A15 - Changing Role of the Student Services Team

Leader Presenter: Susan Barrett
Exemplar: Dr. Rebecca Celes Mendiola

Key Words : Tier I, II, III, Systems
Maximizing Your Session Participation

When Working In Your Team

Consider 4 questions:

– Where are we in our implementation?
– What do I hope to learn?
– What did I learn?
– What will I do with what I learned?
Where are you in the implementation process?

**Exploration & Adoption**
- We think we know what we need so we are planning to move forward (evidence-based)

**Installation**
- Let’s make sure we’re ready to implement (capacity infrastructure)

**Initial Implementation**
- Let’s give it a try & evaluate (demonstration)

**Full Implementation**
- That worked, let’s do it for real and implement all tiers across all schools (investment)
- Let’s make it our way of doing business & sustain implementation (institutionalized use)
Leadership Team Action Planning Worksheets: Steps

Self-Assessment: Accomplishments & Priorities
Leadership Team Action Planning Worksheet

Session Assignments & Notes: High Priorities
Team Member Note-Taking Worksheet

Action Planning: Enhancements & Improvements
Leadership Team Action Planning Planning Worksheet
PBIS/MTSS = Implementation Framework

We organize our resources
Multi-Tier Mapping, Gap Analysis

So kids get help early
Actions based on outcomes (data!), not procedures

We do stuff that’s likely to work
Evidence-Based interventions

We provide supports to staff to do it right
Fidelity: Tiered Fidelity Inventory
Coaching

And make sure they’re successful
Progress monitoring and performance feedback
Problem-Solving process
Continuous Improvement and Adjustments
Increasing levels of intensity
PBIS Implementer’s Blueprint
State/District/School Teams

- Stakeholder Support
- Funding
- Policy & Systems Alignment
- Workforce Capacity

Executive Functions
LEADERSHIP TEAMING
Implementation Functions

- Training
- Coaching
- Evaluation & Performance Feedback
- Behavioral Expertise

Local Implementation Demonstrations
Symmetry of Process
Across Cascade of Implementation and Tiers of Support

• State Team
• County Team
• District Team
• School
  – Tier 1
  – Tier 2
  – Tier 3
Schools measuring PBIS Fidelity (Tier I)

14,990 schools assessing Tier I
9,757 met Tier I PBIS criterion

65% meeting criterion?
The purpose of the School-wide PBIS Tiered Fidelity Inventory is to provide an efficient and valid index of the extent to which PBIS core features are in place within a school.

- Tier I (Universal PBIS)
  Whole School Universal Prevention
- Tier II (Targeted PBIS)
  Secondary, Small Group Prevention
- Tier III (Intensive PBIS)
  Tertiary, Individual Support Prevention
Tier 1 and Classroom: Leadership Team

- Communicates common vision for school-wide supports
- Works collaboratively to establish building capacity of adults to support all students
- Commits resources to establish procedures for support
- Ensure new programs are embedded/fit
- Progress monitor implementation
- Modify based on data
- Action plan based on data
- Provide data summaries to ALL staff at least monthly
- Train new staff
- Communicate and feedback loop with ALL stakeholders
- Tiered Fidelity Inventory (TFI) used to assess fidelity- TFI directly linked to your action plan

- Create decision rules for access for students not responding to Tier 1
- RFA process
Tier II

Schools Implementing SWPBIS by State in 2017-18 (Tier 2)

11,817 schools assessing Tier II
3,945 met Tier II PBIS criterion

33% meeting criterion?
11,817 schools assessing Tier III
2,188 met Tier III PBIS criterion

18% meeting criterion?
Why the success?

• Fidelity
• Vacancy
• TFI provides roadmap
• Readiness and Support from District and school
• Show benefits quickly
• National Visibility
• Most scaled initiative in all of human services
Why are Tier II and III Systems Struggling?

- System exists
- Federal and State Regulations
- Special Education Procedural Safeguards
- Shift in how teams function
  - From student to system
State, District and School Leaders
Required

• How effective are your teams?
• Do you have the right people, data and structures to be effective especially at Tiers 2/3?
Ever Been a Part of This Team?

Distribute the work

Make sure everyone has “teaming” skills

Accountability Agreement

Make sure process is effective and worth the time
Team Needs Structure, Training and Support!

- Clear Roles and Function
- Clear Structures and processes
- Data that provides information to make informed decisions
- Student focus and system focus
- Access to training
- Access to coaching supports
- Communication and feedback
- Continuous improvement
- Symmetry of process at all levels
State and District Support

• Provides clear guidance on role and function
• Models process
• Dedicated resources for training and coaching
• Investment in School Level Information System
• Link to larger system effort-strategic plan, funding, school improvement
Teaming Structures in California

Dr. Rebecca Celes Mendiola
Assistant Superintendent of Student Services and Programs
San Diego County Office of Education
Co-Coordinator California PBIS Coalition
The Challenge

Students with the most challenging academic, behavioral, and social-emotional needs require pro-active, comprehensive, and consistent systems of support.
The Challenge
ESSA works to create a single, coherent system that avoids the complexities of having separate state and federal accountability structures. It ESSA gives states the right to define educational standards for their schools and flexibility to determine how students meet them.

