

**SDUHSD
Multi-Tiered
Systems of Support**

**Integrated and Coordinated
Social-Emotional Supports**

We CARE

As a community, we are

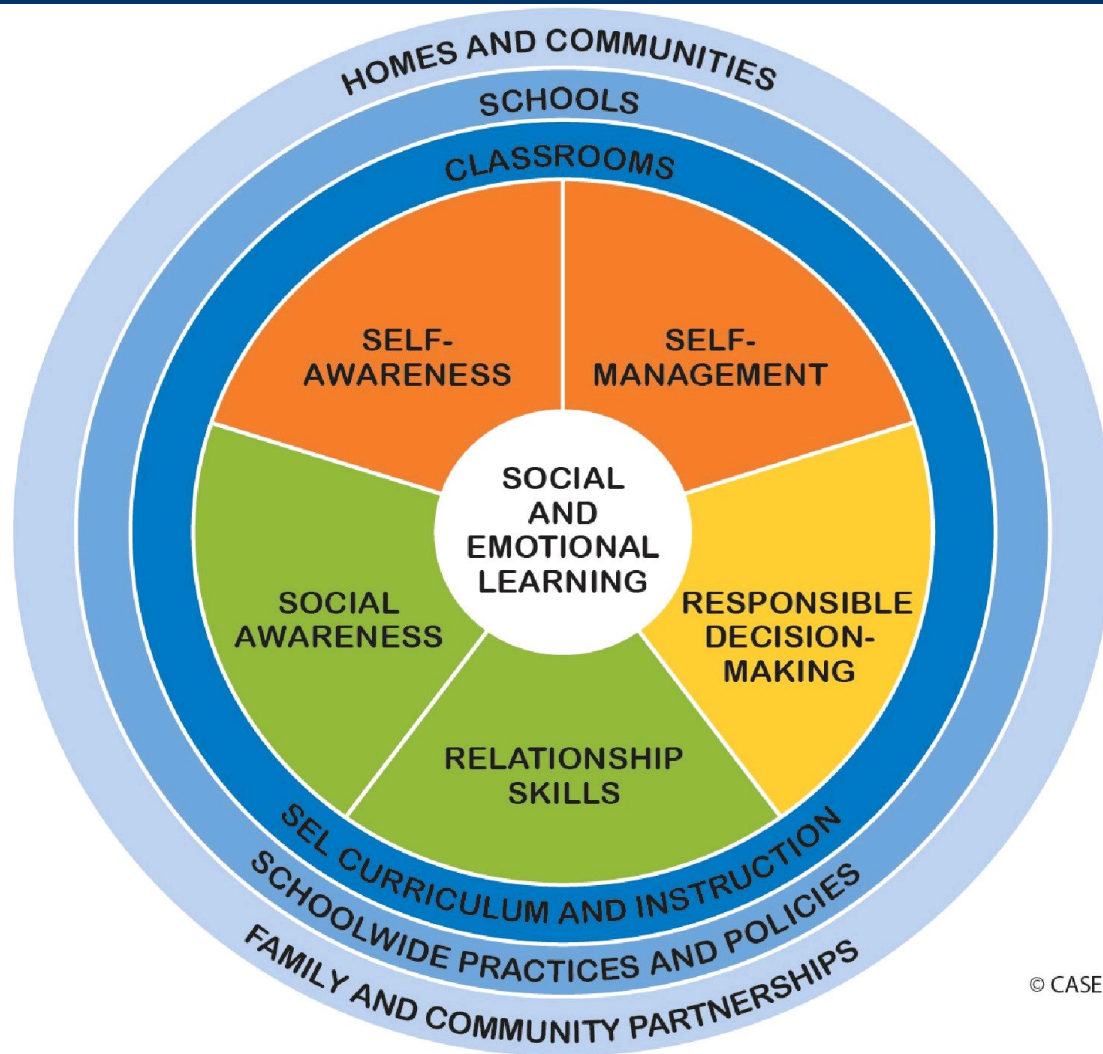
- **C**onnected
- **A**ware
- **R**esponsible
- **E**mpathetic

SDUHSD LCAP

Goal #4: Increase the level of school connectedness and sense of safety of pupils, staff and parents.

- **Communicate with stakeholders to support students' success**
- **Provide sessions on a variety of parent involvement topics**
- **Provide resources and training for teachers and staff to monitor academic progress, behavioral data, and attendance rates.**
- **Develop strategies and systems to address student discipline and suspensions at school sites, with a focus on Restorative Justice.**
- **Each site will continue to identify needs and develop an action plan based on survey data from families and staff to address school connectedness and safety concerns.**
- **Evaluate and improve continuum of Multi-Tiered Systems of Support for academic, behavior and social-emotional instruction at all district sites. Provide necessary training and support to staff to implement improvements as needed.**
- **Implement and expand programs, activities, supports and courses that promote student wellness at each school site.**

WE CARE: It is a partnership.



