

Flemington-Raritan School District

Mid-Year Report Card 2022-2023



Presentation to the Board

April 24, 2023



Effective School Solutions

The Mental Health Crisis Facing Our Young People

Mental Health outcomes have been degrading for students for over a decade



U.S. High School Student Data 2009-2019:

- 40.6% increase in the number of high school students experiencing persistent feelings of sadness or hopelessness, equating to 1 in 3 students
- 36.2% increase in the number of high school students seriously considered attempting suicide, equating to 1 in 5 students
- 44% increase in the number of high school students who made a suicide plan
- 41% increase in the number of high school students who attempted suicide

The COVID-19 pandemic has increased sources of trauma



U.S. Adolescent Behaviors and Experiences Survey:

- 55% of respondents experienced some sort of emotional abuse at home
- 11% of respondents experienced physical abuse
- 24% of respondents stated they did not have enough to eat during the COVID-19 pandemic

The latest research indicates that students are continuing to experience significant social-emotional challenges



2023 The State of Mental Health in America Report:

- 16.39% of youth (age 12-17) reported suffering from at least one major depressive episode in the past year
- More than 2.7 million youth are experiencing severe major depression
- 60% of youth with major depression do not receive mental health treatment.
- 1 in 10 youth with private insurance do not have coverage for mental or emotional difficulties – over 1.2 million youth
- **Students are 21 times more likely to access mental health services when they are offered in schools.**

CDC Adolescent Behaviors and Experiences Survey <https://www.cdc.gov/healthyyouth/data/abes.htm>
CDC Youth Risk Behavior Survey: <https://www.cdc.gov/healthyyouth/data/yrbs/pdf/YRBSDataSummaryTrendsReport2019-508.pdf>
Mental Health America 2023 State of Mental Health in America

“Imagine a high school with 1,000 students. Now imagine about 450 of them saying they are persistently sad or hopeless, 200 saying they’ve seriously considered suicide, and nearly 100 saying they’ve tried to end their own life over the past year. That is the state of youth mental health in America.”

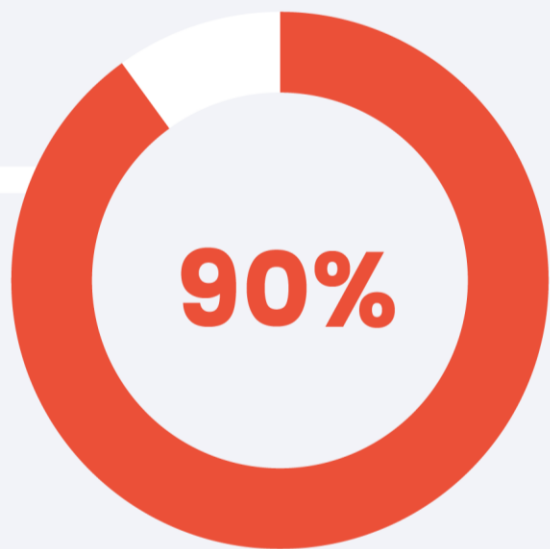
Source: [Our kids' mental health is as critical as their grades. Here's how to prioritize both.](#)

– U.S. Surgeon General Vivek Murthy

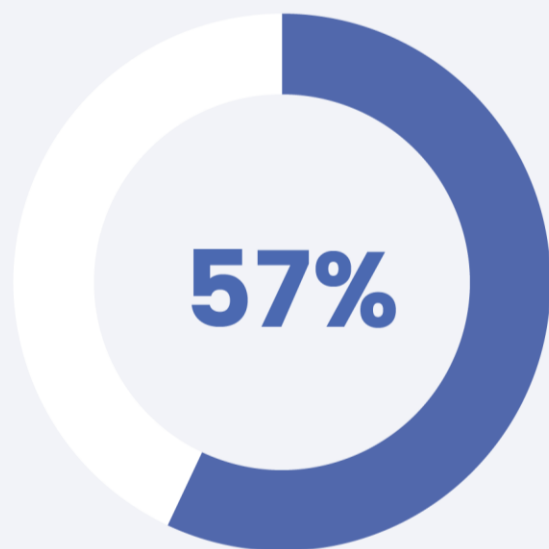
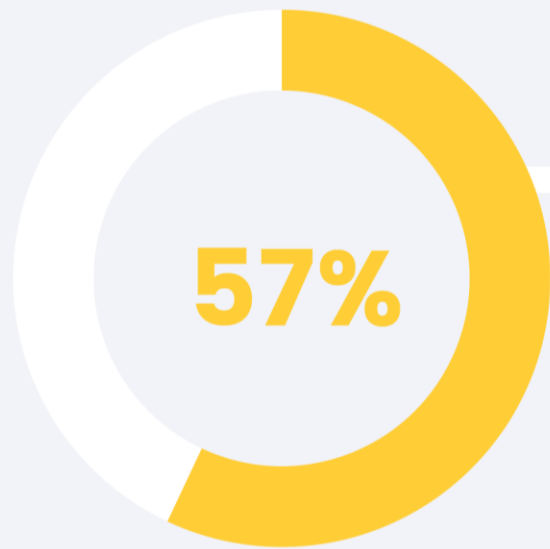
National polling of administrators & parents on mental health care in schools



Effective School
Solutions



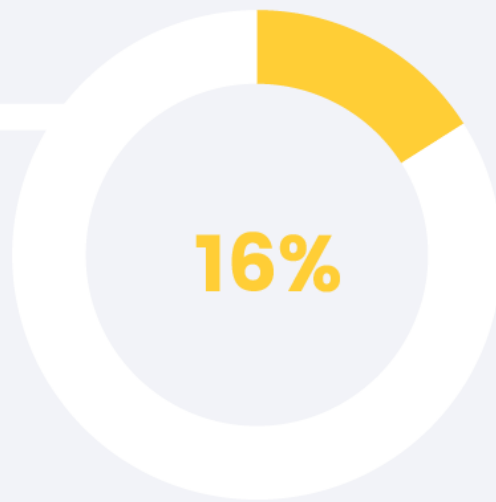
of **administrators** & of **parents**
believe that there is a growing youth
mental health crisis



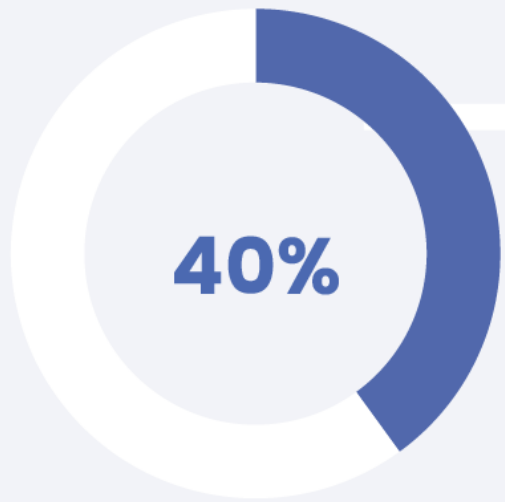
of **administrators**
say the problem is
the same as or worse
than a year ago



