

Mental Health Services Department March 24, 2025

Goal of Department

To support the positive mental health development of students and to work with the district to support the safety of our students and staff

- Mental health includes the promotion of wellness, social-emotional and behavioral health but also encompasses wellness promotion; social, emotional, and behavioral health; and the ability to cope with life's challenges.
 - A comprehensive school mental health system is built on the foundation of a full complement of school and district professionals, including specialized instructional support personnel who are well-trained to support the mental health needs of students in the school setting.
 - Psychologists
 - Social Workers
 - School Counselors
 - Wellness Interventionists
 - In tandem with
 - Behavior Interventionists
 - Attendance Motivators
 - Administrators
- AND
- Staff
 - Students
 - Parents/Guardians



Focus Areas

- Social-Emotional Learning
- Counseling Services
- Partnerships
- Student & Staff Supports
- Trauma Informed & Culturally Responsive Practices
- Family Engagement
- Safety, Crisis Mitigation and Support
- Positive Behavioral Approach
- Evaluation Systems
- Critical Staff & Roles



District Improvement Plan Alignment

Strengthen Relationships:

Solution Focused and Supportive Measures: Implement Restorative Practices, Pre-K – 12.

Identify and train all Pre-K-12 staff on 3 restorative practices, including circles.

Targeted training for staff conducted at least 3 times a year. Circles will be implemented across levels.

Helping to facilitated the continuous professional development surrounding restorative practices. The Wellness Interventionists & mental health staff continue to participate and facilitate professional development surrounding Restorative Practices. This work has included, student to student restorative work, staff to student work, and de-escalation strategies. To date, all buildings have participated and conducted PD in these areas.

In addition, the Wellness Interventionists have worked with teachers and students on the use of circles in the classroom for restorative work and educational work. This work will be ongoing.

All Wellness Interventionists & Behavior Motivators participated in the restorative training reset at the beginning of the year and have been actively coaching and conducting restorative work daily.



Tiered Systems of Support:

SEL: Improve the Pre-K - 12 MTSS rollout with a focus on social emotional and behavioral growth.

Use of behavioral data to drive research based behavioral interventions and to identify skill gaps, by the competencies in DESSA.

Scheduled MTSS meetings with shared research-based interventions with progress monitoring using data (behavioral, DESSA, etc.)

Mental health teams in all buildings, in partnership with the coaches, interventionists & admin, have been dedicated to reviewing MTSS referrals, PBIS data, DESSA data and all other relevant data to create interventions. In addition, the teams have been dedicated to actively reviewing progress of Second Step & SEL work in the classrooms. The mental health team has also been utilizing lessons directly connected with DESSA data and competencies to support students with focused interventions.



Professional Development:

Mental Health/Wellness PD:

Increase opportunities for professional development for mental health staff.

Train all Pre-K - 12 Social Worker and School Psychologist in BounceBack, CBITS or STRONG.

Train all School Counselors, Behavior Motivators and Wellness Interventionists in DESSA and MTSS.

All Social Workers and School Psychologists will be trained in BounceBack, CBITS or STRONG. All mental health staff will have PD opportunities throughout the school year.

Expanding training in BounceBack, CBITS and STRONG training has been a priority and possible through our NCS3 grant. To date, we have had 11 additional mental health staff trained in one or more of those trauma informed trainings. These trainings have allowed our mental health staff to run targeted mental health groups multiple times over the course of a school year.

Department and building team meetings have allowed for training and planning time within groups. To date, the mental health staff have had an opportunity to participate in professional growth opportunities in MTSS, ADHD, Check & Connect, College Planning, Second Step, DESSA & Restorative Practices, Behavior Intervention Plans, Grief Counseling, Know Your Rights and many other professional developments & trainings.



Improving Systems:

Systems: Update and refine systems across the high school School Counseling department.

Creation of a School Counseling Handbook with all forms hyperlinked for staff, students and parents/guardians.

A comprehensive handbook will be created and posted on the school website with critical procedures, protocols and forms.

Creating consistency and transparency in practice and process is incredibly important. The School Counseling team has been working to create and clarify systems that encompass all things surrounding their department as it relates to students, staff and parents/guardians.



Credit Recovery:

Added Learning Opportunities:
Create an APEX Academy at the High School Level.

Identify cohorts of students that would benefit from a more individualized school day program tailored to their strengths and areas of interest with supports and career opportunities.

Increase in the success of struggling students/retained students.

During the 2024-2025, the high school launched the APEX Academy. This academy currently houses 15 half day students (AM/PM). These students are or will be connected with employment as a part of their school day. They will be able to earn lost credit, receive vocational work elective credits and receive supports necessary for their day (MLL support, Special education support and mental health support) in a non-traditional classroom setting.



**Challenging Behaviors (Bullying)
Legislation:**

Handbook: Revise the Culture and Climate Handbook to reflect the updated law and procedures.

Revise the Culture and Climate Handbook and fully rollout updates in bullying law and process.

Staff are knowledgeable of the new handbook and are fully using the updated forms and process.

The updated legislation, policy and handbook completed, to date. Schools are using all updated materials and resources. In addition, students have completed the Challenging Behaviors (Bullying) Second Step learning lessons. The building teams are consistently reviewing and investigating challenging behaviors and creating safety plans and interventions to ensure all are processed and supported fully, regardless of it being verified.

In addition, each building is housing all confidential documents surrounding this and other procedures in a fully confidential and centralized location.



Student Registration and Onboarding:		
<u>New Procedures:</u> Update forms, implement new system and train staff in the new steps to student registration rollout.	Updated registration process rollout with new system reviews and audits, district wide.	The Welcome Center and all buildings are fully implementing the new registration process to ensure that students are quickly and appropriately placed and that families are welcomed to New London.

Since the spring of 2024, a team of staff have been reviewing and revitalizing the registration process, from beginning to end. The system was launched in the summer and is fully implemented for the 2024-2025 school year. The team meets regularly to review data and the process. There has been a vast improvements in the turn around time from when students register to when they start school. The schools have been following the 3-business day expectation, with the exception, of a few students that entered with a complex situation.

In addition, 504s and IEPs are being reviewed prior to the start, more consistently with the new process. Schools have also begun their welcome meeting prior to the student start to ensure that families and students feel welcome and the teams are asking critical questions to ensure that students and families are connected quickly with the resources they need. This will continue to be worked on throughout the school year.

In addition, we have worked with students to connect with Adult Ed prior to enrolling with NLPS.



What does this have to do with teaching & learning?

- Improved behavior, focus and educational access
- Increased ability to manage stress, depression, anxiety, etc.
- Better attitudes about themselves, others, and school including enhanced self-efficacy, confidence, persistence, empathy, connection and commitment to school, and a sense of purpose
- Improved test scores, grades, and attendance
- Increased high school graduation rates, readiness for postsecondary education, career success, positive family and work relationships, better mental health, reduced criminal behavior, and engaged citizenship
- Help students realize their full potential and work productively



Student Achievement

- **Curriculum**

- School Counseling Curriculum – Grades 6-12
- Second Step – Pre-K-12
- Academic curriculum revisions & audits
 - Impacts the Program of Studies
 - Credit Evaluations & Graduation Progress
 - School Counselors ability to guide students into courses

- **Equity**

- Mental health staff have completed and conducted equity PD with a mental health lens which includes cultural competency

- **Athletics**

- School Counselors are working closely with the Athletic Director to ensure courses are ready for the NCAA Eligibility for students

- **Unified Classes**

- School Counselors are working closely with teachers and students to create and expand opportunities for all

- **Seal of Bi-literacy**

- School Counselors are working with the World Language Department to identify students for testing

- **Magnet Themes**

- Teams of leaders, in conjunction with the School Counselors, completely updated the Program of Studies by subject and pathway and expand offerings



Recruit, Retain, Recognize

• Recruit

- Continue to work with local colleges and universities to have interns work with NLPS

• Retain

- Climate Surveys – School Climate & Safety Committees

• Recognize

- Highlight mental health staff through building and district newsletters and at BOE meetings



Community & Partnerships

• Expanding Partnerships

- Community members dedicated to collecting resources with Social Workers
- IRIS (Integrated Refugee and Immigrant Services) partnership in NL (know your rights & continued process)
- UBER & Student Travel
- Interns & Mentors

• Adult Education

- School Counselors traveled to Adult Ed & continue to connect with the Adult Ed team to learn more about programing at Adult Ed for MLL and non-MLL students

• Innovation

- Working with the Director of Innovations to expand services and opportunities for students



District Operations

- **Technology**

- PowerSchool
- Naviance
- Securly
- Anonymous Alerts
- PBIS

- **Website**

- Access point to information for all



Safety

- **All (Students and Staff)**

- Regular safety drills (lockdown, evacuation, ALICE)
- ALICE training

- **Students**

- Risk Assessments
- Threat Assessments
- Anonymous Alerts/Securly

- **Staff**

- Vicarious trauma is the emotional and psychological distress that can occur in individuals who are exposed to the traumatic experiences of others, often those working in helping professions or those who are close to trauma survivors.
- EAP
- Staff Accident Report



Life can be full of challenges. Your Anthem Employee Assistance Program (EAP) is here to help you and your household members. EAP offers a wide range of **no-cost** support services and resources, including:



Counseling

- Up to 6 visits per issue
- In-person or online visits
- Call EAP or use the online Member Center to initiate services



Legal consultation

- 30-minute phone or in-person meeting
- Discounted fees to retain a lawyer
- Free legal resources, forms, and seminars online



Financial consultation

- Phone meeting with financial professionals
- Regular business hours; no appointment required
- Free financial resources and budgeting tools online



ID recovery

- Help reporting to consumer credit agencies
- Assistance with paperwork and creditor negotiations



Emotional Well-being Resources

- Digital tools to improve emotional well-being
- Team up with an experienced clinical coach
- Practice mindfulness on the go



Dependent care and daily living resources

- Online information about child care, adoption, elder care, and assisted living
- Phone consultation with a work-life specialist
- Help with pet sitting, moving, and other common needs



Other anthemEAP.com resources

- Well-being articles, podcasts, and monthly webinars
- Self-assessment tools for emotional health issues



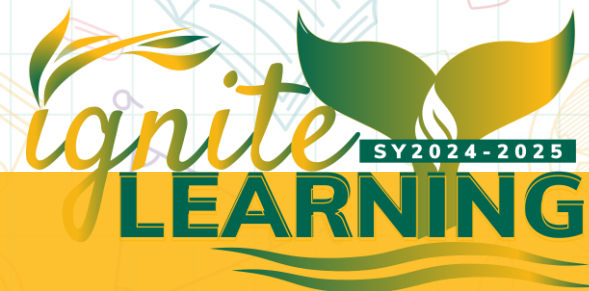
Crisis consultation

- Toll-free emergency number; 24/7 support
- Online critical event support during crises

We are ready to support you

You can call us at 800-865-1044, or go to anthemEAP.com and enter your company code: New London Public Schools

When something unexpected happens, EAP can help you figure out your next steps. Contact us today.



Your emotional health is an important part of your overall health. With Emotional Well-being Resources, administered by Learn to Live, you can receive support to help you and your household live your happiest, healthiest lives.

Built on the proven principles of Cognitive Behavioral Therapy (CBT), our digital tools are available anywhere, anytime. They can help you identify thoughts and behavior patterns that affect your emotional well-being – and work through them. You'll learn effective ways to manage stress, depression, anxiety, substance use, and sleep issues.

Change your mind. Change your life.™

Take a quick assessment to find the program that's right for you. To access our Emotional Well-being Resources:

Go to anthemEAP.com and enter your company code to log in: New London Public Schools. Call 800-865-1044 to learn more.

A wealth of resources at your fingertips



Personalized, one-on-one coaching

Team up with an experienced coach who can provide support and encouragement by email, text, or phone.



Build a support team

Add friends or family members as "Teammates." They can help you stay motivated and accountable while you work through programs.



Practice mindfulness on the go

Receive weekly text messages filled with positivity, quick tips, and exercises to improve your mood.



Live and on-demand webinars

Learn how to improve mental well-being with useful tips and advice from experts.

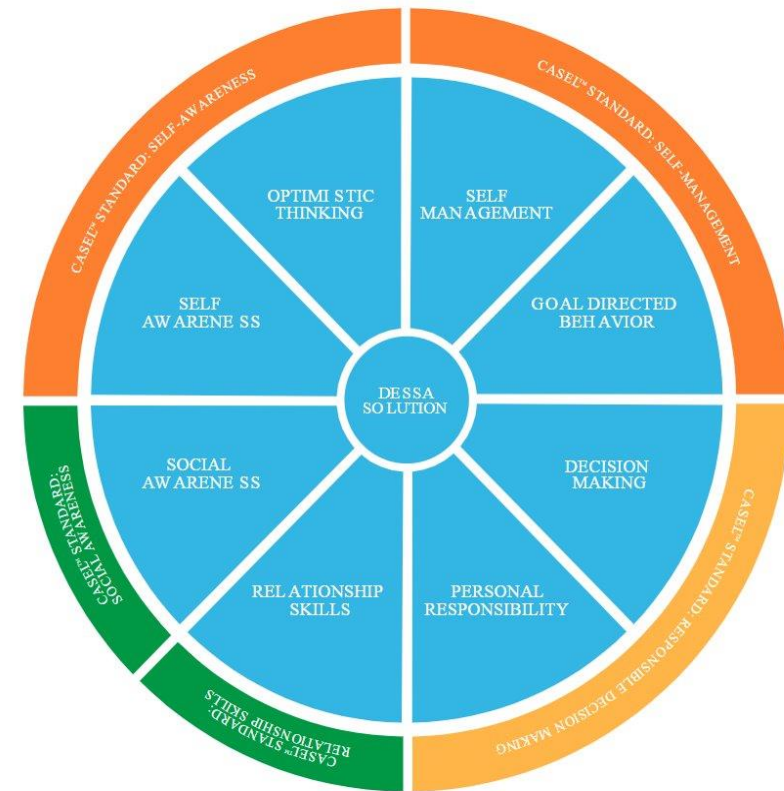


Supporting Data:

Social Emotional Learning & DESSA

Social Emotional Data

Collaborative for Academic, Social, and Emotional Learning (CASEL)



Social Emotional Learning

- Social-emotional learning (SEL) is the process of developing the self-awareness, strong social-emotional skills are better able to cope with everyday challenges and benefit academically, professionally, and socially.
- NLPS follows the CASEL framework of social-emotional skill development.
 - self-awareness
 - self-management
 - social-awareness
 - relationship skills
 - responsible decision-making skills
- Tier 1 supports promote behavioral, social, and emotional development to prevent challenges from emerging and ensure students have the skills needed for meeting expectations.
- At Tier 2 and 3, intensive evidence-based supports which may include wraparound supports or intensive instruction facilitated by qualified support staff, community partners, or other professionals.



Social Emotional Learning (SEL) Curriculum – Tier 1

- Pre-K & Elementary
 - Second Step
 - Calm Classroom
- Middle School
 - Second Step
 - Calm Classroom
- High School
 - Second Step
 - Calm Classroom



Social-Emotional Learning Curriculum

SEL PreK-12th Grade Curriculum

- Students in grades PreK-12 utilize Second Step as their primary SEL curriculum. Second Step provides evidenced based instruction in social and emotional learning with units on skills for learning, empathy, emotion management, friendship skills, and problem solving. Second Step uses four key strategies to reinforce skill development: brain builder games (to build executive function), weekly theme activities, reinforcing activities, and home links. Second Step also connects new skills to other areas in the curriculum (e.g., literacy, arts, dramatic arts) and provides a structure for each day of the week.
- Students also participate in daily techniques through Calm Classroom. Calm Classroom is a research-based program that builds students' self-awareness, mental focus, and emotional/behavioral regulation skills through daily mindfulness practice. Mindfulness is the cornerstone of mental health and lays the foundation for the development of core social-emotional competencies.



Second Step

Focus on Social-Emotional Learning:

- Second Step programs aim to teach students skills like identifying and understanding emotions, managing impulses, problem-solving, and building positive relationships.

Evidence-Based:

- The curriculum is rooted in research on social-emotional learning, cognitive behavioral intervention, social learning theory, empathy, and social information processing.

Age-Appropriate:

- Second Step offers distinct curricula for different age groups, from preschool through junior high and high school, with content and activities tailored to each developmental stage.

Classroom-Based:

- The program is designed to be integrated into the regular classroom setting, with lessons and activities that can be easily implemented by teachers.



DESSA-mini

The DESSA-mini provides a measure of social and emotional competence, which can be used to support positive youth development and social and emotional learning (SEL) initiatives.

There are four unique forms of the DESSA-mini, each consisting of eight items.

As part of a data-driven SEL system, the DESSA-mini:

- Provides a sound, brief, strength-based measure of students' social and emotional competence.
- Helps identify students at risk of developing social and emotional problems before those problems emerge.
- Helps determine which students should be provided interventions that will strengthen social and emotional competencies.
- Provides a method for monitoring students' progress in developing social and emotional competence.
- Provides a method for evaluating outcomes.

The DESSA-mini plays an important role within an MTSS approach to SEL and SEL programming.



The DESSA-mini

The only social and emotional screener to meet the universal criteria set forth by the World Health Organization

- 8 questions
- 1 minute to complete
- 4 forms for screening and progress monitoring

The DESSA-Second Step Edition

An assessment specifically designed to align with *Second Step* curriculum

- 36 questions



The DESSA-High School Edition Student Self-Report (9-12)

Give students real-time results and immediate strategies to drive change, all in under 10 minutes.

- 55 questions
- Normed on a nationally representative sample

The DESSA (K-8)

Established in over a decade of science and peer-reviewed literature

- 72 questions
- Nationally standardized on a representative sample of 2,494 children grades K-8

The DESSA-High School Edition (9-12)

A teacher-rating tool to help high school staff and students dig deeper into student strengths and growth opportunities

- 43 questions
- Normed on a nationally representative sample

See our DESSA manual for more in-depth information about the DESSA suite of SEL assessment

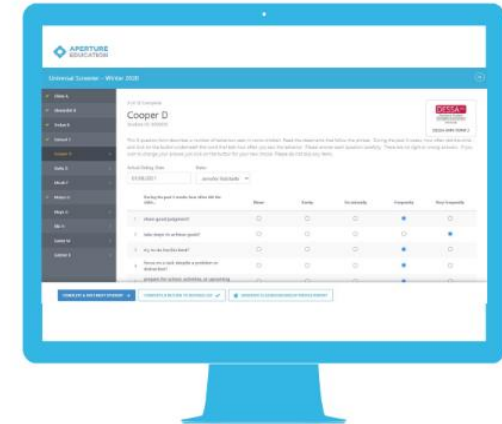
About the DESSA

When we start with strengths, we end up stronger

The DESSA supports student social and emotional learning (SEL) by providing administrators, educators, staff, parents, and students with accurate and actionable data about students' social-emotional strengths and growth opportunities.

