

Structuring Student Wellness Across Initiatives

2022 Southeast Conference on School Climate

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1



OUR VISION

Ensure student success beyond the margins.

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Objectives

Dissonance
Affirmations
Framework for Integration
Examples of Integration



3

“The way we design our
systems and structures
drives the way people think,
behave, and problem solve.”



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"The way we design our systems and structures determines the ways in which people are **included or excluded**; the places they **belong and don't belong**."

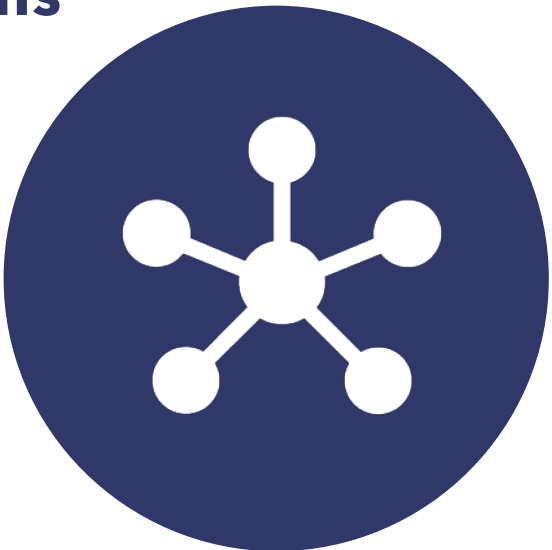
 collaborative LEARNING SOLUTIONS


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Structures and Systems

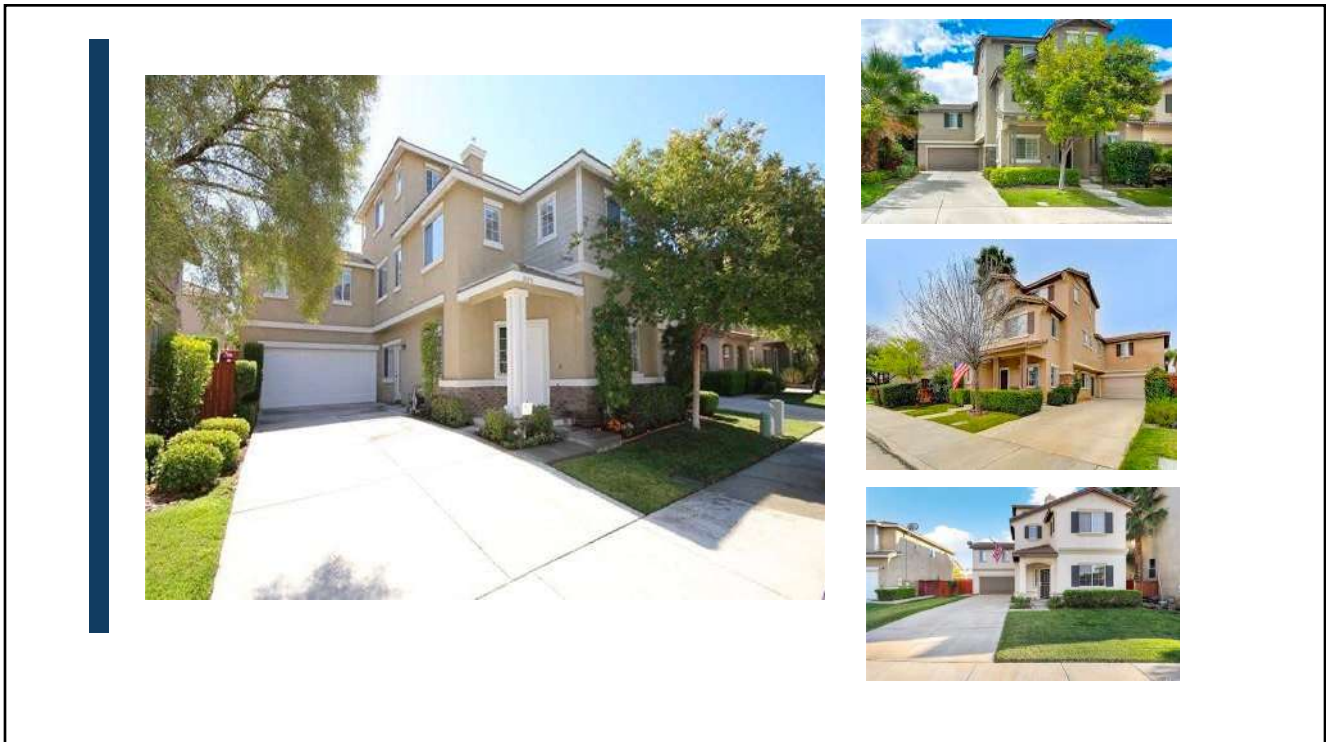
- Physical Structures
- Organizational Structure
- Structures for Learning/Collaboration
- Forms and Protocols
- Processes and Procedures



 collaborative LEARNING SOLUTIONS

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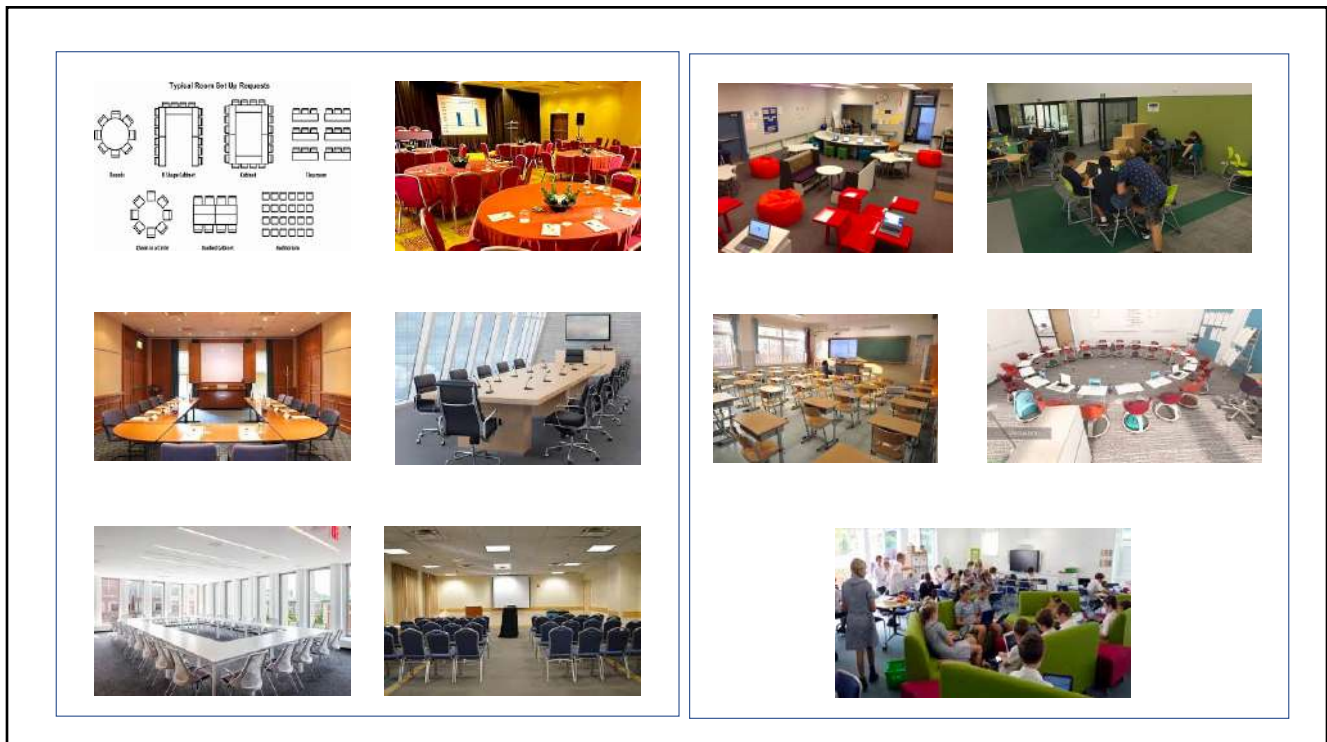
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Journey

- Braiding Defined
- Framework for Integration
- Five High Leverage Areas for Integration
- Examples from the Field

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Looking ahead...

STUDENT WELLNESS OUTLOOK:

- 7 of 10 teens grappling with mental health (55% anxiety, 43% depression, 27% worried about basic needs in house)
- 3 in 4 parents report negative impact of COVID on interaction with friends
- 1 in 3 teen girls and 1 in 5 teen boys have experienced new or worsening anxiety since March 2020.

ECONOMIC OUTLOOK:

- Continued US economic growth through 2024 (flattening effect in 2023, but 2024 may be the busiest year of the decade)
- Recession hitting in 2026 (looking similar to the 2001 recession)
- Invest in **processes** (i.e. efficiency)
- Interest rates continue to rise
- Residential real estate tightening in accessibility
- Raises nothing near 6-7% in the coming years



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What is Braiding?



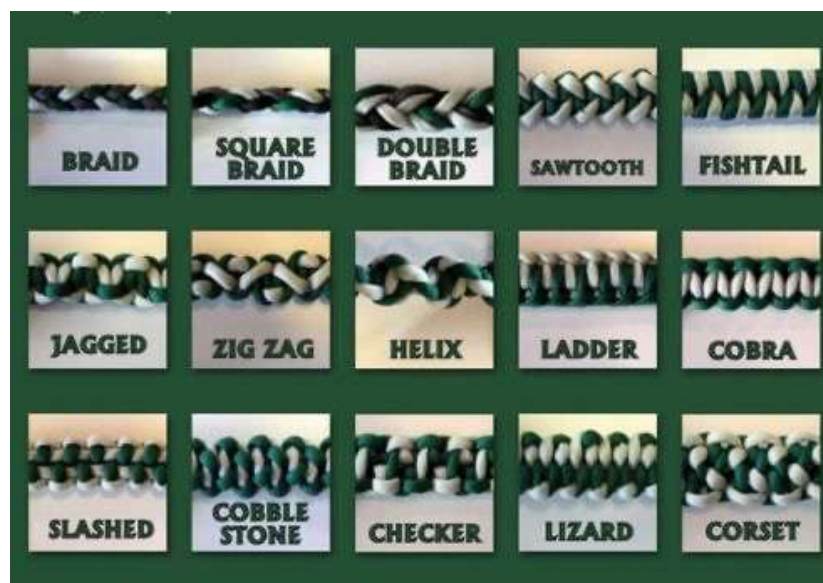
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What is Braiding?

Intentionally structuring initiatives, funding, and resources to allow for improved coordination, coherence, greater sustainability, and increased outcomes for adults and students.



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Integrated Framework

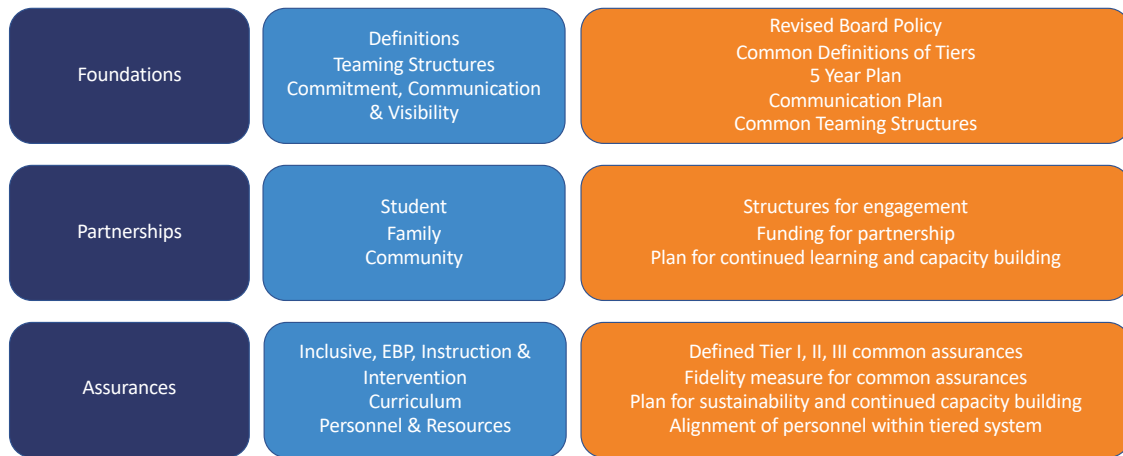


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What is a Framework?

A tool that organizes ideas and provides a common language and foundation for thinking about an initiative

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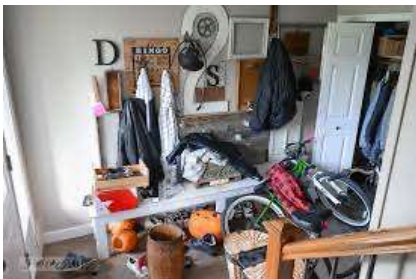


Vehicle for Integration





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Feelings?

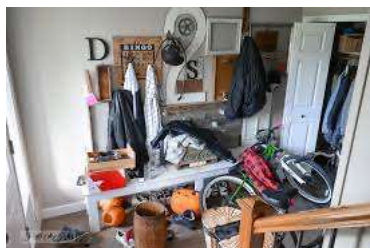
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PBIS
Restorative Practices
SEL
Trauma Informed Practices
Equity



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Timeline of Key Education Initiatives

- 1997: Reauthorization of IDEA established national technical assistance center for Positive Behavior Interventions and Supports (PBIS)
- 2004: Reauthorization of IDEA (adding RTI)
- 2015: ESSA sets expectation for LEAs to implement a multi-tiered system of support (MTSS)

What is your coat rack?



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5 High Leverage Areas

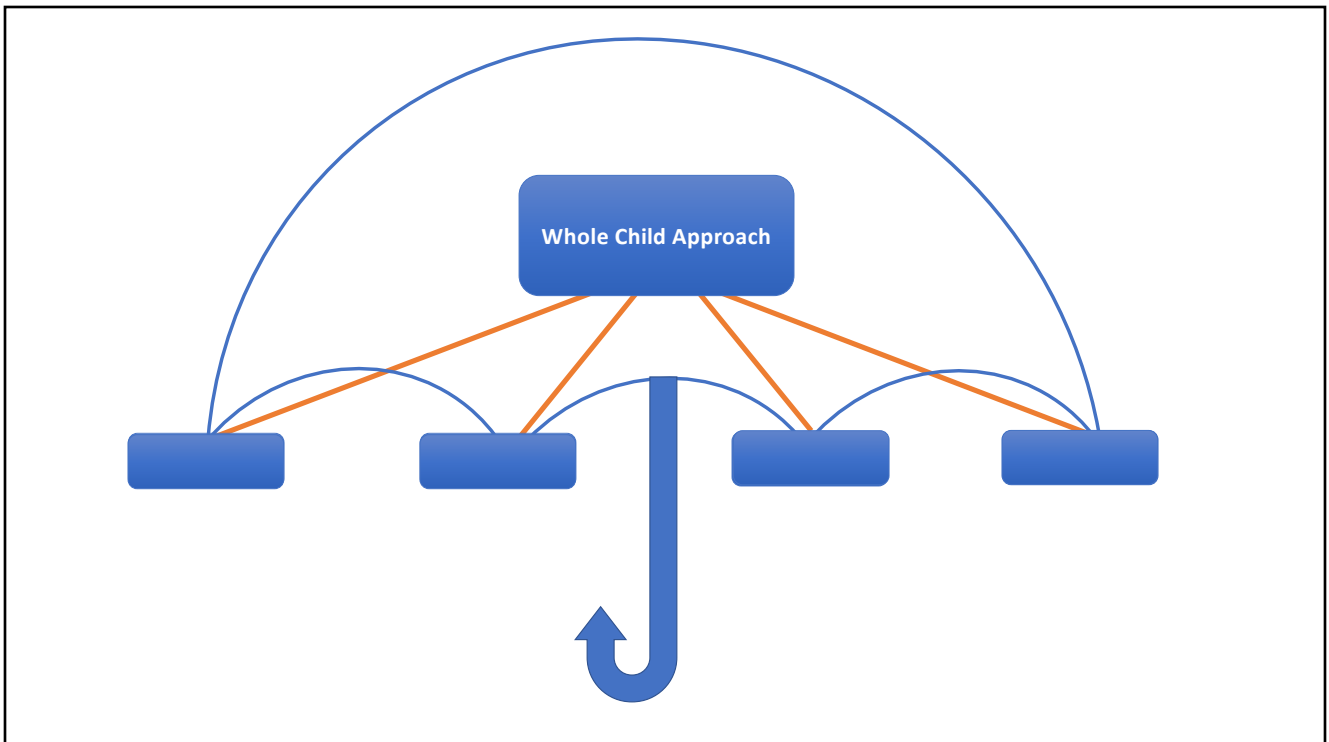
Foundations and Definitions
 Teaming Structures
 Common Assurances
 Data and Assessment
 Utilization of Resources



