



# **Folsom Cordova Unified School District**

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Director of Special Education Local Plan Area (SELPA)

## **Mental Health Counseling and Referrals Update**

**Board Presentation**

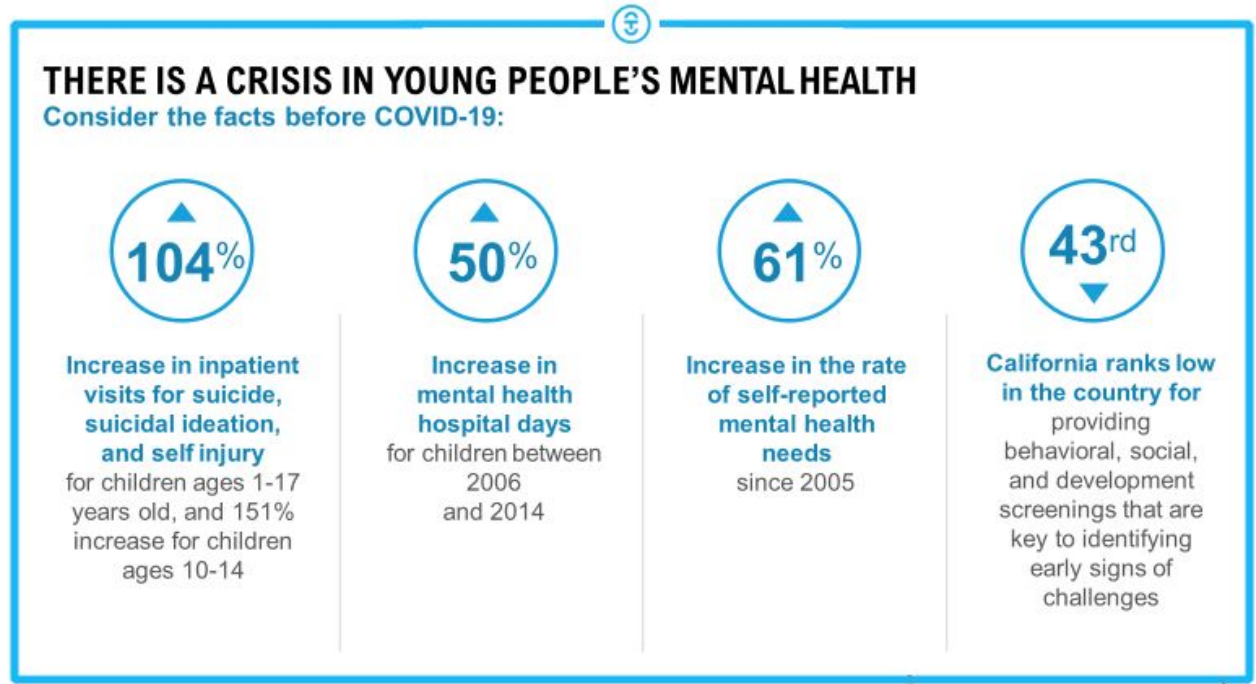
**April 28, 2022**




**Have we seen mental health needs increase since we went on shelter in place due to Covid-19 in March 2020?**

# Sacramento County Data

According to California Children's Trust we were experiencing a crisis in young people's mental health PRE Covid-19. The following data was shared during a school based mental health partnership meeting in Sacramento County on March 11, 2022.



# Staff Who Support Mental Health Needs



| <b>Staff</b>                         | <b>FTE*</b> |
|--------------------------------------|-------------|
| Mental Health Specialists (MHS)      | 17.0 FTE    |
| SCOE Marriage Family Therapist (MFT) | 1.0 FTE     |
| SCOE Social Worker                   | 1.0 FTE     |
| Secondary School Counselors          | 26.7333 FTE |
| School Nurses                        | 17.2 FTE    |
| School Psychologist                  | 23.7 FTE    |
| School Social Workers (SSW)          | 3.0 FTE     |
| Total                                | 89.6333 FTE |

