



CCPS

Collier County
Public Schools

Promising Practices in Mental Health Supports: The CCPS Journey

Kamela Patton, Ph.D.

Superintendent

June 22, 2020





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IMAGINE A SETTING WHERE...

CCPS Vision

- **Children arrive at their school desk ready to learn and succeed**
- **They have the coping skills to address their everyday worries, concerns, and stressors**
- **They have social skills to establish positive relationships with their peers, teachers and parents**
- **They make healthy choices that allow them to focus on their education and prepare for future success**
- **And if a problem arises, they have access to early intervention and treatment**






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Dr. Peggy Aune
Associate Superintendent,
Teaching and Learning
Collier County Public Schools

Live Polling

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www.menti.com



Enter the code
92 42 28



Or use QR code

MORAL AND ETHICAL IMPERATIVE

We have a “moral and ethical imperative” to take responsibility for students’ well-being, not just their academic knowledge.

-Maurice Elias, Rutgers University’s Social and Emotional Learning Lab

COLLABORATION WITH COMMUNITY PARTNERS

Mental Health Work Group

- The Collier County Mental Health Workgroup was started in 2014 by Collier County Public Schools (CCPS) with our local mental health agency, the David Lawrence Center
- Collier County Sheriff's Office joined in 2015
- There are currently 80 members in the expanded Collier County Mental Health Workgroup, 50 of whom attend regularly
- Collaborative resources developed for aligned messaging of supports

Suicide Prevention
"We Care" Video Series

<https://www.collierschools.com/Page/7763>

COLLIER COUNTY MENTAL HEALTH WORK GROUP

Key Accomplishments

- **Partnership with Naples Community Hospital (NCH) Healthcare Systems and the Naples Children and Education Foundation (NCEF – founder of the Naples Winter Wine Festival)**
 - Collier Cares mobile app continually updated with community provider information and resources for families
 - Funded by NCEF and managed by NCH Healthcare (Fall 2020)
- **David Lawrence Center (DLC) funded a fulltime public school liaison**
- **Lee Memorial Health – Kids' Minds Matter funded a full time Systems Navigator position for families with multiple barriers to access mental health treatment (housed at CCPS District Office)**
- **Partnership with FGCU to develop clinical social work internships in CCPS (bachelor's and master's level) to ensure qualified professionals continue to be available in our local area**



SCHOOL-BASED MENTAL HEALTH TEAM

A Tiered Approach

- **All CCPS schools have a Mental Health Team which includes**
 - School Counselors
 - School Psychologist
 - School Nurse
 - Licensed Mental Health Professional (LMHP)
 - Youth Relations Bureau (YRB) Deputy
- **Use of categorical mental health funds to fund an additional LMHP, School Psychologist, District School Counselor in SY21**
- **Unique approach to 6-12 Mental Health Education Requirement by locally producing content**

CCPS FIVE SOCIAL EMOTIONAL LEARNING (SEL) PRIORITIES

1	Student Check-In	<ul style="list-style-type: none"> • Student-school connectedness • 30/60 Check-In for New Students and Connection Coaches for Chronic Absenteeism
2	Handle with Care	<ul style="list-style-type: none"> • Student safety • Student support • Sense of belonging
3	Buddy Benches We Dine Together	<ul style="list-style-type: none"> • Student-school connectedness • Student-student relationships • Self- and social-awareness
4	Monthly Principal-Led SEL Videos and Activities	<ul style="list-style-type: none"> • SEL competencies - Relationship Skills, Responsible Decision Making, Social Awareness
5	Student Voice	<ul style="list-style-type: none"> • Listening to and valuing what students have to say drives intentionally of work

CONNECTION COACHES FOR STUDENTS WITH CHRONIC ABSENTEEISM

New in 2019-2020

- Chronic absence is defined as missing 10 percent or greater of the total number of days enrolled during the school year for any reason
- Connection Coaches (administrative, instructional and non-instructional staff) were assigned to students with chronic absenteeism based on SY19 data
- Connection Coaches promoted a warm and welcoming environment to help students feel connected and know that someone notices, in a caring manner, when they missed school
- Students who met regularly with a mentor were 52% less likely than their peers to intentionally miss school and 37% less likely to intentionally miss a class

CONNECTION COACH CHECK-IN

New in 2019-2020

By asking open-ended questions such as...

- What time do you fall asleep on a school night?
- What are your top three reasons for coming to school?

Connection Coaches..

- **build positive relationships with students**
- **encourage involvement and engagement with the school community**
- **emphasize the importance of regular attendance**
- **provide information on the consequences of missing school**



ALTERNATIVE SCHOOLS ENHANCEMENTS

Reframe the Thinking: Focus on Mental Health

- Engage parents by redefining the image of Alternative Schools
- Additional Support at Alternative Schools
- Advisory Period in Homeroom
 - Focus on Social Emotional Learning (SEL)
 - Daily participation
 - Weekly academic and behavioral goal setting and monitoring
 - Planning and preparation – transition and life ready
- Increased mental health services and other referrals as appropriate
 - Once weekly check-in with assistant principal or counselor
 - Access to and support of licensed mental health professionals



Dear Parent,

To assist your child with their educational services, we need your support during this transition to foster growth in your child's development. We would like to work cooperatively together to assist and equip your child to be successful in his/her education, as well as their Social Emotional Learning (SEL) development.

While in Alternative Schools, your child will participate in a daily SEL Advisory during their homeroom class. Second Step (grades 6-8) and Can Do You (grades 9-12) are programs rooted in SEL that will be used to promote supportive, successful learning environments. Students will engage in free choice SEL literature day, and participate in the Naviance program which helps connect academic achievement to student's long-term goals and answer key questions such as Who am I, What do I want to be, How will I get there, and Will I be successful?

Your child will also meet weekly for 10-15 minutes in a small group with the school counselor or assistant principal. This weekly check-in is designed to build a foundation for the development of positive adult to student, and peer relationships.

Furthermore, mental health professionals are part of the staff at Alternative Schools, and they are here to assist students demonstrating a need with barriers that inhibit them from educational and social-emotional development. These professionals include school counselors, school psychologists, behavior analyst/management specialists, and licensed mental health professionals (e.g., social workers).

