

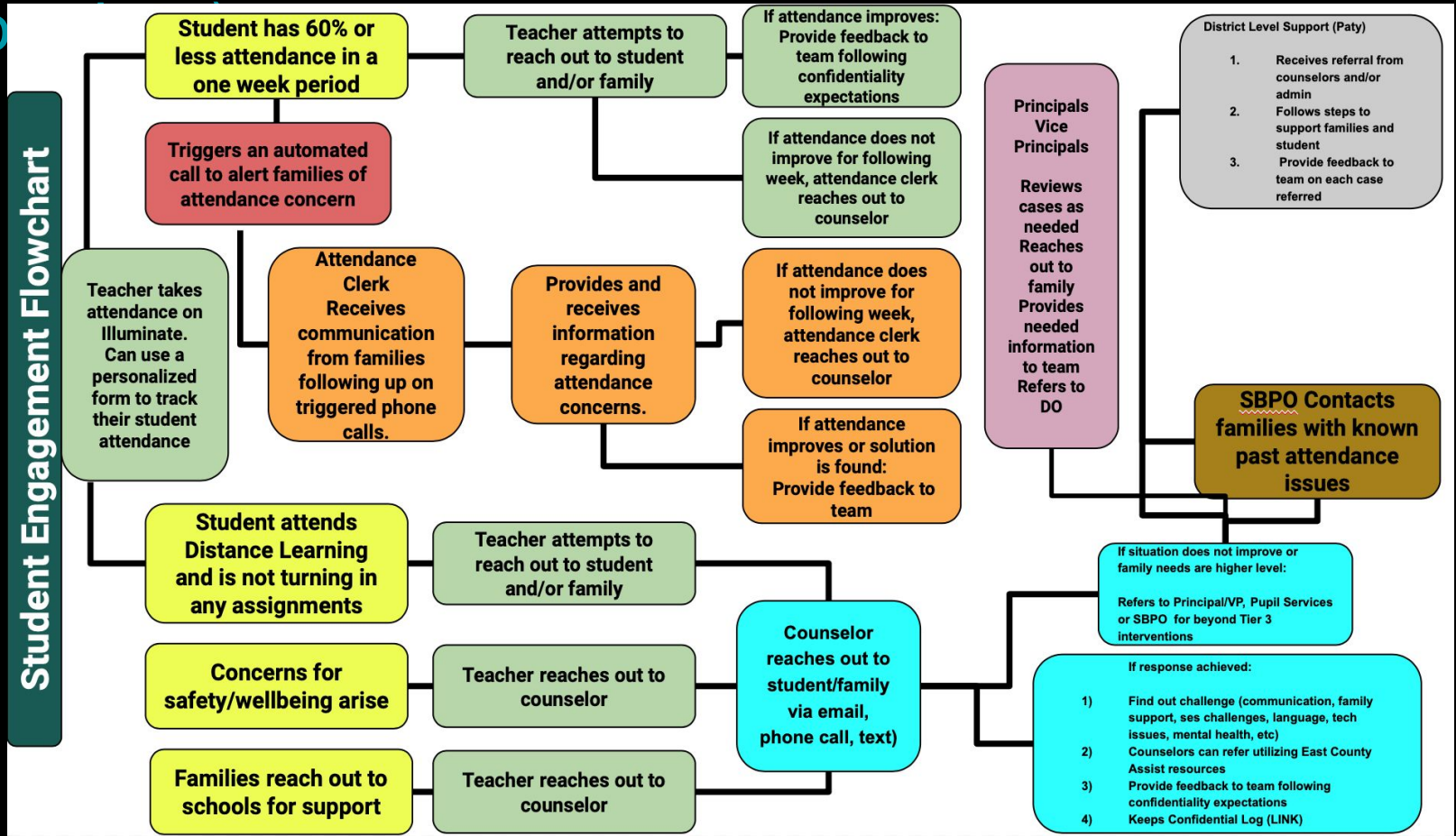


# Student Support Update

January 14, 2021

# Student Engagement Flowchart (AKA MIA)

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# Teacher Actions

- Make at least 3 attempts to reach the family, try 3 different ways
  - Phone Calls/messages
  - Emails
  - Messages through learning platform
  - Note home with student
  
- If the student has SPED Case Manager/Providers - connect with those providers to see if they have contact or a way to contact the family.
  - Is the student completing their work/attending their sessions?
  - Determine what is/is not working in both settings
  - Consider dividing efforts
  
- Consider meeting with the student on their in person school day to make a plan with the student for work completion/engagement.
  
- Consider connecting with the parent at school pick up or drop off or Emergency contacts for the student.
  
