



School Health & Wellness Report

**Sudbury Public Schools
Presentation to School Committee
September 23, 2019**

Agenda

- Governing bodies and guiding language
- Overview of core curricula for health and wellness
- Data Reports: Connectedness Survey, Social-emotional learning/DESSA, and MetroWest Adolescent Health Survey
- Priorities for district & community

MA Department of Elementary & Secondary Education

5 Core Strategies

Core Strategies



Supporting the social, emotional, and health needs of students and families by improving school culture and climate; enhancing social & emotional competencies; strengthening family & community engagement; and promoting health, wellness, and safety.

State-Level Strategic Actions

- Learning standards and statements prioritizing health & wellness
- Math, ELA, Science, & Social Studies Curriculum Frameworks include strategies for embedding SEL as improvement actions
- New MA Health Framework and learning standards will be released Spring 2020
- Technical support, focus groups, professional learning opportunities related to school wellness programming

Sudbury Public Schools Strategic Objectives FY20

- Promote the social, emotional, and physical wellness of all students.
- Implement innovative, research-based curriculum and educational practices.
- Provide learning experiences that aim to engage and challenge at students' individual levels.

Whole School, Whole Community, Whole Child



- Student-centered model
- Emphasis on alignment, integration, & collaboration
- Connections between health & academic achievement
- Evidence-based practices & policies
- Community support

Health Services



- School nursing operates under guidelines and recommendations from MA DESE and the Department of Public Health
- Manage medication administration, treat illness & injury
- Conduct mandated screenings: BMI, vision, hearing, postural, and SBIRT - Screening, Brief Intervention, Referral & Treatment for substance use
- Consult on school health issues, protocols, and policy development
- Collaborate with Board of Health & MA Immunization & Epidemiology programs to assure infection control

Counseling, Psychological, and Social Services

- 8 FTE Guidance counselors, 2 FTE adjustment counselors, 6 FTE psychologists, & 1 FTE social worker
- Interventions and supports
- Social skills instruction
- School reentry supports
- Collaboration with staff, families, providers to address student needs
- Family & community outreach
- Individual and group counseling
- Psychological testing for disability determination
- Crisis evaluations and safety checks

Elementary Health Education

- Society of Health & Physical Educators (SHAPE)
[8 National Health Standards](#)
- [MA Comprehensive Health Framework](#) - new standards released 2020
- Fitness & healthful living concepts in Physical Education
- Human Development & Puberty Education unit, 6 lessons in grade 5
- SEL - Open Circle and integrated in academics

Community Partnerships

- Fire Safety Education in grades K - 5, taught by SAFE educator
- Students Thinking & Acting Responsibly in Sudbury (STARS) unit, 7 lessons in grade 5, taught by the School Resource Officer



Middle School Health Education

- SHAPE [8 National Health Standards](#)
- [MA Comprehensive Health Framework](#) - new standards released 2020
- SEL - Connection Block and integrated in academics

6th Grade	Wellness Concepts	Safety & Injury Prevention	Nutrition	Mental Health	Violence Prevention	Puberty Changes
7th Grade	Disease Prevention	Mental Health	SEL & Multiple Intelligences	Substance Use Prevention	Decision Making & Refusal Skills	
8th Grade	Disease Prevention	Media Literacy	Mental Health	Substance Use Prevention	Healthy vs. Unhealthy Relationships	Community & Public Health

Physical Education & Physical Activity

- National PE Standards developed by Society of Health & Physical Educators (SHAPE)
- [5 National Standards](#) - motor skill development, movement concepts, fitness, social competencies, and appreciates & values physical activity
- [Grade-Level Outcomes for Grades K - 12](#)
- [Appropriate Instructional Practice Guidelines](#)
- Scope & sequence developed using these documents as guideposts



School Health Data



Connectedness Survey

- A measure of social & emotional climate
- Students in grades 3 - 8 complete the anonymous survey online
- Collaboration with Stan Davis, author, social scientist, and consultant

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

1. high academic expectations 2. supports for learning

3. positive relationships

4. physical and emotional safety

Welcomed by adults at school?

Do you feel welcomed by adults at our school? Percent responding yes or most of the time.									
	Overall	Grade 3	Grade 4	Grade 5	Male	Female	No Special help	Special help	Gender Prefer no answer
2009-2010	93%	88%	95%	94%	93%	93%	94%	93%	
2010-2011	93%	90%	94%	96%	89%	98%	95%	91%	
2011-2012	90%	94%	85%	88%	87%	93%	90%	92%	
2012-2013	90%	92%	87%	90%	89%	91%	89%	94%	
2013-2014	91%	91%	92%	89%	89%	93%	92%	92%	
2014-2015	93%	92%	90%	95%	94%	93%	--	--	
2015-2016	87%	82%	94%	86%	83%	93%	90%	83%	
2016-2017	88%	86%	89%	89%	89%	89%	--	--	
2017-2018	93%	93%	97%	92%	90%	97%	94%	93%	
2018 -2019	93%	95%	92%	93%	92%	96%	96%	90%	90%

For the 5 schools, 85 - 96% of students report feeling welcomed by adults at school.

