



# CNUSD

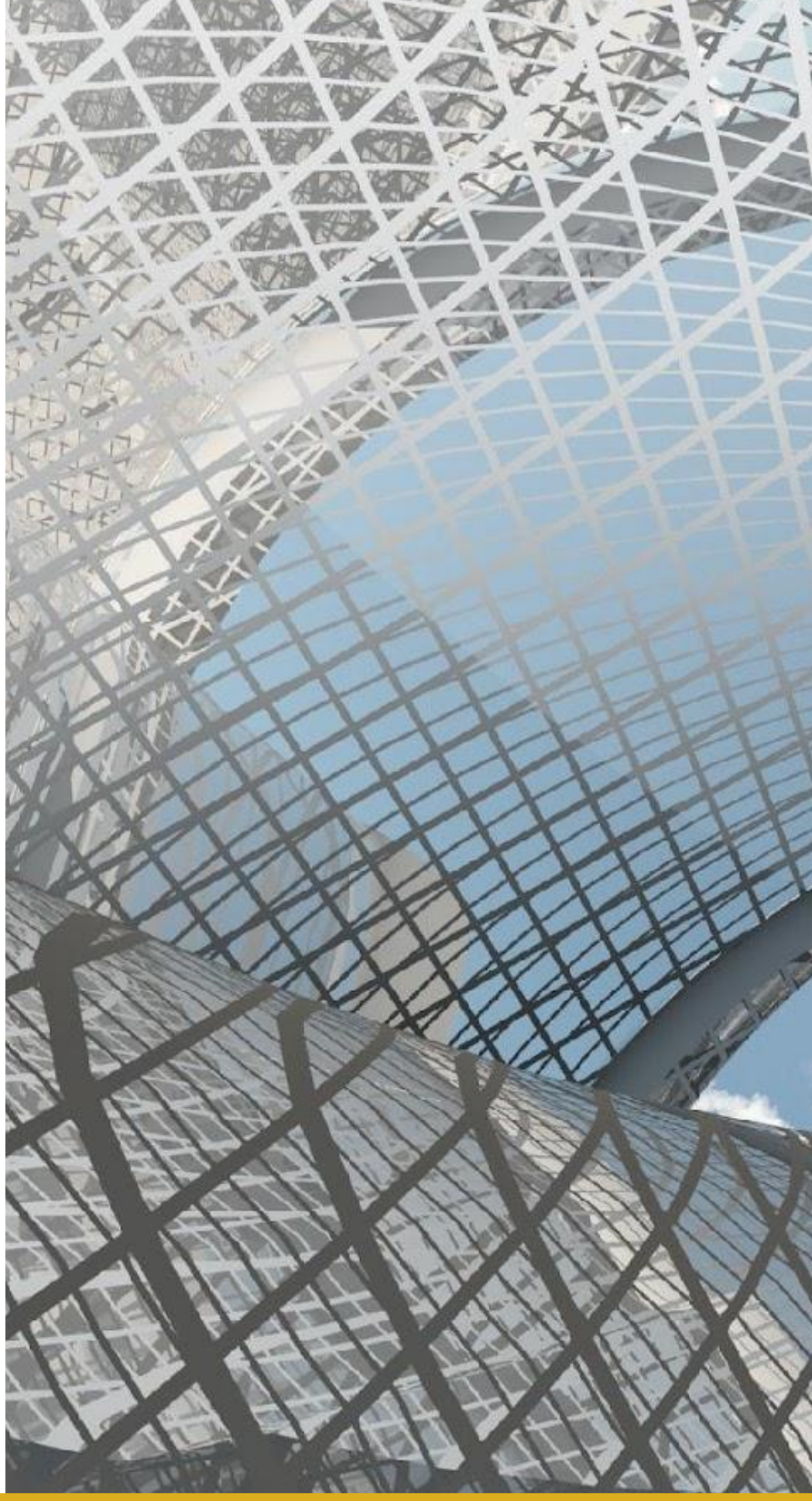
CORONA-NORCO UNIFIED SCHOOL DISTRICT

## Superintendent's Parent Advisory Council

WELCOME

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# AGENDA

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Welcome and Introductions

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Superintendent's Updates

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MTSS for Mental Health

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Parent Feedback Breakouts

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Parent Center Updates

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# Superintendent's Update



**Dr. Buenrostro**

CNUSD  
March 15, 2023





# Board President



**Mary Helen  
Ybarra**

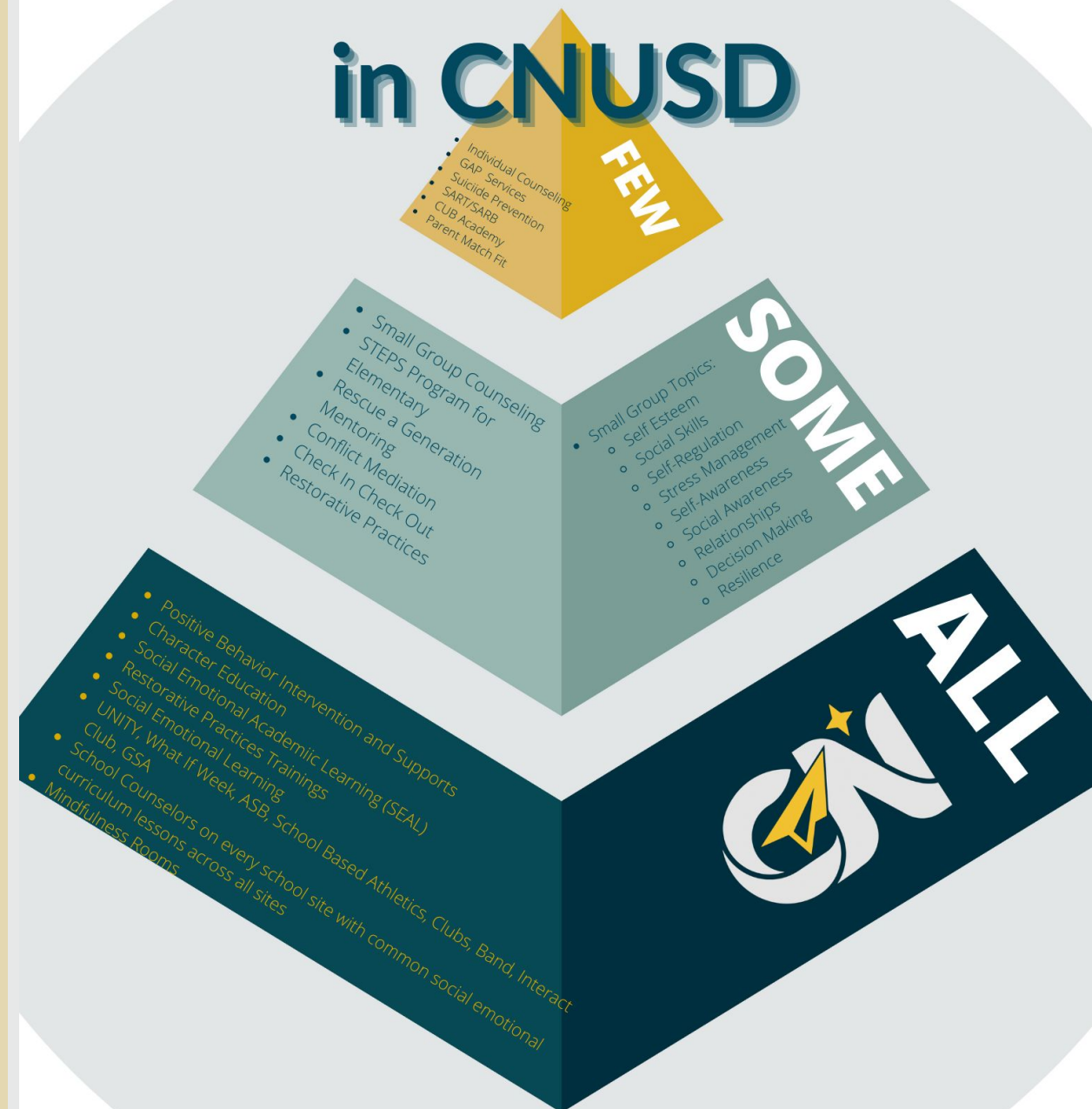
CNUSD  
March 15, 2023





# Multi Tiered Systems of Support: Mental Health in CNUUSD

## Mental Health MTSS in CNUUSD



# Data Utilized to Measure Progress/Support Needs in SEL

mySAEBRS  
