

# **Student Support Services 2018-19 School Year**

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# Student Support Services

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- Leading the Five Year Implementation Plan for Multi-Tiered Systems of Support
- Positive Behavior Intervention & Supports
- Coordination of Services Teams
- Safety Plans and Training
- Counseling and Mental Health Support
- Family Engagement
- After School Grant Programs
- Social Emotional Learning
- Restorative Practices
- Intervention Leads
- Attendance
- Student Attendance Review Teams
- Student Attendance Review Board
- Student Behavior Support Board
- Enrollment/Boundary Lines/Projections
- Residency Verification
- McKinney Vento
- Foster Youth
- Suicide Prevention Policy
- Discipline/Suspension/Expulsion
- 504
- Special Education

# Educational Services Instructional Theory of Action

## If we...

- Implement an effective Multi Tiered System of Support (MTSS) for academic (RtI) and behavioral (PBIS) instruction and intervention

## That...

- Engages parents/guardians as knowledgeable partners and effective advocates for student success
- Provides standards aligned with instruction and curricular materials that actively engage students in higher order problem solving and critical thinking
- Eliminates systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

## Through the following ...

- Provide a Tier 1 academic program that provides effective first instruction for all students, universal screening, routine diagnostics, progress monitoring, and data-based referral to appropriate interventions
- Within Tier 1, provide English Learners (ELs) appropriate Designated and Integrated English Language Development (ELD) instruction
- Provide Tier 2 and 3 academic and behavioral interventions that deliver targeted instructional support to students based on identified need
- Develop a welcoming school climate by implementing PBIS, systematic behavioral supports, restorative practices, culturally responsive curriculum, and instructional strategies
- Provide students with disabilities access to the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and co-teaching at 6-12
- Provide staff the appropriate training and ongoing support to implement effective academic and social emotional instruction and intervention
- Provide parent/guardian education that develops capacity to advocate for student success, navigate the school system, and access resources

## Then...

- Students will be prepared for post-secondary success in both college and career
- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status

# Multi Tiered Systems of Support (MTSS)

## Continuum of Evidence-Based Practices

MTSS includes three levels (or tiers) of instruction. Each tier has a set of evidence-based practices to meet the instructional goals.

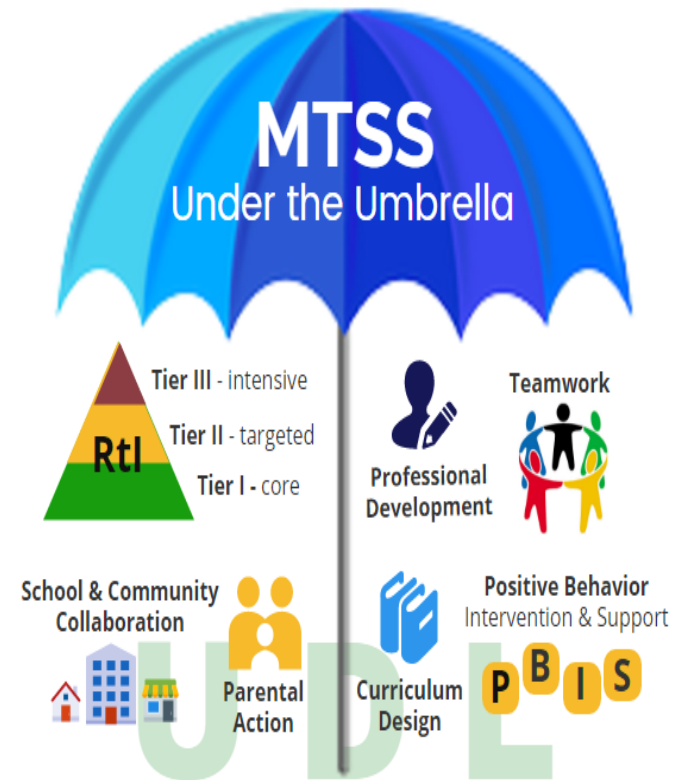
### Tier 1

For MTSS, a school must first establish its tier 1 or universal supports. Universal supports are the instructional practices that help all students in a school. Once the universal supports are in place, staff can use assessment data to determine which students need additional supports.

