

Canyons School District

Title IV, part A Programmatic Monitoring Report March 22, 2023

Overview

The Utah State Board of Education Title IV, part A staff monitored Canyons School District's programmatic use of funds in March 2023. This report outlines the observations, evidence, and any findings or recommendations from that site visit.

Canyons School District adopted a Multi-Tiered System of Supports (MTSS) framework after seeing a rise in student suicides and other student behavioral issues. Utilizing comprehensive district and community data, Canyons SD determined a plan of action that would best support student needs. The district implemented targeted supports and hired school social workers to be placed in the most impacted schools. As a result, during the first 3 years of implementation, Canyons SD saw a decrease in student deaths by suicide and an increase in the number of reports regarding students with mental health needs. At present (with the implemented changes), the number of reports is remaining consistent. By having a multidisciplinary team of various medical professionals in place prior to Covid, Canyons SD was able to continue reaching out to families to provide services during the pandemic. This resulted in Canyons SD having some of the highest academic success rates in the state during the pandemic.

Goals

Canyons School District is utilizing Title IV, part A funds to support the three categories of Well-Rounded Educational Opportunities, Safe and Healthy Students, and Effective Use of Technology, as outlined below.

Well-Rounded Educational Opportunities and Safe and Healthy Students:

Canyons SD blends their use of funds to support well-rounded educational opportunities and safe and healthy students. Mental health professionals meet weekly with the Student Support Team to identify students who need additional

social skills interventions, home visits, attendance intervention, and guided individual social-emotional skill building using an online learning tool. Special attention is paid to and prioritized for minority students, multilingual learners, economically disadvantaged students, and students with disabilities. Staff will receive ongoing support through district specialists in the Student Services department regarding evidence-based practices, as well as support with problem-solving challenging situations to identify other resources (if needed) to address the complex social and emotional needs of the students. School administrators will continue to receive training on restorative practices and best practices for alternatives to suspension from staff in the Student Services Department. Staff will receive training on the Functional Behavior Assessment for Attendance and Truancy (FBAAT) to utilize a function-based approach to addressing issues with attendance and truancy.

Effective Use of Technology: Cover costs of an evidence-based online learning tool, Ripple Effects, for students to address individualized social-emotional needs, resiliency, and decision-making in tandem with targeted social-emotional supports outlined above. Replace three laptops to FTE to support student online learning and intervention data analysis. Students will use iPads purchased through previous SSAE funds.

In short, Canyons SD's goals are:

1. Increase attendance and school-home connections.
2. Provide targeted social-emotional supports and interventions.
3. Reduce out-of-school suspension and dropout rates.

Highlights

Canyon SD is utilizing the Title IV, part A funds based on extensive data and stakeholder engagement as part of the required needs assessment. The district's Data Dashboard assisted in the data review. This dashboard tracks student academic performance, attendance, any accommodations the student has, and behavior incidents and needs. Through the needs assessment process, they determined the greatest needs were related to student death by suicide and other student behavior issues. The needs assessment showed a need for 18 FTE social

workers, funding for which is beyond the scope of Title IV, part A. Canyons SD made the decision to begin with Jordan High School and the feeder schools, as these schools were more highly impacted by high student absenteeism.

The school social worker's goal is to get the students back in class, support the teacher-student relationship, crisis intervention, and increase graduation rates. The social workers are able to work with the educators and support students' needs in a well-rounded and safe and healthy manner. Much of their work aids in the prevention of larger issues, such as bullying and crisis situations. They are also supporting 504 plans and giving targeted support based on students' needs.

The school climate survey data shows there are more students in class, more students who feel a sense of belonging and community at the school, and expectations are more clear. By having a school culture where students feel safe and supported, academic outcomes are improving across the district. Jordan High School reports a 2% increase in graduation rates after the first year of having a social worker on staff.

