



# **Health & Wellness End of Year Report 2009-2010**

*as of Wednesday, November 03, 2010*

## Health and Wellness Accomplishments 2009-2010

Presentations at conferences:

- Pedraza, L., Scheuner L., Pierce, C., Moulton, K. (2009). **Weaving Behavioral Health Supports into the Schools** presented at the Behavioral Health Conference, Albuquerque, New Mexico.
- Pedraza, L. & Leflor, M. (2009) Sustainability Remix: Looping, Regrooving and Time-Stretching presented at the US Department of Education, Office of Safe and Drug-free Schools National Conference, Washington, D.C.
- Pedraza, L. & Reed, B. (2010). Behavioral Health Trends seen in the Public Schools and APS's Response. Presbyterian Pediatric Update Conference. Albuquerque, NM.
- Worked with Hogares parent group, Voices of Hope
- All classrooms in APS received Site Safety Kits
- Work with APS and community partners on a variety of activities including, but not limited to Promising Neighborhoods, Dropout Prevention, Cultural Proficiency, System of Care, Bernallilo County Health Council
- Developed APS Drug Control Strategy based on National Strategy
- Began GIS mapping the supports and services in our community

### *Accountability Unit*

- In FY 09-10, oversaw budgets totaling \$15.7 million. Total budgets will increase to \$28.5 million in FY 10-11. Operational fund FTE's will increase to 330 FTE's, from 130.FTE's with the addition of all school counselors to our budget
- Purchased 7,000 emergency lockdown kits for most classrooms in the district
- Purchased \$466,700 in equipment/supplies for related service providers in Special Education Department (total allocation was \$500,000)
- Developed plan to combine numerous APS Foundation accounts so that designated funds are spent more efficiently
- Reduced operational budget by mandated 6.45% with minimal impact on students and staff
- Participated in State Medicaid Advisory Committee and supported national efforts to rescind parental consent regulation

### *PE/MOSAA - Medicaid Enrollment*

- Enrolled 378 new children in Medicaid

### *MSBS – Medicaid School Based Services*

- Collected Medicaid reimbursements of \$2,772,688 as of 5/24/10
- Site review (audit) of MSBS program by School Health office completed successfully in March 2010
- Working with Technology and Special Ed departments to modify SchoolMax and TieNet programs to improve accuracy of information required for Medicaid billing

- Reached agreement with Special Ed about process for obtaining parental consent, including: 1) development of informational brochure for parents of students with IEP, and 2) training for related service providers on entering information in system.

### *Data Management Unit*

- Worked with RDA regarding SSHS grant data management
- Worked with Staff throughout the department to restructure individualized data collection instruments
- Major redesign to department database to accommodate SSHS grant activities and improve overall department data operations
- Started pilot project to track Crossroads Data Form Submissions

### *Nursing Services Unit*

- Provided focused information on prevention to staff, students and parents and provided much information on handwashing and cough etiquette.
- Completed H1N1 vaccine clinics at 81 school sites this spring – students and staff who wanted a vaccine received one ~8200 vaccines given.
- Completed Seasonal Influenza vaccine clinics at 33 schools ~17,500 students received the vaccine. We are continuing this program next year.  
(214 countries around the world are still currently reporting cases of H1N1).
- The Vision care program continues to provide free exams and glasses to hundreds of APS students annually.
- Nurses provide daily care for our ever increasing numbers of students with diabetes. (265 students this past year!)
- We are working with Governors office on BMI surveillance and on programs to increase physical activity and healthy eating.
- This was the 8<sup>th</sup> year of the CDC APS Asthma grant and we are focusing on providing more asthma education for mid and high students. We are also, continuing to work with NASA on air quality reporting, and the Dept of the Environment (Sec. Ron Curry) on indoor air quality in schools.
- Cindy Greenberg submitted an article in Journal of Asthma about the CDC APS Asthma grant - it will be published this month.
- We are continuing to do environmental inspections in schools and published an article in Journal of School Nursing on this topic.
- We are also, revising/updating our Nursing Policy and Procedure Manual to make it more user friendly for nurses, medical providers, and parents.