### Tiers 2 and 3

The intensity and duration of supports increase for tiers 2 and 3. The appropriate level of support for each student is determined by assessment data.

**\*Presentations to the Board in 2016-17 & 2017-18**



# Multi Tiered Systems of Support (MTSS)

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## **Tiered Teams**

- Efficient collection and use of data (all domains; all levels)
- Teams are informed by data and make decisions based on available information
- Protocol(s) for effective analysis of data is/are established

## **Layered Continuum of Supports**

- Universal/Targeted /Intensive

## **Evidence Based Practices**

- Long history of demonstrated success informed by a large body of research

## **Universal Screening/Assesement**

- The practice of assessing all students to identify those who are not making academic or behavioral progress at expected rates

## **Progress Monitoring**

- The practice of assessing students to determine if academic or behavioral interventions are producing desired effects

## **Master Scheduling**

- All students engage in curriculum that is aligned with the curriculum frameworks; all students participate in robust and responsive core instruction (Tier 1)
- All students have a schedule that will permit Tier 2 or Tier 3 interventions/supports or enrichment opportunities in addition to the core instruction
- All students are able to move seamlessly out of and into Tier 2 and 3 interventions/supports

## **Equity and Culturally Responsive Pedagogy**

- All school personnel (i.e., instructional and other personnel) share responsibility and employ culturally responsive practices to educate all students in the school
- Learning environments and activities that reflect students' social, cultural, and linguistic experiences maximize learning opportunities and makes instruction relevant for students

**\*Presentations to the Board in 2016-17 & 2017-18**

# Multi Tiered System Of Support Five Year Plan

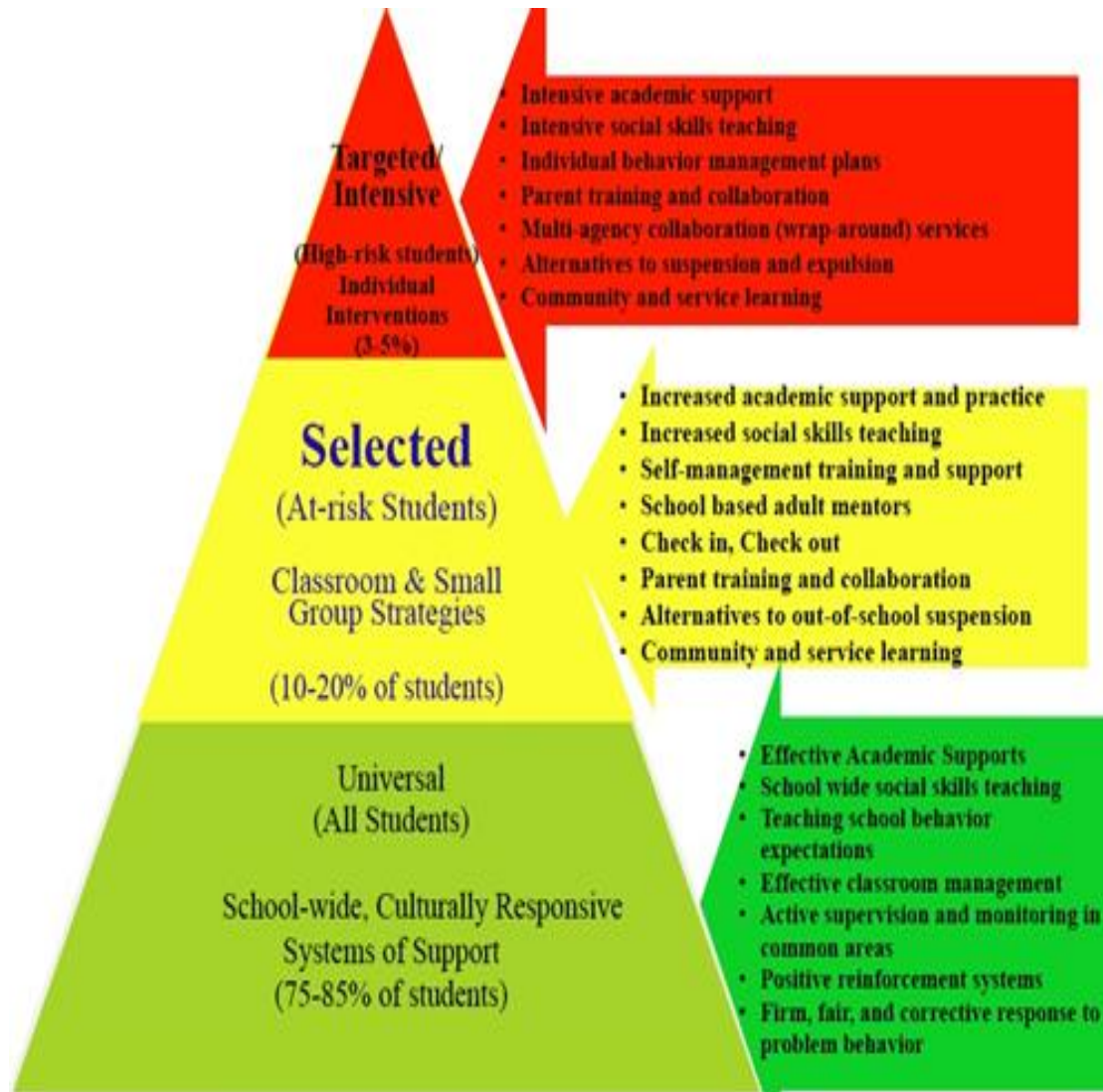
(Full plan to be presented November 13th)