We encourage you to be involved in your child's education. A Family Organization Center (calendar) and a Behavioral Mental Health flyer are included with this letter to provide you with resources. To assist you in communicating about your child's progress and needs, your child's homeroom teacher serves as the school's primary point of contact; however, our administrative team is always ready and willing to assist and support.

Sincerely,

Dr. Cynthia Janssen, Principal

ADVISORY SCHEDULE-ALTERNATIVE SCHOOLS

Reframe the Thinking: Focus on Building Skills and Strategies

WEEK DAY	ADVISORY EXPECTATIONS
Monday	Weekly behavioral/academic goal setting, homeroom teacher check-in
Tuesday	Social Emotional Learning (SEL) videos and guiding questions for discussion
Wednesday	SEL Collaborative Activity and Reflection
Thursday	SEL Free Choice Literature Day (classroom libraries selected by Secondary Literacy Department)
Friday	Goal Setting, Career Exploration, and Journaling





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MENTAL HEALTH SUPPORTS DURING TIMES OF CRISIS

COMMUNICATING WITH PARENTS

eLearns During School Closure

- **Regular communication with all parents on strategies and supports during stressful periods**
 - SEL video activities and newsletters
 - Home routines and schedules
 - Links to school specific mental health team members
 - Local behavioral and mental health service providers
- **Facebook Live events focused on mental health and strategies for parents to support students**
- **Weekly Superintendent updates**

DIRECT SUPPORT TO STUDENTS AND FAMILIES

Virtual Mental Health Team Supports - Counseling

- Regular contact with students identified Handle with Care (traumatic incidents)
- Group and individual counseling with trauma informed approach
- Suicide Risk assessment
- Consultation with parents and families
- Virtual office hours and crisis procedures for students
- Large family needs-assessment during eLearns
- Home visits for students and families not participating in eLearns



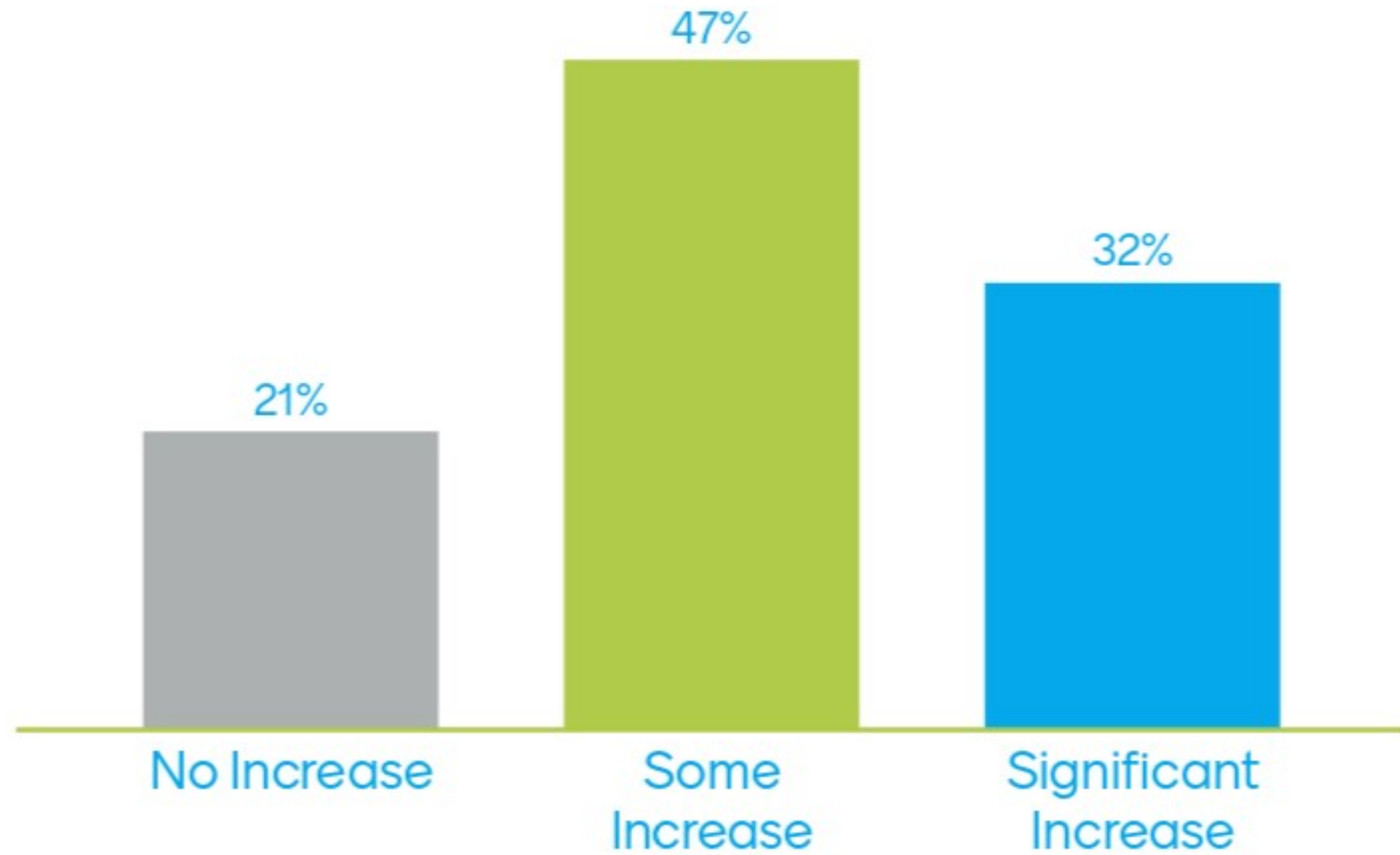
SPECIAL POPULATIONS

Students with Intensive Needs

- **Uninterrupted mental health and counseling services using tele-therapy to support emotional and mental health (daily or weekly)**
- **Daily access to parents and students for consultation and one-to-one assistance with behavioral health services providers**
- **Social skills groups and peer-to-peer facilitated interactions via WebEx video conferencing**
- **Development of at-home reinforcement systems and training for parents on behavior management, emotional regulation, problem solving and conflict resolution for students**
- **Intensive case management service with private and community providers**



Did you see an increase of needs for mental health supports during elearns?