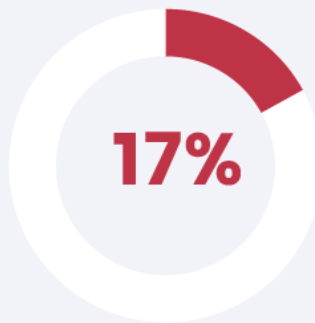
of **parents**
believe that schools
should have a role in
supporting student
mental health



of **parents** & of **administrators**
report a high level of confidence in
their school's ability to deal with mental
health challenges



In small city
districts, the
percentage of
administrators
drops to



A Mental Health Continuum: Multi-Tiered Systems of Support for K-12



Intensive, In-School Clinical Support

Programming for students with the most intensive mental health challenges

Highly structured, longer in duration and “wrap-around” in nature

Meant to return students from out of district placement, avoid out of district placement or serve as a preventative support for gen ed students

TIER 3

Moderate Intensity of Care and Crisis Response

Programming for students mild to moderate challenges

Less intensive therapeutic structure

Crisis assessment and crisis re-entry Programs

TIER 2

Mental Health Awareness and Prevention

Comprehensive mental health professional learning

Universal support on building trauma informed classrooms

Develop capacity building initiatives focused on trauma informed supports

TIER 1

Mental Health Vision and Planning

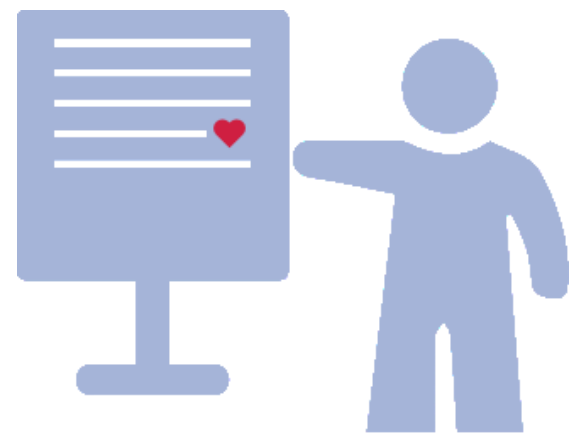
Clear, data-driven understanding of mental health needs

Focused strategic plan for building mental health capabilities as well as coaching and consultation for district clinical professionals

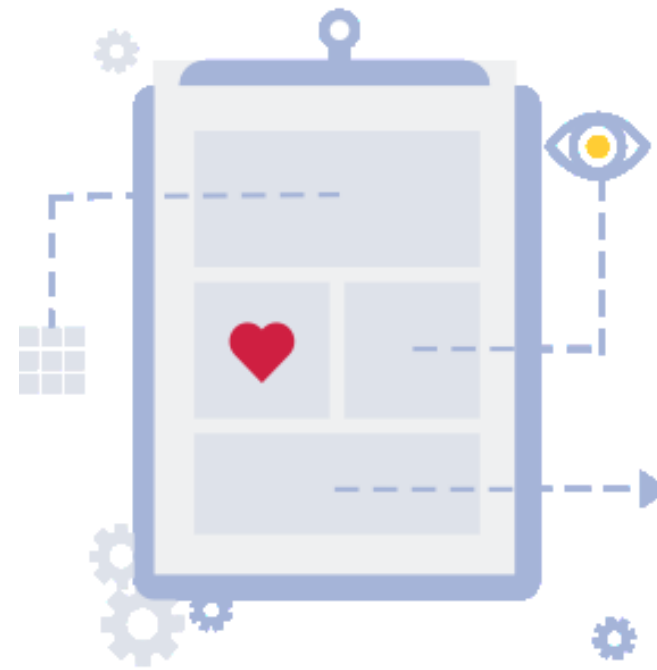
Strong processes and procedures to guide and evaluate effective mental health efforts

FOUNDATIONAL SUPPORT

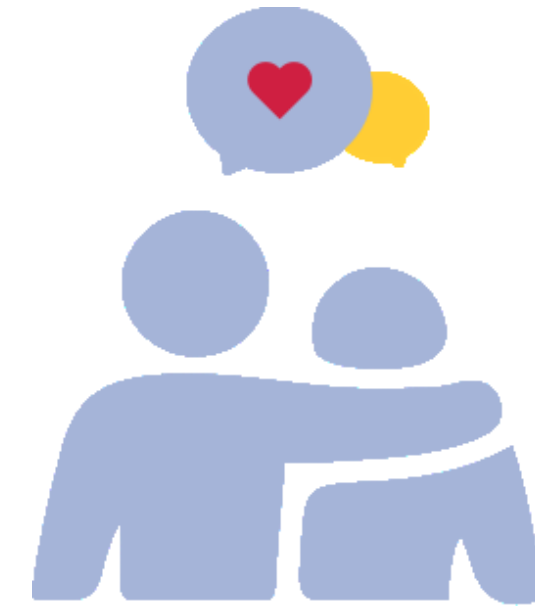
The ESS Comprehensive Clinical Approach Provides a Level of Care Above What Districts Generally Deliver on their Own



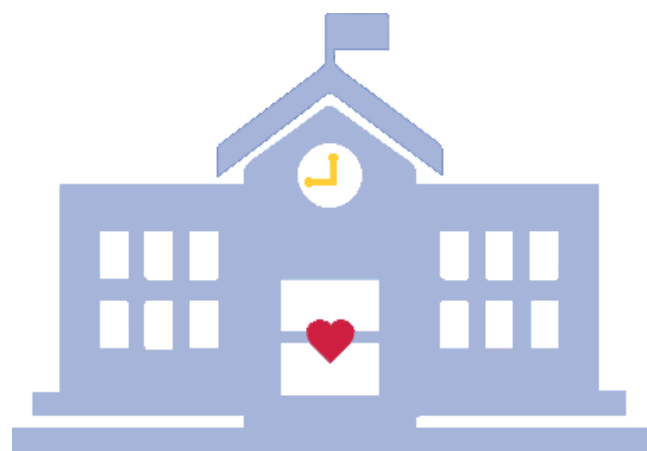
**Comprehensive,
Evidence Based
Clinical Program
Design**



**Highly
Qualified
Clinical
Team with
Acute Care
Expertise**



**Family Support,
including home
visits and
extended hours**



**Clinical
Supervision,
Quality and Risk
Management**



**Talent
Acquisition
Capabilities**



**Clinical Data
Storage, Data
Analysis, and
Progress
Monitoring**

Key objective - offer flexibility and high degree of service for students, families and staff.

