



Strategy: We will foster cultures of balanced health and well-being.

Definitions

SEL: Social-emotional learning

Specific Result #1: “STUDENTS”

Foster cultures of balanced health and well-being for students.

- Establish an approach for students to access research-based responsive services that foster student well-being.
 - Establish a system for students to access support according to their unique health and well-being needs. The system should include both in-person and digital resources, as well as an established protocol for immediate support when needed.
 - Ensure the transition of health and well-being services as students move through the school system.
- Select and provide research-based social-emotional learning (SEL) curriculum to be implemented in all schools, with all students.
 - The district will deliver uniform curriculum and instructional strategies that focus on self-advocacy, resilience, and coping for PreK-12 based on SEL standards to ensure student self-advocacy, resilience, and coping strategies.
- Provide students with a staff who is trained in SEL competencies and strategies for appropriate modeling.
 - Staff will be trained to embed SEL competencies across the curriculum to ensure that critical components are taught and modeled daily, with dedicated time to deliver specific SEL competencies (Second Step, etc.)
- Create a system to ensure that all students are connected to a caring adult in the school community.
 - Provide opportunities where both students and staff are able to develop and engage in meaningful relationships designed to benefit students, school, and community experiences.
- Implement innovative, research-based best practices regarding school day structure, academic expectations, and student voice and choice to promote a balanced health and well-being environment.
 - School professionals will provide relevant, objective-based learning opportunities that are designed to benefit students based on individual interests and needs.
 - Align school start times based on developmental research involving elementary children and teens to ensure optimization of learning opportunity.
 - Establish protected time throughout the day for students at all levels to play/create/explore in a more autonomous environment.



Specific Result #2: "STAFF"

Foster cultures of balanced health and well-being for staff.

- Provide staff with greater voice and choice in their professional learning.
 - Offer job-embedded learning where staff can create their own professional development growth opportunities. Investigate additional teacher design time.
- Prioritize self-care for staff.
 - Incorporate self-care for staff into each building blueprint. Seek teacher/staff feedback about staff culture.
- Foster a culture of connections with fellow staff, students, and families.
 - Provide opportunities for staff, students and families to engage in social opportunities together.
- Explore work-based assistance that offers relational, emotional, and mental health support for staff.
 - Explore work-based assistance and opportunities for the district to offer additional social, emotional, and mental health support for staff.
- Equip staff with tools and/or resources to support students' daily health and well-being needs.
 - Dedicate professional learning time for the current SEL and additional initiatives during scheduled professional learning days. Provide opportunities for guest speakers who are professionals in the field to come and speak during professional learning.

Specific Result #3: FAMILIES

Partner with families to foster cultures of balanced health and well-being.

- Provide more accessible, district-wide opportunities for families to voice concerns and suggestions and receive feedback regarding student health and well-being.
 - Establish a channel that allows parents to provide feedback and suggestions. Those who submit concerns would receive some form of response. This could also take the form of a "Toddcast." Create a parent advisory committee that would meet periodically with building and/or district administration.
- Clearly establish multiple lines of communication for families to connect with appropriate school support staff.
 - Buildings publish and promote active lines of communication to reach student support staff.
 - Clarify roles of social workers, psychologists, nurses, and counselors.
- Provide families with community health and well-being resources through multiple modes of communication.
 - Provide families with contacts for resources such as support groups, medical



providers, clinics/diagnostic centers, specialists, etc. Create a shared website or database maintained and accessible by limited school personnel to recommend needed services to families.

- Engage the community to provide district-sponsored programming opportunities intended to promote healthy families.
 - Sponsor workshops on topics related to current family concerns, in conjunction with members of the community.
- Conduct an ongoing district-wide analysis to implement research-based, best practices that promote a balanced school-home life.
 - Use current research to establish practices that support the needs of families, with an emphasis on respecting family time. (Example: not scheduling additional homework on weekends, vacations, etc.)