



CUSD CARES

Multi-Tiered System of Support
Well-Being Plan
May 17, 2023

The logo for Capistrano Unified School District is circular, featuring a yellow dove in flight against a white background with a sunburst. The text "CAPISTRANO" is written in large blue letters, and "UNIFIED SCHOOL DISTRICT" is written in smaller blue letters below it. The logo is set within a blue circular border with a yellow inner ring. A yellow and blue striped circular graphic overlaps the bottom left of the logo.

CAPISTRANO
UNIFIED SCHOOL DISTRICT



Goal: MTSS Well-Being Plan

Goal: The MTSS Well-Being Plan will effectively support all students' and staff's well-being and have a positive impact on student outcomes by intentionally developing and strengthening "connections, a sense of school community, and regular opportunities for celebration"



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Connection

Community

Celebration



STUDENTS
STAFF
FAMILIES



National, State, and Local Mental Health Data



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- **National**
 - 42% of students in secondary grades felt persistently sad or hopeless and 22% seriously considered suicide - 1 in 5
- **State**
 - 3 out of every 20 (7%) middle and high school students seriously considered suicide in the past 12 months
 - 32% of 7th, 27% of 9th, and 42% of 11th graders experienced chronic, debilitating sadness or hopelessness for over 2 weeks in the past year.
- **CUSD**
 - 36% of 7th, 9th, and 11th graders reported feeling chronic sadness and hopeless feelings
 - 19% of 7th, 9th, and 11th graders reported seriously considered attempting suicide

*Center of Disease Control and Prevention (2023) and California Healthy Kids Survey (2023)

National, State, and Local Mental Health Data



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- **Orange County**

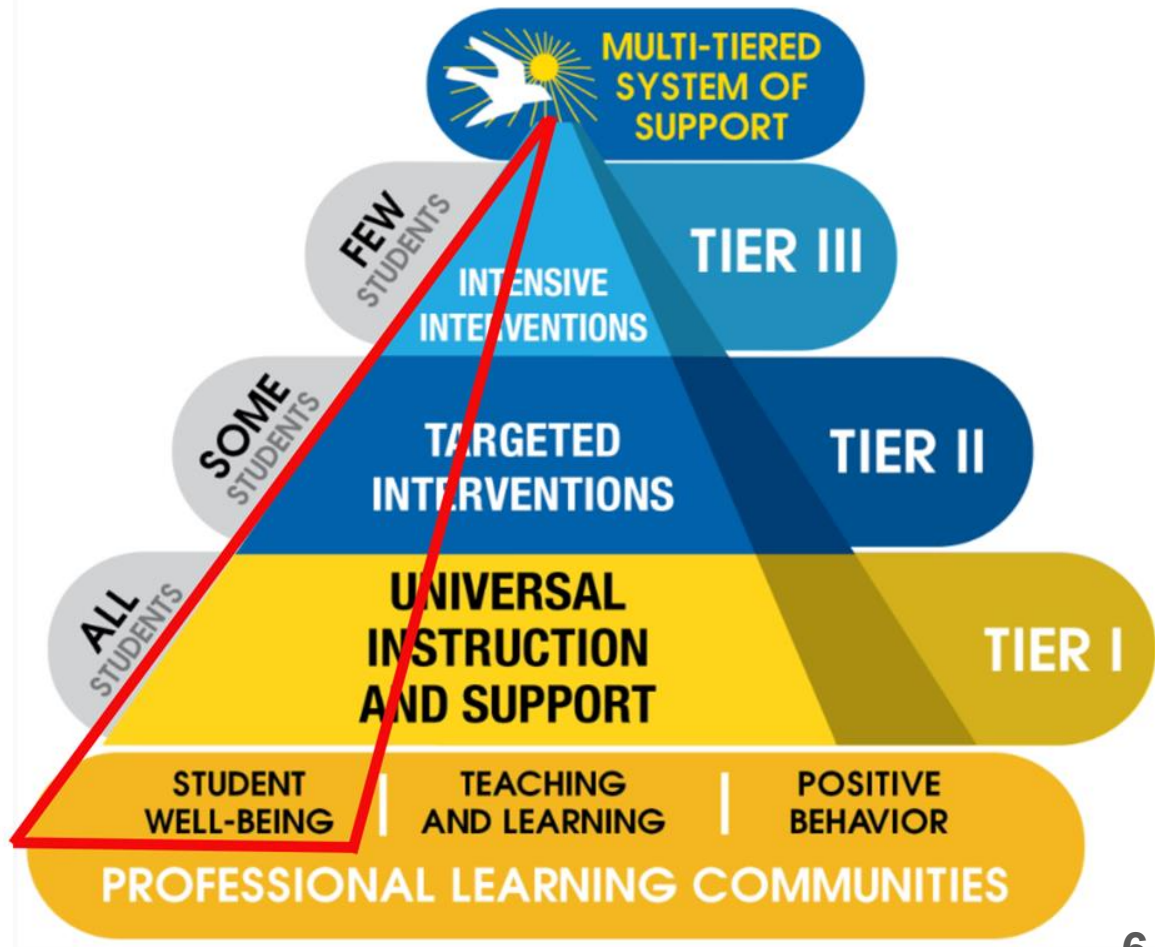
- 468 ER visits for young people ages 12-25 for suicidal ideation and intentional self-harm (not hospitalized)
 - 60% (281) for suicidal ideation
 - 40% (187) for intentional self-harm
- 398 hospitalizations for suicidal/self-harm or mental health related cause - ages 12-17

