

Report, Ratification and Approval of Services Agreements with Center for Human Services

Danielle Hinkle
Senior Director, Student Support Services
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Purpose of Presentation

- ▶ Review of services provided
- ▶ Data
- ▶ Challenges and successes
- ▶ Increase in services
- ▶ Ratification and approval of 2021-22 services agreements



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District Goal Alignment

Goal 1.4: Develop a multi-tiered system of supports for all students



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History

Center for Human Services

- ▶ Non-profit community counseling agency
- ▶ Partnership for over 30 years
- ▶ Instrumental in continuing support during the COVID-19 pandemic



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Services Provided - Student Assistance Specialist (SAS)

- ▶ Providers at all school sites
- ▶ Social emotional support to students; individuals, groups, class presentations
- ▶ Program support adapts to meet site needs
- ▶ Short-term prevention or early intervention
- ▶ Resuming with SAS in 7-12 Intervention Centers in 2021-22



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Services Provided - Behavior Consultation Clinician (BCM)

- ▶ Works collaboratively with teachers and parents in a consultation model
- ▶ Presentations and training for staff and parents
- ▶ Counseling services to small caseload of tier 2/3



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Services Provided - Family Support Specialist (FSS)

- ▶ Learning Communities for School Success Program (LCSSP) grant
- ▶ Services to families and youth at targeted sites
- ▶ Skill building and support with chronic absenteeism and/or home suspensions
- ▶ Home visits, parent groups, and presentations



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Data - SAS

Student Assistance Specialists

- ▶ 1,836 clients served
- ▶ 9,537 individual sessions
- ▶ 531 group sessions
- ▶ 112 classroom observations
- ▶ 111 crisis intakes



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Data - BCM Clinician

Behavior Consultation Model Clinicians

- ▶ 575 individual, family or group sessions provided
- ▶ 438 consultations with administrators, teachers, parents and other school staff
- ▶ 200 presentations in classrooms, for teachers, and for parents
- ▶ 81 parent and teacher trainings



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Data - FSS

Family Support Specialists

- ▶ 217 families served
- ▶ 2,147 family contacts
- ▶ 402 staff consultations



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Data - CHS Satisfaction Surveys

- ▶ 100% staff indicate services are **helping students**
- ▶ 100% staff believe the provider is **knowledgeable** regarding **resources available in the community**
- ▶ 100% staff believe the provider has been a **positive influence at the school**
- ▶ 100% staff believe the provider demonstrates **effective follow through**



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Data - Survey Comments

- ▶ Additional **resource** for the school to offer students and parents needed support
- ▶ Provides 1-1 help for students in need of a **safe space**; **easily accessible**
- ▶ Students **improved academically** after receiving needed support
- ▶ Provider **welcomes students** with open arms; students feel welcome and independently seek support from the provider
- ▶ Students have a **safe space** and person to talk about private issues and feelings



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Shifts during COVID-19 Pandemic

- ▶ Continuous collaboration between MCS and CHS leadership
- ▶ Shift in **delivery model** to serve students in Distance and Hybrid Learning
- ▶ Development of **videos and newsletters** to support parents and staff
- ▶ Delineation and **communication of responsibilities** in support of students' social emotional needs
- ▶ “All hands on deck”
- ▶ After action review to determine challenges and successes



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Challenges

- ▶ Difficulty maintaining confidentiality in virtual meetings
- ▶ Limited access to students who continued distance learning
- ▶ Parental hesitation with phone and/or virtual meetings
- ▶ Online engagement during typical session length



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Successes

- ▶ Seamless transition of services
- ▶ Effectively worked to support students on waitlists
- ▶ Support for the entire family
- ▶ Wellness/mindfulness videos for students and staff
- ▶ Wellness Booster to support Staff
- ▶ Increased flexibility in session lengths and times
- ▶ “All hands-on deck” to in support of schools



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Increased Social Emotional Supports

- ▶ Student Assistance Specialists (SAS)
 - add 1 day at TK-8 sites
 - add 2 days at high schools
- ▶ Family Support Specialist (FSS)
 - 2 days at targeted TK-8 sites
- ▶ Behavior Clinician (BCM)
 - Increase to 2 days for all TK-6 sites
 - Increase to 3 days for all 7-8 sites



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Next Steps

- ▶ Needs analysis at each site
- ▶ Effective communication with sites regarding provider roles and procedures
- ▶ Increase promotion of services
- ▶ Continue to track data to determine strengths and areas for growth



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Request Approval and ratification

- ▶ Seek ratification for Mental Health Clinicians
- ▶ Seek approval for Student Assistance Specialists and Family Support Specialists



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