



flxcommunityschools.org

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Goals

- Understand data as a critical feature for collaboration.
- Use the experiences of the development of FLX Community Schools as a lens for consideration
- Develop understanding of a multi-tiered system of supports and apply to current setting.
- Identify key features found in the intersection of community schools and MTSS and apply to current setting and understanding of the field.

How do we
get people
to eat
healthier?



Turn and talk to a
partner



Be prepared to give an
idea

Why don't
people eat
healthier?



Turn and talk to a
partner

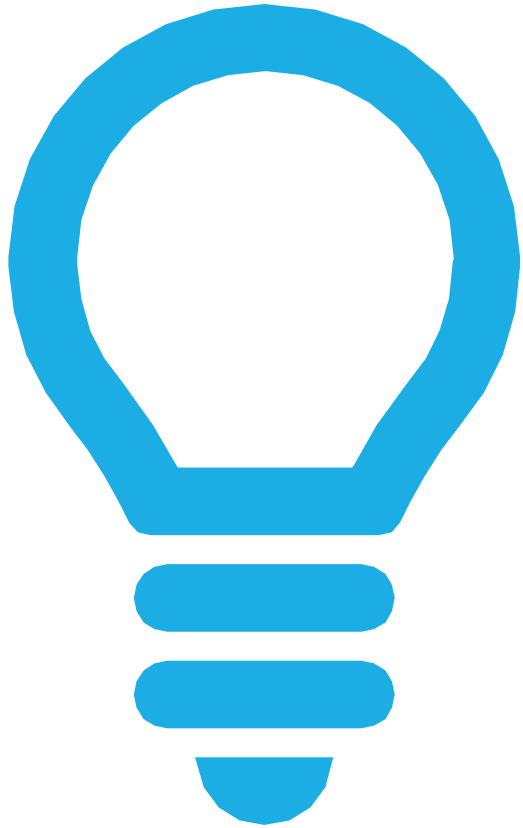


Be prepared to give a
percentage

Barriers to eating healthy

| | Under \$25K | \$75K+ |
|---|---------------------|-----------------------|
| Eating healthy is very important to me | 56% | 55% |
| Poor/fair eating habits | 34% | 13% |
| Top reason for not eating healthier | Too expensive (54%) | Don't have time (37%) |
| Transportation is challenge (for healthy food access) | 31% | 2% |

Source: My Health Story survey 2018. Analysis by Common Ground Health.



Junk process-
Junk solutions.

What problems does
starting with a
solution create?

Who cares?



That in Red Creek, the life expectancy is 7 years lower than in Gananda



That Wayne County ranks 51 out of 62 in the health rankings for NYS



The rate of Child Abuse & Neglect is 1.5x higher in Wayne County than the NYS average



44% of our White Students graduated with an Advanced Designation Diploma compared to 9% of our African American students

Who cares
enough to
help?

ODR Data

| 2013-14- BASELINE | | 2014-15-(YEAR 1) | | 2015-16- (YEAR 2) | | 2016-17 (Year 3) | | PROJECT COMMENTARY |
|-------------------|------------------|-------------------|------------------|-------------------|------------------|------------------|------------------|---|
| TTL ODR | ODR Per Pupil | TTL ODR | ODR Per Pupil | TTL ODR | ODR Per Pupil | TTL ODR | ODR Per Pupil | NOTES |
| 73 | 0.16 | 350 | 0.82 | 210 | 0.49 | 164 | 0.40 | After an anomalous increase from baseline, 2 consecutive years of DECREASE. |
| 1254 | 3.25 | 618 | 1.63 | 685 | 1.96 | 1093 | 3.22 | District changed documentation process, minor referrals now including in number |
| 540 | 1.17 | 347 | 0.89 | 317 | 0.8 | 284 | 0.74 | DECREASE; three years in a row. |
| 867 | 2.48 | 486 | 2.01 | 698 | 2.83 | 669 | 3.05 | DECREASE from Y2. |
| 1630 | 4.49 | 2512 | 4.44 | 1447 | 2.71 | 2065 | 4.23 | Although increase from Y2, still a DECREASE from baseline |

Data can be used to:

- shape problem statements
- set goals
- monitor a theory of change
- provide objective reference points to reduce bias

Communities
Care.

Schools Care.

Community schools are both a strategy and a place

- A strategy aimed at bringing together educators, families and community stakeholders to attain collective impact
- A Community School acts as a hub, offering, “an integrated approach to academics, health and social services, youth and community development, and community engagement,” to connect and cultivate assets in the community and to link families to services (Maier, Daniel, Oakes, & Lam, 2017, p.1).

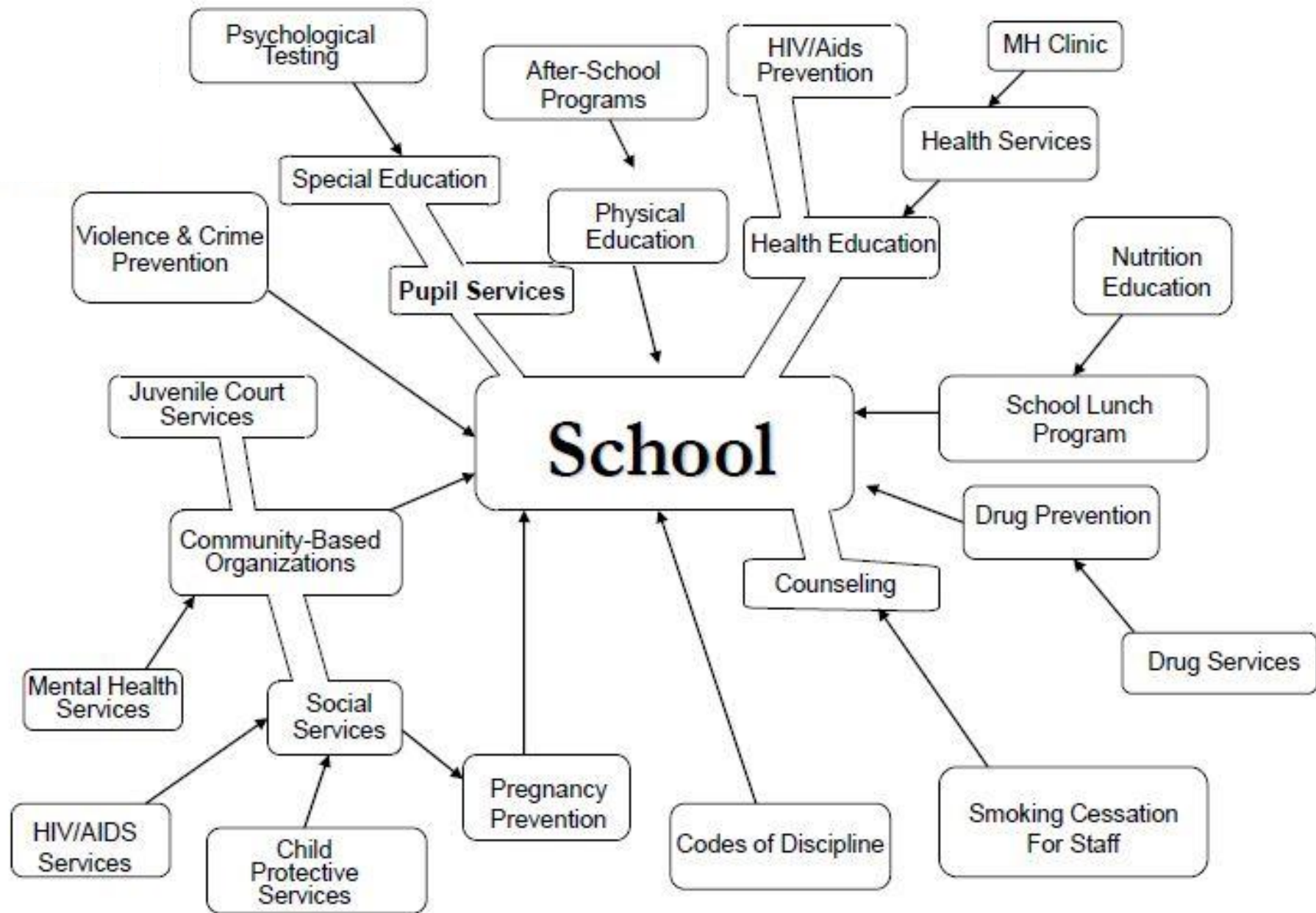
What is a Community School?