RESOURCES FOR FAMILIES

CURRENT AND TIMELY

Mental Health Web Page

MENTAL HEALTH

- Home
- CCPS 2019-2020 Mental and Emotional Education Implementation Plan
- Mental Health Resources
- 2019 June Collier County Bereavement Resource Brochure
- Building Relationship Skills In Your Child
- "13 Reasons Why Needs Series"
 - Parent Letter - English
 - Season 3 of "13 Reasons Why" Released Friday, August 23, 2019
 - Parent Letter - Spanish
 - Parent Letter - Creole
- "Mans Challenge"
 - Parent Information - Creole
 - Parent Information - English
 - Parent Information - Spanish
- Facts About School Mental Health Services
- Suicide Prevention Video
- Mental Health Video - English
- Mental Health Video - Spanish
- Preventing Youth Teen Suicide
- Preventing Youth Youth Suicide
- Mental Health - Employee

TALKING TO YOUR CHILD ABOUT RACE ISSUES AND CIVIL UNREST

As a School District, and as a community, we must teach our students, and teach one another, that human worth and human dignity, respecting the uniqueness of each individual, and the cultural and historical uniqueness of each community are values we can all agree upon, share, and put into daily practice. It may be challenging to have discussions with your child about recent events, please see below for resources that may be helpful.

Talking to Children After Racial Incidents: Children are often more aware of race, class, and gender differences than parents realize. This resource explains the importance of having these conversations, rather than avoiding them and provides strategies on how to communicate and listen to your child's thoughts and feelings about race-related incidents.

Supporting Vulnerable Students in Stressful Times: Times of uncertainty can have a significant impact on communities and families. This resource from the National Association of School Psychologists explains how parents can understand the effects of trauma on everyday life, when parents should be concerned and how to promote a sense of safety in children during turbulent times.

Parent Toolkit - Talking to Kids About Race and Racism: There is no one way to talk to children about race and racism. The context will vary, depending on who is talking and what their personal experiences are with race and racism. Although there are no quick tips to talking about the complexities of race, there are better ways to have the conversation. This resource provides parents insight on being honest and relatable to their children regardless of their experiences or background.

MENTAL HEALTH AWARENESS



SUICIDE AWARENESS AND PREVENTION

WE CARE:



PANORAMA STUDENT VOICE SURVEY

Perceptions of School and Self

- **Students in grades 3-12 are surveyed twice annually** (September and April/May)
- **Focus on Grit across the District**
- **Across grade levels, students reported an increase in their sense of belonging**
- **Students in grades 3-5 demonstrated a continued positive trend in self-efficacy and growth mindset**
- **Students across grade levels reported an increase in favorable responses about their ability to regulate emotions**
- **Self-regulation increases the likelihood to use relaxation techniques when upset and ability to stay calm when frustrated**

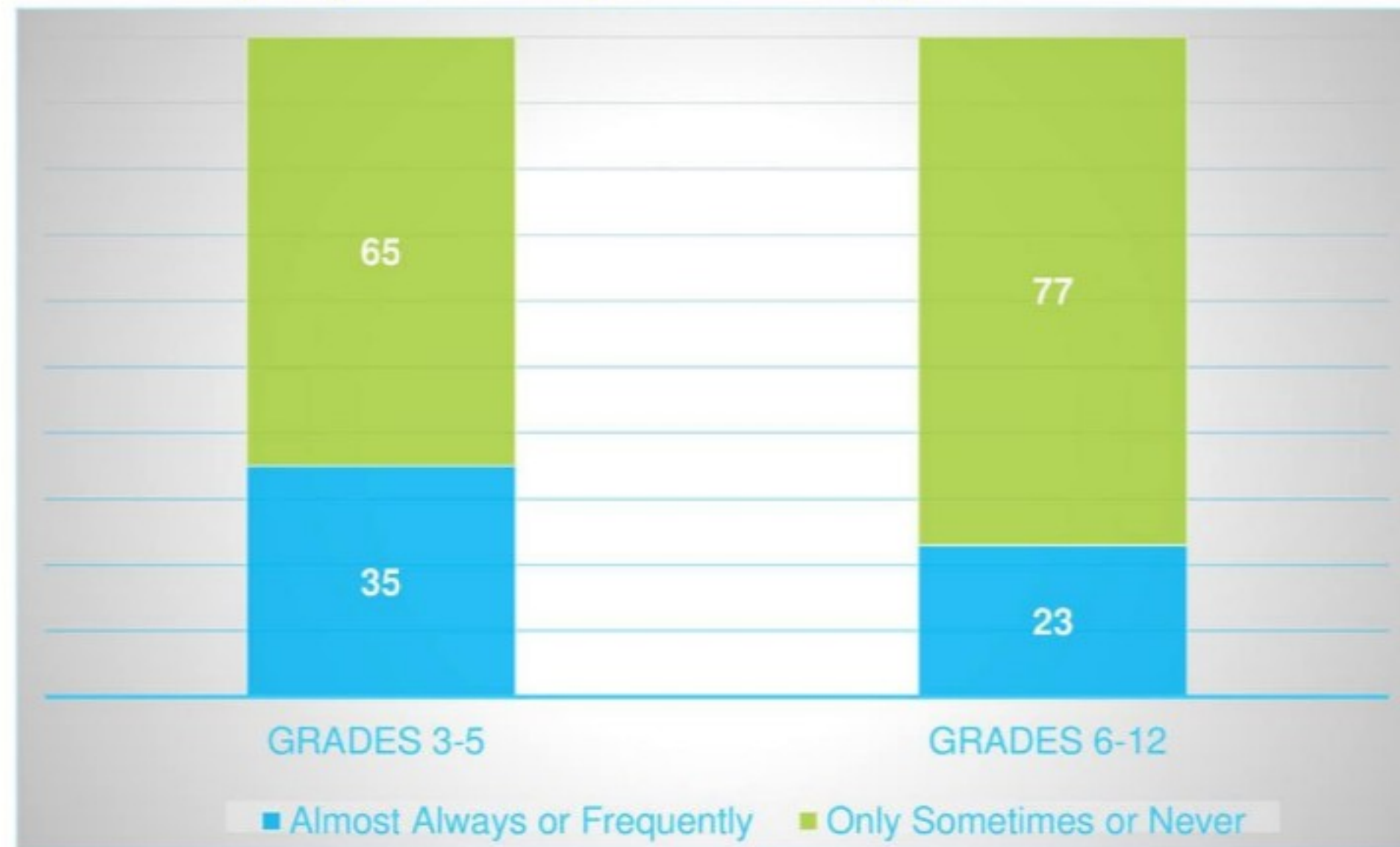
PANORAMA STUDENT VOICE SURVEY-eLEARNNS

Perceptions During eLearns

- **In response to COVID-19, CCPS partnered with Panorama to assess student experience and needs during distance learning including:**
 - Daily Habits
 - Distance Learning Environment
 - Distance Learning Needs
 - Social Supports
- **In grades 3 – 12, 61.1% (20,821) completed the survey**
 - 6,0003 responses in grades 3 – 5
 - 14,818 responses grades 6 – 12

