Canyons School District’s Community Schools Initiative: Linking School Improvement and PBIS

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The Challenge of Public Education

• Promoting academic excellence
• Enculturation of future citizens to be socially responsible

With everyone who walks through the door regardless of prior academic & social learning history

Canyons as a Pilot Study
Objectives

- Provide example of expanded school improvement through case example using the Community Collaboration Model for School Improvement (CCMSI; Case Example)

- Describe how the CCMSI connects with Positive Behavioral Intervention Supports (PBIS) and School-Based Mental Health (SBMH)

- Identify facilitators and barriers that impact CCMSI, SBMH, and PBIS adoption and implementation.
School Context (Back Then)

<table>
<thead>
<tr>
<th>School</th>
<th>Copperview</th>
<th>East Midvale</th>
<th>Midvale</th>
<th>Sandy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>12-13</td>
<td>12-13</td>
<td>12-13</td>
<td>12-13</td>
</tr>
<tr>
<td>Report Card Grade</td>
<td>D</td>
<td>C</td>
<td>F</td>
<td>B</td>
</tr>
<tr>
<td>Grades Served</td>
<td>K-5</td>
<td>K-5</td>
<td>K-5</td>
<td>K-5</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>33%</td>
<td>50%</td>
<td>25%</td>
<td>59%</td>
</tr>
<tr>
<td>Minority</td>
<td>67%</td>
<td>50%</td>
<td>75%</td>
<td>41%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>59%</td>
<td>36%</td>
<td>63%</td>
<td>31%</td>
</tr>
<tr>
<td>% Living in Poverty *</td>
<td>92%</td>
<td>80%</td>
<td>94%</td>
<td>73%</td>
</tr>
<tr>
<td>% English Language Learners</td>
<td>46%</td>
<td>26%</td>
<td>51%</td>
<td>22%</td>
</tr>
<tr>
<td>Mobility Rate</td>
<td>36%</td>
<td>39%</td>
<td>43%</td>
<td>31%</td>
</tr>
<tr>
<td>% Absent &gt;10 Days**</td>
<td>28%</td>
<td>29%</td>
<td>31%</td>
<td>32%</td>
</tr>
</tbody>
</table>

* % Living in Poverty numbers taken from the Building Eligibility Reports
** 2012-13 data calculated from the # of absences divided by the total number of students; 2014-15 data taken from PACE Report Cards

CAYCI Survey Results in 2012 - Youth

- In the past week, I felt sad: 33%
- In the past week, I felt afraid: 48%
- In the past week, I felt lonely: 29%
- In the past week, people were not nice to me: 32%
- In the past week, I felt worried: 25%
- In the past week, I felt like I didn’t care about anything: 32%
- In the past week, I felt like I didn’t matter: 35%
- In the past week, I felt others don’t like me: 34%
- In the past week, I felt others were not nice to me: 31%
- In the past week, I felt others were not friendly: 27%
- In the past week, I felt others didn’t like me: 33%
- In the past week, I felt others were not nice to me: 31%
Collaborating For Student Success In College, Career And Citizenship

Utah Code (Section 108.5):
- Each school community council shall annually evaluate test results and develop a school improvement plan

- Plans will:
  - Identify most critical academic needs
  - List programs, practices, supplies need to implement plan
  - Describe how the school intends to enhance/improve academic achievement
  - Include other activities to enhance academic achievement and community environment
  - Implement the plan and report regarding performance and accountability

SCHOOL IMPROVEMENT PLANS
School Improvement Plans Must Include:

- Comprehensive Needs Assessment
- Reform strategies focused on all children
- Scientifically-based methods and strategies
- Parent involvement
- Plans for preschool
- Activities for students who are having difficulties mastering proficient or advanced levels of academic achievement
- Coordination and integration of Federal, State, and local services and programs

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Community Collaboration Model for School Improvement

![Diagram of Community Collaboration Model for School Improvement]

- **Effect**: Immediate/Intermediate Outcomes
- **Outcomes**: Academic Outcomes
- **All children and youth succeed in school and are prepared for a successful transition to adulthood**
Integrating CCMSI & PBIS

- Intensive
- Targeted
- Universal

ACADEMICS

- Canyons Academic Framework (U)
- Supplemental Instructional Supports (T)
- English Language Development Time (T)
- Technological Supports and Individualization (U, T, I)
- Early Interventions (T)
- Collaboration/PLC’s (U)
- Strategic Partnerships (U,T,I)
- Professional Development (U)
- Extended Learning Time (T)
- Latinos in Action – Mentoring (T)
- Americorp – trained volunteers (T)
YOUTH DEVELOPMENT

- PLAYWorks (U)
- Arts and Music (U)
- Boys and Girls Club Afterschool Program (T)
- University of Utah Graduate Level PE Students (U)
- Lego Leagues (T)
- Latinos in Action (T)
- Junior Coaches (T)
- Chess Clubs (U, T)
PARENT/FAMILY ENGAGEMENT & SUPPORT

