

## **SCHOOL CASE RECOMMENDATION FORM**

ECHO Session Date: 01/09/2026

Presenter Credentials: Principal

### **Summary:**

Wood River High School is prioritizing student connection and belonging in response to Idaho Youth Well-being Survey data showing gaps in school connectedness, trusted adult relationships, and peer kindness, which strongly correlate with depression and other outcomes. While 42.6% of students report supportive relationships at school, only 38% feel adults notice when they are struggling, just 34% say students are nice to one another, and the lowest connectedness ratings are in students feeling they are part of the school—particularly across race and socioeconomic groups. To address this, WRHS has implemented Sources of Strength, revamped PBIS expectations, and is focusing this year on strengthening trusted adult relationships through student surveys, intentional connection activities, and staff professional development. The school has partnered with St. Luke's to provide a full-time on-site mental health therapist, shared survey data with leadership and counseling teams, and is engaging staff, parents, and students in shaping next steps, with plans to further leverage local Youth Well-Being Initiative resources.

### **Recommendations:**

#### **Engage families in understanding trusted adult needs**

- Communicate with parents that, developmentally, adolescents need trusted adults outside of their immediate family.
- Encourage families to talk with students about identifying safe adults both in and out of school.
- Frame trusted adults as a protective factor that complements—not replaces—strong family support.

#### **Provide explicit guidance on “how to be a trusted adult”**

- Move beyond inspiration to concrete instruction for staff (e.g., what to say, how to check in, how often, and how to follow up).
- Reinforce that being a trusted adult is a professional responsibility, not a personality trait.

#### **Build staff capacity and support**

- Encourage staff to realistically assess their capacity before taking on students.
- Create clear pathways for staff to refer students for additional support when needed.
- Normalize asking for help and sharing responsibility to prevent burnout.

#### **Intentionally match students to staff**

- For students who identify few or no trusted adults, intentionally assign a staff member to serve as a point person.
- Prioritize staff who self-identify as having the capacity to take on this role.
- Clearly define expectations for the staff–student connection (e.g., regular check-ins, relationship-building touchpoints).

#### **Use data to guide and monitor progress**

- Regularly review connectedness and trusted adult data with leadership and staff.
- Track changes over time to assess whether more students can identify at least one trusted adult.
- Adjust strategies based on which grade levels or demographic groups continue to show lower connectedness.

**Consider presenting follow-up for this patient case or any other patient cases at a future ECHO Clinic session.**

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