

MDUSD

Mt. Diablo Unified School District

Multi-Tiered System of Supports Handbook 2022/23

ALL
MEANS
ALL



Developed in Collaboration with Student Services,
the Counseling Department, and the Equity Department

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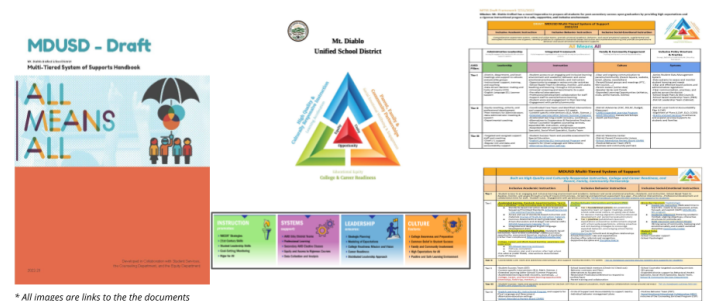
Introduction & Purpose

The Multi-Tiered System of Supports (MTSS) Handbook is designed to:

1. **Provide staff with a CENTRALIZED document to learn about supports, interventions, and staff/departments within the district to support student success.**
2. Assist stakeholders in understanding the importance of a Multi-Tiered System of Support
 - a. Provide an in-depth look at the essential components of an Effective MTSS Models
 - b. To increase the understanding of Educational Equity, Social Emotional Learning (SEL) and Accelerated Learning
 - c. Clarify the impact and value of MTSS in regard to student outcomes and equity
 - d. Explain best practices for the implementation of MTSS for ALL students
3. New Resources and Tools for Teachers and School

The information within this handbook is not to be used as a substitute for professional development and training within the district. However it is to be used as a reference and guidance to increase the understanding of MDUSD's MTSS framework and the Three-Tiered Model. Throughout this Handbook there are links to more in depth resources, manuals and guides that will go into great detail and provide "how to" directions on programs and implementation.

MDUSD MTSS Handbook & Framework



For additional information, training and professional development please reach out to Stephanie Roberts, Director Partnerships and MTSS.

Multi-Tiered Systems of Support (MTSS)

What is MTSS?

A Multi-Tiered System of Support (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The framework of MTSS is a "way of doing business" which utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Support helps schools and districts to organize resources through alignment of academic standards and behavioral expectations, implemented with fidelity and sustained over time, in order to accelerate the performance of every student to achieve and/or exceed proficiency.

Learn more about MTSS here:

[What is MTSS video \(6 minute video\)](#)

[What is MTSS and Why Do We Need It?](#)

Why MTSS?

MTSS is a framework in which school districts develop an *evidence-based system of support to create an equitable and inclusive environment for students, staff, and families. **Our Why is to build relationships in a safe and inclusive environment for learning, develop student's academic, social emotional and behavior skills, and equip staff to meet the varying needs of students through home-school partnerships. MTSS provides clear communication to stakeholders in instruction, support, and resources to assist staff in preparing students for graduation and the 21st century.***

Why

What we need to do and why



Current Situation

- Due to the Pandemic and students and staff returning from a year of distance learning and the uncertainties of the 2021-2022 school year, it is essential/imperative that we focus on supporting reconnection and relationships. Students' social emotional wellness and health has required schools to refocus and prioritize efforts to ensure time and instruction takes place in three key areas; academic, social emotional learning, and behavior.
- [MDUSD's Strategic Instruction Review \(SIR\) Report Recommendations](#) and the [Comprehensive Coordinating Early Intervention Services \(CCEIS\) Plan \(CCEIS Board presentation\)](#) and district's identification as Significantly Disproportionate speak to historically, MDUSD not serving our marginalized students academic and social emotional needs, especially Foster Youth, Homeless, and African American youth as well as identifies 12 areas of improvement/need for a systemic and focused effort in Coherence, Equity, Accountability, and Autonomy
 - MTSS, SEL, Equity & Data & Assessment are included in the areas of Culture/Coherence, Social-Emotional and Behavioral Health and Development, Assessment & Accountability, Student & Family Engagement, Data Management & Use, and District and Leadership Capacity.

MTSS Framework

In California, districts and schools are encouraged to utilize the cohesive framework, MTSS, to align current resources and initiative in order to meet the academic, social-emotional, and behavioral needs of ALL students. MTSS is a method of organizing support which ensures optimal outcomes for students, T-K -12th grade. It aligns the entire system of supports available within the district and ensures effective team-based problem solving that is data informed and evidence-based.

2021-2022 School Year Professional Development & Action

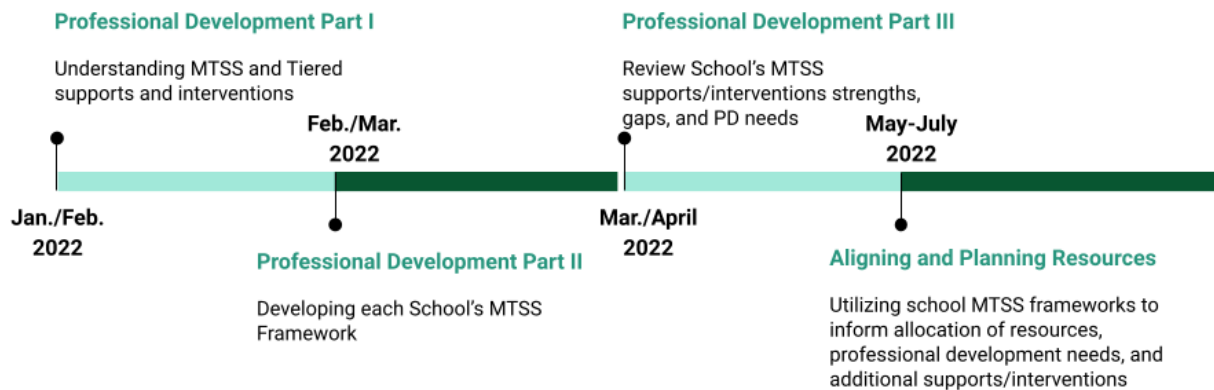
During the 2021/22 school year, school's provided professional development to school based staff on MTSS. The timeline below and the [2021/22 MTSS 3-part PD Series PD slide deck](#) provides a breakdown of the content covered. Each school reviewed "what MTSS is and isn't", tiered supports/interventions (*tier 1 supports/interventions for "all", tier 2 for "some". And tier 3 for "few"*), and created a school based MTSS Framework (posted on district website October 2022).

Recap of 2021/22 Timeline and Journey

[Link to 2021/22 MTSS 3-part PD Series](#)

Covered:

- MTSS meaning
- Tiered intentions 1-3
- Developed School MTSS Framework



Mt. Diablo Unified School District MTSS Framework

The [Mt. Diablo Unified School District \(MDUSD\) MTSS Framework 9/18/22](#) outlines the multi-tiered system of inclusive academic, behavior, and social emotional instruction, interventions, and support sustained through a foundation built on systemic administrative leadership, integrated framework, family and community engagement, and inclusive policy structures and practices.

California's Multi-Tiered System of Support (MTSS) is a comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students. The evidence-based domains and features of the California MTSS framework provide opportunities for MDUSD to strengthen school, family, and community partnerships while developing the whole child in the most inclusive, equitable learning environment thus closing the equity gaps for all students.

Below is a diagram of MDUSD's District MTSS comprehensive framework, outlining ongoing organization systems and structures of support for each of its students and families.

MTSS Draft Framework 7/12/2022

Mission: Mt. Diablo Unified has a moral imperative to prepare all students for post-secondary success upon graduation by providing high expectations and a rigorous instructional program in a safe, supportive, and inclusive environment.



All Means All

	Administrative Leadership <small>Strong & engaged site leadership & educator support system</small>	Integrated Framework <small>Fully integrated organizational structure & strong and positive school culture</small>	Family & Community Engagement <small>Trusting family and community partnerships</small>	Inclusive Policy Structure & Practice <small>Strong LEA/School relationship & LEA policy framework</small>
AVID Pillars	Leadership	Instruction	Culture	Systems
Tier I	<ul style="list-style-type: none"> -District, department, and level meetings and support to schools and job alike groups -Instructional support, training, and coaching -Data driven decision making and Cycle of Inquiry (COI) -English Language (EL) Learner support 	<ul style="list-style-type: none"> -Student access to an engaging and inclusive learning environment and academic, behavior and social emotional practices, standards, and instruction -Opportunity to engage in extracurricular activities -School Based Team to develop, monitor, and assess teaching and learning through a COI process -Universal screening and benchmarks 3x a year -Pre-referral interventions -Professional development collaboration for staff -Support staff to assist/enhance learning -Student voice and engagement in their learning -Engagement with parents/community 	<ul style="list-style-type: none"> -Clear and ongoing communication to parents/community (Parent Square, website, email, phone, newsletters) -Parent/School groups and meetings (PTC, Site Council, ...) -Parent Liaison (some sites) -Speaker Series and Panels -Expanded Learning Opportunities (athletics, clubs, performances, events) 	<ul style="list-style-type: none"> -Aeries Student Data Management System -Data systems to assess and monitor student learning and needs -Clear and effective board policies and administrative regulations -Clear communication, practices, and policies across the district -School Single Plans & Site Councils -School based Leadership Team (PBI) -District Leadership Team (Cabinet)
Tier II	<ul style="list-style-type: none"> -Equity coaching, cohorts, and professional development -Peer mentors for Administrators -New Administrator meeting & support -Departmental coaching 	<ul style="list-style-type: none"> -Coordinated Care Team and identified interventions and supports monitored every 4-6 weeks -Content specific interventions (ELA, Math, Science..) -Extended Learning (After School/ Summer Program) -Accelerated learning (credit recovery, workshops, ...) -Alternatives to Suspensions & Restorative Practices -School Counselor targeted counseling services, expanded SEL instruction, and groups -Expanded district support by Behavioral Health Specialist, Social Work Specialist, Equity Team 	<ul style="list-style-type: none"> -District Advisories (CAC, DELAC, Budget, Measures) -CARES Expanded Learning Program -Adult Education classes/workshops -Heath partnerships 	<ul style="list-style-type: none"> -District Local Control Accountability Plan (LCAP) -Alignment of Plans (LCAP, ELO, CCEIS) -Grants and partnerships to enhance and expand services/supports to students and families
Tier III	<ul style="list-style-type: none"> -Targeted and assigned support staff and coaching -Chief 1-1 support -Regular COI and data and accountability support 	<ul style="list-style-type: none"> -Student Success Team and possible assessment for Special Education -English Learning (EL) Instructional Program and supports for (Dual Language and Newcomers) -Alternative Education settings 	<ul style="list-style-type: none"> -District Welcome Center -District Parent/Community Liaison -School Attendance Review Board (SARB) -Positive Behavior Team (PBT) -Business and community partners 	

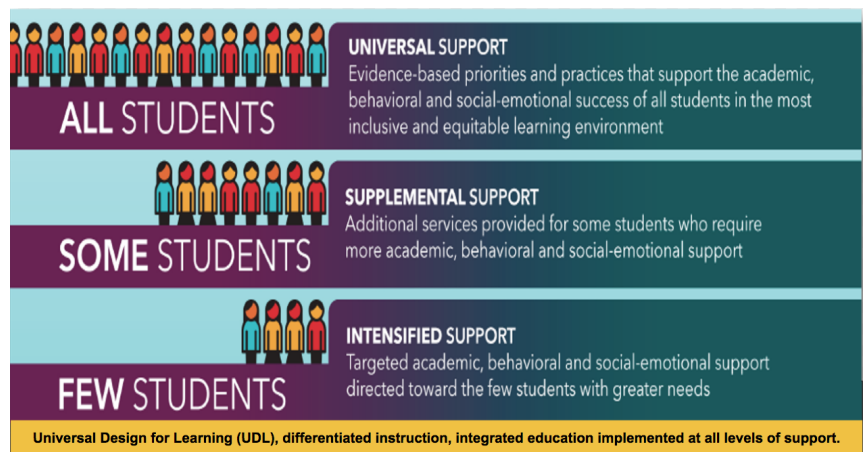
MDUSD Multi-Tiered System of Support

Built on High Quality and Culturally Responsive Instruction, College and Career Readiness, and Parent, Family, Community Partnership

	Inclusive Academic Instruction	Inclusive Behavior Instruction	Inclusive Social-Emotional Instruction
Tier I	-Student access to an engaging and inclusive learning environment and academic, behavior and social emotional practices, standards, and instruction -School Based Team to develop, monitor, and assess through a Cycle of Inquiry (COI) process, -Screening and benchmark assessment 3x a year, -Pre-referral interventions, -Professional development and collaboration time for staff, -Student voice, -Engagement with parents/community *MTSS Handbook outlines MDUSD systems and supports for students		
Tier I (all)	<p>Standards-based instruction</p> <ul style="list-style-type: none"> Access and use of standards-based instruction and materials Courses of Study & Instruction materials Standards based instruction based on Scope and Sequence/Prioritized Standards Achievethecore.org; Instructional Practice Guide Using formative data to inform instruction <ul style="list-style-type: none"> Common Assessments at each grade level, data-driven discussions and strategic instructional shifts MDUSD Assessment Calendar TK-12 Integrated and designed English Language Development (ELD) <p>Accelerated learning</p> <p>Standards-based assessment & grading</p> <ul style="list-style-type: none"> Standards based instruction “Just in time scaffolding” Additional time/ opportunity A assessment based on mastery of standards (rather than compliance) https://gradingforequity.org/ <p>College, Career, and Work-based learning awareness and exploration</p> <ul style="list-style-type: none"> Work Based learning continuum MDUSD Graduate Profile Pathway completion Education plan and transition after high school Pre-referral interventions documented in Aeries	<p>Positive Behavior Intervention and Support practices</p> <ul style="list-style-type: none"> Tier 1 foundational systems <ul style="list-style-type: none"> An established leadership team w/ regular meetings Positive school-wide social culture Ongoing use of data for decision making aligned to school professional development and personnel evaluation plan Tier 1 practices <ul style="list-style-type: none"> Established classroom rules and expectations Positive reinforcements, referrals, recognition aligned with school-wide expectations Utilizing proactive and skill-building strategies to encourage expected behavior Supportive discipline and Discipline Matrix Encouraging school-family partnership <p>Community Circles to build and strengthen relationships</p>	<p>SEL in the Classroom SEL in the Classroom Toolkit/chart</p> <ul style="list-style-type: none"> Explicit SEL Instruction (dedicated time to teach SEL) <ul style="list-style-type: none"> Needs to be sequenced, active, focused, and explicit (SAFE) District Resources include; SEL Google Classrooms and MDUSD-SEL Program Resources Academic Alignment <ul style="list-style-type: none"> Fostering academic mindset Aligning objectives Interactive structures to promote sel Build classroom and school community/climate <ul style="list-style-type: none"> Strong sense of community Community Circles Belonging and emotional safety (Trauma informed practices) Student centered discipline <p>Student Voice</p> <ul style="list-style-type: none"> Strategies for Elevating Student Voice Adult SEL <p>School-wide SEL Indicators</p> <p>School Counselor support School Psychologist</p>
Tier II	-Coordinated Care Team and identified interventions and support monitored every 4-6 weeks *MTSS Handbook outlines MDUSD systems and supports for students		
Tier II (some)	-Student Success Team (SST) -Content specific interventions (ELA, Math, Science..) -Extended Learning (After School/ Summer Program) -Accelerated learning (credit recovery, workshops, ...) -College, Career, and Work-based learning opportunities (internships, field trips, mentors...)	-School based Adult mentors (Check-in/ Check out) -Behavior contracts and Plans -Alternatives to Suspensions -Restorative Practices/conference to respond to conflict/harm -Parent training and collaboration	-School Counselor targeted counseling services -SEL groups -Expanded district support by Behavioral Health Specialist, Social Work Specialist, Equity Team, School & Community Services Department
Tier III	-Student Success Team and possible assessment for Section 504 Plan or Special Education, multi-agency collaboration (wrap-around services) *MTSS Handbook outlines MDUSD systems and supports for students		
Tier III (few)	- English Learning (EL) Instructional Program and supports for (Dual Language and Newcomers) -Alternative education settings - School Attendance Review Board (SARB)	-Circle of Support and Accountability to support reentry -Individual behavior management plans	-Positive Behavior Team (PBT) - Social Emotional Educational Collaborative (SEEC) inclusive of the Counseling Enriched Program (CEP)

Continuum of Support & System of Engagement

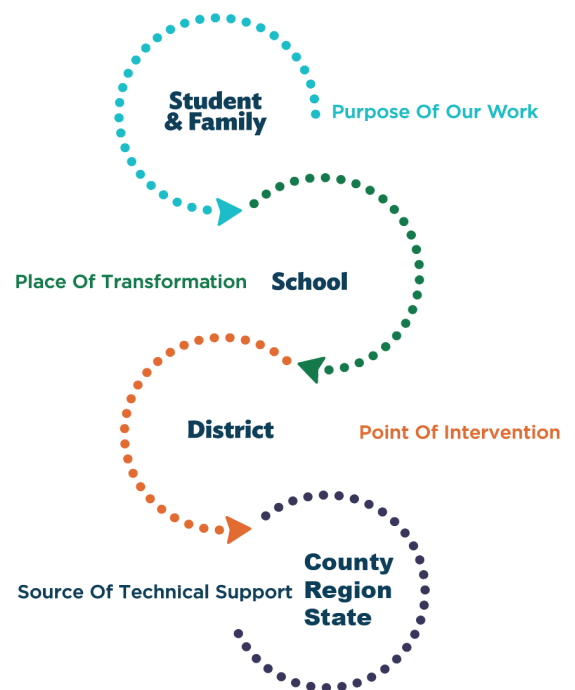
California MTSS is built on the premise that universal support must be provided for all students while recognizing that some students may need supplemental support at various times and a few students may require more intensified support some of the time to be successful in the most inclusive and equitable learning environment of their grade level peers.



System of Engagement

The California MTSS framework uses a whole system engagement to effectively link school, district, county, regional, state, and federal resources in efficient and innovative ways. By building local capacity aligned with the Local Control and Accountability Plan (LCAP) goals, the California MTSS framework builds on the strengths of those in the school community while mapping all resources to the effort.

- **Students and Family** are the **purpose of our work** and why we do what we do.
- **Schools** have the most direct influence on students. They are the **place of transformation**.
- **District/LEA** is the **point of intervention**, school-wide transformation, and improved student outcomes aren't possible without the support from the district.
- **County, Region, and State** is the primary **source of technical support** for LEAs and schools to sustain the framework.

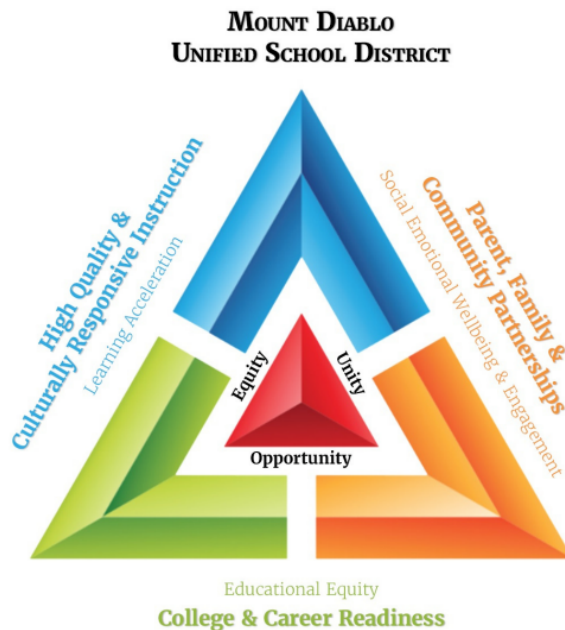


Districtwide Focus

Mt. Diablo Unified School District has made a commitment to continue a focus on three areas for the 2022/23 year:

- Educational Equity
- Learning Acceleration
- Social Emotional Learning, Wellness, & Engagement

Below is a breakdown and overview of these three focus areas and the systems, supports, programs and staff available to serve MDUSD students and families.