ESS and Flemington-Raritan School District History of our Partnership



**Effective School
Solutions**



1. In January 2020, the partnership between ESS & the Flemington-Raritan district began with the opening of our Tier 3 program at Robert Hunter School. Our Tier 3 program serves the most at-risk students who are in acute need of behavioral and mental health supports.
2. In the September 2020/2021 school year our partnership expanded with the implementation of Tier 3 programming at Reading-Fleming Intermediate School.
3. In April of 2021 ESS services continued to grow in the district with the implementation of Tier 3 programming at JP Case School.
4. An expansion of services took place in September 2021, adding an additional clinician at JP Case School.
5. In total, 96 students have been served since inception of our programs in the Flemington-Raritan District.

How do we measure success?



Census and Service Delivery



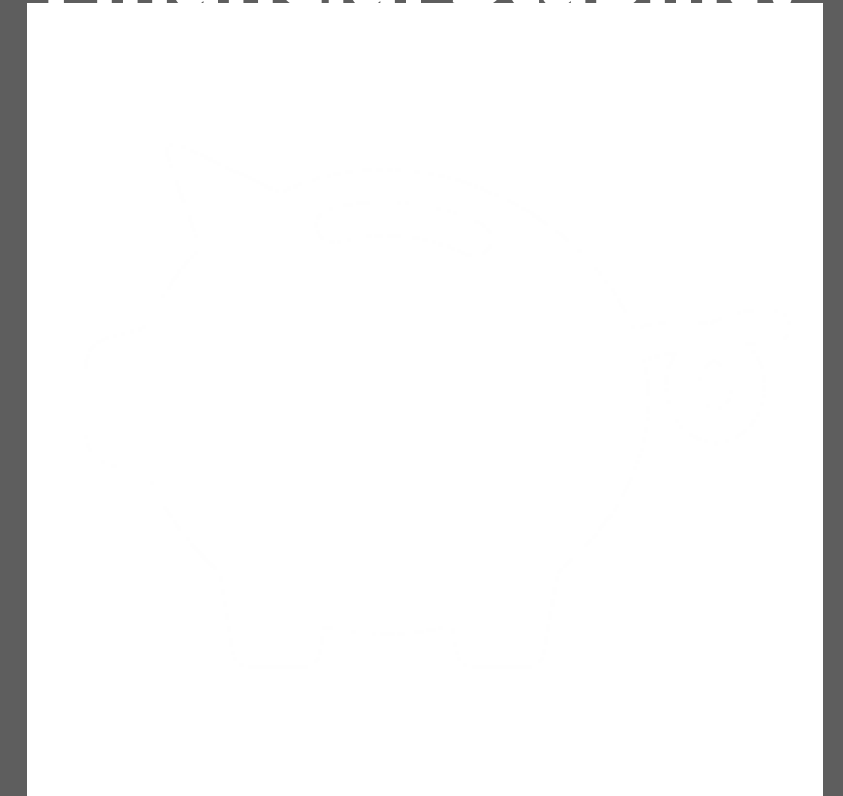
Enrollment and delivery of
therapeutic and academic support
services

Clinical Progress



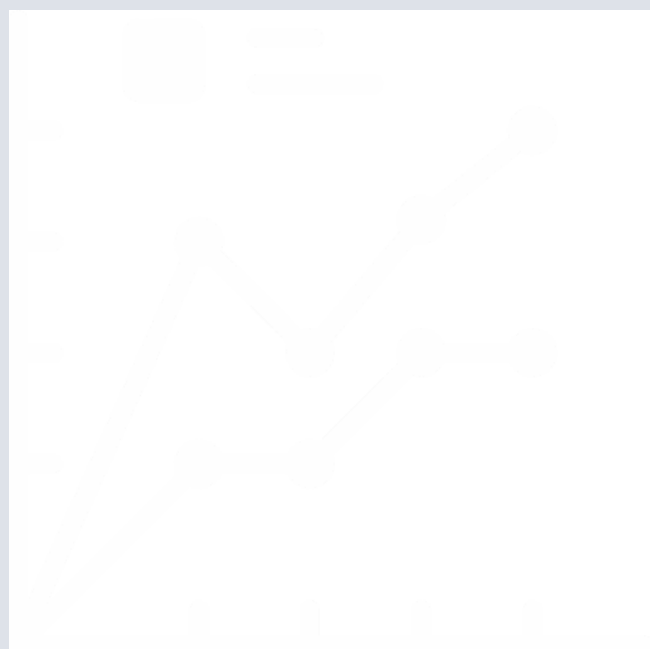
Students and Clinician Reports of
Mental Wellness and Therapeutic
Progress

Financial Stability



Students stay in the district while
receiving high levels of care

Academic Impact



Student Performance Against
Baselines for Grades, Discipline and
Attendance

Parent Support

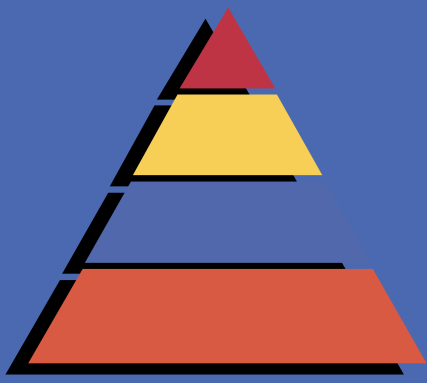


Improved Outcomes at Home
Feedback from parents

Administrator and Internal Stakeholder Support



Administrators have the tools and
resources to make proactive
decisions on student care