“The California Way rests on the belief that educators want to excel, trusts them to improve when given the proper supports, and provides local schools and districts with the leeway and flexibility to deploy resources so they can improve.”

~ A Blueprint for Great Schools Version 2.0, Introduction

California’s Accountability and Continuous Improvement System
• Equity
• Improvement
• Performance
• Single Coherent System (local, state, and federal)
• Transparency
Local Control Accountability Plan (LCAP)

- Three year plan describing goals, services, and expenditures to support positive student outcomes
- Addresses state and local priorities:
  1. Basic Services (Conditions of Learning)
  2. Implementation State Standards (Conditions of Learning)
  3. Parent Involvement (Engagement)
  4. Student Achievement (Pupil Outcomes)
  5. Student Engagement (Engagement)
  6. School Climate (Engagement)
  7. Course Access (Conditions of Learning)
  8. Student Outcomes (Student Outcomes)
  9. Expelled Youth (Conditions of Learning; COE only)
  10. Foster Youth (Conditions of Learning; COE only)
Valuable Outcomes

Consider the importance of systems alignment in our work:

• Stronger alignment of the work done in our local agencies and the needs of our local schools
• Intentional integration of equity into aligned systemic efforts
Who We Serve

The value of the data emerges only when analysis provides insights that direct decisions for students.

- Stephen H. White, Beyond the Numbers, 2005
The Challenge
What Is A Multi-tiered System Of Support?
Multi-tiered System of Support (MTSS) is an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students.

California Department of Education California SUMS Initiative
Multi-tiered System of Support (MTSS) is an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students.
MTSS Paradigm Shifts

MOVING FROM
Intervention for FEW.
Which student needs help?
Having programs and people available at some sites.
Not always knowing if/how a program is improving student learning.

MOVING TO
Prevention for ALL students
What help does each student need?
Intentional design and redesign of services and supports matched to needs of all students.
Using data to identify and refine programs that improve student learning.
EQUITY

MTSS

System Structure

Data

Practices
MTSS Framework

Structure
- Teaming
  - State
  - County
  - District
  - School
- Collaboration/Partnership
- Training
- Coaching
- Consultation/Technical Assistance
- Communication Plan
- Commitment
- Coordination (logistics)

Data
- Fidelity
- Student Outcomes
- Universal Screening
- Diagnostic Assessment
- Progress Monitoring
- Performance Outcomes
- Problem Solving Models (TIPS, PLCs)

Practices
- Evidence Based Practices
- Evidence Informed
- Cultural Relevant/Equity
Transformation in Action: Teaming

System Structure

Teaming

Data

Practices

Coaching

Design

Priorities

Resources

Data

Teaming
What are the implications of Teaming for CA MTSS?

A Single System of Delivery

• Efficient use of resources (e.g., time, funding, materials, space)
• Alignment (e.g., initiatives, projects, grants, communication)
• Intentional strategies for transformation
• Builds capacity
• Intentional structures
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<tr>
<th>Tier</th>
<th>Team Name</th>
<th>Members</th>
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<td>* School-wide Leadership Team&lt;br&gt; * Grade level/ content area teams&lt;br&gt; * Student Concern Team</td>
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<td>Site-based Teams Tier 2 Teams</td>
<td>* Intervention/Triage Teams&lt;br&gt; * COST&lt;br&gt; * Campus Collaborative Teams</td>
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<td>Site-based Teams Tier 3 Teams</td>
<td>* IEP&lt;br&gt; * SST&lt;br&gt; * 504s&lt;br&gt; * Wrap around</td>
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MTSS Teaming Structure
State, County, District, and Site Leadership Team Functioning and Operations

Executive Functions

Leadership Teaming

Implementation Functions

- Stakeholder Support
- Funding
- Policy & Systems Alignment
- Workforce Capacity

- Training
- Coaching
- Evaluation & Performance Feedback
- Behavioral Expertise

Local Implementation Demonstrations
Leadership Team Guiding Principles

- **Effective leadership teams** that include school and community mental health providers – ALL Professional Development is delivered to teams with leadership support coaching support and data

- **Data**-based decision making that include school level data and community data- Team Initiated Problem Solving used across all levels of teaming (State, District/Community and School)

- Formal processes for the selection & implementation of **evidence-based practices** (EBP) across tiers with team decision-making. State and District Community invests in formal routine and as a team determine the “what” based on children, youth, families’ specific needs

- **Early access** through use of comprehensive screening, which includes internalizing and externalizing needs- This includes family screening (Dishion)

- Rigorous **progress-monitoring** for both fidelity & effectiveness of all interventions regardless of who delivers

- Ongoing **coaching** at both the systems & practices level for both school and community employed professionals- Culture of Coaching existed across cascade that involves professional learning networks
Design Work Flow the sequence of industrial, administrative, or other processes through which a piece of work passes from initiation to completion.

