E2 - District Level Implementation of the Interconnected Systems Framework: Expand Your Team, Expand Your Results

Presenters:
Kelly Perales, Midwest PBIS Network
Jennifer Kubista and Britta Centoni, Central School District (OR)

Content Facilitator:
Susan Barrett, Center for Social Behavior Supports, Old Dominion University

- Topic: Mental Health
- Keywords: Interconnected Systems Framework, Alignment, Sustainability
# Virtual Forum Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>OVERALL Event</th>
<th>CHAT Tab</th>
<th>POLLS Tab (+Q&amp;A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>✩ Use a <em>shared action plan</em> for your team</td>
<td>✩ Post positive <em>on-topic</em> comments</td>
<td>✩ Add questions before and/or during session</td>
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<tr>
<td></td>
<td>✩ Complete session evaluations</td>
<td>✩ Questions for the presenters go in the POLLS tab ⇔</td>
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</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>✩ Limit <em>distractions</em></td>
<td>✩ Use <em>inclusive</em> language</td>
<td>✩ Use <em>sincere</em> phrasing</td>
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<td></td>
<td>✩ Follow up on your assigned action items</td>
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<td>✩ Complete additional polls when prompted</td>
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<tr>
<td><strong>BE SAFE</strong></td>
<td>✩ Take <em>movement breaks</em></td>
<td>✩ Engage in <em>productive</em> dialogue</td>
<td>✩ Ask <em>solution-oriented</em> questions</td>
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<td>✩ Be aware of your <em>stress level</em></td>
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</tr>
<tr>
<td><em>For Presenters</em></td>
<td>✩ Ensure <em>Files Tab</em> has current materials and related weblinks</td>
<td>✩ <em>Monitor</em> and remove inappropriate comments</td>
<td>✩ <em>Identify common Qs</em> to address in final 15 minutes</td>
</tr>
</tbody>
</table>
Tips for Participants

Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)

Locate the Agenda Menu, Select “My Agenda” from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.
Tips for Participants

Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. Join Session
3. Interact through Chat, Polls, & Uploaded Files
Tips for Participants

Chat, Polls, and Q&A

1. Use **Chat** for engaging with other participants around the session topic. *Presenters may use chat differently in specific sessions.*

   Follow overall Forum expectations for responsible, respectful, and safe chatting

2. Find the **Q&A** under **Polls**. Questions for presenters go there.

3. Some sessions have other **Polls** or more **Specific Questions**. Complete those when prompted

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**Virtual PBIS Leadership Forum** | #PBISForum October 26-28, 2021
Tips for Participants

Be careful of accidently navigating away

While participating in a live Session…Be Present!

- If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.
- What does navigating away look like? Here are some examples:
  1. Clicking on any area of the navigation menu
  2. Clicking on a Person’s name
Tips for Participants

Support is Available

If at any time you need support as a participant, use the **Help Desk**:
Strand Overview

E: Mental Health Integration

E1 - The Way Forward: Using the Interconnected Systems Framework Process to Ensure Equity in Mental Health in Schools
Susan Barrett, Center for Social Behavior Supports, Old Dominion University (VA); Jessica Swain-Bradway, Northwest PBIS Network (OR); Kurt Hatch, University of Washington-Tacoma
Content Facilitator: Lucille Eber, Midwest PBIS Network (IL)

E2 - District-level Implementation of the Interconnected Systems Framework: Expand Your Team, Expand Your Results
Kelly Perales, Midwest PBIS Network (IL); Jennifer Kubista & Britta Centoni, Central School District (OR)
Content Facilitator: Susan Barrett, Center for Social Behavior Supports, Old Dominion University (VA)

E3 - School Level Implementation of the Interconnected Systems Framework: Where the Rubber Meets the Road
Lucille Eber, Midwest PBIS Network (IL); Bob Putnam, The May Institute (MA); Karen McCrillis, Gardner Public School District (MA)
Content Facilitator: Kelly Perales, Midwest PBIS Network (IL)
Today, it has never been clearer that:

- Mental health and SEL is a top priority for schools and communities
- Systemically managing anxiety, depression, and the impact of trauma is necessary to ensure learning
- Comprehensive systems need to have the agility to meet the needs of students, staff, and families in their current context
- Data/science matters; direct resources to effective supports
- Prevention & intervention at first sign of need pays off
- People and relationships are key to all of the above
What is Mental Health?
What is Wellness?

- Complete Mental Health is Social-Emotional-Behavioral
- Mental Health is more than simply the absence of psychological problems. The absence of phycological problems does not infer wellness or happiness.
- Therefore one’s mental health, or wellness, is strong when they are experiencing both **low levels** of SEB psychological problems, and **high levels** of SEB competencies.