District Exploring 2016-17	Site Exploring 2017-18	Installing 2018-19	Implementation 2019-20	Sustaining 2020-21
<ul style="list-style-type: none"> <li>District administration and board learning about the elements of MTSS</li> <li>Establish a district wide leadership team to discuss implementation planning</li> <li>Begin developing a strategic plan for special education</li> <li>Create an online procedural manual for special education and student support services</li> <li>Implementing new Tier I mathematics program (K-5) and adoption of language arts curriculum grades K-5</li> </ul>	<ul style="list-style-type: none"> <li>School sites learning about the elements of MTSS</li> <li>District wide leadership team develops district wide MTSS implementation plan</li> <li>Complete strategic plan for special education</li> <li>Train staff on online procedural manual for special education and student support services</li> <li>Implementing Teaming: Tier I and II</li> <li>Implementing new language arts and continued PD on mathematics curriculum grades K-5</li> </ul>	<ul style="list-style-type: none"> <li>Begin year 1 of 3-year professional development cohort plan. Anti-bias work with Facing History (AHS, Lincoln), Restorative Practices (IHS, EHS, Wood, Bay Farm secondary), and UDL/STAR screening system (elementary schools)</li> <li>Implementing Teaming: Tier I, II, and III (Leadership Team (Tier I, COST team Tier II, and the Tier III team))</li> <li>Plan to implement master schedule at every elementary school to include a common RTI period across grade levels and built-in teacher collaboration time</li> <li>Continue implementation of PBIS: Explicitly teaching and implementing universal behavior exceptions, positive reinforcements systems, classroom routines. 3 booster trainings for new staff. Measured by the TFI in February.</li> </ul>	<ul style="list-style-type: none"> <li>Year 2 of 3-year professional development cohort plan. Anti-bias work with Facing History, Restorative Practices (all elementary), and UDL/STAR screening system</li> <li>Continued refinement of Teaming: Tier I, II, and III</li> <li>Implement master schedule at every elementary school to include a common RTI period across grade levels and built-in teacher collaboration time</li> <li>Plan to implement a master schedule at every secondary school to include a common RTI period across grade levels and built-in teacher collaboration time</li> </ul>	<ul style="list-style-type: none"> <li>Year 3 of 3-year professional development cohort plan. Anti-bias work with Facing History, Restorative Practices, and UDL/STAR screening system. Sustainability plan created to continually train new staff on all items and assess continued need for booster trainings.</li> <li>Continued refinement of Teaming: Tier I, II and III</li> <li>Refine master schedule at every elementary school to include a common RTI period across grade levels and built-in teacher collaboration time. Establish grade level common protocols for flexible grouping and access to intervention.</li> </ul>

