

Student Support Services Study Group Board Report

February 18, 2021

Purpose of Study Group:

To analyze WAPS' student support services and provide recommendations for action to the WAPS school board.

Essential Question:

How might we become more supportive and responsive to EACH of our students and families in Winona Area Public Schools?



District Strategic Directions:

- ★ Understanding and meeting everyone's social-emotional, mental health, and cultural competency needs.
- ★ Implementing safe and secured schools and environment.
- ★ Engaging and partnering with parents/guardians, families, and community

Members:

WAPS Counselors: David Chapman, Hayley Endersbe, Lisa Mullen, Kerry Randall, Michelle Schmidtknecht, Mitzi Storm, Samantha Wagner, and Karen Whitney-Thrune.

WAPS Social Workers: Christon Best, Rachel Luehmann, Angela McQuinn, and Micah Pfohl.

WAPS Teacher: Dwayne Voegeli

Miller Mentoring Representative: Andrew Althoff

WAPS Educational Assistants: Kim Wadewitz, Leisa Evanson, and Hannah Huemmer.

WAPS Parent Educators: Heather Millard and Lynnea Pfohl.

WAPS Students: Augusta Gruhlke, Issara Schmidt, Ella Skranka, and Colleen Halleck.

Mental Health Worker: Jen Whetstone

Community Members: Michelle Monerson and Anquetta Calhoun.

WAPS Administration: Dawn Lueck, Jacob Feldman, John Casper, Ann Riebel, Dr. Sarah Knudsen, and Dr. Annette Freiheit.

Terms/Definitions used in the Study Group work:

Multi-Tiered Support System (MTSS): MTSS is a prevention and resource allocation framework that addresses the needs of every student and ensures that students receive the support they need to be successful. It focuses on altering the instructional environment to support student success. (CAREI, UMN, training session 1, February 2021)

Tier 1: Universal Interventions or services, Proactive and Prevention; builds positive relationships between staff and students; proactive classrooms strategies; 75 to 90% of students

Tier 2: Targeted Group Interventions or Services, small group support students, need a little extra assistance; helps students to work toward catching up with peers; 10-25% of students

Tier 3: Intensive Interventions or Services; significant needs, alternative materials, highly

intensive, longer duration, students who do not respond to Tier 1 and 2 interventions and supports, individualized, can include assistance from outside agencies; <10% of students

Services: A service is a set of activities that are beneficial to the end user, but have not been structured in such a way as change can be measured, if, in fact, change does occur. A soup kitchen is an example of a service, in that it provides healthy meals that are good for the visitors. However, we have no way of knowing if the meals have led to a change beyond satisfying hunger for a few hours.

Programs: A program is a plan of action that is developed in response to a community need, problem or issue. Programs differ from services, in that there is intentionality around change, with goals, objectives, outcomes and indicators to measure progress towards the desired end.

Acronyms used throughout the document:

ACEs: Adverse Childhood Experiences;
ADSI: Alternative Delivery of Specialized Instructional Services;
AVID: Advancement Via Individual Determination;
BIRS: behavior incident rating system - data;
CAREI: Center for Applied Research and Educational Improvement;
CICO: Check-in/Check-out;
CKP: Community Kids Preschool;
CPI: Crisis Prevention Intervention;
CSL: Community Service Learning;
DEC: Diversity and Equity Committee;
DEED: Discover, Explore, Engage, Develop;
DEI: Diversity Equity Inclusion;
ECFE: Early Childhood Family Education;
ECSE: Early Childhood Special Education;
ELL: English Language Learners;
ENVoY: Educational Nonverbal Yardsticks;
FBAs: Functional Behavior Assessments;
FFT: Food For Thought;
GSA: Gay Straight Alliance;
GSH: Guided Study Hall;
HVMHC: Hiawatha Valley Mental Health Center;
I.C.: Infinite Campus;

IEP: Individual Education Program
LGBTQ+: Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, + includes: Pansexual, Agender, Gender Queer, Bigender, Gender Variant, Pangender;
MCIS: Minnesota Career Information System;
MDE: Minnesota Department of Education;
MTSS: Multi-Tiered Support System;
NHS: National Honor Society;
PBIS: Positive Behavior Interventions and Supports;
PBL: Project Based Learning;
PSEO: Postsecondary Enrollment Options;
PTA: Parent Teacher Association;
REACH: high school program to prepare students for future careers;
SAEBRS: Social, Academic, and Emotional Behavior Risk Screener;
SEL: Social and Emotional Learning;
SIMS: Student Intervention Matching System;
SOS: Signs of Suicide;
SPED: Special Education;
SST: Student Study Team;
SWIS: School-Wide Information System;
WEB: Where Everyone Belongs;
Winhawk Way: part of elementary PBIS.

Key positions and their work in the Student Support Services department:

- ★ [School Social Workers](#)
- ★ [School Counselors](#)

- ★ [School Psychologists](#)

Study Group Process:

Meeting #1 - 10.28.2020

- a. Within breakout groups they brainstormed on the following two questions that focused on the current student support services or programs:
 - i. What student support services or programs does the WAPS district currently provide?
 - ii. How do these support services currently support students' social emotional and academic needs?

Meeting #2 - 11.23.2020

- a. Introduced and reviewed Multi-tiered Systems of Support (MTSS), the framework for the study group's work. MTSS is a continuum of evidence-based practices to match student needs.
- b. The same breakout groups from 10.28.2020 used their list to assign each item on their list to Tier 1, Tier 2 or Tier 3.

Meeting #3 - 12.09.2020

- a. Study group members were divided into three groups (Tier 1, Tier 2, and Tier 3) and each group reviewed the composite list for the Tier they were assigned to. In their breakout groups, they:
 - i. Reviewed current/existing student support services or programs.
 - ii. Reviewed gaps in student support services or programs.

Meeting #4 - 1.14.2021

- a. Study group members were assigned to breakout groups by their academic level: early childhood, elementary, middle school, alternative learning center, and high school.
- b. Within their group, they reviewed their level's MTSS programs and services.
 - i. Reviewed the Current Programs and Services for accuracy.
 - ii. Reviewed the Gaps in Current Programs and Services.
 - iii. Used the current and gaps information and brainstormed/identified ideas or strategies for improvement.

