

Minutes
Children's System of Care Committee
August 27, 2020 4:00 p.m. – 6:00 p.m.
Call-in: (669) 900-9128, Meeting ID: 919 3236 4341, Password: 317330

Members Present: Ann Arneill, Caroline Lucas, Theresa Riviera, Silvia Rodriguez, Mike Nguy (Jason Richards, staff)
Members Absent: Mark Hoover

4:00 p.m. Welcome and Introduction
Mark Hoover, Co-Chairperson

- *Chair Mark Hoover convened the meeting at 4:02 p.m. and introductions were made.*

4:05 p.m. Overview of Meeting
School-based mental health services provided in Sacramento County
Silvia Rodriguez, Co-Chairperson

- *Chair Silvia Rodriguez provided an overview of the MHB Children's System of Care Committee goal regarding school-based mental health services, as well as the meeting's agenda.*

4:10 p.m. Sacramento City Unified School District
Victoria Flores, MSW, Director
Jacqueline Rodriguez, Coordinator
Student Support and Health Services

- *Victoria Flores and Jacqueline Rodriguez provided a presentation on school-based mental health services and current areas of need at Sacramento City Unified School District (SCUSD).*

4:55 p.m. Elk Grove Unified School District
Don Ross, Director
Student Support and Health Services

- *Don Ross and Lisa Vartanian provided a presentation on school-based mental health services and current areas of need at Elk Grove Unified School District (EGUSD).*

5:40 p.m. Questions/Discussion

- *Community member asked if the data presented was from this current year and included COVID-19 data.*
 - *Presenters clarified that the data was from before COVID-19, as the new school year is just starting.*
- *Community member asked if COVID-19 testing is being done at the centers.*
 - *Presenters clarified that there is currently COVID-19 screening but not testing.*
- *Caroline Lucas asked how specific grant funding is allocated.*

- *Presenters clarified that supports are provided based on grant criteria as well as student need.*
- *Community member asked how high need students are identified.*
 - *Presenters discussed how there is “no wrong door” for students who identify themselves as having a need, and data is used to identify students who need support.*
- *Community member asked if school clinicians and other staff are trained to work with family and youth advocates.*
 - *Presenters clarified that youth and family advocates work within the schools and that staff are trained to work effectively with them and value their work.*
- *Community member asked if there are sufficient resources to serve students identified as high need, and if students are identified by name in the electronic system.*
 - *Presenters clarified that students are identified by name in the electronic system, and that more resources are needed to meet the current high needs of students.*
- *Theresa Riviera asked about the gap between outreach to students versus students with needs that were missed during the COVID-19 crisis.*
 - *Presenters clarified that nearly every student was able to be reached and engaged on some level who had an identified need.*
- *Theresa Riviera asked which languages are spoken in order to reach students who are identified as having needs.*
 - *Presenters discussed the current five threshold languages that are spoken in the school system, including Vietnamese, Chinese, Russian/Ukrainian, Hmong, and Spanish.*
- *Community member asked how students and their families are involved in creating local control and accountability plans.*
 - *Presenters discussed outreach and engagement efforts that were used in engaging students and their families to incorporate their feedback.*
- *Community member asked about current technology needs during the COVID-19 crisis.*
 - *Presenters clarified that current technology needs have been met, including earlier challenges getting Chromebooks to students during the summer (shipment delays occurred, but were addressed).*
- *Community member asked if the availability of funding impacts the support provided if a need is identified.*
 - *Presenters clarified that needs are addressed regardless of funding.*
- *Community member asked if all students who need moderate or high-level supports are getting them, if needs are being accurately identified, and if funding challenges are preventing adequate care.*
 - *Presenters discussed challenges with identifying needs before things get bad by providing early intervention and prevention, that providers are seeing a lot of students with these needs, but that no students are being turned away and early intervention efforts are an area of focus.*
- *Community member asked about students who need residential placement.*
 - *Presenters clarified that students in this category fall under the special education category, which is a different system of care that serves the needs of these students.*

- *Community member asked about the involvement of students and families in selecting their care.*
 - *Presenters discussed the voluntary nature of mental health services, which are chosen by students and families at will. Students and their families are also involved in developing their care plans.*
- *Community member asked if schools and County mental health providers can work together effectively.*
 - *Providers discussed a great partnership between schools and County mental health providers, as well as the partnership with these organizations with students and parents in their care. One identified challenge was the gap in time between provider referral and hearing back.*
- *Chair Silvia Rodriguez asked if severe emotional disturbance is addressed in the schools or if these issues are referred out.*
 - *Providers clarified that mental health services for severe issues are provided at the schools for students who are not in special education, and that County providers are available for students who need additional support.*
- *Chair Silvia Rodriguez asked about the percentage of the population that would need services for severe emotional disturbance.*
 - *Providers did not have exact numbers, but estimated that numbers would fall around the five percent range.*
- *Chair Silvia Rodriguez asked what else is needed to adequately meet students' mental health needs.*
 - *Providers discussed challenges with identifying issues before they emerge to provide even earlier interventions to support students with prevention services, as well as a high level of burnout due to high workload associated with a shortage of mental health professionals. Training and universal screening were also identified as areas of need. Full funding for Healthy Start with specific funding for mental health issues (not just general funding) was identified as a measure that would be helpful.*

5:50 p.m. Public Comment

- *No public comments were made, apart from the questions from community members above.*

6:00 p.m. Adjourn

- *Chair Rodriguez adjourned the meeting at 6:20 p.m.*