Director Jim Haitz, WBHN and Sheriff Barry Virts and Superintendent Nelson Kise present in May 2019 on Community Schools in the Sodus CSD and Wayne County.

The challenges faced by our school systems today are unprecedented in their scope and intensity. In many districts, schools have become the hub of the community, providing not only for the students' academic needs, but for their social, emotional, and physical needs as well. In order to find success in such a complex environment, it is critical to systematically access and utilize resources both within and outside the walls of our schools.

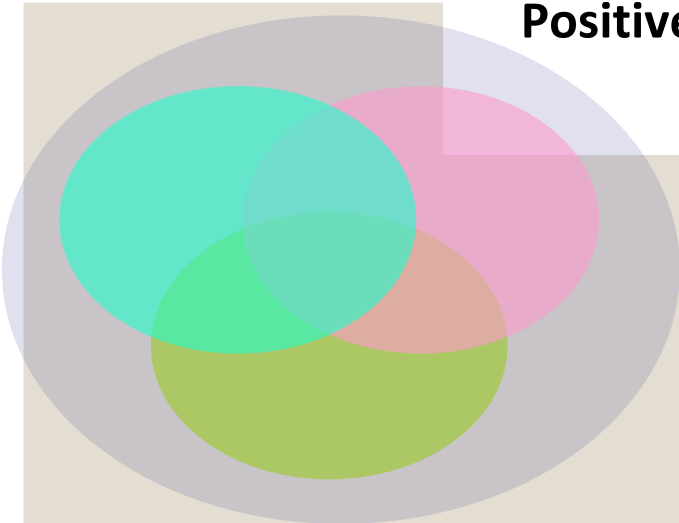
We picture a school as a community hub. Community schools reach beyond an academic purpose to complete a social and civic role. We believe a Community School must promote a wholistic approach to youth development. Schools dialogue with youth, family and professional stakeholders and form community. Within that community, everyone finds opportunities to form and deepen relationships, develop agency and skills, and experience wellness.



Adapted from: *Health is Academic: A guide to Coordinated School Health Programs* (1998).

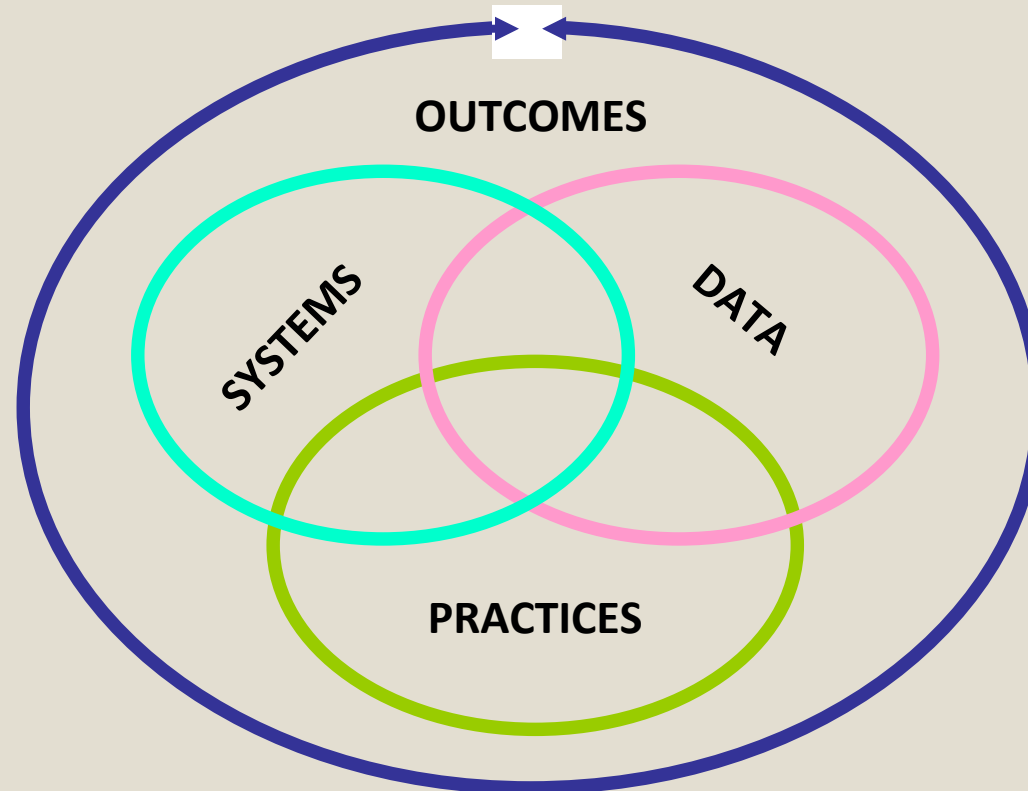
Edited by E. Marx & S.F. Wooley with D. Northrop. New York: Teachers College Press.

Positive Behavioral Interventions and Supports (PBIS) is a **Multi-Tiered System of Supports (MTSS)** Framework for Continuous Improvement and Alignment of Initiatives



Supporting culturally knowledgeable **Staff Behavior** through team-based leadership and coordination, professional development, coaching, and content expertise

Supporting culturally equitable **Targets** including social/emotional competence & academic achievement



Supporting culturally valid **Data-based Decision Making** through universal screening, progress monitoring, and evaluation of fidelity

Supporting **Student Behavior** through a three-tiered continuum of culturally relevant evidence-based interventions

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Data Brought Us Together



2011-- eight districts completed the EYS



Community agencies convened by Lyons and Sodus met & looked at the EYS data together



Considered student needs in survey data and formed a partnership



We renew our efforts based on the same data set every two years

Handouts

EYS Wayne
County Survey

- Scan and name groups that would be interested in this data

Root Cause

- Scan and find an issue you care about

10th & 12th Grade
Drug Use Report

- Scan and notice the impact



MISSION: The Partnership will collaborate to strengthen individuals and families through agency cooperation and resource alignment.

Co-Chairs
Kathy McGonigal
Jay Roscup



www.wcpsf.org

HISTORY:

Created in 2013

Updated in 2015

Updated Workgroups in
2016

Thematic Goals in 2018



NEW! Updated website:

<https://www.waynepartnership.org/>



STUDENTS RESPOND TO A CELL PHONE SURVEY PROMPT FROM DR. BRYANT MARKS AT THE 2019 YOUTH LEADERSHIP FORUM.

