

OSSEO AREA SCHOOLS

ISD  279

A Community of Care

*Mental Health and Wellbeing
School Board Work Session, January 12th, 2021*


Mission

Our mission is to inspire and prepare all students with the confidence, courage, and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.



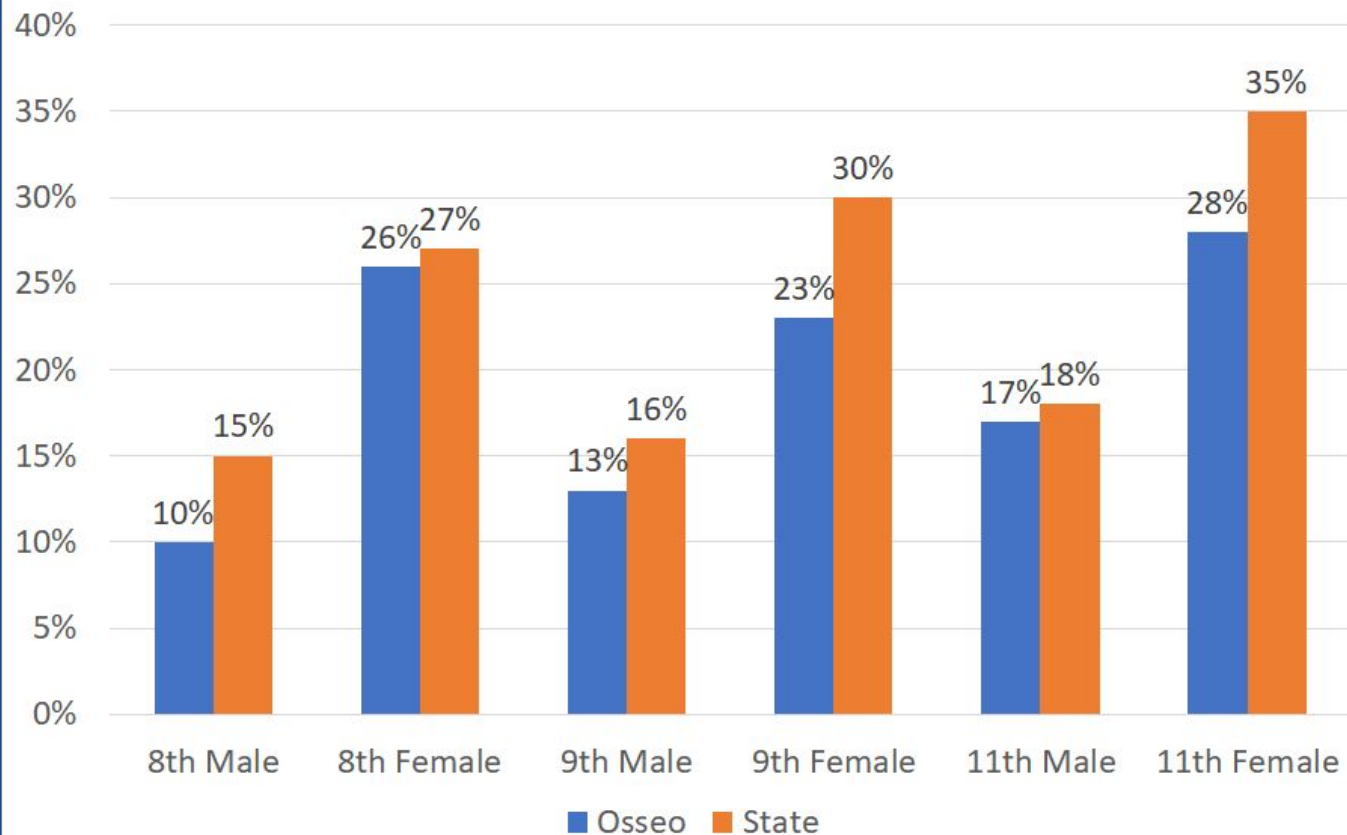
Outcomes of Presentation

Board members will gain knowledge of:

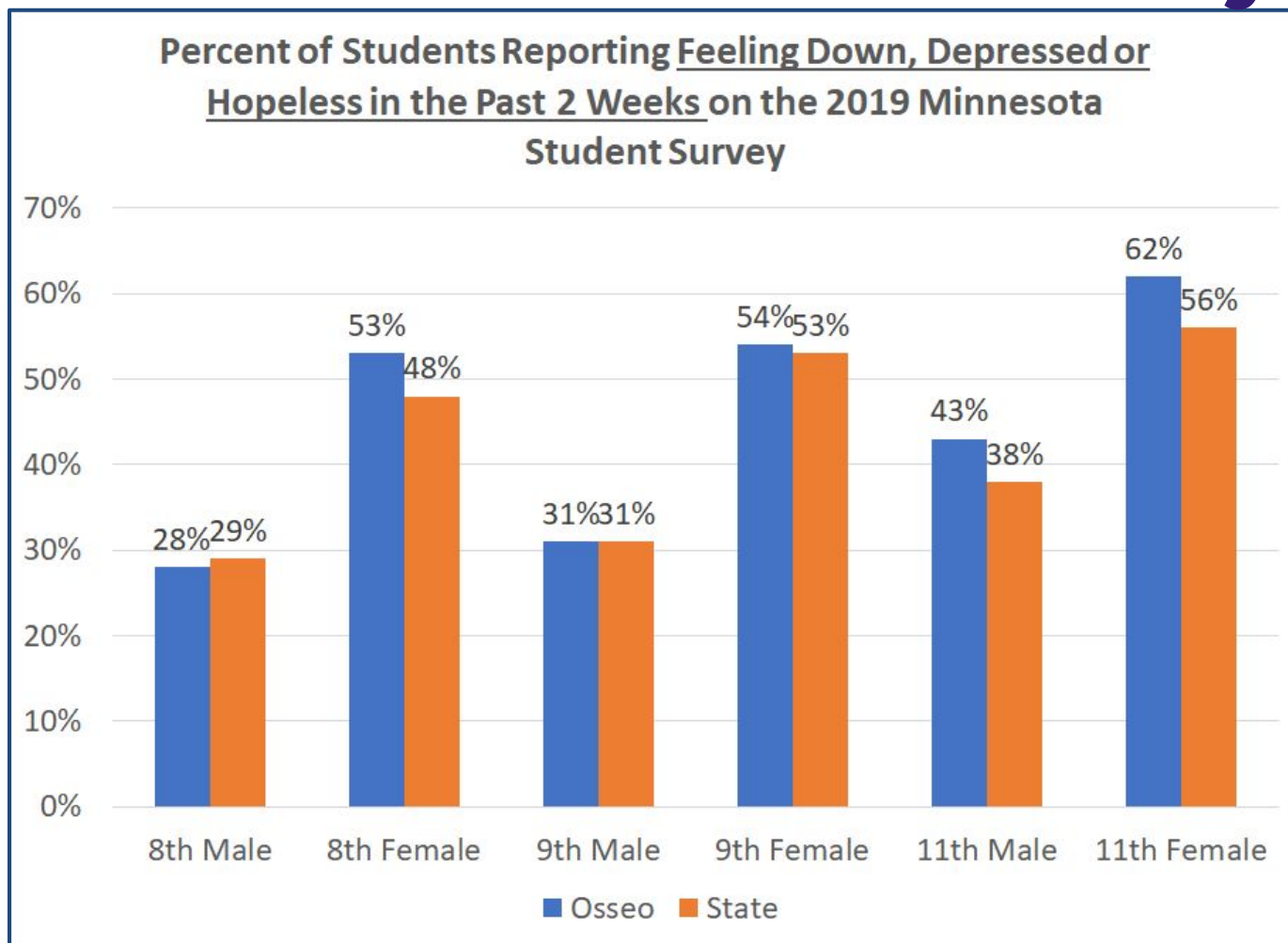
- The District's comprehensive scholars wellness service delivery model
 - Current observations of scholars response to current events by our mental health and wellness providers
 - Current supports being offered to support scholars
 - Looking forward into next year; needed supports and departmental strategic thinking
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Minnesota Student Survey

