

District Accountability Committee

Location: Boardroom

12/8/2015

Attendees: Charlie Carter, Natalie Diekman, Kodi Fidler, Karen Hanford, Jason Hanford, Dawn Hennessy, Arnold Jahnke, Caleb Jordan, Dave Levy*, Liz Lindly, Trent Montagu, Melanie Ramey, Raquel Ramirez, Nichole Randazzo, Sharla Riott, Anne Marie Sanchez, Jen Seaser, Jody Shadduck-Mcnally, Shea Slavens, Marcia Venzke, Amber Wallace, Tami Wiltz
 *Board Member

Schools represented:

High Schools	<input checked="" type="checkbox"/> BHS, <input checked="" type="checkbox"/> FHS, <input checked="" type="checkbox"/> LHS, <input type="checkbox"/> MVHS, <input type="checkbox"/> TVHS
Middle Schools	<input checked="" type="checkbox"/> BRMS, <input checked="" type="checkbox"/> CBMS, <input checked="" type="checkbox"/> LEMS, <input type="checkbox"/> TMS, <input type="checkbox"/> WCMS
Elementary	<input type="checkbox"/> BES, <input type="checkbox"/> BFK, <input type="checkbox"/> BTES, <input type="checkbox"/> CMES, <input type="checkbox"/> CES, <input type="checkbox"/> CPES, <input checked="" type="checkbox"/> CRES, <input type="checkbox"/> GES, <input type="checkbox"/> ISES, <input checked="" type="checkbox"/> LEES, <input type="checkbox"/> LES, <input type="checkbox"/> MBES, <input checked="" type="checkbox"/> MES, <input checked="" type="checkbox"/> NES, <input type="checkbox"/> PES, <input type="checkbox"/> SMES, <input type="checkbox"/> SES, <input checked="" type="checkbox"/> TES, <input type="checkbox"/> WES, <input type="checkbox"/> VBES
Charter Schools	<input type="checkbox"/> NVCS, <input checked="" type="checkbox"/> LCS

♦Be Impeccable with your Word♦ Don't Take Anything too Personally♦ Don't Make Assumptions ♦ Always Do Your Best ♦

Time/Topic		Notes/Input/Feedback	Outcome
6:00- 6:10	<input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Input <input checked="" type="checkbox"/> Decision	<p>Introductions / Welcome Review/Approve November Minutes Caleb - motion, Melanie - second Opening Activity – what does the lined up chocolate bars represent? Distribution of a classroom based on demographics. 30 students - 7 in poverty, 11 non-white (6 non-english), 6 not reared by biological parents, 1 Homeless, 6 victims of abuse.</p> <p>Quiz- True or False CO 10th highest suicide rate in the nation? – TSD has approx.. 400 homeless students? Since 2012 TSD has been around 35-40% Farm rate? 30% of females raped are 11-17 years old? Over 10 Thompson schools considered “at-risk” due to the above demographics? All true</p>	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Carryover <input type="checkbox"/> Table
6:10 – 7:32	<input checked="" type="checkbox"/> Information	<p>Social Emotional Awareness - Presenters Arnold Jahnke “AJ” – Principal, Bill Reed Middle School <i>(handout included)</i> Spending time this year as a staff speaking of generation poverty, and the growth of social-emotional needs of students Huge increase in self-harm (cutting) Grants</p>	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Carryover <input type="checkbox"/> Table

