WAUNAKEE COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION DEI BOARD COMMITTEE
Tuesday, May 31, 2022
5:30 PM

Waunakee Community School District
905 Bethel Circle
Waunakee, WI 53597

Members of the public may attend Board of Education meetings in-person, and will be asked to check in with District personnel when you arrive.

Public comments will be limited to 3 minutes. The Board will allow 30 Minutes for public comments.

Public comments may be sent to Rebecca McDonough at district_administrator@waunakee.k12.wi.us up to one hour before the start of the Board meeting. All comments will be reviewed by the Board members. Emailed comments will be reviewed by the board but not read out loud. Emailed comments sent during any part of the board meeting (Board Development, Closed session, Open session) will be forwarded to the board but may or may not be reviewed by the board until after the board adjourns. Comments must include the commentator's name, address, and must identify their connection to the District (if any) and any group they are representing in order to be considered by the Board.

If you would like to address the Board in-person during the public comments section of the meeting, you will be greeted in the lobby of the building, asked to check in with District personnel when you arrive so that you can be recognized and address the Board when your name is called.

A recording of the meeting will be posted on the District webpage within 24 hours of the meeting time.

AGENDA

I. **CALL TO ORDER**
II. **ROLL CALL**
III. **APPROVE AGENDA**
IV. **PUBLIC COMMENTS**
V. **REPORT AND FOLLOW-UP DISCUSSION WITH THE DISTRICT**   **3**
STUDENT SERVICES TEAM
Chris Mand, Director of Student Services, and members of the student services staff, will present information on the work they do to support students in our schools. They will also share some of their data on the needs that they are working to address. Their presentation is attached.

This presentation is a follow-up to the prior DEI meeting where the 7-12 administration shared an update on how they address student concerns, behavior, and reports of misconduct.

VI. **DISCUSS AND CONSIDER NEXT STEPS FOR THE COMMITTEE**
The Committee will discuss what they would like to focus on/accomplish in the next 90
days.
VII. **FUTURE MEETINGS**
VIII. **ADJOURN**

WAUNAKEE
COMMUNITY SCHOOL DISTRICT

Student Services: Supporting our Learners

DEI Committee
May 31, 2022

WCSD School Mental Health Framework

In alignment with the [Wisconsin School Mental Health Framework](#)

- Identifies key elements to implement comprehensive school mental health systems.

- The goal is to reduce barriers to learning by integrating social emotional development and mental health supports into students' daily academic and social life.

- Designed to integrate mental wellness supports into a Multi-Level System of Supports (MLSS) to help ALL students.
  - Foundational practices
  - Universal practices (All)
  - Selected practices (Some)
  - Intensive practices (Few)

Foundational and Universal Practices

- All students benefit from these practices
- Relationship Building & Social Emotional Learning
- Utilizing Trauma Sensitive Practices
- Offering Mental Health and Wellness Education

Selected Supports

- Some students benefit from these practices
- Early identification, screening
- Individual or small group interventions
- Co-planning with students, families, community providers

Intensive Supports

- Few students benefit from these practices
- Established Support Teams
- Safety and Re-entry plans
- Deep collaboration with students, families, and community providers

Wisconsin School Mental Health Framework
Promoting Relationships, Engagement & Learning

Linking with Systems of Care
Appropriate Information Sharing
Continuous Communication Loop
Supported Navigation through Systems of Care
Wraparound Support
Family-Driven & Youth-Guided Planning

FEW
Counseling & Support Teams
Safety & Re-entry Plans
Seamless Referral & Follow-up Processes
Deepened Collaboration with Youth, Families, & Community Providers

SOME
Early Identification, Screening, & Progress Monitoring
Effective Individual & Group Interventions
Wellness Plans
Co-Planning Strategies with Students, Families & Community Providers

ALL
Relationship Building, Resiliency & Rich Social-Emotional Learning
Trauma Sensitive Practices
Mental Health & Wellness Education

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Foundation
Integrating School Mental Health
with Positive Behavioral Interventions & Supports through:

1. Strong Universal Implementation
2. Integrated Leadership Teams
3. Youth-Family-School-Community Collaboration at all Levels
4. Culturally Responsive Evidence Based Practices
5. Data-Based Continuous Improvement
6. Positive School Culture & Climate
7. Staff Mental Health Attitudes, Competencies & Wellness
8. Systemic Professional Development & Implementation
9. Confidentiality & Mental Health Promotion Policies
10. Continuum of Supports

WCSD: A few things to keep in mind...

- Fall 2019: Completed DPI Mental Health Needs Assessment
  - Identified strengths and areas of growth/need
  - District-wide social emotional learning committee formed

- Dane County Youth Assessment and WI Youth Risk Behavior Survey

- SSIS SEL+ MH Data and Information from our Student Services

- Staff Feedback around SEL efforts

- WCSD Strategic Plan
  - Student social emotional learning is identified as a priority area.