An administrator at Mount Jordan Middle School stated, "The culture of being an educator has changed since Covid. There hasn't been a baseline year yet since. You can't manage a school anymore without mental health services. In order to restore mental, social, and physical safety, schools need counseling and social work services. If we could intervene earlier we could have prevented the need for some services." Since the pandemic, the connection between students and school has diminished, as well as the importance of attending school in person. The school social workers are restoring those connections and improving student attendance through home visits and supporting students' needs in areas such as anxiety, social skill development, coping skills, crisis response, and developing intervention plans.

Canyons SD was able to maintain high academic excellence during the Covid years due to continual support, working closely with families to address needs. Canyons SD staff expressed a concerning issue within their schools about many students struggling with poor attendance due to the ongoing Covid situation. The district ensures students have the resources they need to succeed by giving targeted supports to students who are chronically absent. An example was shared of a student who missed two years of school but was determined to break generational

poverty. This student was put in a group support program to improve the student's support system and school connectedness. As a result, the student began to enjoy school and found academic success.

Staff stated that it was important that they recognize the struggles these students are facing and provide them with support. Another example given was lack of sleep and sleeping in class. This is a basic need that should not be punished but rather recognized as an indicator of a larger issue driving the need to work together to support these students and ensure that they have what they need to succeed. School social workers are able to work with kids on an individual basis to ultimately get the students back in class and on the path to graduation.

The district is utilizing a reentry plan for students who have been suspended from school. This plan is designed to help students successfully transition back into the classroom after a suspension. The schools are taking a proactive approach by having conferences with students and parents to support students and ensure they continue to receive a quality education. The implementation of culturally responsive teaching strategies in schools is crucial for promoting inclusion and equity in education.

School social workers conduct regular check-ins for individual students and group sessions which focus on managing drama, building social skills, and addressing negative self-talk. The goal of the group sessions is to be both reactive and preventative, aiming to stop bullying before it happens. The Student Support Team aims to be aware of student experiences and is working to address increases in bad behaviors.

The district leaders noted that without the two social workers funded by Title IV, part A, the district's goals would not be met and there would be gaps in student outcomes. Both social workers share a heavy workload, but they are committed to ensuring that all students receive the support they need. Additionally, the 504 program management for medical accommodations is also a top priority, with social workers working closely with parents to support teachers.

Finally, the district is proud to partner with Project Connection, where students spend time outside of the classroom building skill sets. With 110 students across

grade bands on their needs list, support from community partners like this aid the two social workers in providing more opportunities for students to be heard and prioritized. The district displayed how these efforts are critical in promoting a safe and inclusive environment for all students.

