



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

September 2023

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 *Alex Nanno*, Superintendent

Date 9/29/2023

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.
- **Social, Emotional and Academic Learning (SEAL)** - The integration of social and emotional development with academic learning in K-12 education.
- **Transformative Social Emotional Academic Learning (TSEAL)** - - 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.

TP3 Reasonable Interpretation

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 22/23 when:

1. 75% of schools name an explicit SEL curriculum. This makes sense as a measure and target since DPS has had a culture of “schools as the unit of change”. Because of this, schools will have to make a shift to a better balance of autonomy and centralized responsibilities. Until this balance is achieved, we believe that a target of 75% is reasonable and aggressive.
2. We maintain or increase the % of BESS student and teacher screeners that shift from Elevated in fall to Normal in spring. We will also increase BESS screening participation in schools. This assessment will be administered by the schools three times a year.
3. The average well-being of staff members (overall) will be at a 6.6 or higher on a scale from 0-10 and will increase 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
5. We see an improvement on student SEL measures to be defined. Participation rates must improve across all schools to get a better sense of where students are with respect to their social emotional learning.
6. We continue our schools and teams’ focus on attendance through an initiative to communicate the importance of and drive increased attendance. [National trends](#) indicate that general attendance is worse

across schools as a result of the pandemic and chronic absenteeism is also on the rise. We intend to increase district managed schools' attendance by 2% from a 2021-22 baseline of ES: 89%, MS: 87%, K-8: 88% & HS: 83.0%.

Measure	FOS/DR	Target	Baseline	Timing	Justification
1.3.1a Number of schools with identified SEL curriculum	DR	75%	33%	Aug	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.
1.3.2a) Maintain or increase % of BESS student and teacher screeners that shift from Elevated in fall to Normal in spring 1.3.2a) Overall 1.3.2b) Black 1.3.2c) Latinx 1.3.2d) Students with Disabilities 1.3.2e) In-program MLL students	FOS	<i>Same or higher</i>	1.3.2a) 45% 1.3.2b) 42.9% 1.3.2c) 46.2% 1.3.2d) 50% 1.3.2e) 46.1%	June	The BESS is a leading instrument for identifying mental health 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.
1.3.2f) % of schools that screen all students with BESS in spring 2023	FOS	85%	68% (Fall 2022)	June	The BESS is a leading instrument for identifying mental health challenges and has been used to establish the baseline of our teachers and students. In order to effectively support students, we must assess their needs with a common tool.
TP1.3.3a Your Voice/Tu Voz average on a scale of 0 to 10 overall 1.3.3b BIPOC staff 1.3.3c self-identified LGBTQ+ staff 1.3.3d teachers 1.3.3e school leaders	DR	1.3.3a) 6.6 1.3.3b) 7.1 1.3.3c) 6.6 1.3.3d) 6.4 1.3.3e) 6.8	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	We saw increases of .675 points in well being from fall to spring last year across most groups from last winter to spring after the first year back to in person learning. We think it is reasonable to expect increased wellbeing, but not as high much change this year.
1.3.4 Student and family voice has been incorporated into the design of the menu of	FOS	Relevant student survey results & relevant	No baseline	Sept	Students and families know best what will support their well being.

services at each hub location		focus group notes			
1.3.5a Maintain or increase % positive on SEL Index for all groups 1.3.5b Black 1.3.5c Latinx 1.3.5d MLL 1.3.5e Students with Disabilities (504 Plans & IEPs)	DR	1.3.5a: 84% 1.3.5b: 83% 1.3.5c: 82% 1.3.5d: 83% 1.3.5e: 81%	from May 2022 district run schools 1.3.5a: 84% 1.3.5b: 83% 1.3.5c: 82% 1.3.5d: 83% 1.3.5e: 81%	June	The rollout and adoption of new curricula across the district accounts for the % participation as a definer of baseline
1.3.5f Students who received services report that they met their needs	FOS	Establish a system for centrally monitoring students who receive social emotional support from school based service providers.	No baseline	May 2023	This is reasonable because this allows us to establish the necessary systems to effectively evaluate our implementation of student support programming.
1.3.6 Improve student attendance by grade level 1.3.6a) Elementary 1.3.6b) Middle 1.3.6c) K-8 1.3.6d) High	DR	1.3.6a) 91% 1.3.6b) 89% 1.3.6c) 90% 1.3.6d) 85%	2021-22 Baseline 1.3.6a) 89% 1.3.6b) 87% 1.3.6c) 88% 1.3.6d) 83%	June	Attendance is a critical measure for ensuring our students are experiencing a safe and welcoming school environment.

Aggregation Methodology

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

Evidence of Outcomes Achieved

Goal:

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

September Measures

Green indicates achieving or exceeding targets, Yellow indicates improvement/increases but missed targets, White indicates missed targets or significant decreases.

Measure	Group	Target	Baseline	Data
1.3.4 Student and family voice	Family of	Relevant student	No	Family voice has been incorporated into service design

has been incorporated into the design of the menu of services at each hub location	Schools (all schools)	survey results & relevant focus group notes	baseline	
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Summary

The district has engaged families in the design and redesign of our community hubs and engages students in the design of programming at The Village. Community Hubs are designed to provide services specifically for DPS families. The District provides wraparound supports to students within schools and specifically at The Village at Contemporary Learning Academy. Details on how Community Hubs and The Village leverage student and family voice is below.

Community Hubs

Incorporating student and family voices into the design of the menu of services at each Community Hub location is a commendable approach. Involving the primary beneficiaries of these services, it ensures that the offerings align with their needs and preferences and creates equity to access services.

