
Geneva School District 304

STUDENT SERVICES
SOCIAL AND EMOTIONAL SUPPORTS

Committee Members

Maura Burns – Middle School Assistant Principal

Anne Giarrante – Director of Student Services

Julie Hepker – High School Teacher

Michelle Vargas-Herbst – Middle School Psychologist

Kim Holstein – Elementary Social Worker

Mary Jane Johnson – High School Counselor

Cindy Kovach – High School Counselor

Candace Phelan – High School Psychologist

Beth Plachetka – Middle School Social Worker

Nicolette Pollack – High School Special Education Teacher

Lynn Reilley – Assistant Director of Student Services


Susan Shrader – High School Dean

Shonette Sims – Elementary Principal

Therese White – High School Social Worker

Blake Whitson – Elementary Psychologist

PURPOSE



We are: Self-directed, lifelong learners;
Effective communicators;
Complex, creative, & adaptive thinkers;
And collaborative & productive citizens.

Four million children and adolescents in this country suffer from a serious mental health disorder that causes significant functional impairments at home, at school, and with peers.

Half of all lifetime cases of mental disorders begin by age 14.

Approximately 50% of students age 14 and older who are living with a mental illness drop out of school. This is the highest drop-out rate of any group.

Suicide is the third leading cause
of death in youth ages 15 to 24.

Over 90 percent of children and adolescents who commit suicide have a mental disorder.

BEHAVIOR CHANGES THAT MAY INDICATE A NEED FOR HELP

- Sudden drop in grades
- Changes in friends or personality
- Constant thoughts and fears about personal safety or safety of family members
- Does not want to go to school
- New or frequent complaints of headache, stomach aches, and other illness
- Trouble sleeping or nightmares

“American schools must prepare their students for a world that is impossible to predict with any assurance but in which people will have to be adaptable and flexible, so that they can succeed in changing positions”.

Danielson, 2009

BEHAVIOR CHANGES THAT MAY INDICATE A NEED FOR HELP

Prolonged feelings of sadness and loneliness
Does not care about favorite activities or is “too tired to play”
Feels angry, gets into fights
Trouble concentrating
Running away
Noticeable weight loss or gain
Talks about death/suicide

Schools must consider factors in addition to a student's academic performance such as attendance, social skills, coping skills and behavior regulation.

Research indicates that well-planned
and well-implemented social and
emotional programming can positively
affect academic outcomes

Social and emotional learning skills are foundational to children's ability, and teachers' ability, to implement and be successful in the Common Core standards

National benchmarks require students to not only comprehend material, but to think deeply, argue persuasively, and consider others' perspectives.

A research poll of over 600 teachers found that more than 75% believe that a greater focus of social and emotional learning would be a major benefit to students. Social and emotional learning has a positive impact on workforce readiness, school attendance and graduation, life success, college preparation, and academic success.

It will be difficult for students to achieve
Common Core standards if they are not
working collaboratively and are not engaged.

Problem solving teams must consider goals for students with mental illness related to social skills, coping skills, and social language skills.

**Mental Health in Schools:
It's About Much More Than
Therapy and Counseling**

Mental Health in Schools IS...

Providing programs to promote social-emotional development, prevent mental illness ,and enhance resiliency

