

BLUE VALLEY SCHOOLS

Board Advisory Committee

Health and Wellbeing

MEETING MINUTES

March 5, 2025 @ 4:30 pm

Board of Education Room

MEMBERS IN ATTENDANCE

Becky Alfred, Joanna Bramlett, Sarah Cullor, Colleen Cunningham, Anna Custer-Singh, Dawn Greer, Rachel Johnson, Renee Meares, Nat Milgrim, Jennifer Nowak, Melanie Shashindranath, Natalie Svilarich, Mark Schmidt, Jodie Dietz, Kathy Weldon (clerk)

WELCOME – DR. MARK SCHMIDT

BLUE VALLEY NUTRITION SERVICES OVERVIEW – CHARLES RATHBUN AND MARY RONDON

USDA Meal Requirements:

- Designed to align with the Dietary Guidelines for Americans.
- Meals must meet minimum requirements for funding, based on food group components.

Reimbursable School Meals:

- Lunch: Students must select 3 out of 5 food groups, including at least ½ cup of fruits or vegetables.
- Breakfast: Students must select at least ½ cup of fruit and two additional food groups (grains, protein, dairy).

Nutrislice App:

- Provides food allergen, ingredient, and nutritional information.
- Available on the district website and mobile app stores.

Dietary Accommodations

- Partnerships with students and guardians to provide reasonable meal modifications.
- Required documentation: "Medical Statement to Request Meal Modification" form.

Free & Reduced Meal Program

- Eligibility based on household income or state assistance programs.
- Annual application required for families.

DURABLE SKILLS AND POSTSECONDARY PREPARATION – DR. MINDY WELLS

Definition of Durable Skills:

- Transferable, long-lasting skills that support adaptability across careers and industries.
- Examples include Social-Emotional Learning (SEL), problem-solving, collaboration, and communication.

Criticism & Responses:

- Concerns about academic misalignment, lack of clear standards, and potential biases.
- Research supports SEL's positive impact on academic performance, behavior, and overall success.

KSDE SECD Standards & College/Career Competencies

- SECD (Social, Emotional, and Character Development) is a state priority.
- Focus on creating safe, respectful, and supportive learning environments.
- Standards include:
 - Emotional regulation
 - Conflict resolution
 - Academic perseverance
 - Growth mindset development

Revised Standards Due to:

- New Kansas prevention statutes (bullying, youth suicide, opioid abuse).
- Alignment with School Mental Health Initiatives.

OPEN FORUM

Discussion about SEL and how it is intertwined with academic skills

NEXT MEETING

April 23, 2025, 4:30 pm (Board Room)

The meeting adjourned at 6:00 pm.



Health & Wellbeing Advisory Council

March 5, 2025



NUTRITION SERVICES

Charles Rathbun
&
Mary Rondon



Reimbursable School Meal

- We are required to follow the USDA meal requirements.
- Purpose of the USDA meal requirements: **To help put the Dietary Guidelines for Americans into action.**
- USDA meal requirements are divided into food components (food groups).



- Students are allowed to select the food items of their choice as long as they meet the minimum USDA meal requirements for funding.



What is a student **LUNCH** meal that meets the USDA requirements?

- **A student must choose 3 of the 5 food groups. One of their food groups HAS to be ½ cup portion of fruits and/or veggies.**
- **Students are encouraged but NOT required to take:**
 - **Protein choice**
 - **Milk Choice**

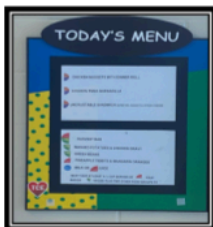


What is a student **BREAKFAST** meal that meets the USDA requirements?

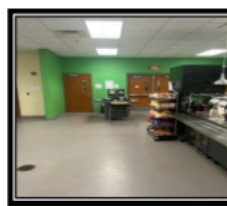
- A student must choose $\frac{1}{2}$ cup portion of fruit plus a minimum of two of the following three food groups (grains, protein and dairy).
- Veggies are **NOT** recognized as a component at breakfast.



