

A Mosaic of Minds: Using Unique Differences to Meet the Social/Emotional Needs of Students and Families

Presented by Glendale ESD, Glendale, AZ.

Behavioral Health and Student Safety Department

GESD's 2019 WELCOME BACK



GOOD MORNING!
I PLEDGE ALLEGIANCE TO PROMETO LEASTAO

SUPERINTENDENT
CINDY SEGOTTA-JONES

WELCOME NEW EMPLOYEES & RETIRING
PROUD OF ALL OF YOU!
ALL IN FOR KIDS PARENTS TEACHERS

BOARD Kindness
MEET SOCIAL EMOTIONAL NEEDS
SUPPORT STUDENTS-PARENTS-COLLEAGUES

OUR STORY
EDUCATION IS STRENGTHENED BY COMMUNITY

MOSAIC OF MINDS

STAFF THANK YOU!
GUSTOFOUNDATION.ORG

SPEAKER
MICHELLE BORBA Ed.D.

HOW DO WE TREAT ONE ANOTHER?
DO YOU KNOW THEIR STORY?
HUMAN CONNECTIONS

ALL IN FOR ALL KIDS
RADIATE KINDNESS

BULLYING 3RD & 4TH GRADE
ASK FOR HELP
MORAL COURAGE
7TH 8TH GRADE WALK AWAY

EMPATHY IS FEELING WITH ANOTHER PERSON

THIS CLASS MEANS MORE TO ME THAN MY OWN FAMILY
JEREMY

EMPATHY IS WE NOT ME

HOW DOES CLARA FEEL?
HOW DO YOU KNOW?
IT WORKS BECAUSE EMPATHY IS A VERB

ROOTS OF EMPATHY
HELPFUL OR HURTFUL?
PLUS OR HANDICAP?
MRS RICHARDSON

MORAL COURAGE
YOU WANT TO BE WHERE EVERYBODY KNOWS YOUR NAME



ABC'S OF EMPATHY
A ASPECT FEEL WITH
B BEHAVIORAL COMPASSION IN ACTION
C COGNITIVE UNDERSTANDING

EMOTIONAL LITERACY

ARE THEY STILL GOING TO HATE ME?
CAN I STILL BE A GOOD DAD?
KINDNESS MINDSET

H+H
FEEDBACK
WHAT ARE THE COLORS OF THEIR EYES?

BALD EAGLES
I CAN'T SLEEP THERE'S A KID FROM HOUSTON IN THE BED ROOM
NEGOTIATING FOR PEACE

TEACHING IS EVERYWHERE
WHAT KIND THING DID YOU DO?
EMPATHY IS A VERB

IN PERSON BULLYING
ONLINE BULLYING

SCHOOL
WELCOME HAVE A GOOD DAY

BUDDY BENCH
EMPATHY MATTERS
READ CHAPTER 8
BULLYBUSTING TECHNIQUES

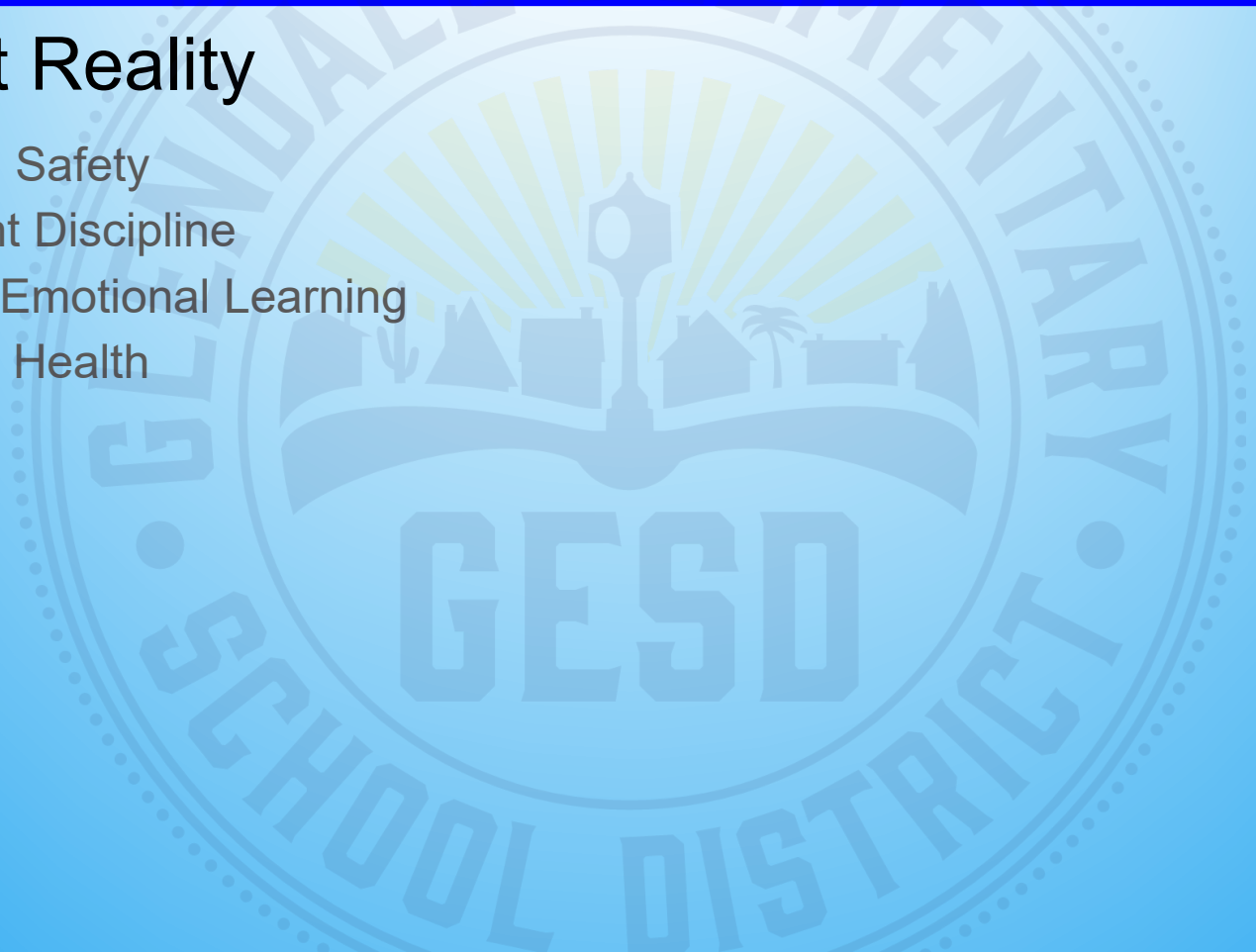
EMPATHY SKILLS ARE TEACHABLE
STOP TALK
LUCY