- Family Literacy Centers (U, T, I)
- English Classes (T)
- Basic Skills (Mexican Consulate; T)
- Transition to Entrada Adult HS (T, I)
- Monterrey Tech (T)
- Parenting Skills (T)
  - PAT – Parent as Teachers
  - Empowering Families
  - Early Years
- Financial Literacy (T)
- Supporting Learning at Home (U)
- Computer Skills (T)
- How to Volunteer (T)
- Nutrition (U, T)
- Community Resources (U, T, I)
- Additional Parent-Teacher Conference (U)
  - Curricula, Student Base-line Data and Specific Strategies for Home supports

PARENT & FAMILY ENGAGEMENT OUTCOMES

![Bar chart showing number of volunteers and total hours served at different schools from 11-12 to 13-14.]
COMMUNITY PARTNERSHIPS

1.2 Million Dollars over 5 years to fund Quality Afterschool Programs

- **DWS GRANT**
  - $48,000 to support refugees

- **MCKINNEY VENTO SUB-GRANT**
  - $48,377 to support students experiencing homelessness

- **MIGRANT GRANT**
  - $30,000 to support identification and services

- **LARRY MILLER FOUNDATION**
  - $6,000 for sports equipment

- **USOE**
  - $12,000 for PBIS

- **USOE**
  - Shared cost of program evaluation by Ohio State $10,000

- **Savage**
  - $30,000 community garden grant

- **Aspire Grant**
  - $30,000 for afterschool programs
HEALTH AND SOCIAL SERVICES

- Valley Behavioral Health Partnership (T, I)
- University of Utah College of Social Work Interns (U,T,I)
- Kids Café (Food Bank – dinner/backpacks) (T, I)
- Midvale City Partnerships (U, T, I)
- Gang Prevention Efforts (U)
- Mobile Health Clinic (U,T,I)
- Dental Health Clinic (U,T,I)
- “Child Find” Screenings (U)
- Care Coordination Team (T,I)
- Family Fitness (U,T)
- USDA Healthier Schools (U)
- Breakfast, Lunch, Dinner SNAP (U,T)
- Care Teams (see next)

Why School Based Mental Health Matters

- Access to services in the safety of their neighborhood school
- Early mental health identification, intervention, and prevention
- No scheduling barriers – youth can be seen at convenient times in school settings
- No transportation barriers – youth can be seen without parents leaving work and having to navigate burden of transportation to an outpatient clinic
- Kids stay in school – kids don’t have to leave school for an appointment and are able to stay at school and not miss classes
- Reduces Stigma – providing mental health in the school creates healthy dialogue with youth and families
- Access to a continuum of supportive services – kids can be referred to a continuum of mental health services to support their complex individual and family needs, to include: i-Wrap intensive in home services (24/7 support), med management, Outpatient skill groups, and crisis and safety supports
Valley Behavioral Health Provides School Based Mental Health Services

Over 500 Youth and Families receiving school mental health services

4 Districts
- Salt Lake
- Murray
- Canyons
- Granite

Services provided in 36 Schools
- 1 Head Start
- 24 Elementary
- 7 Middle Schools
- 4 High Schools

5 Canyons District School Sites
- 4 Elementary Schools
- 1 Middle School

Processes & Activities

CARE Teams

Community Schools CARE teams are multidisciplinary teams created to identify and address the needs of the students who are experiencing significant difficulty in school. Anyone in the school or a parent can refer a child for help. CARE teams meet weekly to triage students that have been referred for a variety of concerns (academic, social/emotional, behavioral, health needs, homelessness, etc.) that are affecting their ability to function within the daily demands of the school environment. The School Psychologist facilitates the CARE Team.

CARE Team Focus and Goals:
1. Identify priority issues of student to be addressed
2. Assign a case manager for each student/family
3. Identify appropriate interventions for students who have not responded to school wide PBIS and targeted academic interventions
4. Identify and refer students who may benefit from coordinated mental health services for students and families through Valley Behavioral Health
5. Support students and families in crisis
6. Link and coordinate with community resources to assist families with medical, dental, vision or other needs of students
7. Set measurable goals to assess progress and then monitor progress to determine need to modify plans based on needs
CARE Teams & SBMH

Delivery of Care Coordination Services

<table>
<thead>
<tr>
<th>School</th>
<th>Average per School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copperview</td>
<td>53</td>
</tr>
<tr>
<td>East Midvale</td>
<td>131</td>
</tr>
<tr>
<td>Midvale</td>
<td>58</td>
</tr>
<tr>
<td>Sandy</td>
<td>62</td>
</tr>
</tbody>
</table>

* Indicates post-Y-OQ mean was significant different form the pre-YOQ mean (p<0.05)
** Indicates difference between pre- and post-Y-OQ mean was approaching significance (p<0.1)