Empowering Educators ♦ Personalized Systems ♦ Quality Foundations

	<p>Looking at ways to reach students MTSS – Multi-Tiered System of Support Team – counselors (350:1 support), classified, teachers, district support</p> <ul style="list-style-type: none"> • CICO – Check in/Check out • 6th Grade Intervention classes (owning up, transition, social skills) • Anger management groups • Peace Circles – Cheryl O’Shell • SAVA – victim/abuse support • Jumpstart classes (elementary transition) • EARSS • Campus Corps - CSU • Hearts and Horses (4 students/4 days) • 6 months to 6 months (transition) / 9 months to 9th grade • Self-harm group • Alternatives to Violence <p><i>KidsPak</i> (Loveland Rotary) helping support food insecure students – 40 Rise in escalating behaviors before breaks – school is a safe place, provides only meal for many students Staff spends time and money every year to provide a holiday for many families. <i>BRMS starts every morning with an Advisory period greeting students, spending time to check in.</i></p> <p>Hard to gauge what % through budget, FTE, and outside sources. 80% within our budget / 20% shared services. We have a fractured system – we do not have the resources to meet the needs of all students, due to the intensity of the needs.</p> <hr/> <p>Nichole Randazzo – Assistant Principal, Ferguson High School and other alternative programs (Thompson Online, SOARS, etc) Recently brought in at-risk program - ATLAS Small environment / Focus on Social-emotional health Most of the students are coming from Trauma situations Build Relationships through support (anger management, alcohol/drug abuse) Support transition Goal – success in school, career, community and beyond. Hope to see students transition back to home high school.</p>	
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		<p>Create individualized plans- students who come with roadblocks, are worked with individually. Campus has universal free-lunch (3 years), due to high Free and Reduced and Homeless rates. Creating our own personal food bank to also support. After school grant, helps us offer extended opportunities: -Comic Book Club -Adventure PE class -Rock Climbing</p> <p><i>We are not making students fit into program, we are adjusting to meeting the needs of every student.</i></p> <hr/> <p>Liz, Social Worker Loveland High <i>Interpersonal Development class (elective class)</i> Targeting Social-emotion needs. Along with community resources (similar to BRMS) Last 2 years, intervention team working with LHS feeder schools to identify students needs Social-emotional class – 1st period of the day. Focus on 9th graders and transition (20-25 students- narrowed from 127+ submissions), issues ranging from: -attendance -motivation -trauma -homeless</p> <p>Skills building, support, eat breakfast together, large family component, Curriculum – <i>Brainwise</i> and <i>Why Try?</i> Last years group (10th) – we have seen an increase in attendance and grades As a social worker, Liz meets with students outside the group.</p> <hr/> <p>Raquel Ramirez, Project AWARE Coordinator (<i>presentation included</i>)</p> <ul style="list-style-type: none"> - School behavior health service support, mental health awareness - Federal Initiative - Referral System – build into Infinite Campus (student info system) <ul style="list-style-type: none"> o Single point of entry for support asks - Youth Mental Health First Aid Training – 8 hour training. 130+/year <ul style="list-style-type: none"> o All paras and transportation 	
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		<ul style="list-style-type: none"> - 6 instructors trained to increase opportunity, including 2 community members - Working with Community Partners- strengthening partnerships - Staff training – <ul style="list-style-type: none"> o Assist (applied Suicide Intervention Skills) o Check and Connect – mentorship program - School Health Professionals Grant – marijuana money <ul style="list-style-type: none"> o Work in Middle Schools o Nurse and Social Worker o Identify struggling students o Working with PST (Problem Solving Teams) o Trainings – Parent trainings/presentations <ul style="list-style-type: none"> ▪ Turning Point – marijuana impact ▪ McKee – Alpine Connection Counseling (self harm) ▪ Robyn Morgan – Safe talks (suicide prevention) <p>Next steps is to work with our Student Leadership Teams to include students in training.</p> <p>Large struggle is most supports are located in Fort Collins, looking for more local support.</p> <p>Principals, counselors and staff are trained around abuse- all staff is required to take a mandatory child abuse training/test (mostly around identifying and reporting).</p> <hr/> <p>Charlie Carter, Executive Director of Student Support Services</p> <ul style="list-style-type: none"> - 4 coordinators to support schools - maximize our resources as opposed to increase in funding - keep students in neighborhood schools and have access to general education <ul style="list-style-type: none"> o moved affective needs program from Van Buren to 4 schools/groupings - Though ESS numbers have increased, and needs have increased. FTE allocation is the same. - Created a new position through Medicaid monies for a behavioral health TOSA – student and staff supports 	
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		<ul style="list-style-type: none"> - Partner with Community Agencies <ul style="list-style-type: none"> o SummitStone- local mental health agency o CES- highest level of services – Therapists work with sites o Working to align services so students have greater access to their education - Largest struggle – lack of service providers <ul style="list-style-type: none"> o Less interest in Special Education nationally o CO is graduating less students in the field o TSD pay scale not competitive <ul style="list-style-type: none"> ▪ Large amount of unfilled positions ▪ Working with UNC to recruit ▪ Lack of support is creating stressors on existing staff o We become compensatory responsible when we do not meet the needs of the students IEP. <p>Q- How many of our sped population is physical vs social emotional? 14 categories of disability to qualify.</p> <p>Who is responsible in the district to determine the need? Every school has an IEP team – multi-disciplinary team (required by law) – explicit criteria</p> <p>If the student is eligible, does the law require we meet it? If a parent agrees to the services – yes.</p> <p>Before you walked in the door what was the one word of what you thought about Social emotional?</p> <p>Now what is your one word? (handout attached)</p>	
<p>7:32 – 7:40 Amber sent out latest copy</p>	<p><input checked="" type="checkbox"/> Information</p>	<p>Root Cause Analysis – UIPs – thanks Natalie and Melanie for help with this!</p> <p>Trends – what trends did you see?</p> <p>Budgetary Recommendations for BOE – parent engagement, sustainable staff (not grants),</p> <p>How can DAC support UIPs?</p> <p>First impressions – inadequate, more details needed</p>	<p><input type="checkbox"/> Complete</p> <p><input checked="" type="checkbox"/> Carryover</p> <p><input type="checkbox"/> Table</p>

District Accountability Committee

Location: Boardroom

12/8/2015

7:40 – 7:48	<input checked="" type="checkbox"/> Information	Wrap up/Next Steps HOMEWORK – Midyear report – Jody will send out Rough Draft, please respond with Feedback Email went out tonight with homework. Keep up with the conversation of social-emotional needs.	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Carryover <input type="checkbox"/> Table
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Empowering Educators ♦ Personalized Systems ♦ Quality Foundations

All minutes, agendas and handouts can be found @: <http://www.thompsonschoools.org/domain/676>

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One Word

What was one word you had before the At-Risk Presentations?
 What was the one word after?