MTSS Tier 1 Cohort School Teams **NEW**

[MTSS Tie1 Cohort School Teams Overview](#)

MTSS Tier 1 Cohorts - School Teams 2022/22 Professional Development & Support

The Educational Services Division under the leadership of the Equity Team and the Director of Partnerships & MTSS, will work collaboratively to provide professional and leadership development, coaching, consultation, and site-based support to school teams for the 2022/23 school year. The Tier 1 Cohort School Teams will facilitate and lead their schools' Multi-Tiered Systems of Support (MTSS) work to build strong and effective Tier 1 academic, behavioral, and social emotional instruction, use data to inform and guide actions and planning, and strengthen home-school partnerships.

Each school will identify a site based team that will participate in the MTSS Tier 1 Cohort professional development days. The Tier 1 School Team Cohorts will replace the PBIS Cohorts PD previously facilitated by the Equity Team.

A school's Tier 1 Leadership Team should include 4-5 individuals; principal, counselor, teacher representatives (2 minimum). Additional team members can include but are not limited to; Vice Principal, Resource Teacher, Social Work Specialist, Noon Supervisor, Parent Liaison. Many schools may choose to have their Instructional Leadership Team serve as their Tier I School Team Cohort

It is recommended to diversify teacher representation so that grade level and/or content area is represented. For example;

- Elementary could have a TK-2 and a 3-5 representative, and
- Secondary could have core content representatives such as English, Math, Science or grade level reps.

Depending on size of school can impact the # of the Tier 1 team representation. Schools with more than 600 students should strive to have Tier 1 teams of 5-6 representatives. The Equity Team will continue to cover the cost for 2 teacher substitutes per school for the Tier I School Team PDs. A budget code will be given to schools.

Tier 1 School Teams have been divided by either receiving full support, partial support, or preparation/planning support by the Equity Team. The chart below provides a breakdown of the supports and the identified Equity Team Support Person. The Equity Team Support Individuals includes:

- Adriel Wong, Equity Behaviorist

Mt. Diablo Unified School District

- Adriel “AD” Briscoe, Equity Counselor
- Pedro Arroyo, Equity Counselor.

In addition, the Tier 1 School Teams have been divided into Cohorts to target support, professional development, and choices for school teams. The first 2 PD days are the same for all schools (see dates in chart below). In addition to the 2 required PD days, schools will be able to choose from a menu of professional development that meets the needs of their school and leadership team. A google form registration will be sent out and linked to the schedule below and be sent out in the Monday Memo. Available spaces will be based on first come first registration. The menu of PD choices will allow schools to get more targeted and personalized support and training. In the MTSS Handbook a description of the [MTSS Level Support System](#) is described in greater detail.

Adriel Wong	Pedro Arroyo	Adriel Briscoe
Full Support provided by the Equity Support Person includes meeting at least twice a month and attending at least one Coordinated Care Team, PBIS, ILT meeting per month. Focus will be on Strengthening tier 1 anchor practices and access to tier 2 and 3 supports		
Bel Air Gregory Gardens Elementary Highlands Mt. Diablo Elementary Rio Vista Shore Acres Wren Ave Elementary	Bancroft Elementary El Dorado Middle School Oak Grove Middle School Pine Hollow Middle School Westwood Elementary YVHS	Mount Diablo High School Glenbrook High School Olympic High School Riverview Middle School Holbrook Delta View
Partial Support provided by the Equity Support Person includes meeting at least 3 times a year. Focus will be on establishing goals and progress, and strengthening tier 1 anchor practices. Equity Support person available for extra support as needed.		
Ayers Elementary Hidden Valley Elementary Silverwood Elementary Sunrise Elementary Valle Verde Elementary Woodside Elementary Ygnacio Valley Elementary El Monte	Cambridge Fair Oaks Elementary Sequoia Elementary Sun Terrace Elementary Pleasant Hill Elementary Mountain View Elementary Pleasant Hill Middle	Foothill Middle School Walnut Acres Elementary Valhalla Elementary Monte Gardens Elementary Meadow Homes Elementary
Preparation/Planning provided by the Equity Support Person includes meeting at least 2 times a year. Focus will be on establishing goals and progress, and developing tier 1 anchor practices		
Crossroads Strandwood	Diablo View Middle School Sequoia Middle School Concord High School	Horizons/Prospect College Now Valley View Middle School College Park High School Northgate High School
The CCEIS Equity Team below will work collaboratively with the Equity Support Team to identify targeted support and interventions, monitor impact and data, implement systems to support focus scholar students' success.		
Patricia Hamachi	Lamont Francies	Amy Monaghan

Adriel Wong	Pedro Arroyo	Adriel Briscoe
Full Support provided by the Equity Support Person includes meeting at least twice a month and attending at least one Coordinated Care Team, PBIS, ILT meeting per month. Focus will be on Strengthening tier 1 anchor practices and access to tier 2 and 3 supports		
Bel Air Gregory Gardens Elementary Highlands Mt. Diablo Elementary Rio Vista Shore Acres Wren Ave Elementary	Bancroft Elementary El Dorado Middle School Oak Grove Middle School Pine Hollow Middle School Westwood Elementary YVHS	Mount Diablo High School Glenbrook High School Olympic High School Riverview Middle School Holbrook Delta View
Focus Scholar Schools: Bel Air, Delta View, Rio Vista, Fair Oaks, Riverview MS, MDHS		

***Bolded schools are identified CCEIS Scholar Schools**

TIER 1 SCHOOL TEAM COHORTS

Cohorts/PD	COHORT 1	COHORT 2	COHORT 3	COHORT 4	COHORT 5	COHORT 6
# of PD days	4	4	4	4	4	4
Elementary Schools	Cambridge El Monte	Bancroft Delta View Gregory Gardens Holbrook Monte Gardens Pleasant Hill Elem Westwood	Ayers Rio Vista Sequoia Silverwood Shore Acres Valle Verde Walnut Acres Wren Ave	Fair Oaks Highlands Mt. Diablo Elem Sun Terrace Sunrise Woodside YVE	Bel Air Hidden Valley Mountain View Meadows Homes Valhalla	Horizons/Prospect Strandwood
Middle School	Pleasant Hill MS	El Dorado MS	Pine Hollow MS		Riverview MS Oak Grove MS	Diablo View MS Sequoia MS Valley View MS Foothill MS
High Schools		Olympic HS			YVHS Mount Diablo HS Glenbrook HS	Concord HS College Park HS Northgate HS College Now Crossroads
Required PD Topics	-Tier 1 anchor practices -Data/Cycle of Inquiry -Equity practices	-Tier 1 anchor practices -Data/Cycle of Inquiry -Equity practices	-Tier 1 anchor practices -Data/Cycle of Inquiry -Equity practices	-Tier 1 anchor practices -Data/Cycle of Inquiry -Equity practices	-Tier 1 anchor practices -Data/Cycle of Inquiry -Equity practices	-Tier 1 anchor practices -Data/Cycle of Inquiry -Equity practices
Menu of PD for schools to choose from	Title		Subject Summary			
	Trauma Informed Practices		A brief overview of behavior, then focusing on trauma informed practices in addressing challenging behavior in the classroom and throughout the school preventing our students from being marginalized and disproportionately referred to the Care team or for Assessment.			
	Coordinated Care Teams		Focusing on how to create an effective team that is equitable, data-driven, solution oriented and efficient. Support on using/documenting the pre-referral interventions in Aeries.			
	Tier 2 classroom strategies		Focusing on the most commonly utilized classroom strategies, what are the best practices for each strategy along with data collection and ensuring fidelity of implementation within the school site.			
	Becoming a PBIS School		An introduction to the PBIS framework including Tier I, Tier II and Tier III practices.			
	Behavior Expectation & Matrix		A brief overview of how to create your school values and school-wide expectations using the PBIS framework and MTSS.			
	Student Voice		A brief overview of strategies to collect student data to inform climate and culture as well as instructional practices at your site.			

	Function-based Behavior Classroom Strategies	A brief overview of behavior and the functions of behavior, then focusing on how to analyze and create an individualized effective plan to decrease challenging behavior within the classroom while teaching skills to replace the challenging behavior. While analyzing one's own implicit bias and how it affected the way one addressed challenging behavior previously and strategies to stop the cycle.
	Community Building Circles and Restorative Practices	An introduction to Community Building Circles and Restorative Practices in a school based setting. Participants will learn about using proactive circles, responsive circles and how to integrate circles into course content. Participants will also create circle prompts for their classrooms.
	Culturally Responsive Classroom and Site Practices	A brief overview of what is culture, then focusing on how it affects our practices within our site and classrooms along with how we should adjust our current practices to ensure we are not upholding white normative standards within our sites and classrooms.
	SEL Academic Alignment	Focusing on how to incorporate CASEL's 5 SEL competencies throughout the day within lesson plans and classroom activities. How to align each lesson to reflect on SEL, so students begin to apply the SEL competencies within daily life.

MDUSD Equity/MTSS Office Training/Meeting Calendar 2022-23

MTSS Cohort Trainings (Tuesday / Thursday, 8:30 – 3:00)

Cohort	Training date	Elementary School	Middle Schools	High Schools
Cohort 1	Day 1: October 4, 2022 Day 2: November 29, 2023 Day 3: TBD Day 4: TBD	Cambridge Elementary* El Monte Elementary*	Pleasant Hill Middle School*	
Cohort 2	Day 1: October 4, 2022 Day 2: November 29, 2023 Day 3: TBD Day 4: TBD	Bancroft Elementary* Delta View Elementary* Gregory Gardens Elementary* Holbrook Language Academy*	Monte Gardens Elementary* Pleasant Hill Elementary* Westwood Elementary*	El Dorado Middle School* Olympic High School*
Cohort 3	Day 1: September 22, 2022 Day 2: November 15, 2022 Day 3: TBD Day 4: TBD	Ayers Elementary* Rio Vista Elementary* Sequoia Elementary* Silverwood Elementary*	Shore Acres Elementary* Valle Verde Elementary* Walnut Acres Elementary* Wren Ave Elementary*	Pine Hollow Middle School *
Cohort 4	Day 1: September 22, 2022 Day 2: November 15, 2022 Day 3: TBD Day 4: TBD	Fair Oaks Elementary* Highlands Elementary* Mt. Diablo Elementary* Sunrise Elementary*	Sun Terrace Elementary* Woodside Elementary* Ygnacio Valley Elementary*	
Cohort 5	Day 1: September 20, 2022 Day 2: November 10, 2022 Day 3: TBD Day 4: TBD	Bel Air Elementary* Hidden Valley Elementary* Mountain View Elementary*	Meadows Homes Elementary* Valhalla Elementary*	Oak Grove Middle School * Riverview Middle School * Glenbrook High School* Mt. Diablo High School* Ygnacio Valley High School*
Cohort 6	Day 1: August 30, 2022 Day 2: October 13, 2022 Day 3: TBD Day 4: TBD	Horizons/Prospect Online Academy Strandwood Elementary	Diablo View Middle School Foothill Middle School Sequoia Middle School Valley View Middle School	College Park High School Concord High School Northgate High School Crossroads College Now

For more information please contact your assigned Equity Team Member

TBD Dates: Dates will be determined based on what PDs you sign up for and all dates will be within the Spring months.

[Link to Equity/MTSS PD Calendar](#)

Dates reserved are: January 17, February 21, February 23, February 28, March 7, March 23, March 28, April 25, April 27 and May 11.

No dates selected interfere with already scheduled Principal Meetings or other training dates within the district

Tier 1 Instructional “Anchor” Practice

Tier 1 “Anchor” practices support and ensure high quality and culturally responsive instruction, college and career readiness, and parent, family, and community partnerships. These tier 1 anchor practices are described in detail throughout this handbook and create the foundation for high quality instruction in academics, social emotional and behavior for students.

Tier 1 Anchor Practices

Academic

- Standards-based instruction, “just in time scaffolding”, using formative data to inform instruction
- Accelerated learning
- Standards-based assessment & grading
- College, Career, and Work-based learning awareness and exploration

Behavior

Positive Behavior Intervention and Support practices

- Tier 1 foundational systems
- Tier 1 practices

Supportive discipline and use of the MDUSD Behavior Matrix

Social Emotional

SEL in the Classroom

- [Explicit SEL Instruction](#)
- [Academic Alignment](#)
- [Build classroom and school community/climate](#)

Student Voice

Adult SEL

School-wide SEL Indicators

Tier I Academic Anchor Practices

Tier 1 ACADEMIC Anchor Practices

Standards-based instruction

- Access and use of standards-based instruction and materials [Courses of Study & Instruction materials](#)
- Standards based instruction based on Scope and Sequence/Prioritized Standards [Achievethecore.org : Instructional Practice Guide](#)
- Using formative data to inform instruction
 - Common Assessments at each grade level, data-driven discussions and strategic instructional shifts [MDUSD Assessment Calendar TK-12](#)
- Integrated and designed English Language Development (ELD)

Accelerated learning

Standards-based assessment & grading

- Standards based instruction
- “Just in time scaffolding”
- Additional time/ opportunity
- A assessment based on mastery of standards (rather than compliance) <https://gradingforequity.org/>

College, Career, and Work-based learning awareness and exploration

- [Work Based learning continuum](#)
- Pathway completion
- Education plan and transition after high school

Tier I Social Emotional Anchor Practice

Tier 1 SOCIAL EMOTIONAL Anchor Practices

SEL in the Classroom

[SEL in the Classroom Toolkit/chart](#)
[SEL School-wide Indicator](#)

- [Explicit SEL Instruction](#) (dedicated time to teach SEL)
 - Needs to be sequenced, active, focused, and explicit (SAFE)
 - District Resources include; SEL Google Classrooms and [MDUSD-SEL Program Resources](#)
- [Academic Alignment](#)
 - Fostering academic mindset
 - Aligning objectives
 - Interactive structures to promote sel
- [Build classroom and school community/climate](#)
 - Strong sense of community [Community Circles](#)
 - Belonging and emotional safety (Trauma informed practices)
 - Student centered discipline

Student Voice

- [Strategies for Elevating Student Voice](#)

Adult SEL

Tier 1 BEHAVIOR Anchor Practices

Behavior Intervention and Support practices

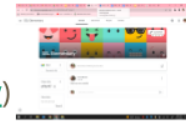
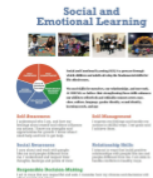
- Tier 1 foundational systems
 - An established leadership team w/ regular meetings
 - Positive school-wide social culture
 - Ongoing use of data for decision making aligned to school professional development and personnel evaluation plan
 - Tier 1 practices
 - Established classroom rules and expectations
 - Positive reinforcements, referrals, recognition aligned with school-wide expectations
 - Utilizing proactive and skill-building strategies to encourage expected behavior
 - Supportive discipline and [Behavior Expectations & Matrix](#)
 - Encouraging school-family partnership
-

New Resources & Tools for Teachers and Schools

A variety of resources and tools are available for schools to develop and build strong Tier 1 practices and strategies to support student learning.

New Resources for Teachers and Schools

- SEL/Behavior Google Classrooms ([Elementary](#) and [Secondary](#))
- Updated 5 & 12 Day SEL Push for the beginning of the year
- Updated SEL Activities Manual by level
 - [Elementary](#)
 - [Secondary](#)
- SEL Competencies Posters
- MTSS district [website](#) (in progress)
- SEL Lead Teacher Rep for each school



* All images are links to the the documents

QRcode to Resources

*Google classroom links/QR codes are only accessible to MDUSD employees

- SEL Google Classrooms
 - Elementary

[TK-2](#)



[3-5](#)



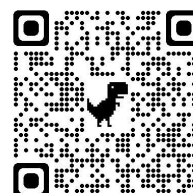
[Secondary](#)



- Updated 5 & 25 Day SEL Push for the beginning of the year
- Updated SEL Activities Handbook by level

◦ [Elementary SEL Manual](#)

[Secondary SEL Manual](#)

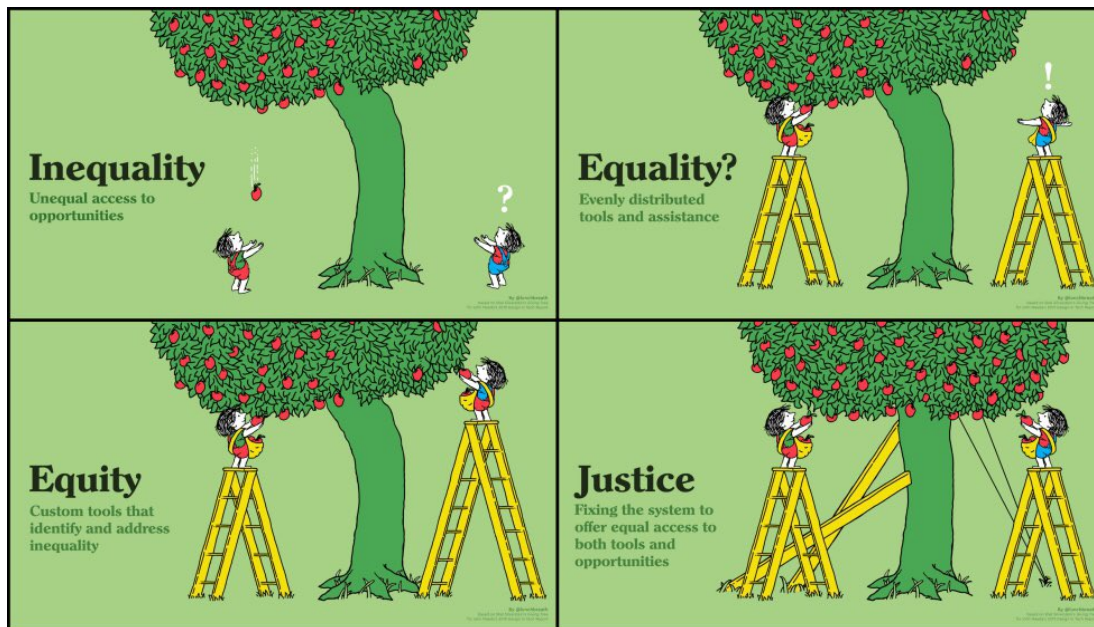


- SEL Competencies Posters
- [MTSS district website](#) (in progress)

Educational Equity

What is Educational Equity?

Educational Equity is raising the achievement of all students while narrowing the gaps between the highest and lowest performing students; and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.



School Structures and Systems

Instructional Leadership Team (ILT)

The development and support of an aligned and school based Instructional Leadership Team is crucial to helping a principal create a positive school climate and make breakthrough achievement gains. The Instructional Leadership Team should include the principal, vice principal, teacher leaders, instructional coaches, and counselor. The leadership team members are responsible for implementing school wide initiatives for inclusive academic, behavioral, and social emotional instruction, along with modeling the schools cultural norms and promoting the school's positive and equitable environment. The [SIR report provides guidance for schools in developing their ILT](#).

