



**CANYONS**  
SCHOOL DISTRICT  
STUDENT WELLNESS  
SERVICES

*We ensure students are safe,  
healthy, and ready to learn.*



# **STUDENT WELLNESS SERVICES PLAYBOOK**



# Table of Contents

Overview	1
Programs & Services	5
Thrive Time	11
Support Areas	12
Red Shoes Living	17
Our Team	18

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## Contact Us



801-826-5021



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Sandy, UT 84070



*We ensure students are safe,  
healthy, and ready to learn.*



# Welcome Message

Our primary goal is...

*"To ensure every student is safe, healthy, and ready to learn!"*

Student Wellness Services has been established to support all students as they transition from year to year in Canyons School District. Our department is responsible for providing for a student's physical and mental health, and their overall wellness needs. We recognize that students need to have basic essential needs met, and opportunities to develop healthy social, emotional, and cognitive responses, in order to optimize learning both in the classroom, engagement at school, and in life.

Student Wellness Services includes 13 full time staff; three administrators (one director and two program administrators), and 6.5 specialists. We have two full-time and one part-time administrative assistants, one H&H technician, and one part-time mental health liaison (connecting family with community resources). We focus on both student risk prevention, pro-social skills development and interventions at multiple tiers (MTSS) depending upon the needs of the student and family.

Our team supervises the training support for prevention, school counselors, school social workers, school psychologists, school nurses, and school other based wellness staff (behavior assistants, intervention mentors and school safety advocates).

Our school nurses oversee over 700 individual health care plans for students, to ensure their physical needs are met so they can attend and focus on their learning. They provide free vision screenings for all students, provide on-site immediate medical support when needed, tele health services, as well as provide training for staff at individual schools and at the district level. We also provide mental health screening nights to provide assessment and clinical services and coordination with the wellness supports at your child's school.



**Dr. Brian McGill**  
*Director*





# CSD Strategic Plan

Canyons School District is committed to the strategic vision and plan of ensuring an opportunity for every student to become college, career, and life ready.

The **four pillars** that our strategic plan focuses on are:

**High Quality Learning**



**Operations**



**Access and Opportunity**

## Human-Centered Supports

**Impact Statement:** All students, families, and employees feel safe, supported, and have a sense of belonging within their school communities.

### **Initiatives:**

- CSD will provide support for the physical, social, and psychological safety of students and staff.
- CSD will implement tiered systems to support the social, emotional, and mental well-being of students, that foster honesty, integrity, responsibility, hard work, resilience, lifelong learning, personal growth, service, and respect





# Our Support Plan



**What We Do:** Provide prevention, intervention, pro-social development, crisis response, and post-vention student-based supports to strengthen student wellness (physical and mental health), life skills, positive actions, decisions, and behaviors, so students can excel in the classroom and become college, career and life ready.

## **Belonging**

We believe a workplace that fosters belonging is one where individuals feel seen, heard, and valued. It's an environment that actively promotes diversity and inclusion, encourages open communication, and provides equal opportunities for all employees to thrive. Creating such an environment requires ongoing commitment, awareness, and actions from leadership and the entire

## **Prevention**

Our team recognizes knowing where to seek help as a crucial part of prevention. We collectively work to provide trainings to staff and employees on a wide variety of prevention strategies. Providing our school communities with tools to recognize signs of distress and respond effectively can contribute to early intervention and prevention.

## **Our Values and Collective Commitments**

### **Authenticity**

We believe authenticity refers to the genuine and transparent interaction between educators, students, and administrators. We intentionally work to align our actions and communication with the values we have agreed upon to create an atmosphere of trust and respect.

### **Teamwork**

We seek to corroboratively achieve common goals.

We practice open, honest communication to increase awareness and cooperation.

We gather diverse perspectives and value the effort and commitment of every team member.





# Department Goals



- *Provide* ongoing **professional learning, training, personnel, mentoring, and resources** to foster capacity building safe and healthy school environments.



- *Implement, evaluate, and refine* SWS programs **to support our MTSS** (Multi-Tiered Systems of Support) for academics, behavior, wellness (student physical and mental health), and general welfare.



- **Advocacy** with CSD's school board, leadership, staff, parents, CSD Foundation, community partners, and Utah policy makers on the advancement and evolution of health and wellness services (i.e., Maslow's Hierarchy of Needs) for all students.



- **Provide health and wellness supports** for students and opportunities **to inform, guide, and educate parents** about health and wellness choices and the positive impact on overall health for their children.