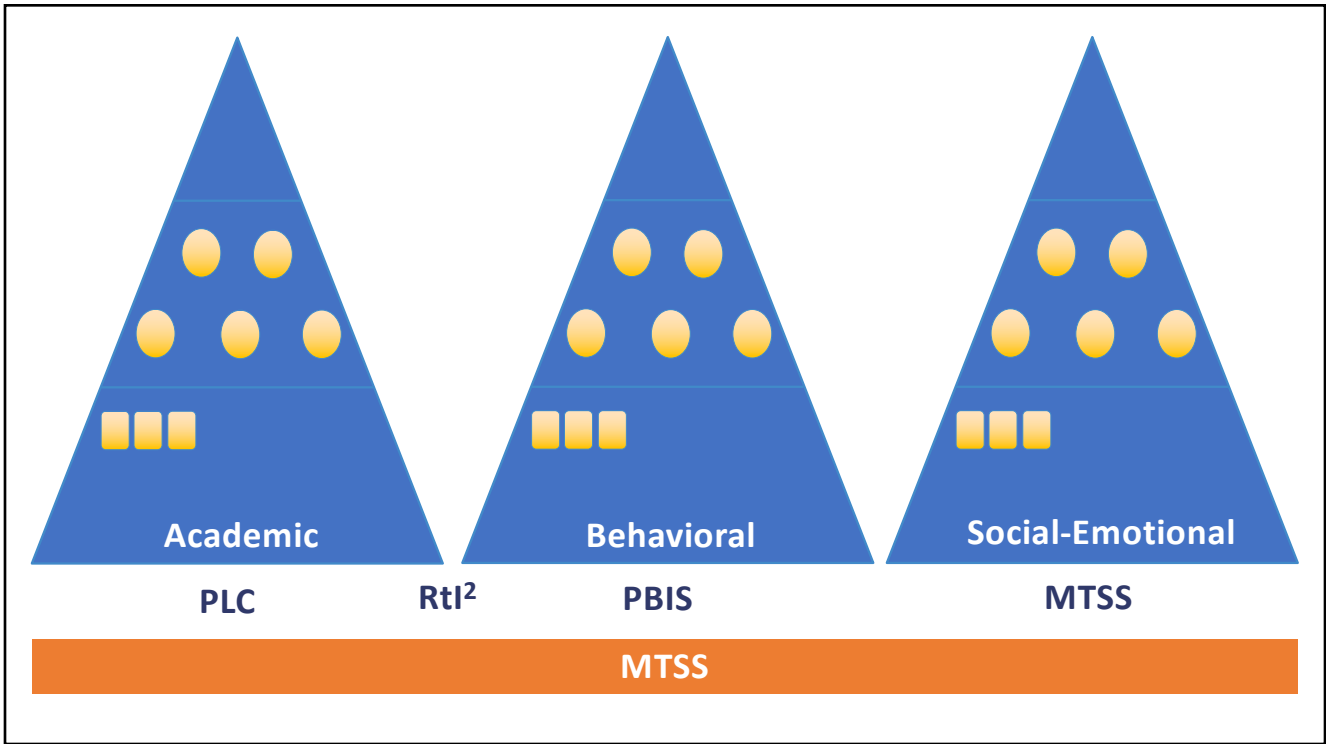
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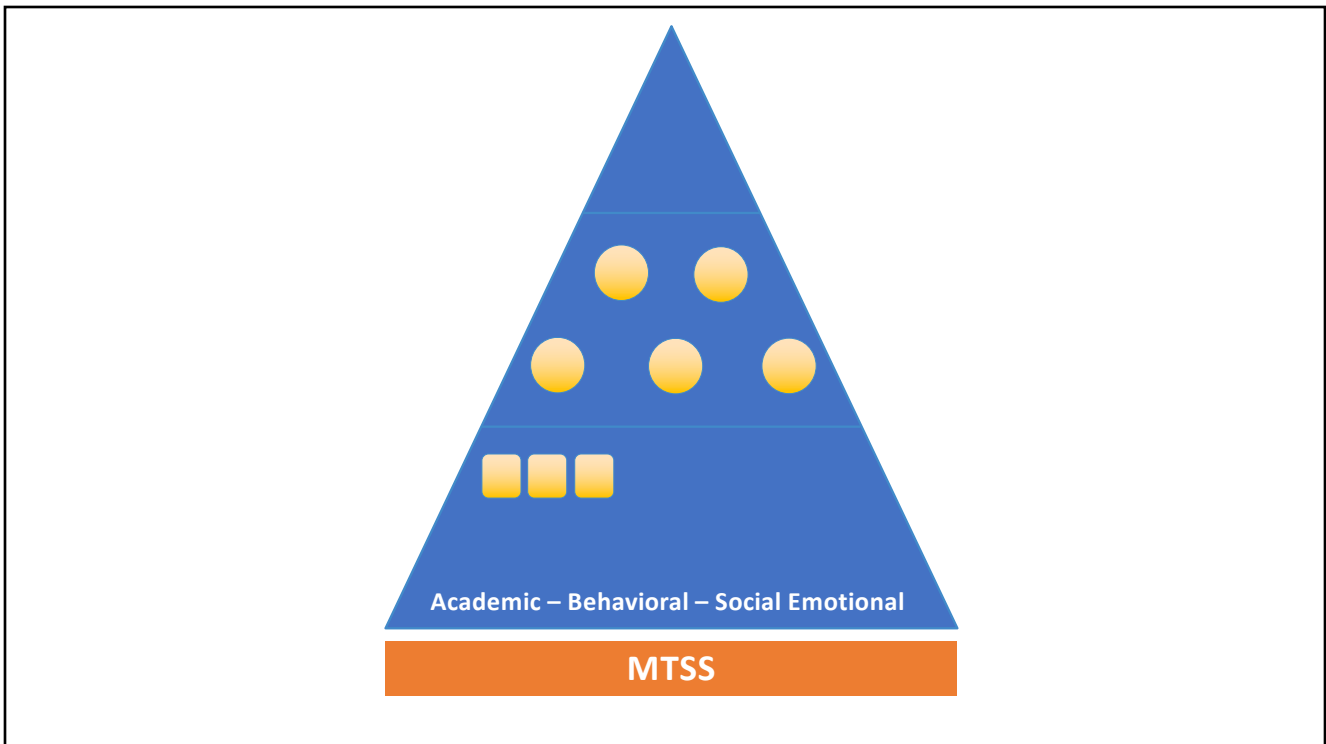
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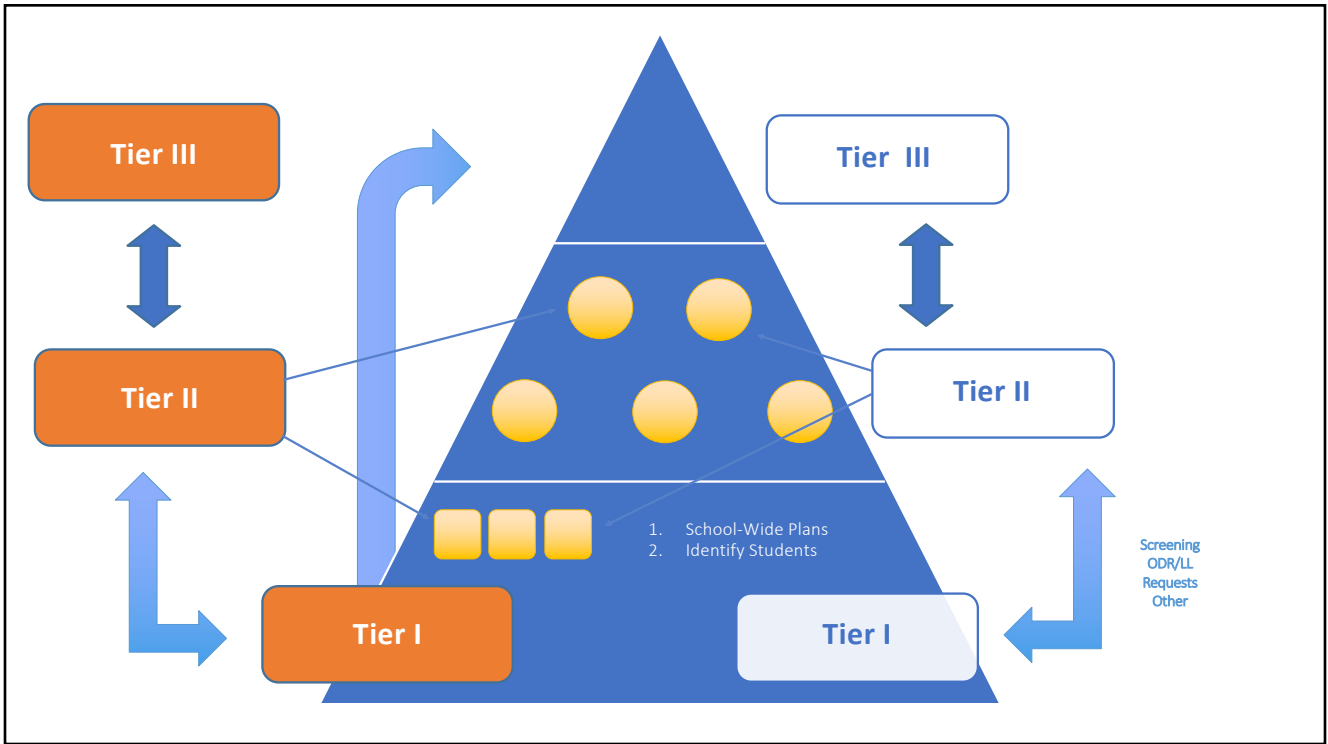
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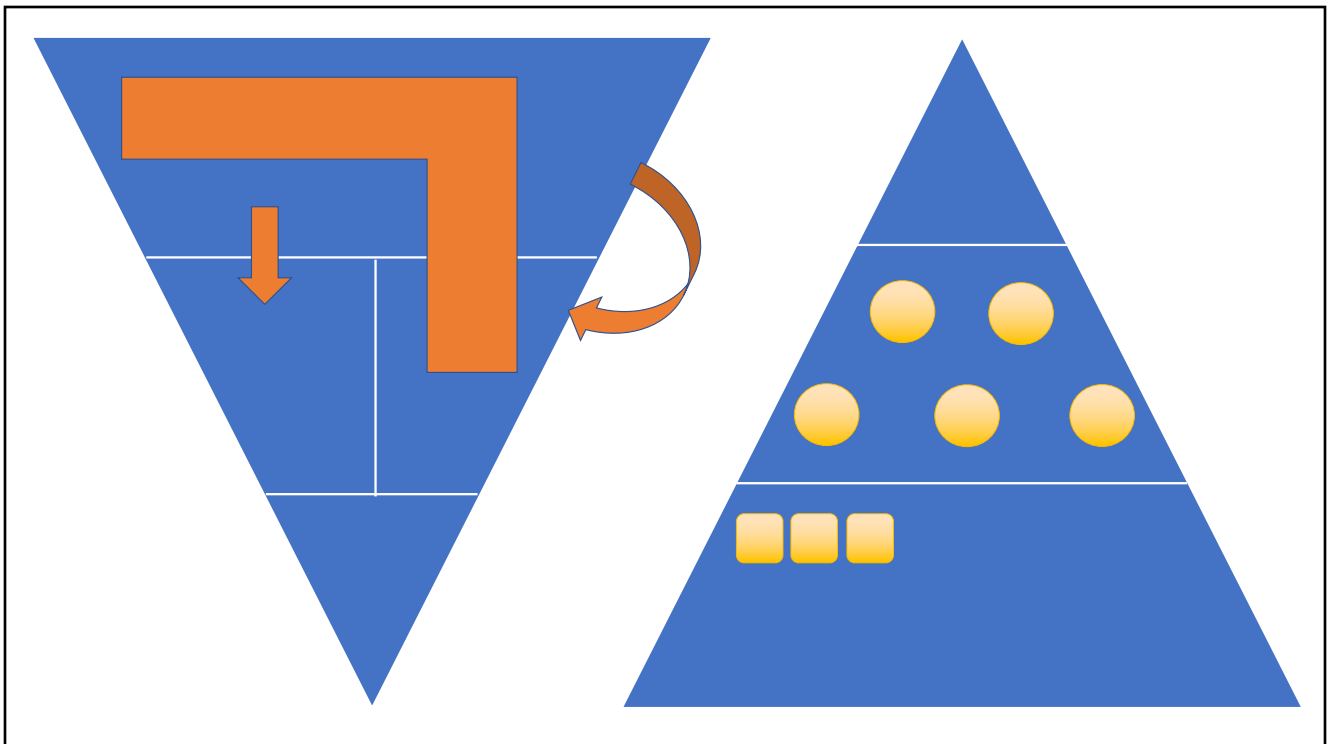
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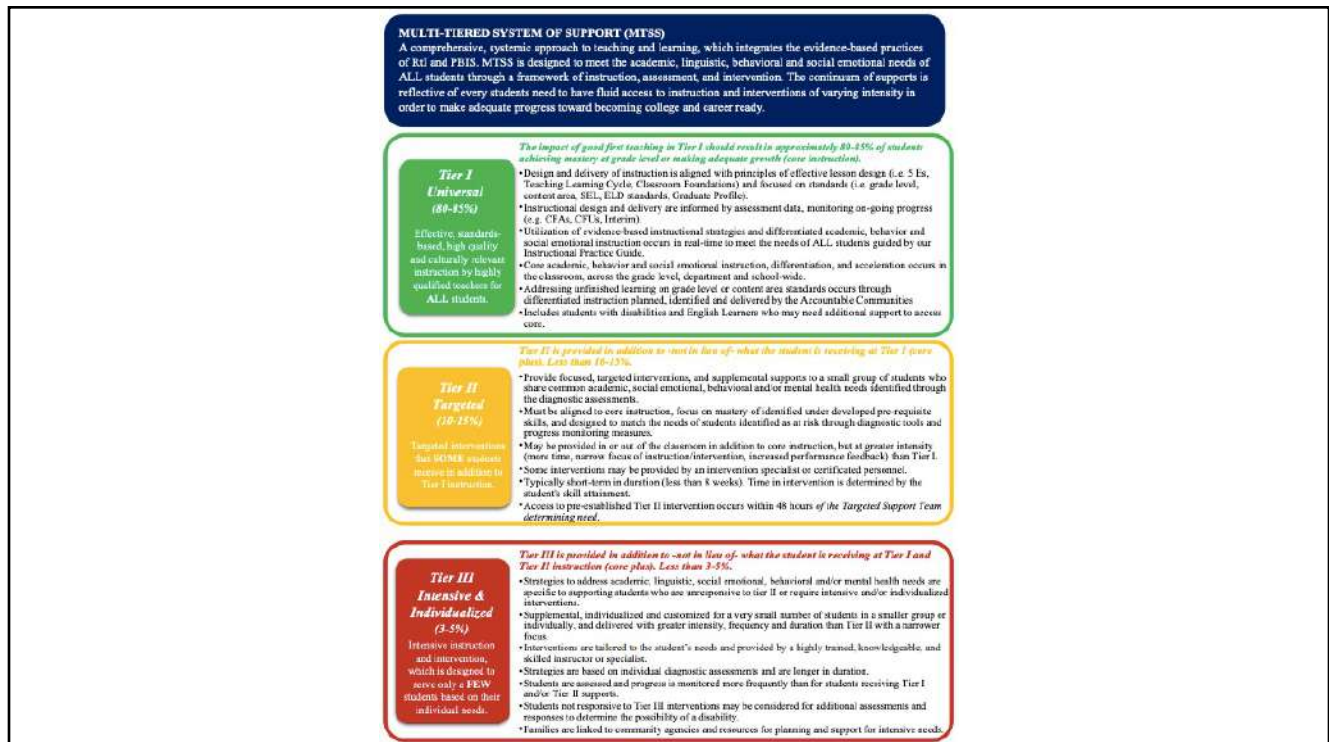
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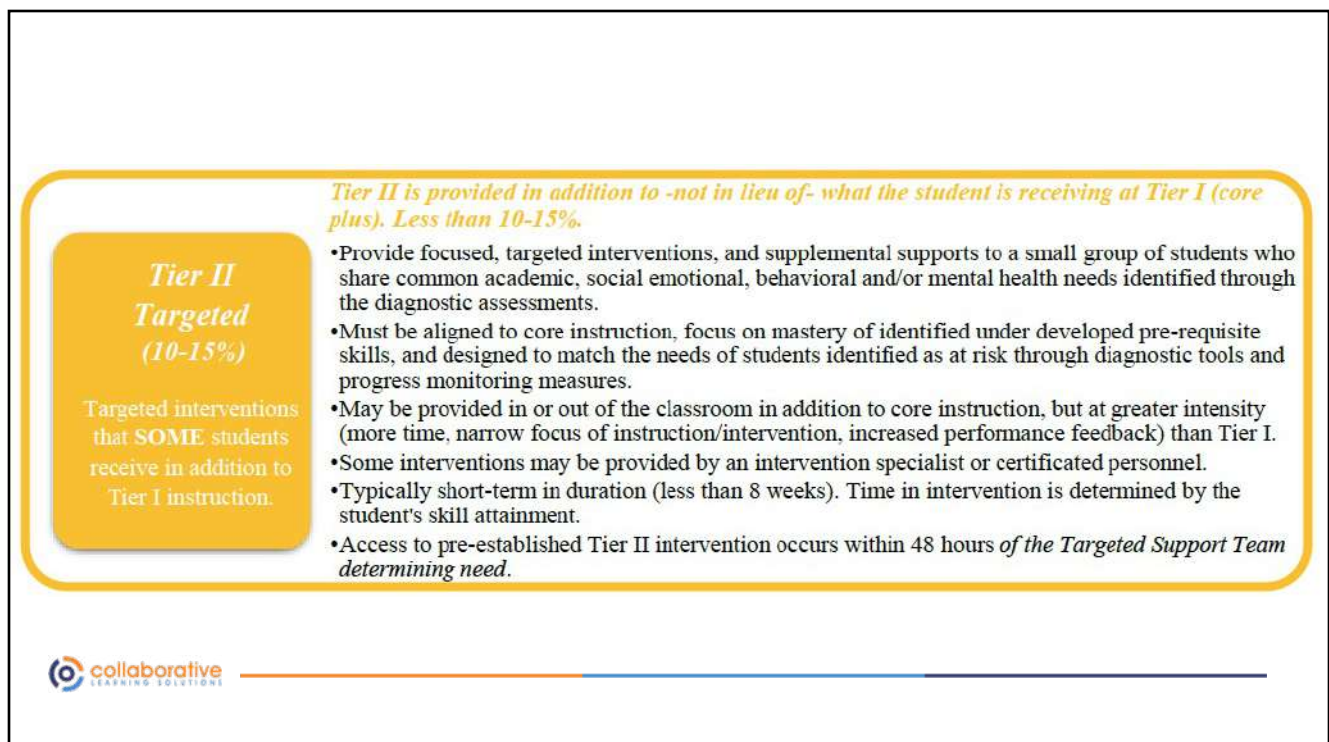
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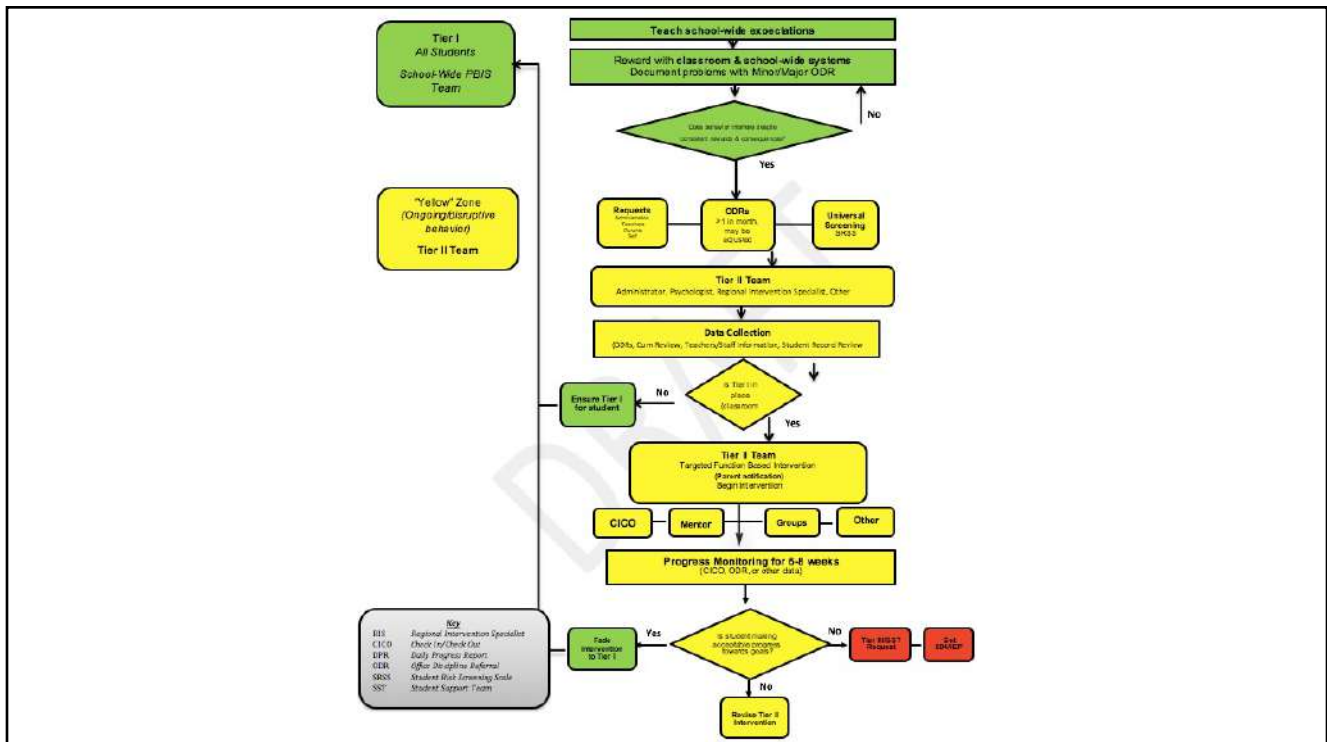
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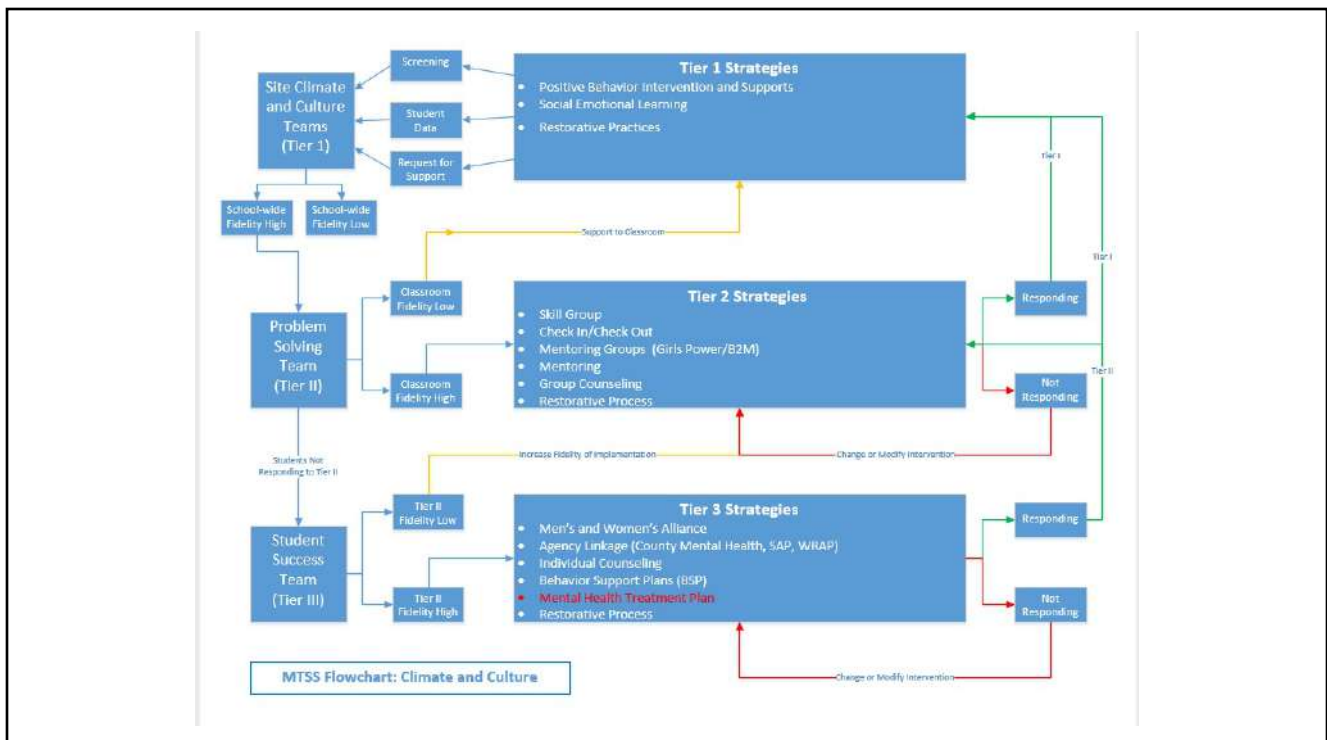
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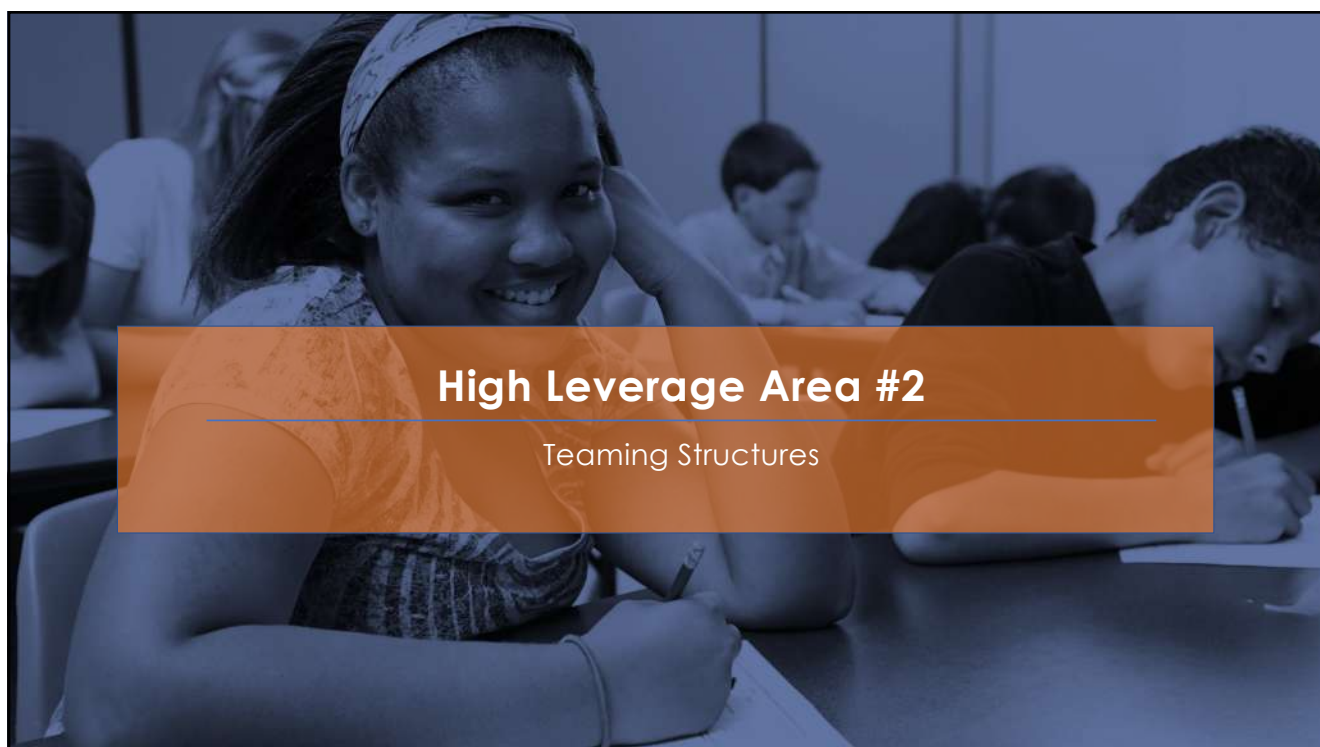
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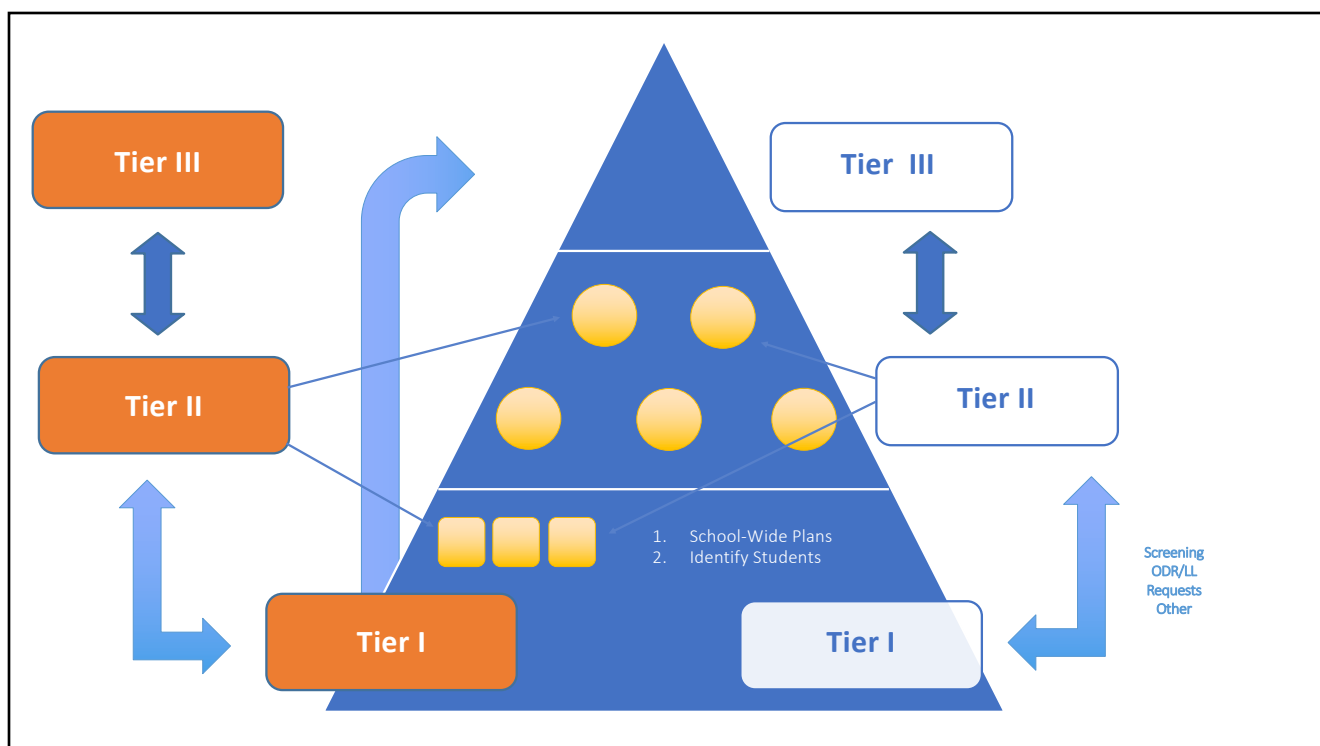
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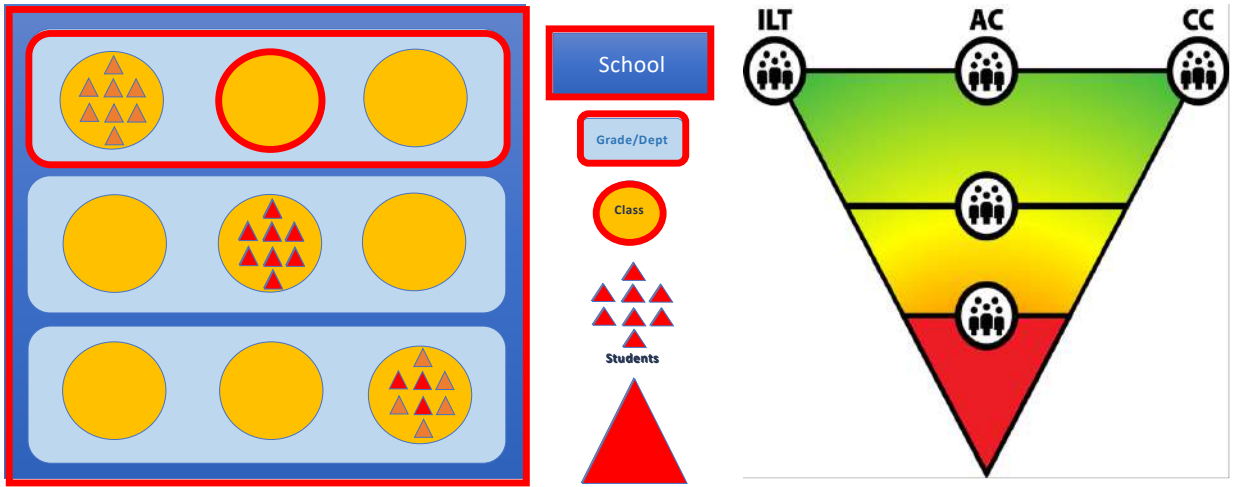