The Instructional Leadership Team members need to continuously reinforce the message that all students are capable of academic success and that it is the responsibility of the adults to help them achieve. Within the meetings, they analyze formative and summative student learning data, identifying trends, and discuss strategies for accelerated learning or intervention. The ILT will make key decisions regarding the school's curriculum, strategic direction, vision, and mission. Prior to embarking on this journey with a new ILT, it is necessary to build the capacity of each team member to analyze with an equity lens and focus. By expanding the ILT's equity lens, the team will make decisions for the school that promote equitable practices and systems to support all students within the site.

Coordinated Care Team

Educational equity is a priority within MDUSD. Ensuring every school within the district has a Coordinated CARE Team (CCT) is an expectation beginning in 2020/21. A CCT identifies and addresses students' needs holistically and ensures that the overall system of support works together effectively and strategically. The CCT team is tasked with ensuring every student is provided with the appropriate and time bound services, supports, and interventions needed to achieve and thrive within MDUSD. A Coordinated Care Team Manual ([link coming soon](#)) has been developed to help schools develop and implement a Care Team at their school.

The team uses data (academic, attendance, behavior, social emotional, anecdotal) to make decisions, changes, and modifications to a student's system of support when needed. This data informs the team of the student's progress and systematically reduces or increases access to tier 2 resources and supports available within the school site or district, due to lack of progress.

The CCT is a multidisciplinary team of school staff and providers who:

- Meet regularly to review the needs of individual students and the school overall
 - Best practices suggest that a CCT meets on a weekly basis to discuss individual students and review data
- Collaborate on connecting referred students to resources and interventions
 - Students are identified through a schoolwide referral systems
 - The team assesses referred students and explores strengths and supports needed
 - Interventions should be 4-6 weeks in length and then the CCT would reassess next steps
- Support students' academic success and healthy behavioral and social emotional development

Key components of a successful CCT:

1. An easy-to-use schoolwide referral system
 - a. This referral system should be easy to use and accessible and clearly communicated to all members of the school community, including families and students.
 - b. Referrals should include academic, behavioral, and social emotional needs of the student.
2. An intake and assessment process
 - a. Each team needs to develop a process to assess the referrals and gather additional information about the student's situation that may be helpful in the discussion of the student.
 - b. Pre-referral interventions and supports should be documented in the pre-referral screen in Aeries prior to making a referral to the CCT.
 - c. Adding a follow-up with the person who made the referral is a great way to gather more information and to make sure the student is not in crisis needing immediate assistance.
3. Regular CCT meetings (weekly)
4. Collaborative Service delivery
 - a. Members should work together outside of meetings to align their efforts, address the needs, and improve the outcome for their shared students, along with checking in with the students' teachers to give support if needed.
5. Tracking and evaluation system
 - a. Each team needs to establish a way of tracking progress within all of the supports and interventions, to ensure that the student is making progress, while maintaining the confidentiality of the student.
 - b. Students referred to the CCT should be documented in Aeries, as well as the supports and interventions identified and implemented.

Recommended members of a CCT include:

- Site administrator (Principal and/or Vice Principal, preferably both if possible)

- Counselor
- School Psychologist
- Special Education Teacher
- Resource/inclusion Specialist
- School Nurse
- Social Work Specialist or Clinical Case Managers
- Afterschool Providers
- Parent Liaison
- Teacher representative(s) for grade level(s) based on student(s) being discussed

When beginning a CCT, it is important to make sure all members understand the role of the CCT, identify who will serve as the Coordinated Care Team Facilitator, and ensure the CCT is aligned with the approach, processes, expectations, norms, and procedures.

If you have any questions in forming or maintaining an effective CCT within a site, please feel free to reach out to Stephanie Roberts, Director Partnerships & MTSS, James Wogan, Assistant Director, School and Community Services, Jorge Melgoza, Assistant Director, Equity, or your assigned Equity Team member for your MTSS support.

Equity Professional Development

For Educational Equity to be successful within MDUSD, professional development must be offered at all levels within the district.

Currently professional development on Equity is being conducted with the following groups within the district by the Equity Department:

- All Site administrators
- Counselors and College Career Advisors
- Behavior Management Specialists (Board Certified Behavior Analysts (BCBAs))
- General Education Behavior Assistants
- CARES Expanded Learning (After School) Program Staff

The Equity Department provides ongoing coaching to administrators and supports their capacity to identify, develop and sustain an Instructional Leadership Team (ILT) to address Educational Equity.

Building Relationships, Culture, and Climate

Building Relationships

School Culture and Climate

Student Voice

[Student Voice](#)

- [Strategies for Elevating Student Voice](#)

Academic Instruction

MDUSD has identified four tier 1 “anchor” academic practices that should be in place in every classroom. Professional development and resources are available to support staff. The four tier 1 academic anchor practices include;

- Standards-based instruction
- Accelerated learning
- Standards-based assessment and grading
- College, career, and work based learning awareness and exploration

Standards-based Instruction

- Access and use of standards-based instruction and materials [Courses of Study & Instruction materials](#)
- Standards based instruction based on Scope and Sequence/Prioritized Standards [Achievethecore.org : Instructional Practice Guide](#)
- Using formative data to inform instruction
 - Common Assessments at each grade level, data-driven discussions and strategic instructional shifts [MDUSD Assessment Calendar TK-12](#)
 - Integrated and designed English Language Development (ELD)

Accelerated Learning

During March 2020 COVID-19 hit our communities and schools districts were closed, our students, families, and staff were thrown into distance learning with no warning. The following school year, 2020-2021, MDUSD was in distance learning for the majority of the year and there has been an extensive disruption and interruption of learning for our students. Many studies have predicted that students will experience a 50% drop in Math scores and 30% drop in Reading scores. However, in MDUSD this is not a new problem. Every year over half of our students come to us being behind grade level expectations. The COVID-19 pandemic only exacerbated the current situation.

MDUSD has historically tried to address unfinished learning and loss of instructional hours in three ways:

- Retention: Students that have fallen far behind their peers are retained and required to repeat an academic year of school.
- Social Promotion: Students continue with their peers regardless of their academic performance.
- Remediation: At a basic level, remediation (or reteaching) means “teaching again” content that students previously failed.

None of these strategies have worked for our students in the past. As a district we are moving away from these ineffective strategies to accelerated learning, the most effective way to catch students up to their peers and meet grade level standards.

What is Accelerated Learning?

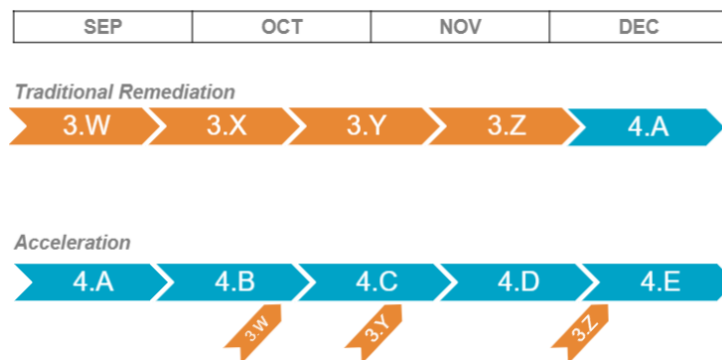
Accelerated learning is prioritizing Grade Level instruction and student work while providing students with Just-In-Time Scaffolds and supports, resulting in students mastering grade level standards, despite students experiencing unfinished learning, interrupted learning and gaps in previous level content.



[The New Teacher Project](#) (TNTP) conducted a study and found that students who started the year substantially behind their peers, who had greater access to grade-appropriate assignments, closed the outcomes gap with their peers by more than seven months. MDUSD recently found compelling new evidence that school systems should make learning acceleration the foundation of their academic strategies.

- 1 Students who experienced learning acceleration struggled less and learned more than students who started at the same level but experienced remediation instead.
- 2 Students of color and those from low-income backgrounds were more likely than their white, wealthier peers to experience remediation—even when they had already demonstrated success on grade-level content.
- 3 Learning acceleration was particularly effective for students of color and those from low-income families.

With typical remediation, the teacher might lead with the final units or standards that had been missed last spring, and then drop the less important standards of this year’s content. Acceleration switches this up– and the teacher starts the year with grade level standards, but strategically inserts “just in time” scaffolds from related standards or content.



Standard-based Assessment & Grading

Standards-based assessment & grading

- Standards based instruction
- “Just in time scaffolding”
- Additional time/ opportunity
- A assessment based on mastery of standards (rather than compliance) <https://gradingforequity.org/>

Implementation

Site Administrators will facilitate the implementation, support, and professional development of Accelerated Learning and work with teachers on implementation within instruction and the classroom. This is one of the main focuses of the district, with the ultimate goal to increase the achievement of all students and achieve educational equity.

Easy ways to incorporate Learning Acceleration into daily Just-In-Time Instruction:

- Review previous grade level standard that is relevant to current lesson in a warm up or mini lesson
- Explicitly connecting previous content to grade level standards
- Showing the students multiple ways to solve a problem or look at the reading

If more training is needed on Accelerated Learning at a school, please reach out to Susan Hartwig and Megan Gerdst, Curriculum Specialist.

College, Career, and work based learning awareness and exploration

MDUSD's goal is to prepare students for college and career once they graduate. As one of the district LCAP goals, a variety of opportunities are available to students to meet this goal/expectation.

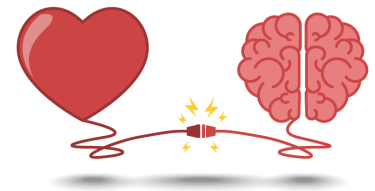
- [Work Based learning continuum](#)
- Pathway completion
- Education plan and transition after high school

During the 2022/23 school year, a needs assessment of strategies, activities, and opportunities will be gathered to identify recommendations for TK-12 implementation.

Social Emotional Learning (SEL) Instruction

MDUSD has identified three tier 1 “anchor” social emotional practices that should be in place in every classroom. Professional development and resources are available to support staff. The three tier 1 social emotional anchor practices include;

- Explicit SEL instruction
 - Weekly activities
 - Academic Alignment
 - Supportive school and classroom climates
- Youth voice and engagement
- Focus on Adult SEL



What is Social Emotional Learning (SEL)?

[Social Emotional learning \(SEL\)](#) is an integral part of education and human development.

- SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.
- SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can

help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

Mt. Diablo Unified has based its SEL Program on the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies, school wide indicators, and systemic approach to establishing equitable learning environments across key settings (classrooms, schools, families, and communities). CASEL is a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL). CASEL supports educators and policy leaders and enhances the experiences and outcomes for all PreK-12 students and leads multiple initiatives and produces high-quality resources to advance and implement SEL practices and policies.

5 SEL Competencies

Link to CASEL core competencies <https://casel.org/sel-framework/Sel-competencies-framework.pdf>

Self-Awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

Self-Management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This

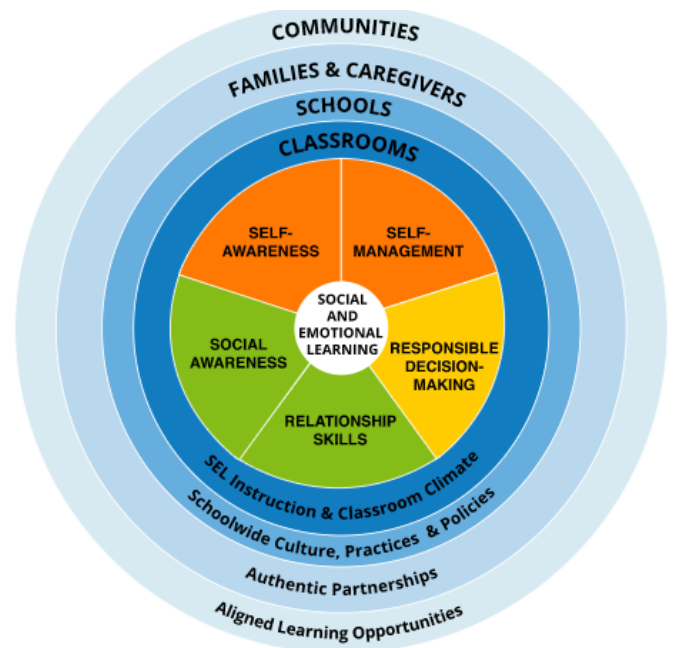
includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.

Such as:

- Managing one's emotions
- Identifying and using stress management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

Social Awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and support.

Such as:



- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations and systems on behavior

Relationship Skills: **The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.** This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

Responsible Decision Making: **The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.** This includes the capacity to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

Such as:

- Demonstrating curiosity and open-mindedness
- Learning how to make a reasoned judgment after analyzing information, data, and facts
- Identifying solutions for personal and social problems
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside and outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

CASEL's framework takes a systemic approach that emphasizes the importance of establishing equitable learning environments and coordinating practices across key settings of **classrooms, schools, families, and communities** to enhance all students' social, emotional, and academic learning.

Indicators of Schoolwide SEL

A schoolwide approach to SEL goes beyond weekly lessons or morning breathing exercises. When fully implemented, you will see SEL woven throughout all classrooms, across the school building, and in the broader school community as outlined by CASEL's [Indicators of Schoolwide SEL](#)

Look for these 10 indicators of schoolwide SEL as evidence of high-quality, systemic implementation:



Explicit SEL instruction



SEL integrated with academic instruction



Youth voice and engagement



Supportive school and classroom climates



Focus on adult SEL



Supportive discipline



A continuum of integrated supports



Authentic family partnerships



Aligned community partnerships



Systems for continuous improvement

Schoolwide SEL fosters environments, skills, and relationships that enhance all students’ social, emotional, and academic learning. While it can take 3 to 5 years to fully implement, schools at all stages in the journey can observe their progress using the 10 Indicators of Schoolwide SEL.

View a [summary](#) of the indicators, access a [reflection template](#), use a [walkthrough protocol](#) to observe for these indicators, or use [surveys](#) to hear from staff and families about their perceptions of SEL implementation.

These 10 indicators are intended to show the full picture of schoolwide SEL. Rather than a fragmented “to-do” list to check off one by one, these indicators are cultivated over time through systemic implementation. Systemic implementation involves: [building foundational support and planning](#), [strengthening adult SEL](#), [promoting SEL for students](#), and [practicing continuous improvement](#).



INDICATORS OF SCHOOLWIDE SEL

Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across all school contexts. This approach provides a learning environment that infuses SEL into all aspects of instruction and promotes equitable outcomes for all students. Central to this system is high-quality professional learning and the use of data for continuous improvement. When fully implemented, schoolwide SEL contributes to more successful and equitable outcomes for young people, and is evidenced by the following indicators:

CLASSROOM		Explicit SEL instruction	Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.
		SEL integrated with academic instruction	SEL objectives are integrated into instructional content and teaching strategies for academics as well as music, art, and physical education.
		Youth voice and engagement	Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.
SCHOOL		Supportive school and classroom climates	Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.
		Focus on adult SEL	Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.
		Supportive discipline	Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably applied.
COMMUNITY FAMILY		A continuum of integrated supports	SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.
		Authentic family partnerships	Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students’ social, emotional, and academic development.
		Aligned community partnerships	School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.
		Systems for continuous improvement	Implementation and outcome data are collected and used to monitor progress toward goals and continuously improve all SEL-related systems, practices, and policies with a focus on equity.

Indicators of Classroom SEL

The [SEL in the Classroom Toolkit/chart](#): This self-assessment can be done three to four times over the course of the year to assess strengths and areas to develop as staff promote SEL through explicit instruction, integration into academic instruction, and a supportive classroom climate. To complete the tool, place a check in the column that indicates the frequency of each indicator. For indicators that you rate as “sometimes” or “infrequently,” consider what strategies, resources, or support you may want to use to deepen your SEL practice. For indicators you rate as “unsure,” consider what additional information or feedback you want to gather.

TOOL: SEL in the Classroom Self-Assessment

TEACHER/CLASSROOM: _____ DATE: _____

Use this self-assessment three to four times over the course of the year to assess your strengths and areas to develop as you promote SEL through explicit instruction, integration into academic instruction, and a supportive classroom climate. Place a check in the column that indicates the frequency of each indicator. For indicators that you rate as “sometimes” or “infrequently,” consider what strategies, resources, or support you may want to use to deepen your SEL practice. For indicators you rate as “unsure,” consider what additional information or feedback you want to gather.

Markers of SEL in the Classroom		Often	Sometimes	Infrequently	Unsure
Explicit Instruction	I use an evidence-based approach to teach social and emotional skills in a <u>sequenced, active, focused, and explicit</u> way and on a regular schedule.				
	I teach SEL in a way that is developmentally appropriate and culturally responsive for my students.				
	My students lead routines, share their perspectives, and reflect on their experiences during SEL instruction.				
Integration of SEL into Academic Instruction	SEL standards/goals are embedded into my academic lessons (see <u>sample lesson plans</u>).				
	Students make connections between SEL and what we're learning and initiate reflection and discussion.				
	I foster academic mindsets by helping students set goals, commending academic risk-taking and incremental progress, showing students how to correct mistakes, and framing struggle as a key part of the process of learning.				
	I select content and plan instruction that links to students' lived experiences and frames of reference and by anticipating support that individuals may need to access content and participate fully.				
	I design learning activities that allow students to explore issues that are important to them and co-create solutions to improve the classroom, school, or community.				
	Class time is balanced with periods of teacher-led instruction, student talk and interaction, and time to work/reflect alone.				
	I prepare students to engage in classroom discussions by actively listening to their peers, affirming and respectfully challenging each other's ideas, and formulating questions.				
	I ask open-ended questions to surface student thinking and probe students to elaborate on their response.				
	I use collaborative structures that require students to communicate, cooperate, share responsibility, monitor that all ideas are heard, and problem-solve.				

TOOL: SEL in the Classroom Self-Assessment

	Students reflect on what made their collective work successful and/or challenging and plan for improvement.				
Supportive Classroom Climate	My class has co-developed shared agreements for how we will treat one another, and we check in regularly about how we are living by our shared agreements.				
	Students know, follow, initiate, and provide input and feedback on our regular classroom routines and procedures.				
	I communicate that I appreciate each student as an individual and am interested in knowing them.				
	I check in and follow up with students about their perspectives and concerns.				
	I facilitate class meetings, circles, or other intentional community-building activities to cultivate a culture of personal connection, mutual support, and belonging.				
	I vary student grouping so that each student gets to know and work with everyone else.				
	My classroom environment, activities, and interactions affirm students' diverse identities and cultures. We share and learn about each other's lives and backgrounds.				
	I teach, model, and reinforce language and strategies that help students to express empathy, resolve conflicts, repair harm, self-reflect, and self-regulate.				
	When classroom agreements are breached, I respond in a way that is discreet, developmentally appropriate, culturally responsive, and restorative (such as using empathetic listening, “I” statements, and open-ended questions).				
Student Voice					

SEL Resources for Teachers and School

Elementary

SEL Google Classroom *(only accessible to MDUSD employees)*

- SEL Google Classrooms
 - [TK-2](#)
 - [3-5](#)

SEL Activities Manual

- Updated SEL Activities Manual by level
 - [Elementary SEL Manual](#)
- SEL Competencies Posters

Resources

[MTSS district website](#) (in progress)

Secondary

SEL Google Classroom *(only accessible to MDUSD employees)*

- SEL Google Classrooms
 - [Secondary](#)

SEL Activities Manual

- Updated SEL Activities Manual by level
 - [Secondary SEL Manual](#)
- SEL Competencies Posters

Resources

[MTSS district website](#) (in progress)

What Does SEL Look Like

[CASEL Competencies Around the School](#)

SEL Class Posters

SEL CASEL Competency Posters have been created with district students to be displayed in classrooms and through the school to serve as visual reminders of the SEL competencies. Schools can order Posters through the Print Shop. [MDUSD SEL Class Posters](#). Links to the sox posters are below:

[All SEL Competencies Poster](#)

[Self-Awareness Poster](#)

[Self-Management Poster](#)

[Social Awareness Poster](#)

[Relationship Skills](#)

[Responsible Decision Making](#)

Social & Emotional Learning



Social and Emotional Learning (SEL) is a process through which children and adults develop the fundamental skills for life effectiveness.