Dane County Youth Assessment Data
(February 2021)

In the past 30 days, how often have you felt nervous, anxious or on edge:
- MS: 36% often or always (compared to 27% in 2018)
- HS: 51% often or always (compared to 41% in 2018)

In the past 30 days, how often have you not been able to stop or control worrying:
- MS: 26% often or always (compared to 21% in 2018)
- HS: 38% often or always (compared to 30% in 2018)

In the past 30 days, how often have you felt problems were piling up so high that you can't handle them:
- MS: 28% often or always (compared to 22% in 2018)
- HS: 40% often or always (compared to 28% in 2018)

The most important causes of stress and anxiety in my life:
- MS: 71% too much homework, 56% pressure to perform in school
- HS: 65% too much homework, 65% pressure to perform in school

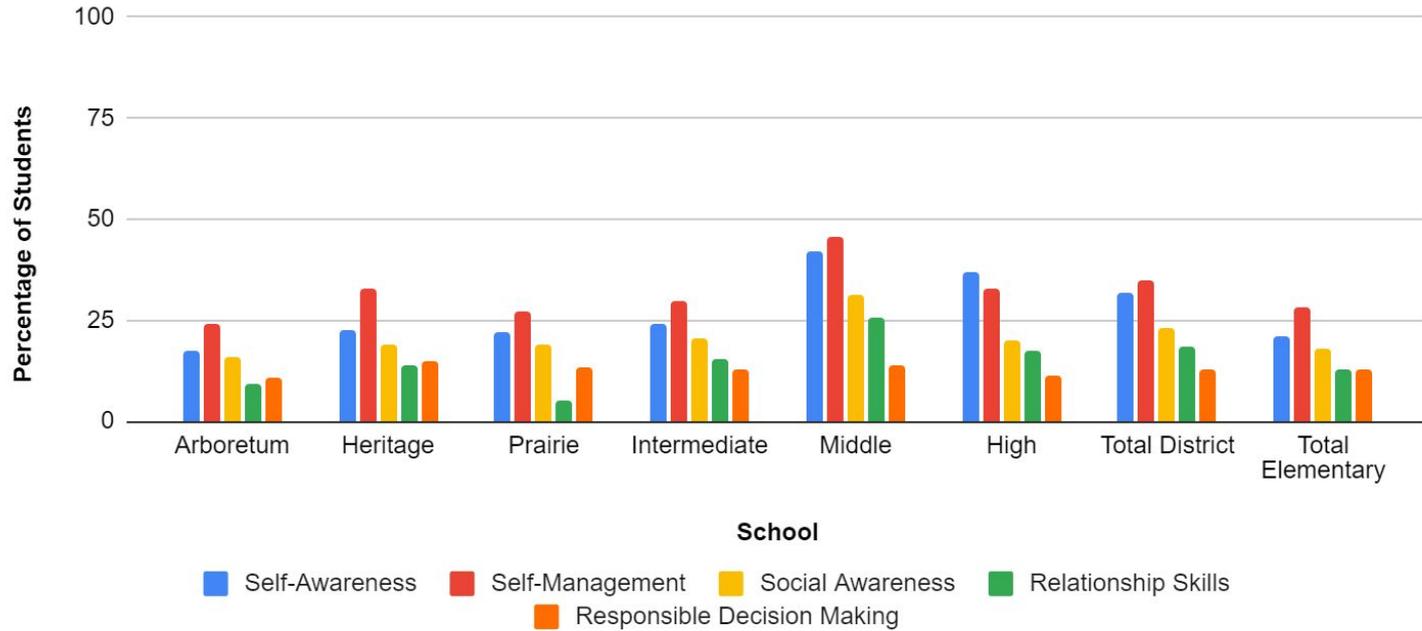# Social Skills Improvement System (SSIS) SEL + MH