(Student  
Specific)

Suspension/  
Expulsion Data

Academic  
Progress Data

Request for  
Assistance  
(RFA)

Teacher and  
Parent  
observations

Attendance  
Data

california  
Healthy Kids  
Survey (CHKS)

ALL





# Tier 1 School Counseling

- Available at all levels in the form of classroom presentations, assemblies, outdoor activities, etc.
- A diverse range of themes and topics that are relevant to our student and community needs.



**Self  
Efficacy**



**College  
&  
Career**

**Sense of  
Belonging  
  
Goal  
Setting**



**Social-Emotional  
awareness  
& coping  
strategies**

**Peer  
Assistance  
Leadership**

**Interest  
profiles**



**Managing anxiety  
and stress**





# Character Education

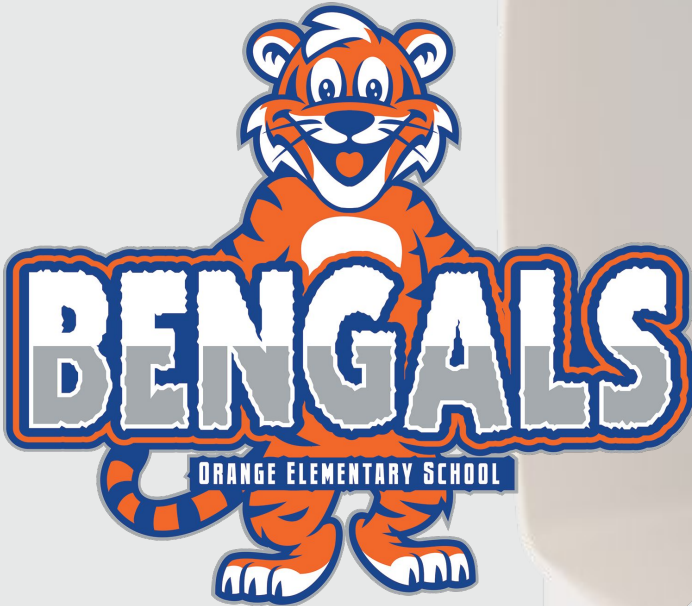
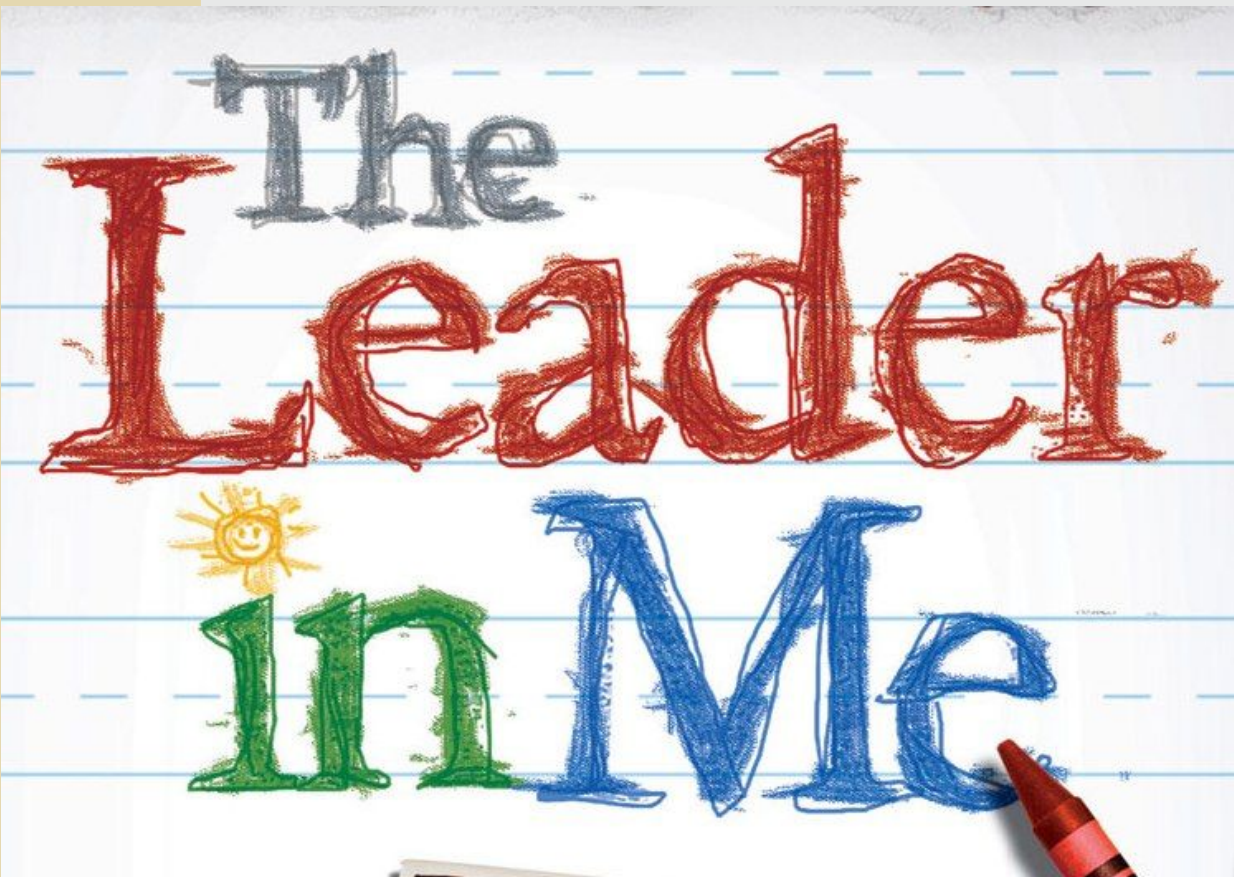
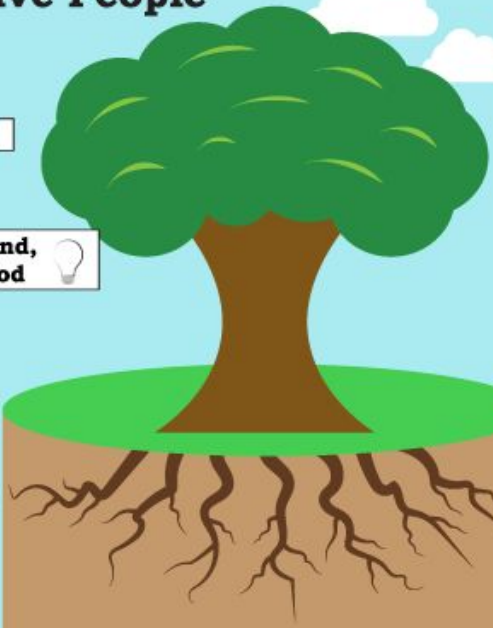