The CASEL-aligned DESSA suite is well-suited to inform and support the social-emotional growth of students by helping educators and administrators:

- Identify students' social-emotional strengths and growth opportunities
- Guide intervention activities at the individual student, small group, classroom, school, or district level
- Monitor students' progress in building social-emotional skills throughout the school year
- Evaluate the impact of social and emotional learning interventions
- Support continuous quality improvement (CQI) efforts to promote optimal SEL outcomes in districts, schools, and out-of-school-time programs



The DESSA suite of SEL assessments

- DESSA-mini (one-minute screener for K-8)
- DESSA (K-8)
- DESSA K-5 *Second Step* Edition
- DESSA- High School Edition (9-12 teacher rating)
- DESSA- High School Edition Student Self-Report (9-12)

Competencies – DESSA/CASEL

Self-Awareness

Self-Awareness is divided into two distinct constructs. We define Self-Awareness as how we view ourselves and our emotions, and in turn, how we interact with the world around us. Optimistic Thinking specifically refers to having a sense of optimism and hope for the future, speaking positively about oneself and others, and belief in the ability to attain future goals. We highlight Optimistic Thinking as its own competency due to this characteristic being a key aspect of resilience.

Self-Management

Self-Management is our ability to regulate our emotions and behaviors, and is a crucial stepping stone to developing relationships in school and work, in addition to developing adaptability when things don't go the way we want or expect them to. Goal-Directed Behavior takes that concept one step further as the ability to plan our actions, complete tasks, and persist as we strive for the things we want to achieve.

Social-Awareness

Another key competency is Social-Awareness, or an individual's capacity to interact with others in a way that shows respect for their ideas and behaviors and uses cooperation and tolerance in social situations.

Relationship Skills

Relationship Skills refer to an individual's consistent performance of socially acceptable actions that promote and maintain positive connections with others. This includes offering help and exhibiting kindness to others.

Responsible Decision-Making

Decision-Making is the approach taken to problem-solving and includes learning from others and previous experience, using values to guide action and accepting responsibility for decisions. Personal Responsibility is the tendency to be careful and reliable, in addition to contributing to group efforts. These capacities, like the other competency areas, develop with us as we mature and grow.



Rating Window

23-24 Pre X v

Forms

All v

Start Date

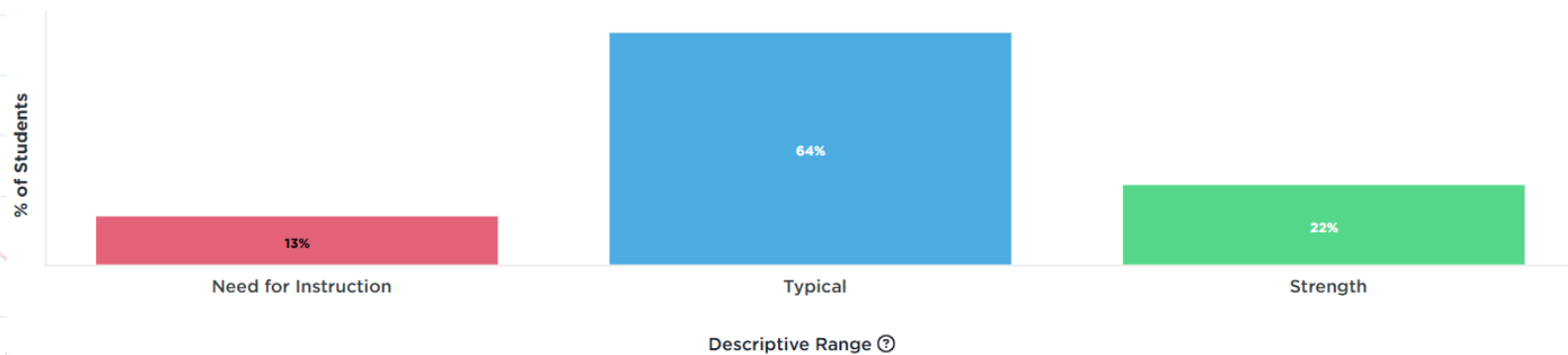
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End Date

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Apply

Reset Filters



Ratings

Rating Window

24-25 Pre X v

Forms

All v

Start Date

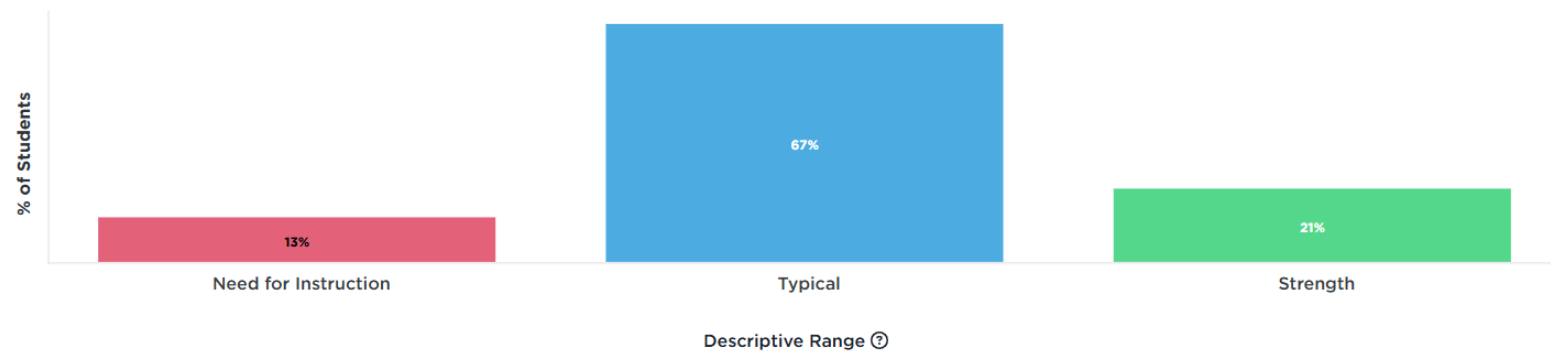
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End Date

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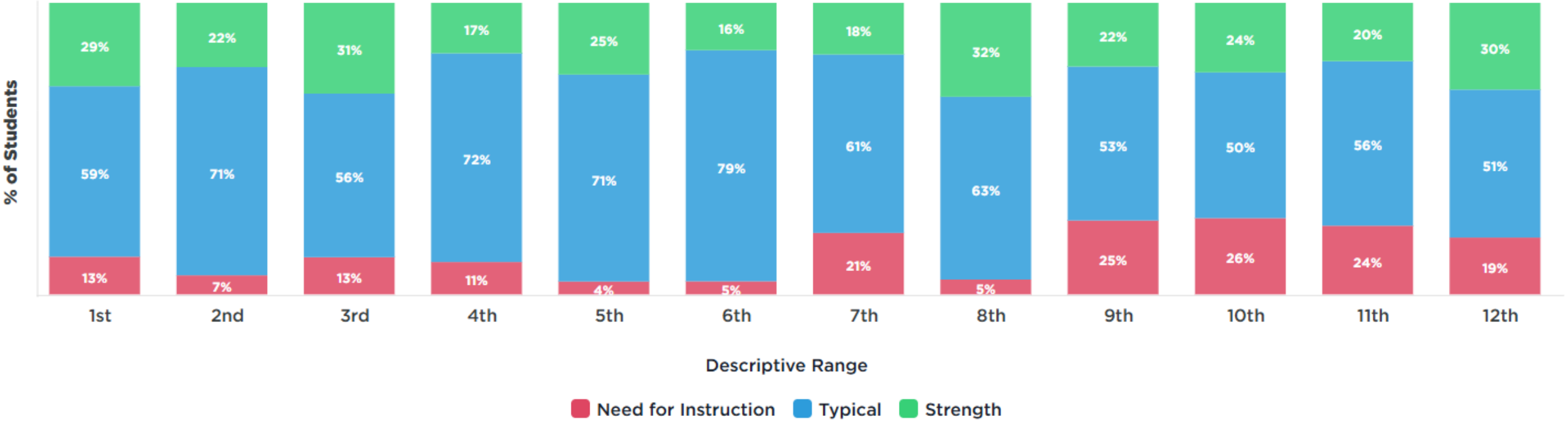
Apply