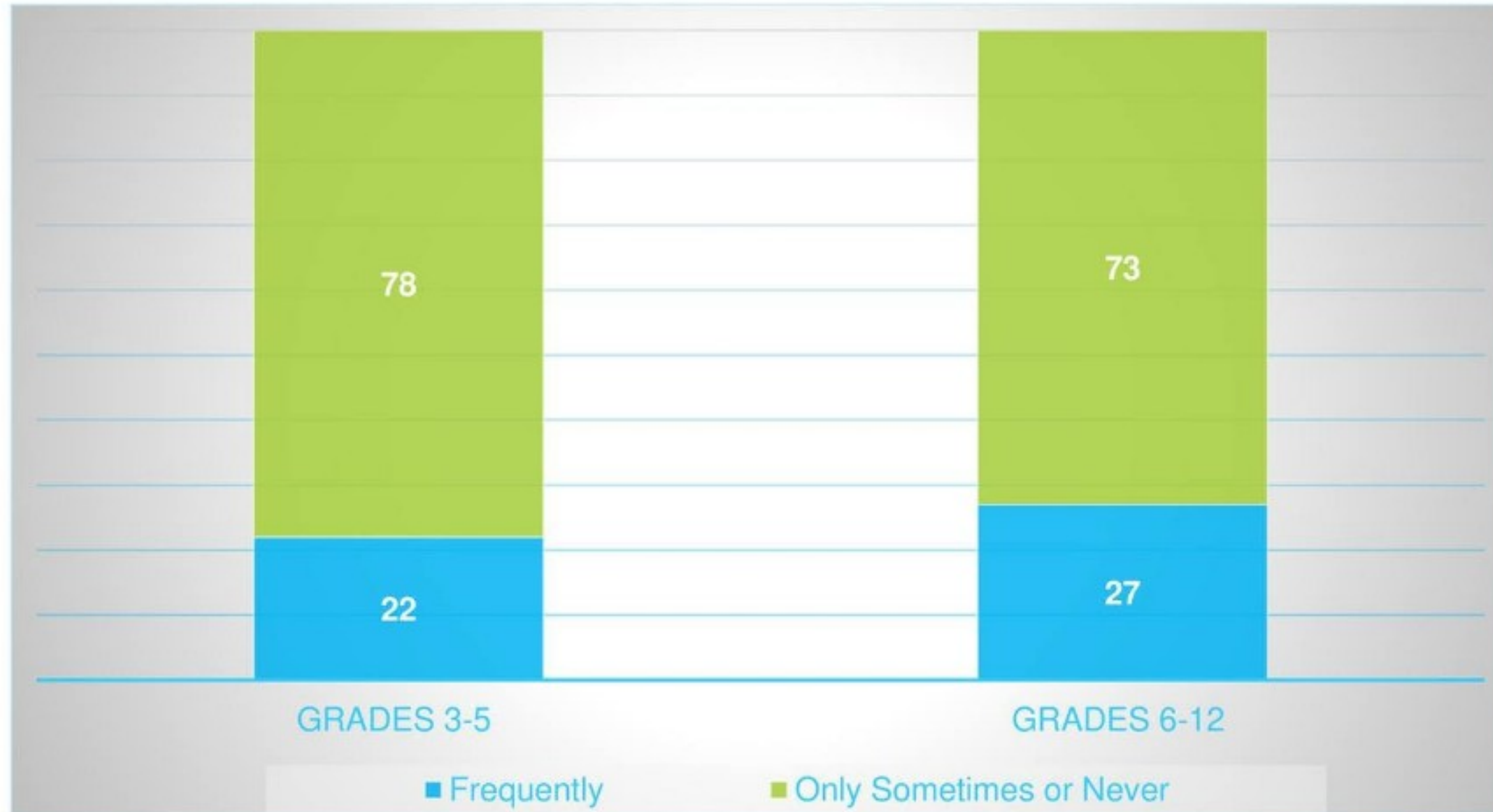
PANORAMA STUDENT VOICE SURVEY-eLEARNNS

How often do you have an adult at home who helps you complete assignments?



