

Softening Approaches Sub Committee Minutes

3/25/19 5:00-6:30

Room 105- Educational Services Center

In attendance: Robin Espinoza, Anita Gerling, Ginny Naso, Paul Roesler, Gregg Schoulz, Dasia Taylor, Kate Callahan, Diana Langfield

5:00-5:45 **Lora Daily, Director of Learning Supports**
Coreen Frank, Mental Health Coordinator

- Discussion of Mental Health Supports for students and families and how they are coordinated and communicated:

Lora Daily and Coreen Frank discussed district resources (guidance counselors, Steps to Respect SFAs, school nurses, within PBIS framework). Currently no formal curriculum for harassment and bullying.

Healthy Kids School based clinic provides psychiatry services for under-insured or ineligible students. The goal is to connect students with a “health home” within the first few visits if possible. If significant barriers exist, that student/patient may remain with the School-based clinic longer term for follow-up.

7 district nurses including the Coordinator Susie Poulton. Each nurse covers 3-4 schools. Health associates also run the health office at Secondary buildings but not elementary buildings. The roles of the nurses is important as they are more qualified to make mental health observations/recommendations.

School-based therapy (overview attached provided by Learning Supports.) It was discussed that there are limitations to these practices due to partnering with other agencies and the expense related to training teaching staff. A question came up regarding a possible focus at younger grades rather than secondary.

A limited pilot of a screening tool for externalizing/internalized behaviors is planned in the near future.

Appropriate staffing is a factor in the screening, to follow up with flagged students. (Licensed therapist collaborating with the district to provide a further screening/eval, and phone call home to parents. The many factors involved in the rubric for screeners is a reason for keeping the pilot very small to ensure consistency and integrity with the process.(Fastbridge) 3x/yr. No cost for K-6th as it is part of the math screener through Fastbridge.

PBIS teams include mental health staff in ICCSD so the district is already in a good place regarding mental health factors as they relate to PBIS; more training to weave these together is upcoming. Trauma informed care, Castle Social Emotional Learning/Competencies, suicide module training for all staff coming up or hoping to plan- mental health first aid is hoped to be

provided to all staff.

Legislation has been passed requiring suicide intervention training (one hour) for all certified staff. Waiting to hear more details from the AEA and/or the state.

Discussion regarding the grant for mental health from the State resources which would include the peer leader program.

Question regarding staff mental health concerns and processes to identify and support staff undergoing mental health issues. At the recent PD days, Synchrony was invited to provide self-care sessions/secondary trauma. General PD around Trauma Informed Practices would include a series of PD that include caregiver supports.

Question regarding how mental health advocate supports are accessed and who they are- some students are unaware of who to turn to in crisis. One committee member suggested spreading awareness to all students in interactive groups (pep rallies, meetings with the guidance counselors, etc.)

A committee member suggested regardless of grant funding, the district should look at student teams to implement student-based supports. Green bandana project was discussed as an example of a potential student-trained support system.

One intervention that has been lost as of this year is a consistent K-12 intervention documentation system on social/emotional, behavioral, mental health interventions. Learning Supports is looking into a replacement in PowerSchool. This is a huge need.

Question came up regarding the confidential nature of this database and how this information is kept confidential for students if it is within the PowerSchool system and part of their student record.

Data decision making tools and recommendations within the "Best Practices" reading- Lora discussed that the real goal is to identify the needs based on observable behaviors. Tier 1, 2, and 3 supports can be provided without specific identified mental health diagnoses. Incorporating trauma informed approach is one goal.

Kirkwood administrator shared that one classroom had a high number of students needing tier 2 supports, which led to a mini-screener that identified some specific areas where the bulk of students are struggling to develop skills.

The committee questioned the feasibility and cultural sensitivity of early identification screeners.

- Safe Schools Heathy Students (what is still in place)- what outcomes did we have and are the outcomes still being measured

- Overview of supports for the District (including school based mental health clinic)

5:45-6:15 Review of Literature / Recommendations

- Best Practices for Student Mental Health: Identification and Support
- Recommendations on this topic
- Support for ongoing programming in the areas of mental health supports: Student & Family Advocates, Mental health clinic school-based
- Recommend student-led mentoring/resources for student mental health awareness/suicide intervention
- Consistent staff training throughout the district
- Student database replaced to provide consistent
- Defining tier 1 supports for social/emotional/behavioral
- Increase/enhance staff support for mental health issues
- Look into a more robust remediation plan/protocol for bullying/harassment and increase the follow-through from staff.
- Increase the awareness of “Say Something” intervention
- Provide student training to address current student concerns/barriers to reporting and what is appropriate to report, what information is needed.
- Recognize that within the MTSS model there is still a shortage of mental health providers for tier 3 supports, even with the school attempting to connect students to these resources.
- Check with tech to see if a pop-up can remind students brief messages regarding supports/interventions such as Say Something, How to connect to mental health supports, etc.

6:15-6:30 Next Steps:

- Focus of next meeting
- Adjourn