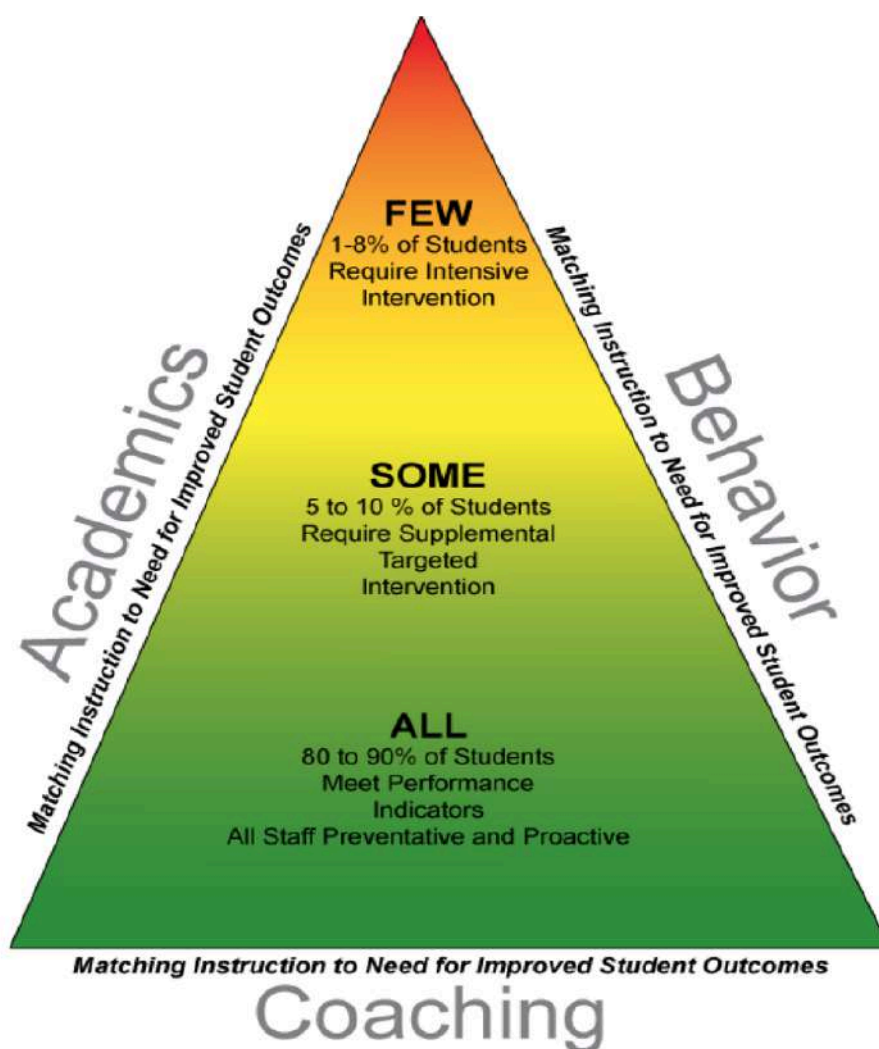


- *Implement* evidence based and innovative **prevention, intervention, and post-vention** programs to support student's overall physical and psychological well being.



# Multi-Tiered System of Supports (MTSS)

**MTSS** is a systems framework intended to benefit ALL students. The goal of Canyons School District is that ALL students make adequate progress. The three-tier recommendation of percentages (80-85%, 10-15%, and 1-5%) is a guideline for resource allocation and not indicative of our desired adequate progress in our schools. The MTSS process is intended to **help students achieve academic and positive pro-social and emotional life skills.** Fidelity to the process is important to ensure successful outcomes for all students.






# MTSS Behavioral Support Model



Canyons Multi-Tiered System of Supports (MTSS) framework specifies the critical elements of quality instruction, learning environment, and informed decision making, to support schools in the implementation of evidence-based classroom and system-wide practices so that each learner succeeds.

By prioritizing a multi-tiered approach that provides instructional coherence and support intended to meet the needs and assets of the whole child, this framework serves as the foundation for achieving the important outcomes in the CSD Strategic Plan and realizing the District's mission for every student to graduate college-and-career ready.

Classroom Practices					
 <b>Safe &amp; Supportive Environment</b>		 <b>High Quality Teaching &amp; Learning</b>		 <b>Data-based Decision Making</b>	
<u>Safety and Belonging</u>	<u>Classroom Behavior Essentials</u>	<u>Instructional Design</u>	<u>Instructional Priorities</u>	<u>Assessment for Learning</u>	<u>Team Problem Solving</u>
<ul style="list-style-type: none"> <li>Schoolwide PBIS</li> <li>Social-emotional Skill Development</li> <li>Restorative Practices</li> <li>Digital Citizenship</li> <li>Trauma-Informed Practices</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Structure</li> <li>Relationships and Cultural Responsiveness</li> <li>Expectations, Rules, and Routines</li> <li>Student Engagement</li> <li>Acknowledge Appropriate Behavior</li> <li>Responding to Behavioral Errors</li> </ul>	<ul style="list-style-type: none"> <li>Instructional Content Aligned to Utah Grade Level Standards</li> <li>Instructional Materials and Technology Aligned to CSD Policy</li> <li>Intentional Planning</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Clarity</li> <li>Explicit Instruction</li> <li>Systematic Vocabulary Instruction</li> <li>Scaffolding</li> <li>Opportunities to Respond</li> <li>Structured Classroom Discussion</li> <li>Feedback Cycle</li> </ul>	<ul style="list-style-type: none"> <li>Assessment System</li> <li>Effective Assessment Practices</li> <li>Best Practices in Grading</li> </ul>	<ul style="list-style-type: none"> <li>Tiered Teaming Structures                             <ul style="list-style-type: none"> <li>BLT</li> <li>PLC</li> <li>SST</li> </ul> </li> <li>Effective Teaming Practices</li> <li>Systematic Data Review</li> <li>Decision Making Protocols</li> </ul>
Tiered System of Supports & Educator Growth					
<u>Tiered System of Supports</u> <ul style="list-style-type: none"> <li>Behavior Supports during core instruction and intervention</li> <li>Supports for Multilingual Learners / Newcomers during core instruction and intervention</li> <li>Supports for Students with Disabilities during core instruction and intervention</li> <li>Supports for Advanced and Gifted Students</li> </ul>			<u>Educator Growth</u> <ul style="list-style-type: none"> <li>Public Practice</li> <li>Professional Learning</li> <li>Instructional Coaching (coaching cycles, lesson study, walkthroughs, targeted observations)</li> <li>Canyons Teacher Effectiveness Support System (CTESS)</li> </ul>		

# Holistic School Safety



Canyons School District has adopted an evidence based approach to keeping our schools safe by providing a multi-tiered approach.

