

Conference on Advancing School Mental Health; November 2015

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



Dawn Anderson-Butcher

Full Professor, The Ohio State University

Karen Sterling

Director of Student Advocacy, Canyons School District

Carol Anderson

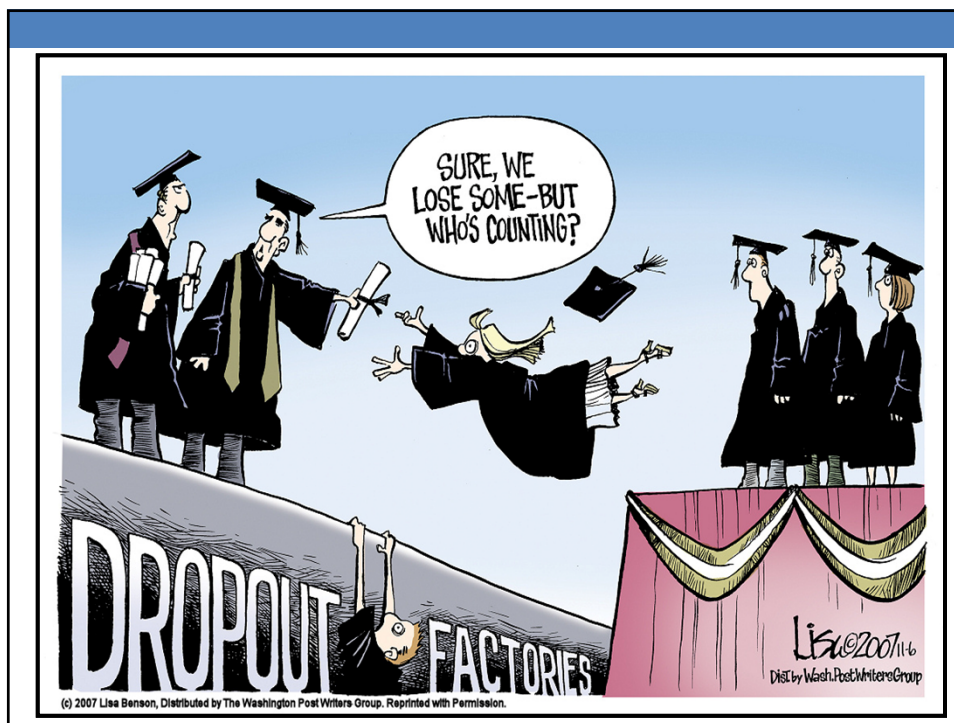
Education Specialist, Utah State Office of Education

Susan Pizitz

School-based Mental Health Program Manager, Valley Behavioral Health

Lauren Paluta

Graduate Research Assistant, The Ohio State University



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.



CANYONS SCHOOL DISTRICT

Community Schools

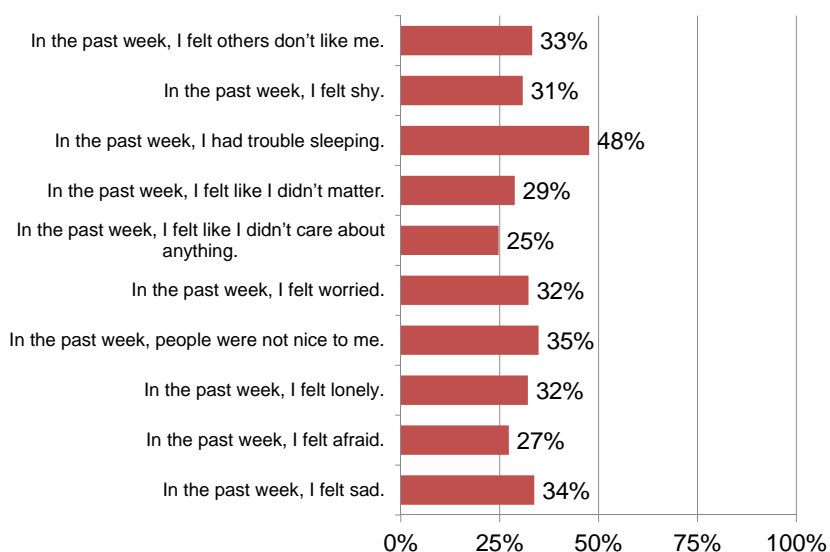


School Context (Back Then)