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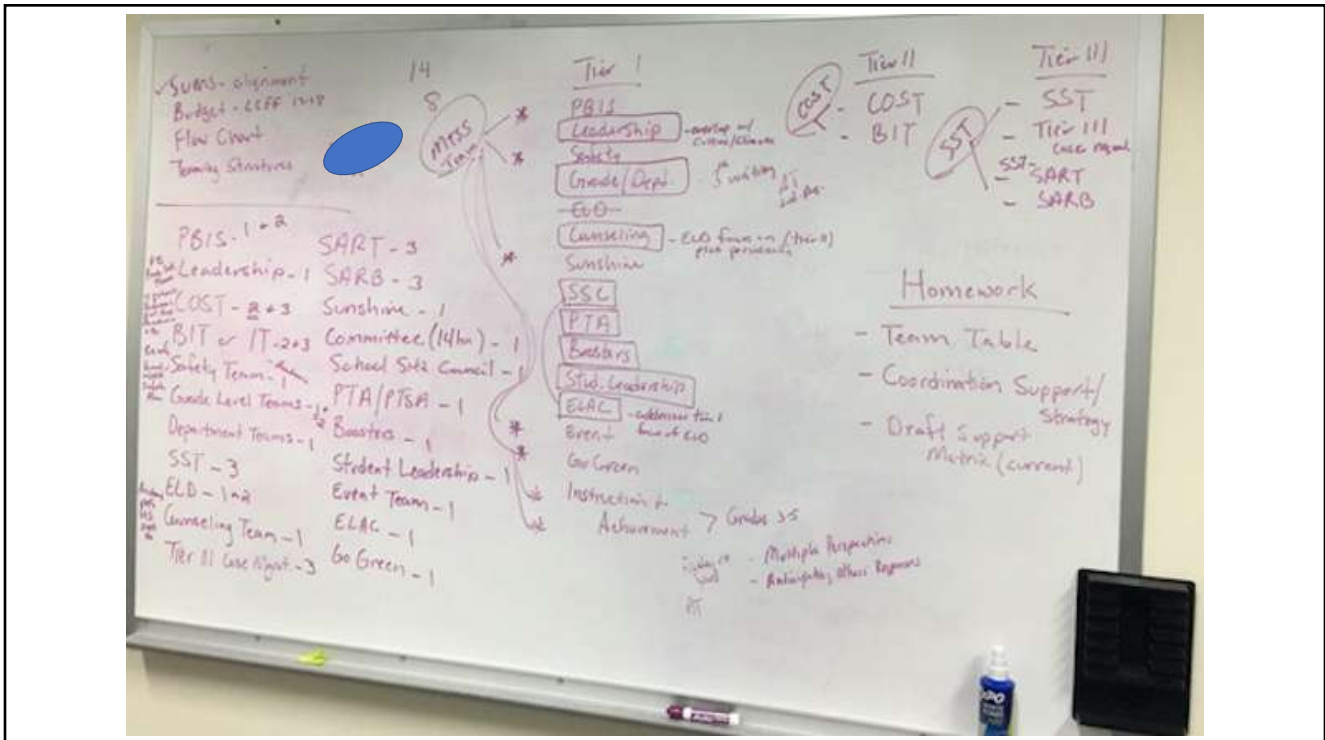
Units of Observation and Intervention