Reset Filters



Grade Level Breakout

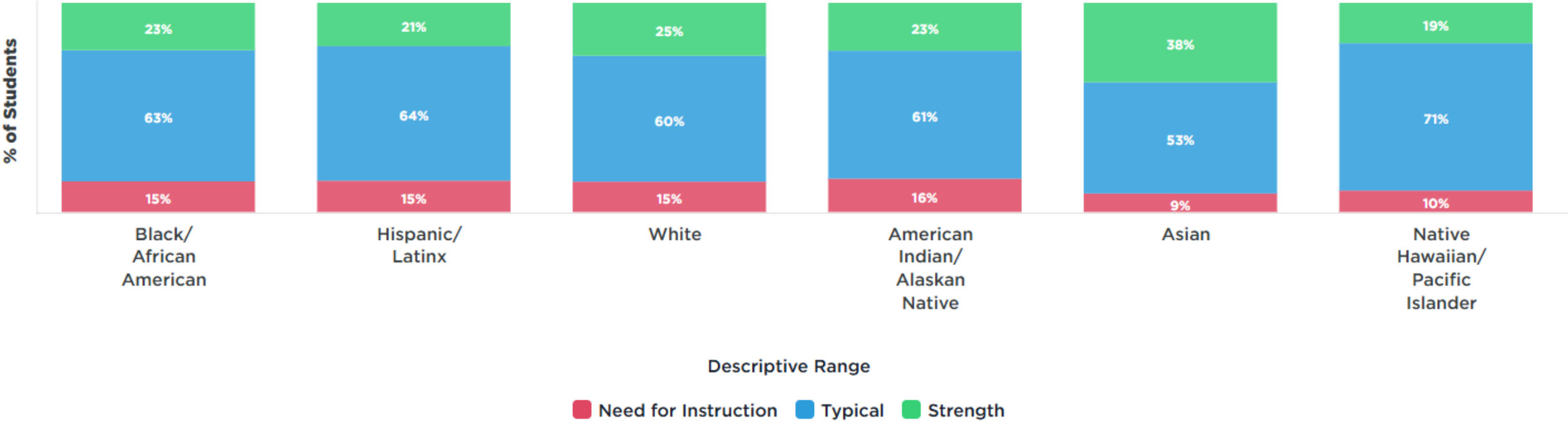
Across all grades, here is the distribution of ratings.



2023-2024 Data

Race/Ethnicity Breakout

Across race/ethnicity categories, here is the distribution of ratings.

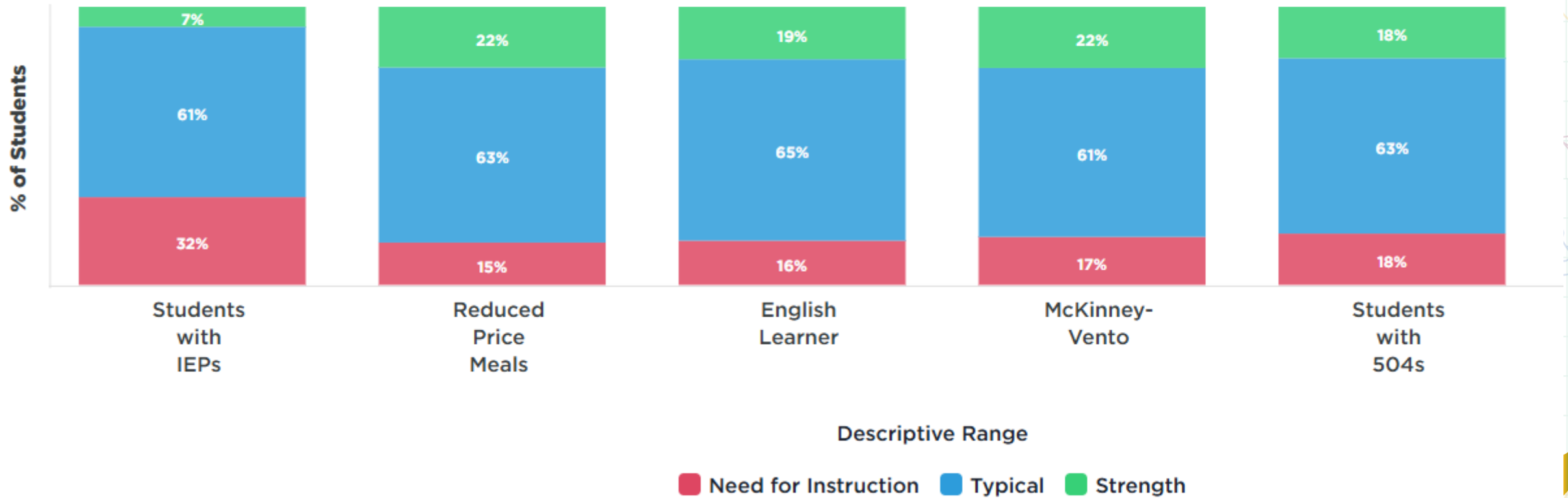


Student Subgroup Breakout

2023-2024 Data

Student Subgroup Breakout

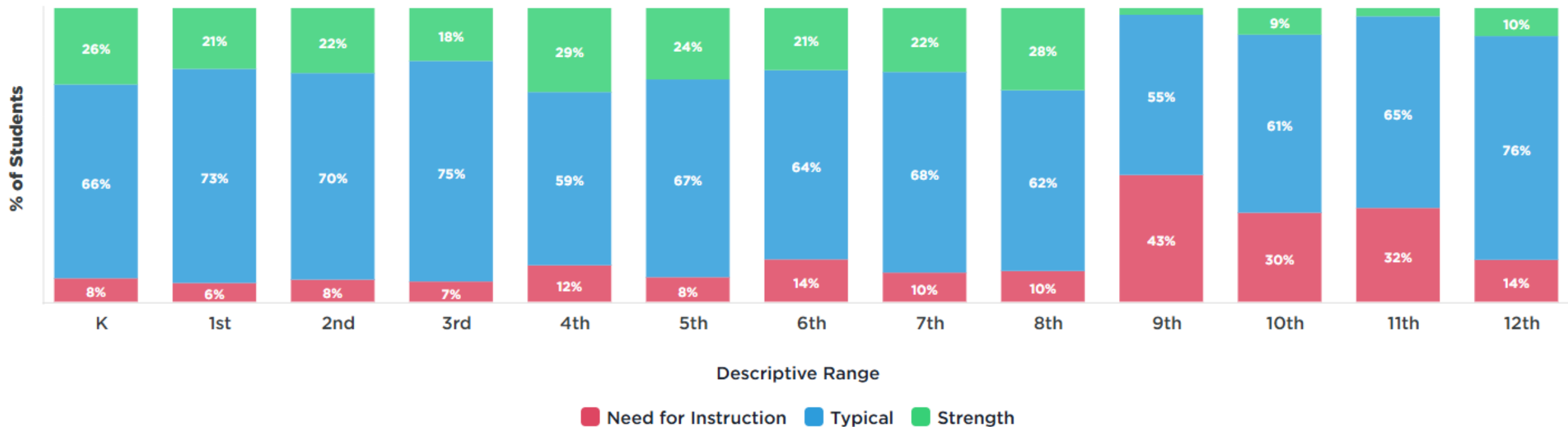
Across other categorizations, here is the distribution of ratings.



2024-2025 Data

Grade Level Breakout

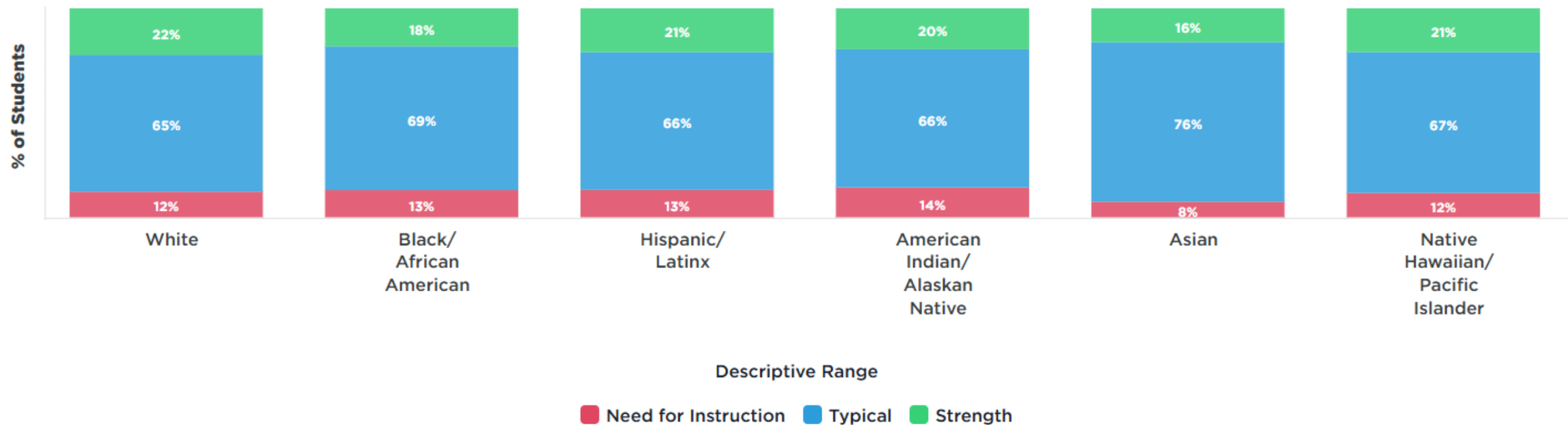
Across all grades, here is the distribution of ratings.