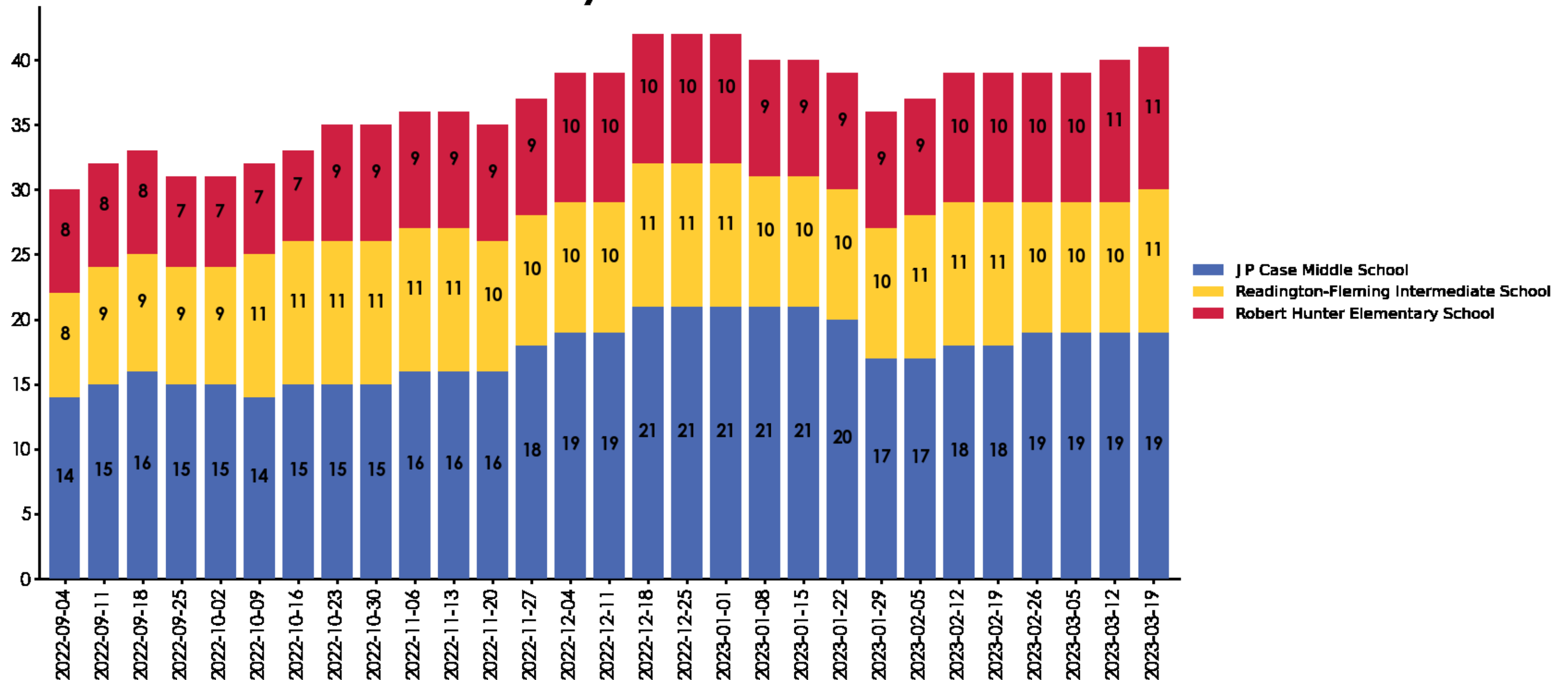


District Wide Census

Measurement Domain: Census and Service Delivery



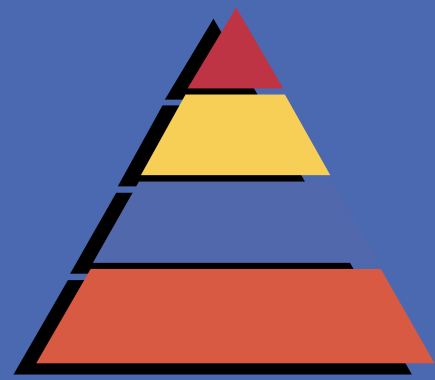
Active Census by Week and School



39
Current Census

54
Total Students Served
this year

96
Total Students Served Since
program Inception

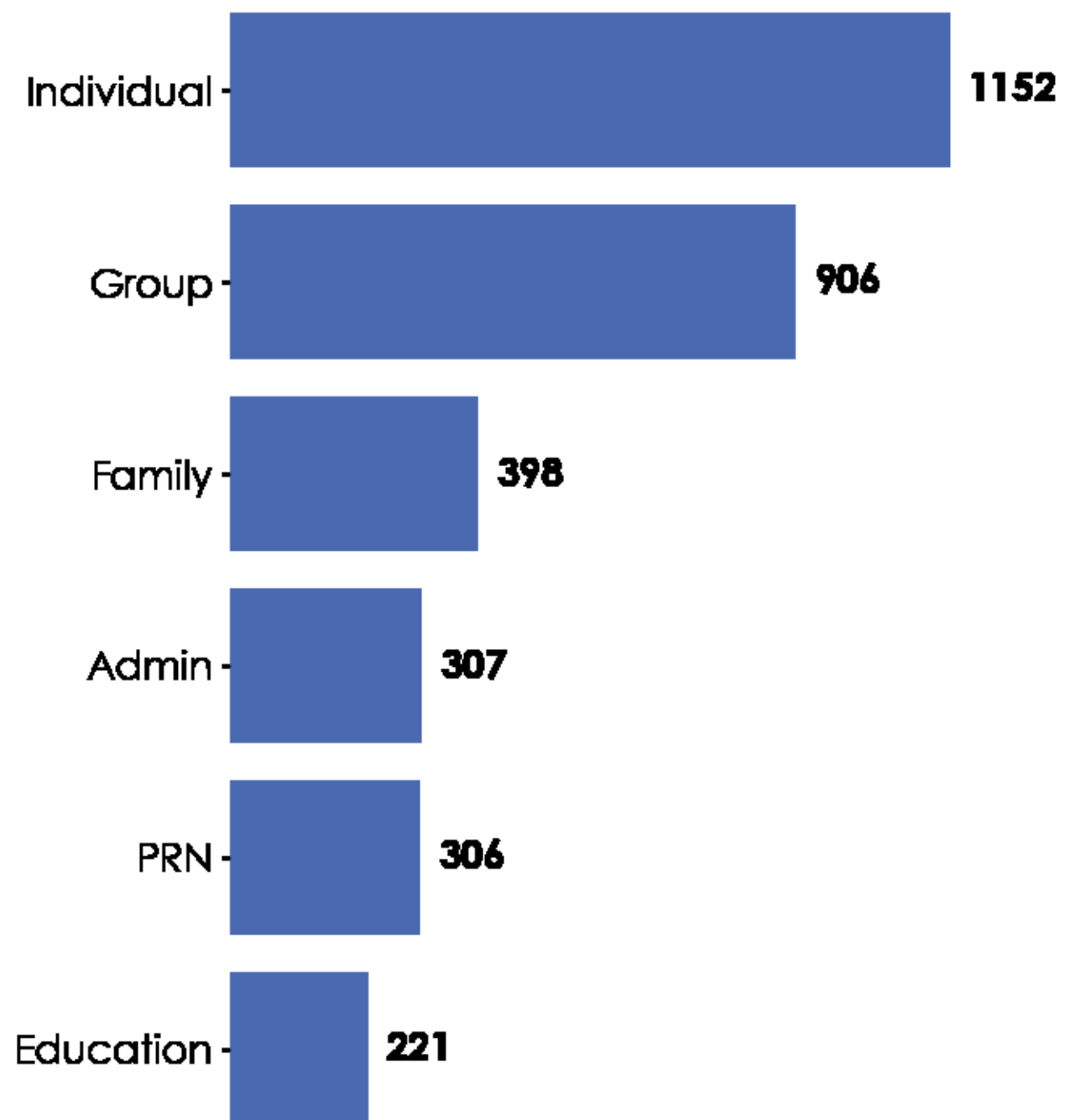


District Wide Service Delivery and Engagement

Measurement Domain: Census and Service Delivery

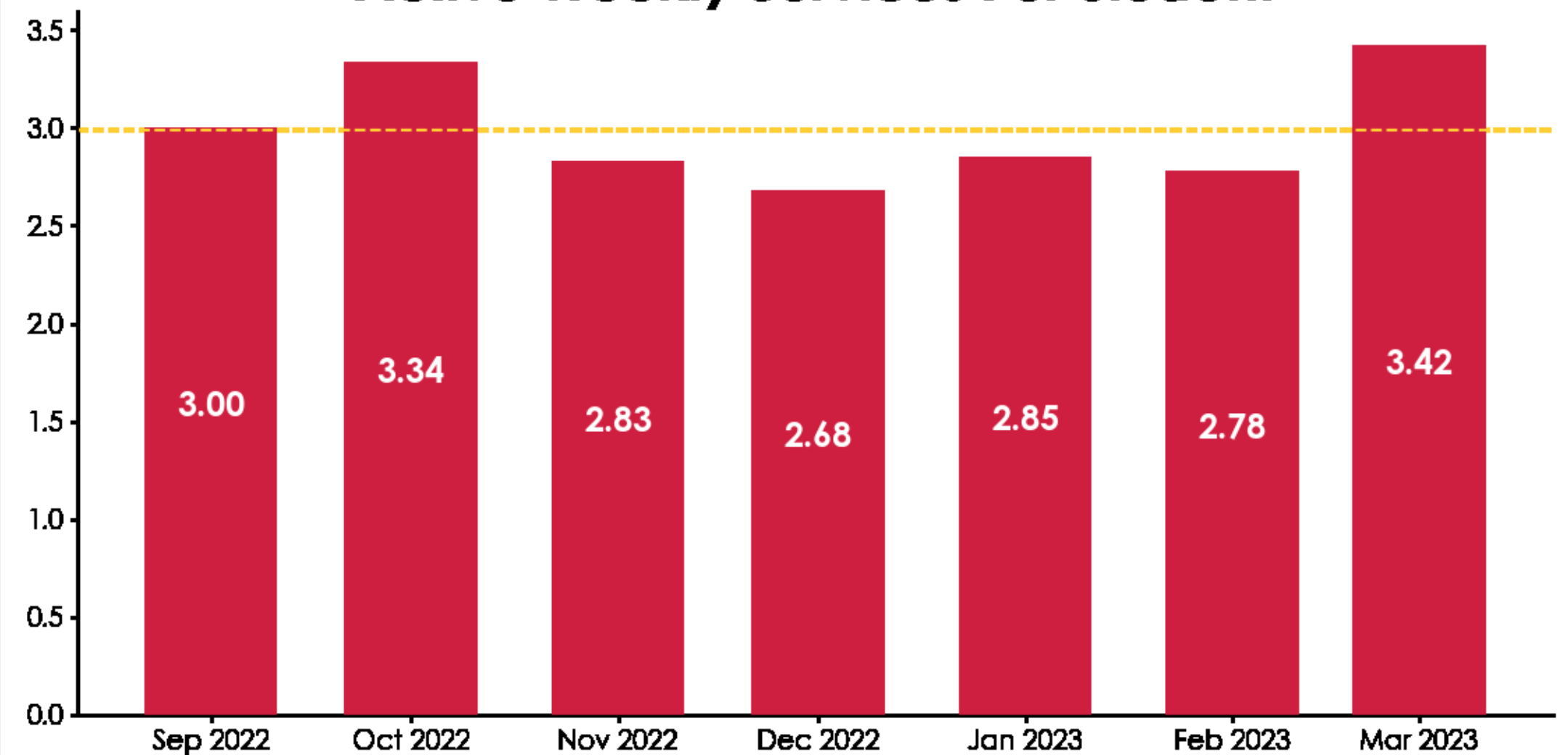


