

COVID-19 Response



From March through June, school-based staff reached 1071 students via telehealth, providing over 11,000 telehealth services during COVID-19

"I know that I don't need to worry about the families that (the school-based clinician) is working with. She has been able to reach the families that I am most worried about and is in every effort working to collaborate with the school and families to make sure that people's needs are met in all aspects."
-Special Educator

Finding New Ways to Meet Families' Needs:

School-based and [therapeutic school](#) staff knew that their clients were the students most likely to need emotional, behavioral, and tangible support when school doors abruptly closed. Getting creative while maintaining safety included:

- Regular telehealth and phone check-ins with students and families, as well as coaching on how to use telehealth
- Finding alternative and COVID-safe spaces in agency buildings and in the community to continue to provide face-to-face interventions
- Dropping off and mailing educational and coping activities for student use during remote learning
- Consultation and support for school staff

84% of school staff and 90% of families agreed that services provided during COVID-19 were helpful

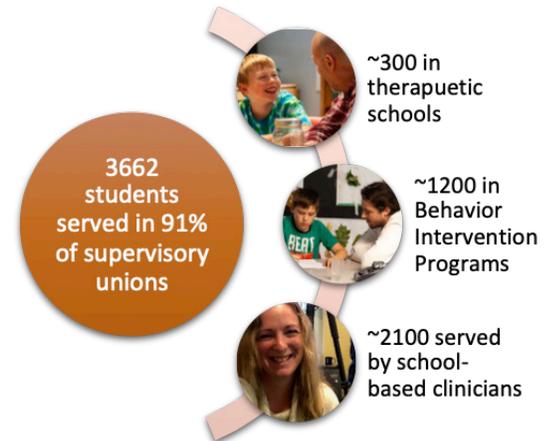
School-Based Mental Health Services for Vermont's Most Vulnerable Students

A COMPREHENSIVE CONTINUUM TO SUPPORT LEARNING

Network agencies contract with local schools to provide mental health, behavioral, and care coordination supports to struggling students in alignment with a Multi-Tiered Systems of Support (MTSS) framework.

Schools received:

- Access to 250K high quality mental health supports at school, including trauma-informed [evidence-based practices](#), for students and school staff
- An average of 15 care coordination services per student, linking families to resources to address social determinants of health needs
- Seamless referral to home- and community-based mental health supports outside of the school day for students and their families
- Behavioral and mental health consultation for teachers and administrators
- Access to crisis supports when students are in extreme states of dysregulation and distress. 210 crisis assessments were provided in schools in FY20.



A POSITIVE IMPACT ON LEARNING

In one district served by the Howard Center, data for 130 students, 85% of whom were on IEPs, showed that:

- 75% improved or sustained in both literacy and math
- >70% improved or did not struggle with attendance and tardiness
- 78% improved or did not struggle with behavior
- Only 5% needed to transition to a different educational placement
- Beyond the 130 identified clients, 223 additional students received supports

ESSENTIAL FOR STUDENTS, FAMILIES, and SCHOOLS

- 95% of families said they received the services we needed
- 82% of families said the services they received made a difference
- 89% of school staff agreed that students are better able to access their education
- 83% of school staff agreed that the partnership provided a service that was not otherwise available to them