Meeting #5: - 1.27.2021

- a. Academic level groups completed their group work.
- b. Academic level groups debriefed the whole group on the recommendations they identified through their analysis of current services and programs and the gaps.
- c. Academic Level Group Documents - Current and Gaps
 - i. [Early Childhood Student Support Services and Programs](#)
 - ii. [Elementary Student Support Services and Programs](#)
 - iii. [Middle School Student Support Services and Programs](#)
 - iv. [Alternative Learning Center Student Support Services and Programs](#)
 - v. [High School Student Support Services and Programs](#)

Meeting #6: - 2.11.2021

- a. Whole group discussion on the [Student Support Services Study Group recommendations](#).
- b. Whole group review of the draft school board report.

Superintendent's Statement on Recommendations:

Thank you to all of the study group members for their insightful and courageous conversations as we began to study how WAPS supports our students and families. Due to the restriction of meeting through teleconferencing we were limited in what we could do from the initial study group outline I proposed earlier in the fall. Like the music study group, I see this study as the beginning of the district's work in improving student support services to be more supportive and responsive to each of our students and their families.

Key staffing in our student support services is made up of our school counselors, school social workers, and school psychologists. Thus I have included in this report charts with their work identified by the three tiers of MTSS. Understanding their roles and responsibilities is important as a part of this study.

The District has started two key initiatives that are building the foundation for increasing student support. The first initiative is the Climate Cohort, a collaboration with the Minnesota Department of Education (MDE) and the Regional Centers of Excellence. We are in the first year of a three year partnership that focuses on a multi-tiered transformative school climate in service of educational equity. This year it is focused on restorative principles, values circle, and authentic community engagement. MDE identifies "the goal of implementing a multi-tiered approach to improving school climate is to increase school connectedness, build and maintain relationships, and ensure everyone in the school has access to social emotional skill development." (School Climate in Service of Educational Equity Project document). Several recommendations from the study group fall within this initiative.

The second initiative, which frames the work of this study group, is the MTSS. The district has partnered with the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota to begin the study and implementation of this system. This initiative will guide the district and each school site in developing a system that is responsive and supportive of each student, academically, behaviorally, and emotionally. This is a multi-year initiative and we are in the beginning stages of learning and development. There are recommendations that align with this initiative.

The district's commitment to professional development focused on diversity, equity, and inclusivity is vital to improving student support. Additionally, the district needs to continue training in interventions, trauma informed, Adverse Childhood Experiences (ACEs), mental health, functional behavior assessments, etc. Through the climate cohort and other resources, the district will continue to plan and implement opportunities for all of our staff to increase their knowledge and skills in these areas.

Several recommendations involve staffing. It will be vital to conduct a thorough analysis of our current staffing, our student needs, and recommendations from this study group. As we work through the FY22 budget development and staffing for next school year, these recommendations will be considered within our budget allowances. However, it is important to note that an analysis of our current staffing in light of the needs and recommendations brought forth by this study group may yield a reorganization of current staff's responsibilities and practices. This reorganization may include a removal of current responsibilities and practices of some staff in exchange for responsibilities and practices that are better aligned with the needs and recommendations brought forth from this study group.

Other key themes within the recommendations:

- a. Continue building and nurturing relationships and community connections.

- b. Determine ways to make community services more accessible for families.
- c. Continue to articulate curriculum and standards including multicultural perspectives, equity and inclusivity of all. Increase service learning, project based learning opportunities, and strengthen career exploration and career programs (REACH [high school program to prepare students for future careers], and Advancement Via Individual Determination AVID).
- d. Continue to implement and support Positive Behavior Interventions and Supports (PBIS) and Social and Emotional Learning (SEL) throughout the school district at all levels from early childhood through 12th grade. Include restorative circles, peacekeeping, community building, and other skills.
- e. Increasing need for program supports and peer support groups for our students (Black, Latinx, Asian, American Indian, Hmong, Hispanic, Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, + includes: Pansexual, Agender, Gender Queer, Bigender, Gender Variant, Pangender (LGBTQ+), etc.).
- f. Support groups for students focused on topics such as suicide and suicide prevention, depression, grief, divorce, and other struggles that students experience.
- g. Improve transitions for students and families: early childhood to kindergarten, grade 4 to grade 5, grade 8 to grade 9, grade 12 to post high school, students exiting special programs (Special Education, English Learners, etc.)
- h. Improve family support and engagement throughout their school career and within grade bands/academic levels. Suggestions include parent education engagement for mental health, opportunities based on wants and needs of our parents and families, flexible schedules and communication methods for parent/guardian meetings that better fit their schedules
- i. Continue to support and explore ways to increase School Linked Mental Health supports and improve the referral process.
- j. Implement a district-wide mental health screener such as Social, Academic, and Emotional Behavior Risk Screener (SAEBRS).
- k. Improve new student registration process within Infinite Campus (I.C.).
- l. Seek and enhance options for transportation outside of the regular school day for families to attend after school and/or evening activities.

Next steps will include working with district leadership and staff to address recommendations that can be started immediately and identifying recommendations for implementation through the planning and budgeting process for the 2021-2022 school year.

Student Support Services Study Group Recommendations

Student Support Programs

Tier 1	
Early Childhood	<ul style="list-style-type: none"> • Connections with community members that represent our community demographics. • Connections with Community Partners to support all of WAPS incoming students.
Elementary	<ul style="list-style-type: none"> • Continued work on articulating curriculum and standards at each grade level for academics. • Continue PBIS and implement a universal screener for SEL. • Have an SEL curriculum that matches the needs of the screener. • More training and consistent ongoing training for staff. Example: PBIS, ACES, Educational Nonverbal Yardsticks (ENVOY), etc.
Middle School	<ul style="list-style-type: none"> • Re-evaluation Second Step. Continue and commit to current programs of PBIS, Winhawk Way (part of elementary PBI), SEL, AVID • District wide focus & direction of curriculum (SEL) • Administration cultivating consistent teacher support of group work (times for pull out to conduct groups) • Transition between 4-5, 8-9 • Cultural Liaison - District-wide position will not be sufficient (the person will be spread too thin, and will fail). WMS, with the needs of the age group, recommends a position in our building F/T.
Alternative Learning Center	<ul style="list-style-type: none"> • Merge SEL and Academics in the classroom (done in homeroom in the past)- currently building into Project Based Learning (PBL)
High School	<ul style="list-style-type: none"> • Cultural Liaison/Equity Specialist • Peer Support Group • Continue Curriculum Review process to ensure multicultural perspectives, equity, and inclusivity of all (including LGBTQ+)
District-Wide	<ul style="list-style-type: none"> • Take Time to evaluate the programs we do have to make sure they are meeting the goal • Transitions - EC to K; 4th to 5th; 8th to 9th; 12th to post HS • From climate cohort - EC- grade 12 family support throughout school career or within a grades band (EC-gr.3)
Tier 2	
Early Childhood	<ul style="list-style-type: none"> • Increase in School Linked Mental Health Support

