

DAC Meeting Minutes

Wednesday, February 16, 2022

6:30 p.m. - 8:30 p.m.

MS Teams

Attended:

DAC

Robert Beauchamp

Heather Alderman

Dana Gaines

Ashley Anderson

Marcy Lewis

Rachel Olsen

Becky Woodcox

Norma Huerta-Kelley

Scott Schoenbauer

Candace Martin-O'Connor

Aloha Arceo-Apitz

Araceli Newman

Joe Gawronski

Susan Sasson

Melody Shaddix

Clare Barquero

Angela Lindquist

Jennifer Keeton

Jessica Zamora

Marlena Gross-Taylor

Ruben Chacon

Tyrell Hirschert

Minutes

Welcome and Introductions

Robert welcomed everyone and introduced Marlena Gross-Taylor, Ruben Chacon, and Tyrell Hirschert.

Approval of Minutes

January 2022 meeting minutes were reviewed and approved.

Mental Health & Social Emotional Learning - (Ruben Chacon & Tyrell Hirschert)

Ruben and Tyrell provided an overview of the work that the Student Services team is providing schools and families. Student Services Team supports all school counseling, mental health specialists, general behavioral education specialist/restorative practices coordinator as well as our school safety team.

System of Care

A student's mental health and wellbeing, as well as social and emotional learning, is just as important as their academic experience.

Through connections to caring and trained mental health professionals and staff, PSD will provide an array of support and services that promote positive school climate, social and emotional learning, and mental health and wellbeing.

Partnerships and Collaboration: The slide below lists many (but not all) of the community partners who collaborate to provide services to our families. Our goal is to continue to build partnerships to assure families are receiving access to wrap-around services provided within our community.

Our needs assessment began with interviews of students, PSD service providers, and community partners. Here is some of the feedback that they provided:



Voices of Students

- “Whatever number of students you think are struggling, that number should be doubled or even tripled.”
- Trust and confidentiality a barrier to seeking mental health support in school and community (stigma)
- Increase access to and availability of highly trained mental health professionals in schools
- Gaps in school and community services and after-hours crisis resources
- Easily accessible resource guide for students
- Peer-to-Peer Counseling is one of the most effective programs offered to PSD students
- Enhancing social and emotional learning opportunities and skill building
- “3-5 minutes of mindfulness to start a 90-minute class results in the most focused class I have.”
- Need for more non-disciplinary drug and alcohol services
- Strengthen and grow school Wellness Teams
- “There have been times when I’ve spoke to a counselor about my mental health, and there was no follow-up because they are already stretched thin.”

Voice of PSD Providers (Counselors, Mental Health Specialists, Social Workers, School Psychologists)

Top 3 non-academic concerns regarding your student’s wellbeing:

- Inability to Self-Regulate
- Anxiety/Depression
- Increase in Suicidal Ideation

Provider Comments

- “We have very caring and concerned teachers who could benefit from more training.”
- “Wrap-around services in our community and schools need improvement.”
- “In past years, more students came to counseling regarding troubles with peers than anything else. This year anxiety has been the number one reason they walk into our counseling offices.”
- I spend . . . 25% on good days and 50% on the bad responding to students in crisis which limits my ability to work with students directly before problems arise.”

- “This year we are seeing that kids need so much more support from school staff. It would be helpful to have a fulltime SEL teacher at the elementary level and a fulltime counselor at the elementary level.”
- “I spend so much time on non-counseling duties that I worry that students with urgent mental health/safety needs will go unnoticed and fall through the cracks.”
- “We are having to be so reactive to constant mental health crises that we have no time to get out ahead of SEL curriculum, and other Tier 1 interventions.”

Voice of Community Partners


- Redefine Partnerships in Poudre School District
- Need for systematic MOUs to clarify role and function of System of Care team members
- Desire to be more fully integrated into school teams
- Increase funding and support to strengthen partnerships
- Strengthen communication loop and information sharing
- Enhance youth-driven and family-guided services

Mental Health Providers in PSD

- School counselors, psychologists, social workers, and mental health specialists have specific training related to the promotion of healthy social/emotional and behavioral development.
- All school mental health professionals are required to have completed a minimum of a master’s degree and to pass a test developed to assess professional knowledge.
- Nurses are responsible for delivering health care and services for all students in schools and providing other services to allow students to remain in school.