1. Select Schools
2. Form or Expand District Team (Workgroup of existing team?)
   - Membership
3. Establish Operating Procedures and Guiding Principles
4. Conduct Resource Mapping of current programs/initiatives/teams
   - Identify gaps/needs
   - Conduct staff utilization
   - Examine organizational barriers
   - Establish priority- measurable outcomes
5. Develop Evaluation Plan
   - District and School Level
   - Tools Identified
   - Economic Benefits
6. Develop Integrated Action plan
   - Identification of Formal Process for Selecting EBP’s
   - System for Screening
   - Communication and Dissemination Plan
7. Write MOU- Determine who will implement the plan
Do your teaming structures include protocols for:

- **Problem Identification?** Examining data to determine if a problem exists?

- **Problem Analysis?** Using data to determine a precise problem statement (including the “why”)?

- **Plan Implementation?** Resources and capacity to implement a relevant solution to the precise problem?

- **Plan Evaluation?** Resources and capacity to monitor progress and evaluate outcomes of implementation efforts?
State Level Teaming
State MTSS Scaling Up Model

California County Superintendents Educational Services Association

- Provide, coordinate, monitor and support MTSS as an integrative model addressing School Climate, Academic Achievement and Social Emotional Learning in Culturally Relevant Environments.

Region Implementation Teams

- Continual Process of Feedback Loops at Each Level Leading to Fidelity Driven Evidence Based Implementation of MTSS

California Department of Education

- State Endorsement and Sponsorship of MTSS Model addressing School Climate, Academic Achievement and Social Emotional Learning in Culturally Relevant Environments along with California's unique geographic needs. Support integration of MTSS with Common Core and Local Control Accountability Plan

Region Coordinators & Technical Assistance Centers provide Training, Coaching, Coordination and Technical Support to County and District Teams following Evidence Based Implementation focus on the Key Features of promoting a system of care in an integrative MTSS model. Use state data to guide effective implementation of MTSS in all parts of California meeting cultural and geographic needs.

County/SELPA Implementation Teams

- County/SELPA Implementation Teams provide training and technical support for District Implementation Teams following Evidence Based Implementation, the recognition of District Model Schools, support District internal and external coaches and District Trainers, and use county-wide data for decision making. Support integration of Common Core and Local Control Accountability Plan. Collaborate with County Behavioral Health Directors

District Implementation Team

- District Implementation Teams provide systemic district structure required to scale-up MTSS as an integrative model addressing School Climate, Academic Achievement and Social Emotional Learning in Culturally Relevant Environments. Integrate MTSS Common Core and Local Control Accountability Plan. Use data to ensure implementation and decision making related to outcomes.

School Implementation Team

- School Implementation Teams implement the Core Academic and Social Emotional and Behavioral Features in a MTSS, using data for decision-making, evidenced based practices and systems to support the fidelity of implementation. Supporting implantation of Common Core and LCAP

Feedback Loops
- Systems for Implementation/ Data Based Decision Making
- PBIS Applications (Pre K-High School)
- District Capacity Assessment
- Suspension/Expulsion Data
- Data on Academic Progress
- Graduation Rates
- Special Education Referral Rates
- Local Control Accountability Planning
- Attendance

Student Equity
California PBIS Coalition

Mission Statement

• The California PBIS Coalition (CPC) is a collaborative organization using evidence-based, culturally relevant practices to build the capacity for all stakeholders in the implementation of PBIS as a multi-tiered system following the National PBIS Blueprints for professional development, implementation, and evaluation.
CA PBIS Coalition
Working to Braid Initiatives and Support Together

• PBIS Provides the Framework for the CPC to help districts organize a continuum of supports and practices
• Meet the intended outcomes of AB 114, LCFF, LCAP, Data Dashboard (Data Decision Making) and large state funded grants such as SCTG and County School Collaborative to braid initiatives together and integrate services for student outcomes.
• Data-based decision making efforts focusing on: Outcome; District Capacity; & Fidelity Data
  – Outcome: Dashboard, local and state indicators
  – District Capacity: Ability to currently implement initiatives, innovations and evidence-based interventions
  – Fidelity: Are we doing what we said we would do (TFI, DCA, SET, SAS)
Organizing Strategic CPC to Meet California’s Needs

June 2018 moved to new model for scaling up PBIS in CA

1. Policy, Visibility and Funding
2. Leadership Teaming
3. Training and Coaching

- Supported by CA PBIS Core Team
- Region Leads
- County Office of Education
- District Leadership
CA Strategy

