CREATING SAFE AND SUPPORTIVE SCHOOLS:
A COMMUNITY SCHOOLS MODEL AT WORK SESSION E 15

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FINGER LAKES COMMUNITY SCHOOLS
WAYNE COUNTY, NY
DO THE BEST YOU CAN UNTIL YOU KNOW BETTER. THEN WHEN YOU KNOW BETTER, DO BETTER.

MAYA ANGELOU
Today’s Goals

WHY?
WHAT?
HOW?
Today’s Agenda

www.flxcommunityschools.org
www.JosephFantigrossi.com

Unprecedented Challenges

• Self-Care

Community Schools response

• Culturally Responsive
• Trauma Informed
• Community Engagement
• MTSS
  • Data, Systems and Practices

Action Steps
SELF-CARE

HOW DO YOU RECHARGE & HEAL?

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

<table>
<thead>
<tr>
<th>MENTAL/PSYCHOLOGICAL</th>
<th>SOCIAL/BEHAVIORAL</th>
<th>PHYSICAL/HEALTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>REFLECTION</td>
<td>BOUNDARIES</td>
<td>REST</td>
</tr>
<tr>
<td>BOUNDARIES</td>
<td>USE VACATION</td>
<td>NUTRITION</td>
</tr>
<tr>
<td>SOLITUDE</td>
<td>PEER SUPPORT</td>
<td>EXERCISE</td>
</tr>
<tr>
<td>READING</td>
<td>HUMOR/LAUGH</td>
<td>SUNSHINE</td>
</tr>
</tbody>
</table>

Adapted from Jay Roscup, WCPSF
Since 2000- the rate of childhood poverty has nearly doubled.

Children of professionals were, on average, exposed to approximately 1,500 more words hourly than children growing up in poverty. This resulted in a gap of more than 32 million words by the time the children reached the age of 4.-- NY TIMES

Adapted from Jay Roscup, WCPSF
INCREASED CONCENTRATION OF POVERTY:

1200 MORE STUDENTS QUALIFY F/R LUNCH

4500 LESS STUDENTS THAT PAY REGULAR PRICE

Adapted from Jay Roscup, WCPSF
PARTNER DISCUSSION

HOW WOULD YOU DESCRIBE A COMMUNITY SCHOOL?
What is a Community School?

- School as community hub
- Beyond academics-social and civic role
- Holistic approach to youth development
- Schools dialogue with stakeholders and form community
- Opportunity to form and deepen relationships, develop agency and skills, and experience wellness
Core Features of a Community School

“Both a place and a set of partnerships”

Graphics and concept from Institute for Educational Leadership--
www.communityschools.org
Partnerships increase capacity:

- Engaging Instruction
- Expanded Learning Opportunities
- Health and Social Support
- Community Engagement
- College and Career Ready
- Early Childhood Development
- Family Engagement
- Youth Development Activities
- Strategic Alignment
“A place and a set of partnerships”

Resource Alignment

Making schools a hub

Using schools as a focusing lens
COORDINATED FRAMEWORKS

- CULTURALLY RESPONSIVE
- TRAUMA-INFORMED
- COMMUNITY ENGAGEMENT
- EVIDENCED BASED PRACTICES
- RESTORATIVE PRACTICES
- MULTI-TIERED SYSTEM OF SUPPORTS

Adapted from Jay Roscup, Wayne County Partnership for Strengthening Families
TALK WITH A PARTNER

WHY IS EQUITY FOR ALL STUDENTS IMPORTANT TO OUR WORK AS EDUCATORS?
<table>
<thead>
<tr>
<th>High School Students - Project Prevent Schools</th>
<th>All Students (Countywide)</th>
<th>Non-White</th>
<th>White</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not wrong for someone your age to take a handgun to school.</td>
<td>2.5%</td>
<td>3.7%</td>
<td>1.7%</td>
<td>2.21</td>
</tr>
<tr>
<td>Not wrong for someone your age to steal anything.</td>
<td>9.3%</td>
<td>12.8%</td>
<td>8.0%</td>
<td>1.61</td>
</tr>
<tr>
<td>It is alright to beat up people if they start the fight.</td>
<td>57.1%</td>
<td>67.9%</td>
<td>56.8%</td>
<td>1.20</td>
</tr>
<tr>
<td>In the past year (12 months) carried a handgun.</td>
<td>5.8%</td>
<td>7.3%</td>
<td>4.7%</td>
<td>1.58</td>
</tr>
<tr>
<td>In the past year (12 months) has been arrested?</td>
<td>3.4%</td>
<td>7.3%</td>
<td>3.0%</td>
<td>2.45</td>
</tr>
<tr>
<td>In the past year (12 months) has attacked someone with the idea of seriously hurting them.</td>
<td>5.7%</td>
<td>11.0%</td>
<td>6.0%</td>
<td>1.84</td>
</tr>
<tr>
<td>In the past year (12 months) has taken any kind of weapon to school.</td>
<td>3.3%</td>
<td>5.5%</td>
<td>3.7%</td>
<td>1.51</td>
</tr>
</tbody>
</table>
Implicit Bias Findings

- We all have biases, but the impact of our biases on others depends on the roles we play in society

- Implicit bias is more prevalent than explicit bias because our minds are cognitive machines that encode and store many associations between groups and traits that we have not consciously processed

- Implicit bias is a stronger predictor of day to day behavior than explicit bias because much of our behavior/thoughts are automatic

- The potential impact of implicit bias on behavior can be overridden by conscious effort

www.drbryantmarks.com
All things being equal yet unequal...