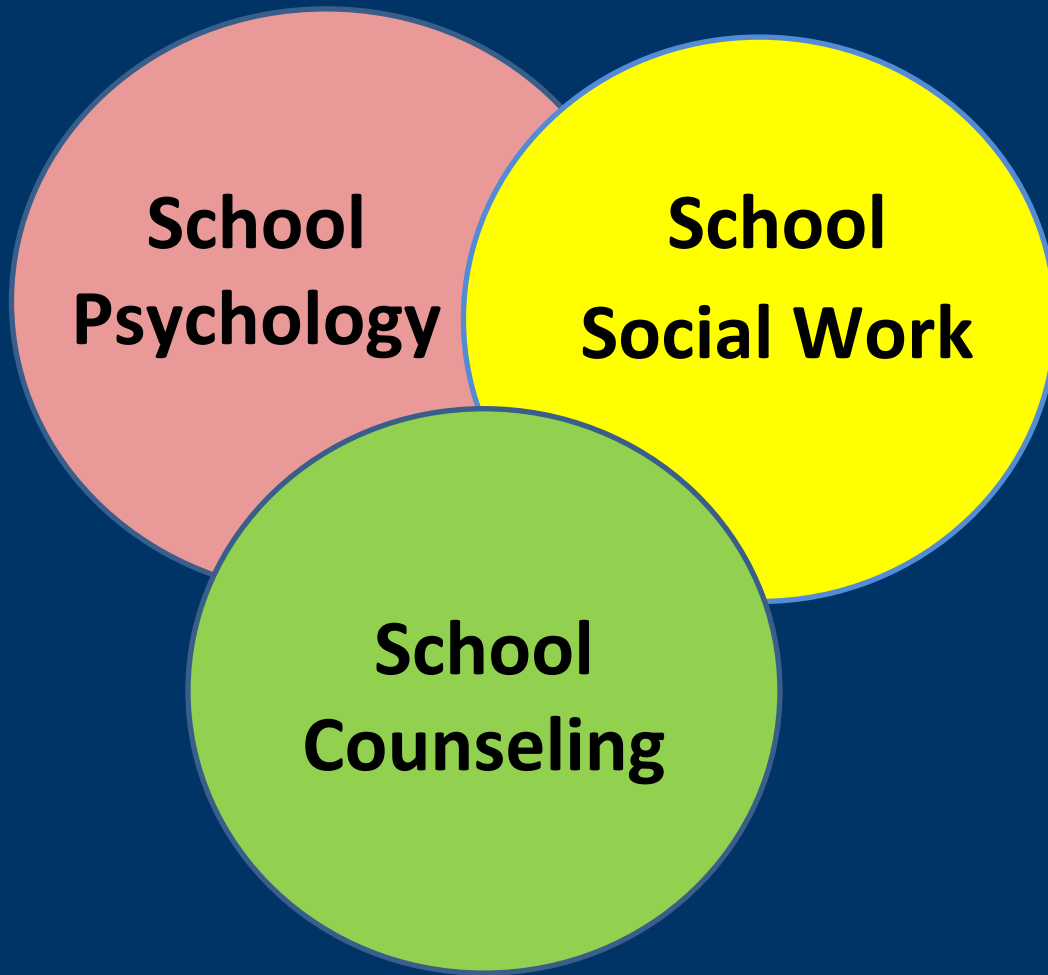
© CASEL 2017

Key Roles and Supports.....

Board of Trustees
Superintendent
Associate Superintendent of
Administrative Services
Director of Student Services
Coordinator of Student
Services
District Nurses

Principals
Assistant Principals
School Counselors
School Social Workers
School Psychologists
Teachers
Classified Staff

Key Roles



As part of a school-wide system including all staff, **School Counselors, Social Workers and Psychologists** have **overlapping but distinct** roles, working **together** to support students **social, emotional, and behavioral health** to improve educational outcomes.