We need skills for ourselves, our relationships, and our work. At MDUSD, we believe that strengthening these skills enhances our ability to effectively and ethically connect across race, class, culture, language, gender identity, sexual identity, learning needs, and age.



Self-Awareness

- I understand who I am, and how my feeling about myself and others influence my actions.
- I know my strengths and opportunities for growth.
- I know when I need help and how to get help.

Self-Management

- I express my feelings and handle my reactions in skillful ways.
- I set goals and I achieve them.

Social-Awareness

- I care about and work with people like me and people different from me.
- I understand and respect their thoughts, feelings and points of view.

Relationship Skills

- I interact in ways that build positive relationships with people like me and people different from me.
- I am able to handle conflicts in healthy ways.

Responsible Decision Making

- I act in ways that are respectful and safe.
- I consider how my decisions will affect myself and others.

Self-Awareness

I understand who I am, and how my feeling about myself and others influence my actions. I know my strengths and opportunities for growth. I know when I need help and how to get help.



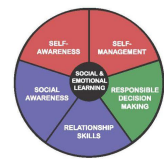
- What am I good at and how do I know?
- When I don't understand something or need help, what do I do?
- What am I feeling right now and how can I act in a way that is helpful for myself and others?



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Self-Management

I express my feelings and handle my actions in skillful ways. I set goals and I achieve them.



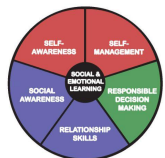
- What goals have I set for myself? How will I achieve my goals?
- What do I do when things get in the way of achieving my goals?
- How can I share my feelings in ways that are helpful to myself and respectful to others?



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Social Awareness

I care about and work with people like me and people different from me. I understand and respect their thoughts, feelings and points of view.



- What do I do to work well with people like me and people different from me?
- How can I understand others and respect where they are coming from?
- What am I doing to make my school community a better place?



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Relationship Skills

I interact in ways that build positive relationships with people like me and different from me. I am able to handle conflicts in healthy ways.



- What skills do I have for getting along well with others?
- How do I work with people who are like me and different from me?
- How do I listen and express myself to keep healthy relationships?



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Responsible Decision Making

I act in ways that are respectful and safe. I consider how my choices and decisions will affect myself and others.



- What steps do I take to know that I am making a skillful choice?
- How will this decision affect myself and others?
- How do I accept the outcomes of my choices?



Social and emotional learning (SEL) is a process through which children and adults develop the fundamental skills for life effectiveness. We need SEL skills for ourselves, our relationships, and our work. In MDUSD, we believe that strengthening these skills enhances our ability to effectively and ethically connect across race, class, culture, language, gender identity, sexual orientation, learning needs, and age.

Professional Development

At the beginning of the year Professional Development surrounding MTSS (which includes SEL and Behavior instruction), will be provided to Teachers, Counselors, and Site Administration. Throughout the year, SEL professional development will be offered and available as part of the All-Day District PD days and after school through the Education Services Department. Ongoing Professional development to School Teams will be given by the [Equity Team](#) and Educational Services through the [MTSS Support Level System](#).

Along with the PD provided at the all-day district PD days, site administrators will facilitate training at staff meetings to increase awareness, understanding, and personal development of the SEL competencies as well as the capacity of their staff to teach SEL in their classroom.

Within this school year, other support staff within each site will also attend PD surrounding SEL/Behavior Instruction and MTSS, including:

Mt. Diablo Unified School District

- Special Education Assistants (SEAs)
- Noon/Campus Supervisors
- Office support staff
- CARES Expanded Learning (Afterschool) Program Staff

In addition to the professional development provided to certificated and classified staff, additional resources have been created to support SEL implementation, strengthen home-school relationships/partnerships, and create an inclusive and positive school climate.

- [The SEL Administrator's Manual](#) was created in 2020 by the SEL Task Force composed of 40 individuals including students, parents, teachers, principals, and other district staff. Many of the modules in the Manual were created with the PBIS School Structure in mind, however the content is still applicable to all of the schools within the district. The modules include a parent/home activities that complement the MDUSD SEL Activities Manuals ([Elementary](#) and [Secondary](#)).

Explicit SEL Instruction

MDUSD will implement SEL districtwide using resources (*i.e.* [SEL Google Classrooms Elementary and Secondary](#), [SEL Activity Manual \(Elementary and Secondary\)](#)) to focus on 4 keys indicators/areas:

1. [Explicit SEL instruction](#)
 - a. 5/12 day Beginning of the Year Push
 - b. Daily/weekly SEL activities (*in SEL google classrooms and activity manuals*)
 - c. [Build classroom/school community/climate](#) (*Community Circles/Check Instruction*)
 - d. [Academic Alignment](#)
2. [Student Voice](#)
3. [Adult SEL](#) support and development
4. Monthly SEL Newsletters
5. Reflection and data analysis (cycle of improvement)

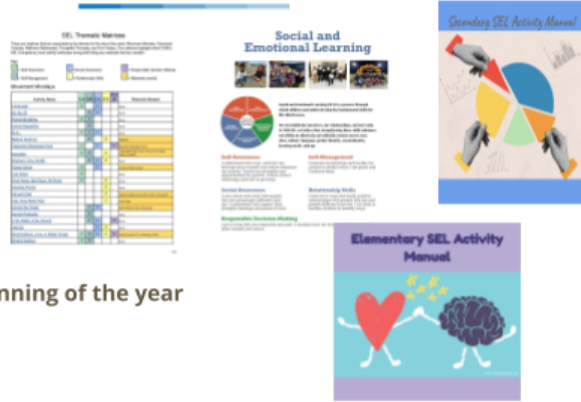
The [SEL in the Classroom Toolkit/chart](#): This self-assessment can be done three to four times over the course of the year to assess strengths and areas to develop as staff promote SEL through explicit instruction, integration into academic instruction, and a supportive classroom climate. To complete the tool, place a check in the column that indicates the frequency of each indicator. For indicators that you rate as “sometimes” or “infrequently,” consider what strategies, resources, or support you may want to use to deepen your SEL practice. For indicators you rate as “unsure,” consider what additional information or feedback you want to gather.

SEL Activities Manual

- Schoolwide and Classroom SEL Indicators
- SEL Focus Calendar by Month
- SEL Thematic Matrices
 - Movement Mondays
 - Teamwork Tuesdays
 - Wellness Wednesdays
 - Thoughtful Thursdays
 - Fun Fridays
- SEL Activities Handbook by level [Elementary](#) Secondary
 - Joining/Inclusion Activities
 - SEL Activities
 - SEL Engaging Class Strategies
 - Optimistic Closures
 - Community Building Circle Prompts
 - Restorative Practice Prompts and templates
- Updated 5 day & 12 day SEL/Behavior Push for the beginning of the year
- SEL Competencies Posters
- [MTSS district website](#) (in progress)



Month	Type	Competency Focus	SEL Focus
August	All 3 Competencies	All 3 Competencies	All 3 Competencies
September	SEL Competency 1 & SEL Focus	SEL Competency 1	SEL Focus 1
October	SEL Competency 2 & SEL Focus	SEL Competency 2	SEL Focus 2
November	SEL Competency 3 & SEL Focus	SEL Competency 3	SEL Focus 3
December	All 3 Competencies	All 3 Competencies	All 3 Competencies
January	SEL Focus 1	SEL Focus 1	SEL Focus 1
February	SEL Focus 2	SEL Focus 2	SEL Focus 2
March	SEL Focus 3	SEL Focus 3	SEL Focus 3
April	SEL Focus 1	SEL Focus 1	SEL Focus 1
May/June	SEL Focus 2	SEL Focus 2	SEL Focus 2



* All images are links to the the documents

Beginning of the Year 5 & 12 day Push

To start the year with the focus of building a community and relationships within each of the school sites, each site will be expected to do a Beginning of the Year SEL Push to ensure that every TK student has the opportunity to engage and learn SEL skills. Below are materials that have been developed in collaboration with the Counseling and Equity Departments in MDUSD. The resources can be used in its entirety or as additional materials to add to or incorporate within a school's existing beginning of the year push. The materials provide SEL activities, discussion questions, powerpoints that teachers can use during the lessons and extension activities. The materials are separated by level, Elementary and Secondary, due to the differences in the lessons provided. There are also different expectations for the implementation of the Beginning of the year push for Elementary and Secondary.

Elementary

Elementary Schools are expected to start the school year with a SEL push. The team suggests incorporating the activities and components for at least the first 2 weeks of school, but strongly recommends doing it for the full 3 weeks. [Link to the 12 day SEL/Behavior Push.](#)

Each week the focus is on a different SEL Competency. Each day will have four components: joining/community activity, SEL activity, and reflection/closure activity. This will give structure to the beginning of the student's day along with an ease for the teacher to implement and begin to form a routine for starting the day with SEL.

Below are the materials created in collaboration with the MDUSD Counseling and Equity Departments, along with guidance from materials created by SMFCSD: *(Please make sure that you are logged into your MDUSD google email account prior to clicking on links or they will not work)*

Secondary

Secondary Schools are expected to start the school year with a five day SEL push. The district fully understands that every school has different resources and availability of staff to incorporate this 5 day push at the beginning of the school year. Each school will have the flexibility to decide how they will implement the 5 day push, but it is expected to be completed within the first 5 weeks of school. A google slide deck with links to all the activities: [Secondary SEL Slide Deck](#) [Link to the 5 day SEL/Behavior Push](#).

Explicit SEL Lessons/Activities

Each month will have a different focus for the activities provided by the district based on CASEL's 5 SEL competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. One to two competencies will be the theme for one month throughout the year.

The requirements for Elementary and Secondary schools are different due to the differences in the number of teachers each student has per day and the flexibility within the schedules.

Calendar

Below is a Calendar of topics for the 2022-23 school year and the expectations for the schools' within the district for SEL implementation within the site and classroom:

SEL Focus Calendar

2022/23

Month	Topic	Elementary Requirements	Secondary Requirements
August	All 5 competencies	12 day push	5 day push
September	Self-Awareness & Self-Management	Intro Lesson & Reflection	Intro Lesson & Reflection
October	Social Awareness & Relationship Skills	Daily use of the Elementary SEL Manual or Elementary Google Classroom	Weekly use of the Secondary SEL Manual or Secondary Google Classroom
November	Responsible Decision Making		
December	All 5 Competencies	Weekly Lessons and options provided in SEL Google classroom	Middle Schools SEL Activities: 2x per week
January	Self-Awareness	SEL activities: 3x per week (e.g., T, W, Th)	Community Building Circles/Check In: 2-4x per week
February	Self-Management		
March	Social-Awareness	Community Building circles/Check In: 2x per week (e.g., M, F)	High School
April	Relationship Skills		SEL Activities: 1x per week

May/June	Responsible Decision Making		Community Building Circles/Check In: 2-4x per week
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Elementary

Throughout the school year after the [12-day push](#), each elementary school will incorporate SEL into their classroom and site daily. The implementation of SEL will be led by the site administrator, then implemented within each classroom by the teacher.

Each elementary classroom will be expected to implement SEL activities 3 times per week and Community Building 2 times per week. The [Elementary SEL Google Classroom](#) will recommend daily activities that include;

- Joining/Community Building Activity
- SEL Activity
- Reflection/Closure Question

All activities are included in the [Elementary SEL Activity Manual](#).

Furthermore, the Elementary SEL Google Classroom has;

- Theme (SEL Competency) Matrices with links to all activities
- Monthly Themes and Holiday Resources

It will be up to the site administrator and the teachers within the site to decide which days to implement the activities versus the Community Building Circles. The focus for each month will be based on the SEL competency designated by the calendar above.

The table below gives a couple of options for elementary implementation:
(Sites are not required to choose any of the below options, these are solely for guidance)

Options	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Themes	Movement Mondays	Teamwork Tuesdays	Wellness Wednesdays	Thoughtful Thursdays	Fun Fridays

OR

Options	Monday	Tuesday	Wednesday	Thursday	Friday
1: first 30-45 minutes of the school day	Community Circle	Community Circle or other SEL activity	Community Circle or other SEL activity	Community Circle or other SEL activity	Community Circle
2: first 30-45 minutes of the school day	Community Circle or other SEL activity	Community Circle	Community Circle or other SEL activity	Community Circle	Community Circle or other SEL activity

Research has shown starting the day with a fun SEL activity, has increased participation, engagement and attendance throughout the year (Connections Over Compliance: Rewiring Our Perception of Discipline, Lori L Desautels, Ph.D.)

Secondary

Throughout the school year after the 5 day push, every secondary school needs to incorporate SEL into their site weekly. The implementation of SEL will be led by the site administrator, then implemented with each classroom.

Each Middle School student will engage in two SEL activities per week and 2-4 Community Building per week. It will be up to the site administrator in collaboration with the teachers to decide on the schedule and what classes will be required to implement these expectations. The [Secondary SEL Google Classroom](#) will recommend daily activities that include;

- Recommended Weekly Activities
- SEL 101 Resources
- Academic Alignment and Crosswalk between SEL/Subjects

All SEL activities are included in the [Secondary SEL Activity Manual](#).

Furthermore, the Elementary SEL Google Classroom has;

- Theme (SEL Competency) Matrices with links to all activities
- Community Building resources
- Student voice and engagement strategies

Each High School student will engage in one SEL activity per week and 2-4 Community Building Circles or Check -Ins per week. It will be up to the site administrator in collaboration with the teachers to decide on the schedule and what classes will be required to implement these expectations.

The table below gives a couple of options for secondary implementation:
(Sites are not required to choose any of the below options, these are solely for guidance)

Level	SEL Activities	Community Building Circles
Middle School	Homeroom/Advisory Divide up activities by Department	Homeroom/Advisory
	Electives	
	Rotate quarterly in content areas	
High School	Advisory Divide up activities by Department	Homeroom
		Advisory
		Peak Hour
		Rotate quarterly in content areas

To assist each school with implementation and integration of SEL into the classrooms, the Equity team in collaboration with the Counseling department has created an SEL activity Manual by level ([Secondary SEL Manual](#)) that provides SEL activities and Community Building circle topics that can be used throughout the year. Support from, the site administrator and the school based school counselor will be there to support

teachers with co-facilitation, professional development, and consultation with the implementation of SEL in the classroom when needed. Please reach out to the site administrator if you have any questions regarding SEL implementation or if more training is needed.

SEL Support & Resources

Staff SEL Activities

Along with expanding SEL for our students, it is extremely important that we as staff also explore and experience SEL ourselves. In the monthly SEL newsletter, there are activities for staff to do individually or as a group.

Site administration and School Counselors will facilitate SEL activities within their staff meetings, to help build community. It is important that each school takes the time to develop and enhance their skills and ability to work as a team and to learn more about one another to build relationships and school community.

An SEL activity handbook for adults will be distributed to the Site Administrators and Counselors.

Monthly Newsletter

Each month, the Counseling Department will send out a [SEL Newsletter](#) that will provide activities for students and staff that are related to the CASEL competency of the month along with links to articles, podcasts, youtube videos, and other materials that can expand everyone's knowledge surrounding SEL.

If you are interested in contributing to the SEL Newsletter, please reach out to Stephanie Roberts, a Lead Counselor, or your counselor on site.

Reflection and Analysis

To ensure that the roll out of district-wide SEL implementation is going smoothly and making a difference within the culture and climates of all of our sites, the district will be sending out surveys throughout the year to the students, families, staff, and site administration, to get feedback from all stakeholders.

This will help the district adjust and improve our SEL implementation, along with informing professional development topics based on what areas we need to grow as a district.

The more participation in the surveys we get from all stakeholders, the more accurate and reliable data we will receive to make decisions based on. Please fill out the surveys honestly and fully.

Behavior Instruction

The Mt. Diablo Unified School District recognizes that to maximize the learning potential of each student the school environment should be characterized by positive interpersonal relationships among students and between students and staff. Every student, preschool through adult, has the right to earn an education in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. To that end, the District is committed to helping schools develop a Multi-tiered System of Support that focuses on meeting the academic, social, and emotional needs of students. A Multi-Tiered System of Support helps schools and districts to organize resources through alignment of academic standards and behavioral expectations, implemented with fidelity and sustained over time, in order to accelerate the performance of every student to achieve and/or exceed proficiency.

Each school site's MTSS Framework and Plan includes: academic, behavior, and social emotional supports and interventions that include but are not limited to; teaching positive school rules; implementing a social emotional skills development and enhancement program; positively reinforcing appropriate student behavior; using effective classroom management; providing early intervention and support strategies for misconduct; and appropriate use of logical and meaningful consequences including the use of restorative practices.

PBIS is a model of student support that utilizes proactive classroom and site-based strategies designed to prevent discipline problems and is proven by research to be the most effective discipline system. The guiding principle of the PBIS philosophy is that students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior before consequences are given. The research also shows that when students clearly understand behavioral expectations, there is a strong link between a positive school climate and academic success for all students.

The [MDUSD MTSS Framework](#) as well as the [MDUSD Behavior Expectations & Matrix Manual](#) documents provides additional guidance to students, parents/guardians, teachers, and administrators regarding appropriate student behavior, as well as District behavioral expectations. It is only with the understanding, collaboration and cooperation of everyone who has a stake in the education of our youth that we can succeed in creating learning environments that are conducive to optimum academic achievement for all students.

MDUSD has identified two tier 1 "anchor" behavioral practices that should be in place in every classroom and schools. Professional development and resources are available to support staff. The two tier 1 behavior anchor practices include;

- Tier 1 foundational systems
- Tier 1 practices

Behavior Support/Interventions Tier 1-3 practices

Tier 1 Behavior Anchor Practices create a foundation for inclusive, safe, and predictable learning environments for teaching and learning.

- Tier 1 foundational systems
 - An established leadership team w/ regular meetings
 - Positive school-wide social culture
 - Ongoing use of data for decision making aligned to school professional development and personnel evaluation plan
- Tier 1 practices
 - Established classroom rules and expectations
 - Positive reinforcements, referrals, recognition aligned with school-wide expectations
 - Utilizing proactive and skill-building strategies to encourage expected behavior
 - Supportive discipline and [Behavior Expectations & Discipline Matrix](#)
 - Encouraging school-family partnership

Classroom Tier 1 Positive Behavior Practices

The Classroom Tier 1 Behavior strategies, supports, and interventions chart provide recommendations for staff in developing Tier 1 positive behavior practices in the classroom. These supports/interventions are recommended for teachers to utilize in their classroom and are listed in the Aeries Intervention Tab drop down menu. The intervention code is also included for easier data entry in Aeries.

