



Mental and Social- Emotional Support Continuum

By the end of this presentation...

- Gain an understanding of the behavioral/social emotional continuum and its connection to our SPSA.
 - School Plan for Student Achievement (SPSA)
 - Tiered system of supports
 - Parent Conference
 - Case Conference
 - Student Success Team (SST)
 - 504/Special Education Supports
 - DIS Counseling
 - Educationally Related Social Emotional Services (ERSES)

CVUSD Mission Statement

In Conejo Valley Unified School District, we believe **ALL students deserve an exceptional educational experience filled with opportunity and choices...**We believe in a partnership between the community, parents, students and faculty...**CVUSD is committed to all students** reaching their full potential in a **supportive and academically challenging environment** which includes Honors, Advanced Placement (AP) classes, an International Baccalaureate Program (IB), School-to-Career opportunities and additional support programs for English Language Learners, **at-risk students, homeless, foster and students with alternative learning styles.**



School Plan for Student Achievement

LCAP Goal #3 Provide communication and targeted outreach that informs the community of program and opportunities that support positive student outcomes

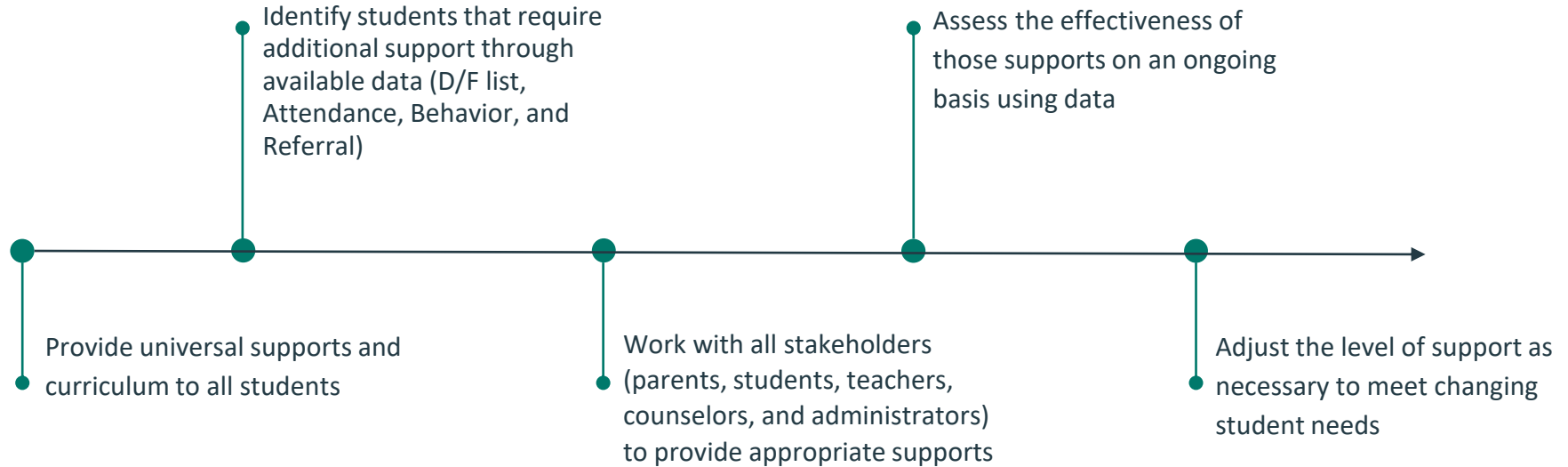
- **Communicate with students, parents, and community using the weekly Viking Voice**
- **Communicate with students, parents, and community using the Redwood Website**
- **Enhance attendance at ELAC, GATE, SSC, SEDAC, AADAC, and PTSA meetings and activities**
- **Encouraging parents to logon to Q and monitor student progress**
- **Principal will send a smore newsletter twice a month to all community and school stakeholders sharing upcoming events and happenings on campus.**

School Plan for Student Achievement

LCAP Goal #4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes.

