Denver Public Schools E-3 Student and Staff Well-Being Monitoring Report

June 2022

Board policy is indicated in **bold** typeface throughout.

I hereby present my monitoring report on your Ends policy E-3, "Student & Staff Well-Being" according to the schedule set out. I certify that the information contained in this report is true, and represents compliance with all aspects of the policy unless specifically stated otherwise.

Signed_____, Superintendent   Date_____07/01/2022_____

Policy Statement

Student and staff social-emotional and mental health is of critical importance to DPS, especially as a result of the past 18 months. Students and staff will be well-rounded, mentally and physically healthy individuals with the capacity to professionally advocate for themselves and others in need of support. Students will be confident in their identity and in their place in this world as leaders and change agents.

Definitions

- **Social and Emotional Learning (SEL)** - We define social and emotional learning (SEL) as an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.
- **SEAL** - Social, Emotional, and Academic Learning is the integration of social and emotional development with academic learning in K-12 education.
- **TSEAL** - Transformative social emotional academic learning - SEAL as a lever for equity supporting the development of Identity belonging, curiosity, collaborative problem solving
- **Mental Health** - Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices.1 Mental health is important at every stage of life, from childhood and adolescence through adulthood.
- **Well-rounded** - A fully and broadly developed background in all disciplines of education.
- **Mentally Healthy** - Mental health is the state of being free from mental illness or injury.
- **Physically Healthy** - Physical health is **the state of being free from illness or injury.** It can cover a wide range of areas including healthy diet, healthy weight, dental health, personal hygiene and sleep. Physical health is vital for overall well-being.
- **Advocate for themselves** - Being able to: tell others about their thoughts and feelings, ask for what they need and want and speak up for their rights.

- **Identity** - Identity development is the complex process by which people come to develop a sense and understanding of themselves within the context of cultural demands and social norms.
- **Change Agent** - A group or individual whose purpose is to bring about a change in existing practices of an organization that have become entrenched routines.
- **BASC-3 BESS** - Behavioral and Emotional Screening System - The BASC-3 Behavioral and Emotional Screening System (BASC-3 BESS) offers a reliable, quick, and systematic way to determine behavioral and emotional strengths and weaknesses of children and adolescents in preschool through high school.
- **Nurturing Environment** - Creating nurturing environments for our children means meeting their physical survival needs of food, clothing, shelter and protection. Creating environments in which children can thrive means consciously creating warm, loving, sensory rich environments where their physical, emotional and spiritual needs are recognized, honored, and met by their family and their community.
- **Healthy and safe climate** - Welcoming, supportive, and culturally and linguistically reflective environments that foster healing, learning and growth.

Reasonable Interpretation - TP.3

Research has shown that students learn best in a safe and nurturing environment. The effects of a global pandemic on student learning and its impact on student mental health and social growth will be studied for the foreseeable future. In addition, Teachers and Special Service Providers are disproportionately impacted by this pandemic because of their commitment to this noble profession. As such, establishing a healthy and safe climate for our students and staff members is imperative. I commit to doing so by establishing an identified SEL curriculum for all students and prioritizing trauma-informed teachers and leaders, and a restorative culture that gives students voice and agency to practice their SEL skills. We will establish and promote nurturing environments at school, home and in the community as a form of wraparound supports. In addition, I will periodically engage DPS staff and community to assess the social-emotional and mental health strain that our students and staff members experience so that we can quickly address and mitigate these issues.

Standard - RI Must-Haves

- The standard of measurement for one or more parts of the policy
- The level of achievement on the standard for one or more parts of the policy
- The rationale for the standard of measurement for one or more parts of the policy
- The rationale for the level of achievement on the standard for one or more parts of the policy

Outcome

Given the limited amount of time for the Superintendent to establish and implement a Strategic Plan, some of the targets and baselines will be evident in the 21/22 school year but some measures of compliance will not be evident until the 22/23 school year.

Compliance with this End Statement will be achieved for 21/22 when:
1. 85% of schools name an explicit SEL curriculum.
2. We establish a baseline and observe improvement on the BESS student and teacher screeners from fall to spring. This assessment will be administered by the schools three times a year.
3. The % of staff members who report well-being at a 7 or higher on a scale from 0-10 is increased from fall to spring.