2024-2025 Data

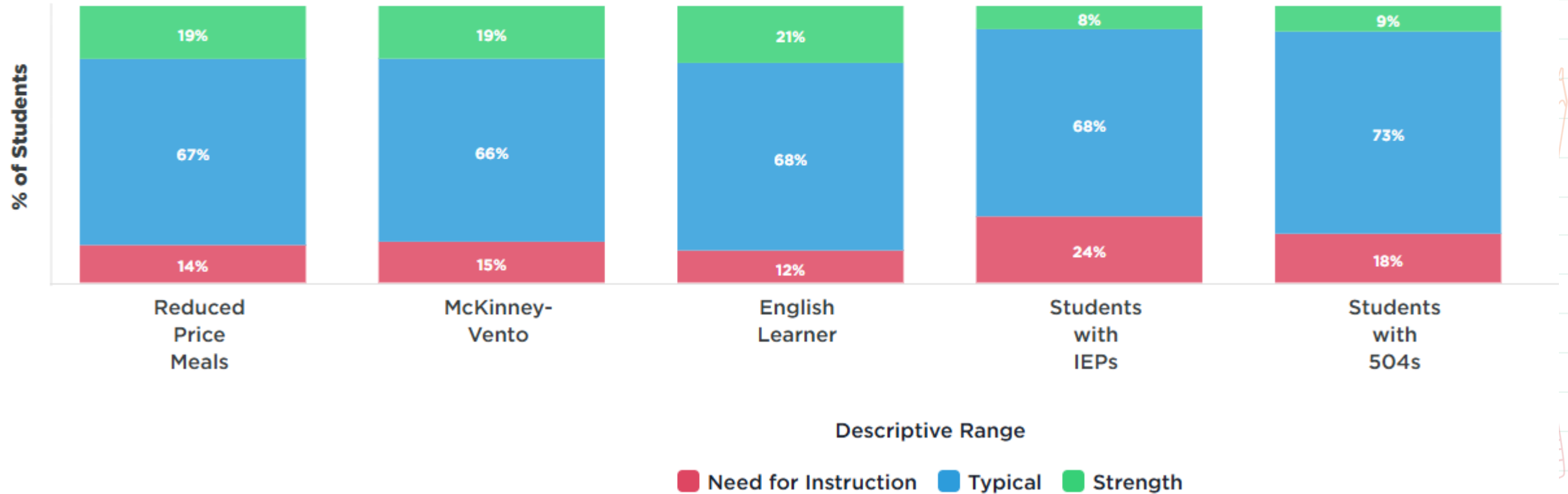
Race/Ethnicity Breakout

Across race/ethnicity categories, here is the distribution of ratings.

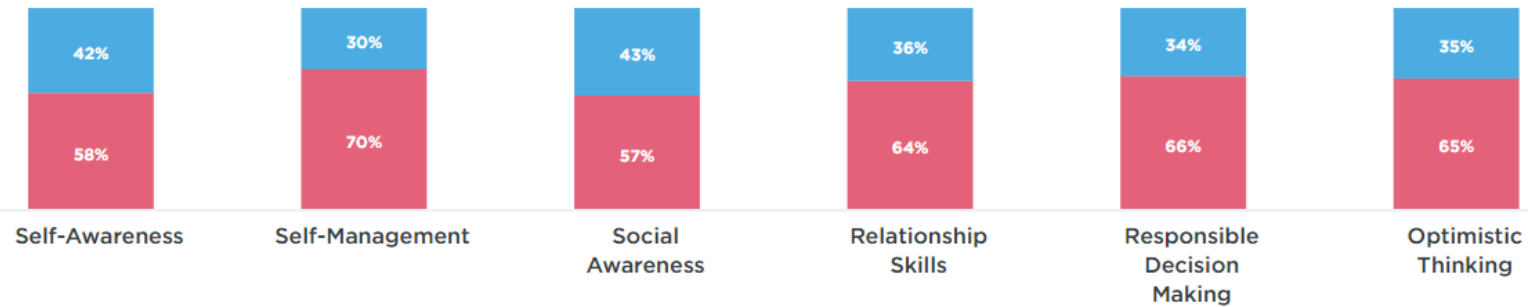


Student Subgroup Breakout

Across other categorizations, here is the distribution of ratings.



Critical Competencies



NLPS Mental Health & Wellness

December 2024

Assistant Director of Mental Health, Erin McGuire

Mental Health Matters

Mental health matters because it significantly impacts our overall well-being, allowing us to cope with life's stresses, build healthy relationships, work productively, and contribute meaningfully to our communities. It's crucial for realizing our full potential and living a fulfilling life. Our mental health is just as important as our physical health. NLPS is committed to the mental health and well-being of both our students and staff.



SEL Curriculum

Second Step is a classroom-based curriculum designed to teach social-emotional learning (SEL) skills to students from preschool through high school, focusing on managing emotions, building positive relationships, and resolving conflicts, aiming to create a supportive learning environment by helping children develop social competence and reduce aggressive behaviors.

NLPS Mental Health & Wellness

A BIG WHALER THANK YOU!!!!



SOLES4SOULS
Turning shoes and clothing into opportunity

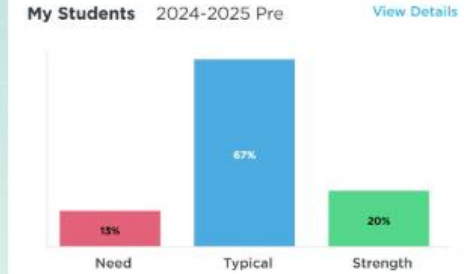


We are so thankful and grateful for our partnership with 4EveryKid & Soles4Souls for selecting New London Public schools AGAIN. This year they sent us 250 pairs of brand-new shoes and socks to distribute. Each school's mental health team spent time identifying students to gift a new pair of sneakers and socks to. AND a special shout out to our amazing Social Workers, Jersa and our parent volunteer for helping to organize, by student and school, ALL of these incredible shoes. An amazing example of staff that are united in excellence and in endless Whaler PRIDE. Thank you!



NLPS Mental Health & Wellness

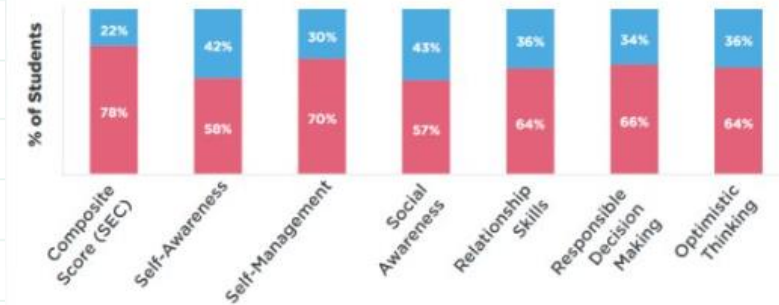
The results from the first assessment window of DESSA show us that about 13% of our students would benefit from targeted interventions/instruction in the below competencies. Here is a sample activity, leveled by age, to use in the self-management competency. Click the links below to access the activity. These activities and more can be found in your Aperture portal, where you completed the DESSA.



[Elementary School](#)

[Middle School](#)

[High School](#)



Staff Reminders

- Calm classroom activities are a great resource to use with all students of all ages.
- Second Step/SEL lessons and activities should be happening weekly.
- Please be sure to complete the DESSA mini for your students for the first assessment window.
- MTSS has begun. Please be sure to have completed referrals and continue to have data collected for your students in need of support.

Calm Classroom

Calm Classroom is a research-based program that builds students' self-awareness, mental focus, and emotional/behavioral regulation skills through daily mindfulness practice. Mindfulness is the cornerstone of mental health and lays the foundation for the development of core social-emotional competencies.



second step

DESSA

DESSA is a nationally standardized, strength-based behavior rating scale that assesses students' social and emotional competencies and is intended to help educators plan instruction, document students' strengths and areas of need, inform progress monitoring, and evaluate program outcomes. It directly aligns to the CASEL framework and helps support student growth in schools.

This newsletter is dedicated to our Whaler Mara Dumond, who was and will continue to be one of our biggest MTSS and data champions. In honor of her, we continue to remind staff of the importance of Tier 1, 2 and 3 interventions, collecting and analyzing data and most importantly, always remaining dedicated to helping our NLPS students, in all areas of their growth and learning.

united in excellence

united in excellence

united in excellence



MTSS – Behavioral Interventions

- Identifying students in need of behavioral interventions with the help of mental health staff to review data
- Identifying research-based interventions for areas of need
- Closely monitoring intervention progress
- All school have completed the second window



Positive Behavior Interventions & Supports (PBIS)

- PBIS is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. It stands for Positive Behavior Interventions and Supports. The goal of PBIS is to create a positive school climate, in which students learn and grow. A number of factors affect school climate, including school location, neighborhood culture, instructional methods, student diversity, and school administration. Each school in NLPS uniquely defines their positive behavioral expectations and utilizes PBIS to monitor progress.