Tier 1 Classroom Supports/Interventions

TIER 1 CLASSROOM SUPPORTS/INTERVENTIONS		
Teachers		
8 Positive Classroom Behavioral Supports: Arrange orderly physical environment, Define, teach, acknowledge Rules and Expectations, Define, teach classroom Routines, Employ active supervision, Provide specific praise for Behavior, Continuum of response strategies for Inappropriate Behaviors, Class-Wide group contingency, and Provide multiple opportunities to respond		
Tier 1 Classroom Interventions & Responses	<i>EXAMPLES OF CLASSROOM INTERVENTIONS AND RESPONSES</i> <i>These interventions aim to teach and correct alternative behavior so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies.</i>	
	Explicitly teacher behavior expectations and social emotional learning (SEL) 1:1 Restorative conversation with student to generate solutions Adult to student relationship and community building activities Assign & discuss restorative reflection sheet Buddy Class Change seating Co-develop written agreement(s) with student and class Consultation with admin/staff Consultation with support staff (grade level/department team, counselor, and/or lead teacher) Review existing IEP, 504, Behavior Plan or BIP Proximity and prompting desired behavior Re-teaching desired behavior	
Tier 1 Classroom Interventions & Responses	<i>EXAMPLES OF TEACHER-LED/REFERRED RESPONSES</i> <i>These interventions often involve support staff and should be done only after tier 1 preferal support/interventions have been given for 2-4 weeks. They aim to engage the student's support system to ensure successful learning and consistency of interventions or change the conditions that contribute to inappropriate or disruptive behavior.</i>	
	Conflict Resolution Mentoring Parent/Guardian Notification and relationship building Peer Mediation Refer for Behavioral Intervention Plan (BIP) Referral to additional school supports Referral to Coordinates Care Team Referral to School-based Health or Mental Health Clinic Restorative Process Revise 504 Plan Short-term Behavioral Progress Reports	
AERIES INTERVENTION CODES & DROP DOWN MENU OPTIONS	PREVENTION/REFERRAL STRATEGIES	CONSULTATION/ADDITIONAL SUPPORT
	<i>Tier 1</i>	<i>Tier 2</i>

Aeries intervention code	Supports & Interventions						
		Academic	Behavior	Social Emotional	Academic	Behavior	Social Emotional
A1	Academic	x					
A2	Meeting with Student and Parent	x	x	x	x	x	x
B01	Behavior Contract/Interview		x				
B02	Buddy Room/Alternate Classroom		x	x			
B03	Classroom staff (aide) monitoring	x	x	x			
B04	Clearly define limits		x				
B05	Conflict Resolution		x	x			
B06	Detention Referral/Class Suspension		x			x	
B07	Discipline/Office Referral		x			x	
B08	Frequent breaks	x	x	x			
B09	Frequent eye-contact	x	x	x			
B10	Frequent reminder of rules		x	x			
B11	Implementation of a behavior contract		x	x			
B12	Positive reinforcement	x	x	x			
B13	Private discussions regarding behavior		x	x			
B14	Small group instruction/intervention	x	x	x			
B15	Supervision during transitions	x	x	x			
B16	Support Call		x	x			
C01	Adult assistance with reading	x					
C02	Audio recordings of required reading	x					
C03	Color-coded materials	x					
C04	ELD Material	x					
C05	Highlighted materials for reading	x					
C06	Large print	x					
C07	Peer assistance with reading	x		x			
C08	Peer Mentoring	x	x	x			
C09	Peer Tutoring	x	x	x			
D	In Danger of Failing Class						
E01	Alternative Seating	x	x	x			
E02	Buddy Room/Alternate Classroom	x	x	x			
E03	Change Seat Assignment	x	x	x			
E04	Headphones	x	x				
E05	Low-lighted Area	x	x	x			
E06	Minimized Auditory Distractions	x	x				

Z04	Detention Referral/Class Suspension		x			x	
Z05	Z05-Discipline/Office Referral		x			x	
Z06	Z06-Health Referral: medical/vision/hearing			x			
Z07	Z07-Parent Conference	x	x	x			
Z08	Z08-SART/SARB referral					x	x
Z09	Z09-Student Conference	x	x	x			
Z10	Z10-Support Call		x	x			

TIER 2 CLASSROOM SUPPORTS/INTERVENTIONS							
Teachers/Support Staff/Administration							
Series intervention code	Supports & Interventions	PREVENTION/REFERRAL STRATEGIES			CONSULTATION/ADDITIONAL SUPPORT		
		Tier 1			Tier 2		
		Academic	Behavior	Social Emotional	Academic	Behavior	Social Emotional
	Consultation with Support Staff (i.e. intervention teacher, counselor, psychologist...)	x	x	x			
	Participate in Expanded Learning Program opportunities on-campus	x	x	x			
	Consultation with Grade level/Department Team	x	x	x			
	Buddy Room/Alternate Classroom	x	x	x			
	Referral to the Coordinated Care Team						
Tier 2 Interventions & Responses CONSULTATION/ADDITIONAL SUPPORT		<i>EXAMPLES OF INTENSIVE SUPPORT STAFF AND ADMINISTRATIVE INTERVENTIONS AND RESPONSES These interventions can involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.</i>					

	<ul style="list-style-type: none"> Assignment of Work Projects Change in Schedule or Class Develop Behavior Plan, or BIP Detention In-School Suspension Loss of Privileges Mentoring Parent/Guardian Conference Referral to Substance Abuse Counseling Referral to Credit Recovery Program Reprimand by Appropriate Administrator Restorative Response to generate solutions
TIER 3 CLASSROOM SUPPORTS/INTERVENTIONS	
Administration	
Tier 3 Interventions & Responses	<i>EXAMPLES OF SUSPENSION AND REFERRAL RESPONSES These interventions may involve the short-term removal of a student from the school environment because of the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as practicable.</i>
	<ul style="list-style-type: none"> Formal mentoring program In-school suspension Parent/guardian and student conference with administrator Removal from extracurricular activities Restitution Restorative process (specialist-facilitated) Revision to BIP or other behavior plans Revision to IEP (Students with Disabilities) as needed Short-term out-of-school suspension (1-3 days)
Administrator Interventions & Responses	<i>Examples of Long-term Administrative Supported, Out-of-School Exclusionary, and Referral Responses These responses and interventions involve the removal of a student from the school environment because of the severity of the behavior. These focus on maintaining the safety of the school community and ending self-destructive and dangerous behavior</i>
	<ul style="list-style-type: none"> Alternative Educational Placement Community Mediation Suspension (4-5 days) Manifestation Determination (Students with Disabilities) Referral to Community Organizations Referral for Expulsion Referral to Substance Abuse Counseling

Tier 2 practices

- Consultation with Support Staff (i.e. intervention teacher, counselor, psychologist...)
- Consultation with Grade level/Department Team
- Buddy Room/Alternate Classroom, Change in Schedule or Class
- Participate in Expanded Learning Program opportunities on-campus
- Referral to the Coordinated Care Team

- Assignment of Work Projects
- Mentoring
- Parent/Guardian Conference
- Referral to Substance Abuse Counseling
- Referral to Credit Recovery Program
- Restorative Response to generate solutions
- Reprimand by Appropriate Administrator
- Teacher develops a Behavior Plan, or BIP
- Detention
- In-School Suspension
- Loss of Privileges

Tier 3 practices

- District Behavior plan development and observation

Student

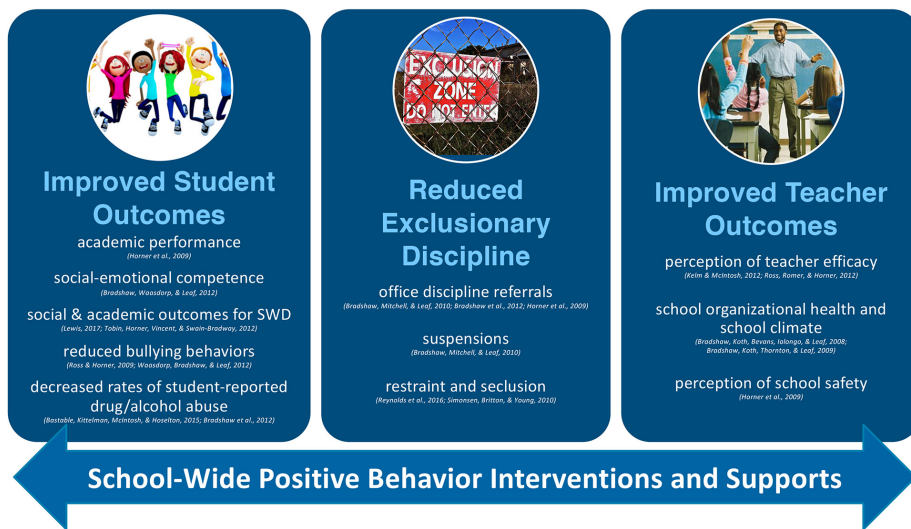
Positive Behavior Interventions and Supports (PBIS)

What is PBIS?

1. Positive Behavioral Interventions and Supports (**PBIS**) is an evidence-based three-tiered system of supports to improve and integrate all of the data, systems, and practices affecting student outcomes every day. (PBIS.org)
 - a. It is a system that helps support the implementation of a MTSS framework within a school site.
2. PBIS Level/Tiers
 - a. Level/Tier 1: Universal System (All)
 - i. Tier 1 systems, data, and practices impact everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. Tier 1 emphasizes prosocial skills and expectations by teaching and acknowledging appropriate student behavior.
 - ii. Tier 1 foundational systems include:
 1. An established leadership team
 2. Regular meetings
 3. A commitment statement for establishing a positive school-wide social culture
 4. On-going use of data for decision making
 5. Professional development plans
 6. Personnel evaluation plan
 - iii. Tier 1 practices include:
 1. School-wide positive expectations and behaviors are taught
 2. Established classroom expectations aligned with school-wide expectations
 3. utilizing proactive and skill-building strategies to encouraging expected behavior
 4. Procedures for encouraging school-family partnership
 - b. Level/Tier 2: Targeted System (Some)
 - i. Tier 2 systems, data, and practices provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before those behaviors start. Tier 2 supports often involve group interventions with 10 or more students participating. The support at this level is more focused than Tier 1 and less intensive than Tier 3
 1. Tier 2 foundational systems include:
 - a. An intervention team with a coordinator

- b. Behavioral expertise
- c. Fidelity and outcome data are collected
- d. A screening process to identify students needing Tier 2 support
- e. Access to training and technical assistance
- 2. Tier 2 practices include:
 - a. Increased instruction and practice with self-regulation and social skills
 - b. Increased adult supervision
 - c. Increased opportunities for positive reinforcement
 - d. Increased pre-corrections
 - e. Increased focus on possible function of problem behaviors
 - f. Increased access to academic supports
- c. Level/Tier 3: Intensive Individualized System (Few)
 - i. At most schools, there are 1-5% of students for whom Tier 1 and Tier 2 supports have not connected. At Tier 3, these students receive more intensive, individualized support to improve their behavioral and academic outcomes. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students with no diagnostic label at all
 - 1. Tier 3 foundational systems include:
 - a. A multi-disciplinary team (SST or IEP teams)
 - b. Behavior support expertise
 - c. Formal fidelity and outcome data are collected
 - 2. Tier 3 practices include:
 - a. Function-based assessments
 - b. Wraparound supports
 - c. Cultural and contextual fit

3. Desired Outcomes from the implementation of PBIS within a school site



4. Material Templates

- a. [PBIS Meeting agenda Template](#)
- b. [CARE Team Meeting Agenda Template](#)
- c. [Team Charter Template](#)
- d. [SMART Goals/Action Plan Template](#)
- e. [TFI Action Plan Template](#)

MTSS Support Level System

Schools will receive support with development of their Multi-tiered Systems of Support (MTSS). Support is based on schools' past experience in becoming PBIS schools, readiness to analyze and assess systems,

practices, and structures that are impacting students' success and equity, and commitment of the school team. Support ranges from minimal support (for schools that have strong sustainable systems and practices in place) to more “hands-on” support for schools that have built strong Tier 1 practices and are ready and committed to go deeper. MTSS Support Levels (*beginning with minimal to more*) include:

MTSS Support Level System	
Graduation/Promotion (minimum support/mentoring):	Meet at least 2 times a year to establish goals and progress. Strengthen tier 1 anchor practices and access to tier 2 and 3 supports. Call as needed for extra support
Full (systemic support/mentoring):	Meet at least twice a month and attend at least one; Care, PBIS, ILT meeting per month. Strengthen tier 1 anchor practices and access to tier 2 and 3 supports
Partial (partial support/mentoring):	Meet 3 times a year guaranteed, establish goals and progress, and strength tier 1 anchor practices. Call as needed for extra support
Preparation/Foundation (initial support/mentoring)	Meet 2 times a year to establish goals and progress, and develop Tier 1 anchor practices.

Graduation/Promotion (Minimal Support)

1. The school will receive 4 days of facilitated work with the Equity Team surrounding MTSS implementation and comprehension focused on the Tier 1 Anchor practices (academic, behavior, SEL) and PBIS implementation.
 - a. Training will be individualized based on the school’s need and place within the implementation of their school’s MTSS/PBIS system
2. The school will have access to all of the training provided on the website on PBIS and Equity.
3. The school will be provided support in the production of BIPs, and will receive PDs to increase fluency and independence in writing BIPs.
4. The school has met all criteria:
 - a. TFI scores 80% or higher for the last 2 years
 - i. Needs some assistance in proctoring the TFI (2 times per year)
 - ii. Use the scores to form educated decisions on adjusting the PBIS system if needed
 - b. SAS scores at least 80% of the items with a score of “80% in place”
 - i. Independently read the SAS and use it to form an action plan for the school
 - ii. Might need help scheduling and setting up the SAS on the PBIS Apps website
 - c. Scored 80% on data walkthroughs
 - i. Walkthroughs include data collection on:
 1. Expectations visible on campus
 2. Expectations visible in classroom
 3. Teachers using Behavior Specific praise
 4. Routines are being implemented within the classroom and other school environments
 5. All staff are using acknowledgement system
 6. Questions with students regarding PBIS system
 - d. Independently accessing training materials provided by the Equity team
 - e. May need some assistance editing BIPs written by one of the School’s CARE team members for students with comprehensive function based strategies

- f. Accurate and comprehensive data collection that shows areas of need, fidelity of implementation, and progress
 - g. Teachers, admin and staff are well trained with the Aeries program and are consistently inputting information into the platform.
 - h. Have active parent participation within the school and PBIS teams that represent their school diversity
5. Although the school has reached the promotion stage, the Equity Team will continue to provide assistance with work and professional development surrounding Equity and Racism.
 6. The school will be required to do the following:
 - a. Sign an MOU at the beginning of the school year
 - i. Meet expectations listed in the MOU
 1. If expectations are not met then there is a possibility that the school will be moved to the initiation group in the following year
 - b. Conduct TFIs during the school year with the assistance of the Equity Team Member
 - i. If interested in participating in the California PBIS Coalition recognition system, two TFIs will be required, including a walkthrough of the campus
 - ii. If site is not interested in participating in the CA PBIS Coalition recognition system, then only one TFI will be required, including a walkthrough of the campus
 - c. Complete one SAS with their Teachers or a Climate/Culture Survey based on SMART goals
 - d. Meet with an Equity Team Member at least three times a year to discuss goals and progress.
 - i. First meeting: Beginning of the year, to discuss goals, action plan for current year, and review last year's data.
 - ii. Second meeting: Mid-year, discuss progress towards goals and adjust action plan, if needed.
 - iii. Third meeting: End of the Year (EOY) meeting, to discuss how the year went, level of support needed for the next year, and review of the data.
 7. Can reach out to an Equity Team Member on an as needed basis.

Full Support (Systemic Support)

1. The school will receive 4 days of facilitated work with the Equity Team surrounding MTSS implementation and comprehension focused on the Tier 1 Anchor practices (academic, behavior, SEL) and PBIS implementation.
 - a. Training will be individualized based on the school's need and place within the implementation of their school's MTSS/PBIS system
2. A member of the Equity team will be assigned to assist the school throughout the year with implementation of PBIS, this will include:
 - a. Attending Tier 1/ILT and/or CARE team meetings monthly
 - b. Assisting with the creation of MTSS/PBIS materials by advising and giving feedback along with training if necessary
 - c. The school will need to consult with the Equity Team Member assigned to their site during the scheduling of all of the above meetings, to ensure the ability of attendance by the Equity Team Member.
3. The school will also have access to all of the training provided on the website regarding MTSS/PBIS and Equity
4. Each "Full Support Needed" school will be required to keep an Accountability Matrix up to date with the assistance of their assigned Equity Team Member. Information regarding what is within the [Equity Accountability Matrix](#) is described within the next section.
5. The school will be required to do the following:
 - a. Sign an MOU at the beginning of the school year

- i. Meet expectations listed in the MOU
 1. If expectations are not met then there is a possibility that the school will be moved to the initiation group in the following year
 - b. Conduct TFIs during the school year with the assistance of the Equity Team Member
 - i. If interested in participating in the California PBIS Coalition recognition system, two TFIs will be required, including a walkthrough of the campus
 - ii. If site is not interested in participating in the CA PBIS Coalition recognition system, then only one TFI will be required, including a walkthrough of the campus
 - c. Complete one SAS with their Teachers or a Climate/Culture Survey based on SMART goals
 - d. Update Google Drive folder with all of the required documents
 - e. Make comprehensive action plans with the assistance of the Equity Team member, if necessary
 - f. Begin to implement data collection systems that are comprehensive and accurate
 - g. Meet with the Equity team member regularly, at least monthly in addition to the attendance of the meetings listed at the beginning of this section, if necessary to assist with building capacity to implement MTSS/PBIS within the school
6. An Equity Team member will also assist by writing BIPs for GenEd students, if all of the requirements are met listed in the MTSS Guide to Support Manual.

Partial Support (Partial Support)

1. The school will receive 4 days of facilitated work with the Equity Team surrounding MTSS implementation and comprehension focused on the Tier 1 Anchor practices (academic, behavior, SEL) and PBIS implementation.
 - a. Training will be individualized based on the school's need and place within the implementation of their school's MTSS/PBIS system
2. A site has been moved to this level of support due several possible reasons:
 - a. Based on the need of the school and discussion with team or Site Administrator during the previous year's EOY meeting, the school does not need full support currently
 - b. A new administrator has been assigned to the site and the site needs some time to readjust prior to being required to meet all of the requirements for Full Support based on a discussion with the new Site Administrator during the Beginning of the Year meeting.
 - c. A school needs to address some areas of growth, prior to moving into the Full Support Level of support based on data of the previous year or discussion with the team or the Site Administrator at the previous year's EOY meeting.
3. A member of the Equity team will be assigned to assist the school throughout the year with implementation, this will include:
 - a. to meet with the Equity Team member 3 times per year, more meetings can be scheduled based on need of site
 - b. Will attend Cohort trainings based on current Cohort placement
 - c. Complete the requirements listed on the MOU
4. If a school site has been moved due to areas of growth that needs to be addressed or due to a new administrator assigned, the school site might be requested to meet individualized criteria to be considered to return to Green status.
 - a. The criteria can include but not limited to:
 - i. Establishing a concrete team for either PBIS or CARE
 - ii. Increasing the number of CARE team meetings per month due to need within the school
 - iii. Adding required documentation on the Google Drive for their school, so the Equity Team can assess progress
 1. Monthly team meeting notes with agenda
 2. Team composition

3. PBIS handbook for all the Tiers currently being implemented
 - iv. Updating PBIS handbook based on feedback given from the Equity Team
 - v. Removal of certain punishment procedures that is counter to philosophy of PBIS and Equity
- b. The school will be provided access to all of the training provided on the website about PBIS and Equity.
 - c. A member of the Equity team will meet with the school 3 times per year:
 - i. First: to establish goals needed to be reinstated
 - ii. Second: to check in on the status of the goals.
 1. If goals are met, then the school will move back into the active group (see above)
 2. If goals are not met, then the school will remain in the initiation group for the remainder of the year and will be reviewed at the end of the year.
 - iii. Third: to check the status of the goals, potentially moving them to the active group for the following year or remaining within the initiation group.
 - d. Based on the first meeting, a training schedule will be provided either the school will be invited to attend the established Cohort training or an individualized training schedule for the site or PBIS team will be established.
5. All schools within “Partial Support Needed” will be required to do the following:
 - a. Sign an MOU at the beginning of the school year
 - i. Meet expectations listed in the MOU
 1. If expectations are not met then there is a possibility that the school will be moved to the initiation group in the following year
 - b. Conduct TFIs during the school year with the assistance of the Equity Team Member
 - i. If interested in participating in the California PBIS Coalition recognition system, two TFIs will be required, including a walkthrough of the campus
 - ii. If site is not interested in participating in the CA PBIS Coalition recognition system, then only one TFI will be required, including a walkthrough of the campus
 - c. Complete one SAS with their Teachers or a Climate/Culture Survey based on SMART goals
 6. An Equity Team member will also assist by writing BIPs for GenEd students, if all of the requirements are met listed in the MTSS Guide to Support Manual.