### MENTAL HEALTH

<table>
<thead>
<tr>
<th>SEB PROBLEMS</th>
<th>SEB WELL-BEING AND COMPETENCIES</th>
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<tr>
<td><strong>INTERNALIZING</strong></td>
<td><strong>EXTERNALIZING</strong></td>
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<tr>
<td>Trauma, Environmental stressors</td>
<td>Thinking errors, Withdrawal, Negative affect</td>
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</table>

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<tr>
<th>RISK FACTORS</th>
<th>PROMOTIVE AND PROTECTIVE FACTORS</th>
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</thead>
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<tr>
<td>Example Intervention Targets for Promoting Complete Mental Health; Adapted from Suldo &amp; Romer, 2016.</td>
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</table>
Literature on *why* a MTSS should be used to install practices:

- MTSS is essential to accurate, durable, and scalable implementation (Chafouleas, 2016)

- MTSS represents a service delivery framework grounded in the public health model of prevention and consists of providing a continuum of evidence-based practices and making data-driven decisions (Cook, 2015)

- MTSS provides a framework to more efficiently support students identified with needs (Splett, 2018)
Outcomes associated with Implementation

**Improved Student Outcomes**
- academic performance
  - (Homer et al., 2009)
- social-emotional competence
  - (Brodshaw, Wooldrup, & Leafe, 2012)
- social & academic outcomes for SWD
  - (Lewis, 2017; Tobin, Horner, Vincent, & Swain-Broady, 2012)
- reduced bullying behaviors
  - (Ross & Horner, 2009; Wooldrup, Brodshaw, & Leafe, 2012)
- decreased rates of student-reported drug/alcohol abuse
  - (Reschly, Kittelmann, Mcintosh, & Hoselton, 2015; Brodshaw et al., 2012)

**Reduced Exclusionary Discipline**
- office discipline referrals
  - (Brodshaw, Mitchell, & Leafe, 2010; Brodshaw et al., 2012; Homer et al., 2009)
- suspensions
  - (Brodshaw, Mitchell, & Leafe, 2010)
- restraint and seclusion
  - (Reynolds et al., 2016; Simonton, Britton, & Young, 2010)

**Improved Teacher Outcomes**
- perception of teacher efficacy
  - (Kalm & McIntosh, 2012; Ross, Romer, & Horner, 2012)
- school organizational health and school climate
  - (Brodshaw, Rath, Revons, Isongo, & Leafe, 2008; Brodshaw, Rath, Thornton, & Leafe, 2009)
- perception of school safety
  - (Homer et al., 2009)

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School-Wide Positive Behavior Interventions and Supports

(George, H. 2018)
PBIS is the social-emotional-behavioral Multi-Tiered System of Supports (MTSS) Framework

**Systems**
1. Team-based leadership and coordination
2. Evaluation of implementation fidelity
3. Three-Tiered Continuum of evidence-based practices
4. Continuous data-based progress monitoring and decision-making
5. Comprehensive universal screening (for systemic and early access)
6. On-going professional development including coaching with local content expertise

**Practices**
3. Three-tiered continuum of culturally relevant evidence-based interventions

**Data**
2. Evaluation of fidelity
4. Progress monitoring
5. Universal screening

PBIS is the Framework for Aligning your Initiatives

- Community Partnership Integrations
- Wraparound
- Function-based Support
- Classroom Management
- Restorative Practices
- Wellness & Self-Regulation
- Cognitive Behavior Counseling
- Check In Check Out
- Social Emotional Learning
- Dropout Prevention
- Bullying Prevention
- School Climate
- Cultural Responsiveness
- Equity
- Literacy Instruction
- Social Skills Programming
- Trauma Informed Strategies
- School Mental Health
- Check & Connect
- Systems
- Equity
- Practices
- Data
- Outcomes
Teaching Social-Emotional Competencies within a PBIS Framework

Susan Barrett, Mid-Atlantic PBIS Network
Lucille Eber, Midwest PBIS Network
Kent McIntosh, University of Oregon
Kelly Perales, Midwest PBIS Network
Natalie Romer, University of South Florida

Introduction

Over the past decade, youth-serving systems’ mental health of children and youth (Hanson et al., 2018) health organizations, have intensified efforts to provide accurate information about the per- around trauma response, and have a clear un in supporting students who have experienced trauma, a recent analysis of the litera- trations or evidence of the impact of the settings (Maynard et al., 2019; Reinbergs et al., 2019) other interventions focused on improving social-emotional (SEB) functioning, trauma-focused unlikely to work without ongoing analysis cor responding refinement of strategies (Kiel et al., 2019). Behavioral Interventions and Supports (PBIS) multi-tiered framework for incorporating childhood trauma into an established system than focusing on trauma as a separate a initiative. Following the Interconnected sy process for integrating PBIS and school me- system (Eber et al., 2019), trauma-informed one multi-tiered continuum of support, structures that contribute to efficiency and efficiency.

Context

PBIS is a multi-tiered framework for implementing evidence-based practices informed by implementation science (Homer, Sugai, & Fixsen, 2016). Rather than being a packaged program or single intervention, the prevention framework is focused on meeting the needs of all students through a continuum (i.e., tiers) of supports. In this continuous improvement model, teams develop a strategic plan that is anchored to core features or guiding principles, including: (a) a prevention-focused continuum of supports, (b) data-based decision-making, (c) regular universal screening and progress monitoring, (d) systems change through ongoing professional development and
U.S. DOE Recommendations on SEBMH

- Prioritize wellness for each and every child, student, educator, and provider
- Enhance mental health literacy and reduce stigma and other barriers to access
- Implement a continuum of evidence-based prevention practices
- Establish an integrated framework of educational, social emotional, and behavioral-health support for all
- Leverage policy and funding
- Enhance workforce capacity
- Use data for decision making to promote equitable implementation and outcomes
What if...?
School Employed and Community Employed Staff use *community and school data* to assess the needs of young people in their school community and, *together as an integrated team*, select *evidence based practices* that match specific needs.