	Copperview	East Midvale	Midvale	Sandy
	12-13	12-13	12-13	12-13
Enrollment	594	723	808	721
Report Card Grade	D	C	F	B
Grades Served	K-5	K-5	K-5	K-5
Race/Ethnicity				
White	33%	50%	25%	59%
Minority	67%	50%	75%	41%
Hispanic	59%	36%	63%	31%
% Living in Poverty *	92%	80%	94%	73%
% English Language Learners	46%	26%	51%	22%
Mobility Rate	36%	39%	43%	31%
% Absent >10 Days**	28%	29%	31%	32%

- % 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



Collaborating For Student Success In College, Career And Citizenship



SCHOOL IMPROVEMENT PLANS

Utah Code
Title 21A, State System of Public Education
Chapter 2, Utah Strategic Planning Act for Educational Excellence
Section 108.5 School improvement plan

21A-108.5. School improvement plan.
(1) (a) Each school community council shall annually evaluate the school's U-PASS test results and use the evaluations in developing a school improvement plan.
(b) In evaluating U-PASS test results and developing a school improvement plan, a school community council may not have access to data that reveal the identity of students.
(2) Each school improvement plan shall:
(a) identify the school's most critical academic needs;
(b) recommend a course of action to meet the identified needs;
(c) list any programs, practices, materials, or equipment that the school will need to implement its action plan to have a direct impact on the instruction of students and result in measurable increased student performance; and
(d) describe how the school intends to enhance or improve academic achievement, including how financial resources available to the school, such as School LAND Trust Program monies received under Section 21A-10-191.4 and state and federal grants, will be used to enhance or improve academic achievement.
(3) The school improvement plan shall focus on the school's most critical academic needs but may include other actions to enhance or improve academic achievement and community environment for students.
(4) The school principal shall make available to the school community council the school budget and other data needed to develop the school improvement plan.
(5) The school improvement plan shall be subject to the approval of the local school board of the school district in which the school is located.
(6) A school community council may develop a multiyear school improvement plan, but the plan must be presented to and approved annually by the local school board.
(7) Each school shall:
(a) implement the school improvement plan as developed by the school community council and approved by the local school board;
(b) provide ongoing support for the council's plan; and
(c) meet local school board reporting requirements regarding performance and accountability.

Enacted by Chapter 124, 2002: General Session
Downloaded Code Section [21A-108.5](#) WordPerfect 33401410805.272 2,404 Bytes

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

TITLE I SCHOOL IMPROVEMENT PLAN

ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I SCHOOLWIDE PLAN APPROVED CHECKLIST/PLAN COVER SHEET

Citation: Section 1114(b)(1) of the ESEA requires Schoolwide Programs to include the following components:

School: _____ LEA: _____

Please mark "X" for Completed

Completed

- () 1. A comprehensive needs assessment of the entire school
- () 2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic achievement by using effective methods and instructional strategies based on scientifically based research
- () 3. Instruction by highly qualified teachers
- () 4. High quality and ongoing professional development for teachers, principals, and paraprofessionals
- () 5. Strategies to attract high-quality, highly qualified teachers to high-need schools
- () 6. Strategies to increase parental involvement in accordance with section 1115
- () 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program to local elementary school programs
- () 8. Measures to include teachers in the decision making regarding the use of academic assessments
- () 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards be provided timely and additional assistance
- () 10. Coordination and integration of Federal, State, and local services and programs

The LEA has reviewed the schoolwide plan and has verified that it includes all required components and is approved.

