

Worthington Schools Counseling and Mental Health Services

Board of Education Meeting
December 14, 2020

Angie Adrean - Assistant Superintendent, Academics
Lara Ruffing - Mental Health Team Leader
Brianna Abbott - School Counselor, Worthington Kilbourne High School
Alexandra Skura - School Counselor, Bluffsvue Elementary School
Sarah Detling - Mental Health Specialist, Bluffsvue, Brookside, Liberty,
and Worthington Hills Elementary School



#EachChildOurFuture

In Ohio, each child is *challenged, prepared and empowered.*



Vision

In Ohio, each child is **challenged** to discover and learn, **prepared** to pursue a fulfilling post-high school path and **empowered** to become a resilient, lifelong learner who contributes to society.

Four Learning Domains



Foundational Knowledge & Skills

Literacy, numeracy and technology



Well-Rounded Content

Social studies, sciences, languages, health, arts, physical education, etc.



Leadership & Reasoning

Problem-solving, design thinking, creativity, information analytics



Social-Emotional Learning

Self-awareness & management, social awareness, relationship skills, responsible decision-making



One Goal



Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:

- Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program;
- Serving in a military branch;
- Earning a living wage; or
- Engaged in a meaningful, self-sustaining vocation.

Three Core Principles



Equity



Partnerships



Quality Schools

10 Priority Strategies

1

Highly effective teachers & leaders

3

Teacher & instructional support

5

Assessments gauge all learning domains

7

Meet needs of whole child

9

Develop literacy skills

2

Principal support

4

Standards reflect all learning domains

6

Accountability system honors all learning domains

8

Expand quality early learning

10

Transform high school/provide more paths to graduation

Ohio Strategic Plan For Education: 2019-2024



Mental Health in Schools



School-based counseling and mental health services

Whole-child approach

Proactive vs. reactive

Embedded throughout the school day

School climate and culture, SEL, relationships and connections

Academic achievement and employability skills

School Counselors and Mental Health Specialists



Professional Backgrounds and Licensures:

School Counselors

Clinical Counselors

School Social Workers

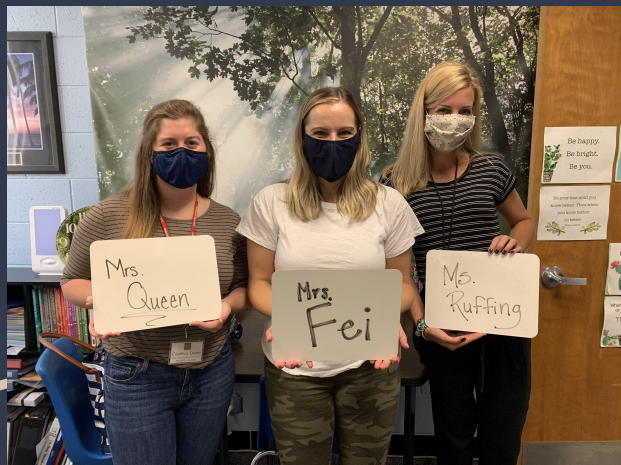
Trauma Practitioners

Crisis Response Trainers

Restorative Practices

Facilitators for various programs and areas
of specialty

School Counselors and Mental Health Specialists



TWHS 5 counselors, 1 full time MHS

WKHS 4 counselors, 1 full time MHS

Linworth .5 counselor, 1 day MHS

Phoenix/Worthington Academy 1 counselor, 2 days MHS

Kilbourne Middle 1.5 counselor, 2 days MHS

McCord Middle 1.5 counselor, 2 days MHS

Worthingway Middle 1 counselor, 2 days MHS

Elementary buildings 1 counselor each, 1-2 days each MHS

Sutter Park no counselor, 1 day MHS

Every Student Matters



The following data is composed of tracking completed by all school counselors for a **2 week window** during October, 2018.

(Please note the data doesn't include 3 counselors - 1.5 Middle/ 1.5 High School levels.)