Service Breakdown

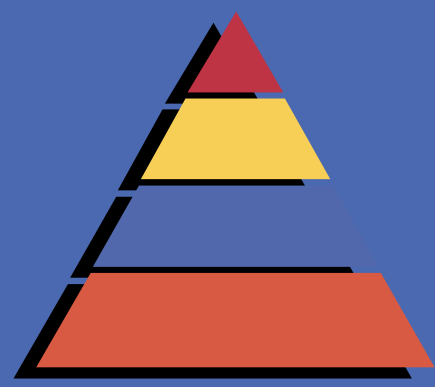


3,290
Total Services Delivered

Active Weekly Services Per Student



2.98
Average Weekly Services per Student



District Wide Academic Impact

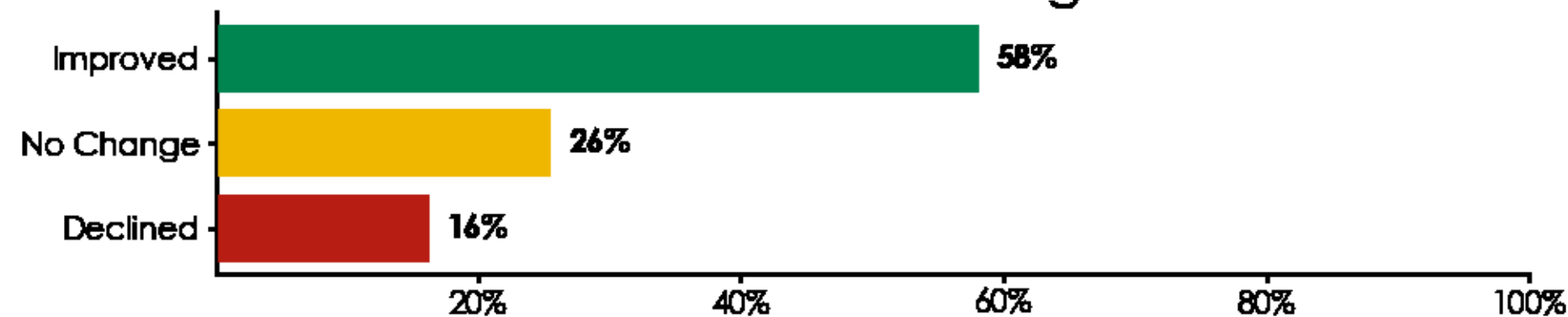
Measurement Domain: Academic Impact

Year to Date Data

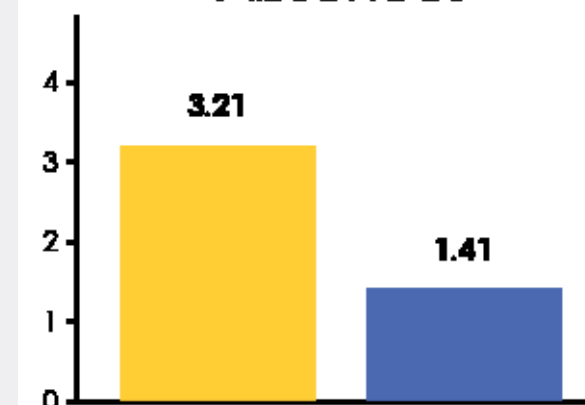


Tier 3 students have their performance measured when first admitted and at the end of each marking period to measure growth