Positive relationship with adults at school?

How many adults at our school do you have a positive relationship with? That 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	Male	Female	No special help	Special help	Prefer no answer
2009-2010	96%	93%	97%	98%	96%	97%	97%	95%	
2010-2011	97%	95%	97%	99%	96%	98%	99%	93%	
2011-2012	96%	95%	95%	98%	96%	96%	96%	95%	
2012-2013	96%	94%	94%	100%	96%	99%	96%	97%	
2013-2014	97%	100%	96%	96%	96%	99%	97%	97%	
2014-2015	99%	99%	98%	100%	100%	98%	--	--	
2015-2016	95%	95%	97%	92%	94%	97%	97%	96%	
2016-2017	97%	99%	93%	100%	97%	98%	--	--	
2017-2018	95%	93%	99%	95%	95%	96%	95%	97%	
2018 - 2019	98%	95%	99%	100%	95%	100%	98%	95%	100%

For the 5 schools, 93 - 98% report having a positive relationship with one or more adults at school.

Diversity: Safety & Inclusion

It is VERY IMPORTANT to me for every student here, no matter their race, religion, or sexual orientation, to be safe and feel included at school.	77%	81%	77%	78%
It is IMPORTANT to me for every student here, no matter their race, religion, or sexual orientation, to be safe and feel included at school.	22%	17%	22%	20%
It is NOT IMPORTANT to me for every student here, no matter their race, religion, or sexual orientation, to be safe and feel included at school.	1%	2%	1%	2%

98 - 99% of students in grades 3 - 8 believe it is important or very important for every student, no matter their race, religion, or sexual orientation, to be safe and feel included at school.

Welcomed by adults at school?

Do you feel welcomed by adults at our school? Percent responding yes or most of the time.										
	African-American		Asian-American		Hispanic		Mixed Race		White	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2015-2016	20	(70%)*	65	90%	17	(88%)*	61	84%	587	92%
2016-2017	15	(80%)*	61	90%	21	(81%)*	39	(87%)*	489	92%
2017-2018	20	(95%)*	76	91%	20	(90%)*	69	84%	501	89%
2018-2019	26	(54%)*	82	89%	23	(82%)*	60	97%	478	87%

Curtis Cohorts: Decrease in percentage of students feeling welcomed by adults at school.

Positive relationship with adults at school?

How many adults at our school do you have a positive relationship with? Percent responding one or more.										
	African-American		Asian-American		Hispanic		Mixed Race		White	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2015-2016	20	(85%)*	64	98%	17	(94%)*	61	89%	583	95%
2016-2017	14	(86%)*	61	95%	21	(90%)*	38	(97%)*	488	95%
2017-2018	20	(95%)*	74	95%	20	100%	69	94%	498	94%
2018-2019	26	(96%)*	80	90%	23	(87%)*	60	93%	470	94%

Curtis Data by subgroup

Welcomed by students at school?

Do you feel welcomed by students at our school? Percent responding yes or most of the time.										
	African-American		Asian-American		Hispanic		Mixed Race		White	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2015-2016	19	(84%)*	65	91%	17	(87%)*	60	75%	587	90%
2016-2017	15	(80%)*	60	93%	21	(86%)*	39	(90%)*	489	90%
2017-2018	20	(90%)*	76	84%	20	(90%)*	68	78%	501	90%
2018-2019	26	(73%)*	82	83%	23	(74%)*	60	88%	479	86%

Curtis Cohorts: Decrease in percentage of students feeling welcomed by students at school.

