

Welcome!

Attendance Sign-in



Please sign-in, grab breakfast, and say hello to someone you haven't met before!

MTSS Overview and Tier 1 Deep Dive

Advancing School Safety & Student Wellness
Executive Learning Community

September 25, 2024

Your Presenters Today



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Strategy*



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*Assistant Director for School
Mental Health*

Networking

Introduce yourself to someone new
and discuss:

Any wins or celebrations for the beginning
of this school year.



Agenda

- Overview: Learning Community Goals and Expectations
- The Need to Address Exclusionary Discipline
- MTSS Overview
- Tier 1 Deep Dive
- Action Plan

Overview: Learning Community Goals and Expectations

Cohort Norms

- Our base norms:
 - Participate
 - Be present
 - Engage with vulnerability
 - Share
 - Give feedback
- Any additions?



Learning Community Objectives

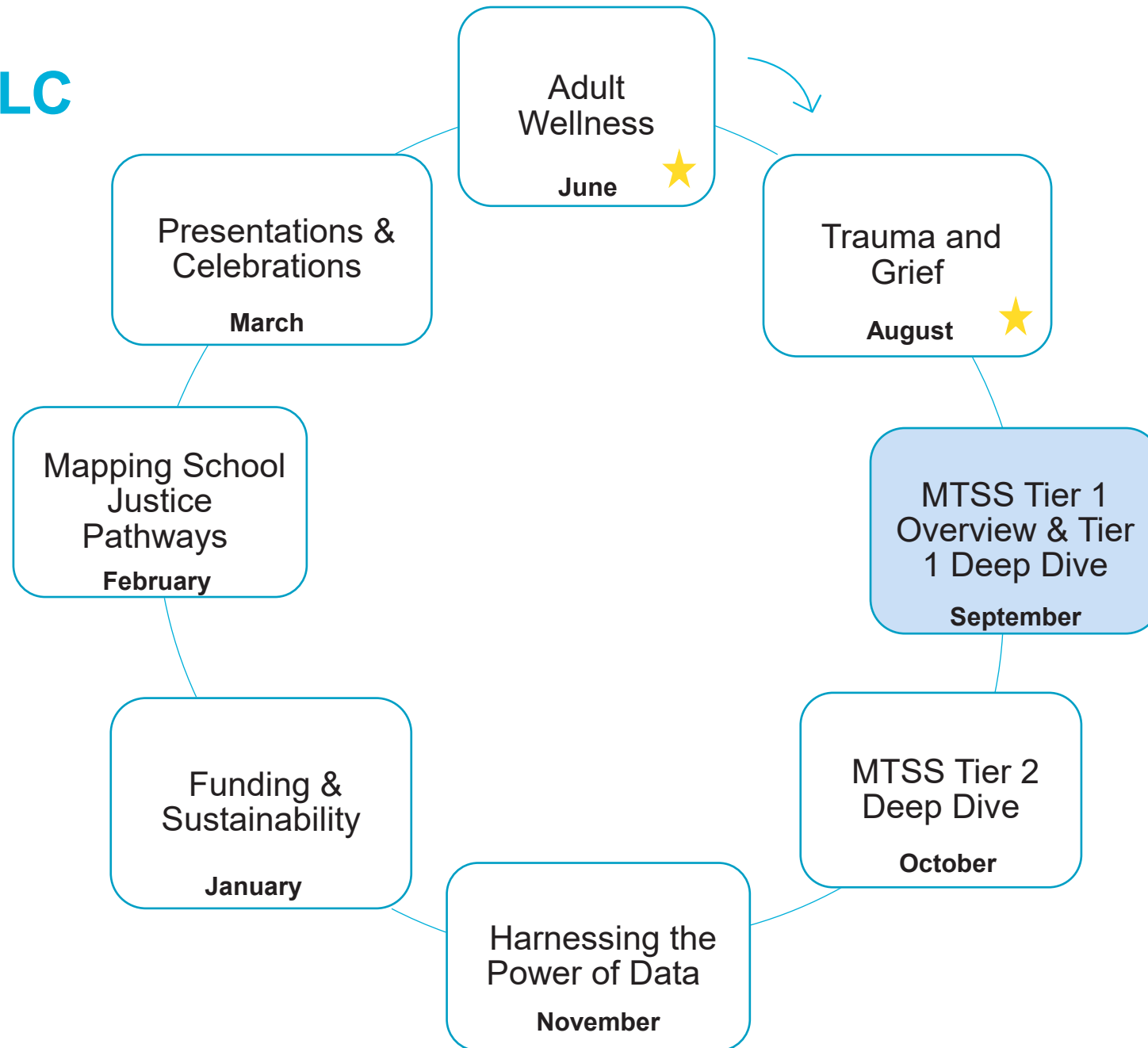
Foster a community of support that encourages peer problem-solving

Equip districts with evidence-based tools to reduce exclusionary discipline

Share best practices

Develop an action plan to reduce exclusionary discipline

San Antonio ELC Learning Sequence



5 Key Action Areas & Tools For Reducing Exclusionary Discipline

1. District-Level Leadership & Systems
2. Clear Discipline Process & Continuum of Interventions
3. Equitable Discipline Policies & Code of Conduct Revision
4. Behavioral Health Infrastructure and Proactive Supports
5. Discipline Data Systems & Progress Monitoring

Meadows Mental Health Policy Institute

5 KEY ACTION AREAS & TOOLS

For Reducing Exclusionary Discipline

Clear Discipline Process & Continuum of Interventions

A consistently implemented discipline process and toolbox of exclusionary discipline alternatives across campuses

Our Tools & Services:

- Mapping the School-to-Prison Pipeline
- Graduated Response Grid & Structured Decision-Making Tools
- Behavior 101 Training for Teachers and Administrators

Behavioral Health Infrastructure & Proactive Supports

A school-based behavioral health system with strong proactive universal supports

Our Tools & Services:

- Campus Team Training for Tier 1 Universal Supports & Social Emotional Learning (SEL)
- Resource Mapping Template
- Implementation Workbook for Tier 2 & 3 Evidence-Based Practices

District-Level Leadership & Systems

A Multi-tiered System of Supports (MTSS) framework that aligns student supports, leadership teams, school culture, and professional development

Our Tools & Services:

- District Leadership Team Formation & Training
- District Self-Assessment & Action Plan Tracker
- Mini-Roadmap for Beginning MTSS in Schools

Equitable Discipline Policies & Code of Conduct Revision

Intentional focus on the impact of policies on marginalized student groups

Our Tools & Services:

- Code of Conduct Review Protocol & Templates
- Root Cause Analysis of Data & Decisions

Discipline Data Systems & Progress Monitoring

Integrated data systems and a progress monitoring plan to guide decision-making around interventions

Our Tools & Services:

- Discipline Data Dashboard
- Documented Progress Monitoring Guide
- Fidelity Monitoring Tools for Tier 1, 2, & 3 Teams & Interventions

Action Plan Expectations

The Learning Community experience will culminate in the presentation of an action plan.

- The action plan will focus on reducing exclusionary discipline.
- Your district team will have opportunities to work together on the different activities in the action plan during and after our sessions.
- Activities in the action plan build towards a summary document and final presentation.
- Your team will present your action plan during the last session.

The Need to Address Exclusionary Discipline

Exclusionary Practices

Definition

Removing students from typical instruction (or social environment) for a period of time in response to unwanted student social behavior (Nese, McIntosh, 2019).