Preparation (Initial Support Establishing Systems)

1. The school will receive 4 days of facilitated work with the Equity Team surrounding MTSS implementation and comprehension focused on the Tier 1 Anchor practices (academic, behavior, SEL) and PBIS implementation.
 - a. Training will be individualized based on the school’s need and place within the implementation of their school’s MTSS/PBIS system
2. The school has shown interest in joining the Equity team and beginning to implement MTSS/PBIS within their school, however, the current staff within the school is not ready for beginning the process due one or multiple of these possible reasons:
 - a. Currently Flip/Clip charts are still being used readily within the majority of the classrooms
 - b. The staff have voiced that they do not believe in PBIS and do not want to implement the strategies
 - i. Buy-in from the staff needs to be done prior to beginning the process
 - c. The school needs to be actively working on Equity and giving professional development around systemic racism and how it affects the students
 - i. Adding an equity perspective to the mission statement
 - ii. Requiring staff to attend professional development on racism and equity

3. A member of the Equity Team will meeting with the administration at least two times per year, once at the beginning and once at the end
 - a. This meeting will be used to discuss goals and needed changes prior to the Full Support Needed or Partial Support Needed group
 - b. The end of year meeting will be used to determine if the school is ready to begin working on implementation of PBIS
4. An Equity Team member will also assist by writing BIPs for GenEd students, if all of the requirements are met listed in the MTSS Guide to Support Manual.

Mentorship Opportunity

1. Once a site has moved to either the Promotion or Graduation level of support from the Equity Team, they will be requested to provide mentorship to other sites on areas of strength.
 - a. During the Beginning of the year meeting with the Equity Team Member, one of the topics of focus will be on areas of strength and what part of MTSS or PBIS the site would feel comfortable mentoring another site.
 - b. Once the topic is established, the site will be added to the mentorship list.
2. The Mentorship List will be disseminated to the sites within the Partial and Preparation Level of Support sites.
 - a. An Equity Team Member will meet with the sites to discuss possible mentors and areas of growth. Through this discussion the site will be paired with a Mentorship Site that would be a best fit for the areas of growth and goals of the site.
3. After the teams have been established, the assigned Equity Team Member will set up a meeting with the Mentorship and Mentee Site to establish goals and expectations on both sides.
 - a. Expectations needed to be established include:
 - i. Goals
 - ii. Meeting schedule/attendance
 - iii. Communication
 - b. Suggested attendance of the meeting should include at least (from each site):
 - i. Site Administrator
 - ii. Tier 1 Coordinator
 - iii. Assigned Equity Team Member
4. At the end of the year the team (Mentor and Mentee Site), will present what was accomplished and how the process went during the MTSS/PBIS Showcase.

MTSS Showcase

1. Each year in April/May, all schools are invited to participate in a MTSS Showcase (previously the PBIS showcase) based on their implementation of the Tier 1 Anchor Practices. For schools implementing PBIS they can incorporate their school's SAS, TFI, improvement throughout the year, and overall participation in PBIS for the school year
 - a. All PBIS schools are encouraged to present their system in a table format
 - i. This allows the school to showcase their current system
 - ii. Other schools to collaborate and get ideas from other schools
 - b. Starting SY 2018-19, Equity Office introduced a PowerPoint Contest highlighting growth in school culture and school climate with the implementation of PBIS. Winners are selected by a Panel and awarded funding incentives for the following year.

Support from Equity Team

How to receive MTSS/PBIS support from the Equity Department?

1. If you are a Teacher, reach out to your Site Administrator to discuss your interest in either improving the current MTSS/PBIS system within your site or making your site a PBIS School within the district.

2. If you are a principal, contact Assistant Director of the Equity and Disproportionality Department to set-up a meeting
 - a. Current Assistant Director: Jorge Melogoza
 - i. Contact information:
 1. email: melgozaj@mdusd.org
 2. phone number: (925) 682 - 8000 ext. 6212
 - b. Meeting will be to discuss:
 - i. Current Culture and Climate within your site
 - ii. Stakeholder buy-in
 - iii. If any MTSS (Behavior and Social Emotional) systems have been implemented within your site
 - iv. Amount of support you will need from the Equity Department

Memorandum of Understanding (MOU)

1. Each year every site that is interested in Equity MTSS/PBIS support is required to sign a MOU.
2. The MOU states the expectations for each school depending on the support needed for the year.
 - a. The expectations are guidelines and will be used to assess progress and need for assistance
3. At the end of the year, the assigned Equity Team Member to the site will set-up an “End of the Year” (EOY) meeting to discuss progress and the upcoming year’s MOU and Support Level.
4. Sample MOUs are within the Appendix ([click here](#))

Equity Department Accountability Matrix

Why was the Accountability Matrix Created?

The Equity Department has been reflecting on how to assist schools effectively in implementing PBIS and SEL strategies with fidelity and an Equity lens. One way to assist more effectively and give individualized feedback is to take data on each site, to ensure they are following through with their action plans for their SMART goals.

During the 2020-21 school year, MDUSD had a systemic instructional review (SIR) completed by the California Collaborative for Educational Excellence (CCEE). Throughout this report the lack of accountability within many initiatives and programs were highlighted. From previous brainstorming and the [CCEE’s SIR report](#), the Equity Department developed the Equity Department Accountability Matrix.

Who is required to complete an Accountability Matrix?

Only sites that are receiving Full Support from the Equity Department with their MTSS/PBIS implementation will be required to complete this throughout the year. This will help the site and the Equity team track progress and make data-based decisions to support each site effectively along with providing accountability for the site teams along with the Equity Team Member assigned to the site.

What is the Equity Department Accountability Matrix?

1. The matrix will be used to assess progress with the implementation of PBIS and SEL strategies within a site and analyze the effectiveness of the introduction of these strategies with other crucial data points within the site.
2. Data will be collected with the assistance of the Site Administrator, PBIS team, CARE team, Counselor, and the Equity Team member assigned to the site.
3. Data will be collected in the following areas:
 - a. General Site information
 - b. Demographics
 - c. PD Attendance
 - d. PBIS Expectations
 - e. PBIS Assessments
 - f. SMART Goals
 - g. Academics (quarterly)

- h. Reward/Acknowledgement Systems
 - i. Discipline (at least quarterly)
 - j. Attendance (at least quarterly)
4. The data will not be used for disciplinary purposes or evaluative reasons, solely to assist the progress of each site and ensure accountability with the implementation of PBIS.
 5. Data will not only be related to the site's progress but also the Equity Department's support of each of the sites, due to the data collected on Site visits and PD attendance.
 6. This will help each site make data-based decisions and assist the Equity Department with their support of each site individually.

PBIS Assessment Tools

California PBIS Coalition Recognition System

1. California PBIS Coalition (CPC) (pbisca.org)
 - a. A collaborative organization using evidence-based, culturally relevant practices to build capacity for all stakeholders in the implementation of PBIS as a multi-tiered system following the National PBIS Blueprints for professional development, implementation, and evaluation.
2. CPC Recognition System:
 - a. Initiated their first statewide effort in 2015 to implement a recognition system to acknowledge schools for implementing PBIS with fidelity to the national framework.
 - b. Schools may apply to be recognized as Bronze, Silver, Gold, or Platinum PBIS schools.
 - c. Click [here](#) to see the Recognition Guidelines and links for application
3. Equity Team Support for CPC Recognition System application
 - a. **Participation within the CPC Recognition System is not required by MDUSD's Equity Department** to receive PBIS support with PBIS implementation and improvement.
 - b. Each school that is interested in applying for the CPC Recognition System needs to inform the Equity Team Member assigned to their site.
 - c. A formal Self-Assessment Survey and two Tiered Fidelity Inventories are required to participate within the Recognition system, both are described below.
 - d. Once the Equity Team is informed of their interest, the Equity Team Member will set-up the required assessments on the PBIS Apps platform.
 - i. Depending on the current PBIS Level of the site, the Equity Team Member will either fully help with the implementation of the TFI and walkthrough or will solely set-up the assessments on the PBIS Apps platform for the site to complete independently.
 - e. **The remainder of the application is the responsibility of the site.**
 - f. If the site needs assistance with the application, the site can reach out to their assigned Equity Team Member.

Self-Assessment Survey (SAS)

1. Each site receiving FULL or PARTIAL support from the Equity Team is required to do a Self-Assessment Survey (SAS) at least once per year
 - a. Below are implementation guides to be used while administering a formal SAS: (an individual can be created for an informal SAS with the Equity Team member, if desired)
 - i. [SAS Implementation Guide Powerpoint](#)
 - ii. [SAS Implementation Guide Document](#)
2. The SAS should be conducted in the month of September/October and completed, another can be administered in Spring to monitor progress (however, not required).
3. The Equity Department offers two types of Self-Assessment Surveys
 - a. Formal, created by PBIS Apps
 - b. Individualized informal, created by Site Admin, PBIS team and Equity Team member in collaboration relating to the current SMART goals for the year
4. Formal SAS:
 - a. A completed Formal SAS created by PBIS Apps is required to participate in the CA PBIS

Coalition Recognition System.

- b. The PBIS Self-Assessment Survey (SAS) is used by school staff for initial and annual assessment of effective behavior support systems in their school.
 - i. The survey examines the status and need for improvement of four behavior support systems:
 1. school-wide discipline systems
 2. non-classroom management systems (e.g., cafeteria, hallway, playground)
 3. classroom management systems
 4. systems for individual students engaging in chronic problem behaviors
 - c. The Equity Team will open the survey for the month of September
 - i. The most effective way to conduct the survey is at the first staff meeting of the month, which should take about 20-30 minutes.
 - ii. If the school is doing distance learning, the link should be sent out prior to the staff meeting, so Teachers can easily access the survey during the meeting.
 - iii. If you need the time extended, it will be the responsibility of the PBIS team to inform the Equity Behaviorist of the reason and the duration of the extension.
 - d. Once the SAS is completed, the results should be reviewed at the following PBIS team meeting, guiding the development of the action plan for the year.
 - i. Members of the team that are users on the PBIS Assessment Apps can access the results and distribute to the whole PBIS team
 - ii. If you need assistance in generating the report, please contact the site's Equity Team Member to train you on using the PBIS Assessment Apps website
 - iii. If you need more users added to your account, please inform the site's Equity Team Member.
 - iv. Please contact the site's Equity Team Member to set-up a meeting when completed, if you would like to discuss or need help with analyzing the results.
5. Informal Individualized SAS:
- a. Needs to be created in the month of August/September at the first PBIS Team meeting with Equity Team Member attending
 - i. The focus will be on PBIS implementation song with the current SMART goal as the emphasis
 - b. Once the survey is completed, it will be disseminated to all staff within the site in September
 - c. The results of the SAS will be used to make data-based decisions on how to move forward with the SMART goal and further improve PBIS implementation within the site

Tiered Fidelity Inventory (TFI)

1. The TFI is a nationally used assessment tool utilized to help schools action plan and assess their progress with the implementation of the PBIS system on all levels.
 - a. If participation in the CA PBIS Coalition Recognition System, scores are sent to the CA PBIS Coalition to nominate schools for achievement awards.
 - b. Below is a guide that explains the process and procedures for the PBIS TFI provided by PBIS Apps:
 - i. [TFI Implementation Guide](#)
2. Each site receiving FULL or PARTIAL support from the Equity Team and participating in PBIS is required to complete at least one TFI each year in the Spring.
 - a. Best practices is to conduct two within a calendar year.
 - b. The Equity Department conducts the TFI twice a year:
 - i. Fall (November, optional with approval from you assigned Equity Team Member)
 1. Establish baseline
 - ii. Spring (April, required)
 1. Measure improvement
3. The TFI is scheduled depending on your school's progress within the PBIS tiers. Once your school is beginning to develop and implement a tier a TFI will be conducted on that Tier.

- a. The meetings are scheduled by the Equity and Disproportionality Senior Secretary or with an Equity Team Member with the School's Administrator.
 - i. If you are currently implementing Tiers 1-3, more than one meeting may be needed to complete the TFI to accommodate the schedules of all of the members in each team, however it is easier for scheduling for the TFI to be conducted with all members of both teams.
- b. Level/Tier 1: School Wide system (Universal)
 - i. First part: Walk through
 1. Randomly select staff and students will be asked interview questions about the School Wide PBIS system and the responses will be recorded.
 2. This is scheduled by an Equity Team member with the School's administrator to be conducted during a time where Teachers, staff, and students are available to be interviewed.
 3. It is recommended for the PBIS Coordinator and a Site Administrator to join the Equity Team member on the Walkthrough again, please keep this in mind when scheduling the TFI.
 4. If your school is in distance learning, times will need to be scheduled with Teachers from each grade for a member of the Equity team to jump into the virtual classrooms to ask the questions or permission to contact students in their home will need to be given.
 - a. If the Equity team is contacting families, a notice will need to be sent to the families prior to warning them of the possibility of a phone call.
 - ii. Second part: Conducted by an external person (Equity Behaviorist, Behaviorist Assistant, Equity Counselors, or TISP Coach) with the Tier 1 PBIS team.
 1. Advised for the TFI to be disseminated prior and the team member complete it with their rating for each of the items 1.1 – 1.15
 2. The external person will conduct the survey with the PBIS Tier 1 Team and take votes
 - a. If the ratings for the item are the same for all members, that rating will be inputted as the final score for the item
 - b. If there is variability in the rating of a particular item, the external person will facilitate a discussion to assist the team in deciding a final rating with all member in agreement
- c. Level/Tier 2: Team Initiated Problem Solving (Targeted)
 - i. Conducted by an external person (Equity Behaviorist, Behaviorist Assistant, Equity Counselors, or TISP Coach) with the Tier 2 PBIS team (sometimes considered the CARE team)
 1. Advised for the TFI to be disseminated prior and the team member complete it with their rating for each of the items 2.1 – 2.13
 2. The external person will conduct the survey with the PBIS Tier 1 Team and take votes
 - a. If the ratings for the item are the same for all members, that rating will be inputted as the final score for the item
 - b. If there is variability in the rating of a particular item, the external person will facilitate a discussion to assist the team in deciding a final rating with all member in agreement
- d. Level/Tier 3: Tertiary Systems and Functional Behavior Supports (Intensive)
 - i. Conducted by an external person (Equity Behaviorist, Behaviorist Assistant, Equity Counselors, or TISP Coach) with the Tier 2 PBIS team (sometimes considered the CARE team)
 1. Advised for the TFI to be disseminated prior and the team member complete it with their rating for each of the items 3.1 – 3.17

2. The external person will conduct the survey with the PBIS Tier 1 Team and take votes
 - a. If the ratings for the item are the same for all members, that rating will be inputted as the final score for the item
 - b. If there is variability in the rating of a particular item, the external person will facilitate a discussion to assist the team in deciding a final rating with all member in agreement
 - ii. If your school is already at Tier 3 within your implementation, the Tier 2 and 3 surveys are conducted at the same meeting.
 4. Once all of the components of the TFI are completed the Equity Team Members will input the data within the PBIS Assessment Apps and inform the school of completion.
 - a. Once the scores are inputted, the school can access the results through the PBIS Assessment Apps website.

Restorative Practices

(Coming soon)

[Restorative Practices](#) which include [Community Building Circles](#) and [Restorative Conferencing](#)

Trauma Informed Practices

(Coming soon)

Equity Team

Staff

Assistant Director of Equity: [Jorge Melgoza](#)

1. The Assistant Director of Equity supervises, coaches, and gives general support to all members of the Equity Team, along with providing Equity Training to the Site and District Administrators, while actively holding discussions to dismantle systems and policies of oppression within the district.

Equity Counselors & Behaviorist

Equity Counselors: [Adriel \(AD\) Briscoe](#), [Pedro Arroyo](#)

Equity Behaviorist: [Adriel Wong](#)

The Equity Team Members give general support to schools enrolled in MTSS/PBIS support with the use of their extensive knowledge with Counseling practices, MTSS, PBIS, SEL, Aeries, and Restorative Practices.

- Each Team Member is responsible for supporting 15-16 schools
- Support given will be determined based on where each school is within the MTSS Support level system recommended by the Equity and Disproportionality team, Elementary and Secondary Directors, and agreed upon through the MOU with the school's administrator at the beginning of each year. [MTSS Support Level system](#) is described in the above section.

Equity CCEIS Team

[Family Involvement and Community Engagement Programs Coordinator:](#)

[Instructional Program Specialist African American Student Achievement :](#)

[Operations Program Specialist African American Student Achievement :](#)

In 2010, MDUSD was identified as a district that was Disproportionate in the over-identification of African American students for Special Education. The MDUSD Equity Leadership, Equity Advisory, and site leadership teams reviewed and analyzed data regarding site and district suspension and expulsion rates, academic progress and attendance, specifically among students of color, and made recommendations showcasing best practices of what schools are doing to make connections, create relevancy and implement restorative practices.

In 2020, MDUSD was identified again as disproportional with our identification of African American students into Special Education.

The Equity Department is tasked with addressing the CCEIS plan and providing professional development and guidance to the various sites within the district.

To address the current CCEIS plan, the Equity Department assists the school sites with many different initiatives and programs. Currently the Equity Department is focused on assisting schools with developing the Equity Lens and ensuring Educational Equity within our sites, documentation within Aeries, implementation of SEL strategies, implementation of Restorative Practices, creating and maintain Coordinated CARE Teams, and implementation of Positive Behavior Intervention and Supports Systems.

[CCEIS Board Presentation](#)

[CCEIS Plan](#)

Equity Support to Schools

Support to schools is in the form of the following:

1. MTSS/PBIS support and coaching (Tier 1 team)
2. CARE/Tier 2/Intervention Team support and coaching
3. Supporting student success centers
4. General support and training to the Principal and MTSS Coordinator and Tier 1 team
5. Conducting any required surveys (please see above for requirements under SAS and TFI)

**Please note that the meeting may need to be adjusted to accommodate the Equity Counselor's schedule due to the large number of sites being supported, please be flexible with dates and times, if possible*

MTSS/PBIS Coaching

The Equity Counselor can come to the Tier 1 team meetings and assist in developing action plans, give advice on updates needed for the MTSS/PBIS system, and produce treatment fidelity checklists to ensure the staff at the school are implementing the MTSS/PBIS system.

CARE/Tier 2/Intervention Team support and coaching

The Equity Counselor can come to the scheduled meetings to assist with questions about creating individualized plans, adjusting current plans.

