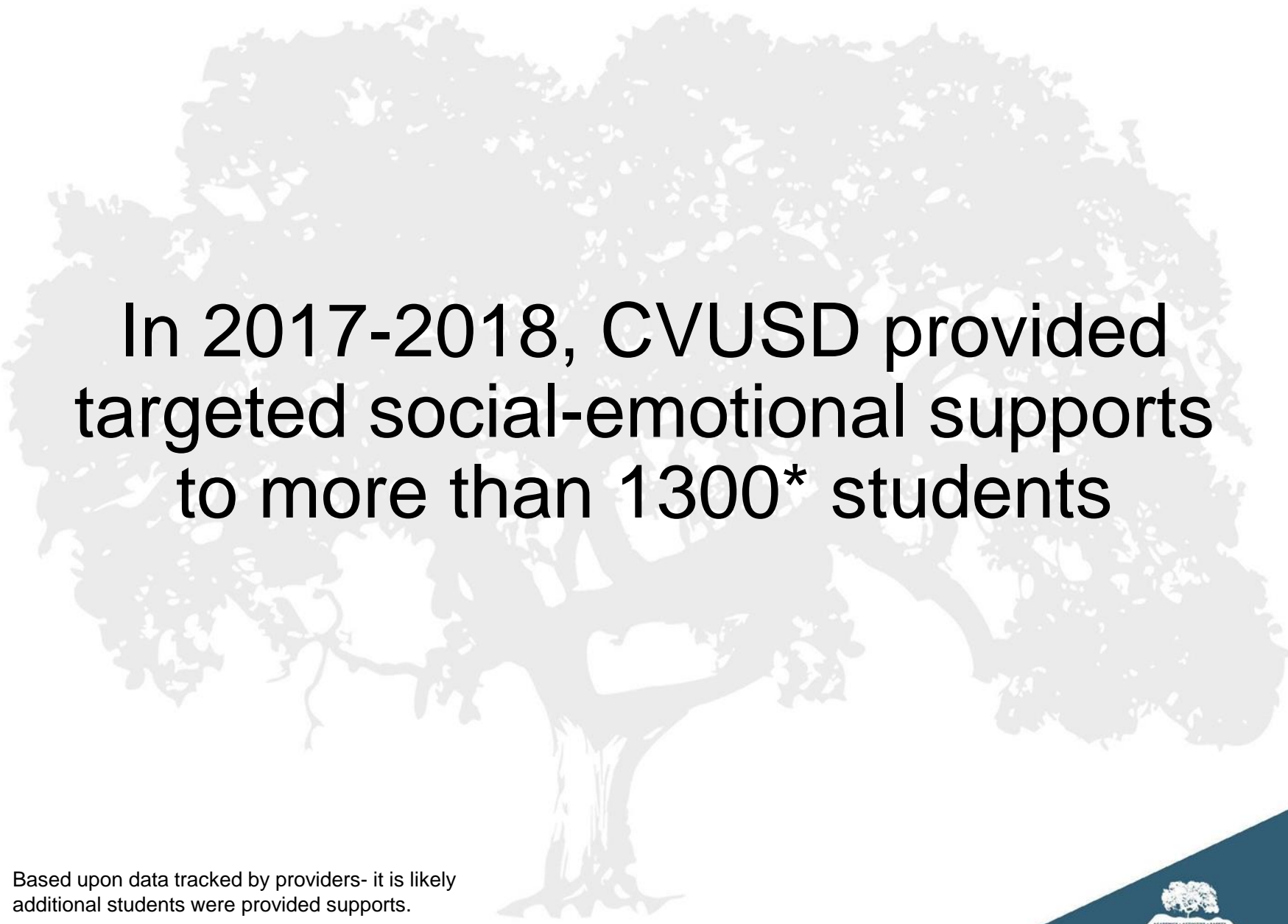


Supporting the Social-Emotional Needs of our Students 2017-2018 Review





**In 2017-2018, CVUSD provided
targeted social-emotional supports
to more than 1300* students**

Based upon data tracked by providers- it is likely
additional students were provided supports.



A Collaborative Effort

- A group of dedicated staff provided social-emotional services to our students:
 - 5 Elementary Counselors
 - 9 Middle School Counselors
 - 16 High School Counselors
 - 1 Elementary Title 1 Social Worker
 - 11 Secondary Wellness Counselors-MSW & MFT Interns
 - 2 BreakThrough Counselors
 - 11 Intensive School Based Therapists
 - 2 Licensed Clinicians
 - 17 School Psychologists



Data Collection

- During the 2017/2018 school year, mental health providers gathered data via:
 - Confidential tracking form (does not include student identifiable information)
 - Entries made for each student contacted
- The data provides valuable information on student needs and how to align our services and supports to meet those needs

Access to Services

- Students accessed social-emotional supports via:
 - Student self-referrals
 - Teacher referrals
 - Parent referrals
 - Student Study Team (SST) referrals
 - Student Attendance Review Board (SARB) referrals
 - Section 504 and Special Education referrals
 - School Counselors & School Psychologists referrals

Delivery of Services

- Individual appointments
- Small groups
- Stand Proud (social-emotional learning program for all 5th graders)
- Parent sessions
- Referral to community providers (upon parent request)
- Parent workshops
- Suicide Prevention Training to all administrators, counselors & psychologists

What the Data Indicated- Most Common Reasons for Referrals

Elementary

Peer conflicts (45% of students served)
Emotionally overwhelmed (36%)
Anxiety (32%)
Sadness (32%)
Family concerns (32%)