Qualifications being equal (credit score, financial history, income, etc.), Blacks and Hispanics were less likely to be approved for mortgages, and paid higher interest rates on when they were (U.S. Housing and Urban Development report, 2000)

Previous performance being equal, K-12 teachers have lower expectations and display less social comfort with African American students than White students (various researchers)

www.drbryantmarks.com
Symptoms being equal, African Americans are less likely to receive most effective treatment for illnesses, even after matching them on income and insurance coverage (Nat’l Academy of Sciences’ Unequal Treatment report, 2002).

Regular weight job applicants were less likely to be recommended to be hired for a job when they were seen (photo) sitting next to an obese applicant than when sitting alone or next to a regular weight person. (Hebl & Mannix, 2003)
All things being equal yet unequal...

Crime and circumstances being equal, Af-Am’s are more likely to be stopped, searched, arrested, receive poor plea deals, convicted, receive longer sentences, receive the death penalty, declined probation and declined a pardon (DOJ/BJS, U.S. Census, Stanford Univ., multiple academic and journalistic studies)

Non-Blacks perceive young Black men as bigger (taller, heavier, more muscular) and more physically threatening (stronger, more capable of harm) than young White men. (Wilson, Hugenberg & Rule, 2017)

www.drbryantmarks.com
THINK, PAIR, SHARE

HOW WOULD YOU DEFINE TRAUMA?
Trauma is not the event.

Trauma is the response.

Each individual responds differently.

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

Adapted from Jay Roscup, WCPSF
Definition
National Childhood Traumatic Stress Network (NCTSN)

“Trauma occurs when a child experiences an intense event that threatens or causes harm to his or her emotional and physical well-being.”
Trauma
Adverse Experiences
Chronic Stress
Toxic Stress
ACES - ADVERSE CHILDHOOD EXPERIENCES

The three types of ACEs include:

**ABUSE**
- Physical
- Emotional
- Sexual

**NEGLECT**
- Physical
- Emotional

**HOUSEHOLD DYSFUNCTION**
- Mental Illness
- Incarcerated Relative
- Mother treated violently
- Substance Abuse
- Divorce

Adapted from Jay Roscup, WCPSF
PAIR OF ACES

Many Types of ACEs
The are many types of trauma other than abuse, neglect, and household dysfunction.

- Maternal Depression
- Emotional Abuse
- Sexual Abuse
- Substance Abuse
- Domestic Violence
- Poverty
- Discrimination
- Community Disruption
- Physical & Emotional Neglect
- Divorce
- Mental Illness
- Incarceration
- Homelessness
- Violence
- Poor Housing
- Lack of Opportunity

Adverse Childhood Experiences
Adverse Community Experiences
ARCH

ATTACHMENT
Youth and families that feel supported and connected.

REGULATION
Youth and families who have built self-regulation skills to cope with emotions and stress.

COLLABORATION

COMPETENCY
Youth and families who have competencies in academics and skills built for careers and personal growth (academic & life skills).

HEALTH
Youth and families with improved health and wellness.

LEARN MORE AT FLXCOMMUNITYSCHOOLS.ORG
Core Beliefs

- Instruction, assessment, and intervention
- Achievement and behavioral health needs
- Way of doing business-process, not program
- Blend of RTI and PBIS
Shared Characteristics of RTI and PBIS represent the Core Features of MTSS

Academic RTI
- Specific academic assessments and interventions
- Use of published curricula selected by school or district
- Use of direct assessment of skills
- Periodic assessment through benchmarking periods
- Focus on grade-level teaming
- Described in IDEA as special education eligibility determination approach

Schoolwide PBIS
- Focus on teaming
- Scientifically based interventions
- Instruction as prevention
- Tiered continuum of supports with increasing intensity based on need
- Regular screening for early intervention
- Use of a problem-solving model and data-based decision rules
- Emphasis on improving quality of implementation
- Embedded into school improvement plan

Core Features of MTSS
1. Team based leadership and coordination
2. Evaluation of implementation fidelity
3. Three-Tiered Continuum of evidence-based practices
4. Continuous data-based progress monitoring and decision-making
5. Comprehensive universal screening (for systemic and early access)
6. On-going professional development including coaching with local content expertise
IT’S ABOUT MEETING STUDENT NEEDS

“What is the student trying to tell us?”