Supporting Student Success Centers:

Student Success Centers are designed as a place for students to take a break, cool down, process their emotions and then return to class. These are typically run by the school counselor(s) and/or a social work specialist.

Equity team, if a student success center is present within your school and needs assistance, can help organize quarterly meetings with the facilitators from the different centers to resource share and problem solve.

- Each meeting is at a different school site's center
- Discussion topics may include:
 - a. Sign-in sheets
 - b. Group topics
 - c. Data tracking
 - d. Activity sharing
 - e. Problem solving of current issues or concerns

General Support and training for the Principal and MTSS Coordinator

The Equity Team representative can meet with the Principal and/or MTSS Coordinator to conduct or co-facilitate training on MTSS, PBIS, SEL and other subjects that pertain to the Equity and Disproportionality Department to increase their individual knowledge, so they can train other staff within their school. The Equity Counselor will not conduct any individual training for all staff at a particular site.

- However, the Equity Team can attend or co-facilitate the training led by either the Principal, MTSS Coordinator, or Tier 1 Team to assist with the training and answer any questions that the staff may have that the meeting facilitator might not be able to answer.

CCEIS Support Scholar School

District Plans

SST Manual

Behavior Expectations & Matrix

The [MDUSD Behavior Matrix 2022-2023](#) provides information and guidelines to address equitable behavior expectations, consequences, and supports.

Crisis Manual **NEW**

The MDUSD Crisis Manual provides guidance and resources for school teams when dealing with crises on campus and in their communities. [MDUSD Crisis Manual 2022/23](#)

Targeted Additional Support

School Counselors

Staff

Director Partnership & MTSS: [Stephanie Roberts](#)

Director Student Services: [Felicia Stuckey-Smith](#)

District staff oversee and provide support, professional development, hiring, and consultation for the TK-12

Mt. Diablo Unified School District

School Counselor Responsibilities

School Counselors have 10 additional work days (non-student days). It is recommended they be 4 days before school, 2 during the school year and 4 days after school ends.

Social Emotional

- SEL program implementation and support Positive Behavior Intervention and Support (PBIS).
- Classroom support/observation for students, incentive programs, coordinate peer conflict mediation programs, mindfulness, and restorative justice practices.
- Short-term counseling (individual and group), crisis counseling, social skills/classroom lessons and presentations.
- Participation in ILT, Coordinated Care, PBIS, and Crisis Intervention Teams. Roles determined by site and data analysis and reflection
- Connect students and families to community services (counseling, health care ...)
- Provide professional development and support to staff and parents

Academic Advisement

- Attendance monitoring
- Academic monitoring
- Meet with students, credit and grade checks, check and connect strategies, schedules and course card reviews, Naviance program, classroom presentations, referral to support systems (academics, etc.)
- Summer School identification and enrollment
- Positive Behavior Intervention and Support (PBIS)
- Participate in Student Success Team (SST), Section 504 and IEP meetings of students they work with.
- Parent education workshops

College and Career Planning

- Graduation Plans/10-year plan for college and career
- Presentations and share information with students and parents on graduation requirements and college entrance process and requirements.
- Assist with college and career fairs and pathway events
- Support strategies for graduation attainment (a-g courses, credit reclamation, work readiness skills, pathway completion).
- Assistance with Testing
- Connect with feeder schools and support articulation and transition
- Parent education presentation about college and career

counseling services for students. The Principal serves as the evaluator of the school counselor assigned to his/her school

What is the role of a Counselor at the Site?

The role of the School Counselor is to provide social emotional, academic, and college/career counseling. A link to the [School Counselor job description](#) and a detailed overview in the graphic to the right is provided [School Counselor Responsibilities](#). The [2022/23 School Counselor Chart](#) provides contact information by school. The [MDUSD Counseling website](#) provides comprehensive information and resources and is regularly updated. In addition on the mdusd.org website under [Parent Portal \(Counseling Resources\)](#), as well as under [Student Services Department](#).

Lead Counselors

MDUSD has Lead Counselors by level (Tova Moore & Nancy Wallin at Elementary, Edmund Perryman at Middle, and Rima Boujoude and Tamara Prosis at High). These counselors provide support, consultation, guidance, leadership and professional development to counselors and the district. A link to their roles is provided here [Lead Counselor](#) and Professional Development. These individuals serve in this capacity in addition to a full time placement at a school.

- Lead Counselors are members of the MDUSD MTSS Support Team working in collaboration with the Equity Team, Student Services, Counseling Team (School Counselors/College Career Advisors), and School Psychologist.

SEL Counselors

MDUSD has up to two counselors to provide district wide support and leadership in the development, implementation, and assessment of Social Emotional Learning (SEL) and Behavior.

- [SEL Support Counselor](#): Help to create, adapt, and execute SEL initiatives within schools, and provides technical assistance and best practices to district and school staff around promoting students' social-emotional development and well-being. A link to their responsibilities is provided here [SEL Support Counselor](#)
- SEL Support Counselors, are a part of the Educational Services Department and member of the MDUSD MTSS Support Team working in collaboration with the Equity Team, Student Services, Counseling Team (School Counselors/College Career Advisors), and School Psychologist.

District Support Counselors & Focus Area Counselors

MDUSD identified specific staff to provide additional support in high need and or focus areas. These support roles are primarily funded by grant funds.

- [Foster Youth/Homeless Counselor](#): The Foster Youth/Homeless Counselor provides tier 2 support to Foster Youth and support of Wellness Centers. A link to their responsibilities is provided here [FYS/HOPE Counselor](#)
- [Career Pathways Counselor](#): Serve as a one of the school based counselors with a caseload of students, as well as the counselor lead for career academies and pathways support, analysis, and implementation. A link to their responsibilities is provided here [Career Pathways Counselors](#)
- [District Support Counselor](#): Provide supplemental support and professional development to schools and the district. Focus areas for 2022/23 are in the areas of SEL, trauma informed practices, restorative practices, and data analysis and reflection. Nancy Wallin serves in this capacity for the 2022/23 school year. These individuals serve in this capacity in addition to their placement at a school(s).

Counselor Resources

MDUSD Counselor resources include;

- [MDUSD Counseling website](#) provides comprehensive information and resources and is regularly updated. In addition on the mdusd website under [Parent Portal \(Counseling Resources\)](#), as well as under [Student Services Department](#).
- Monthly Newsletters
 - [Counseling Corner Monthly Newsletter](#)
 - Social Emotional Learning (SEL) In the Loop Monthly Newsletter
- Professional Development & Support
 - [Mental Health Panel Webinars](#)
 - [Counseling Recorded Video Professional Development](#)
- Principals
 - [Principal- School Counselor Resources for Principals](#)
- Staff
 - [Employee Assistance Program \(EAP\)](#) for mental health services for employees and their family members with [MHN](#) MDUSD's agency code to access services: mdusd
 - Counseling Resources for Teachers - [Elementary](#)
 - Counseling Resources for Teachers - [Secondary](#)
- Parents
 - Counseling Support for Parents [Elementary Age](#) and [Secondary Age](#)
 - [Parent Self Care Resources](#)

Behavior Plan Development

Behavior Plan Development

A behavior intervention plan is developed to teach adults how to respond to a specific student's behavior and how to adjust the environment to prevent certain behaviors from occurring.

Schools must follow the outlined process below to request Equity Support in producing a BIP for a student. *Requests must come directly from the Site Administrator or CARE Team using the [Behavioral Observation Referral](#) Google Form. [Accessing Behavioral Support Flowchart](#) (for reference, summarizes the BIP process that is written below)*

- Teacher of the student of interest must be implementing the School Wide Tier 1 System of Supports with fidelity
- **Classroom support:** Teacher creates a classroom level plan to address behaviors and communicates plan to principal and parents
 - Plan should be implemented for 1 to 6 weeks and progress should be noted depending on the intensity of the behavior (refer to table below)
 - Interventions used should be inputted within the Aeries system within the Pre-Referral Intervention page.
 - Interventions need to be inputted into Aeries, along with documented by the CARE team
- **Site support-** Principal creates a level one behavior plan to address behaviors.
 - Plans can be created at an SST or CARE team meeting.
 - Plan should address academic concerns as well
 - Including academic strategies and accommodations
 - Parent communication must be part of the plan along with at least one documented SST, discussing the student's behavior and interventions and/or accommodations plan, is required prior to completing Behavior Observation Referral form.

- If SST with parent involvement has not occurred, Behavior Observation will not be conducted.
- Depending on the severity and intensity of the behavior, the plan needs to be implemented for the following periods of time, with progress and data collected:
 - High Intensity Behavior: 1-2 weeks
 - Moderate Intensity Behavior: 2-4 weeks
 - Low Intensity behavior: 4-6 weeks
- Below is a chart with the Behavior descriptions:

High	<p>Includes, but not limited to:</p> <ul style="list-style-type: none"> ● Aggression- hitting, punching, pulling hair, throwing objects, pushing, fighting, kicking, physical altercations, and any form of aggression with an object that poses direct and immediate danger to others. All behaviors listed are directed towards others. ● Self Injurious Behavior SIB- banging head, hitting oneself, throwing body towards objects, aggression toward self with an object that poses direct and immediate danger to self, potential of drawing blood. ● Large Property Destruction- Destruction of; electronics, desk, window, others belongings. ● Elopement- Running from the classroom and not returning, leaving campus. ● Tantrum-A combination of two or more challenging behaviors lasting longer than 10 seconds. ● Inappropriate touching- touching another peer or adult in sexually explicit nature <p>Frequency of behavior - occurring at least twice per week or displaying multiple of the behaviors described above along with multiple within the Moderate section at least weekly per behavior.</p> <p>If behavior only occurs once per week or every other week, but puts the student or others in immediate danger, qualifies for a high intensity behavior.</p>
Moderate	<p>Includes, but not limited to:</p> <ul style="list-style-type: none"> ● Verbal Aggression towards others- calling others inappropriate names, using non-appropriate school language, threatening statements, teasing others, using inappropriate language in a way of addressing others. ● Inappropriate language- racially charged aggressive language, sexually aggressive ● Social emotional- Crying for more than 10 minutes during class, refusal to speak, withdrawn. ● Non-compliance- refusal to participate in class activities, respond to peers or adults. ● Disruptive Behavior- Any instance of the student engaging in activities other than the assigned activity or lesson that causes other students to observe for longer than 10 seconds and it is difficult to redirect the other students within the class back to the assigned activity (e.g., making sounds, touching others, throwing small objects, singing, running around the classroom, dancing, making joking comments) ● Property Destruction- Breaking pencils, Ripping up more than 5 pages in one sitting, swiping items. Multiple occurrences must occur within the setting <p>Frequency of behavior - occurring multiple times per week per behavior displayed.</p>
Low	<p>Includes, but not limited to:</p> <ul style="list-style-type: none"> ● Inappropriate Language- at times uses non-appropriate school language. ● Non-compliance- at times refuses to engage in work, but is easily redirected and reengaged ● Chronic absenteeism- student has missed multiple days of school and parents relay that it is a result in behavior- may change in ranking due to the amount of time missed, mainly in relation to distance learning. ● Disruptive behavior - any instance of the student engaging in activities other than the assigned activity or lesson that causes other students to observe, but the other students can be easily redirected back to the assigned activity. <p>Frequency of behavior - occurring less than 5 times per week per behavior displayed.</p>

Behavior Assistants

Behavior Assistants: Naghmeh (Nona) Dadashnejad and Melissa Milligan

1. The behavior Assistants will be giving general support to all of the schools enrolled in MTSS Support
Mt. Diablo Unified School District

- a. Currently there are 2 behavior assistants within the Equity and Disproportionality Department
2. Support in schools is in the form of the following:
 - a. Classroom observations
 - b. Student observations
 - c. Assistance in Implementation in Behavior Intervention Plans written by the Equity Behaviorist
 - d. Conducting TFIs (please see above for requirements under TFI)
3. **Classroom Observations**
 - a. The purpose of classroom observations is to collect treatment fidelity data within the classroom of the current PBIS systems in place.
 - b. This data will be used to inform the Tier 1 team, what strategies are being used effectively and consistently, along with which strategies are not being used school wide. This will guide conversations on improvements needed to be made on the implementation of the PBIS system as a whole.
 - i. The reporting to the Tier 1 team of the data will be done by the Site Administrator or the Equity Behaviorist, not the Behavior Assistant.
 1. The Behavior Assistant cannot answer any questions regarding the results.
 2. However, the individual Teacher can request to see the fidelity checklist done for their individual classroom or the school wide results, but not on any other classroom within the school.
 - ii. No individual data will be discussed with the Tier 1 team, only the whole school's combined scores. All data will be anonymous, to ensure the sole use is for improvement of the MTSS/PBIS system.
 - iii. Data will also be used to guide interview questions of staff to assess the reasons why certain strategies are not being or inconsistently being implemented.
 1. This interview will assist the Tier 1 team to adjust and update the system to make it easier to implement.
4. **Student observations**
 - a. After a student has been determined by the Equity Behaviorist to be a student of interest or to assist the Equity Behaviorist in that determination, the Equity Behaviorist will assign the Behavior Assistant to go observe a particular student within the classroom, recess, or other environments within the school.
 - b. The student observation will take place during times that the challenging behaviors of interest occur most readily.
 - c. The data collection will be confidential and only shared with the treatment team established by the Site Administrator.
 - d. The Behavior Assistant can give objective summaries of the data to members of the team, but not give strategies to address the particular behaviors observed.
 - i. Observations will be discussed with the Equity Behaviorist
 - ii. The Equity Behaviorist will schedule a meeting with the treatment team to discuss next steps.
5. **Assistance in Implementation of BIPs**
 - a. After a BIP is written by the Equity Behaviorist and the treatment team at the SST has decided that assistance will be needed to begin implementation, a Behavior Assistant will be assigned to assist with implementation.
 - b. The Equity Behaviorist will schedule a meeting with the Teacher and the Behavior Assistant, to determine which strategies will be implemented by the Teacher versus the Behavior Assistant.
 - i. Once the Teacher implements the strategies chosen with ease and fidelity, the Behavior Assistant and the Equity Behaviorist will begin to fade the remaining strategies to Teacher implementation.
 - ii. This will continue until the Teacher is implementing all strategies in the BIP with ease and fidelity.
 - c. The Behavior Assistant will be assisting in the classroom from 1.5 -3 weeks, 5 days per week for 5 hours, with a 30 minute lunch.

- i. If more time is needed for the Behavior Assistant to be assisting in implementation of the BIP, a meeting will be scheduled to discuss the fade plan and the current strategies.
 1. This meeting will include the Teacher, Site Administrator, the Equity Behaviorist, and the Behavior Assistant, if possible.

Student Services Department

Staff

Director, Student Services: [Felicia Stuckey-Smith](#)

The Student Services Department is located at the Dent Education Center, 1936 Carlotta Drive, Concord, and can be reached at [925-682-8000](tel:925-682-8000) ext. 4069. Department website <https://www.mdusd.org/studentservices>

The Student Services Department coordinates and/or is a resource for the following areas:

- [Alternative Education \(Small Continuation High School, Grade 9-12\)](#)
- [Attendance Area](#)
- [Attendance - Every School Day Counts](#)
- [Bullying and Harassment Prevention Policies](#)
- [California School Climate, Health, and Learning Survey \(Cal SCHLS\)](#)
- [Community Resources](#)
- [Comprehensive School Safety Plans](#)
- [Counseling Services](#)
 - [Counseling Support for parents - Elementary](#)
 - [Counseling Support for parents - Secondary](#)
- [Home and Hospital](#)
- Parent Information Packet (2021-2022): [\(English\)](#) rev: 10/4/2021 [\(Spanish/Español\)](#)
- [Juvenile Hall \(Re-admits\)](#)
- [School Attendance Review Board \(SARB\)](#)
- [School and Community Services](#)
 - [Commercially Sexually Exploited Children and Youth \(CSEC\)](#)
 - [Credit Reduction](#)
 - [Foster Youth Services \(FYS\)](#)
 - [Homeless Outreach Program for Education \(HOPE\)](#)
 - [LGBTQIA/Gender Identity Services](#)
 - [Social Work Internship Programs](#)
 - [Wellness Centers](#)
- [School Health Services](#)
- [Section 504 Plans](#)
- [Student Conduct, Suspension and Expulsion](#)
- [Student Records & Transcripts](#)
- [Transfers \(Intradistrict/Interdistrict\)](#)
- [Tobacco Use Prevention Education \(TUPE\)](#)
- [Unassigned High School Attendance Area Residence](#)

School and Community Services

Assistant Director, School and Community Services: [James Wogan](#)

School and Community Services is located on the Olympic Campus at 2730 Salvio Street, Concord, CA 94519 (925) 682-8000; 3054 925.566.6692 (fax) hope@mdusd.org

MDUSD School and Community Services offers professional development and district-wide training, school-based counseling services, case management, care coordination, and linkage to resources. The purpose of School and Community Services is to increase social, emotional, and behavioral health, to reduce barriers to learning, and to increase access to learning.

Support services are provided by a district staff with the appropriate credential or by a counseling or social work intern under supervision. Partnership agencies with which we collaborate include: Child and Family Services, Children's Mental Health, Public Health, Juvenile Probation, County Office of Education, Regional Center, CSU-East Bay School of Social Work, San Francisco State University, UC Berkeley School of Social Welfare, San Jose State University School of Social Work, St. Mary's College, Monument Crisis Center, Rainbow Community Center, Fred Finch Youth Center, Contra Costa Crisis Center, and Youth Homes Inc.

Homeless Outreach Program for Education (Mt. Diablo HOPE):

[MDUSD Hope Website](#)

The Mt. Diablo Unified Homeless Outreach Program for Education (Mt. Diablo HOPE) serves students TK-12 who are legally homeless. Under the McKinney-Vento Act, reauthorized under Every Student Succeeds Act (ESSA), students who lack a fixed, regular, and adequate nighttime residence are legally "homeless." i.e. "doubled up" family moves in with another family, living motels, hotels, shelters, trailer parks, or camping grounds, sleeping on the streets or in vehicles, unaccompanied minors, "couch surfing" runaway teens, recent immigrant migrant students who lived in one of these circumstances this school year.

Per Federal Law, legal protections for homeless students include:

- Right to immediate enrollment, even if no records or uniforms;
- Right to remain at school of origin, even if they move;
- Transportation to/from school public transportation,
- Nutrition (meals served at school),
- Access to all school-sponsored events and programs,
- Right to dispute homeless status determination or enrollment decisions.

Homelessness has significant negative impacts on children academically, socially, and emotionally, that can include; absenteeism, school mobility, missing school work, lower grades, increased risk of dropping out of school, chronic health conditions, trauma, adverse childhood experiences, increased mental health conditions, and fewer friendships and participation in activities.

Homeless students are identified each school year via the HOPE report form. School and Community Services develops and maintains partnerships with community agencies, universities, and organizations in an effort to support referrals and services that address stressors and challenges impacting student wellness and learning. These coordinated services and support play a key role in managing and developing MTSS Tier III interventions. Homeless families often lack information regarding resources available in Contra Costa County and require assistance to access these resources.

- Social Work Specialists and Social Work (MSW) interns provide direct case management services.
- Child Welfare and Attendance Liaisons (CWA), School Counselors, School Nurses and other staff members assist to connect families with community support.

Once identified as Mt. Diablo HOPE, HOPE students should be referred to the School Coordinate Care Team. Per AB 1806 CA, coursework exemption graduation requirements are processed by the designated school counselors for students who moved schools during 3rd of 4th year of high school and are not able to meet MDUSD district graduation requirements.