# Character Education

## 7 Habits Highly Effective People

- Habit 7 • Sharpen The Saw
- Habit 6 • Synergize
- Habit 5 • Seek First To Understand, Then To Be Understood
- Habit 4 • Think Win-Win
- Habit 3 • Put First Things First
- Habit 2 • Begin With The End In Mind
- Habit 1 • Be Proactive





# Character Education

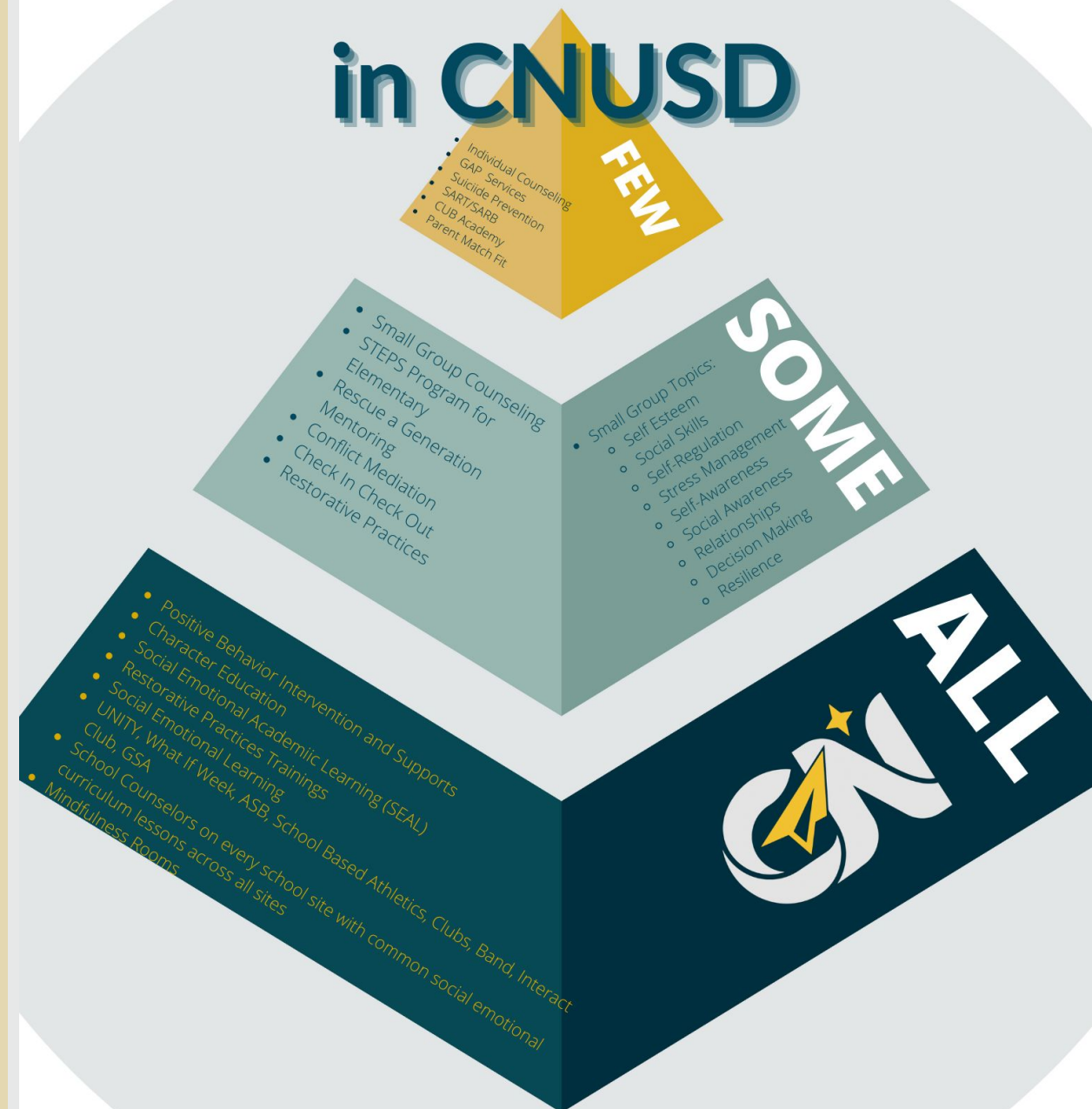
## SITE Based PBIS Programs:





# Tier 2 Services

## Mental Health MTSS in CNUSD



# **Succeeding Together to Encourage Pro-Social skills program (STEPS)**

Who-Students with mild to moderate adjustment difficulties:

- New to the school
- Does not live with birth parents
- Experiencing change within the family Learning difficulties or related behaviors
- Students work on Empathy, Impulse Control/Problem Solving, and Anger/Emotional management.





# **Succeeding Together to Encourage Pro-Social skills program (STEPS)**

- Process
- Teacher/admin Referral through Tier 2
- Once matched to STEPS, your STEPS Teacher will send a consent form and brochure to the teacher to send home with the student.
- Teacher is responsible to inform the parent that their child has been recommended for the STEPS program and information is coming home. We provide information for the teacher.
- Once consent form is signed and returned to STEPS Para educator, they can then form a group and start the session.