STUDENT VOICE:

We use annual youth leadership forums to gather ideas and input from our young people on tough topics including:

Bullying
Bias
Racism
Addiction
Mental Health
School Discipline

We've learned a lot from our students.

STUDENT CHOICE:

8th Graders explore careers in our annual Career Carnival!

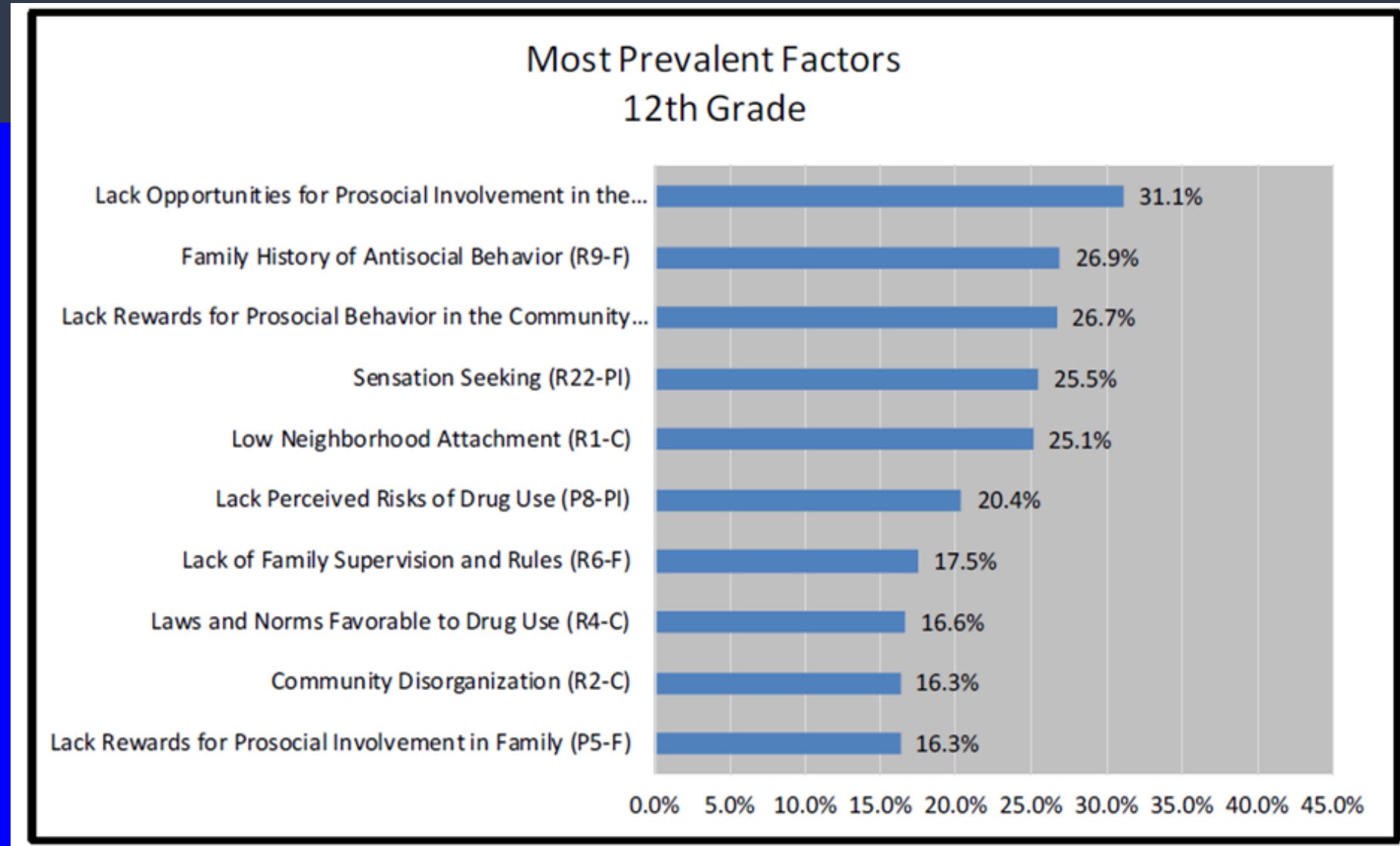
This year, more than 700 students from 11 school districts participated.

**“May be too early to plan,
but it is never too early to dream!”**



When considering risk factors, school related risk factors are not in the top quartile.

Schools, then, are a strength to build upon.



| EYS DATA: | MIDDLE SCHOOL | ALL MS | ACE 2+ | Food Insecure | Moved 3+ |
|-----------|---|--------|--------|---------------|----------|
| | In the past 30 days did you smoke any cigarettes? | 1.3% | 4.0% | 1.6% | 2.8% |
| | In the past 30 days did you drink any alcohol other than at a religious service? | 2.9% | 8.5% | 3.7% | 4.3% |
| | In the past 30 days, did you use marijuana or hashish? | 1.3% | 3.5% | 1.9% | 4.0% |
| | In the past 30 days how many times did you verbally threaten or bully someone? | 11.6% | 22.9% | 9.7% | 18.3% |
| | In the past year have you felt depressed or sad MOST days, even if you felt OK sometimes? | 30.1% | 54.9% | 24.5% | 43.1% |

| Middle School Students EYS DATA: | Not Transient | Transie nt (3+ Moves) | Ratio |
|--|------------------|-----------------------------|-------|
| Friend Use Drugs (R21-PI) | 0.5% | 2.1% | 4.27 |
| Interaction With Antisocial Peers (R20-PI) | 2.0% | 6.1% | 3.07 |
| Favorable Attitudes Toward Antisocial Beh (R18-PI) | 3.3% | 8.3% | 2.55 |
| Perceived Availability of Drugs (R5-C) | 1.6% | 4.0% | 2.53 |
| Antisocial Behavior (R17-PI) | 1.8% | 4.0% | 2.29 |
| Fam History of Antisocial Behavior (R9-F) | 6.5% | 14.4% | 2.22 |
| Rebelliousness (R14-PI) | 5.8% | 12.3% | 2.14 |
| Rewards for Prosocial Involvement (P5-F) | 7.2% | 15.2% | 2.12 |
| Attachment (P3-F) | 8.7% | 16.6% | 1.91 |

STUDENTS WHO MOVE
A LOT OFTEN DON'T
LEAVE THE COUNTY
BUT THEY DO LEAVE
THEIR SUPPORT
NETWORKS

Today's Agenda

www.JosephFantigrossi.com

- Trauma-Informed Lens
- Core Beliefs of Intervention
- Support for Students
- Support for Staff
- Action Step





The moral is— you can't see the pressure the other person is under, and the other person can't see the pain you're in.

This is life, whether it's with work, family, feelings or friends, we should try to understand each other. Learn to think differently, perhaps more clearly and communicate better. A little thought and patience goes a long way.

Be kind to people. Everyone we meet is fighting their own battle.





Trauma is not the event.

Trauma is the response.

Each individual responds differently.

***STOP ASKING: What is wrong with this student?
AND START ASKING: What has happened to this student?***



SELF- CARE

HOW DO YOU RECHARGE & HEAL?

