



Social Emotional Learning and Mental Wellness Annual Report 2025-26

Strategic Plan:

Priority 2: Provide a Culture of Safety, Wellness and Belonging

Target 1: All schools and the division will demonstrate annual improvement on implementation of tiered supports.

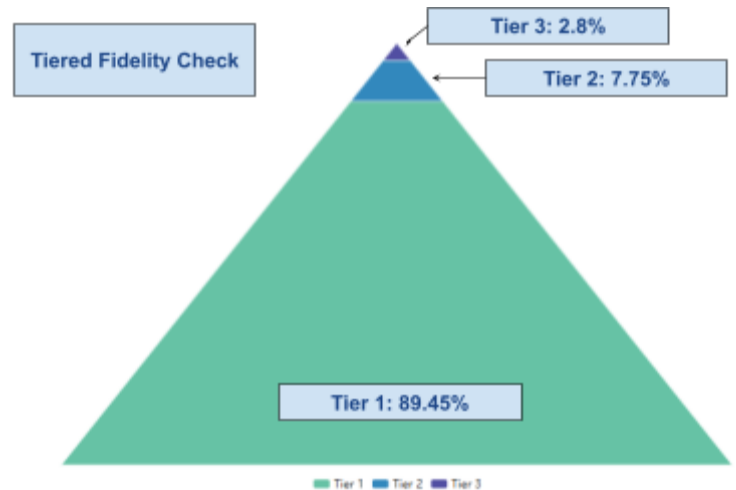
Target 2: All schools will demonstrate improvement on students' Social Emotional Learning data.

Data Points within the Strategic Plan:

- Achievement/growth data by groups
- Multi-tiered systems of supports data
- Tiered Fidelity Inventory data
- DESSA data
- ReThink Ed data – [This is now DESSA Mini 2 - Student Self Report](#)
- Number of school mental health professionals

Current Tiered Social Emotional Learning Programming:

Current data shows that our students continue to require school-based mental health and behavioral interventions. DESSA data indicates that 10% of students are in the “Need for Instruction” range which encompasses self-awareness, self-management, responsible decision-making, social awareness and relationship skills. Currently 7.75% of students are receiving intervention at the tier 2 level and 2.83% of students are receiving intervention at the tier 3 level. A healthy tiered system will generally have 80-85% of students responding to tier 1, 10-15% of students requiring tier 2 and no more than 5% of students requiring tier 3.



Tier 1:

Teachers provide instruction to all students using a CASEL aligned curriculum.

<p>Preschool - Grade 4: Flourish Supplemented by: Zones of Regulation</p>	<p>Grades 5-12: DBT Skills in School Curriculum</p>
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Tier 2 and Tier 3:

CCS school mental health professionals, including school counselors, school social workers, school psychologists, and social emotional support counselors provide intervention in mental wellness, behavior, and attendance/engagement.

Currently there are 403 intervention plans for mental wellness at the tier 2 and tier 3 levels. The most commonly used strategies are:

- Counseling: Solution Focused Brief Counseling, Identifying and Removing Barriers, and Cognitive Behavioral Therapy.
- Structured Interventions: Zones of Regulation, Social Thinking, Kimochis, Go Zen, Centervention

Currently there are 67 intervention plans for behavior at the tier 2 and tier 3 levels. These interventions are often in addition to or coupled with interventions for mental wellness. The most commonly used strategies are:

- Check In/Check Out, Zones of Regulation, and Social Thinking
- Functional Behavior Assessment and Behavior Intervention Planning

Currently there are an additional 183 intervention plans for attendance/engagement at the tier 2 and tier 3 levels. The majority of interventions provided are addressing mental wellness needs as evidenced by the strategies being used:

- Counseling: Identifying and Removing Barriers, Solution Focused Brief Counseling
- Structured interventions: Social Thinking

There are 642 students with an attendance plan created to address unexcused absences. In response to unexcused absences, 271 students have had an attendance conference scheduled and held with the parent and there have been 13 referrals to the Multi-Disciplinary Team to consider court intervention.

This year, 22 students have been referred to Brief Challenges. Brief Challenges is an SBIRT: Screening, Brief Intervention, and Referral to Treatment implemented by CCS Mental Health Professionals to address potential substance misuse. Referrals are made once parent permission is obtained. There are instances in which this is recommended by school staff and not accessed. We have trained 15 staff to implement.