**\*Presentations to the Board in 2016-17 & 2017-18**



# Positive Behavior Intervention Supports (PBIS)



## Next Steps...

- Entry and analysis of minor discipline data
- Expanding family/community engagement
- Restorative discipline practices
- Sustained fidelity of implementation and action planning - TFI Teams established at every site and sustaining core features of PBIS
- PBIS Lead supports team and participates in monthly Professional Learning Community

# Coordination of Services Team (COST)

What is it?

***A tiered & coordinated approach that systematically identifies at-risk students, develops comprehensive multidisciplinary intervention plans, and regularly monitors student progress.***

**Students needing support**

**REFERRAL**

Teacher  
Parent/Guardian  
Student  
Support Staff  
Administration

**DATA REVIEW**

Attendance  
Achievement  
Attitude  
(behavior, social-emotional)

**COST**

Team reviews data and referrals and makes decisions

Assigned to Tier I, II, or III Intervention



# Coordination of Services Team (COST)

## Goals...

- Facilitate communication and relationships between school staff
- Provide students/families with a continuum of integrated services and supports
- Increase health and wellness, reduce distress, and remove barriers to learning

## Expected Outcomes...

- Students receive targeted interventions
- Eliminates service gaps, reduces duplication, and ensures service integration and progress monitoring
- Increase in skills linked to behavior and/or performance issues (e.g., improved impulse control, improved fluency in reading)
- Reduction in disciplinary referrals
- Reduction in symptoms linked to presenting problem (e.g., less suicidal, less anxious/depressed, less defiant)

# Intervention Leads (IL)

## Summary of Duties...

### Coordination of:

- COST referral process
- Data analysis & progress-monitoring
- Use of evidence-based practices
- Consultation and PD across all Tiers
- Communication to stakeholders about intervention outcomes
- Delivery of Tier II interventions
- Supporting instruction across the school site

## Where Are They...

Alameda High: 1.0  
Bay Farm: .5  
Earhart: .5  
Edison: .5  
Encinal: 1.0  
Franklin: .5  
Haight: .5 (1.0)  
Lincoln: .5 (1.0)  
Maya Lin: .5  
Otis .5 (1.0)  
Paden .5  
Ruby Bridges .5 (1.0)  
Wood .5 (1.0)  
*Total: 7.5 funded through LCFF supplemental*

## Next Steps...

- Participate in IL monthly Professional Learning Community
- Implementing COST at every site
- Ensure that all interventions are tracked in AERIES
- Staff PD and support for referrals using the intervention tab in AERIES
- Communication to stakeholders about intervention outcomes
- Build-out of more Tier II interventions

**\*Presentations to the Board in 2016-17 & 2017-18**

# Mental Health Needs Assessment (full presentation in January)

- Form a steering committee to develop a multi-year action plan that is based on the assessment recommendations. This will help streamline implementation and create a structure for accountability and ownership. The plan should include:
  - overall implementation timeline
  - clear, measurable goals
  - objectives and action steps that can be completed within the designated timeline
  - point people responsible for implementing each action step or ensuring that each action step is completed within the designated time frame
- Develop a communications plan for widespread dissemination of findings and recommendations from the assessment. This includes: school sites/staff, district staff, families, outside providers, community organizations, and students as appropriate
- Develop a financial sustainability plan to ensure successful implementation of recommendations
- Develop a clear process and site expectations for COST, referrals, crisis intervention
- Develop/revise roles and responsibilities of all personnel providing mental health services
- Begin building or strengthen relationships with mental health partners (current and new)

## Next Steps...

### **Steering Committee Meetings:**

November, February, March, and May

### **School Site Presentations:**

October – January

### **Community Presentations:**

Alameda Family Services, Alameda Youth Collaborative, Alameda Commission on Disabilities, Alameda Social Services Board, PTAC, and Rotary