Before	After
Educational	Eye-opening
Needed	Needed
Under - supported	Under-Supported
Needy	Desperation
Why?	Wow!
Excited	Frustrated/Sad
Behavior	Difficult
Crisis	Crisis
Interested	Informed
Anxiety/Depression	Vast
Media	Epidemic

UIP TRENDS

Elementary	Middle School	High School
Social emotional needs	Inconsistent Vocabulary	
Alignment	No trends / too different	
Adjusting to New Curriculum and Standards and Training		
Inconsistent Vocabulary from grade level		
Implementation of curriculum, instruction, and formative assessments		
Teachers need more PD and support to align to standards		
Strengthening Collaboration through PLC		
Many need to implement Social-emotional curriculum		

Budget Recommendations

Budget Needs / Recommendation for BOE
All schools need full time counselors and psychologists to help implement social/emotional curriculum and interventions to support staff by caring for students with diverse needs.
Money needs to be budgeted to replace the grant money when it runs out so these social/ emotional programs and curriculum and staff can be sustained.
More money is needed for substitutes or paid non-student time so teachers can access the professional development they need, and so they have time to work with their professional learning communities.
Teacher salaries in Thompson continue to be insulting to the profession! They need to be increased, or we will continue to lose them to other districts! They are taking care of our kids 8 hours/day, 180 days/year! We need them, and we need to treat them with respect!
What we learned at Tues. night's meeting needs to be shared all over the district and the community, and in the legislature. The need is great, but the workers are few! I had no idea of this crisis before Tues. night! Now that the school board election is over, we can focus on the student needs that are really important and do something about them!
Need for Social support at schools.
Full time counselor and interventionists at every Elementary School.
More counselors at MS/HS
Improve pay for social/emotional services so they meet competitive pay.
Technology (Chromebooks/iPads) for high-risk schools
Social/emotional support

List of Intervention Options

Intervention Strategy	Entry Criteria	Exit Criteria
<p>CICO</p> <p>Jessica Stratton</p>	<ul style="list-style-type: none"> ● Tier II Student ● Team referral ● Parent Agreement ● Student who needs extra accountability and support ● Student wants adult attention 	<ul style="list-style-type: none"> ● Success after 6 – 9 weeks as measured by 90% success in meeting their goals ● Complete non-success with the process
<p>6th grade Intervention elective</p> <p>Rebecca</p>	<p>First Quarter</p> <ul style="list-style-type: none"> ● Behavior screener indicates strong externalizing tendency <p>Subsequent quarters</p> <ul style="list-style-type: none"> ● Student needs help with organization or emotional support for navigating middle school ● Team recommendation 	<p>First quarter</p> <ul style="list-style-type: none"> ● End of quarter ● Student has shown growth in self-regulation <p>Subsequent quarters</p> <ul style="list-style-type: none"> ● Student's grades have improved ● Student shows improvement in organization ● Student feels less overwhelmed by school
<p>Social Skills lunch bunch</p> <p>Sara</p>	<p>ESS</p> <p>Needs to develop social skills</p>	<p>Improved social skills</p>
<p>Owning Up Curriculum Group</p> <p>Susan Dan (Rebecca as support)</p>	<p>Office referrals or team or counseling recommendation based on:</p> <ul style="list-style-type: none"> ● Bullying ● classroom disruption due to picking on other students and/or bullying ● disrespect to teachers and students ● starts and spreads gossip and rumors 	<ul style="list-style-type: none"> ● Curriculum ends

<p>EARSS – leadership group</p> <p>Matt Rebecca Dan</p>	<ul style="list-style-type: none"> • At-risk student • Has leadership ability • Chosen by intervention and counseling 	
<p>EARSS - mentoring</p> <p>Matt</p>	<ul style="list-style-type: none"> • At-risk student • Hispanic (mostly) • Would benefit from a mentor 	
<p>Individual Counseling</p> <p>Susan Dan</p>	<p>Mental/emotional support needed</p>	
<p>Peace Circles</p> <p>Cheryl Rebecca</p>	<p>Whole class to build community OR Small groups with teacher to repair relationships</p>	
<p>Brainwise – a 10 week curriculum taught over the course of 20 weeks</p>	<ul style="list-style-type: none"> • Tier II or III – Anger and impulse control • Referrals from the office (3 incidents) <p>(Maximum 5 students in one group)</p>	<ul style="list-style-type: none"> • Post assessment shows significant improvement on self-awareness. • Fewer office referrals
<p>Team meetings with student and parent – SIT</p>	<ul style="list-style-type: none"> • Tier II interventions have not helped <p>Or</p> <ul style="list-style-type: none"> • Severe behavior or academic needs that surpass what we can accomplish with tier II interventions 	

