinicians and COST to address individual student needs.

Behavior Incident Data Through December 31, 2023

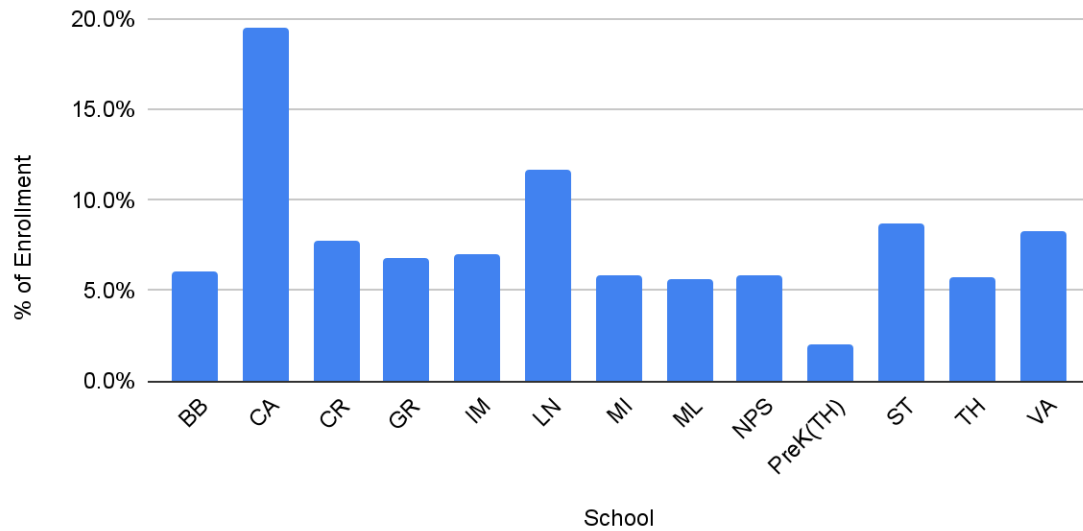
How many students have had disciplinary incidents?

Students with at least 1 state reporting incident in Power School (through December)



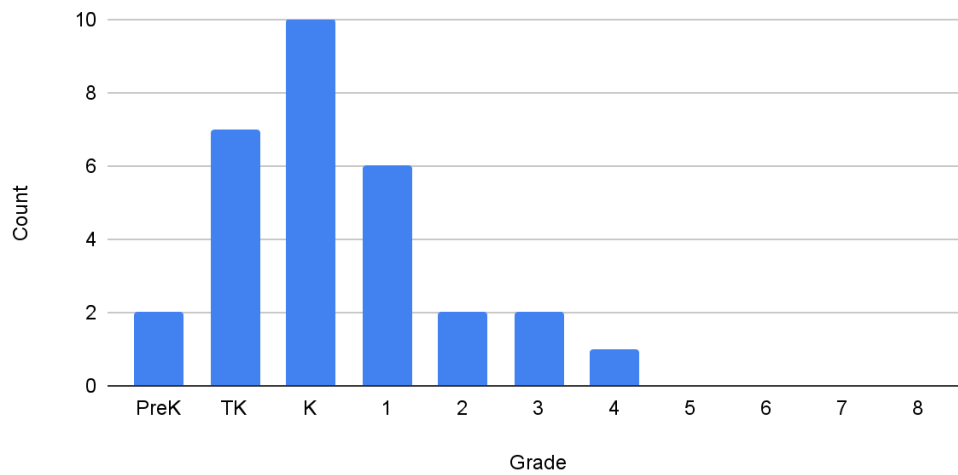
How many students have had disciplinary incidents?

% of enrollment with a state reporting incident in PowerSchool (through December)