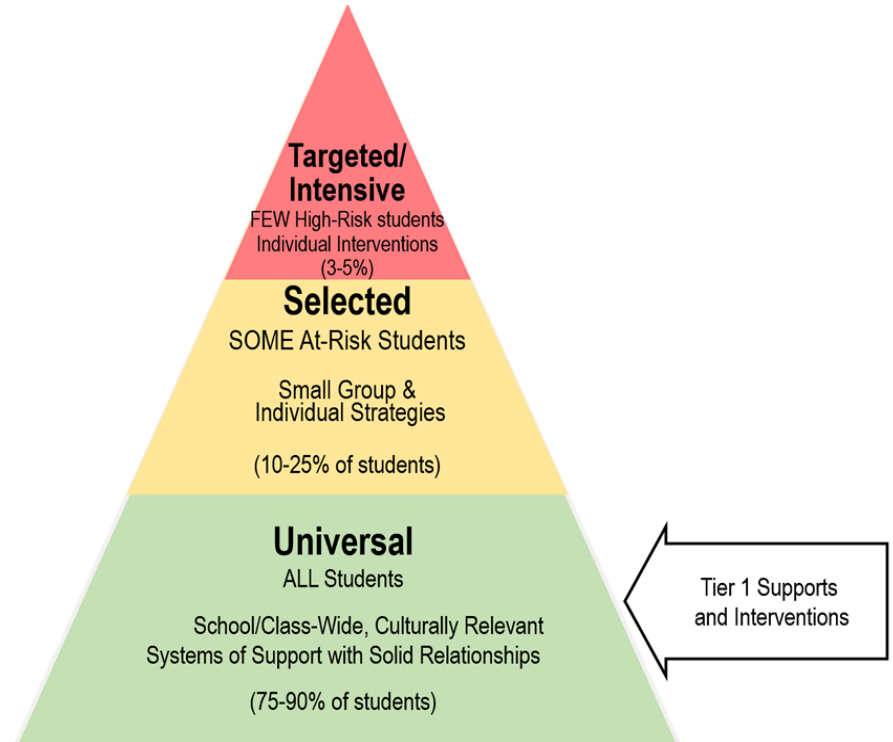
- **Guiding coalition, supported by teacher leaders, will develop SEL lessons to help support the social emotional needs of all students on campus including our (SWD, SED, and EL).**
- **Provide opportunities for increased student engagement and further connections to the Redwood community through clubs**
- **Continue to support students through Community Circles, Restorative Justice Circles and positive reinforcements as opposed to punitive measures such as detentions and suspensions**
- **Redwood Middle School will utilized wellness counselors and mental health technician to support the well being and social emotional health of our students.**
- **Counselors providing Tier 2 Interventions with students including but not limited to student groups for social emotional wellness and intensive counseling sessions with our most vulnerable students.**
- **PBIS Guiding Coalition will support and implement a schoolwide behavior management system that supports TIER 1 and TIER 2 behavior interventions.**

What does the process look like?



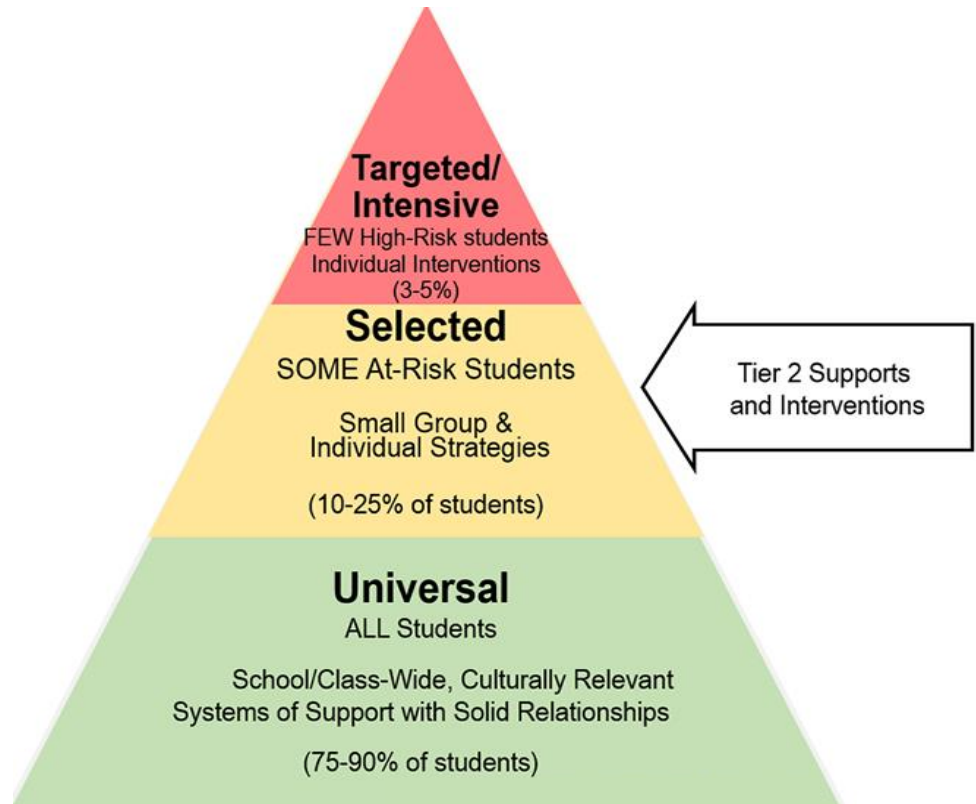
Tier 1: Universal Supports

- Generally delivered in the classroom
- Sufficient support for 75-90% of students
- Social-emotional supports include:
 - Second Step
 - School Counseling Push-In Lessons
 - Student led clubs
 - Band
 - Choir
 - Athletics (Intramural/After School)
 - ASB/Lunchtime Activities (LTA)