This means moving away from *co-located model...* to a *fully integrated system*.
Interconnected Systems Framework Defined

- Structure and process for education and mental health systems to interact in most effective and efficient way.
- Guided by key stakeholders in education and mental health/community systems
- Who have the authority to reallocate resources, change role and function of staff, and change policy.

www.pbis.org
An Interconnected System Framework Applies MTSS Features to all A-SEB Interventions

1) **Effective teams** that include community mental health providers
2) **Data**-based decision making that include school data beyond ODRs and community data
3) Formal processes for the selection & implementation of **evidence-based practices** (EBP) across tiers with team decision making
4) **Early access** through use of comprehensive screening, which includes internalizing and externalizing needs
5) Rigorous **progress-monitoring** for both fidelity & effectiveness of all interventions regardless of who delivers
6) Ongoing **coaching** at both the systems & practices level for both school and community employed professionals
How to Address Mental Health in Schools

Education and mental health leaders understand the need to establish one system of social-emotional and behavioral supports in schools. The Interconnected Systems Framework (ISF) is a way to blend PBIS with mental health supports in schools. This framework guides state, district, and community leaders to fund and modify policies and procedures to help every system work more efficiently. Clinicians – supported by integrated district structures – become part of multi-tiered school teams to address the social-emotional and behavior needs of all students. ISF expands the PBIS framework as a way to assist teams and enhance their efforts.

The ISF Implementation Guide

ADVANCING EDUCATION EFFECTIVENESS: INTERCONNECTING SCHOOL MENTAL HEALTH AND SCHOOL-WIDE PBIS
VOLUME 2: AN IMPLEMENTATION GUIDE

- Title Page, Acknowledgements, and Contents
- Preface: Mark Weist, Professor at University of South Carolina, Department of Psychology
- Chapter 1: Introduction: Setting the Stage for an Interconnected System of Education and Mental Health
- Chapter 3: Exploration and Adoption
- Chapter 4: Installing an Interconnected System at the District/Community Level
  - Related Resource: District/Community Leadership Installation Guide
  - More Related Resources
- Chapter 5: Installation and Initial Implementation of an Interconnected System at the School Level
  - Related Resource: School Level Installation Guide
  - More Related Resources
- Chapter 6: Implementation and Sustainability
- Commentary: Sharon Hoover, Professor, School of Medicine, Division of Child and Adolescent Psychiatry, Director, Center for School Mental Health

As well as video with tips for using Volume 2: Implementation Guide!
Installing an Interconnected System

Establish Integrated Teaming Structure – State, Regional, District, School

Assess Current Status of Mental Health and PBIS Systems

Reach Consensus on a Mission Statement

Establish Routines and Procedures
- Universal Screening
- Request for Assistance
- Process for Selecting Evidence-Based Practices
- Process to Monitor Fidelity of Interventions
- Process to Monitor Outcomes of Interventions

Develop an Integrated Action Plan
- Develop an Evaluation Plan
- Develop a Professional Development Plan for Training and Coaching
- Select Demonstration Schools
- Finalize a Memorandum of Understanding
Purpose: This guide is intended to be used by facilitators and coaches to support District/Community Leadership Teams to install structures/systems needed to support an Interconnected System Framework (ISF). The goal is for teams to examine current system using installation activities and generate actions to move toward a more efficient and effective service delivery model.

### Step 1: Establish a District/Community Executive Leadership Team

<table>
<thead>
<tr>
<th>Features</th>
<th>Installation Activities</th>
<th>Action Needed:</th>
<th>By Who? By When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Representative DCLT team identified.</td>
<td>• Assess current teaming structures. Identify need for new team or expansion of existing team</td>
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<tr>
<td>• Provide authority and problem solving needed to overcome organizational barriers and implement the efficiencies needed to functionally interconnect education, behavioral and mental health supports.</td>
<td>• Review current partnerships and service agreements with community partners and/or in area. Executive level leadership from each organization are part of the team.</td>
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<tr>
<td>• Present concerning data and needs to those with authority and propose a way of working.</td>
<td>• Establish team operating procedures (e.g.: time for team to meet at least quarterly, roles for team, process for forming agenda, etc.)</td>
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### Guiding Questions:
- Which voices with social-emotional-behavioral health expertise within school system could benefit this team?
- Which voices of mental health, juvenile justice, core service agency partners could benefit this team?
- In what ways are we ensuring that multiple stakeholders’ voices (i.e.: staff, MH agencies, parents/families, students, etc.) will stay at the table through the development of systems and overall implementation?
PASS Outcomes

NIJ funded RCT
Our First RCT:

- 24 Participating Elementary Schools
  - 2 school districts in the Southeast
  - Prior to study all were implementing PBIS; none were implementing SMH

- Each school is randomized to one of three conditions
  - PBIS Only
  - PBIS + SMH (business as usual)
  - Interconnected Systems Framework (ISF)

- Intervention (ISF) in place for 2 academic years
- All students in the building are participants unless they opt of study
Teaming (Proximal Findings)

In ISF Schools...