- Direct the family to supports within our system (for example technology support)

After 3 attempts and collaboration with other providers result in no success reaching the family, then refer to Counselor

# School Counselor Actions

- ❑ Meet with/talk with teacher to understand what attempts they have made and what the outcome of those attempts has been
- ❑ Review student data to get a sense of patterns for this student (enrollment history, attendance history, past grades, any supports in place already, flags in Illuminate, past communication with the family that provides insight into possible barriers). Connect with anyone who has insight into these issues.
- ❑ Reach out to the family - make at least 3 attempts
  - ❑ Phone Calls/messages
  - ❑ Emails
  - ❑ Messages through learning platform
  - ❑ Note home with student
- ❑ Consider meeting with the student on their in person school day to make a plan with the student for work completion
- ❑ Consider connecting with the parent at school pick up or drop off or Emergency contacts for the student
- ❑ Make any referrals needed to support the student/family

After 3 attempts result in no success reaching the family, then refer to Principal

# Principal Actions

- ❑ Review the case with the referring Counselor
- ❑ Reach out to the family - make at least 3 attempts
  - ❑ Phone Calls/messages
  - ❑ Emails
  - ❑ Messages through learning platform
  - ❑ Official letter sent home with student
- ❑ Consider connecting with the parent at school pick up or drop off or Emergency contacts for the student

After 3 attempts result in no success reaching the family, then refer to Coordinator of Student Support

# Coordinator of Student Support Actions

- ❑ Review documentation
- ❑ Check in with team members as needed
- ❑ Coordinate next steps which may include:
  - ❑ A full review of the student's history (mini-case study)
  - ❑ Additional attempts to reach the family through school relationships
  - ❑ Conduct a home visit
  - ❑ Coordinate with outside agencies
  - ❑ Request a well check

# Mental Health Specialists



In October 2020, the Board approved a contract with Wellness Together, our new partner in providing timely, intensive, on site mental health services to our students.



Ronen O'Brien  
serving LMS and TdS



Amanda Gunn  
serving LP, LC and LMS



Gracie Berntsen  
serving RV, LF, and LV

# Mental Health Specialists

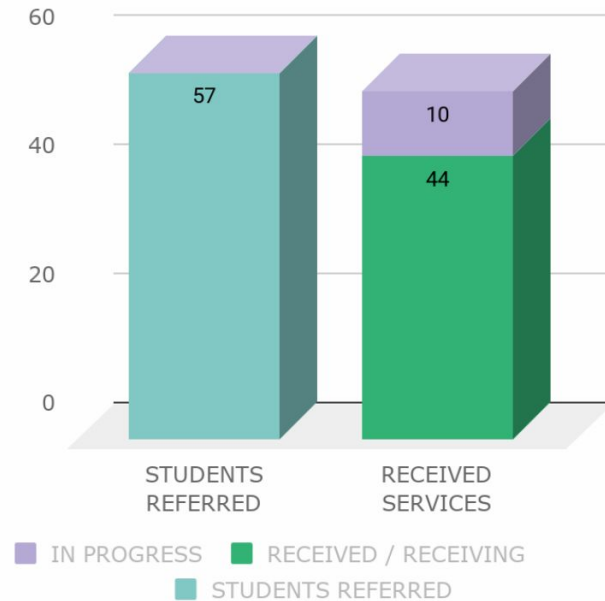
Ronen, Amanda and Gracie are currently serving 44 students across the district.

Services provided include:

- individual counseling using a cognitive behavior therapy approach
- up to three family engagement sessions
- crisis intervention and follow up as needed.

