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January 18, 2022

# Social Emotional Well-Being

San Ramon Valley Unified School District

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Elementary Counselor  
& Students

# SRVUSD

## Strategic Directions

Built on a foundation of academic excellence,  
we are broadening our definition of success.



We are dedicated to academic excellence  
where all students **thrive** and **succeed**  
in innovative and inclusive environments.



# Success means our students:

- Achieve academically
- Experience social and emotional well-being
- Develop curiosity confidence, and independence as learners
- Appreciate the importance of teams and collaboration
- Demonstrate empathy and compassion
- Determine their purpose and understand the importance of service
- Set and achieve goals
- Love learning





## San Ramon Valley Unified School District Strategic Directions

Built on a foundation of academic excellence, we are broadening our definition of success. **Success** means our teams create and nurture:

### Equity



We will ensure all students are empowered to reach their full potential by valuing student voice, addressing systemic inequities, and closing opportunity gaps.

### Social Emotional Well-Being



We are committed to creating and nurturing inclusive learning environments where all students, staff, and families feel deeply connected to their school community.

### Deep Learning and Innovation



We will create learning environments that empower students to own their learning so they find purpose, meaning, and joy in their education and excel in post-high school endeavors.

### Shared Leadership



We will create the conditions for shared leadership by building a culture of trust, collegiality, and shared responsibility with students, staff, and families.

### Stewardship of Resources



We will maximize resources including time, talent and finances, to advance our student success goals.

### Culture of Responsiveness



We will effectively serve all stakeholders by listening, responding promptly, changing practices when appropriate, and communicating the rationale for decisions so students remain the focus of our efforts.

SRVUSD... Dedicated to academic excellence where **all** students thrive and succeed in innovative and inclusive learning environments.



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# Social Emotional Well-Being in SRVUSD

## Social Emotional Well-Being



We are committed to creating and nurturing inclusive learning environments where all students, staff, and families feel deeply connected to their school community.



# Social Emotional Well-Being in SRVUSD

Social Emotional Well-Being encompasses the whole child. It is the belief that students' basic needs and emotions must be taken care of to allow for optimal learning conditions, and to allow for students to thrive and grow into responsible, ethical, and productive citizens.

Social Emotional Well-Being is comprised of both  
Social Emotional Learning and Mental Health & Wellness

## Goal 1:

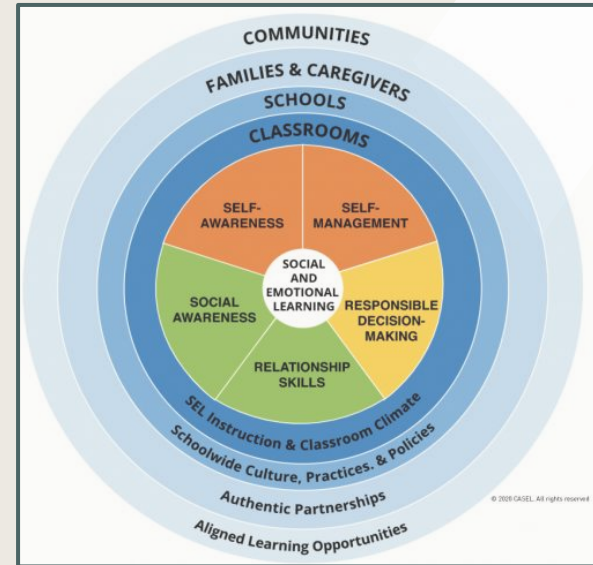
Develop a shared commitment to a culture of wellness, where every student's emotional health is respected and supported across the system.

## Goal 2:

Create and nurture instructional environments that prioritize students' social emotional well-being.