• Greater team participation by principals, school counselors, school psychologists, and school mental health clinicians

• Greater commitment to team meetings
  – 3.7 times more team meetings per quarter (w/more productivity!);
  – 25 minutes longer

• ISF Teams had more Tier 1 problem-solving/discussion
  – Using data to address issues discussed
Beyond Access (Proximal Findings)

In ISF Schools….

• More students identified proactively and connected to Tier 2 and Tier 3 interventions Use of Universal Screener and triangulation of data
  – Catching students before higher level of need arose

• More Tier 2 and Tier 3 interventions were provided to students
  – Continuum of interventions developed and used by integrated teams

• Students of color were increasingly identified and appropriately connected to intervention for Social-Emotional-Behavioral need

When compared to other two study conditions
Outcome Findings

In ISF Schools:

- Reduced in-school suspensions
- Reduced office discipline referrals (ODRs)
- Reduced out-of-school suspensions and ODRs for students of color

When compared to other two study conditions
Expanded Teams
<table>
<thead>
<tr>
<th>Interdisciplinary Collaboration and Team Functioning</th>
<th>Data-Based Decision Making</th>
<th>Evidence-Based Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Membership includes professionals with expertise in PBIS (school personnel) and school mental health (mental health clinician) who attend 90% of time</td>
<td>• Universal mental health screening is conducted at least twice yearly and used with other school-wide data to identify students for Tier 2 and 3 interventions</td>
<td>• Delivery of interventions across tiers follows an evidence-based protocol, including school-wide mental health promotion curriculum at Tier 1 and evidence-based interventions at Tiers 2 and 3</td>
</tr>
<tr>
<td>• Teams promote interdisciplinary collaboration</td>
<td>• School-wide data (e.g., attendance, discipline problems, universal screening scores, safety issues, climate perceptions, engagement, bullying) are presented, reviewed, and analyzed at regularly scheduled team meetings</td>
<td>• Interventions across tiers are delivered with fidelity according to the evidence-based protocol</td>
</tr>
<tr>
<td>• All team members attend 90% of team meetings and have clear, defined and active roles</td>
<td>• Clearly articulated action plans are developed during team meetings, follow-up occurs between meetings, and progress is reviewed regularly</td>
<td>• Fidelity is monitored and corrected when errors occur</td>
</tr>
<tr>
<td>• Team meetings occur regularly with well-defined operating procedures</td>
<td>• Teams develop and implement protocols for connecting students to Tier 2 and 3 interventions</td>
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<td>• Clearly articulated action plans are developed during team meetings, follow-up occurs between meetings, and progress is reviewed regularly</td>
<td>• Team operating procedures and implementation fidelity is measured and reviewed regularly</td>
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<td>• Team operating procedures and implementation fidelity is measured and reviewed regularly</td>
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<td>(Splett, et all, 2017)</td>
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State Level Leadership Team

Team Responsibilities
- Provide support, often by way of policy, funding, technical assistance and professional development, for local school districts and communities to build an enhanced continuum of intervention supports
- Review state-level data to inform how resources could best be utilized to eliminate non-academic barriers to learning.

Team Membership
- Department of Education
- Department of Mental Health
- Juvenile Justice
- Child Protective Services
- Department of Human Services
- Department of Health
- Medicaid Managed Care
- System of Care
- Family Advocacy Group

District and Community Leadership Team

Team Responsibilities
- Coordinate policy, funding, visibility, and political support needs of the alignment and integration of mental health and PBIS
- Allocate and/or re-allocate resources to support building-level and district-wide implementation
- Review building, district, organizational (e.g., community mental health system), and community-wide data to inform decision making and resource allocation.

Team Membership
- Superintendent
- Director of MH Agency*
- Family Member(s)
- County Juvenile Justice Leader (Probation, Police Department, etc.)
- County Child Protective Services Leader
- County Human Services Leader
- County Health Department Leader
- Regional Medicaid Managed Care Leader
- School District Leadership and Administration (Student Services Director, Building Principals, etc.)

Building Level ISF Team(s)

Tier 1 Responsibilities
- Review all school and community data, including
  - Universal needs assessment and resource mapping
  - Monitoring prevention practice implementation and outcomes
  - School-wide screening for early identification of student concerns
  - Identify needs for and coordinate school-wide (including school-based community providers) training and professional development

Tier 2 Responsibilities
- Coordinate and monitor progress of all students who need Tier 2 supports, including
  - Identification through data decision rules and/or referral from student, family, or staff.
  - Review of data to plan, monitor, modify and ensure implementation fidelity of Tier 2 supports for individual or small groups of identified students
  - Review of tier-wide data (e.g., how many tier 2 intervention plans are in place, how many students in each type of Tier 2 intervention, how many students are responding, etc.) to coordinate Tier 2 supports.

Tier 3 Responsibilities
- Coordinate and monitor progress of all students in the building who need individual intervention, including
  - Review of data to plan, monitor, modify and ensure implementation fidelity of Tier 3 individual student support plan for identified students
  - Review of tier-wide data (e.g., how many tier 3 individual support plans are in place, how many students are responding, etc.) to coordinate Tier 3 individual supports.