PSD Mental Health Provider Ratios

PSD Ratios	Nationally Recommended Ratios
• School Counselors – 1 to 295	• School Counselors 1 to 250
• Mental Health Specialists/School Social Workers– 1 to 96*	• Mental Health Specialists/School Social Workers 1 to 50*
• School Psychologists – 1 to 958	• School Psychologist 1 to 500
• School Nurses – 1 to 2353	• School Nurse 1 to 750



PSD Mental Health Provider Staffing

PSD Current Staffing	Staffing Based on National Models
• 81.6 School Counselors	• 120 Counselors
• 13.9 Grant Counselors	• 45 Mental Health Specialists
• 4.4 Social Emotional Coaches	• 15 School Social Workers
• 16.6 Mental Health Specialists	• 60 Psychologists
• 9.05 Social Workers	• 40 School Nurses
• 29.70 Psychologists	
• 12.5 School Nurses	



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Staffing Based on National Models

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- 40 School Nurses



Summary of Needs

- Increased Mental Health Staffing and Role Clarity
- Continue to enhance Community Partnerships
- Professional Development
- PK-12 Social and Emotional Learning curriculum

SEL Curriculum

Enhance Social & Emotional Learning Through the Curriculum

- PSD Essential Standards based on CASEL 5
 - Collaborative for Academic, Social, and Emotional Learning
 - Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
- Recruit Ongoing Advisory Team
 - What are best practices for delivering SEL?
 - What is required?
 - Where does it happen?
 - How often?
 - Who provides?
 - Tool for measuring SEL Skills
 - Menu of district supported SEL Curriculum



Survey of schools: What SEL Curriculum are you currently using?

- 29+ curricula identified
- Content is provided in a variety of ways including: advisory, homeroom, lessons provided by a variety of staff members
- Most commonly listed curricula:
 - Zones of Regulation, Sanford Harmony, Second Step, Staff Created, Brainwise, Expect Respect

Mental Health & Suicide Prevention Policy

- Prioritized youth suicide prevention programming
- Procedures for suicide prevention, intervention, and postvention
- Requirement for training on suicide prevention, including education about mental health and warning signs or risks
- Consideration of populations at high risk for suicide, such as LGBTQ youth
- Description of all suicide prevention team member roles and responsibilities, flow of communication and tasks

Examine Funding and Resources to Support a Full Continuum of Services

- Budget Design Team
 - Evaluation of current resources dedicated to mental health staffing and staff training
 - Modified mental health staffing structures in schools/role clarity
 - Examine braided grant funds: 4A Mill Levy Override; Title I, II, and IV funding
- Implement School Health Services Medicaid program
- Identify District Funding Priorities
 - Identify programs that are achieving desired outcomes
 - Reallocate resources to evidence-based and effective programs
 - Budget to support a vetted menu of options/programming to better support an economy of scale

Implementation Plan January - June 2022	
Action	Supports
<ul style="list-style-type: none"> • Develop Mental Health and Suicide Policy 	<ul style="list-style-type: none"> • PSD Mental Health Team and community partners • Time for staff training on suicide prevention and risk signs • Mental Health Training and Implementation Budget
<ul style="list-style-type: none"> • Coordinate community partnerships and agreements for after-hours services and additional mental health support 	<ul style="list-style-type: none"> • Add 1.0 Mental Health Partnerships & Programming Coordinator
<ul style="list-style-type: none"> • Recruit SEL Advisory team 	<ul style="list-style-type: none"> • Initial meetings in the spring with dedicated time at Summer Institute
<ul style="list-style-type: none"> • Train the Trainer Implementations <ul style="list-style-type: none"> • Restorative Practices • Sources of Strength 	<ul style="list-style-type: none"> • Summer Institute • Mental Health Training and Implementation Budget
<ul style="list-style-type: none"> • Implement data-driven systems • Identify universal screening tools 	<ul style="list-style-type: none"> • PSD Information Technology Support • Data team lead (Medicaid, IS, and Student Services)

Implementation Plan August - December 2022	
Action	Supports
<ul style="list-style-type: none"> • Establish Student Wellness teams at secondary schools 	<ul style="list-style-type: none"> • Add Student Wellness Coordinator • Wellness Team Funding
<ul style="list-style-type: none"> • SEL Advisory team identifies menu of curriculum options • SEL Advisory team defines adoption timeline and implementation model 	<ul style="list-style-type: none"> • Add SEL Implementation Coaches • Director Curriculum and Instruction
<ul style="list-style-type: none"> • Train the Trainer Implementations <ul style="list-style-type: none"> • Restorative Practices • Sources of Strength 	<ul style="list-style-type: none"> • Behavior Prevention and Intervention Coach
<ul style="list-style-type: none"> • Address School Psychologist, School Counselor, School Social Worker, and Mental Health Specialist staffing ratios 	<ul style="list-style-type: none"> • Increase number of school-based mental health professionals
<ul style="list-style-type: none"> • Additional menu of professional development offerings and ongoing training for suicide prevention 	<ul style="list-style-type: none"> • Professional Development department and Learning Services Team specialists
<ul style="list-style-type: none"> • Address nurse - school staffing ratios 	<ul style="list-style-type: none"> • Increase number of school-based nurses

