

GLASSBORO SCHOOL DISTRICT

Monthly Board Items

Date Submitted: 5/5/23

Proposed Effective Date: 2023-2024

Short description (title): Ratify CSMHCS grant submission

Submitted by:
Catherine Torbik

Building:

Bullock

**Proposed
cost/amount:**

ESY:

Funded through:

Grade(s) impacted if any:

Board Action Requested:

Consideration to ratify submission of NJDOE/Rutgers Comprehensive School Mental Health Coaching and Support Project application

Details and ramifications:

This is a competitive grant open to all districts in NJ. Glassboro applied for this 3 year technical assistants project for Dorothy L. Bullock

TA will include formal assessment of current mental health supports, identify areas of strength and develop a plan for improvements, cost-free intensive training and assistants to meet planned needs, assistance in administration of school mental health screeners and support to develop the implementation and sustain comprehensive school mental health at Dorothy L. Bullock.

Positives:

No cost to the district

Concerns:

Other Comments:

FOR OFFICE USE ONLY:

Board Date: _____

Approved: Y or N

Index #: _____

Q53. Instructions: Interested applicants should complete this application with an existing school leadership and/or student support team by Monday, May 15th at 11:59 pm. The application will ask you a series of questions related to your school demographics, community connections, and mental health systems. Please answer all questions in as much detail as possible. This application should take 45 minutes to complete. We highly encourage you to complete the application in one sitting. Please visit <https://ccsmh.rutgers.edu/> to preview the full application.

The Rutgers-Center for Comprehensive School Mental Health (CCSMH) Team and the New Jersey Department of Education will use the information provided to determine eligibility for participation. Applicants will receive an email regarding acceptance into the program in June 2023. If you have any questions about the application, please contact Kristy Ritvalsky at kmr359@shp.rutgers.edu

Q1. County

Gloucester County ▼

Q2. Official Name of School District

Glassboro Public Schools

Q3. Official Name of School

Dorothy L. Bullock Elementary School

Q22. District Code

15

Q23. School Code

1730

Q51. Person Who Completed the Application

Name

Catherine Torbik

Email

ctorbik@gpsd.us

Role

Director of Special Services

Q30. List any additional staff (name and email address) you would like to receive application information updates.

Kelly Marchese, DLB Principal, kmarchese@gpsd.us Amy Masso, Supervisor of Basic Skills/I&RS coordinator, mmasso@gpsd.us Dr. Robert Preston, CAO, rpreston@gpsd.us

Q4. SECTION A: SCHOOL DEMOGRAPHIC INFORMATION

Q48. Grade Level of School (e.g. K-5, 6-8, 9-12)

1st - 5th

Q28. Total Number of Staff

75

Q29. Total Number of Teachers

58

Q60. Out of school suspensions for the 2022-23 school year.

57 suspension as of 4/21; 4 students account receive 4 or greater than 4 occurrences; 7 students referred to CST due to discipline

Q56. Have you seen an increase in office discipline referrals for the 2022-2023 school year compared to the 2021-22 school year?

☒ Yes

☐ No

Q49. SECTION B: OTHER PROGRAMS & EFFORTS

Q8. 1. Is your school currently identified by the NJDOE as eligible for Comprehensive or Targeted supports??

- ☒ No, not in status.
- ☐ Yes, we are a comprehensive school.
- ☐ Yes, we are a targeted school.

Q35. 2. Are any of the goals at your Annual School Improvement Plan related to mental health?

This question was not displayed to the respondent.

Q59. Please share your goal(s):

This question was not displayed to the respondent.

Q9. Provide a list of NJ DOE sponsored projects, efforts, or technical assistance that your school will receive or participate in during the 2023-2024 school year.

Dorothy L. Bullock Elementary is not **scheduled** to receive any support through NJDOE sponsored projects during the 2023-2024 school year.

Q34. Provide a summary of other training or consultation services, efforts, partnerships, grants, etc. that your school will be engaged in during the 2023-2024 school year that are related to behavior, social, or emotional wellness interventions.