Range of Intensities

- Directed time-out from classroom instruction
- Directed cross-class timeouts; Sitting in alternative space
- Placement in a Seclusion rooms
- Detention; Office discipline referral
- Suspension (i.e., ISS and OSS)
- Expulsion (e.g., JJ, DAEP)

Why Exclusionary Discipline Needs to Be Addressed

Districts are facing a variety of concerning trends, including:

- Increases in student aggression, anxiety, depression, grief, and loss.
- Challenges with supporting the mental well-being of school staff.
- A decline in academic performance among students.
- **Significant increases in disciplinary infractions resulting in suspensions, expulsions, and referrals to community providers.**
 - Research shows that students of color are disciplined more harshly and more often than their white classmates for the same type of misbehavior.

Exclusionary Discipline's Impact on Students

A **SINGLE** out-of-school suspension (OSS) in 9th grade is associated with:

50% increase in dropout

19% decrease in enrollment in postsecondary education



EACH suspension increases the chance of later being convicted of a crime, regardless of any underlying student characteristics.



In many communities, as many as **half** of the youth referred to the juvenile justice system come from school-based arrests.

Exclusionary Discipline Disparities

Students **served under IDEA** represented 13% of the student enrollment but 25% of the students who received one or more out of school suspensions.

Black students represented 15% of student enrollment but 38% of students who received one or more out-of-school suspensions.

Boys of nearly all races are disproportionately disciplined.

Boys are 51% of the overall student enrollment but accounted for approximately 70% of referrals to law enforcement and student related arrests.

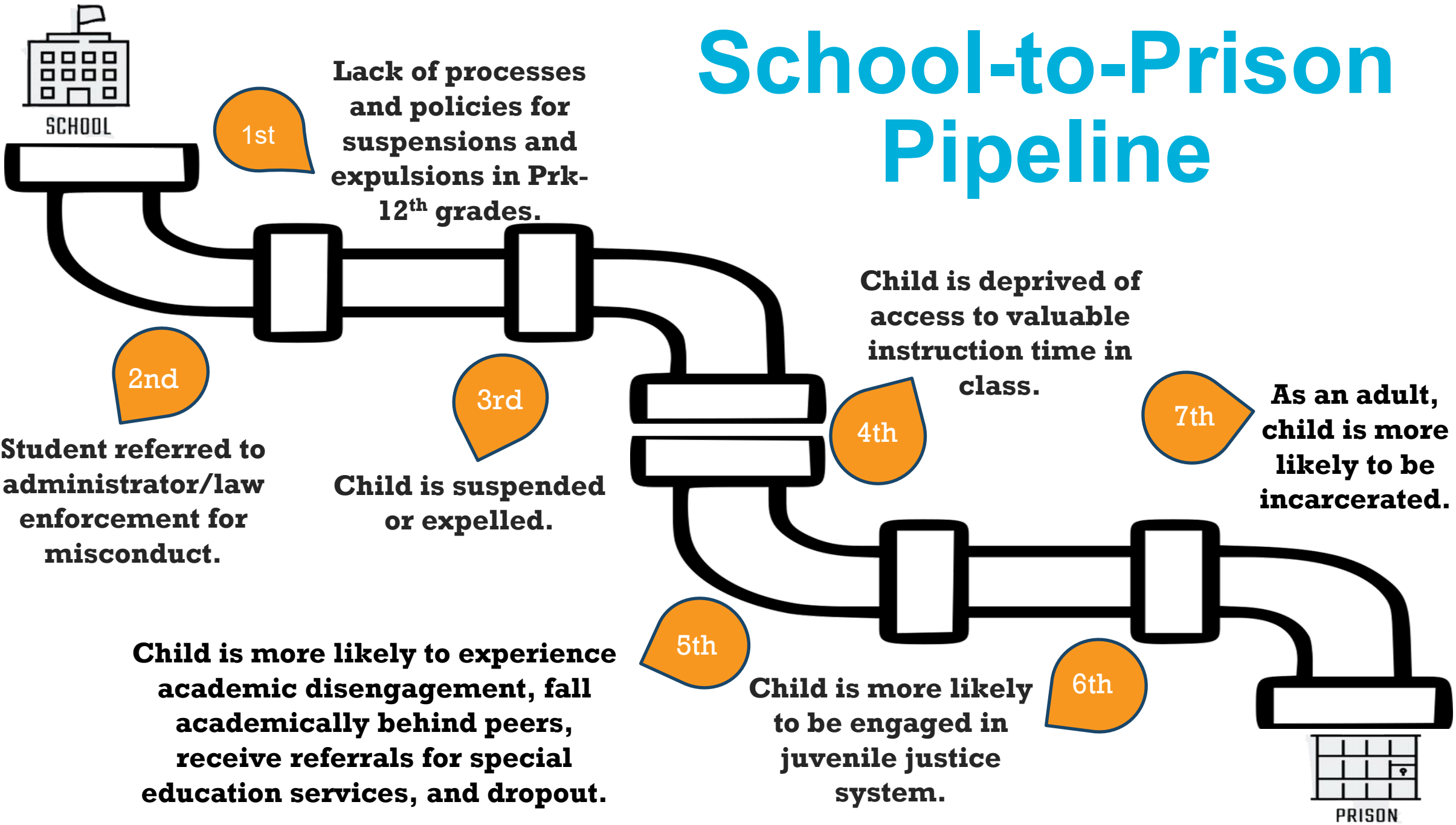
Students at the intersection of race/ethnicity & disability (OCR, 2021)

- Black students are 2.3% of enrollment but 6.2% OSS once and 8.8% 1+ OSS.

Students from low-SES backgrounds and struggling academically

- Race remains a significant predictor, even when controlling for poverty (Anyon et al., 2014; Lee et al., 2011).
- Bias in disciplinary decision persists, particularly for more subjective behaviors (Skiba et al., 2002; Smolkowski et al., 2015).