Elementary School Lunch Service



Middle School Lunch Service

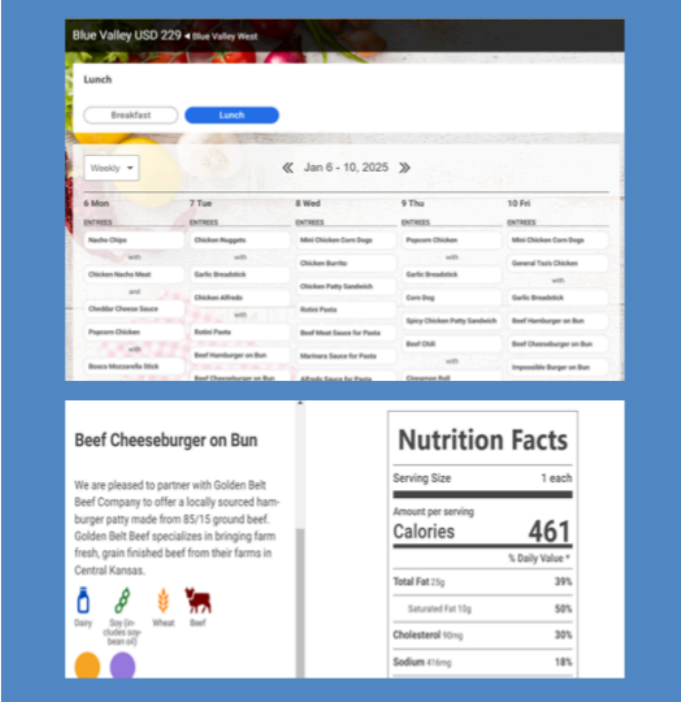


High School Lunch Service



Nutrislice

- The Blue Valley community can view the food allergens, ingredients and nutritional info of the school menu.
- Download Nutrislice in the app store or google play. Search for Blue Valley USD 229-KS.
- Also available on the Food & Nutrition page on the district website at <https://bluevalleyk12.nutrislice.com/>



Filtering on Nutrislice

The allergens are crossed off in red. This example is filtered for egg.



The dietary preference of vegetarian is highlighted in yellow.



Dietary Accommodations

We work in partnership with the students/guardians to provide **reasonable** culinary options for those students with medical dietary conditions so that each student may participate in the cafeteria dining experience as much as is feasible.

Specific form required: Medical Statement to Request Meal Modification.

Available at:

<https://www.bluevalleyk12.org/Page/34307>



Free and Reduced Meals

- Based on household income and household size or approved based on State assistance programs.
- Families are required to fill out a meal application annually if interested in receiving free and/or reduced meals benefits.
- If qualified for reduced, breakfast meal is charged at \$.30 and \$.40 for lunch.
- Or students could be directly certified as free by the State who already are eligible for Food Assistance, Temporary Assistance or Foster Care.
- Free qualified students are not required to pay for breakfast or lunch meals.



2024/2025 Meal Prices

	Breakfast	Lunch
Elementary	\$1.55	\$2.85
Middle	\$1.65	\$3.00
High	\$1.65	\$3.00
High Premium		\$3.40
Reduced	\$.30	\$.40
Adult	\$2.35	\$4.25
Milk	\$.60	\$.60



Federal and State Funding

Breakfast Reimbursement Rates 2024/2025

	Federal	State	Cash	Total
Paid Breakfast	\$.39	\$0	\$1.65	\$2.04
Reduced Breakfast	\$2.07	\$0	\$.30	\$2.37
Free Breakfast	\$2.37	\$0	\$0	\$2.37



Federal and State Funding

Lunch Reimbursement Rates 2024/2025

	Federal	State	Cash	Total
Paid Lunch	\$.81	\$.04	\$3.00	\$3.85
Reduced Lunch	\$4.42	\$.04	\$.40	\$4.86
Free Lunch	\$4.82	\$.04	\$0	\$4.86



Thank You

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**Alignment of Kansas
Social, Emotional, and
Character Development
(SECD)
Standards and Kansas
CAN Competency
Framework**

Building Student Strength and Resilience

Dr. Mindy Wells



Durable Skills & Postsecondary Preparation

Health & Wellness BOE
Advisory Committee
3.5.25

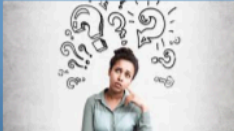
What are Durable Skills?