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Team	Lead	Purpose	Connected to which Initiative?	Frequency	Function within Tiers

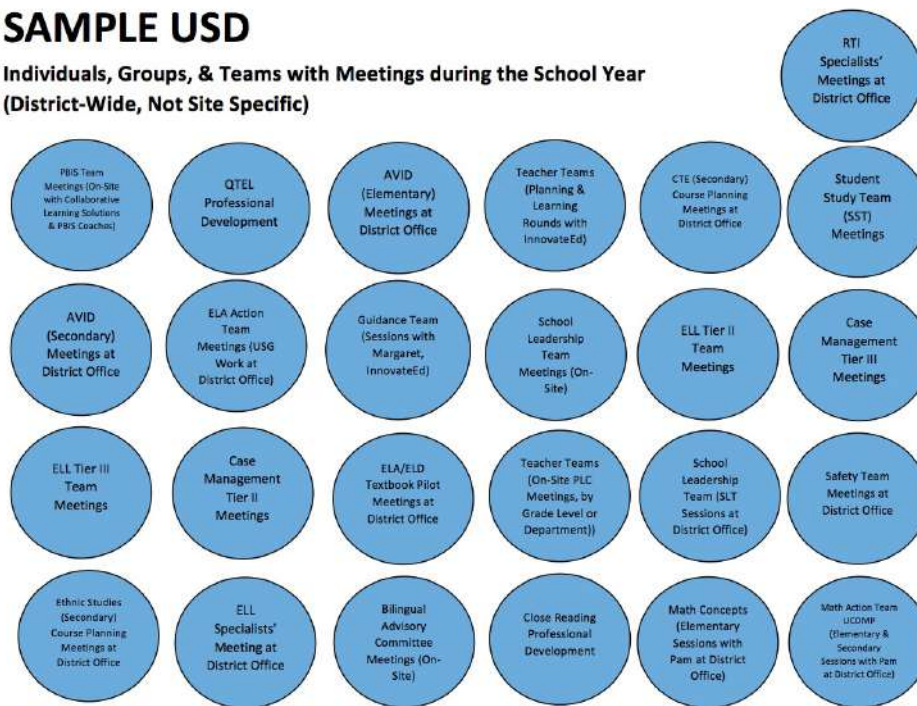
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SAMPLE USD

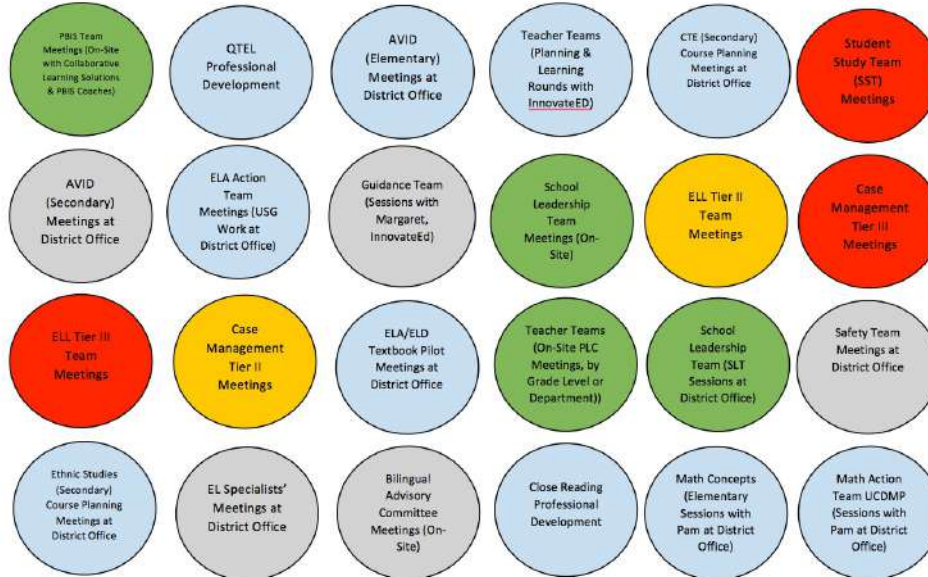
Individuals, Groups, & Teams with Meetings during the School Year
(District-Wide, Not Site Specific)



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SAMPLE USD

Individuals, Groups, & Teams with Meetings: Color-Coded By Purpose
(District-Wide, Not Site Specific)



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MTSS Teaming Structures

Fresno Unified utilizes five universal teaming structures to collaboratively problem solve within our three tiered system of support at different levels (school-wide, grade level, class level, subgroups, and student level).

Tier I	Tier II	Tier III
<ul style="list-style-type: none"> Climate and Culture Team (CCT) Instructional Leadership Team (ILT) Professional Learning Community (PLC) 	<ul style="list-style-type: none"> Targeted Intervention Support Team (TST) 	<ul style="list-style-type: none"> Student Success Team (SST)

The general role of each team is to focus on improving academic, social emotional, and behavioral outcomes for students. Teams systematically engage in the process of identifying needs, analyzing relevant data, designing and implementing solutions, and measuring and monitoring effectiveness. In order to accomplish this, each team has specific core responsibilities. The makeup of each team varies depending upon the purpose and level of problem solving. Team members are identified based on their level of expertise, skill, and knowledge within the tiers of support. All teams regularly engage in the problem-solving cycle and use the four guiding questions in planning and decision making.

- 1) What is it we want our students to know and be able to do?
- 2) How will we know if each student has learned it?
- 3) How will we respond when some students do not learn it?
- 4) How will we extend the learning for students who have demonstrated proficiency?

Tier I	Function	Who	Frequency	Data Utilized
Climate & Culture Team (CCT) <i>All Students</i>	<ul style="list-style-type: none"> Responsible for designing, implementing, and monitoring universal social emotional, behavioral, and attendance practices school-wide and classroom level Use the district's Tier I Climate and Culture Implementation Rubric as their guide to creating and maintaining positive school climate and culture Solicit student voice frequently to ensure voices truly represent the whole school community Utilize data regularly as part of their ongoing cycle of continuous improvement Identify patterns of students needing Tier II supports in order to distinguish between individual student needs versus fidelity of Tier I 	4-6 teachers, an administrator, classified staff and support staff that truly represent the school staff <i>One member from the CCT sits on ILT to ensure cross team collaboration</i>	Monthly Bi-weekly, if needed CCT and ILT meet quarterly to collaborate and ensure practices are aligned	<ul style="list-style-type: none"> Implementation Rubric Office Discipline Referrals Suspensions Surveys (CC & SEL) Attendance Fidelity Data IPG Tenet 1 Universal Screeners Goal 2 Engagement
Instructional Leadership Team (ILT) <i>All Students</i>	<ul style="list-style-type: none"> Responsible for monitoring the effectiveness and fidelity of the universal tier I instructional practices and programs Identify the instructional focus and utilizes continuous feedback to improve student outcomes Support developing and maintaining highly effective PLCs Utilize school-wide, grade level, and subgroup data regularly as part of their ongoing cycle of continuous improvement Identify patterns of students needing Tier II supports to distinguish between individual student needs versus fidelity of Tier I 	One representative from each grade level or content area, principal and instructional support staff (e.g. TSA or coach) <i>One member from the ILT sits on CCT to ensure cross team collaboration</i>	Monthly Bi-weekly, if needed CCT and ILT meet quarterly to collaborate and ensure practices are aligned	<ul style="list-style-type: none"> SBAC Interim Assessments Universal Screeners CEAs Other Formative Assessments Student Work Grades IPG

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Tier I	Function	Who	Frequency	Data Utilized
Professional Learning Communities (PLC) <i>All Students</i>	<ul style="list-style-type: none"> Focus on student learning and responsible for implementing and monitoring effectiveness of Tier I academic, social emotional, and behavioral practices and programs at the classroom level using guaranteed and viable curriculum and an on-going assessment process that includes frequent, team-developed common formative assessments and common universal screeners. Work collaboratively in recurring cycles of collective inquiry and action research utilizing the four guiding questions and student outcome data in the decision making process. Analyze and discuss whole class and individual data to assess student achievement and provide each student with targeted instruction based on his or her individual academic and behavioral needs. Provide intervention and enrichment through differentiated instruction through flexible grouping in real time at Tier I within the classroom. Discuss students not responding to Tier I instruction and performing below grade level standards. Make recommendations for Tier I strategies and develop a plan to support students with unfinished learning of grade level standards. 	<p>Elementary teams consist of grade level teams</p> <p>Secondary teams consist of content area and grade level teachers</p> <p>In addition, high schools may have Pathways and Advanced Placement PLCs</p>	Weekly	<ul style="list-style-type: none"> CFAs Interim Assessments Universal Screeners Progress Monitoring Assessments Attendance Behavior Social Emotional
Tier II	Function	Who	Frequency	Data Utilized
Targeted Support Team (TST) <i>Targeted and Some</i>	<ul style="list-style-type: none"> Develop academic, social emotional, behavioral and attendance interventions. Responsible for the overall management of the system of support for students who have not responded to Tier I interventions and require Tier II support. Identify patterns of students needing Tier II supports to distinguish between individual student needs versus fidelity of Tier I. Responsible for referring students to Tier III supports when students are not responsive to Tier II interventions. Focus on groups of students and identifies like needs. Consider the students' academic, social emotional, behavior, and attendance needs when developing targeted group interventions. Ensure that interventions are continuously available and students have access within 24 hours of TST meeting. Match student need with appropriate short-term targeted intervention. Communicate about interventions and student progress with appropriate staff and parent/guardian. Monitor implementation of classroom and targeted interventions and student response to intervention. Identify case manager to ensure progress monitoring and interventions are implemented. Review data to monitor student progress to recommend future action (fade, maintain, or intensify intervention). 	<p>Site identifies designated personnel to coordinate and monitor (i.e. Intervention Specialist, REC teacher, VP)</p> <p><u>Team Make Up</u> Admin. and support staff (e.g. Intervention Specialist, counselor, SSW, school psychologist, SPED teacher, TSA, coach)</p> <p>Team is made up of 4-6 members</p>	A minimum of twice per month	<ul style="list-style-type: none"> Universal Screeners Diagnostics Office Referrals Suspensions Attendance Progress Monitoring Interim Assessment CFAs

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Tier II	Function	Who	Frequency	Data Utilized
Targeted Support Team (TST) <i>Targeted and Some</i>	<ul style="list-style-type: none"> Develop academic, culturally/linguistically responsive, social emotional, behavioral, mental health, and attendance interventions Responsible for the overall management of the system of support for students who have not responded to Tier I interventions and require Tier II support Identify patterns of students needing Tier II supports to distinguish between individual student needs versus fidelity of Tier I Responsible for referring students to Tier III supports when students are not responsive to Tier II interventions Focus on groups of students and identifies like needs Consider the students' academic, cultural, linguistic, social emotional, behavior, and attendance needs when developing targeted group interventions Ensure that interventions are continuously available and students have access within 48 hours of TST meeting Match student need with appropriate <i>short-term</i> targeted intervention Communicate about interventions and student progress with appropriate staff and parent/guardian Monitor implementation of classroom and targeted interventions and student response to intervention Identify case manager to ensure progress monitoring and interventions are implemented Review data to monitor student progress to recommend future action (fade, maintain, generalization of skills, or intensify intervention) 	<p>Site identifies designated personnel to coordinate and monitor (i.e. Intervention Specialist, REC teacher, VP)</p> <p><u>Team Make Up</u> Admin. and support staff (e.g. Intervention Specialist, counselor, SSW, school psychologist, SPED teacher, TSA, coach)</p> <p>Team is made up of 4-6 members</p>	A minimum of twice per month	<ul style="list-style-type: none"> Universal Screeners Diagnostic Assessments Office Referrals Suspensions Attendance Progress Monitoring Interim Assessment CFAs EL Redesignation Goal Setting Report Student Work Samples CELDT/ELPAC (results history) RFEP Monitoring Tool

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Tier III	Function	Who	Frequency	Data Utilized
Student Success Team (SST) <i>Intensive and Individualized</i>	<ul style="list-style-type: none"> Assist with individual students, families, and teachers to seek positive solutions for maximizing student potential Focus in-depth on one student at a time, and invites the parent/caregiver and the student to participate in finding solutions Focus on one student at each meeting Consider the student's academic, social emotional, behavioral, health, and attendance needs when developing appropriate interventions Develop an educational action plan for each individual student Follow-up with all stakeholders to review the action plan <p>Tier III coordinator frequently monitors student's progress to ensure adequate growth is being made and that interventions are meeting the student's needs. Progress monitoring outcomes are communicated to the team and parent/guardian.</p> <p>Tier III coordinator reviews student progress with Tier II interventions and follow ups with Tier II coordinator if recommendation is that the student would benefit from additional Tier II interventions prior to moving to Tier III supports.</p>	<p>Site identifies designated personnel to coordinate and monitor (i.e. VP, TSA, counselor)</p> <p>Team Make Up Admin., teacher, parent/guardian, school psychologist, counselor and/or SSW and other personnel based on student need</p>	At least monthly	<ul style="list-style-type: none"> Office Referrals Attendance Interim assessments Progress Monitoring (Monitoring of interventions is more frequent)

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	<p style="text-align: center;">Academic Discourse Cross-Cutting Instructional Strategy 2018-19</p> <p><i>"Telling isn't teaching, and students must be actively engaged in the academic discourse of the classroom if they are to understand the content." – <u>Content Area Conversations</u> – Doug Fisher</i></p> <p>Assurances:</p> <ul style="list-style-type: none"> All courses, content areas, and time with students will utilize academic discourse as a key lever in moving student achievement and increasing social emotional well-being. Implementation will be monitored through the use of the Instructional Practice Guide and supports will be provided through resources to sites and teachers, site professional learning and embedded in all district professional learning. <p>FUSD Definition</p> <ul style="list-style-type: none"> Academic Discourse is characterized by purposeful talk focused around topics and texts appropriate to the grade level and discipline. They are sustained discussions between students in which ideas are presented, defended, elaborated upon, and responded to. Collaborative conversations encourage exchanges of ideas, based on evidence, that generate new thinking and stronger understanding of the grade level content. Doug Fisher (2012) describes collaborative conversations as discussions in which students "argue without being argumentative and disagree without being disagreeable." As this discourse is built upon complex texts and tasks, student's use of disciplinary language and grade level content is critical to move students from deeper to transfer learning. Instructional Practice Guide: Tenet 2 Challenging Content & Tenet 3 Student Ownership <p>Relevance</p> <ul style="list-style-type: none"> Constructing meaning is a primary goal of academic discourse. Engaged dialogue helps learners build knowledge, increase vocabulary, and identify evidence to support thinking. Additionally, collaborative conversations lead students to making real-world connections and teach them how to dialogue in ways that enable ideas to develop. Peter Senge (2000) stresses that the employers of today place a high value on collaborative learning and thinking as tools for problem solving and is specifically called out in the standards and the Fresno Unified Graduate Profile. Finally, collaborative conversations support reading and writing. Providing time for students to engage in academic discourse also provides 	
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<div data-bbox="269 1297 1352 1585" style="border: 1px solid black; padding: 10px;"> <p>Teacher Look For's</p> <ul style="list-style-type: none"> Teachers strategically differentiating questions for students Teachers monitoring students use of language to determine student's needs Teachers taking anecdotal records of academic discourse as a formative assessment of learning Teachers providing language scaffolds moving students to academic discourse Teachers providing support/facilitation only as needed Teachers use intentionality and have clarity on purpose of questions Teachers modeling open ended questioning that extend student's thinking and responses </div>
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Version 3.1 – July 2017

Purpose: The Instructional Practice Guide articulates the vision for skillful teaching and learning. The guide describes the core instructional practices that contribute to student learning. Purposes include: 1) lesson preparation; 2) reflecting within ACs on instructional practices contributing to student outcomes; 3) focused professional learning on standards-aligned practice; 4) providing feedback on classroom practice.