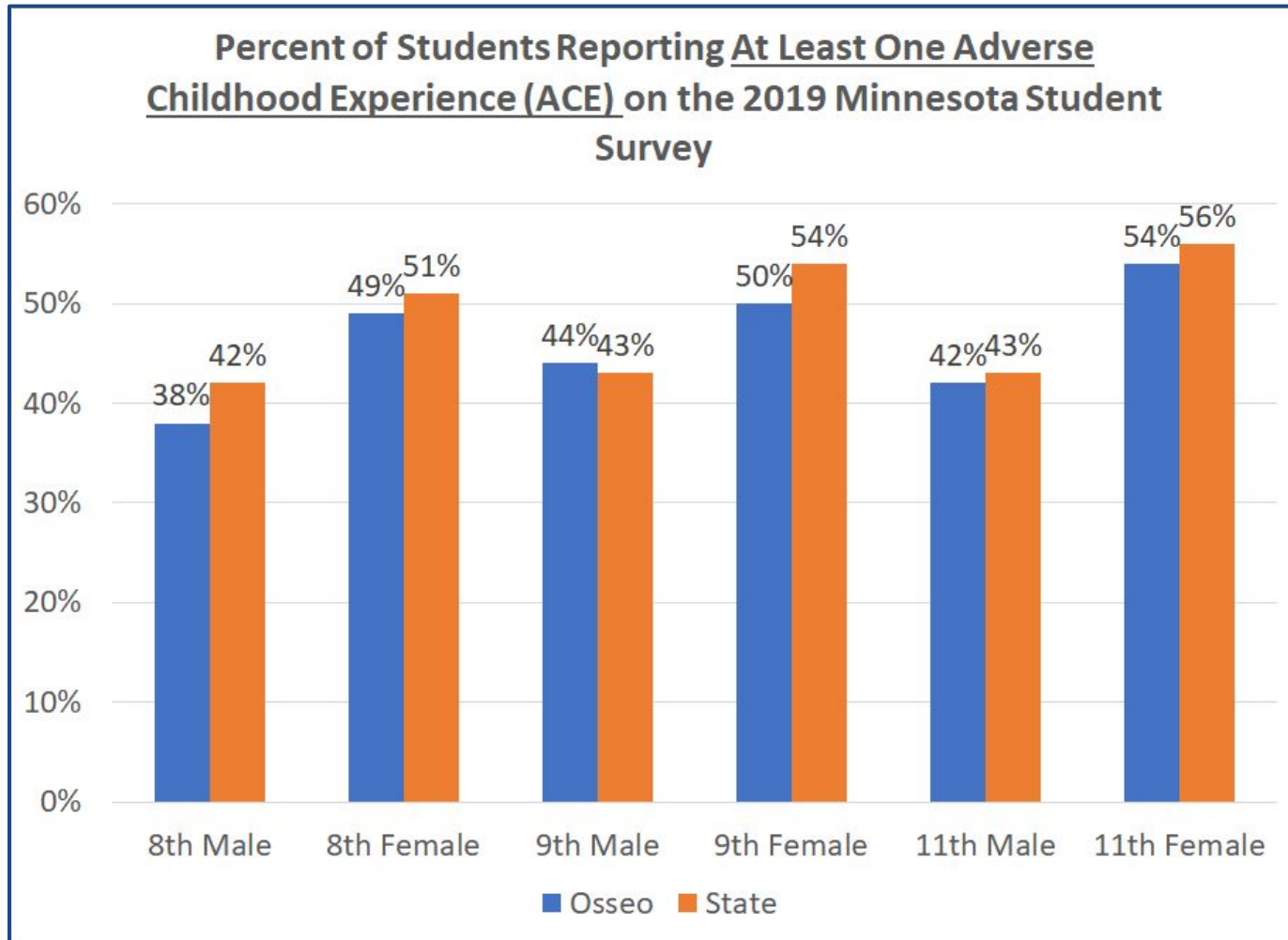
Percent of Students Reporting Long-Term Mental Health or Emotional Problems on the 2019 Minnesota Student Survey