Coordinated, Integrated Services

Working together effectively, integrated multi-tiered systems of social-emotional support will:

- **provide students with tools and resources in the areas of social awareness, protective factors, resilience, and coping strategies**
- **increase access to instruction**
- **strengthen positive working relationships**
- **reduce absenteeism and discipline referrals**
- **support teachers and other staff**
- **foster equity**
- **build capacity on multi-disciplinary teams serving students and families**

School Counselor

- Develop, plan, implement, and evaluate a school counseling and guidance program that includes academic, career, personal, and social development
- Advocate for the high academic achievement and social development of all students
- Provide school-wide prevention and intervention strategies and counseling services
- Provide consultation, training, and staff development to teachers and parents regarding students' needs

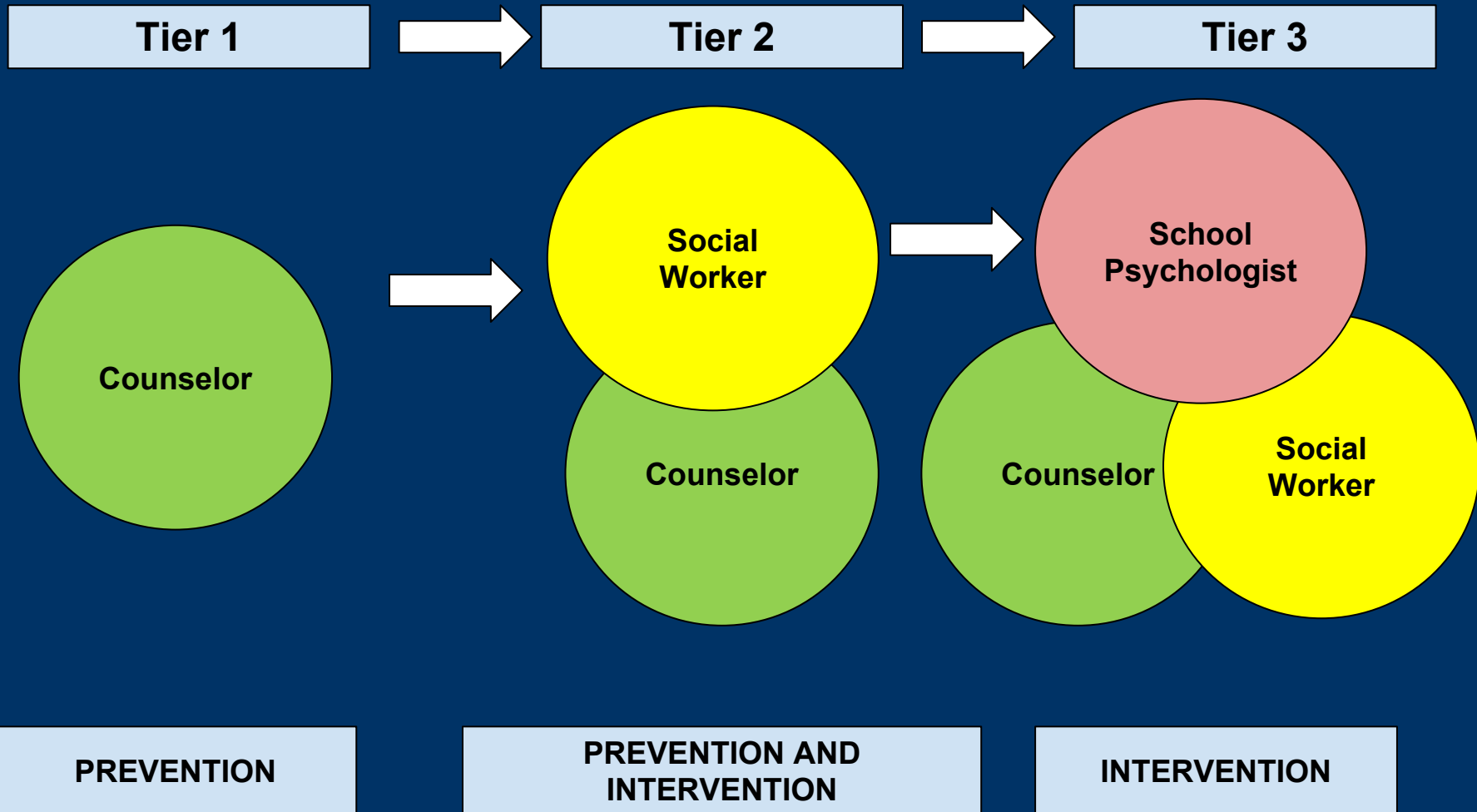
School Social Worker

- Assess home, school, personal, and community factors that may affect a student's learning
- Identify and provide intervention strategies for children and their families, including counseling, case management, and crisis intervention
- Consult with teachers, administrators, and other school staff regarding social and emotional needs of students
- Coordinate family, school, and community resources on behalf of students
- Child Welfare and Attendance specialization:
 - Access appropriate services from both public and private providers, including law enforcement and social services
 - Provide staff development to school personnel regarding state and federal laws pertaining to due process and child welfare and attendance laws
 - Address school policies and procedures that inhibit academic success
 - Implement strategies to improve student attendance
 - Participate in school-wide reform efforts
 - Promote understanding and appreciation of those factors that affect the attendance of culturally-diverse student populations

