

BEST PRACTICES FOR DEVELOPING A COMMUNITY SCHOOLS MODEL FOR STUDENT AND FAMILY WELLNESS

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Advancing School Mental Health Conference
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

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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Briya
Public Charter School

Two-Generation Model

- Adult Education
 - English
 - Digital Literacy
 - Workforce Development
- Early Childhood Education
- Parenting/Parent & Child Together (PACT) Time



Mt. Pleasant Community Schools Consortium



**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



Conventional School Model



Community Schools

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:

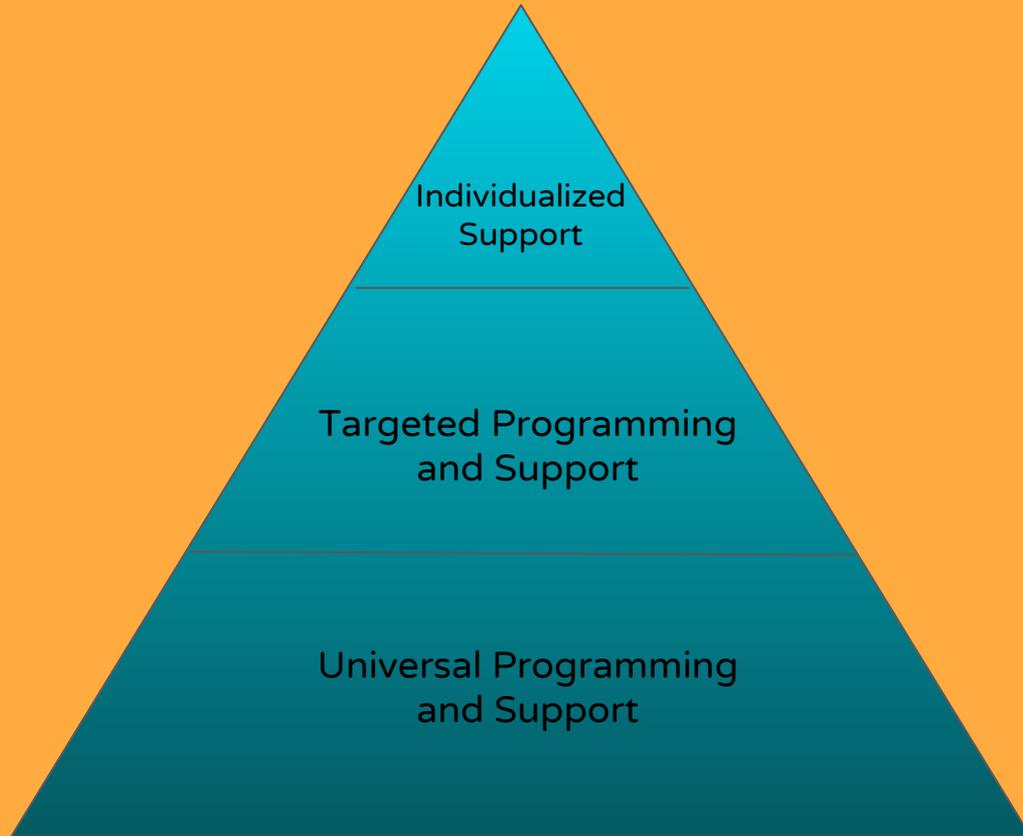
- Identify individuals to be served
- Care coordination - interdisciplinary meetings
- Logistics
- Evaluation