<b>Supporting Student Wellness</b>	Physical and mental health and <b>supporting student overall wellness</b> (nutrition, vision, hearing, prevention, intervention, and postvention) are all critical components to ensuring a student can focus on optimal learning as a priority
<b>Preventing Bullying</b>	CSD has strict policies regarding bullying in schools. Prevention strategies include the implementation of <b>Thrive Time</b> (Life Skills Curriculum) for all students K-8. Lessons taught are focused on teaching skills to build a positive culture and climate in school and increase positive behaviors.
<b>Online Safety</b>	CSD has a content filtering system that alerts our team when students search for concerning information (i.e., suicide, self-harm, threats to others, etc.). Our team is notified via email in real time when something of concern is entered onto a student's Chromebook and we follow up with the school, parents, and support the student. CSD also utilizes SafeUT which allows students and parents to report any safety concerns, so we can take appropriate action.
<b>Improving School Climate</b>	CSD surveys our students, parents, and staff every other year to use data to inform and allow principals to set goals for opportunities and areas of improvement. These goals are part of a school's LandTrust and/or TSSP budgeting and planning process, so decisions can be made about necessary supports utilizing the school community council.
<b>Standard Response Protocol (SRP)</b>	CSD has employed the state standard response protocol guide for responding to emergencies, evacuations, and other potential internal or external threats. District and school administrators are trained on SRP ( <b>Hold, Secure, Lockdown, Evacuate &amp; Shelter</b> ).
<b>Intervening Early</b>	CSD employs several different ways to assess for threatening (CSTAG) or escalating behaviors, including safety care training by staff, and conducting comprehensive student threat assessment guidelines. Assessing early allows our teams to ensure optimal safe school environments.
<b>Averting Violence</b>	CSD conducts physical school safety audits annually and train staff on how to prevent, recognize, and respond to threats of violence



# Thrive Time Curriculum

The Thrive Time curriculum was developed by CSD employees in partnership with our parent community (from all five feeder systems) to foster essential skills that empower students to succeed in college, careers, and in life. Additionally, it aligns with the requirements set forth by the Utah State Board of Education, specifically School Safety Rule R277-609-4 and Prevention and Intervention Rule R277-400-08.

The curriculum was approved in June 2024 by the Canyons Board of Education to be implemented in elementary and middle schools beginning in the 2024-25 school year.

Thrive Time is organized into six units, with each unit concentrating on interrelated and developmentally appropriate critical competencies. Within each unit, there is a series of weekly lessons that target specific developmental skills related to these competencies and their application in both physical and digital contexts. The lessons are intentionally designed to create a routine and structure for explicitly teaching these skills while promoting a responsive classroom community.



## **The 6 Units of Thrive Time:**

- Respecting Myself and Others
- Building Resilience
- Making Responsible Decisions
- Resolving Conflict
- Setting Goals for Personal Growth
- Understanding Our Community

## **Each unit includes:**

- Four primary lessons centered around Development Learning Targets relevant to the unit
- One lesson on digital citizenship
- For some grade levels, an optional bonus lessons that provide additional content
- Parent Connection - letters sent home for the start of each unit with questions and reinforcement suggestions.



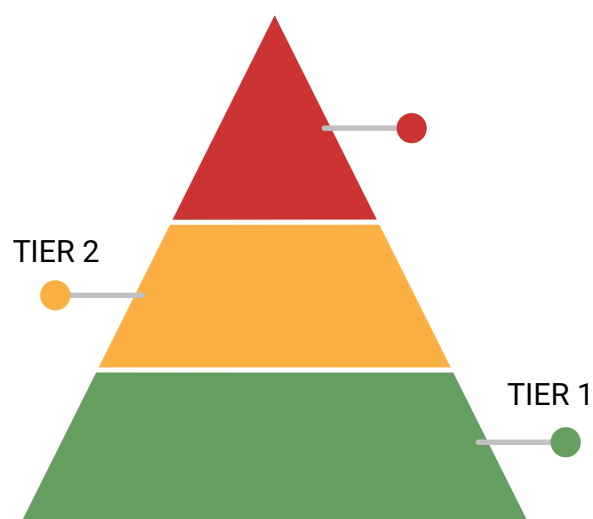
# School Based Mental Health

School-based mental health services provide students with the essential support they need to thrive academically, socially, and emotionally. By integrating mental health care within schools, we remove barriers to access, reduce stigma, and create a safe, supportive environment where students can



develop resilience and well-being. When students receive the proper mental health support, they are better equipped to focus in class, build healthy relationships, and reach their full potential.

Canyons School District (CSD) partners with Hopeful Beginnings, Project Connection, Multi-Cultural Counseling Center, and Odyssey House to provide School-Based Mental Health (SBMH) services, currently supporting 34 schools across the district.



When a student's needs extend beyond Tier 1 or Tier 2 supports, the Student Support Team for each school may recommend SBMH therapy to ensure they receive the appropriate level of care. Our contracted agencies assess insurance and Medicaid coverage for treatment; however, CSD provides funding for families who do not have the ability to pay, ensuring that financial barriers do not prevent students from accessing the mental health support they need.



# Support Areas

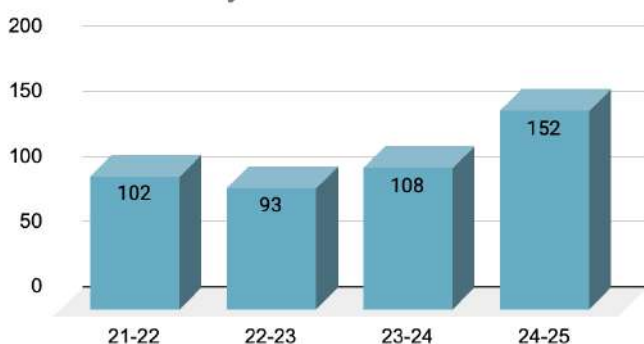
## **Youth Academy Programs (YA)**

The Mission of Youth Academy is to support each student socially, emotionally, and academically, while developing resiliency and connections to be successful in school.