	<ul style="list-style-type: none"> Classroom staff and space for Early Childhood Special Education (ECSE) children turning 3 after 9/1 of each school year Who is designing interventions and monitoring them? We need a layer before child study that provides a system to match interventions, track them, modify them, etc. (Problem-Solving team) Time and people to do this work before frustration sets in. More training for staff. (Intervention, trauma informed, functional behavioral assessment, etc.)
Middle School	<ul style="list-style-type: none"> Behavioral Specialist position (more for general education students) More flexibility in the school schedule to get students what they need for MH/Social Work/counseling services. Could they be in a small group circle process? Why can't that count as an elective? Let's carve it INTO their day to meet their needs
Alternative Learning Center	<ul style="list-style-type: none"> SEL classes as elective options (essential skills, independent living, senior capstone) Increased use of restorative practices on informal level in classroom settings (proactive)
High School	<ul style="list-style-type: none"> Expand and Formalize LGBTQ+ Supports Behavior EAs/Interventionist - Help support positive behaviors for students who are struggling Transition support - Including but not limited to 8th to 9th grade, 12th grade to post-high school, and students exiting special programs (Special Education [SPED], English Language Learners [ELL], etc)
District-Wide	<ul style="list-style-type: none"> No recommendations

Tier 3	
Early Childhood	<ul style="list-style-type: none"> Increase in School Linked Mental Health Support
Elementary	<ul style="list-style-type: none"> What is the pathway to special education? Systematic plan - MTSS implemented fully. Define it and lay out a systematic plan. More training for staff.
Middle School	<ul style="list-style-type: none"> No recommendations
Alternative Learning Center	<ul style="list-style-type: none"> No recommendations
High School	<ul style="list-style-type: none"> Intense Mental Health/Therapy - outside of school Suicide Support, Depression, Grief, Divorce, etc (Primarily staff led.)
District-Wide	<ul style="list-style-type: none"> No recommendations

Services

Tier 1	
Early Childhood	<ul style="list-style-type: none"> ● Cultural Liaison (HR, \$)- Support to reach unidentified and underserved populations within the community, not just who we currently serve <ul style="list-style-type: none"> ○ Purposeful recruitment/services for underrepresented populations ● New Student Registration process ● Bring HeadStart and other EC Community programs into the Pyramid Implementation
Elementary	<ul style="list-style-type: none"> ● More mental health services for students. ● Transportation for students and families-bus tickets, taxis, school vans-Readily accessible. User friendly ● Parent education engagement for mental health. ● Make community services more accessible for families. ● Mentor programs for elementary students. ● More opportunities for parent engagement and involvement for the parents that really need it. ● Find a way that is really helpful for all our families, not what we assume or think it should be.
Middle School	<ul style="list-style-type: none"> ● Increase time for School Counselors and Social Workers. S/E and MH needs are at an all-time high. ● Building wide training from Tech dept of chromebook orientation (I.C., Schoology, gmail) ● Need additional connections with families. Can we go out and meet them in their community? Can we flex our schedules to meet with families after hours? <ul style="list-style-type: none"> ○ Parents have responded most consistently to our cell phone text messages. We need innovative ways to access/connect with parents. ● Increased support for social/emotional support for students. Peacekeeping/community building ● Circles - Using circles to meet the needs of students. Both Informal and formal. ● Cultural humility vs Cultural competence - Enhancing cultural humility district-wide <ul style="list-style-type: none"> ○ Promote safe space and safe time. ● Enhance access to transportation for families - access to extracurriculars and after school programming (possible connection w/City of Winona)
Alternative Learning Center	<ul style="list-style-type: none"> ● Use of restorative processes for truancy (attendance circles) ● In past (homeroom time) and team building activities ● Increased service learning opportunities (emerging with PBL) ● Clothing closet & laundry services ● SAEBRS-not currently used need access
High School	<ul style="list-style-type: none"> ● SAEBRS ● Turn Minnesota Career Information System (MCIS)/Career Exploration into a program 9-12 with clearly defined steps for each grade. Incorporate programs such as REACH & AVID

	<ul style="list-style-type: none"> • Clothing closet (food, clothing, and basic need resources) & access to laundry- in place not widely accessed by students
District-Wide	<ul style="list-style-type: none"> • No recommendations
Tier 2	
Early Childhood	<ul style="list-style-type: none"> • Ongoing focus of SEL implementation in programs. • Continue to onboard new staff. • Trauma informed training for staff • Advertisement strategy for community organizations regarding EC programs • New Student Registration process
Elementary	<ul style="list-style-type: none"> • Same as Tier 1
Middle School	<ul style="list-style-type: none"> • Increased Support for social/emotional support for students in crisis. • Increased capacity and access to peer support groups/networks • Re-Entry Process for students with behavioral issues or other long-term placements to promote successful re-entry and transition
Alternative Learning Center	<ul style="list-style-type: none"> • Counselor and Social Work services (need for increased time with support services- SW is .6, and counselor is .4) <ul style="list-style-type: none"> ◦ Supplement with behavioral support specialist • Child-study process of linking students in need of academic, SEL, and attendance support for circle processes
High School	<ul style="list-style-type: none"> • Food for Thought (food “backpack” program) <ul style="list-style-type: none"> ◦ How might we build on existing clothing closet ◦ Service learning with AVID to increase food access ◦ Connection to Foods classes- and offering support on learn how to use and make food (teaching and supporting) <ul style="list-style-type: none"> ▪ Current teacher has a lot of experience with this work in her previous district ◦ Have made connections to food service workers to offer basket of free food for students to take home (food basket at lunch)
District-Wide	<ul style="list-style-type: none"> • No recommendations
Tier 3	
Early Childhood	<ul style="list-style-type: none"> • Internal staff for HUB (through Live Well Winona) • New Student Registration process

Elementary	<ul style="list-style-type: none"> • Same as Tier 1
Middle School	<ul style="list-style-type: none"> • Additional Mental Health (School Linked) in our building to help speed up the process once a referral has been made.
Alternative Learning Center	<ul style="list-style-type: none"> • Better process/communication with Hiawatha Valley Mental Health Center (HVMHC) referral system and process (Communication & efficiency in referral process)
High School	<ul style="list-style-type: none"> • Support Group/Club - Black Students. • Support Group/Club - Latinx Students. • Support Group/Club - Asian Students. • Trauma Support Group
District-Wide	<ul style="list-style-type: none"> • No recommendations

