Safe & Supportive Schools Wellness Report

Sudbury Public Schools
School Committee Update
April 4, 2022

Agenda

- Social-Emotional Learning

- Data Reports
  - Devereux Student Strengths Assessment
  - Connectedness Survey
  - MetroWest Adolescent Health Survey

- School Safety: Protocols and Screens

- Next Steps

Sudbury Public Schools
Teaching & Learning

Executive Summary

- COVID has impacted our community, country, and world in many ways, and we certainly see impacts on SPS students' SEL and Mental and Behavioral Health.
- Sudbury has prioritized SEL as part of its pandemic response and recovery strategy.
- At the student level, students continue to demonstrate strengths and growth in each of the CASEL core competencies.
- Students continue to demonstrate a strong connectedness to peers and adults at the school level. However, some subgroups at the middle school level report feeling less connected than the aggregate.
- We are committed to this work and need to continue to engage with the staff to build skills and address needs. Some of these will be addressed later in the deck.

Social & Emotional Learning: CASEL Framework
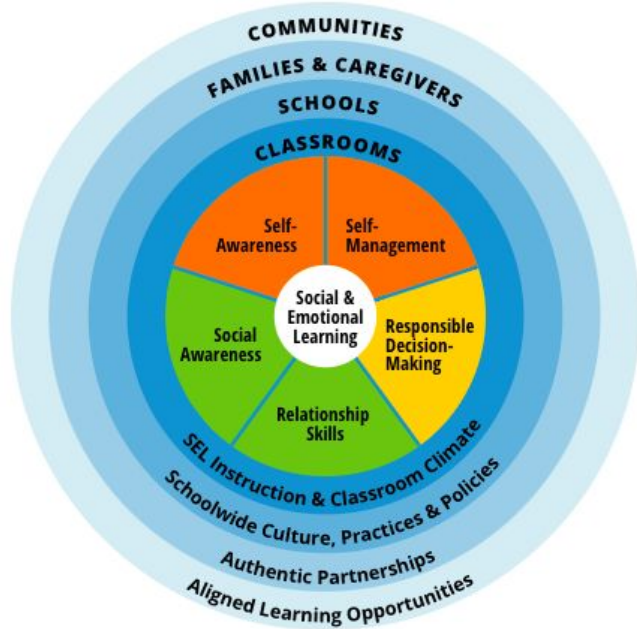
CASEL: Collaborative for Academic, Social and Emotional Learning

- The "CASEL 5": core social and emotional competencies

- 4 Key settings where children learn and grow

- School-family-community partnerships coordinate SEL practices and establish equitable learning environments

- Support students' social, emotional, and academic development

WHAT DOES SEL

LOOK LIKE IN A SCHOOL?

Explicit SEL instruction

SEL integrated with academic instruction

Youth voice and engagement

Supportive school and classroom climates

Focus on adult SEL

Supportive discipline

A continuum of integrated supports

Authentic family partnerships

Aligned community partnerships

Systems for continuous improvement

CASEL

Social-Emotional Learning Priorities

- Facilitate **connection** and **positive relationships.**

- Articulate and model **school & classroom routines**, striving for consistency and **predictability.**

- **Build students' social-emotional skills**; focus on coping, self-regulation, & help-seeking skills.

- Facilitate a **trauma-sensitive school culture**.

- Focus on **equity** and inclusion.

- Identify students who need **additional supports**.

- Engage families to **share student successes and challenges**.

Safe, Supportive, Equitable Schools

Family Partnerships

Authentic family partnerships

- Family outreach surveys
- Seminar evening series
- School & district communications
- Words on Wellness Newsletter
- Social-Emotional Website for Parents

Continuous Improvement

Systems for continuous improvement

- Professional learning
  - Foundational SEL practices
  - Evidence-based SEL curricula
  - Recognizing trauma & trauma-sensitive practices
  - Self-regulation & calming practices
  - Signs of depression & suicide
  - Culturally responsive teaching practices
- Steering committees - curriculum & other initiatives
- Data analysis & data-driven decision-making
- Social-Emotional Website for Educators