- Leadership
- Alignment & Leverage

- Policy-Visibility-Funding
- Capacity & Sustainability

- Training & Coaching
- Capacity & Sustainability
California MTSS - Scaling Up MTSS Statewide (SUMS)

**Multi-Tiered System of Support**

**Inclusive Academic Instruction**
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide supplemental interventions and supports
- Develop guideline to implement curriculum with universal design for learning (UDL)

**Inclusive Behavior Instruction**
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior supports
- Provide supplemental interventions and supports
- Provide comprehensive behavior supports

**Inclusive Social-Emotional Instruction**
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal social-emotional supports
- Provide supplemental interventions and supports
- Provide comprehensive social-emotional development supports

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**All Means All**

**Administrative Leadership**
- Strong & Engaged Site Leadership
  - Lead development of a vision
  - Attend instructional meetings and classes
  - Create a leadership team
  - Create opportunities to contribute
  - Use data to guide decisions

- Strong Educator Support System
  - Provide access to instructional coaching
  - Seek input from teachers
  - Make learning opportunities available to all
  - Use data
  - Conduct strengths-based evaluations

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**Fully Integrated Organizational Structure**
- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraeducators to support inclusive education

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**Family & Community Engagement**
- Trusting Family Partnerships
  - Engage with students and families
  - Observe and provide feedback
  - Provide engagement opportunities
  - Facilitate home-school communication
  - Provide information

- Trusting Community Partnerships
  - Engage with the community
  - Identify mutual interests and goals
  - Ensure reciprocity
  - Maintain an open door policy
  - Invite community members to serve

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**Inclusive Policy Structure & Practice**
- Strong LEA / School Relationship
  - Develop a district-based team
  - Attend school-level meetings
  - Provide district-level professional learning
  - Identify and remove barriers
  - Regularly communicate outcomes

- LEA Policy Framework
  - Link multiple initiatives
  - Review data
  - Review and revise policy
  - Select research-based practices
  - Expand practices into other schools and Districts

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Adapted with permission from: SWIFT Education Center. (2016). MTSS Placemat. Lawrence, KS. swiftschools.org
Continuous Improvement

Multi-Tiered System of Support
An integrated, comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. -CDE, 2017

Implementation Science
The study of factors that influence the full and effective use of innovations in practice. The factors are identified or developed and demonstrated in practice, to "influence the full and effective use of innovations." Each factor and the factors in combination are subject to continued study along a continuum of improvement. -NIRN, 2015

Improvement Science
Explicitly designed to accelerate learning-by-doing. As the improvement process advances, previously invisible problems often emerge and improvement activities may need to tack in new directions. The overall goal is to develop the necessary know-how for a reform idea ultimately to spread faster and more effectively. It is an iterative process often extending over considerable periods of time. -Carnegie Foundation, 2017
# Implementation Science

**Priority:** An opportunity identified by the team in order to achieve their vision.

**Practice:** A purposefully selected intervention or collection of activities that leads to accomplishment of a priority.

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<th>LAYING THE FOUNDATION</th>
<th>INSTALLING Where/How?</th>
<th>IMPLEMENTING How are we learning?</th>
<th>SUSTAINING SCHOOLWIDE IMPLEMENTATION How are we sustaining?</th>
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<td>Learn Options</td>
<td>Prepare People &amp; Systems</td>
<td>Try Out the Practice</td>
<td>Students &amp; System Outcomes Show the Practice Works</td>
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<tr>
<td>Choose Practice</td>
<td>Train</td>
<td>Reflect and Recommend Improvements in Practice &amp; System</td>
<td>Competent, Organized, Well Led System for Practice</td>
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Improvement Science as a Complementary Approach

Improvement Science Approach to Continuous Improvement

Helps us figure out where and how to build & move our system
County Level Teaming
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- Local Control Accountability Planning
- Attendance

Student Equity
Student Support Services

Educational Services Branch
Safe and Healthy Schools Department - 2017-2018 - Services
Rebecca Medelitsa, Stephanie Tague, Ricardo Benitez, Sonya Gutierrez, Natarajan
Manthorpe, Robert Rua, Lonnie Gause

- National/Statewide Work
  - ESE State School Safety Advisory Committee
  - SCOE PBIS TAC - Building Capacity Committees
  - California PBIS Coalition Leadership Team
  - State PBIS Lead Committees (National)
  - CDE TAFE State Committee

- Regional Work
  - Region 3 - TAFE
  - Region 5 - PBIS TAC Lead Committees
  - SCOE PBIS TAC - Building Capacity Committees
  - California PBIS Coalition Leadership Team

- County Work
  - District Leadership Team Trainings
  - California PBIS Coalition Lead Teams
  - Children's Visitors Council
  - PBIS Tier 2 Trainings
  - MTSS Core Team
  - MTSS Leadership Team