### *Counseling and Prevention Unit*

- Completed the development of the Parent and Student Guides, Student-led Conference document, and Advisory
- Three ASCA model trainings for all counselors
- Training on PowerPoint for all counselors
- Ethics Training
- Two CISM Training

- Why Try Training
- Conflict Mediation in the Schools Training
- PP Presentation from each counselors Intentional Guidance (attendance) and Curriculum Guidance Action Plans
- Wrote a brochure on Bullying Prevention
- Developing a template for school-level Bullying Prevention Plans
- Updated and rewrote Counselor's Resource Manual, Suicide Protocol, and School-level Crisis Team Manual

### *Families and Schools Together (FAST)*

- 3 schools received 4<sup>th</sup>/5<sup>th</sup> grade adaptation of FAST, they are now able to offer K-3 and 4<sup>th</sup>/5<sup>th</sup> grade FAST to their families.
- 1 school and team members were certified this year from FAST National

### Attendance/Truancy

- APS/APD Highland Pilot at La Mesa and Emerson Elem. Worked with 275 students developing 184 contracts and only 61 habitual notices. The APS caseworkers and APD officers followed the students when they move moved to another school.
- Each caseworker developed a resource guide for their individual area.

### *Comprehensive Services Unit*

- Developed the APS and Community Partners in the Schools Handbook

### *Crossroads Counseling*

#### **Individual Counseling Survey/Evaluation 2009-10 West Mesa High School Alexandra deVere, Crossroads Counselor**

**Introduction:** *This survey was designed by the West Mesa Crossroads Counselor for the purpose of obtaining feedback on the effectiveness of the individual counseling aspect of the Crossroads program, as it is currently being implemented at West Mesa High School in the 2009-2010 school year. This is NOT a scientific survey, (it was not designed by RDA) rather it is a tool for self-reflection and improvement in an area which the current RDA instruments do not provide feedback.*

#### **Who are the students?**

Total respondents: 10 (approximately 30 percent of current active caseload in April.) Respondents included 3 ninth graders, 2 tenth graders, 3 eleventh graders and 1 twelfth grader. Fifty percent of respondents reported having between 4-6 sessions, while 30 percent reported 10 or more. Attempts were made at getting a cross-section of current and previously active students from throughout the year of different grades, genders and ages.

## **NOTABLE RESULTS:**

### **1. Where do the students come from?**

Of those who responded,  
50% were first seen through a referral by a teacher, administrator, etc.  
40% were first seen in either the PIP or mandatory smoking class.  
10% self-referred.

### **2. Areas of Improvement:**

Students reported improvement in the following areas:

60% Coping with stress  
60% Getting along with family members  
60% Positive outlook  
50% Awareness of resources for help/support  
40% Motivation to graduate  
40% Behavior in Class  
30% Attendance in Class  
30% Grades  
30% Positive Activities (Jobs, Clubs, sports, etc)  
30% Getting along with friends  
10% Healthy Habits

### **3. Substance Abuse Behaviors:**

Of those respondents who reported ANY use of alcohol, 100% reported “I drink less alcohol, or less often.”

Of those respondents who reported ANY use of marijuana, 50 % reported “I stopped using marijuana”, and the other 50% reported “I use less marijuana, or less often.”

Of those respondents who reported ANY use of other drugs, 43% reported “I stopped using other drugs,” 43% reported “I use less other drugs, or less often” and 14% reported using “about the same.”

## **Narratives:**

*Respondents were asked to answer the following question: “How would you say your life has changed from BEFORE you first saw the Crossroads counselor to NOW?” Not all students chose to respond. (Answers are only modified to correct significant spelling or grammar mistakes)*

1. When I had PIP classes I was smoking a lot I didn't think it was possible to stop getting high but then they said they can help me get a job, straighten up my life. That was the time I thought what I was doing and going with my life then as soon as you know it I stopped smoking. I been clean for about 2 months and a half now thanks to (the) Crossroads Counselor.
2. I would say it has made me more positive & I still use the advice from last year and this year on how to deal with stress my family and friends. Has given me great advice on who I hang out with & what I do that can harm me. I have improved so much and am doing much better in my life.