Social-Emotional Learning
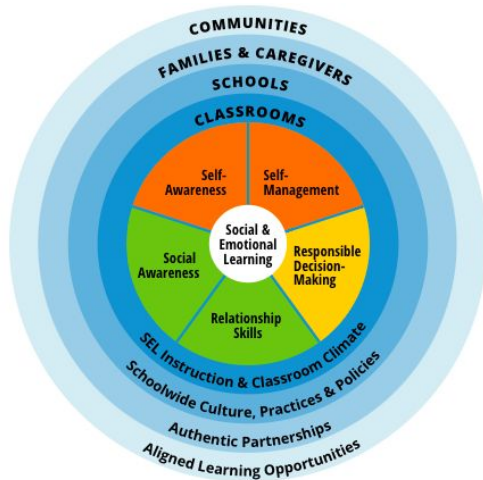
CASEL: Collaborative for Academic, Social and Emotional Learning

- Teach SEL by creating welcoming, participatory, and equitable learning environments.

- Integrate social and emotional learning into each part of students' school experience.

- Children learn skills through explicit instruction, practice, and modeling.

- SEL in the classroom takes shape in a variety of ways:
  - Using evidence-based programs - Harmony, Calm Classroom, and Second Step
  - Integrating SEL into academic instruction & classroom routines

Updating Elementary SEL Curriculum

- Transitioning to using **Harmony** and **Calm Classroom** as the primary elementary curriculum with Open Circle as a supplemental resource

- Two district-based SEL Steering Committees: Grades K-2 and 3 -5
  - Piloting the Harmony curriculum
    - CASEL Select Program uses daily practices of Morning Meeting, Buddy Up, and Harmony Goals as the foundation
    - 5 thematic units in the curriculum
  - Collaborate, share best practices, and build SEL capacity

- Continued professional learning for elementary staff this spring and next year

Systems for continuous improvement

Updating Elementary SEL Curriculum

- Calm Classroom teaches trauma-informed mindfulness techniques that support mental and emotional well-being

- 3-minute practices integrated 2-3 each day

- **4 types of practices:**
  Breathing, Focusing, Relaxation, Stretching

  - Focus & self-regulation are challenging for some children

  - Guided practice & modeling helps children develop self-awareness and learn calming techniques

Social-Emotional
and
School Climate Data

Social-Emotional Skills Assessment
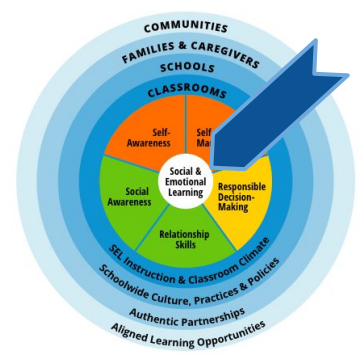
- Devereux Student Strengths Assessment - DESSA

- Identify students' social-emotional strengths, underdeveloped skills, and progress monitors student learning

- Standardized, strength-based measure of 8 key social-emotional competencies of children in grades K - 12

- Norm-referenced behavior rating scale

- Universal screener: Mini - 8 questions, Full - 72 questions

- Teachers assess social-emotional skills via observation reflecting on past 30 days and the frequency in which the child demonstrates the skills

A continuum of integrated supports

District Elementary: 3-Year Comparison
Winter 2020 - 2022 Using DESSA-Mini Screen

PROGRAM SUMMARY

	NUMBER OF RATINGS	AVERAGE EDUCATOR T-SCORE	PERCENTILE EQUIVALENT OF AVG T-SCORE	STUDENTS W/ STRENGTH RATINGS	STUDENTS W/ TYPICAL RATINGS	STUDENTS W/ NEED FOR INSTRUCTION RATINGS
Elementary Screener Mini-2 Winter 2020	953	54.0	66	297	577	79
Elementary: Universal Screen - Winter 2020/2021	953	54.9	69	326	556	71
Mini-2 Screen: Elementary Winter 2022	953	55.9	73	351	540	62