- SCCOE PBIS TAC
  - CCEPB Townsend Team
  - Death Education Teams
  - PBIS Tier 2 Trainings
  - MTSS Leadership Team

- MTSS SUMS
  - MTSS SUMS Trainings
  - TACE
  - PBIS Tier 2 Trainings
  - MTSS Leadership Team

- TUPE
  - TUPE Tier 1
  - PTSA Tier 2
  - PBIS TEL Trainings
  - Project Trio

- School Climate
  - School Climate Surveys
  - Annual Youth Middle School Conference
  - Annual Youth Middle School Conference

- Health and Wellness
  - Mental Health - Trauma Informed
  - School Climate Surveys
  - Annual Youth Middle School Conference

- State Technical Assistance
  - Annual Non-Cal PBIS/School Climate Symposium
  - AFBS
  - CPC Community Learning
  - LEAP
  - Williams Stk VBS

- Special Projects
  - Interagency and Program Design Teams

- Equity
  - Social Emotional Learning

- Local/Zone Technical Assistance
  - Social Worker/Coordinator Network
  - Safe Schools/Secure Schools Network

- Other/Outreach
  - School Linked Services

- Technical Assistance/Regional Counseling
  - Technical Assistance/Regional Counseling

- Youth Development and Youth Advisory Board
  - Tobacco-Free Certification

- Parent Engagement
  - Parent Engagement

- Social Worker/Coordinator Network
  - Interagency and Program Design Teams

- Professional Learning Network
  - District Leadership Meetings

- School Resource Officer Training
  - School Resource Officer Training

- Performance Manage
Aligning and Leveraging Student Supports Services using the MTSS Framework

- Restorative Practices
- Trauma Informed
- Academic Achievement
- Health and Wellness
- School Safety
- Attendance
- TUPE
- Human Trafficking
- Anti-Bullying Practices

MTSS/PBIS
## MTSS – Tobacco Use Prevention Education (TUPE)

### Tier 1
- Tobacco-Free Policy
- Tobacco Prevention Classroom Instruction
- District/School-Wide Campaigns
- Family/community events
- Restorative Conversations/Restorative Mindset/Restorative Language
- Parent/Student workshops

### Tier 2
- Brief Intervention
- Parent/Student Meetings
- Skill Building Alternatives to Suspension
- Youth Coalition/Clubs
- Restorative Conversations
- Peer Conference/Peer Mediation
- Peace Circles

### Tier 3
- Re-entry Procedures
- Parent/Student Addiction Support
- Referral to Breathe California, 1800-NO-BUTTS, or Santa Clara County Behavioral Health Services-Treatment
- Family/Community Restorative Conferencing
A CONTINUUM OF BULLYING PREVENTION

Intensive Intervention
- Safety plans for targeted students
- Positive Behavior Support Plans for students who display bullying behaviors
- Family/community group conferences

Early Intervention
Alternatives to suspension:
- Youth/peer court (mediation)
- Individual Intervention plans
- Social Skills targeted teaching
- Restorative Circles

Prevention & Skill Building
Peace-keeping circles for:
- Morning meetings/class meetings
- Social/emotional instruction
- Olweus, SW-PBIS

A CONTINUUM OF SWPBIS PRACTICES

Intensive Intervention
- Function-based support
- Wraparound support
- Individualized behavior support plans

Early Intervention
- Check-in/ Check-out
- Extra Social Skills Teaching and Support

Prevention & Skill Building
- Define and teach expectations
- Establish consequence system
- Collection and use of data

~80% of Students

~15%

~5%
Mission:
Through interagency collaborations we cultivate positive and safe school environments to empower youth with confidence and knowledge to successfully navigate and improve the ever-changing world.

Vision:
With meaningful partnerships we develop engaged students, healthy families, safe schools and strong communities.
Santa Clara County School Climate Leadership Team

- Monthly meetings since January 2014 with representation from Justice, Mental Health, Public Health, Education, and CBOs.
- Evaluation Plan
- Coordination of resources using the MTSS framework
- Continued discussion for overall outcome:
  - Strategic planning
  - Building collaborative partnerships with all county agencies and CBOs and breaking down silo efforts.
  - Impact on the broader community
  - Unified language among different aspects of the community
  - Integrated system of care from First 5 to Adulthood
  - PBIS/School Climate Symposium
Tia Martinez
Mapping the School to Prison Pipeline

School to Prison/Immigrant Detention Pipeline

0-4
Family  Child Care  Elementary School

5-11

12-17
Secondary School  Police  Juvenile Justice  Jail

Out of School Suspension

Since 1972, the probability of being suspended during the school year doubled for Latinos and nearly tripled for African Americans.

Increase in suspension rates has elevated the likelihood of getting to prison by 22 percentage points, from a 1 in 10 chance to a 1 in 3 chance.