**Center of Disease Control and Prevention (2023) and California Healthy Kids Survey (2023)*

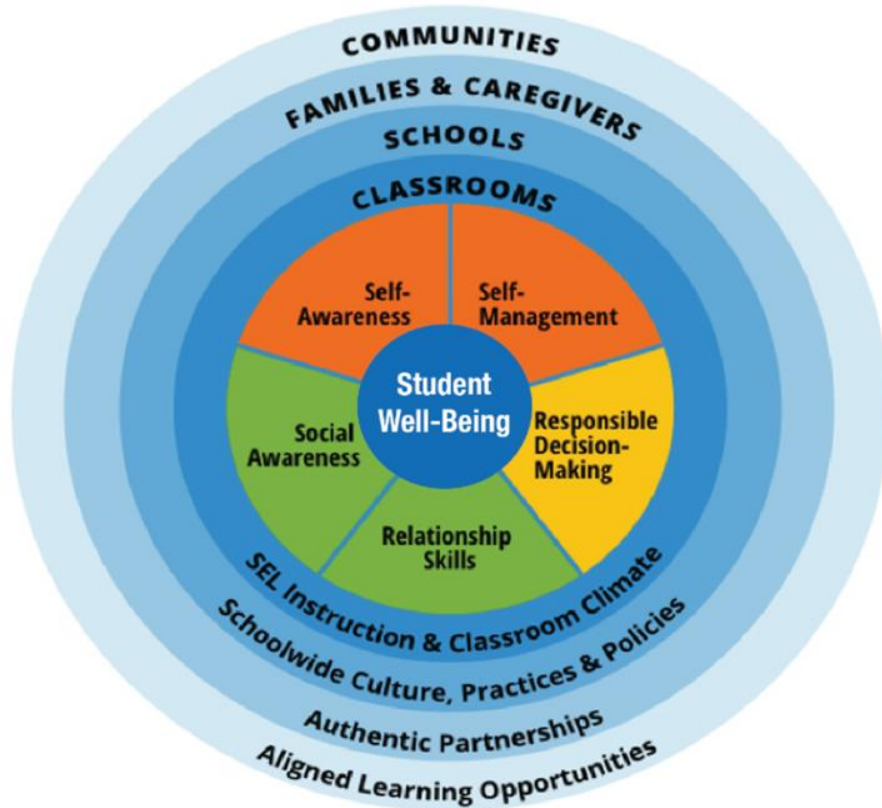
MULTI TIERED
SYSTEM OF
SUPPORT



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STUDENT WELL-BEING



5 Competencies



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SELF AWARENESS

- Identify emotions
- Accurate self perception
- Recognize strengths
- Self confidence
- Self efficacy

SELF MANAGEMENT

- Impulse control
- Stress management
- Self discipline
- Goal setting

SOCIAL AWARENESS

- Perspective taking
- Empathy
- Appreciating diversity
- Respect for others

RELATIONSHIP SKILLS

- Communication
- Social engagement
- Relationship building
- Teamwork

RESPONSIBLE DECISION MAKING

- Identifying problems
- Analyzing situations
- Solving problems
- Reflecting

Tier 1: Support for ALL Students

Schoolwide focus on student connectedness, community, and celebration through integration of key “Well-Being” practices:



- **Daily classroom mindfulness moments**
- **Weekly “Well-being Check-In”**
- **Middle school intramural sports and activities during the school day**
- **Staff training (Wellness and Prevention Center and Orange County Department of Education)**
- **“Be a Friend” kindness campaign (elementary schools)**
- **“You Belong Here” attendance campaign**
- **Increased opportunities for middle school activities for connectedness**
- Increased opportunities for middle and high school students to take CCA courses that align with their interests
- Five Star system for encouraging student participation in activities (Secondary)
- Counselor support through Second Step and Cultural Proficiency Lessons
- Positive Behavior Support Tier 1 Strategies and Interventions
- School examples:
 - *Greeting students as they enter school and knowing their “name, face, and story”*
 - *Starting every student’s day with a “mindfulness moment”*
 - *Every student K-12 has a “Weekly Well-Being Check-in” (ex: Well-Being Wednesdays District-wide)*
 - *Intentional welcome for all new students and staff*
 - *Staff and students participate in spirit activities and other school events*
 - *PBIS, academic, and extracurricular student recognitions*



Tier II: Targeted Support for Some Students

Targeted support for students who are at risk of developing more significant challenges

- **Wellness Rooms (secondary schools)**
- **Sensory Rooms (elementary schools)**
- **Staff mentor**
- Targeted group counseling (counselors & intervention specialists)
- Referral to counselor
- Restorative Practices
- Wellness and Prevention Center counseling at specific school sites
- Positive Behavior Support Tier 2 strategies and interventions
- School examples:
 - *Daily check-ins with mentor*
 - *Group discussions (counselor)*
 - *Student-Family-Site collaboration*



Tier III: Intensive Support for Few, Individualized Students

Individual and intentional support for students not responding to the Tier 2 supports by providing comprehensive planning and services



- **District Support Team (counselors, psychologists, High School family coordinators, and District staff)**
- Individual 1:1 counseling
- County and outside mental health referral (with parent consent)
- Partnership with family, health provider, and school site team
- School examples:
 - *Frequent, calendared individual meetings with mentor, counselor, or administrator*
 - *Home visits*
 - *Individual discussions (counselor)*
 - *Student-Family-Site-District collaboration*



Staff Well-Being Plan for Support



Tier I

- District professional learning
- Site and HRS support
- VEBA Well-Being group activities & self care toolkit
- Site connectedness
- Well-Being “check-ins” to begin every meeting

Tier II

- VEBA advocacy benefits
- Employee assistance program

Tier III

- VEBA Well-Being counseling
- Employee assistance program
- County crisis team



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Thank You



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