

K-12 Sanford School Counselors, Social Workers and Outreach



Determining Needs: The Key to our programming

K-12 we use data to determine our students' needs.

We analyze attendance, academic and behavioral data.
At SMS and SHS we also analyze MIYHS data.

Additional needs assessments:

Elementary: teacher survey: SRRS Universal Screener

SMS: student needs assessment

SHS: student needs assessment

We also take parent referrals, teacher referrals
and student self referrals



School Counselor/Social Work and Outreach Caseload

CJL 427:1 (SEL Teacher)

MCS 391:1 (SEL Teacher)

SPE 359:1 (SEL Teacher)

SMS: 927:4

SHS:1047:4 and K-12 Director

SRTC:(Sending School Students) 429:1

K- 12 School Social Work (50 average)

K-12 Special Education Social Work (50 average)

Outreach: 64 referrals (average) (2 positions P-K-12)

***1 Position shared between 3 elementary schools

K-12 Social Work Referrals

Top 5 Reasons for Referral:

Anxiety

Depression

Home Related Issues

Social Skills

Self-Esteem

Referred by:

Student Assistance Team,

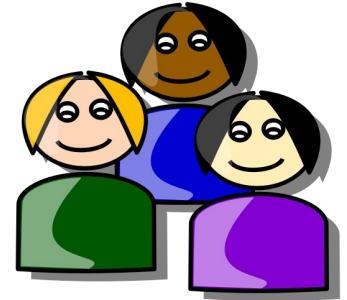
School Counselors,

Administration,

Parent(s)/Guardians,

Self Referral,

Outside Agencies (DHHS, Hospitals, Doctors office)



- Average Caseload of K-12 social work: 50 (per social worker)
- Students are seen one-on-one, small group, push in (elementary only)

K-12 Social Work Services Provided

GROUPS OFFERED

- GRIEF
- ANGER MANAGEMENT
- ANXIETY
- DECISION MAKING SKILLS
- STUDY SKILLS
- SOCIAL SKILLS
- SELF REGULATION
- SELF ESTEEM
- ATTENDANCE
- SUBSTANCE USE/EDUCATION



CONSULTATION/COLLABORATION

- Drug Free Communities Task Force
- Community Provider Consults
- Sweetser Case Review
- Collateral time (Phone/emails)
- Department Meetings
- Staffing/504/Individual Education Plan
- Re-entry from crisis/hospitalization

Special Education Social Work

Differences in Special Ed SW vs. Regular Ed SW:

- SpEd Social Work services are determined necessary by IEP team
- Related services are meant to assist students in accessing their Special Education programming

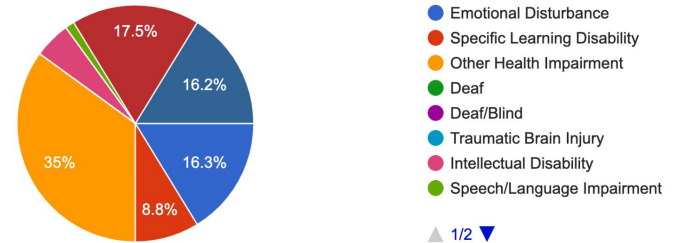
Caseload Sizes Among the District:

- PRIDE K-4 Total of 30
- CJL K-4 Total of 44
- MCS K-4 Total of 35
- SMS 5-8 Total of 49
- SMS 5-8 Total of 58
- SHS 9-12 Total of 80

(Example)SHS

What is the student's qualifying disability?

80 responses



Top Skills Being Worked On:

- Executive Functioning (i.e. organization, time management, self-monitoring)
- Social Skills
- Impulse Control
- Emotional/Self-Regulation
- Anger Management
- Problem Solving
- Conflict Resolution

Outreach



The role of of Sanford Schools' Outreach Worker is truly ever evolving. The essential core of our work is centered on building connections and relationships with students and families and collaborating with/ utilizing school and community resources.

Local Community Resources Update

- DHHS-OCFS is currently only staffed at 74% for caseworkers and down a supervisor.
- Typical wait time for private counseling is 6 months or more locally.
- Typical wait time for psychiatric evaluation is 9-12 months locally.
- Typical wait time for Home Community Therapy (HCT) Services is 12-18 months locally.

