

Utilizing MindUp Curriculum and Multi-Disciplinary Team Members:

Implementation of Universal School Climate and Mental Wellness system in an Elementary School

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Novato Unified School District



AGENDA

- Background
- Implementation Drivers
- San Ramon Implementation
- Motivating Operations & Implementation Barriers
- Successes/Challenges/Looking Ahead
- Questions/Comments



Novato Unified School District (NUSD)

Suburb approximately 30 miles north of San Francisco, CA

- ~7600 Average Daily Attendance (ADA)
- ~18% English Language Learners
- ~36% Free-Reduced Meals



NUSD Mission

The Novato Unified School District is an innovative and effective education system that provides diverse academic experiences to meet individual student needs, and challenges students to realize their educational potential.



NUSD Vision

The Novato Unified School District is committed to providing an educational experience that will:

- ❖ Ensure students possess academic and technical knowledge to enter successful careers and post-secondary experiences.
- ❖ Prepare all students to be successful, responsible, and productive citizens and leaders in a diverse and global society
- ❖ Encourage students to embrace a variety of learning opportunities throughout their lifetime
- ❖ Provide students with tools to unlock their full potential



NOVATO UNIFIED SCHOOL DISTRICT - GRADUATE PROFILE/21ST CENTURY SKILLS APPROVED: May 17, 2016


The Six C's: **Collaboration, Communication, Critical Thinking, Conscientious Learner, Cultural Competence, Character**
*Collaboration, Communication, Critical Thinking - Taught and assessed by every teacher.
 Conscientious Learner, Cultural Competence, Character - Not taught and assessed by every teacher.*
 These attributes are learned by the students.
 All C's will be assessed via presentation of portfolio or exhibition at grades 5, 8 and 11.

Content Knowledge - Foundation of all C's
Credibility - Part of all C's and is embedded in each.

Collaboration	Communication	Critical Thinking
<ul style="list-style-type: none"> • Active, mindful participant • Commitment and accountability to the group • Provides and accepts feedback/construtive criticism • Interpersonal communication • Seeks to provide helpful and advice constructively (Define Collaboration) • Flexibility and team interdependence • Conflict management skills • Building consensus within a group 	<ul style="list-style-type: none"> • Written - essays, letters, email, job applications, reports • Oral - One to one, to each other, presentations • Listening - active listening, response to tone, ideas • Digital literacy - how to evaluate sources, how to share • Where will digital footprint end up • Nonverbal - read audience, read body language • Successful - tone, subject, taking turns, being present with listening 	<ul style="list-style-type: none"> • Creative problem solving/Innovation finding • Constructing arguments • Conjecture/questioning/Inquiry • Information & resources • Research • Interpretation and analysis • Self-Regulation/reflection • Reasoned/defensible • Understanding multiple perspectives
Conscientious Learner (Self-Management)	Cultural Competence	Character
<ul style="list-style-type: none"> • Responsibility/ownership/time management • Goal setting • Self-reflection/evaluation • Self-reflective/self-awareness • Curiosity • Health and wellness • Career awareness • Financial literacy 	<ul style="list-style-type: none"> • Equity • Global awareness - understand various viewpoints, identities, and cultures • Ability to build working relationships with people from other cultures and backgrounds • Respecting and understanding diverse perspectives • Contribution to solutions that benefit the larger community • Civic engagement 	<ul style="list-style-type: none"> • Integrity • Ability to understand and share the feelings of another • Integrity • Quality of being honest and having strong moral principles • Respect • Showing honor or esteem for someone or something • Responsibility • Growth Mindset • Perseverance/Resilience


Implementation Drivers

Karin Jinbo, MA
Coordinator, Behavioral Health



Implementation Drivers

- Joining COIIN: why and who and why
- Sustainability
- District Drivers: district goals, equity, 6 c's
- SHAPE survey
- Collaboration/Getting Admin Buy-in



San Ramon Implementation

Amanda Langford, MA
Principal



Ethics and Integrity

- Leaders act upon and reflect the code of ethics
- Relevant evidence and research to make decisions
- Meet with staff and community to make decisions



San Ramon Interests

Before-Initiating a Change

- Budget Cuts-Survey Teachers
- Finding a Need-SLT
- Program Options
- Stakeholder Education and Buy-in
- Plan for Rollout of Year 1



External Context and Policy

- Understanding communicating policy and public understanding
- Leaders use understanding of social context to make decisions
- Engage with others to make policies



San Ramon Interests - Year 0

During School Year One (Year 0)

- School-wide and Community Inclusion
- Classroom
- Trainings-Trauma Training, No Bully Solutions Team, Executive Functioning for Gen Ed
- Office Referrals
- Character Development
- STOP Form
- Data Gains



Motivating Operations & Implementation Barriers

Andrew Weiher, MA, BCBA
Behavioral Analyst



Motivating Operations

- Creating evocative effects to increase desired behaviors
- Creating abative effects to decrease less desired behaviors
- How can staff self-identify and and what environmental contingencies can help with acquisition?



Balancing NUSD District Initiatives

- 6 C's: Collaboration, Character, Communication, Critical Thinking, Conscientious Learner, & Cultural Competence
- Equity Imperative
- Project Based Learning
- 21st Century Learning



Staff Acquisition Rates

- Procedures
- Terminology
- Skill Maintenance



Implementation Barriers

- Competing District Initiatives
- Procedural Fidelity: Data Collection, Teacher Variability Across Grades, Experiential Avoidance
- Behavior Drift



Referral Document

San Ramon Elementary-Behavior Referral

Student Name: _____ Teacher/Staff Name: _____

Date:	Time Begin:	Time Ended:
Antecedent (What happened before)	Behavior (Objective, clear, & complete)	Consequence (What happened immediately afterward)
<i>When:</i>		
<i>Where:</i>		
<i>Demand:</i>		

Recorded in Aeries Y / N

Circle Action Taken by Staff: - Call Home - Talk with Principal - Counseling - recess/lunch Detention
Suspension: In-School / Home ___days - North Bay Security - Other

Review & Plan Implementation Cycle



Review

Successes

Adopting New Curriculum
Scaling Up teacher
confidence
Behavioral Programming
(Tier 1)

Challenges

Adopting New Curriculum
Staff Shortages
Data Teams



Next Steps for District Year 1

- Change in Universal Screener to align with District adoption
- Year 1 at San Ramon
- Year 0 at 2 more Elementary Schools
- MTSS Scale Up grant implementation



San Ramon Next Steps

- MTSS Team
- Maslow Hierarchy of Needs-Student and Staff
- Culture of Caring-Relationship Building
- Warm Demander
- Wellness Survey (Staff)
- Carolina Survey (Student)
- Supports for Positive Programming-
 - Tier 1 Behavior



San Ramon Next Steps

- Student Voice-
 - Student Council, Neon Jackets, Student Advocate Group, Lunch Buddies
- Tier I Supports
- Warm Demander
- Culture of Caring
- Collaboration and Relationships
- Wellness Labs



**Questions
Comments**