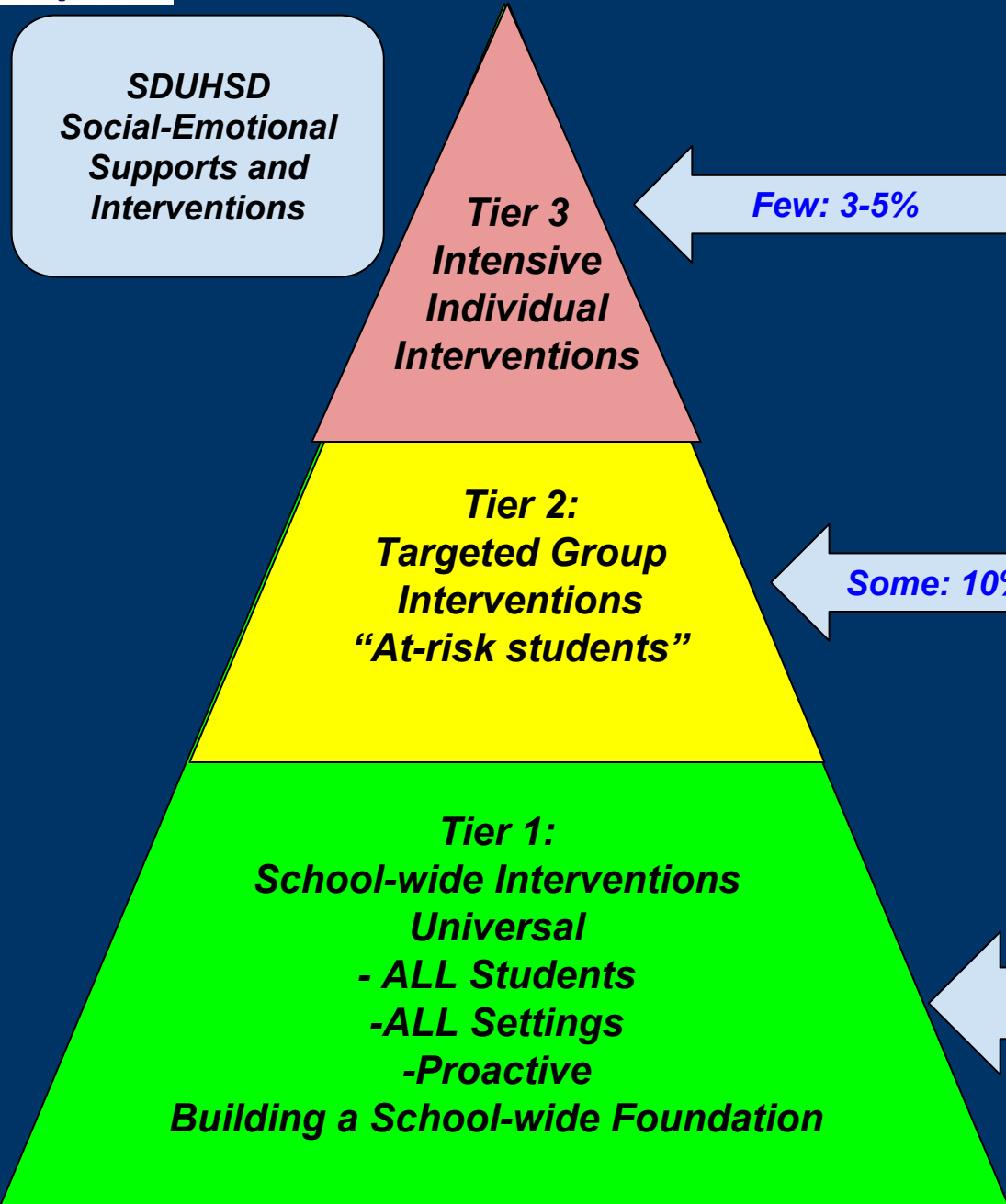
School Psychologist

- Provide services for students with disabilities that enhance academic performance
- Design strategies and programs to address problems of adjustment
- Consult with other educators and parents on issues of social development, behavioral and academic difficulties
- Conduct psycho-educational assessment for purposes of identifying special needs
- Provide psychological counseling for individuals, groups, and families
- Coordinate intervention strategies for management of individuals and school-wide crises