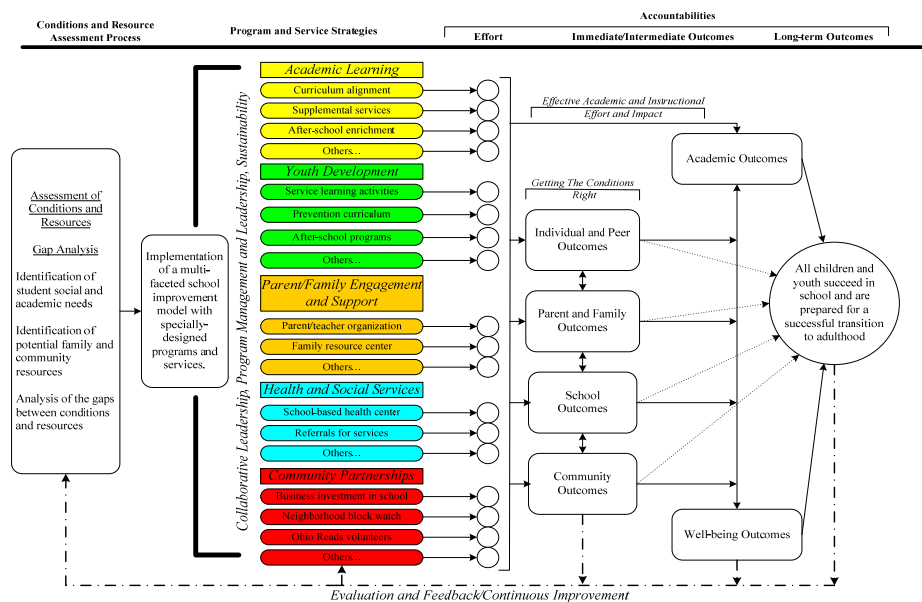
LEA Title I Director: _____ Date: _____

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

Community Collaboration Model for School Improvement



Integrating CCMSI & PBIS



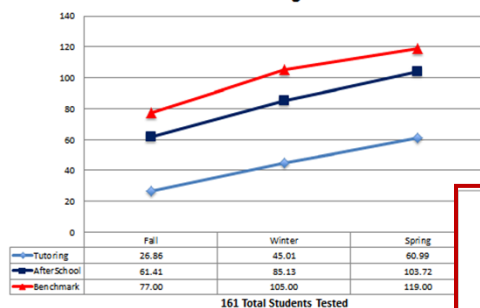
ACADEMICS

- 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)

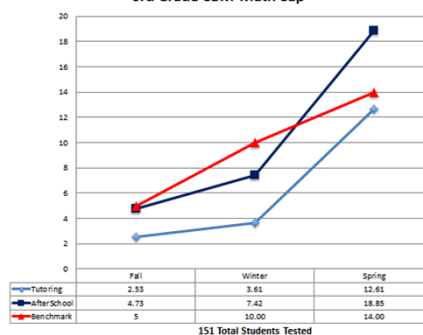


Afterschool

Title I Community Learning Centers
2012-2013 After School Program
3rd Grade - Reading CBM



Title I Community Learning Centers
2012-2013 After School Program
3rd Grade CBM-Math Cap



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)