DESSA-MINI SOCIAL-EMOTIONAL TOTAL (SET)
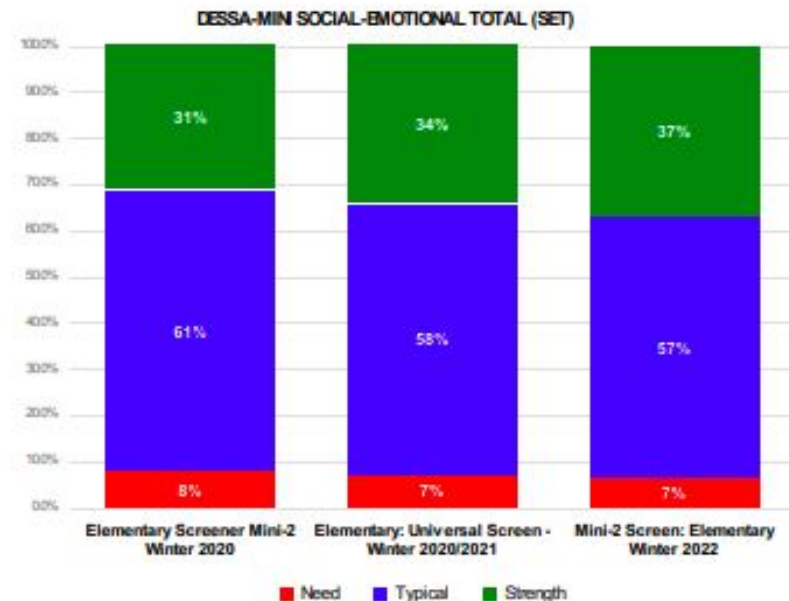
- Average T-score increased from 54 to 55.9
- Percentile equivalent increased
- More students in the "strength/green"

13

District Elementary: 1-Year Comparison
Winter 2021 - Winter 2022 Using DESSA-Mini Screen

PROGRAM SUMMARY

	NUMBER OF RATINGS	AVERAGE EDUCATOR T-SCORE	PERCENTILE EQUIVALENT OF AVG T-SCORE	STUDENTS W/ STRENGTH RATINGS	STUDENTS W/ TYPICAL RATINGS	STUDENTS W/ NEED FOR INSTRUCTION RATINGS
Elementary: Universal Screen - Winter 2020/2021	1212	54.2	66	370	759	83
Elementary: Universal Screen - Spring 2021	1212	55.1	69	404	745	63
Elementary Screener Mini-1 2021.22	1212	55.7	73	425	711	76
Mini-2 Screen: Elementary Winter 2022	1212	56.0	73	452	677	83

DESSA-MINI SOCIAL-EMOTIONAL TOTAL (SET)
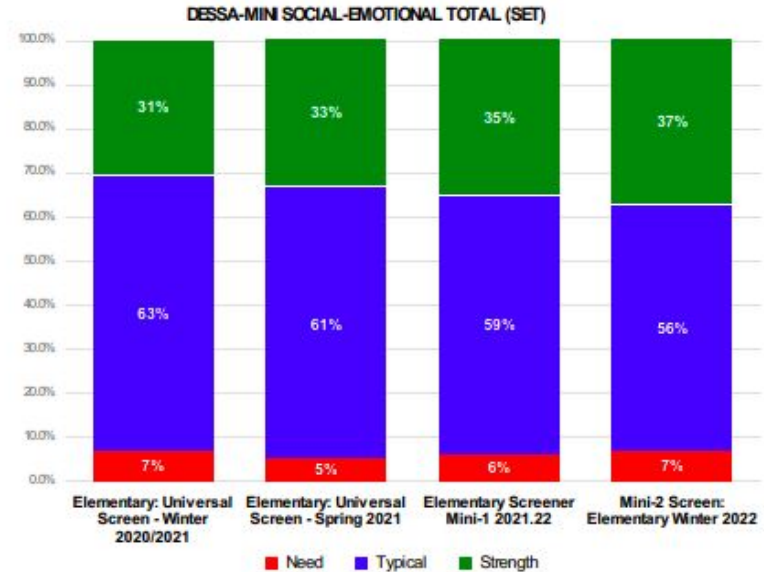
- Average T score increased from 54.2 to 56 among 1212 elementary students

Curtis: BOY to EOY Comparison
Fall 2020 to Spring 2021 Using Full DESSA

PROGRAM SUMMARY

	NUMBER OF RATINGS	AVERAGE EDUCATOR T-SCORE	PERCENTILE EQUIVALENT OF AVG T-SCORE	STUDENTS W/ STRENGTH RATINGS	STUDENTS W/ TYPICAL RATINGS	STUDENTS W/ NEED FOR INSTRUCTION RATINGS
Curtis: Full DESSA - Winter 2020/2021	70	41.9	21	2	37	31
Curtis: Full DESSA - Spring 2021	70	43.3	24	0	47	23

