



12/14/21 DRAFT

Guiding Principle 1: *Foster & Maintain Healthy Relationships*

Intentional relationship-building practices that permeate all aspects of teaching & learning are critical to support student wellness. These practices will cultivate an environment and provide opportunities where students can develop and maintain healthy relationships with themselves and others.

Related Best Practice:

- Create structures that support healthy relationship development to enable each student to be known well and to be connected with other students and adults.⁷
- Cultivate learning environments that provide structures for safety and belonging which includes opportunities for collaborative work and consistent restorative practices.⁹
- Understand that healthy relationships between students and adults are reciprocal, attuned, culturally responsive, and trusting.⁹
- Prioritize adult-student as well as peer relationship building in daily schedules.^{9, 16}
- Develop students' attentional and social-emotional skills to support the improvement of social relationships and academic performance.¹³
- Build adult and student intrapersonal skills (understanding and managing one's feelings and impulses) and interpersonal skills (understanding others, negotiating, and social problem-solving).¹²

Guiding Principle 2: *Student Voice & Self-Empowerment*

Practices that value authentic student voice and foster the agency of young people are foundational to promote social & academic engagement.

Related Best Practice:

- Center students' lived experiences and identities.¹⁰
- Analyze and shift adult mindsets around existing power structures that tend to invalidate student opinions and contributions.³
- Honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.⁴
- Engage student perspectives³ and provide opportunities for students to lead and co-create solutions in their school and district⁴ to enable them to take responsibility for their community.¹³
- Incorporate principles of universal design to ensure accessibility to all students, including students with disabilities and students whose first language is not English.³
- Utilize student input and student leadership strategies that engage many students, especially traditionally disempowered students who may be struggling to succeed in the current school structures.³

Guiding Principle 3: *Climate, Culture, & Values*

The climate, culture, & values of the classroom, school, district, and community are the foundation of authentic and healthy environments that promote the wellbeing of every learner.

Related Best Practice:

- Provide opportunities for students, families, and educators to co-construct more inclusive, student-centered school environments.⁴
- Create structure in the classroom where students feel included and appreciated by peers and teachers.¹⁴



- Encourage positive school climate through supportive relationships, engagement, safety, cultural competence and responsiveness, and academic challenge and high expectations.¹¹
- Integrate social-emotional learning objectives into instructional content and teaching strategies for academics as well as music, art, and physical education.⁴
- Provide a continuum of tiered services for students, creating safe, stable, and welcoming environments for all.^{1, 2}
- Apply restorative approaches to discipline that help students learn how to take responsibility for their actions and repair any harm that may have occurred.^{4, 7}
- Consider the relationship between positive school climate and social emotional learning is interactive and co-influential, it occurs in all settings and student-teacher-staff interactions, and influences students and teachers directly and indirectly.¹¹

Guiding Principle 4: *Culturally Relevant, Anti-Racist, & Anti-Biased*

Practices that are culturally relevant, anti-racist, & anti-biased are imperative to ensuring equitable outcomes for students. Practices at both the individual and systemic level will support the restructure of our systems to ensure that students are respected and valued.

Related Best Practice:

- Integrate an explicit equity and social justice lens into the conceptualization and implementation of behavioral health & wellness.¹⁰
- Engage staff in examining inequities and co-designing strategies to promote equity.⁴
- Ensure culturally responsive teaching practices that build off of students' personal experiences and interests, engaging them through interactive and collaborative practices.¹³
- Reveal and nurture the interests, talents and contributions of children, youth, and adults from diverse backgrounds.⁴
- Connect students' cultural assets and references to concepts and skills.⁶
- Emphasize communal values and affirm student identities and lived experiences.⁴
- Validate students' experiences of oppression.¹⁰

Guiding Principle 5: *Commitment to System Wide Collective Responsibility*

The behavioral health & wellness of students is a collective responsibility of all BSD staff members. Consistent, ongoing professional development and active staff engagement throughout the system will support equitable outcomes for students.

Related Best Practice:

- Align organizational structures and partnerships to coordinate behavioral health & wellness and equity efforts.⁴
- Promote committed leadership that is willing and able to engage in collaborative decision making, build cultures of trust, and model the development of social and emotional skills in adults.⁷
- Develop school systems, professional learning opportunities, and evaluation systems that build the capacity and skills of educators.^{2, 14}
- Cultivate a collaborative and inclusive learning culture where all staff take responsibility for the whole school.¹³
- Use regular staff communications to reinforce the importance of behavioral health & wellness.⁹



- Recognize that classroom teachers can support students in developing social and emotional competencies; specialized instructors are not required.¹⁵
- Plan regular opportunities for staff that foster critical reflection and cultivate their own social, emotional, and cultural competence.^{4, 14}
- Equip all staff with social and emotional skills and mental health literacy.¹
- Explicitly teach social, emotional, and cognitive skills utilizing evidenced-based instructional materials, practices, and resources. Embed this development in instructional and schoolwide practices and embrace demonstrations of learning and supports that prioritize the whole child.^{7, 8}

Guiding Principle 6: *Family & Community Partnership*

Family and community partnership is a critical component to the development of student behavioral health & wellness.

Related Best Practice:

- Acknowledge that families are children's first teachers and they, along with community partners, bring deep expertise about students' lived experiences, their culture, and the issues they care about.⁹
- Shift parent communication from one-way and sporadic to thoughtful, on-going, and mutually beneficial.^{5, 13}
- Foster family & community relationships that elevate the voices and perspectives of those who have been traditionally left out of school decision-making and those who have not been well-served by existing efforts.¹¹
- Understand and remove barriers that inhibit schools, families, and community partners from working collaboratively to support student's behavioral health & wellness.^{5, 7}
- Bring, as assets, a broad array of community-based groups into the life of the school to enrich the learning environment and address young people's whole needs.^{5, 7}

Guiding Principle 7: *Proactive Planning & Data-Based Decision Making*

Proactive planning is critical to the development of positive mental health and wellness in all students. Implementation of effective programs and strategies requires the thoughtful utilization of data to make decisions about matching interventions with student needs.

Related Best Practice:

- Provide a tiered system of supports to ensure that students have access to an array of services and that all students have exposure to universal mental health supports.¹
- Use data to identify and address gaps in students' access to the full range of learning opportunities in and out of school.⁷
- Examine climate, academic, and discipline data for inequities and use these data to drive root cause analysis and decision-making.^{4, 9}
- Establish data strategies that help to share power, dismantle inequities, and create more equitable learning environments.⁴
- Pay attention to power dynamics in traditional data collection and continuous improvement processes that can lead to incomplete interpretations of data and biases in decision-making.⁹
- Utilize culturally responsive data strategies that take into account how data is captured and used, who it is shared with, and whose stories it represents.⁴



Guiding Principle(s)

References

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