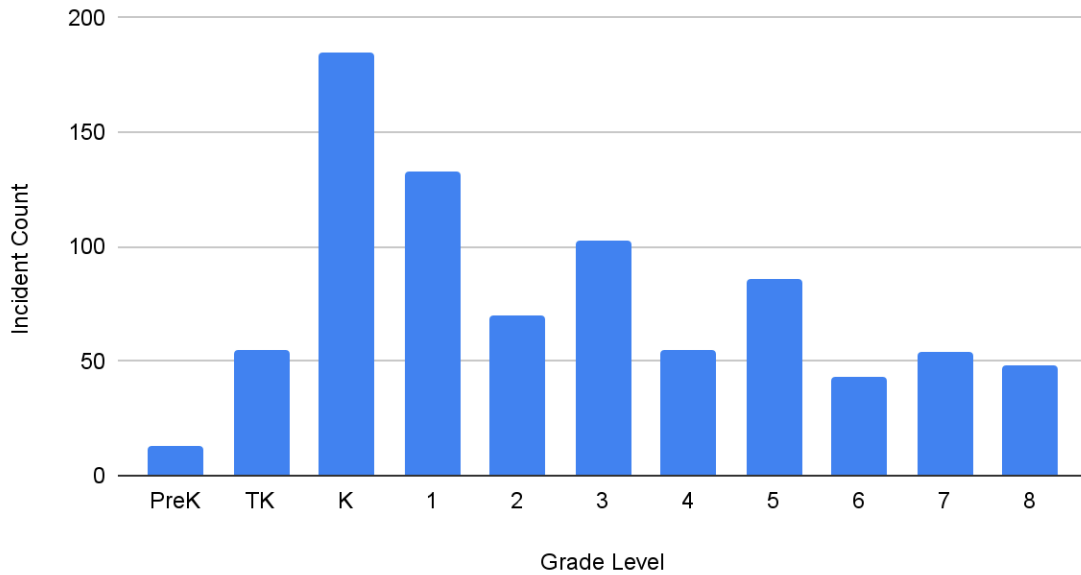


(503) Assault / Battery On School Employee

Count of Individual Students By Grade Level

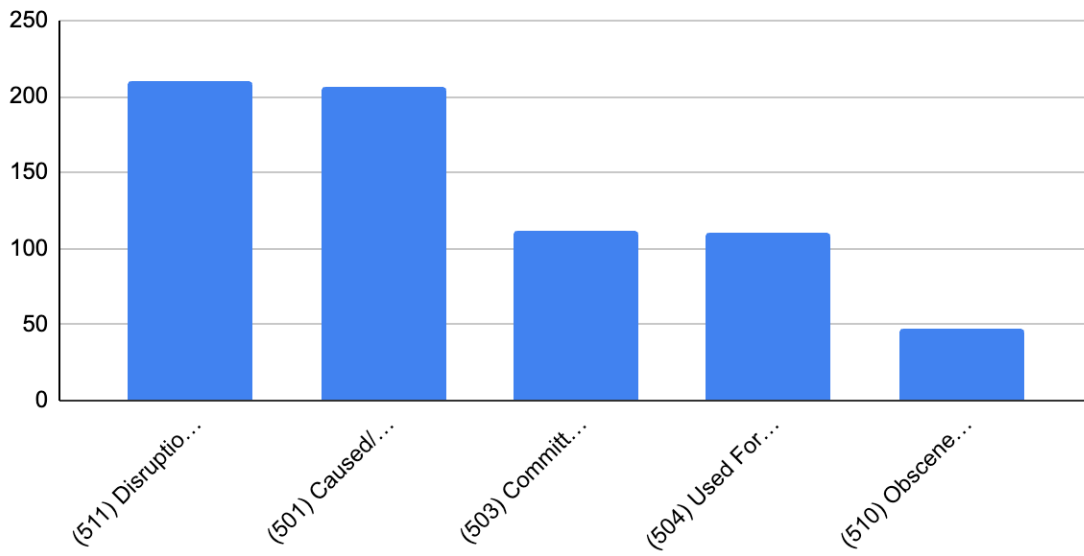


Incident Counts by Grade Level

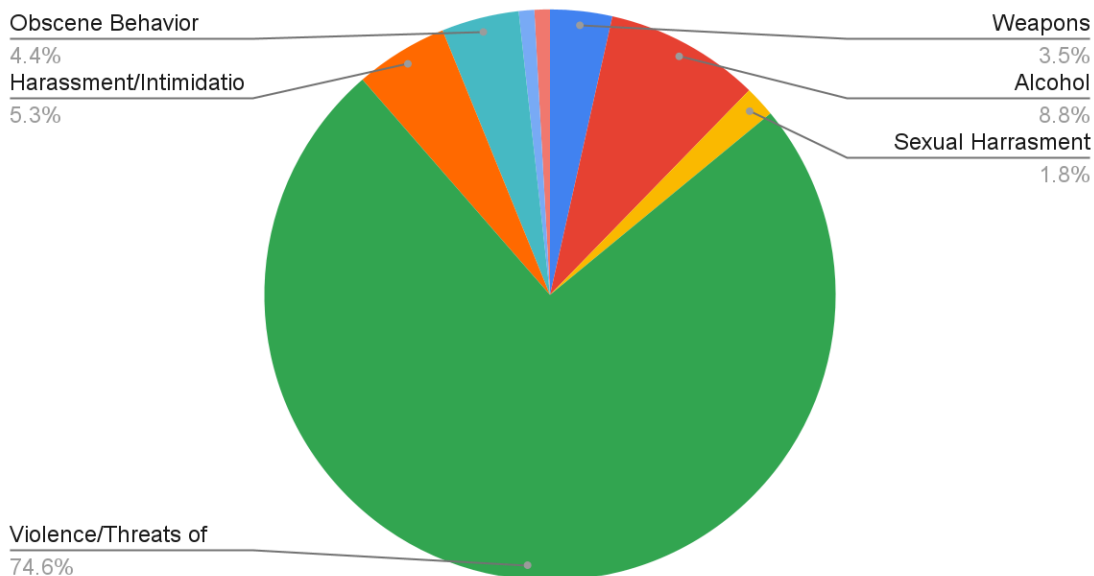


Most Frequent Incident Behaviors

Through December 2023



Suspension Behaviors



Behavior data serves as a valuable indicator of overall student health and wellness, offering insights into emotional well-being, social skills, and potential areas of concern. Through December 31, 2023, about 8% of students have been involved with at least one behavior incident. During Trimester 2 last year, 13.6% of students had an incident record in PowerSchool.

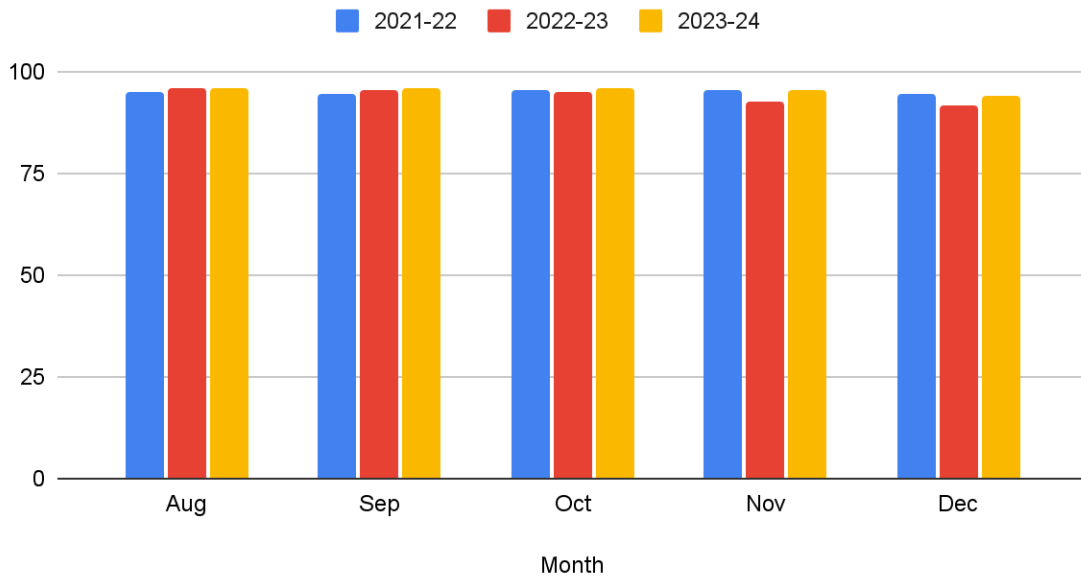
The two most frequently reported incident behaviors are *(511) Disruption, Defiance and (501) Caused, Attempted, or Threatened Physical Injury*. Other frequently reported incident behaviors include *(504) Used Force for Violence, (503) Committed Assault or Battery on a School Employee, and (510) Obscene Acts, Profanity and Vulgarity*. These 5 incident behaviors account for more than 76% of all incidents.

Incidents of physical behaviors toward school staff continue to involve mostly our youngest students, with the majority of incidents involving students in Transitional Kindergarten, Kindergarten, and First Grade. No incidents of violence toward school staff have been reported for students beyond Fourth Grade.

Through December 31, 2023 87 students have received an in-school or out-of-school suspension. There have been a total of 77 days of out-of-school suspensions and 37 days of in-school suspensions.