Team Membership
- Building Principal (or designee)
- School and Community Employed Clinician(s)*
- Probation Officer or School Resource Officer
- School Liaison
- Family Member(s)
- Student(s)
- Regular Education Teachers representing all grades/content areas
- Special Education Teachers representing academics and behavior
- Other learning support staff in building such as nurse, counselor, social worker, psychologist
- Consideration for building secretary, janitor, cafeteria worker, bus driver, etc.

(Splett, et al., 2017)
LEADERSHIP TEAMING

Executive Functions

Implementation Functions

Stakeholder Engagement
Funding and Alignment
Policy
Workforce Capacity

Training
Coaching
Evaluation

Local Implementation Demonstrations
2a. **Use District Systems Fidelity Inventory Emphasize SEB** (think cross system, rather than only district)

<table>
<thead>
<tr>
<th>Feature</th>
<th>Possible Data Sources</th>
<th>Scoring Criteria</th>
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</table>
| **3.1 Budget Plan:** A district budget plan with prioritized funding is developed to support operating structures and capacity building activities to implement PBIS framework. | - District Budget | 0 = No budget plan exists to fund operating procedures and/or capacity building activities.  
1 = Operating procedures and capacity building activities are funded with short term funding.  
2 = Initiative has transitioned from short-term funding to regular allocated budget line items. |
| **3.2 Community Agency Alignment:** Procedures exist to ensure that all external community agency work is aligned to PBIS framework, evidence-based-practices, and organizational goals of the district. | - District Handbook  
- District Policy  
- Alignment/Leveraging Procedures | 0 = A written/documented process for aligning external agency work within the PBIS framework does not exist.  
1 = An informal process for aligning external agency work within the PBIS framework can be described but is not documented and/or the process is inconsistently applied.  
2 = Written procedures are available, known, and consistently used to embed/align external agency work within the PBIS framework and to goals of the district. |
| **3.3. Alignment to District Outcomes:** Academic and social-emotional-behavioral frameworks are aligned with key district outcomes/improvement goals. | - Strategic Plan | 0 = There are no clearly identified district outcomes/goals aligned to academic and social-emotional-behavioral frameworks.  
1 = District outcomes/goals exist but alignment with the academic or social-emotional-behavioral frameworks are not evident.  
2 = Academic and social-emotional-behavioral frameworks are directly aligned with one or more identified district outcomes/goals. |
| **3.4 Alignment to Initiatives:** Clear description of initiative alignment (e.g., graphic organizer, organizational chart, conceptual map) displays integrated and/or collaborative implementation of PBIS with existing initiatives having | - District Organizational Chart  
- Audit Spreadsheet  
- Graphic Organizer Displaying Initiative Alignment | 0 = No description/document that shows alignment of existing initiatives is available/evident.  
1 = Descriptions of individual initiatives (with similar goals, outcomes, systems and practices) are available, but some not all are fully aligned. |
Exemplar: Central School District, Oregon
CENTRAL SCHOOL DISTRICT DEMOGRAPHICS

• **Five Schools**
  • (three elementary, one middle school, one high school)
• **Current Enrollment:** **3208**
  • (49.5% female, 50.5% male, nonbinary)
• **53% Students of Color**
  • (.8% Asian; .8% African-American/Black; 45% Hispanic/Latina/o/x; 1% American Indian-Alaska Native; 5% Multi-Racial; .4% Native Hawaiian/Pacific Islander; & 47% white)
• **95% of Staff: White**
• **13% Students Experiencing Disabilities**
• **30% Emergent Bilingual Students**
• **58% Socio-Economically Disadvantaged**
• **84% On-Time Graduation**
Central School District 13J – Our Long Term Goals

Goal One: Student Growth and Achievement
Every student is engaged, supported, challenged, prepared - as a whole child - with the skills and character to achieve and be successful in school, career, college and community.

Goal Two: Family Involvement
Central School District 13J is a place where every family is actively involved in their child’s education and feels welcome, supported, safe and valued.

Goal Three: Community Partnership
Community partners collaborate with Central School District 13J to cultivate student success in a safe, healthy, prosperous and inclusive community.

Goal Four: Staff Leadership and Continuous Improvement
All Central School District staff engage in student-first decision making, problem solving, and professional development, working as a team with shared purpose and culture of trust and respect.
## Central School District 13J – Our Strategies/Objectives