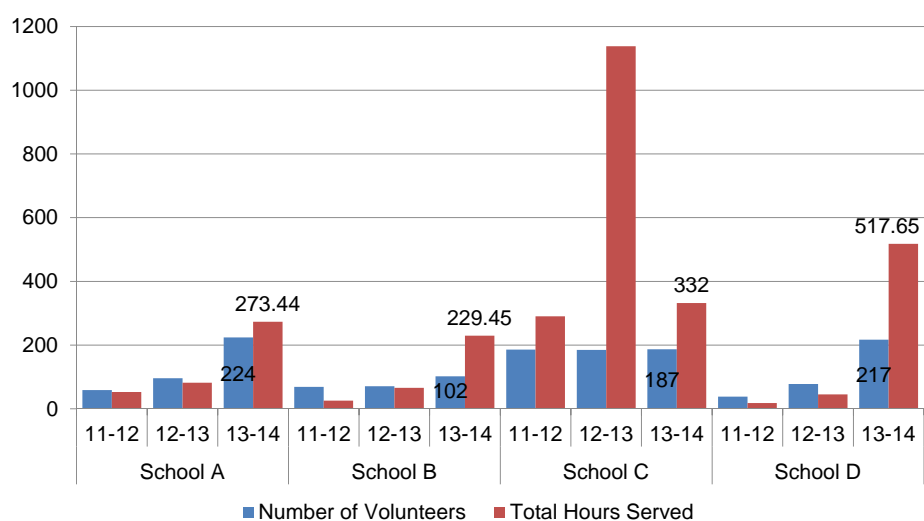


PARENT/FAMILY ENGAGEMENT & SUPPORT

- 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



COMMUNITY PARTNERSHIPS

Canyons Community Schools are organized around five pathways supporting our mission to prepare all students to be college, career and citizenship ready.

Academic Learning	Youth Development	Parent and Family Engagement/Support	Health and Social Services	Community Partnerships
<ul style="list-style-type: none"> Utah State Office of Education Ohio State University AmeriCorps (tutors, Check and Connect) eBay (Mentors) Comcast (Mentors) Intermountain Health Care TOSH (Mentors/Health Education) Alta View Hospital Volunteers (tutoring) Canyons <i>Latinos in Action</i> (Tutoring and Mentors) Junior Achievement Canyons Education Foundation Project Wild (science) Utah State - 4 H Salt Lake School District 	<ul style="list-style-type: none"> PLAYWorks Boys and Girls Club of South Valley Copperview Rec Center Salt Lake County Parks & Recreation University Of Utah College of Physical Education (Master's Program - Mentors/Sports) Missoula Children's Theater Midvale Arts Council Lego League UPID- mentors in Afterschool Program Mad Dog Arts Utah Afterschool Network 	<ul style="list-style-type: none"> Family Learning Centers (4) Parents as Teachers (PAT) Outreach to preschool homes Title I Preschools (5 sites) National Network of Partnership Schools - John Hopkins University Consulate of Mexico Monterrey Tech Entrada Adult High School National Reading Foundation Grant - READY! Program for 100 Title I Parents of Preschool Children Utah Parent Center Utah Disability Law Center Salt Lake County Library Target Lakeshore Learning American Express (Financial Literacy) Comunidades Unidas 	<ul style="list-style-type: none"> Valley Mental Health (3 Full Time Social Workers) University of Utah College of Social Work (4 Master's Social Work Interns) Family Support Center Sandy City C.A.R.I. Team Utah Partners for Health Ophum Health Care University of Utah Midvale Clinic (Midvale Middle site) Wasatch Homeless Health Care (4th Street Clinic) Cottonwood Family Treatment Center Sealants for Smiles Family Promise Salt Lake Donated Dental Clinic Eye Care 4 Kids Utah Food Bank Catholic Community Services Church of Jesus Christ of Latter Day Saints Utah Department of Health CARE Teams (site-based) 	<ul style="list-style-type: none"> Midvale City - CBC (Community Building Community) The Road Home Department of Work Force Services Deseret Industries Head Start Utah Division of Child and Family Services State of Utah Homeless Consortium Utah Transit Authority Housing Authority of Salt Lake County United Way - Day of Caring Utah Refugee Employment and Community Services Diversity Foundation YWCA Larry H Miller Charities Third District Court