Current Reality

- School Safety
- Student Discipline
- Social Emotional Learning
- Mental Health





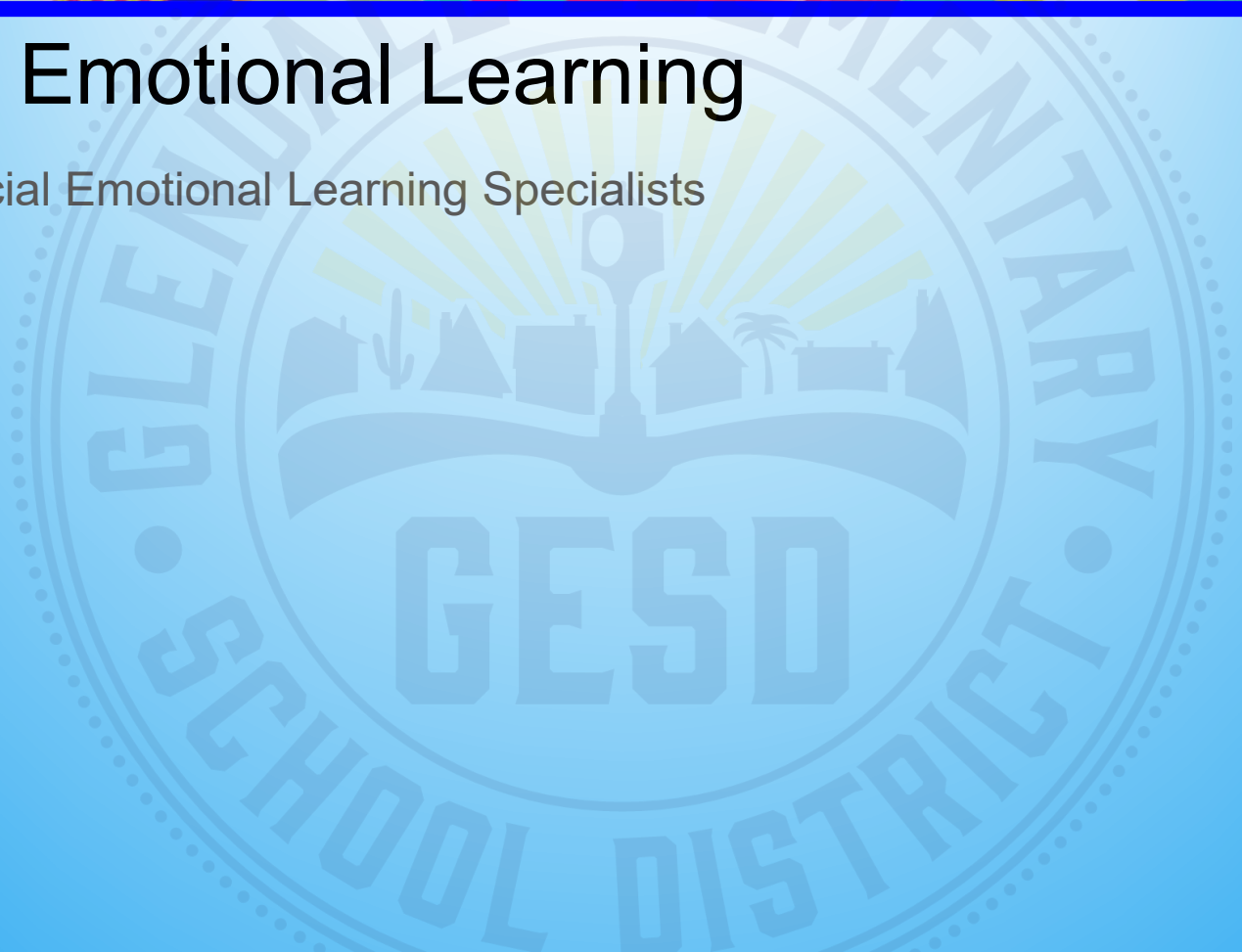
Outcomes

- Clear understanding of a continuum of support and services for students and families (Multi-Tiered System of Support model)
- Understanding of how a Collaborative Care Team is utilized to support a positive connection between staff, students, and families so that students are empowered to report safety and well-being concerns such as self-harm behaviors
- Usage of targeted staff to increase mental health awareness and literacy of staff and to improve the quality of school-based services



