Best Practices for Developing a Community Schools Model for Student and Family Wellness

Tia Marie Brumsted, LICSW and Stephanie Mintz, LICSW
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Washington, DC
October 19, 2017
Session Objectives

Participants will be able to:

1. Describe how the Community Schools (CS) model is an effective and coordinated multi-tiered system of supports.

2. Explore their school/educational agency’s current wellness needs and define/refine a vision for their program’s ideal state of wellness, including identification of stakeholders.

3. Describe three or more strategies for normalizing mental health and family support among the whole school community, including staff, teachers, students, and families.
About Us

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Partnership Achieve

Mary’s Center and E.L. Haynes PCS strive to ensure that students are physically and emotionally healthy, attending school, and have the developmental supports needed to succeed in school, college, and beyond.
About Us

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Public Charter School

Two-Generation Model

- Adult Education
  - English
  - Digital Literacy
  - Workforce Development
- Early Childhood Education
- Parenting/Parent & Child Together (PACT) Time
Community School Model: an Effective and Coordinated Multi-tiered System of Supports
Community Schools Model - Overview

- A place and a set of community partnerships that support students and families
- Health and social services integrated into the school
- Student and family engagement and leadership
- A site coordinator is part of the school leadership team and develops relationships with students, families, staff and partners to bring needed resources into the school
Leadership Drivers to Implementation

- Role of Community Schools Coordinator
- Finding common ground and buy-in with school/educational agency leadership, which includes investigation into funding sources to support growth implementation
- Empowering parents and students as leaders and decision-makers
Tier I Systems & Supports

*Tier I: universal supports; student, family, and staff knowledge of resources*

**Impacting whole school community**

This needs to happen:

- Intentional partnership development and inventory
- Needs and assets assessments (School Climate Survey; Wellness Policy)
- Stakeholder buy-in and involvement

**Programming examples:**

- Community resource fairs - know your rights, health & wellness
- In-class presentations by partners - dental health, nutrition, sexual health
- Awareness Month prevention programming
Tier II

Tier II: targeted education, prevention, resource and support based on need and demand

Targeted Support

This needs to happen:
- Identify population to be served
- Collaborate with stakeholders and determine who owns what
- Program logistics
- Evaluation, feedback

Programming examples:
- Targeted presentations by partners - legal options and rights for immigrants, school choice panel
- Collaborative programming - produce prescriptions with nutrition classes, Saturday academy
- Educational groups - life skills, social skills, executive functioning workshops, parent cafe
- Engagement efforts - truancy prevention; disruptive behavior reduction
Tier III

Tier III: individualized and recursive interventions guided by data

Individualized Support

This needs to happen:

- Identify individuals to be served
- Care coordination - interdisciplinary meetings
- Logistics
- Evaluation

Programming examples:

- Individual, family, group mental therapy on-site
- Crisis intervention, safety planning
- Support and resources for homeless families
- Attendance and chronic absenteeism support
RTI Triangle Dream Strategy

- Individualized Support
- Targeted Programming and Support
- Universal Programming and Support
Creating a Culture of Wellness
Staff & Parent Education & Engagement

Staff Connections:
- confidentiality
- professional boundaries
- child abuse prevention
- impact of trauma on academic learning
- promoting *Every Day, on Time* attendance

Parent Connections:
- Internet and community safety
- asthma management
- immigrant support
- sleep and nutrition
- positive discipline
- Leadership support

Healthy, informed, and engaged adults = wellness champion for our students!
Health Promotion & Education

- Guidance lessons within advisory and homeroom
- Presence at B2S Night, orientation, PTC, family events
- Push-in health classes to teach mental health awareness
- Attendance celebrations
- Wellness Day! events
- Wellness Advisory Board

Living and Learning Well. Every Day!
Ongoing Evaluative Data Collection

Routine, ongoing analysis of student and parent data to inform student and family programming and individualized support services. Data analysis and decision making occurs regularly, with both mental health staff and instructional leaders.

Types of data collected include:

- Parent Surveys
- Parent focus groups
- School Climate Surveys
- Attendance and behavior data
- Homelessness Education support data
- Linkages to community-based social service and medical resources
- Student support service utilization data
- Community Schools advisory board input
231 E.L. Haynes students had 2,237 health visits in SY16-17.
(83% increase since CS Initiative began in SY13-14)
E.L. Haynes PARCC Proficiency Over Time

ELA II Level 3+:
- 2014-15: 22%
- 2015-16: 35%
- 2016-17: 62%

Geometry Level 3+:
- 2015-16: 29%
- 2016-17: 48%

*Geometry was not assessed in 2014-15
Reduction in Chronic Absenteeism Rates at Middle & High School Level

<table>
<thead>
<tr>
<th></th>
<th>Absenteeism Rate This Year 20+ EA or UAs</th>
<th>Absenteeism Rate SY15-16 20+ EA or UAs</th>
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</thead>
<tbody>
<tr>
<td>High School</td>
<td>19.8%</td>
<td>23.6%</td>
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<tr>
<td>Middle School</td>
<td>3.4%</td>
<td>15.2%</td>
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Mt Pleasant Community Schools Consortium (Briya, Bancroft, Mary’s Center)

Percentage Increase in Services Utilization between Baseline and Final Grant Year

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<thead>
<tr>
<th></th>
<th>Medical</th>
<th>Mental Health</th>
<th>Dental</th>
<th>Other</th>
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<tbody>
<tr>
<td>Number at beginning of SY2013-2014 (first year of Community Schools grant)</td>
<td>193</td>
<td>18</td>
<td>89</td>
<td>236</td>
</tr>
<tr>
<td>Number served during SY2016-2017</td>
<td>616</td>
<td>466</td>
<td>324</td>
<td>724</td>
</tr>
<tr>
<td>Percentage Increase in single year utilization comparing baseline to final year</td>
<td>219%</td>
<td>2,489%</td>
<td>264%</td>
<td>207%</td>
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Re/Define Your Wellness Vision for Your School
Courageous Conversations

*What interferes with successful implementation of your community school model?*

- Lack of understand of community members’ needs.
- Differences in beliefs between school leaders and school community members (students, parents, and/or teachers).
- Void of specific community resource.
- Funding…
- Other?
CS Coalition Resources!

Coalition for Community Schools Resources

- **Model Overview** - CS video
- **How to Start a Community School**
- **School Based Health for All** - school health partnerships
- **Community Schools Forum** - May 2nd-4th in Baltimore
- **Check and Connect** - truancy prevention program
- **Communities in Schools Model**
- **Restorative Discipline in Schools**