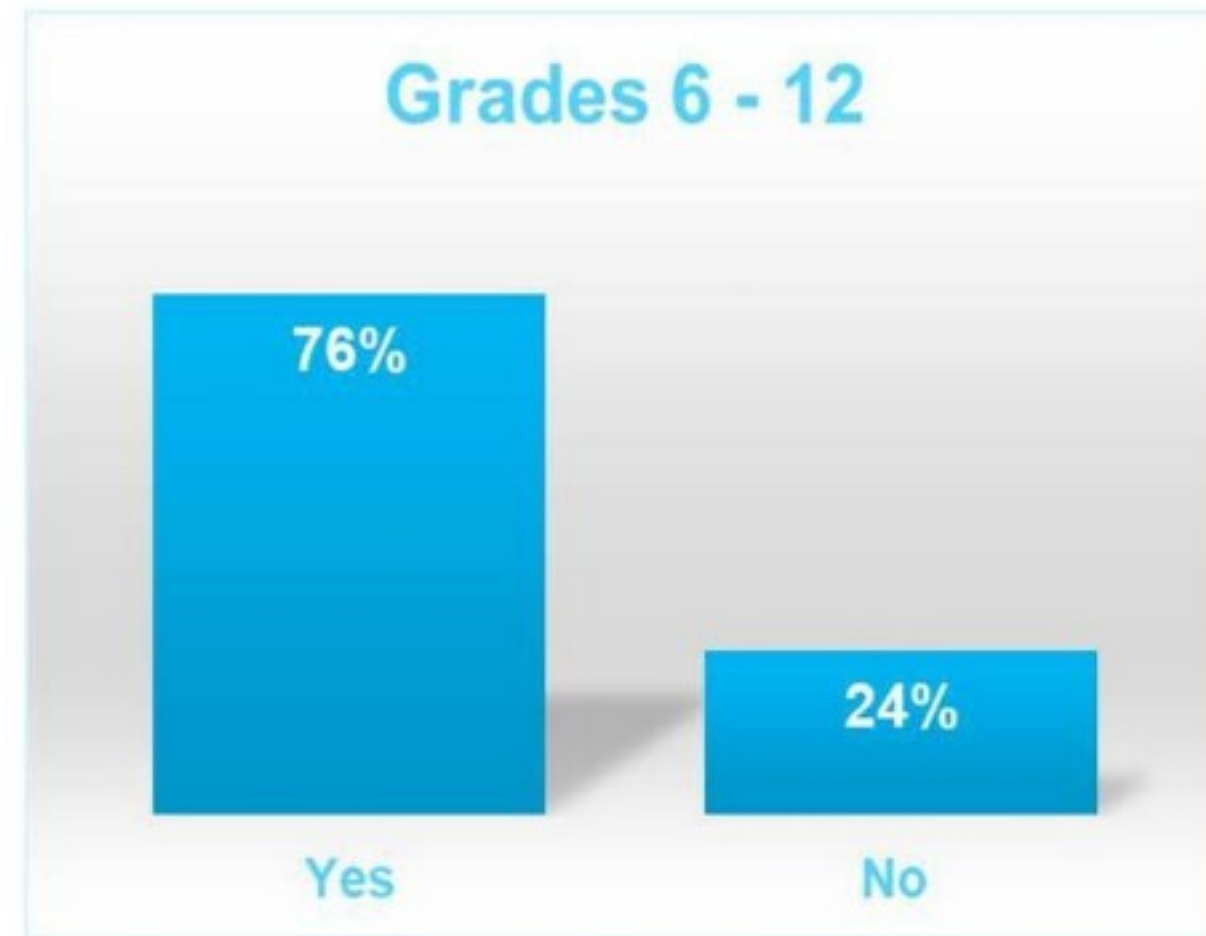
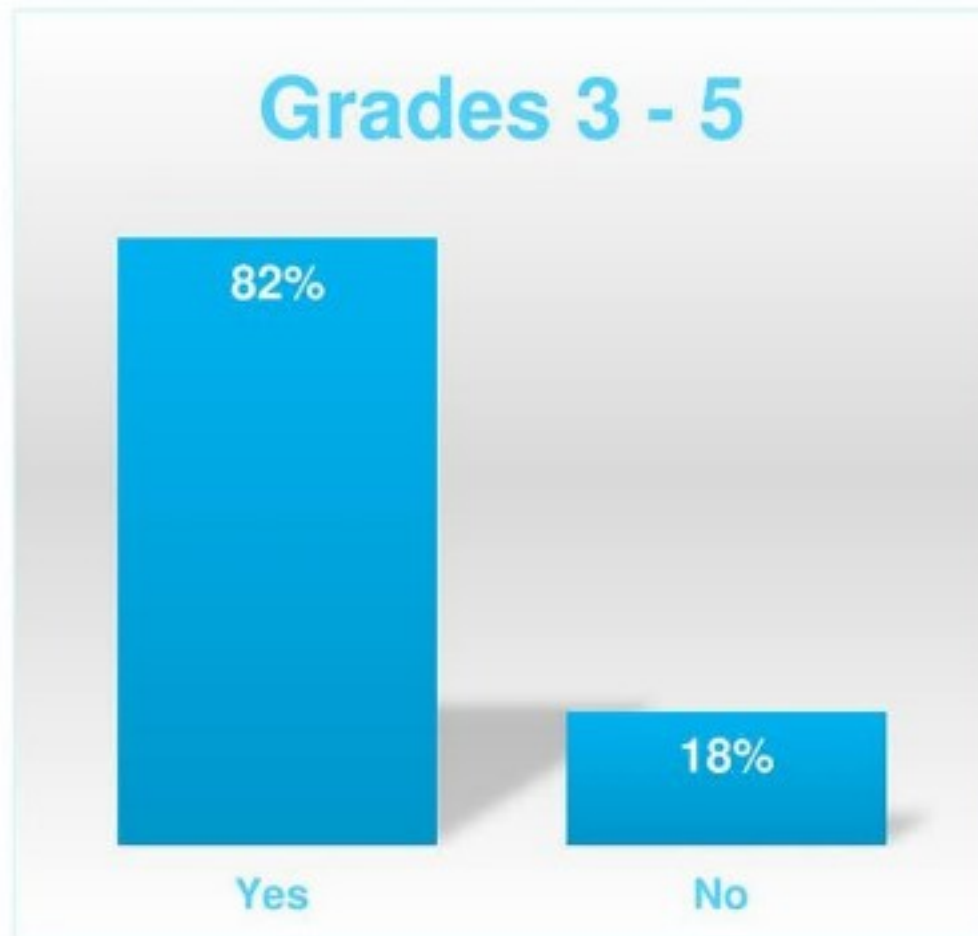
PANORAMA STUDENT VOICE SURVEY-eLEARNNS

In the past few days, how often have you talked with your classmates?



PANORAMA STUDENT VOICE SURVEY-eLEARNNS

Do you have a teacher or other adult from school who you can count on to help you no matter what?



REFLECTION..

