

*Mountain View Whisman School District*

**Agenda Item for Board Meeting of May 30, 2024**

**Agenda Category:** Review and Discussion

**Agenda Item Title:** 2023-2024 Health and Wellness Annual Report

**Person Responsible:**

Brian White, Coordinator of Health and Wellness

Karin Jinbo, Director of Student Supports and Special Education

**Background:**

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.

The work of the District’s Health and Wellness efforts are grounded in Board Policy and outlined in MVWSD Strategic Plan 2027 Goal 2: Student Social Emotional Health.

**Wellness Policy Annual Goals**

<b>Nutrition Promotion</b>	<b>Nutrition Education</b>
School sites will identify at least two stakeholder groups to disseminate Smart Snacks standards and promote healthy food options during school-sponsored activities.  <b>Fully in place: 11/11</b>	MVWSD will explore resources available to integrate nutrition education with social emotional and cross curricular learning.  <b>Fully in place: 11/11</b>
<b>Physical Activity</b>	<b>Other School-Based Activities</b>
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.  <b>Fully in place: 11/11</b>	MVWSD will increase the availability of Spanish-language Health & Wellness resources and activities for schools and families via the MVWSD Virtual Wellness Center  Health & Wellness Committee will identify how WSCC approaches exist within an MTSS model  <b>MVWSD has met this goal</b>

## **MVWSD Comprehensive SEL Program**

### Roadmap

When reflecting on the District's 2023-2024 SEL activities, it is important to reflect on the context of our SEL implementation. Being on an implementation continuum, we are mindful of our current year accomplishments within the context of the initiation of the development of a comprehensive SEL program. It is the Health and Wellness team's responsibility to continue to map our accomplishments in parallel to CASEL's implementation guidance for school districts.

CASEL outlines 5 steps under 3 domains to implementing district or schoolwide SEL:

### Organize:

- 1) Building Foundational Support (MVWSD: 2020-2021, 2021-2022)
- 2) Creating a Plan (MVWSD: 2020-2021, 2021-2022)

### Implement:

- 3) Strengthen Adult SEL (MVWSD: 2022-2023, 2023-2024, & future)
- 4) Promote SEL for students (MVWSD: 2022-2023, 2023-2024, & future)

### Improve:

- 5) Practice Continuous Improvement (MVWSD: future)

### 2020-2021 School Year

The District engaged in the development of Strategic Plan 2027. Student Social Emotional Health was identified as a goal area in the strategic plan. Goal area 2, Student Social Emotional Health, outlined two objectives that focused on a comprehensive social emotional learning program and a whole school, whole child, whole community approach to supporting students.

### 2021-2022 School Year

During the 2021-2022 school year the District engaged in a Health and Wellness survey and utilized results to inform Annual Goals that include SEL. The strategic plan simultaneously began implementation. Throughout this school year, which was the state's return to learn from pandemic distance learning, adults were provided multiple opportunities to engage in personal inspection of their own SEL and resilience skills. Teachers were provided Professional Development on strategies for building student relationships, classroom management, and general adult resilience skills.

An SEL workgroup was identified to begin work on unpacking the dense information provided to school districts by the CDE through the Transformational SEL framework. The SEL workgroup is a group of representative teachers and administrators from each school to work collectively towards Strategic Plan 2027 Goal 2, Objective 2b. Membership of this workgroup is intentionally focused on instructional personnel as the work to unpack CDE guidance is focused on standards/competencies and instructional learning targets.

The Health and Wellness Coordinator introduced Transformative SEL (tSEL) as defined and framed by CDE to District Leadership, Certificated and Classified Personnel, and the SEL Workgroup. The SEL Workgroup further studied CDE's Guiding Principles, including SEL Competencies and Conditions for Thriving. This work resulted in identifying MVWSD's SEL Competencies, which aligned with CDE's and CASEL's frameworks. We ended the school year with foundational knowledge, garnering stakeholder interest and support for SEL Competencies as well as setting out a plan for next steps.

In the 21-22 school year the Health and Wellness Coordinator began collaborative work with CHAC to develop a plan for explicit Social Emotional Lesson instruction by CHAC clinicians in subsequent years. The CHAC Director of School programs participated on the MVWSD Health & Wellness Committee as well as in weekly meetings with the Health and Wellness Coordinator.