<p>Mediation</p> <p>Mitzi Susan Dan Cheryl (restorative practices)</p>	<p>Student relationships that need repairing</p>	
<p>Support Groups</p> <p>Dan and Susan</p>	<p>Created as needed</p>	
<p>Alternative to violence</p> <p>Kinsey</p>	<p>Students who need groups and/or individual counseling AND have a history of abuse</p>	
<p>Project AWARE Mentors</p> <p>Organized by Lauren</p>	<ul style="list-style-type: none"> • Trouble keeping up with academics and organization • Needs added adult attention and support 	
<p>Disciplinary Consequences</p> <p>AJ, Chris and Mitzi</p>	<p>Referrals</p>	
<p>SAVA group</p>		
<p>School Health Professionals Group</p>		

Jessica

Social, Emotional and Behavioral Support Structures for Students

- Social Skills Groups
- Owning-Up Groups
- SAVA (Strategies on how not to become a victim)
- Transition Skill Class
- School Connected Group
- Jump Start
- Anger Management Group
- Project Aware (Drug and Alcohol)
- EARSS Leadership Group
- Campus Corps (CSU Buddy/Mentor)
- Hearts for Horses
- 6 months to 6th grade
- 9 months to 9th grade
- Kids' Pack
- After-School Tutoring
- Peace Circles
- Brainwise
- Advisory

Expelled & At Risk Student Services

Quick Info:

Campus Corps is a 12-week program held at CSU from 4-8pm, housed in the Family Therapy Program.

The fall session begins in September and ends in December (offered on Monday, Tuesday, Wednesday, or Thursday evening).

The spring session begins in February and ends in May (offered on Monday, Tuesday, Wednesday, or Thursday evening).

The summer session begins in May and ends in August (offered on Tuesdays or Wednesdays only).

Each youth is paired with a CSU student who will work with him or her on a variety of academic and life goals. They will also be involved with other pairs in a **mentoring community**.



The program requires attendance at all 12 sessions.

Please speak with your caseworker or contact us if you are interested in the program.

For more information, please contact the Campus Corps office staff at:

Phone:

970-492-4004 (landline)

970-988-9811 (cell)

Email:

campuscorps@colostate.edu

Or visit our website:

<http://www.hdfs.chhs.colostate.edu/students/undergraduate/campuscorps/index.aspx>

Campus Corps is funded in part by Bohemian Foundation and Colorado State University, service contracts and donations.



Campus Corps

Mentoring
for At-Risk Youth



Colorado State University
502 W. Lake Street
142 Gifford Building (main office)
Fort Collins, CO 80523-1570
Landline: 970-492-4004
Cell: 970-988-9811
www.hdfs.cahs.colostate.edu/campuscorps

Colorado
State
University

More about Campus Corps....

What Makes

Campus Corps Unique?

- ◇ Run by Doctoral and Masters-level Marriage and Family Therapists
- ◇ Utilizes systemic and therapeutic interventions
- ◇ Youth are a part of a structured, intentional, multi-level mentoring community
- ◇ Located on a college campus, where youth experience firsthand the possibilities of education and the importance of learning
- ◇ Grounded in evidence-based practices for youth mentoring
- ◇ Conducts rigorous research to maximize intervention effects
- ◇ Develops, tests, and disseminates unique contributions to youth mentoring nationally

Campus Corps Weekly Schedule:

3:50 —Arrive & Check in— CSU Gifford 145

4:00– 4:30—Walk & Talk

Youth will learn about different majors while taking 30 minute walks on the Colorado State University campus.

4:30—5:30—Supporting School Success

Youth will work on homework, learn study and organizational skills, or research careers with their mentor. Grades are checked online each week. *Job Readiness may also take place during this hour*

5:30—6:00—Family-style Meal

Youth & mentors will enjoy a free meal provided by the *Food Bank of Larimer County*.

6:00—7:00—Community Activity #1

Youth will participate in an activity with their mentors and other Campus Corps participants.

7:00—8:00—Community Activity #2

Youth will participate in an activity with their mentors and other Campus Corps participants.

8:00—Pick up

Youth Outcomes

Program evaluation results reveal the following outcomes for youth participants:

- ◆ Decreased truancy
- ◆ Increased autonomy from marijuana use
- ◆ More appropriate perceptions of substance use behavior
- ◆ Decreased frequency of substance use
- ◆ Increased happiness
- ◆ Decreased loneliness
- ◆ Decreased frequency of problem behavior

Youth also report that Campus Corps has helped them improve in various aspects of the following areas: school, relationships with others, self-esteem, self-confidence, attitudes toward school and career plans, and delinquency.