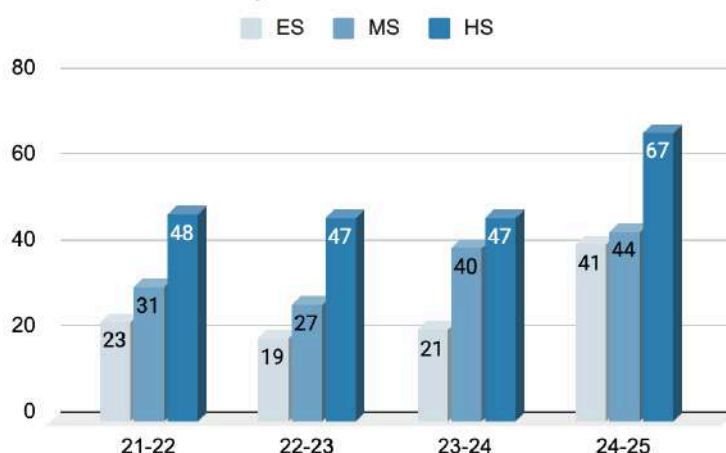
Youth Academy serves a specific population of students who need additional resources to fully access academic and school settings. Our program provides transitional support for students needing intervention or recovery in a therapeutic setting to increase social and emotional skills. We support the Youth Academy Programs located at the following locations:

- Elementary – Glacier Hills
- Middle School – Eastmont
- High School – Diamond Ridge
- Middle and High School DCMT YA – District Office

**Youth Academy Referrals**



**YA Enrollment by Grade level**



## **Youth in Care**

### **(Division of Child and Family Services & Juvenile Justice Youth Services)**

(YIC) Education Services supports individuals under the age of 21 who are either in the custody of, or receiving services from, the Utah Department of Health and Human Services, an equivalent Native American tribe, or are placed in a juvenile detention facility.

In partnership with schools, we provide educational oversight, administrative coordination, and support services for eligible students. Canyons School District is dedicated to ensuring equitable access to high-quality educational opportunities that promote academic, social, and emotional growth—preparing Youth in Care for long-term success.

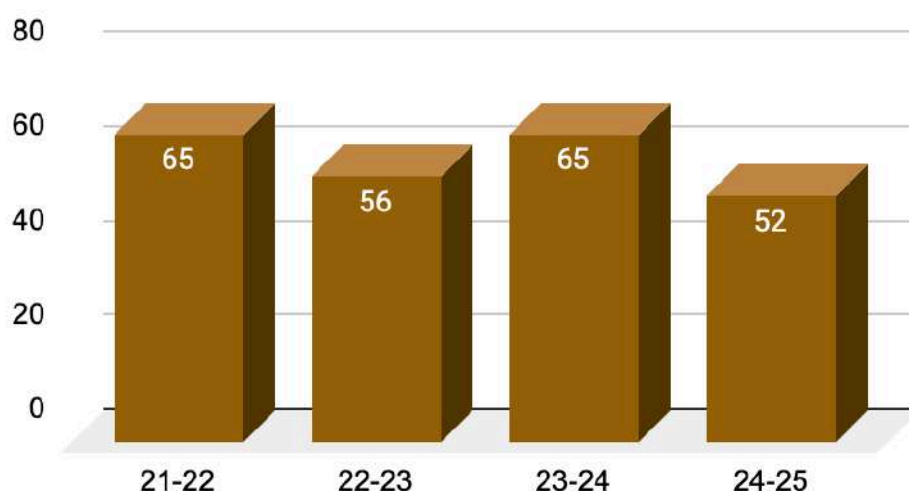


## Home and Hospital Instruction

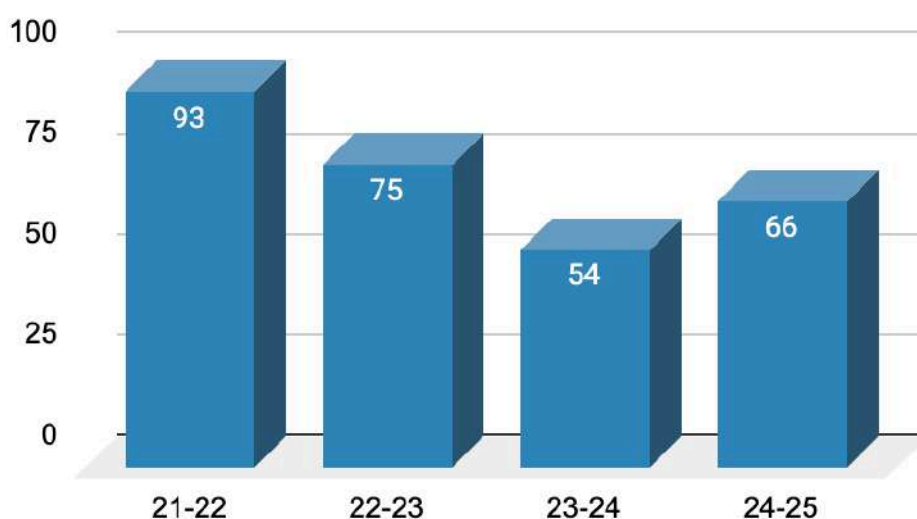
Canyons School District is committed to supporting the academic success of students who are unable to attend school due to illness, injury, or other extenuating circumstances. To ensure continuity of learning, we offer the Home and Hospital Instructional Services program for students in grades K–12 who are confined to their home or a hospital setting.

This program is designed to reduce academic disruption by helping students maintain essential skills, stay current with coursework, and remain connected to their school community throughout their recovery. Our goal is to ease the transition back to the classroom and provide consistent educational support during challenging times.

