The Jonathon Alder School Community’s Approach to Promoting Student Experiences through Collaboration

2017 OHIO ASSOCIATION OF COUNTY BEHAVIORAL HEALTH AUTHORITIES CONFERENCE
COLUMBUS, OHIO
JANUARY 10-11, 2017
Learning Targets:

- Develop an understanding of the Community Collaboration Model for School Improvement (CCMSI)
- Identify three or more strategies for effectively implementing a full continuum of integrated approaches to reduce barriers to learning.
- List three challenges to implementing evidence-based practice and programs in school mental health and identify at least three strategies to overcome them.
- Define the concept of family-school-community partnership and be able to identify three action steps to building a shared agenda.
- Understand the role of data in determining needs and priorities for action among community stakeholders
- Understand a model of community collaboration for addressing identified needs
A Catalyst for Change: Death by Suicide

- January 2015: High school male student – history of high level of participation in extra-curricular activities (athletics and music) – history of mental health involvement and support
- February 2015: High school male student – history of participation in various extra-curricular activities – history of mental health involvement (family history of death by suicide)
- No identifiable/reported signs of mental health issues or needs by school staff
- Suicides related in nature – ‘contagion’
<table>
<thead>
<tr>
<th>Reaction</th>
<th>Response</th>
<th>Restoration</th>
</tr>
</thead>
</table>
| • “Crisis care” for students, family and community – a reactive approach | • Intentional evaluation, planning and training  
  - Needs assessment  
  - Professional Development  
  - Service/Gap analysis  
  - Community perceptions and needs  
  - Jonathan Alder Community Support Network | • Program development, implementation and evaluation  
  - CAYCI Survey Data  
  - Building-level priorities  
  - Professional Development  
  - Student Support Specialist  
  - Jonathan Alder Community Support Coalition – a formal organizational structure and operation |
| - Madison County Crisis Response Team – focus was student grief counseling  
  - Jonathan Alder Community Support Network  
  - Partnerships established | |

Community Support Coalition – Phases: Action and Support
Guiding Mental Health Partnerships

- Union County Mental Health & Recovery Board
  - Consultation & Support
  - Professional Development
  - Network Linkage
  - Community-Based Supports (Crisis Texting)
  - School-Based Mental Health Counselor

- Madison/Clark/Green County Mental Health & Recovery Board
  - Consultation & Support
  - Professional Development
  - Network Linkage
  - Grant Opportunities
  - Ohio State University – College of Social Work (Dawn Anderson-Butcher)
Awareness, Education & Training

- Adult Mental Health First Aid Training
- Youth Mental Health First Aid Training
- Critical Incident Stress Management
- Nationwide Children’s Hospital: Signs of Suicide
  - Short-term: awareness, education and screening
  - Long-term: inclusion of program in Health curriculum
- Ongoing, Individualized Professional Development – buildings and teacher teams
Community Support Network Priorities

Jonathan Alder Community Support Network Initial Priority Areas:

Building Networks, Relationships and Awareness
- Broad Stakeholder Representation
- Developing Consensus for Focus, Vision, Agenda

Resources Mapping & Gap Analysis
- Determining Available Services and Supports in Multiple Domains
- Identifying Gaps in Service & Supports and Delivery

Determining Need: Community & Youth Collaborative Institute (CAYCI) Survey
- Perceived Need versus Data-Based Need
Obtaining Stakeholder Perceptions
Community-Based Focus Groups
Obtaining Stakeholder Perceptions

Community and Youth Collaborative Institute – School Experience Survey

Gathering data from various stakeholders in multiple domains: academic learning; student experiences and youth development; parent/family engagement and support; health and social services; community partnerships;

- 2,703 participants: 101 teachers/staff; 1043 parents/caregivers; 775 elementary students; 841 secondary students

District & building-level reports (parent/caregiver, teacher, student and community), community-wide report

CAYCI Student Experience Survey: From Data to Action

Academic Learning

Elementary Results

Secondary Results

**Possible averages range from 1 (NO) to 4 (YES).**
CAYCI Student Experience Survey: From Data to Action

Student Experiences and Youth Development

Students on Overall School Experiences

<table>
<thead>
<tr>
<th>School</th>
<th>Average</th>
<th>% YES/ or Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plain City</td>
<td>3.61</td>
<td></td>
</tr>
<tr>
<td>Monroe</td>
<td>3.68</td>
<td></td>
</tr>
<tr>
<td>Canaan</td>
<td>3.42</td>
<td></td>
</tr>
<tr>
<td>Jr High</td>
<td>3.92</td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td>3.37</td>
<td></td>
</tr>
</tbody>
</table>