Project AWARE & School Health Professionals



Project AWARE

Advancing Wellness and Resilience in Education

Raquel Ramirez, MSW

Project AWARE & School Health Professionals Coordinator

raquel.ramirez@thompsonschoools.org

970-613-6882

Raquel Ramirez
Grant Coordinator-Project AWARE/School Health

Lauren Harrington
AWARE At-Risk Advocate

Matt Hughes
AWARE At-Risk Advocate/EARSS Advocate

Melissa Hart
AWARE Social Worker Advocate

Raquel Macias
AWARE Social Worker Advocate/EARSS Coordinator

Quincey Holmquist
School Health Professionals Nurse

Jessica Shiveley
School Health Professionals Social Worker

Colorado Project AWARE

Overarching Goal

To build state and local infrastructure and capacity for a comprehensive school behavioral health services system that supports every student in Colorado in reaching their fullest potential in school and life.



Federal Initiative

Five years of funding

Local Education Agencies (LEA)

- Aurora Public Schools
- Fountain-Ft. Carson Public Schools
- Thompson Public Schools

SAMHSA

- The Substance Abuse Mental Health Services Association (SAMHSA) awarded the CO Dept of Education (CDE) \$10 million spread over five years to build infrastructure and expand the capacity of the state and three school districts

Statewide – 5 Goals

- CDE & Partner Districts build infrastructure & capacity for implementing a coordinated, data-driven system for supporting the continuum of children's mental health needs with students, families, schools, & community
- Partner district promote social, emotional, and behavioral health while reducing risk factors leading to mental illness & violence
- State Management Team will increase awareness across CO of mental health issues among school-aged youth
- SMT develops models that sustainably finance the provision of high impact school and community based behavioral health promotion and behavioral health services

■ Provide Youth Mental Health First Aid training

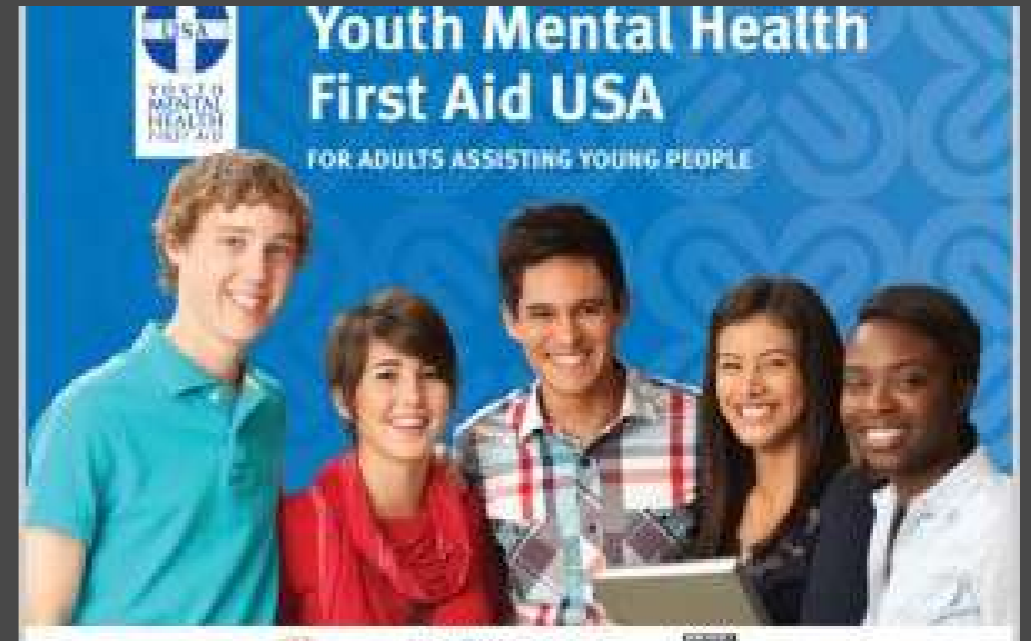
Referral System

- Referral into Infinite Campus for district/community support
 - Reduce duplication of services
 - Seamless system
 - Increase access for support
 - Bridge gap between school/community



Youth Mental Health First Aid (YMHFA)

- 8 hour, evidence-based international training
- Designed to teach anyone working with youth on how to help an adolescent who is experiencing a mental health or addictions challenge or is in crisis
- AWARE will train 130 people/year
 - Send staff/partnering agencies to become instructors each year- 5 day training
 - 4 TSD staff, juvenile probation officer, and 1 DHS Family Partnerships Caseworker



Community Partners

- **SummitStone Health Partners**

Services for children, adult, and families

1250 N. Wilson Ave

970-494-9870 / <http://summitstonehealth.org>

- **Heart-Centered Counseling**

1905 W. 8th St., Suite 209

970-498-0709/ <http://heartcenteredcounselors.com>

- **Alliance for Suicide Prevention**

Raising awareness, educating, training, & providing resources & support

1100 Poudre River Dr. Fort Collins

970-482-2209

Staff Training Opportunities

- **ASIST (Applied Suicide Intervention Skills Training)**
 - 16 and older
 - Provide suicide first aid
 - 2 Day Training
- **Check & Connect-Mentorship** designed to promote student engagement by providing persistent support to boost academic, behavior, and expectations for underachieving and disengaged students
 - Mentor works with student and partners with families by checking the students educational and social progress to enhance connection to school-home

School Health Professionals Grant

increase the availability of school-based prevention, early intervention, and health care services and programs to reduce the risk of marijuana and other substance use and abuse by secondary students.