### Short-Term Home & Hospital



### Long-Term Home & Hospital



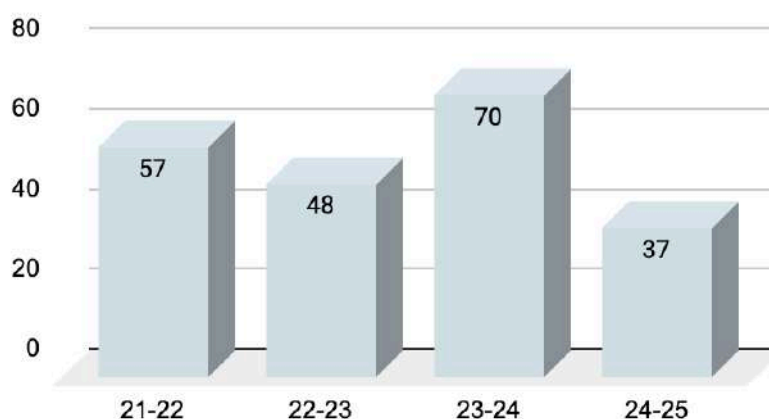


## District Support Team (DST)

(DST) is a collaborative group composed of specialists from each academic department, along with school and district administrators. The team's purpose is to review ongoing student behavioral and social-emotional needs and to provide coordinated, interdepartmental support.

DST meets weekly on Tuesdays from 8:00–10:00 a.m. in the Wasatch Room to partner with school-based Student Support Teams. During these meetings, the team works to identify additional interventions, problem-solve complex cases, and connect students and families with appropriate district and community resources. It is important to note that DST is not a disciplinary committee.

DST Referrals

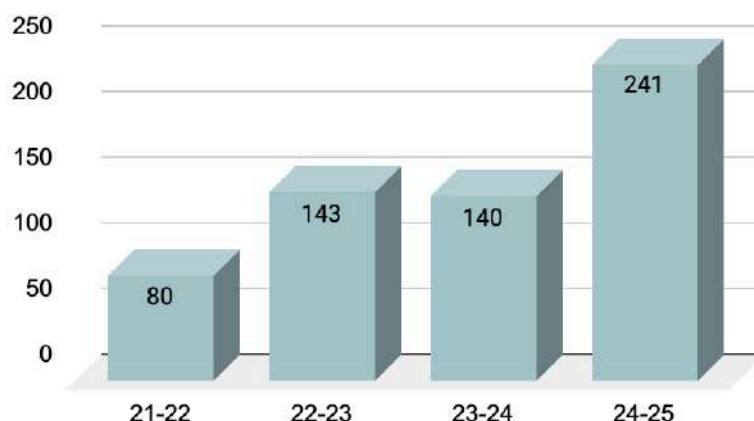


## District Case Management Team (DCMT)

(DCMT) is a collaborative, student-focused team made up of district support staff from Student Services, School Administrators and Special Education. The teams purpose is to support schools in responding to serious incidents (Safe Schools) and to ensure students receive the right placement and supports when challenges arise. Our goal is to work alongside school teams to promote safety, equity, and student well-being across the district.

DCMT meets weekly on Wednesdays from 8:00–12:00 p.m. in the Wasatch Room to partner with school-based Student Support Teams. During these meetings, the team ensure fair, consistent, and educationally sound decision-making regarding behavioral infractions, placement changes, and necessary supports, while prioritizing integrity, accountability, and the physical and psychological safety of all involved. The team seeks to use each case as a learning opportunity to teach and support skill development, restore harm when applicable, and apply restorative practices to redirect and correct behavior in alignment with the student code of conduct

DCMT Referrals



# Canyons Family Center

## CFC

### Hours, location and registration

Located at Mt. Jordan Middle School, the Canyons Family Center is a free and invaluable resource for all Canyons District families, providing a spectrum of services to support student well-being and family connection. Staffed by licensed professionals, the Center offers individual counseling, student support groups, and parent education classes on topics such as managing ADHD, anxiety, and building self-esteem. Additionally, families can attend courses to address student disciplinary records and fines.

### Open Tuesday and Wednesday evenings during the school year.

Through a collaborative, creative, and compassionate approach, the Canyons Family Center helps families of all backgrounds navigate challenges and discover meaningful ways to support, connect, and learn from one another —

whether in response to an emotional crisis or for general support. All services are provided at no cost to Canyons School District families.

- **Individual & Group Counseling**
- **Parent - education classes**
- **Intake-based services**



# Red Shoes Living

**Student Wellness Services recognizes employees who are positively serving students in schools every Friday.**



**Red Shoes Living** is a philosophical approach to remembering to always stand out for the positive, created and authored by Lonnie Mayne. Lonnie opened up our 2023 wellness welcome back as our keynote, and we've instituted his beliefs, practices, and philosophies into the culture of our work with students and staff.

**Red Shoes Living** includes someone who embraces and embodies:

- **Awareness** - Witness the good around you. Choose to participate in a better world. Have the courage to go “all in,” be present, and see your employees and students as human beings first and foremost.
- **Gratitude** - An attitude of gratitude brings more happiness into the workplace and helps teams build the confidence to reach their goals. It also inspires higher productivity and job satisfaction, because employees feel that they have their best interest at heart.
- **Everyone Has a Story** - When you pause to understand where someone is coming from, their history, and narrative you can connect with them in a more meaningful way.
- **Respect and Kindness** - People will give their all to leaders who see potential in them, holds them accountable, and treats them with kindness and respect. “Treat those who have more than you as equals and those who have less than you as kings and queens.”
- **Put Yourself Out There** - We treat every interaction as a chance to stand out like red shoes. Get out of your comfort zone, take action on your dreams, and become an advocate for a student or employee who went that extra mile. Be better today than yesterday and put yourself out there!