### **Monthly meetings with**

### **Alameda Family Services**

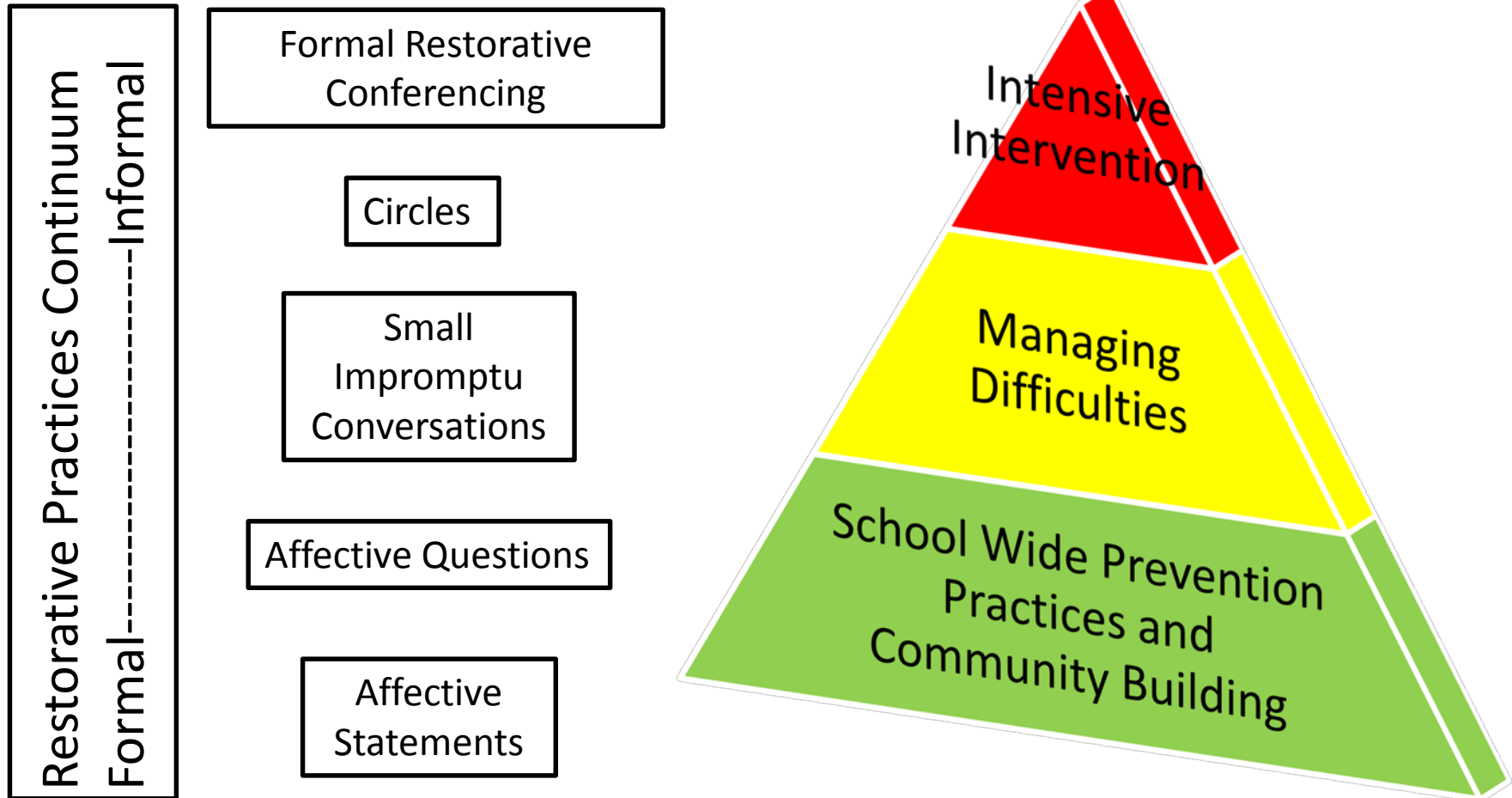
### **Presentation to the Board:**

January and May

**\*Two presentations to the Board in 2017-18**

# Restorative Practices (Full Presentation on January 22<sup>nd</sup>)

Our restorative practices framework is a relationship-building, strength-based, and solution-focused approach. The aim is to develop community and to manage conflict and tensions by repairing harm and restoring relationships.