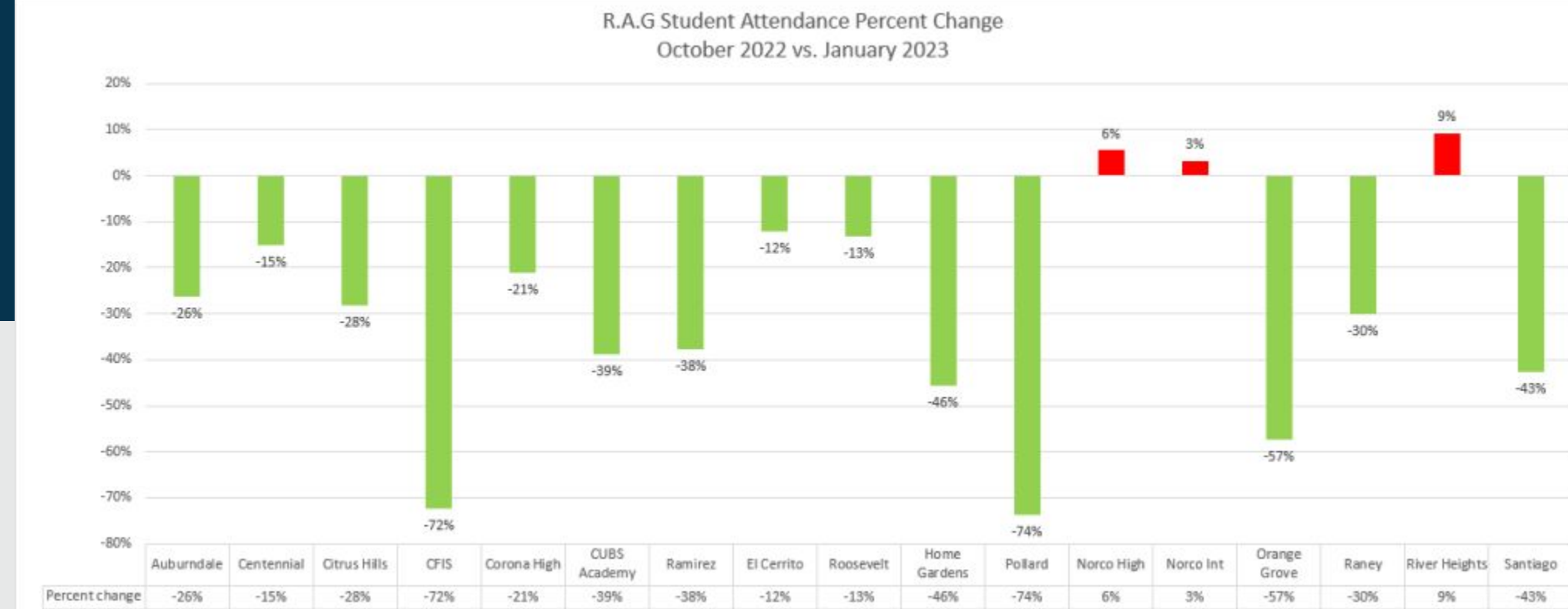


SOME

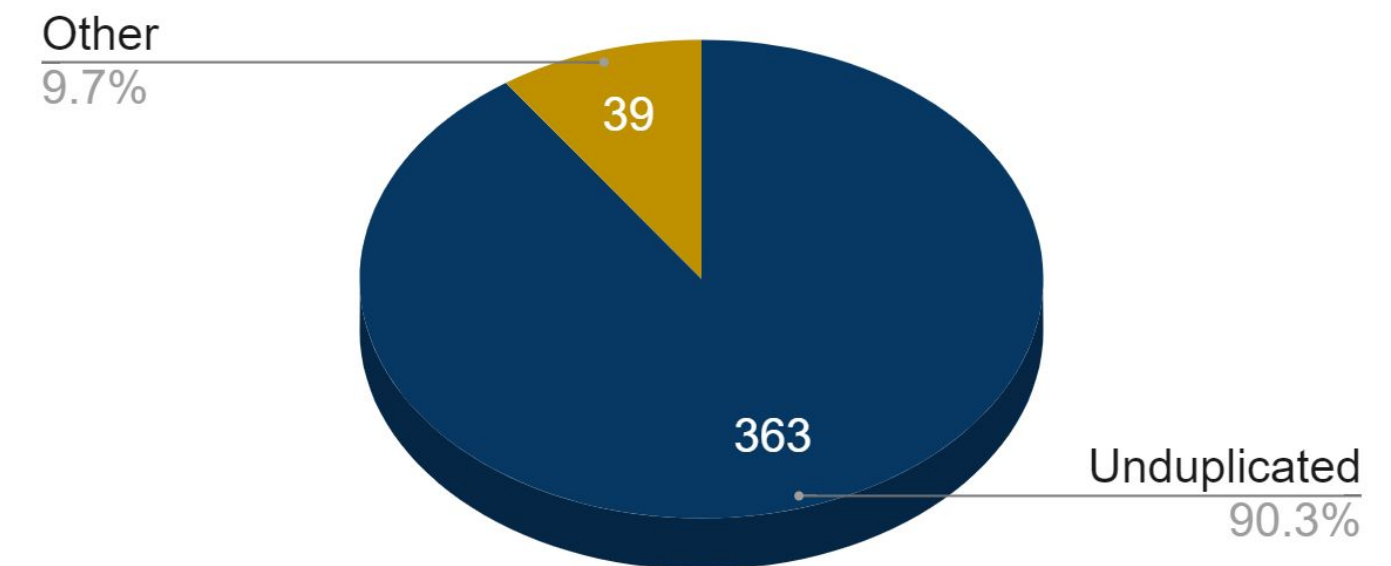
# Mentoring Program

## Rescue a Generation (RAG)

- 10-week Intervention Program
- 2 sessions weekly
- Approximately 30 students per semester
- works with students through a coaching process
- provides mentorship services
- helps students build a positive mindset
- motivates to overcome challenges
- guides students to reach their own personal success
- themes include: Thinking Successfully, What Does Success Look Like? Positive relationships,