Response Rate by School
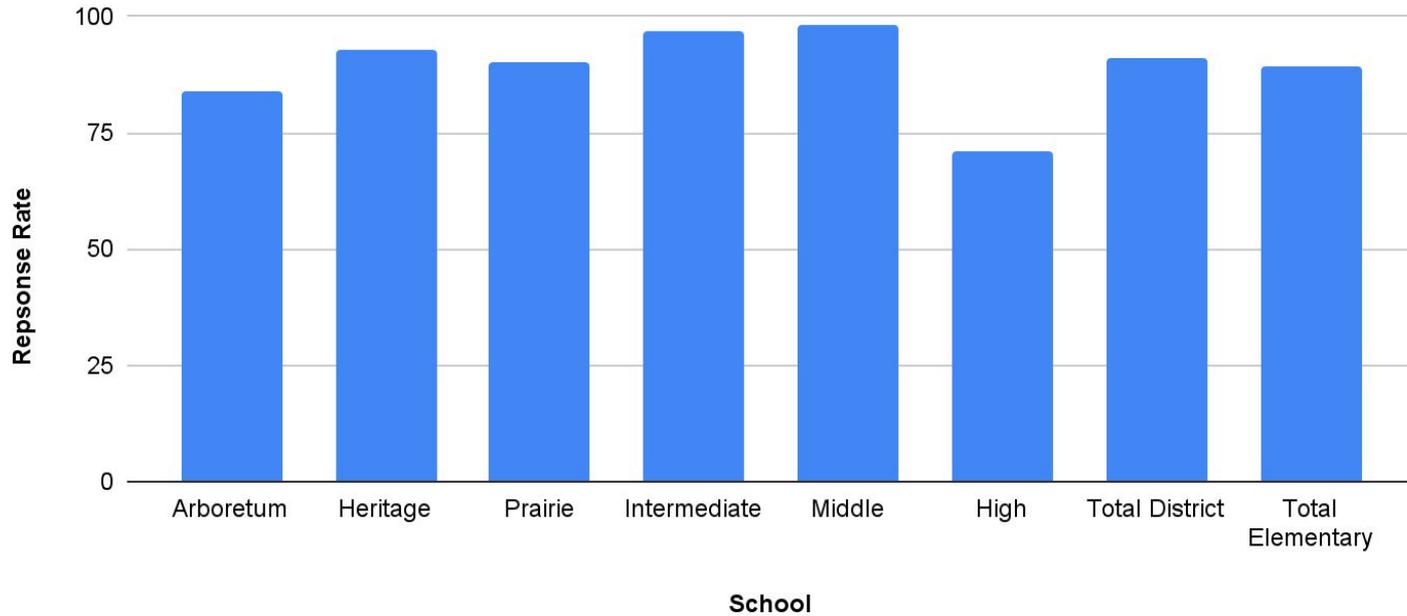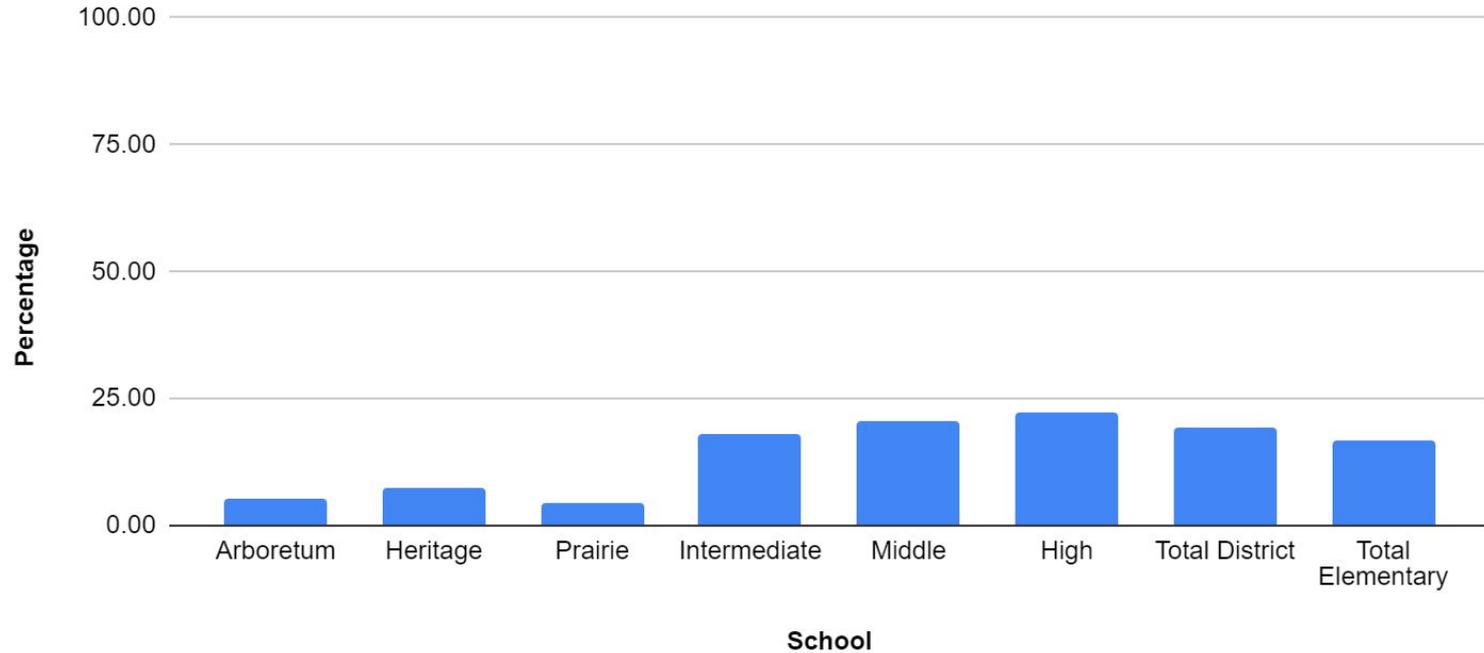
Social Skills Improvement System (SSIS) SEL + MH