Social Emotional Learning

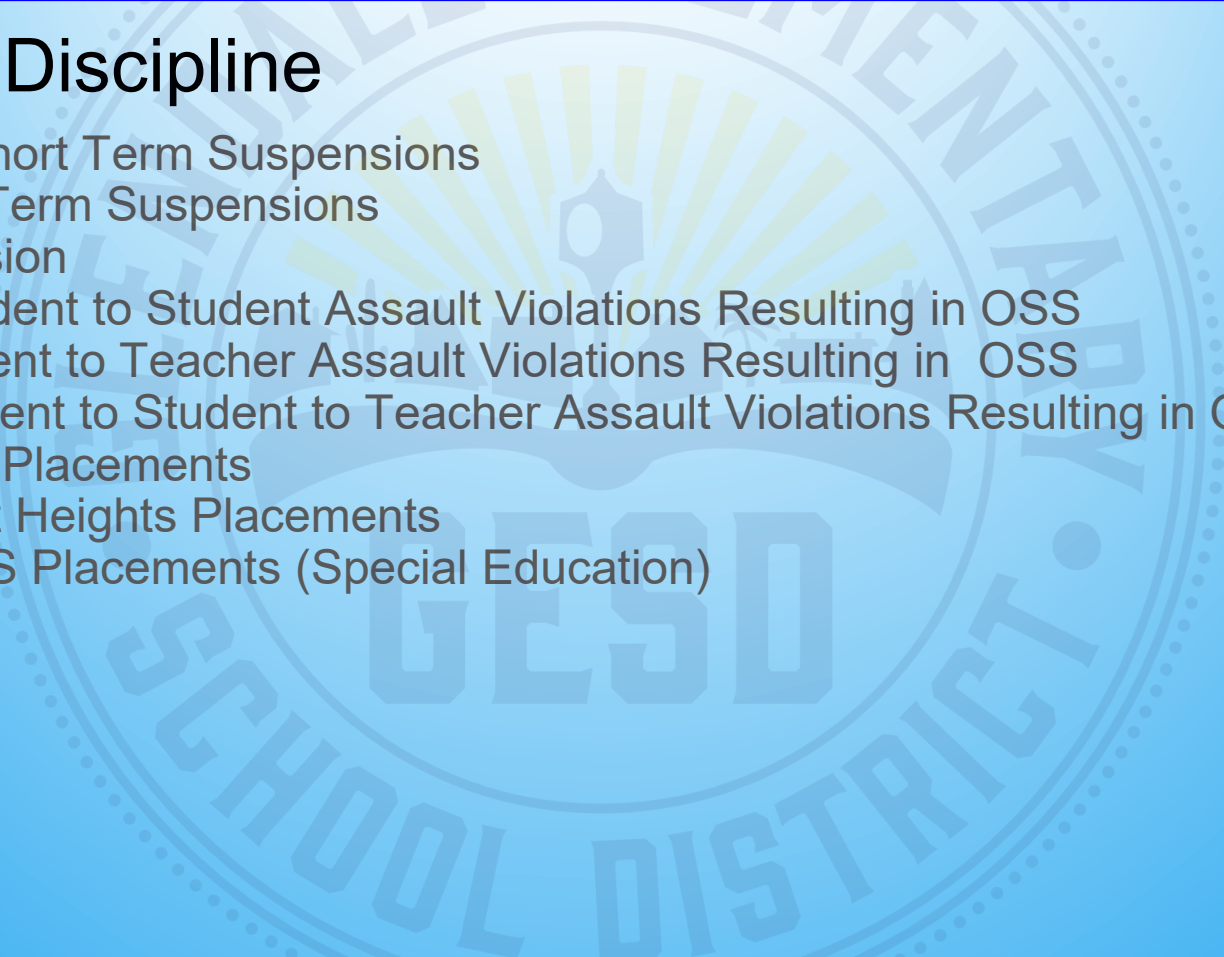
- 19 Social Emotional Learning Specialists