WHO IS “THAT PERSON” FOR YOU TO GO TO WHEN YOU NEED HELP?



| MENTAL/ PSYCHOLOGICAL | SOCIAL/ BEHAVIORAL | PHYSICAL/ HEALTH |
|--------------------------|--------------------|------------------|
| REFLECTION | BOUNDARIES | REST |
| BOUNDARIES | USE VACATION | NUTRITION |
| SOLITUDE | PEER SUPPORT | EXERCISE |
| READING | HUMOR/LAUGH | SUNSHINE |

Core Beliefs

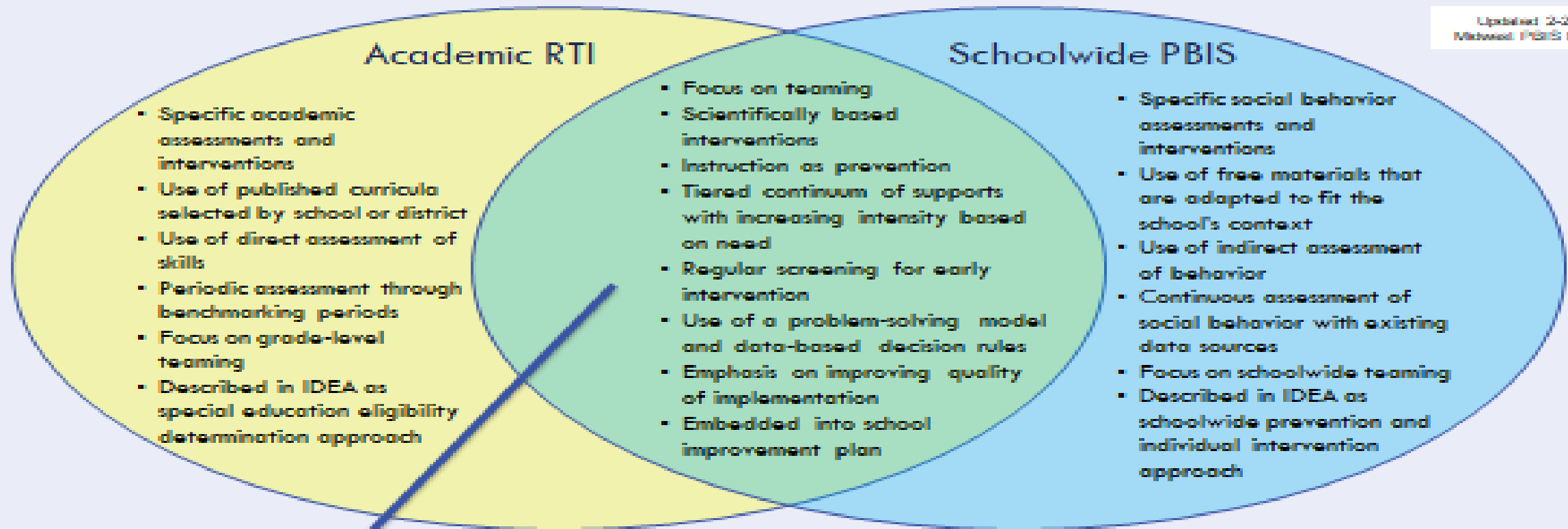
- Instruction, assessment, and intervention
- Achievement and behavioral health needs
- Way of doing business-process, not program
- Blend of RTI and PBIS



Shared Characteristics of RTI and PBIS represent the Core Features of MTSS

McIntosh, K.S. Goodman, S. (2016). *Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS*. New York: Guilford Press.

Updated 2-21-19
Midwest PBIS Network



Core Features of MTSS

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

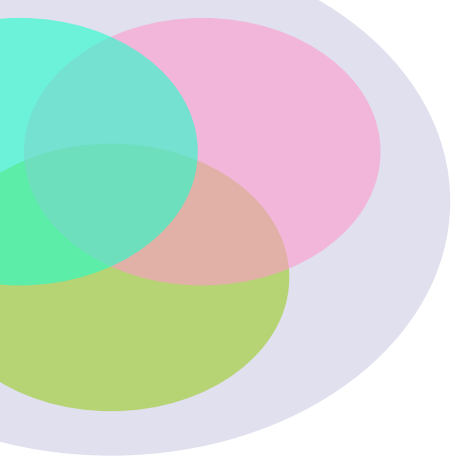
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IT'S ABOUT MEETING STUDENT NEEDS

“What is the student trying to tell us?”