Implementation Plan January 2023 - June 2023	
Action	Supports
<ul style="list-style-type: none"> • SEL Advisory team supports schools with implementation of SEL curriculum options • SEL Advisory team propose implementation staffing supports 	<ul style="list-style-type: none"> • SEL Implementation Coach • PD for centrally supported SEL curriculum options • Potential addition of school-based SEL or counseling staff
<ul style="list-style-type: none"> • Adopt and implement systemwide data tool for tracking MTSS, FBIS, Restorative Practices, Student Support Team interventions 	<ul style="list-style-type: none"> • SEL Implementation Coach • Learning Services Team
<ul style="list-style-type: none"> • Additional menu of professional development offerings and ongoing training for suicide prevention 	<ul style="list-style-type: none"> • Professional Development department and Learning Services Team specialists

Vision for Mental Health and Social & Emotional Wellness

A student's mental health and well-being, as well as social and emotional learning, is just as important as their academic experience.

Through connections to caring and trained mental health professionals and staff, PSD will provide an array of supports and services that promote positive school climate, social and emotional learning, and mental health and well-being.



Questions/Discussion

- Is there data that we're tracking in the system for success in mental health SEL? And you shared some data in terms of staffing numbers. But, what about student data that we're tracking?
 - Currently in our system, we have the Connection Survey, Healthy Kids Colorado School Survey, and attendance dashboard. We have a need for a universal screener with common platform that can provide consistent system data and can include community partner information.
- Equitable use of resources based on student need.
 - (Heather) I think our most vulnerable students are sometimes a bit clustered in some schools but are also scattered throughout should be at the center of this topic and the resources that are available to assist them.
 - (Norma) I think the work the Budget Design Team has been doing has been helpful and the new system is more equitable than it used to be. I think it can be even better. There are still some disparities that need to be addressed. I don't want to dismiss the GT needs in SEL. Take a look at what we have now and realigning some things to address the disparities.
 - (Joe) School of Choice and SBB contribute to that concern and contributes to inequities. Not everybody has the choice to Polaris. Polaris has never had transportation. Not here to talk about Polaris but I'm glad we have always been within 2%-3% of our free and reduced lunch rates so somehow kids are getting to our school. For budgeting purposes, I wish we would consider, that if the District is at 90% capacity then we take a look at each individual schools' capacity. And, when a school reaches 90% capacity, we cap it at 90% and tell them they can't take any more School of Choice kids. They can continue to take neighborhood kids. But, if you have one school that goes over 90%, and becomes 100% capacity, they are taking funding, or students, or programming away from other schools. I feel like we're competing against each other and it makes it hard to collaborate as well.
 - (Robert) In addition, we should be looking for efficiencies on how we're spending the funding. How efficient is having 29+ SEL curricula when schools are training each other or themselves on individual curriculum and it may or may not be working vs how are we measuring what we're doing to see if it is having an impact on students. And, looking at systems change in terms of ways we can leverage resource because there is an economy of scale when you're doing one program across many schools, training multiple people providing the training and support. Not to mention, when kids are moving between schools and levels, having some consistencies in those practices and strategies will help

them regulate as well. That might be another way to think through the funding pieces in terms of efficiencies.

- (Marlena) It's complicated, to say the least. When you come from a district that has such significant site-based decisioning power, we have to bring everyone along together. I think the principals understand that the need to be more consistent is critically important. Superintendent Kingsley's 3 priorities, which of course includes mental health. And, no matter what the budgeting models have been before, those 3 priorities are driving what we do from budgeting, what we do in our daily work. It also includes increasing those graduation rates and making sure our kids have options with that as well. Equity isn't just about race. It's making sure every student has what they need.
- (Ashley) Virtual event is only available on computer platforms and not on mobile platforms yet. It a virtual, intuitive roundtable format. Social Determinants of Health.gov are other communities talking about how we incorporate all these pieces.

PSD Data Review

Robert reviewed two data topics which we were unable to address during our January data review (Graduation Rates and Connection Data).

The purpose of the data review is to:

- Provide background information for our Unified Improvement Plan
- Note Trends & Patterns
- Compare state assessment trends with local assessment trends

The data presented maybe found on the PSD website at:

- [PSD System Insights: Graduation Rates](#)
- [PSD System Insight: Student Connections](#)

Closing

Next meeting: April 20, 2022

Adjourned

2021-2022 Meeting Dates:

- August 18, 2021
- September 15, 2021
- October 20, 2021
- November 17, 2021
- December 15, 2021
- January 19, 2022
- February 16, 2022
- March 2022 (TBD)
- April 20, 2022
- May 18, 2022