OUTREACH UPDATE

Support..Connections...Resources

64 Elementary referrals

48% of referrals pre-k and K

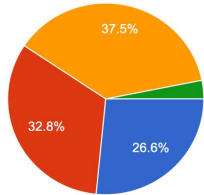
87 % parent support

48% housing support

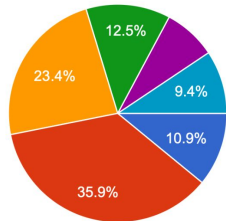
23% attendance support

20% Behavioral Health referrals

School
64 responses



Grade
64 responses



66 Referrals - SMS/SHS

41% Housing insecurity

37.5% JICH/JICIA

36% Behavioral Health referrals ***some students have multiple reasons for a referral**

Outreach Prevention Work:

Vaping Panels and presentations

Challenge Days

Sources of Strength

PreK connections

The Walking School Bus

K-12 School Counseling Program Delivery

Direct and Indirect Student Services

Elementary/Middle/High School

- Curriculum
- Individual student planning
- Responsive Services
- System Support



ELEMENTARY STUDENT NEEDS



ALTOGETHER 73% OF K-4 STUDENTS HAVE SOME SORT OF INDIVIDUALIZED PLAN OF SERVICE OR INTERVENTION

1. SOCIAL/EMOTIONAL

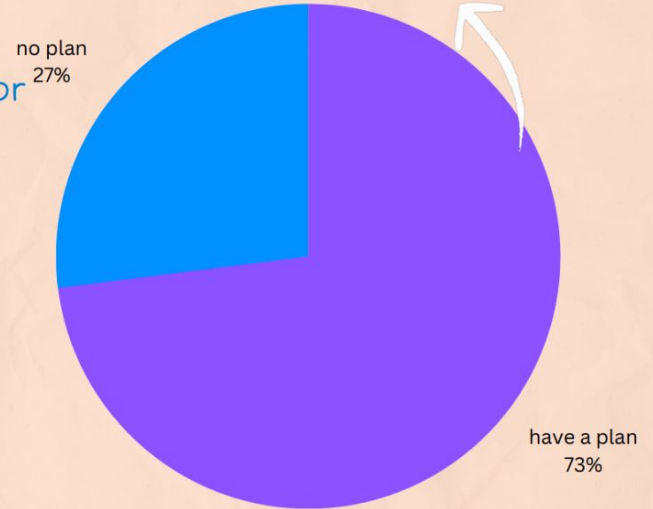
Teachers rate students using a Student Risk Universal Screening Scale three times per year. This fall 26% of K-4 students were identified with moderate to high concerns for externalizing behaviors and 33% of K-4 students were identified with moderate to high concerns for internalizing social needs such as anxiety and withdrawal.

2. ACADEMIC

The Multi Tiered System of Supports Team identified 39% of K-4 students who need will need an individualized plan for intervention academically and/or behaviorally.

3. DISABILITIES

IEP teams and 504 Teams identified 30% of K-4 students for Individualized Educational Plans for special education services or 504 plans for classroom accommodations.



TIER 1: PROACTIVE SEL LESSONS FOR ALL

3 School Counselors

302 SEL LESSONS

one K-1 SEL Teacher

ESSER FUND POSITION

308 SEL LESSONS

75 Teachers

750 SEL LESSONS

TIER 2 & 3: REACTIVE SEL INTERVENTIONS:

3 School Counselors

235 STUDENTS
seen
individually or
in groups

3 Social Workers

ESSER FUND POSITION

195 STUDENTS
seen
individually or
in groups

Student Support Room

ESSER FUND POSITION

Check in check out
Social Visits
Class visits

Average 173 elementary students per school have used this support since September 2021.