## Rescue a Generation Students

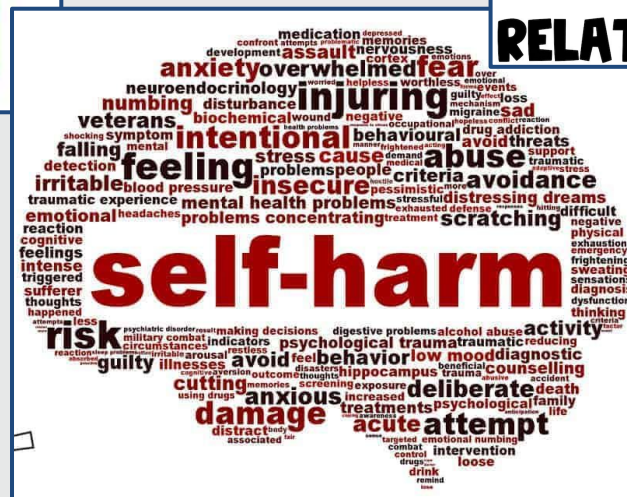
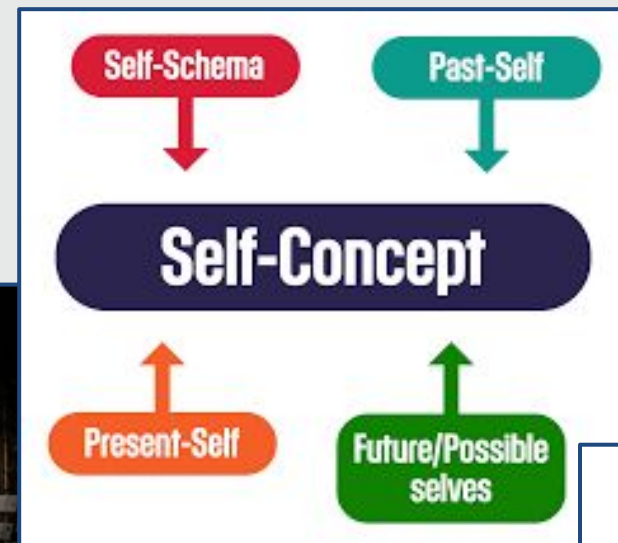
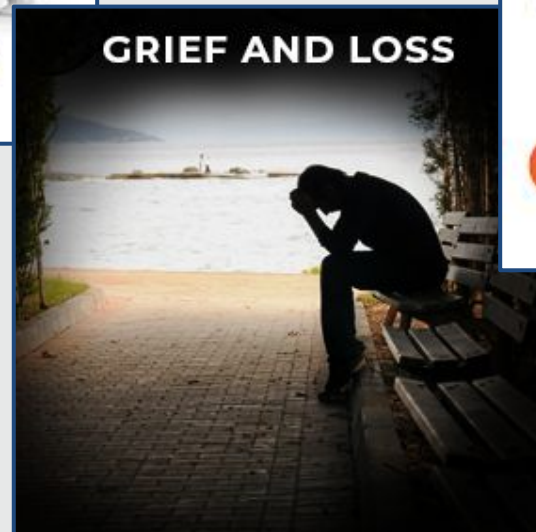




# Tier 2 School Counseling

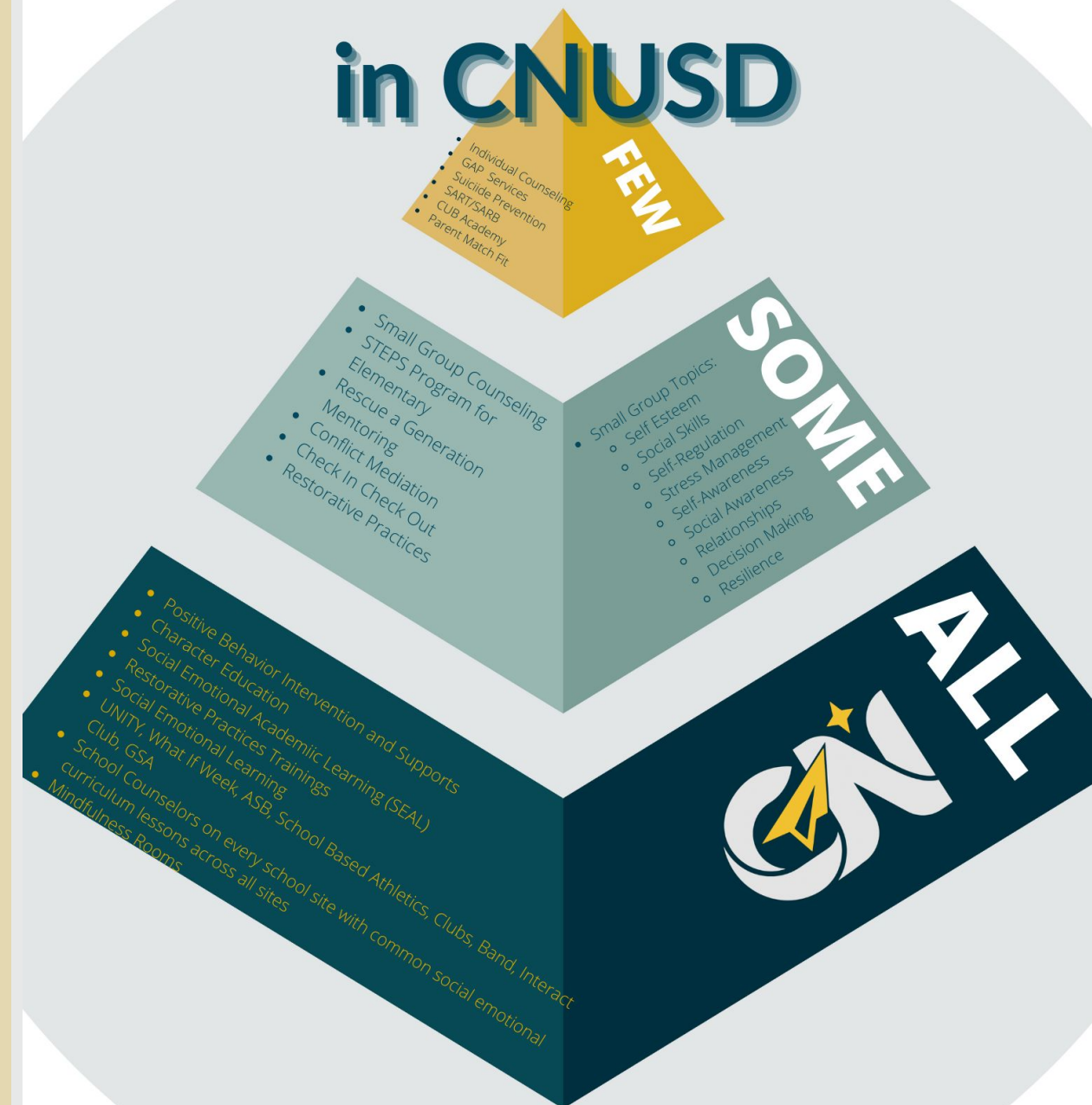
SOME

- Available at all levels in the form of small groups and other unique settings.
- A diverse range of themes and topics that are relevant to student needs.
- Although not exclusively, Tier 2 work tends to be more responsive and less proactive in nature.



# Tier 3 Supports

## Mental Health MTSS in CNUSD





# GAP Services

## General Education

- Tier 3 Service for K-12 students
- Strategies Employed
  - Mentor support
  - Build thinking/social skills
  - Family engagement
  - Social opportunities
  - Building a village of support
- Referral submitted from site to district for approval (Student Services)
- SARB intervention
- Work with county to support our foster youth who need intensive support

22/23 School year we have serviced 41 students





# Parent Center Match Fit

Barrier Breaking...Life Changing...Hope Building



**Purpose- To provide Tier 3 resources that support the academics and social emotional needs of the entire family.**

Reasons for referrals: Attendance, intense mental health, homeless, behavior support, grief support, addiction

60

*Families Matched*

## Step 1- Referral

Site team puts a referral in for review. The referral is reviewed and forwarded to the team or sent back to the school for clarification and additional information.