School Health Staff

- Providing substance abuse education to students, staff, parents, and community
- TSD Middle Schools
- 2 curriculums
 - Botvin Life Skills (Personal Self-Management Skills, General Social Skills, and Drug Resistance Skills)
 - Too Good for Drugs (Mitigates risk factors and builds on protective factors)

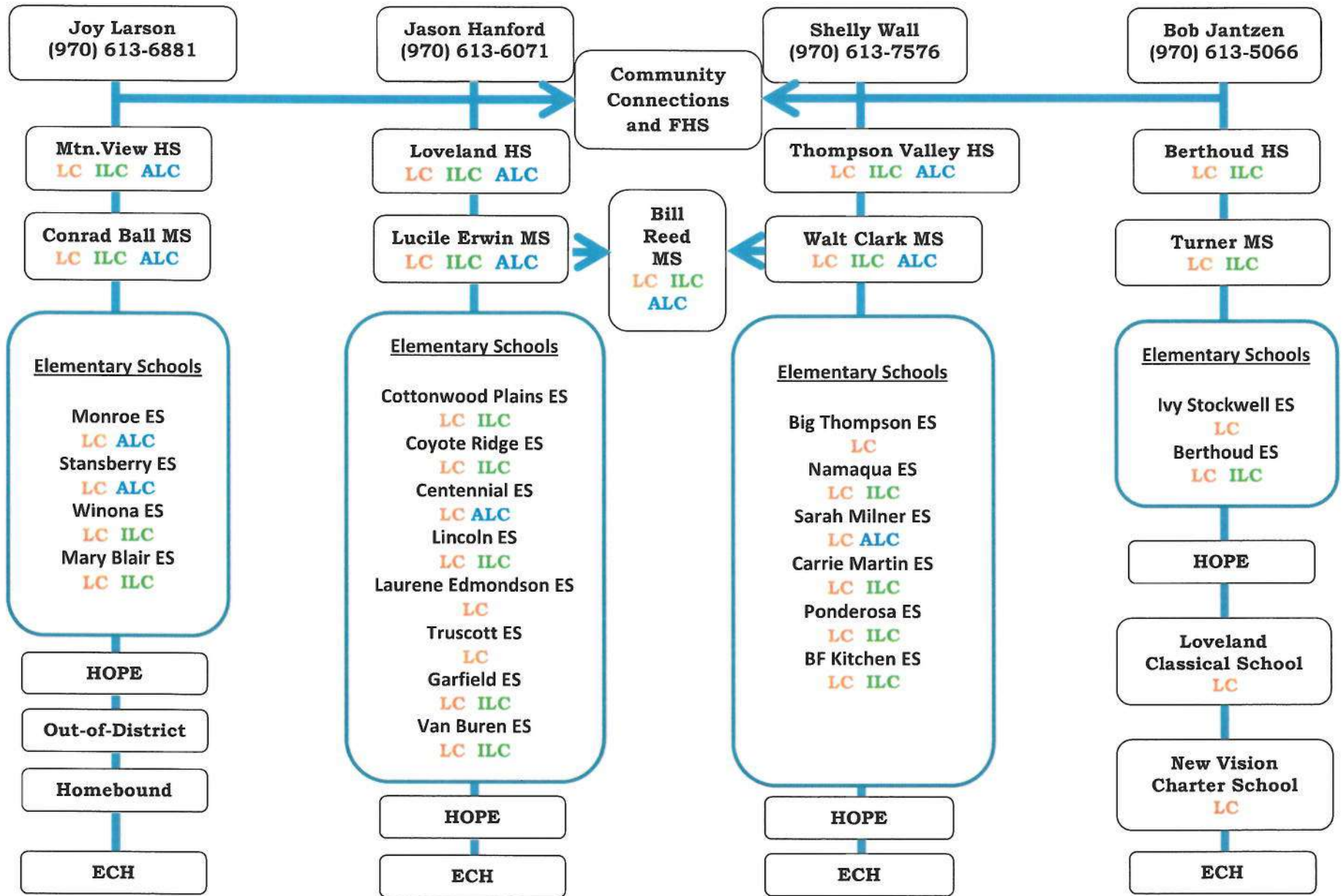
Community Partners/Trainings

- Turning Point
 - Marijuana and Impact on Youth
- Christian Hill- Alpine Connection Counseling
 - Introduction to topic of Self-Harm session for Parents and an advanced training for supporting students engaging in self-harming behaviors for Mental Health Professionals and Administrators
- Robyn Morgan
 - Safe Talk (half-day alertness training to become a suicide-alert helper)

