

☆☆ ELEMENTARY SEL 'BIG IDEAS' SCHEDULE ☆☆

JANUARY

Below is a schedule of Class DOJO videos to share with your students during daily SEL time.

After each short video, there are several discussion questions to review with your students.

Enjoy!

How to access Class DOJO "Big Ideas" Videos:

- Log In to Class DOJO
- Click "Resources"
- Scroll down, click "Big Ideas"
- Scroll to find this weeks Topic video, i.e. "Respect" for Week 4

WEEK 17 1/4/21 – 1/8/21		
DATE	TOPIC	VIDEO
Monday, 1/4/21	 <p>PERSEVERANCE</p>	Teacher Check-In
Tuesday, 1/5/21		<i>The Big Show</i>
Wednesday, 1/6/21		Teacher Choice
Thursday, 1/7/21		<i>Discovering the Dip</i>
Friday, 1/8/21		Teacher Check Out for the Week
WEEK 18 1/11/21 – 1/15/21		
DATE	TOPIC	VIDEO
Monday, 1/11/21	 <p>GROWTH MINDSET</p>	Teacher Check-In
Tuesday, 1/12/21		<i>Your Brain is Like a Muscle</i>
Wednesday, 1/13/21		Teacher Choice
Thursday, 1/14/21		<i>The Magic of Mistakes</i>
Friday, 1/15/21		Teacher Check Out for the Week
WEEK 19 1/18/21 – 1/22/21		
DATE	TOPIC	VIDEO
Monday, 1/18/21	 <p>GROWTH MINDSET</p> <p>THE POWER OF... YET!</p>	School Closed
Tuesday, 1/19/21		<i>The Incredible Power of Yet</i>
Wednesday, 1/20/21		Teacher Choice
Thursday, 1/21/21		<i>The Mysterious World of Neurons</i>
Friday, 1/22/21		Teacher Check Out for the Week
WEEK 20 1/25/21 – 1/29/21		
DATE	TOPIC	VIDEO
Monday, 1/25/21	 <p>GROWTH-MINDSET</p>	Teacher Check-In
Tuesday, 1/26/21		<i>Mojo Puts it All Together</i>
Wednesday, 1/27/21		Teacher Choice
Thursday, 1/28/21		<i>Reflecting on our Language</i>
Friday, 1/29/21		Teacher Check Out for the Week

Terminology:

Teacher Check In:

- "How was your weekend?" "How are feeling about school?"
- "Participate in anything fun?"