Overview of Student Support Services Departments

WAPS Social Workers Work within Student Support Services and Programs

Level	Tier 1 Services and Programs	Tier 2 Services and Programs	Tier 3 Services and Programs
EC	<ul style="list-style-type: none"> • Whole classroom support 	<ul style="list-style-type: none"> • 1:1 individual skills, helping teachers with strategies, child study, small group lessons 	<ul style="list-style-type: none"> • Referrals to community-based services, home visits
Elementary	<ul style="list-style-type: none"> • PBIS Coaches, Circles, Lunchroom Supervision, Recess Supervision, Before School Supervision, Parent Engagement Events, Bullying Prevention activities, World Kindness Day, Welcome Bags, Kindergarten Registration Night, Diversity Equity Inclusion (DEI) Members, Climate Cohort Members, Trauma-Informed Educator Cohort Members, Assemblies, **Kidz Connect, **Parenting with Parents, **Morning Mtg, **Internet Referrals 	<ul style="list-style-type: none"> • 1:1 Individual skills, Helping teachers with strategies, Family Meetings, School-Wide Information System (SWIS) Input, Check In Check Out, Class Pass, Check & Connect, Behavior EA, Small Group Instruction, Child Study, attendance follow-up (PCs/Txt/Letters), Crisis prevention Intervention (CPI) 	<ul style="list-style-type: none"> • Home visits, referrals to community-based services, Individual Education Program (IEP) meetings, (school-linked mental health, children’s mental health case management, parent support outreach program, psychiatry, Winona Community HUB, Winona Volunteer Services), Service Coordination/Collateral Contacts, Mandated Reporting Duties/Consultation/Follow-up

WMS	<ul style="list-style-type: none"> • Child-study team, informal RP circles, building-wide community building circles, student survey/questionnaires, DEI, climate cohort, Diversity and Equity Committee (DEC), Staff development, student conferences, referrals for Flex funds, referrals for internet support, completion of free and reduced lunch forms, referrals to Miller Mentoring, clothing closet/laundry, food support, referrals for outside services, 	<ul style="list-style-type: none"> • CPI, Student Study Team (SST)/Child Study, 1:1 consultation, small groups, 	<ul style="list-style-type: none"> • Home visits, referrals to community-based services, IEP meetings, (school-linked mental health, children's mental health case management, parent support outreach program, psychiatry, Winona Community HUB, Winona Volunteer Services, Service Coordination/Collateral Contacts, Mandated Reporting Duties/Consultation/Follow-up)
WALC	<ul style="list-style-type: none"> • Re-entry circles, teacher/student (student/student) conflict circles, 1:1 consultation, small group consultation, 	<ul style="list-style-type: none"> • Home visits, referrals to community-based services, IEP meetings, (school-linked mental health, children's mental health case management, parent support outreach program, psychiatry, Winona Community HUB, Winona Volunteer Services, Service, Mandated Reporting Duties/Consultation/Follow-up) 	<ul style="list-style-type: none"> • Home visits, referrals to community-based services, IEP meetings, (school-linked mental health, children's mental health case management, parent support outreach program, psychiatry, Winona Community HUB, Winona Volunteer Services, Service,, Mandated Reporting Duties/Consultation/Follow-up)
WSHS	<ul style="list-style-type: none"> • 1:1 consultation, small groups, 	<ul style="list-style-type: none"> • Crisis support, informal RP meetings with students, DEC, student support meeting, referrals to community-based services • WSHS Clothing Closet and Laundry services, access to funds and gifts cards when available • SOS 	<ul style="list-style-type: none"> • Home visits, referrals to community-based services, IEP meetings, (school-linked mental health, children's mental health case management, parent support outreach program, psychiatry, Winona Community HUB, Winona Volunteer Services, Service,, Mandated Reporting Duties/Consultation/Follow-up)

WAPS Counselors Work within Student Support Services and Programs

Level	Tier 1 Services and Programs	Tier 2 Services and Programs	Tier 3 Services and Programs
EC	<p>School Counselors do not provide services at this academic level.</p>	<p>School Counselors do not provide services at this academic level.</p>	<p>School Counselors do not provide services at this academic level.</p>
Elementary	<ul style="list-style-type: none"> ● Weekly Social Emotional Learning Lessons ● PBIS ● Individual Counseling ● Group Counseling (social/friendship skills, grief/loss, family transitions/changes and self regulation skills) ● Crisis Counseling 	<ul style="list-style-type: none"> ● Individual Counseling ● Group Counseling (social/friendship skills, grief/loss, family transitions/changes and self regulation skills) ● Crisis Counseling ● Referrals to outside agencies ● Academic support, including organizational, study, and test-taking skills ● Academic Improvement plans and Interventions ● Participating in SpEd assessment meetings as well as IEP meetings, as needed ● Attendance/Truancy intervention ● Child Study Team 	<ul style="list-style-type: none"> ● Individual Counseling ● Referrals to outside agencies ● Behavior management plans
WMS	<ul style="list-style-type: none"> ● Individual Counseling ● Group Counseling ● Crisis Counseling ● Grief/Trauma Counseling ● Conflict Resolution ● Classroom Counseling Lessons ● Suicide Awareness Curriculum ● Suicide Risk Assessment ● Social Emotional Learning Curriculum (Second Step lessons for all teachers) ● Career awareness, exploration, and planning- MCIS Program (World's Best Workforce) ● Communication, problem-solving, and 	<ul style="list-style-type: none"> ● Individual Counseling ● Academic support, including organizational, study, and test-taking skills ● Academic Improvement plans and Interventions ● 504 Development for all Academic focus ● Participating in SpEd assessment meetings as well as IEP meetings, as needed ● Attendance/Truancy intervention ● Emotional Development Support ● Referrals to outside agencies 	<ul style="list-style-type: none"> ● Individual Counseling ● Referrals to outside agencies ● Behavior management plans