4. Each community hub has a menu of services designed with students to support their well being, and students report that the services are meeting their needs

Compliance with this End Statement for the 22/23 SY and beyond will require additional measures including:

5. We see an improvement on student SEL measures to be defined.

Measure	Family of Schools or District Run	Target	Baseline	Timing	Justification
1.3.1a Number of schools with identified SEL curriculum	District Run	85%	33%	August	A first step in addressing SEL through curriculum is to distribute the curriculum and train staff in the adoption so that the work is sustainable. This was named in the SSP.
1.3.2 establish baseline % of BESS student and teacher screeners that improve from fall to spring	Family of Schools	N/A	setting baseline in 22	June	The BESS is a leading instrument for assessing Social-emotional challenges and has been used to establish the baseline of our teachers and students. Thus, using the same instrument to measure improvement over time makes sense.
TP1.3.3a Your Voice/Tu Voz average on a scale of 0 to 10 overall 1.3.3b BIPOC 1.3.3c self-identified LGBTQ+ 1.3.3d teachers 1.3.3e school leaders	District Run	1.3.3a 6.4 1.3.3b 5.6 1.3.3c 6.2 1.3.3d 6.0 1.3.3e 5.5	Jan 2022 1.3.3a 6.2 1.3.3b 5.4 1.3.3c 6.0 1.3.3d 5.8 1.3.3e 5.3	June	The Average % positive on SEL index is a measure of those individuals who are doing well.
1.3.4 Student voice has been incorporated into the design of the menu of services at each hub location	Family of Schools	Relevant student survey results & focus group notes	No baseline	September	Students know best what will support their well being
1.3.5a Average % positive on SEL index** overall 1.3.5b Black 1.3.5c Latinx 1.3.5d MLL 1.3.5e SwD	District Run		82%		Based on district-wide targets established in August 22

1.3.6 Students who received services report that they met their needs	Family of Schools		No baseline	May 2023	Allows us to check the effectiveness of our implementation to ensure we are meeting student needs

Aggregation Methodology

I will be successful if I meet 75% of the measures above.

Evidence of Outcomes Achieved

Goal: Discover and dismantle persistent and enduring systems of oppression within our school system, and rebuild more equitable student, family and team member experiences.

Measure	Group	Target	Baseline	Data
1.3.2 Establish baseline % of BESS student and teacher screeners that shift **from Elevated in fall to Normal in spring**	Overall	n/a	setting baseline in 22	45.0%
	Black Students	n/a		42.9%
	Latinx/Hispanic Students	n/a		46.2%
	Students with Disabilities	n/a		50.0%
	In-program MLL students	n/a		46.1%
1.3.3) Your Voice/Tu Voz average on a scale of 0 to 10			Jan 2022	May 2022
	1.3.3a) All Staff	6.4	6.2	6.2
	1.3.3b) BIPOC Staff	5.6	5.4	6.7
	1.3.3c) Self-identified LGBTQ+ Staff	6.2	6.0	6.2
	1.3.3d) Teachers	6.0	5.8	6.0
	1.3.3e) School Leaders	5.5	5.3	6.3

Summary

This year was one where we observed elevated numbers of students needing additional mental, physical, and emotional support as they returned back into the classroom and school buildings. This is why we asked all of our schools to participate in at least 20 minutes of SEL learning a day, incorporated into their master schedule. The baseline data collected in the BESS survey has provided us with insight into bright spots at individual schools, and a better understanding of curriculum and/or strategies in which to build a more robust response to student needs.
This baseline data has also allowed us to work with the school to support efforts and initiatives to build culture within schools, as well as understand clearly which student groups need additional supports based on efforts.

My Senior Leadership Team has established the baseline % of BESS student and teacher screeners that shift from the category of "Elevated" in fall 2021 to the category "Normal" Spring 2022. This baseline data indicates

that overall, we can expect that 45% of our students will move from the category Elevated in the Fall to Normal in the Spring. In addition, the team has established a positive trend for the the % of staff members who report well-being at a 7 or higher on a scale from 0-10 as increased from fall to spring based on the results of the "Your Voice" survey. We anticipate that the recent reorganization has had an impact on the results of the survey resulting in the average for "All Staff" remaining the same from Fall to Spring.

Overall, all measures for this monthly monitoring report have been met.

Additional Resources

None.

Explanatory notes for preparing a monitoring report

Non-compliance: If a CEO is indicating Non-compliance, a date by when compliance can be expected should be included.