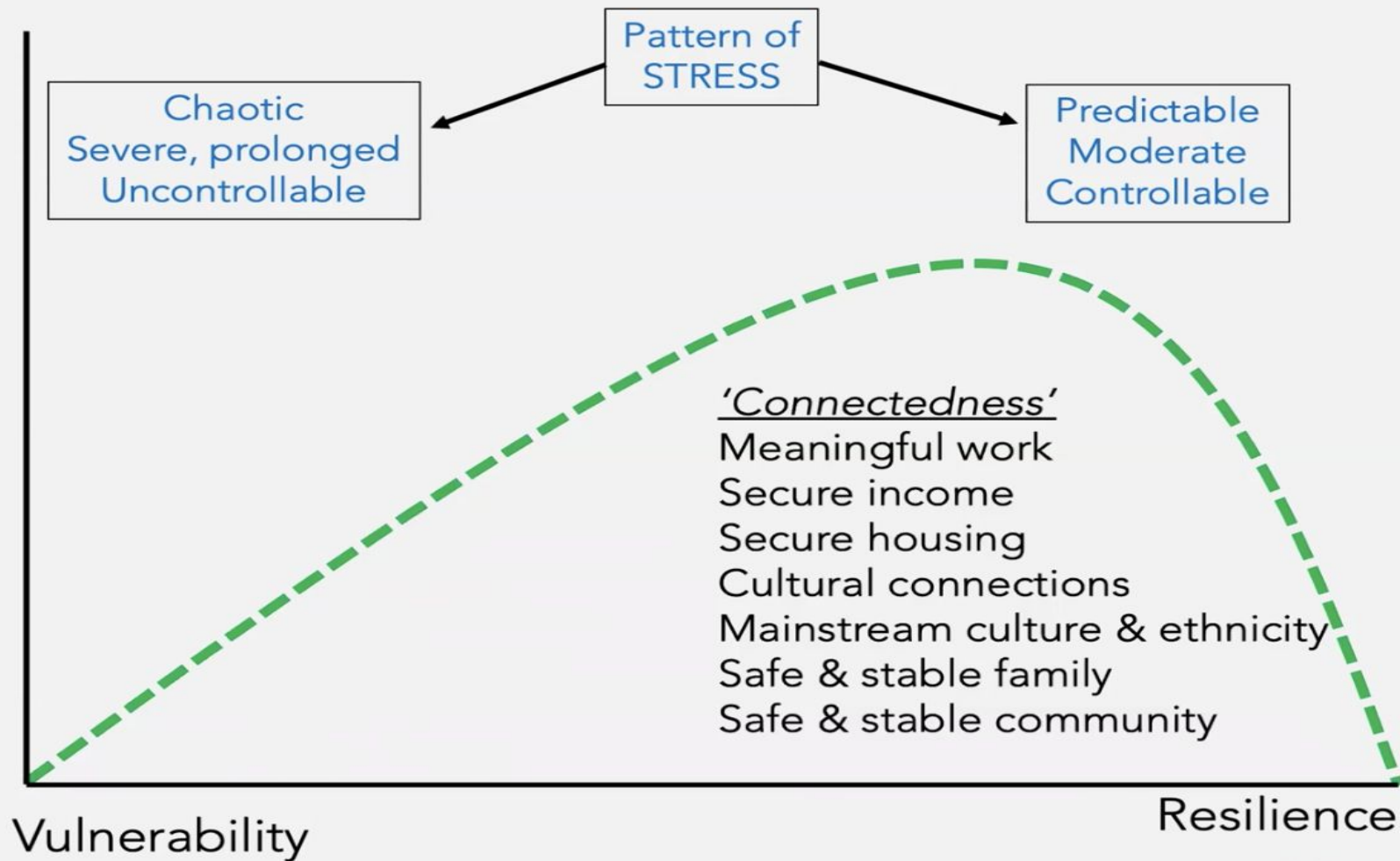
Minnesota Student Survey



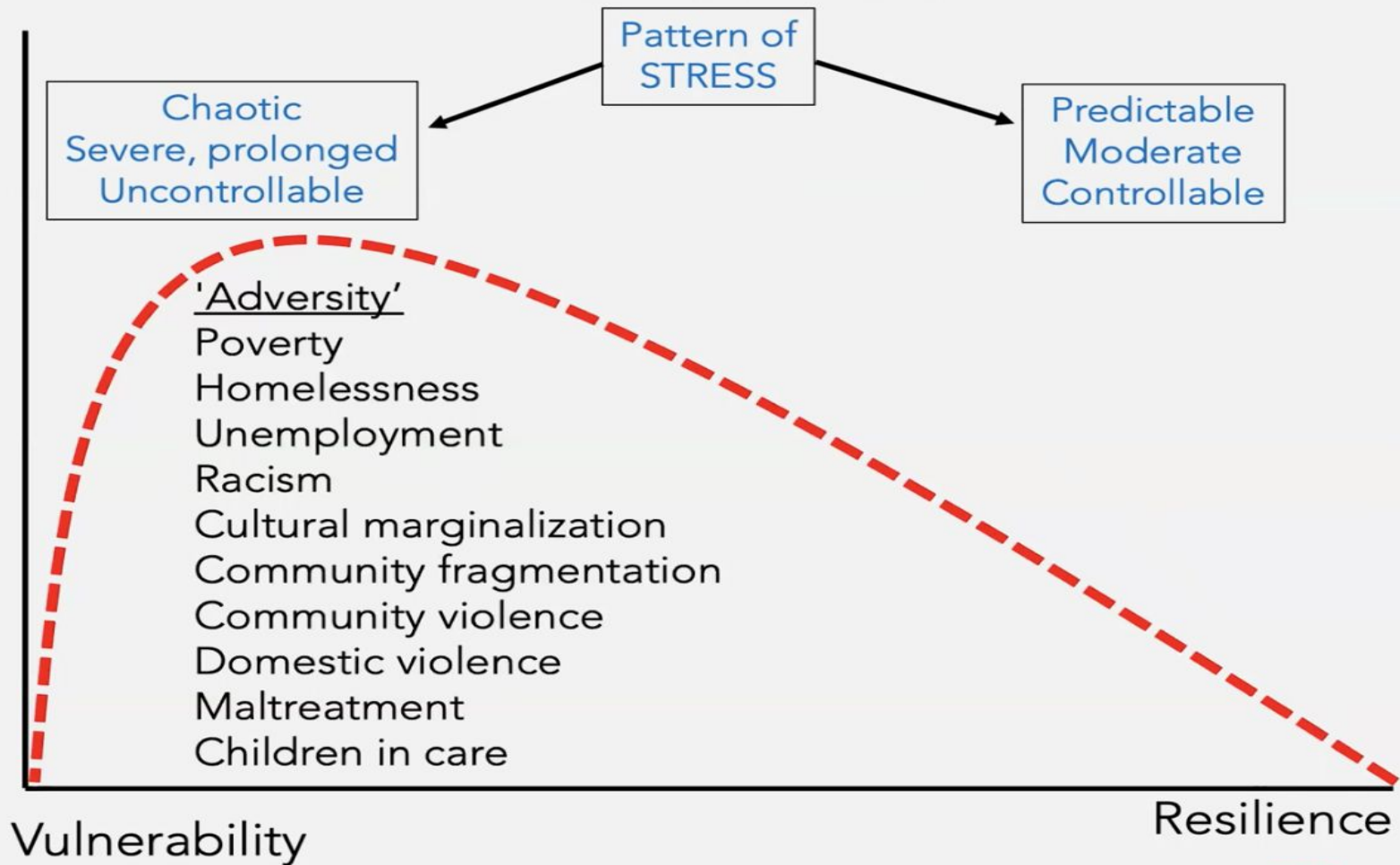
Minnesota Student Survey