Attendance Performance Against Baseline

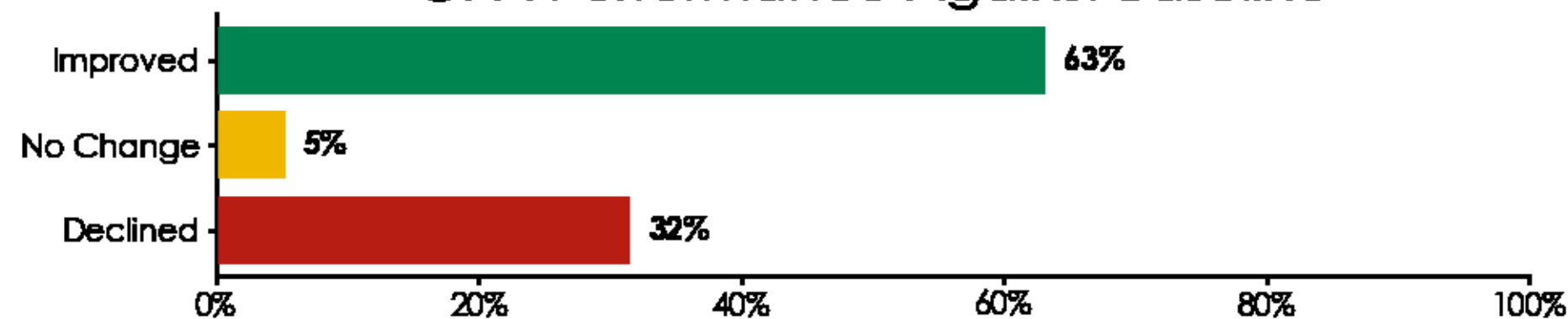


Absences

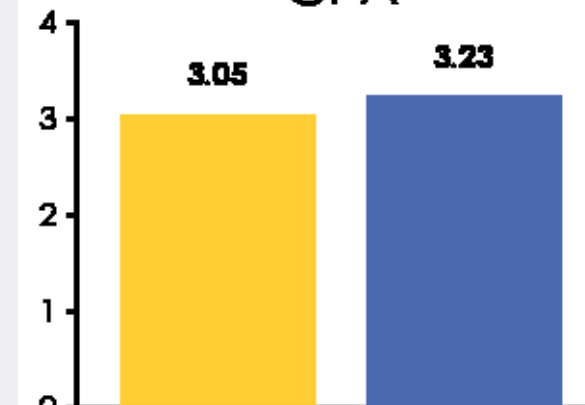


-56%
Average % Change
in Absences

GPA Performance Against Baseline



GPA



68%
increased or
maintained GPA

District Cost Savings

Measurement Domain: Financial Stability

Tier 3: Out of District Returners

of students currently in program returned from
Out of District Placement

1

X

\$100,000

Average annual cost per Out of District Placement

\$100,000

**Estimated Annual Savings
from Returners**

Tier 3: Out of District Prevention

Estimated # of students currently in program
prevented from Out of District Placement

4

X

\$100,000

Average annual cost per Out of District Placement

400,000

**Estimated Annual Cost Avoidance
from Prevention**

Total Estimated Savings and Avoidance for 2022-2023:
\$500,000

Note: Out of District Placement Prevention is determined during clinical assessment

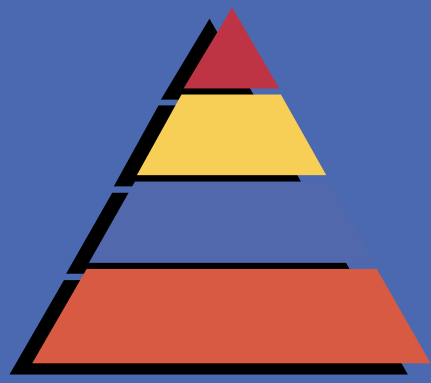
Professional Development

Staff PD

- **11/8/2022** – Motivating and Engaging Students, **AM Session**
- **11/8/2022** – Motivating and Engaging Students, **PM Session**
- **12/13/2022**- The Nurtured Heart Approach
- **3/20/2023** – The Nurtured Heart Approach

Parent PD

- **2/28/2023** - Supporting Students with Mental Health Challenges – informational Roundtable Sessions
- **5/10/2023**- Destigmatizing Mental Health @ Superintendent “Talk-A-Latte” event