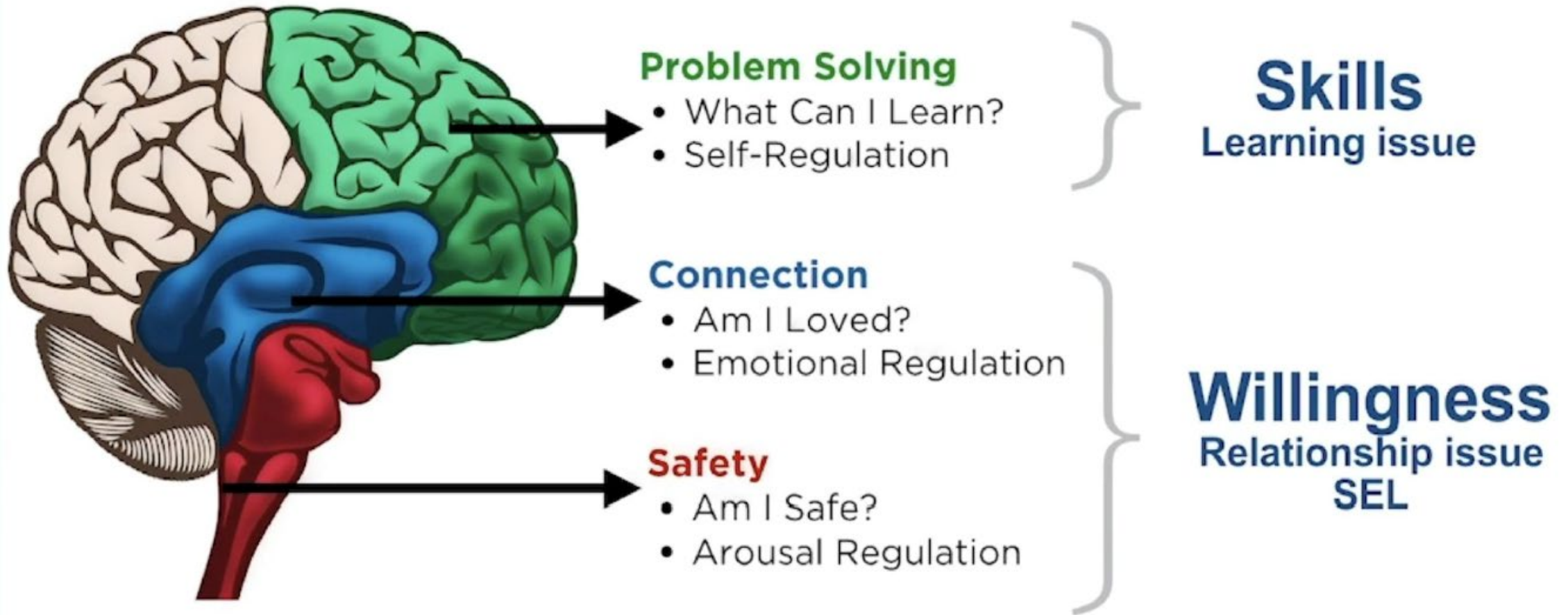
School-to-Prison Pipeline



Suspensions are Costly for Students *AND* Educators

- Removes students from classroom instruction.
- Weakens the students' connection with their school, teachers, and peers.
- Lowers students' academic achievement.
- Increases risk of repeating a grade and/or dropping out.

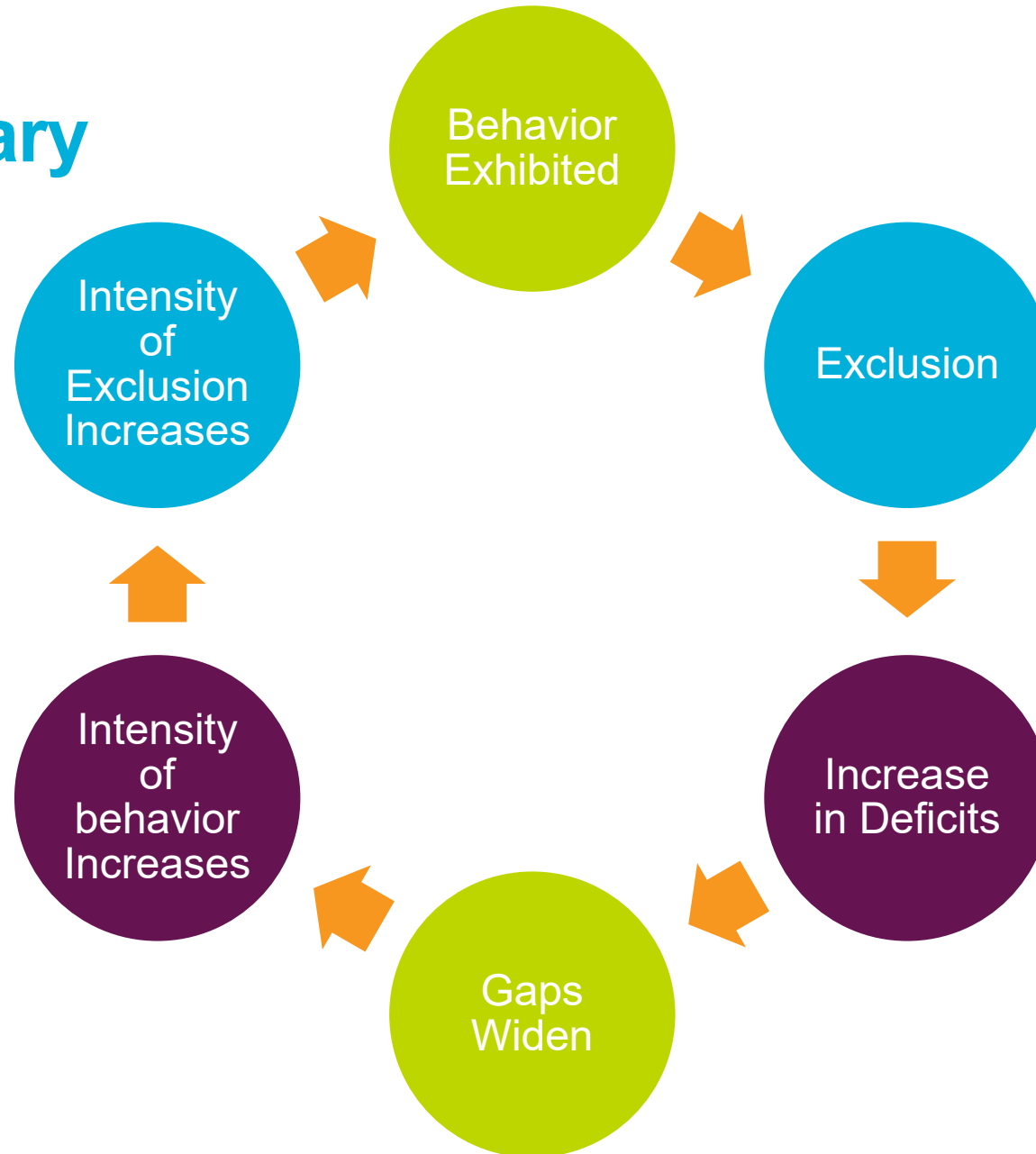
Brain State Model



MTSS Overview

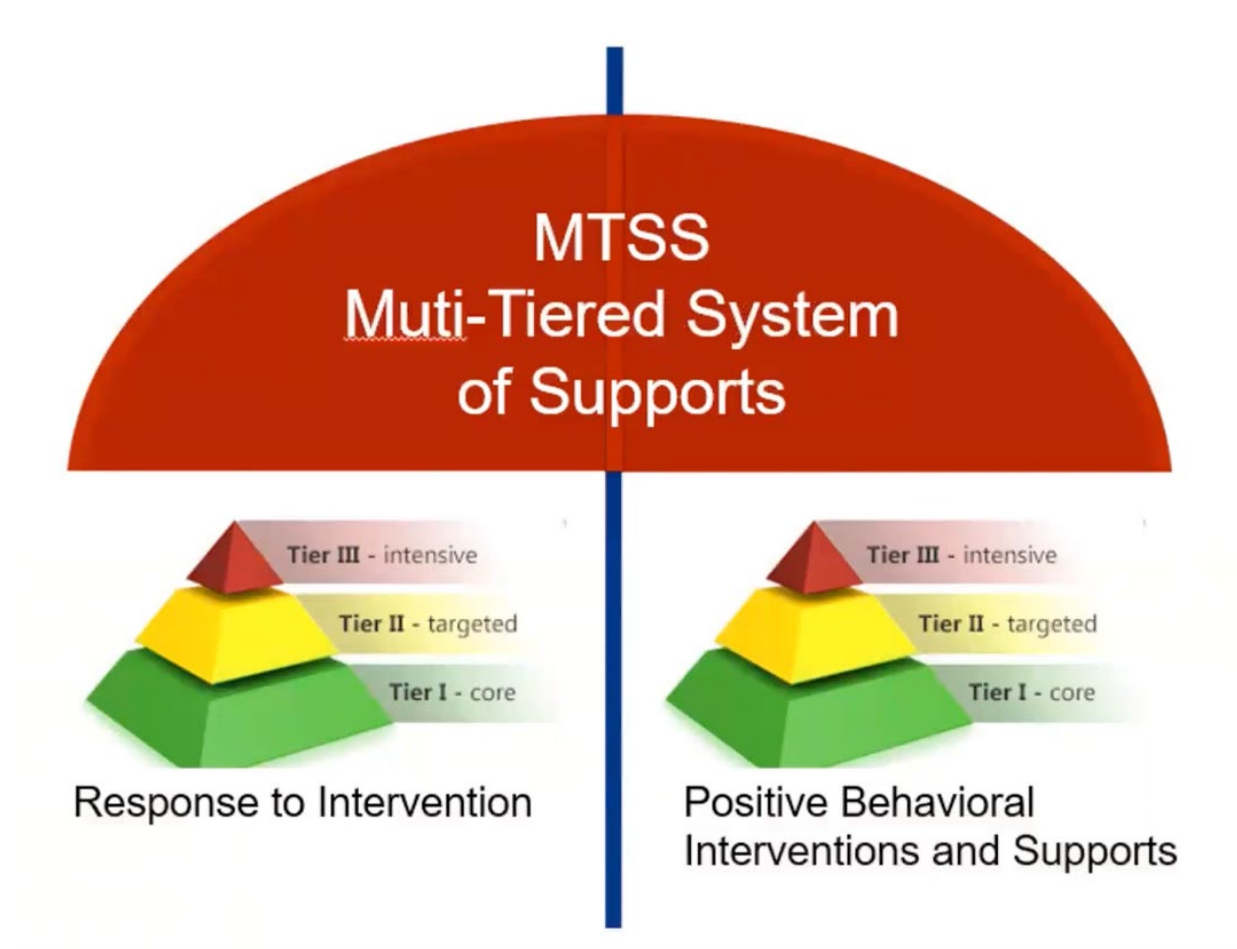
Multi-Tiered Systems of Support for Reducing Exclusionary Discipline