# Social and Emotional Learning (SEL)

- Develop healthy identities
- Manage emotions and achieve goals
- Feel and show empathy for others
- Establish and maintain supportive relationships
- Make responsible and caring decisions





# Mental Health

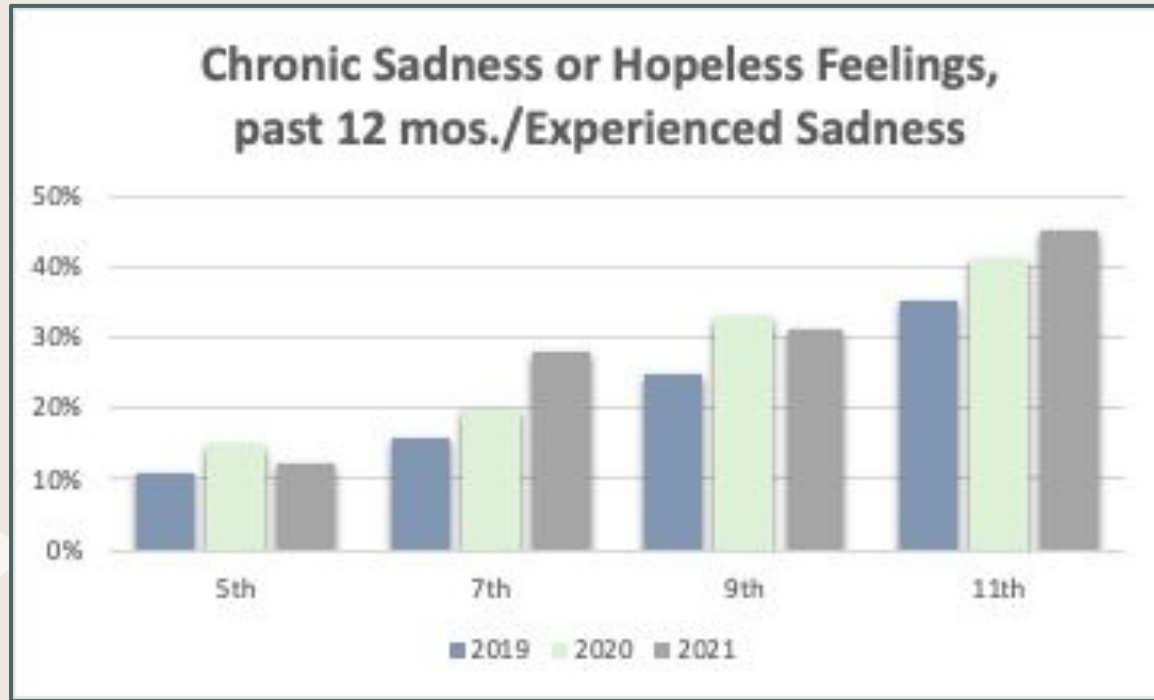
The CDC defines mental health as including our emotional, psychological, and social well-being.

- It affects how we think, feel, and act.
- It also helps determine how we handle stress, relate to others, and make healthy choices.

Although the terms are often used interchangeably, poor mental health and mental illness are not the same.

- A person can experience poor mental health and not be diagnosed with a mental illness.
- Likewise, a person diagnosed with a mental illness can experience periods of physical, mental, and social well-being.