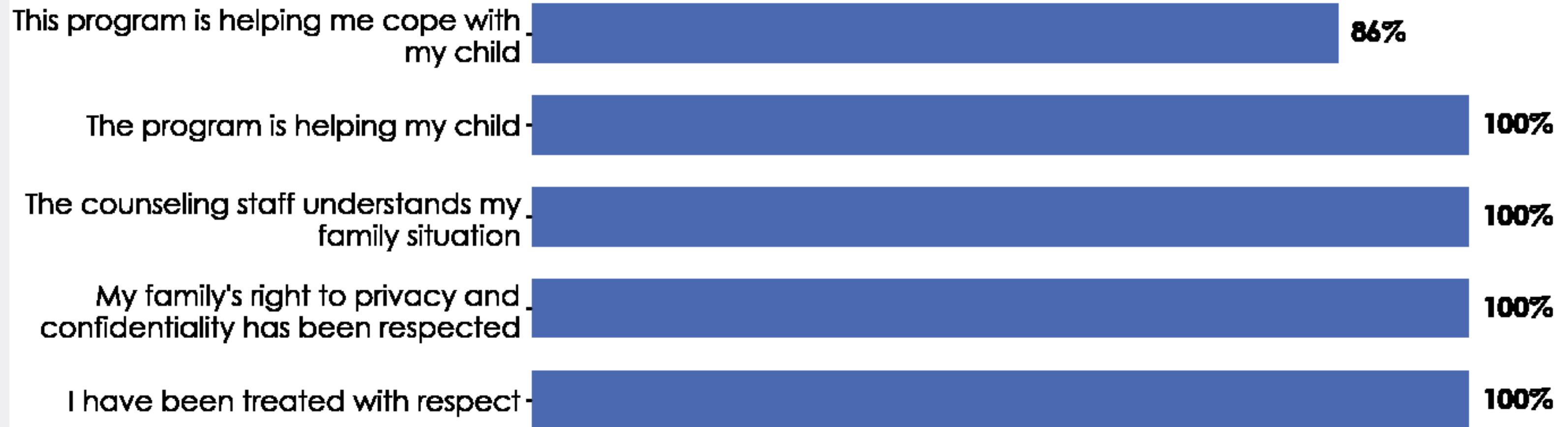


Parent Survey Results

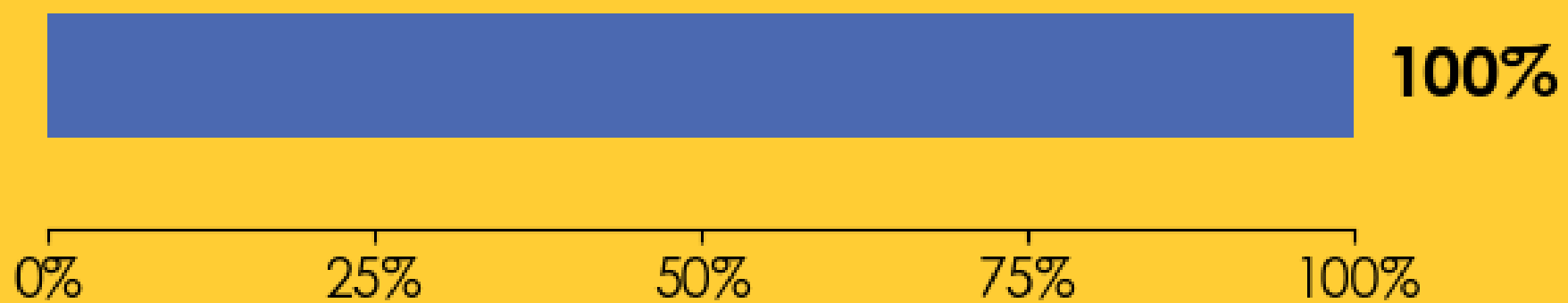
Measurement Domain: Parent Survey



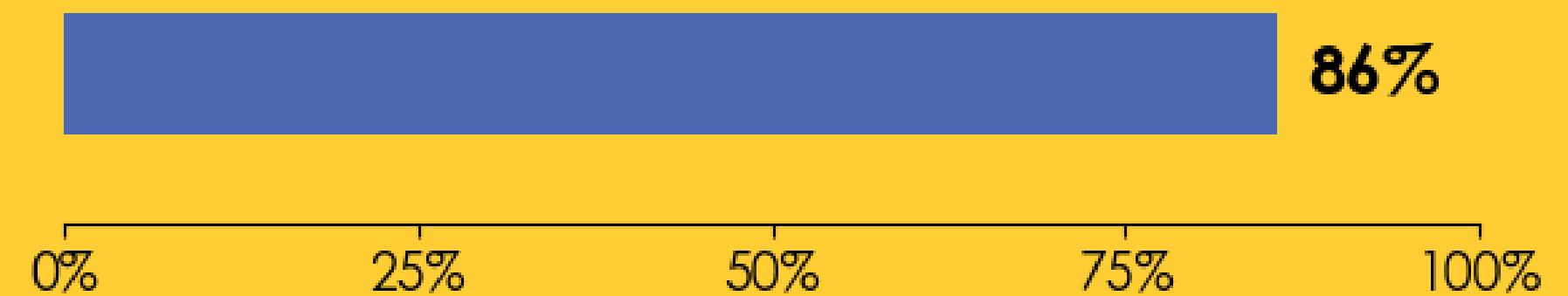
Percent of parents to Agree or Strongly Agree with the following statements



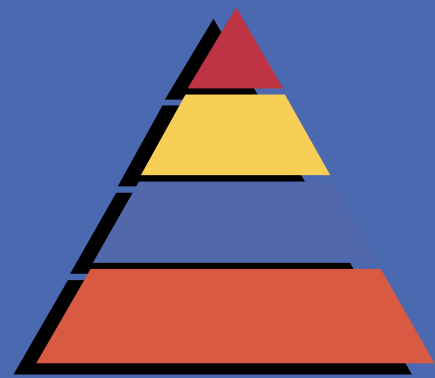
Percent of Parents Satisfied or Very Satisfied with ESS



Percent of Parents to Observe Improvement in Their Child



N=7



What parents are saying...

Measurement Domain: Parent Support



Our clinician has been an amazing help to me. She's very caring and resourceful and has taken extra time when I am having issues. We're so lucky to have her.

Our therapist has been instrumental in our son's growth over the past two years. She has given both him and our family advice and techniques that have helped him both at school and at home.

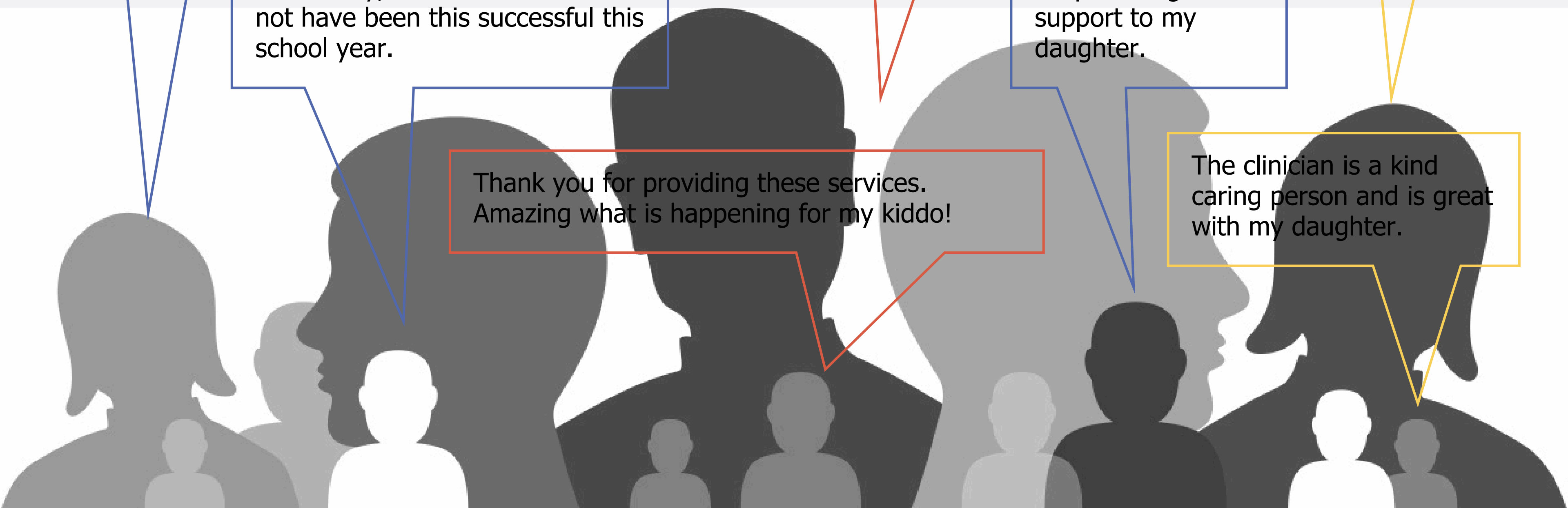
Our ESS therapist is AMAZING. We are So thankful for her. You have no idea. She is such a gem!!!!

ESS provides my child with the support that he needs during the school day, without it he would not have been this successful this school year.

I am grateful for ESS and the district for providing the support to my daughter.