## FULL-PROGRAM REFERRALS

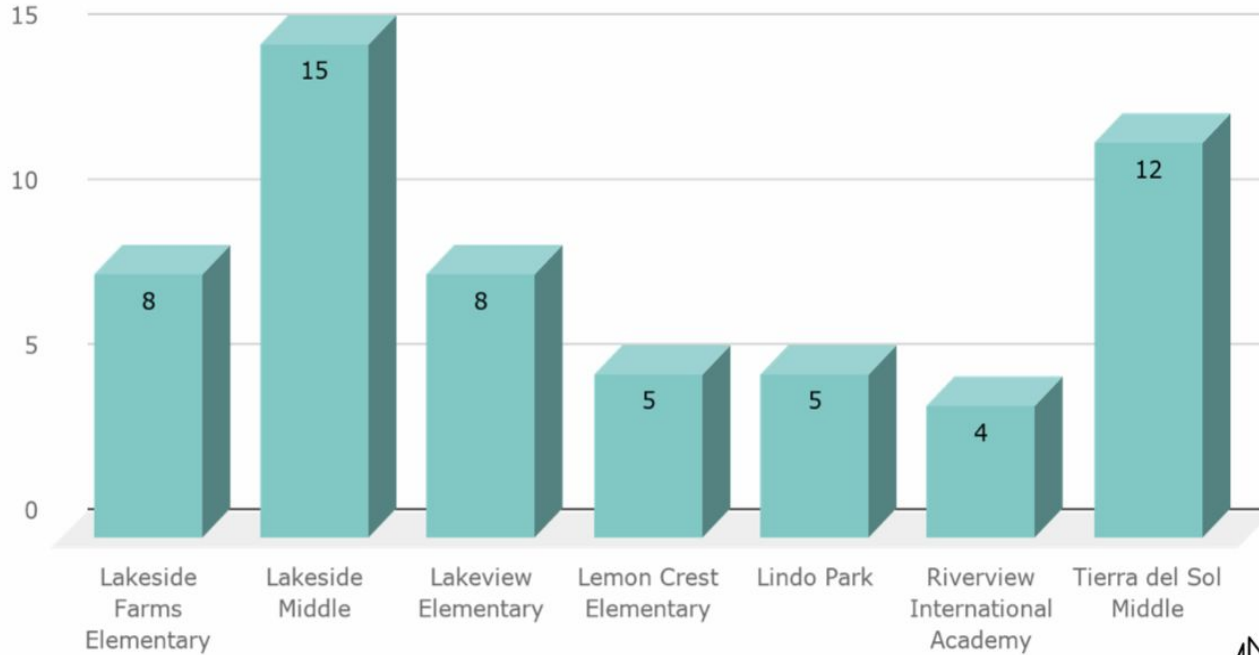
OCTOBER 2020 - JANUARY 12th, 2021





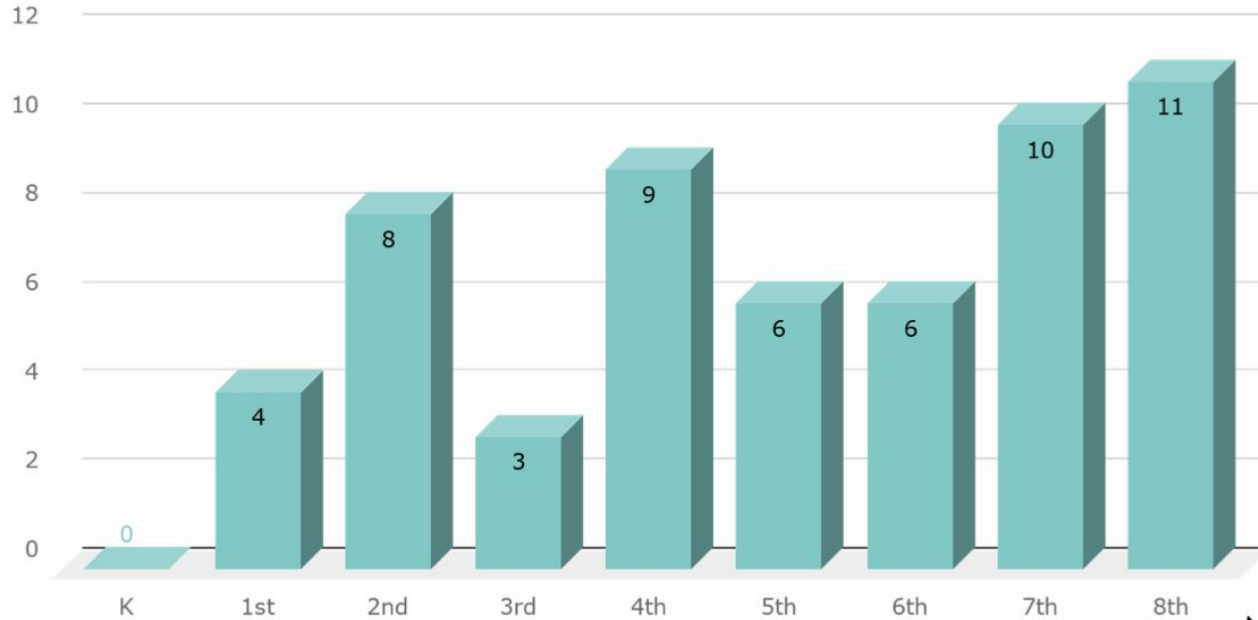
## NUMBER OF REFERRALS BY SITE

■ OCTOBER 2020 - JANUARY 12th, 2021



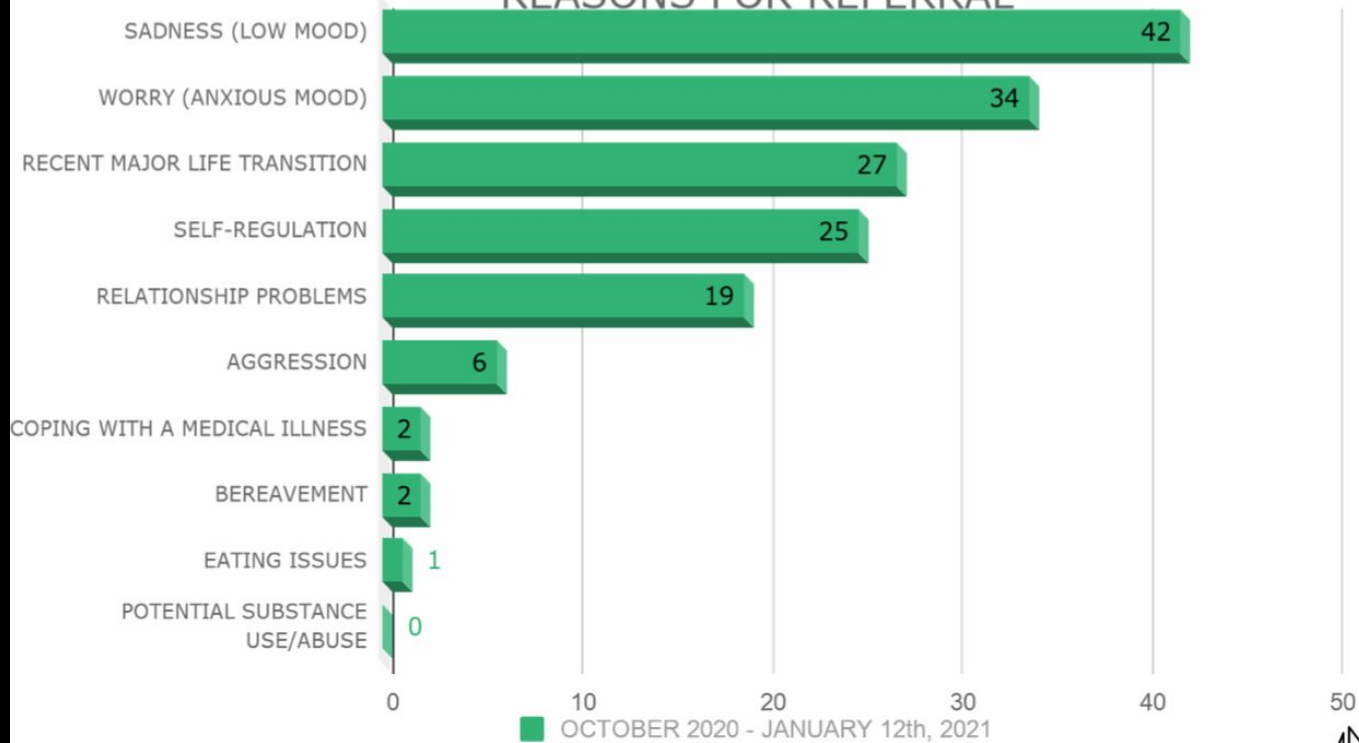
## NUMBER OF REFERRALS BY GRADE

■ OCTOBER 2020 - JANUARY 12th, 2021



WellnessTogether.org  
School Mental Health

## REASONS FOR REFERRAL



# Other Mental Health Services

## Military and Family Life Counseling with the Department of Defense

This partnership provides Lakeside Farms with a full time counselor to support military dependent students, their families and their teachers.

- Non-medical counseling and problem resolution support
- Support to teachers in managing the stress of their students (who qualify)
- Consultation to teachers in order to improve child and youth social interactions, behavior and other student needs.
- Problem solving with teachers and staff about how to engage/intervene with students experiencing behavioral difficulties.

# Suicide Prevention Efforts

This year, our Counselor Professional Learning Team has focused on enhancing our suicide prevention and intervention efforts. We have and will continue to spend time this year on the following:

- Improving our suicide/self harm protocols
- Identifying and adopting suicide prevention instruction for our middle school students (in accordance with BP 5141.2)
- Ensuring our crisis intervention systems are in place
- Maintaining the See Something Say Something Anonymous Reporting System via our Partnership with Sandy Hook Promise.

# Collaborative Approach in LUSD - a shout out to our Technology Department

Our technology department acts as a partner in helping us to identify students who may be struggling with suicide ideation or self harm.

- Monitor student activity on our devices, specifically internet searches
- If a student searches for certain keywords, technology is alerted
- That information is immediately shared with site administrators and Student Support.

# SDC class Update

- LF Mild/Moderate SDC classes will reopen 4 days per week beginning on January 19th
- TdS Moderate/Severe class will reopen 4 days per week on January 25th
  
- Interviews will be held tomorrow for an additional special education teacher at LP. This additional staff will allow us to open SDC classes at LP with safe class sizes allowing for maximum distancing and safety.