- 72-item assessment
- Students receiving Tier 2 and Tier 3 supports
- Average T-score increased from 41.9 to 43.3
- Note: Hybrid model of instruction due to COVID

DESSA SOCIAL-EMOTIONAL COMPOSITE (SEC)

Curtis: Full DESSA - Winter 2020/2021: Need 44%, Typical 53%, Strength 3%
Curtis: Full DESSA - Spring 2021: Need 33%, Typical 67%

Legend: ■ Need ■ Typical ■ Strength
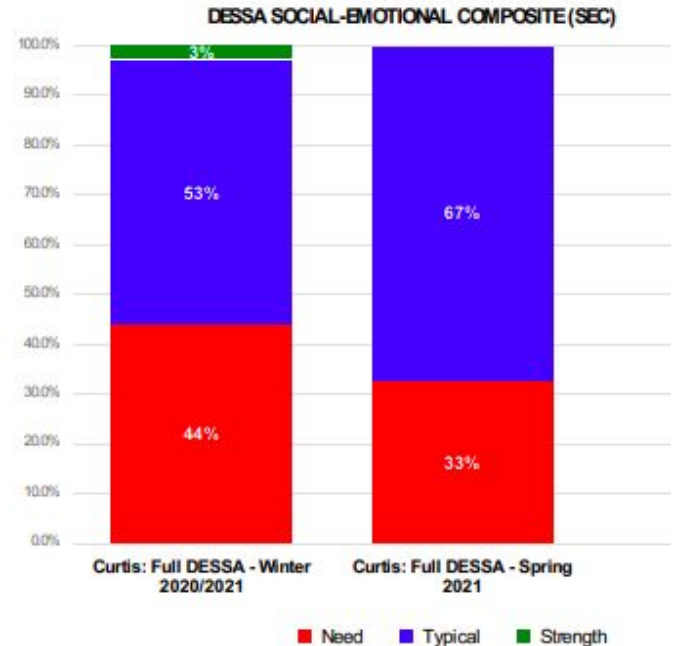
District Elementary: BOY to Mid-Year
Fall 2021 to Winter 2022 Using Full DESSA

PROGRAM SUMMARY

	NUMBER OF RATINGS	AVERAGE EDUCATOR T-SCORE	PERCENTILE EQUIVALENT OF AVG T-SCORE	STUDENTS W/ STRENGTH RATINGS	STUDENTS W/ TYPICAL RATINGS	STUDENTS W/ NEED FOR INSTRUCTION RATINGS
Elementary Full DESSA BOY 2021.22	129	42.7	24	3	71	55
Full DESSA: Elementary Winter 2022	129	43.8	27	7	72	50

- 72-item assessment
- Students receiving Tier 2 and Tier 3 supports
- Average T-score increased from 42.7 to 43.8
- Percentile equivalent increased 3 points

DESSA SOCIAL-EMOTIONAL COMPOSITE (SEC)

	Elementary Full DESSA BOY 2021.22	Full DESSA: Elementary Winter 2022
Strength	2%	5%
Typical	55%	56%
Need	43%	39%

Legend: ■ Need ■ Typical ■ Strength
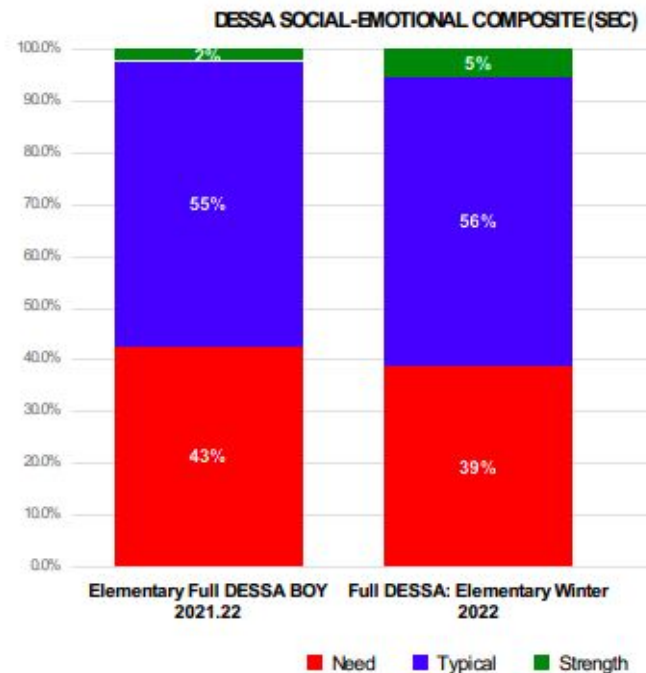
SEL Data Analysis Cycle