1. Culture of Learning: Is there a culture of learning and high expectations in this classroom?

- Students demonstrate self-management skills by following behavioral expectations, directions and execute transitions and procedures efficiently independently and with peers.
- Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.
- Students exhibit evidence of growth mindset (embrace challenges/learn/persist), self-efficacy (belief in ability to succeed) and social awareness (cultural/diversity value) through interactions with teachers, peers, and course content.
- Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture.

Not Yet	Somewhat	Mostly	Yes
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2.A. Challenging Content: Is the lesson focused on a high quality text(s)?

- A majority of the lesson is spent listening to, reading, writing, and/or speaking about text(s).
- The text(s) are at or above the complexity level expected for the grade and time in the school year. Consider Lexile level, levels of meaning or purpose, text structure, language, knowledge demands, and scaffolding provided by the teacher.
- The text(s) exhibit exceptional craft and are part of a coherent sequence that builds students' knowledge and understanding of a global world view.

Not Yet	Somewhat	Mostly	Yes
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2.B. Challenging Content: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning?

- Questions and tasks integrate reading, writing, speaking and listening, and/or language standards to support students in building their understanding of the text and topics under consideration.
- Questions and tasks focus on the most critical elements of the text(s): concepts, ideas, structure, events and/or details.
- Questions and tasks require students to use evidence from text to demonstrate understanding and to support their ideas about the text.
- These ideas are expressed through both written and oral responses.
- Questions and tasks attend to the most critical words, phrases and sentences within the text.
- Questions and tasks are intentionally sequenced to build knowledge and deepen students' comprehension of the text.

Not Yet	Somewhat	Mostly	Yes
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2.C. Challenging Content: During foundational skills lessons, does instruction develop skills in service of comprehension?

- The foundational skills being taught are aligned to the reading foundations standards for the grade.
- Frequent monitoring of student progress drives the content so students get what they need, not what they already know.
- Instruction and materials provide explicit instruction in phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency. Not all strands will be addressed in each lesson.
- Instruction & materials provide opportunities for all students to practice reading and writing newly acquired skills.

Not Yet	Somewhat	Mostly	Yes	N/A
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3. Ownership: Are students responsible for doing the thinking in this classroom?

- Students have opportunities for productive struggle and demonstrate perseverance in reasoning and problem solving in the face of initial difficulty.
- Students provide text evidence to support their ideas and display precision in their oral and written responses.
- Students share their developing thinking about the content of the lesson.
- Students elaborate on initial thoughts to explain their thinking.
- Students talk about and ask questions about each other's thinking to clarify, self-assess and/or improve their own understanding, which can lead student(s) to determine next steps to improve learning outcomes.

Not Yet	Somewhat	Mostly	Yes
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4. Every Student: When students are working to overcome reading gaps, does the lesson address what students need?

- Frequent monitoring of students' reading abilities by both the teacher and students drives content of intervention so that students get what they need in order to comprehend grade-level text.
- This content helps teacher address specific skills and knowledge that help students move from reading grade-level complex text, such as:

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Classroom Observations Summary Ratings per Instructional Practice Guide (IPG)											
Subject Category	Subject	Visit Count	Response	1 - Culture of Learning (%)	2A - Challenging Content (%)	2B - Challenging Content (%)	2C - Challenging Content (%)	3 - Ownership (%)	4 - Every Student (%)	5 - Improving Every Day (%)	6 - Adopted Curriculum (%)
Literacy	Overall	95	Not Yet	7	23	26	18	17	19	19	15
			Somewhat	26	16	28	23	28	6	22	0
			Mostly	38	23	26	14	26	25	13	0
			Yes	29	37	21	45	30	50	47	85
			Mostly & Yes	67	60	46	69	56	76	59	86
Any Elementary	95	Not Yet	7	23	26	18	17	19	19	15	
		Somewhat	26	16	28	23	28	6	22	0	
		Mostly	38	23	26	14	26	25	13	0	
		Yes	29	37	21	45	30	50	47	85	
		Mostly & Yes	67	60	46	69	56	76	59	86	
Mathematics	Overall	62	Not Yet	6	18	20		28	20	19	8
			Somewhat	42	33	48		40	20	44	0
			Mostly	39	30	20		16	20	19	0
			Yes	13	20	13		16	40	19	92
			Mostly & Yes	52	49	33		32	60	38	92
Any Elementary	62	Not Yet	6	18	20		28	20	19	8	
		Somewhat	42	33	48		40	20	44	0	
		Mostly	39	30	20		16	20	19	0	
		Yes	13	20	13		16	40	19	92	
		Mostly & Yes	52	49	33		32	60	38	92	

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Evidence-Based Classroom Practice	Guidelines for Each EBCP
1. Physical Design	<p>One or more of the following are observed:</p> <ul style="list-style-type: none"> Layout of the classroom is such that facilitates the most typical instructional activities (e.g., small group, whole group, learning centers) Furniture is arranged to allow for smooth teacher and student movement Instructional materials are neat, orderly, and ready for use Post materials that support critical learning content and learning strategies (e.g., word walls, steps for writing process, math formulas)
2. Routines	<p>One or more of the following are observed:</p> <ul style="list-style-type: none"> Evidence of predictable patterns and activities Evidence that routines and procedures are taught directly Students are recognized when they successfully follow classroom routines & procedures Students are encouraged to use self-management skills Evidence of student-guided schedules and routines
3. Expectations	<p>One or more of the following are observed:</p> <ul style="list-style-type: none"> Evidence of 3-5 school-wide expectations adopted in the classroom Expectations are observable, measurable, positively stated, understandable, and always applicable Expectations are taught using examples and non-examples and with opportunities to practice & receive feedback Evidence of student involvement in defining the 3-5 school-wide expectations within the classroom routines Students are committed to supporting the expectations
4. Supervision	<p>Teacher engages in active supervision which includes all of the following:</p> <ul style="list-style-type: none"> Scanning: Visual sweep of entire space Moving: Continuous movement, proximity Interacting: Verbal communication in a respectful manner, pre-corrections, non-contingent attention, specific verbal feedback
5. Opportunity	<p>Instruction includes high rates of opportunities to respond which includes at least one of the following during the observation:</p> <ul style="list-style-type: none"> Individual or small-group questioning Choral responding Nonverbal responding

*These five EBCPs were recommended for focus areas by the National Technical Assistance Center for PBIS when considering schools for recognition and were based on the following document:
Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers
<https://www.nctac.org/wp-content/uploads/2015/05/Supporting-and-Responding-to-Behavior-Evidence-Based-Classroom-Strategies-for-Teachers.pdf>

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Tier II Small Groups

Support	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Small: Grief Group					
Small: Social Skills					
Small: Coping Skills/Anxiety					
Brief Intervention					
Forward Thinking/Interactive Journaling					
Aggression Replacement Therapy (ART)					
Check-In/Check-Out					
Mentoring					
Home Visits					
Other					

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	Area of Focus	Family Engagement	Student Engagement	Leadership	Student Supports	Classroom	Classified Support
	Sample Structures	PTO Booster ELAC CAC	Athletics Clubs ASB	PLC SSC SLT PBIS/CCT Faculty Meetings	Guidance Tier II and Tier III SPED	Environments Instructional Practice	Office Staff Administrative Staff Custodial Transportation Security
Climate	Expectations (defined, taught, acknowledged) Responsive to Data	The PTO establishes a set of shared norms and uses a system to acknowledge parents Provide training for parents on establishing expectations and acknowledgement systems	Each club establishes a set of social norms Clubs use school climate survey data to recruit engagement from targeted student populations	Each teaming structure is responsible for establishing meeting norms and roles	Social Skill groups CICO Focus Groups Mentoring Guidance Counselor use data to monitor placement for SWDs PLUS Program	Teachers collect perception data from students 1x per semester and develop a class action plan	Classified staff utilized in mentoring program Classified staff participate on Tier I teams
Restorative Practices	Affective Communication Community Building Circles Restorative Dialogue/Circles	Meetings begin with check-ins RP strategies are used for providing input and participation (i.e. speed dating, concentric circles, tap in/out)	Meet and greet students daily RP strategies are used for providing input and participation (i.e. speed dating, concentric circles, tap in/out) Student facilitated conferences (for students and adults)	Community building circles are used in all faculty meeting RP strategies are used for providing input and participation (i.e. speed dating, concentric circles, tap in/out)	Restorative Conferencing	Utilize circle structures during instruction	Training in affective communication for all classified staff Affective questioning is used by clerical staff (with students, parents, school staff)
Mental Wellness	Mindfulness Staff Wellness Efforts Student Wellness Efforts SEL Skill Instruction	Parent trainings are provided in the areas of mindfulness, wellness, SEL skill development Targeted trainings for parents are provided based on group affiliation (sports parents, CAC parents, ELAC parents)	All athletic teams have three lessons each season on a SEL competency Athletic teams practice mindfulness	Each PLC engages in 2 wellness initiatives each year The SLT engages in 3 hours of Leadership EQ training each year Administrative Team meetings begin with a 3-5 minutes mindfulness practice	Individual wellness plans SEL competencies and/or mindfulness written in to IEP goals Guidance Counselors provide lessons on wellness after high school	Mindful movement before starting class Compassion boards	Classified staff participate in two wellness initiatives each year Classified staff participate in providing SEL skill instruction

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	Area of Focus	Family Engagement	Student Engagement	Leadership	Student Supports	Classroom	Classified Support
	Sample Structures	PTO Booster ELAC CAC	Athletics Clubs ASB	PLC SSC SLT PBIS/CCT Faculty Meetings	Guidance Tier II and Tier III SPED	Environments Instructional Practice	Office Staff Administrative Staff Custodial Transportation Security
Climate	Expectations (defined, taught, acknowledged) Responsive to Data	The PTO establishes a set of shared norms and uses a system to acknowledge parents Provide training for parents on establishing expectations and acknowledgement systems	Each club establishes a set of social norms Clubs use school climate survey data to recruit engagement from targeted student populations	Each teaming structure is responsible for establishing meeting norms and roles	Social Skill groups CICO Focus Groups Mentoring Guidance Counselor use data to monitor placement for SWDs PLUS Program	Teachers collect perception data from students 1x per semester and develop a class action plan	Classified staff utilized in mentoring program Classified staff participate on Tier I teams

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Restorative Discipline Guidelines



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Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Required Law Enforcement Notification	Levels of Response - Consequences and Interventions
Absence from Class or School							Level 1 Examples of Classroom Managed Responses These consequences and interventions aim to teach correct behavior so students may learn and demonstrate safe, respectful, and responsible behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Below are possible consequences and interventions that may be used. <i>Possible Consequences</i> • Contract parent • Verbal corrective feedback • In-class time out • Parent/guardian conference • Student verbal or written apology • Use buddy teacher system • Loss of classroom privileges • Student written reflection • Teacher and student conference <i>Possible Interventions</i> • Establish positive relationship with student • Seat change • Pre-correction and redirection • Role play replacement behavior • Establish buddy teachers system • Parent/guardian accompany student in class • Daily progress report for behavior • Increase positive recognition • Goal setting with student
• Tardiness	•	•					
• Cutting class	•	•					
• Excessive absences/truancy	•	•					
Bullying							
• Intentional physical or verbal act or conduct including communications made in writing or by means of an electronic act that has an effect described in law (EC 48900 (i))	•	•	•	•			
• Severe or pervasive physical or verbal act(s) or conduct including communications made in writing or by means of an electronic act that has an effect described in law (EC 48900 (i))			•	•			
• Engaged in, or attempted to engage in, hazing as defined in law (EC 48900 (g))			•	•			
Contraband - Tobacco							Level 2 Examples of Administrative Responses These consequences and interventions, used in response to an office discipline referral, aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. Interventions often involve support staff and aim to engage the student's support system to ensure successful learning, consistency, and change the conditions that contribute to the student's inappropriate or disruptive behavior. Below are possible consequences and interventions that may be used. Level 1 interventions may still apply. <i>Possible Consequences</i> • Parent/guardian notification required • Detention • Student verbal or written apology • Use buddy teacher system • Change of class • Conference with student • Removed privilege/restricted activity • Restitution/community service • Time out • Relationship development action • Restorative conferencing <i>Possible Interventions</i> • Refer to TSS/Individual Education Plan (IEP)/504 team • Increase positive recognition • Collaborative problem solving • Establish positive relationship with student • Refer for substance abuse intervention • Mentoring • Develop/revise positive behavior plan/contract • Check In/Check Out • Social/Academic Skills Group • Refer for educational/psychological evaluation • Refer to school/community based mental health
• Possession of tobacco or any products containing tobacco or nicotine (EC 48900 (h))	•	•	•				
• Possession of nicotine delivery systems (e.g., vaporizers, hookah pens) (EC 48900 (h))	•	•	•				
• Use of tobacco or any products containing tobacco or nicotine (EC 48900 (h))		•	•				
Contraband - Alcohol and Intoxicants							
• Possessed or under the influence of an alcohol beverage or an intoxicant of any kind (EC 48900 (c)) *		•	•	•		•	
• Used, sold, or furnished an alcohol beverage or an intoxicant of any kind (EC 48900 (c))			•	•		•	
Contraband - Controlled Substances							Level 3 Examples of Administrative Removal Responses Level 3 consequences and interventions involve short-term removal of a student from the school environment due to the severity of the behavior or because Level 1 and Level 2 consequences have failed to bring about proper conduct. Level 1 and Level 2 interventions may still be applied in addition to those listed in Level 3. The duration of the suspension is to be limited as much as practicable while adequately addressing the behavior. <i>Required Consequences</i> • Parent/guardian notification • Suspension from school (one to five days) • In-School Suspension (one to five days) <i>Possible Interventions</i> • Develop/revise positive behavior plan • Revise 504/IEP (for students with disabilities) and Behavior Support Plan • Develop Functional Behavioral Assessment and Behavior Intervention Plan • Restorative Justice re-entry conferencing
• Possessed, offered, arranged, or negotiated to sell any drug paraphernalia (EC 48900 (j))		•	•	•			
• Possessed or under the influence of a controlled substance (EC 48900 (c)) *		•	•	•		•	
• Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (EC 48900 (j))				•		•	
• Used or administered a controlled substance (EC 48900 (c))			•	•		•	
• Unlawfully offered, arranged, or negotiated to sell and delivered a "look alike" represented as a controlled substance.				•		•	

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Time to Implement: Same day Time in Intervention: Within hours Restrictiveness: In Context Intensity: Low involvement and effort of student, teacher and/or other staff.	Time to Implement: 1 day Time in Intervention: 1-2 days Restrictiveness: In Context Intensity: Low to medium involvement and effort of student, teacher, other staff and/or parent/guardian.	Time to Implement: 2-3 days Time in Intervention: 3-4 days Restrictiveness: Partially pulled from class Intensity: Medium involvement and effort of student, parent/guardian, and school administration.	Time to Implement: 4-5 days Time in Intervention: 5-7 days Restrictiveness: May be separate setting Intensity: Medium to high involvement and effort of student, school staff and/or parent/guardian.	Time to Implement: 5+ days Time in Intervention: More than 7 days Restrictiveness: Separate setting Intensity: High involvement and effort of student, school staff and/or parent/guardian.				
BEHAVIOR		DEFINITION		Category A	Category B	Category C	Category D	Category E
Defiance: After 3 conditions have been met; clear observable directions, seriousness of situation emphasized, staff should utilize "Jot it Down" strategy.								
Arguing	Students frequently argue with each other. Student routinely challenges a staff members' directions or requests.			EMH	EMH			
Refusing to Complete Work	Student regularly fails to complete part or all of their assignments.			EMH	EMH			
Refusing to Follow Directions	Student refuses to comply with directions given by a staff member. Student is regularly noncompliant/passive resistant.			EMH	EMH			

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Categories of Responses and Interventions			
	Interventions	Consequences	Long Term Interventions and/or Referrals
Category A	<ul style="list-style-type: none"> Collaborative Problem Solving Environmental Change Instruction in SEL Skills Mindfulness Strategy (immediate) Planned Discussion Positive Self Talk Proactive Parent Contact 	<ul style="list-style-type: none"> Problem Solving Strategy Problem-Solving Circle Reflection Tool Re-teach Expectations Student Chat Structured Cool Down (inside of class) Teach a Replacement Behavior 	<ul style="list-style-type: none"> Detention (break) Loss of Privilege Parent Contact
	<ul style="list-style-type: none"> Behavior Intervention Plan Check In/Check Out (Connections Program) Goal Setting with Adult Support (targeted and strategic) Involvement in GOAL 2 Men's and Women's Alliance Mentoring (One-on-one) 		
Category B	<ul style="list-style-type: none"> Goal Setting w/Adult Support (short term) Informal Restorative Conference Increase Positive Interactions Mindfulness Strategy (strategic) Positive Behavior Agreement 	<ul style="list-style-type: none"> Self-Monitoring Self-Regulation Structured Cool Down (outside of class) Structured Recess/Lunch Student/Teacher/Parent Conference Teacher Encyclopedia 	<ul style="list-style-type: none"> ATS Placement (1-3 periods) Detention-Lunch or After School (1 to 2 days)
	<ul style="list-style-type: none"> Mentoring Group (Boys to Men/Girl Power) Referral to External Provider Referral to ICET Referral to SESS/SW Referral to SST Referral to Tier II Intervention Team 		

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Description of Responses and Interventions

Response/ Intervention	Category		Description	Resource
Collaborative Problem Solving	A	Self-Management CRS-3,5	<p>Need quick definition prior to steps</p> <p>Follow the 3 Basic Steps:</p> <p>Step 1—Identify and understand the student's concern about the problem to be solved and reassure him/her that imposition of adult will is not how the problem will be resolved.</p> <p>Step 2—Identify and share the adults' concerns about the same issue.</p> <p>Step 3—The student and adult work to brainstorm solution together to assess potential solutions and choose one that is both realistic and mutually satisfactory.</p>	Thinkkids.org
Environmental Change	A	Self-Management Self-Awareness	Adults make adjustments within the classroom that better support the student's needs. (e.g. allowing student to stand when necessary, reducing visual and/or auditory stimulation, preferential seating, etc.).	