Other Community Resources

- Visit our website:
<http://www.thompsonschoools.org/Page/10082>
- **24/7 Walk-in Crisis Services**
 - 1217 Riverside Ave. Fort Collins, CO 80524
 - 970-494-4200
 - Or 844-493-TALK
- **Safe2Tell**
 - State-wide hotline to report violent or troubling events
 - 1-877-542-SAFE
- **House of Neighborly Services**
 - 970-667-4939

2015-2016 Student Support Services Coordinators



LC = Learning Center ILC = Intensive Learning Center
ALC = Affective Learning Center

Thompson School District RtI/PBIS for Social Emotional Learning
Preschool School Level
 Multi-Tiered System of Supports (MTSS) Layered Continuum of Supports: Behavioral and Social/Emotional

		Intensity of Intervention		
		Universal	Targeted	Intensive
Behavior		<ul style="list-style-type: none"> • Eight Practices of PBIS/Pyramid <ol style="list-style-type: none"> 1. Establish Administrative Leadership 2. Develop Team Based Implementation 3. Define Behavioral Expectations 4. Teach Behavioral Expectations 5. Acknowledge and Reward Appropriate Behavior 6. Monitor and Correct Behavioral Errors 7. Use Information for Decision Making 8. Build Parent Collaboration PBIS at Home Trainings • Academic Coach support for teachers • Classroom Management <ul style="list-style-type: none"> • <i>The Pyramid Model for Supporting the Social Emotional Competence in Young Children</i> 	<p>Any Tier 1 strategy with more frequency or intensity</p> <ul style="list-style-type: none"> • Simple Positive Behavior Plans • Individualized Visual Supports including: <ul style="list-style-type: none"> • Scripted Stories, • Visual schedules • First/Then boards • Relationship based 1:1 interventions • Behavior reinforcement chart • Individual training for emotional regulation/relaxation • Sensory strategies: cube chair weighted vests, fidgets, headphones, etc • Collaboration with parents and community mental health 	<p>Any Tier 2 Strategy but with more frequency or intensity</p> <ul style="list-style-type: none"> • Complex Behavior Intervention Plans based upon FBA data for behavior that is unsafe or extremely disregulating for the child. • Crisis Prevention Intervention (CPI) Non-violent Crisis Intervention • EC Program Student Support Team consultation and support (autism specialist and behavior specialist, social worker) • MOU with Summit Stone • Verbal Behavior Strategies • Wrap Around Services • Increased staff support
Social / Emotional		<ul style="list-style-type: none"> • Second Step Social Emotional Program (Researched Based) • Pyramid Model taught to all children (evidenced based approaches) <ul style="list-style-type: none"> ✓ Friendship Skills ✓ Problem-Solving Toolkit ✓ Emotional Literacy ✓ Recognizing feelings in self and others ✓ Emotional management 	<ul style="list-style-type: none"> • Second Step and Pyramid Model interventions and social skills training increased and individualized <ul style="list-style-type: none"> ✓ Guided problem-solving ✓ Facilitated play ✓ Direct Social Skills training/reinforcement ✓ Guided teaching in calming/emotional regulation strategies 	<p>Tier 2 Strategies individualized with more intensity and frequency</p> <p>District Psychological Response Team (PRT) Crisis response</p> <p>Mental Health consultation through Summit Stone or other community behavioral health resources</p>

**Every School has a Student Success Team (SST) whose function is to identify student's academic, behavior, and/or social/emotional needs, analyze root cause of need, suggest interventions, support the implementation in the interventions, and evaluate the response to those interventions.

**District Level Coaching and Training Support Available for all information on this Placemat

Thompson School District RtI/PBIS for Social Emotional Learning

Elementary School Level

Multi-Tiered System of Supports (MTSS) Layered Continuum of Supports: Behavioral and Social/Emotional