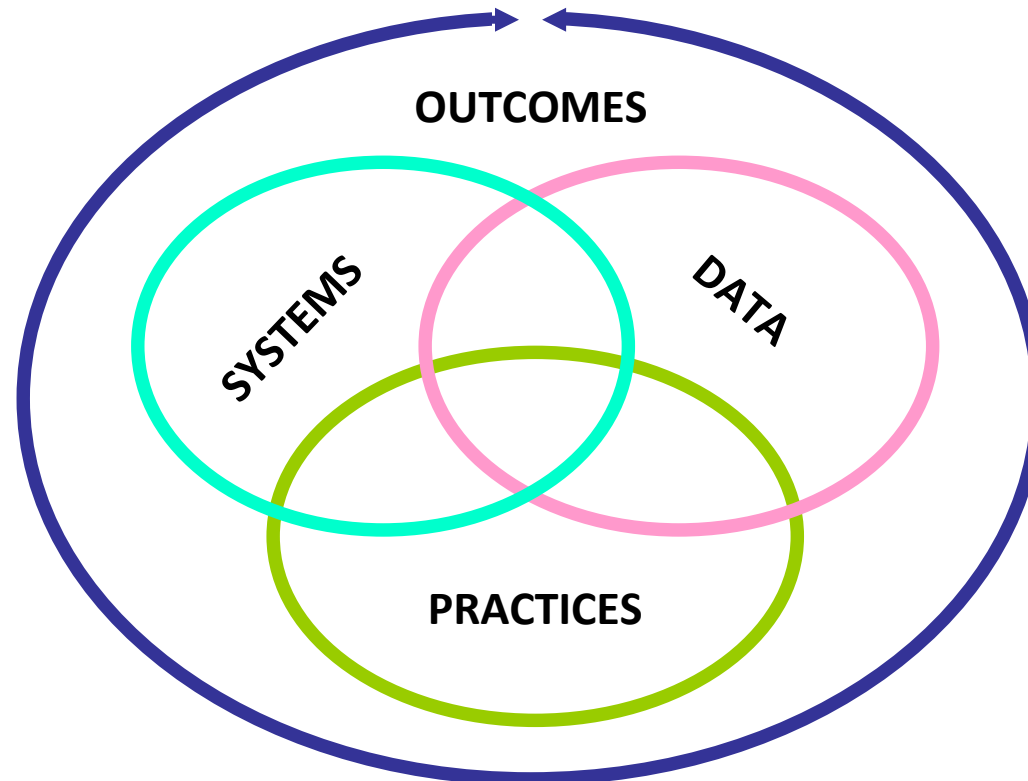




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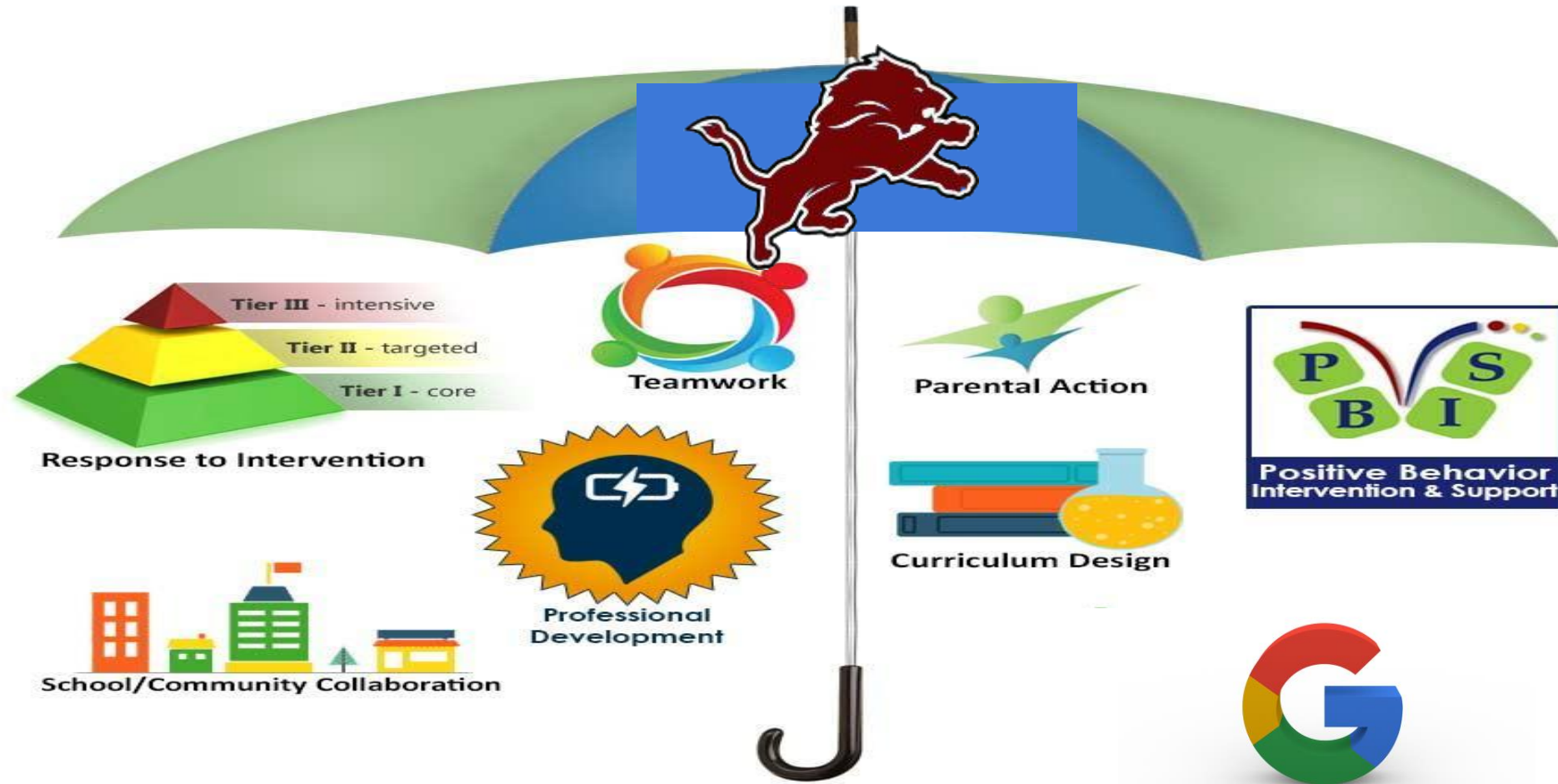


Coordinated Frameworks:

- **Culturally responsive**
- **Trauma-informed**
- **Community School**
- **Evidenced based practices**
- **Restorative Practices**
- **Multi-Tiered System of Supports**



What lives under the MTSS Umbrella



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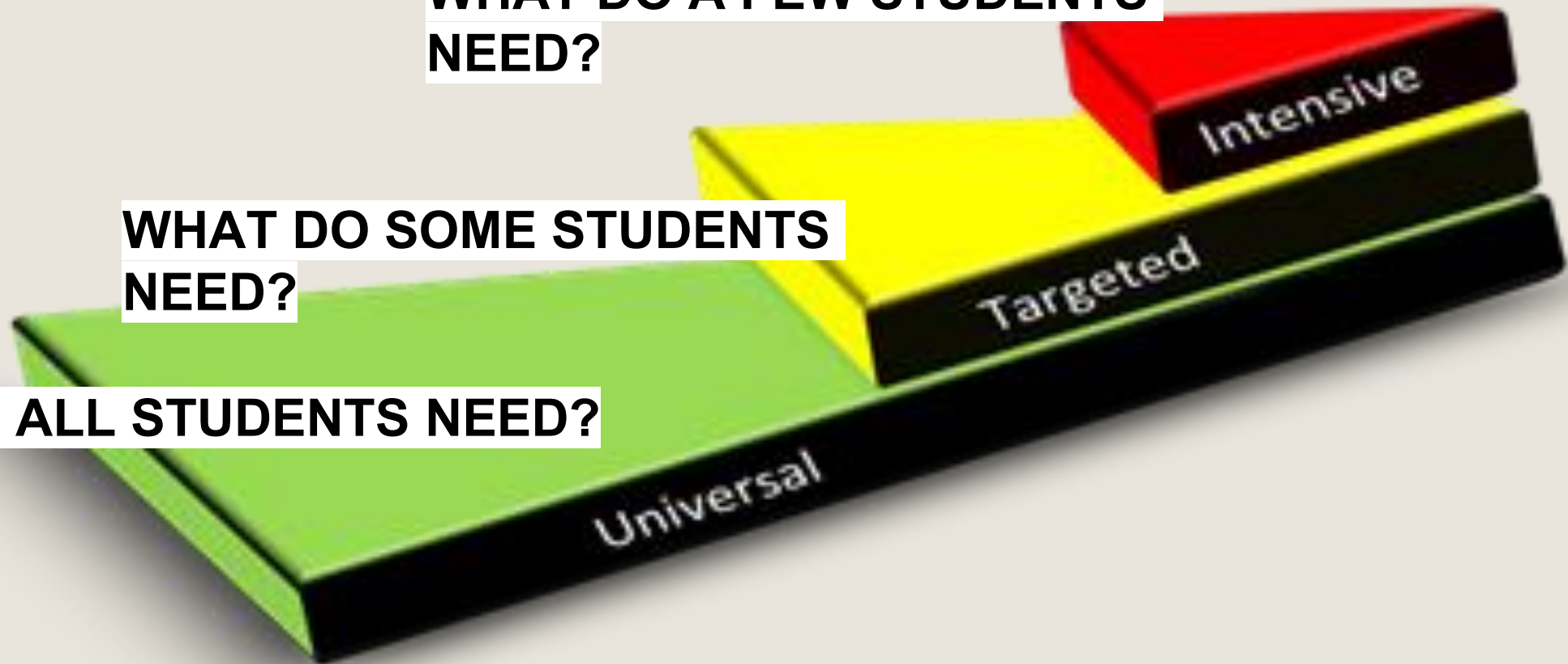
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**WHAT DO A FEW STUDENTS
NEED?**

**WHAT DO SOME STUDENTS
NEED?**

WHAT DO ALL STUDENTS NEED?