- **Need to support the student experience with transitioning back to campus (or continuation of eLearns)**
- **Reflection on what supports students and staff needed during eLearns**
- **Emotional well-being now versus during eLearns**
- **Comparison of engagement in eLearns versus on campus instruction**
- **Establish new baseline for sense of belonging**
- **Ensure that students continuing in full-time eLearns are connected to staff and peers**





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Moving Forward in 2020-21

EDUCATION SUMMIT

PRESENTER

Dr. Fran Prolman

Franprolman.com @drfranny1



LEARNING
COLLABORATIVE

Email : DrFranny@aol.com

www.thelearningcollaborative.com

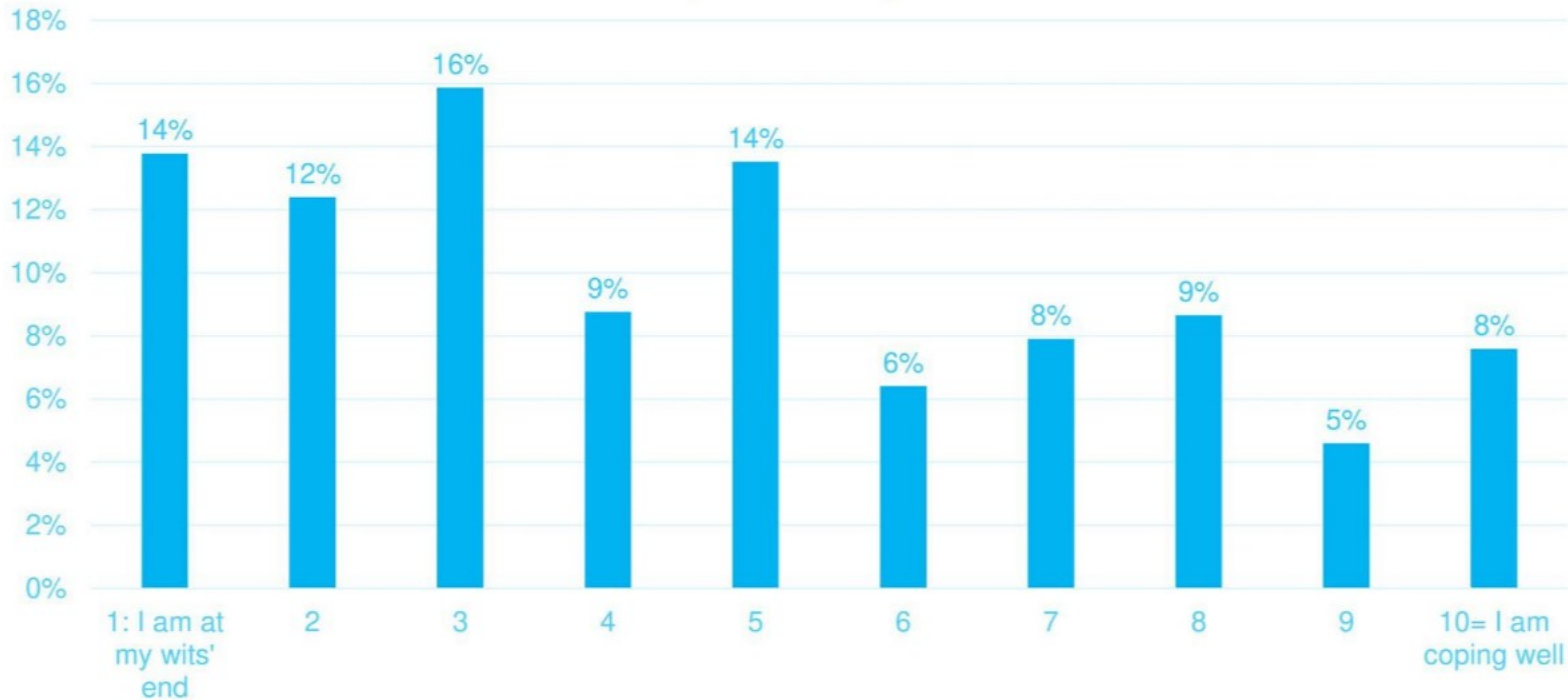
Phone: 703-608-7677

REFLECTION SESSIONS-ADMINISTRATORS, TEACHERS AND PARENTS

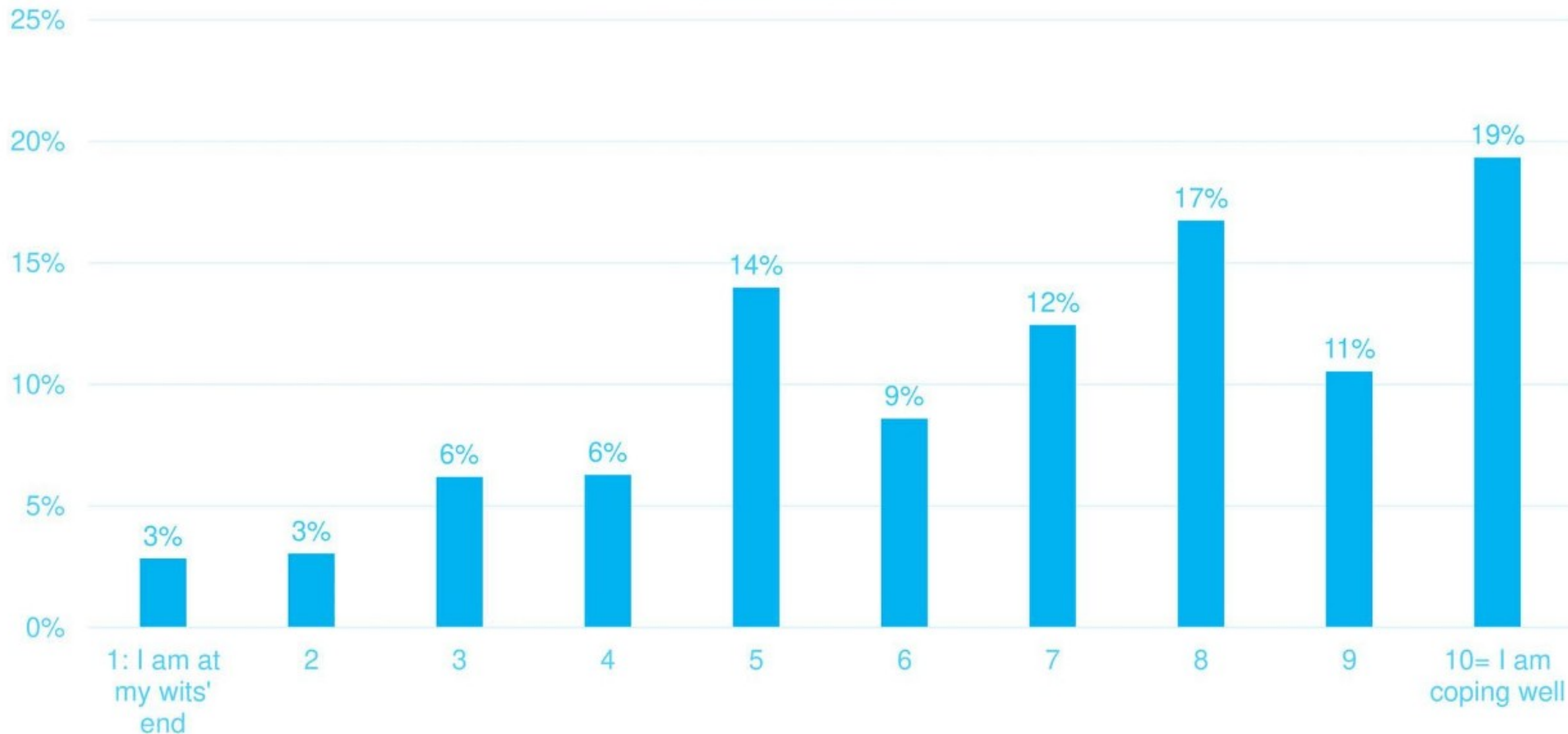
Dr. Fran Prolman

- **Over 3,200 teachers participated in nine sessions (June 1-3)**
- **Over 300 administrators participated in the Ed Summit (June 8-9)**
- **Over 1,000 parents registered for a reflection session (June 15)**

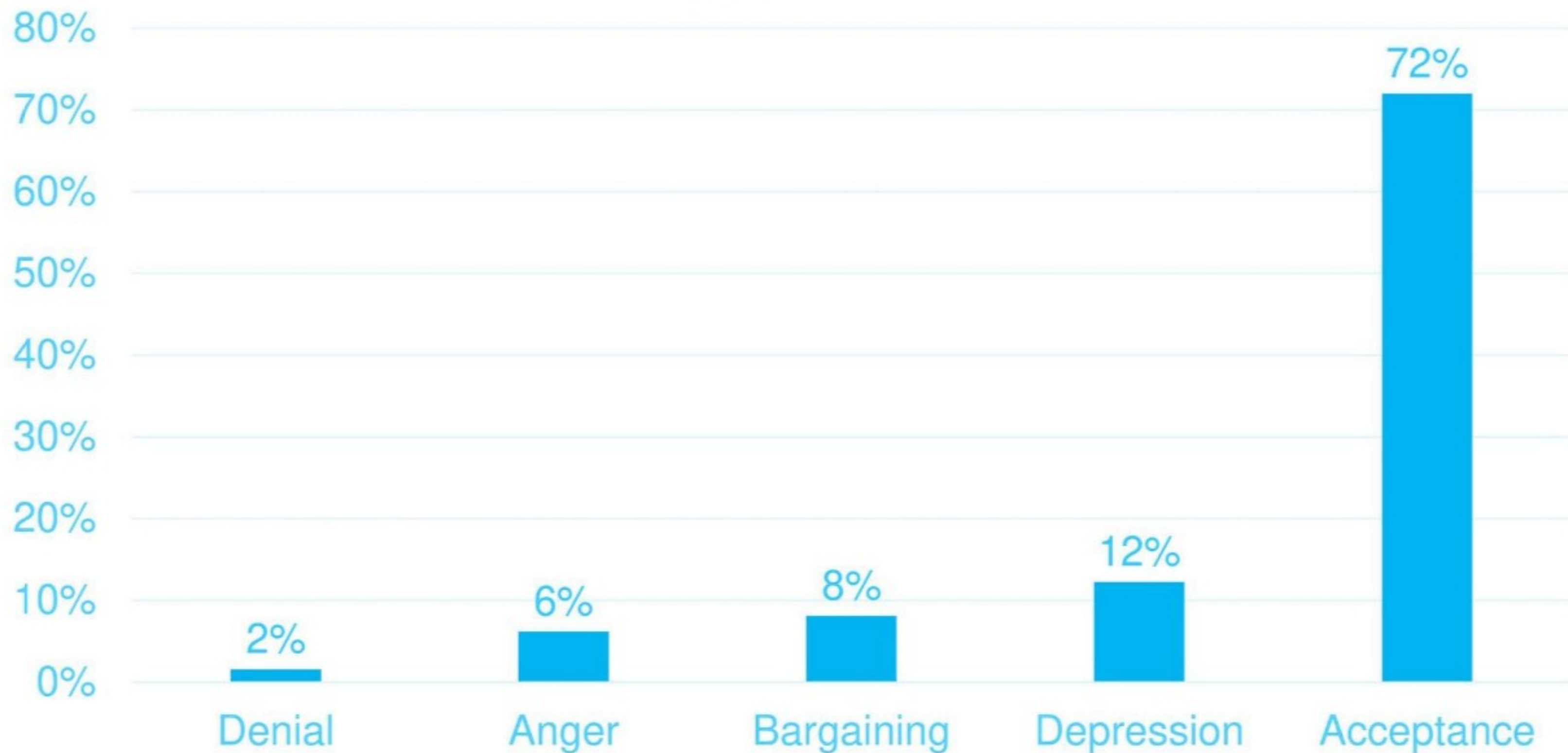
**What was your level of stress during the first week of eLearns when you were teaching your students virtually and potentially your own children?
(TEACHERS)**



What was your level of stress one month later at the end of April when you were teaching your students virtually and potentially your own children?
(TEACHERS)



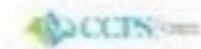
What stage of Elisabeth Kubler-Ross' Five Stages might you be in?



FINAL REFLECTIONS-TEACHERS

MentiMeter Poll

What one word describes our time together today?



452



SUPPORTING OUR EDUCATORS AND STAFF

You Can't Give What You Don't Have

- Focus with school and district administrators on ongoing social and emotional supports for staff
- Regular information shared through the CCPS Benefits and Wellness Office
- Over 700 educators currently trained as “First Aiders” through Youth Mental Health First Aid (YMHFA) and part of new teacher expectations
- Training in Trauma-Informed Care

Employee Assistance Program

1-800-448-4358

Humana.com/eap

Username and Password: ccps



EAP and Work-Life Services

Your company understands that job satisfaction and higher productivity are best achieved when employees' personal needs are being met, and when their work and personal lives are in balance. That's why your company offers you EAP and Work-Life - to help you meet your unique personal needs and life events.

What is an EAP?