Dropping out of high school doubles the probability of going to prison.
A Common Goal!
Defining a system’s problem

Why, despite our repeated efforts, does [this problem] persist?
Defining the problem: Lack of Interoperability

- SC County Dept of Public Health
  - 10-50 CBO Contractors
- SC County Behavioral Health Services
  - 10-50 CBO Contractors
- SC County Equity and Social Justice Division
  - 10-50 CBO Contractors
- SC County Office of Education
  - 10-50 CBO Contractors
- SC County Probation
  - 10-50 CBO Contractors
- SC Dept of Family and Children’s Services
  - 10-50 CBO Contractors
- Mayor’s Gang Prevention Task Force
  - 10-50 CBO Contractors

32 School Districts
- 411 Schools
  - 292K Students
411 Schools

13 Police Departments
- Lots of Precincts
  - 2,734 Arrests of Minors
Defining the problem: Lack of interoperability
County Agency Focus Groups

- Findings demonstrate the high costs for County Agencies of having to figure out how to connect with 30 to 400 different systems

One huge challenge is getting MOU’s in place. Tons of energy is devoted to getting into the district and finalizing the MOU. Internally, we get a grant or funding allocation and there is the pressure to deliver - we need to get into schools but there are gatekeeper and we have really limited time because once April hits the year is over. Can get delayed if you are reliant on one person at the district or school and that one person leaves and you have to start over again. And you have the teacher waiting, waiting, and they don’t get what they want and they begin to lose faith

- When connections are made, they are based on personal relationships and are rarely systematized – and this dynamic contributes in inequity

Because we tend to go where we have good relationships – this means that often services are not going to the schools and districts with highest need. Instead they go to the schools and districts with the most collaborative leaders with whom we’ve built great relationships. And, unfortunately, those leaders and relationships don’t map onto level of need. So the existing relationship based way of resourcing districts can actually exacerbate inequity!
Hypothesized Solution: Santa Clara County Ecosystem

SSCOE builds capacity at the district and school level to assess students, tier services, deliver differentiated, positive school based supports AND creates coherent school to district systems through which connections to non-school services can be made.

Increase coordination and cooperation between county and city departments and school districts around alignment of referrals and provision of non-educational services.

SC County Behavioral Health

SC County Office of Education

SC Department of Family and Children’s Services

SC County Probation
MTSS Framework: Used as the entry point when supporting schools for all county agencies

However, currently we lack a sustainable funding model to place SLS coordinators at the school level.
# Juvenile Probation Violence Reduction Strategy

## Prevention/Diversion/Assessment
- Prevention/Early Intervention (PEI) Unit
  - Letter of Acknowledgement (LOA)
- School Based Probation Officers
- Public Health Education Associate
- Legal Education Services
- Neighborhood Safety Unit
  - Youth Fellowship Program
    - (partial funding through JJCPA)
  - Parent Support
  - Peer Court

## Early Intervention
- Prevention/Early Intervention (PEI) Unit
  - Informal Monitoring of Early Offenders
    - Community Service
    - Individual and Family Counseling
    - Victim Awareness
    - Mentoring Services
    - Pro-Social Activities
  - Informal Supervision
- Victim Offender Mediation Program (VOMP)

## Intervention
- Deferred Entry of Judgment (DEJ)
- Court Waived on Probation
- Mentoring Services
- Pro-Social Activities
- Community Service
- Support Enhancement Services (SES)
  - Electronic Monitoring (EMP)/Community Release Programs (CRP)
  - Teaching Adolescents Skills in the Community (TASC)
  - Family Preservation Unit
    - Wraparound Services
    - Parent Education
  - Conflict Resolution Training (OHR)
  - Behavioral Health - Substance Abuse & Mental Health Services
    - Cognitive Behavioral Therapy (CBT)
    - Parent Support
    - Educational Services
      - Project YEA
      - FosterEd – Educational Liaison

## Intensive Intervention
- Pro-Social Activities
- Mentoring Services
- Electronic Monitoring (EMP)/Community Release Programs (CRP)
- Sex Offender Treatment Services
- Family Preservation Unit
  - Wraparound Services
  - Parent Education
- Special Programs Unit
  - Specialty Courts
  - Domestic/Family Violence Intervention Services
  - Dual Diagnosis Treatment
  - Gang Specific Supervision
    - Pro-GRIP
  - Educational Services
    - Project YEA
    - FosterEd – Educational Liaison
  - Behavioral Health - Substance Abuse & Mental Health Services
    - Cognitive Behavioral Therapy (CBT)
    - Full Service Partnership (FSP)
    - Trauma Informed Therapy
  - Reentry Services Unit
    - Wraparound Services
    - Vocational/Educational Services
    - School Enrollment Services
- Placement Unit
  - Therapeutic Foster Care (TFC)
  - Short Term Residential Treatment Program (STRTP)