21ST CENTURY GRANT

\$1.7 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

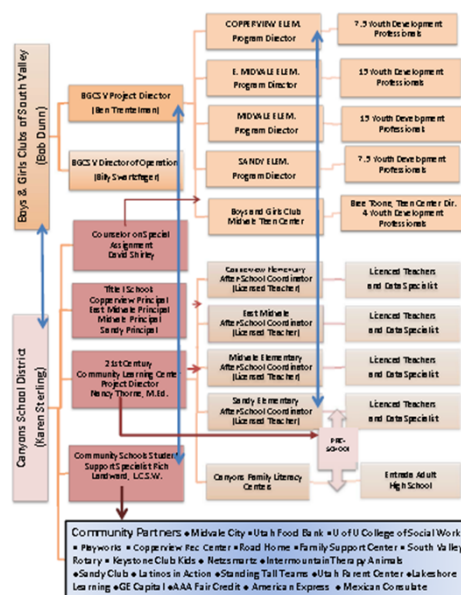
Savage

\$30,000 community garden grant

Aspire Grant

\$30,000 for afterschool programs

CANYONS COMMUNITY LEARNING CENTERS 2012-2013



HEALTH AND SOCIAL SERVICES

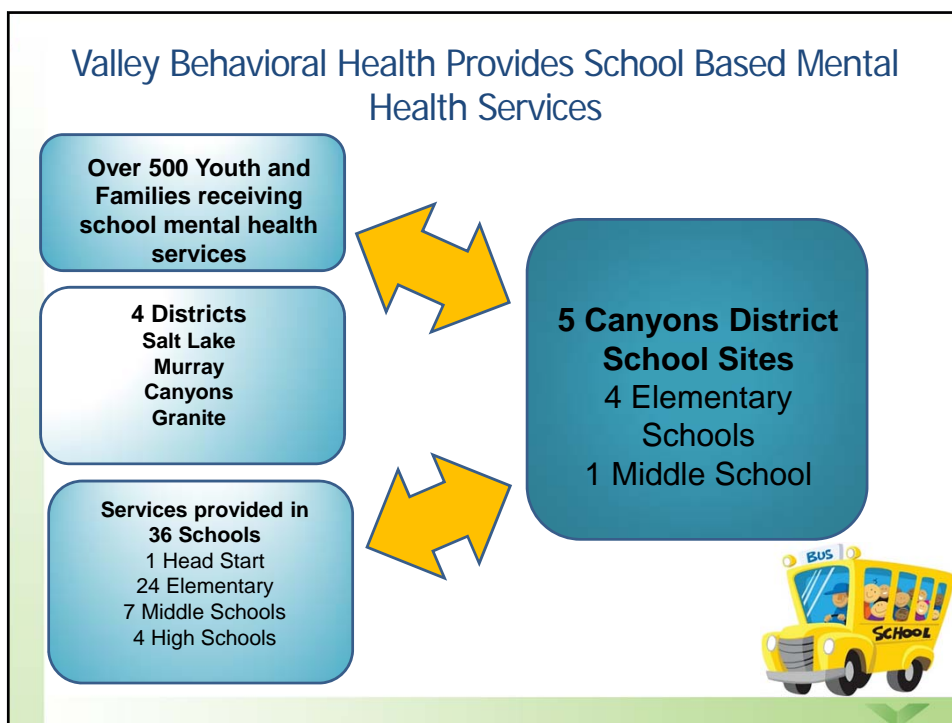
- Valley Behavioral Health Partnership (T, I)
- University of Utah College of Social Work Interns (U,T,I)
- Kids Café (Food Bank – dinner/backpacks) (T, I)
- Midvale City Partnerships (U, T, I)
- Gang Prevention Efforts (U)
- Mobile Health Clinic (U,T,I)
- Dental Health Clinic (U,T,I)
- “Child Find” 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