Middle

Emotionally overwhelmed (25%)
Withdrawn (25%)
Family concerns (23%)
Anxiety (22%)
Sadness (19%)

High

Anxiety (56%)
Emotionally overwhelmed (54%)
Sadness (53%)
Family concerns (49%)
Family changes (34%)

What the Data Indicated- Most Common Interventions Provided

Elementary

Emotional awareness (64%)

Emotional regulation (55%)

Social skills (46%)

Positive self-talk (41%)

Middle

Cognitive behavioral interventions (57%)

Positive self-talk (29%)

Decision making (27%)

Communication skills (25%)

High

Emotional awareness (63%)

Emotional regulation (53%)

Communication skills (45%)

Positive self-talk (40%)

Social Worker Impact

- Bilingual intervention to 161 elementary students and their families (Program started in January 2018)

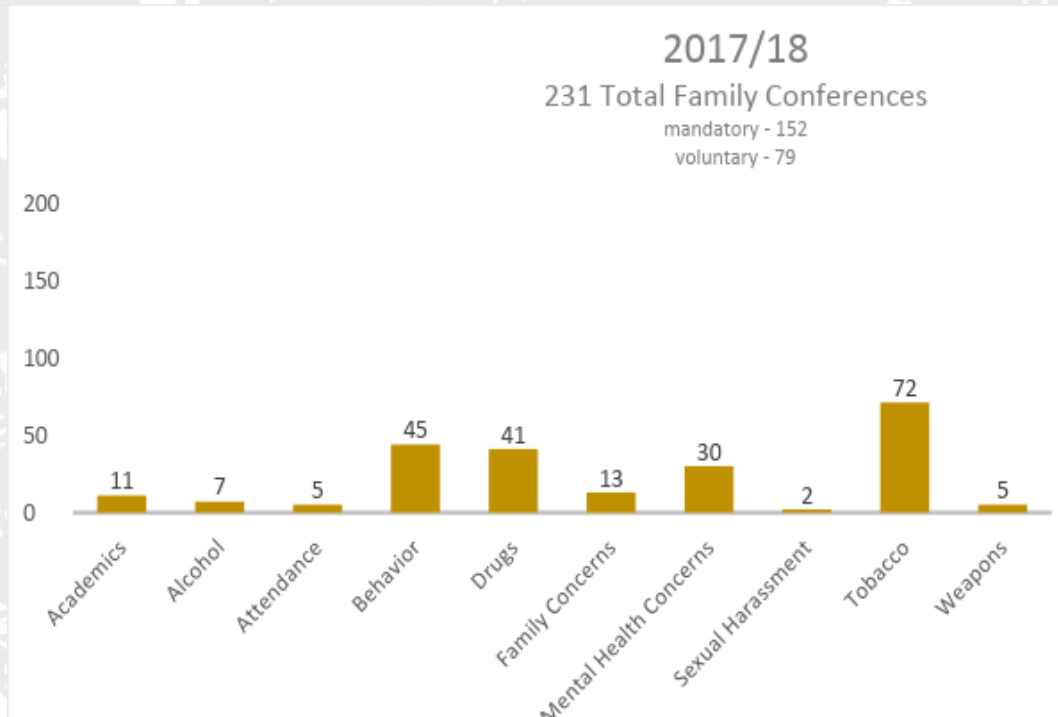
Most common reasons for referral:

- Frequent illness
- Frequent tardies or absences
- Behavioral concerns
- Frequent visits to the health office
- Difficulty transitioning from home to school

Most common interventions:

- Crisis intervention
- Supporting parents/guardians on school engagement
- Referrals to community resources

BreakThrough Impact



- 700 parents participated across 11 parent workshops
- 35% of students served for vaping

Suicide Prevention

- Responsive to AB 2246- Pupil Suicide Prevention Policy
- Training:
 - All CVUSD administrators, counselors and school psychologists participated in suicide prevention training
- Developed Risk Assessment Protocols
 - All Risk Assessments reviewed by site administrators and Student Support Services administrators
 - Follow up supports and interventions offered to students
 - 181 Risk Assessments Completed

Serving Students with an IEP

- 383 students served:
 - Designated Instructional Services = 271
 - Educationally Related Social Emotional Services (ERSES) = 89
 - Social Skills = 23
- Only District in VCOE to provide ERSES internally (rather than use outside providers)
 - This allows for increased engagement between the therapist and school staff and parents
- 4 of the 11 Intensive School Based Therapists were with us last year as interns

Using the Data to Inform Practice

LCAP Goal #4:

CVUSD will enhance the social emotional and physical well-being for students through targeted actions that support positive student outcomes

Looking Forward

- Increased counseling support at BreakThrough to meet the increasing needs counselors from 1.5 to 2.0
- Increased mental health and assessment supports at each high school by additional 2 days/week of school psychologists time
- Increased counseling services at elementary sites
- New Child Welfare and Attendance Coordinator
 - Dedicated to supporting school sites to increase attendance and outreach to parents
- Established Suicide Prevention Task Force
 - All secondary site teachers will be trained in Suicide Prevention and the Risk Assessment protocol



Looking Forward Continued

- Professional Development
 - California Association of Supervisors of Child Welfare and Attendance to learn about improving school climate safety and increasing school attendance
 - Trauma Informed Schools
 - Special Education Mental Health Issues
- Programs
 - Sanford Harmony will provide TK teachers training in social emotional teaching
 - Stand Proud

Thank you

- We appreciate the support of the Board and Superintendent McLaughlin in recognizing the importance of our students social emotional and physical well-being
- Questions?