Measuring Social Competencies



SELF-AWARENESS



SELF-MANAGEMENT



SOCIAL-AWARENESS



RELATIONSHIP SKILLS



GOAL-DIRECTED
BEHAVIOR



PERSONAL
RESPONSIBILITY



DECISION-MAKING


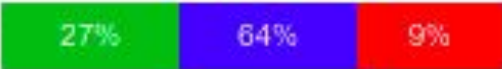

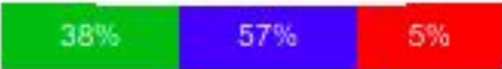


OPTIMISTIC THINKING

Social-Emotional Learning - Skills Assessment

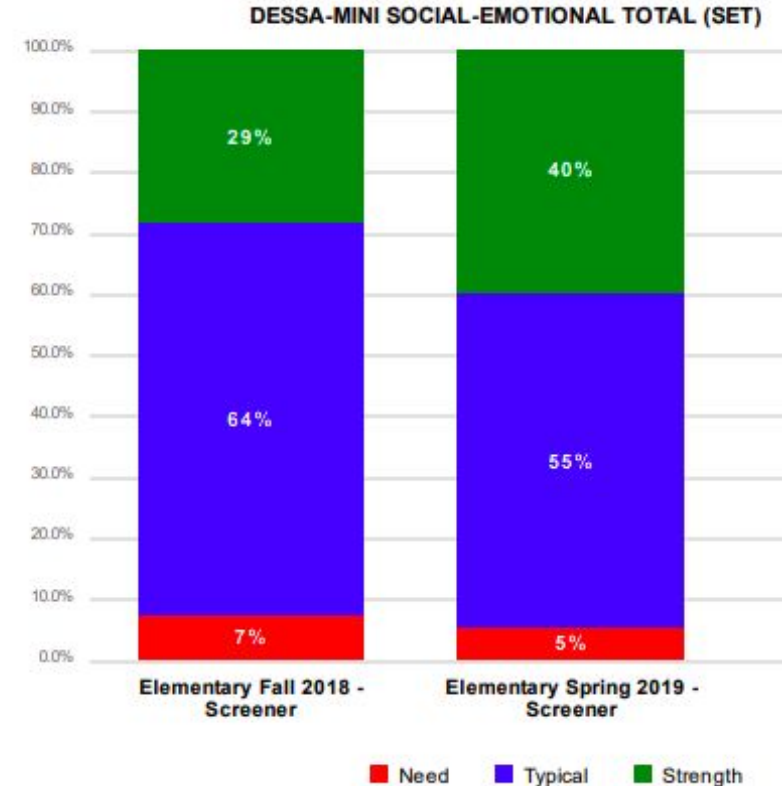
- Identify students' social-emotional strengths, underdeveloped skills, and to progress monitor student learning
- Devereux Student Strengths Assessment - DESSA
- Standardized, strength-based measure of 8 key social-emotional competencies of children in grades K - 12
- Norm-referenced behavior rating scale
- Universal screener: Mini - 8 questions, Full - 72 questions
- Parents, teachers, and out-of-school program staff assess social-emotional skills related to school and life success

Elementary DESSA Data: BOY to EOY (2018/2019)

Site Summary	A	Number of Ratings	339	 
		Average Educator T-Score	53.1	
		Percentile Equivalent of Avg T-Score	62	
		Students with Strength Ratings	91	
		Students with Typical Ratings	216	
		Students with Need Ratings	32	
Site Summary	B	Number of Ratings	322	 
		Average Educator T-Score	56.1	
		Percentile Equivalent of Avg T-Score	73	
		Students with Strength Ratings	122	
		Students with Typical Ratings	185	
		Students with Need Ratings	15	

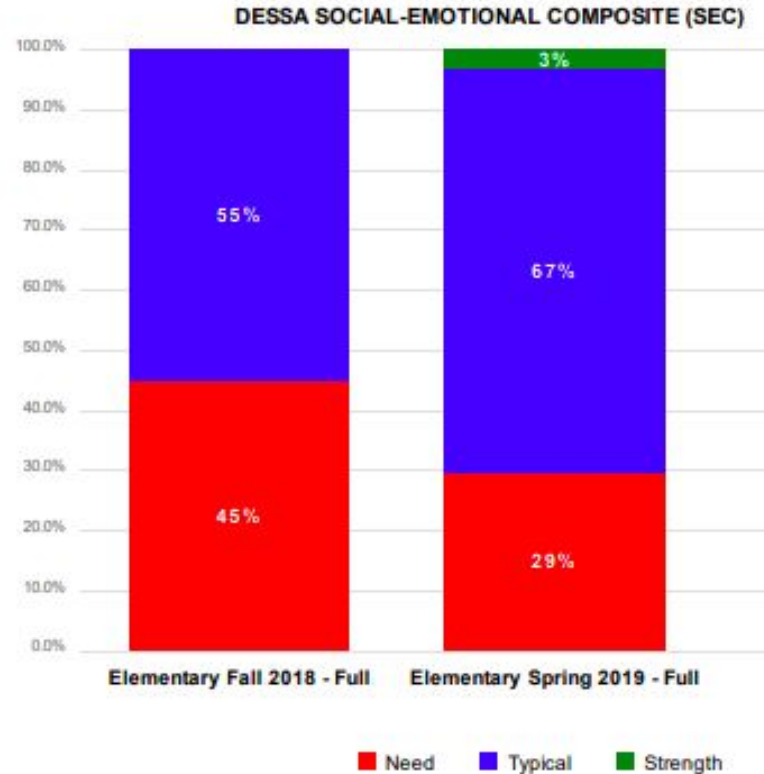
Fall 2018 to Spring 2019 Longitudinal Mini DESSA: District K-5