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



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

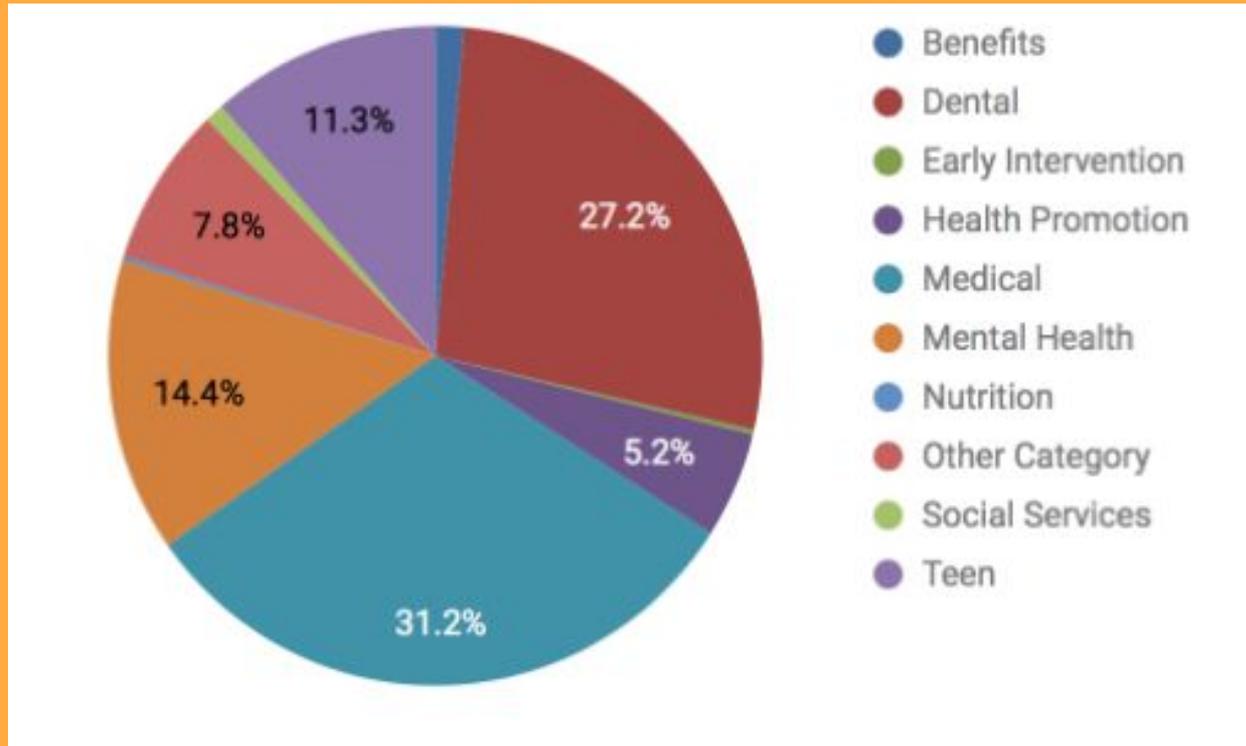
Routine, ongoing analysis of student and parent data to inform student and family programming and individualized support services.

Data analysis and decision making occurs regularly, with both mental health staff and instructional leaders.

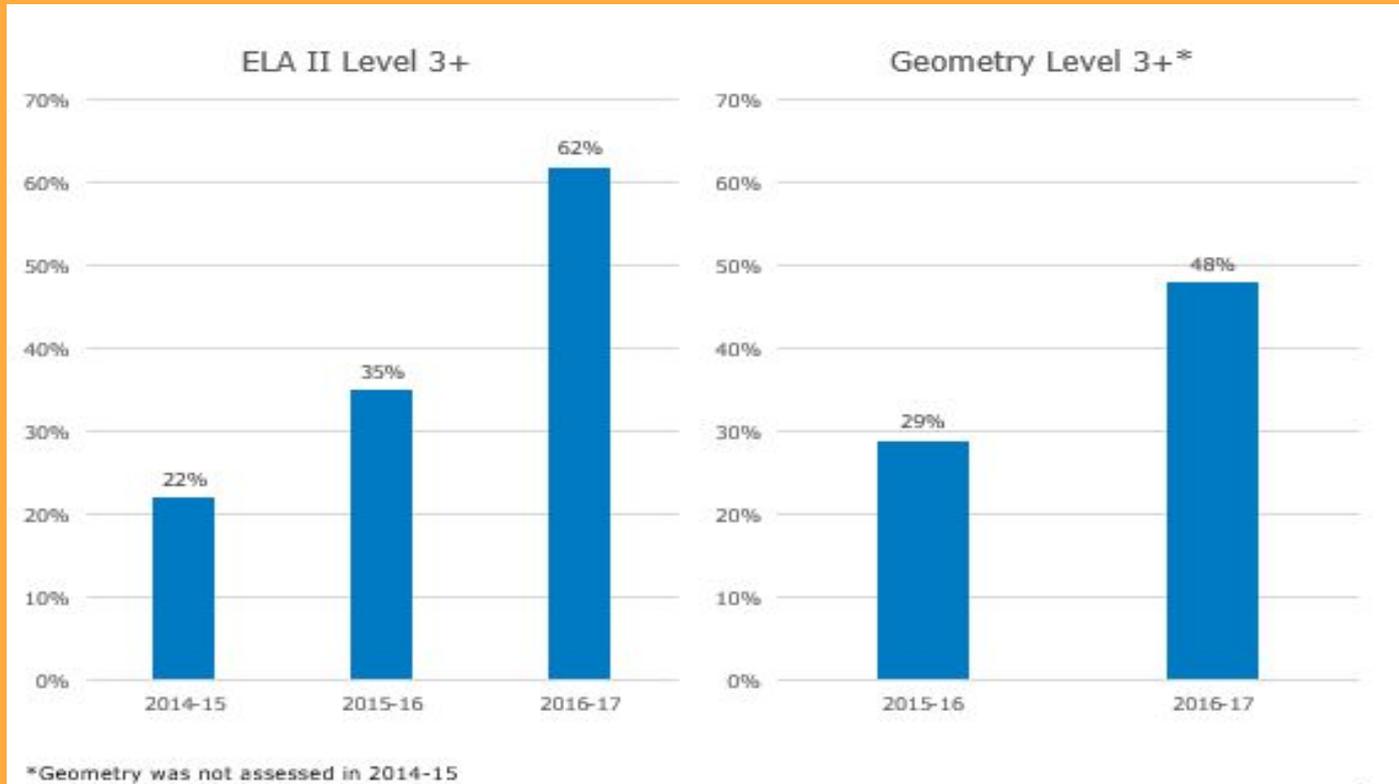
Types of data collected include:

- ❑ 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)



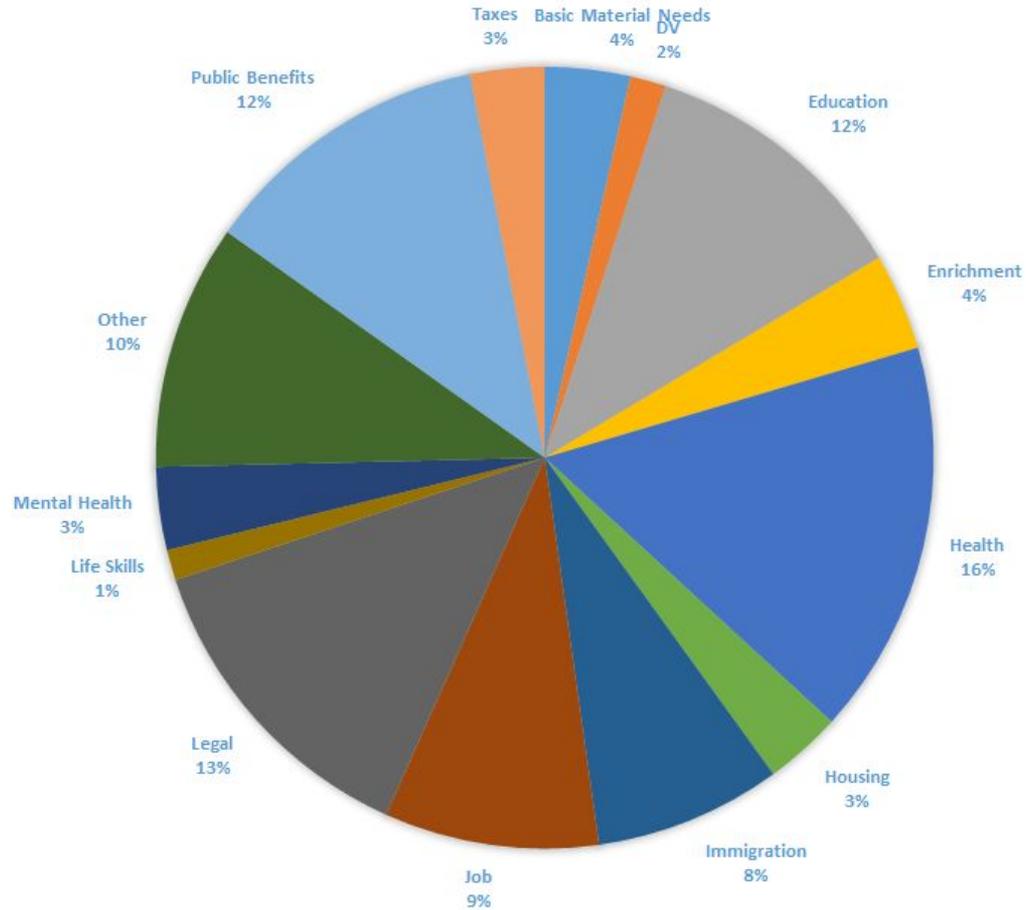
E.L. Haynes PARCC Proficiency Over Time



Reduction in Chronic Absenteeism Rates at Middle & High School Level

	Absenteeism Rate This Year 20+ EA or UAs	Absenteeism Rate SY15-16 20+ EA or UAs
High School	19.8%	23.6%
Middle School	3.4%	15.2%

BRIYA STUDENT SERVICES NEEDS SCHOOL YEAR 2016-2017



Mt Pleasant Community Schools Consortium (Briya, Bancroft, Mary's Center) Percentage Increase in Services Utilization between Baseline and Final Grant Year

	Medical	Mental Health	Dental	Other
Number at beginning of SY2013-2014 (first year of Community Schools grant)	193	18	89	236
Number served during SY2016-2017	616	466	324	724
Percentage Increase in single year utilization comparing baseline to final year	219%	2,489%	264%	207%

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](#)