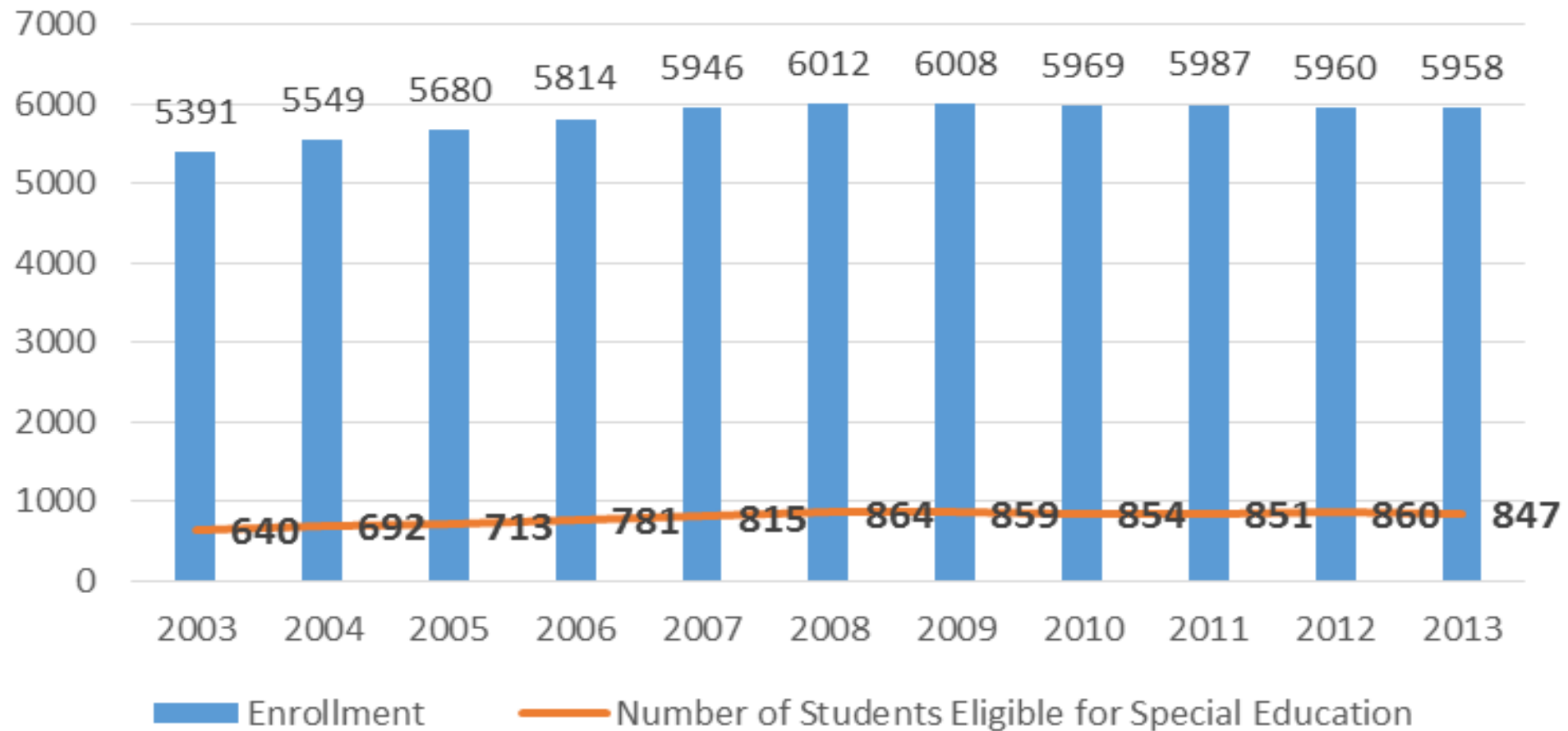
Providing programs and services to intervene early after the onset of behavioral and emotional problems

Mental Health in Schools IS...