Additionally, CCS students have access to mental wellness prevention and intervention through outside agencies:

- Student Assistance Programming: CHS
- Outpatient Counseling: CHS, Elementary Schools
- Evergreen: CMS
- TDT: Elementary Schools

Care Coordination

CCS students, staff, and their families have access to Care Solace. Care Solace is a mental health care coordination service that helps individuals, families, and communities connect with mental health and substance use treatment providers. They offer a 24/7 concierge service and a comprehensive database of verified providers.

Metric	Description	Total Number (July 25 - April 30)
Inbound interactions	Inbound phone calls, emails, and video chats received by the Care Companion team from CCS community members	243
Communications saved	Outbound calls, emails, and texts made by the Care Companion team to coordinate care	1754
Warm handoffs	Referrals from Care Companions to CCS staff	29
Appointments into care	Care companions confirmed that the community member had booked an appointment	16
Anonymous searches	Completed searches through the self-service tool in which a community member completed the questionnaire to match with local providers on their own	55

Charlottesville City Schools is participating in the Community Collaborative, an objective under MAPP2Health. This local collaborative serves to advance a community-driven collaborative focused on improving access to services for children and their immediate families through the creation of a real-time, cross-sector networking and communication platform that enhances coordination among community partners.

Crisis Intervention

CCS provides crisis intervention for students using a comprehensive threat assessment process. Students may or may not require intervention from a CCS staff member following the assessment process.

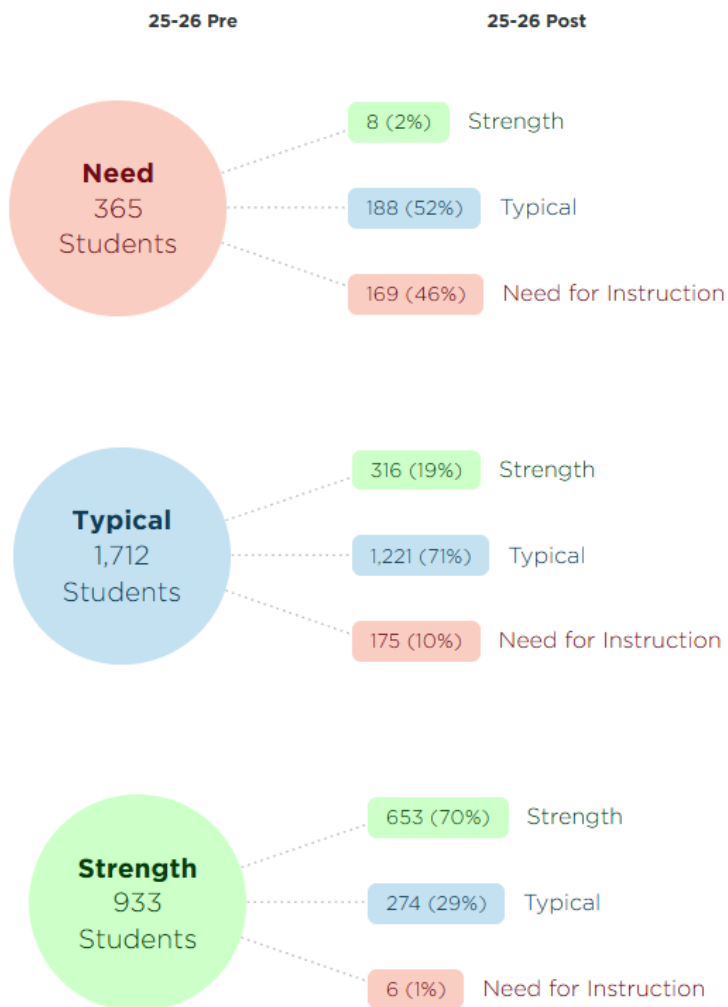
This year CCS has conducted threat assessments (through 4/30/2026)

- Threats of harm to self: 193
- Threats of harm to others: 294
- Threats of harm to both self and others: 19

Response to Programming:

Of the students who were rated as Needing Instruction in the area of social emotional development in the Fall, 46% continue to need instruction, 52% are now demonstrating typical social emotional competencies, and 2% are now demonstrating strength.

Some students who were rated as typical or strength at the beginning of the school year now are indicating that they need instruction. This is why we gather universal screening at regular intervals. It allows us to see what students can exit services and what students may now require intervention.