Total SEL Performance
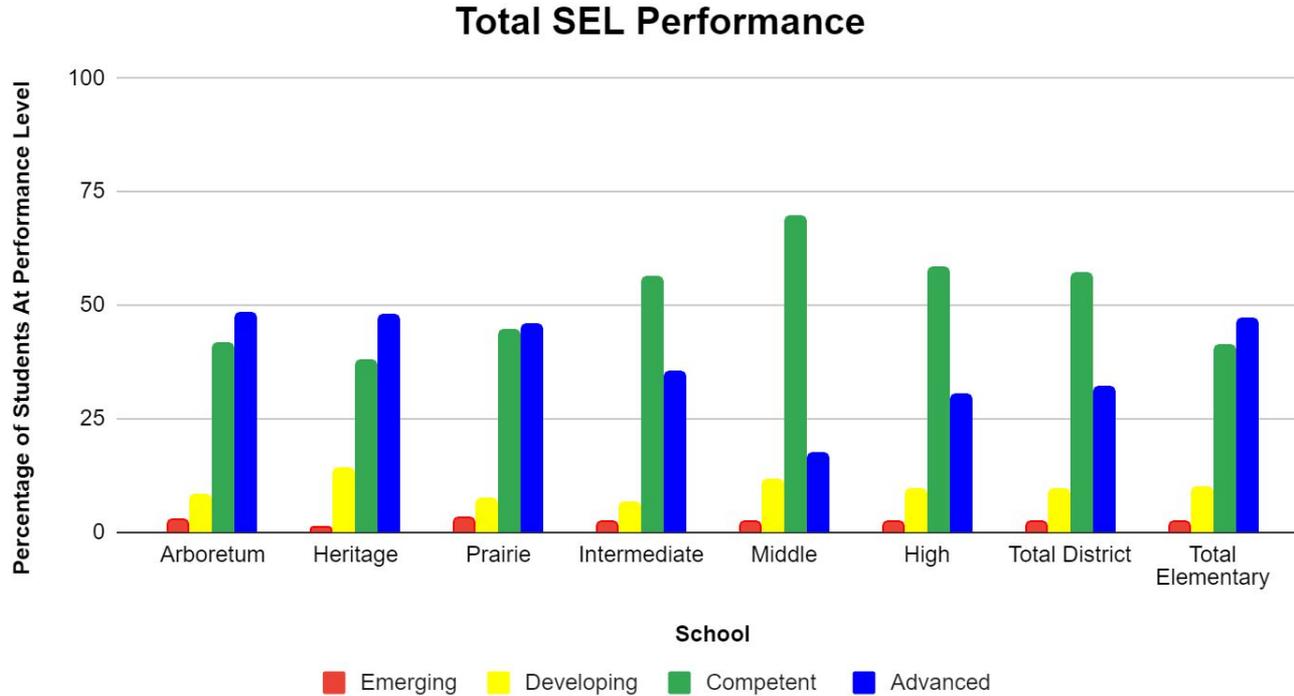
Social Skills Improvement System (SSIS) SEL + MH
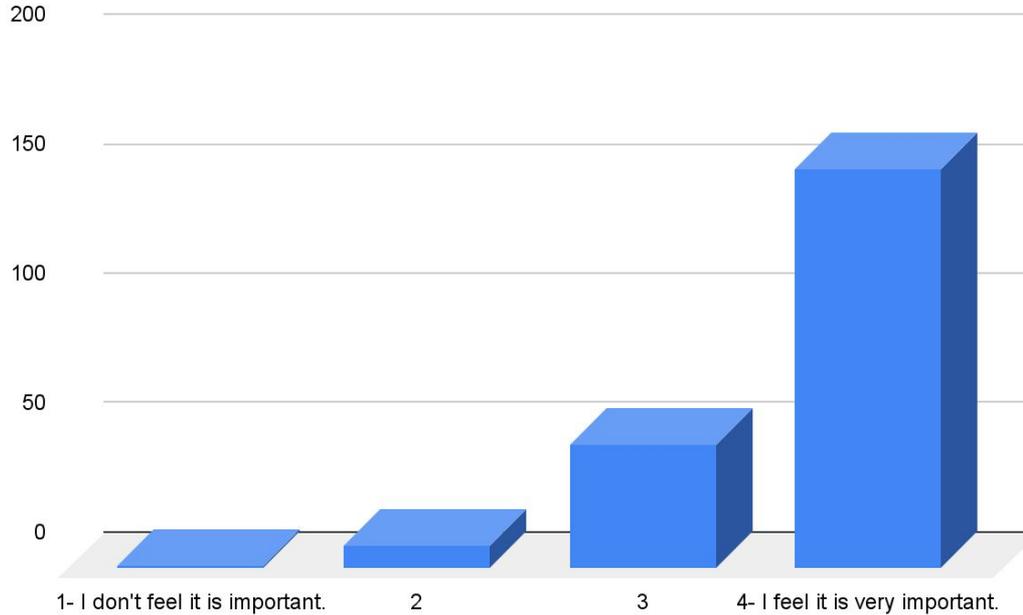