3. I have a more positive outlook on life. I don't let things I can't control get to me.
4. She has taught me a lot for me to know what's right or wrong, I am happy to have her here she will help lots of kids here.
5. Um I learned more about how drugs affect the brain and the human body, which made me think before I use drugs.
6. It's got much better since I first saw her.
7. The way my life changed from then to now is, I know someone out there cares, and wants me to succeed. That makes me feel great, and motivated for myself to succeed. I'm handling stress much better than I did before.
8. To me it changed a lot I was about to talk to someone and she was would tell me what to do if I needed help. I also got closer to my family. It was a big change for me I feel better with myself and I see things different now I don't use drugs now cause she helped me get help outside of school. And it makes me feel that I could change and be someone in life. And now I am how am I (sic).

**Evaluation/Summary:**

Based on this non-scientific survey, it appears students receiving individual counseling are benefiting not only in having outcomes of stopping or reducing substance use, but also for several other supporting factors, most notably improved family relationships, stress reduction, and positive outlook. Many students also reported increased motivation to graduate and improved classroom behavior, as well as knowledge of resources for support. This data suggests areas for increased focus next year include additional counseling support for attendance and grades, and increased focus on positive alternate activities.

*School-wide Positive Behavior Support Unit*

Number of PBS school teams represented at district PBS training sessions (4.2.1)	9 Schools
PBS school team members attending district PBS training sessions (4.2.1)	90 Staff Members
Number of principals and PBS facilitators who attend training session	25 Principals 25 Facilitators
Number of PBS school teams represented at district PBS training sessions (4.2.1)	18
PBS school team members attending district PBS training sessions (4.2.1)	180

Number of # PBS Advisory Council members (4.1.1)	8 to 10
Average # members who attend Advisory Council meetings (4.1.1)	8
Number of Advisory Council meetings (4.1.1)	monthly
Leadership Checklist completed with participation of at least 3 Advisory Council members	June 30, 2010
District Action Plan including training plan and calendar for next 12 months completed (with input from Rob Horner and Advisory Council)	June 30, 2010
Number of schools with designated facilitators	18

Recruit new schools	Number schools that receive PBS awareness presentations (4.4.1)	9
Recruit and train district coaches	Number of staff committed to work as PBS coaches	1 for every 2 schools (13)
Provide Technical Assistance for Schools	Total number of schools receiving TA (including awareness raising and commitment building) from PBS Unit (4.2.1)	25

	Number of schools that receive on-site coaching TA from PBS Unit staff (4.2.1)	18
	Average # hours per month of coaching activity delivered per school during school year (4.3.1)	2 hrs per month per school
School PBS Teams develop, monitor, implement, evaluate and update PBS Action Plans	#/% schools with completed Action Plans	18/100%
	#/% schools with SAS data	18/100%
	#/% schools reporting TIC data monthly	18/100%
	#/% schools showing progress toward fidelity	18/100%
	#/% schools with total TIC scores of 80% or higher	18/100%

### Wellness Services Unit

- SHAC transitioned to a community led Council with over 20 members (parents, community, representing organizations). Held traveling meetings at school sites across district to gather input and recruit more parents
- Growing gardens team established and school gardens report conducted, 4 networking workshops held at school gardens across APS with average of 20 teachers participating on Friday after school hours
- Healthy Staff/ Healthy Students Employee Wellness Program launched which included 3 district-wide wellness campaigns and regular monthly communication and resources sent to site wellness leads at every school and dept. Nearly 500 employees and 43 teams participated in the fitness challenge and logged over 10,000 minutes and over 1 million steps. The winner of the fitness challenge was a teacher at East San Jose ES. Besides logging the most minutes during the 8 weeks, he lost 28 pounds! Another story submitted by a school counselor was about a staff member at her site that quit smoking and instead of going on smoke breaks with a co-worker everyday now they walk together during breaks
- Super Fit Family Challenge Program implemented in fall semester and winter semester. About 20 families were reached. This is a family-based obesity prevention program offered for 8 weeks in the evenings
- Get More Energy Middle School Wellness Program developed focusing on healthy eating and physical activity habits

## SS/HS Project Unit

- See SS/HS reports previously sent for accomplishments within the grant

West Mesa Youths Paint Murals in School's Bathrooms

[By Andrea Schoellkopf](#)

Journal Staff Writer

The newest murals beautifying the West Mesa High School campus aren't out in the commons area, as originally planned.

Instead, the student artwork is having a greater impact tucked away inside the student bathrooms of M-hall.

"I just think it was brilliant to come up with the bathrooms," said West Mesa dean of students Marsha Bankston. "It created such a change."