### 2022-2023 School Year

The 2022-2023 school year kicked off with teacher professional development in safe and supportive classroom environments. Certificated personnel were provided with training in SEL knowledge and skills; and provided with collaborative time with their grade level to develop classroom environment activities and strategies they can utilize throughout the school year in support of students fully returning to in-person instruction.

The SEL Workgroup, in parallel with the District Leadership Team, unpacked the SEL Competencies and Developmental Targets as identified by CDE. Additionally, a knowledge, skills, and attitudes analysis was conducted with the SEL Workgroup to explore a sample set of adult baselines. This is a continuation of work begun in the 21-22 school year under CDE's Conditions for Thriving. As well, districtwide teacher feedback was sought regarding SEL needs.

The 22-23 school year also saw the introduction of grades TK-5 SEL instruction by CHAC clinicians. Each grade level received instruction of SEL Competencies through age and grade appropriate activities developed by CHAC leadership in partnership with MVWSD Health and Wellness Director and Coordinator. All lessons were grounded in the 5 SEL Competencies identified at the end of the 21-22 school year. Kimochis lessons were utilized at the TK and Kindergarten levels in an effort to increase student engagement in the lessons. Kimochis were purchased and provided by CHAC.

The scheduling of explicit instruction was dependent upon the grade level and spanned across 6 consecutive weeks. Grades TK, K, 2, and 4 primarily experienced lessons at the beginning of the school year. Grades 1, 3, and 5 experienced lessons throughout the school year. Scheduling lesson time with classroom teachers was the greatest challenge during this first year of explicit instruction. Health and Wellness Director and Coordinator worked with CHAC Director and

team on improving lesson cadence that is more conducive to student learning and retention, with lessons spanning the school year rather than in a cluster of 6 weeks within the school year.

In conjunction with the introduction of explicit instruction, the district piloted an SEL measurement and student engagement tool in Sown to Grow at the elementary grade level. Feedback was gathered from teachers and students regarding this experience. Sown to Grow was recommended to move into the 2023-2024 school year to continue measuring student SEL Competencies development.

Spring 2023 saw the initial implementation of Acknowledge Alliance at the recommendation of the Board of Trustees as a method to support adult needs in schools.

### **2023-2024 School Year**

The work this year was primarily led by Coordinator White and continued unpacking CDE tSEL Competency Developmental Targets, with the goal of developing a draft competency-based SEL program. The SEL Workgroup in parallel with the District Leadership Team narrowed the field of 94 developmental targets provided by CDE to 62 focused Key Developmental Competencies for MVWSD. As well, an SEL Resource Map was developed in conjunction with the MTSS team for use at school site COST meetings. As well, a first draft MVWSD SEL implementation rubric was developed for use in the continuous improvement process.

CHAC continued with SEL lessons based on the 5 Competencies for grades TK-5. Lessons were provided by CHAC clinicians in each elementary classroom across the district. Some lessons were process-based, such as CHACArts lessons, while some lessons were explicit teaching of competency developmental skills. Lessons occurred across the school year and cadence of lessons were scheduled based on grade level with TK and Kindergarten receiving initial lessons at the start of the school year. Scheduling lesson time within schools' master schedule and classroom schedules continued to be a challenge this year. This being said, every grade level received explicit SEL instruction provided by CHAC.

Districtwide activities the Health and Wellness team engaged in this year include:

#### **SEL Staff Presentations:**

Coordinator White visited staff meetings at 8 of 11 school sites to deliver a 30 minute staff training on Social Emotional Learning. The presentation defined Social Emotional Learning and reviewed CASEL competencies, introduced and defined Transformative SEL, facilitated a discussion about site-based SEL activities, reviewed existing Districtwide supports for adults and students, summarized the activities of the SEL Workgroup, and previewed the development of the SEL Guidebook. Coordinator White was unable to visit 3 school staff meetings due to

scheduling conflicts and provided school leadership with a summary resource of CASEL and tSEL competencies.

Staff meeting dates:

- Monta Loma (1/24/24)
- Landels (1/31/24)
- Mistral (2/7/24)
- Vargas (2/28/24)
- Graham (3/5/24)
- Theuerkauf (4/3/24)
- Imai (4/17/24)

[Staff Presentation Slides](#)

Summary resources were provided to:

- Bubb
- Crittenden
- Castro

[Summary Resource](#)

### Comprehensive SEL Plan and Guiding Document

The SEL Workgroup developed a draft guiding document intended to serve as a culmination of the previous three years of activities. The purpose of this document is threefold:

1. In alignment with MVWSD's mission and vision, as well as SP2027, establish a foundational resource that informs District and school decisions regarding SEL
2. Promote consistent SEL outcomes for students
3. Integrate SEL practices with MVWSD Equity and MTSS initiatives.