# Restorative Practices (Full Presentation on January 22<sup>nd</sup>)

## Quotes from Teachers about or training...

"I enjoyed listening to others openly share about their experiences. You created an environment that allowed participants to be honest. I also appreciated the background knowledge you provided on the psychology behind restorative practices."

"I really liked the emphasis on allowing time for us to practice using the tools we were learning today. I'm excited to have my students being a more integral part of the decision-making process next year thanks to today's training!"

"I like how liberating this structure feels; it takes away the gimmicks of "management" and is rooted in humanity and kindness. I also really appreciate the pacing and facilitation - great work!"

## Restorative Practices Professional Development

- 2-day professional development on introduction to Restorative Practices and circles in the classroom for the following schools: Bay Farm Secondary, ASTI, Encinal, Island, Wood, and all Alameda Unified administrators
- Community learning on Restorative Practices offered on November 3rd
- Optional training for early adopters offered in June 2018, March 2019, and June 2019
- Formal Restorative Conferencing for year one implementers in February
- 2019-20 – All elementary schools trained
- 2020-21 – Alameda High School and Lincoln Middle School

# School Discipline (More discipline data shared in Restorative Practices Presentation in January)

## Longitudinal Suspension Data

School Year	Number of Suspensions	Suspension Rate
2012-13	402	4.1%
2013-14	342	3.5%
2014-15	318	3.2%
2015-16	315	3.2%
2016-17	287	2.9%
2017-18	303	3.1%
2018-19	63 currently (down 95 suspensions from this time last year)	0.5% currently (.3% less than this time last year)

## Next Steps...

- Assistant Principal Professional Learning one time monthly
- District Behavioral Support Board (meets every other month)
- Focus on Implementation of Restorative Practices
- Continued focus of PBIS implementation and action planning
- Every school has implemented a PBIS team and COST team that is monitoring data and implementing tiered behavioral interventions
- Review and possible revision of Board Policy on discipline
- Review of all district wide discipline matrices to match the implementation of Restorative Practices

# School Safety Planning

AUSD schools practice all emergency procedures with their staff and students several times during every school year.

- Elementary school sites practice lockdown and a Shelter in Place procedures 2 times per year and 3 times per year at the secondary level.
- Schools practice fire drill procedures 1 time per month at the elementary level, 4 times per year at the middle school level, and 2 times per year at the high school level.
- On Thursday, Oct. 18, all AUSD schools participated in an earthquake drill and practiced safe procedures to implement during an earthquake.

## Next Steps...

- Revise Safety Procedures at all sites based on the installation of our new phone system.
- Train all staff on ALICE procedures – situational awareness in an emergency.
- Continue working with the Safe Schools Board (Representatives from Alameda Police Department, Alameda Fire Department, Charter and Private Schools) to plan and collaborate on shared drills and procedures:  
Meetings held in December, April, and May
- Conduct scenario based drills at each of the secondary schools.

**Presentations to the Board in 2016-17 & 2017-18**



# Family Engagement

## Parent Involvement & Community Engagement Programs - Claudia Medina

### Tier 3: Advocacy & Equity Roundtables

Superintendent's Diversity, Equity, and Inclusion Council  
LGBTQ Roundtable  
African American Achievement Roundtable  
ALCANCE - Latino Achievement Roundtable  
Jewish Education Roundtable  
Asian Pacific Islanders Achievement Roundtable  
Alameda Special Ed Family Support Group (ASPED)

### Tier 2: Families needing additional language or culturally sensitive supports

ELD School registration nights (all)  
ELD Multilingual School Smarts (elementary)  
ELD Family Math/Literacy/Mindset Nights (all)  
Spanish Parent University Nights (middle school)  
Family Engagement Lab: Virtual family partnership via text messaging (Title 1 elementary schools)