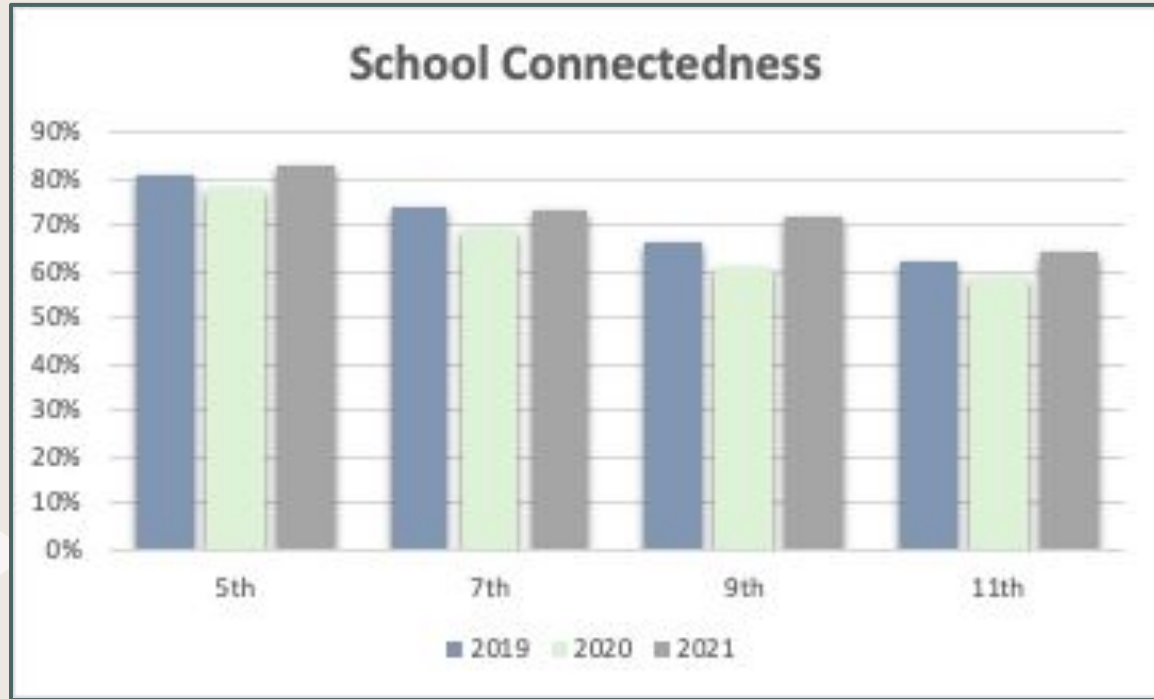
# Baseline Data: Chronic Sadness



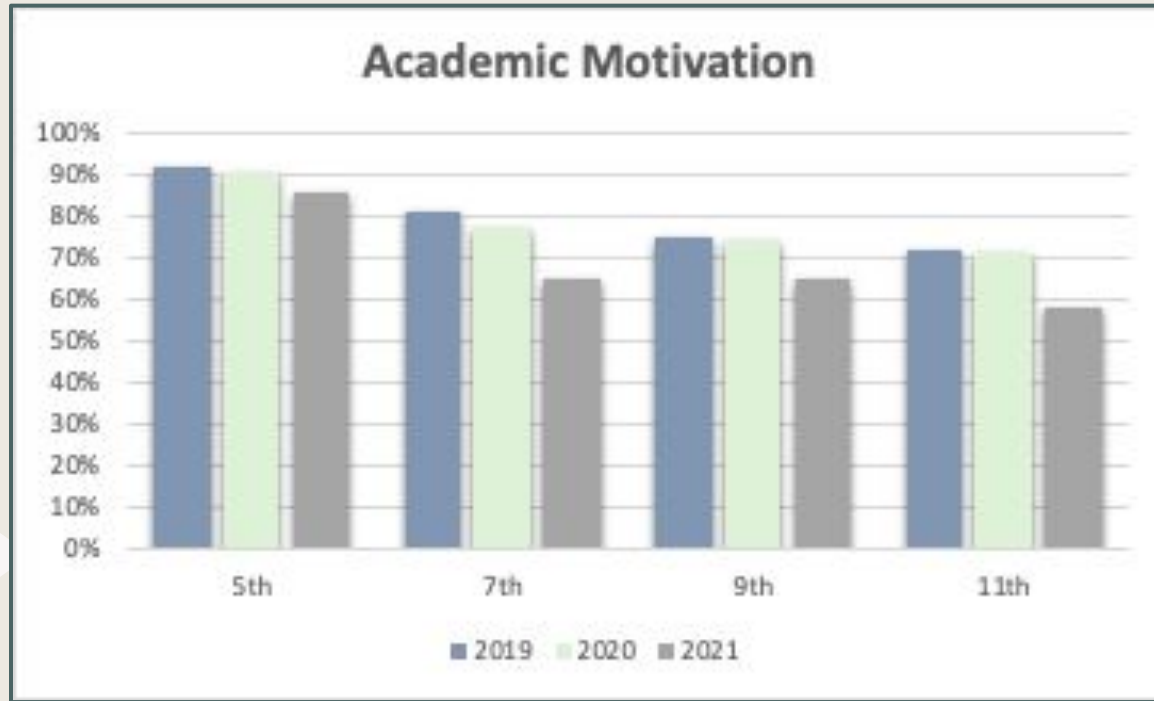
# Baseline Data: Learning Engagement Climate



# Baseline Data: School Connectedness



# Baseline Data: Academic Motivation



# Baseline Data: Self-Efficacy



# CA Healthy Kids Survey Data: Summary

## Chronic Sadness

- Increases with age/grade level
- Generally increased over past three years

## Learning Engagement Climate

- Stability is encouraging
- Engagement levels need to increase

## School Connectedness


- Decreases with age/grade level
- Increase in 2021 due to hybrid/in-person responses

## Academic Motivation

- Decreases with age/grade level
- Significant decrease in 2021

## Self-Efficacy

- Decreases slightly with age/grade level
- Notable decrease in 2021



I can be changed by what happens to me,  
but I refuse to be reduced by it.