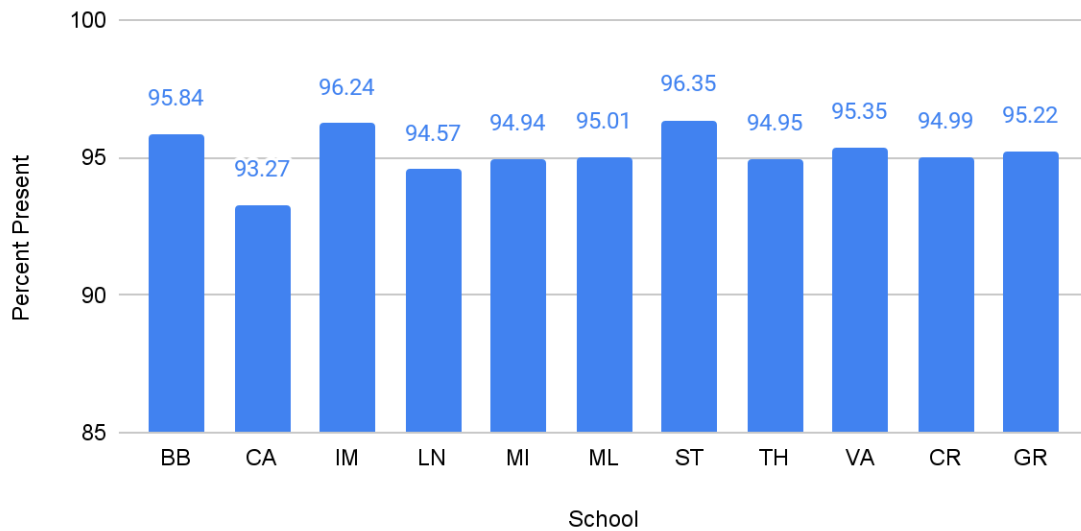
Attendance Data

3-Year Attendance Comparison



2023-24 Attendance by School

Through December 31



Attendance continues to reflect a slight positive trend as compared to last year. This year's attendance rate through December is 95.35%. At this time last year our attendance rate was 94.12% and two years ago it was 95%. Site attendance ranges from 96.35% at Stevenson to 93.27% at Castro.

Considerations

- The Local School Wellness Policy has a positive impact on student health behaviors by increasing access to nutrition information and education, promoting practices that comply with USDA nutrition standards, by emphasizing the importance of physical activity, and by examining district-wide resources and systems.
- The Sown to Grow SEL Survey has provided data that has been helpful in identifying students who may benefit from additional SEL or mental health support. Weekly student check-ins provide an opportunity for students to be known by and connect with their teacher and they also reinforce our #BetterTogether initiative. As MVWSD moves toward an integrated and consistent approach to Social-Emotional Learning, making explicit connections with equity, data, and student intervention remains essential.
- A committee including administrators and teachers will consider next steps for SEL data and support tools at middle school.
- Additionally, as we seek to grow wellness and prevention activities, multiple sources of funding will
- Mental Health Services Act funds create opportunities to increase wellness and prevention support. Exploring multiple sources of funding may be required for long-term sustainability.

Next Steps

Local School Wellness Policy Annual Goals

- Nutrition Promotion: Site principals will receive a presentation on communicating about Smart Snacks guidelines with stakeholder groups and will follow up with staff and parent groups to disseminate information about the guidelines.
- Nutrition Education: During trimester 1:1 meetings, Coordinator White and site principals will identify curriculum points where Nutrition standards are taught for applicable grade levels. The Health & Wellness Committee will provide feedback for March's Nutrition Promotion Campaign.
- Physical Activity: Coordinator White will work with special education staff to share resources and strategies for inclusive physical activity for students during recess and lunch.
- The Final Annual Goals Report will be presented prior to June 30, 2024.

Sown to Grow Implementation

- Coordinator White will meet with middle school administration and counselors to review the results of the Sown to Grow SEL Survey.
- Middle school and elementary school students will take the Sown to Grow Spring SEL Survey in April and May.
- Following the administration of the Winter Sown to Grow SEL Survey, a committee will consider next steps for middle school

Community Engagement

- A Nutrition Promotion Campaign will take place in March 2024.
- A Mental Health Awareness campaign will take place as part of Mental Health Awareness Month in May 2024.
- Coordinator White will continue to work with site principals as schools apply for the America's Healthiest Schools award.

SEL Workgroup

- SEL Workgroup meetings are scheduled for March 7, and May 2.
- Feedback from the workgroup will be shared with Leadership Team.
- The SEL Workgroup will continue to provide feedback on the SEL Handbook, which will be presented in draft form to the Leadership Team.

Health and Wellness Committee

- The next Health and Wellness Committee meetings are scheduled for March 7 and May 23.
- 2023-24 concludes a three year cycle for the Health & Wellness Committee. In 2024-25 the Health & Wellness Committee will collect data on the implementation and impact of the Local School Wellness Policy and provide feedback and recommendations for updates to the LSWP.

Appendix

CALPADS Student Offense Codes Referenced in Behavior Incidents Data

- 104 - Possession of a Knife or Dangerous Object
- 300 - Possession/Use of Tobacco Products
- 403 - Sexual Harassment
- 500 - Caused Physical Injury
- 501 - Caused, Attempted, or Threatened Physical Injury
- 502 - Aided or Abetted Physical Injury
- 503 - Committed Assault or Battery on a School Employee
- 504 - Used Force for Violence
- 505 - Committed an act of Hate Violence
- 506 - Harassment/Intimidation
- 508 - Made Terrorist Threats
- 510 - Obscene Acts, Profanity and Vulgarity
- 511 - Disruption, Defiance
- 512 - Property Damage
- 513 - Bullying
- 601 - Property Theft
- Other (Not state reportable)