Sanford Middle School

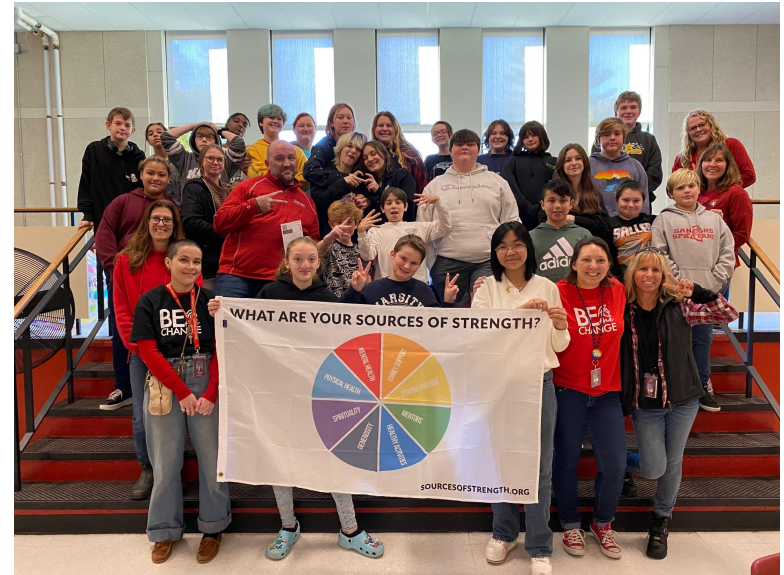
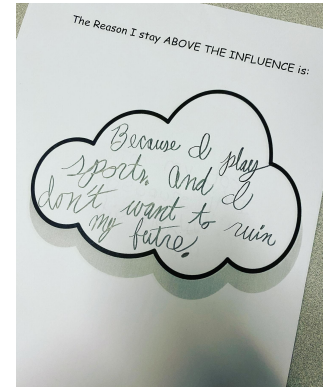
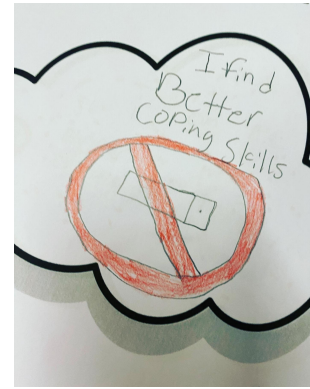
NEEDS:

- Suicide Ideation Assessments = 43+
- Drug Offenses = 19
- IEP & 504 Plans = 30% of students
- Student Assistance Team (SAT) Referrals = 44

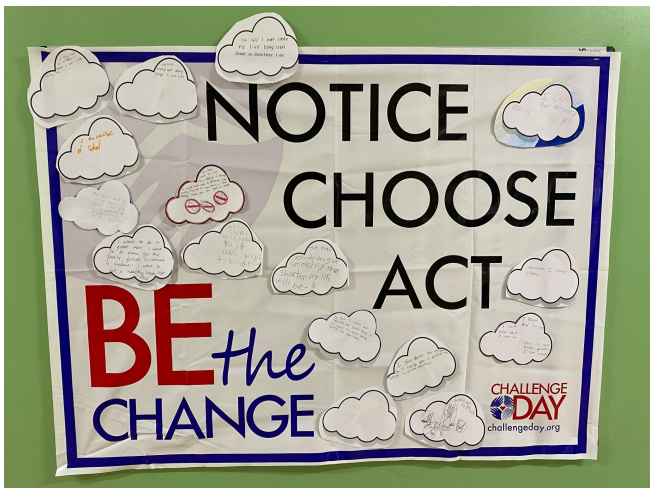
- Student Survey Fall 2022: What are the top EMOTIONAL concerns you need support with?
 - ◆ Average of **66%** of grades 5-8 students identified **ANXIETY & STRESS** as the top concern.

INTERVENTIONS & SUCCESSES:

- Group Counseling = **Sept-Dec → 22 groups, 143 students**
- Signs of Suicide SOS Lessons Grades 6-8
- Sources of Strength Club
- Second Step SEL Weekly Classroom Lessons
- Challenge Day - 7th & 8th Grade
- Be the Change Awards = **250 Sept-Dec**



SMS - COLLABORATION



POST VAPE PREVENTION PANELS:

- **98%** agree vaping is dangerous for their health.
- **95%** would **NOT** try vaping now after hearing the panel.
- **23 students** have vaped in the past but now want to quit.

→ TIER 1

- ◆ Vaping Prevention Panels Grades 5-8 (Nov & Dec)
- ◆ Classroom Restorative Lessons
- ◆ Clouds Activity & Bulletin Board
- ◆ Red Ribbon Week
- ◆ Guest Speaker (March)

→ TIER 2

- ◆ Group Counseling for Peer Pressure

→ TIER 3

- ◆ Referrals to Substance Abuse Counselors
- ◆ First Time Offenders Restorative Plan

→ FAMILIES

- ◆ Parent-Teacher Conferences Drop In Session with Experts & Handouts
- ◆ Resources in Family Newsletter

Sanford High School

Data of student meetings -1,512

Processed college applications-327 applications

9-12 classroom lessons (English/SS classes) -41

Referred students to Odyssey courses-73

Dual/Concurrent Enrollment Courses by SHS students-166

Monthly Parent Newsletter

Upward Bound- (Highest in Maine)

SAT referrals-87



Guest speakers voted in by SHS students who completed the fall needs survey:

Managing mental health, How to handle pressure, Overcoming challenging circumstances, Managing your physical health.