Maya Angelou





# Sustaining & Increasing Supports

**Goal 1:** Develop a shared commitment to a culture of wellness, where every student's emotional health is respected and supported across the system.

## Wellness Screeners:

- Identify students who need additional support
- Provide data to inform SEL plans and tiered supports & interventions
- Partner with UC Berkeley to evaluate data and engage in professional learning opportunities regarding SEL

## Addition and Alignment of Support Providers:

- Eleven Elementary counselors
- Collaboration and coordination between: school counselors, support counselors, school psychologists, and social workers

# Sustaining & Increasing Supports

**Goal 2:** Create and nurture instructional environments that prioritize students' social emotional well-being.

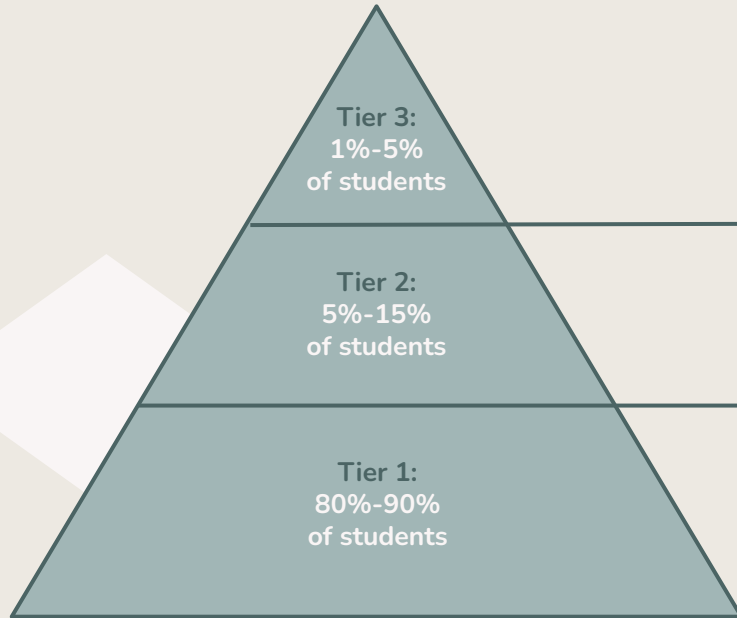
Continue to Support:

- Rainbow Room
- School Counseling Internship Program (SCIP) Counselors
- Harmony SEL (formerly Sanford Harmony)
- Zones of Regulation

Continue to Enhance School-Based Opportunities:

- Visual & Performing Arts classes
- Career Technical Education classes
- Clubs

# Tiered Supports: Who and How



**Tier 3:** Increased frequency, duration, and individualization through individual support or groups of 2-3 students, at most. (Individual Counseling; SST/504/IEP)

**Tier 2:** Individualized and strategic support through small groups of 4-6 students. (Rainbow Room; Small Group Counseling)

**Tier 1:** Core instruction, preventative in nature, for ALL students through school-wide initiatives and whole class support. (Morning Meetings; Mindful Moments; Connecting Lessons to Student Experiences)

# Desired Outcomes

## Common Tier 1 Supports

Consistency across classes to foster connectedness and a sense of belonging.

## Site SEL Plans

Create working and learning environments that support a culture of wellness and inclusivity.

## Aligned Support Providers

Allow for timely and targeted response to student concerns.

## Enhanced School-Based Opportunities

Inspire curiosity & motivation

# Measuring our Progress

## Wellness Screeners


- Twice in 2021-2022
- Quarterly next year

## CHKS Data

- Annually

## Qualitative Information

- Real Time
- Ongoing



SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

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Social Emotional  
Well-Being

# THANK YOU



CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon**, and infographics & images by **Freepik**

6th Graders at  
Los Cerros Middle School

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San Ramon Valley  
Unified School District