Cycle of Exclusionary Practices



Implementing evidence-based alternative strategies to exclusionary discipline, such as tiered systems of support, schoolwide restorative practices, and teaching social and emotional skills, can help reduce suspensions and improve school climate.

Multi-Tiered System of Supports (MTSS)

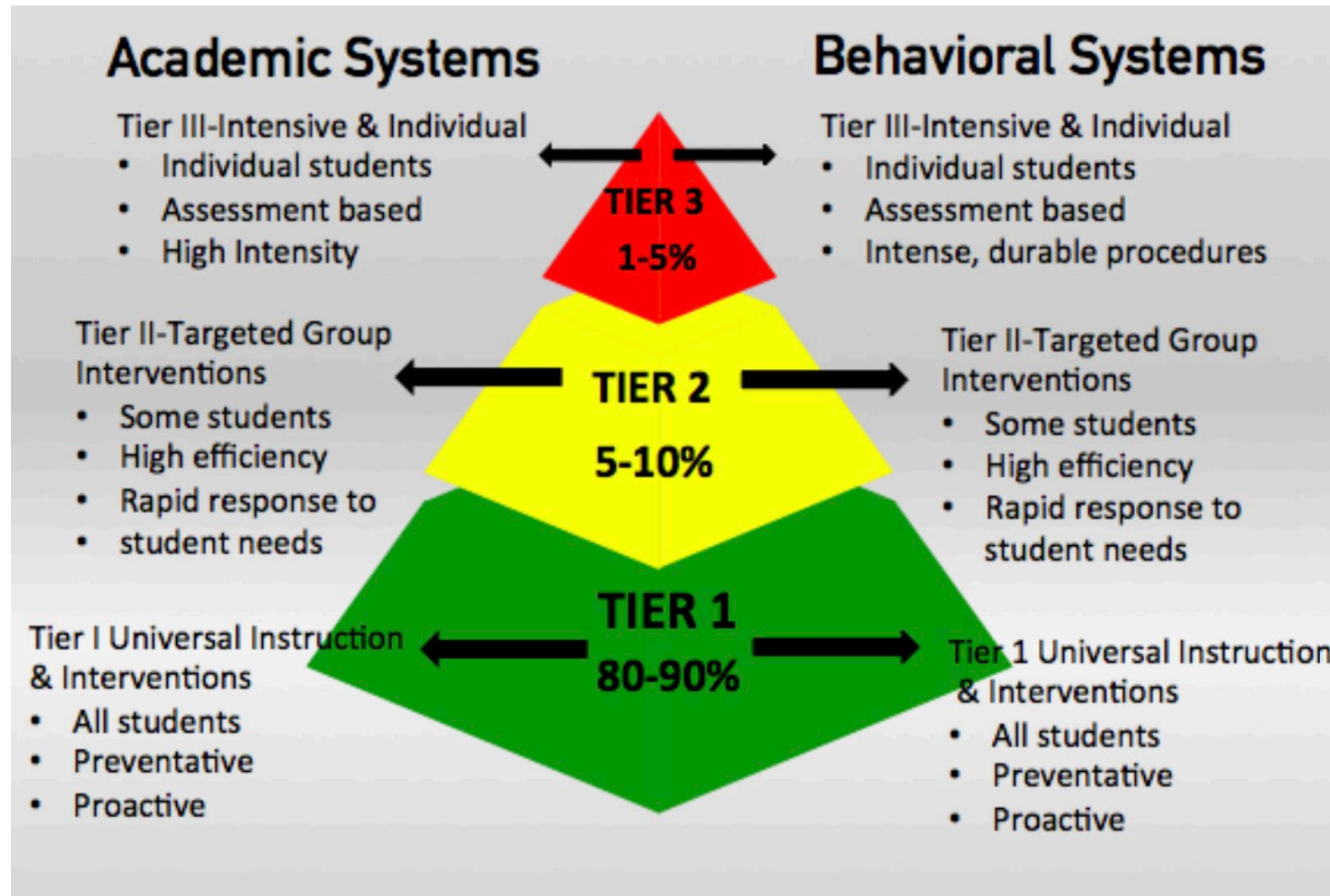


Multi-Tiered System of Supports (MTSS)