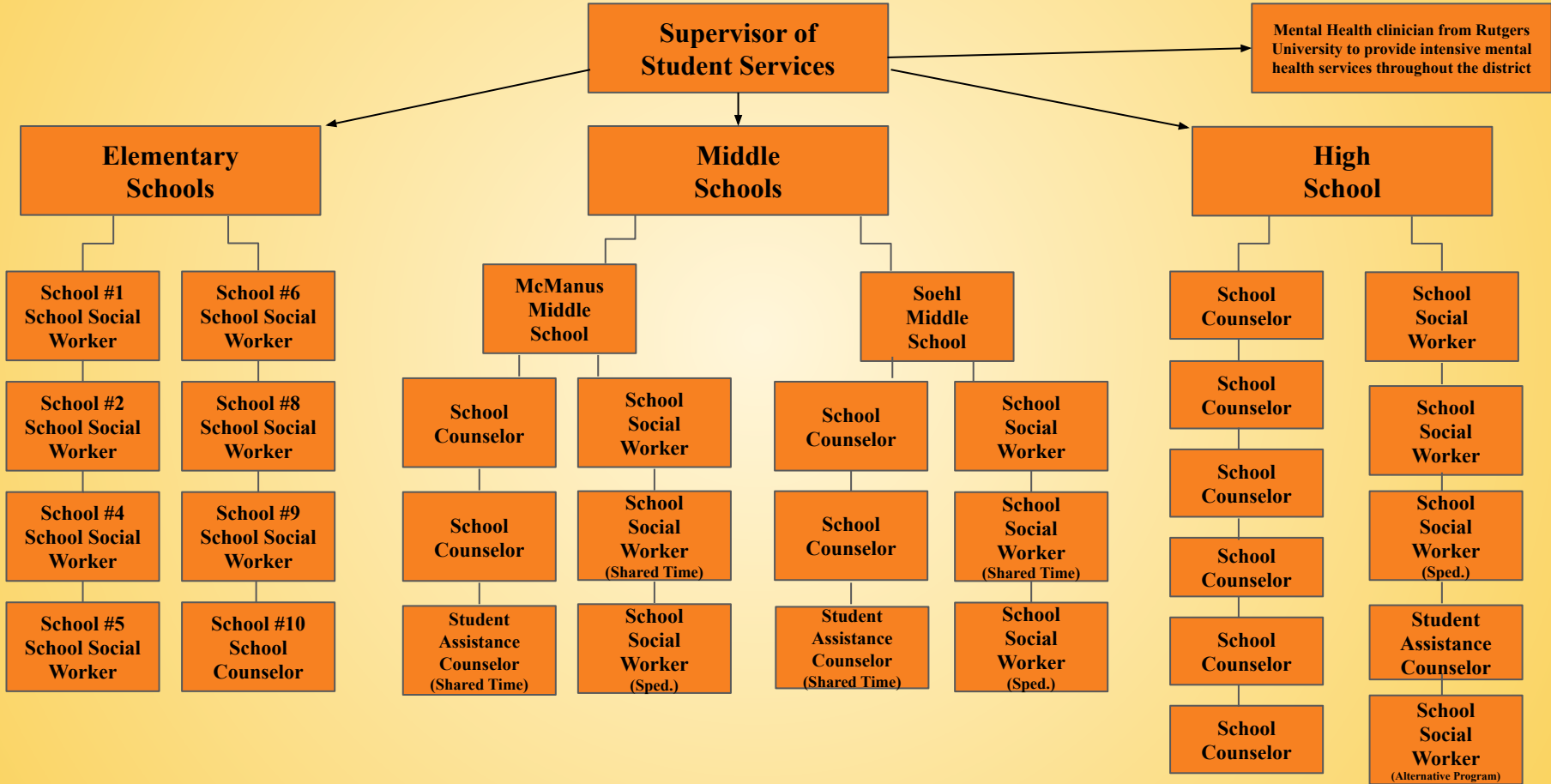
Teacher Check out for the Week:

- "What was the highlight of your week?"
- "Any weekend plans?"

Teacher Choice:

Talk about the video your students watched the prior day or any other discussion points.

**Linden Public Schools
 Department of Student Services
 School Social Worker, Counselor and Student Assistance Counselor Organizational Chart**





PARENT UNIVERSITY

SUPPORTING ANXIETY IN YOUR CHILD

Tuesday, March 1st at 5:30 pm
via WebEx

PRESENTED BY THE STUDENT SERVICES DEPARTMENT AND RUTGERS UNIVERSITY

**TO REGISTER PLEASE VISIT:
[HTTPS://TINYURL.COM/3WYJZ3A3](https://tinyurl.com/3WYJZ3A3)**



In this workshop, parents/guardians will gain a better understanding of adolescent anxiety and depression and learn how to help your child cope with anxiety at school and at home.



RUTGERS HEALTH

University Behavioral
Health Care

School Community Programs

Rutgers, The State University of New Jersey

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Proposal
for
School Based Mental Health Services and
Professional Development
for the Linden School District

Proposal

Linden School District 12 month

Mission

To provide prevention and intervention strategies which target social emotional needs of students and their families. Our goal is to provide quality therapeutic support services to youth and their families in a safe and accessible environment in an effort to reduce emotional and behavioral concerns, thereby increasing their ability to remain in district and meet their full academic potential.

Overview of University Behavioral Health Care

University Behavioral Health Care (UBHC), established in 1971, is one of the largest providers of behavioral health care services in the country. Accredited by the Joint Commission on Accreditation of Healthcare Organizations, UBHC provides a broad array of behavioral health services to adults, children and families living in New Jersey. The mission of UBHC is to provide effective, compassionate and accessible care that is informed by research, education and training. The vision of UBHC is to become a leader in the advancement of mental health for the people of New Jersey and the nation. UBHC values accessibility of services, especially those who are the most ill, disadvantaged, and in need of treatment approaches that have demonstrated effectiveness. UBHC values the promotion of research and innovative programming that occurs in an open-minded spirit of inquiry, and the education of professionals and students through clinical training and the development of academic programs and courses. We embrace an obligation to the larger community through primary prevention, outreach, consultation and training activities, and through efforts to ensure collaboration and continuity of care among all service providers. In addition, we respect and honor all cultures and diversity of the people we serve, and support the viability and integrity of the communities in which they live.