PROGRAM SUMMARY						
	NUMBER OF RATINGS	AVERAGE EDUCATOR T-SCORE	PERCENTILE EQUIVALENT OF AVG T- SCORE	STUDENTS W/ STRENGTH RATINGS	STUDENTS W/ TYPICAL RATINGS	STU NEE INS RAT
Elementary Fall 2018 - Screener	1554	53.9	66	444	1000	110
Elementary Spring 2019 - Screener	1550	56.4	73	617	853	80



Fall 2018 to Spring 2019 Longitudinal Full DESSA: District K-5

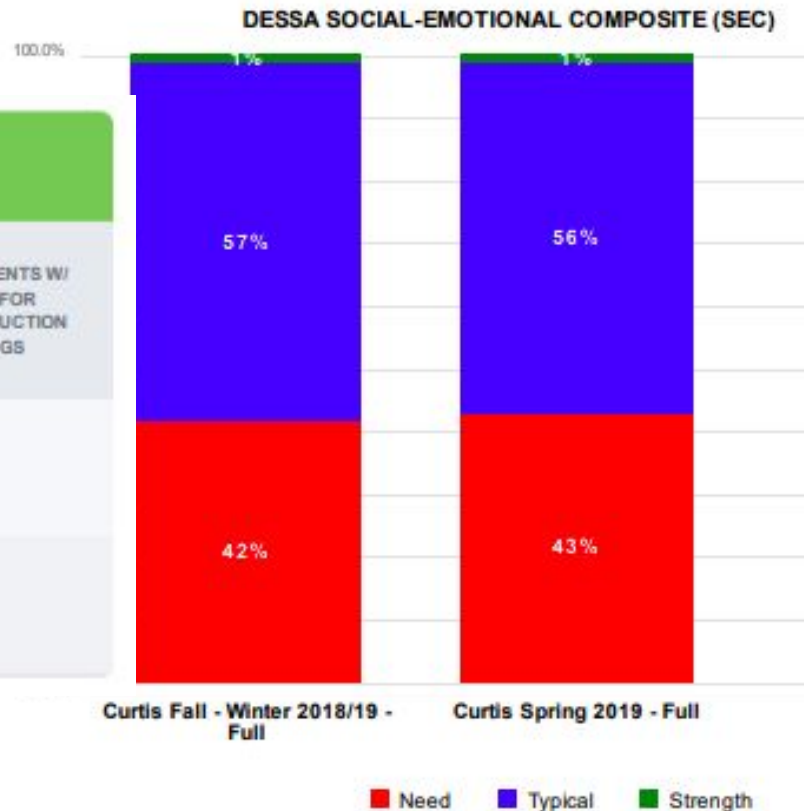
PROGRAM SUMMARY						
	NUMBER OF RATINGS	AVERAGE EDUCATOR T-SCORE	PERCENTILE EQUIVALENT OF AVG T- SCORE	STUDENTS W/ STRENGTH RATINGS	STUDENTS W/ TYPICAL RATINGS	STUDENT NEED FOR INSTRUC1 RATINGS
Elementary Fall 2018 - Full	123	42.5	24	0	68	55
Elementary Spring 2019 - Full	123	44.6	31	4	83	36



Fall 2018 to Spring 2019 Longitudinal Full DESSA: Middle School

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 Fall - Winter 2018/19 - Full	72	41.7	21	1	41	30
Curtis Spring 2019 - Full	72	42.9	24	1	40	31



MetroWest Adolescent Health Survey



MetroWest Adolescent Health Survey



- Administered in SPS since 2010
- Fall of 2018, 16,800 middle school students from 25 communities
- Based upon CDC's Youth Risk Behavior Survey (YRBS)
- Grant-funded project by MetroWest Health Foundation
- Anonymous and voluntary
- Curtis n = 876, students in grades 6 - 8, representing 93%
- Substance use, violence, mental health, online behaviors, sleep, and protective factors