An Employee Assistance Program (EAP) offers help you and members of your household need. Professional counselors are available to assist with:

- Everyday needs and life events
- Weight control
- Emotional issues
- Relationship concerns
- Family relationships
- Coping with a serious illness



HURRICANE RESOURCES FOR TEACHERS AND STAFF

Routines, Discussions and Resources

- SCENARIOS**
- Keep a routine. Take special time and provide activities to discuss the event and how the children are feeling. At the same time, make sure to keep the class period routine and schedule to help provide a sense of familiarity to the students.
 - Minimize media exposure or refrain from showing television reports about the event. Excessive exposure to images can even create traumatic stress in children or teens who were not directly affected by the event.
 - Have students work in small groups on school projects to strengthen their connections.
 - Expect that students who were very affected by the storm may have difficulty concentrating and keeping up with schoolwork and respond to their needs accordingly.
 - Talk about family and school plans for various emergencies. Explain what students should do in any case. This will help them feel less worried and more in control.
- STUDENT DISCUSSIONS**
- Engage your students. Provide students with ongoing opportunities to talk about what they need throughout what they are seeing in the media.
 - Help relay the news that occurred with other events that have happened in history. They can help provide a different perspective for other students.
 - Listen to students' questions and fears and take them seriously while reassuring them on anything you can. Remember, young children feel more vulnerable than adults because of their age and limited life experience. Their fears may seem silly or grounded in adults but may cause significant distress for the child.
 - Encourage students to communicate their thoughts and impressions and then listen and offer some more. Remember, there are many ways to communicate feelings other than talking including writing poems, stories, songs, drawing, etc.
 - Teachers along with school counselors can lead classroom discussions focusing on students' experiences with the hurricane, how they are coping, and to answer any questions or concerns. This can help build support networks among the students and also assist adults in identifying youth who may be struggling and in need of additional assistance.
 - Ask students to talk about the people and things that have helped them through tough times in the past.
 - Ask students to identify all of the trusted adults in their life they would go to if they were frightened, upset or worried. This helps them remember they are not alone.
 - Ask students to talk about things they have learned about themselves or they are going through the challenging time.
- RESOURCES**
- Reach for creators of distress that do not involve, and refer students who are struggling for appropriate assistance.
 - Take advantage of the resources available at your school (e.g., school nurse, school counselor, school psychologist).
 - Know when you need to ask for help from others at the school or to contact the Employee Assistance Program.



HELPING STUDENTS AND STAFF TO TRANSITION IN SY21

Debrief and Reflections

Provide
Opportunities
to Talk

Listen and
Acknowledge

Respect
Feelings and
Fears

Reassure

Support

Ask for Help
from Others

Source: "The Handbook of Frequently Asked Questions Following Traumatic Events"
The International Center to Heal Our children: Building Healthy Minds and Futures (2005)

LESSONS FROM THE PAST MOVING FORWARD IN SY21

Hurricane Irma - September 10, 2017

- Principals and supervisors will debrief with faculties and staff upon return in SY21 using a structured conversation guide
- Teachers will facilitate discussions with students, based on developmental levels, in core classrooms
- School Mental Health Teams will work with students and families individually

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HURRICANE RESOURCES FOR FAMILIES AND STUDENTS
Supporting Your Child's Emotional Needs

NASP
National Association of School Psychologists

Helping Children After a Natural Disaster
Click here for resource: www.nasps.org/resources/Helping-Children-After-a-Natural-Disaster
This document is published by the National Association of School Psychologists. It provides information on helping children after a natural disaster. Topics addressed are possible reactions of children and youth and tips for parents and teachers following a natural disaster.

Here for Each Other: Helping Families After a Hurricane
Click here for resource: www.ready.gov/ready-plan/here-for-each-other
Here for Each Other: Helping Families After a Hurricane provides parents information on children's questions, and manage feelings.

Plan Ahead for Disasters: Talk With Your Children
Click here for resource: www.ready.gov
Ready.gov provides resources for children preparing for a disaster.

How to Emotionally Prepare for a Hurricane
Click here for resource: www.apa.org/pressreleases/2017/09/10
The American Psychological Association provides information on how to emotionally prepare for a hurricane.

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HURRICANE RESOURCES FOR TEACHERS AND STAFF
Routines, Discussions and Resources

ROUTINES

- Keep a routine. Take special time and provide activities to discuss the event and how the children are feeling. At the same time, make sure to lead the class, general routine and schedule to help provide a sense of familiarity to the students.
- Minimize media exposure or refrain from showing television reports about the event. Excessive exposure to images can even create traumatic stress in children or teens who were not directly affected by the event.
- Have students work in small groups on school projects to strengthen peer connections.
- Expect that students who were very affected by the storm may have difficulty concentrating and keeping up with schoolwork and respond to their needs accordingly.
- Talk about family and school plans for various emergencies. Explain what students should do to stay safe. This will help them feel less worried and more in control.

STUDENT DISCUSSIONS

- Engage your students. Provide students with ongoing opportunities to talk about what they read through or what they are seeing in the media.
- Help integrate the event that occurred with other events that have happened in history. They can help provide a context, especially for older students.
- Listen to students' opinions and fears and take them seriously while reassuring them as fully as you can. Remember, young children fear more unknown than adults because of their size and limited life experience. Their fears may seem silly or groundless to adults, but may cause significant distress for the child.
- Encourage students to communicate their feelings and experiences on their letter and other some non-verbal. There are many ways to communicate feelings other than talking including writing poems, stories, songs, drawing, etc.
- Teachers along with school counselors can lead classroom discussions focusing on students' experiences with the hurricane, how they are coping, and to answer any questions or concerns. This can help build support networks among the students and also avoid adults in identifying needs who may be struggling and in need of additional assistance.
- Ask students to talk about the people and things that have helped them through tough times in the past.
- Ask students to identify all of the trusted adults in their life they would go to if they were frightened, scared or worried. This helps them remember they are not alone.
- Ask students to talk about things they have learned about themselves as they are going through this challenging time.

RESOURCES

- Watch for symptoms of distress that do not lessen, and refer students who are struggling for appropriate assistance.
- Take advantage of the resources available at your school (e.g., school nurse, school counselor, school psychologist).
- Know when you need to ask for help from others at the school or to contact the Employee Assistance Program.

What are your biggest areas of focus for mental health supports in your district in SY21?





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Promising Practices in Mental Health Supports: The CCPS Journey

Kamela Patton, Ph.D.
Superintendent

June 22, 2020