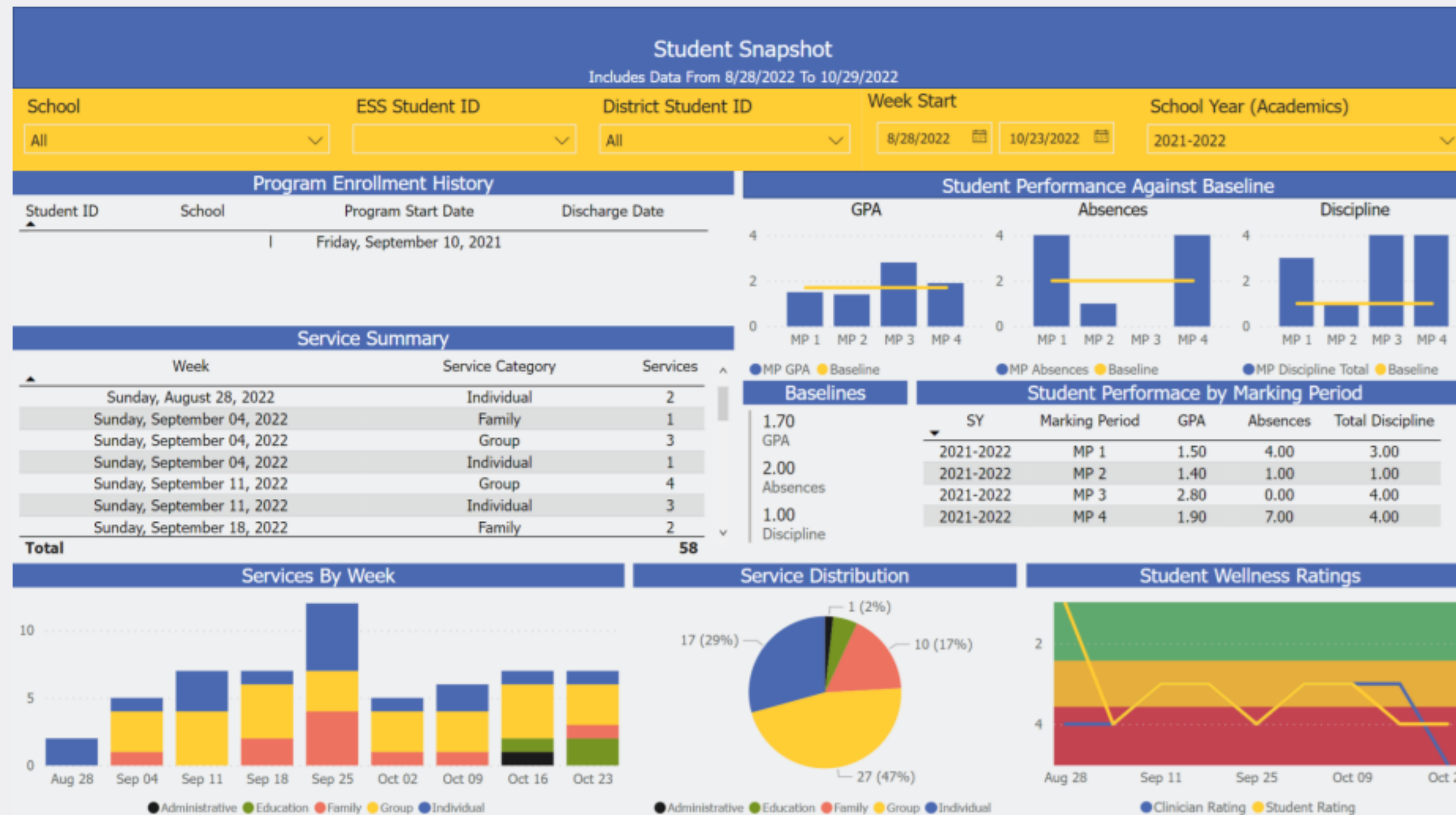
Thank you for providing these services. Amazing what is happening for my kiddo!

The clinician is a kind caring person and is great with my daughter.



MindBeat Pulse Impact Data

Measurement Domain: Administrator and Internal Stakeholder Support



What can I learn from MindBeat Pulse?

**Enrollment
Information**

**Service
Delivery**

**Educational
Impact**

**Student
Summary**



Effective School Solutions

**Thank you for your
partnership!**

The ESS Team

ROBERT HUNTER SCHOOL: Ashley Williams



Ashley Williams is a Licensed Clinical Social Worker, with a School Social Work Certification. Ashley received her Bachelor's Degree in Social Work from Ramapo College in 2016 and her Master's Degree in Social Work from Rutgers University in 2017. From 2017 to 2022 Ashley worked for a Partial Hospitalization/Insensitive Outpatient Program (PHP/IOP) in North Brunswick. During her time at the PHP/IOP program, Ashley has worked with individuals who have experienced trauma, anxiety, depression, ADHD, suicidality, psychosis, self-harm behaviors, substance use, eating disorders, personality disorders and learning disabilities. Ashley has spent most of her time working with the child and adolescent population. Her professional life includes a commitment to serving the needs of children and families while utilizing various modalities, including play therapy, DBT and CBT.

The ESS Team

READING-FLEMING INTERMEDIATE: Grace Agresta



Grace joined the ESS team in March of 2020 as the clinical coordinator of our Reading Fleming Intermediate school program. She is a 2015 graduate of Providence College, where she received a bachelor's degree in Public and Community Service Studies. In 2017, Grace received her Master's in Social Work from NYU. As a licensed Social Worker in the state of New Jersey, Grace has experience working in a variety of clinical settings including behavioral schools, resource families, and foster children. In addition, Grace has worked in the care management organization through Perform Care implementing high quality wrap around services.

The ESS Team

JP CASE SCHOOL: Yaroslava Gavrylak



Yaroslava Gavrylak joined the ESS team in October of 2022 as a float clinician with prior experience as an Intensive In-community Clinician and a Child and Adolescent Mental Health Clinician at Rutgers PHP. She is a 2020 graduate of Rutgers, The State University of New Jersey, where she received a master's degree in Rehabilitation Counseling, Clinical Mental Health Track. In 2015, Yaroslava and her husband moved to the United States from Ukraine, settling in the beautiful State of New Jersey with their daughter and two dogs.

The ESS Team



JP CASE SCHOOL: STACY BASARA



Stacy Basara joined the ESS team in January of 2021 as a per diem clinician. She is a 1998 graduate of West Virginia University, where she received a Bachelor's degree in Psychology. In 2010, Stacy received her Master's degree in Counseling Psychology, with a specialization in Child and Adolescent Mental Health from Saint Elizabeth University. Stacy has over 20 years of working with children, adolescents, and their families. Stacy has extensive training in treating childhood trauma including EMDR, TF-CBT, and Attachment therapies. Stacy is also interested in studying how recreational activities impact children's mental health and the utilization of outdoor adventures as a therapeutic tool to improve mental health.