SEL=Social-Emotional Learning

Soft Skills

SECD=Social-Emotional & Character Development



BSEL=Behavior & Social-Emotional Learning

Market Value Assets

Postsecondary Assets

CCC=College & Career Competencies



Durable Skills

Transferable, timeless abilities that remain relevant across various roles, industries, and stages of life.

Unlike technical or job-specific skills, which may become obsolete with technological advancements or industry shifts, durable skills are foundational competencies that help individuals adapt, collaborate, and thrive in diverse and dynamic environments.

Critics of Durable Skills

Misalignment with Academic Priorities

- **Argument:** Critics argue that focusing on SEL takes valuable time and resources away from academic instruction, potentially lowering academic rigor.
- **Response:** Research shows that SEL enhances academic performance by improving students' focus, motivation, and classroom behavior.

Overstepping Parental Roles

- **Argument:** Some parents believe SEL involves teaching values or moral concepts that should be addressed at home, not by schools.
- **Response:** SEL focuses on universal skills like empathy, self-regulation, and conflict resolution, which are foundational and not value-specific.

Concerns Over Data Privacy

- **Argument:** SEL often involves assessing students' emotions and behaviors, raising concerns about data collection and privacy breaches.
- **Response:** Ethical SEL programs prioritize transparency and protect student data in compliance with privacy laws (e.g., FERPA). HB 2567 has protections and regulations for non-academic surveys.

Lack of Clear Standards

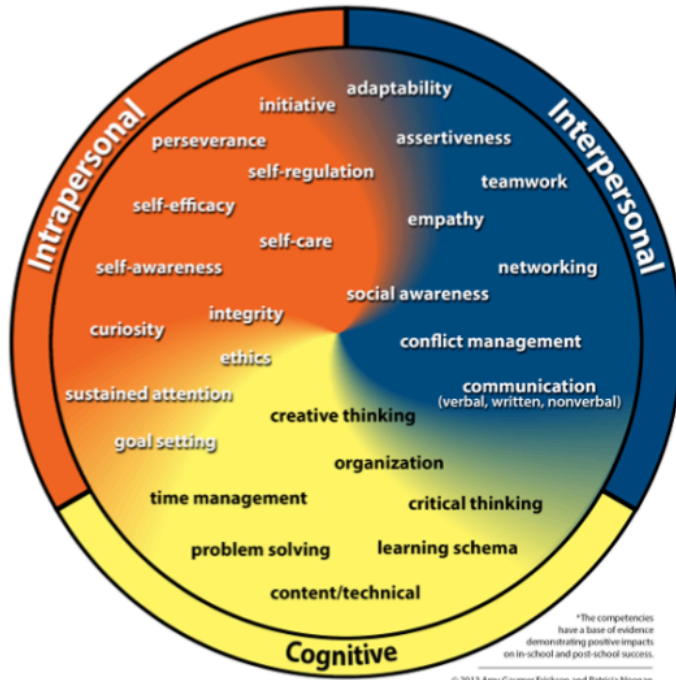
- **Argument:** SEL programs often lack universally accepted standards or benchmarks, leading to inconsistent implementation across schools.
- **Response:** KSDE SECD Model Standards & KSDE CCC Framework Standards

Potential for Bias or Indoctrination

- **Argument:** Critics fear that SEL programs could be used to promote specific political or ideological agendas, rather than remaining neutral.
- **Response:** High-quality SEL programs emphasize skill-building without ideological content, focusing on universally beneficial traits like emotional regulation and collaboration.