Testing –
Dyslexia
Intervention

Reading
Intervention

Paragraph
Writing
Strategies

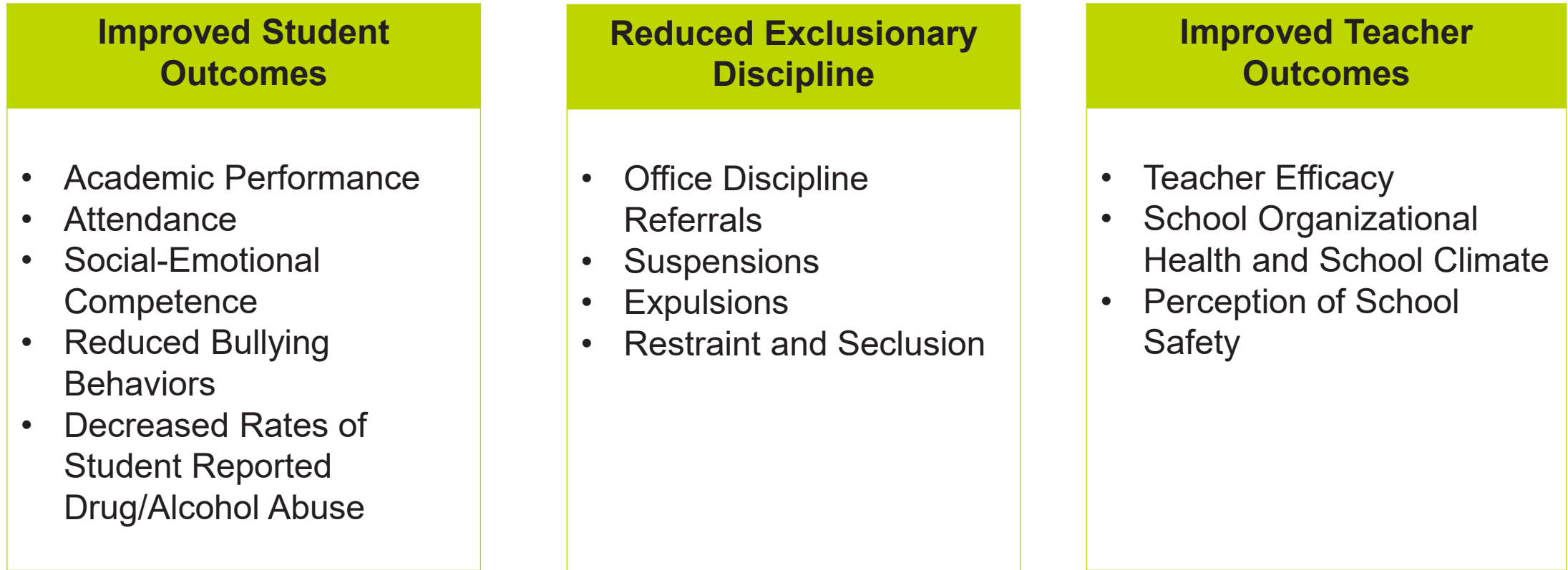


Long term
counseling

Grief (MGT)
Group

Guidance
Lesson:
Conflict &
Bullying

Expected Outcomes of MTSS



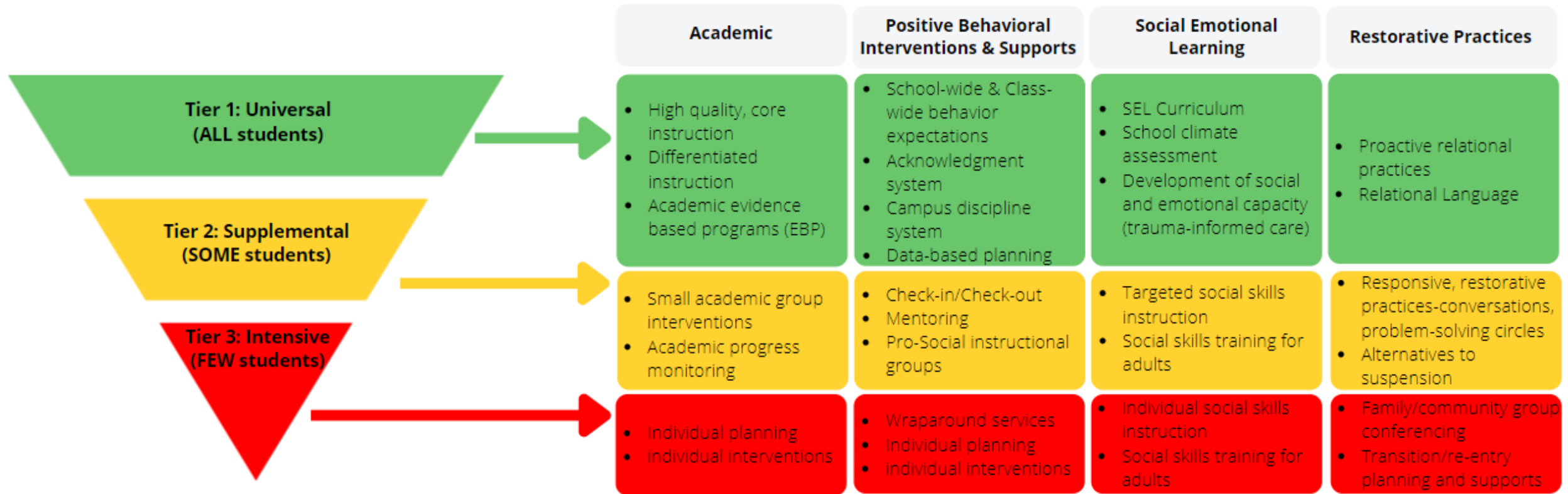
School-Wide Behavioral Interventions and Supports

MTSS Implementation in Schools

An **effective** MTSS system includes:

- Team-Driven Shared Leadership in Schools.
- Data-Based Problem Solving and Decision Making.
- Family, School, and Community Partnering.
- Layered Continuum of Evidenced-Based Practices that support students who are struggling academically, behaviorally, socially, emotionally, and with mental health concerns.

Sample MTSS Integrated Model



Sample MTSS Linear Model

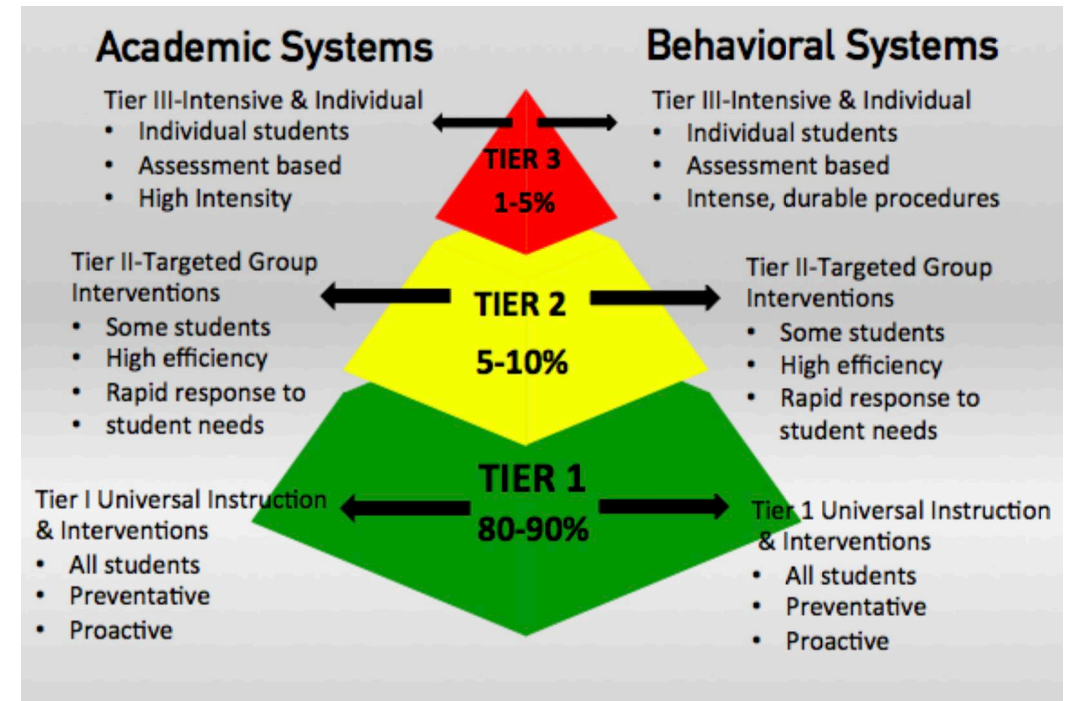
Tier 1 Prevention	Tier 2 Small Group Intervention	Tier 3 Individualized Intervention
School wide PBIS	Check and Connect (Mentoring)	Functional Behavioral Assessments (FBAs)
Classroom PBIS	Social Skills Groups	Behavior Intervention Plans (BIPs)
Social Emotional Learning (Character Strong)	Self-Management (Emotional Regulation) Training	Safety Plans
Classroom Behavioral Interventions	Check in/Check out & Check and Connect	Referrals for Evaluation
Restorative Circles for Academics, Problem-Solving & Community Building	Restorative Circles or Chats to Problem Solve or Repair Harm	Restorative Chats to Repair Harm, Re-entry, or Disciplinary Intervention
Suicide/Mental Health, Bullying, and Substance Abuse Prevention Training	Referrals to Campus/District Support Staff & Outside Service Providers	Suicide/Threat Assessments
Trauma Informed Care Training	Trauma Groups	Referrals to Outside Service Providers
Grief Training	One on One Support	Wraparound services including CRCGs
Academic Curriculum	Academic Small Group Intervention & Academic Accommodations	Academic One on One Instruction