<table>
<thead>
<tr>
<th>Goal One</th>
<th>Goal Two</th>
<th>Goal Three</th>
<th>Goal Four</th>
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- **Behavioral supports focused on tiered supports/interventions to create a supportive learning environment**
- **Mental health supports and social emotional learning with a trauma informed lens to support the development of the whole child**
- **Decision making process with an equity lens to ensure supportive learning environments**
- **Relationships through open 2-way communications and collaboration to develop a welcoming, safe, healthy and supportive environment**
- **Plans focused on K-12 alignment of common core standards, assessment, programming, curriculum and instructional method frameworks for a rigorous learning environment**
- **Explore plans and programming focused on CTE, increased electives, and continued supports for AP, honors and college courses**
- **Explore plans and programming focused on arts, PE, extra curricula activities and expanded learning opportunities to support the development of the whole child**
- **Explore and evaluate class size, the conditions and capacity of our buildings and evaluation of FTE to support the development of the whole child**
- **Develop a family involvement plan where parents are actively involved and engaged**
- **Develop a Community Partnership and Resource plan where community involvement supports the development of the Whole Child**
<table>
<thead>
<tr>
<th>Goal One</th>
<th>Goal Two</th>
<th>Goal Three</th>
<th>Goal Four</th>
<th>Measure</th>
<th>Frequency</th>
<th>Data Source</th>
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<tbody>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Chronic Absenteeism*</td>
<td>Monthly</td>
<td>CSD School and District Data &amp; CSD State Report Card</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>9th Grade On Track*</td>
<td>Semi-annually</td>
<td>CSD School and District Data</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Discipline (students without suspension or expulsion)*</td>
<td>Monthly</td>
<td>CSD School and District Data</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>ELA/Math Achievement and Growth*</td>
<td>Annually</td>
<td>CSD State Report Card</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Participation in ELO, Activities, Athletics</td>
<td>Quarterly</td>
<td>In Development</td>
</tr>
<tr>
<td>X</td>
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<td></td>
<td>English Language Growth*</td>
<td>Annually</td>
<td>CSD State Report Card</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>4 Year Graduation Rate*</td>
<td>Annually</td>
<td>CSD State Report Card</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Participation in Honors, AP, CTE</td>
<td>Semi-annually</td>
<td>CSD School and District Data</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Number of volunteers in each school</td>
<td>Monthly</td>
<td>In Development</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Culture and Climate Survey*</td>
<td>Annual</td>
<td>In Development - 21-22 SY</td>
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<td></td>
<td></td>
<td># of contracts with community partners</td>
<td>Annually</td>
<td>In Development</td>
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<td>X</td>
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<td></td>
<td></td>
<td>Acceptance Next Institution/Industry Certification</td>
<td>Annually</td>
<td>In Development</td>
</tr>
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<td>Youth Surveys</td>
<td>Annually</td>
<td>Healthy Youth Survey</td>
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<td></td>
<td>Social-emotional/Mental Health Measures</td>
<td>TBD</td>
<td>In Development</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td># of Professional Development Opportunities</td>
<td>Annually</td>
<td>In Development</td>
</tr>
</tbody>
</table>
HOW DID WE GET HERE?

- Partnership - Health & Wellness Center (2015)
- Trauma Informed Grant at the High School (2016-2019)
- Hired a Whole Child Coord. (2019)
- Mental Health Specialist in all schools (2018 - expanded to all five 2019)
- Additional Bilingual Mental Health Specialist (2021)
- Community Coord funded by Polk County (2021)
- School Sites additions Wellness Coord, Social Emotional Learning Curriculum (K-8)
PARTNERS:

- Central School District
- Polk County Family & Community Outreach
- Polk County Youth & Family Behavioral Health Services
- Polk County Public Health
- Central Health & Wellness Center - Salem Health (SBHC)
- Law Enforcement and First Responders (Independence PD, Monmouth PD, Polk County Fire, Polk County Sheriff)
- Community Services Consortium - GED program
- Oregon Child Development Coalition
- The Gate Community Center
Role Clarification
# Polk County Role Clarification for Helping Professionals in Schools

<table>
<thead>
<tr>
<th>How are we the same or different? (scope &amp; roles)</th>
<th>Polk County School District</th>
<th>Polk County Family &amp; Community Outreach</th>
<th>Polk County Behavioral Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual’s description:</td>
<td>School District Employee</td>
<td>County employee, hired by FCO with school input</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Masters Level</td>
<td>Bachelor or Masters level</td>
<td></td>
</tr>
<tr>
<td>How are services initiated?</td>
<td>Initiates support services at school, student or parent request per role.</td>
<td>Initiates services at school/parent/student request with written consent.</td>
<td>Initiates services with youth/parent informed, written consent.</td>
</tr>
<tr>
<td>What is the professional’s “scope of practice”?</td>
<td>Scope of practice includes school/college/career guidance; daily support of students including individual support, skill building, skills groups, prevention presentations, referrals to community services, consultation with agencies and school staff, 504 case management; referrals to other educational services.</td>
<td>Scope of practice is daily support of students including individual support, skill building, skills groups, prevention presentations, referrals to community services, case management, consultation with agencies and school staff, training for school staff.</td>
<td>Scope of practice is direct clinical services for individual youth &amp; family, case management &amp; coordination of care with additional mental health driven needs including psychiatric medication management, higher levels of MH care, medical, DD, entitlements.</td>
</tr>
<tr>
<td></td>
<td>Conduct Level 1 Suicide Screening Protocol; participate in Level 1 and 2 Threat Assessments.</td>
<td>Assist schools with Level 1 Suicide Screening protocol and Level 1 and Level 2 threat assessments. Provide Flight Team response (immediate grief support) in aftermath of tragedies.</td>
<td>Clinical management of care for Psychiatric Hospitalization, Psy. Res or Day Treatment for all OHP, and all DHS Children from Polk Co. in statewide placements.</td>
</tr>
</tbody>
</table>
**Central Community’s Multi-tiered System of Supports (High School)**