MetroWest Adolescent Health Survey: Substance Use

Curtis Middle School, Sudbury (Grades 7-8) 2006-2018 Trends in Key Indicators <i>MetroWest Adolescent Health Survey</i>							
	Year of Survey (%)						
	2006	2008	2010	2012	2014	2016	2018
	–	–	(620)	(664)	(650)	(623)	(563)
SUBSTANCE USE							
Lifetime cigarette smoking	–	–	5.0	2.1	3.0	0.8	1.1
Current cigarette smoking (past 30 days)	–	–	3.3	1.1	0.6	0.3	0.2
Lifetime electronic vapor product use*	–	–	–	–	1.4	1.9	3.5
Current electronic vapor product use (past 30 days)*	–	–	–	–	0.8	0.5	2.7
Lifetime alcohol use	–	–	8.9	7.2	9.0	8.3	6.1
Current alcohol use (past 30 days)	–	–	4.4	2.9	3.7	3.9	2.0
Binge drinking (past 30 days) [†]	–	–	1.6	0.9	0.5	0.3	0.0
Lifetime marijuana use	–	–	2.6	1.4	1.4	0.5	0.9
Current marijuana use (past 30 days)	–	–	1.3	0.8	0.6	0.2	0.5
Lifetime inhalant use	–	–	3.7	3.2	2.3	1.8	1.8

MetroWest Adolescent Health Survey: Violence

Curtis Middle School, Sudbury (Grades 7-8) 2006-2018 Trends in Key Indicators <i>MetroWest Adolescent Health Survey</i>							
	Year of Survey (%)						
	2006	2008	2010	2012	2014	2016	2018
	–	–	(620)	(664)	(650)	(623)	(563)
VIOLENCE							
Physical fighting (lifetime)	–	–	36.5	35.3	34.0	33.3	28.1
Physical fighting on school property (lifetime)	–	–	10.7	8.5	8.6	9.9	8.4
Carried a weapon (lifetime)	–	–	15.5	13.0	18.9	18.6	12.9
Carried a weapon on school property (lifetime)	–	–	1.1	0.8	0.6	0.8	0.4
BULLYING VICTIMIZATION							
Bullying victim (past 12 months)	–	–	38.5	34.5	28.7	28.4	26.5
Bullying victim on school property (past 12 months)	–	–	30.1	28.2	22.8	23.2	22.6
Cyberbullying victim (past 12 months)	–	–	13.5	16.1	16.2	18.0	13.3

MetroWest Adolescent Health Survey: Mental Health

Curtis Middle School, Sudbury (Grades 7-8)

2006-2018 Trends in Key Indicators

MetroWest Adolescent Health Survey

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

MetroWest Adolescent Health Survey: Mental Health

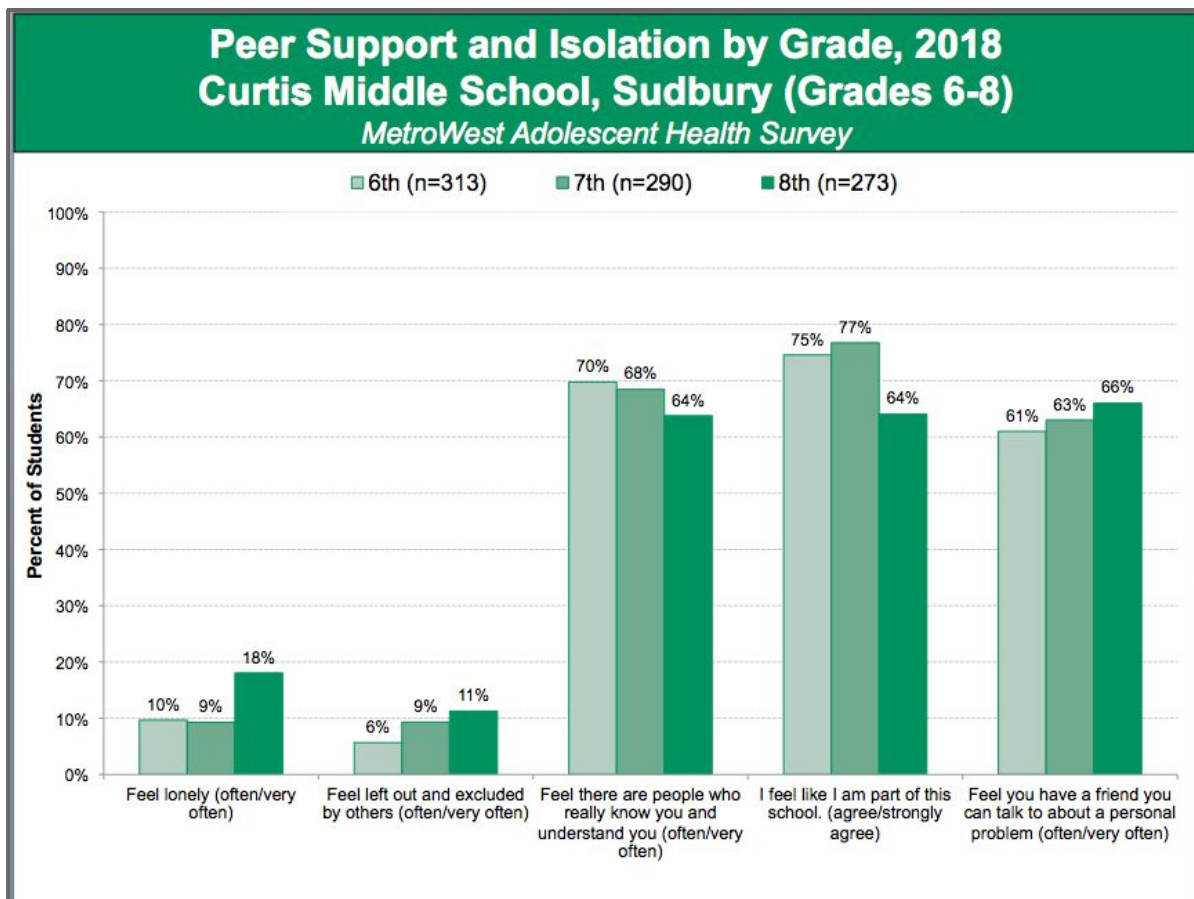
Curtis Middle School, Sudbury (Grades 6-8)