## Juvenile Hall
- Multi Agency Assessment Center (MAAC)
  - Behavioral Health Resource Center
  - Gang Intervention
  - Law Enforcement
  - Dating/Family Violence
  - Substance Use Treatment
  - Sexual Exploitation Services
  - Pet Assisted Therapy
  - Vocational & Education Services
  - Pro-Social Activities
  - Prison Rape Elimination Act Services
    - School Enrollment Services
  - Health & Hygiene Services
  - Religious & Holiday Services

## Enhanced Ranch Program
- Health & Hygiene Services
- Vocational & Education Services
- Behavioral Health - Substance Abuse & Mental Health Services
- Religious & Holiday Services
- Sex Offender Treatment
- Domestic/ Family Violence Intervention Services
- Gang Redirection
- School Enrollment Services

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**Legend**

JJCPA Funded
YOBG Funded
JPA Funded
Probation Dept. General Fund or other County Agency

**Bolded/italicized Items denote community based contracts**

Prepared by Mariel Caballero 4/27/2018
Cross-System Efforts to Reduce Disproportionality

Identified Intervention and Prevention Initiatives: Hierarchy of Needs Model

System Interventions

- **DFCS:**
  - Wrap Services
  - Unified CoC Taskforce
  - CFPM
  - Parent Advisory Board
  - FUP
  - Ice Breaker Meetings
  - IDM/TDMs
  - CalWorks Linkages
  - Parent Orientation
  - Parent Advocates
  - Katie A.
  - RISC
  - Educational Rights Project
  - Dependency Wellness Court
  - CASA
  - DIY
  - SJFRC
  - Fatherhood Collaborative
  - Emerging Scholars
  - Education Services Project
  - ILP
  - Resource Stabilization Team
  - Supportive Therapeutic Options Program

- **Probation:**
  - Wrap Services
  - LGTBQ Awareness
  - EDGE/PEAK
  - Juvenile Ranch Program
  - Electronic Monitoring
  - South County Alternative Reception Center
  - Violation of Probation Response Grid
  - DIY
  - After Care
  - Education Services Unit
  - Supportive Therapeutic Options Program
  - Project YEA

**Diversion**

- **DFCS:**
  - Joint Response
  - Cultural Brokers
  - TDM/JDM
  - DR Path 2

- **Probation:**
  - Risk Assessment Tool
  - Juvenile Police Booking Protocol
  - 95122 Project
  - Pre-Adjudicated Wrap
  - Direct Referral Program

**Prevention**

- **DFCS:**
  - DR Path 1
  - Parent Hub
  - Mandated Reporter Training
  - Probation:
    - Cultural Competency Community Scan
    - Teen Dating Violence & Anti-Bullying
    - SJ Mayor’s Gang Task Prevention TF
    - Safe Summer Initiative
    - South County Youth Task Force

**Natural Community Safety Nets**

- **DFCS:**
  - School Linked Services
  - Kids in Common
  - My Brother’s Keeper
  - 211.org
  - East Side Alliance

**Socioeconomics Support**

- Paid Family Leave
- Minimum Wage
- Child Tax Credit
- ObamaCare

**Missing Supports**

- Living Wage
- Affordable Housing
- Universal Healthcare
- Universal Childcare/Preschool
- Strong Public/Private/Non-Profit Partnerships
- Political Will

*These broad-based supports are not listed in the corresponding matrix: Cross-System Intervention Programs and Strategies, 2016

System has greater locus of control, but at greater effort and cost

Holistic strategies vs. targeted intervention

Less system control; but lower costs and higher potential return on investment

What if these interventions started earlier?
District Level Teaming
California MTSS - Scaling Up MTSS Statewide (SUMS)

Multi-Tiered System of Support

Inclusive Academic Instruction
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Develop guideline to implement curriculum with universal design for learning (UDL)

Inclusive Behavior Instruction
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Provide comprehensive behavior supports

Inclusive Social-Emotional Instruction
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal social-emotional supports
- Provide supplemental interventions and supports
- Provide comprehensive social-emotional development supports

All Means All

Administrative Leadership
- Strong & Engaged Site Leadership
  - Lead development of a vision
  - Attend instructional meetings and classes
  - Create a leadership team
  - Create opportunities to contribute
  - Use data to guide decisions

Strong Educator Support System
- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data
- Conduct strengths-based evaluations

Integrated Educational Framework
- Fully Integrated Organizational Structure
  - Identify who has access
  - Use non-categorical language and practices
  - Use collaborative instruction among peers
  - Use paraeducators to support inclusive education

Strong & Positive School Culture
- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate culturally responsive practices

Family & Community Engagement
- Trusting Family Partnerships
  - Engage with students and families
  - Obtain input and feedback
  - Provide engagement opportunities
  - Facilitate home-school communication
  - Provide information

Trust Community Partnerships
- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve

Inclusive Policy Structure & Practice
- Strong LEA / School Relationship
  - Develop a district-based team
  - Attend school-level meetings
  - Provide district-level professional learning
  - Identify and remove barriers
  - Regularly communicate outcomes

LEA Policy Framework
- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand practices into other schools and Districts

Adapted with permission from: SWIFT Education Center. (2016). MTSS Placemat. Lawrence, KS. swiftschools.org
State, County, District, and Site Leadership Team Functioning and Operations
Who should be on the team?