Additional Skill Instruction Suggested

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Social Skills Improvement System (SSIS) SEL + MH

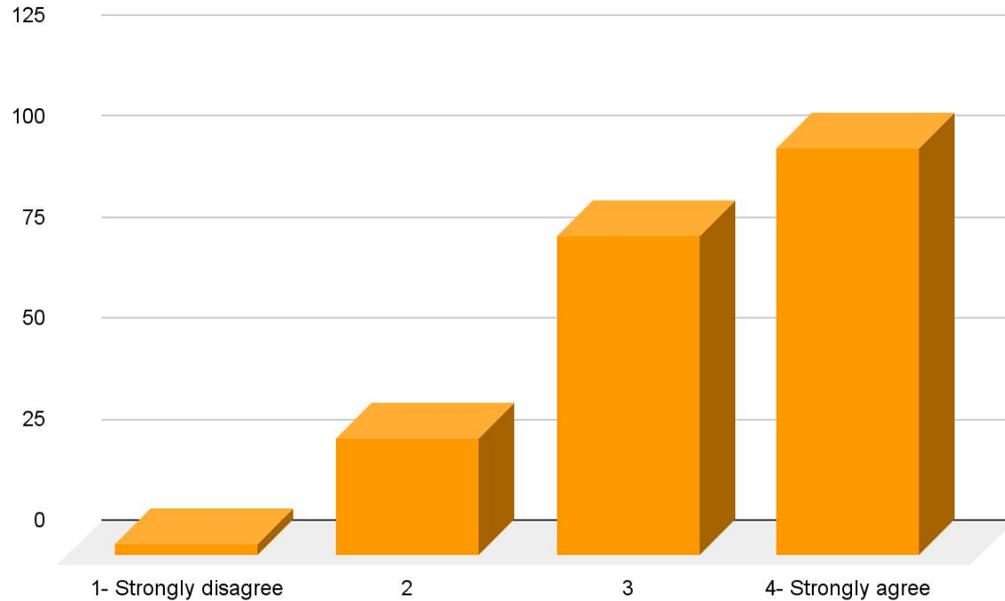## Percentage of Students Requiring Follow Up

WCSD Staff Feedback on SEL (May 2022)