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Myth #1: It really doesn't apply to all students. Some/Most don't have any problems with behavior.

- Framework for everyone-positive encouragement.
- Better learning environment, Proactive rather than reactive.
- Clear expectations and focus on positive behavior = engaged learners

Myth #2: *It's all about the prizes. I want my students to have intrinsic motivation for their behavior.*



- Does not remove intrinsic motivation for behavior.
- Feedback to help guide support future behavior.
- Behaviors and expectations are something to be learned.
- Extrinsic motivation=learned behavior=intrinsic motivation



Myth #3: It's not reality. It would not work to correct a student's behavior. They need consequences.



- Does not remove remediation for inappropriate behavior.
- Focuses on the positive by laying out clear behavior expectations
- Guide the student and allow them to learn from their mistake.
- Continued patterns of misbehavior = consequence, with an opportunity for reflection.



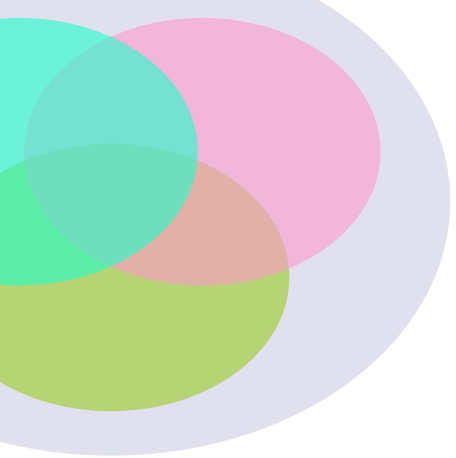
Myth #4: *This is a “one-size-fits-all” approach, and I like to deal with things in my classroom as I see fit.*



- Does not remove autonomy, framework of expectations
- Concise, positive behavior expectations= productive learning environment.

MTSS is a framework that provides a positive learning environment which benefits both students and teachers.

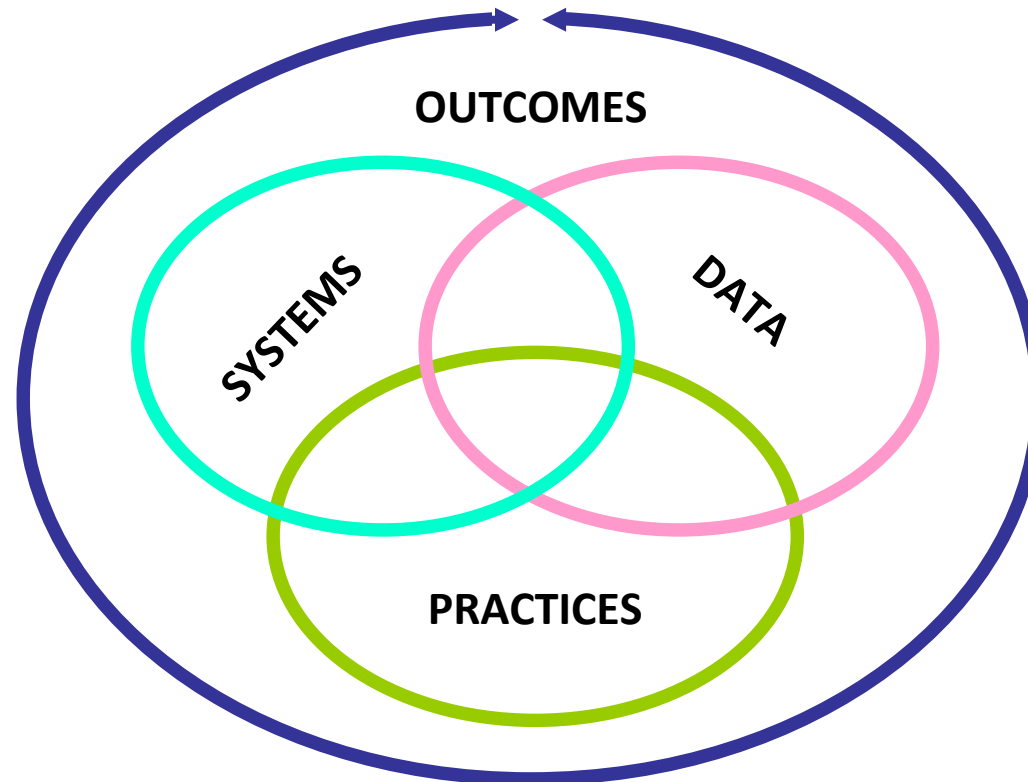




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Best Practices

Next
Exit



TIER 1

Prevention

How to Adult

SW-PBIS Tier 1 Lessons

Second Step

Botvin's Life Skills

Restorative: Community

Building Circles

TIER 2

Early Interventions

Primary Project

NYS Mentoring

Check In/ Check Out

FACT

Why Try

Restorative: Conflict Resolution

TIER 3

Intensive Interventions

Wrap/Renew

PINS

Satellite MH Office in School Building

Restorative: Harm Repair

Youth Court

RESTORATIVE PRACTICES ACROSS ALL TIERS

TIER 1-FOR ALL STUDENTS

- Academic side=grade-level teams
- Behavioral side=Tier 1 team
- Ongoing support of ROAR
- Teaching expectations and celebrating success
- Promoting school spirit and unity
- Providing students ongoing feedback



LYONS LIONS R.O.A.R.

- **Respectful**
- **Outstanding**
- **Academically-focused**
- **Responsible**



TIER 2-FOR SOME STUDENTS

2 types of data-informed meetings

Review Team

- Focus on targeted group intervention
- Weekly
- Review RFAs and decision rules

Process Team

- Focus on targeted group intervention
- Every 8 weeks
- Progress Monitoring of intervention, not students



Tier 2 Interventions

Continuum of Groups: Why Try, social skills

Mentoring: Hobart College, Leadership Class, Teacher to student mentoring

Academic Interventions: AIS Reading/Math, Academic Seminar, IReady

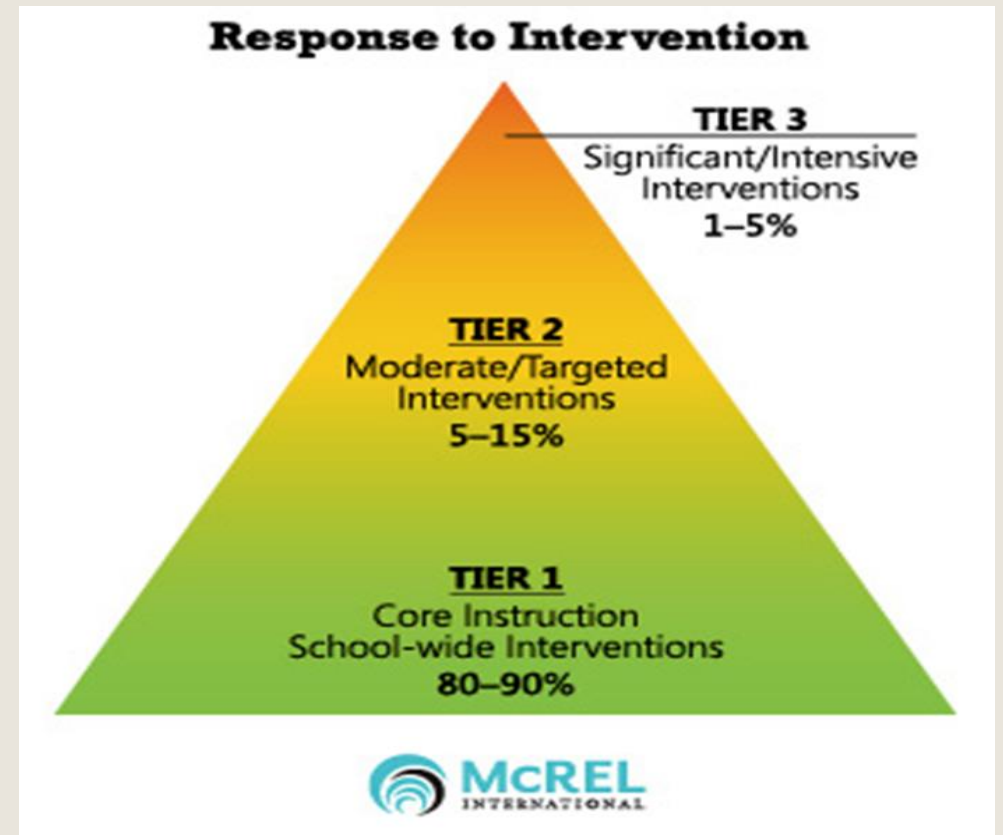
Community Services: 3 full-time counselors from community agencies in house

