



1k – The Interconnected Systems Framework as the “How To” for Community Schools

Presenters:

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Megan Paliotti, North Rose-Wolcott Central School District (NY)

- **Topic:** District & State PBIS
- **Keywords:** Interconnected Systems Framework, Community, Exemplar



Introductions



North Rose-Wolcott Central School District
Academics. Commitment. Excellence.

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When Working In Your Team

Consider 4 Questions

- How does this compare to our priorities?
- What team would oversee this work?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?



Session Description

- The Community Schools model has expanded in reach in recent years. This session will highlight a district with a long history of using Community Schools and PBIS that aligned efforts by leveraging the Interconnected Systems Framework (ISF). Data describing both systems change and student outcomes will be shared.



Learning Objectives

1. Define the Interconnected Systems Framework
2. Describe the Community Schools model
3. Identify tools and resources to replicate systems change



Welcoming Activity - Just Like Me!

- Listen to the statement.
- If that is true for you stand (if you're able) and say "Just Like Me!"
- Sit back down



JUST LIKE ME!



- You flew to Chicago
- This is your first time attending the PBIS Leadership Forum
- You are veteran using PBIS or MTSS structures
- You are energized for learning for today
- You're looking forward to a good dinner tonight!



National

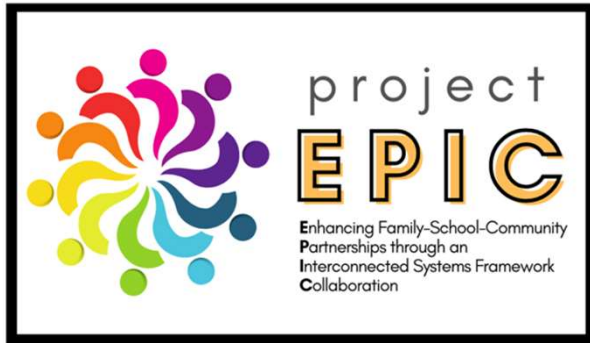


Defining the Interconnected Systems Framework (ISF)

How an ISF can support interconnecting the education and community systems



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Project EPIC

- Enhancing Family-School-Community Partnerships through an Interconnected Systems Framework Collaboration
- Funding: USDOE OSEP (Office of Special Education Programs) Model demonstration
- Five-year project with focus on family engagement and outcomes within four middle schools across three states (IL, WI, NY)



The Need (Pre-COVID 19)

- One in 5 youth have a MH “condition”
- At least 50%, perhaps 80%, of those get no treatment
- School is “defacto” MH provider
- Juvenile Justice system is next level of system default
- Suicide is 2nd leading cause of death among young adults
- Factors that impact mental health occur ‘round the clock’
- It is challenging for educators to address the factors beyond school
- It is challenging for community providers to address the factors in school



Partnerships are needed

U.S. Department of Education
2021 National ESEA Conference

Data Trends 2019

- 50% of all lifetime cases of mental illness begin by age 24
- The average delay between onset of mental health condition and intervention is 8-10 years.
- 37% of students with a mental health condition drop out of school- the highest dropout rate of any group
- Suicide rates for teens between the ages 15-19 increased 30% between 2007-2017.
- Suicide rate for children age 10-14 nearly tripled between 2007-2017.
- 70% of youth in state and local juvenile justice systems have a mental illness.

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2021 National ESEA Conference

Priscilla Irvine, Renee Bradley, & Mohamed 'Medo' Soliman, Office of Special Education Programs; Susan Barret, Director Center for Social Behavior Support, Old Dominion University; Francisco Ramirez, Office of Elementary and Secondary Education

U.S. Department of Education
2021 National ESEA Conference

2020-2021

Unprecedented Magnitude of Mental Health Needs

- Emergency department visits related to mental health (January to October 2020)
 - 24% Increase in 5-11 year-olds
 - 31% Increase in 12-17 year-olds
- 25% of American parents reported declines in their children's mental health; 14% reported increases in behavior problems. (March – June of 2020)
- One in four youth ages 13-19 reported an *increase* in sleep loss due to worry, feeling unhappy or depressed, feeling constantly under strain, and loss of confidence in themselves. (April and May 2020)
- There are many “missing” students



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Connect and Discuss



Use the QR Code to share your thoughts.