How important do you feel it is to implement social emotional practices into our learning spaces?
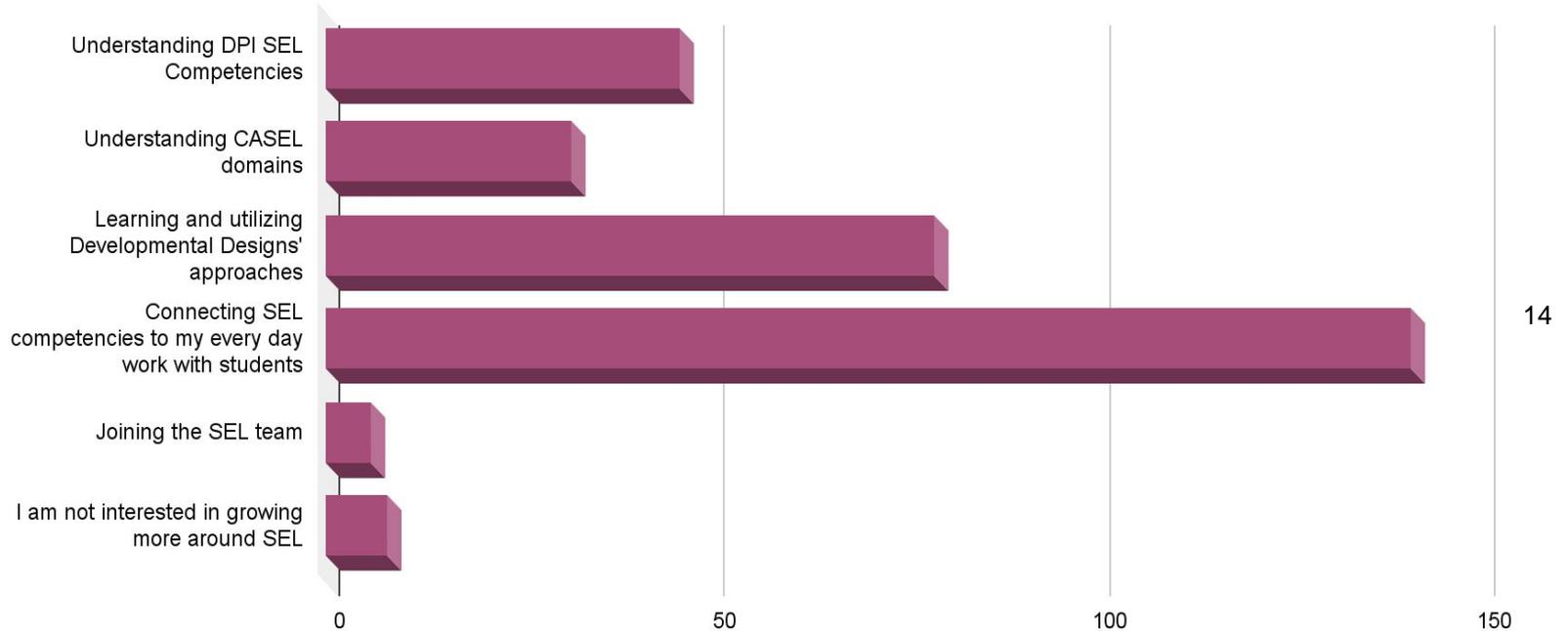

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WCSD Staff Feedback on SEL (May 2022)

**Implementing Social Emotional Learning (SEL) has a positive impact on my students.**

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WCSD Staff Feedback on SEL (May 2022)

One Goal I have around social emotional learning is...

Category	Value
Understanding DPI SEL Competencies	
Understanding CASEL domains	
Learning and utilizing Developmental Designs' approaches	
Connecting SEL competencies to my every day work with students	14
Joining the SEL team	
I am not interested in growing more around SEL	

WCSD Staff Feedback on SEL (May 2022)

When growing in my learning around SEL, I prefer the following:

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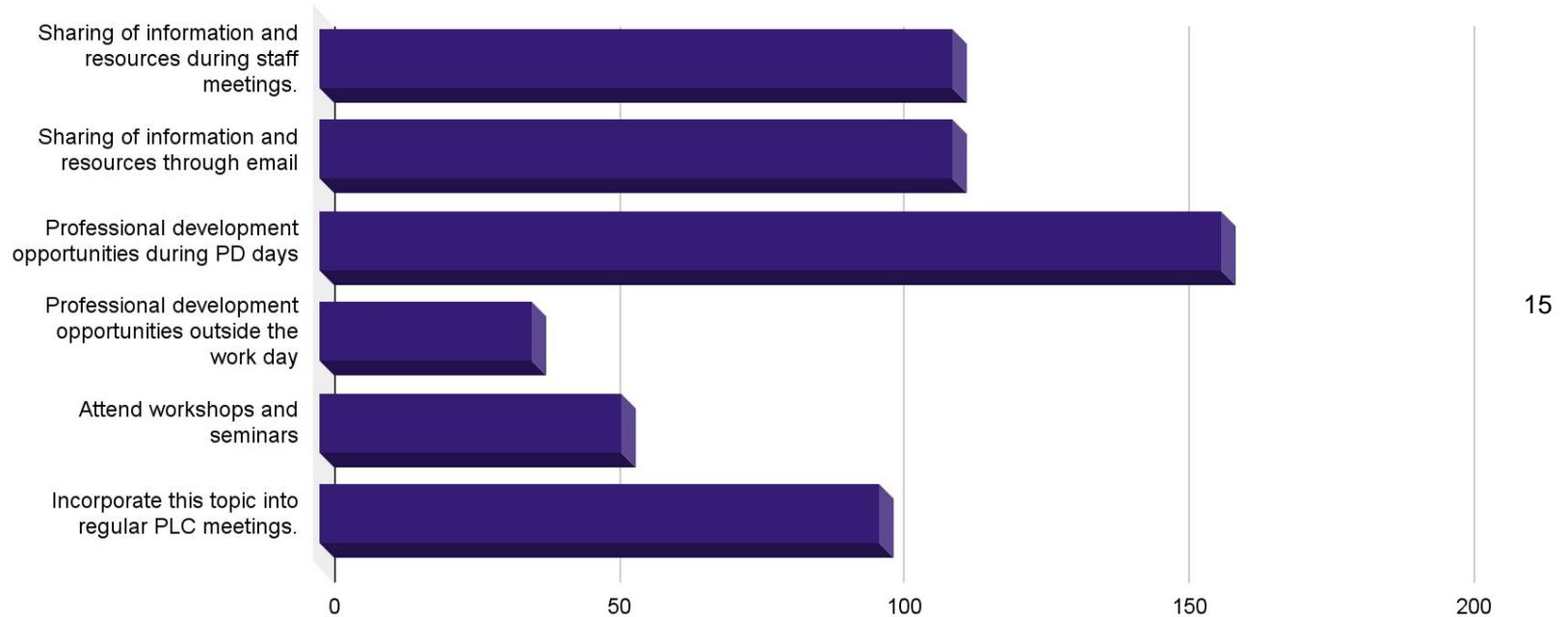
Universal Practices:

- Positive Behavioral Interventions and Supports (PBIS)

- Trauma Sensitive approaches

- Collaborative & Proactive Solutions (CPS)--Dr. Ross Greene

- "Community Circles" "Connect Time" & "Advisory": Focus on relationships, connectedness, and belonging; safe spaces for all (Developmental Designs)

- Screener at grades 3, 5, 7, and 9 to assess skills in the DPI Social Emotional Competencies as well as mental health concerns.

Universal Practices: What is SEL?

"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."

-Collaborative for Academic, Social, and Emotional Learning (CASEL)

Universal Practices: What do I need to know...

- The Collaborative for Academic, Social, and Emotional Learning (CASEL) framework identifies five domains: Relationship Skills, Social Awareness, Self-Awareness, Self-Management, and Responsible Decision-Making.

- WI DPI Social Emotional Competencies include three domains: Emotional Development, Self-Concept, and Social Competence*.
    *While not the same as those identified by CASEL, all CASEL domains are present in the WI Competencies

- Developmental Designs helps teachers learn how to teach, model, and rehearse SEL skills with their students to allow for growth. This does not follow a curriculum.

Universal Practices: SEL over time...

- In the past, SEL has been referenced as Character Education, Tribes, Community Circles, Education for Employment

- Aligns with mental wellness

- Is viewed as a toolbox for classroom and behavior management through [19] teaching self-monitoring, empathy, and acceptance.

- DPI SEL Competencies have been crosswalked with employability skills.

Universal Practices: Elementary Example

Dates	**Sept/Oct** 9/6/21-10/22/21 (7 weeks)	**Nov/Dec** 10/25/21-12/10/21 (6 weeks)	**Jan/Feb** 12/13/21-2/24/22 (10 weeks)
SEL Domains	**Self-Awareness**	**Self-Management**	**Social Awareness**
Competencies & Student Learning	4 new • DPI 1: Identifying One's Emotions • DPI 7: Having a Growth Mindset • DPI 8: Personal Beliefs • DPI 9: Personal Identity •	5 new / 1 review* • DPI 2: Expressing Emotions • DPI 3: Managing Emotions • DPI 4: Focusing Attention • DPI 10: Setting Goals • DPI 11: Goal Setting and Perseverance	8 new/ 1 review* • DPI 5: Expressing Empathy • DPI 6: Predicting and Responding to Other's Emotions • DPI 9* • DPI 12: Point of View • DPI 13: Identity Within a Community • DPI 14: Respecting Individual Differences • DPI 21: Identifying and Respecting Social Norms • DPI 23: Offering and Receiving Help • DPI 24: Community Impact

Dates	**March/April** 2/28/22-4/29/22 (8 weeks)	**May/June** 5/2/22-5/20/22 3 weeks	
SEL Domains	**Relationship Skills**	**Responsible Decision-Making**	
Competencies & Student Learning	6 new/ 2 review* • DPI 15: Developing Positive Relationships • DPI 16: Communicating Effectively • DPI 17: Demonstrating Cultural Competency • DPI 18: Practicing Teamwork and Collaborative Problem Solving • DPI 19: Resolving Conflicts Constructively • DPI 22: Promoting Personal Safety • DPI 23* • DPI 24*	1 new/ 2 review* • DPI 20: Making Constructive Choices • DPI 22* • DPI 24*	