DRAFT

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Removals

Safety

- Low: little to no risk of inflicting harm on others
- Medium: risk of inflicting psychological harm on others
- High: risk of inflicting physical harm on others

Time to Implement Intervention

- Low: within 24 hours
- Medium: 1-2 days to implement
- High: multiple days

Location of Removal

- On Campus (i.e. classroom removals, passing period/lunch)
- Off Campus

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School Site Name Discipline Guidelines Decision Making Process						
Student					Date	
Teacher					Admin.	
Decision Making Guidance						
Restorative Questions 1. What happened? 2. What have you thought about since? 3. Who has been affected by what happened and how? 4. What about this has been hardest for you? 5. What do you think needs to be done to make things as right as possible?						
Brief Description of Behavior/Incident:						
Determination of Need for Intervention						
SEL Skill Development Needed	Self-Awareness	Social Awareness	Self-Efficacy	Growth Mindset	Self-Management	
Harm	Self	Student to Student	Student to Adult	Class Community	School Community	Larger Community
Intervention						
Culturally Responsive Strategies	Variety & Flexibility	Choice/Voice	Relationship	Diminish Power Differential	Skill Development	
Long Term Intervention (if appropriate)						
Determination of Need for Consequence (if appropriate)						
Level of Safety	Low Risk Within 24 hours	Med Risk Within 1-2 days	High Risk Within 3-5 days	Location	On Campus	Off Campus
Time to Coordinate	Low Within 24 hours	Med Within 1-2 days	High Within 3-5 days			
Consequence				Number of Days		

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High Leverage Area #4

Data and Assessment

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Data and Assessment

- Root Cause Strategies
- Fidelity
- Process and/or Leading Indicators
- Outcomes Indicators
- Formative
- Screening
- Diagnostic



Fidelity

Units of Analysis

- 1- District
- 2- School
- 3- Classroom
- 4- Teacher
- 5- Student

The Devereux Student Strengths Assessment (DESSA) Comprehensive System

The DESSA Comprehensive System is comprised of two innovative rating scales designed to screen, assess, guide intervention planning, monitor progress, and evaluate outcomes related to social-emotional competence and resilience of students in grades K-8.

WHAT DO THE DESSA-mini AND DESSA MEASURE?

The DESSA-mini provides one score, the Social-Emotional Total, which summarizes a student's overall social-emotional competence. Use this for initial screening for all children in your classroom.

The DESSA measures eight key social-emotional competencies identified in the research literature as essential to a child's success in school and life:

- **Self-awareness:** A child's realistic understanding of his/her strengths and limitations, and consistent desire for self-improvement.
- **Social awareness:** A child's capacity to interact with others in ways that show respect, tolerance, and cooperation.
- **Self-management:** A child's success in controlling his/her emotions and behaviors, especially in new and challenging situations.
- **Relationship skills:** A child's skill at promoting and maintaining positive connections with others.
- **Goal-directed behavior:** A child's initiation of, and persistence in completing, difficult tasks.
- **Personal responsibility:** A child's tendency to be careful and reliable in his/her actions and to contribute to group efforts.
- **Decision making:** A child's approach to problem-solving, learning from experience, using values to guide behavior and accepting responsibility.
- **Optimistic thinking:** A child's attitude of confidence, hopefulness, and positive thinking.



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Units of Analysis

- 1- District
- 2- School
- 3- Classroom
- 4- Teacher
- 5- Student



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Units of Analysis

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- 4- Teacher
- 5- Student



SWIFT Fidelity Integrity Assessment (SWIFT-FIA)

Version 1.3

SWIFT Center
University of Kansas
www.swiftschools.org



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Units of Analysis

- 1- District
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- 4- Teacher
- 5- Student

Version 1.3 - SWIFT-FIA

Purpose: The Instructional Practice Guide articulates the vision for SWIFT teaching and learning. This guide describes the core instructional practices that contribute to student learning. Practices include: (1) lesson preparation; (2) reflecting within/after an instructional practice contributing to student learning; (3) focused professional learning on standardized practice; (4) coaching; (5) feedback to classroom practice.

2.A. Culture of Learning: Is there a culture of learning and high expectations in this classroom?

- Students demonstrate self-management skills by following behavioral expectations, directions and exercise transitions and procedures efficiently and independently.
- Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is spent.
- Students exhibit evidence of growth mindset (embrace challenges/learn from setbacks), self-efficacy (belief in ability to succeed) and social awareness (culturally-friendly values) through interactions with teachers, peers, and course content.
- Students and their teacher demonstrate a year for learning through positive relationships and strong classroom culture.

Not Met | Somewhat | Mostly | Yes

2.B. Content Quality: Is the lesson focused on a high quality topic?

- A report of the lesson is worth listening to, reading, writing, or speaking about (topic).
- The topic(s) are at or above the complexity level expected for the grade and time in the school year. Consider levels of, depth of meaning or any other measure (e.g., rigor, intellectual demands, and scaffolding) provided for the student.
- The topic(s) exhibit exceptional depth and are part of a coherent sequence that builds students' knowledge and understanding of a global world view.

Not Met | Somewhat | Mostly | Yes

2.C. Content Quality: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build student understanding of the topic(s) and its meaning?

- Questions and tasks integrate reading, writing, speaking and listening, and/or language standards to support students in building their understanding of the task and topic under consideration.
- Questions and tasks focus on the most critical elements of the topic(s): concepts, ideas, structures, events and/or details.
- Questions and tasks require students to use evidence from text to develop their understanding and to support their ideas about the text.
- These ideas are expressed through both written and oral responses.
- Questions and tasks attend to the most critical world, life and career skills of the task.
- Questions and tasks are intentionally sequenced to build knowledge and deepen students' comprehension of the task.

Not Met | Somewhat | Mostly | Yes

2.D. Content Quality: During instructional activity, does the instruction develop skills in student comprehension?

- The foundational skills being taught are aligned to the reading foundations standards for the grade.
- Frequent monitoring of student progress. Does the content of students get what they need, for what they already know.
- Instruction and materials provide explicit instruction in foundational processes: concepts of print, letter recognition, phonemic awareness, word structure, vocabulary and fluency. Not at all | Somewhat | Mostly | Yes
- Instructional materials provide opportunities for all students to practice reading and writing newly acquired skills.

Not Met | Somewhat | Mostly | Yes

2.E. Content Quality: Are students responsible for doing the thinking in this classroom?

- Students have opportunities for problem-solving and/or demonstrate perseverance in reasoning and problem solving in the face of initial difficulty.
- Students provide text evidence to support their ideas and display precision in their oral and written responses.
- Students share their developing thinking about the content of the lesson.
- Students elaborate on initial thoughts to explain their thinking.
- Students ask and answer questions about their own thinking to clarify, enhance and/or improve their own understanding, which can lead students to determine next steps to improve learning outcomes.

Not Met | Somewhat | Mostly | Yes

2.F. Content Quality: When students are working to overcome reading gaps, does the lesson address what students need?

- Frequent monitoring of student reading abilities by both the teacher and students drives content of instruction so that students get what they need to learn to comprehend grade-level texts and have access to new reading opportunities and skills.

Not Met | Somewhat | Mostly | Yes

Evidence-Based Classroom Practice	Guidelines for Each EBCP
1. Physical Design	<ul style="list-style-type: none"> One or more of the following are observed: <ul style="list-style-type: none"> Layout of the classroom is such that facilitates the most typical instructional activities (e.g., small group, whole group, learning centers) Furniture is arranged to allow for smooth teacher and student movement Instructional materials are visible, orderly and ready for use One materials that support critical learning content and learning strategies (e.g., word walls, steps for writing process, math formulas)
2. Routines	<ul style="list-style-type: none"> One or more of the following are observed: <ul style="list-style-type: none"> Evidence of predictable patterns and activities Evidence that routines and procedures are taught directly Students are recognized when they successfully follow classroom routines & procedures Students are encouraged to use self-management skills Evidence of student guided schedules and routines
3. Expectations	<ul style="list-style-type: none"> One or more of the following are observed: <ul style="list-style-type: none"> Evidence of 3-5 school-wide expectations adopted in the classroom Expectations are observable, measurable, positively stated, understandable, and always applicable Expectations are taught using examples and non-examples with opportunities to practice & receive feedback Evidence of student involvement in defining the 3-5 school-wide expectations within the classroom routines Students are committed to supporting the expectations
4. Supervision	<ul style="list-style-type: none"> Teacher engages in active supervision which includes all of the following: <ul style="list-style-type: none"> Scanning: Visual sweep of entire space Moving: Continuous movement, proximity Interacting: Verbal communication in a respectful manner, pre-corrections, non-contingent attention, specific verbal feedback
5. Opportunity	<ul style="list-style-type: none"> Instruction includes high rates of opportunities to respond which includes at least one of the following during the observations: <ul style="list-style-type: none"> Individual or small group questioning Choral responding Nonverbal responding

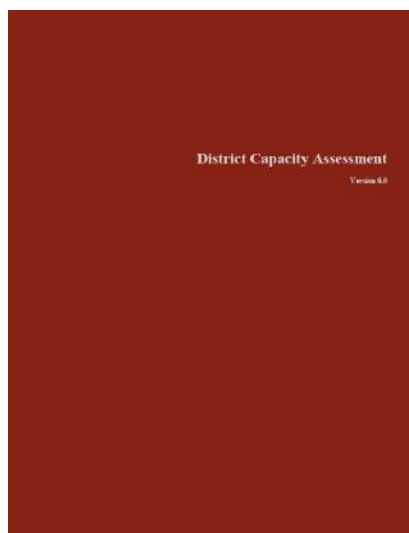
*These five EBCPs were synthesized from those used by the National Technical Assistance Center for PBIS when considering schools for recognition and were based on the following research: Hattie, J. (2009). Visible Learning: A synthesis of over 800 meta-analyses relating to education. London: Routledge. Hattie, J. (2013). Visible Learning: A synthesis of over 800 meta-analyses relating to education. London: Routledge.



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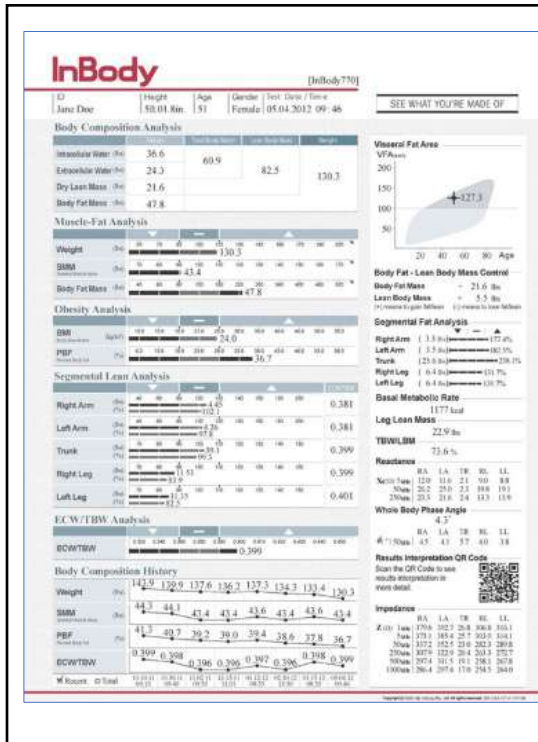
Units of Analysis

- 1- District
- 2- School
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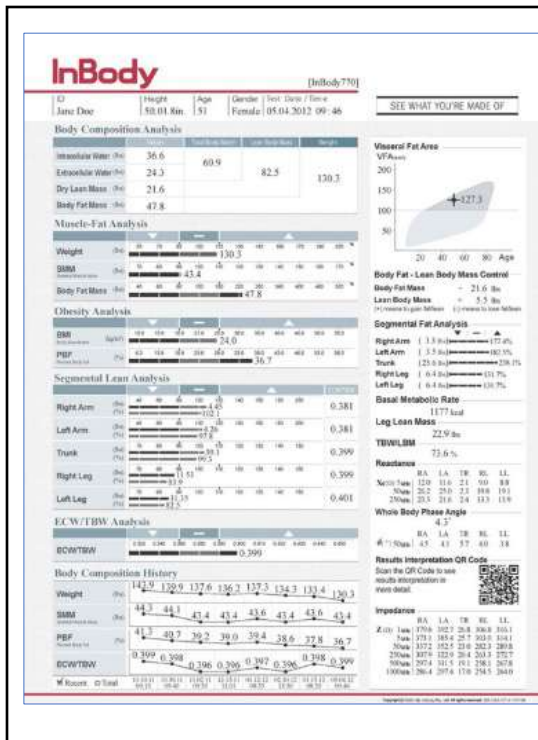


<i>District Capacity Assessment</i>	
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Process Indicator



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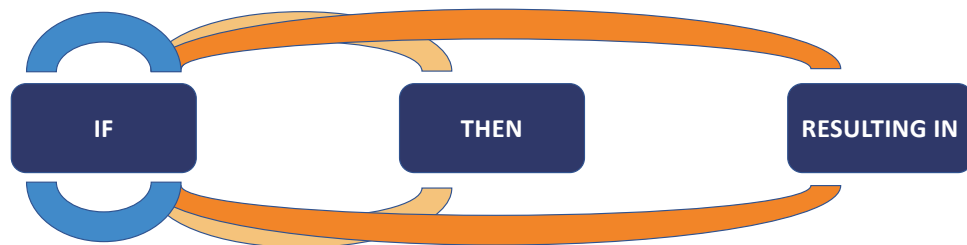
Conceptual Model