DESSA

1. Synthesize student data
2. Disaggregate by Student Group
3. Analyze Data
4. Use Data To Guide MTSS Referrals and Adjust Instruction
5. Adjust Professional Learning Plans
6. Put Plans Into Action

- Data meetings following benchmarking cycles

- Elementary: 3 times per year and middle school: 2 times per year

- Review data to identify students' strengths and growth areas

- Educators develop plans for Tier 1 and Tier 2 instruction & supports

- Educators monitor student learning and progress

- At year end, teams reflect on instructional practices

Systems for continuous improvement

A continuum of integrated supports

2022 Connectedness Survey

- A measure of social & emotional climate of each school

- Students in grades 3 - 8 complete the anonymous survey online

- Collaboration with Stan Davis
  - Co-author of Youth Voice Project

- Questions about relationships, sense of belonging, school safety

Wingspread Declaration

Students are more likely to succeed when they feel connected to school.

- Positive relationships & connection
- Physical & emotional safety
- High academic expectations
- Supports for learning

Supportive school and classroom climates

2022 Connectedness Survey: Elementary

Do you feel welcomed by adults at our school? Percent responding yes or most of the time.				
	Overall	**Grade 3**	**Grade 4**	**Grade 5**
2017-2018	93%	93%	97%	92%
2018-2019	93%	95%	92%	93%
2019-2020	95%	93%	98%	94%
2020-2021	97%	96%	97%	99%
2021-2022	95%	93%	95%	96%

- For all four schools, 90 to 95% of students reported feeling welcomed by adults at school

2022 Connectedness Survey: Elementary

How many adults at school do you have a positive relationship with? This means they welcome you to school and you would go to them with a problem. Percent responding one or more.					
	Overall	**Grade 3**	**Grade 4**	**Grade 5**	**3 or more**
2017-2018	99%	100%	100%	97%	62%
2018-2019	97%	94%	98%	99%	67%
2019-2020	99%	97%	98%	100%	52%
2020-2021	97%	93%	100%	97%	68%
2021-2022	98%	98%	96%	100%	70%

- For all four schools, 95 to 98% of students reported having a positive relationship with one or more adults at school

2022 Connectedness Survey: Curtis

	Overall	Grade 6	Grade 7	Grade 8	Male	Female	Gender Diverse	No Special help	Special help	Live in Sudbury	Live outside Sudbury
	Do you feel welcomed by adults at our school? Percent responding yes or most of the time.										
2019-2020	86%	91%	84%	87%	86%	90%	-	88%	85%	86%	(87)%
2020-2021	92%	95%	92%	89%	94%	92%	-	95%	84%	92%	(83)%
2021-2022	90%	96%	90%	83%	90%	91%	*85%	92%	88%	90%	(80%)

* N = 73   This column includes students who identify as gender fluid, nonbinary, transgender, or selected 'prefer to not answer'.