Apply Your Learning: MTSS Overview

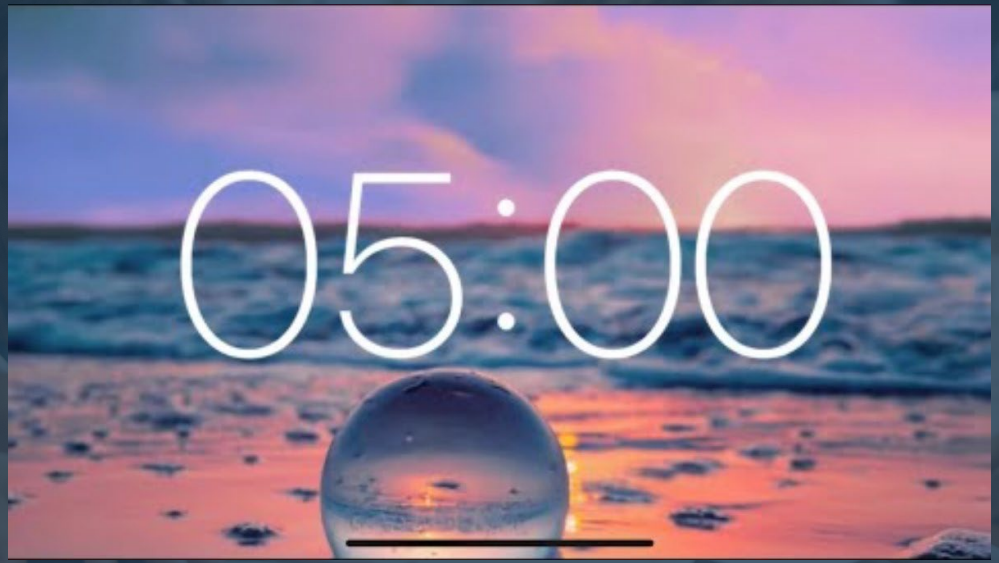
Through the lens of discipline policies, consider how some of these systems are already operating within your district as it relates to:

- Teams
- Data
- Partnerships
- Layered Continuum of Evidenced-Based Practices



5 minute break

If you have not done so already, please scan and complete the attendance form.

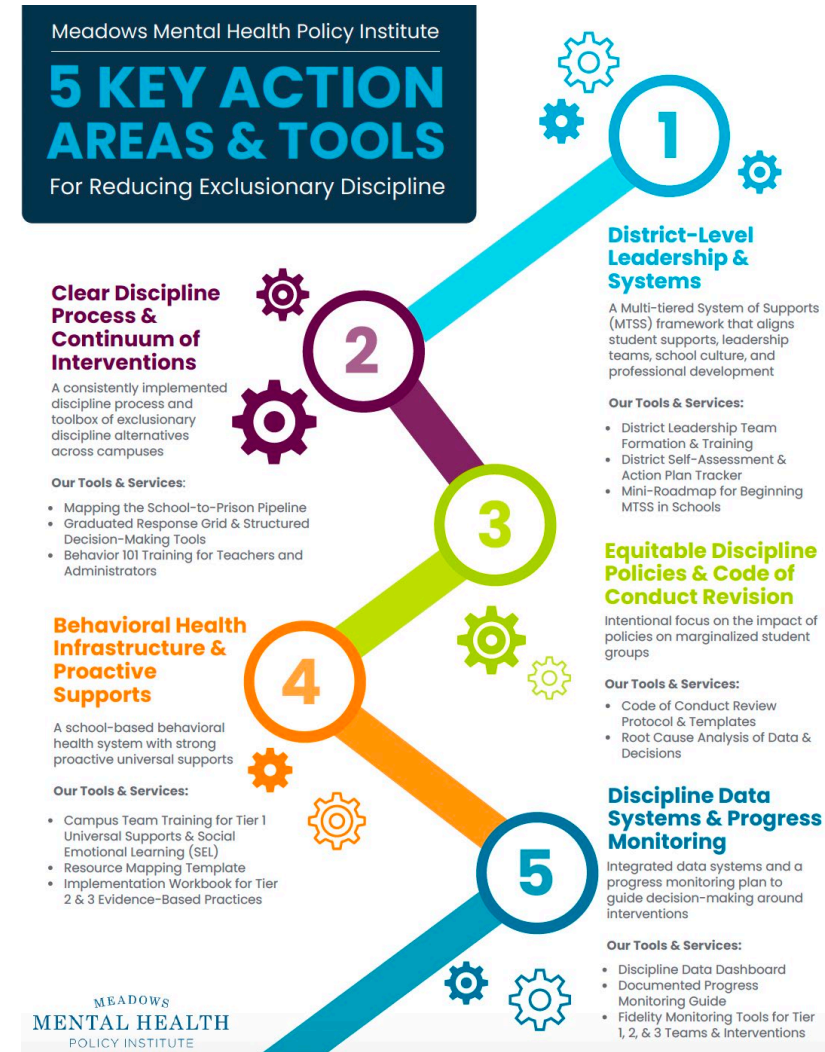


Tier 1 Deep Dive

Tier 1 Systems, Data, and Practices

An effective Tier 1 system includes:

- Team-Driven Shared Leadership in Schools
- Data-Based Problem Solving and Decision-Making
- Family, School, and Community Partnerships
- Evidenced-Based Practices



Reflection Prep

Tier 1 Deep Dive

Reflecting on your district's MTSS system through the lens of reducing exclusionary discipline, complete the worksheet below in correspondence with the presentation.