Universal Practices: Middle & High School

Year One Roll Out Plan Timeline

Dates	Sept/Oct	Nov/Dec	Jan/Feb	March/April	May/June
	9/6/21-10/22/21 (7 weeks)	10/25/21-12/10/21 (6 weeks)	12/13/21-2/24/22 (10 weeks)	2/28/22-4/29/22 (8 weeks)	5/2/22-5/20/22 (3 weeks)
SEL Domains	Relationship Skills	Self-Management	Self- Awareness	Social Awareness	Responsible Decision-Making
Competencies / Student Learning	*See CASEL Domain*	*See CASEL Domain*	*See CASEL Domain*	*See CASEL Domain*	*See CASEL Domain*
Staff Learning	Staff Meeting Focus: • Inclusion activities that focus on building positive relationships PLC Meeting Focus: • What are you already doing that fits in this domain? • Look at PLC	Staff Meeting Focus: PLC Meeting Focus: • What are you already doing that fits in this domain? • Look at PLC Reflection Questions • Towards the end of Dec. PLC's	Staff Meeting Focus: PLC Meeting Focus: • What are you already doing that fits in this domain? • Look at PLC Reflection Questions • Towards the end of Feb. PLC's	Staff Meeting Focus: PLC Meeting Focus: • What are you already doing that fits in this domain? • Look at PLC Reflection Questions • Towards the end of April. PLC's	Staff Meeting Focus: PLC Meeting Focus: • What are you already doing that fits in this domain? • Look at PLC Reflection Questions • Towards the middle of June. PLC's

Selected Practices and Supports:

- Follow up on Screeners at grades 3, 5, 7, and 9 to assess skills in the DPI Social Emotional Competencies as well as mental health concerns.

- Examples of Selective Practices & Supports:
  - Check-in/Check-out
  - Individual or group services from student services staff
  - FACE-Kids groups
  - HS Advisory drop-in learning opportunities
  - Support plans in collaboration with family and outside providers.
  - Emotional Regulation Plans

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Intensive Supports:

- Intense collaboration with students, families, and community providers.

- Examples of Intensive Supports:
  - Safety and Re-entry plans
  - School Support Teams
  - Referral to Building Bridges (4K-9th grade)
  - Behavior consultant
  - Screening, Brief Intervention, Referral to Treatment (SBIRT)
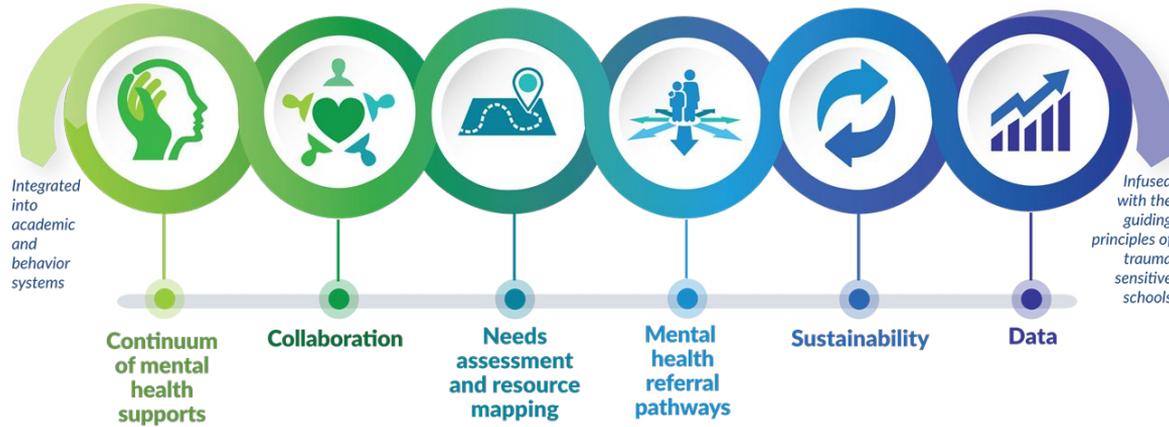 - On-site therapy and collaboration with PCOW

District Staff Training Opportunities:

- Developmental Designs

- Ross Greene: Collaborative Problem Solving

- Suicide Risk Assessment

- Adolescent and Youth Mental Health

- Crisis Prevention: Non-Violent Crisis Intervention

- Percy Brown: Language and the Impact on our Students

- Speak Up at Schools

- Trauma Sensitive Schools

Future Work:

Integrated into academic and behavior systems

Continuum of mental health supports

Collaboration

Needs assessment and resource mapping

Mental health referral pathways

Sustainability

Data

Infused with the guiding principles of trauma sensitive schools

Comprehensive School Mental Health Academy
2022-2023

I'm worried about my child or someone I know. Who can help?

If an emergency, dial 911

Journey Mental Health:
608-280-2600

National Suicide Prevention
Lifeline: 1-800-273-TALK

Crisis Text Line: Text
"HELLO" to 741741

Briarpatch Youth Services:
608-251-1126

The Trevor Project:
1-866-488-7386

Contact a trusted provider such as:

◎ Doctor or Primary Care Provider

◎ School staff (student services staff or teachers)

◎ Dane County Behavioral Health Resource Center: 608-267-2244

Thank you!