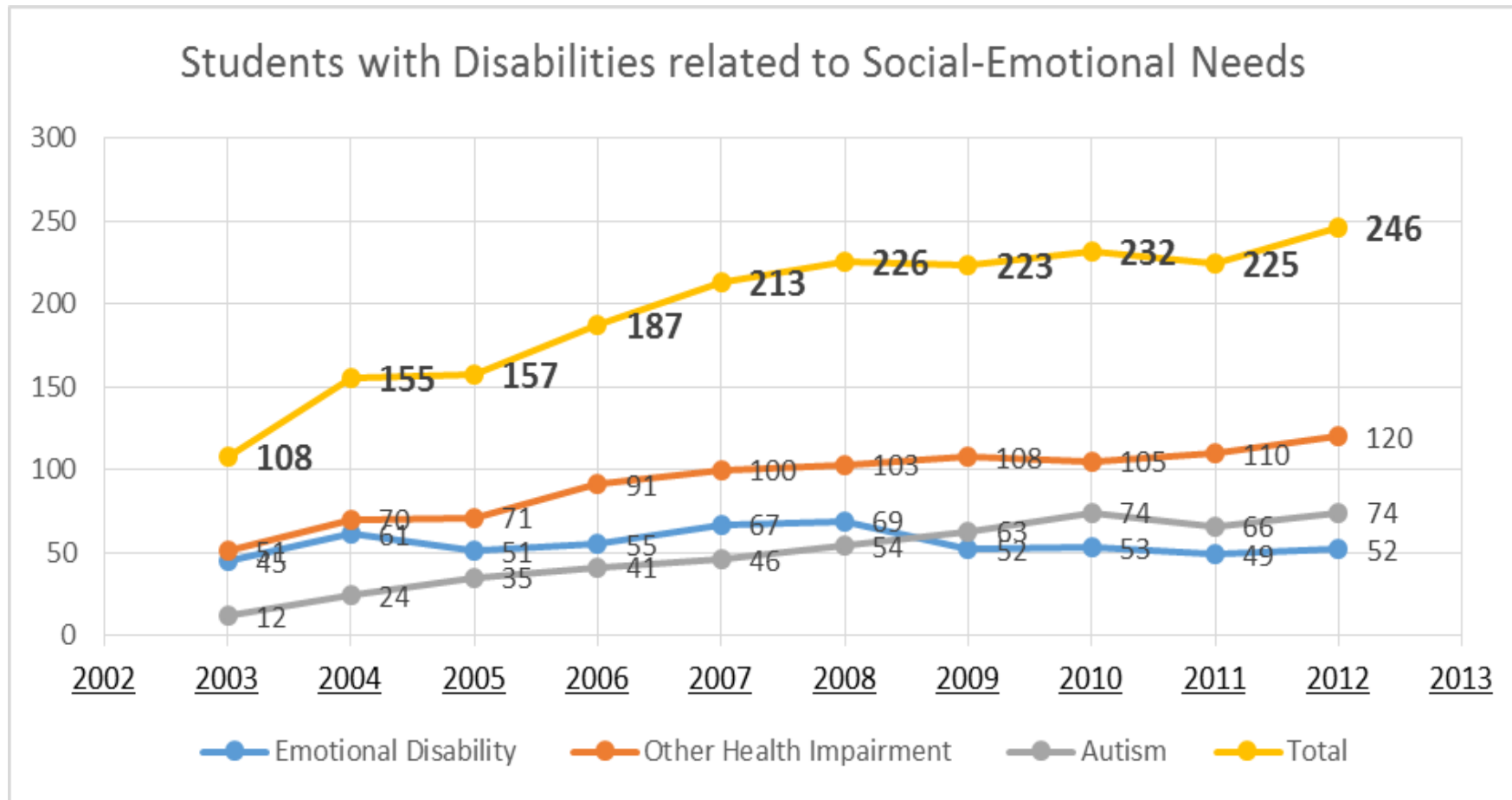
Building the capacity of all school staff to address emotional barriers to learning and promote healthy social-emotional development

Addressing systemic factors in schools that affect mental health, such as high stakes testing, bullying, alienation, and student disengagement from classroom learning