Dorothy L. Bullock Elementary will continue to participate in the district wide character education initiative through CITRS. This character-centered program is a comprehensive and holistic approach to helping children understand, care about and consistently practice character strengths that will support them in school, relationships, and the workplace. This initiative has been introduced in Prek-12 and is in its first year of implementation. Staff have received initial training and students have been exposed to the curriculum from CITRS. There is a district level Implementation team and each school sends representatives to both the district level team and the ambassador training. Staff training will continue through the 2023-2024 school year. Glassboro Public Schools District NJTSS committee is currently in the process of administering the School Mental Health Quality Assessment (SMHQA) through the School Health Assessment and Performance Evaluation (SHAPE) System that was recommended as a resource in the New Jersey Comprehensive School-Based Mental Health Resource Guide. Additionally, the Glassboro Public Schools District NJTSS committee is currently in the process of reviewing and selecting a universal mental health screener, reviewing 5 potential screeners: Social, Academic, and Emotion Behavior Risk Screener (SAEBRS), Strengths & Difficulties Questionnaire (SDQ), Student Risk Screening Scale (SRSS), Systemic Screening Behavior Disorders (SSBD), and Pupil Attitudes to Self and School (PASS). It is the intention of the district to screen students across the district in the fall of 2023.

Q61. Does your school have a team in place to oversee school mental health programming?

- ☐ Yes
- ☒ No

Q62. Please provide a brief description of the name, goals, and function of the team that oversees your mental health programming.

This question was not displayed to the respondent.

Q10. Does your school have any existing community-based mental health partnerships?

☒ Yes

☐ No

Q57. Please list the names of the community-based mental health organizations you are partnered with and the services they provide.

Glassboro began a contract with ACENDA, Inc. on 4/18/23. Using Title IV funding, mental health counseling will be provided to approximately 10 students and one class will receive SEL group sessions.

Q37. Will you designate 3-4 staff members to participate in the Comprehensive School Mental Health trainings during the course of the project (please reference project overview handout)? A requirement for participation is designation of 3-4 FTE personnel who can serve as core members of the Comprehensive School Mental Health (CSMH) Team. CSMH Team members will need roughly 2-4 hours per month of flexible time for team meetings, professional development, and coaching activities.

☒ Yes

☐ No

☐ Other, please explain.

Q38. Are you willing to designate 1-2 School Mental Health (SMH) Leads responsible for attending all training events and leading the CSMH team? SMH Leads will need roughly 6-8 hours per month of flexible time for team meetings, professional development, and coaching activities. Please include name(s), title(s), and email address(es).

Katie Evans, Guidance Counselor, kevans@gpsd.us Nicole Werner, I&RS facilitator/BSI teacher, mwerner@gpsd.us To Be Hired: assistant principal

Q39. Briefly describe your Tier I or universally available (e.g., youth court, restorative circles, morning meetings, SEL curriculum, universal screeners, etc.).

Currently, Dorothy L. Bullock is in the initial implementation of CITRS character education initiative.

Q40. Briefly describe your Tier II or small group supports or Tier III or individualized supports (e.g., youth led groups, Check-in/Check-out, problem solving circles, restorative chats, individual counseling, wrap-around services, etc.).

Dorothy L. Bullock does not have official tiered supports in place for students. Students are informally identified through discipline referrals for informal check ins. I&RS will formally identify some students and assign a check in/check out mentor, implementing a behavior check in sheet. Students with IEPs or 504s will be given behavior check in sheets for use with the teacher. Students with IEPs and 504s are provided counseling, individual or group based on mandated related services.

Q41. What are you hoping to gain from participating in the Comprehensive School Mental Health Coaching and Supports Project?

Dorothy L. Bullock Elementary school would like to formally establish a mental health team that through a tiered system of supports can implement preventive strategies to support students. DLB would like to see a decrease in office referrals and CST referrals for discipline related behaviors. DLB would like to create a team that supports each tier. In combination with the current CITRS character education initiative, DLB would like to establish a universal approach to behavioral support through implementation of social emotional lessons in combination with positive and proactive supports at the Tier I level. DLB will implement a universal mental health screener and hopes to gain the support through coaching on the analysis of the gathered data to best support alignment of interventions to student needs. DLB is hoping to build a repertoire of tiered interventions at every level to meet the unique needs of our students.

Q42. Why should we select your school to participate in the Comprehensive School Mental Health Coaching and Supports Project?