\*FTE = Full Time Equivalent

# Description of Interventions

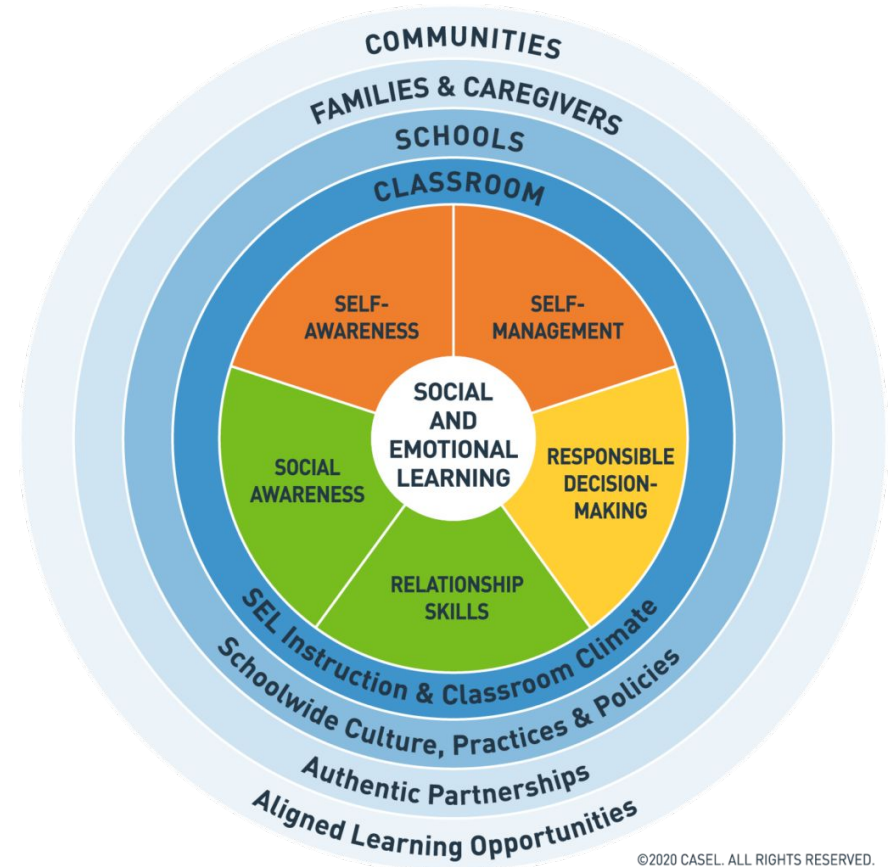
| Staff                                 | Description of Interventions  |
|---------------------------------------|---|
| School Counselor                      | Student Study Team (SST); Individual Parent/Student meetings; Student check-ins; Admin/Counselor/Psychologist/MHS collaboration meetings; Social and Emotional Learning (SEL) 1-5 rating scale (students who report a “1” receive immediate response, all others have a check-in with either an Assistant Principal (AP), Counselor or MHS).  |
| School Mental Health Specialist (MHS) | Individual and group General Education (GenEd) counseling; Educationally Related Mental Health Services (ERMHS) counseling and Counseling Enriched Program (CEP) class push-ins; attend Individualized Education Program (IEP) & SST meetings; build connections with students, parents and staff; staff collaboration, i.e.: PLCs etc. Suicide/Homicide Assessments; referrals to outside providers (i.e., Care Solace).   |
| School Nurses                         | Provide a safe space for students to take a break as needed; provide medical first aid; referrals to internal staff and community resources; risk assessments; communicate with parent/guardian and health care providers (with consent) regarding mental health concerns; attend IEP and SST meetings, assist with 504 plans and referrals to Care Solace.   |
| School Psychologist                   | Special Friends; individual and group counseling for GenEd students; ERMHS counseling; consultation and behavioral recommendation; participate in SSTs and development of 504 plans to address mental health needs; provide safe space and check-ins for students on as needed basis; participate in site Positive Behavioral Interventions and Supports (PBIS) teams; deliver counseling and social skills curriculum to CEP and Independent Living Skills (ILS) classrooms; weekly CEP meetings; assessments to determine need for Tier 3 supports. |
| School Social Worker (SSW)            | Individual/group GenEd counseling; classroom SEL lessons; participate in SST/Response to Intervention (RtI) meetings; home visits; crisis response; suicide/homicide assessments; referrals to community resources (i.e., mental health, basic needs); collaborative SEL/mental health support to staff, families, and students; supervise California State University of Sacramento (CSUS) interns.  |

# Social Emotional Learning (SEL)

- SEL is an integral part of education and the human development.
- SEL can be a powerful lever for creating caring, just, inclusive, and healthy schools

## ***SEL advances educational equity and excellence by:***

1. Supporting authentic school-family-community partnerships
2. Fostering trusting and collaborative relationships
3. Promoting rigorous and meaningful curriculum and instruction
4. Applying ongoing evaluation of policies, practices, and outcomes



# California Healthy Kids Survey (CHKS)

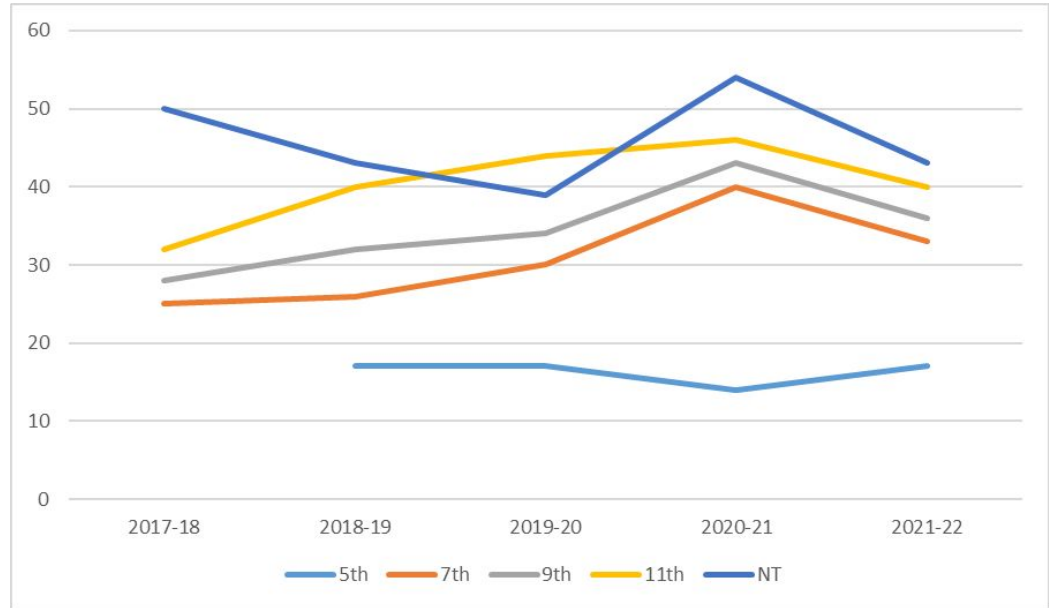
## Sadness

**5th grade:** Do you feel sad?

Answer: Average percent of respondents reporting “Yes, all of the time” or “Yes, most of the time”

