Mental Health and Social and Emotional Well-Being, Pupil Engagement and Outreach, & School Nutrition

Resources curated in collaboration with the System of Support

Mental Health and Social and Emotional Well-Being

Describe how the LEA will monitor and support mental health and social emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.

- Guiding Question: What are the needs of your school community to support the social emotional well-being and what resources are available in your community to address these needs?

Strategies to consider when monitoring and supporting the needs of students and staff:

- Develop a system to connect with students and families to check in on their social and emotional well-being on a regular basis
- Integrate best practices such as welcoming inclusive activities or routines, engaging learning and meeting strategies, and optimistic closures
- Utilize universal school wide interventions such as social emotional learning, trauma-informed practices, mindfulness practices etc., to address and support student and staff social and emotional well-being
- Continually monitor progress and feedback with an improvement stance to ensure all members of the school community experience success
- Conduct frequent surveys to understand the well-being of staff and offer related services to support identified needs
- Consider differentiated resources for students with exceptional needs to address trauma and other impacts
- Provide training to staff on how to identify and measure differences between normal levels of stress, chronic stress, trauma, PTSD, anxiety and other affective issues to determine appropriate interventions
- Engage community based and local government partners in supporting the mental wellness of staff and students
- Develop alternative metrics to identify needs and monitor how these needs are being met

Tools and Resources:

- Guiding questions for "Mental Health and Well-Being of All" are provided on pages 34–36 in the CDE's Stronger Together, A Guidebook to the Safe Reopening of California's Public Schools
- Trauma Informed SEL strategies in both a Distance Learning environment and a Hybrid Learning environment are provided in the Continuity of Learning Playbooks from CCEE.

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- [Strategies for Trauma-Informed Distance Learning](#) draws research and best practices in various fields, including cognitive behavioral psychology; mindfulness and mindfulness-based stress reduction; trauma and trauma-informed practices; developmental psychology; neuroscience and neuropsychology; and distance learning.
- CDE and Project Cal-Well published a [Guide to Increase Mental Health Services](#) for students in 2018 that outlines [personnel who can provide mental health services to students](#), [models of school-based mental health services](#), and [how to assess the effectiveness of mental health services](#).
- The San Diego County Office of Education has created [Guidance for District Implementing MTSS in Distance Learning](#) including [Inclusive Social-Emotional Instruction](#) (page 2).
- Statewide leaders from the County Offices of Education Leadership for School Counseling (COELSC) network partnering with the California Association of School Counselors (CASC) and Hatching Results, LLC to prepare a [School Counselor Virtual Tool Kit](#) with resources that K-12 School Counselors can use to navigate this new reality.
- The Collaborative for Academic, Social, and Emotional Learning ([CASEL](#)) suggests [Three Signature Practices](#) to integrate into any classroom, meeting, or gathering to promote deeper community connections and engagement. CASEL has also prepared an [SEL 'Look-Fors' in Blended Learning](#) template.
- The [CORE Student Diagnostic Survey](#) is designed to provide diagnostic information for classrooms and individual students before/at the beginning of the school year.
- Sample Alternative Metrics developed by the San Diego County Office of Education
  - [SDCOE Alternative Metrics Document](#)
  - [SDCOE Alternative Metrics Data Collection Tool](#)

Pupil Engagement and Outreach

Describe pupil engagement and outreach, including the procedures for tiered strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents, guardians, in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.

- Guiding Question: How will you reach out to and engage with students and parents in various languages to monitor progress, address any challenges to learning, and accelerate learning as needed?

Strategies to consider to engage and reach out to students and families:
- Develop systems to take attendance, communicate and connect on a regular basis in a

variety of languages, track data, and improve systems based on that data
- Utilize the Multi Tiered System of Support (MTSS) team to maintain documentation of pupils that are frequently absent and document methods used to re-engage them
- Use procedures for tiered reengagement strategies for pupils who are absent from distant learning including:
    - The efforts and procedures of the LEA to maintain current contact information of students and families
    - Daily notification to parents or guardians of absences
    - A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary
    - Transitioning the pupil to full-time in-person instruction, when feasible.
- Include SART/SARB interventions, inclusive of guidance from Public Health, when creating written procedures since that SART/SARB processes are a form of tiered reengagement for students.
- Deploy surveys and empathy interviews the families of English Learners or the students themselves
- Consult with SIS to determine if fields should be modified for taking attendance of distance learning or combined days of distance and in-person learning

Tools and Resources:

- The San Diego County Office of Education has developed guidance about ensuring instructional continuity for English Learners including strategies to consider when communicating with English Learners and their families.
    - [Instructional Continuity Learning Support for English Learners](#)
    - [Instructional Continuity Learning Support for Dual Language Learners](#)
- TNTP [Partnering with Families Virtually](#) offers tips for strengthening relationships with families and students using virtual tools.
- Los Angeles County Office of Education is offering a series of webinars titled [Rising to the Challenge of COVID-19: Student Engagement and Attendance Strategies](#) to support teams to identify systems, strategies and processes to monitor and document engagement and attendance.
- The [Attendance Playbook: Smart Strategies for Reducing Chronic Absence in the Covid Era](#) from Attendance Works provide strategies and tools to devise strategies to address chronic absence in the COVID era. The playbook includes the Attendance Works [new data framework for monitoring attendance and participation](#), whether school is virtual or blended.

School Nutrition

> **Describe how the LEA will provide nutritionally adequate meals for pupils, including those students who are eligible for free or reduced-price meals and for pupils participating in both in-person and distance learning, as applicable.**
>
> - Guiding Question: How will you meet the nutritional needs of students both in person and in distance learning situations?

Strategies to consider when providing nutritionally adequate meals for students:

- Designate a COVID-19 nutrition coordinator
- Teach and reinforce handwashing and use of a cloth face covering by employees
- Assess whether to serve meals in the classroom or cafeteria or to use outdoor seating
- Consider increasing access points for providing meal service
- Offer grab-and-go student meals for consumption at home, including drive-through, delivery, or curbside pick-up options
- Assess whether there are students who are unable to access school meal distribution sites and identify ways to address these gaps
- Consider whether it is feasible to continue to use buses to distribute meals to students

Tools and Resources:

- When determining changes in food service operations it might be helpful to refer to pages 43–44 in the "School Services" section in the CDE's Stronger Together, A Guidebook to the Safe Reopening of California's Public Schools or refer to the CDE Nutrition Services Division (NSD) webinars from June 9, June 16, and June 30, 2020.
- Additional information and COVID-19 Fact Sheets from CDE NSD provide information about food safety, providing bulk food, and creating a safe nutritional environment.
- This Management Bulletin (MB) from CDE NSD updates the guidance for determining the free and reduced-price meal eligibility of homeless children participating in school nutrition programs.
- CDE Guidance for the Delivery of Non-Congregate Meals to Promote Social Distancing describes meal distribution sites located in areas that are easily accessible to children eligible for free or reduced-price meals. Schools do not need to distribute meals on a school site and can distribute them at another site convenient to the community such as, but not limited to, local food banks, resource centers, Boys and Girls Clubs, YMCAs, community centers, and libraries.
- Snacks & Meal Standards for After School Programs fact sheet identifies the state nutrition standards as well as the federal reimbursable requirements for snacks and meals offered in after school programs (ASP).
- The Riverside County Office of Education's Moving Forward Together Planning Guidebook provides guidance in their Business and Operations guidance, Focus Area 2

- Nutrition Services.