Elementary Results

<table>
<thead>
<tr>
<th>Item</th>
<th>Average</th>
<th>% YES/ or Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy coming to school.</td>
<td>3.19</td>
<td>31%</td>
</tr>
<tr>
<td>I have good relationships with my teachers and other adults at my school.</td>
<td>3.71</td>
<td>97%</td>
</tr>
<tr>
<td>I am proud to be at my school.</td>
<td>3.71</td>
<td>94%</td>
</tr>
<tr>
<td>I feel like I belong at my school.</td>
<td>3.56</td>
<td>91%</td>
</tr>
</tbody>
</table>

Secondary Results

<table>
<thead>
<tr>
<th>Item</th>
<th>Average</th>
<th>% Strongly Agree or Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy coming to school.</td>
<td>3.17</td>
<td>45%</td>
</tr>
<tr>
<td>I am proud to be a student at my school.</td>
<td>3.65</td>
<td>72%</td>
</tr>
<tr>
<td>I feel like I belong at my school.</td>
<td>3.75</td>
<td>67%</td>
</tr>
</tbody>
</table>

**Possible averages range from 1 (Strongly Disagree) to 5 (Strongly Agree).**
Health and Social Services

- Concerns with Internalizing Symptomologies in the past week:
  - 31% of ES and 32% of SS report having trouble sleeping.
  - 18% of ES and 33% of SS report feeling sad
  - 18% of ES and 20% of SS report feeling lonely
  - 19% of ES and 35% of SS felt worried

- Teachers/staff may not be aware of the severity.
  - 5% report students struggling with sadness
  - 16% report students are worried/anxious
  - 75% report students have positive mental health
CAYCI Student Experience Survey: From Data to Action

Teacher/Staff Report on Learning Supports (All Schools)

<table>
<thead>
<tr>
<th>Item</th>
<th>Average</th>
<th>% Frequently or Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in need of extra learning supports in my school are able to get them.</td>
<td>3.93</td>
<td>71%</td>
</tr>
<tr>
<td>Teachers and staff in my school effectively refer students and families to support staff and other helping professionals when needed.</td>
<td>4.20</td>
<td>73%</td>
</tr>
<tr>
<td>There is a system in place in my school where teachers and staff can refer students and families who are in need of additional learning supports.</td>
<td>4.00</td>
<td>64%</td>
</tr>
<tr>
<td>Student learning problems are identified early and acted upon in my school.</td>
<td>3.66</td>
<td>53%</td>
</tr>
<tr>
<td>The learning supports and services in my school meet the needs of students.</td>
<td>3.69</td>
<td>57%</td>
</tr>
</tbody>
</table>

**Possible average range from 1 (Almost Never) to 5 (Almost Always).**

My students’ community:

<table>
<thead>
<tr>
<th>Item</th>
<th>Average</th>
<th>% Frequently or Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has accessible services and supports available for families.</td>
<td>3.55</td>
<td>51%</td>
</tr>
<tr>
<td>Has quality services and supports available for families.</td>
<td>3.50</td>
<td>48%</td>
</tr>
<tr>
<td>Has services and supports in place to meet the needs of families.</td>
<td>3.53</td>
<td>48%</td>
</tr>
<tr>
<td>Has enough services and supports available for families.</td>
<td>3.19</td>
<td>35%</td>
</tr>
</tbody>
</table>

**Possible average range from 1 (Almost Never) to 5 (Almost Always).**
District Priorities for Action

Jonathan Alder Local Schools
Focused, Annual District Objectives

2016-2017

▶ Student Growth & Achievement - Achievement, Rigor and Growth
  ▶ Achievement - 32 of 32 Indicators
  ▶ Performance Index - 65% of all students will score advanced or accelerated
  ▶ Value Added - A minimum of one (1) year of growth for all students

▶ Programming & Continuous Improvement - By the end of the 2016-2017 school year, JA will provide curriculum, Instruction, resources and professional development to ensure all students are College & Career Ready

▶ Instructional Leadership, Creativity & Innovation - By the end of the 2016-2017 school year, JA will establish an environment that supports the Alder Experience through learning, leading and relationships

▶ Communication, Connection & Collaboration - Through the 2016-2017 school year, JA will strengthen relationships to enhance collaboration, credibility and trust

▶ Fiscal Responsibility & Resource Management - During the 2016-2017 school year, JA will monitor and enhance processes and guidelines to ensure responsible stewardship, resource management and accountability
Student Support Specialist