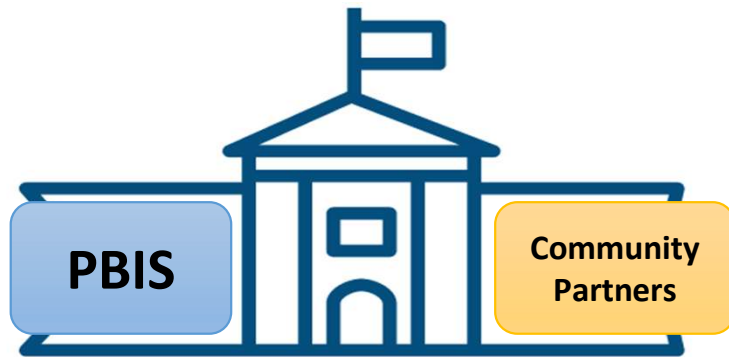
What data/trends might be happening in your district and community?



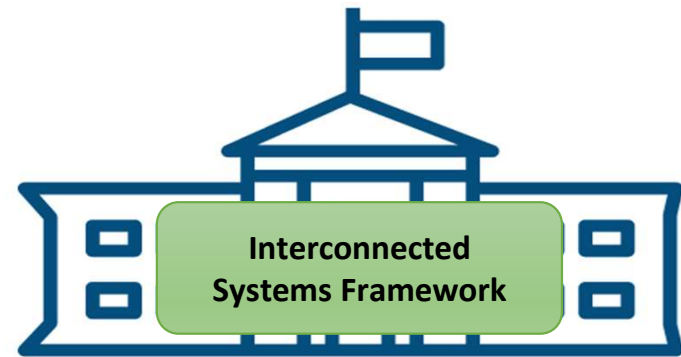
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What if... ?

School Employed and Community Employed Staff use *community and school data* to assess the needs of young people in their school community and, *together as an integrated team*, select *evidence-based practices* that match specific needs.



This means moving away from co-located model...



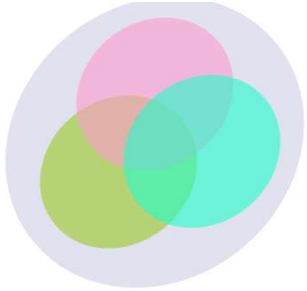
to a fully integrated system

What is PBIS?

Positive Behavior Interventions and Supports

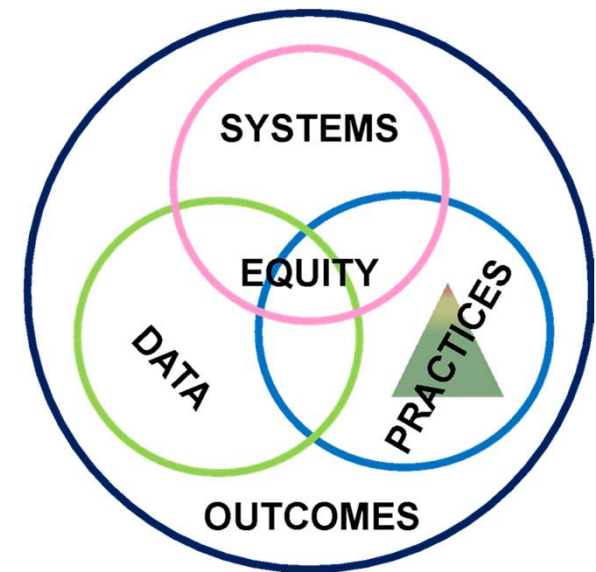


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Positive Behavioral Interventions and Supports

PBIS organizes our school, and integrates our initiatives, to achieve desired **outcomes** through understanding our **data**, implementing a continuum of **practices**, supporting staff through **systems**, and prioritizing **equity**.