UBHC School Based Programs

UBHC has been providing school based services for over twenty five years, supported by grants and school funding, in suburban and urban settings for children and families who wouldn't otherwise have access to needed services. Services include programming to support students and their families as well as classrooms and school communities through a continuum of counseling, psychiatric care, case management services, prevention programming, consultation and training. The success of our model is embedded in our collaborative approach to design, implementation and evaluation with the schools that we serve. In addition, we believe that delivering services to

children and their families in the community where they live and in a familiar school ensures the delivery of needed care and strong partnerships with families. We work with each district to tailor programming to local needs including related goals and target outcomes to optimize care and avoid the duplication of services.

Included herein is a proposal to support a school based program designed, implemented and evaluated by UBHC within the Linden School District for a period of 12 months.

Proposed Service Provision

All services will be designed to enhance, rather than supplant, existing services and to reduce and prevent more serious behavioral challenges with the overarching goal of keeping students in the least restrictive setting.

Clinical Services: One full time (37.5 hours/week) advanced Mental Health Clinician with previous school based experience and expertise in working with children and families will be hired. Services for children at the Linden School District including the length, duration and frequency of services will be tailored to the needs of each student and his/her family. All services provided will be focused on mental health and the social and emotional learning of students. Services provided will include one or more of the following as needed:

- Individual therapy
- Group therapy
- Family therapy and psycho-education
- Crisis assessments
- Case management: coordinating linkages and ensuring ongoing collaboration with complimentary providers
- Outreach/ In Home Support for students specifically targeting attendance
- Consultation with school staff including but not limited to Classroom Observations
- Professional Development Workshops
- Parent support groups/webinars

In addition, the Clinician will provide professional development in identified areas of need for school staff that builds the capacity of the staff to manage challenging issues facing their students as well as provide training and a support for Social and Emotional Learning training to school staff as well as Social and Emotional Learning groups for students.

Location, Time and Frequency of Service Provision: The Clinician will provide services to targeted students within the Linden School District. Days on site and hours of operation will be determined by the hours of school operation and the number of students in need of services in each grade.

Referrals/Tracking of Referrals: Referrals will be generated by the school staff. A school liaison will be identified to assist in streamlining referrals and nurturing our collaborative efforts. Additionally, the liaison can receive a confidential Monthly Referral Log that will document the names of students referred, referral date, referral source, and services received. This log cannot be duplicated and must be stored in the office of the program liaison in a locked file cabinet.

Additional Resources: The Clinician will have access to a continuum of resources at UBHC to inform and enhance their everyday work including, but not limited to, consultation with internal service providers, the Traumatic Loss Coalition and the Behavior Research and Training Institute. These resources will be used to support service provision as needed and as jointly agreed upon by UBHC and the Linden School District.

Program Evaluation

The services will be evaluated through a combination of formal and informal feedback gathered from program based and UBHC quality improvement measures:

Staff specific:

1. Quarterly chart reviews with a particular focus on treatment goal attainment
2. Annual performance appraisals
3. Weekly supervision

Client specific:

4. Pre and post student, teacher, and parent self report data from a standardized assessment scale on social, emotional, and behavioral functioning
5. Attainment of treatment goals, reviewed every 3 months
6. School identified outcomes such as school attendance and grades
7. Additional target performance goals identified by school district

Partnership specific:

8. Mid and/or end year meetings will be held with program and school staff in each building for the purpose of reviewing the relevance and effectiveness of services as well as evaluating the quality of our partnership in delivering identified services.

Supervision, Training & Clinical Documentation: Within the context of the work week, the staff will conduct required clinical documentation and participate in supervision with

the Program Manager of School Based Programs, Amanda Malanga MS, LPC, ACS. Overall program oversight will be provided by Sonia Rodrigues-Martó, MA, LPC, ACS, a Licensed Professional Counselor, Approved Clinical Supervisor, and NJ Certified School Counselor and Student Assistance Counselor. In addition, new employees are required to participate in approximately 40 hours of initial training provided by Rutgers University.