- Develop structures, systems, policies and procedures for student supports throughout the district
- Work with staff to identify needs and develop a plan of intervention
- Access specific mental health and other social service agency supports and resources for students and families
- Provide professional development for staff, parents, and community members
- Network with representatives from local agencies and area districts to develop additional community-based partnerships
- Assist students and their families in gaining access to community resources to improve student learning and healthy development
- Supervise 3 OSU Social Work Student Interns who will be placed throughout the district providing direct services to students

The Student Support Specialist promotes the educational well-being of students and enhances the overall academic mission of the district by providing a variety of services that strengthen school, home, community, and family partnerships. The Student Support Specialist significantly contributes to the development of an improved ‘student experience’ - working collaboratively with various stakeholders to address the academic, social, behavioral, and emotional well-being of students.
Student Support Specialist: Priorities

- Family & Community Based Services
  - Linking families with multiple resources, including housing, basic needs, and mental health services.
  - Ongoing involvement with Community Coalition and Daily Needs Assistance.
  - Collaborating with community agencies and county truancy officer.

- Trainings/Certifications
  - Completed NOVA Crisis Training - Madison County Crisis Response Team Member.
  - Advanced School Mental Health Training, Youth Mental Health First Aid Certification.

- School Based Services
  - Providing ongoing, targeted professional development for staff in all buildings.
  - Providing 1:1 mental health counseling to students.
  - Collecting data on Social Work Referrals.
  - Collaborating with Mental Health agencies to improve school mental health services.

- Networking
  - Building community partnerships.
  - Attending monthly meetings for Madison & Union County agencies.
  - Building a Youth Led Prevention/Youth Empowerment Program.
Building-Level Priorities for Action

**Elementary 1**
- Engaging community agencies and resources as support services for parents
- Identifying and providing effective learning supports for students
- Embedding career connections in instruction ("Real World" emphasis of skills; OTES rubric)
- Bullying awareness and prevention

**Elementary 2**
- Establishing common expectations and discipline (PBIS ‘refocus’)
- College and career readiness (explorations, awareness, etc.)
- Identifying and increasing supports for parents (availability of education, increased opportunities for participation, etc.)

**Middle School**
- Increasing in-school connections (student to student, teacher to student, etc.)
- Increasing partnerships with community
- Increasing partnerships with families
- College and career readiness (parents – jobs, funding college, etc.)
Building-Level Priorities for Action

**Jr. High School**
- Diversity
- Parental supports
- Parent engagement

**High School**
- Student Perspective
  - School connectedness
  - Academic press
- Parent Perspective
  - School and community support services
  - School supports for parent and caregiver engagement
- Teacher Perspective
  - Non-academic barriers to learning
Jonathan Alder Community Support Coalition

- 57 members of the Jonathan Alder Schools community:
  - District administration, teachers and coaches
  - Representatives from the Plain City Church Fellowship
  - Local first responders (Police and Fire)
  - Village Administration
  - Parent/Community Representatives
  - Madison/Union County Mental Health Recovery Board
  - Representatives from local mental health partnerships, early childhood agencies, social service agencies, wrap-around service agencies, Nationwide Children's Hospital, Ohio State University
Jonathan Alder Community Resource Guide

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  | Transportation
  | Vision
| Community Partnerships/Resources
| Crisis Lines
| Other

Jonathan Alder Community Resource Guide
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### Student Experiences/Youth Development

#### 21st Century Community Learning Center After School Programs

Before and after-school academic and social recreational programming at Monroe and Plain City Elementary Schools.

**Contact:**

#### YMCA Latchkey Program

Before and after-school academic and social recreational programming.

**Contact:**
Union County YMCA - Plain City Elementary School Kid Connect  
(Phone) 937-303-2266  
prelatchkey@unioncountyymca.org

#### Youth Athletic Programs

School and community-based sports programs involving coaches/volunteers, mentoring.

*Plain City Area Baseball Association (Baseball/Softball/Volleyball)*

Tom Jackiewicz, President  
pcaabpresident@gmail.com  
www.pcba.com  
www.facebook.com/PCABA.YouthSports

#### Jonathan Alder Youth Athletics (Basketball):

Joe Bennett, President

#### Jonathan Alder Soccer Association:

Tom Deibel, President

*Plain City Optimist Club (Football, Lacrosse, Cheer)*

Brian Budd
JALSD Boosters Association
Parent and community association to support extracurricular activities such as band, choir, and sports.
Contact:
Jonathan Alder Athletic Boosters
President: Tiffany Izzard
Vice President: Melissa Pollom
http://www.jonathanalderpioneers.com/home.html

Jonathan Alder Music Boosters
President: Lucas Gutierrez

Life Coach - Bereavement Counselor - Therapy Dog Handler
Providing crisis support, linkage and short-term care and support for individuals and families in need.
Contact: Vickie Yoder
Certified Life Coach, Bereavement Counselor and Therapy Dog Handler
Phone: 614-568-3306

Family Counseling Services
Contact:
Mental Health & Addiction programs & services, Faith-based counseling

JALSD Student Support Services
Contact:
Provides school nursing and counseling support to students.