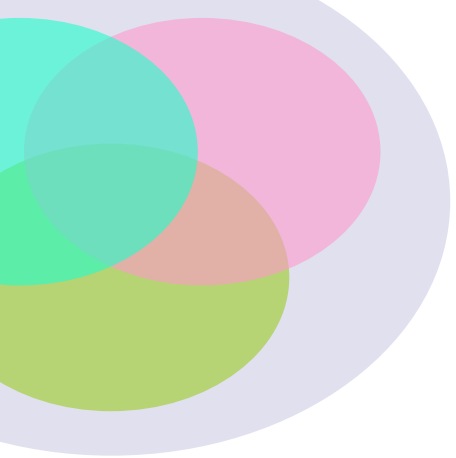
Check in Check out: 1st Tier 2 intervention for most students



TIER 3-FOR A FEW STUDENTS

- SST meets weekly-reviews RFA and crisis
- Individualized team meets when needed-WRAP/RENEW
- Discusses individualized interventions for students
- **Community agency support**

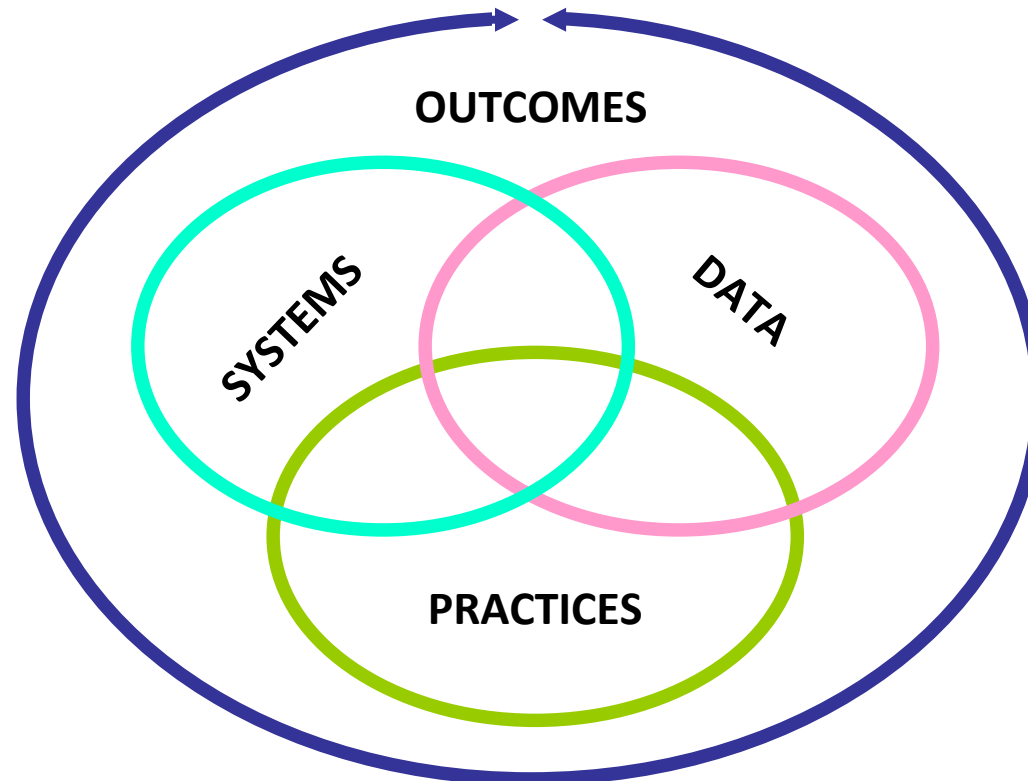




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Comparing 2017 to 2019

| RISK FACTOR/BEHAVIOR | ACE 2 + and Poverty 2017 | ACE 2+ and Poverty 2019 |
|------------------------------------|-----------------------------|----------------------------|
| Anti-social Behavior | 4.2X | 0.6X |
| Friends Use Drugs | 58.8X | 1.3X |
| Lack Attachment To Family | 5.3X | 3.1X |
| Alcohol Use | 8.0X | 1.8X |
| Marijuana Use | 8.0X | 1.3X |
| Other Drugs (Opioids, Cocaine etc) | 8.8X | 2.1X |

HOW Do we know it's working?

- Tiered Fidelity Inventory
- Way of measuring interventions
- 3rd year of use
- Improved dramatically from year 1 to year 2
- 80% is goal