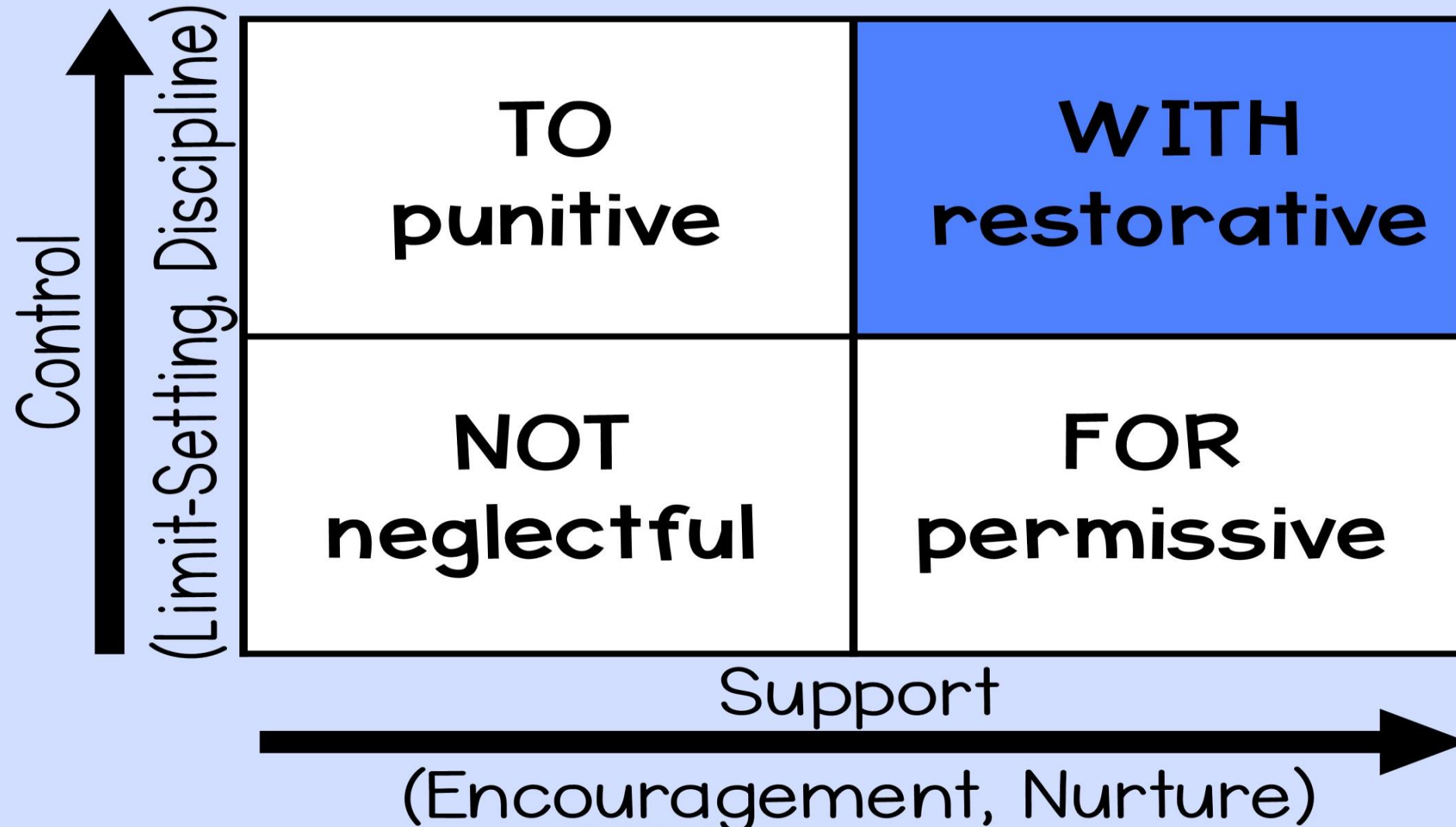
Wellness Interventionist & Restorative Practices

Restorative Practices

- Restorative Practices is a social science that studies how to improve and repair relationships between people and communities. The purpose is to build healthy communities, increase social capital, decrease crime and antisocial behavior, repair harm and restore relationships. Within the NLPS district, school staff engage in practices such as Restorative Circles, Restorative Conferencing, and Affirmative Statements. In addition, district trainers provide ongoing professional development for all staff.
 - Mindset
 - Set of Strategies
 - Rooted in repairing harm and building relationships
 - Accountability



Social Discipline Window



Restorative Practices Continuum

80% Proactive
20% Responsive



Restorative Questions

To help those affected

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

When faced when challenging behaviors

- What happened?
- What were you thinking about the time?
- What have you thought about since?
- Who has been affected by what you have done? In which way?
- What do you think needs to happen to make things right?



Data & PowerSchool

- Anonymous Alerts
- YEP (Youth Engagement Partnership)
- FWSN
- 211
- DCF
- Urgent Crisis Center
- SBH: Each school has a waitlist (~20 per school)
- Threat Assessments
- Risk Assessments
- Challenging Behaviors

APEX Academy & Credit Recovery

End of January:

**179 courses completed and
recovered**

**82 students (APEX Academy & Credit
Recovery)**

Summer School

of students that attended regularly:

- 125

of students that completed Summer School Courses:

- Math: 18
- Science: 12
- History: 14
- English: 17
- PE: 5
- Health: 4
- World Lang: 2

Total: 72

Through credit recovery, 51 courses were awarded credit, after being withheld from students with chronic absenteeism.

Retention Rates

Distinct Count of STUDENT_NUMBER		Column Labels				
Row Labels		9	10	11	12	Grand Total
2021-2022		139	161	41	42	382
2022-2023		82	105	25	37	248
2023-2024		77	58	28	28	190
2024-2025		47	33	7	17	104
Grand Total		210	252	83	69	513

PSATs & SATs

PSATs 23-24 year

- Grade 9 - 207
- Grade 10 - 198
- Grade 11 - 128

PSATs 24-25 year

- Grade 9 - 187
- Grade 10 - 198
- Grade 11 - 152

SATs 23-24

- Grade 11 - 179

SATs 24-25

- Grade 11 - 181

Accountability Index & TCS Report

- 2024-2025 active courses at the high school have been created to reflect accurate TCS coding
- Ongoing work to accurately code students in PowerSchool to generate correct outcomes in state reports
- SAT data is being analyzed
- 6-12 School Counseling Planning for Student Success Planning has begun
- Review of expulsion student attendance coding has begun
- Review of retention data and exit data

SHAPE Survey

- The School Mental Health Quality Assessment School Version (SMHQA-S) is designed for school teams to assess the comprehensiveness of their school mental health system and identify priority areas for improvement. The SMHQA-S covers seven domains of comprehensive school mental health, which includes a full continuum of supports for the wellbeing of students, families, and the school community.
- One of the sections involves "Needs Assessment/Resource Mapping." This section allows schools to assess current mental health supports, systems and procedures, as well as working to expand resource maps, to ensure that we are utilizing our critical mental health team members efficiently and effectively, both inside and out of schools.



Understanding this Summary

This report is generated based on the information you provided for the Quality Assessment. The composite score for each domain is the average of your ratings for every item within the domain.

Composite scores of 1.0-2.9 are classified as **"Emerging"** areas, 3.0-4.9 are classified as **"Progressing"** areas, and 5.0-6.0 are classified as areas of **"Mastery."**

District/Entity support scores are calculated separately and are an average across other domains.

MENTAL HEALTH QUALITY DOMAINS

MASTERY

Composite Score

PROGRESSING

Composite Score

- 3.8 Teaming
- 3.5 Needs Assessment/ Resource Mapping
- 3.3 Mental Health Promotion Services & Supports
- 3 Early Intervention and Treatment Services & Supports
- 3.5 Funding and Sustainability
- 4 Impact
- 3.5 District Implementation Support Quality
- 4 Impact District-Level Documenting and Reporting

EMERGING

Composite Score

OTHER PERFORMANCE DOMAINS

Overall Score

- 100% Screening

** indicates data were not reported*

Compliance Data & Accountability Data

Data as of the end of January

**191 students receive counseling
via an IEP**

**76 students receive counseling via
a 504**

Individual Counseling	Group Counseling	Crisis intervention	Attempted	Blank	Grand Total
				1	1
				6	6
41	19	2	6		68
		1		1	2
51	20	7	10		88
				114	114
29	63		8	13	113
56	145	2	3	23	229
4					4
38	69				107
2					2
132	16	25	187	6	366
				12	12
63	77	6	15	1	162
161		6	138		305
59	88	4	3		154
45		16	27		88
			1		1
46	9				55
48	14	1	3	8	74
27	4	3	3		37
73	6		1		80
875	530	73	405	185	2068



Tiered Counseling Supports

- Small group, problem focused counseling
- Social skills development
- Individual counseling based on student's specific needs
- Trauma therapy- Cognitive Behavior Intervention for Trauma in Schools (CBITS) and Bounce Back and STRONG
- In-building agency supports through Child and Family Agency and Safe Futures
- Referrals to community agency partners
 - NLPS Resource Map constantly updated and shared
- Zones of Regulation & Centervention & 211 partnerships & UCC
- MTSS Referrals
- Music Therapy



Partnerships

School Based Health Center

- All New London Public Schools have a School-Based Health Center on site.
- A School-Based Health center is different from the school nurse's office and your community primary care doctor, but works in collaboration with them. Students must be signed up for School-Based Health Center services by a parent/legal guardian. Health insurance is billed for services provided, but there is no cost to the family (no co-pays, deductible costs, or out-of-pocket expenses).
- Each school has a Mental Health Clinician.



