

# MTSS Well-Being Plan: CUSD Cares

## Frequently Asked Questions

May 2023

Question	Answer
During the Tier 2 and Tier 3 interventions, will there be an attempt to determine if there is a threat to the student, the possibility of self-harm or the possibility of harm towards others, in the future, and then intervene?	Yes. Part of CUSD Cares is to respond to the specific well-being needs of every student and to make sure they receive the support needed. This would include the possibility of self-harm or harm toward others.
How many students fall into the Tier 3 category?  And do you currently have sufficient resources to provide that support?	On average, approximately 3-5% of students require Tier 3 support.  Yes, we have sufficient resources to support those Tier 3 students.
I know today's focus is on students. However, based on conversations with my high school student, some of her teachers and administrators are struggling and are also in need of support.  Do you anticipate addressing a staff support plan in this type of format in the future?	Yes. CUSD Cares has a specific staff support component. The plan includes multi-tiered support for staff.  This will be included in the presentation to the Board on May 17, 2023.
I love the idea of a Mindful Moment. Is that facilitated by a teacher, and what's an ideal amount of time to spend on that activity within the classroom at the primary level?	Yes. The teacher leads the Mindfulness Moment with lessons averaging 2-3 minutes.
I read an article that 44% of high school students reported that they persistently felt sad or hopeless (From CDC)... is that consistent with CUSD students?	Yes, this is consistent with CUSD students. 36% of 7th, 9th, and 11th graders reported the same feelings of sadness or hopelessness, per CHKS data from 2023.
Is there an option for students that are non-verbal? How do we go about helping these students?	Yes. CUSD Cares Well-Being check-in allows for students to share how they are feeling through emojis. If a student uses emojis to indicate they are sad, then the teacher, counselor, and

	<p>administrator will be aware and will follow up as necessary.</p>
<p>Many students benefit through clubs. Is there any consideration of changing board policy on student clubs in the middle schools?</p>	<p>Staff has reviewed Board policy to see if it encourages and allows for peer connections and a sense of school community. The Board Policy in question is <a href="#">BP 6145.5(a), Student Organizations and Equal Access</a>. Staff believes that the policy effectively allows for connections and community as written.</p>
<p>May we know exactly which interventions will be provided to all sites please? For example, mindful morning sessions and whole school buddy systems (between grades) are shown to be significantly proven to support students at the Tier 1 level. They are also free for the district to implement and demonstrate very minimal impact on schedules and curriculum. Please consider implementing such interventions District wide so that ALL students benefit.</p>	<p>Yes. Pending Board approval, there will be interventions that are provided at all sites, and these interventions will be communicated by the District and by school principals. Also, principals and their staff will customize their CUSD Cares school plan and identify additional interventions their site uses. This will all be communicated to their school communities.</p>
<p>May we know how schools are chosen to become pilot programs? Moreover, can these please just be implemented District wide? They are proven interventions. Much appreciated.</p>	<p>District staff work directly with school principals to identify Pilot sites. It is important to pilot a program on a smaller scale before expanding Districtwide. Piloting a program allows District staff to learn from the teachers, staff, and principals who are using the new program to determine what resources, training, and staffing are required for it to be successful, or if alternative programs are more suitable.</p>
<p>The question about the Well-Being Check-in really has to do with how you will assess when intervention is needed and what kind of intervention you anticipate taking if there's concern?</p>	<p>Teachers, counselors, and administrators will monitor student academics, behavior, and social emotional needs to determine if students require Tier 2 or 3 interventions. The various interventions are defined in CUSD Cares in Tiers 1-3.</p>
<p>What action will be taken when conducting the Weekly Well-Being Check-in? What do you expect will be done with that information?</p>	<p>CUSD Cares' Well-Being Check-in gathers feedback from K-12 students using visuals (emojis) and text responses. From the responses, teachers can connect with students to support</p>

	<p>their immediate concern or refer them to counselors. Site counselors can meet with students individually or in groups. Administration can also measure the impact of their connectedness and school community initiatives and adjust them according to the Well-Being Check-in data.</p>
<p>What happens if parents are not in agreement with the Well-being Check-in or the Mindfulness Moments?</p>	<p>Parents will be notified ahead of time and will have the option to opt their student out.</p>
<p>What if the students are “sad” because of the way a teacher has treated a child? How do you handle that?</p>	<p>Teachers can use the opportunity to reflect and improve their relationship with the students. Administrators can reflect on the professional development and support they provide staff per the student responses that they are receiving.</p>
<p>Will parents be informed of all the intervention used to support their children?</p>	<p>Yes, school sites will communicate with families regarding interventions that are used to support their students. A critical component of CUSD Cares is the development of a partnership between families and their school.</p>
<p>How will you get teacher buy-in?</p>	<p>Teacher buy-in will be developed through the pilot process. Teacher buy-in will occur when they see results and positive student outcomes, and when they are provided with the proper support and training to implement the new programs and resources.</p>