**Secondary and NT:** During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

Answer: yes



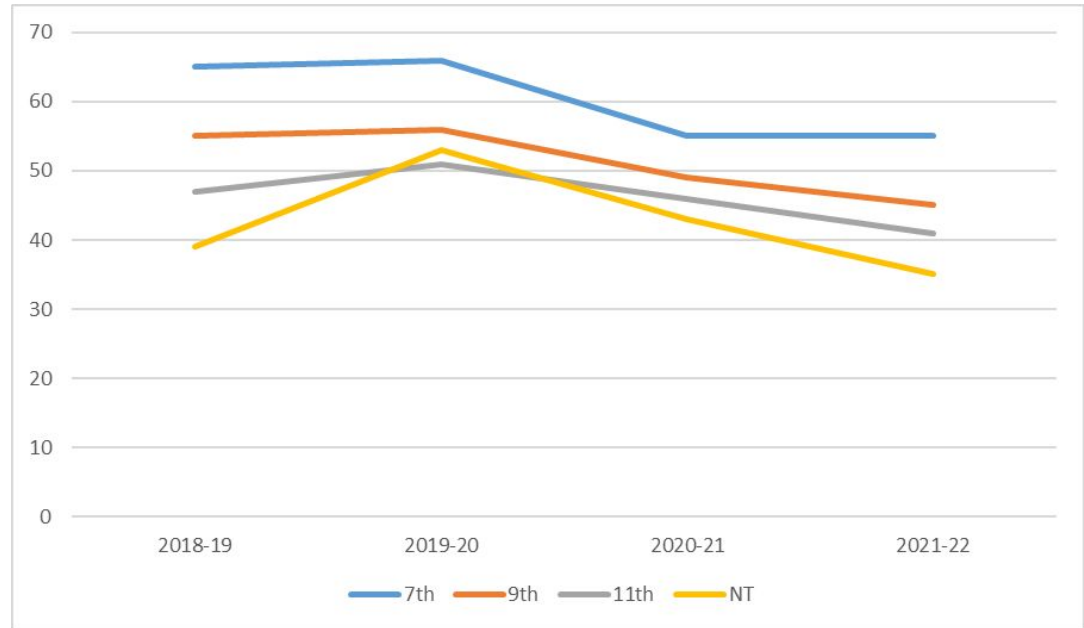
# California Healthy Kids Survey (CHKS)

## Optimism

Question: Please tell us how true each statement is of you:

- 1) Each day I look forward to having a lot of fun.
- 2) I usually expect to have a good day.
- 3) Overall, I expect more good things to happen to me than bad things.

Answer: Average reporting “Pretty much true” or “Very much true”



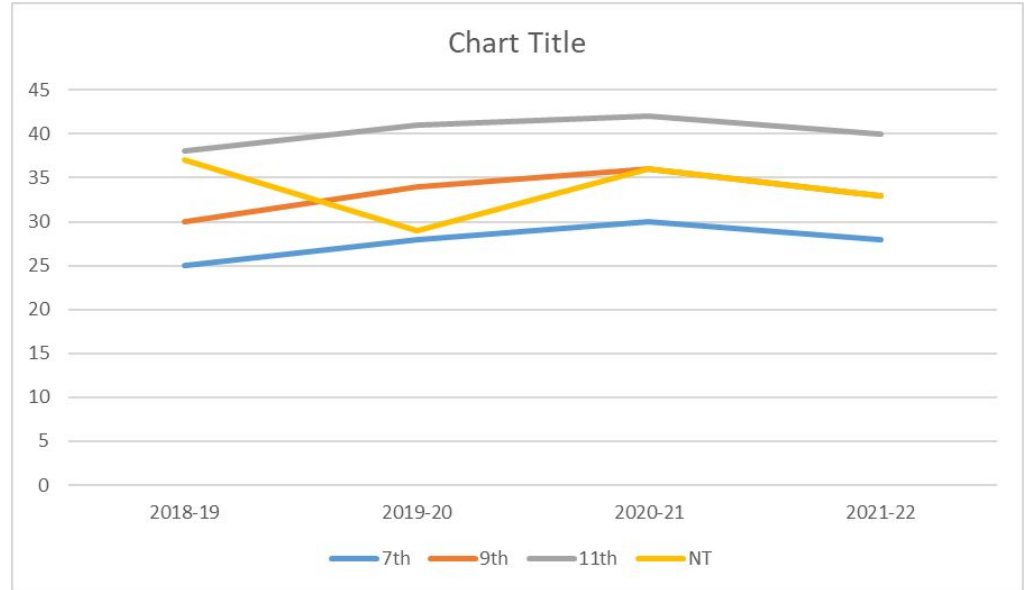
# California Healthy Kids Survey (CHKS)

## Social Emotional Distress

Question: Over the past month, how true do you feel these statements are to you?

- 1) I had a hard time relaxing.
- 2) I felt sad and down.
- 3) I was easily irritated.
- 4) It was hard for me to cope and I thought I would panic.
- 5) It was hard for me to get excited about anything.

Answer: Average reporting “Pretty much true” or “Very much true”



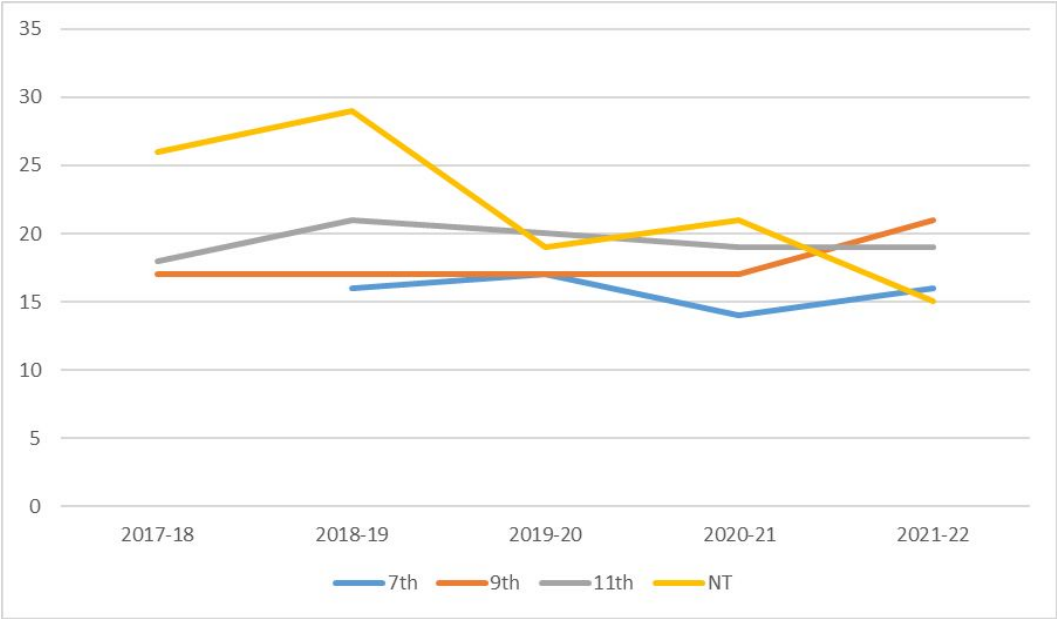
# California Healthy Kids Survey (CHKS)