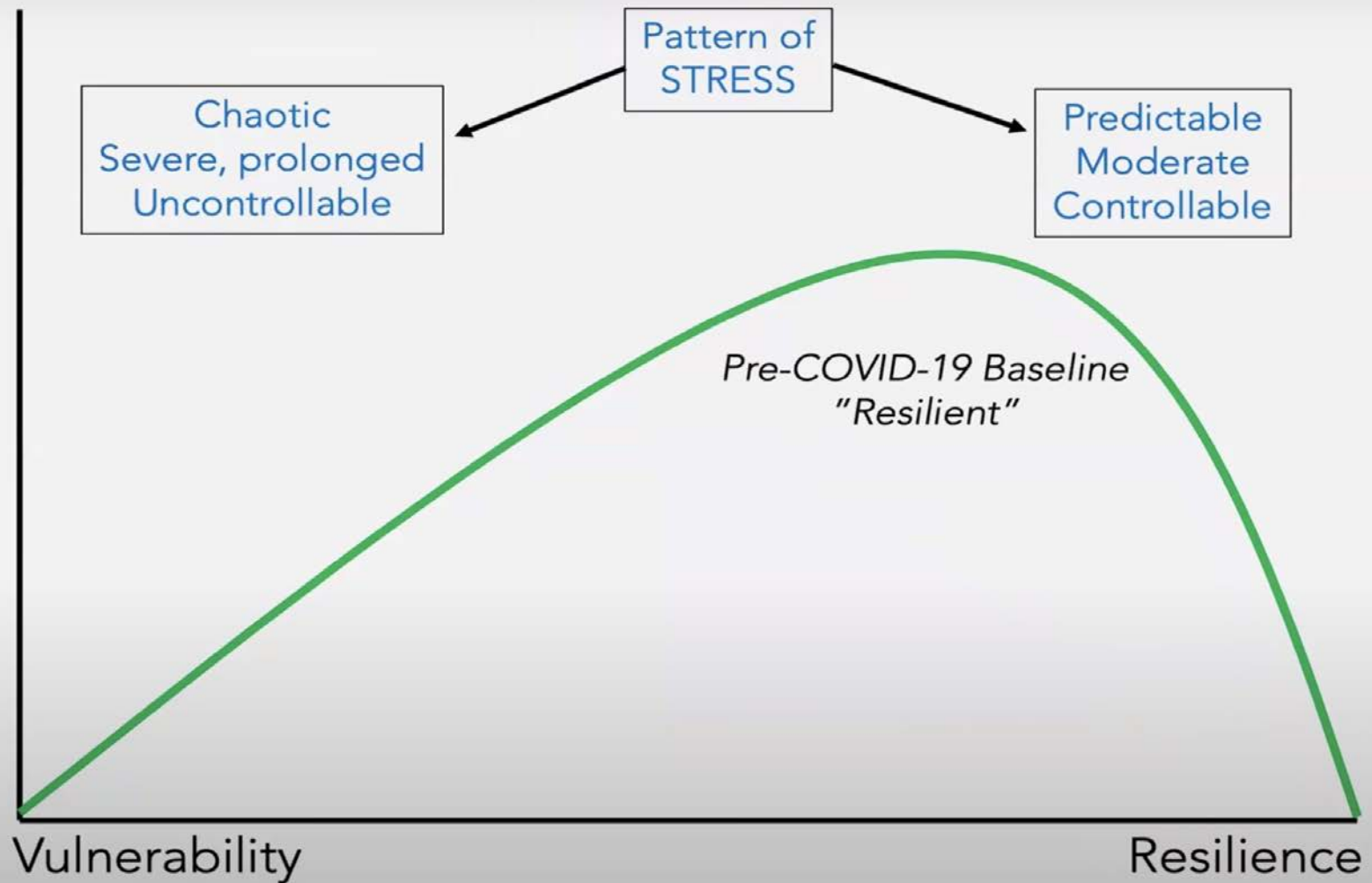
Factors involved in Risk and Resilience



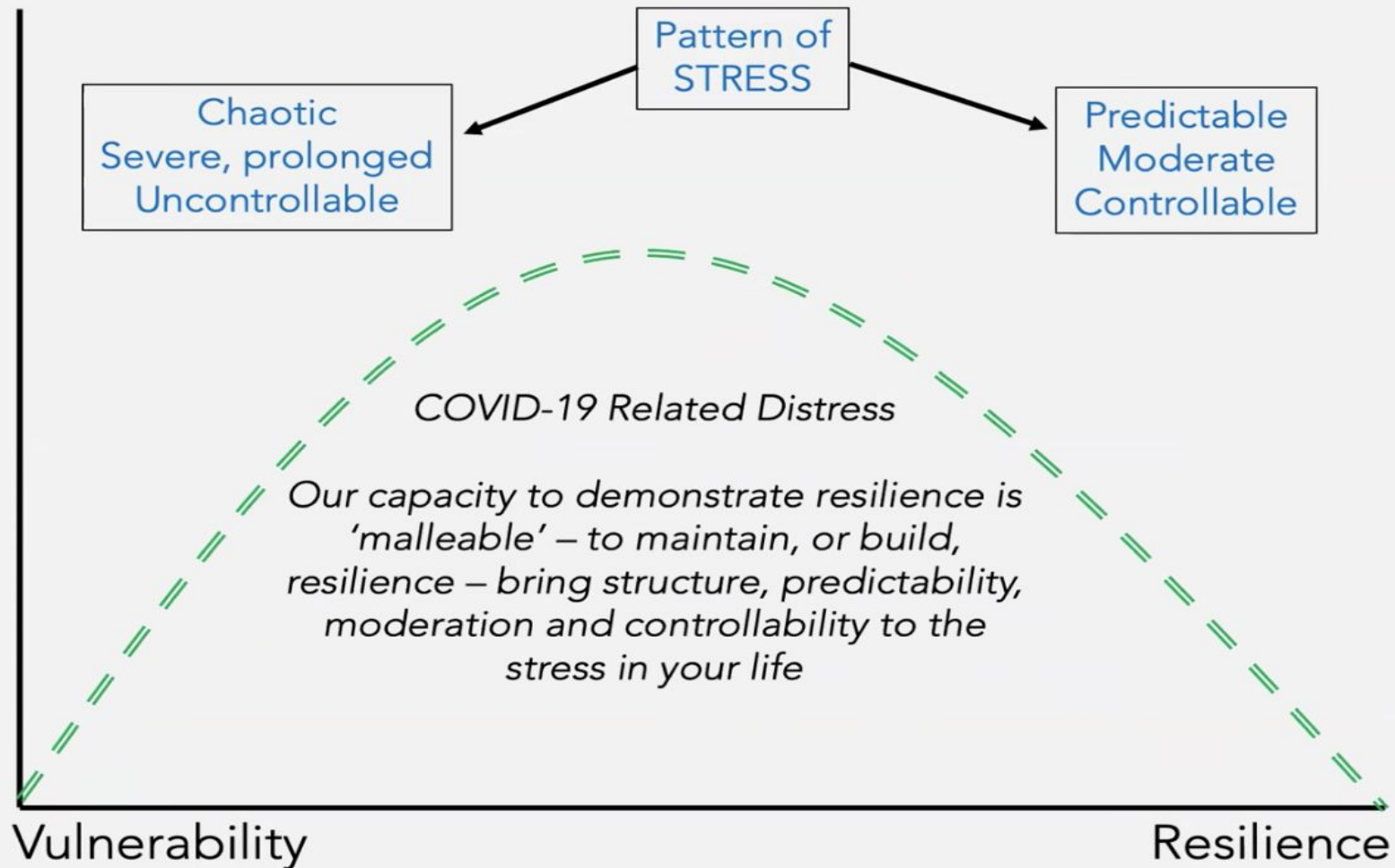