Student Discipline

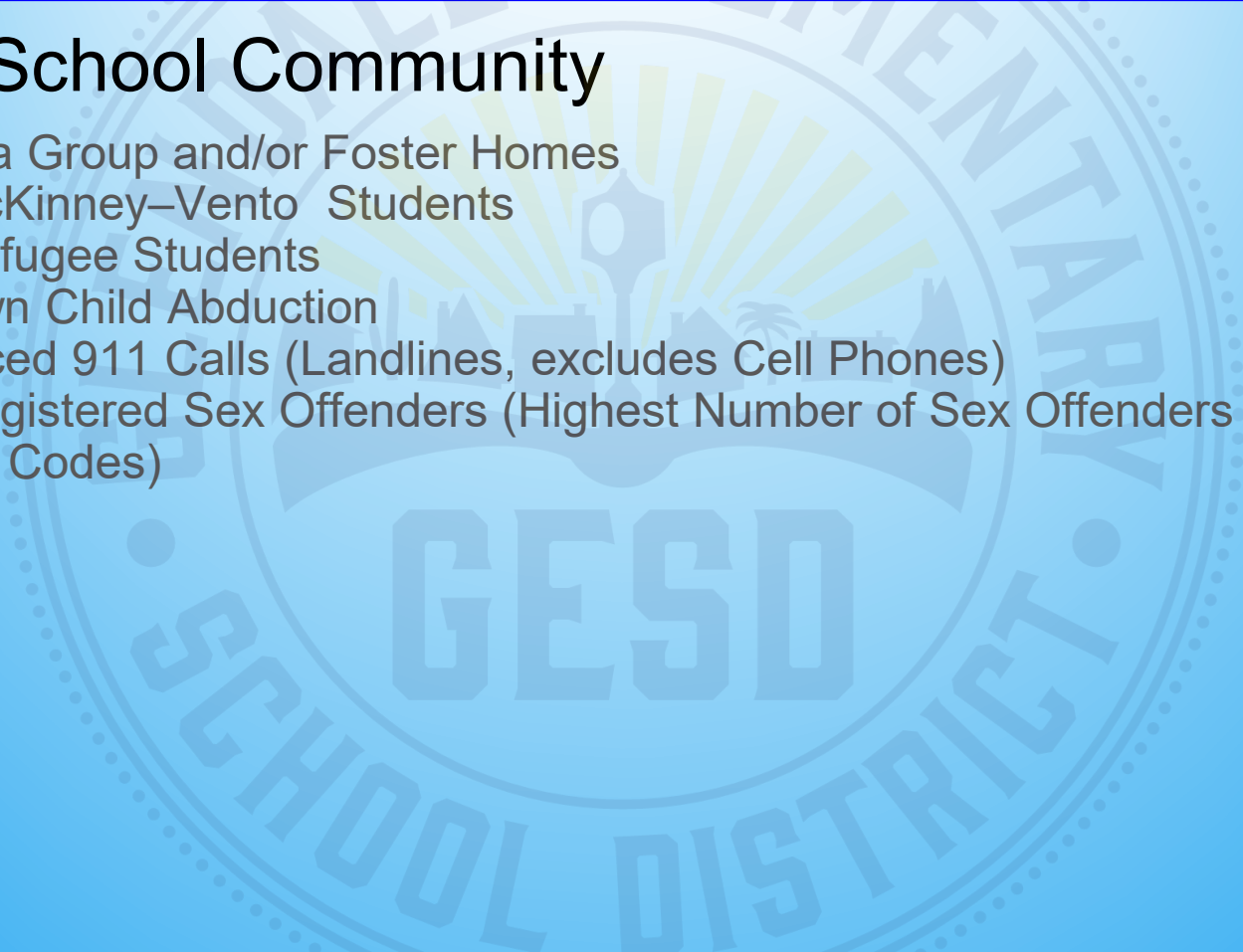
- 2,041 Short Term Suspensions
- 2 Long Term Suspensions
- 1 Expulsion
- 204 Student to Student Assault Violations Resulting in OSS
- 43 Student to Teacher Assault Violations Resulting in OSS
- 10 Student to Student to Teacher Assault Violations Resulting in OSS
- 36 GSA Placements
- 4 Desert Heights Placements
- 21 ACES Placements (Special Education)





GESD School Community

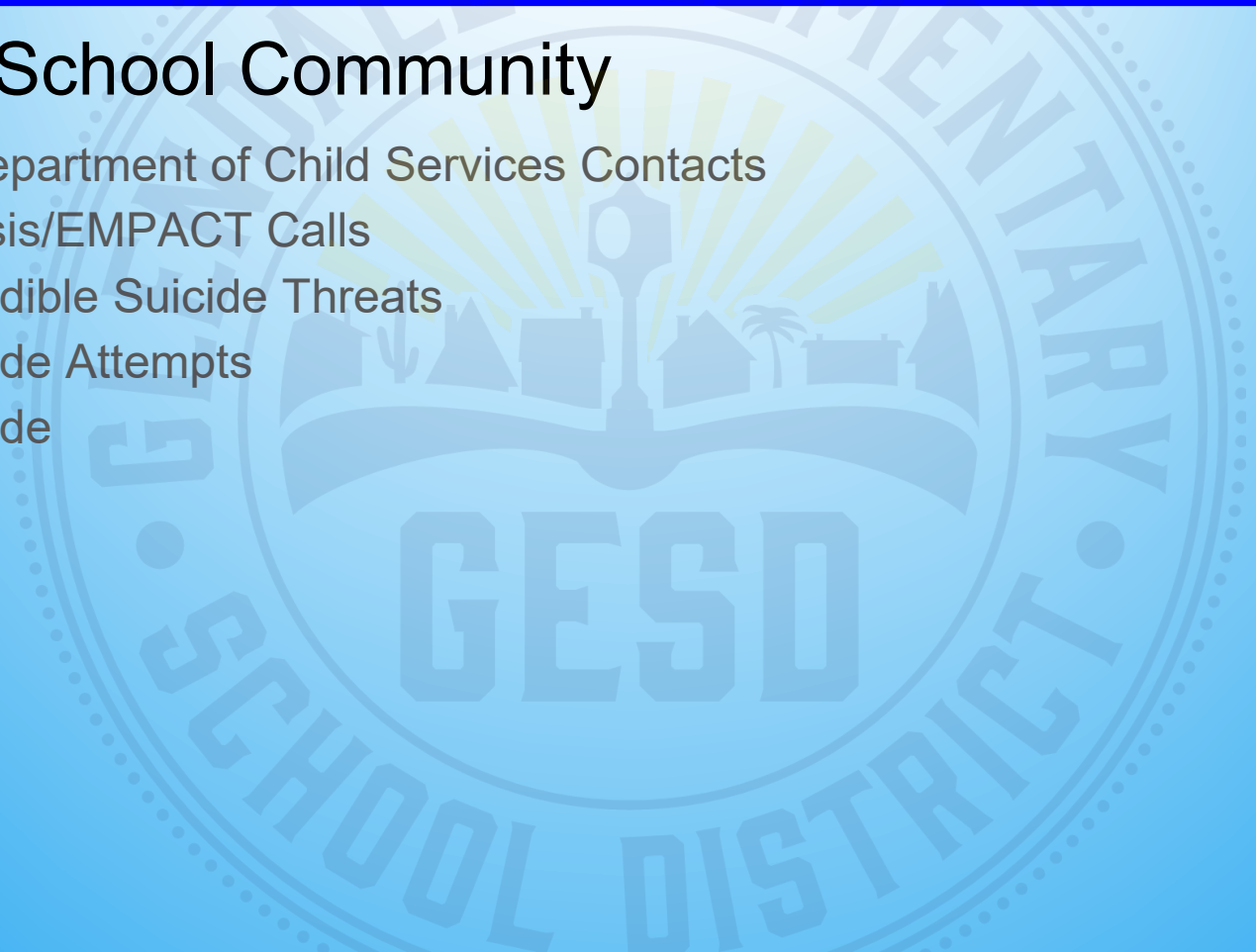
- 18 Area Group and/or Foster Homes
- 198 McKinney–Vento Students
- 210 Refugee Students
- 1 Known Child Abduction
- 80 Placed 911 Calls (Landlines, excludes Cell Phones)
- 591 Registered Sex Offenders (Highest Number of Sex Offenders Residing in our Zip Codes)