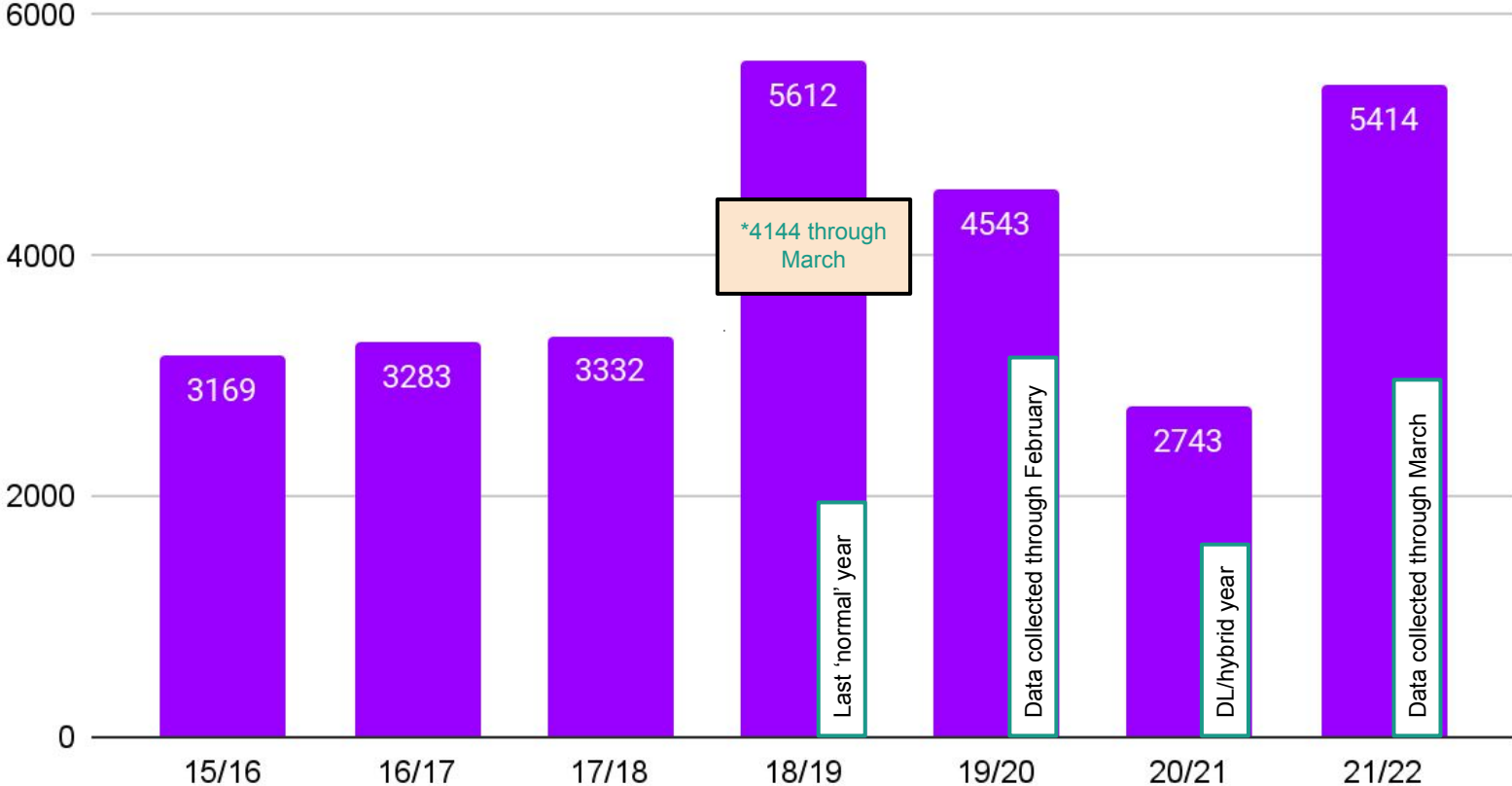
## Suicide

Question: During the past 12 months, did you seriously consider suicide?