Improved Student Outcomes

- Academic Achievement
- Prosocial Behavior
- Attendance
- Emotional Regulation
- Reduced Bullying and Harassment
- Reduced Alcohol and Other Drug Use
- Improved Outcomes for Students With Disabilities



Reduced Exclusionary Discipline

- Office Discipline Referrals
- Suspensions
- Restraint and Seclusion
- Racial Inequities

Evidence for each outcome available at www.pbis.org/resource/is-school-wide-positive-behavior-support-and-evidence-based-practice



Improved Teacher Outcomes

- Teacher Efficacy and Well-Being
- Teacher-Student Relationships
- Student Engagement and Instructional Time
- School Culture and Organizational Health
- Climate and Safety

When Implementing Positive Behavior Interventions and Supports (PBIS) with Fidelity

What is SMH?

School Mental Health



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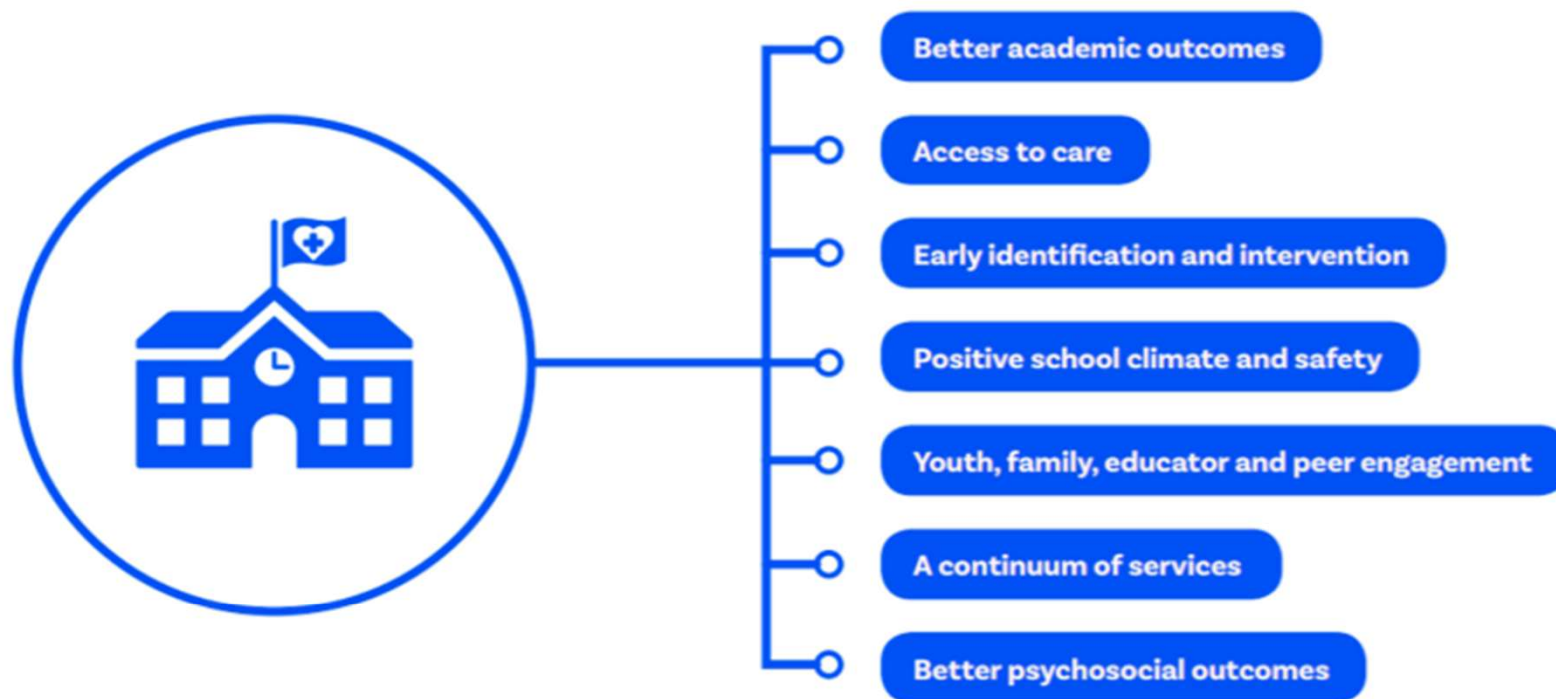
Comprehensive School Mental Health Systems