<table>
<thead>
<tr>
<th>Tier 1 – School-wide: All Students</th>
<th>Tier 2 – Some Students</th>
<th>Tier 3 – Few Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mental Health</strong></td>
<td><strong>Behavior</strong></td>
<td>Central Health and Wellness Center</td>
</tr>
<tr>
<td>Central Health and Wellness Centered Tiered Services</td>
<td>Central High School/District</td>
<td>- Nurse Practitioner addresses or refers to addiction counseling or Polk County Behavioral Health</td>
</tr>
<tr>
<td>- Health Education Curriculum</td>
<td></td>
<td>Polk County Behavioral Health</td>
</tr>
<tr>
<td>- Advisory Social Emotional Learning Education</td>
<td>- Assure or provide required vision/hearing screenings</td>
<td>- Family, individual or group therapy</td>
</tr>
<tr>
<td>- Central Health and Wellness Center Tiered Services</td>
<td>- Health Education Curriculum</td>
<td>- EASA – early assessment and treatment for psychosis</td>
</tr>
<tr>
<td>- Oral Health-Visual Inspection, Education, and Counseling</td>
<td>- Advisory Social Emotional Learning Education</td>
<td>- Crisis intervention / mobile response</td>
</tr>
<tr>
<td>- Well-Child Exam and Immunizations</td>
<td>- Central Health and Wellness Center</td>
<td>- Intensive children’s services – care coordination</td>
</tr>
<tr>
<td>- ACES and Resilience Screening</td>
<td></td>
<td>- Suicide prevention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Wraparound program – intensive coordination</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Psychiatric medication evaluation and services</td>
</tr>
<tr>
<td><strong>Physical Health</strong></td>
<td></td>
<td>Central High School/District</td>
</tr>
<tr>
<td>Central High School/District</td>
<td>- School wide Trauma Informed/Whole Child Approaches</td>
<td>- School nurse, Occupational Therapy, Physical Therapy</td>
</tr>
<tr>
<td>- Health Education Curriculum</td>
<td>- Brain Science</td>
<td>Central Health and Wellness Center</td>
</tr>
<tr>
<td>- Advisory Social Emotional Learning Education</td>
<td>- Greeting at door</td>
<td>- Evaluation and treatment of acute, and chronic conditions</td>
</tr>
<tr>
<td>Central Health and Wellness Center Tiered Services</td>
<td>- Community Building</td>
<td>- Prescriptions</td>
</tr>
<tr>
<td>- Oral Health-Visual Inspection, Education, and Counseling</td>
<td>- POWER matrix/expectations</td>
<td>- Referrals to specialty providers</td>
</tr>
<tr>
<td>- Well-Child Exam and Immunizations</td>
<td>- Central Health and Wellness Center</td>
<td>- Provide mental/behavioral health services or refer</td>
</tr>
<tr>
<td>- ACES and Resilience Screening</td>
<td>- Attribution of ILT/ES/SE/FT/RC</td>
<td>Central Health and Wellness Center</td>
</tr>
<tr>
<td></td>
<td>- Social Science</td>
<td>- Possible referral to Student Services Team (SST)</td>
</tr>
<tr>
<td></td>
<td>- Follow school district protocol for discipline, or 504 or IEP support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Central Health and Wellness Center</td>
<td>- SST will use targeted interventions and data to determine possible referral for higher level services</td>
</tr>
<tr>
<td></td>
<td>- 2020-21 Attendance Interventions</td>
<td>- Truancy Conversations with Polk Co/MH/SIT as appropriate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Warning Meeting with Barlow</td>
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<tr>
<td><strong>Behavior</strong></td>
<td>Central Health and Wellness Center</td>
<td><strong>Central Health and Wellness Center</strong></td>
</tr>
<tr>
<td>Central High School</td>
<td>- (Referral) Care Team identify potential issues and address or refer</td>
<td>Polk County Behavioral Health</td>
</tr>
<tr>
<td>- Health Education Curriculum</td>
<td>- (Referral) Student Services Team to assess for higher level services</td>
<td>- Family, individual or group therapy</td>
</tr>
<tr>
<td>- Advisory Social Emotional Learning Education</td>
<td>- (Referral) Wellness Room - Resilience Skills</td>
<td>- EASA – early assessment and treatment for psychosis</td>
</tr>
<tr>
<td>- School-wide Trauma Informed/Whole Child Approaches</td>
<td>- 9th on track</td>
<td>- Crisis intervention / mobile response</td>
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<td>- Central Health and Wellness Center</td>
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<td>- Greeting at door</td>
<td>- 2020-21 Attendance Interventions</td>
<td>- Suicide prevention</td>
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<tr>
<td>- Community Building</td>
<td>- If attendance drops below 90%, academics and behavior will also be evaluated</td>
<td>- Wraparound program – intensive coordination</td>
</tr>
<tr>
<td>- POWER matrix/expectations</td>
<td>- Home visit</td>
<td>- Psychiatric medication evaluation and services</td>
</tr>
<tr>
<td></td>
<td>- Check in/check out</td>
<td>Central High School/District</td>
</tr>
<tr>
<td></td>
<td>- Conference with guardian</td>
<td>- School nurse, Occupational Therapy, Physical Therapy</td>
</tr>
<tr>
<td></td>
<td><strong>2020-21 Attendance Interventions</strong></td>
<td>- Central Health and Wellness Center</td>
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</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