# Administrative Assignments



**DR. BRIAN MCGILL**

Director

(801) 826-5148



**VALERIA GARCIA**

Head Administrative Assistant

(801) 826-5021

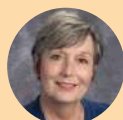
- Accountability Reports
- School Board Requests
- Cabinet Leadership
- MTSS (Multi-Tiered Systems of Support) Leadership
- Agency Collaboration
  - Utah Student Services Directors Association (USSDA)
    - President (2025-2026)
  - Utah State Board of Education
  - Legislative Advocacy
  - University of Utah Partnerships
- District Teams
  - Human Centered Supports (HCS) Facilitator
  - Emergency Management Team (EMT)
  - Assembly Presenter Screening Committee
  - High School Leadership Academy
- Operations, Management, and Budgets
- Administrative Training/PD and Support
- Thrive Time Curriculum (K-8)
- School & District Student Wellness Personnel
- Student Wellness – Physical and Mental Health
- Wellness Prevention and Intervention
- School Culture, Climate and Safety
- School Assembly Requests
- District Case Management Team (DCMT) Oversight
- Grants Oversight
- SafeUT – 24/7 Crisis Response
- Inter-District Collaboration



**CHANCI LORAN**

Program Administrator

(801)826-5149



**JOANN LARSEN**

Home & Hospital, Youth in Care Technician

(801) 826-5506

- Attendance MTSS
- Check and Connect/Prevention Mentors
- District Support Team (DST)
- Enhanced At-Risk Grant
- Home and Hospital Instruction
- Interagency Collaboration (DCFS, JJYS, Probation)
- Intervention Mentor Training
- Probation, CJAC JJ Workgroup
- Reintegration Plan Coordination
- SLV Quality Improvement Committee
- Youth Academy Programs
  - Elementary – Glacier Hills
  - Middle School – Eastmont
  - Middle and High School DCMT YA – District Office
  - High School – Diamond Ridge
- Youth-In-Care (DCFS, JJYS)



**NICOLE SVEE MAGANN**

Program Administrator

(801) 826-5016



**LEA ALINE**

Administrative Assistant

(801) 826-5416



**ESTEFANY LARES**

Administrative Assistant

(801) 826-5506

- District Case Management Team (DCMT) / Safe School Violations
  - Elementary
  - Middle School
  - High School
- DCMT Management
  - Administrative Call, Consult, and Plan (CCP)
  - School Investigative Support
  - Pre-DCMT Notice Meetings
  - New Case Reviews, Letters/Notifications, and Safe School Reviews
  - Progress Monitoring Reviews
  - Levels of Student Behavior and Intervention Progression
  - DCMT Administrative Manual
  - DCMT Supports and Interventions
- Administrator Professional Development
- Title IX Lead Investigator
  - Support to Jeff Christensen, Title IX Coordinator
- Dashboard Oversight (Discipline, SST, SEL, Early Warning Systems )
- Grant Management- Title IV – SSAE





# Our Team of Specialists



**Jen Gerard**

Nursing  
Specialist



**Karen Brown**

Psychologist  
Specialist



**Wayne Trice**

Social Worker  
Specialist



**Kelly Redican**

Secondary School  
Counseling Specialist



**Allie Teller**

Elementary School  
Counseling Specialist



**Elycia  
Bechard**

Prevention  
Specialist



**Lori Hunt**

Mental Health  
Specialist



**CANYONS**  
SCHOOL DISTRICT



# Elementary Counseling



**Allie Teller,** Elementary Counseling Specialist  
(801) 826-5008



Allie has dedicated the last 14 years to supporting students, educators, and communities in various roles. She began her career with the national non-profit organization Playworks after earning a Master's degree in Elementary Education. At Playworks, Allie served as the Program Director, partnering with elementary schools across the Salt Lake Valley to increase safe and healthy play opportunities. While working there, she also obtained a Master's degree in School Counseling. Allie then joined the Canyons School District, where she has held several positions over the past decade, including high school counselor, teacher specialist, and elementary counselor. Currently, as the Elementary Counselor Specialist, she applies her diverse experiences and expertise in curriculum development, professional learning, and systems implementation.

## **Roles, Responsibilities**

- Manage, edit, and develop resources related to CSD's Tier 1 Life Skills curriculum, Thrive Time.
- Lead a cross-departmental team focused on:
  - Refining and developing additional Thrive Time resources.
  - Making decisions regarding CSD's K-12 curriculum that emphasizes comprehensive strategies for violence prevention and intervention.
- Evaluate the effectiveness of curriculum and programs using various data sets and assessment tools.
- Support school-based staff in creating implementation plans for Tier 1 curriculum and programs.
- Collaborate with specialists across the district to develop and deliver professional learning opportunities in various content areas.
- Provide professional learning and coaching for elementary Behavior Assistants.
- Consult with administrators to support the development and implementation of the Multi-Tiered System of Supports (MTSS) framework at school sites.





# Secondary Counseling



**Kelly Redican,** Secondary Counseling Specialist  
(801) 826-5187



Kelly Redican is a Licensed School Counselor with a Master's degree in Mental Health Counseling, dedicated to supporting individuals facing psychological and emotional challenges. Kelly is committed to guiding students and families, providing a compassionate ear for their concerns, and assisting in making informed decisions. She values building meaningful connections with students, colleagues, and management, emphasizing professionalism and integrity. Kelly is focused on attention to detail, adherence to standards, and expertise in counseling and social work. Her expertise spans counseling, relationship building, industry networking, academic and college advising, regulatory compliance, case management, social work, and management reporting

## Roles and Responsibilities

School counselors dedicate 85% of their time to providing direct services to students as part of the school counseling program. They work with all students, however, in grades 7-12, in accordance with state statute, they guide students in planning for college and career readiness during PCCRS meetings.