Factors involved in Risk and Resilience



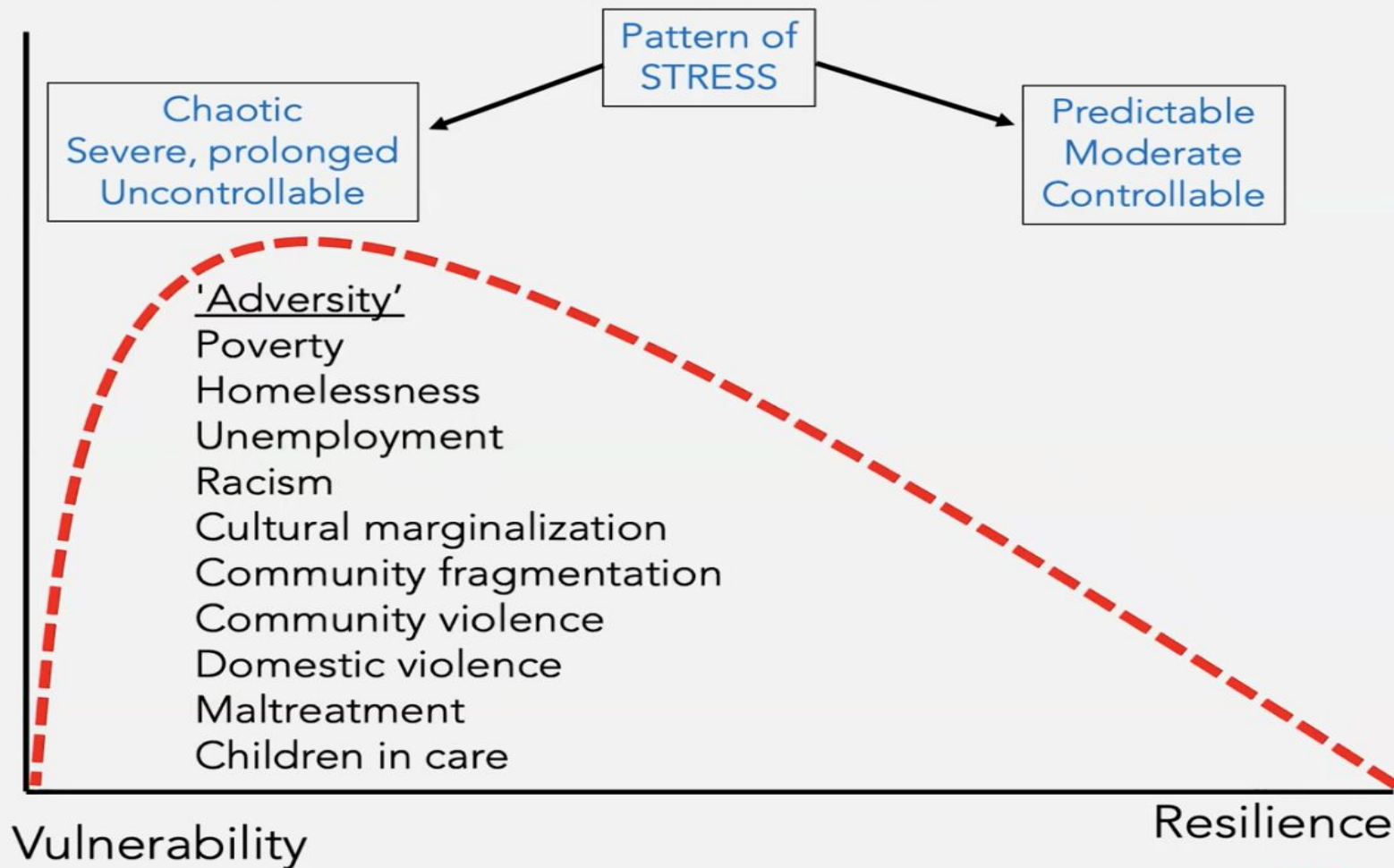
COVID-19 Related Stress will Shift Our Regulatory Capacities