GESD School Community

- 387 Department of Child Services Contacts
- 93 Crisis/EMPACT Calls
- 85 Credible Suicide Threats
- 5 Suicide Attempts
- 1 Suicide





Mental Health

- A New Leaf
- LA Frontera
- Southwest Behavioral and Health Services
- Touchstone

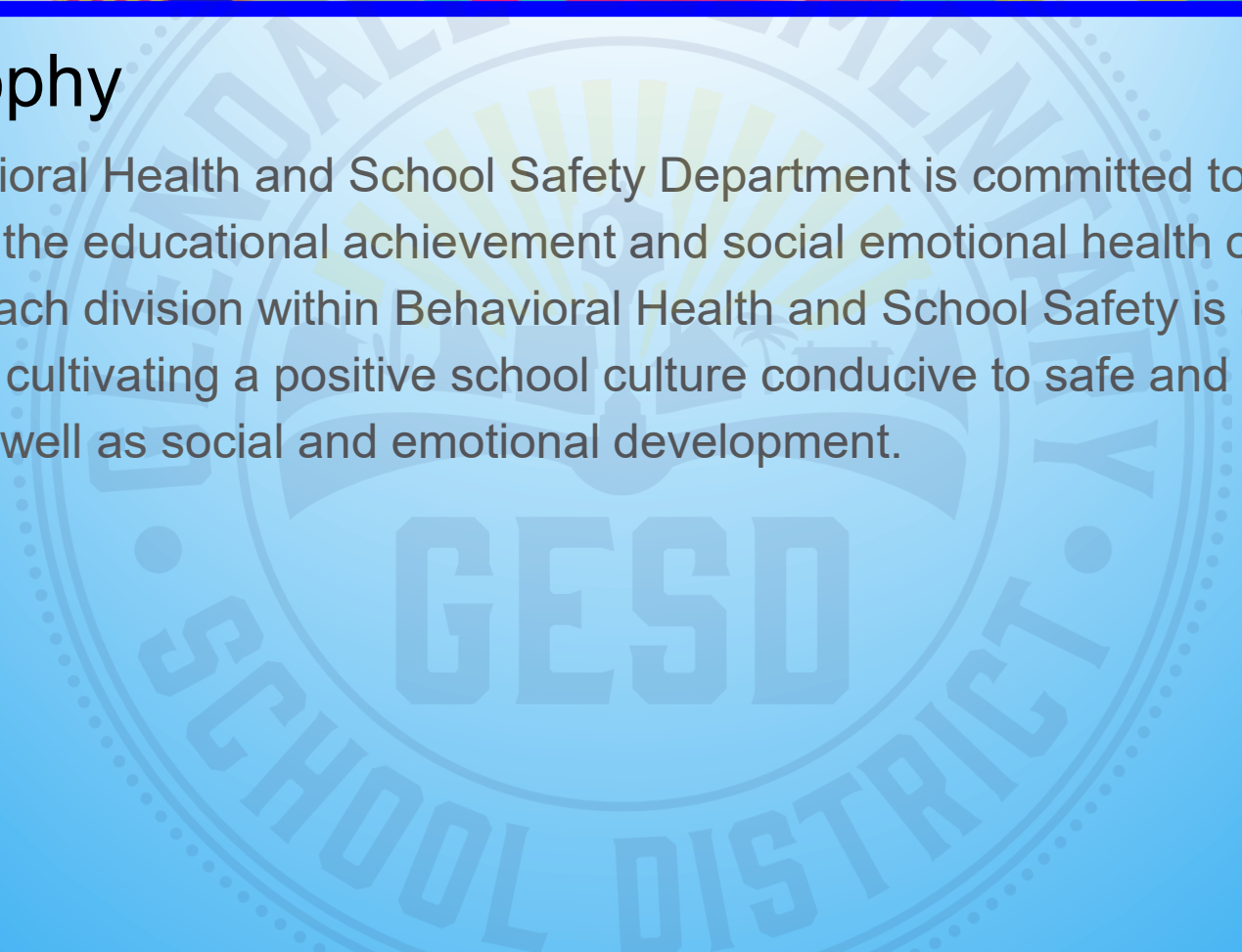
LA Frontera, A New Leaf and Southwest Behavioral and Health Services provide small group, individual and family therapy that address behavioral and mental health choices, coping skills, working through issues such as grief.