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Development Story

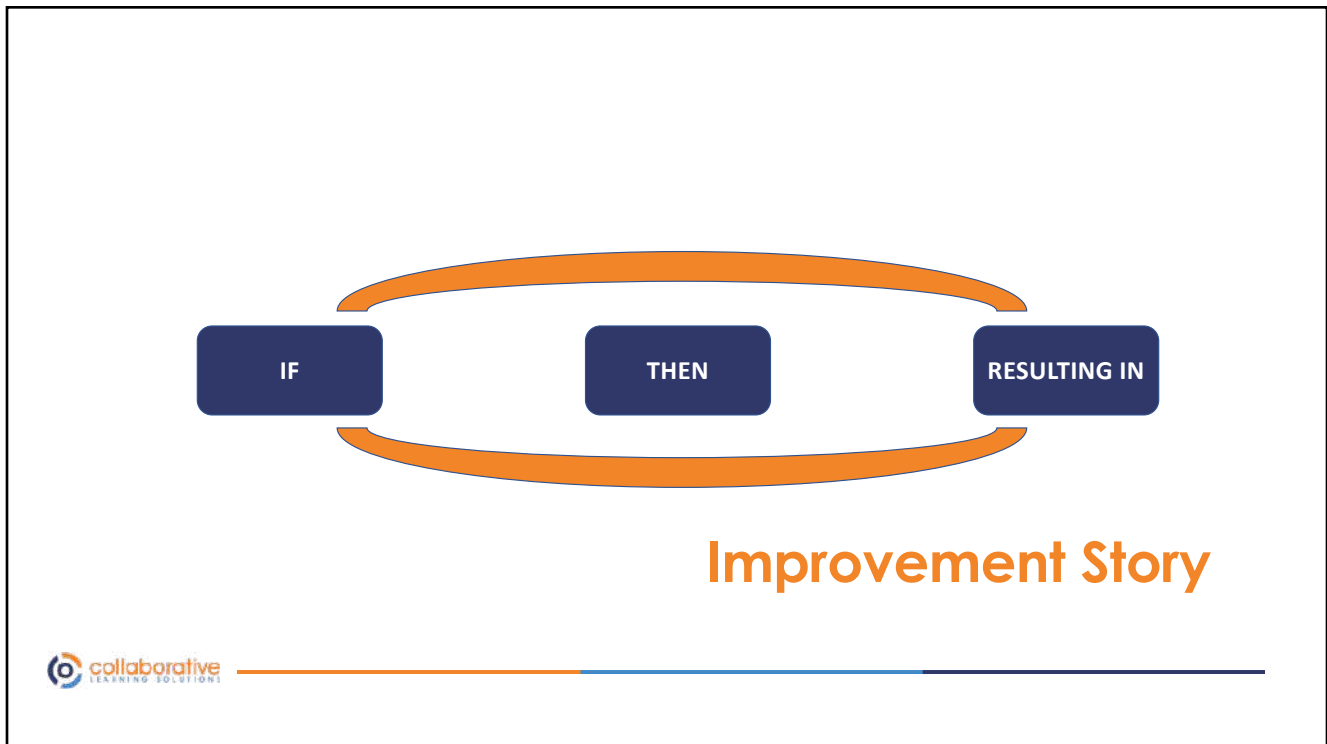
Growth Story



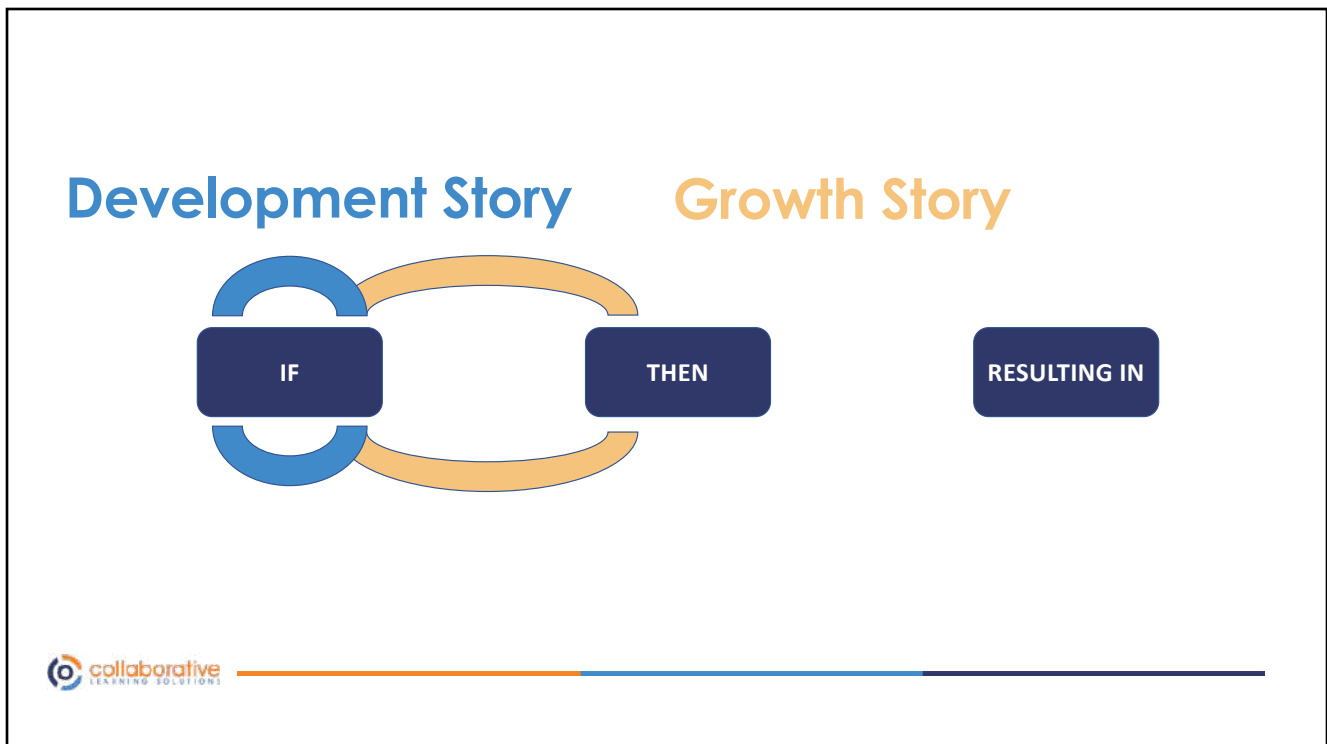
Improvement Story



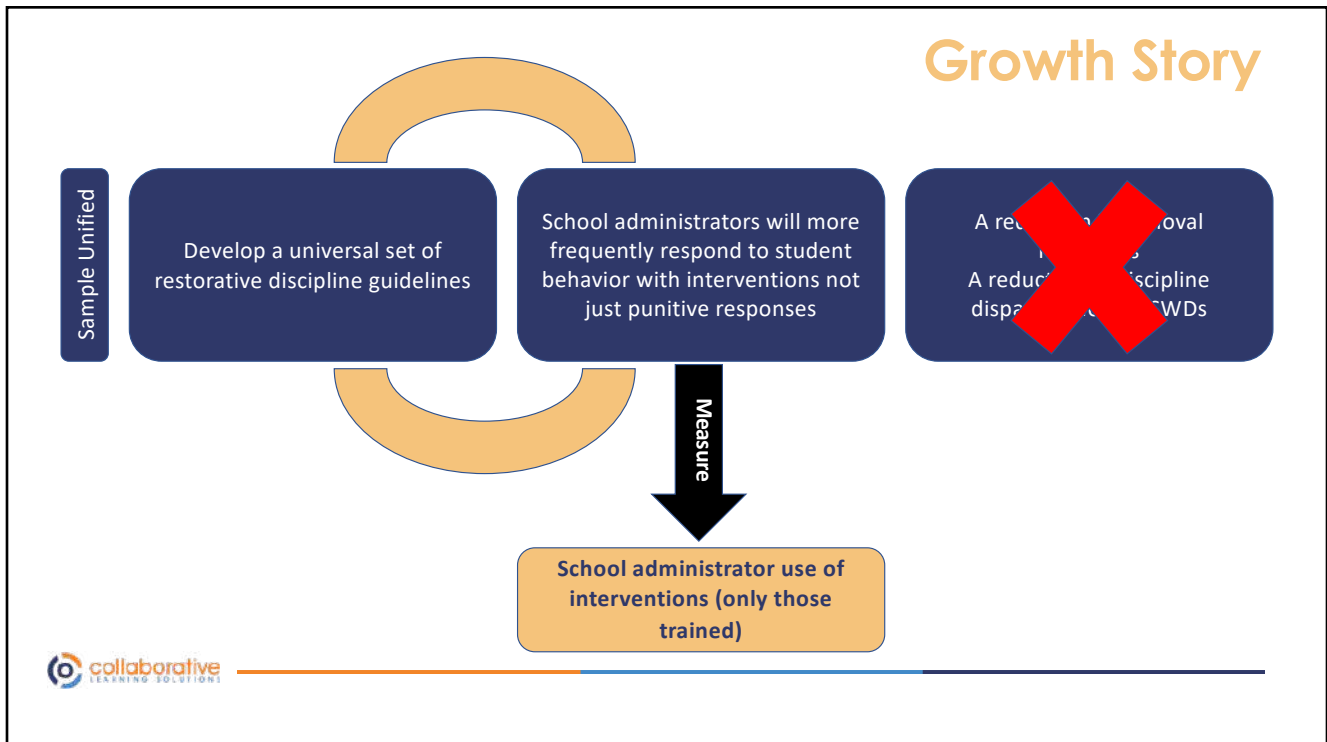
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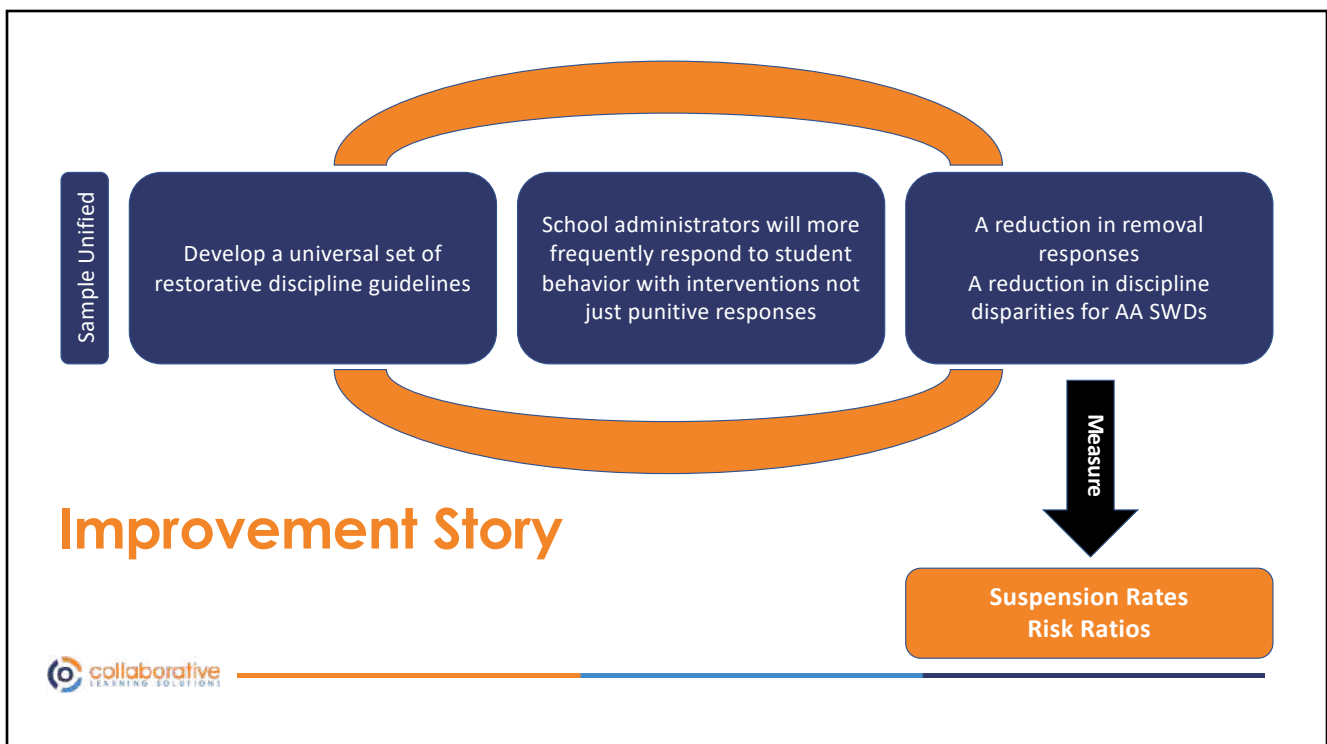
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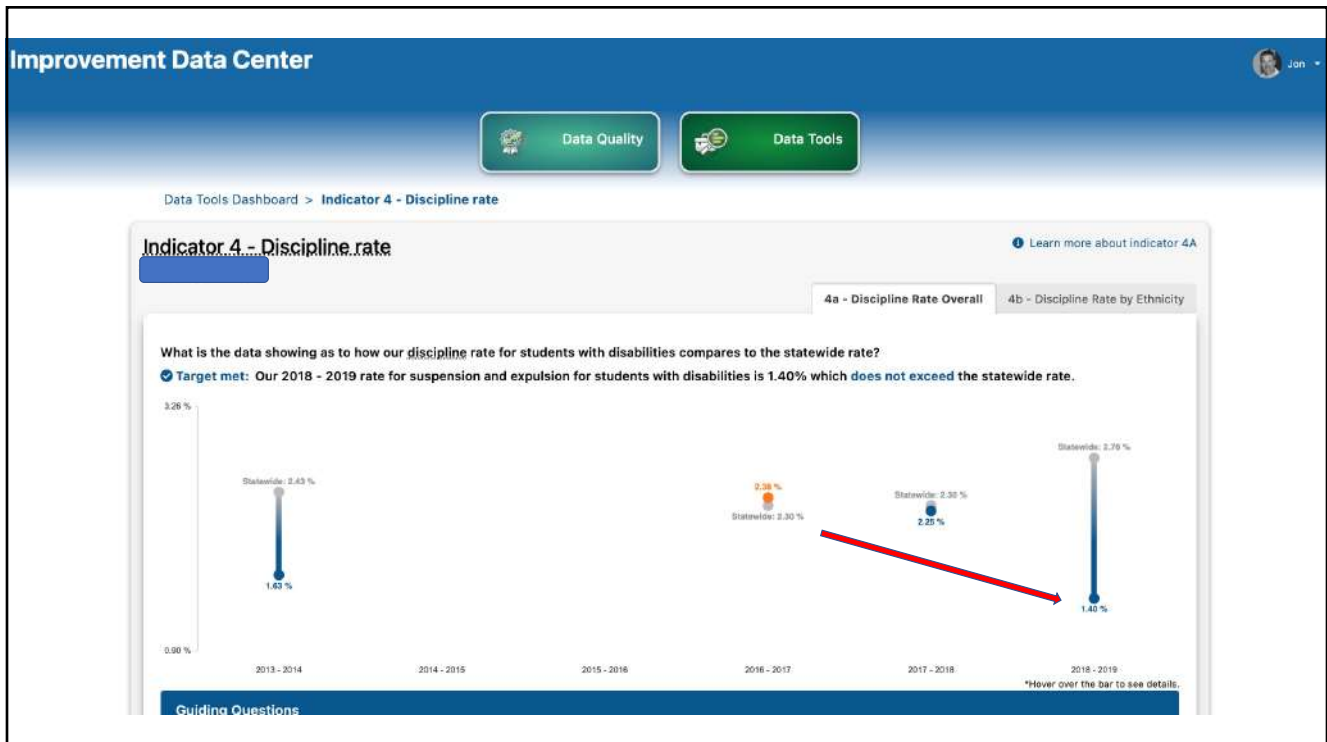
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2017-2018

Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
African American	6,441	2,328	1,098	17.0%	53.6%	46.4%
American Indian or Alaska Native	436	91	38	8.7%	60.5%	39.5%
Asian	7,978	286	192	2.4%	74.5%	25.5%
Filipino	245	9	5	2.0%	20.0%	80.0%
Hispanic or Latino	51,250	6,267	3,442	6.7%	62.7%	37.3%
Pacific Islander	274	15	15	5.5%	100.0%	0.0%
White	6,943	1,150	527	7.6%	54.3%	45.7%
Two or More Races	1,518	269	124	8.2%	54.8%	45.2%
Not Reported	*	*	*	*	*	*

Report Totals

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
	75,094	10,421	5,443	7.2%	60.3%	39.7%

collaborative
LEARNING SOLUTIONS

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2018-2019

Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
African American	6,441	2,267	1,089	16.9%	53.4%	46.6%
American Indian or Alaska Native	442	62	31	7.0%	74.2%	25.8%
Asian	7,896	283	178	2.3%	69.7%	30.3%
Filipino	244	2	1	0.4%	0.0%	100.0%
Hispanic or Latino	51,388	6,280	3,486	6.8%	64.0%	36.0%
Pacific Islander	277	17	13	4.7%	76.9%	23.1%
White	6,701	991	488	7.3%	60.7%	39.3%
Two or More Races	1,660	299	151	9.1%	55.0%	45.0%
Not Reported	*	*	*	*	*	*

Report Totals

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
	75,055	10,201	5,437	7.2%	61.6%	38.4%



