

SCHOOL PROGRAM REPORT

2023-2024

Guiding Mission:

Greetings from the Prairie View School Program Team! Over the last couple of years our program has grown by leaps and bounds. It is exciting to see the impact we have had and how our partnerships and program have played a pivotal role in supporting students' overall well-being and academic success. By integrating mental health resources into the school environment, students gained access to vital services that addressed their emotional, psychological, and social needs. This proactive approach not only fostered a supportive and inclusive school culture but also equipped you as educators with the tools to identify and intervene early in potential challenges. Students benefited from improved emotional regulation, enhanced coping skills, and strengthened resilience, which are essential for navigating the challenges of adolescence and learning effectively. Our mission of this partnership has been to reach students who have experienced significant barriers in affordability and accessibility in receiving mental health services. Our vision is to promote a culture that encourages seeking help and reducing stigma around mental health challenges. Through our efforts this academic year, we've already made significant strides, reaching and serving over 517 students in the Tri-County area. We share this data with gratitude, recognizing the profound impact our partnership has had on children and families in the surrounding communities in a short span of time.

Top Comments From School Staff:

- "I started seeing a student this year who has some high anxiety. Along with seeing the student I referred them to Prairie View Case Management and in a short amount of time I saw a positive change in the student. Attendance has improved, the student felt like she had multiple people she could talk to about concerns and help with communicating her feelings and concerns to teachers and staff and overall better outlook when at school."
- "I have a student that would not respond to me when in a situation that caused him frustration at the beginning of the year. He would give me the silent treatment and would become frustrated quickly. Since working with your staff, he has become a completely different person! He is able to process big feelings and tell me when something isn't going well."
- "Our case manager worked with me in a high stress situation with multiple clients in crisis and we are able to work as a team and take turns with what was needed for support to the student. The case manager is responsive and does a great job working with our support staff team."
- "My anxious student, who receives services, is doing such a better job of managing her worries than she was at the beginning of the year!"
- "One of my students was able to get on medication which was a game changer for him! PV supported the family, the student, and teachers. I do not believe mom would have considered this option if PV were not active in our school."
- "I had a student at the beginning of the year who was very dis-regulated, with instant crying/screaming and hiding. This student was unable to cope or calm down. Since receiving Prairie View help, that student is now able to cope with situations and has been able to lessen services due to high success."
- "One of my students has been meeting with the school-based therapist and social worker. He has been less emotional about all the things currently out of his control that is happening. I can see him thinking through his actions more often and able to process things better when he is feeling upset."
- "Our PV Case Manager built an amazing relationship with each one of my students (whether they were officially receiving services or not!) During a year with a very difficult student load, the PV Case Manager's presence was regulating for myself as the teacher! It was neat to see how much the students loved the case manager and the saw the benefit of them being in our room."

What's Going Well:

Responses to the Strengths and Needs survey, which was sent to our partnering 9 school districts and 32 school buildings, resulted in the following findings:

90%

Say they are confident in referring a student and using the referral form

87.1%

Say this program removes barriers for students

85.5%

Say they have seen positive gains in their students

Key Themes:

Below are key themes highlighting insights into successful strategies supported by direct quotes from the survey data.

Theme 1: Communication

- Effective communication and integration into the school culture are crucial in our school-based mental health program, fostering trust, understanding, and support among students, educators, and counselors alike. Achieving this has been crucial in enhancing overall effectiveness and support within the school community.

Theme 3: Staff Support

- We have had schools reach out to inquire about mental health support for school staff. Many school staff are facing mental health challenges and would like to use PV services without accessing it outside of the school setting. It is crucial for school staff to receive mental health services to ensure they are well-equipped to support students' emotional and psychological needs effectively.

Theme 2: Group Services

- Many case managers have started mental health groups during the school day. Offering mental health group services in the school setting provides students with valuable opportunities for peer support, skill development, and therapeutic intervention in a familiar and supportive environment.

Theme 4: Scheduling

- Scheduling mental health sessions in the school setting and respecting teacher schedules are essential to ensure that both students and educators can prioritize their well-being while maintaining academic responsibilities.

Strategies To Consider:

1.) **Staying Strong Together:** Consider engaging in discussions with your school's PV staff to explore strengths and needs, promoting a unified approach to student support.

2.) **Establishing Time and Place:** Many successful schools facilitate effective communication and collaboration through regular meetings dedicated to discussing students served through partnerships. Schedule regular meetings with PV and school staff to ensure the referral process is streamlined.

3.) **Continuous Learning:** Schools have found value in having PV staff educate on various services available in school settings, such as one-on-one sessions, classroom support, recess support, and hallway interactions. Could this knowledge enhance understanding and innovative planning for student needs? If so, get with your PV staff to schedule a time to educate your staff on the school-based program.

4.) **Sustaining Support:** How can we further support students at your school? We encourage you to share your ideas with Prairie View and your building administrators to continuously improve our efforts.

Tri-County Partnering Schools:

McPherson County

Canton-Galva USD 419 (MHIT)
Inman USD 448
McPherson USD 418
McPherson Early Childhood Center
Smoky Valley USD 400 (MHIT)

Marion County

Goessel USD 411
Hillsboro USD 410

Harvey County

Halstead/Bentley USD 440
Hesston USD 460
Newton USD 373 (MHIT)
Cooper Early Ed USD 373

Thank You!

The impact that we have seen from mental health support on our children in each district is truly inspiring. We deeply appreciate collaborating with dedicated individuals who share our commitment to serving youth. By working together, we are forging a path towards a brighter future for our students in the school setting.

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