

Safe and Healthy Schools

Priority 2.2

What is the district's plan to provide access to mental health services?

Partner with a school-based mental health agency

School employed licensed mental health professional

Additional school counselor

Additional personnel in the areas of psychology, behavior support, or social work

Evidence-based professional development that is specific to mental health or behavior

Other

Priority 2.3

What process and data does the district use, by grade band, to identify students as at-risk and provide services beyond academic services (mental health, attendance, behavior, etc.)?

Limit for each: 500 characters, approximately 100 words

Pre-K

We utilize attendance, behavior, and school counselor referrals to identify at-risk students needing additional support. We also use an online program called Bark to monitor students' Google platforms to identify at-risk students.

K through 2nd

We utilize attendance, behavior, and counselor referrals/data to identify at-risk students in need of support. Interventions include parent contact, letters mailed home, and home visits. Behavior interventions include behavior contracts and mentoring programs. We also use Bark to monitor students' Google platforms. Also, for any student identified as at-risk, we complete a behavioral threat assessment and what services may be needed.

3rd through 5th

We utilize attendance, behavior, and counselor referrals/data to identify at-risk students in need of support. Interventions include parent contact, letters mailed home, and home visits. Behavior interventions include behavior contracts and mentoring programs. We also use Bark to monitor students' Google platforms. Also, for any student identified as at-risk, we complete a behavioral threat assessment and what services may be needed.

6th through 8th

We utilize attendance, behavior, and counselor referrals/data to identify at-risk students in need of support. Interventions include parent contact, letters mailed home, and home visits. Behavior interventions include behavior and mentoring programs. We also use Bark to monitor students' Google platforms. Also, for any student, we complete a behavioral threat assessment and what services may be needed.

9th through 12th

We utilize attendance, behavior, and counselor referrals/data to identify at-risk students in need of support. Interventions include parent contact, letters mailed home, and home visits. Behavior interventions include behavior and mentoring programs. We also use Bark to monitor students' Google platforms. Also, for any student, we complete a behavioral threat assessment and what services may be needed.

Priority 2.4

How does the district progress monitor and support the students identified by the problem statement?

The district has implemented a schoolwide behavior intervention program.

The district ensures Youth Mental Health awareness training annually.

The district monitors behavior referrals through an online system utilized by district staff to report information to school leadership.

School leadership determines the follow up necessary for students (i.e. counselor, ISS, OSS, general discipline, parent notification) for referrals made to the school counselor, the counselor may determine a referral for mental health counseling is necessary.

Other: Special Education IEP plans provide Supplemental aids and Services, including Functional Behavior Analysis and Behavior Plans for success in the LRE.

Priority 2.5

What efforts does the district take to reduce the overuse of discipline practices that remove students from the classroom? [ESEA § 1112(b)(11)]

In-school suspension classes with assignments and computer-based instruction

Implementing Character Education Learning programs

Organized systematic mentoring program for specific students

Implementing school wide positive behavior support system including process for student identification and referral

Behavioral contracts and interventions

Additional counseling services

Coordinated services with other county services

Staff development in for behavioral support strategies for the classroom

Other:

Other: Special Education/collaboration with Admin teams, supplemental services/supports to keep students in CORE instruction and address disproportionality

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