Additionally, they facilitate collaborative classroom instruction as a tier one prevention and support strategy and have adopted a systematic approach to dropout prevention.

## Related Services

Supports effective implementation of Multi-tiered Systems of Supports (MTSS),

Collaborates with the school leadership team to ensure whole-school and individual students' needs are being addressed in alignment with the school goals

Provides direct student services for college- and career-readiness planning

Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS) processes.

Assists in individual student academic planning, goal setting and post-secondary planning.

Provides short-term counseling and skill-building and make referrals for long-term support.

Collaborates with administrators, school social workers, school psychologists, teachers, CTE coordinators, parents, and the community.

Analyzes data to identify student concerns, needs and challenges.

oversee collaborative classroom

instruction and use a systematic approach or dropout prevention.

Provides crisis interventions and support.

## Service for Students

Provides individual student academic planning including college-and career-readiness meetings and scheduling for postsecondary success.

Provides orientation, coordination and academic counseling for all students.

Provides counseling and interventions to students to ensure success.

Provides short-term, individual and small-group counseling services.

Provides collaborative classroom instruction based on developmental needs and needs identified through data.

## Teaming with Administrators

Creates a safe/positive school climate to improve academic achievement

Promotes student motivation and engagement

Identifies and designs SEL supports for students with the Student Support Team (SST).

Designs program prevention and intervention to ensure student success.

Identifies individual students in need of supports via the Student Support Team (SST).

Identifies and reports child abuse/neglect.

Disaggregates academic and behavioral data to identify school and student needs and collaborate to develop an action oriented plan to address needs.



**CANYONS**  
SCHOOL DISTRICT

# School Social Work



**Wayne Trice,** School Social Worker Specialist  
385-237-7208

With over three decades of experience in social work, Wayne is skillful in addressing behavioral and social-emotional needs within educational settings. He holds a Master of Social Work (MSW) degree and has completed post-graduate certifications in Utah Regional Leadership Education in Neurodevelopmental Disabilities (URLEND) and Applied Educational Neuroscience (AEN). Wayne's diverse professional background includes experience in residential, hospital, and school environments.

## Roles, Responsibilities

School social workers play a vital role in enhancing the emotional well-being and social functioning of students, which significantly contribute to improved academic performance. Childhood experiences, both positive and negative, have lasting effects on individuals. Factors such as isolation, distress, lack of safety, exclusion, and unmet needs can create barriers to student success. Research consistently indicates that students who experience a sense of safety and belonging in their schools are more likely to achieve academic progress. School social workers focus on prevention and holistic child health. They support safety, inclusion, and skill development to aid student navigating distress. School social workers possess the expertise necessary to assess and intervene in crises, social conflicts, and can provide restorative meetings when required.

## Teaming with Administrators

- Provide information (cultural, societal, economic, familial, health/healthcare, etc.) affecting academic and behavioral success.
- Assess students with mental health concerns.
- Train/assist school personnel with behavior management strategies.
- Support effective implementation of Multi-tiered Systems of Supports (MTSS), Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS) processes.
- Support and design effective prevention and interventions based on school needs.
- Identify and design SEL programming for students with the student support team (SST).
- Assist in developing/implementing educational programs for exceptional children.
- Develop alternative programs for students with attendance concerns/involvement with the law.
- Identify and report child abuse/neglect.
- Provide consultation regarding school law/ policy including IDEA and Section 504. Provide case management for students and families.

## Related Services

- Participate in Individual Educational Program meetings.
- Support student living situation affecting adjustment in home, school, and community.
- Prepare social/developmental history for students with disabilities.
- Provide counseling (group, individual and/or family).
- Mobilize family, school, and community resources.
- Developing positive behavioral intervention strategies.

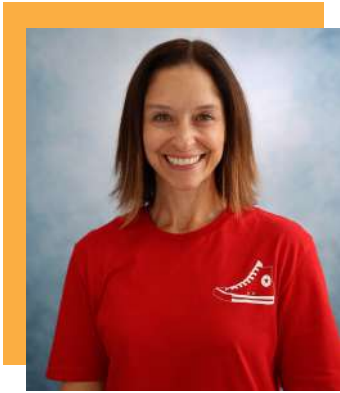


## Services to Students/Parents

- Provide crisis intervention.
- Develop intervention strategies to increase academic success.
- Assist with conflict resolution and danger management. Helps students develop appropriate social interaction skills.
- Assist students in understanding/accepting self and others.
- Assist parents in accessing and utilizing school and community resources.



# School Psychologist



**Karen Brown,** School Psychologist Specialist  
(801) 826-5163

Karen began her career in education as an elementary school teacher after receiving her Bachelor's degree from Iowa State University. While teaching, Karen developed a passion for helping students and their families navigate atypical learning paths and working toward advocating for student wellness. She pursued a Master's of Education in the field of school psychology and began working in Canyons School District with school teams to support students, teachers and families toward understanding behavioral, academic and mental health needs.