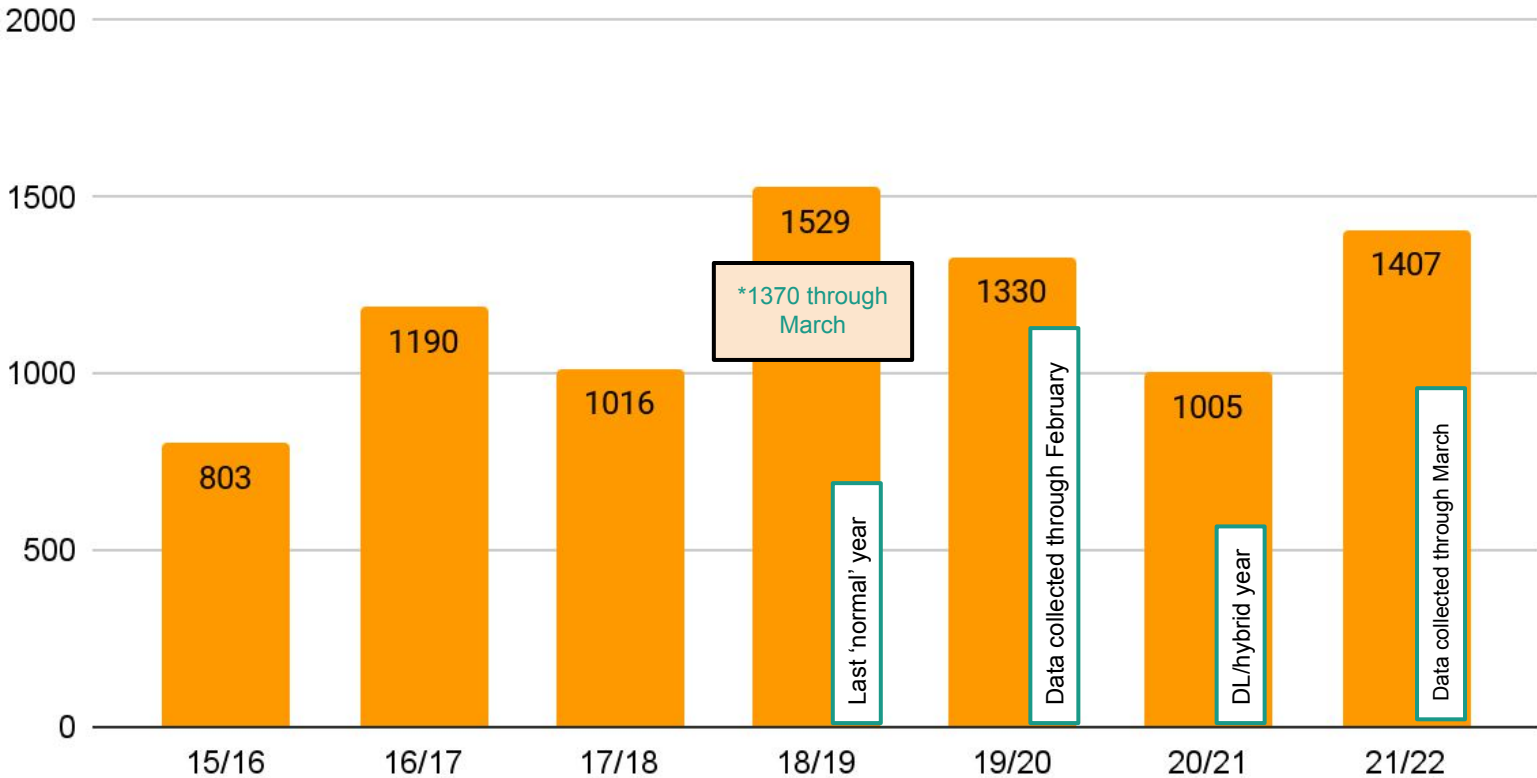
Answer: yes



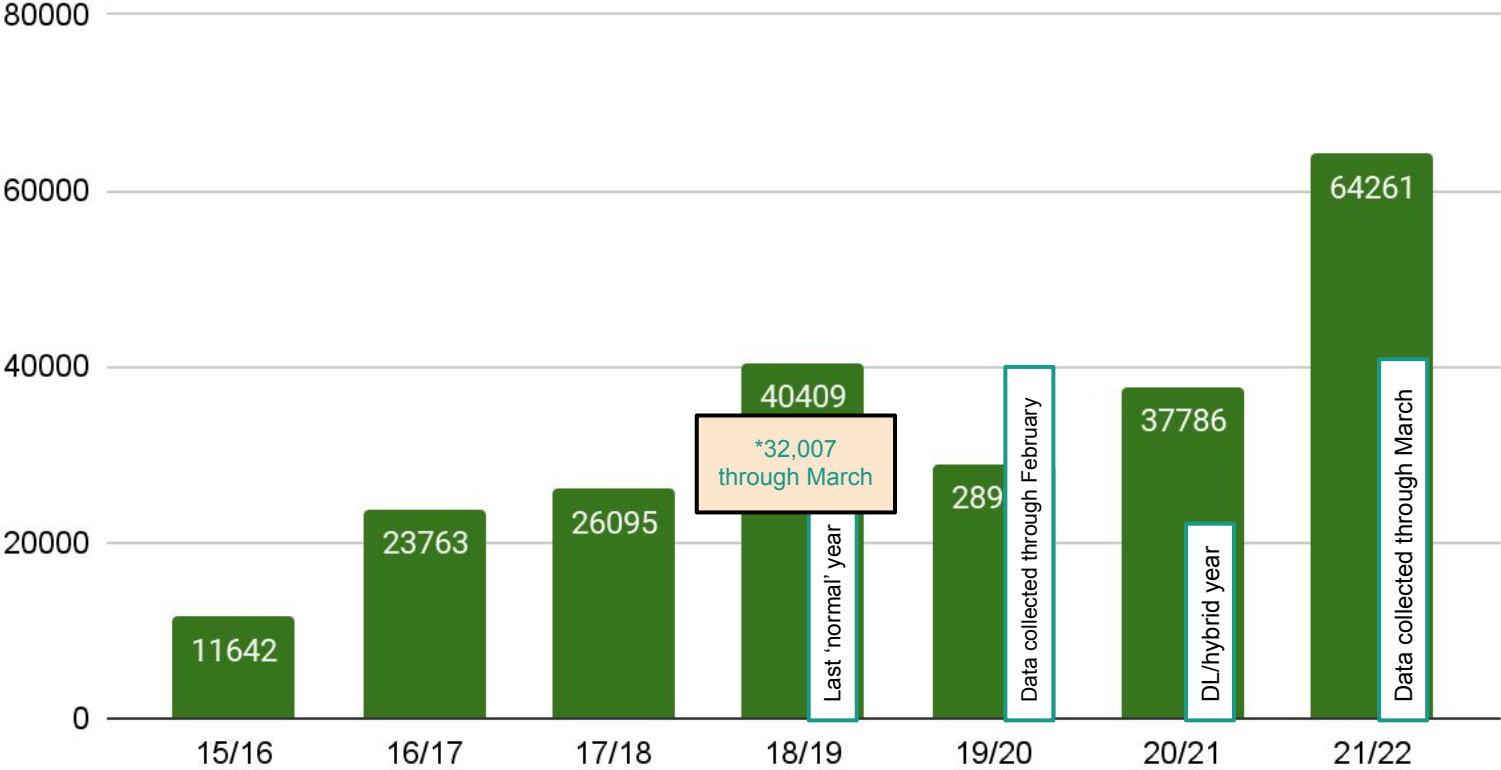
# SSW/MHS GenEd Mental Health Counseling Session (Year-to-Year)