2020-21 Attendance Interventions
- If attendance drops below 90%, academics and behavior will also be evaluated
  - Home visit
  - Check in/check out
  - Conference with guardian

2018-19 Care Team Menu of Interventions
- Can be referred by any staff member or if attendance drops below 90%, academics and behavior will also be evaluated
  - Student data evaluated
  - Mentoring
  - After school enrichment
  - SE Group Sessions
  - Check in/check out
  - Academic Scaffolding

2020-21 Attendance Interventions
- Behavioral contract or support plan
  - Phone call to guardian/parent think sheet
  - Referral to Care Team
  - Attendance Team Monitoring

School or teacher decision mapping
Team Consolidation and Restructuring
Current Teams (Great work being done)
Whole Child/Whole System Support
3-tiered continuum of culturally relevant, evidence-based interventions

As needed, work groups will join the DCLT for focused planning...

Identifying Student Needs
(Gathering and evaluating formal and informal student data for decision-making)

Central Whole Child Framework

Staff Development
Example Focus: Building a 3-year professional development plan

ISF-District Community Leadership Team

District Team Structures
MARTY, WHATEVER HAPPENS

DONT EVER GO TO 2020!

COVID-19
PDNEMIC PRIORITIES:

Student AND staff wellness
Equity
Voices and Leadership
STUDENT AND STAFF WELLNESS:

● “Mental Health for All”
● Nutrition Services & Transportation (basic needs)
● Staff Care and Connection Survey
● Bliss Lists and Collective Care (Superintendent led)
● Staff Wellness Groups (twice a week)
STUDENT AND STAFF WELLNESS (Continued):

- Handle With Care Program
- Valor=Cambio
- Expansion of School-Based Mental Health Team
- District Community Leadership Team (Dug even deeper with Community Coordination and Partnerships)
- Equity Work
VOICES AND LEADERSHIP:

● Community Committee Continued Virtually throughout 20-21 to help with decision making

● District Community Leadership Team: Importance of Community Partnerships

● Staff Evaluation: SEL and Family Engagement Goals
EQUITY:

- Basic needs: Nutrition Services
- Technology and Communication (Chromebooks and Internet)
- District Equity Team and building teams:
  - Purpose
    - Being Actively anti-racist
    - Elevating student, staff, and family voices
    - Students see themselves in the curriculum
    - Purposeful and vulnerable conversations to talk about race and create equitable change
    - Tools that honor diversity, accuracy of history and pedagogical practices focused on inclusion and empowerment
    - PD, training & support to empower all in CSD13J: Board, administration, licensed and classified staff to be intersectional and anti-racist

CSD13J website: https://www.central.k12.or.us/departments/equity-and-access
CENTRAL SCHOOL DISTRICT: HELPFUL DOCUMENTS

Central SD Mental Health Support Role Clarification

Central Whole Child Framework (MTSS+)

Equity and Access Webpage

Valor=Cambio Mental Health Awareness Video
Installing and Implementing an Interconnected Systems Framework (ISF) at the District/Community Level: Examples and Strategies for Coaches and District Leaders

Lucille Eber, Midwest PBIS Network
Kelly Perales, Midwest PBIS Network
Ali Hearn, Midwest PBIS Network

This Practice Guide describes and illustrate how district/community leaders can embed mental health supports within the PBIS framework to create a unified and comprehensive system of social-emotional-behavioral (SEB) supports in schools. One district's experience building such an Interconnected System Framework (ISF) is portrayed including how they engaged community partners, families and school personnel in the process. The logic of implementation science (Fixsen, et al. 2005) is used as an organizing structure to guide districts through the change process with a focus on sustainability. The description of this exemplary district demonstrates how the sequential movement to a single system of SEB support happens over time with a focus on continuous improvement. Technical assistance strategies and tools for coaches guiding the ISF process in districts/communities and schools are included. (For more information on the ISF process, see the ISF resources listed at the end of this Brief)

Context

Even before the unprecedented force of the COVID19 pandemic, schools were increasingly aware of social-emotional-behavioral (SEB) health as a critical component of academic and post-school success for students. For decades, national mental health data has indicated climbing prevalence rates of anxiety and depression in youth, which are frequently exacerbated by trauma that is often generational in communities (DeAngelis, 2019). The prolonged uncertainty, fear, and social isolation from the world pandemic, combined with social

Resource - Technical Assistance Guide:

• Case study of one districts experience of the process of exploration, adoption, installation, and implementation

• Suggested TA strategies provided
ISF Fact Sheets

- 101: An Introduction
- 201: When School Mental Health is Integrated within a MTSS: What’s Different
- 301: Installing an Integrated Approach
Thank you and take care!
Please Complete this Session’s Evaluation

Session #E2 - District-Level Implementation of ISF: Expand Your Team, Expand Your Results

1. In the Event Platform/App:
   - In “Files” tab,
   - In “Evaluations” in the navigation menu
   - In “Chat”

OR

2. QR Code

AFTER YOU SUBMIT EACH SESSION EVALUATION, CLICK THE LINK TO ENTER THE GIFT CARD RAFFLE

Evaluations are anonymous! We send reminder emails to all participants.