941 different students in individual & 2,796 different students in group

	Academic	College/ Career	Personal/ Social
Elementary School	3%	1%	96%
Middle School	7%	0%	93%
High School	25%	36%	39%
All K-12 Counselors	19%	24%	57%

Multi-Tiered Systems of Support Tier 1

- ❑ Connections with students, greeting in hall, cafeteria, extra curricular events
- ❑ Whole class guidance lessons
- ❑ Responsive Classroom
- ❑ Class brain breaks and self-regulation strategies
- ❑ Sensory pathways and supports
- ❑ Newsletters, websites and resource pages
- ❑ Panorama
- ❑ SOS (7th grade)
- ❑ WEB/Link
- ❑ Scheduling, career readiness, and post-secondary options
- ❑ Professional learning opportunities for staff; options for parent presentations
- ❑ Trauma Informed and Restorative Practices



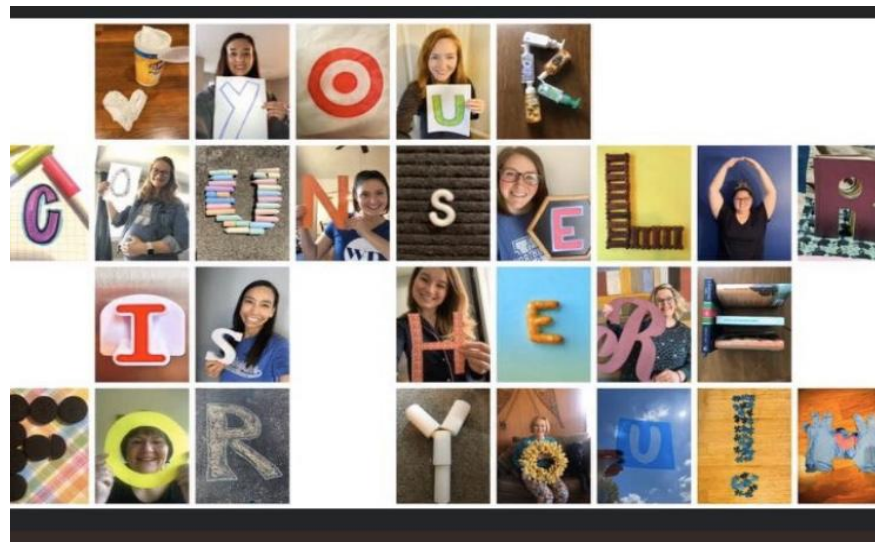
Multi-Tiered Systems of Support Tier 2

- ❑ Small groups: ROX, grief groups, social skills groups, Dino school
- ❑ Lunch bunch, advisors for student-led groups
- ❑ Study skills, check-in/check-out
- ❑ Plan for breaks, self-regulation and coping strategies
- ❑ Direct support; individual and small group counseling
- ❑ Virtual meetings with students and check ins during Connections times
- ❑ Referrals for outside providers and community resources
- ❑ Trauma Informed and Restorative Practices



Multi-Tiered Systems of Support Tier 3

- ❑ Direct support; individual and small group counseling
- ❑ Virtual meetings with students and check ins during Connections times
- ❑ Assessment, FBAs, BIPs, IEP related service minutes
- ❑ Individualized plans for breaks, additional staff support, accommodations
- ❑ Referrals for outside providers and community resources
- ❑ Trauma Informed and Restorative Practices



Multi-Tiered Systems of Support

Referrals

Collaboration

Building teams: mental health teams include counselors, mental health specialists, administrators

Connections with other building supports: MTSS, PBIS, BLT, AIT, Crisis Teams, Responsive Classroom

Counselor Leadership Team, Mental Health Specialist Team

Regional networking groups and professional communities

Outside resources: North Community Counseling Centers; Nationwide Children's Behavioral Health; community agencies, Worthington Bridges

Assess, Adapt and Respond



What are the student strengths and what do they need?

What are the family strengths and what do they need?

What are the teacher and staff strengths and what do they need?

What are the building strengths and what does it need?

What information do we have and what do we need to know more about?

How do we best work together in a wrap-around approach?