Prior to the pandemic, Glassboro Public Schools had identified a focus on Mental Health supports. These concerns were identified as part of the Strategic Planning committee that began its work in 2020 and in turn developed the Glassboro Public Schools Strategic Action Plan (2021 - 2026). This plan includes a focus on mental health with goals Goal 1: Student Achievement. Develop well-rounded, college/career-ready citizens. Objective IV: Build staff capacity to address students' social emotional and behavioral concerns for all students. Activities as part of this goal include Districtwide PBS meetings and Provisions of additional counseling. Since the pandemic, Glassboro Public Schools has seen an increase in office referrals, with higher tiered intensity to these referrals. There has been an increase in home instruction requests for students facing school anxiety. There has been an increase in HIB reports across the district. There has been an increase in students being referred for psychological clearance as well as for placement in partial care mental health facilities. Glassboro has also had to develop an Alternative Evening Middle School for students as young as 12 years old that are unable to maintain behavioral expectations in the Day School setting. In addition to the school based mental health crisis facing the students of Glassboro Public Schools, our community is struggling as well. Students are facing a variety of ACEs outside of school and the trauma influence of these situations carries into the school setting. Glassboro exceeds the State average of McKinney-Vento eligible students in doubled up living situations. The district has more than double the National average of McKinney-Vento eligible students living in motels and number of unaccompanied minors. This level of need far exceeds our District's current capacity to support the mental health needs of these students. On a positive note to these statistics, Glassboro students that are McKinney Vento eligible are consistently coming to school, Glassboro's absenteeism rate for students in McKinney Vento situations is almost five times lower than the state average. This provides Glassboro with the perfect opportunity to provide these students that are at risk with the mental health supports they need to succeed. Dorothy L. Bullock has undergone several administrative changes as well as an increase in student population with the recent redistricting and closing of one of the school buildings. Students are struggling and teachers are looking for ways to help their students be successful. Working with the Comprehensive School Mental Health Team will help DLB develop the sustainable capacity to identify and support the students, teachers and community.

Q50. SECTION C: ADMINISTRATOR COMMITMENTS

Q45. I understand that the goal of participating in the Comprehensive School Mental Health (CSMH) Coaching and Supports Project is to create systems-wide capacity building and intervention implementation, and that to accomplish this, the following commitments are needed to support training and planning activities:

- 1) Attend ALL administrative information sessions, as well as project orientation and closing activities.
- 2) Assemble a team of 4-6 people, using the criteria provided by CSMH Services and Supports Initiative, who will comprise the CSMH team and participate in the training and planning activities to lead the school-based implementation effort.
- 3) Provide up to 3-4 days of release time per year for assigned CSMH Team members to participate in offsite training and activities.
- 4) Provide up to 3-4 days of release time per school year for assigned SMH Lead member(s) to participate in offsite training and activities.

Section C: ADMINISTRATOR COMMITMENTS

I understand that the goal of participating in the Comprehensive School Mental Health (CSMH) Coaching and Supports Project is to create systems-wide capacity building and intervention implementation, and that to accomplish this, the following commitments are needed to support training and planning activities:

1. Attend ALL administrative information sessions, as well as project orientation and closing activities.
2. Assemble a team of 4-6 people, using the criteria provided by CSMH Services and Supports Initiative, who will comprise the CSMH team and participate in the training and planning activities to lead the school-based implementation effort.
3. Provide up to 3-4 days of release time per year for assigned CSMH Team members to participate in offsite training and activities.
4. Provide up to 3-4 days of release time per school year for assigned SMH Lead member(s) to participate in offsite training and activities.
5. Provide SMH Leads with 6-8 hours per month of flexible time in addition to time for team meetings and professional development activities to fulfill their role.
6. Support the alignment of academic, behavior, and social and emotional wellness committees' efforts and interventions.
7. Provide the CSMH team with needed support and resources to make decisions and follow through on action items.
8. Support CSMH team members in following through on assignments and commitments outside of training and meeting time.
9. Provide SMH Team leaders and the CSMH Team with the needed support to engage parent, staff, and student stakeholders in the decision-making process.

10. Establish an expectation for all staff to consistently implement CSMH features and prevention practices.

11. Share data with Rutgers and NJDOE as requested (i.e., number of office or discipline referrals, number of suspensions, attendance rate, perceptions of progress) and any noted improvements.

We read the commitments and understand that our actions as administrators are critical to successful implementation and sustainability of a Comprehensive School Mental Health system.

Principal Signature and Date: *Marchese 5/1/23*

Chief School Administrator Signature or Designee Signature: *[Signature] 5/1/23*