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, Bluffsview Elementary School
Sarah Detling - Mental Health Specialist, Bluffsview, 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
2. Principal support
3. Teacher & instructional support
4. Standards reflect all learning domains
5. Assessments gauge all learning domains
6. Accountability system honors all learning domains
7. Meet needs of whole child
8. Expand quality early learning
9. Develop literacy skills
10. Transform high school: provide more paths to graduation

**Ohio Strategic Plan For Education: 2019-2024**

Ohio Department of Education
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
<table>
<thead>
<tr>
<th>School/Building</th>
<th>Counselors/Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>TWHS</td>
<td>5 counselors, 1 full time MHS</td>
</tr>
<tr>
<td>WKHS</td>
<td>4 counselors, 1 full time MHS</td>
</tr>
<tr>
<td>Linworth</td>
<td>.5 counselor, 1 day MHS</td>
</tr>
<tr>
<td>Phoenix/Worthington Academy</td>
<td>1 counselor, 2 days MHS</td>
</tr>
<tr>
<td>Kilbourne Middle</td>
<td>1.5 counselor, 2 days MHS</td>
</tr>
<tr>
<td>McCord Middle</td>
<td>1.5 counselor, 2 days MHS</td>
</tr>
<tr>
<td>Worthingway Middle</td>
<td>1 counselor, 2 days MHS</td>
</tr>
<tr>
<td>Elementary buildings</td>
<td>1 counselor each, 1-2 days each MHS</td>
</tr>
<tr>
<td>Sutter Park</td>
<td>no counselor, 1 day MHS</td>
</tr>
</tbody>
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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

<table>
<thead>
<tr>
<th></th>
<th>Academic</th>
<th>College/Career</th>
<th>Personal/Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>3%</td>
<td>1%</td>
<td>96%</td>
</tr>
<tr>
<td>Middle School</td>
<td>7%</td>
<td>0%</td>
<td>93%</td>
</tr>
<tr>
<td>High School</td>
<td>25%</td>
<td>36%</td>
<td>39%</td>
</tr>
<tr>
<td>All K-12 Counselors</td>
<td>19%</td>
<td>24%</td>
<td>57%</td>
</tr>
</tbody>
</table>
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?