Academic MTSS Director
School Improvement
Special Education Director,
Local MH provider/Core
Service Agency
Board Member
Law Enforcement
Youth Move
Administrative and Teacher
Representative (Union)
Family Youth Community Leaders
County/District Community Leadership Team
Juvenile Services Coordinator
Implementation Team
Social Services
Afterschool
Dept of Recreation Services
Student Services Director
Professional Development/Teacher
Mentoring
Executive Functions

Role and Function of District Team Clear and Consistent Leadership

• Provide the authority and problem solving needed to overcome organizational barriers
• Implement the efficiencies needed to functionally interconnect educational, behavioral and mental health supports.
• Provide the funding, visibility, and political support needed to allow school teams to travel through the full sequence of adoption stages.
• Typically requires the difficult process of abandoning long held patterns of “doing business” and creating new models based on the strengths of the schools/district/community, and the changing needs of students and families.
Clear and Consistent Leadership

• Provide the training, coaching and feedback systems needed to establish personnel with both the specific technical skills needed to deliver integration and the organizational vision to deliver those skills within a unified framework.
• Reviews and analyzes data (bird’s eye view)
• Review district benchmarks
• Plan district level assessment calendar
• Plan professional development and coaching support for school sites
• Plans content of the Instructional Leadership meetings (principal meetings)
District Leadership Team

Core Team Members and Roles
• List Members
• Vision, Mission
• Write an MOU

Establish Meeting Procedures and Schedule
• Monthly meetings—Establish team meeting roles, Function of meetings includes: training, reviewing data, sharing information, obtaining feedback, adjust as needed.
• Protected meeting time, ALL attend and participate
• Other processes – agenda, minutes/notes, communication

Establish Protocol
• Expanding data to review, using DBDM process, have incorporated universal screening
• Building enhanced continuum of EBPs with a protocol for selection
• Building protocol for progress monitoring for fidelity and impact (student outcomes)

Write Action Plan
• Mapping and Teaming Audit
• ID Proximal Outcomes: Fidelity, instructional time, referrals, staff satisfaction
• ID Distal Outcomes: Attendance, climate, suspension, academic, graduation rates, college and career index
• Identify Process Measures/Tools
• Develop Evaluation Plan
• Develop Action Plan
• Professional Development Calendar
• Communication Plan
School-site Level Teaming
Structure: Data Teaming in a School

**Schoolwide Leadership Team**
- Uses Data to plan, evaluate and monitor Universal and Targeted Supports

**Grade Level/Content Team**
- Uses Data to plan, evaluate and monitor Classroom Supports

**Intervention Team**
- Progress Monitoring and triage
- Monitors effectiveness (outcomes) and fidelity of Supplemental and Intensive (Tier 2/3) Interventions (overall and for each student)
- Meets bi-weekly
- Students are identified by the grade level team
- This team monitors student progress and determines if they need supplemental support

**Supplemental/Intensive Grade Level/Content Team**

**Universal/Supplemental Grade Level/Content Team**

**Universal Leadership Team**

**Intensive Student Centered Planning Team**
- Uses data to plan, evaluate and monitor effectiveness of individualized interventions
- **NOT a standing team**
Intervention Team

Efficient Teaming Process
- Clear roles, procedures & responsibilities
- Administrative support is critical

Intervention Focused
- Linked to Continuum of Interventions (Tier 1 → 2 → 3)
- Use of evidence based practices
- Try the easy things first (Tier 2 Interventions)
- ...then Tier 3 (FBA/BSP)

Data focused & Early Identification
- Progress Monitoring
- Student Identification through Systematic Screening
Leveraging Existing Teams

**Campus Collaboratives** – Campus Collaborative facilitates an opportunity for parents, teachers, students, community organizations, service providers, and school staff to meet and discuss SLS priority areas in addressing the needs of students and families at the campus. The Campus Collaborative group members will champion and support the planning, implementation and evaluation of the SLS plan, which is informed through the group meetings. This ‘community and school level’ partnership is an essential foundation of the overall SLS initiative.

**Coordination of Services Teams (COST)** – Coordination of Services Team – COST – is a proven strategy for coordinating learning supports and resources for students.
- Students with needs get appropriate services
- System of student support is well coordinated
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