In addition, professional development for staff to promote healthier social and emotional skills in youth such as Mental Health First Aid, Trauma Informed Classrooms, Suicide Prevention and identifying behavioral and mental health concerns.



Philosophy

The Behavioral Health and School Safety Department is committed to supporting the educational achievement and social emotional health of all children. Each division within Behavioral Health and School Safety is designed to assist in cultivating a positive school culture conducive to safe and academic growth, as well as social and emotional development.





MTSS In GESD 40

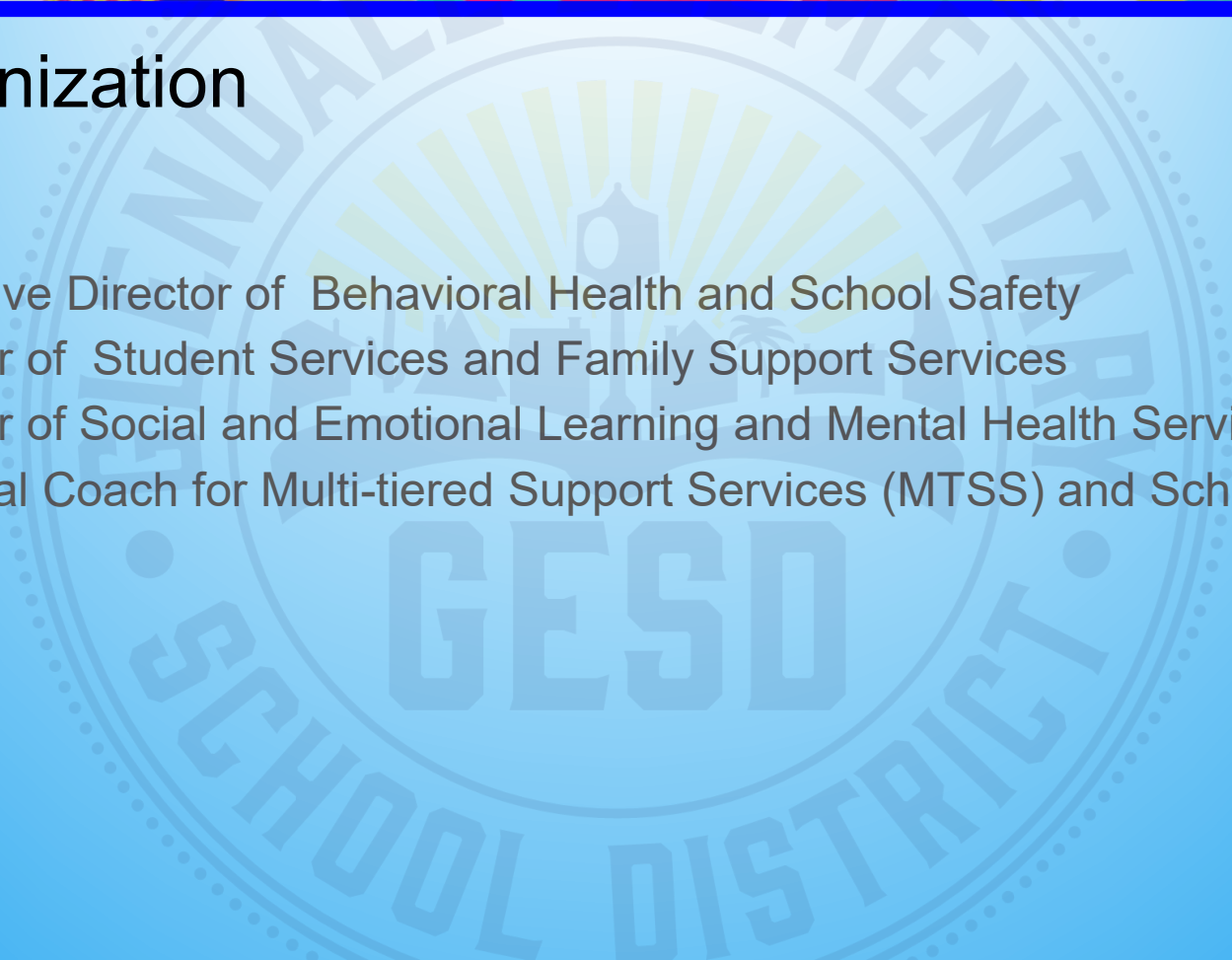




Reorganization

New Model

- Executive Director of Behavioral Health and School Safety
- Director of Student Services and Family Support Services
- Director of Social and Emotional Learning and Mental Health Services
- Principal Coach for Multi-tiered Support Services (MTSS) and School Culture





A New Focus

1

District

- Build and maintain an infrastructure for a safe school environment for students and staff inclusive of Mental Health services for school-aged youth

2

Staff

- Implement initiatives that promote social and emotional learning
- Enhance the current MTSS framework

3

Students

- Increase in student SEL competencies
- Decrease in discipline referrals related to targeted Mental Health areas

4

Parents

- Develop a parent training initiative with wrap-around services for safety and social and emotional well-being