2018 Key Indicator Patterns by Grade

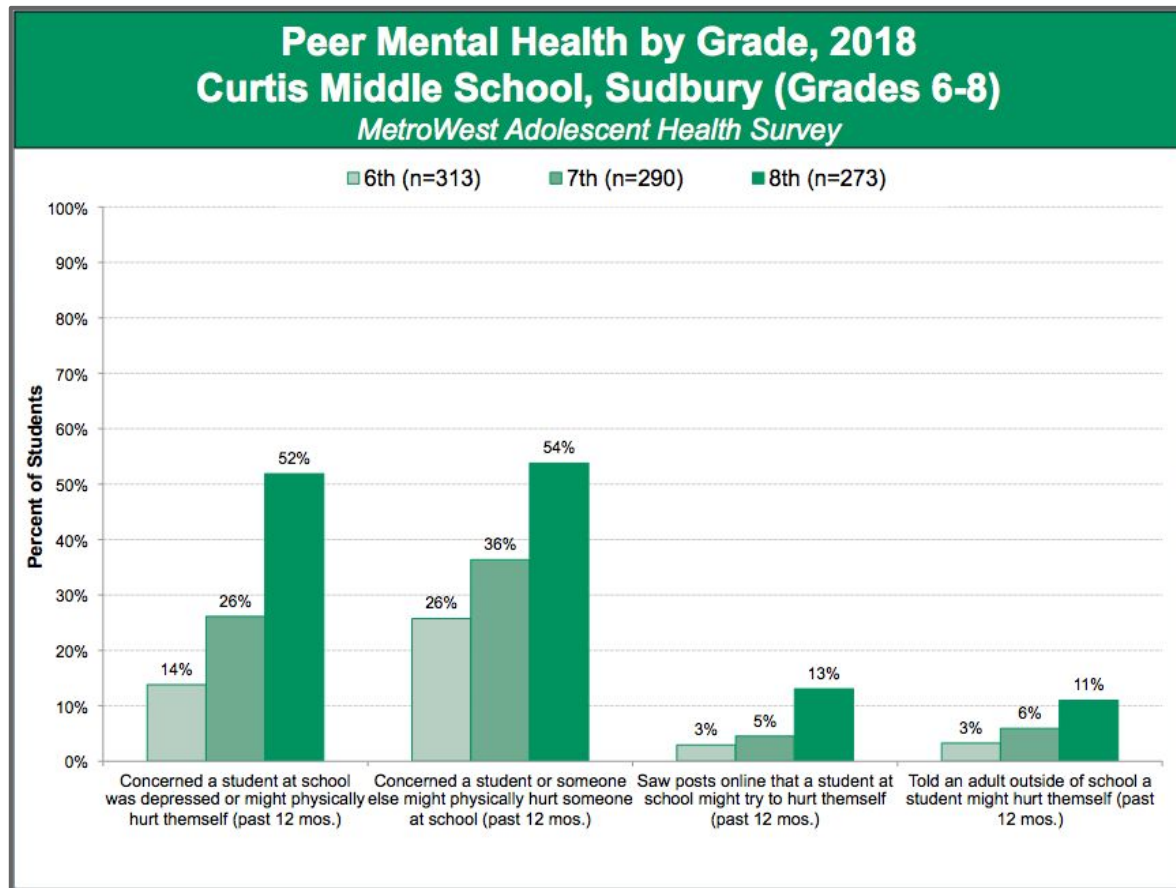
MetroWest Adolescent Health Survey

	Year of Survey (%)			Total (%)
	6 th (313)	7 th (290)	8 th (273)	
MENTAL HEALTH				
Life "very" stressful (past 30 days)	7.8	15.2	22.8	14.9
Depressive symptoms (past 12 months)	7.2	8.6	11.5	9.0
Self-injury (past 12 months)	6.2	6.1	8.9	7.0
Considered suicide (lifetime)	8.2	10.3	13.8	10.6
Attempted suicide (lifetime)	2.3	3.5	2.2	2.7