Processes & Activities

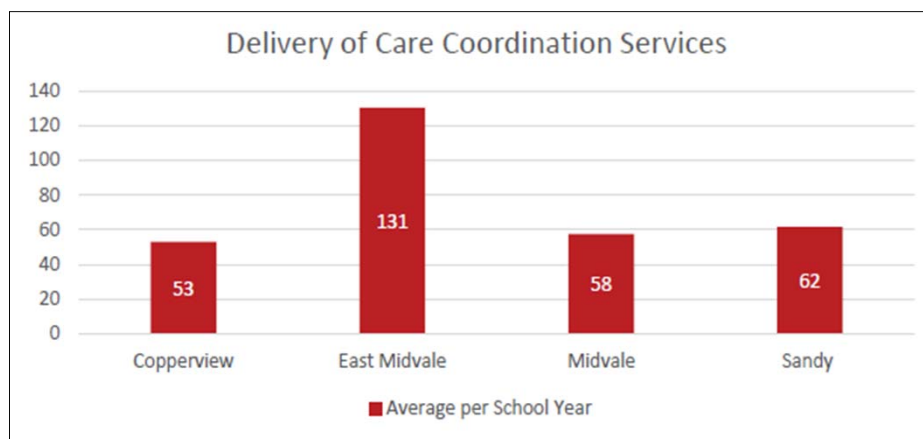
CARE Teams

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.

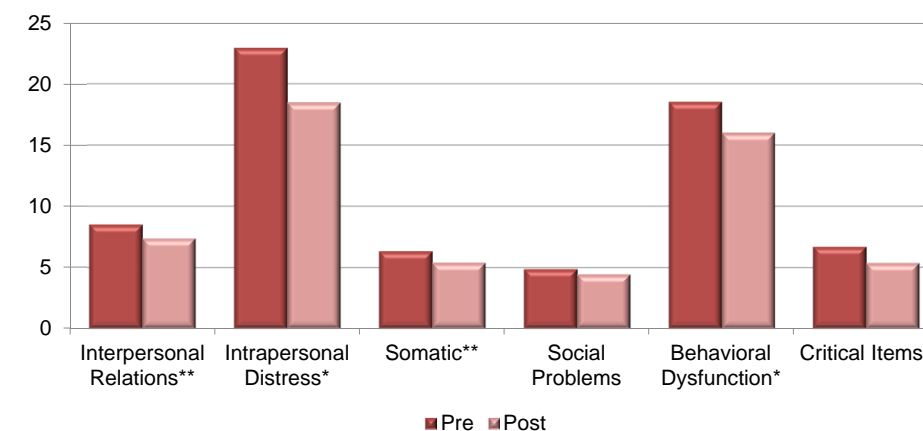
CARE Team Focus and Goals:

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



Individual MH Outcomes in CSD

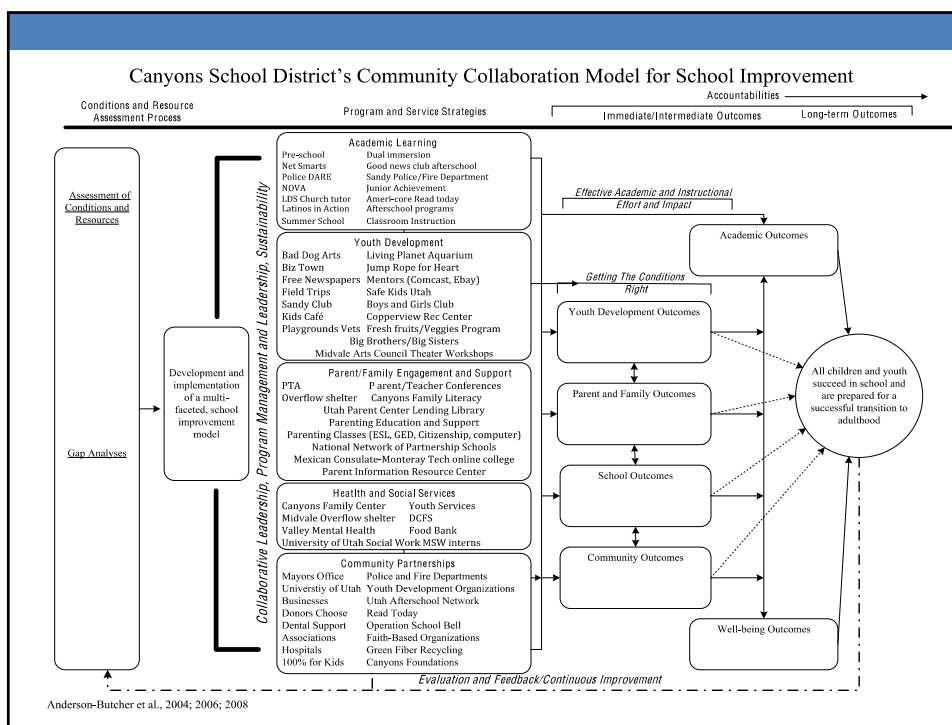
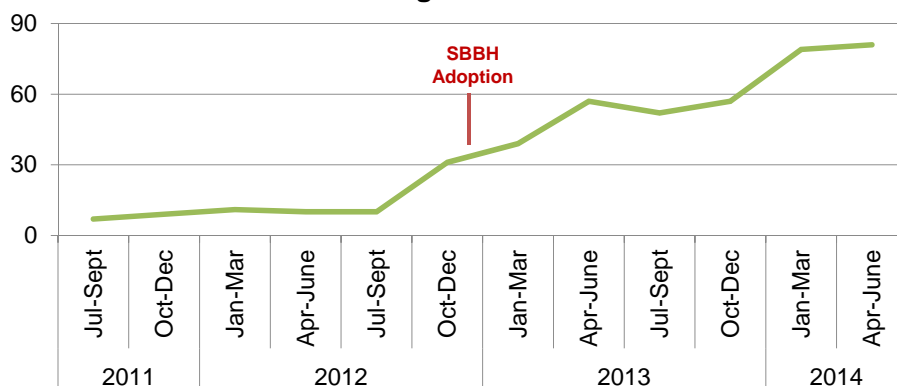