## Step 2-Planning

The team meets 2 times per week to discuss each referral to customize and match resources to the family based upon their specific needs.

## Step 3- Communication

Within 3-5 days a plan of support is put into place. A personal case manager is assigned to the family and the referring staff is notified of the plan via e-mail and contact to the family is made.

## Step 4- Execute

The case manager will continue to meet with the family documenting supports offered in our reporting system. They will close the case once resources are in place and parents are able to advocate on their own behalf. This process could take up to several months.



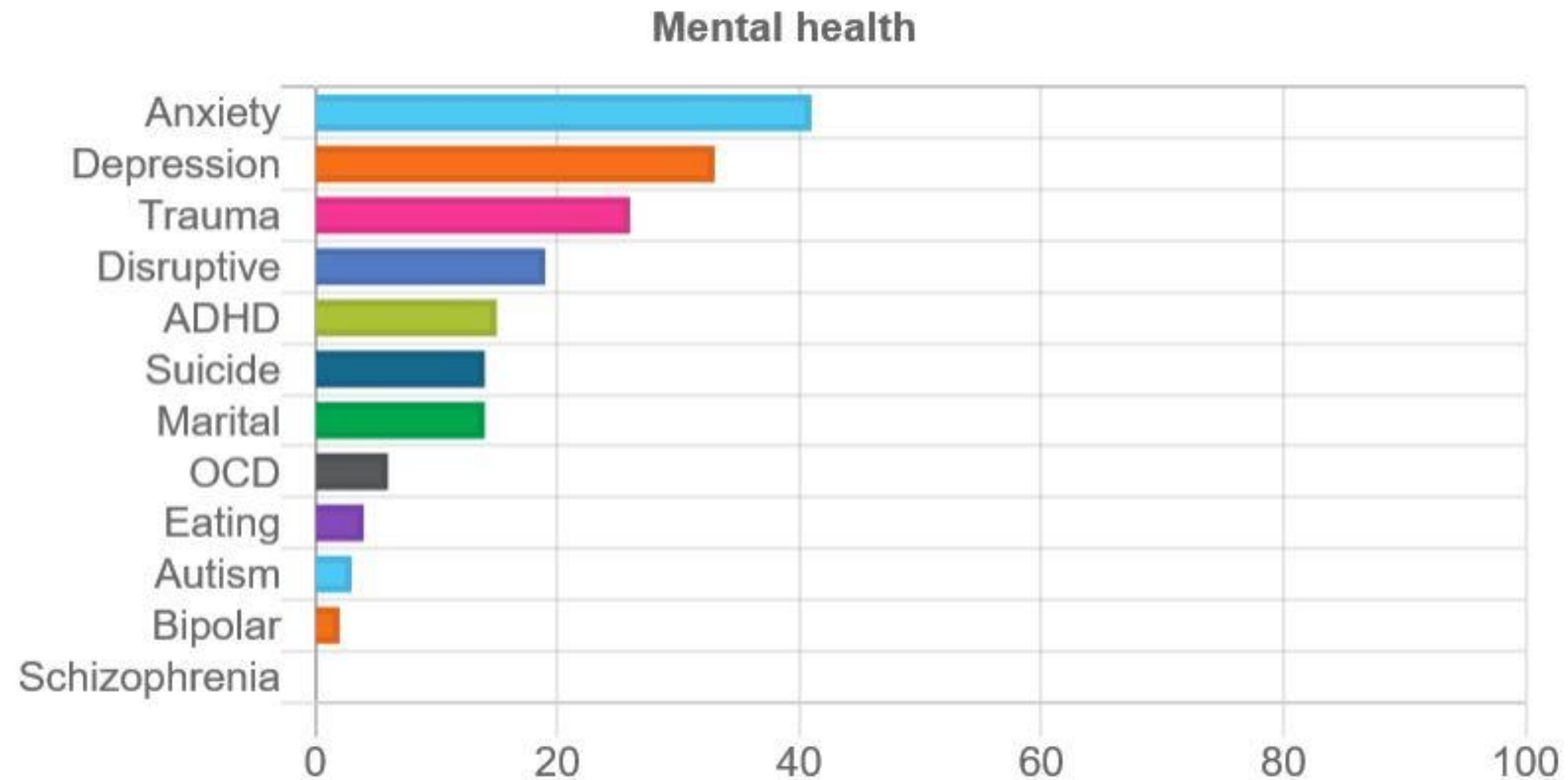
# CARE Solace

## Key Performance Indicators (KPIs)

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Total
Inbound interactions ?	255	387	516	620	551	485	411	88	3,313
Communications saved ?	1,191	2,605	3,041	3,904	3,512	2,947	2,203	565	19,968
Warm Handoffs® ?	9	60	68	77	64	50	57	13	398
Family-initiated cases ?	5	6	9	11	7	12	7	2	59
Total appointments into care ?	24	23	28	39	28	42	18	7	209
Anonymous searches ?	14	43	73	61	46	39	33	3	312



# CARE Solace





# Wellness Together

- Effective Individual Mental Health support on Intermediate and High school campuses
- Students are referred from the site counselors for more support if needed.
- Students can access this service on campus



# Wellness Together

## What is the BERS - 2YRS?

The Behavioral and Emotional Rating Scale - Second Edition Youth Rating Scale (BERS - 2 YRS) is a strengths - based measure utilized to provide data regarding program effectiveness. The BERS - 2 YRS was created for individuals 5 - 18 years of age and used in schools, mental health clinics, juvenile justice settings, and child welfare agencies. The five subscales measured are:

- 1. Interpersonal Strength:** strengths in relating to others
- 2. Family Involvement:** strengths in relationship with and participation in family life
- 3. Intrapersonal Strength:** internal emotional strengths; their outlook on their own competence and accomplishments
- 4. School Functioning:** strengths in school tasks and participation
- 5. Affective Strength:** strengths in accepting affection from and expressing feelings toward others