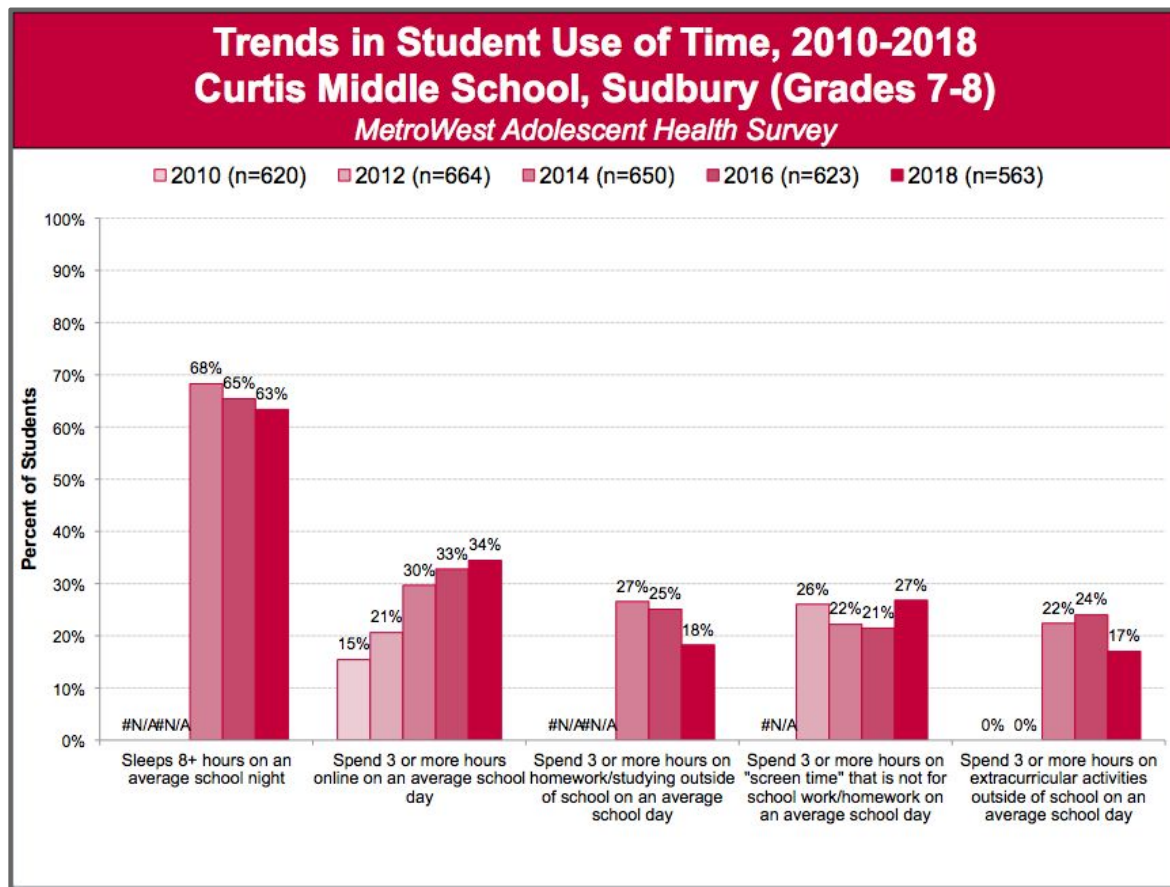
MetroWest Adolescent Health Survey: Peer Support



MetroWest Adolescent Health Survey: Mental Health



MetroWest Adolescent Health Survey: Use of Time



MetroWest Adolescent Health Survey

Youth who spend 3 or more hours on social media daily are more likely to report

- Cyberbullying victimization, 33% vs 10%
- Lifetime substance use: alcohol use - 18% vs 4%,
marijuana use - 12% vs 1%
- Depressive symptoms, 32% vs 8%
- Seriously consider suicide in their lifetime, 33% vs 9%