The SEL Guidebook includes definitions of common SEL terms, establishes Transformative SEL as the means with which competencies integrate with #BetterTogether, describes how SEL is intended to integrate with MTSS, establishes Key Developmental Competencies, organizes common SEL strategies and resources into a Tier 1 and Tier 2 intervention framework, and includes underpinning resources from the CDE and MVWSD.

[Draft MVWSD SEL Guidebook](#)

### Sown to Grow Implementation

In 2023-24, MVWSD began Year 2 implementation of Sown to Grow. This year Elementary Principals included an implementation growth target as part of their site plans. Coordinator

White met with Principals during Trimester 1 and Trimester 2 to review Sown to Grow data, including:

- Average monthly student participation
- SEL Survey results
- Students reporting low sense of belonging
- Students with recurring sad check-ins

As part of data meetings, Coordinator White and Principals develop plans in coordination with CHAC to check-in and support students who had self-identified as having a low sense of belonging.

Middle School pivoted from a Year 1 implementation to implementing the Sown to Grow Survey only. Both Crittenden and Graham implemented the Sown to Grow Survey in February and are currently implementing a Spring Survey. Coordinator White met with Principal Galassi and Assistant Principal Thompson to review Crittenden's and Graham's survey data and come up with a plan to support students with a low sense of belonging.

#### Acknowledge Alliance

Acknowledge Alliance began its first full year providing services to staff. Acknowledge Alliance continued to offer Resilience Groups that supported Teachers, Principals, and BIPOC. In addition to Resilience Groups, each school site was assigned a Resilience Consultant, who offered individual, confidential, and voluntary support to school staff. Coordinator White continued to serve as a District-level liaison with Acknowledge Alliance.

#### COST/Behavioral Response System Support

Coordinator White continued to provide support and guidance for principals in transitioning to using COST as a means of identifying tiered behavioral, socio-emotional, mental health interventions. Coordinator White joined Coordinator Ellard in MTSS update meetings with Principals, and collaborated with the District MTSS Team in reviewing data and providing training to the Leadership Team. To help track referrals for CHAC and Pacific Clinics, Coordinator White worked with CHAC and Pacific Clinics to develop new referral systems that utilized Google Forms and InformedK12. The new referral systems created minimal changes for school staff referring students and improved communication between the District, school sites, and partner agencies. Coordinator White continued to monitor behavior data and serve as part of the District Behavior Response Team.

#### CHAC Services Pivot

As MVWSD looks to transition to District employed school-based counselors, Coordinator White developed a protocol to identify existing CHAC clients, report on progress toward learning targets, and identify next steps for 2024-25.

### District School Counselors:

Looking ahead to the shift to District employed School Counselors presents the need for a District School Counseling Program plan, which is currently being developed. Health and Wellness Coordinator and Director of Student Supports and Special Education are currently developing a District School Counseling framework aligned with the American School Counseling Association's (ASCA) National Model. The District framework will serve as a template allowing each school counselor to tailor the goals and site School Counseling plan to their school site based on site specific data.

### Next Steps for Health & Wellness and Social Emotional Learning

2024-25 activities for Health & Wellness and Social Emotional Learning include the following:

- The Health & Wellness Committee will conduct a triennial review of MVWSD's Local School Wellness Policy. This review will include a Health & Wellness Survey, policy analysis, and Local School Wellness Policy recommendations to the Board of Trustees.
- MVWSD will begin the initial implementation of a comprehensive school counseling program that is aligned with the American School Counseling Association's (ASCA) National Model.
- MVWSD will launch the SEL Guidebook, starting with school principals. The guidebook includes an SEL Implementation Rubric, which will be used by schools to complete an implementation self-assessment and progress monitor.
- SEL curriculum exploration, planning, and implementation will begin, including a curriculum pilot.
- Professional development will be provided on Adult SEL
- Sown to Grow will continue being implemented and will include a middle school SEL Survey.
- SEL activities and practices will continue to align with #BetterTogether.