		Intensity of Intervention		
		Universal	Targeted	Intensive
Behavior		<ul style="list-style-type: none"> • Eight Practices of PBIS <ol style="list-style-type: none"> 1. Shared Leadership Team 2. Define Behavioral Expectations 3. Teach Behavioral Expectations 4. Acknowledge and Reward Appropriate Behavior 5. Monitor and Correct Behavior Errors 6. Use Information for Decision Making 7. Build Parent Collaboration <ul style="list-style-type: none"> • Love and Logic • Classroom Management <ul style="list-style-type: none"> • CHAMPS or other Evidence based programs • Restorative Practices <ul style="list-style-type: none"> • Peace Keeper Game 	<ul style="list-style-type: none"> • Standard protocol Check-in/Check Out Program <ol style="list-style-type: none"> 1. Check In/Check Out • Why Try Curriculum to improve motivation in students • Emotional Regulation Scales, strategies, and curriculum <ul style="list-style-type: none"> • Social Thinking • Simple Positive Behavior Contracts/Plans using function based thinking • Crisis Prevention Intervention (CPI)-verbal de-escalation • Attendance Improvement Mediation • Restorative Practices <ul style="list-style-type: none"> • Peace Circles 	<ul style="list-style-type: none"> • Complex Behavior Intervention Plans based upon FBA data • Crisis Prevention Intervention (CPI)/Nonviolent Physical Crisis Intervention • HABIC • Behavior Support Team Consultation and collaboration (TOSA, Social work, Interventionists) • First Steps to Success • MOU Partnership with Summit Stone • Verbal Behavior Strategies • Wrap Around Services • Truancy Contracts and Supports • Restorative Practices <ul style="list-style-type: none"> • Family/Group Conferencing
Social/Emotional		<p>Minimum of ½ time Mental Professional in Every Building. All students have access to Social/Emotional Learning. Evidence Based curriculum available for this includes:</p> <ul style="list-style-type: none"> • I Can Problem Solve • Skill Streaming • Social Skills Improvement System • Bully-Proofing Your School • Tough Kid Bully Blocker Book • Child Abuse Prevention (CAPS) for 2nd and 4th grade • We Teach Peace • Zones of Regulation and other curriculum from Social Thinking 	<p>Small Group Counseling opportunities. Examples of topical groups include but not limited to the following:</p> <ul style="list-style-type: none"> • Bully prevention for targets and perpetrators • Friendship Skills • General Social Skills • Emotional Regulation Strategies • Trauma support groups • Study Skill and organizational strategies 	<p>Short-term Individual Counseling available in all schools</p> <ul style="list-style-type: none"> • Coping CAT ** (Anxiety and Internalization): 2-5 Grade • Psychological Response Team (PRT) Crisis Response <p>** To be delivered by mental health professional only</p>

**Every School has a Student Success Team (SST) whose function is to identify student’s academic, behavior, and/or social/emotional needs, analyze root cause of need, suggest interventions, support the implementation in the interventions, and evaluate the response to those interventions.

**District Level Coaching and Training Support Available for all information on this Placemat

Thompson School District RtI/PBIS for Social Emotional Learning

Secondary School Level

Multi-Tiered System of Supports (MTSS) Layered Continuum of Supports: Behavioral and Social/Emotional

		Intensity of Intervention		
		Universal	Targeted	Intensive
Behavior		<ul style="list-style-type: none"> • Eight Practices of PBIS <ol style="list-style-type: none"> 1. Shared Leadership Team 2. Define Behavioral Expectations 3. Teach Behavioral Expectations 4. Acknowledge and Reward Appropriate Behavior 5. Monitor and Correct Behavior Errors 6. Use Information for Decision Making 7. Build Parent Collaboration <ul style="list-style-type: none"> • Love and Logic • Classroom Management <ul style="list-style-type: none"> • <i>CHAMPS, Discipline in the Secondary Classroom or other Evidence based programs</i> 	<ul style="list-style-type: none"> • Standard protocol Check-in/Check Out Program <ol style="list-style-type: none"> 1. Check In/Check Out 2. Check and Connect • Why Try Curriculum to improve motivation in students • Emotional Regulation Scales, strategies, and curriculum <ul style="list-style-type: none"> • <i>Social Thinking</i> • Simple Positive Behavior Contracts/Plans using function based thinking • Crisis Prevention Intervention (CPI)-verbal de-escalation • Attendance Improvement Mediation • Restorative Practices <ul style="list-style-type: none"> • Peace Circles 	<ul style="list-style-type: none"> • Campus Corps • Complex Behavior Intervention Plans based upon FBA data • Crisis Prevention Intervention (CPI)/Nonviolent Physical Crisis Intervention • HABIC • Behavior Support Team Consultation and collaboration (TOSA, Social work, Interventionists) • MOU Partnership with Summit Stone • Verbal Behavior Strategies • Wrap Around Services • Truancy Contracts and Supports • Restorative Practices <ul style="list-style-type: none"> • Family/Group Conferencing
Social / Emotional		<p>Minimum of ½ time Mental Professional in Every Building. Most students have access to Social/Emotional Learning. Evidence Based curriculum available for this includes:</p> <ul style="list-style-type: none"> • <i>Bully-Proofing Your School</i> • <i>Tough Kid Bully Blocker Book</i> • <i>We Teach Peace</i> • <i>Suicide and self-harm prevention</i> 	<p>Small Group Counseling opportunities. Examples of topical groups include but not limited to the following:</p> <ul style="list-style-type: none"> • Bully prevention for targets and perpetrators • Friendship Skills • General Social Skills • Emotional Regulation Strategies • Trauma support groups • Study Skill and organizational strategies • Self-awareness and positive self-image 	<p>Short-term Individual Counseling available in all schools</p> <ul style="list-style-type: none"> • Coping CAT ^{**}(Anxiety and Internalization): 2-5 Grade • Psychological Response Team (PRT) Crisis Response <p>** To be delivered by mental health professional only</p>

****Every School has a Student Success Team (SST) whose function is to identify student’s academic, behavior, and/or social/emotional needs, analyze root cause of need, suggest interventions, support the implementation in the interventions, and evaluate the response to those interventions.**

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