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT MULTI-TIERED INTEGRATED SOCIAL-EMOTIONAL SUPPORT SYSTEM



SDUHSD
Social-Emotional
Supports and
Interventions



- School Psychologist
- School Social Workers
- School Counselor
- Referral for Special Education Assessment
- Student Attendance Review Board (SARB)
- Crisis Intervention
- Educationally-Related Mental Health Services
- Community Agency Referral
- Home and Hospital Instruction
- Individual counseling
- Law Enforcement Collaboration

- School Social Workers
- School Counselor
- Student Study Team
- Section 504
- Restorative Practices (Positive Discipline)
- Individual and Group Counseling
- Home Visits
- Student Attendance Review Teams (SART)
- Student and Parent Support Groups
- READI
- Intervention Classes
- Peer Assistant Leaders (PALS)

- School Counselor
- School Wellness Teams*
- SOS, Know the Signs & Say Something District-Wide*
- Professional Learning Community
- Parent Engagement
- Health Curriculum: 7th and 9th Grades
- Assemblies and gatherings
- Universal screener*
- SEL Scope and Sequence*
- Restorative Practices* *developing

Sandy Hook Promise Initiative Update

- Say Hello**
- Signs of Suicide**
- Say Something**
- Anonymous Reporting App**

We **CARE**: Key SDUHSD Initiatives

- **Social-Emotional Learning**
- **Social-Emotional Safety**
 - **Bullying/Harassment Education and Resources**
 - **Digital Citizenship**
 - **Restorative Practices**
 - **Suicide Prevention**
 - **Threat Assessment**
- **Collaboration and Communication**

Teaching **CARE**

Social-Emotional Learning

The California Department of Education defines Social and Emotional Learning as:

“helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- **set and achieve positive goals**
- **feel and show empathy for others**
- **establish and maintain positive relationships**
- **make responsible decisions**
- **understand and manage emotions**

All of these skills are necessary to function well in the classroom, in the community, and in college and careers.”

SDUHSD supports
Social-Emotional Learning
for all students in 5 domains:



Social-Emotional Learning

**Goal: increasing connectedness & well-being =
Increased protective factors for all students**

Where we are:

- Committee work has developed a draft 7-12 scope and sequence

Where we are going:

- District and site staff are in the process of finalizing scope and sequence as well as curriculum to support it
- **Infusing social-emotional learning into everyday activities and across all settings.**
- **Exploring models for delivering social-emotional learning, utilizing a strengths-based approach, to build resilience and coping skills in grades 7-12**
- Evaluating a universal screener

Social-Emotional Safety

Where we are:

- [Bullying Prevention](#)
- [Digital Citizenship](#)
- [Restorative Practices](#)
- [Suicide Prevention Protocol](#) and training
- [Threat Assessment Protocol and Training](#) all administrators through SDCOE
- [Tip Lines](#)
 - Student ID cards with crisis lines implemented 8/2018; becomes state law 1/1/2019
 - We Tip

Where we are going:

- Need to revisit our training and implementation of Restorative Practices
- Need to have a district-wide digital resource (i.e. an app) and training for students about reporting anonymously incidents of threats, bullying, harassment, and intimidation

AB 2246 & Suicide Prevention Protocol

Where we are:

- **Board adopted policy July 2017; Counselors, Social Workers, and Administrators trained on updated protocols in August 2017**
- **Annually, all staff receive training via online module administered through Human Resources Department**
- **August review of protocol on school sites with a refresher in spring**
- **SDUHSD Suicide Information and Referral Procedure on all school websites for referral and intervention both in and out of school**
- **Student awareness through ID cards, Yellow Ribbon Weeks, PALs and other programs**

AB 2246 & Suicide Prevention Protocol

Where we are going:

- **Specific student instruction on Signs of Suicide, an app and other digital resources to be administered consistently across all four high school campuses**
- **Added staff resources and training**
- **Age appropriate training at all of our middle and high school campuses**

Collaboration and Communication

Where we are:

Students

- 12/19 Student Summit, advisory groups, PALS, leadership and site reps.

Safety and Wellness Teams

- District and site levels

Parents

- District-led events and site-specific events tailored to unique communities we serve
- Resources

Where we are going:

- need for increased communication, awareness, and trainings
- need for consistency across all sites and key messaging to students, staff, and community

Summary

Our district has:

- a caring community of adults - parents, teachers, and classified staff, administrators and elected officials
 - a specific LCAP goal focused on connectedness and sense of safety
 - multiple systems of support
 - a school and district culture that strives to continually reflect and grow
-
- **C**onnected
 - **A**ware
 - **R**esponsible
 - **E**mpathetic