2022-2023 Program Goals

Academic: 82% of the Class of 2025 was considered “on track” for graduation. “On track” is characterized by students earning 5 credits or more and not failing more than one core course per semester. Goal for this year is to increase this number by 5%.

Attendance: Female sophomore students at SHS who missed more than 20 days at SHS in their freshmen year and who have already missed 4 or more days of school this year will improve school attendance by 10% in their sophomore year as compared to their freshmen year.

Social Emotional: Considering the prevalence of vaping among high school students, our goal is to increase student awareness of the dangers of vaping and resources available to help students struggling with vaping addiction. Using a post test 50% of students will report an increase of awareness of the dangers of vaping and resources to help.

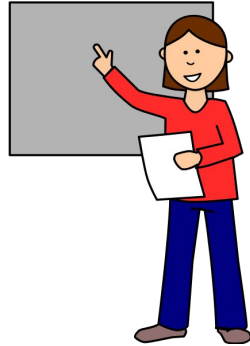
SHS

Speaker Series...

Grades 9-12

Quarterly **Career** Speaker

Quarterly **SEL** Speaker



SWATTING INCIDENT @ SHS

All students and staff processed via a prepared script incident and were provided with opportunities to connect with counselors as well as information related to what were normal reactions to their recent trauma.

Transitioning to SHS

Tier 1:

Spring/Summer Orientation and Tours
1:1 Freshmen Meeting
Classroom lessons-Academic Planning
Career Speakers
SEL Speakers
Club and Activity Fair

Tier 2:

Delivered to some students

At Risk Group with 9th graders who failed multiple core courses in 8th grade

-Re-evaluated at-risk students by progress report grades and additional group added.

2 or more required course failures: Prioritized freshman meeting, additional meetings as needed, phone call or email home, correspondence w/ teachers, Coordination with Spartan Time teachers

Tier 3:

Delivered to a few students

At Risk Group with 9th graders who failed multiple core courses in 8th grade. 4 more failures: call or email home, correspondence w/ teachers, schedule adjustments as needed, possible identification for additional services in and outside of school/referrals to Alt Program, Special Ed, Social Worker, outside services and/or Outreach

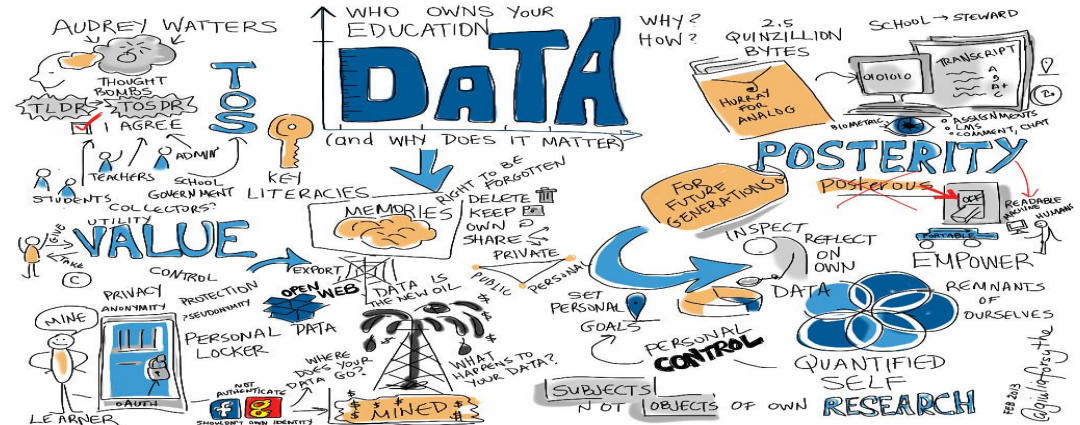


Sanford Regional Technical Center

(7 Sending Schools)