2022 Connectedness Survey: Curtis

	Do you feel welcomed by adults at our school? Percent responding yes or most of the time.									
	Black/ African American		Asian American		Hispanic / Latinx		Multiracial		White	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2018-2019	26	(54%)	82	89%	23	(82%)	60	97%	478	87%
2019-2020	35	(63%)	90	90%	24	(87)%	37	(86)%	493	87%
2020-2021	23	(83%)	94	88%	24	(88%)	30	(93)%	491	93%
2021-2022	25	(64%)	97	90%	21	(90%)	23	(88%)	446	92%

2022 Connectedness Survey: Curtis

	Do you feel welcomed by students at our school? Percent responding yes or most of the time.										
	Overall	**Grade 6**	**Grade 7**	**Grade 8**	**Male**	**Female**	**Gender Diverse**	**No Special help**	**Special help**	**Live in Sudbury**	**Live outside Sudbury**
2019-2020	88%	88%	88%	89%	90%	88%	-	91%	83%	88%	(85%)
2020-2021	87%	84%	92%	85%	92%	84%	-	91%	76%	88%	(69%)
2021-2022	86%	88%	86%	85%	90%	85%	70%	90%	80%	87%	(69%)

2022 Connectedness Survey: Curtis

	Do you feel welcomed by students at our school? Percent responding yes or most of the time.									
	Black/ African American		Asian American		Hispanic / Latinx		Multiracial		White	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2018-2019	26	(73%)	82	83%	23	(74%)	60	88%	479	86%
2019-2020	34	(70%)	90	89%	24	(96%)	37	(86%)	493	90%
2020-2021	23	(65%)	93	85%	23	(83%)	30	(90%)	490	89%
2021-2022	25	(72%)	97	87%	21	(71%)	23	(78%)	443	89%

2022 Connectedness Survey: Curtis

		Overall	Grade 6	Grade 7	Grade 8	Male	Female	Gender Diverse	No Special help	Special help	Live in Sudbury	Live outside Sudbury
How many adults at our school do you have a positive relationship with? Percent responding one or more.												
2019-2020		93%	94%	92%	92%	92%	94%	-	93%	94%	92%	(97%)
2020-2021		95%	96%	94%	94%	95%	95%	-	95%	96%	95%	(89%)
2021-2022		94%	94%	94%	94%	93%	96%	92%	96%	94%	95%	(86%)

2022 Connectedness Survey: Curtis

How many adults at our school do you have a positive relationship with?
Percent responding yes or most of the time.

	Black/ African American		Asian American		Hispanic / Latinx		Multiracial		White	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2018-2019	26	(96%)	80	90%	23	(87%)	60	93%	470	94%
2019-2020	33	(85%)	89	92%	23	(100%)	36	(92%)	491	94%
2020-2021	23	(92%)	93	90%	24	(100%)	30	(90%)	491	97%
2021-2022	25	(76%)	97	95%	21	(100%)	23	(100%)	444	95%

2022 Connectedness Survey

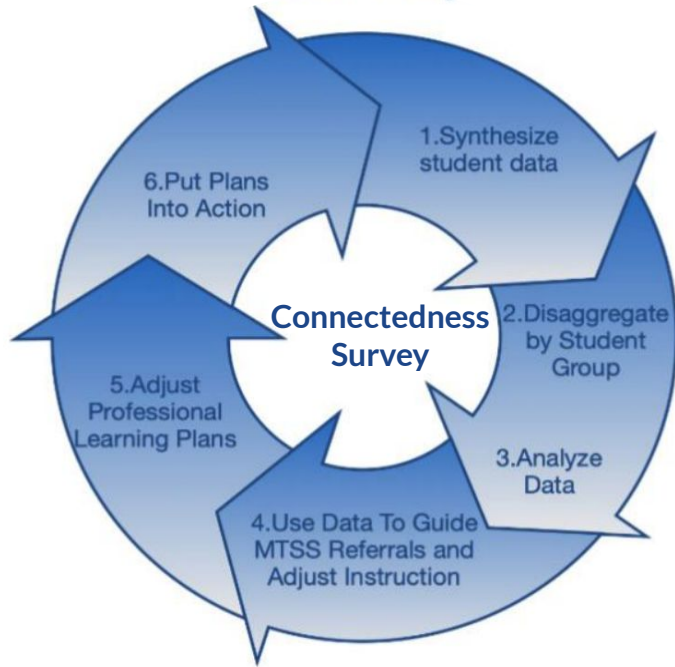| Diversity; we have students from different racial, religious, and cultural backgrounds. |
| --- |
| For the 5 schools, **98 to 100%** of students think It is important or very important for every student here, no matter their race or religion, **to feel safe at school.** |
| For the 5 schools, **98 to 100%** of students think it is important or very important for every student, no matter their race or religion, **to feel included at school.** |
| **93%** of Curtis students think it is important or very important to attend a school with **diversity in the student body**. |