KSDE College & Career Competency Framework and the KS SECD (Social Emotional Character Development Model Standards





Social-Emotional Character Development Standards





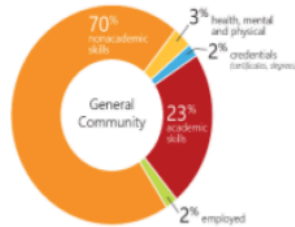
State Board of Education Outcome Supporting Social-Emotional Learning

The Kansas State Board of Education (KSBE) has recognized the importance of SECD by making it one of five board outcomes, which include:

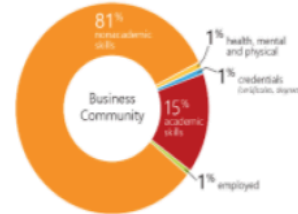
- Social-emotional growth measured locally
- Kindergarten Readiness
- Individual Plan of Study
- High School Graduation Rate
- Postsecondary attendance/completion

SECD outcomes are essential elements in producing successful high school graduates, and alignment with community and business expectations for student success.

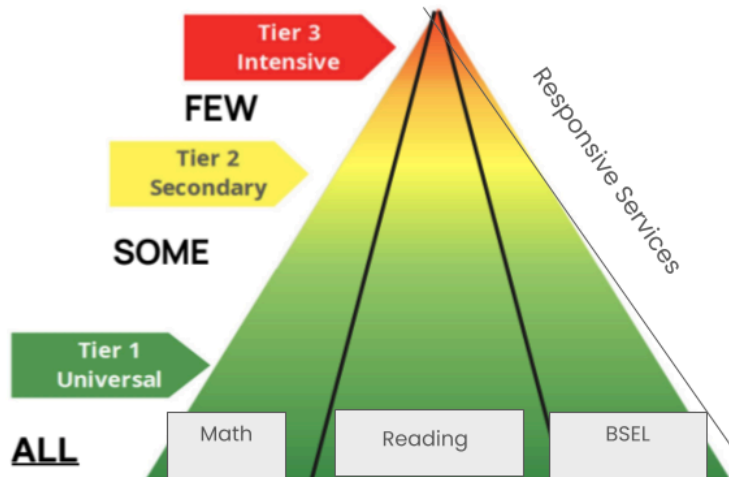
General Community Survey Results



Business Community Survey Results



BV Terminology-BSEL (Behavior-Social/Emotional Learning)





Tier 1 Instruction of Durable Skills

- Counselor Lessons (All levels)
- Advisory/Flex Lessons (MS/HS)
- Integrated into classroom lessons
- Assemblies/Speakers

BSEL=SEL=Durable Skills (CCC & SECD Standards and Competencies)

IMPROVING EDUCATION OUTCOMES, FROM CRADLE TO CAREER



Why Teaching Durable Skills Is Important.



<u>Condition</u>	<u>Prevalence</u>	<u>Notes</u>
Anxiety Disorders	31.9% students diagnosed	Number of undiagnosed students unknown
Learning Disabilities (LD)	8-15% of school-aged students	Range due to standardized definition
ADHD	9% of students diagnosed	Unknown # of students not diagnosed
Depression	11.2% of students diagnosed	Unknown # of students not diagnosed
Autism	1/30 student diagnosed	Significant increase in last 30 years. Unknow # of student not diagnosed.
Trauma	1 in 8 students have 4 > ACES	High Trauma in population



Today's Classroom



May result in unskilled behaviors with:

- Attention & Focus
- Impulse Control
- Executive Functioning
- Emotional Regulation
- Social Skills
- Motor Skills
- Self Esteem
- Motivation



Social-Emotional Character Development Standards



KSDE SECD Standards

The KS State Board Goal has set the social-emotional goal that “Each student develops the social, emotional, and character competencies that promote learning and success in life.”

This in turn, will ensure that each student will also have the academic preparation, cognitive preparation, technical skills and employability skills to be successful in postsecondary education or the workforce, without remediation. Our SECD Standards will raise the bar to that end by establishing a framework for evidenced-based practices.