### Tier 1: All Families

Schools Smarts (elementary families)  
Parent University (middle school families)  
Alameda Family Enrichment Series (Island-wide)  
Fall 2018: Grade level newsletters on academic and social-emotional development



# Family Engagement

## After School Programs for Title 1 Schools - Claudia Medina

CDE Grant Funded After School Programs serving students at four school sites



School Site	Number of Students Served	Service Provider
Maya Lin	80-130	Alameda Music Project
Haight	80-100	Bay Area Community Resources
Ruby Bridges	110-125	Camp Edmo
Academy of Alameda	110	Integrated program
Summer School: All sites provide an academic/enrichment program		



CDE requires regular grant compliance reporting that includes attendance, expenditure, and continuous quality improvement monitoring. All AUSD after school sites and program staff have been trained in Share 911. All AUSD sites are expected to include educational, physical exercise, and enrichment components. We also ask for social-emotional learning components to support our restorative practices.

# School Counseling

All school counselors will meet at the district office four times this year for professional development where they will discuss best practices.

Some of the topics to be discussed are:

- The new four-year plan in Aeries
- Aeries Analytics – diving into data
- 5150 procedures
- Collaboration with community based organizations: HIPAA and FERPA
- Section 504 plans: monitoring and compliance
- Course placement

The meeting dates for the 2018-19 school year are:

- September 28th
- January 25th
- March 22nd
- May 24th



# McKinney Vento and Foster Youth

AUSD currently has 39 students enrolled under McKinney Vento status for the 2018-19 school year.



Some of the services that the district's McKinney Vento & Foster Youth Liaison provide include:

- |  |  |
|--|--|
| Referral to and assistance with housing applications             | Backpacks and school supplies (with help from AEF) |
| Transportation via bus passes                                    | Holiday drive (pajamas and toys)                   |
| Referrals to MediCal   | Thanksgiving food drive                            |
| Cal Fresh and Cal Works assistance                               | Toiletry items (from All Good Living)              |
| Referrals to Family Counseling                                   | Assistance with resumes and job applications       |
| Referrals to Alameda City Food Bank and Alameda County Food Bank | And so much more!                                  |

# Attendance/ SART/SARB

MISSING  
(SCHOOL)=  
MISSING  
OUT



## School Attendance Review Team – SART

SART is a school site team which includes the parent and the student, principal or designee, and other supporting staff.

The goal of this team is to identify possible solutions to improve the student's attendance and develop an intervention plan.

## School Attendance Review Board - SARB

SARB is a district level intervention assisting a family with truancy.

A multi-disciplinary team sits on the SARB Board: the McKinney Vento Liaison, a District Nurse, School Resource Officer, Alameda Family Services Delinquency Prevention Network representative, Centerforce Youth Court representative, Student Service representative, and the school site team.



# Health Services

The district employs two District Nurses that oversee a number of duties that ensure the physical safety of our students.



## Some of the things that they do are:

- File mandatory health reports to the California Department of Education
- Develop health care plans
- Provide trainings to school staff on allergies, epi pens, seizures, diabetes, etc.
- Monitor immunizations
- Assess the school environment to ensure safety
- Manage health care screenings
- Provide care coordination between the school and primary care physicians
- And SO much more!

# Special Education

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## What's New in Our Department?

- Special Education Strategic Plan Road Show for Staff and Parents
- Strategic Plan Steering Committee
- Parent Education Evenings
- District-wide Staff Newsletters
- New Parent Newsletters
- New Staff and Programs



# Special Education

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## What Does the Special Education Department Do?

- Staffing
- Professional Development
- Program Development
- Parent Engagement
- SELPA Work
- Budget Development
- Compliance
- IEP Development
- Due Process/Legal Issues
- Current Legislative Trends
- Monitoring of Caseloads
- Transportation
- Enrollment

# Special Education

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## Who is the Special Education Department?

- Teachers
- Paraprofessionals
- Psychologists
- Speech Therapists
- Occupational Therapists
- Physical Therapists
- Coordinators
- Program Managers
- Other Services Providers
- District Office Support Staff
- Instructional Coaches

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# Questions?