Curtis 2022 Connectedness Survey

For each of the following types of actions, how much do you think it helps when students do them? Responding Helpful or Very Helpful	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Including other students - reaching out, sitting with them, talking to them	97%	97%	99%	98%	98%
Encouraging other students when they have tough times	97%	98%	97%	97%	97%
Assisting or helping other students	98%	98%	98%	97%	96%
Reaching out to people outside your group of friends	91%	95%	95%	91%	93%

Data Analysis

Connectedness Survey cycle:
1. Synthesize student data
2. Disaggregate by Student Group
3. Analyze Data
4. Use Data To Guide MTSS Referrals and Adjust Instruction
5. Adjust Professional Learning Plans
6. Put Plans Into Action

- **Quantitative data:** subgroups feel less connected to adults at school and less welcomed by their peers

- **Next steps:** gather qualitative responses to help us learn more about the growth areas and to identify helpful actions

- Develop plans & implement actions at Tiers 1 and 2 to address areas of need

- **MWAHS key findings on school connection:**
  - Percentage of youth reporting a positive relationship with adult at school declined in 2021
  - LGBTQ youth are less likely to have adult support at school than heterosexual cisgender youth
  - From 2018 to 2021, there were notable declines in school connectedness
  - Youth with low levels of connectedness are more likely to report risk behaviors and mental health problems

2021 MetroWest Adolescent Health Survey

MetroWest Adolescent Health Survey

- Administered in Sudbury with Curtis students beginning in 2010

- Fall 2021, 39,396 middle & high school students from 25 communities

- Based upon CDC's Youth Risk Behavior Survey (YRBS)

- Grant-funded project by the MetroWest Health Foundation

- Curtis **n = 838, grades 6 - 8, representing 96% of student body**

- Anonymous and voluntary

- Risk and protective factors

Curtis Middle School, Sudbury (Grades 7-8)
2006-2021 Trends in Key Indicators
MetroWest Adolescent Health Survey

	Year of Survey (%)							
	2006	2008	2010	2012	2014	2016	2018	2021
	–	–	(620)	(664)	(650)	(623)	(563)	(558)
SUBSTANCE USE								
Lifetime cigarette smoking	–	–	5.0	2.1	3.0	0.8	1.1	2.5
Current cigarette smoking (past 30 days)	–	–	3.3	1.1	0.6	0.3	0.2	1.1
Lifetime electronic vapor product use*	–	–	–	–	1.4	1.9	3.5	3.4
Current electronic vapor product use (past 30 days)*	–	–	–	–	0.8	0.5	2.7	1.3
Lifetime alcohol use	–	–	8.9	7.2	9.0	8.3	6.1	10.3
Current alcohol use (past 30 days)	–	–	4.4	2.9	3.7	3.9	2.0	3.1
Binge drinking (past 30 days)†	–	–	1.6	0.9	0.5	0.3	0.0	1.3
Lifetime marijuana use	–	–	2.6	1.4	1.4	0.5	0.9	1.6
Current marijuana use (past 30 days)	–	–	1.3	0.8	0.6	0.2	0.5	1.3
Lifetime inhalant use	–	–	3.7	3.2	2.3	1.8	1.8	4.7

Curtis Middle School, Sudbury (Grades 7-8)
2006-2021 Trends in Key Indicators
MetroWest Adolescent Health Survey

	2006	2008	2010	2012	2014	2016	2018	2021
	–	–	(620)	(664)	(650)	(623)	(563)	(558)
VIOLENCE								
Physical fighting (lifetime)	–	–	36.5	35.3	34.0	33.3	28.1	36.6
Physical fighting on school property (lifetime)	–	–	10.7	8.5	8.6	9.9	8.4	11.2
Carried a weapon (lifetime)	–	–	15.5	13.0	18.9	18.6	12.9	17.4
Carried a weapon on school property (lifetime)	–	–	1.1	0.8	0.6	0.8	0.4	1.3
BULLYING VICTIMIZATION								
Bullying victim (past 12 months)	–	–	38.5	34.5	28.7	28.4	26.5	32.4
Bullying victim on school property (past 12 months)	–	–	30.1	28.2	22.8	23.2	22.6	25.5
Cyberbullying victim (past 12 months)	–	–	13.5	16.1	16.2	18.0	13.3	24.1

