

Trustee Questions for October 6, 2022, Regular Board Meeting

IX.B Social Emotional Learning and Mental Health Update

1. *Slide 5: Are there specific grade levels that have lower attendance rates?*
Our lowest attendance rates Districtwide are in grades K-1
2. *Slide 9 & 10: Which stakeholders are being referred to in the Community Statement? Who does "We" refer to?*
Community refers to the collective school community. "We" refers to those who are models for the students.
3. *Slide 11: Are classroom teachers present during CHAC SEL instruction in TK-5? Are there lesson extensions for teachers/staff to continue throughout the week?*
Yes, teachers are required to be present during the SEL instruction. Extension activities are offered, but because we are in the initial installation of instruction, we are not mandating teachers to provide extension in the classroom.
4. *Sown to Grow Check-ins: With what frequency will students take these surveys? Do all students receive a response from their teachers? Do parents receive information about their child's response?*
The Sown to Grow program recommends a weekly check-in cadence for the Emotional Check-In. Feedback from teachers and site administrators about this cadence will be solicited throughout the school year.
The Sown to Grow SEL Survey can be administered up to 3 times per year, should a school participate in this part of the program.
During the spring trial period, we saw an average response rate (teacher-to-student) of approximately 86%. Some teachers had a teacher to student response rate as high as 96%.
Sown to Grow suggests that general student data such as average emotional levels or emotional levels over time can be shared at district reporting periods such as parent conferences for report cards. Should a concerning student response trigger a risk assessment, then parents are informed.
5. *Slide 23: What are examples of the specific concerns that might trigger a request for a Skillstream classroom push-in lesson?*
Skillstreaming lessons are designed in the areas of general classroom skills (learning to learn behaviors such as being prepared for class), alternatives to aggression, friendship or social skills development, or dealing with high stress. Classrooms that might be experiencing high rates of bullying, social conflicts, or other interpersonal student challenges that are disrupting classroom functioning can request this support.

6. *Slide 24: Who is on the COST team?*

COST make-up varies by school. Possible members can include: site administrator, service coordinators or providers (CHAC/Pacific Clinics), school counselor, school nurse, school psychologist, social workers, SST/504 team representatives, after-school providers, or other student/family support providers.

7. *Which SEL curriculum is being used by each of our schools?*

The state has not yet adopted a formalized SEL curriculum. We have moved forward with CA Department of Education guidance on SEL Competencies and preliminary professional development for educators.

8. *The presentation mentions students can access CHAC services on referral, can families or children self-request services, however the process works, once they meet with CHAC, what type of services, and t what regularity, does CHAC provide before CHAC refers out to family private counseling.*

Currently, parent or family concerns for a child can be reported to school staff, which could trigger a referral to CHAC or other student-focused response by the school.

Once a student is identified as a school-based counseling CHAC client, services include individual counseling or dyad counseling. Monitoring of the student's progress is a function of the intern and clinical supervisor review of treatment goals.

Generally, the counseling cycle is about 10-12 weeks before a recommendation is made for continued services, service exit, or referral to other services is warranted. Should the student's needs be higher than what CHAC can provide, referral to the appropriate community resource can be provided by CHAC or School Community Engagement Facilitator.

9. *If a child needs repeated counseling or therapy sessions to address emotional regulation, trauma, large events like large family changes, what is available for students to get while on campus? Can you describe more on what on-site mental services children have available?*

Depending on the school site and student needs, students can receive on-site school counseling services provided by CHAC or Pacific Clinics. Clinicians can consult with school staff on supporting a student's mental health needs at school.

At Castro, Crittenden, Graham, Monta Loma, and Theuerkauf, based on a partnership with Santa Clara County Behavioral Health; Pacific Clinics provides Prevention and Early Intervention (PEI) services that can include classroom instruction (Skillstreaming), 1:1 individual counseling, family support, or behavioral support in the community. Pacific Clinics also provides School Linked Services where more intensive needs can be supported through individual and/or family therapy.

At Castro, based on a partnership with the Santa Clara County Office of Education, students have access to the Wellness Center, where the Wellness Center Specialist, who is a Clinical Social Worker, can provide school-based counseling or therapy depending on the need.

Keeping in mind that school-based counseling services are not designed to provide long-term clinical therapeutic relief for intensive clinically significant needs, families are supported in accessing behavioral health care through their health insurance or other therapeutic services available in the community by our School Community Engagement Facilitators, CHAC, or Pacific Clinics. As well, we are mindful of our child-find responsibilities through the Individuals with Disabilities Education Act should a student demonstrate needs that would warrant an evaluation for Special Education eligibility he/she would be referred to a Student Success Team (SST) meeting.

10. What was the process through which Sown to Grow was chosen as a district SEL program?

During the 2021-2022 school year, input from the SEL Committee and consultations with site administrators, cross-departmental consultations regarding the demands of ongoing and future initiatives, and taking into considerations the Health and Wellness Survey and LCAP school climate results and priorities; several tools were considered.

Considerations were examined in ease of use within our existing technology infrastructure, data produced by the tool, SEL extension and expansion capabilities, alignment with CASEL competencies, “plug/play” tools for teachers, and accessibility to home-extended activities. Some of the platforms that were considered in addition to Sown to Grow include Panorama; Centervention; Social Academic and Emotional Behavior Risk Screener (SAEBRS);

11. What integration will SEL programs and curriculum have with school discipline and, separately, what integration will SEL programs and curriculum have in employee social emotional wellness efforts?

The work we have started with Professional Development on Safe and Supportive Learning Environments, which is the learning environment development part of SEL implementation, works to build educator and administrator capacity for developing practices that provide a robust learning environment where SEL can thrive classwide and campus wide. The data we collect from our SEL measurement allows teachers and administrators to monitor the “ups and downs” of their students and provide ongoing environmental support.

The connection to school discipline lies in the balance of building predictable environments where communication of behavioral expectations exist and educator response to student behavioral errors in the moment are cultivated. The

disciplinary response to repeated behavioral errors and behaviors that require mandatory disciplinary actions remain the discretion of the site administrator.

As always, employee social-emotional wellness is a function of our employee benefits. Vicarious benefits of exposure to the SEL Competencies and SEL Practices include an increase in knowledge of social-emotional functioning skills and becoming wellness models for our students.