5

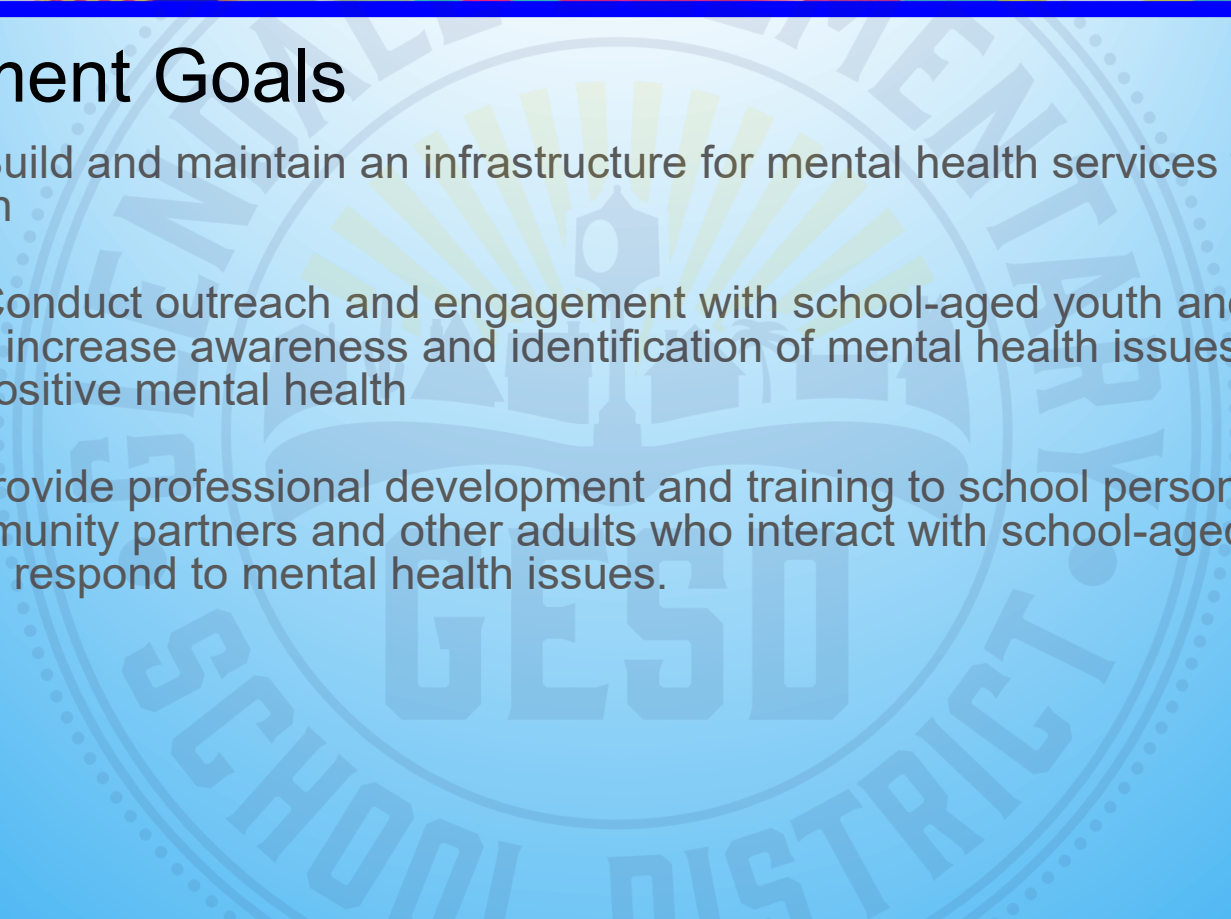
Community

- Identify a full continuum of care within a multi-tiered system of support by school and community partners working together and maximizing their respective knowledge and resources



Department Goals

- ◆ Goal #1: Build and maintain an infrastructure for mental health services for school-aged youth
- ◆ Goal #2: Conduct outreach and engagement with school-aged youth and their families to increase awareness and identification of mental health issues and to promote positive mental health
- ◆ Goal #3 Provide professional development and training to school personnel, SEA staff, community partners and other adults who interact with school-aged youth, to detect and respond to mental health issues.





Social Emotional Specialists

- Usage of Social Emotional Specialists
 - Increase mental health awareness and literacy of those who interact with school-aged youth
 - Work to improve the quality of school-based services
 - Use of trauma-informed approaches
 - Social and emotional learning for students and families.