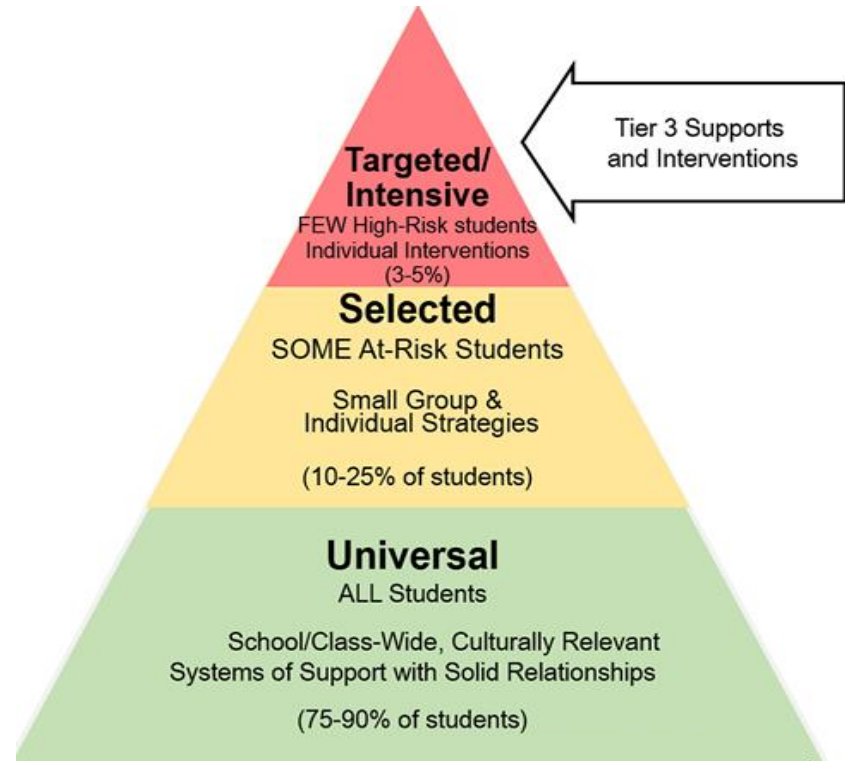
Tier 2: Case Conference

- Supporting 10-25% of students
- Counselor, parent, student meet
- Individual Strategies
 - “Red Card” (anxiety)
 - Counselor checks
 - Ongoing wellness counseling
 - CRPD Mentor Program
- Small group supports
 - Lunch Bunch
 - Girls Empowerment
 - Social Skills
 - Grief
- Continued progress monitoring



Tier 3: Student Success Team (SST)

- Supporting 3- 5% of students
- Parent, counselor, school psychologist, administrator, special education representative, teacher(s), student (opt.).
 - Review data
 - Evaluate progress
 - Recommend additional interventions (Breakthrough, Interface, etc.)
- Continue with:
 - Check-ins
 - Red Card
 - Wellness counseling
 - Progress monitoring
- Possible Assessment for Special Education



504/Special Education Assessment

504: General Education

- An assessment to determine need
- Accommodations to support social and emotional needs
 - Wellness Counseling
 - Break Cards
 - Social Emotional/Behavioral accommodations based on need

IEP: Special Education

- Cognitive/Academic/Social-Emotional
- Determine if a need exists
- Present goals
- Accommodations
- Services
 - Wellness
 - DIS Counseling
 - ERSES
 - Co-eds

Bringing It All Together

- Communication through the Viking Voice
- PTSA supporting Red Ribbon Week, Abilities Awareness Week, PTSA sponsored events
- Parent LBGQT+ committee
- GATE committee/activities
- DELAC
- Principal Newsletters
- Wellness Counseling
- Student Led Clubs
- Performing Arts
- Teen Center Sports
- National Inclusion Week/Abilities Awareness Week
- ASB Activities
- SWAPA, Renaissance, Stellar Student
- Guiding Coalition
 - Grading for Equity
 - Positive Behavior Support
 - Social-Emotional Learning (Second-Step)