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2019-2020

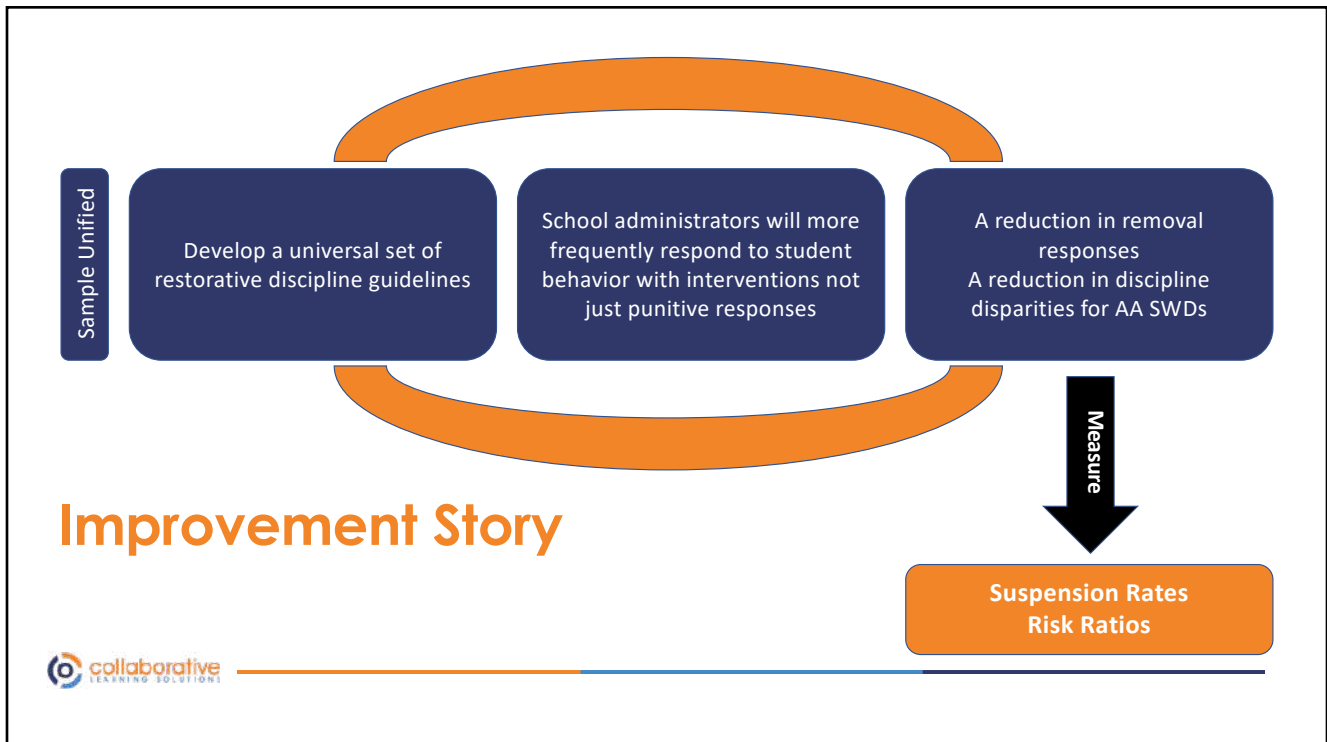
Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
African American	6,238	1,391	769	12.3%	60.6%	39.4%
American Indian or Alaska Native	411	33	19	4.6%	68.4%	31.6%
Asian	7,833	203	141	1.8%	73.0%	27.0%
Filipino	235	0	0	0.0%	0.0%	0.0%
Hispanic or Latino	51,106	3,873	2,353	4.6%	68.6%	31.4%
Pacific Islander	281	12	10	3.6%	80.0%	20.0%
White	6,556	594	328	5.0%	64.3%	35.7%
Two or More Races	1,713	197	103	6.0%	62.1%	37.9%
Not Reported	*	*	*	*	*	*

Report Totals

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
	74,374	6,303	3,723	5.0%	66.6%	33.4%



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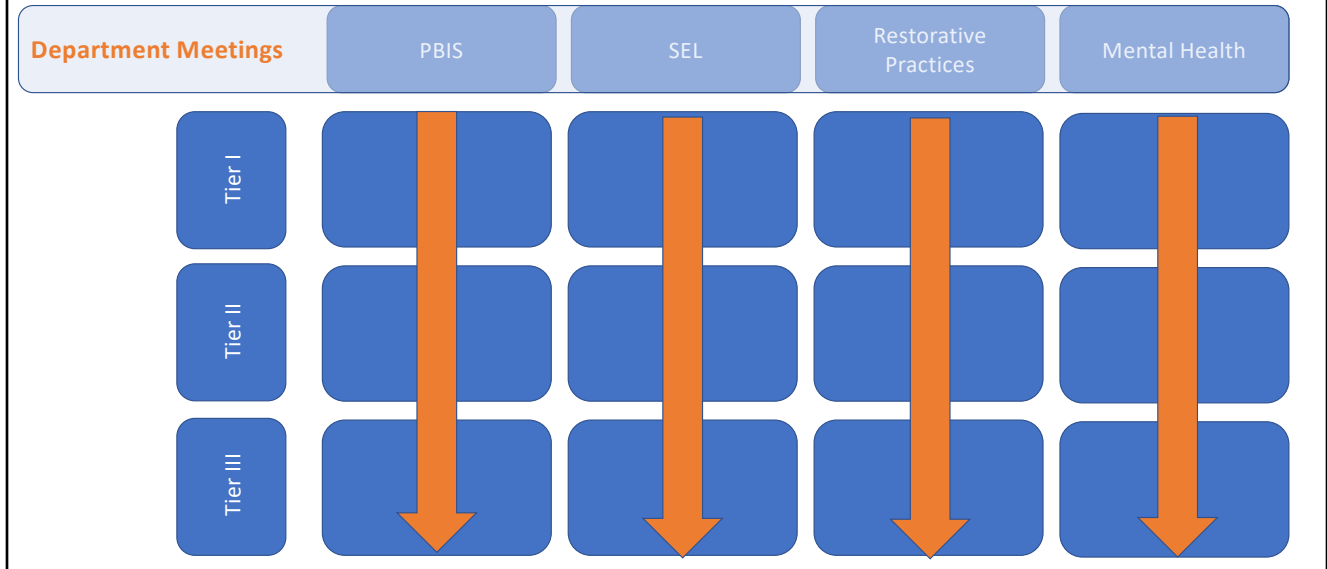


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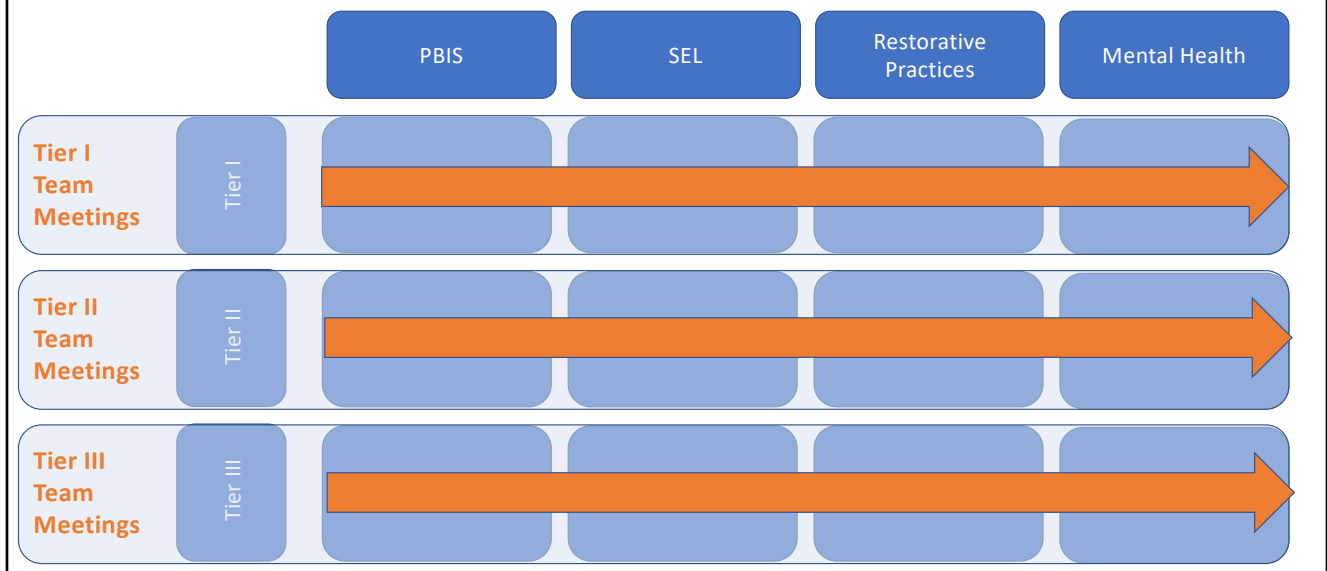
84

Vertical vs. Horizontal Structures



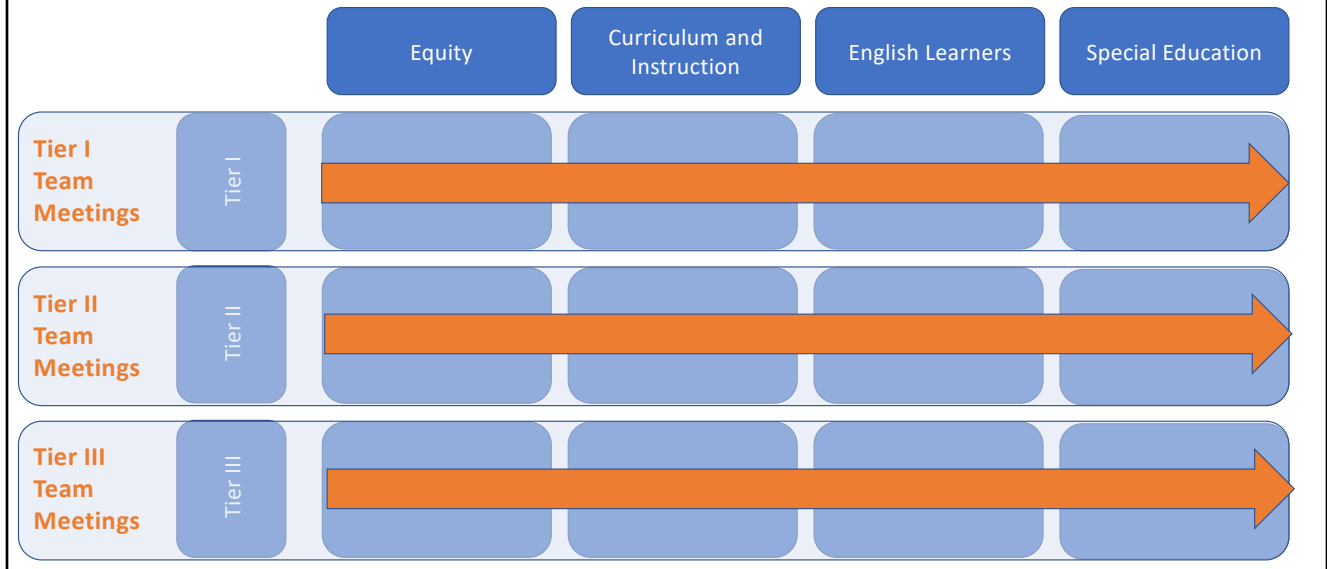
85

Vertical vs. Horizontal Structures



86

Vertical vs. Horizontal Structures



87

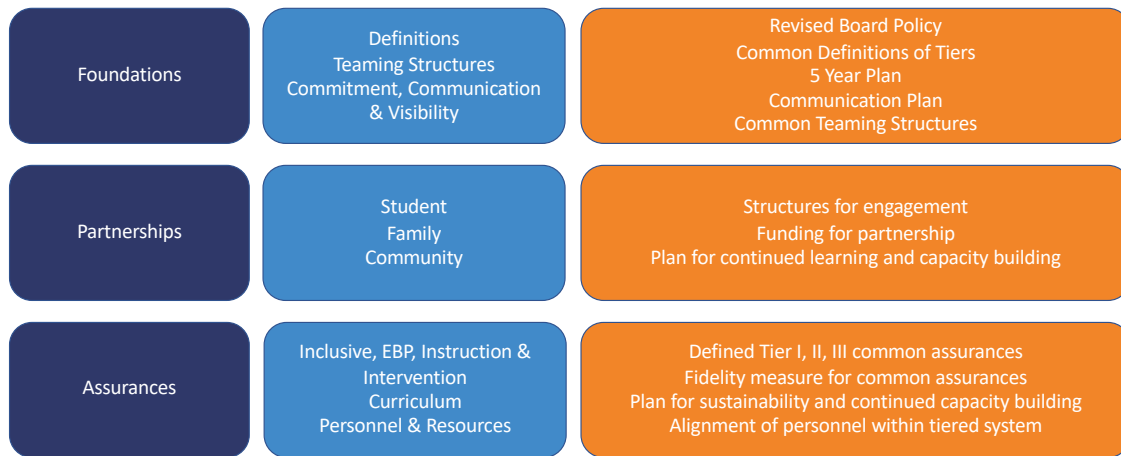
	Climate and Culture Staff	Reengagement Center Teacher	RO Course	SEL Skills (K-3, 4-6, 7-8, 9-12)	Tier I Site Coordinator	(Tier I) Manager I & II	**Social Worker (Tier II & III)	CWAS (Student Support Specialists)	(Tier II/III) Manager II	Student Support Counselor (PP Counselor)	**LCSW	**Project Access SSW	Behavior Intervention Specialists	School Psychologist	(Tier III) Manager II
License/Credential	Credentialed	Credentialed	Credentialed	Credentialed	Lead teacher for CC, Primary coordinator and works closely with monthly district CC meetings as site representative	Admin, PPS	MSW, PPS	Classified	Admin, PPS	PPS	LCSW	MSW	Classified	PPS	MDT, Youth Court, Tier II Supervision of BI
Utilization of Expertise within MTSS	Provide schoolwide implementation supports, professional and coaching at PACT, SEL building, RP, and promoting school wide attendance for tier I. Provide	Provide intervention to level 3 misbehavior, Provide small group work building, coordinate tier II at high school and middle school, Crisis management					Provide mental health awareness at tier I. Provide small group and individual counseling, crisis intervention and response, Maximize school based/community resources, Rate/connect	Tier II Coordination, Case Management and Direct support/services to Students for tier II interventions, Tier II team member	Behavior AND Mental Health (2) & Restorative Process (1)	Coordinate and facilitate Tier II & III restorative processes, Provide coaching and consultation for tier II teams	Individualized/Group therapy and case management for severe mental illness, Coordinating psychiatric discharge and re-entry, case management at high risk/frequent	Focusing on supporting students & families in schools	FBA/BSP data collection, support with plan development, implementation, support and monitoring/evaluation management for intensive tier III student	Communicating impact of behavior and MHA on Educational, Behavioral, Emotional, and Health (BEBEH) Support with SELs, FBA/BSPs for SPED and consultation for	
Bus	0.4	1	0.17		\$8,000		2	1		0.5					0.5
Gen	0.25	0.5			\$3,000		0.5	0.5		0.25					0.25
Ter	0.33	1			\$3,000		1	1		0.5					0.25
Wt	0.33	1			\$3,000		0.5	1		0.5					0.25
Bus	0.25				\$3,000		0.5	0.5		0.25					
Fig	0.33				\$3,000		0.5	1		0.25					
For	0.33				\$3,000		0.25	1		0.25					
Slit	0.33				\$3,000		0.5	1		0.25	2				
Kir	0.33				\$8,000		0.5	1		0.25					
Lak	0.33				\$8,000		0.5	1		0.25					
Ma	0.25				\$3,000		0.25	1		0.25					
Per	0.33				\$3,000		0.5	1		0.25					
Slit	0.33				\$3,000		0.5	1		0.25					
Sta	0.25				\$8,000		0.25	1		0.25					
Ed	0.4	1	0.17		\$8,000		2	1		0.5					0.5
Co	0.25	0.5			\$3,000		0.5	1		0.5					0.25
Ge	0.33	1			\$3,000		1	1		0.5					0.25
Ad	0.33				\$3,000		1	1		0.25					
Co	0.33				\$3,000		0.5	1		0.25					
Kir	0.33				\$3,000		0.5	1		0.25	2				
Kir	0.33				\$3,000		0.5	1		0.25					
Lin	0.33				\$3,000		0.5	1		0.25					

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A	B	D	E	F	G	H	I	J	K	L	M	N
	PBIS Coordinator	RJC Advisor	Tier I Coord (PBIS, SJC, PLUS)	District Coordinator (Tier I)	Intervention Specialist	*Intervention Counselor LCSW or MFT	On Campus Intervention (OC) Teacher	LCSW	School Psychologist	**RP Facilitator	***Guidance Counselor	District Coordinator (Tiers II/III)
	0.15	0.72	1		1	1	1	0.33	0.33	0.33	0.33	
A			1		1	1	1					
B			1		1	1	1					
C			1		1	1	1		1			
E			1		1	1	1					
F			1		1	1	1		1			
G			1		1	1	1					
H			1		1	1	1		1			
In			1		1	1	1					
K			1		1	1	1					
Li			1		1	1	1		1			
N			1		1	1	1					
M			1		1	1	1					
Ri			1		1	1	1		1			
Si			1		1	1	1					
Sc			1		1	1	1					
St			1		1	1	1		1			
W			1		1	1	1					
C			1		1	1	1					
N			1		1	1	1		1			
Ti			1		1	1	1					
Vi			1		1	1	1		1			
Vi			1		1	1	1					

Objectives


Dissonance
Affirmations
Framework for Integration
Examples of Integration








5 High Leverage Areas

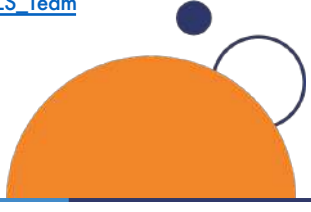

Foundations and Definitions
Teaming Structures
Common Assurances
Data and Assessment
Utilization of Resources





THANK YOU!

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THANK YOU!

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