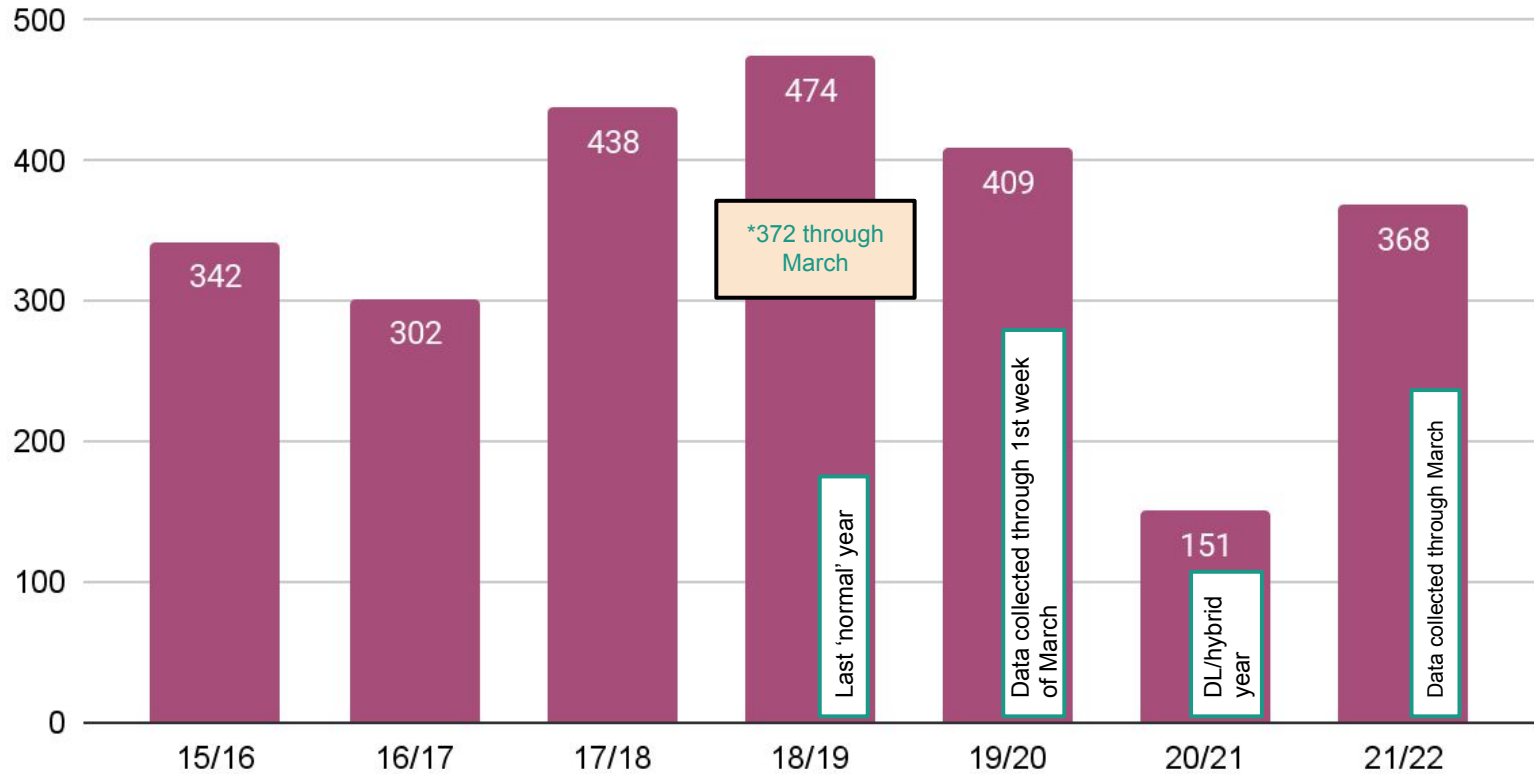
# SSW/MHS GenEd Referrals (Year-to-Year)



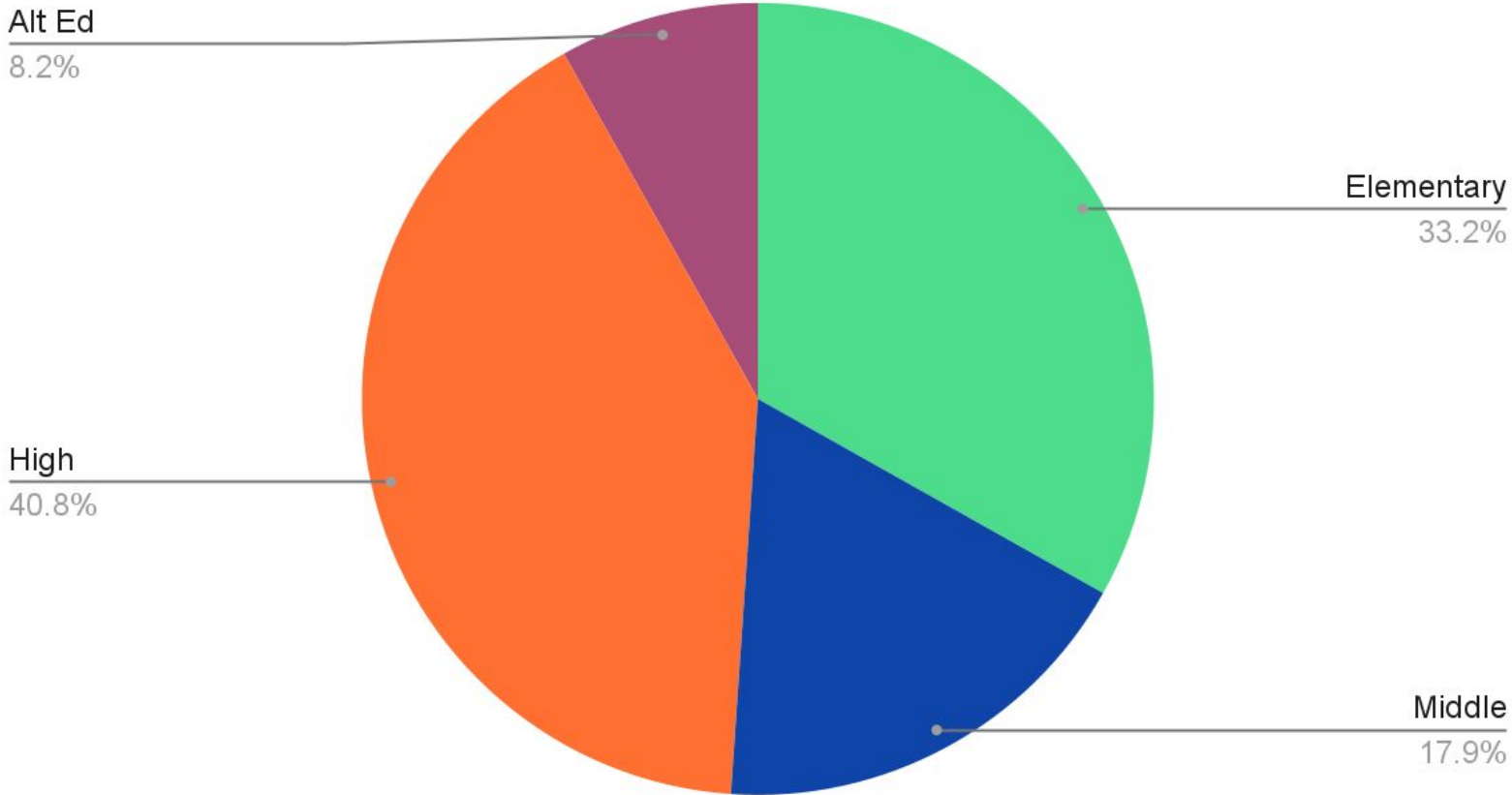
# SSW/MHS GenEd/SpEd Total Interventions (Year-to-Year)