* Indicates post-Y-OQ mean was significant different form the pre-YOQ mean ($p < 0.05$)

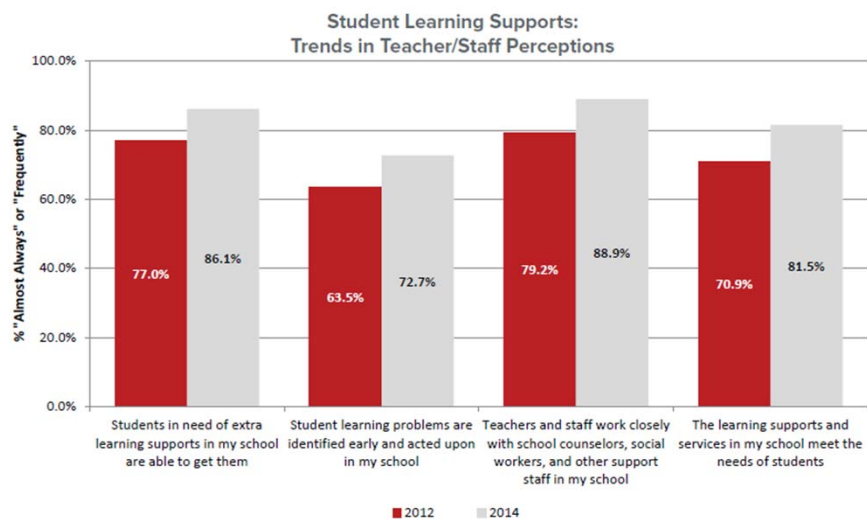
** Indicates difference between pre- and post-Y-OQ mean was approaching significance ($p < 0.1$)

System MH Outcomes in CSD

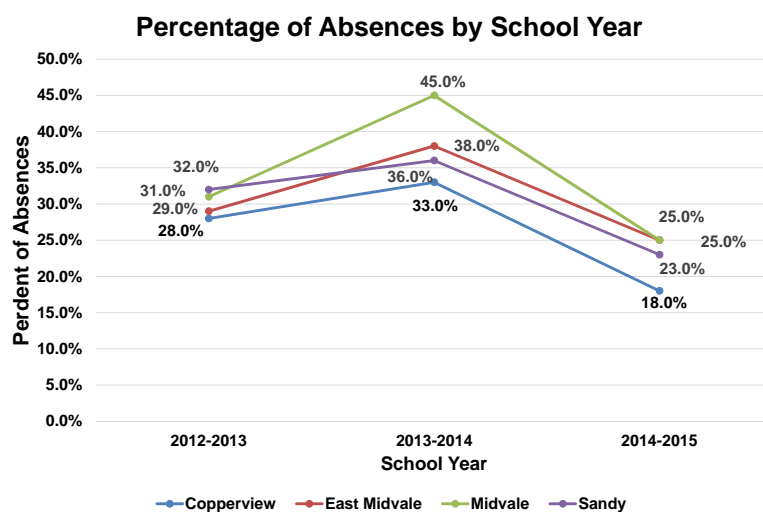
Number of Students Receiving SBBH Services each Quarter through the Four Schools