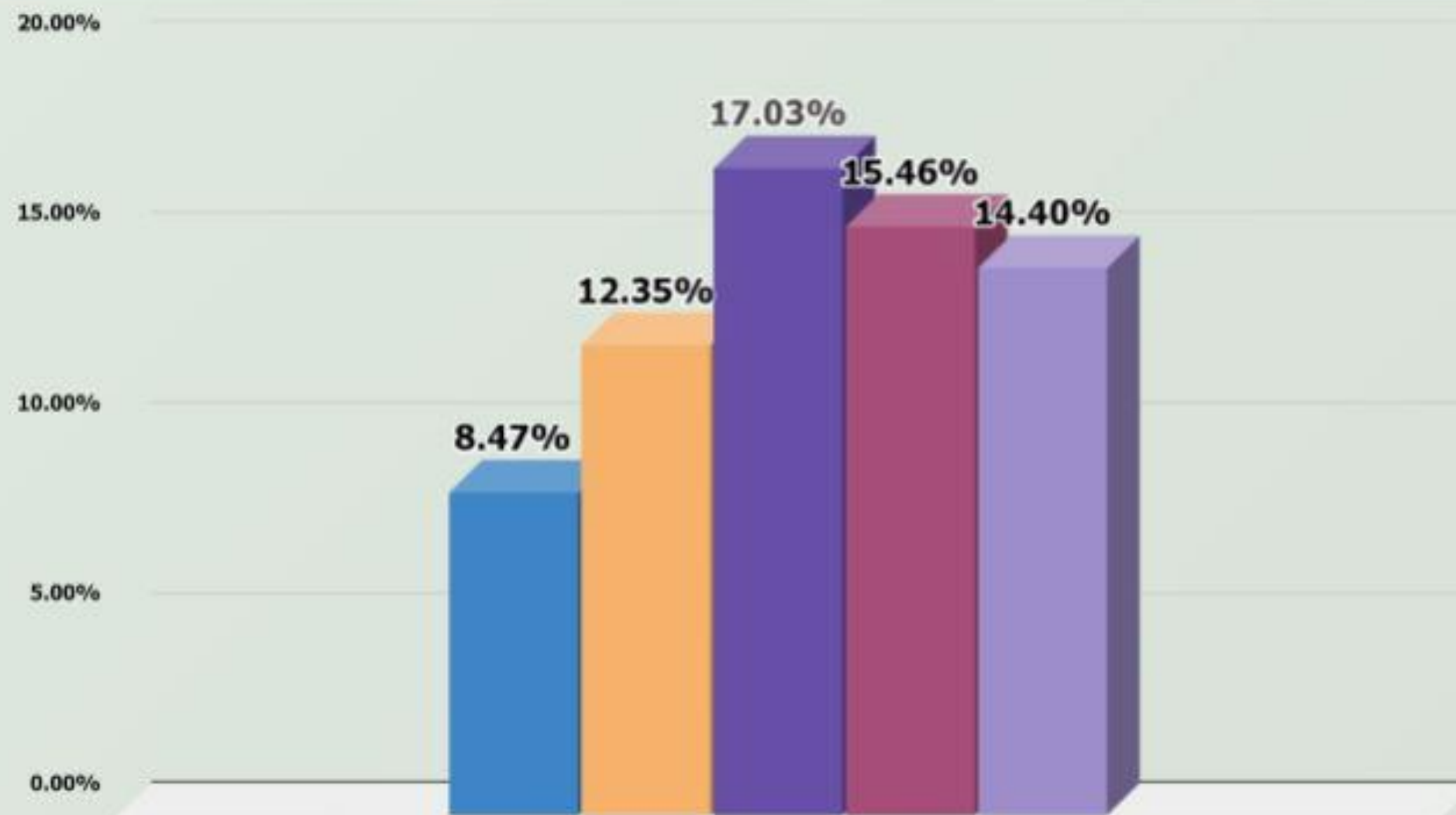
BERS -2 YRS pre and post data includes individual student referrals for the 2021 - 2022 school year who completed at least 10 sessions of School - Based Therapy.





# Wellness Together

## Percent Change Over Time



■ Interpersonal Strength ■ Family Involvement ■ Intrapersonal Strength  
■ School Functioning ■ Affective Strength



WellnessTogether.org  
School Mental Health

FEW

# Assembly Bill 748

## Mental Health Resource Posters in all 6th-12th Grade Classrooms

- Identification of common behaviors of those struggling with mental health or who are in a mental health crisis, including, but not limited to, anxiety, depression, eating disorders, emotional dysregulation, bipolar episodes, and schizophrenic episodes.
- A list of, and contact information for, school site-specific resources, including, but not limited to, counselors, wellness centers, and peer counselors.
- A list of, and contact information for, community resources, including, but not limited to, suicide prevention, substance abuse, child crisis, nonpolice mental health hotlines, public behavioral health services, and community mental health centers.
- A list of positive coping strategies to use when dealing with mental health, including, but not limited to, meditation, mindfulness, yoga, breathing exercises, grounding skills, journaling, acceptance, and seeking therapy.
- A list of negative coping strategies to avoid, including, but not limited to, substance abuse or self-medication, violence, abuse, self-harm, compulsivity, dissociation, catastrophizing, and isolating.



# Parent Feedback - Group 1

- What are some things you heard about today that you were not aware of? How do believe we could promote those programs better?

- make sure all services all communicated to ALL parents.
- Single subject emails (facebook, newsletter, etc.)
- email directly from counselors

- In creating our Mental Health Posters for Classrooms, what are some things you would want your child to see on these posters?

- appealing to students
- inform parents of what posters are posted
- involve students in creating art for posters



# Parent Feedback - Group 2

- What are some things you heard about today that you were not aware of? How do believe we could promote those programs better?
- STEPS program is great and parents may not know about it.
  - Great for students at Elem.
  - Send blast to parents.
- Help for families experiencing homelessness
- Parents need more messaging about these programs
  - Principal message, Facebook page, site posters, send flyers home with students to include languages other than English
- Aware of counselors, but not aware of tiers of support
- In creating our Mental Health Posters for Classrooms, what are some things you would want your child to see on these posters?
- Include images of students showing moods (Crying, angry, happy, etc) for younger students.
- Ensure the posters show kids that we care about their well being.





# Parent Feedback - Group 3

- What are some things you heard about today that you were not aware of? How do believe we could promote those programs better?

Information was awesome! Get the word out more to parents. Add more parent nights to share programs.

Don't just use posters, but add to social media.

Use a different term other than mental health. Repackaging the term mental health. It has a very negative term.

- In creating our Mental Health Posters for Classrooms, what are some things you would want your child to see on these posters?

Use what speaks to our kids. Maybe put scenarios on the poster so they can connect

Try not to use the terms "mental" health

Promote the good and bad way to handle a situation

Ask the student to help with the posters. Make them grade specific

Use highschool students to model the expected behavior

# Parent Feedback - Group 4

- What are some things you heard about today that you were not aware of? How do believe we could promote those programs better?
- School site information was new
- Somewhat familiar with Parent Center information
- pleased to hear supports for students
- 
- In creating our Mental Health Posters for Classrooms, what are some things you would want your child to see on these posters?
- like the idea of providing strategies and visuals on how to ground (deep breathing); help them calm
- emphasize being KIND; seems basic but it's critical to mental health and relationships
- Amazon has several examples that are already built
- Positive ways to fill your own cup and to give back
- How are we addressing the needs of Kinder through 5th grade students?
- How can we ensure that we have early preventative measures in place?
- Prevention is key





# Parent Feedback - Group 5

CNUSD

March 15, 2023

- What are some things you heard about today that you were not aware of? How do believe we could promote those programs better?
- Extend of resources and help available. Staff keeping track of student needs and the level of support needed. Haven't seen a flyer about counseling supports and other services available (multiple parents expressed). Would like to see a flyer, folder or email with information.
- How might a parent reach out to have a counselor speak with a student.
- Didn't know about match-fit.
- How can we better communicate in school weekly newsletters? Do we do this at Intermediate School?
- In creating our Mental Health Posters for Classrooms, what are some things you would want your child to see on these posters?
- Easy read, colorful. Highlight benefits to speaking with a counselor.
- Could this information be on student folders?
- Social media, different platforms



# Parent Feedback - Group 6

What are some things you heard about today that you were not aware of? How do believe we could promote those programs better?