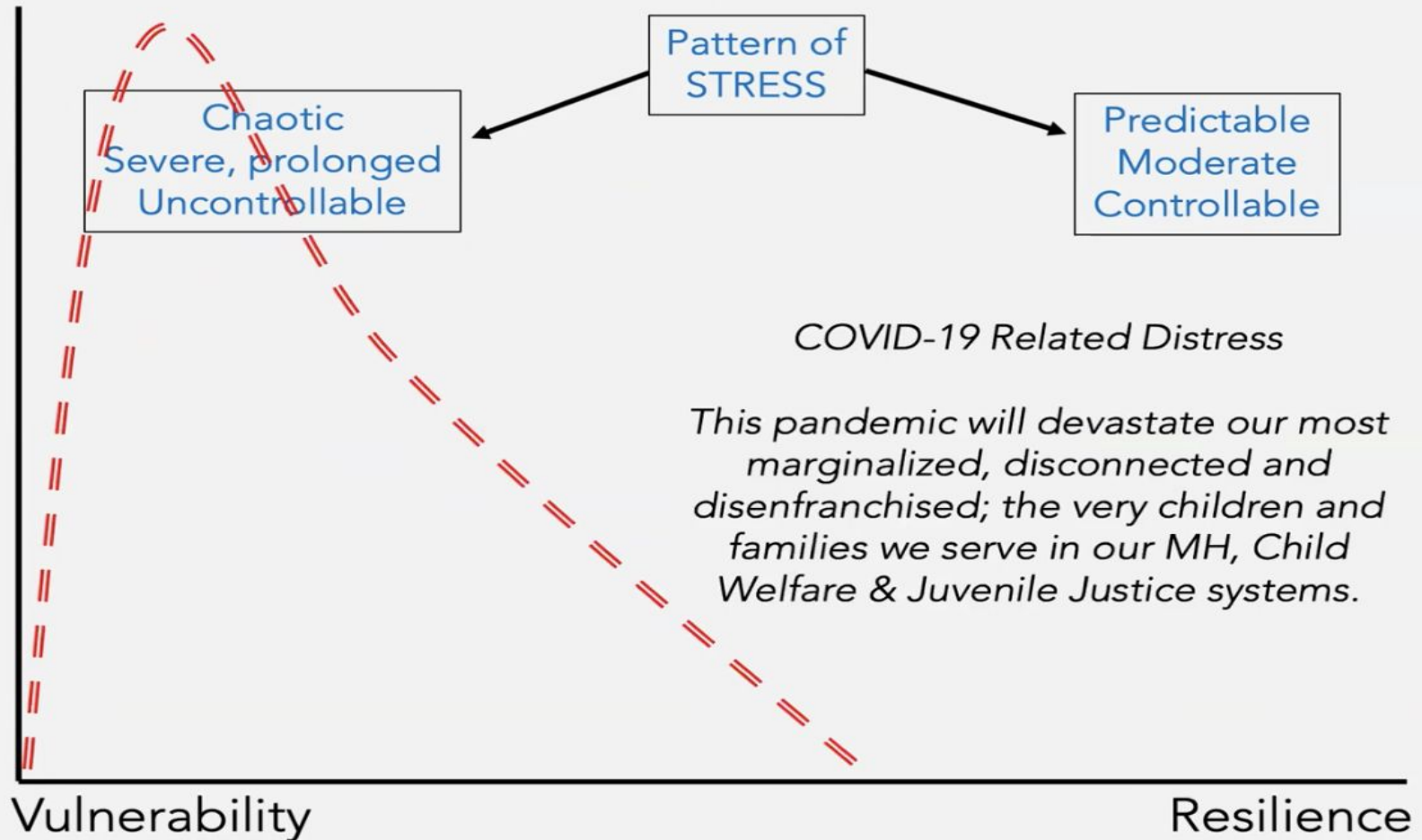
COVID-19 Related Stress will Shift Our Regulatory Capacities



Factors involved in Risk and Resilience



COVID-19 Related Stress Can Devastate Our Most Vulnerable



School-Linked Mental Health

- Lee Carlson Center for Well-being
 - Staff Wellness Groups
- St. David's Center
- People's Incorporated
- Teletherapy has been the main vehicle for SLMH services since COVID.

School Counselors

- Counselors work with ALL students.
- Every student has access and support from a school counselor.



HOW DO SCHOOL COUNSELORS SUPPORT STUDENTS?

School counselors support all students in the areas of academic, social-emotional, and post-secondary (college and career) development



Facilitate individual counseling, small group counseling, and classroom lessons

HOW DO SCHOOL COUNSELORS SUPPORT FAMILIES?

- Serve as advocate and liaison
- Facilitate and foster relationships between families and school community
- Provide communication and information surrounding transitions
- Coordinate 504 plans and mental health referrals
- Support families in crisis
- Connect families to services and resources
- Consultation and collaboration with families

HOW DO SCHOOL COUNSELORS SUPPORT THE SCHOOL COMMUNITY?

