



Board Agenda Item #	V C: Information/Discussion Item
Date:	June 10, 2021
To:	MPS Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Dr. Brenda Lopez, Director of Student Services Dr. Artis Callaham, Director of Special Education & Support Services
RE:	Creating a Standard of Care for Mental Health and Wellness across MPS Schools: Data, reflections and recommendations

Proposed Board Motion
Informational item only

Introduction

- The purpose of this presentation is to share the collective work and ongoing efforts to create a standard of care across Magnolia Public Schools related to Mental Health and Wellness resources and support for stakeholders. Specifically, through the use of stakeholder surveys, ongoing stakeholder meetings, and feedback on shared resources. Also, leveraging existing tools that were developed this school year as well as immediately following school closures in March 2020.

Background

- Annually students are surveyed to understand how social emotional learning (SEL) is supported and impacted across school sites. Beginning in September 2020, the MPS Home Office Academic Team in collaboration with school site leaders developed a survey to learn more on the SEL topic from all stakeholder groups expanding on social emotional wellness, mental health, and addressing basic needs during a global pandemic.

Analysis (If applicable)

- The presentation shared provides a breakdown of the data collected, as well as reflections and recommendations to continue to inform a standard of care for mental health and wellness across all MPS

Budget Implications

- N/A

Exhibits (attachments):

- Mental Health and Wellness: SoC Slide Deck

Mental Health and Wellness

MPS Standard of Care 2020-2021



Objective

For the 2020-2021 MPS Academic school year, home office surveyed all stakeholders regarding mental health and wellness to identify basic needs and additional needs, focus themes included:

- ❑ Learning Model
- ❑ Basic needs (Sleep, Food, Health)
- ❑ Relationships (Connection)
- ❑ Emotions/Feelings
- ❑ Additional free response questions asking what is currently the hardest or happiest part of life and anything additional they would like to share

Background

Leading into the 2020-2021 Academic School year we knew mental health and wellness would be an area of need as we were collectively experiencing a global pandemic

- ❑ Reopening SEL Task Force
- ❑ Zones of Regulation, skill building focused on self-regulation and emotions
- ❑ Remote crisis response protocol
- ❑ Leverage existing partnerships and resources with universities, internship programs, LACOE, OCDE, DPMH + UCLA, and PSMHTTC

- Student response rates **1,070 of 3,873 total enrollment**
- Staff response rates **236/ 333**
- Parents/Caregivers response rates **467**
- ALL Students- The Dean of Students with support from mental health providers conducted follow up for support
- ALL Staff- Individual follow ups conducted with more than 30 staff members
- ALL Parents/Caregivers- The Dean of Students with support from mental health providers conducted follow up for support

- Student response rates **2,815 of 3,589 total enrollment**
- Staff response rates **251/ 333**
- Parents/Caregivers response rates **523**
- ALL Students- The Dean of Students with support from mental health providers conducted follow up for support
- ALL Staff- Share communication regarding EAP and Care Solace
- ALL Parents/Caregivers- The Dean of Students with support from mental health providers conducted follow up for support

- Student response rates **2,753 of 3,589 total enrollment**
- Staff response rates **266/ 352**
- Parents/Caregivers response rates **690/ 3230**
- ALL Students- The Dean of Students with support from mental health providers conduct follow up for support
- ALL Staff- Share EAP, Care Solace and Group Counseling opportunities
- ALL Parents/Caregivers- The Dean of Students with support from mental health providers conduct follow up for support

Reflections

Students

- Shared resources
- Explicitly taught self-regulation through ZOR and additional SEL resources
- Provided opportunities to build connection and support through virtual learning
- Created a referral service and communicated partner support

Staff

- Shared resources
- Connected staff to EAP and other mental health platforms
- Presented information regarding grief and loss as well as provided materials for creating and sustaining a safe and supportive environment

Parents/ Caregivers

- Locally connected caregivers to community resources based on identified needs
- Created referral connections for support on site
- Developed and hosted a resume writing workshop to address financial uncertainty
- Communicated with parents/caregivers regarding mental health resources and programs available to them and the overall community



Tier 3

Intensive

Tier 2

Targeted

Tier 1

Universal

ACADEMICS

BEHAVIOR

ATTENDANCE

SOCIAL-EMOTIONAL LEARNING

Recommendations

Students

- ❑ Continuing with Social emotional wellness through a Trauma Informed Lens
- ❑ Normalize conversations regarding self-regulation, advocating for wellness and identifying emotions
- ❑ Strengthen referral process across school sites both virtually and in person

Staff

- ❑ Work Life Balance: Healthy Boundaries, ABCs of burnout, EAP
- ❑ [RISE Learning Modules](#), [RISE Staff Workshop](#)
- ❑ Capacity building workshops, adult learning theory
- ❑ Mental Health Training including PFA

Parents/Caregivers

- ❑ Continue to keep lines of communication open with families/ caregivers
- ❑ Take inventory of community partnerships, create a handoff pipeline, if one does not already exist
- ❑ Get input and create periodic check-ins
- ❑ Evaluate if programs and systems are working for the need they were intended to address
- ❑ Identify and leverage cultural brokers within the community
- ❑ Identify a staff member to support families as a service navigator

SEL Core Competencies

Self-Management

- Regulating one's emotions
- Managing stress
- Self-control
- Self-motivation
- Stress management
- Setting and achieving goals

Social Awareness

- Perspectivetaking
- Empathy
- Respecting diversity
- Understanding social and ethical norms of behavior
- Recognizing family, school, and community supports

Relationship Skills

- Building relationships with diverse individuals and groups
- Communicating clearly
- Working cooperatively
- Resolving conflicts
- Seeking help



Self-Awareness

- Labeling one's feelings
- Relating feelings and thoughts to behavior
- Accurate self-assessment of strengths and challenges
- Self-efficacy
- Optimism

Responsible Decision-Making

- Considering the well-being of self and others
- Recognizing one's responsibility to behave ethically
- Basing decisions on safety, social and ethical considerations
- Evaluating realistic consequences of various actions
- Making constructive, safe choices for self, relationships and school

Thank you