The Community Hubs model was driven by community feedback.

- In 2013, Family and Community Engagement conducted a citywide parent survey, and 17,400 respondents indicated a need for:
 - job training,
 - English as a Second Language services, and
 - financial planning services.

In response, DPS created FACE Centers to provide free wraparound services that allow community members to obtain critical life skills to increase their economic self-sufficiency and the academic achievement of their children.

- Community Hubs collected data through various advisory panels with community organizations, school leaders, and families, showing that the needs we intended to address through the FACE center model remained relevant.

When planning to launch Community Hubs, incorporating student and family voices into the design of the menu of services at Community Hub locations created more inclusive, responsive, and impactful services that cater to the specific needs of each community.

- We conducted a survey for [Community Hubs for School Leaders](#) to learn what services their schools already provide students and which additional services would be most helpful at hub locations based on their experiences in supporting families.
- During each Community Hub open house, families completed a family survey to inform us of their needs and interests. Each Community Hub developed a menu of services in each region based on the information gathered from families.
- Community Hub's participation voice continues to be an integral piece of the services offered in each region by completing a [Progress Assessment Form](#). It captures family growth and allows them to provide feedback regarding offerings and services that enhance their goals in supporting student achievement.
 - These are completed every semester (twice a year) by all participants at Community Hubs.
 - Additionally, Community Hub participants complete a [Satisfaction Survey](#) (example of one survey- each hub has its own survey and own responses), which includes a section to provide feedback on the menu of services offered at each Community Hub. [Satisfaction Survey Responses](#)
 - Each Community Hub conducts a mid-year assessment at the end of each semester to review data, progress, and family feedback. Services and programs are revised and added based on budget and community partnership opportunities.

- For example: We have added additional workforce coordinators to respond to families' feedback and desires for more support looking for employment. We now have 4 that will assist families through all of our hubs.
- Another method for family feedback about services at Community Hubs is through our [interest list](#). This interest list tracked participants' interest in classes and offerings of each Community Hub; when an interest is expressed in a class we do not offer, we capture that interest.
 - We have taken families feedback by increasing our English as a Second Language offerings across all the Community Hubs for the 23-24 program year.
- Lastly, through trusted relationships, we solicit feedback about offerings and services on an ongoing basis through conversations and interactions with participants.

The Village at Contemporary Learning Academy

Modeled after the successful adult FACE Center framework, The Village at CLA is a youth focused resource center that was designed to complement the adult centers by uniquely meeting the needs of young people in DPS.

Throughout the initial years of SW and FNE FACE Center operation, there were a growing number of youth referrals that did not fit with the adult model in place at those resource hubs, spurring the FACE department to explore creating a hub of supports more specifically tailored to youth. This, paired with the advocacy and expressed need of the central pathways high school network, created the foundation for The Village.

Feedback from pathway high school leadership teams was a driving force in **who** The Village would serve and the resources necessary to do so.

- With a major concern of school leadership being what would happen to high need students after they left high school or graduated, given that school resources need to be largely focused on currently enrolled students, The Village became an essential connection for post-secondary wraparound and basic needs provision
- Each pathway school that The Village serves is unique, which means that not all services are accessed equally by partner schools, but rather equitably to fill the identified school gaps

The most regularly collected feedback that The Village uses to inform the direction of available supports is the comprehensive [intake](#) that each participant receives upon initiation of service provision. This questionnaire is completed in person with one of our trained Community Engagement Specialists, and goes beyond the basic contact/demographic information to include personalized needs identification and goal setting. The responses from the intake are collected and analyzed to determine areas of program strength and also areas identified for growth or expansion

The Success Suits You Boutique, an important feature of The Village offerings, is a constantly evolving resource that reflects a dynamic feedback loop with current and former Village participants

- The initial selection of which hygiene and cleaning items needed to be stocked in the boutique was based on the needs expressed by participants as they came to shop available goods
- The Village engages in intentional dialogue with participants to better inform the cultural appropriateness of all products that we stock, ensuring that everyone is able to find a product that validates their experience and meets their unique needs
 - An example of a change that was made in response to the feedback received was expanding our shampoo selection to include products designed specifically for each hair type
- After receiving continued feedback from participants about the true clothing needs they hoped The Village could support, we transitioned our primarily professional clothing boutique to be more comprehensive in offering day-to-day clothing

Student input informs the services and also the practices of The Village and The Village team.

- Utilizing available workforce funding, The Village created a paid youth internship position designed to keep the student perspective at the heart of all we do . The Student Voice Intern became a critically important part of staying in tune with student needs and trends that we, as a fully adult staff, could not have otherwise

In an effort to continually evolve to meet the changing needs of the community we serve, The Village has been successful in securing additional funding to expand capacity in our highest need areas

- As school-provided referrals for mental health and substance abuse began to exceed the capacity that The Village could serve, we responded by seeking out expansion opportunities that could fund additional mental health staff via contracted partnerships
 - For the 23-24 school year, The Village has 5 new mental health and safety positions, funded by grant dollars from the Department of Justice.
 - 2 Full Time Mental Health Clinicians
 - 1 Part Time Mental Health Supervisor
 - 1 Full Time Substance Abuse Counselor
 - 1 Full Time Gang Intervention and Prevention Specialist

Additional Resources

Here is a document that celebrates the major [Community Hub Achievements](#) for this year!

Explanatory notes for preparing a monitoring report

Non-compliance:

N/A