Restorative
practices

Trauma sensitive
school trainings

Social Emotional
Support
curriculum in
elementary &
middle schools

House meetings/
intervention teams
for student
support

Leadership and
mentoring
programs for
students

Assist in
developing and
supporting PBIS
initiatives and
events


Participation in
building and
district leadership

Consultation and
collaboration with
school staff


Transition Support
and Planning for all
grade levels.

Partnerships and
collaborations with
community
organizations and
agencies

School Counselors Focus on Equity

- Strive to increase mental health awareness and provide support to students, families, and staff
 - Focused, data-driven interventions impact the achievement gap and provide equitable opportunities for all students
 - Provide information and support to increase access to post high school opportunities
- 

Student Observations: Spring 2020 - Present

- ▶ Isolation
 - ▶ Uncertainty
 - ▶ Lack of Routine and Structure
 - ▶ Lost Connections and Relationships
 - ▶ Student Engagement Challenges
 - ▶ Grief and Loss
 - ▶ Parent Stress and Engagement
 - ▶ Lack of Motivation
 - ▶ Early Intervention Challenges
- 

Planning for 2021-2022

Using Recognized American School Counseling Association (ASCA) Model Program Tools and Strategies

- Counseling programs aligned with RAMP
 - Comprehensive school-counseling programs
 - Data-driven and evaluates effectiveness and accountability
 - Similar to National Board Certification for teachers
 - Demonstrates the impact school counselors have on student achievement, attendance, and behavior
 - Follows ASCA best practices regarding our mission, vision, use-of-time, and programming

2021-2022 Priorities

Re-building Community

Consistency

Relationships

Access and Resources

Academic Supports


Mental Health and Trauma

Transitions

Career/College Planning Support



Overview of School Social Work Department


- 26 licensed social workers
 - All school sites have social work time to support students who receive special education services
 - Some schools have allocations/buy-ups for general education social work time
 - The school social work mission is to promote academic success by reducing social, emotional, economic, and environmental barriers to learning (MSSWA)
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School Social Worker Roles


Special Education

- Provide services related to the student's IEP
 - Social/emotional learning and support
 - Social skills
- Additional support with attendance, resources, and referrals


General Education

- Social/emotional learning and behavioral intervention
 - Crisis and mental health support
 - Attendance intervention
 - Supporting homeless and highly mobile families
 - Participation on problem-solving teams
 - Resources and referrals for families
- 


Impact of Social Injustices on Students and Families

- Fear
 - Social withdrawal
 - Diminished confidence and self-worth
 - Increased awareness of social justice/racism
 - More likely to identify feelings associated with racial challenges
 - More open to talk
 - More open to call out unjust situations
- 


Impact of Covid-19 on Students and Families

- Decreased energy, motivation, focus
 - Fearful and overwhelmed
 - Worries about health and safety
 - Social isolation and missing physical connection
 - Disruption of schedules and routines
 - Interruption of access to resources
 - Basic needs
 - Community and social supports
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Impact of Covid-19 on Students and Families

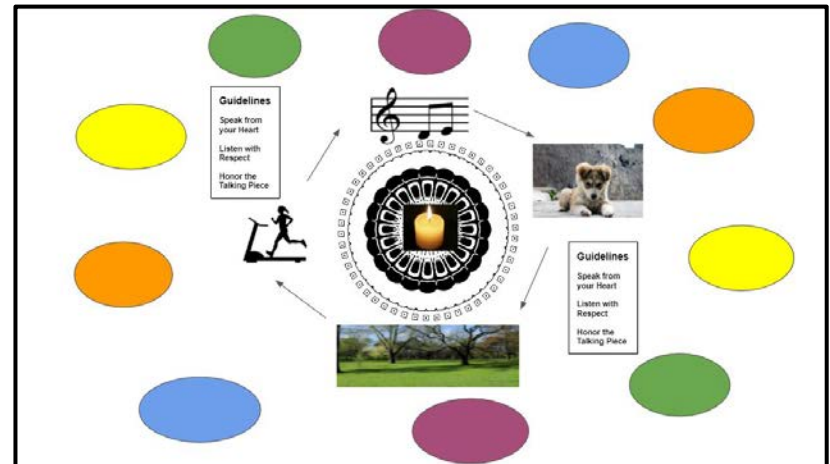
- Grief and loss
 - Educational challenges
 - Accessing and navigating technology
 - Screen overload
 - Meeting remotely just did not work for many students
 - More time with family
 - Decreased behavioral issues at school
 - Smaller class sizes
 - More physical space
 - More adult attention
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New Ways of Working with Students

- Meeting with students 1:1 instead of groups
 - Google Meet calls
 - Able to meet with students AND families
 - Fewer interruptions
 - Being welcomed into the student's space
 - Increased collaboration between staff
 - Push in to classes
 - Partnerships between social workers to create shared student groups that maintain social relationships
 - Mindfulness and stress management
- 

Creative Responses to these Challenges

- Virtual calming rooms/classrooms
- Virtual restorative circles



Creative Responses to these Challenges

- Schoology courses and Seesaw lessons
- VIBE project

SOMETHING I LIKE ABOUT MYSELF THAT I CAN SAY MORE OFTEN

SOMETHING POSITIVE I NEED TO SAY ABOUT SCHOOL TO MYSELF:


SOMETHING I CAN SAY MORE TO SOMEONE ELSE:

A WORD THAT I NEED TO SAY MORE


RECORD YOURSELF SAYING 3 POSITIVE THINGS ABOUT YOU THAT YOU CAN SAY MORE OFTEN.



Future Student and Family Needs

- Compassion
 - Validation
 - To feel safe
 - To feel connected
 - Physical resources
 - Strategies to address trauma
 - Ongoing mental health support
 - Support readjusting to school
 - Intervention for academic gaps
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Strategic Priorities to Support Students

- Create school communities where students can be their authentic selves
 - Create space for families to inform strategic plans and participate actively in their students' education
 - Invest in strategies to promote relational reconnection with both staff and peers
 - Invest in more professional person-power at all schools to allow time to create deeper relationships that support students
 - Provide system-wide professional development for all staff to increase skills to support students post-Pandemic
 - Take the lessons of the pandemic and make a commitment to continue to think creatively about how to support students
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Student Assistance Counseling

How do we support ?

