

DCJESD Multi-tiered Systems of Support

Family & Student Engagement	Social-Emotional Learning/Relationships	Mental/Physical Health	Academic Support	Positive Behavioral Supports/Restor. Justice	Attendance/Intervention Monitoring	Basic Needs
<p>*SART/SARB</p> <p>*Case management support</p> <p>*Connect with community leaders to support family engagement i.e. non-profits, faith based orgs, Latino Leadership Council, Promotor(a)</p> <p>*Connect with health services, CPS, foster care social worker, etc. as appropriate</p> <p>*Request police welfare check if unable to locate child</p>	<p>*Connect with counseling if needed</p> <p>*SSET-Support for Students Exposed to Trauma</p> <p>*Strong Start (K-2)</p> <p>*Strong Kids (3-8)</p>	<p>*Student/family assisted to contact community resources; community resources asked to reach out</p> <p>*Student success teams/plans for student referrals</p> <p>*MFT short term therapy</p> <p>*Health Care Plans</p> <p>*CORE Brief (substance abuse) TUPE funded</p>	<p>TIER 3: Intensive</p> <p>*Homeless/Foster/Immigrant tutoring support</p> <p>* Universal screening is used to monitor progress in foundational skills. Students with deficits in foundational skills, receive intensive, targeted support in those skills in order to access grade level curriculum. Data is monitored on a regular basis by an intervention team who determine the best intervention materials and plan for each student. Most Tier 3 interventions are held in groups of not more than 5 students and are focused on very specific skills. They interventions are systematic and timely, prioritizing the students' greatest needs.</p>	<p>*Connect with counseling if needed; assess for connection with mentor and/or outside agency</p> <p>*Positive recognition for improved behavior</p>	<p>*Student Support Team (SST) meeting review</p> <p>*Support Centers/counselors and/or VP provide case management, reach out to other relevant programs as appropriate (e.g., foster, homeless, probation, etc.), document in SIS</p> <p>*Monitor SARB if needed</p> <p>*Contact CPS, law enforcement for welfare check if needed</p>	<p>*Ensure safety</p> <p>*Targeted Resources</p> <ul style="list-style-type: none"> • Bus Passes • Food Resources • Alarm Clocks
<p>*Parent Academy</p> <p>*Family Stories</p> <p>*Literacy Nights</p>	<p>*SSTs/IEPs include SEL focus</p> <p>*Explore classroom change if teacher fit is an issue</p> <p>*Use of mentors, special time with staff to support socially isolated students during lunch/recess</p> <p>*Individual & group counseling with specific curriculum</p>	<p>*Group counseling/support groups</p> <p>*Individual check-in/check-out program</p> <p>*Coordinated student referral process/progress monitoring</p> <p>*Oral health Assessments (1st year in school)</p> <p>*Miles for Smiles/Public Health Partnerships for screenings and sealants</p>	<p>TIER 2: STRATEGIC</p> <p>* Students receive additional time and support to learn essential academic standards, through supplemental interventions based on results of common formative assessments and end of unit assessments. The interventions are generally held in small groups and are focused on specific learning targets. Student progress is monitored regularly.</p> <p>Student Study Team meetings may be held to discuss and proactively address student needs. Actions/services are put in place to address specific needs of the individual student.</p>	<p>*Restorative Practices to focus on repair of social/emotional relationships harmed (healing circles and peer conflict mediation) are held to understand other's perspectives and to model productive conversations.</p> <p>*Recognition for meeting attendance goals (e.g., "\$" for use at school store)</p>	<p>*Attendance clerk alerts designated staff of students with frequent absences, tardies, and/or re-admits</p> <p>*At monthly Student Support Team Meeting: 1) review current list of CA/Approaching CA and compare to previous months; 2) triage each student for intervention/prevention, 3) document intervention plan</p> <p>* Use SST and DCJESD Attendance Success Plan to gather additional information on attendance barriers/motivators</p> <p>*Identify in summer incoming and continuing students with poor attendance to inform and outreach prior to/early in school year</p> <p>*Admin meets with CA student to problem-solve attendance</p> <p>*Positive, trust-building SST, ASP, SART to Id attendance barriers and motivators</p> <p>*District attendance letters to truant students and their guardians (letters 1, 2, and 3)</p> <p>*Home visit if missing 3 consecutive days with no contact</p> <p>*Positive message postcards</p> <p>*All SST or IEP meetings include attendance goal in their plans</p>	<p>*Assessment of Resources:</p> <ul style="list-style-type: none"> • Social worker and/or school counselor or other staff inquire about housing, food, transportation needs
<p>*Welcoming school environment</p> <p>*Staff cultural competence training</p> <p>*Positive feedback to students & parents</p> <p>*Positive recognition</p> <p>*District-wide H.E.R.O. campaign</p> <p>*Newsletters</p> <p>*Family Picnic</p> <p>*Premier days with community resources</p> <p>*Back to school night</p> <p>*Translations</p> <p>*District World Fair</p>	<p>*SEL curriculum & assemblies</p> <p>*School climate assessment</p> <p>*Student leadership in climate review/planning</p> <p>* Organized recess/lunch time activities for those who want to participate</p> <p>*Staff Shout Outs</p>	<p>*School-based basic health services</p> <p>*Community-building/anti-bullying focus</p> <p>*Staff trained to identify signs of mental health issues, mental health first aid</p> <p>*Parents get multilingual info on when ill students should stay home</p> <p>*Healthy food options</p> <p>*Tobacco/Nicotine delivery product prevention education</p> <p>*Mental Health Awareness Assemblies (Teen Truth)</p>	<p>TIER 1: Universal</p> <p>*Parent-teacher conferences to review student strengths and areas for improvement</p> <p>*Clear instructions to students/family on how to make up work if absent</p> <p>*Rigorous & Relevant Learning</p> <p>*UDL</p> <p>*Student choice in ways they displaying their learning</p> <p>*Dyslexia universal screener (see DCJESD Literacy flow chart)</p> <p>*GLAD strategies</p> <p>*Effective 1st Instruction</p> <p>*Universal Access</p> <p>*Focus on essential standards</p> <p>*Students know learning targets</p> <p>*Weekly collaboration/PLC time</p> <p>*Common Assessments</p>	<p>*PBIS efforts to create positive environments to learn, play, and communicate:</p> <ul style="list-style-type: none"> • Cafeteria and playground rules, activities foster welcoming environment • Friendship days, incentives for caring behavior 	<p>*School regularly reviews attendance promotion strategy, all school staff trained in roles/use of SIS, held accountable for accurate use</p> <p>*School staff welcome/connect with kids/families each day</p> <p>*Daily attendance monitoring & strategy for school outreach to absentees</p> <p>*Check attendance of incoming transfer students to id support needs</p> <p>*Designated staff generates monthly CA list</p> <p>*Designated staff share CA data with Admin, teachers and student support team monthly</p> <p>*Use data systems to track attendance rates and assigned interventions and assess for sub-population patterns</p> <p>*Attendance must be addressed as needed at collaboration conferences</p> <p>*District wide H.E.R.O. campaign</p>	<p>*General provision of basic resources:</p> <ul style="list-style-type: none"> • School supplies • Clothes Closet • Free and reduced price meals • Walking school bus • Hygiene kits