

## Lemon Grove School District Student Health & Wellness Committee Strategic Plan 2023 & 2024

**Committee Purpose Statement:** Promote the well-being of students in Pre-K – 8th grade by recognizing the correlation between their mental and physical health with their learning, as well as the effect of their community’s well-being on their learning and success in school.

**Objective #1:** Provide proactive and positive services and support to students to promote their physical, behavioral and social emotional skills and well-being.

**Objective #2:** Provide effective training, resources and support to staff members in order for them to engage in building positive relationships with students and creating healthy learning spaces for all students.

**Objective #3:** Provide opportunities for parents & guardians to learn about ways they can build their child’s physical, behavioral and social emotional skills and well-being in the home.

**Priority Activities for 2023 and 2024:** Resources for foster/homeless students, internet safety and parent workshops on mental health

Major activities	Committee Member(s) & Staff	Resources	Timeline	Anticipated Challenges	Indicators of Success
<b>Foster &amp; Housing Insecure Students:</b> Develop an engaging program for their individualized needs outside of school; identify various enrichment activities or resources that will support greater academic gains and social emotional growth; try to make	<ul style="list-style-type: none"> <li>Heidi Graver, Kaitlin Malcolm, Becky Burton</li> </ul>		Complete by EOY for 23-24	Identifying preferred activities for students	<ul style="list-style-type: none"> <li>Student enrollment in ELP</li> <li>Student participation in available supports &amp; programming</li> </ul>

sure all foster/housing insecure students are enrolled in ELP if they are not					
<b>Internet safety:</b> Support schools with overseeing the development of digital citizenship for their students, including with personal devices such as phones	Becky Burton, Dorinda Miller	Common Sense Media; resources from Dorinda	EOY 23-24	Time in school day schedule to provide lessons; training for teachers	Student participation in lessons; parent participation in resources made available
<i>Cont'd from 2021 - Parent Workshops</i> at the district or schools to discuss mental health needs like anxiety, sensory needs, etc. for parents & other members to gather and learn; provide helpful resources to send out to parents who may not be able to attend workshops.	Heidi Graver, Kaitlin Malcolm	Social worker resources; county resources	EOY 23-24	Gaining parent participation at meetings and workshops	Parent attendance to workshops; parent feedback from workshops

[CLICK HERE FOR PROGRESS MONITORING NOTES](#)

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**Other Related Activities not directly supervised by Student Health & Wellness Committee Plan during SY2122**

<i>Other activities</i>	<i>Staff</i>	<i>Resources</i>	<i>Timeline</i>	<i>Indicators of Success</i>	
<b>CONT'D FROM 2021 - SPECIAL EDUCATION:</b> Provide proactive and supportive behavior support through the	Committee Member: <ul style="list-style-type: none"> <li>ED of</li> </ul>	<ul style="list-style-type: none"> <li>Community Expectations Guidelines</li> <li>MTSS</li> </ul>	Began in summer SY2122	<ul style="list-style-type: none"> <li>Behavior referrals in Infinite Campus</li> <li>Student SEL Survey</li> </ul>	