5 FACTORS THAT CONTRIBUTE TO ADDICTION



Genetics



Mental Illness



Home &
Social
Environment



Stress



Trauma /
Abuse

Student Assistance Counseling

- Referrals – Chemical referrals – In school as well as through community. Mental health referrals common with the chemical health referral. Dual Diagnosis.
- Assessments – Pre-assessments, and ongoing in school counseling sessions, chemical education, and ongoing outside referrals.

Student Assistance Counseling

- Groups – Concerned Persons Group, Alateen
- Education – Health class series, Classroom guest speaking, Vaping presentations (conferences), Collaboration with Hennepin County Public Health.



Homeless Liaison

Students Experiencing Homelessness in Osseo Area Schools

2019-2020 School Year

554

Identified children and youth experiencing homelessness

Race/Ethnicity	%
Asian	6
Black	71
Hispanic	11
Native American	4
White	8

Grade	%
Preschool	5
K-2 nd	20
3 rd -5 th	22
6 th -8 th	21
9 th -12 th +	32

Enrolled by subgroup	%
English Learners	7
Special Education	25

Location when identified	%
Doubled-up	77
Shelters/THP	14
Hotel	8
Unsheltered	1

MDE Homeless Children & Youth Data Survey

Homeless Liaison

What we're seeing

We have identified about ½ as many students experiencing homelessness since distance learning began last March.

	19/20 SY	20/21 SY
Week 4 of school yr.	228	159
End of Dec.	452	230

Reasons:

- Lack of points of contact within a student's day.
- Need for transportation and tracking absences.
- Eviction moratorium
- More students choosing distance learning when they have the option for in-person.

Why identification matters

- The instability of homelessness is a major risk factor for not meeting important educational outcomes.
- Students and families can't access the extra support or the protection of their rights if we don't know they are experiencing homelessness.
- When returning in-person is an option, knowing who is HHM will help us prioritize and provide transportation beyond our boundaries.

Homeless Liaison

What we're seeing


- Increase in food support
- Access to internet
- Lack of adequate or safe place to study
- Parent(s)/guardian not engaged
- Increased number of unaccompanied homeless youth
- Immediate enrollment

Services we are providing

- School building homeless point person
- Ability to deliver food, materials, devices and other supplies to families who do not have transportation
- Prioritizing homeless students needing hot spot devices, iPad or Chromebook
- Promoting engagement through needs assessments
- Tutoring
- Community referrals
- Enrollment Center and DLA prioritizing homeless immediate enrollment and access to materials
- Community support


Restorative Response

Restorative Services in Osseo Area Schools

- **Who we are**
 - **How we have shifted our work**
 - **Observations of Youth**
 - Isolation/Lack of opportunities for socialization and play
 - Trauma/ Secondary trauma
 - Overwhelmed/ Stressed
 - Grief
- 

Restorative Response

Observation of youth continued.....

- Muted both literally in Goggle Meets and Figuratively
 - A sense of helplessness/due to a lack of choice and processing of changes
 - Disconnection/ Disengagement- due to circumstances; decreased attendance in class;
 - Demotivated/Students do not know how to navigate new challenges
 - Greater Need for Parent Support/ Understanding on how much things have changed for the students
 - Increased Responsibility
 - Creativity in self care
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Restorative Response

Restorative Practice Pilot


Services provided:

- **Community building circles with students**
 - Community building circles are held with teachers online (and in person during hybrid) in 15 classrooms each week
 - Emphasis on providing opportunities for students to build deep relationships with each other and process and express their feelings, reflect on their own experiences and make meaning of their experiences
 - Provide Social and Emotional Skill building lessons in circle
 - Provide support to teachers in processing circles and improving their practice

Restorative Response

Restorative Practice Pilot

A feedback survey was given to middle school students to provide feedback on their circle experiences and some of the responses are below:

- 92% responded yes that Circle helps them get to know my classmates better
 - 92% responded yes that Circle helps to create an environment in which I feel seen and heard.
 - 92% responded yes that Circle helps our class build stronger relationships with one another.
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Restorative Response

Community building circles with school staff

- Hold monthly community building circles for all school staff
 - Teachers and school staff have expressed that circles helps them to process and manage their own stress and feelings of heavy responsibility in helping students
 - Teachers have expressed the need to speak with other adults and feel that they are not alone

Restorative Response- CMRS

Goals:

- ▶ Flexibility/ nimble in meeting needs
 - Greater staff support
 - Student support
 - Switch to Virtual
- ▶ Relationship/ community building
- ▶ Holding space/ keeping conversations
 - ▶ Services with youth
 - 1 on 1 restorative conversations
 - Virtual circles
 - ▶ Services for Staff
 - Virtual Circles
 - . Mindfulness
 - . Self care
 - . Wellness

Restorative Response-CMRS

Prioritizing next year

Intentional and universal community building throughout the school year

- Community building circles with students at least weekly in classrooms for at least 30-45 min (depending on class size)
- Community building circles at least monthly with school staff

Restorative Response-CMRS


■ Emphasis on:

- Relationship building/Socializing
- Shared values
- Healing through storytelling, acknowledgement, and connection
- Social and Emotional Learning skill building
- Processing change/the prior year/making meaning of their experiences
- Collaborative evaluation, problem solving, and decision-making
- Acknowledging change and adjusting supports and goals accordingly

Restorative Response-CMRS

- Building/ Strengthening
 - Places for youth to have courageous conversations
 - Empower youth voice

Thank You To Our Presenters

- **Kelly Deines** - (Social Work Elementary Lead)
 - **Elizabeth Gunckel** - (Social Work Secondary Lead)
 - **Amy Paton**- (School Counselor Elementary Lead)
 - **Kaylee Herlofsky** - NVMS and OMS (School Counselor)
 - **Jackie Trzynka** - (School Counselor Secondary Lead)
 - **Emily Juairé** - PCSH (Student Assistance Counselor)
 - **Krissy Zimba** - (Homeless Liaison)
 - **Hanaa Arafat** - (Consultant)
 - **Mia McFarland Millares**- (Consultant CMRS)
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Questions or Comments?

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