	<ul style="list-style-type: none"> • conflict resolution skill development • Peer relationships, coping strategies, and effective social skills • Goal setting/decision making • Individual Scheduling • Developing intervention strategies to increase academic success • AVID Site Team and Program Support (Recruitment/Interviewing/AVID elective lessons) • Where Everyone Belongs (WEB) Coordinators • PBIS/Winhawk Way • Transition plans/services for incoming 5th graders, new to district student orientations/tours and outgoing 8th graders, parent open houses • Understanding self, including strengths and weaknesses (SEL) • Individual/family/school crisis intervention • Student and Family Advocate • Child Abuse/Neglect reporting • Provide training & education to staff • Consultation/collaboration & teaming • Testing Coordination & Facilitation for building • Technology support • Referrals to Miller Mentoring, School Linked MH, Free & Reduced Lunch, Flex Funds, Internet Support, Food Support 	<ul style="list-style-type: none"> • Support for Food Insecurities/ Homelessness • Restorative Circles • Child Study Team • Group Counseling (social/friendship skills, grief/loss, concerned persons of chemical abuse, family transitions and self regulation skills) 	
WALC	<ul style="list-style-type: none"> • Individual Counseling • Group Counseling • Crisis Counseling • Grief/Trauma Counseling • Conflict Resolution • College and Career Planning • Scholarship Search Guidance • Financial Aid workshops 	<ul style="list-style-type: none"> • Individual Counseling • Group Counseling • Crisis Counseling • Grief/Trauma Counseling • College and Career Planning • Academic support, including organizational, study, and test-taking skills 	<ul style="list-style-type: none"> • Individual Counseling • Referrals to outside agencies • Behavior management plans

	<ul style="list-style-type: none"> • College application assistance • Suicide Awareness Curriculum • Suicide Risk Assessment • Social Emotional Learning • Career awareness, exploration, and planning- MCIS Program (World's Best Workforce) • Communication, problem-solving, and conflict resolution skill development • Peer relationships, coping strategies, and effective social skills • Goal setting/decision making • Individual Scheduling • Developing intervention strategies to increase academic success • Understanding self, including strengths and weaknesses (SEL) • Individual/family/school crisis intervention • Student and Family Advocate • Child Abuse/Neglect reporting • Provide training & education to staff • Consultation/collaboration & teaming • Referrals to Miller Mentoring, School Linked MH, Free & Reduced Lunch, Flex Funds, Internet Support, Food Support • Postsecondary Enrollment Options (PSEO) registration 	<ul style="list-style-type: none"> • Academic Improvement plans and Interventions • Emotional Development Support • Referrals to outside agencies • Child Study Team 	
WSHS	<ul style="list-style-type: none"> • Individual Counseling • Group Counseling • Crisis Counseling • Grief/Trauma Counseling • Conflict Resolution • College and Career Planning • Scholarship Search Guidance • Financial Aid workshops • College application assistance • Suicide Awareness Curriculum • Suicide Risk Assessment • Social Emotional Learning 	<ul style="list-style-type: none"> • Individual Counseling • Group Counseling • Crisis Counseling • Grief/Trauma Counseling • College and Career Planning • Academic support, including organizational, study, and test-taking skills • Academic Improvement plans and Interventions • Emotional Development Support • Referrals to outside agencies 	<ul style="list-style-type: none"> • Individual Counseling • Referrals to outside agencies

	<ul style="list-style-type: none"> • Career awareness, exploration, and planning- MCIS Program (World's Best Workforce) • Communication, problem-solving, and conflict resolution skill development • Peer relationships, coping strategies, and effective social skills • Goal setting/decision making • Individual Scheduling • Developing intervention strategies to increase academic success • AVID Site Team and Program Support (Recruitment/Interviewing/AVID elective lessons) • Understanding self, including strengths and weaknesses (SEL) • Individual/family/school crisis intervention • Student and Family Advocate • Child Abuse/Neglect reporting • Provide training & education to staff • Consultation/collaboration & teaming • Referrals to Miller Mentoring, School Linked MH, Free & Reduced Lunch, Flex Funds, Internet Support, Food Support • AP Coordination • College in the Schools registration 	<ul style="list-style-type: none"> • Child Study Team 	
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WAPS School Psychologists Work within Student Support Services and Programs

Level	Tier 1 Services and Programs	Tier 2 Services and Programs	Tier 3 Services and Programs
EC	<ul style="list-style-type: none"> • Participate in Pyramid model Year 1 trainings (several full days) • Facilitate monthly Pyramid Model implementation team meetings • Work with team to set up behavior incident rating behavior incident rating system - data (BIRS) 	<ul style="list-style-type: none"> • Serve as behavior coach for Pyramid Model: observe, help teachers set up new systems/group interventions, and monitor progress toward goals • Attend monthly Child Study team meetings and follow up with students/teachers based on need; 	<ul style="list-style-type: none"> • Conduct Functional Behavior Assessments (FBAs) for students • Conduct assessments for students suspected of having a disability & participate in IEP or instructional planning after evaluation • Pyramid model behavior coach--coach

			encourage discussion re:	teachers who are setting up <u>individual</u> plans for students <ul style="list-style-type: none"> • Work with teachers to set up academic interventions (infrequent)
Elementary	<ul style="list-style-type: none"> • Crisis Team Member • PBIS Team Member 	<ul style="list-style-type: none"> • Child study • Behavioral consultation • PBIS Team Member 	<ul style="list-style-type: none"> • Child study • Functional Behavior Assessments (through child study) • Special education assessment • IEP Planning/support 	
WMS	<ul style="list-style-type: none"> • Child Study team member • Signs of Suicide (SOS) team member • Individual counseling 	<ul style="list-style-type: none"> • Behavioral consultation • Child Study team member • Individual/group counseling 	<ul style="list-style-type: none"> • Child Study team member • Special Education Assessments • IEP Planning/support • Individual counseling 	
WALC	<ul style="list-style-type: none"> • SOS 	<ul style="list-style-type: none"> • Child Study 	<ul style="list-style-type: none"> • Special education evaluation • IEP planning / support • Child Study 	
WSHS	<ul style="list-style-type: none"> • SOS (9th grade) • Mental health contributions to health class (historically) • Admin team member • Individual counseling appointments as needed (drop in) 	<ul style="list-style-type: none"> • Child Study • Grief group (historically, not current) 	<ul style="list-style-type: none"> • Special education assessment • IEP planning / support • Child Study • Individual appointment / mental health support 	

Academic Level Programs and Services: Current and Gaps

Early Childhood Student Support Services and Programs

Current Programs and Services:

	Programs	Services
Tier 1	<ul style="list-style-type: none"> • Child Study teams • CPI 	<ul style="list-style-type: none"> • FREE food program for ALL WAPS families (2) • Flex Funds- Available but not always used/known about