<p>Community Expectations Guidelines, rollout of MTSS, and BCBA services and supports. Provide behavior training for staff and Crisis Prevention Institute (CPI) training for a team of staff at each school site.</p> <p>Create community with SPED at school sites.</p>	<p>Special Education and Stu/Ser</p> <ul style="list-style-type: none"> <li>• Principals</li> <li>• MTSS/JE DI team members</li> <li>• Program Specialist</li> <li>• Student Services Coordinator or</li> <li>• BCBA</li> </ul>	<p>Playbook</p> <ul style="list-style-type: none"> <li>• BCBA</li> <li>• CPI training</li> <li>• Infinite Campus Behavior Guide</li> <li>• IEP Behavior Intervention Plans</li> </ul>		<ul style="list-style-type: none"> <li>• CPI training feedback</li> <li>• Staff behavior training feedback</li> </ul>	
<p><i>CONT'D from 2021 - LGBTQIA+:</i> Engage with TransFamily Support Services to implement updated, inclusive board policies for our students on the LGBTQIA+ spectrum; increase LGBTQIA+ activities and visibility on school campuses with activities like GSA clubs or inclusive posters.</p>	<p>Committee Member:</p> <ul style="list-style-type: none"> <li>• ED of Special Education and Stu/Ser</li> <li>• Student Services Coordinator or</li> <li>• Social Workers</li> <li>• Principals</li> </ul>	<ul style="list-style-type: none"> <li>• Trans Family Services</li> </ul>	<p>Aim to begin in October 2021</p>	<ul style="list-style-type: none"> <li>• Review of the updated policies</li> <li>• Identifying how many new clubs or activities that are LGBTQIA+ focused are in place</li> <li>• Student SEL Surveys</li> <li>• Parent and student feedback</li> </ul>	
<p><i>CONT'D from 2021 -</i> Provide opportunities for staff, students to learn about key mental health issues; provide training on the benefits of mindfulness for staff and for students; pilot classroom</p>	<ul style="list-style-type: none"> <li>• Student Services Coordinator or</li> <li>• School Social Worker</li> </ul>	<ul style="list-style-type: none"> <li>• Mindfulness teacher through outside agency or company</li> </ul>	<p>Trauma informed care PD's have been provide</p>	<ul style="list-style-type: none"> <li>• Staff survey on trainings</li> <li>• Observation of classroom(s) piloting meditation</li> <li>• Staff SEL Survey</li> <li>• Parent feedback</li> </ul>	

<p>teachers integrating meditation into the classroom.</p>	<ul style="list-style-type: none"> <li>• School psychologist</li> <li>• Parent &amp; Family Engagement Specialist</li> <li>• PVC / Parent Lead</li> <li>• Teacher(s)</li> </ul>		<p>d starting in summer SY2021</p> <p>Meditation &amp; mindfulness aim to begin in November 2021</p>		
<p><i>Cont'd from 2021</i> - Conduct regular training and provide helpful resources for teachers around Social Emotional Learning, and continue to build a common understanding of what great SEL instruction is.</p>	<ul style="list-style-type: none"> <li>• Student Services Coordinator</li> <li>• School Social worker</li> </ul>	<ul style="list-style-type: none"> <li>• Second Step</li> <li>• Leader in Me</li> <li>• Panorama SEL Surveys</li> <li>• LGSD SEL Guidelines</li> <li>• LGSD Supplemental SEL Resources</li> <li>• Panorama SEL Playbook</li> <li>• Sanford Harmony Game Room app)</li> </ul>	<p>Implementation began in fall 2020</p> <p>Staff SEL survey to begin in October 2021</p>	<ul style="list-style-type: none"> <li>• Increasing Student SEL Survey data</li> <li>• Student attendance data increasing</li> <li>• Student behavior data moving in positive direction</li> <li>• Staff interviews indicating buy-in for SEL practices</li> <li>• Student interviews indicating understanding and excitement for SEL time</li> <li>• Observations demonstrating SEL in classroom activities</li> </ul>	

**RECOMMEND FOR NEXT YEAR ('24)**

<p><b>Parent/Guardians:</b> Complete a "<a href="#">Parent Resource Guide</a>" to supporting student health &amp; wellness in the home</p>					
<p><i>Continued from last year:</i> Creating a robust social media presence to share health &amp; wellness topics &amp; ideas such as healthy cooking, fun &amp; easy exercises, recipes, meditation, etc.</p>	<p>Committee Member:</p> <ul style="list-style-type: none"> <li>• Director of Nutritional Services</li> <li>• Parent and Family Engagement Specialist</li> <li>• District Nurse</li> </ul>				<ul style="list-style-type: none"> <li>• Observation and review of social media</li> <li>• Parent feedback</li> </ul>

***\*COVID-19 Health & Safety is being addressed directly by District Nurse, Cabinet and Board through COVID-19 Health & Safety Plans and Regulations.***