Curtis Middle School, Sudbury (Grades 7-8)
2006-2021 Trends in Key Indicators
MetroWest Adolescent Health Survey

	Year of Survey (%)							
	2006	2008	2010	2012	2014	2016	2018	2021
	–	–	(620)	(664)	(650)	(623)	(563)	(558)
MENTAL HEALTH								
Life "very" stressful (past 30 days)	–	–	14.1	19.6	16.1	20.0	18.9	17.0
Depressive symptoms (past 12 months)	–	–	10.0	12.4	14.0	7.7	10.0	16.9
Self-injury (past 12 months)	–	–	5.4	7.7	5.6	7.2	7.5	14.5
Considered suicide (lifetime)	–	–	5.7	7.6	7.2	10.4	12.0	13.4
Attempted suicide (lifetime)	–	–	1.8	2.1	1.4	1.9	2.9	4.4

Regional Trends
- 20% of middle school youth report depressive symptoms in the past 12 months
- Self-injury, which ranged from 7 - 9% in past surveys, was reported by 13% of youth in 2021
- After remaining steady at 11% since 2012, lifetime reports of seriously considering suicide increased to 17% in 2021
- Five percent of youth report attempting suicide in their lifetime in 2021, up from 4% in 2018

Data Analysis

The MetroWest Survey cycle:
1. Synthesize student data
2. Disaggregate by Student Group
3. Analyze Data
4. Use Data To Guide MTSS Referrals and Adjust Instruction
5. Adjust Professional Learning Plans
6. Put Plans Into Action

- The Regional Highlights & Key Indicator Reports were released on March 31, full reports will be released in June 2022

- Next steps: Analyze data with the leadership and mental health teams

- Develop action plan using MTSS framework

- Communicate results with school staff & community partners

- Reinforce SEL priorities (slide 5) and review warning signs of depression and suicide with staff

School Safety Protocol & Screens

- Brief Screen for Adolescent Depression (BSAD) - risk of depression and suicide
  - Piloted last year in 7th and 8th grade Health classes as part of the Signs of Suicide curriculum
  - Scaled this year to screen all 7th and 8th grade students
  - Mental health team reviews the results and conducts follow-up for students who indicate any risk
- District Suicide Protocol developed last year
- Staff completed self-paced training on signs of depression and suicide on the January professional day

SBIRT Screen

- Screening, Brief Intervention, and Referral to Treatment (SBIRT)

  - STEP Act requires public middle & high schools to engage in substance use screening and education annually

  - Prevention, early detection, risk assessment, brief counseling and referral

  - All 7th graders were screened unless they opted out

  - CRAFFT+N tool contains 10 questions about substance use during the last 12 months

  - Motivational interview protocol by trained staff

  - Mini education module, along with reinforcing the student's health-promoting actions and decisions

Student-Focused Planning

- Full implementation of Harmony SEL curriculum @ elementary

- Analyze data from Connectedness Survey and MetroWest Adolescent Health Survey and develop action plans

- Continue district protocol development: Threat Assessment

- Continue ongoing collaboration with state and local partners to advocate for and identify additional mental health supports for students and families

- Addition of 2.6 FTE - BCBA, Adjustment Counselor, and Special Educator

- Anticipated MS Health Educator for 2022-23 school year

- Review Tier I FY23 budget requests for funding: increase in BCBA, 1.0 School Support Specialist, increase mental health supports

- Incorporate findings from equity audit in to action planning

Questions?

Guiding documents:

- **Acceleration Roadmap: Pathway to an Equitable Recovery**, May 2021. MA DESE, TNTP

- **School Reentry Considerations: Supporting Student Social and Emotional and Mental and Behavioral Health Amidst COVID-19,** American School Counselor Association, National Association of School Psychologists

- **Reunite, Renew, and Thrive: Social and Emotional Learning Roadmap for Reopening School,** July 2020. Collaborative for Academic, Social, and Emotional Learning

- **Roadmap to Reopen Schools,** Collaborative for Academic, Social, and Emotional Learning