Urgent Crisis Center

URGENT CRISIS CENTER



Crisis Intervention | Diagnostics | Safety Planning |
Treatment Recommendations with Linkage to Service



**A short-term, de-escalation,
assessment, and care coordination
Center for children and youth
experiencing mental health crises**

The UCC is available to children and
youth (0-18) facing a mental health or
substance abuse crisis that does **not** require
hospitalization.

HOW TO REFER

**Police, EMS, or ER Referral
Self-Referral | School Referral
Provider Referral**

860-437-4550

**Child & Family
Agency**
of Southeastern
Connecticut, Inc.

860-437-4550

ChildandFamilyAgency.org



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Family Engagement

- Families are a child's first teacher and an essential factor in the cultivation of social and emotional competencies throughout a child's life.
- In collaboration with families, we can build strong connections that reinforce social and emotional skill development and encourage constant communication between mental health providers and families.
- Various events and learning opportunities on mental health literacy, SEL, suicide prevention, internet safety and supporting healthy emotional development.
- Moving forward, we hope to always have a mental health table at our NLPS events.
- Working closely with attendance teams & LEAP staff to support the positive work with families to work on the importance of attendance.



Partnerships

211 and 988

- 2-1-1 is a free, confidential information and referral service that connects people to essential health and human services 24 hours a day, seven days a week online and over the phone. 2-1-1 is fully certified in crisis intervention by the American Association of Suicidology and is certified by The Alliance of Information and Referral Systems (AIRS).
- The 988 Suicide & Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) offers 24/7 call, text and chat access to trained crisis counselors who can help people experiencing suicidal, substance use, and/or mental health crisis, or any other kind of emotional distress. People can also dial 988 if they are worried about a loved one who may need crisis support.



Partnerships

Music Therapy

- New London Public School has partnered with the Eastern Connecticut Symphony Orchestra to bring this opportunity to our students.
- The mission of the Eastern Connecticut Symphony Orchestra (ECSO) is to inspire, educate, and connect our communities through live orchestral music.
- For selected participants, this multi-week program is designed to use music to promote health and wellness, including mindfulness and listening to foster resilience and give students tools to deal with challenges.



Partnerships

Safe Futures

- NLPS is committed to their partnership with the team from Safe Futures to bring important classroom lessons to our middle and high school students. Some of these topics include: conflict resolution, problem solving, boundaries & healthy relationships, identifying communication styles & self-regulations.

Hearing Youth Voices

- Many NLPS students are connected with the members of Hearing Youth Voices and the important work they do with the New London Community and beyond.



Additional Partners & Programs

- Brian Dagle Foundation & The Cove – training and support in grief counseling.
- Project Courage – training and support in substance abuse and mental health.
- Zones of Regulation - essential for leading a healthy and meaningful where students are empowered learners of all ages that grow to understand the full range of their feelings, as well as explore tools and strategies to support their well-being.
- TEAMSS (UCONN) - training and partnership to work with current 5th graders that would benefit from being a part of a supportive group during their transition into the 6th grade.
- Scott Driscoll – internet safety presentation for families, staff and students.
- The National Center for Safe Supportive Schools (NCS3) & The National Child Stress Network (NCTSN) - 2-year national learning collaborative that accelerates and spreads innovation and improvement in the advancement of culturally responsive and trauma-informed school mental health systems.
- Centervention- provides game-based stories that gather data to monitor progress and reinforce learning with supportive lessons. Lessons are online and interactive and work to help students in grades K-8 improve their social and emotional skills to help support success in the classroom.
- Soles4Souls – grant awarded twice to New London Public Schools that gifted us 750 pairs of brand-new sneakers and socks for students in need.



Youth Engagement Partnership (YEP!)

THE YOUTH ENGAGEMENT PARTNERSHIP

envisioning a thriving New London community where every youth is empowered, connected and supported.

CONNECTION

This program aims to connect individual youth with organizations and resources within the New London community.

SERVICE

Services will be tailored to each youth's needs and interests, including vocational support and life skills interventions.

PARTNERSHIP

CFA is partnering with **The Garde Arts Theater** and **Reele Media** to create a wrap around, effective approach to engaging our youth into the community.

Want to refer a youth member of New London?

The Youth Empowerment Partnership will work with New London Middle School and High School youth who are identified as truant and at-risk.

Email us at CFAYep@ctcfa.org if you are interested in learning more about becoming a part of our Community Care Team!



Refer!

(860) 437-4550

www.ChildandFamilyAgency.org



Children's Services

Vital Building Blocks for Children



SY 2024-2025

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Narrative 4 – New NLPS Grant

N4 NARRATIVE 4



Program Overview

The Narrative 4 National Schools Network is a community of schools across the country committed to supporting their students in overcoming loneliness and building greater social connections. Each school that is chosen to be part of N4NSN will commit to 3 months of support through communities of practice, in-person and virtual workshops, personalized advising from Narrative 4 team members, and ready-to-implement classroom activities.

N4 Essential Principles: Review



Curiosity
*learn from another's
knowledge and
experience*

+



Deep Listening
seek to understand

+



Imagination
*consider possibilities
beyond what you know*

=



Positive Action
*Your words and actions
matter*





GRIEF TRAINING FOR MENTAL HEALTH PROVIDERS

with Ann Irr Dagle and Patty Giannattasio, LMFT

Specifically designed for therapists, counselors, and social workers, this workshop is an exploration of grief therapy with a focus on companioning clients and connecting with self while maintaining clinical fidelity.



Integrated Refugee and Immigrant Services - Equipping our Mental Health Staff with Resources & Critical Information

Resource Map –

Continuously working to expand resources for students and families (thank you to our community partners, Karen & our mental health team)



Trauma Informed Practices

- NLPS is committed to the ongoing learning and implementation of trauma informed practices across all our school buildings.
- In a trauma-informed school, all children feel safe physically, socially, emotionally, and academically.
- The adults in the school community are prepared to recognize and respond to those who have been impacted by traumatic stress. Those adults include administrators, teachers, staff, and parents.
- The goal is the full integration of knowledge about trauma into policies, procedures, and practices so that all students can succeed.



Professional Development Continued Work & Goals

- Pearson – ADHD Presentations
- MTSS – Coaches & Mental Health
- CBITS & BounceBack & STRONG
- Dyslexia Training
- SEL (Tier 1)
- Circles & Restorative Circles
- De-escalation
- Transgender Laws, Gender Identity and supporting LGBTQIA+ students
- IRIS Training
- PowerSchool
- Naviance
- ALICE & Safety
- Grief Counseling
- 504 Training
- Substance Abuse Counseling/Awareness (Project Courage)
- LEAP Visits (District Attendance)
- Safety Care (District)
- NARCAN (Mental Health & Admin)
- Behavior Intervention Plans

Mental Health & SAFETY Pre-K – 12

- Systems
 - Mental Health
 - Building Level Teams
 - Safety
 - CORE
- Alignments
 - Mental Health – Pre-K-12
 - Response Systems
 - Prevention & Support
- Evaluations & Adjustments
 - SHAPE
 - Response Systems
- Support
 - Staff
 - Admin
 - Students/Families
 - District
 - Community

Crisis Mitigation and Supports

- Organized response to crisis, which is any traumatic incident that impacts school functioning
- Goal is to respond quickly and efficiently so that supports are provided as needed and to minimize the impact of the crisis
- All school teams have ongoing extensive training in crisis response, as well as a lead in each building
- Examples include:
 - Suicide prevention, training, and intervention
 - De-escalation and physical safety management
 - Threat assessments and interventions
 - Self-harm behaviors
 - Support with staff/student/family deaths
- Larger crises are supported by the Core Team



Safety in Schools

- The safety of New London Public Schools' students and staff is of the utmost priority. The District's All-Hazards School Security & Safety plans continue to adapt, as we use age-appropriate information and training to prepare staff and students to make informed decisions in a crisis, to keep themselves and others safe from harm. Equally important is maintaining open lines of communication between home and school. The sharing of regular information serves as one of the best preventative measures for school safety issues and we thank you for your continued partnership in this area.
- All district schools conduct safety drills regularly, including fire and lockdown drills, in accordance with State Statute and as a best practice. New London Public Schools (NLPS) will continue to practice, evaluate, and improve emergency procedures in conjunction with the NL Police Department (NLPD). NLPS has also begun implementing ALICE (Alert, Lockdown, Inform, Counter, Evacuate) model concepts, as an enhancement to our safety procedures. At this time, and in collaboration with the NLPD, "rally points" for each of our school buildings have recently been established.
- Rally points are pre-designated safety locations, away from the school building, but close enough to travel to. Now that our (NLPS') rally points are established, we will be practicing moving to these locations, through additional safety drills. Participating in rally point travel drills reassures students and staff that they could safely travel to designated safety areas, in the event of an emergency.
- In partnership with New London Police Department, each grade level will be given a window of time to learn about rally points. Students and staff will then practice walking to rally points through a scheduled safety drill. While specific locations will not be shared publicly, students will be escorted by both staff and Community Officers to the designated locations and then back to their school buildings. Rally drills, as well as all other safety drills, will continue to be implemented regularly across the district.