	<ul style="list-style-type: none"> • Early Childhood Family Education (ECFE) - Home Visits, Parent Education, Baby Connections Visits, Social Emotional Curriculum, Incredible Years, Itty Bitty Book Club • Birth to 3 Supports - Developmental Monitoring • Early Childhood Screening- Available ongoing throughout the year, once a week and twice in summer • Pyramid Implementation <ul style="list-style-type: none"> ◦ Behavior Coaches & Instructional Coaches • Community Kids Preschool (CKP) 	<ul style="list-style-type: none"> • Resources For Families- Connections staff cultivate in the community with NonWaps programs • School psychologist • Social work (Goodview)
Tier 2	<ul style="list-style-type: none"> • Special Education, • CPI • School-Linked Mental Health • ECFE - Home Visits, Parent Education, Baby Connections Visits, Social Emotional Curriculum, Incredible Years, • Birth to 3 Supports - Developmental Monitoring • Pyramid Training - Early Childhood Program • ECSE CKP Preschool - non inclusive • CKP Preschool • Getting Ready Together • Early Childhood Screening Referrals to ECSE for Evaluation • Child Study 	<ul style="list-style-type: none"> • Goodfellows • Social workers (3) • School Psychologists (2) • FREE food program for ALL WAPS families (This year only) • Referral systems used by ECFE, ECSE and Birth to Three for family needs. Staff facilitates access.
Tier 3	<ul style="list-style-type: none"> • Special Education (2) • School-linked mental health (2) • ECFE - Home Visits, Parent Education, Baby Connections Visits, Social Emotional Curriculum, Incredible Years, • Birth to 3 Supports - Developmental Monitoring • Pyramid Training - Early Childhood Program • ECSE CKP Preschool - non inclusive 	<ul style="list-style-type: none"> • Ability to refer to HUB • school psychologist (2) • Social Workers (3) • FREE food program for ALL WAPS families

Gaps in Current Programs and Services:

	Programs	Services
Tier 1	No gaps identified.	<ul style="list-style-type: none"> • Staff Representation of Community • Cultural Liaison (HR, \$)- Support to reach unidentified and underserved populations • New student registration process

		<ul style="list-style-type: none"> Better referral system to EC from community programs Ready Set School-School collection, families aren't aware that they can access this when needed
Tier 2	<ul style="list-style-type: none"> Delay in Mental Health Services & amount of providers Better advertisement of parent education and support 	<ul style="list-style-type: none"> Food For Thought (FFT) (Room For Improvement) - <i>(EC does access this, we aren't sure why this was put on)</i> Internal staff for HUB Classroom staff and space for ECSE students, turning 3 after 9/1 of the school year that need programming
Tier 3	<ul style="list-style-type: none"> Intensive Mental Health Supports (better communication in process) 	<ul style="list-style-type: none"> Representation of African-American students (especially those with unresolved trauma) Representation of Latinx students (especially undocumented) Students with ACES having appropriate support Trauma informed staff and training in supporting students/families with trauma Internal staff for HUB

Elementary Student Support Services and Programs

Current Programs and Services:

	Programs	Services
Tier 1	<ul style="list-style-type: none"> SEL lessons and presentations-whole class- cover 6 domains, (3)* <ul style="list-style-type: none"> Howard B. Wigglebottom (K) Second Step- (grade 2) MindUp (grade 3) PBIS, (5) Elem Behavior EAs (2) Child Study teams* CPI * Zones of regulation Instructional Coaches* Social work: ADSIS grant services at elementary level (Sw positions at WK/ Jefferson) (2) Restorative circles* 	<ul style="list-style-type: none"> Free Meals (3) Key Kids, (3) food shelf/hygiene (2)* Flex Funds (2)- Available but not always used/known about Parent Teacher Association (PTA) Resources For Families- Connections Student groups/clubs (2)-Only at certain schools??? New Kids on the Block Student Council Ready Set School* Mellow Yellow Room (WK) Calming rooms Morning meetings FFT* School Psychologists-Intervention ideas/Crisis Counseling (5)*

<p>Tier 2</p>	<ul style="list-style-type: none"> ● PBIS (2) ● Tier 2 Interventions with SW/EA/Counselor (2) <ul style="list-style-type: none"> ○ Student Intervention Matching Form-Student Intervention Matching System [SIMS] form) ○ Check-in/Check-out (CICO) (2) ○ Class Pass ○ Individualized CICO ○ Behavior Contracts ● Behavior EAs (3) ● Special Education <ul style="list-style-type: none"> ○ School psychologist (testing) ○ Social Work (4) ● CPI ● Zones of regulation ● Child-study teams ● ADSIS (Alternative Delivery of Specialized Instructional Services grant services)* ● Gifted and Talented ● Title I ● Restorative Circles (2) ● School Linked Mental Health Services (2) 	<ul style="list-style-type: none"> ○ individual work with students of divorced/blended families ○ Occasional Grief Support Groups when needed ● Social Work Community Outreach/Resource Linking <ul style="list-style-type: none"> ○ families experiencing issues related to poverty ○ Hub ○ Case manager ○ Food ○ Counseling ○ Home visits ○ Internet assistance ● FFT (2) ● Goodfellows ● Key Kids ● Special Athletic Competition ● Flex Funds ● Friendship skill building small groups ● Mellow Yellow/Herky's Nest Calming rooms
<p>Tier 3</p>	<ul style="list-style-type: none"> ● PBIS <ul style="list-style-type: none"> ○ Tier 3 Interventions ○ Individualized CICO ● Behavior support Educational Assistant (3) ● Small Groups Behavior Intervention Groups ● Special Education (3) <ul style="list-style-type: none"> ○ Self contained classrooms for SPED services at elementary schools ○ Crisis Team ○ Sensory Room ○ CPI* ○ Social Work ● Child-study teams-goal to get here ● Asynchronous 4-day option with support for academic and SEL (SPED) - Circumstantial ● School-linked mental health/community based services (5) ● Restorative Circles (2) 	<ul style="list-style-type: none"> ● HUB ● School psychologist (3) ● Social Workers (3) ● FFT ● Daycare services for families (essential workers). ● Counseling (3) ● Mellow Yellow/Herky's Nest

Gaps in Current Programs and Services:

	Programs	Services
<p>Tier 1</p>	<ul style="list-style-type: none"> ● Cultural Liaison ● Screening tool for SEL <ul style="list-style-type: none"> ○ Curriculum plan/intervention plan to address needs identified from screening tool ● Intentional SEL foundation and supports ● Staff Representation of Community ● Offering more programming - Please clarify ● Debrief more thoroughly and work to collect data on de-escalation strategies with CPI. ● Screener and Assessment tool for Tier 1 to monitor and adjust based on needs and data-SEL ● Child Study-Lack of understanding on process and participants. Not up and running. ● Instructional coaches-Infancy-eventually could use student achievement data to measure effectiveness. ● Beginning stages of restorative circles-collect data-behavior data, tracking data, and prevention data from Tier 2 and 3 ● Trauma sensitive approach to all students 	<ul style="list-style-type: none"> ● Parent Connection/engagement <ul style="list-style-type: none"> ○ Parent education and support ○ Parent education of I.C. (Infinite Campus, Schoology, and technology) ● Out of School Activities ● New student registration process ● Ready Set School-School collection, families aren't aware that they can access this when needed. ● Not all schools have a food shelf. ● Food for Thought-People do not eat food. ● Clothing needs at all schools.
<p>Tier 2</p>	<ul style="list-style-type: none"> ● Proactive solutions, identifying students who need additional support ● Increased need for social/emotional support (exaggerated by COVID-19) ● Support targeted toward students of diverse ethnic and socioeconomic backgrounds ● Bullying support? ● Counseling does not have a good way to measure effectiveness ● Debrief more thoroughly and work to collect data on de-escalation strategies with CPI. ● Screener and Assessment tool for Tier II to monitor and adjust based on needs and data-SEL ● Child Study-Lack of understanding on process and participants. Not up and running. ● Adsis-need an assessment tool and a better screener. 	<ul style="list-style-type: none"> ● Low income students (meals, internet, etc) ● FFT (Room For Improvement) ● School-linked Mental Health referrals take too long and there is not good collaboration once the referral is made. (2) ● Crisis Response Team-it takes a long time to get there, or we do not have a release from parents.

Tier 3	<ul style="list-style-type: none"> • African-American students (especially those with unresolved trauma) • Latinx students (especially undocumented) • More Trauma Informed Strategies • Unclear pathway to Special Education: Child Study-format, programming, interventions, etc. 	<ul style="list-style-type: none"> • Intensive Mental Health Supports • Students with ACES • Bussing needs for students in the limit (no bussing zone) • Crisis Response Team-It takes a long time to get there, or we do not have a release from parents.
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Middle School Student Support Services and Programs

Current Programs and Services:

	Programs	Services
Tier 1	<ul style="list-style-type: none"> • Counseling (4) • WEB for 5th grade (5) • Winhawk Way ~ PBIS (3) • AVID (3) • Homeroom with one day per week being Social Emotional, Second Step program 5-8th grade (5) • Health class teaches mental health • SOS • Student Council • Child Study teams (2) • CPI • Instructional Coaches 	<ul style="list-style-type: none"> • Free Meals (3) • After school activities (2) • Student groups/clubs • Our Voices • Ready Set School • Miller Mentoring • Social work • Flex Funds (2)-Available but not always used/known about • Food shelf • Daycare services for families (essential workers). (Grade 5-6) • PTA • Resources For Families- Connections • Out School Scholarships
Tier 2	<ul style="list-style-type: none"> • AVID (3) • Small group meetings for specific related issues as they apply to a group of students. • Counseling (5) • Special Education (2) • DEED--Middle Level ALC (Discover, Explore, Engage, Develop), CPI • Safety specialist • Zones of regulation • Child-study teams • CICO • 504 plans 	<ul style="list-style-type: none"> • FFT (2) • Social Work (5) • Miller Mentoring (3) • Special Athletic Competition • School Linked Mental Health Services (3), • School Psychs (2) • Restorative Circles (2)

Tier 3	<ul style="list-style-type: none"> • Counseling (4) • 504 Plans (accommodations) • SPED (3) • Evolve program (3) • Safety Specialists • Asynchronous 4-day option with support for academic and SEL (SPED) • Child-study teams- goal to get here • ALC-DEED (2) 	<ul style="list-style-type: none"> • School Linked Mental Health (5) • HUB • Tutoring services • Social Workers(4) • FFT • School psychologist (4) • Miller mentoring room • Restorative circles (2)
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Gaps in Current Programs and Services:

	Programs	Services
Tier 1	<ul style="list-style-type: none"> • Cultural Liaison • Screening tool for SEL Learning • Intentional SEL foundation and supports • PBIS not supported • Proactive solutions, identifying students who need additional support • Staff Representation of Community • Offering more programming (Informal community building circles) 	<ul style="list-style-type: none"> • Parent connection/engagement/communication <ul style="list-style-type: none"> ◦ Parent education of I.C./Schoolology/ technology ◦ Parent education and support • New student registration process • Out of School Activities
Tier 2	<ul style="list-style-type: none"> • Increased need for social/emotional support (exaggerated by COVID-19) • Low income students (meals, internet, transportation/accessibility, etc) • Support targeted toward students of diverse ethnic and socioeconomic backgrounds 	<ul style="list-style-type: none"> • FFT (Room For Improvement) • Delay in Mental Health Services & amount
Tier 3	<ul style="list-style-type: none"> • African-American students (especially those with unresolved trauma) • Latinx students (especially undocumented) 	<ul style="list-style-type: none"> • Intensive Mental Health Supports • Students with ACES

Alternative Learning Center Student Support Services and Programs

Current Programs and Services:

	Programs	Services
Tier 1	<ul style="list-style-type: none"> ● Counseling (4) ● Child Study teams (2) ● CPI ● Wednesday's Homeroom-not consistent across staff and classrooms ● Instructional Coaches ● Restorative circles (2)- inconsistent, but available 	<ul style="list-style-type: none"> ● Free Meals (2) ● After school activities-difficult for students to access due to transportation & scheduling ● Our Voices- This program was vital and is no longer accessible to students ● Daycare for teen parents (5-days a week) (2) ● Ready Set School ● Flex Funds- Available but not always used/known about ● Food shelf/clothing/laundry ● PTA- not active, no parents involved ● School Social Worker ● Resources For Families- Connections
Tier 2	<ul style="list-style-type: none"> ● Counseling (4) ● Tier 2 Interventions with SW/EA/Counselor ● Special Education (2) ● 504 plans ● CICO (Student Intervention Matching [SIM] form) ● CPI ● Safety specialist ● Parenting Classes ● Child-study teams-early ● CICO 	<ul style="list-style-type: none"> ● Clothing Closet ● Calming room ● Social Work (4) ● Restorative Circles (2) ● School Linked Mental Health Services ● Volunteer Services In-School Food Shelf ● School Psychs ● Miller Mentoring ● School-linked mental health
Tier 3	<ul style="list-style-type: none"> ● Leo Program (SpEd) WSHS Program ● Special Education (4) ● 504 ● Counseling (3) ● Safety Specialists ● Asynchronous 4-day option with support for academic and SEL (SPED) ● Child-study teams- goal 	<ul style="list-style-type: none"> ● School Linked Mental Health Services (5) ● Small Groups when needed ● Occasional Grief Support Groups when needed-- both intermittent ● School psychologist (3) ● Social Workers (3) ● Volunteer Services In-School Food Shelf ● Restorative circles ● Child Care