TFI

..... stands for

Tiered Fidelity Inventory

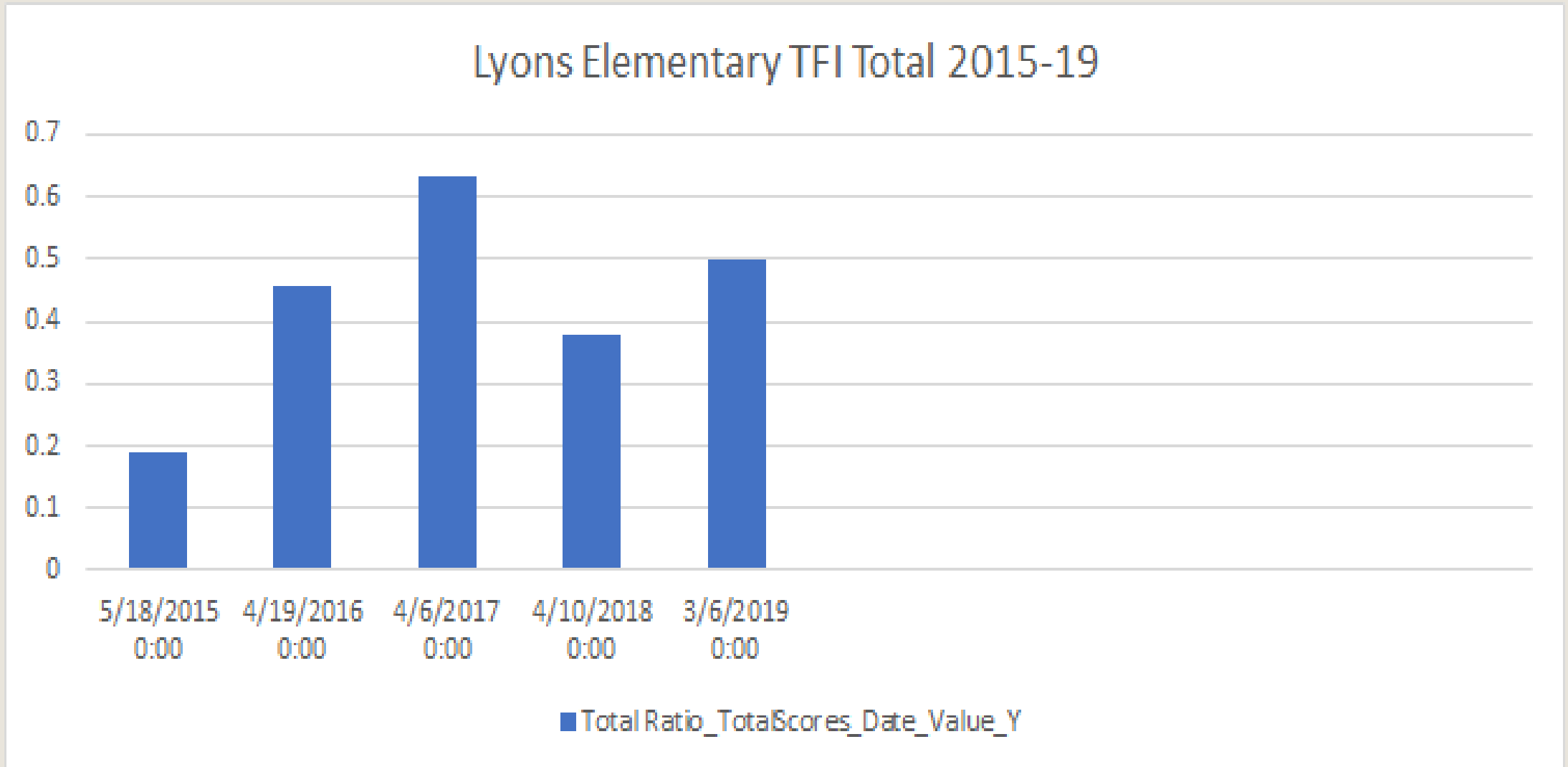


Abbreviations.com

TFI SCORE--ELEMENTARY

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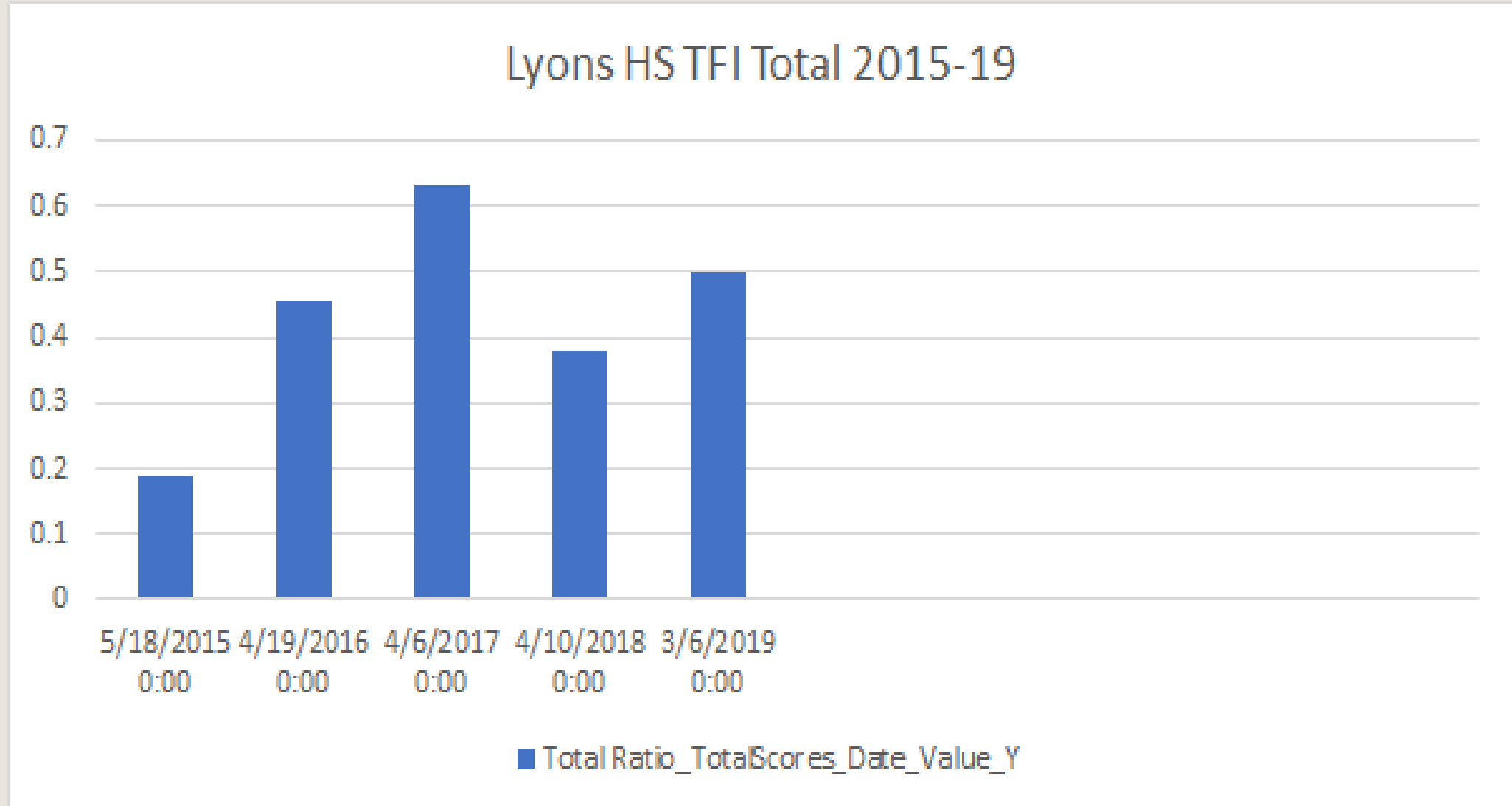
@jfantigrossi



TFI SCORE FOR MS/HS

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Think, Pair, Share

What data from your building/district could inform these systems and practices?

BUILDING CAPACITY FOR STAFF



Professional Development:

Classroom Management (6 essential practices)

Trauma Informed Schools Training

Tier 1 Team Training

MTSS Training

Youth & Adult Mental Health First Aid

Therapeutic Crisis Intervention

Data & Planning Forums (Early Childhood, Prevention Etc)

POSSIBLE:

**Strengths Based
Coaching (Gallup)**

Covey- 7 Habits

**Responsive
Classroom**

What is one way you have used your data, systems, and/or practices to meet the needs of youth?



Data Inventory:

| What types of data are available? | Where does this data come from? | Who is reviewing/analyzing this data, when and how often? | How could this MTSS information be utilized more effectively? |
|-----------------------------------|---------------------------------|---|---|
| School Climate | | | |
| Social-Emotional | | | |
| Behavior | | | |
| Attendance | | | |
| Academic | | | |

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