Funded through a \$20,000 federal Safe Schools/Healthy Students grant, the after-school program targets gang and violence prevention and intervention.

The proposal by Hip Hop Offers Positive Expression (HOPE), a nonprofit that teaches mural art, originally planned to create a mural for the school commons area, where students congregate between classes and at lunch.

That was well and good — until the adults leading the program stopped to use the restroom.

"Over there (in the boys room), it was a graffiti battle," said Kristen Koffman of HOPE. "Here (in the girls room), it's who are we going to jump after school."

After the male students enrolled in the mural art program — there were no girls in the class at the time — bedecked the M-hall boys bathroom with pictures of mustangs and the school name, others in the school took notice and wanted to join in.

The Native American studies group, for instance, created mustang murals with Indian art themes for the halls outside the bathroom.

A ceramics class plans to add tile work.

"We did not have any idea how successful doing a boys bathroom would be," Bankston said.

At one point, Ashlee Montañó, 18, wanted to know why there wasn't any artwork in the girl's bathroom.

Turns out, there weren't any girls in the mural art program.

So she and some of her friends from art class offered their services. Together, they created a bathroom that resembles something from a coffee house or nightclub, including a "feminine" mustang against a sunset and inspiring quotations, such as from Maya Angelou. Purple vines wrap the bathroom stall doors which, on the inside, have blue bubbles.

"The first thing I thought was 'no pink,' " Montañó said. "I was tired of pink. I just wanted to put something comforting in the bathroom."

And one of the added perks: No one has yet marred the student work with graffiti.

Included in the after-school programs, which began last fall, are classes for disc jockeys and hip-hop dancing. The mural artists are also creating T-shirts for an upcoming open house for parents and intend to create a mural for the baseball field dugouts.

"What we realized is we have athletics and band, we have the typical high school activities," Bankston said. "But we have a lot of kids who don't fit (that mold): kids on the fringes. We wanted to develop activities to draw those kids in."

Martin Martinez, 22, a DJ at Route 66 Casino who works with the state Department of Health's South Valley Male Involvement Program, has been working with about five or six students, bringing in his turntables and a laptop to show them the techniques that make the music more interesting and danceable.

Arturo Lazoya, 17, recently demonstrated his new skills, starting out with Lady Gaga's "I want your love," then using the "scratch" by rubbing the album under the needle back-and-forth, to segue between other music, ending with Jay-Z and Kanye West.

He doesn't play an instrument, he said, but this is almost the same thing, said Lazoya, a senior who wants to study music production.

## Home Hospital Unit

- Increased the amount of weekly instruction by 20% due to improved screening procedures which allowed us to enroll only the students who were really appropriate for HH.

- Students with mental health issues were required to be reviewed by Health & Wellness teams so that the school health/mental health professionals would have the opportunity to come together and consider ALL options to best address student needs rather than continue past practice of one individual at the school making Home Hospital referrals for students who didn't want to attend school or were having difficulty with regular school attendance.
- All staff completed the basic Blackboard training and four staff members went on to successfully complete a college-level, online course for effective online teaching.
- After applying on behalf of the unit, one staff member obtained a Qwest grant which allowed the program to purchase 6 student computers, internet access, and teacher professional development in order to provide the means for the HH teacher to deliver instruction via Skype, as appropriate, to reduce mileage, and increase capacity for instruction. In addition, the computers will allow the program to support students taking online Blackboard classes while in HH, as appropriate.

*FROM: Ara Garden, CTC Teacher*

- I had 10 students gain a grade level in math.
- I had 5 students gain 3 grade levels in Brigance Vocabulary.
- I had 2 students gain 2 grade levels in Brigance Vocabulary.
- I had 3 students gain one grade level in Brigance Vocabulary.
- I had 1 student gain 3 grade levels in Brigance Vocab comprehension.
- I had 4 students gain 2 grade levels in " " "
- I had 3 students gain 1 grade level in " " "

*This information was taken from my current students.*

- All students kept a science journal to record their hypothesis and findings as we practiced the Scientific Process.
- Vocabulary and spelling words were taken from content area standards.
- All students kept a reading log as well as a community service log.
- I found a program that actually has students learning their times tables in just a few weeks. It is Rhymes and Times.