Individual MH Outcomes in CSD

<table>
<thead>
<tr>
<th>Domain</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal Relations**</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Intrapersonal Distress*</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Somatic**</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Social Problems</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Behavioral Dysfunction*</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Critical Items*</td>
<td>5</td>
<td>10</td>
</tr>
</tbody>
</table>

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** Indicates difference between pre- and post-Y-OQ mean was approaching significance (p<0.1)
System MH Outcomes in CSD

Number of Students Receiving SBBH Services each Quarter through the Four Schools

![Graph showing the number of students receiving SBBH services each quarter from 2011 to 2014.](image)

Canyons School District’s Community Collaboration Model for School Improvement

![Diagram illustrating the Canyons School District’s Community Collaboration Model for School Improvement.](image)
Outcomes of the Overall Initiative

Student Learning Supports: Trends in Teacher/Staff Perceptions

- Students in need of extra learning supports in my school are able to get them
  - 2012: 77.8%
  - 2014: 86.1%
- Student learning problems are identified early and acted upon in my school
  - 2012: 65.5%
  - 2014: 72.7%
- Teachers and staff work closely with school counselors, social workers, and other support staff in my school
  - 2012: 79.2%
  - 2014: 88.9%
- The learning supports and services in my school meet the needs of students
  - 2012: 70.9%
  - 2014: 81.5%

Percentage of Absences by School Year

- Copperview
- East Midvale
- Midvale
- Sandy

Attendance
Office Discipline Referrals

Number of ODRs By School Year

<table>
<thead>
<tr>
<th>School Year</th>
<th>Copperview</th>
<th>East Midvale</th>
<th>Midvale</th>
<th>Sandy</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>661</td>
<td>479</td>
<td>327</td>
<td>113</td>
</tr>
<tr>
<td>2012-2013</td>
<td>1117</td>
<td>586</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>2013-2014</td>
<td>479</td>
<td>325</td>
<td>244</td>
<td>81</td>
</tr>
<tr>
<td>2014-2015</td>
<td>423</td>
<td>370</td>
<td>309</td>
<td>1117</td>
</tr>
</tbody>
</table>

Outcomes of the Overall Initiative

School Report Card Performance Across Two Years

How to Read School Report Card Graph: Out of a possible score of 300 the Copperview Achievement Score was 159 in 2013-14 and 149 in 2014-15. The Growth Score was 74 and 184 in the two school years. Sub-scores can be summed to determine Total Scores. In 2013-14, the Copperview Total score was 233 compared to the state average of 243. In 2014-15, the Copperview Total Score was 252, compared to the State average of 259.
School Context...2 Years Later

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>C</td>
<td>C</td>
<td>B</td>
<td>F</td>
<td>D</td>
<td>B</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td><strong>% Absent &gt;10 Days</strong></td>
<td>28%</td>
<td>18%</td>
<td>29%</td>
<td>25%</td>
<td>31%</td>
<td>25%</td>
<td>32%</td>
<td>23%</td>
</tr>
</tbody>
</table>

** 2012-13 data calculated from the # of absences divided by the total number of students; 2014-15 data taken from PACE Report Cards

BARRIERS & FACILITATORS

Integrating PBIS, SBMH, and School Improvement through CCMSI
E.g., Integrating SBMH & PBIS

**Facilitators**
- Communication
- CARE Team model
- Alignment between administrators at both agencies
- A good fit between the therapist and school team

**Barriers**
- Philosophical differences
- Lack of a common language
- Capacity (Time, space, etc.)
- Different understandings of how to handle confidentiality between the partners
- “Turf” issues

**Broader Facilitators**
- Integration with school improvement
- Framework as “common vision” for shared outcomes
- Integrating CCMSI, PBIS, SBMH
- Leadership, especially principal and superintendents
- Site-based management
- Readiness
- Tailoring to local needs
- Identifying and targeting priority gaps
- Ability to manage multiple tasks simultaneously

- Data management capacities
- Day-to-day coordination and leadership
- Relationships
- Professional development, technical assistance, and consultation for stakeholders
- Interdisciplinary in nature
- Cross-site sharing and networking
Lessons Learned

- Importance of school-family-partnerships
- Build a common vision
- Milestones and planning processes
- Maximize school and community resources for learning and development across 5 pathways
- Utilize school-based and -linked strategies
- Infrastructure and systems

From: Anderson-Butcher et al., 2006, 2008

Next Steps @ State

- Leverage findings for state policy and funding
- Replicate and scale-up to other school communities
- Professional development, training and capacity-building needs state-wide
  - Expanded school improvement
  - School-family-community partnerships
  - Care Teams
  - Data management systems
  - Leadership development
- Integration with other state level priorities (trauma)
QUESTIONS & ANSWERS

http://cayci.osu.edu/

http://go.osu.edu/CSD_FinalReport

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