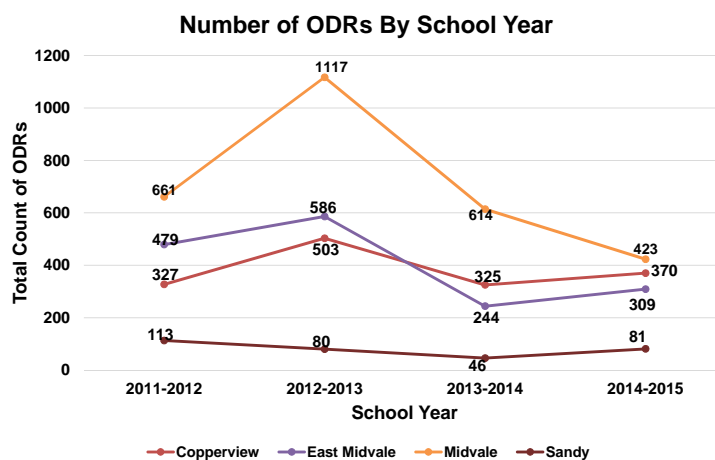
Outcomes of the Overall Initiative



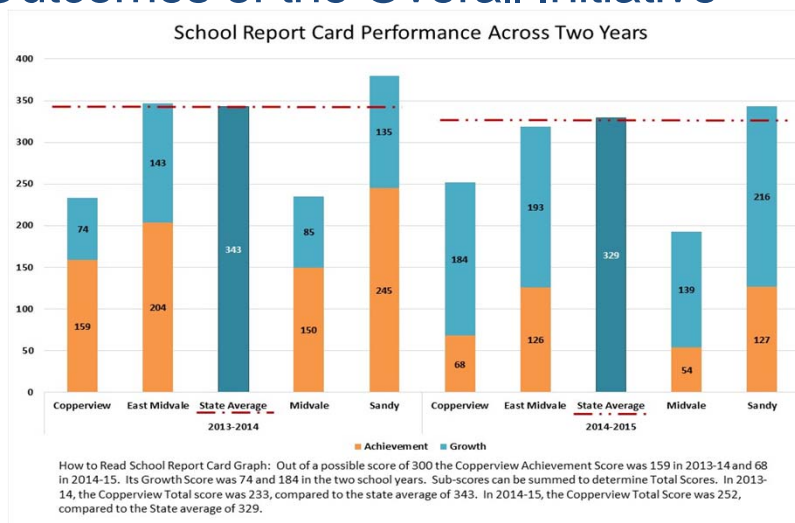
Attendance



Office Discipline Referrals



Outcomes of the Overall Initiative



School Context...2 Years Later

	Copperview		East Midvale		Midvale		Sandy	
	12-13	14-15	12-13	14-15	12-13	14-15	12-13	14-15
Report Card Grade	D	C	C	B	F	D	B	B
% Absent >10 Days**	28%	18%	29%	25%	31%	25%	32%	23%

** 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



For more information:

Dawn Anderson-Butcher

Anderson-butcher.1@osu.edu

Karen Sterling

Karen.Sterling@canyonsdistrict.org

Carol Anderson

carol.anderson@schools.utah.gov

Susan Pizitz

SusanBo@ValleyCares.com

Lauren Paluta

paluta.2@buckeyemail.osu.edu