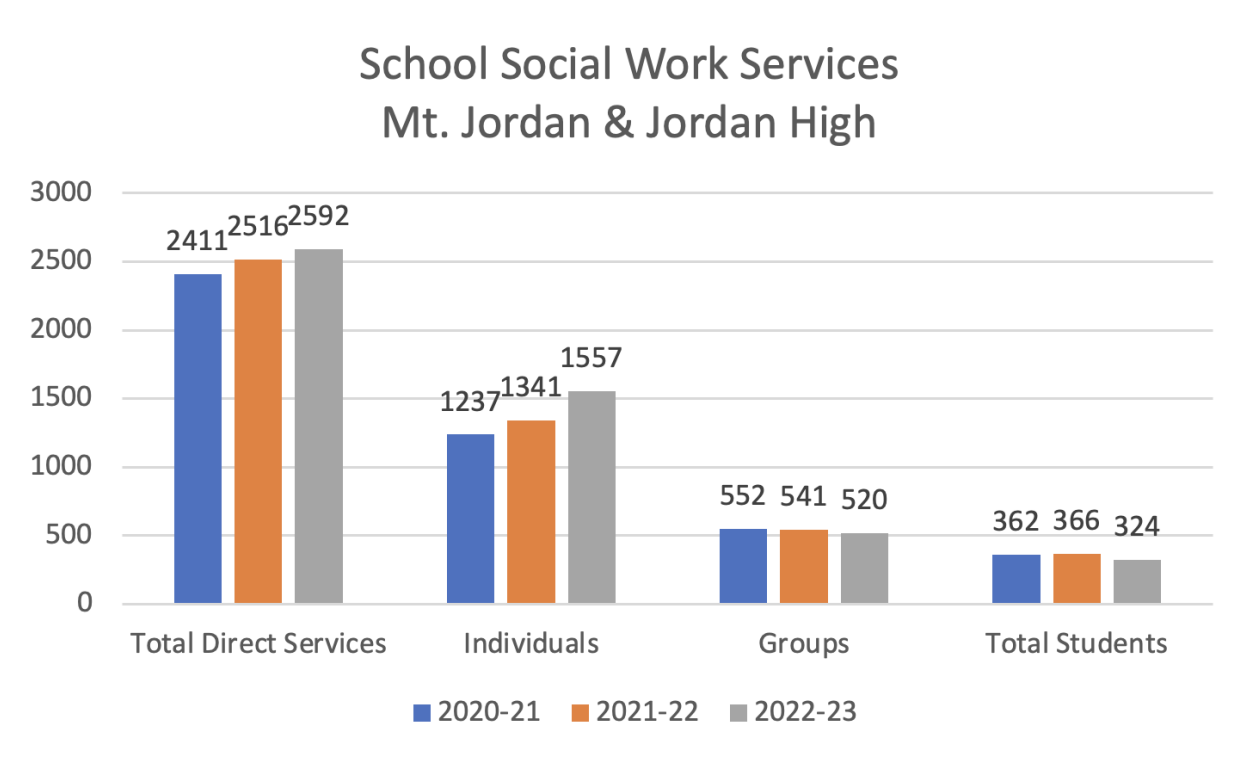
Findings and Recommendations

Funds are being used appropriately and are aligned to Canyons School District's Title IV, part A grant application. No recommendations were given.

Next Steps

Canyons School District plans to continue utilizing Title IV, part A funds as outlined above and expand the MTSS Framework and social workers in schools as more funds become available.

Photos and Evidence





CANYONS SCHOOL DISTRICT

School Climate & Safety

| Wellness | Social Emotional Learning | Restorative Practices | Trauma Sensitive Practice | Positive Behavior Intervention Support | Diversity & Inclusion |
|---|---|--|---|---|---|
| <ul style="list-style-type: none"> • Self Care • Mental Health • Physical Health • Nutrition • Sleep • Physical Activity • Prevention • Screening • Community Partnerships • Wrap-around Services | <ul style="list-style-type: none"> • Self Awareness • Self Management • Social Awareness • Responsible Decision Making • Relationship Skills | <ul style="list-style-type: none"> • Relational Connections • Inclusive Environment • Mindset • Repairing Harm • Affective Language • Circles • Informal Chats • Mediation • Conferencing • Fair Process | <ul style="list-style-type: none"> • Relationship Building • Mindfulness • Self-Care • Resilience • Emotion Regulation • Consistency & Routines | <ul style="list-style-type: none"> • Establish rules, routines, arrangements • Teach • Reinforce/Correct • Monitor • 4:1 Positive to Corrective Feedback • Precision Requests • Pre-correction • De-escalation Strategies • Active Supervision | <ul style="list-style-type: none"> • Policy • Practice • Opportunities • Psychological Safety • Sense of Belonging • Impartiality • Neutrality |

Updated 9.1.2021



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Mis zonas de control®

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Is it Bullying?

When someone says OR DOES something *unintentionally* hurtful and they do it once, that's
RUDE

WHEN SOMEONE SAYS OR DOES SOMETHING *INTENTIONALLY* HURTFUL AND THEY DO IT ONCE, THAT'S
MEAN

When someone says or does something *intentionally* hurtful and they *keep doing it-* even when you tell them to stop or show them that you're upset- that's
BULLYING