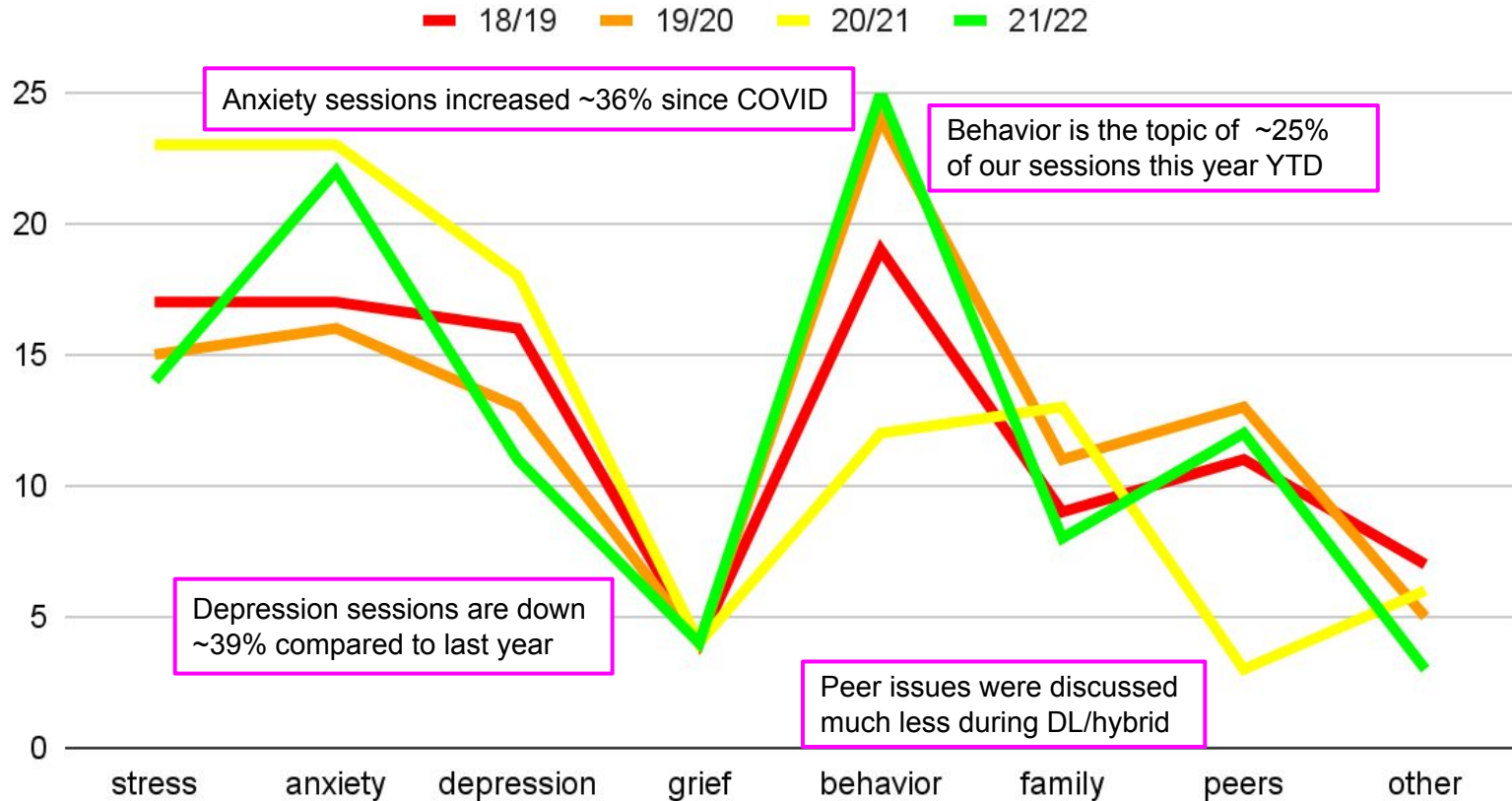
# SSW/MHS GenEd/SpEd Risk Assessments (Year-to-Year)



# Risk Assessments Completed by SSW/MHS Team, 2021/2022 YTD



# Mental Health Session Topics (by % and Year-to-Year)



# Mental Health Supports, 2021/2022 YTD

## School Psychologists



|  |   |
|--|---|
| Educationally Related Mental Health (ERMH)               | 40  |
| Risk Assessment  | 55  |
| Tier 1 and Tier 2 Multi-Tiered System of Supports (MTSS) | 504 assistance, academic and behavioral interventions, consultations, behavior check-ins, student/classroom observations, SST/504/PBIS team, 2nd step classroom social skills instruction |