## Teaming with Administrators

- Creates a safe/positive school climate to improve academic achievement
- Promote student motivation and engagement
- Conduct psychological/academic assessment
- Manage student and classroom behavior
- Monitor student progress
- Reduce inappropriate referrals to special education
- Promote positive behavior and mental health
- Improve students communication and social skills
- Assess student emotional and behavioral needs
- Provide individual and group counseling
- Promote problem solving, anger management and conflict resolution

- Reinforce positive coping skills and resilience
- Promote positive peer relationships and social problem solving
- Make referrals to and helps coordinate community services in schools
- Participate in Individual Education Program (IEP) meetings
- Provide crisis intervention and support
- Provide culturally responsive services to those from diverse backgrounds
- Adjust classroom facilities and routines to improve engagement and learning
- Supports general school-wide systems

## Supporting Families

- Strengthen family-school partnerships.
- Helps families understand their child's learning and mental health needs.
- Assist in navigating special education processes.
- Connect families with community service providers when necessary
- Help effectively engage families with teachers and other school staff.
- Enhance staff understanding responsiveness to diverse cultures and backgrounds.
- Help students transition between school and community learning environments, such as residential treatment or juvenile justice programs.
- Teach parenting skills strategies to families in order to bridge the school-home gap.
- Make referrals to outside agencies that may be needed for greater success.

## Roles, Responsibilities

School psychologists provide direct support and interventions to struggling and diverse learners, consult with teachers, administrators, families and other school-employed mental health professionals to improve support strategies.

They also work with school administrators to improve school-wide practices and policies, and collaborate with community providers to coordinate needed services to strengthen connections at home, school, and the community.





# School Nurses

**Jen Gerrard,** School Nurse Specialist  
(801) 826-5066



Jen is a National Board-Certified School Nurse and licensed Registered Nurse with a Master's degree in nursing, dedicated to promoting the health and well-being of students. With more than ten years of school nursing experience, Jen understands the crucial role that school nurses play in supporting the academic success and overall development of students. She brings a wealth of knowledge and expertise to nursing practice in schools, and is passionate about health promotion, prevention, and the overall well-being of the community.

## Roles, Responsibilities

School nurses promote the well-being, academic success, lifelong achievement and health of students. They provide acute and emergency care, perform health screenings, train school staff and volunteers regarding health procedures and protocols, connect students' families with community resources, provide vaccines, respond to outbreaks of disease, and create Individualized Healthcare Plans for students with chronic health conditions.

## Health Screenings

- Conduct vision and hearing screening clinics & maintain appropriate records, notify parents in writing when a screening indicates a concern, and refer to an eye care professional or other medical professional as indicated
- Conduct baseline student health assessments for students with Individualized Healthcare Plans, Emergency Action Plans, and health-related 504 plans.

## Health Promotion, Management

Conduct physical assessments for illness, injury, communicable disease, and chronic health conditions  
Provide school required vaccinations to students  
Coordinate with students and families to set health related goals and provide student healthcare plans and case management  
Consult appropriate school personnel, families, agencies and primary care providers concerning factors that might impact a student's education  
Coordinate mobile vision, immunization, and health clinics  
Coordinate school-based Telehealth services for students and employees

## Train & Provide Guidance

Train school personnel in medication procedures, record-keeping, and advise them of health conditions requiring the services of a licensed nurse  
Train school personnel in emergency medication administration for anaphylaxis, diabetes, asthma, opioid overdose, and seizures, as required by Utah state law  
Develop protocols, procedures, and policy recommendations to meet student health care needs in the school setting  
Develop/coordinate guidelines, procedures, and training in Stop the Bleed, First Aid and CPR/AED for schools and staff





# Prevention Specialist

**Elycia Bechard,** Prevention Specialist  
(801) 826-5096



Ellie has a Masters in School Counseling as well as a Masters in Clinical Counseling from Lenoir-Rhyne University in North Carolina. She has been in education for 7 years with the most recent as the school counselor for Diamond Ridge High School. Ellie brings over 15 years of experience as a therapist, specializing in substance abuse and trauma. She has worked in non-profit, outpatient, psychiatric inpatient, alcohol and drug residential treatment, transitional living, incarceration and drug court settings. Ellie is a Licensed Clinical Mental Health Counselor, Certified Clinical Trauma Professional, Utah Board Approved Clinical Supervisor, and advanced EMDR clinician.

## **Roles, Responsibilities**

The Prevention Specialist works under the direction of the Director of Student Services and assists in all matters pertaining to the development and implementation of a consistent prevention-based program and procedures across the district. The Prevention Specialist will provide information and professional development to school site teams and ensuring that prevention components are established in the district.

## **Essential Functions**

- Director of the Canyons Family Center
- Liaison for School-Based Mental Health Therapists
- Mental Health Screening Coordinator
- Positive Behavior Plan Coordinator
- Suicide Prevention Coordinator
- Substance Abuse Prevention Coordinator
- Support Thrive Time Education in schools





# Mental Health Specialist

**Lori Hunt,** Mental Health Specialist  
(801) 826-5056



Lori is a Licensed Clinical Social Worker with a Master's Degree in Social Work and a Bachelor's Degree in Psychology Teaching and Special Education. She has spent over 18 years working as a mental health therapist with children and adolescents in outpatient, day treatment and residential settings as well as after school programs. She joined Canyons School District in 2019 in order to provide skill development and social emotional support to students in an effort to increase their overall success. She is passionate about mental health and is an advocate for those who have mental health issues. She brings a wealth of experience and knowledge about mental health issues that commonly impact children and adolescents and understands the unique challenges this can create for families and students.



## **Roles, Responsibilities**

Connect with parents to gather mental health history, insurance information and support them in navigating the mental health system.

Provide individual support by building relationships with students and teaching them skills and strategies to help manage behavior and mental health needs.

Connecting family to resources by working with insurance companies, treatment providers and facilitate access to community resources to support individual/family.

Meet with families and students in their home to assess needs, build relationship, gather information, and discuss resources.

Complete behavioral observations, attend school meetings & staff cases with school teams to determine resources/interventions for students with mental health issues.

Help support families and schools in making connections and collaborating on interventions, supports and resources.

Provide strategies, skills and ideas to school social workers, counselors, and teachers to support mental wellness and promote mental health awareness