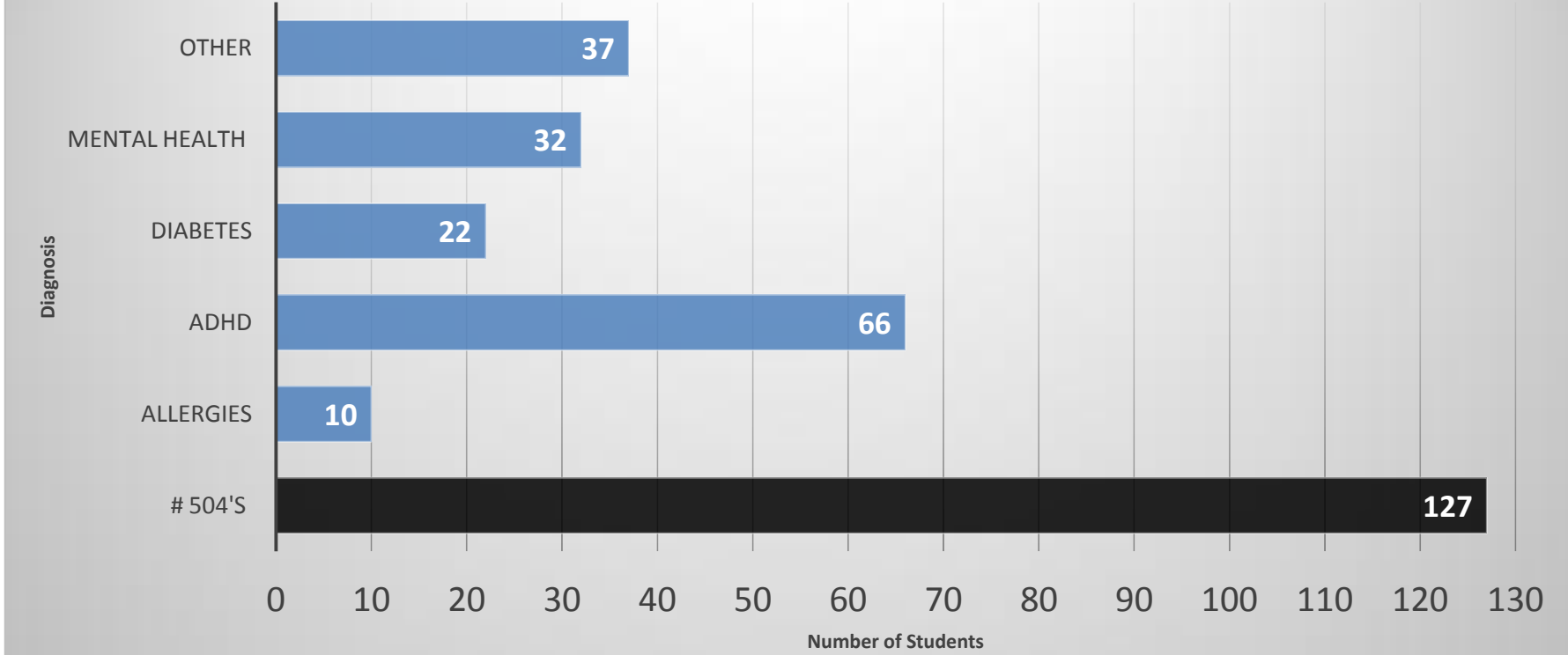
Geneva School District Enrollment Data



STUDENTS WITH DISABILITIES RELATED TO SOCIAL-EMOTIONAL NEEDS

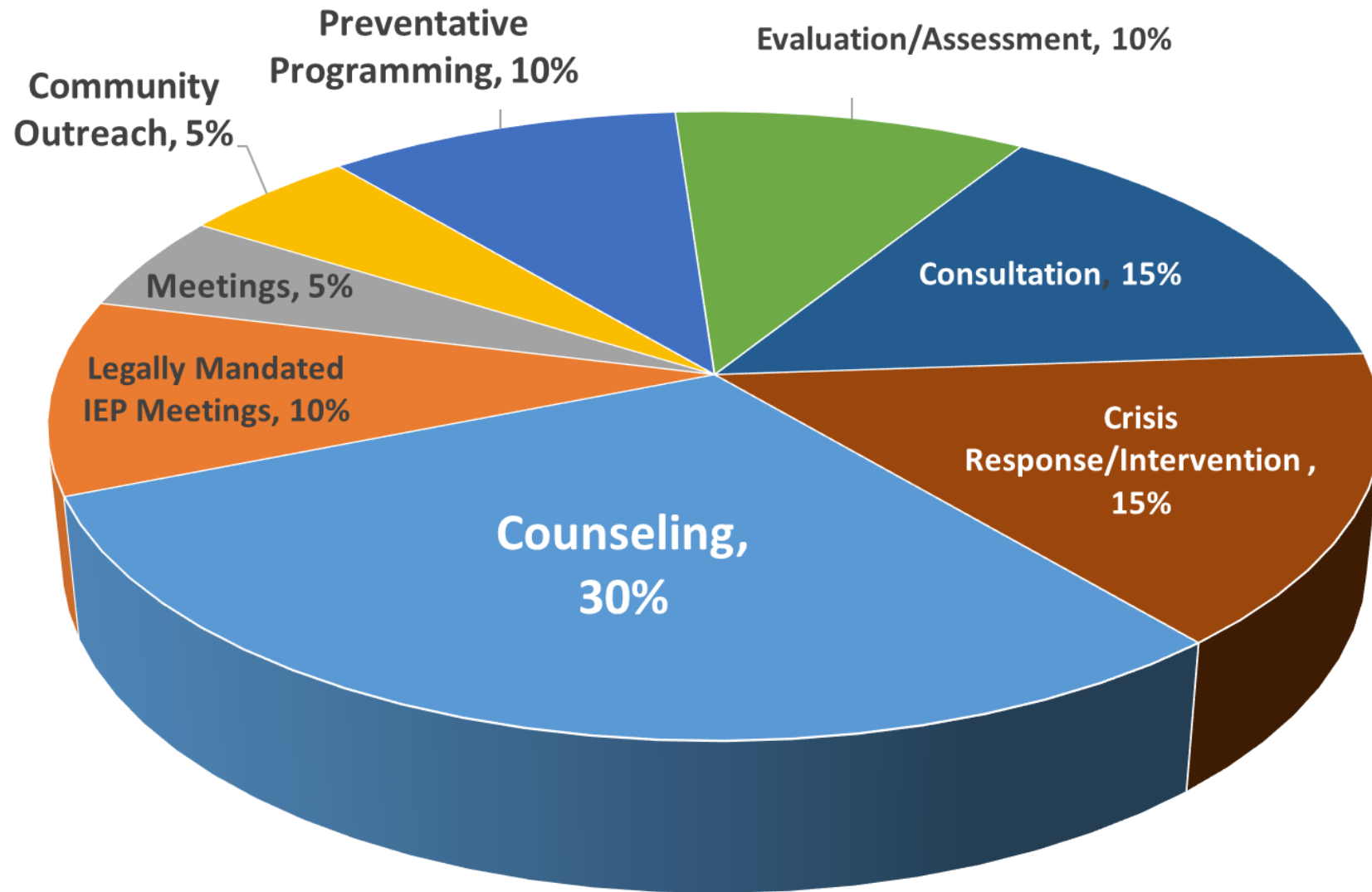


504 Plans and Accommodations 2014

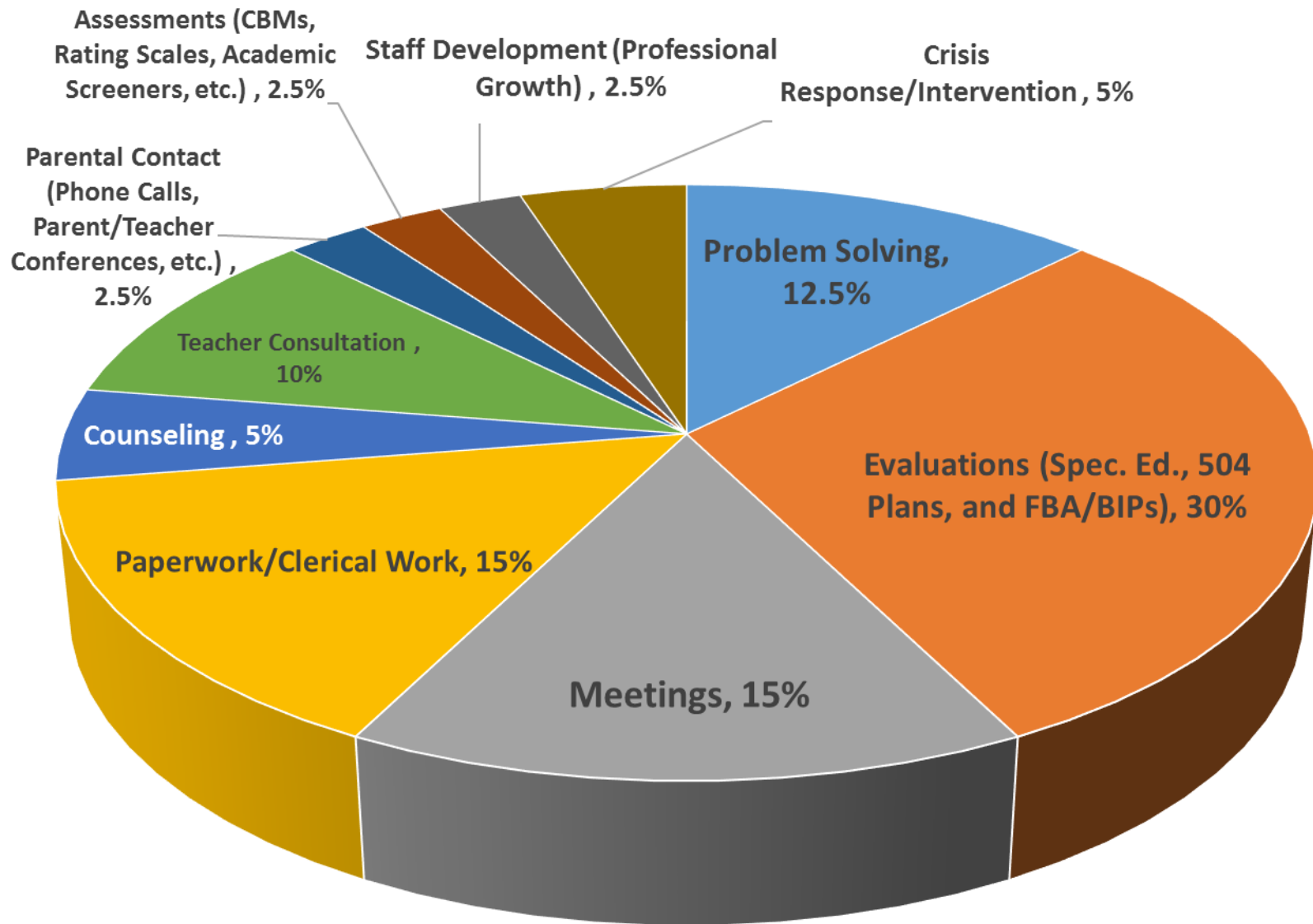


CURRENT STRUCTURE

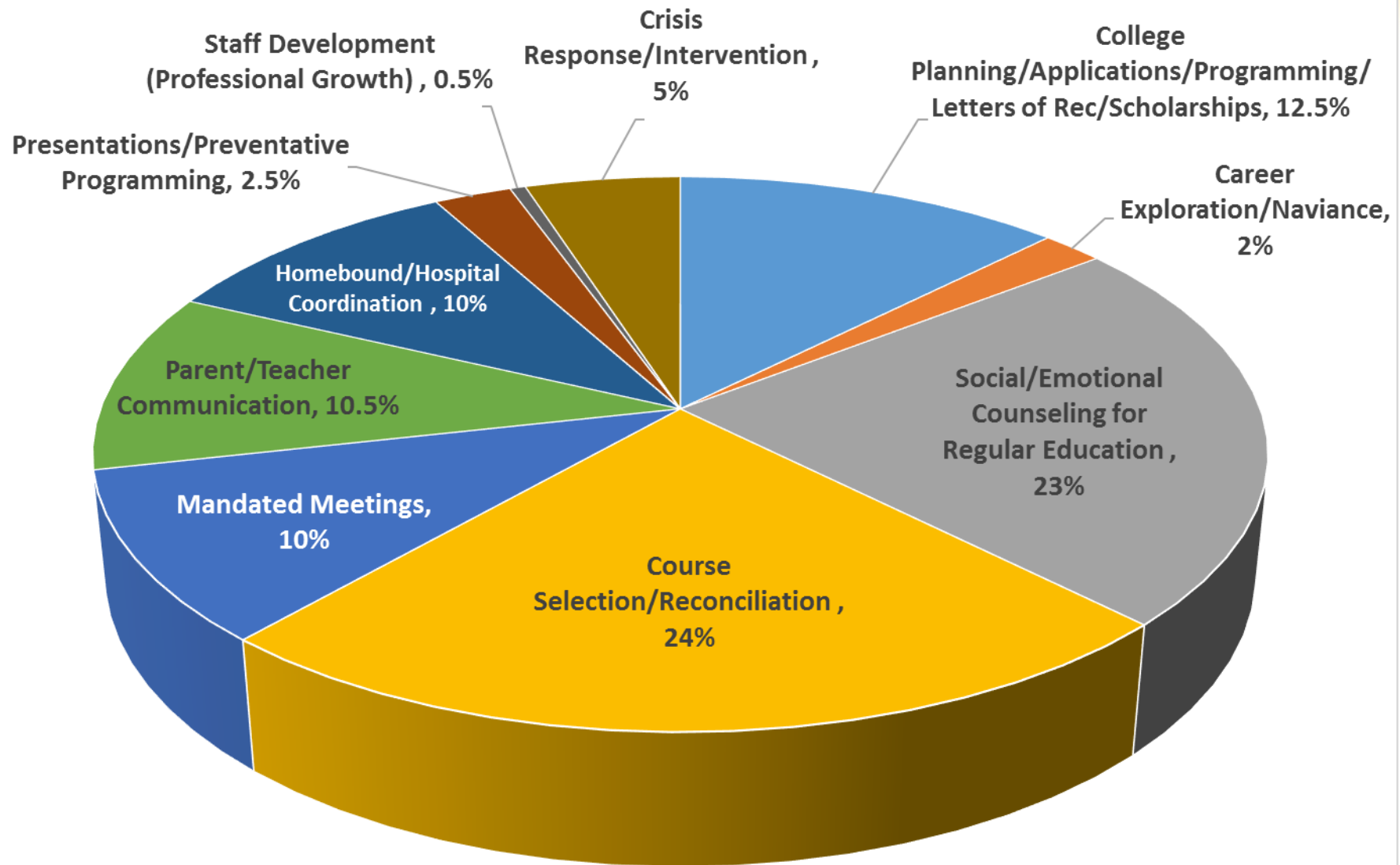
	SOCIAL WORKER	PSYCHOLOGIST	COUNSELOR
ELEMENTARY	3.25	3	0
MIDDLE SCHOOL	2	1.6	3
HIGH SCHOOL	2	2	5



Percentage of Time Spent for Social Workers



Percentage of Time Spent for Psychologists



Percentage of Time Spent for Counselors

CURRENT CHALLENGES

- Students struggle to maximize academic opportunities due to social and emotional issues (Anxiety, Depression , Suicide Ideation)
- Students lack consistent social-emotional support
- Students lack access to coordinated social and emotional learning that is embedded into the academic program
- Students lack social and emotional strategies that build resiliency, emotional regulation, and self advocacy
- Students and families would benefit from enhanced parent partnerships

AN OUNCE OF PREVENTION IS WORTH A POUND OF CURE

Recommendations 2014-15

(1.0) Counselor at GHS

(.4) Psychologist at Middle Schools

(1.0) Psychologist or Social Worker at Elementary Level

Re-establish a district-level RtI committee

Recommendations 2015-2016

(1.0) Increase Social Worker at GHS

(1.0) Counselor at Middle Schools

(1.75) Psychologist or Social Worker at Elementary

(.5) Increase Prevention Coordinator Position



THANK YOU



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