# Mental Health Supports, 2021/2022 YTD

## School Counselors



|   |   |
|---|---|
| ERMH                                    | 0   |
| Risk Assessment                         | 250   |
| Tier 1, 2, and 3 Mental Health Supports | All mental health supports go through counselors at Secondary. Supports range from screening, referrals, to direct counseling |

# Mental Health Supports, 2021/2022 YTD

## School Nurses



|                        |  |
|------------------------|--|
| ERMH                   | 0  |
| Risk Assessment        | Less than 10   |
| Tier 1 and Tier 2 MTSS | Somatic complaints: stomach ache, headaches, panic attacks |

# Mental Health Referrals for Students/Staff/Families

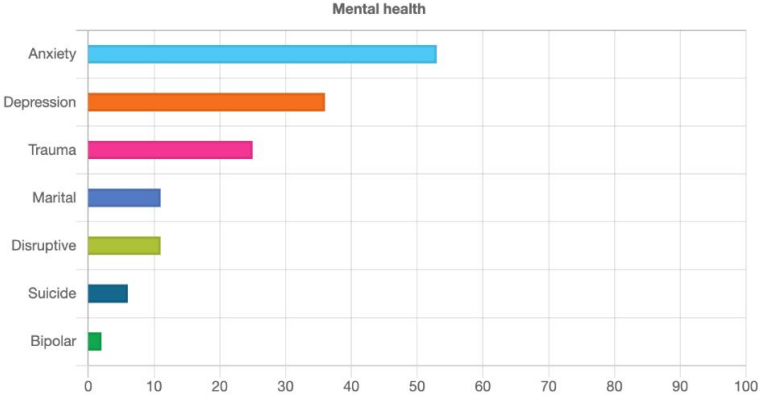
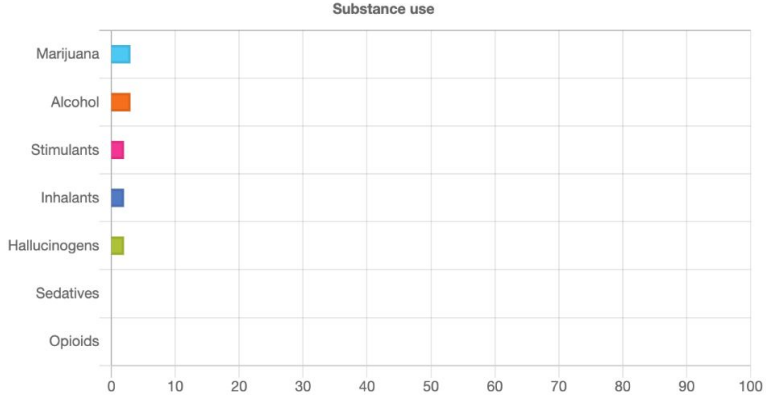
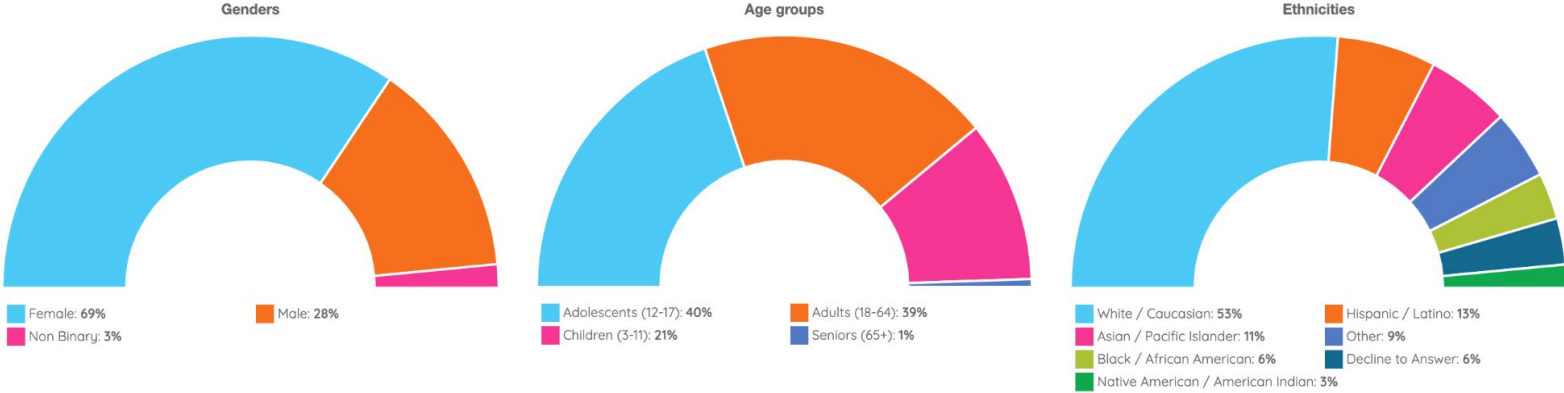


## Care Solace

### Key Performance Indicators (KPIs)

|                              | Nov | Dec   | Jan   | Feb   | Mar | Total |
|------------------------------|-----|-------|-------|-------|-----|-------|
| Inbound interactions         | 2   | 178   | 569   | 755   | 70  | 1,574 |
| Communications saved         | 20  | 1,216 | 3,191 | 3,497 | 378 | 8,302 |
| Warm Handoffs®               | 0   | 34    | 67    | 59    | 7   | 167   |
| Family-initiated cases       | 1   | 16    | 18    | 25    | 0   | 60    |
| Total appointments into care | 1   | 6     | 26    | 29    | 2   | 64    |
| Anonymous searches           | 0   | 97    | 91    | 109   | 2   | 299   |

# Care Solace





## Next Steps

Representatives from each department meet regularly and collaborate.

Collaboration will focus on:

- Systematic approaches
- Best practices
- Documentation
- Data driven decisions focusing on growth



# Thank you!