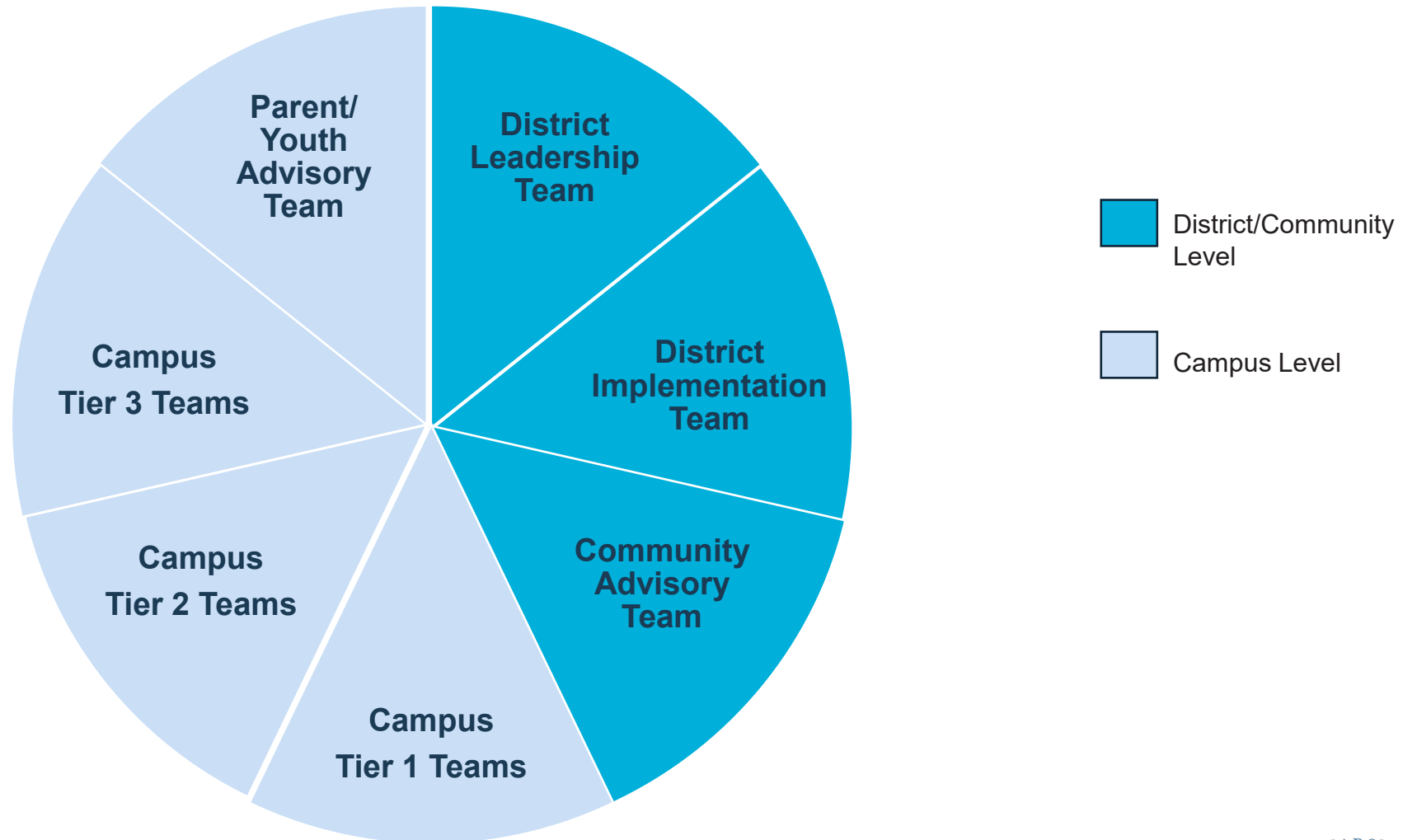
- After each MTSS component, we will work on the corresponding section on the worksheet.

District & Campus Tier 1 Teams	
Strengths	
Areas of improvement	
Recent successes	
Ongoing challenges	

Data	
Strengths	
Areas of improvement	
Recent successes	
Ongoing challenges	

Team-Driven Shared Leadership in Schools

Team Driven Shared Leadership



District Level Tier 1 Teams

Code of Conduct & Discipline Policy

- Implement discipline policies and procedures that are culturally responsive and promote equity.
- Clearly define problem behaviors.
- Include documentation procedures in the discipline protocols and processes.
- Describe the discipline process in a narrative format or depict graphically.
- Offer a graduated array of appropriate responses to problem behaviors that:
 - Are clearly defined.
 - Do not re-traumatize youth.
 - Limit law enforcement involvement (e.g., School Resource Officers, community police).
 - Eliminate exclusionary disciplinary practices when possible.

Staff Training

- Train and support staff in the equitable implementation of disciplinary practices in ways that reduce racial/ethnic disproportionality in discipline responses.
- Train and support school staff in evidence-informed, culturally responsive crisis de-escalation strategies and techniques.
- Consider implementing supports for staff wellbeing.

Campus Level Tier 1 Support Teams

Main Role	Members	Meeting Schedules
<p>Coordinate, implement, and monitor schoolwide and classroom:</p> <ul style="list-style-type: none"> • Positive behavioral strategies/programs • Teaching frameworks for classroom behavior management and coaching • Mental health supports • Ongoing training 	<p>Seek representation from:</p> <ul style="list-style-type: none"> • Administration • Classroom teachers • Support staff • Special teams • School Counselor 	<ul style="list-style-type: none"> • Initially weekly post-training • Monthly once systems are in place • Team leaders should meet quarterly with a district coach

Activity



Work with your district team.



Complete the **District & Campus Tier 1 Teams** portion of the worksheet.



You have 5 minutes.

Data-Based Problem Solving and Decision-Making

Data Used by Tier 1 Teams

Discipline Data System and Dashboard

The Big 5 office discipline referral (ODR) data should include:



Teams should regularly:

- **Review** discipline data during a scheduled meeting cadence.
- **Examine** the number of suspensions/expulsions by demographic group to better understand any differences in policies or practices contributing to disproportionality and disparity.
- **Identify** repeating students and create a plan to refer them to Tier 2 services or interventions.
- **Monitor** the effectiveness of school-wide positive behavioral programs/strategies.
- **Administer** school climate surveys periodically to determine if there is a correlation between school climate data and ODRs.

Activity



Work with your district team.



Complete the **Data** portion of the worksheet.



You have 5 minutes.

Partnerships

Schools Can Focus on Families in 3 Different Ways

Family Engagement

- What processes are used to build trusting relationships regarding discipline?
- How are you building relationships with parents whose child is repeatedly in trouble?

Family Involvement

- What efforts are being made to leverage family members as partners and decision-makers in their children's behavior and mental well-being?

Parental Education

- What training is being held to notify parents of the Code of Conduct and consequences with time for questions?

Family Engagement and Involvement

Collaborate with students and families who represent diverse cultural groups and identities to define problem behaviors and appropriate strategies to address them.

Parent and Youth Advisory

Main Role	Members	Meeting Schedules
<ul style="list-style-type: none"> • Provide insight and information access related to: <ul style="list-style-type: none"> • Student behavioral and mental health needs • Safety • Cultural diversity • Equity and inclusion • Make recommendations for improvement. 	<p>Selected parent and campus youth leaders who represent the campus' diverse student population.</p>	<p>Quarterly or, at minimum, bi-annually.</p>

Activity



Work with your district team.



Complete the **Partnerships** portion of the worksheet.



You have 5 minutes.

Layered Continuum of Evidence-Based Practices

Evidence-Based Practices

- **Implement restorative practices** that encourage student disciplinary practices that focus on repairing the harm caused by an incident and allowing the people most affected by the incident to participate in its resolution.
- **Develop a multi-tiered system of culturally responsive emotional and behavioral health services and supports** for students at risk for disruptive behavior related to mental health concerns or trauma exposure.
- **Establish teams responsible for:**
 - Implementing discipline policies and procedures that are culturally responsive and promote equity.
 - Describing the discipline process in a narrative format or depict graphically.
 - Including documentation procedures in discipline protocol.
 - Training and supporting school staff in evidence-informed, culturally responsive crisis de-escalation strategies and techniques.
 - Training and supporting staff in equitable implementation of disciplinary practices in ways that reduce racial/ethnic disproportionality in discipline responses.
 - Using a process of graduated responses that are clearly defined, do not re-traumatize youth, limit involvement of law enforcement (e.g., School Resource Officers, community police), and eliminate exclusionary disciplinary practices when possible.
- **Develop a data collection and review plan**
 - Collecting and reviewing disaggregated data.
 - Examining the number of suspensions/expulsions by demographic group to better understand any differences in policies or practices contributing to disproportionality and disparity.
- **Partner with students and families**
 - Collaborate with students and families representative of diverse cultural groups and identities to define problem behaviors and appropriate strategies to address them.