Mt. Diablo HOPE staff include: Felicia Stuckey-Smith, JD, Director, Student Services, James Wogan, MFT, LCSW, Assistant Director, School and Community Services, Monie Bohnsack, LCSW, Social Work Specialist,

Kim Hendrick, School Counselor, Vicky Conerly, Senior Secretary, Evelyn Mercado, Family School Resource Worker, Social Work Interns. Program email: hope@mdusd.org Tel: 925.682.8000; 3054 Website: www.mdusd.org/hope Additional Resources: www.nche.ed.gov <https://www.cde.ca.gov/sp/hs/cy/>

Foster Youth Services:

[Foster Youth Services MDUSD Website](#)

Mt. Diablo Unified School District (MDUSD) is committed to meeting the unique educational needs of foster youth. *Per California Education Code (EC 48853.5), foster youth students are defined as dependents of the court under Child Welfare (WIC 300), or wards of the court under Juvenile Probation (WIC 602).*

Mt. Diablo Foster Youth Services Foster youth face many challenges that can impede their educational success, some of which existed prior to entering foster care. By definition, foster youth have experienced repeated trauma, have often been in multiple home placements and have attended multiple schools. High levels of mobility contribute to gaps in learning, academic performance below grade level, and significant behavioral challenges. Pursuant to California EC §42921(b), Mt. Diablo Unified School District has identified the Assistant Director, School and Community Services James Wogan, as the Foster Youth Educational Liaison. This position oversees Mt. Diablo Foster Youth Services Program.

Mt. Diablo FYS staff include: James Wogan, LCSW, PPSC, Chris Carlay, MSW, PPSC, Social Work Specialist, Kim Hendrick, MSW, School Counselor, Vicky Conerly, Senior Secretary, Evelyn Mercado, Family School Resource Worker, and Social Work (MSW) interns who provide counseling and intensive case management services.

In accordance with AB 490, Mt. Diablo FYS assists schools:

- To immediately identify and enroll any child living in foster care, even if fees or materials are owed to the previous school or the child is unable to produce the records. This does not mean that records are never obtained.
- Work with Student Services, Special Education, and school site administrators to uphold AB 490 rights of foster youth when the child's home placement is changed.
- Work with foster parents, county child welfare workers, and MDUSD schools to ensure that the right to remain at the child's school of origin is fully considered and upheld whenever possible.
- Participate quarterly in meetings with local district leaders and Contra Costa County Office of Education representatives at the Foster Youth Advisory Meeting.
- Examines trends in children placed in foster care, common challenges in enrollment of foster youth in schools, best practices to serve mental health needs of foster youth, and current educational practices that ensure the protection of foster youth educational rights as prescribed by law.
- Provide technical assistance for other school districts in this meeting, positively impacting the quality of education of foster youth transferring both in and out of MDUSD.
- Actively collaborate and take a leadership role with County and community agencies to provide prevention, early intervention, and intensive services and support for foster youth. Mt. Diablo FYS is used as a model for collaborative planning and interagency service delivery in Contra Costa County. Collaborative planning meetings and service delivery are held with the following agencies:
 - Contra Costa County Child and Family Services (CFS)
 - Contra Costa County Independent Living Skills Program (ILSP)
 - The Contra Costa County Health Department (CHDP)
 - The Contra Costa County Department of Children's Mental Health
 - Youth Homes Inc. Group Homes.
 - The Contra Costa County Department of Juvenile Probation

- Contra Costa County Community Colleges (DVC, LMC, CCC)
- MDUSD Wrap Around Program and MDUSD Counseling Clinic.
- Rainbow Community Center – LGBTQ youth.
- Gender Spectrum – LGBTQ youth and parents.
- UC Berkeley, CSU East Bay, San Francisco State University, JFK, St. Mary's, Simmons College
- Foster a Dream, Assistance League of California, East Bay, local community-based organizations serving foster youth.
- Community Youth Center
- Contra Costa County Office of Education
- Meet monthly for service delivery and placement planning with County Child and Family Services Emergency Placement Managers, County Mental Health Emergency Foster Care Staff, and Youth Homes Inc.
 - Foster youth students frequently arrive at local emergency shelters with severe acting out behaviors and mental health concerns that led to a change of home placement. These are some of the highest need children in the county and require interagency collaboration and coordination of services.
- Assists to develop a system with county mental health to expedite Educationally Related Mental Health Services (ERMHS) mental health assessments and to clarify the process across agencies. Students who leave Mt. Diablo FYS system are sent to the receiving school district with educational records complete, assessments and IEPs up to date, AB 167/216 coursework exemption if eligible, and needed services clearly identified.

Resources:

<http://www.cfyetf.org/publications.html>

<https://allianceforchildrensrights.org/resources/education-manual/>

www.mdusd.org/fys

Wellness Centers

School Wellness Centers are a powerful investment in the health and academic success of children and adolescents. They provide access to caring adults and services such as primary care, counseling, mentoring, and peer-to-peer support. Wellness Centers support teachers by assisting youth to thrive in the classroom, at home, and in the community. Wellness Center serves as a space and resource for schools to provide support services on a school campus. Most Wellness Centers are located on a school campus and serve as a safe place for students, parents, and staff to go for assistance. They also can support coordination of services (school based and community based) to ensure alignment and access.

School Wellness Centers are a powerful investment in the health and academic success of children and adolescents. They provide;

- Access to caring adults and services such as primary care, counseling, mentoring, and peer-to-peer support.
- Support teachers by assisting children and adolescents to thrive in the classroom, at home, and in the community.
- Platform for partnership agencies to offer services and programming for students, parents and guardians.
- Access to free healthcare, behavioral health services, and positive youth activities in a location that is fun, safe, and convenient. Beyond co-location: Per the terms of Memorandum of Understanding (MOU), partnership agencies are expected to collaborate with district personnel while also protecting confidentiality.

- Contribute directly to school and district goals, such as improved rates of attendance, support for special populations, and parent and guardian engagement. School administrators, teachers, and support staff work together to improve social, emotional, and behavioral health.
- Bring people together with a shared vision for equity and the healthy development of children. They also provide a platform for inter-agency collaboration, making resources from the community accessible to children and families in the school setting.

Wellness Centers provide (services vary by school site):

- Centrally located space on campus, easy to access, and open for students to gather during brunch, lunch, and afterschool.
- Support to improve school climate (MTSS Tier 1), student social connections and relationships. Students regularly turn to wellness centers for drop-in appointments, for example, if a friend is in distress.
- A platform for partnership agencies and inter-agency collaboration to offer services and programming for students, parents and guardians making resources from the community accessible to children and families in the school setting
- Access to free health care, behavioral health services, and positive youth activities in a location that is fun, safe, and convenient.
- A hub for resources, information and parents and guardians engagement
- A space for expanded learning opportunities
- Access to child-serving agencies such as Child Welfare, Juvenile Probation, and the Contra Costa Crisis Center, help to link children with school-based support and services offered via Wellness Centers.
- Expanded counseling support by Social Work (MSW) Interns trained to reduce family stressors and barriers to learning, evaluate and link families with resources, and to provide direct services for students. Priority populations for specialized support include foster youth, homeless students, recent immigrant and LGBTQ+ students.
- Recommended equity strategy, and called out in corrective actions plans, (i.e. CCEIS, SIR, FPM) and by policy institutes (i.e. PACE, AIR, LPI) as a proven-effective equity strategy.

School Wellness Center

Are organized and managed by site based staff. School staff and partners operate these centers differently. Some are open 2-3 days a week for a few hours and others open every school day. Traditionally, school counselors, interns, and [mental health support providers](#) are involved in the operation of a school wellness center. The following schools have and/or are in the process of developing a Wellness Center/Counseling Center.

Current Locations: Mt. Diablo High School , Ygnacio Valley High School, College Park High School, Riverview Middle School, Oak Grove Middle School, El Dorado Middle School, Pine Hollow Middle School.

District Supported Wellness Centers

There are five secondary schools that have a Wellness Center on campus that are supported by a Social Work Specialist. Social Work Specialists (SWS) operate, coordinate, and/or help to create Wellness Centers. Although each site operates independently, the ultimate goal is to serve students from diverse backgrounds to be successful in school through a collaboration between school personnel and agency partners. At some sites, behavioral health services are provided by SWS and school social work (MSW) graduate interns. SWS provide social emotional support, crisis intervention, advocacy and connects families with community based resources. SWS' coordinate and/or create partnerships with agencies in partnership with school administrators and leadership teams. Current agency partners: County Mobile Health Vans, Fred Finch, EOPS, Upward Bound, Talent Search, Family Purpose, Mindful Life Project, La Clinica de La Raza, County Foster Youth (all agency's depend upon school needs)

Current Locations: Mt. Diablo High School , Ygnacio Valley High School, College Park High School, Riverview Middle School, and Oak Grove Middle School.

[MDUSD School Wellness Centers Website](#)

For more information about **School Wellness Centers**, please contact:

James C. Wogan, LCSW, Assistant Director, School and Community Services, *Student Services Department*
925.692.8000; 3054 I-Message / Text: 925.250.5500 woganj@mdusd.org
[@jameswogan](#)

Chris Carlay, MSW, PPSC, Social Work Specialist, Diablo Community Center
Mt. Diablo High School
925.692.8000; 3477 carlayc@mdusd.org

School Coordinated Care Teams:

What is a Coordinated Care Team and why do we need one at our school?

The School Coordinated Care Team, (hereafter referred Care team) is a structure that saves staff time by bringing together the student support staff on a regular basis. The Care team often obviates the need for each staff member to call, email, and or individually to discuss one student at a time. The team brings together the student support staff assigned to the school, both those who are based at the school, as well as those who work at the school on a part time “itinerant” basis. (e.g., school psychologist, speech and language clinician, school nurse, etc.) Unlike the Student Success Team and the School Attendance Review Team, the Care Team does not meet with the parents/guardians of the student, because multiple students, and their needs, are addressed in each meeting. More information about Care Team can be found [here](#)

Expanded Learning Programs

CARES Expanded Learning (After School) Program

Staff

Coordinator After School Services: [Eric Rego](#)

The CARES program is located at the Loma Vista Adult Center, 1266 San Carlos Avenue, Concord, and can be reached at [925-691-0361](tel:925-691-0361). Department website [CARES Expanded Learning Program website](#)

What is CARES?

The [Mt. Diablo Collaborative for Academics, Recreation & Enrichment for Students \(CARES\) After School Program](#) provides academic, recreational and enrichment activities for children and their families after traditional school hours. The staff is committed to ensuring that the after school children have safe environments, caring adult supervision and expanded learning experiences.

The CARES Expanded Learning Program offers in person and virtual opportunities for students at [23 MDUSD schools](#). Our CARES program is a comprehensive program with a wide variety of enrichment and academic activities for students at TK-high school.

The summer CARES offers a summer program that is filled with enrichment, fun, and will provide opportunities for our students to grow, develop new skills, and socialize in a safe environment. In the summer of 2021, the CARES staff in collaboration with the Counseling and Equity Department worked on incorporating SEL activities and strategies into every site that CARES supports. Prior to the summer, many of the CARES programs already began the SEL journey and have been implementing Community Building Circles into their schedule as an opening and closing circle. With the help of the Counseling and Equity Team, all of the CARES

staff attended training regarding general SEL, Community Building Circles, and Restorative Practices with an Equity Lens. Then 6 MDUSD Counselors and 1 Equity Team Member, supported 16 of the 17 sites in modeling and co-facilitating SEL activities with the students. By the end of the summer, many of the CARES Recreation Staff facilitated the SEL activities independently. This is a collaboration that we hope will continue, to maintain consistency from the school day to after school along with continued development of the relationships and communities within our sites.

Who Does CARES After School Program Serve?

Number of Schools: 23

Number of Students Served: 3,000+

Grade Levels Served: TK-5th, 6th-8th, 9th-12th

The Mt. Diablo CARES is a well-established program (began in 1999) with strong support from our community partners as well as from our school site and administration. It is a unique collaborative between the Mt Diablo School District and Bay Area Community Resources, who all serve overlapping populations. This support stems from a history of excellent programming, coordination, strong program leadership and shared responsibility of providing services and families in the community. CARES is part of the state-wide initiative, Healthy Behaviors Initiative (HBI) identifying exemplary practices in nutrition in After School Programs. Financially the program is supported primarily by local and state grants and district categorical funds.

Hours of Operation & Cost

CARES operates from the end of the school day until 6:00 pm every school day as well as a 4-week six hour summer session program . There is no cost to students for program participation.

Program School & Components

The CARES program includes the following for all 23 TK-12 schools they serve:

Homework Help, Academic Intervention Program, ASPIRE Supplemental Educational Services, Nutrition Education and Cooking, Dance, Arts and Crafts, STEM, SPARK & CATCH program, Gardening and Field Trips.

Elementary Schools:

Educational, enrichment, and social emotional components.

- [Bel Air Elementary](#)
- [Cambridge Elementary](#)
- [Delta View Elementary](#)
- [El Monte Elementary](#)
- [Fair Oaks Elementary](#)
- [Gregory Gardens](#)
- [Hidden Valley Elementary](#)
- [Holbrook Language Academy](#)
- [Meadow Homes Elementary](#)
- [Monte Gardens Elementary](#)
- [Rio Vista Elementary](#)
- [Silverwood Elementary](#)
- [Shore Acres Elementary](#)
- [Sun Terrace Elementary](#)
- [Westwood Elementary](#)
- [Woodside Elementary](#)
- [Wren Avenue Elementary](#)
- [Ygnacio Valley Elementary](#)

Middle Schools:

Mt. Diablo Unified School District

Sports programs are offered at the three Middle Schools with the CARES After School Program.

- [El Dorado Middle School](#)
- [Oak Grove Middle School](#)
- [Riverview Middle School](#)

High Schools:

High school programs provide cubs, credit recovery, work readiness, college and career preparation.

- [Mount Diablo High School](#)
- [Ygnacio Valley High School](#)
- Concord High (coming)

Snack & Supper Programming includes

Daily nutritional snack & supper provided in partnership with the Food Services Department and the USDA. Participating students receive a healthy snack consisting of milk, crackers and fruit. The Supper meal consists of milk, fruit, vegetable, and a whole grain and protein item to complete a healthy and nutritious meal.

Contacts

A variety of district support staff can assist schools with consultation, tier 2 and 3 support, and professional development. You can view these support services via the [District Support Contact List 2022/23](#)

Resource Links

1. Multi-Tiered System of Supports: Guidance Document, Mississippi Department of Education:
https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Intervention/guidance_document_mtss_june2020.pdf
2. California MTSS Professional Learning Institute:
<https://camtsspli.ocde.us/event/91c570f0-c45e-4d80-8bf0-bab32b7a4137/summary>
3. Orange County Department of Education:
<https://ocde.us/MTSS/Pages/CA-MTSS.aspx>
4. CASEL:
<https://casel.org/>
5. New Leaders for New Schools: Forming Aligned Instructional Leadership Teams, Ben Fenton:
<http://www.ascd.org/ascd-express/vol5/504-fenton.aspx>
6. Center on PBIS:
<https://www.pbis.org/>
7. Coordination of Services Team Guide:
https://cpehn.org/assets/uploads/archive/149_cost_toolkit_single_pdf.pdf
8. School Coordinated Care Teams:
<https://jameswogan.com/school-coordinated-care-teams/>
9. [Connections Over Compliance: Rewiring Our Perception of Discipline](#), Lori L Desautels, Ph.D.

District Materials

Glossary

Accelerated Learning is prioritizing grade level instruction and student work while providing students with Just-In-Time Scaffolds and support which results in mastery of Grade Level Standards.

Accommodations help a student overcome or work around deficits affecting their ability to master the curriculum. Accommodations do not reduce learning expectations; they provide access. Accommodations change the way a student accesses learning without changing the actual standards a student is working toward.

Antecedent-Behavior-Consequence (ABC) data is collected in an effort to identify the function of a behavior. Antecedent reference to the events, action, or circumstances that occur before a behavior. Behavior is the behavior that a student exhibits, and Consequences is the action or response that follows the behavior.

Baseline data is the data that is collected before an intervention or program change begins.

Behavior Intervention Plan (BIP) is developed and implemented by a collaborative team, which includes the student and the parent. The plan includes Positive Behavioral Interventions and Supports (PBIS), identified skills for school success, and specific strategies for behavioral instruction. Best practice is for a team to use a functional behavioral assessment (FBA) to create the plan.

Culturally Responsive refers to the importance of including students' cultural references in all aspects of learning.

Data-Based Problem Solving and Decision Making A process used by stakeholder teams from multiple settings to analyze and evaluate information related to planning and implementing effective instructional and/or intervention strategies matched to student need.

Educational equity is raising the achievement of all students while narrowing the gaps between the highest and lowest performing students; and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

Evidence-Based refers to scientific, research-based methods that exhibit substantial evidence of effectiveness through multiple outcome evaluations. In other words, programs, strategies, and assessments shown to have had positive outcomes with a given population.

Fidelity of Implementation refers to the application of an intervention, program, or curriculum according to research findings and/or to a developer's specifications.

Functional Behavioral Assessment (FBA) is the process used to identify problem behavior, determine the function or purpose of the behavior, and develop interventions to teach acceptable alternatives for the behavior.

Gap Analysis is a method for measuring the difference between the student's current level of performance and benchmark expectations.

Individualized Education Program (IEP) is a written document that is developed, reviewed, and revised in accordance with IDEA 2004 that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability.

Implicit Bias: Despite the strong sense we have of ourselves as autonomous individuals, evidence consistently shows that contingencies tied to our social identities do make a difference in shaping our lives, from the way we perform in certain situations to the careers and friends we choose. (C. Steele, 2010)

Institutional Racism is the manifestation of racism in social systems and institutions. It is the social, economic, educational, and political forces or policies that operate to foster discriminatory outcomes. It is the combination of policies, practices, or procedures embedded in bureaucratic structure that systematically lead to unequal outcomes for groups of people. (Barker, 2003; Brandt, 1991). In this environment disparities are often tolerated as normal rather than investigated and challenged. “These power-assigning social structures in the form of institutional racism affect the life opportunities, life-styles, and quality of life for both Whites and people-of-color. In so doing they compound, exaggerate, and distort biological and behavioral differences and reinforce misconceptions, myths, and distortions on the part of both groups about one another” (Pinderhughes, 1989, p.71)

Intensive Interventions are academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with the narrowest tier in a PBIS model; also referred to as Tier III interventions.

Intervention is the systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by general education teachers, reading interventionists, trained paraprofessionals or the special education teachers. This instruction is designed to improve performance relative to specific, measurable goals. Interventions are based on valid information about current performance, realistic implementation and include ongoing student progress monitoring data.

Multi-Tiered System of Support (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The framework of MTSS is a “way of doing business” which utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful.

Memorandum of understanding (MOU) is a formal agreement between two or more parties. MDUSD can use MOUs to establish expectations. MOUs are not legally binding but they carry a degree of seriousness and mutual respect, stronger than a gentlemen’s agreement.

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework designed to enhance academic and social behavior outcomes for all students by emphasizing the use of data for informing decisions about the selection, implementation, and progress monitoring of evidence-based behavioral practices.

Restorative Practices is a philosophy and a theory of justice that emphasizes bringing together everyone affected by wrongdoing to address needs and responsibilities, and to heal the harm to relationships as much as possible.

Social Emotional Learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Universal Screening (behavior, academic, and social emotional) refers to the informal inventories of behaviors (internalizing and externalizing), academic skills, and social emotional indicators to assess if students need additional support in specific behavior, academic, and social emotional skills.