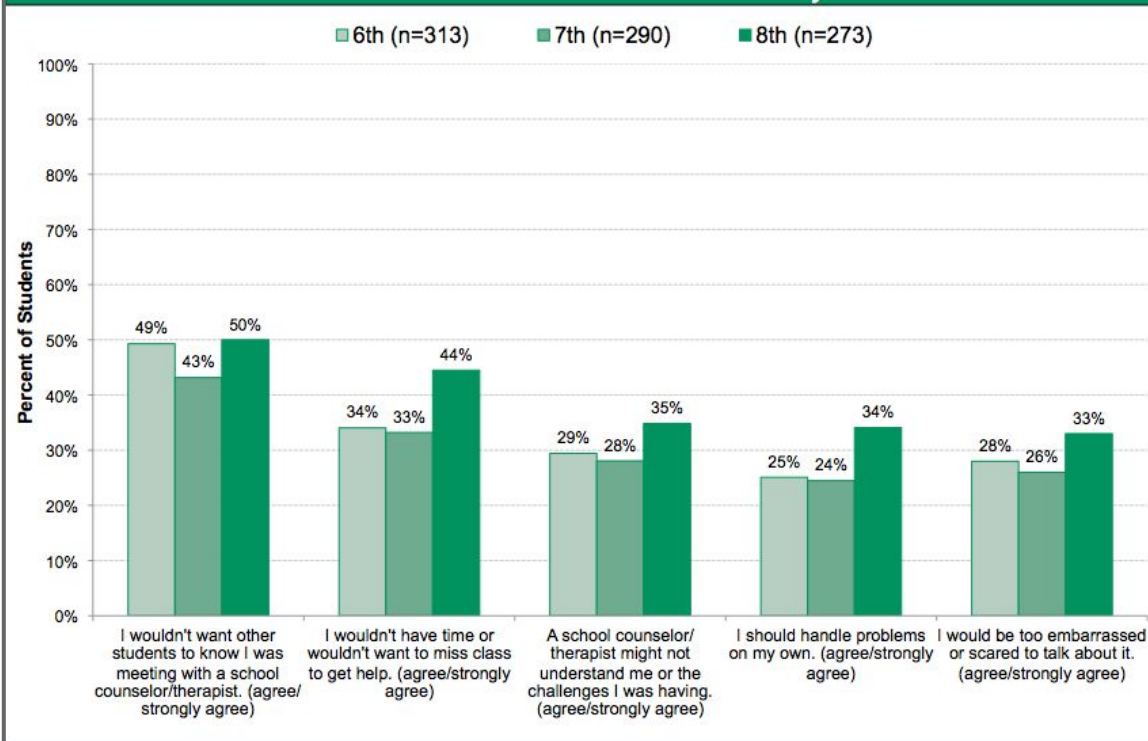
MetroWest Adolescent Health Survey

Youth who sleep less than 8 hours per night are more likely to report

- Depressive symptoms, 18% vs 5%
- Self-injury, 14% vs 4%
- Seriously consider suicide in their lifetime, 20% vs 6%

MetroWest Adolescent Health Survey

Barriers to Seeking Help at School by Grade, 2018 Curtis Middle School, Sudbury (Grades 6-8) *MetroWest Adolescent Health Survey*



Next Steps...



District Priorities

1. Vaping
2. School climate: school attachment & name-calling
3. Mental health
4. Social-emotional learning

Vaping

- Student education in grade 5 in STARS curriculum and in grades 6 - 8 Health curriculum
- Student assemblies in grades 6 - 8, MPY educator
- Social norming campaign using local data
- Parent education
- Universal SBIRT screenings in 7th grade

School Climate

- Focus groups to address school attachment concerns for SOC and other cohorts
- Positive social norming campaign using local data
- Student education on welcoming and inclusive behaviors
- Behavior & AUP charts review and revisions
- Professional learning on disciplinary processes and procedures

Mental Health: Prevention & Skill Building

- Social-emotional skill building in tiers 1, 2 and 3
- Mindfulness education and guided practice
- Health education units on mental health and the S.O.S. curriculum
- Student education to address “barriers to seeking help” data gleaned from the MWAHS

Mental Health: Screening & Supports

- Check-in's and individual counseling
- Referrals to outside providers
- Universal depression screening in middle school

[SPS Social-Emotional Resource Webpage for Parents](#)

Mental Health: Capacity Building

- Addition of Bridges Program at Curtis - provides supports for students transitioning back to school or to the classroom
- Addition of 2.0 FTE adjustment counselors at Curtis, with one assigned to the Bridges Program
- Addition of academic tutor for Bridges Program
- Professional learning workshops
- Parent education programming

Social-Emotional Learning

- Determine what these skills look like in the content areas and how they can be embedded in teaching, learning, and student assessment.
- Professional learning to build educator capacity on safe and supportive schools and SEL best practices and strategies

Community & Family Partnerships

- Stay informed about youth health behaviors and trends
Community presentation MWAHS data
October 23 at 7:30 PM in the cafeteria at LSRHS
- Partner with school and others to address youth & family concerns
- Continue building protective factors - open communication with your child, community involvement & afterschool activities, family dinners, monitoring screen time & sleep habits



Questions?

Betsy Grams

Wellness Coordinator

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