Supporting Students in Special Populations

To effectively support students and respond to behavior, school and program personnel should have knowledge, skills, and experience in topics such as:

- Understanding the unique needs of each child with a disability and the rights afforded to children with disabilities under IDEA;
- Being aware of potential signs of stress;
- Being prepared to be the first contact and resource for children in need of support;
- Implementing universal screening and understanding screening data to make informed decisions about child needs and appropriate instructional and behavioral strategies;
- Implementing evidence-based prevention and intervention practices across all school or program settings to effectively support and respond to child behavior;
- Conducting Functional Behavioral Assessments;
- Effectively designing, implementing, and evaluating Individual Education Programs and Behavior Intervention Plans, in collaboration with families and with support from specialized support personnel; and,
- Re-integrating children into the school or program after extended periods of virtual learning or other absences from school.



Work with your district team.



Complete the **Layered Continuum of Evidence-Based Practices** portion of the worksheet.



You have 5 minutes.

Pair & Share: Tier 1

1. Connect with someone from another district.
2. Discuss your reflection worksheet observations (5-8 minutes).
3. Share your reflections with the whole group (if time allows).

Summary



Suspensions are costly for students and staff. There are 5 key action areas and tools to reduce exclusionary discipline.

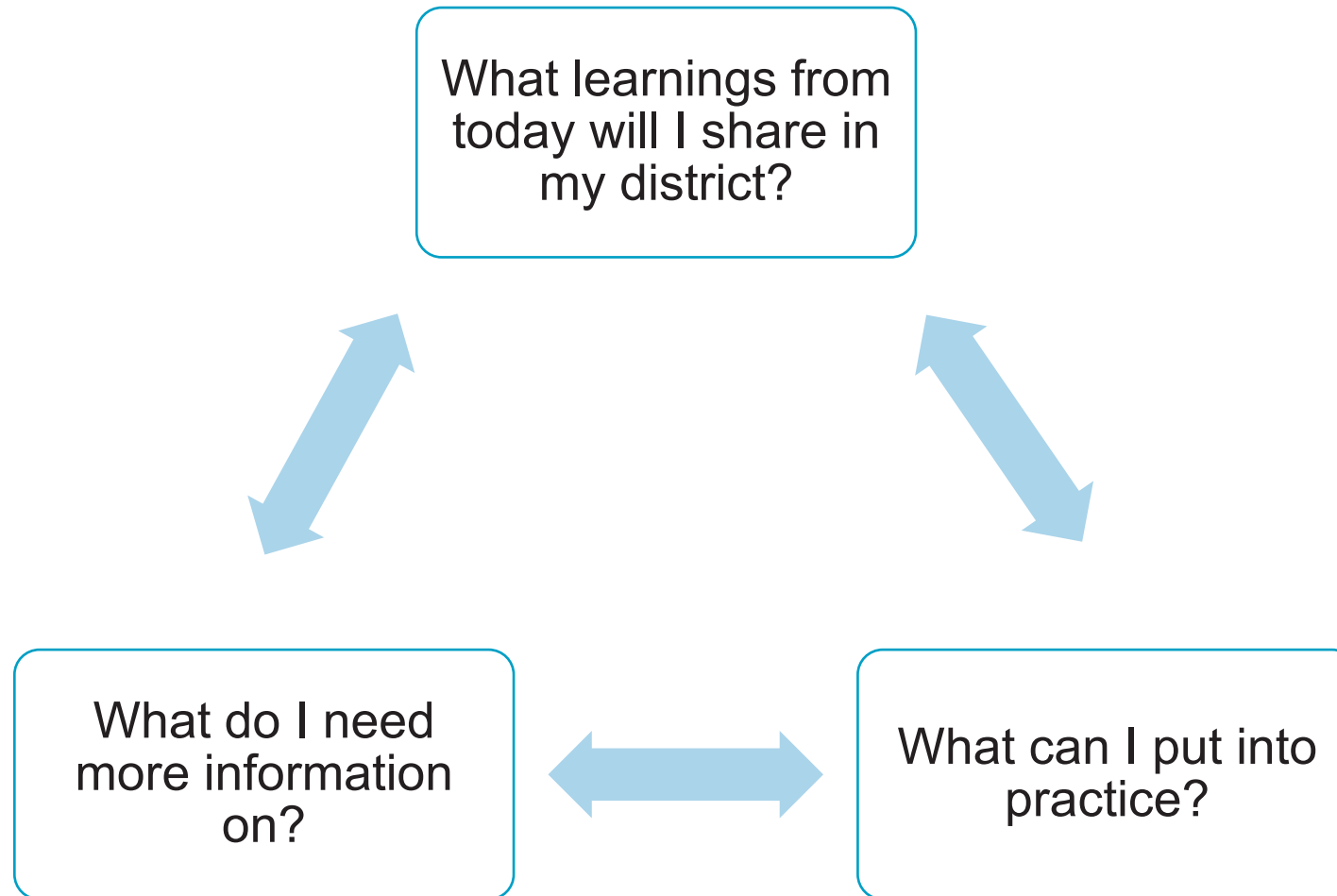


MTSS is a framework that supports reducing exclusionary discipline by having clear equitable systems in place.



Your district's Tier 1 systems, data, and practices have strengths, areas of improvement, recent successes, and ongoing challenges.

Key Takeaways



Action Plan

Reminder: Action Plan Expectations

The Learning Community experience will culminate in the presentation of an action plan.

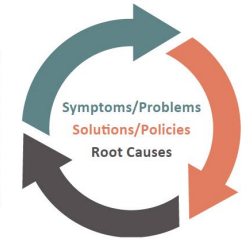
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Action Plan: Explore the Need

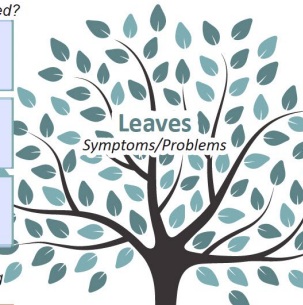
Activity 1: Explore the Need

Question	Answer
As a team, choose one school discipline need or challenge that you want to explore further.	
Does a focus on this need align with your District Improvement Plan or other district priorities?	
What data demonstrate a need to address this need or challenge?	
<p>Conduct a Root Cause Analysis on the identified need or challenge (worksheet below).</p> <p>Now that you have conducted a root cause analysis, what is your understanding of the need or challenge?</p>	

What school discipline related issue do you seek to address?



How is this issue showing up in your district or campus, what is observed?



What district policies are contributing towards or supporting the current issue?

What mindsets, beliefs, or district systems help sustain/anchor the issue?

Feedback Survey & What's Coming Up Next

Please assist us in making the time you spend with us valuable by providing your feedback.



Coming up next...
October 23, 2024

MTSS Tier 2 Deep Dive
At ESC Region 20 Maple Room

Thank You!

Reach out to Edna Henderson, at ehenderson@mmhpi.org, if you have any questions.

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 **THE HACKETT CENTER**
FOR MENTAL HEALTH

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TRAUMA AND GRIEF CENTER AT
THE HACKETT CENTER

CENTER FOR CHILD
AND FAMILY WELLNESS

CENTER FOR JUSTICE
AND HEALTH

CENTER FOR HEALTH
SYSTEM TRANSFORMATION