Daily Needs Assistance
D.N.A. provides daily needs supplies to families in need from personal care items and cleaning supplies to pregnancy resources and appliances. D.N.A. programming includes L.I.F.T. Learning Center, after school homework help for grades 3-8 and L.I.F.T. Mentorship - connecting youth to adult mentors.
Contact:
340 West Main Street
Plain City, Ohio 43064
(Phone) 614-824-8340
Contact: Tamara Reed
Email: tamara@dnaplaincity.com
www.dnaplaincity.com

Union County Family Treatment Court
Contact:
Specialized court for identified youth and families that include mental health/addiction services.

Family and Children First Councils Cluster and Wraparound Services
Contacts for Madison County:
Contacts for Union County
Interagency group who works together to provide intensive services to children and families involved in multiple systems.
Community Support Coalition Priorities for Action: “SMALL Wins”

- Increasing awareness and communication: Communicating the rationale, purpose, objectives, goals and work of the coalition
- Supporting the community in developing a deep understanding of the Coalition and the work being done to develop a network of supports for all stakeholders
Community Support Coalition Priorities for Action: “BIG Wins”

Priority 1
Meeting Basic Needs of Students/Families
- Housing, transportation, food scarcity
- Programming, meals and other supports for students/families during breaks from school/instruction
- Mental health programming for students/families

Priority 2
Engaging the Community for Youth Development
- Character development and prosocial behavior instruction among youth sports programs
- Educate coaches on ‘influence’ and ‘impact’
- Develop cadre of leadership among sports association and coaches for development and implementation of youth development initiatives
- Increase awareness of other programs in which students are involved (academic clubs and organizations, music clubs, individual activities/hobbies, etc.) - increase recognition and build a sense of value, pride and respect for students participating in various other clubs/activities

Priority 3
Building a Sense of Community Among all Stakeholders
- (reducing stigma, increasing awareness and access)
- Identifying needs and targeting resources (through data)
- Increasing satellite supports to students/families
- Increasing access to community activities
- Increasing ownership of community issues and sense of ‘responsibility’ for participation

“All of our students are all of our students!”
November 2016

- Community Readiness Evaluation:
  - Level of Awareness
  - Level of Concern
  - Level of Commitment to Change
  - Resources to Leverage

December 2016

- PAX-Style Visioning
- Priority Selection
- Formal Action Planning

FOCUS: The development of a formal coalition with sustaining vision and leadership
Implications

- Plan in place and now move to action inside school/district and in community
- Replication and scale-up
- Importance of school and community level data for planning (CAYCI)
- Value of partnerships among organizations and relationships among people
- District support system needs to be in place to link/connect inside and outside school walls
- Informal and formal resources, and school and community resources
- Systems change
- Value of consultation and professional development
- Rural school mental health challenges and mental health stigma
Proposal for Continued Initiatives

- Strengthening the Jonathan Alder Community Support Coalition and moving toward focused action
- Implementing specific action strategies inside the district and schools
- Strengthening the student support system
- Further engaging community to leverage both informal and formal resources for sustainability
- Build capacity of other school communities by disseminating findings and sharing lessons learned in the Jonathan Alder project with others
Community Support Coalition – Model Replication

- 21st Annual School Mental Health Conference
  San Diego, California
- London City Schools
  London, Ohio
- Big Walnut Local Schools
  Delaware County, Ohio
- 2017 Ohio Association of County Behavioral Health Authorities
  Columbus, Ohio
- 2017 National School Responders Conference
  Las Vegas, Nevada
Contact Information

- Tracey Stute
  Director:
  Programs and Communication
  tracey@mhrb.org
  Mental Health
  & Recovery Board of Clark, Green & Madison Counties

- Shawn Heimlich, Director of Student Services
  Jonathan Alder Local Schools
  Shawn.Heimlich@japioneers.org

- JoLynn Wheatley, Student Support Specialist
  Jonathan Alder Local Schools
  JoLynn.Wheatley@japioneers.org

- Dr. Dawn Anderson-Butcher, Professor
  College of Social Work
  The Ohio State University -