	<ul style="list-style-type: none"> • Flex Fund • HUB
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Gaps in Current Programs and Services:

	Programs	Services
Tier 1	<ul style="list-style-type: none"> • Staff Representation of Community • Cultural Liaison • Screening tool for SEL • Intentional SEL foundation and supports 	<ul style="list-style-type: none"> • Offering more programming- more meaningful electives; cooperation with organizations and colleges; enough staff to offer all needed courses • Parent communication and engagement • Parent education and support • Low income students (meals, internet, etc)
Tier 2	<ul style="list-style-type: none"> • Increased need for social/emotional support (exaggerated by COVID-19) • Support targeted toward students of diverse ethnic and socioeconomic backgrounds 	<ul style="list-style-type: none"> • Lack of stable housing • School-linked Mental Health referrals take too long and there is not good collaboration once the referral is made. • Delay in Mental Health Services & amount • FFT (Room For Improvement)
Tier 3	<ul style="list-style-type: none"> • African-American students (especially those with unresolved trauma) • Latinx students (especially undocumented) • Students with ACES 	<ul style="list-style-type: none"> • Intensive Mental Health Supports

High School Student Support Services and Programs

	Programs	Services
Tier 1	<ul style="list-style-type: none"> • Link Crew (5)- disruption due to COVID • REACH- application process may pose barriers to access--do ALL students see themselves in this program • Counseling (4): individual appointments with counselors, problem solving with students, academic interventions, testing, AP courses, schedule changes, registration, academic planning, mentoring, connect with families, resources for families 	<ul style="list-style-type: none"> • Free standardized testing for post college • Free Breakfast - disruption due to COVID • After school activities, Our Voices, GSA, Student groups/clubs, Clubs/Activities, Enrichment Activities - (access difficult for ALL, not all families have internet access to complete application to these program, transportation is a barrier, cost, status of programs related to COVID too) • Ready Set School - (COVID disruption-access issue, do all

	<ul style="list-style-type: none"> • Student Council (Very difficult during Covid-19) • AVID (5) - School wide systems • Child Study teams- (New to WSHS-previous SST, no clear system yet.) • CPI • Wednesday's Guided Study Hall (GSH) (right now): 2:30-3:00 teacher office hours student need, GSH • Instructional Coaches. (This is mainly for the staff, not the students.) • 9th Grade Transition (Very difficult during Covid-19) • Signs of Suicide - Counselors and 9th Grade American Studies teachers - one day program (Once a year) • Specific units in courses (i.e. Health, American Studies, etc) 	<p>families know they can ask for it)</p> <ul style="list-style-type: none"> • Miller Mentoring- referral based- barriers to attending, lack of referrals, may pose barriers to access--currently COVID prevents in person service • Flex Funds- access, do families know this exists- always available, but infrequently accessed • WSHS Clothing Closet- access issue right now, do all students know--it is new • PTA (This doesn't currently exist at the High School. Hasn't existed for many years.) • School social worker- (access difficult .4 SW in building 2x per week)
<p>Tier 2</p>	<ul style="list-style-type: none"> • AVID Course (4) • REACH • Counseling (4) • Link Crew • School Linked Mental Health Services (2) • Safety specialist • Use of class pass • CPI • Child-study teams-hasn't started yet • CICO (informal model) • Community Service Learning (CSL) Class 	<ul style="list-style-type: none"> • Scholarship opportunities for seniors • Clothing Closet • Social Workers (3) • Miller Mentoring (3) • Restorative Circles (2) • School psychologist (3) • Student Clubs and Activities, Gay Straight Alliance (GSA), Sports teams and clubs, National Honor Society (NHS) • Free meals (2020-2021)
<p>Tier 3</p>	<ul style="list-style-type: none"> • Special Education (4) • Asynchronous 4-day option with support for academic and SEL (SPED) • LEO program at WALC (Setting III)- but it is a WSHS program 504 • School Psychologist (4) • Safety Specialists 	<ul style="list-style-type: none"> • School-linked mental health/community based services (5) • HUB • tutoring services • Social Workers (4) • Miller mentoring room • Restorative circles (2) • Title (?) -- Formally Our Voices at WSHS

Gaps in Current Programs and Services:

	Programs	Services
<p>Tier 1</p>	<ul style="list-style-type: none"> ● Cultural Liaison <ul style="list-style-type: none"> ○ Lack of formal structure and support for marginalized populations ○ Part of school discipline process -- (understanding school-to-prison pipeline) ○ Staff development ○ Increasing cultural understanding/respect/responsiveness ● Lack of specific support for LGBTQ+ ● Offering more programming ● Alternative to traditional systems of discipline (understanding school-to-prison pipeline) (sort of related to PBIS- but also connected to Restorative Practices from informal-formal level) ● Student survey for incoming students with focus on key indicators for being at-risk ● No PBIS ● Staff Representation of Community ● SEL foundation and supports, academic skills ● Screening tool for SEL (This is partially done in the “Teen Issues Now and Then” unit in American Studies. This was intentionally put there for this reason. This is a process to review and refine. If teachers identify red flags, then what?) ● MCIS/Career Exploration Structure that starts in 9th grade and runs through 12th grade ● AVID Schoolwide - Larger framework for Career/College Readiness 	<ul style="list-style-type: none"> ● Parent education and support ● Parent communication and involvement/engagement ● New student registration process. (could this be connected to existing systems (9th grade transition team and Link Crew)--could one or both of these groups add new students to their reach
<p>Tier 2</p>	<ul style="list-style-type: none"> ● Lack of supports for students of color ● Lack of supports for low socioeconomic students (2) ● Lack of identification/recognition of “invisible students” (Lack of attention to social/emotional/academic underachieving) ● Counselor Classroom lessons ● Lack of Tier 2 intervention for academic, SEL/behavior/mental health prior to a special education referral 	<ul style="list-style-type: none"> ● FFT (Room For Improvement) - isn't happening at this level. ● School-linked Mental Health referrals take too long and there is not good collaboration once the referral is made (2). - changes sin progress ● More intentional in mentoring ● community bridges/persons ● parent support groups ● More clubs and activities that are not based on limited

		participation (i.e. being cut from sports, etc.) and that are non-athletic
Tier 3	<ul style="list-style-type: none"> • African-American students (especially those with unresolved trauma) • Latinx students (especially undocumented) 	<ul style="list-style-type: none"> • Students with ACES • Grief groups • Intensive Mental Health Supports • One-on-one counseling or therapy