- Happy about the wellness room
- Not all students feel accepted (Muslim), Can cause mental health issues later
- In creating our Mental Health Posters for Classrooms, what are some things you would want your child to see on these posters?
  - QR Codes & on the flyer
  - Multicultural
  - Visual
  - Emojis





# Parent Feedback - Group 7

- What are some things you heard about today that you were not aware of? How do believe we could promote those programs better?
  - 3 Tier systems (MTSS)
  - Supports available, specifically those that are proactive at T1.
    - How are we checking for understanding of students for character ed?
  -

## Promotion suggestions:

- Short videos - ex: growth mindset; sent out to parents (viewable on phones)
- Do students know help is available? School site instagram; teacher promotion to students; counselor visits to classrooms;
- In creating our Mental Health Posters for Classrooms, what are some things you would want your child to see on these posters?
  - QR codes for kids to access more information with phones
  - Confidentiality for students; ways to share or access info privately.
  - Individualize posters so kids don't get lost in info. Simplify info.



# Parent Center Upcoming Events

CNUSD

March 15, 2023



**LET'S GET WILD ABOUT STEAM!**

Science...Technology...Engineering...Arts...Mathematics



BRING YOUR SCHOLAR TO OUR

**TK/K STEAM FAMILY NIGHT**

**THURSDAY, APRIL 27, 2023**

**NORCO INTERMEDIATE**  
2711 TEMESCAL AVE, NORCO, CA  
6:00-7:30 PM

Free Fun for All

Exciting and Fun hands on Activities to Explore

Register using the Link or QR Code  
<https://tinyurl.com/3jst32ts>

Live Demonstrations!  
Free gift to the first 300 to attend!

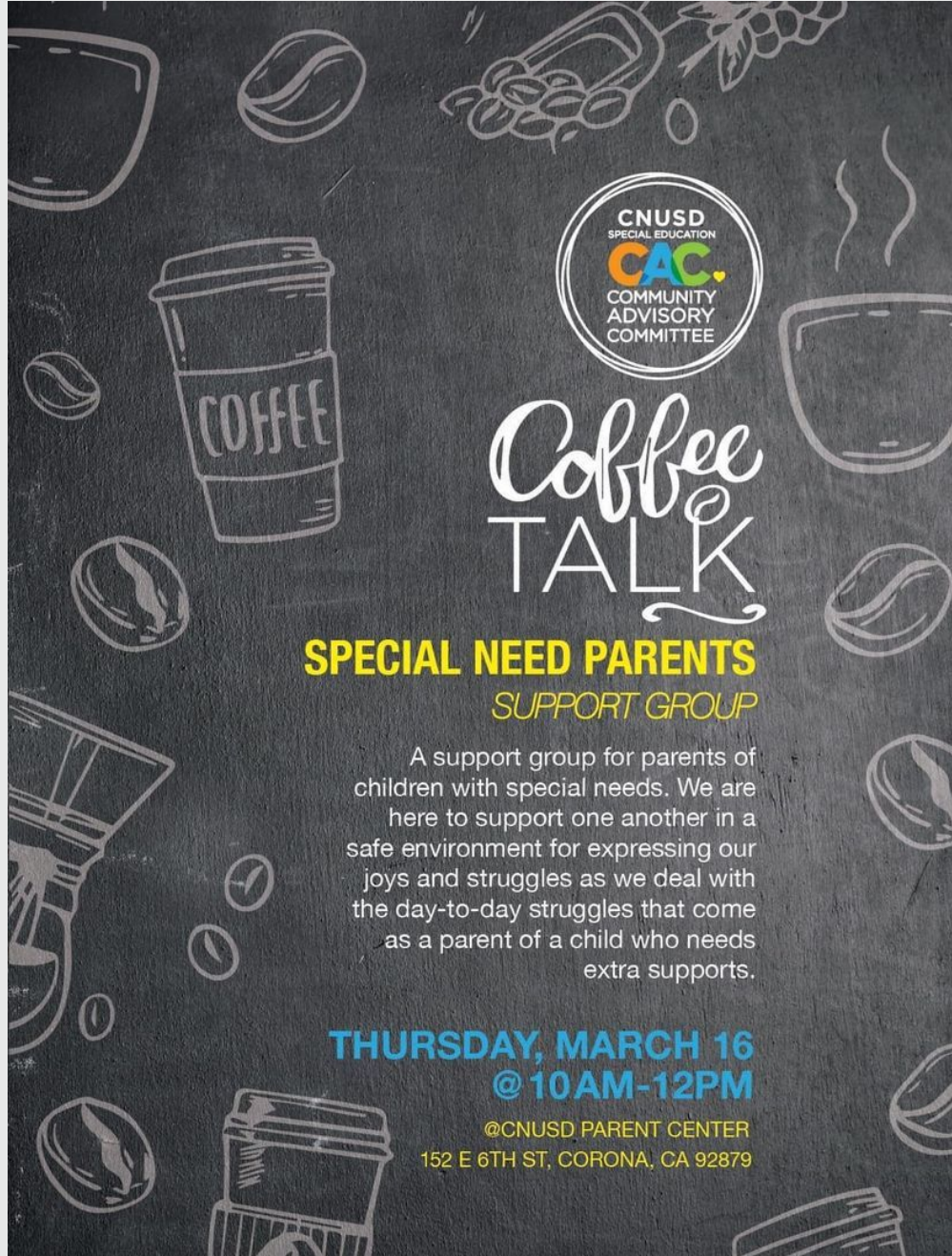


For more Information please call the CNUSD Parent Center at (951) 273-3132

## Multicultural Spring Festival

Sunday, April 30, 2023

Promenade Park



**CNUSD SPECIAL EDUCATION CAC COMMUNITY ADVISORY COMMITTEE**

**Coffee TALK**

**SPECIAL NEED PARENTS SUPPORT GROUP**

A support group for parents of children with special needs. We are here to support one another in a safe environment for expressing our joys and struggles as we deal with the day-to-day struggles that come as a parent of a child who needs extra supports.

**THURSDAY, MARCH 16 @ 10AM-12PM**

@CNUSD PARENT CENTER  
152 E 6TH ST, CORONA, CA 92879



Cassandra Willis, Director  
[cwillis@cnusd.k12.ca.us](mailto:cwillis@cnusd.k12.ca.us)  
(951) 273-3132



## Superintendent's Parent Advisory Council

# LET'S GET TOGETHER AND CELEBRATE!



May 17, 2023



4:00 pm - 5.30 pm



The Parent Center  
152 E 6th St, Corona, CA 92879



Light refreshments will be served