KSDE SECD Standards-Definition

SECD standards encompass practicing good citizenship as respectful, responsible, empathetic and ethical individuals, through making healthy decisions, practicing personal safety, understanding risk prevention, promoting a positive school culture, problem-solving effectively and valuing excellence.

KSDE SECD Standards

Core Beliefs SECD skills are:

- Teachable and measurable.
- Essential for academic achievement.
- Developed within a continuous growth process throughout life.
- Acquired by students through intentional, integrated efforts of the entire school, family and community.
- Best learned in a respectful, safe and civil school environment where adults are caring role models.



KSDE SECD Standards

Postsecondary Success Goal

Students who are ready for postsecondary success must identify and demonstrate well-developed social-emotional skills and identified individual and community core principles that assure academic, vocational, and personal success.

Students who are ready for postsecondary success in SECD reflect these descriptions. These are not standards but instead offer a portrait of students who meet the standards in this document.

- They demonstrate character in their actions by treating others with respect and kindness and by giving their best effort.
- They assume responsibility for their thoughts and actions.
- They utilize a growth mindset and continually develop cognitively, emotionally and socially.
- They exhibit the skills to work independently and collaboratively with efficiency and effectiveness.
- They strive for excellence by committing to hard work, persistence and intrinsic motivation.
- They exhibit creativity and innovation, critical thinking and effective problem-solving.
- They use resources, including technology and digital media, effectively, strategically, capably and appropriately.
- They demonstrate an understanding of other perspectives and cultures; showing empathy for the feelings and beliefs of others.
- They model the responsibility of citizenship and exhibit respect for human dignity

KSDE SECD Standards

Research has demonstrated that implementing SECD strategies:

- Increases prosocial behavior.
- Reduces problem behaviors.
- Increases social and emotional skills.
- Improves attitudes about self and others.
- Increases academic success



KSDE SECD Standards

The need to revise the standards has occurred as a result of:

- Several new prevention statutes (i.e., bullying, youth suicide, opioid abuse) in Kansas.
- SECD being a State Board Outcome.
- A need to align SECD with the KSDE School Mental Health Initiative.
- Emerging social-emotional learning initiatives, research and best practices.

KSDE SECD Standards

The Kansas SECD Standards are aligned with and supportive of:

- The Kansas Multi-Tier System of Supports (MTSS)
- Positive Behavioral Interventions and Supports (PBIS)
- Trauma-sensitive schools
- Kansas State Department of Education and State Board Outcomes
- The Kansas School Mental Health Advisory Group



Social-Emotional Character Development Standards



Kansas Social, Emotional, and Character Development Model Standards
Adopted April 2012
Aligned to Kansas College and Career Readiness Standards

Social Emotional and Character Development Model Standards		CCR ELA Standards	Mathematical Practice Standards	History, Government and SS Standards	Next Generation Science Standards	5 R'S (21 ST Century Accr. Model)
I. Core Principles						
A. Recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling, and doing.				5.4		Responsive – School Climate
K-2	1. Understand that core ethical and performance principles exist (for example, in classrooms, in the community, in homes). 2. Identify and apply core principles in everyday behavior.	SL.K-2.1a SL.K-2.1c	Standard 1			
3-5	1. Discuss and define developmentally appropriate core ethical and performance principles and their importance (for example, respect, fairness, kindness, honesty, treating others as they wish to be treated, giving their best effort) 2. Identify and apply personal core ethical and performance principles.	SL.3-5.1a SL.3-5.3	Standard 1			
6-8	1. Compare and contrast personal core principles with personal behavior. 2. Illustrate and discuss personal core principles in the context of relationships and of classroom work.	SL.6-8.1b SL.6-8.1a	Standard 1			
9-12	1. Evaluate personal core principles with personal behavior (including ethical and performance principles). 2. Reflect upon personal core principles, appreciate them, and become committed to them.	SL.9-12.1b SL.9-12.1a	Standard1			
B. Develop, implement, promote, and model core ethical and performance principles.				2.2	DUM	Relationships