School mental health professionals





School Counselors	Social Workers	Social Emotional Support Counselors	School and Clinical Psychologists
18	13.5	5	4*

Student Assistance Program	Outpatient Clinician	Prevention Specialist	Social Worker	Evergreen
Region Ten CSB	Region Ten CSB	Region Ten CSB	Charlottesville Department of Social Services	Charlottesville Community Attention
1	1	1	1	1

*5 FTEs with 1 vacancy

Next Steps:

Elementary Tracker

 Assignee	 Task	 Date	 Status
Elementary School Counselors	Create sample lessons for Flourish	April 2025	Completed ▾
Elementary Teachers	Provide feedback on Flourish lessons	May 2025	Completed ▾
Administrators	Incorporate SEL instruction into the master schedule	June 2025	Completed ▾
Multidisciplinary Team (teachers, counselors)	Develop annual pacing for Flourish curriculum with HMH integrations	June-July 2025	Completed ▾
Multidisciplinary Team (teachers, counselors)	Create weekly lessons and supplemental materials	April-July 2025	Completed ▾
Multidisciplinary team (teachers, counselors, coordinators)	Provide professional learning on implementing Flourish	August 2025	Completed ▾
Teachers	Provide feedback on Flourish implementation	March 2026	Completed ▾
Elementary School Counselors	Update lessons for 26-27 using feedback	June 2026	Not started ▾
Elementary School Counselors	Develop monthly family resources to support family engagement and skill reinforcement	June 2026	Not started ▾
Elementary School Counselors	Create anchor charts and expanded resources	June 2026	Not started ▾
Multidisciplinary team (teachers, counselors, coordinators)	Provide onboarding training to new elementary teachers	August 2026	Not started ▾

CMS Tracker

👤 Assignee	Tt Task	📅 Date	📌 Status
Teachers	Provide feedback on DBT in Schools implementation	May 2025	Completed ▾
Administrators	Incorporate SEL instruction into the master schedule	June 2025	Completed ▾
Multidisciplinary Teams (teachers, counselors)	Review lessons and develop scaffolds for teacher implementation of DBT lessons	June-July 2025	Completed ▾
Multidisciplinary team (teachers, counselors, coordinators)	Provide professional learning on implementing DBT lessons	August 2025	Completed ▾
Teachers	Provide feedback on DBT in Schools implementation	May 2026	In progress ▾
Multidisciplinary team (teachers, counselors, administrators)	Finalize vertically aligned Grades 6-8 SEL Scope and Sequence	June 2026	Not started ▾
Multidisciplinary team (teachers, counselors, administrators)	Refinement of advisory pacing guide and development of teacher-ready advisory lessons for Q1 and Q2	June 2026	Not started ▾
Multidisciplinary team (teachers, counselors, administrators)	Alignment of Quarter 1 SEL materials with Spring 2026 DESSA and SEL Goal Setting	June 2026	Not started ▾
Multidisciplinary team (teachers, counselors, administrators)	Alignment of Quarter 2 SEL with emotional regulation and DBT skill reinforcement	June 2026	Not started ▾
Multidisciplinary team (teachers, counselors, administrators)	Deliver professional development for teachers for Tier 1 SEL and Positive School Culture	August 2026	Not started ▾

CHS Tracker

👤 Assignee	📄 Task	📅 Date	🔄 Status
Teachers	Provide feedback on DBT in Schools implementation	May 2025	Completed ▾
Students	Provide feedback on DBT in Schools implementation	May 2025	Completed ▾
Administrators	Incorporate SEL instruction into the master schedule	June 2025	Completed ▾
Multidisciplinary Teams (teachers, counselors)	Review lessons and scaffolds for teacher implementation of DBT lessons	June-July 2025	Completed ▾
Multidisciplinary team (teachers, counselors, coordinators)	Provide professional learning on implementing DBT lessons	August 2025	Completed ▾
School counselors	Ongoing coaching for staff on implementation of DBT lessons	August-May 2026	In progress ▾
Multidisciplinary team (teachers, counselors, administrators)	Refinement of DBT lessons and 9-12 alignment	June 2026	Not started ▾
School Counselors	Updated Professional Learning and and ongoing coaching for DBT	August -May 2026	Not started ▾