Diagram: What’s the problem? Is it working? Why is it occurring? What are we going to do about it?
Supporting culturally knowledgeable Staff Behavior through team-based leadership and coordination, professional development, coaching, and content expertise

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

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

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

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

Outcomes

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

Midwest PBIS Network 1/15/19. Adapted from:

What lives under the MTSS Umbrella

- Tier III - intensive
- Tier II - targeted
- Tier I - core

Teamwork
Parental Action
Curriculum Design
Professional Development
School/Community Collaboration

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TIER 1-FOR ALL STUDENTS

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

- Respectful
- Outstanding
- Academically-focused
- Responsible
TIER 2-FOR SOME STUDENTS

2 types of data-informed meetings

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

**Process Team**
- Focus on targeted group intervention
- Every 8 weeks
- Progress Monitoring of intervention, not students
Tier 2 Interventions

**Continuum of Groups:** Why Try, social skills

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

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

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

**Check in Check out:** 1st Tier 2 intervention for most students
TIER 3 - FOR A FEW STUDENTS

- SST meets weekly-reviews RFA and crisis
- Individualized team meets when needed-WRAP/RENEW
- Discusses individualized interventions for students
- Community agency support
Positive Behavioral Interventions and Supports (PBIS) is a Multi-Tiered System of Supports (MTSS) Framework for Continuous Improvement and Alignment of Initiatives

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

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Midwest PBIS Network 1/15/19. Adapted from:

Best Practices

Next Exit
<table>
<thead>
<tr>
<th>TIER 1</th>
<th>TIER 2</th>
<th>TIER 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention</td>
<td>Early Interventions</td>
<td>Intensive Interventions</td>
</tr>
<tr>
<td>How to Adult</td>
<td>Primary Project</td>
<td>Wrap/Renew</td>
</tr>
<tr>
<td>SW-PBIS</td>
<td>NYS Mentoring</td>
<td>YAP Mentoring (before involvement with court)</td>
</tr>
<tr>
<td>Second Step</td>
<td>Check In/ Check Out</td>
<td>PINS</td>
</tr>
<tr>
<td>Botvin's Life Skills</td>
<td>FACT</td>
<td>Satellite MH Office in School Building</td>
</tr>
<tr>
<td>Project Success</td>
<td>Why Try</td>
<td></td>
</tr>
<tr>
<td>RRR</td>
<td>Goal Attainment Scaling</td>
<td></td>
</tr>
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RESTORATIVE PRACTICES ACROSS ALL TIERS
Positive Behavioral Interventions and Supports (PBIS) is a Multi-Tiered System of Supports (MTSS) Framework for Continuous Improvement and Alignment of Initiatives

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

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

Supporting **Outcomes** including social/emotional competence & academic achievement

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

Midwest PBIS Network 1/15/19. Adapted from:


4528 TO 2361
Comparing 2017 to 2019

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

Adapted from Jay Roscup, Wayne County Partnership for Strengthening Families
TFI SCORE--ELEMENTARY

Lyons Elementary TFI Total 2015-19

- 5/18/2015 0:00
- 4/19/2016 0:00
- 4/6/2017 0:00
- 4/10/2018 0:00
- 3/6/2019 0:00

[Bar chart showing TFI scores for different dates]
TFI SCORE FOR MS/HS

Lyons HS TFI Total 2015-19

- 5/18/2015: 0.2
- 4/19/2016: 0.4
- 4/6/2017: 0.6
- 4/10/2018: 0.4
- 3/6/2019: 0.5
SMALL GROUP DISCUSSION

WHAT DATA FROM YOUR BUILDING/DISTRICT COULD INFORM THESE SYSTEMS AND PRACTICES?
BUILDING CAPACITY FOR STAFF
# Professional Development:

<table>
<thead>
<tr>
<th>Class</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>Management (6 Essential Practices)</td>
</tr>
<tr>
<td>Trauma Informed</td>
<td>Schools Training</td>
</tr>
<tr>
<td>Tier 1 Team</td>
<td>Training</td>
</tr>
<tr>
<td>MTSS Training</td>
<td></td>
</tr>
<tr>
<td>Youth &amp; Adult</td>
<td>Mental Health First Aid</td>
</tr>
<tr>
<td>Therapeutic Crisis</td>
<td>Intervention</td>
</tr>
</tbody>
</table>

**Possible:**
- Strengths Based Coaching (Gallup)
- Covey - 7 Habits
- Responsive Classroom

Data & Planning Forums (Early Childhood, Prevention Etc.)
FIND SOMEONE YOU HAVE NOT WORKED WITH YET

• WHAT IS 1 SMALL STEP YOU CAN TAKE TO MAKE YOUR ORGANIZATION MORE RESPONSIVE TO THE NEEDS OF THE STUDENTS?
It has to start somewhere...