Safety in Schools

SECURITY LEVEL	DESCRIPTION
Secure Building 	• All students and staff would re-enter the building immediately, if outside • No one should enter or exit the building • Normal operations can continue within the building
Secure Classroom 	• All students into the classroom • Doors remain locked and no one enters or leaves the classroom • Normal operations can continue within the classroom
Lockdown Drill 	• All students into classrooms or closest office or secure location • Doors remained locked • Do not open the door for any reason • Doors will be unlocked NLPD/CORE/ADMIN team member when • Normal operations stop to maintain safety

ALICE

Empower individuals to participate in their own survival until help arrives.

ALICE Training® empowers individuals to participate in their own survival using proactive, options-based response strategies in the face of violence. The program is designed to ensure anybody can employ the strategies — young, old, male or female. Individuals do not have to be police officers or military-trained to survive a violent critical incident.



Communication Strategy

Alert is your first notification of danger. It involves recognizing signs of danger and receiving information about the danger from others. It can be as simple as accepting the announcement about an intruder or hearing the sound of a gunshot.



Response Option

Lockdown: If evacuation is not a safe option, barricade entry points. Use items near you to fortify the entry points to make it difficult for anyone to enter. Prepare to evacuate or spread out in the room and prepare to counter, if necessary.



Communication Strategy

Inform: Communicate real-time information about the violent intruder's location. Use clear and direct language via any communication means possible. Do not use code words, and relay as much information as you can so those involved are empowered to act as the situation requires.



Response Option

Counter: When in close proximity to the violent intruder, create noise and movement, using distraction to reduce the shooter's ability to shoot accurately. Counter is not fighting. Counter focuses on distraction and control techniques that leverage strength in numbers and the element of surprise.



Response Option

Evacuate: When safe to do so, run from danger, using non-traditional exits if necessary. Rally points should be predetermined and included in drills.

ALICE & Safety Goals

- All schools have reviewed where their rally points are located, as well as scheduled & practiced drills to them
- Plans to have 100% of staff trained in part 1 & 2 of the ALICE training and further surveys to allow staff to share questions in response to the trainings.
- All schools will resume safety scenario trainings, where staff will be given a chance to talk through emergency scenarios.
- District level safety team meetings.
- Ongoing parent/guardian communications will be sent regarding safety updates, including ALICE updates
- ALICE Rollout trainings will continue
 - Staff training will focus on tackling age & grade level appropriate conversations, with emergency scenarios, in the months ahead
- All buildings will continue to hold their safety team meetings.
 - Allowing building level teams to bring building level safety concerns to administration and safety teams
 - Ensuring all staff are aware of the code necessary to use the intercom/PA system
 - Ensuring all staff are aware of closest exits and their surroundings
 - Ensuring all staff have their emergency folders and "go buckets"
 - Ensuring a continued strong partnership with the New London Police Department

Monitoring Systems

- Securly Alerts
 - Securly is constantly filtering and scanning what students are searching on their Chromebooks. If there is a concern in one or more of the searches about harm to self or harm to others, the school admin and mental health team receive an alert, as well as members of CORE.



Monitoring Systems

Anonymous Alerts

- Students and families are also encouraged to submit anonymous concerns through Anonymous Alerts, NLPS's anonymous reporting app. All reports are followed up by school and district personnel.



Handbooks & Resources

- School Counseling Handbook
- School Climate Plan Policy
- Civil Rights Protections & Supports – Transgender & Gender Diverse Student Handbook & Presentation
- Title IX Video
- Wellness Intervention
- Code of Conduct
- PBIS/NLPS Behavioral Supports
- Resource Map
- Program of Studies



The Work to Illuminate and Continue to Thank them

An "unsung hero" is someone who does great deeds or makes a valuable important and sometimes receives less public recognition for their efforts.

- **Characteristics:**

- **Unrecognized:** Sometimes their contributions are often overlooked or perceived as taken for granted.
- **Selfless:** They may not seek fame or recognition for their actions, focusing on the work itself.
- **Quiet:** They often operate behind the scenes, quietly making a difference.

- **Examples:**

- **Everyday acts of kindness:** A staff who goes above and beyond for their students, a volunteer who dedicates their time to a cause, or a family member who provides care for someone in need.
- **Historical figures:** Individuals who made significant contributions to society but whose names are not widely known or celebrated.
- **People in various professions:** Doctors, nurses, teachers, mental health staff, first responders, and others who work tirelessly to serve others, often without seeking public recognition.

New London Public Schools is committed to acknowledging staff and students throughout the district, and these recognitions have meant the world to so many. Continuing to highlight the hard work of all students and staff is extremely important and supports the work that we do to foster a positive culture and climate throughout the district.



At NLPS they include...

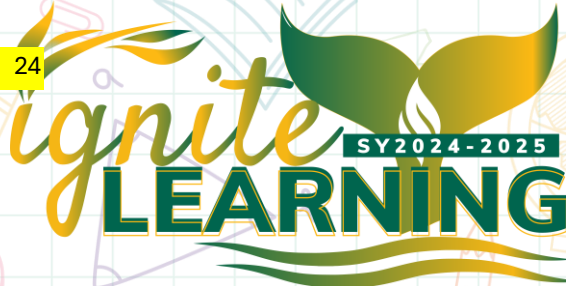
- Attendance Motivators
- Behavior Motivators
- College & Career Coordinators
- LEAP Coordinators
- School Counselors
- School Psychologists
- School Social Workers
- School Safety Officers
- Wellness Interventionists





Work vs Time in The Day

Role/Duties hours per week	12/16-12/20	12/9-12/13	12/2-12/6	11/25-11/29
Classroom observations	2	1	1	0
Behavior monitoring (FBA docs)	2	3	2	1
Staff consultations	3	3	4	1
Parent communications (calls/email)	2	1	1	0.5
Parent meetings	1	0	0	1
Team meetings (re-entry, pre-ppts, etc)	1	2	1	1
504/PPTs meetings	5	8	6	3
Testing and scoring	5	3	6	6
Report Writing	15	6	6	6
Counseling 504/IEP	1.5	1.5	2	1.5
Threat assessments	0	1	1	1
Risk Assessments	0	0	1.5	0
Check-ins (tier 2-3 students)	1	1	0.5	0.5
CompuClaim	0	0	0	0
Trainings VLS	1.5	0	0	0
Email replies	3	3	3	1
SBHC/DCF referrals	0.5	0	0.5	0
Testing recs for planning and emails	0.5	1	1	0.5
Sending teacher rating scales emails	0.5	1	1	0
Estimated hours per week:	44.5	35.5	37.5	24



SY 2024-2025

Estimated hours per week:	44.5	35.5	37.5	24
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NLPS Mental Health Staff

Central Office

- Erin McGuire, Assistant Director of Mental Health, mcguiree@newlondon.org

BP Learned School

- Alexis Gregoire, Social Worker, gregoirea@newlondon.org

Winthrop STEM Elementary School

- Kristina Ciotto, Social Worker, ciottok@newlondon.org
- Jacqueline Byrne, Social Worker, byrnej@newlondon.org
- Paige Slack, School Psychologist, slackp@newlondon.org

CB Jennings International Elementary Magnet

- Gloria Rodriguez, Social Worker, rodriguezg@newlondon.org
- Gabrielle Klinefelter, School Psychologist, klinefelte@newlondon.org

Nathan Hale Arts Elementary Magnet School

- Brogen Olsen, School Psychologist, olsenb@newlondon.org
- Cheryl Potter, Social Worker, potterc@newlondon.org
- Jacqueline Hardison, Social Worker, hardisonj@newlondon.org

BDJ Multi-Magnet Middle Campus

- Stacey Fabian, Social Worker, fabians@newlondon.org
- Kevin Durkin, School Psychologist, durkink@newlondon.org
- Paul Winston, Social Worker, winstonp@newlondon.org
- Ian Barbato, School Counselor, barbatoi@newlondon.org
- Kim Molina, School Counselor, molinak@newlondon.org
- Charlotte Papa, School Counselor, papac@newlondon.org



NLPS Mental Health Staff

NLHS Multi-Magnet 6-12 Campus

- Yarimar Ortiz-Frontera, School Psychologist, Ortiz-fronteray@newlondon.org
- Sarah Kadden, Social Worker, kaddens@newlondon.org
- Rachel Newer, Social Worker, newerr@newlondon.org
- Jessie McKay, School Psychologist, mckayj@newlondon.org
- Kristen Mullen & Marelina Minkos, Virtual School Psychologists
- Shayla Miller, School Counselor, millers@newlondon.org
- Jen Occhionero, School Counselor, occhioneroj@newlondon.org
- Jennifer Dziekan, School Counselor, dziekanj@newlondon.org
- Amanda Ahlcrona, Director & School Counselor, ahlcronaa@newlondon.org
- Kasi Fletcher, School Counselor, fletcherk@newlondon.org
- Wilson Lima, School Counselor, limaw@newlondon.org
- Olivia Santana, School Counselor, santanao@newlondon.org

Wellness Interventionists K-12

- Patrick Sheenan-Gaumer (Nathan Hale) sheehan-gaumerp@newlondon.org
- Ninon Guinassi (Jennings) guinassin@newlondon.org
- Jose Roman (Middle School) romanj@newlondon.org
- David Richardson (High School) richardsond@newlondon.org
- Shannon Charity (High School) charitys@newlondon.org



Thank you for always supporting the mental health of our students and for always supporting our mental health staff.

With gratitude,

**Erin McGuire
Assistant Director of Mental Health**