Social Emotional Learning Training

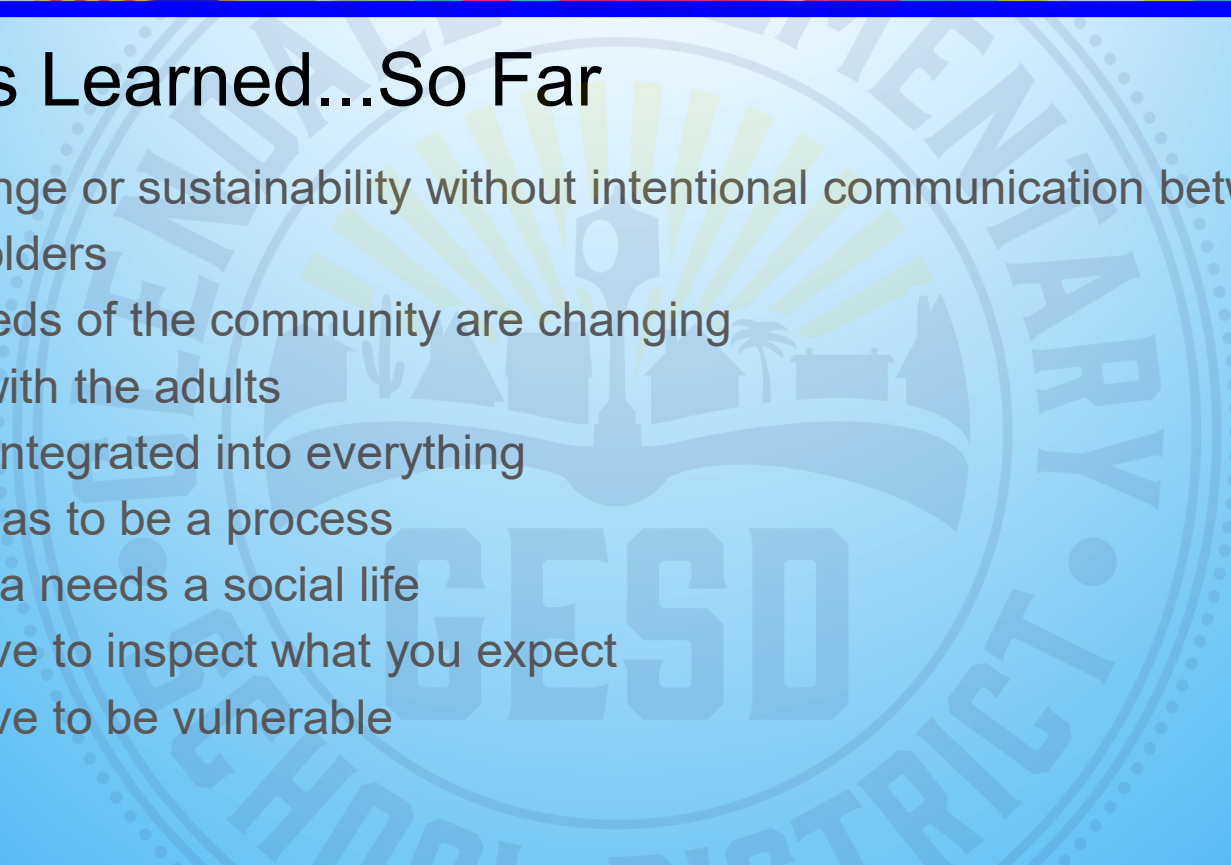
Topics:

- Adverse Childhood Experiences
- Multi-tiered System of Support in Behavior
- Positive Behavioral Interventions and Supports (PBIS)
- Well Managed Classrooms
- Trauma Informed Practices
- Regulating Emotions
- Self-Injury and Suicide Threat
- Bullying
- Protocols for Responding to Aggressive Student Behavior
- Threat Assessment
- Youth Mental Health First Aid
- Question, Persuade, and Refer for Suicide Prevention



Lessons Learned...So Far

- No change or sustainability without intentional communication between all stakeholders
- The needs of the community are changing
- Starts with the adults
- SEL is integrated into everything
- There has to be a process
- The data needs a social life
- You have to inspect what you expect
- You have to be vulnerable



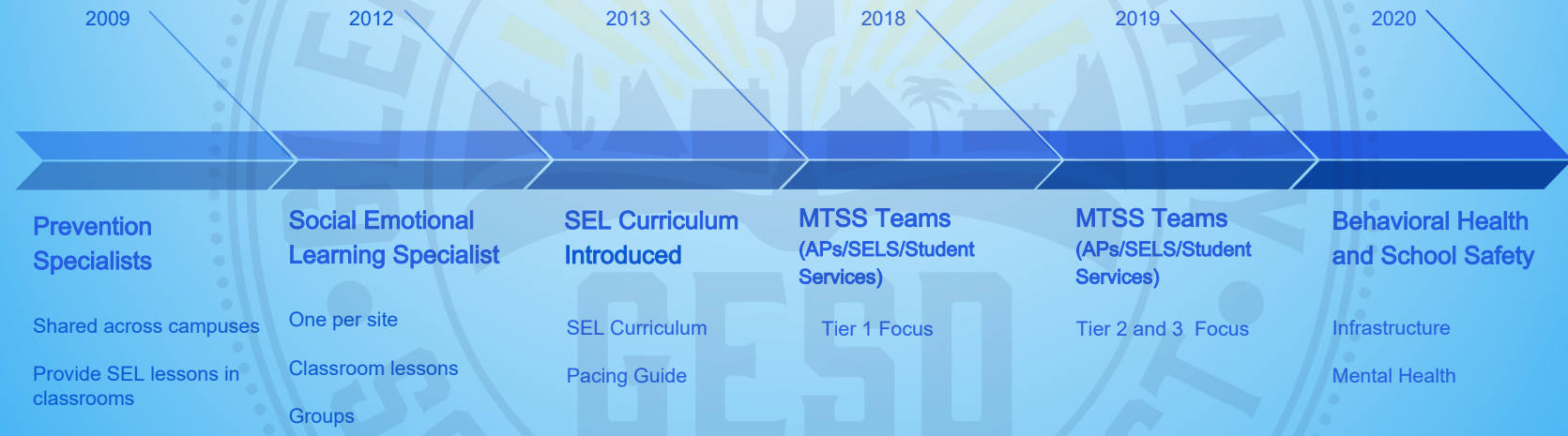


Next Steps

- Develop and implement a common language throughout GESD with all stakeholders
- Expand ownership of Multi-Tiered System of Support
- Incorporate more parental training
- Addition of Social Workers
- Identify, train and implement SEL Curriculum to support individual school and student needs
- Identify SEL screener
- Expand and formalize partnerships
- Continue to strengthen relationship with Glendale Police Department and Courts
- Explore what trauma looks like in Glendale
- Dig into SEL Competencies
- Restorative Schools



Progress



A Mosaic of Minds

In Glendale Elementary School District, we are 'a mosaic of minds', weaving our story into the community by using our unique differences to construct a diverse foundation for vibrant futures in school classrooms and throughout the heart of Glendale. **AMOM** encourages us to share our story through kindness and leave a lasting mark on our community. Please join **AMOM** in radiating kindness today!

www.gesd40.org





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