Work Hours: Full time staff works 37.5 hours/week and 12 months/year. Staff is entitled to holiday, vacation and sick time. Generally, the Clinician hours will overlap with the school day. In addition, the Clinician will be available before and after school hours and required to work a minimum of one evening a week on an as needed basis to accommodate the schedule of families we serve.

Employment Practices: Rutgers UBHC endorses without qualification the national policy of affirmative action and equal employment/educational opportunity and nondiscrimination in the provision of health and related services to the public. All decisions with regard to recruitment, hiring, promotions, and all other terms and conditions of employment; admissions and the administration of student services; delivering of health care services will be made without discrimination on grounds of race, color, creed or religion, sex, national origin, age, physical or mental handicap or disability, military status or other factors prohibited by law.

Requested In-Kind Support:

1. Access to school technology: Phone with district extension, school email, and scheduling software (PowerSchool, Genesis, etc.)
2. A minimum of one dedicated office space with a lock located in the building served that is not shared space. Office should be large enough for four adults to comfortably sit to allow for family therapy sessions.
3. Furniture including a desk, chairs, and a locking file cabinet.

12 Month Flat Fixed Rate: \$134,019

(includes 1 full time Advanced level clinician pro-rated, 47% state fringe benefit rate, non-personnel costs for supplies, computer, printer, etc., professional development trainers/workshops for school staff, and 12% General and Administrative fees)

Request for Proposal

School-Based Mental Healthcare Services

Scope of Service

To provide comprehensive clinical service for the School District through the creation of a partnership for a school based mental health program. The placement of a full time clinically licensed mental health professional who will provide ongoing collaboration with school administration, school social workers/counselors, teachers, as well as other professional staff to support the needs of a caseload of students. This partnership will also allow for ongoing support to parents regarding mental health and best practices to support the SEL needs of their children. Provide a flexible and responsive way of meeting the School District's need for mental health services to improve specific students' functioning, school performance/attendance, and mental health.

Services include:

- Creating a warm and welcoming environment to support students. Work together with staff to increase the SEL capacity of students and helping students maximize academic, social and emotional success.
- To provide support and intervention for students in the capacity of individual and group counseling. A wide array of topics to be included based on individual student and district needs.
- Classroom observation and assistance in implementation of behavior plans to promote student success.
- Social Emotional Learning (SEL) skill-development groups and workshops for students to focus on psychoeducation such as anger management, stress management, communication skills, relationship skills, etc.
- Community outreach/in-home outreach to caseload of students to promote positive school attendance.
- Crisis intervention services as needed to provide mental health risk assessments when deemed appropriate because of a student's propensity toward self-harm.
- Serve as a liaison for outside services for students and families to link with community resources.

As the academic year progresses, meetings will be convened regularly with the student services department and administrative staff to ensure the program is running optimally to meet the District's needs.

To meet the district's needs, the following scope of service is proposed for this agreement:

1. Provider will dedicate a licensed, Master's level clinician to this project. While approved by the District, this clinician is an employee of the provider in regard to liability and malpractice insurance. The provider is responsible for payment of all tax, benefits, insurance, and supervision of this employee.

Provider ensures that the staff member is appropriately screened, fingerprinted, and licensed to provide the agreed upon services in a school setting. The licensed clinician is trained appropriately to work in the school setting. The staff member contracted through this agreement, receives appropriate administrative support and oversight from the School District as appropriate to his/her role in this program.

This clinician is dedicated full time to this project inclusive of direct time with students and or their parents/families, home visits when needed, consultations, observations, paperwork and supervision. Hours are established mutually with the district and the agency. Frequency of individual student contacts will be determined by each student's individual needs and clinical assessment.

As part of the full year contract, this clinician will:

- Support the mental health needs of the identified caseload of students. This will include individual, group and family counseling. This also will include consultation with teachers and other staff members. Classroom observation of specific students and recommendations based upon these observations will be made as needed.
- Conduct school clearances for students who are determined to have an identified risk to self or others.
- Provider to conduct prevention-oriented workshops for students and/or their parents on a variety of topics such as anxiety and stress, or family communication in this digital age of social media. The frequency and topics would be determined with appropriate school personnel.
- Conduct parent engagement workshops.
- In addition to the on-site clinician, additional resources will be available to the district for on-site Professional Development by the provider.