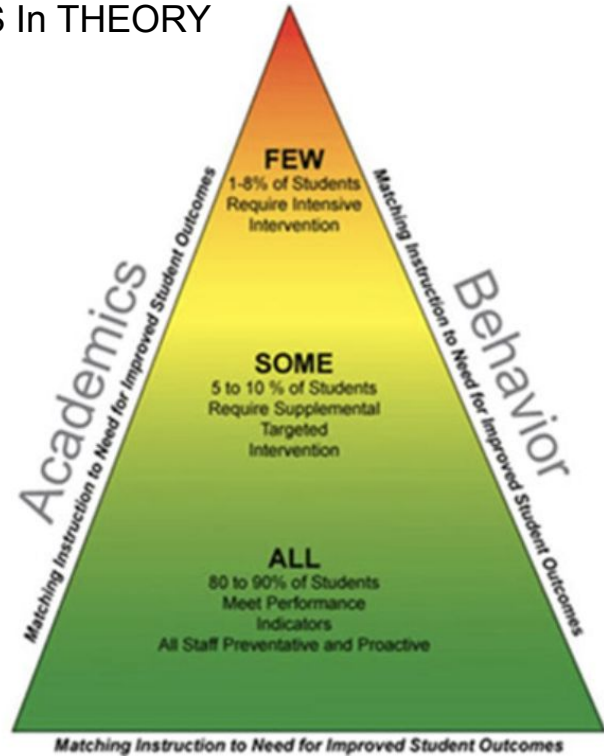
SAT referrals to date this year: **224**

Enrollment: **591**

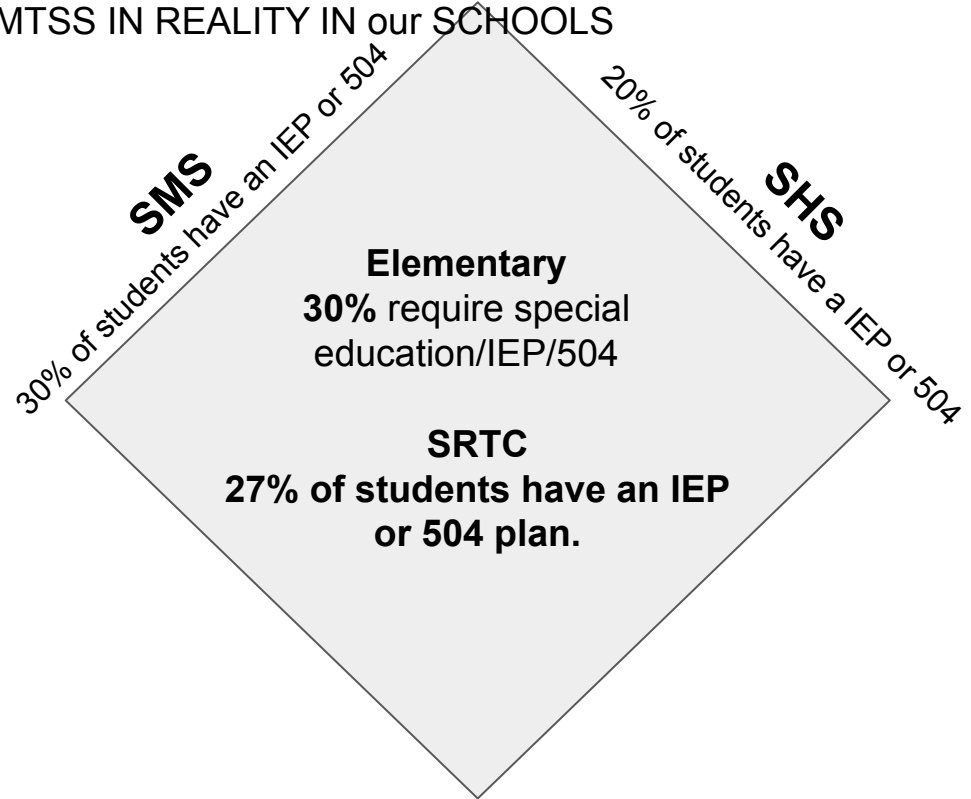


K-12 Intervention needs

MTSS In THEORY



MTSS IN REALITY IN our SCHOOLS



School-counselor-to-student ratios may be optimal at 1:250, but grade level and socioeconomic factors of a district require close consideration.

Needs

- **Maintain 4 regular education social work positions**
- **Additional elementary school counselor**
- **Substance abuse counselor(s) at SMS and SHS**
- **K-8 Full time Attendance Coordinator**
- **Additional Special Education Social Worker Position: SHS**