- Provide full array of supports and services
 - Promote positive school climate, social emotional learning, mental health, and well-being
- Build on strong foundation of district and school professionals in partnership with students, families and community partners
- Assess and address social and environmental factors

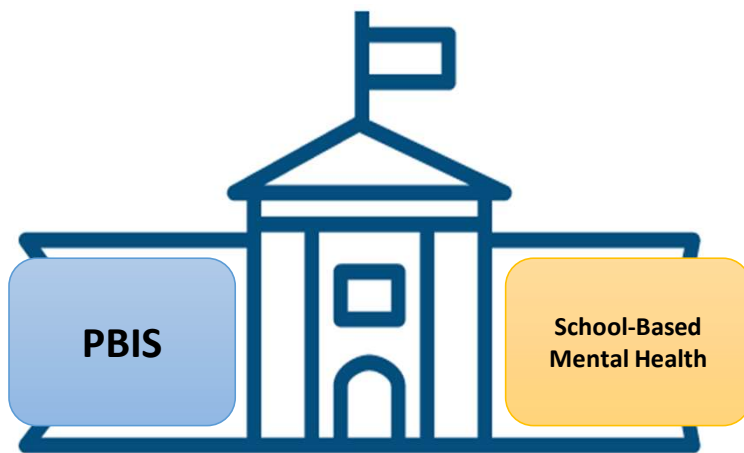


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The Value of School Mental Health Systems



School Mental Health



Co-location model

School-based mental health services reach children in typical, every-day environments. The natural, non-stigmatizing location offers an early and effective environment for intervention.



What is ISF?

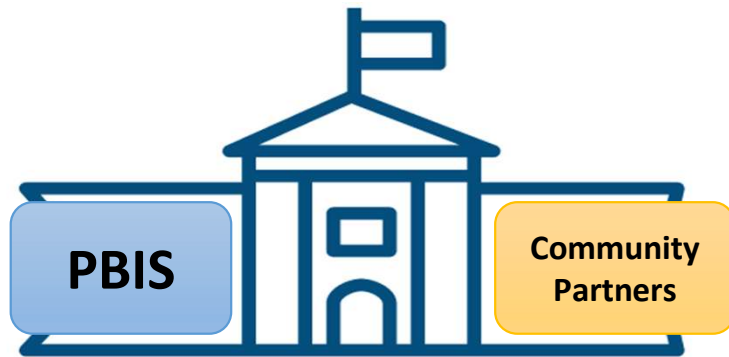
Interconnected Systems Framework



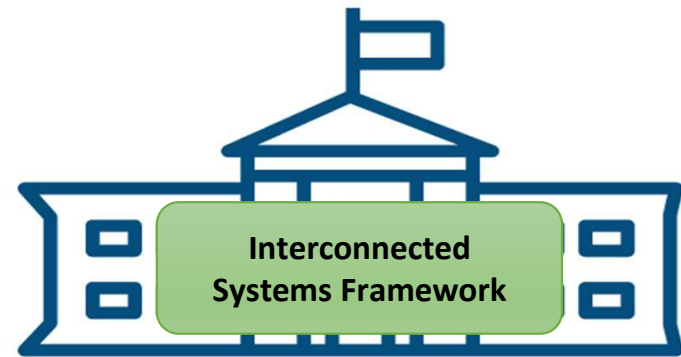
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School Employed and Community Employed Staff use *community and school data* to assess the needs of young people in their school community and, *together as an integrated team*, select *evidence-based practices* that match specific needs.

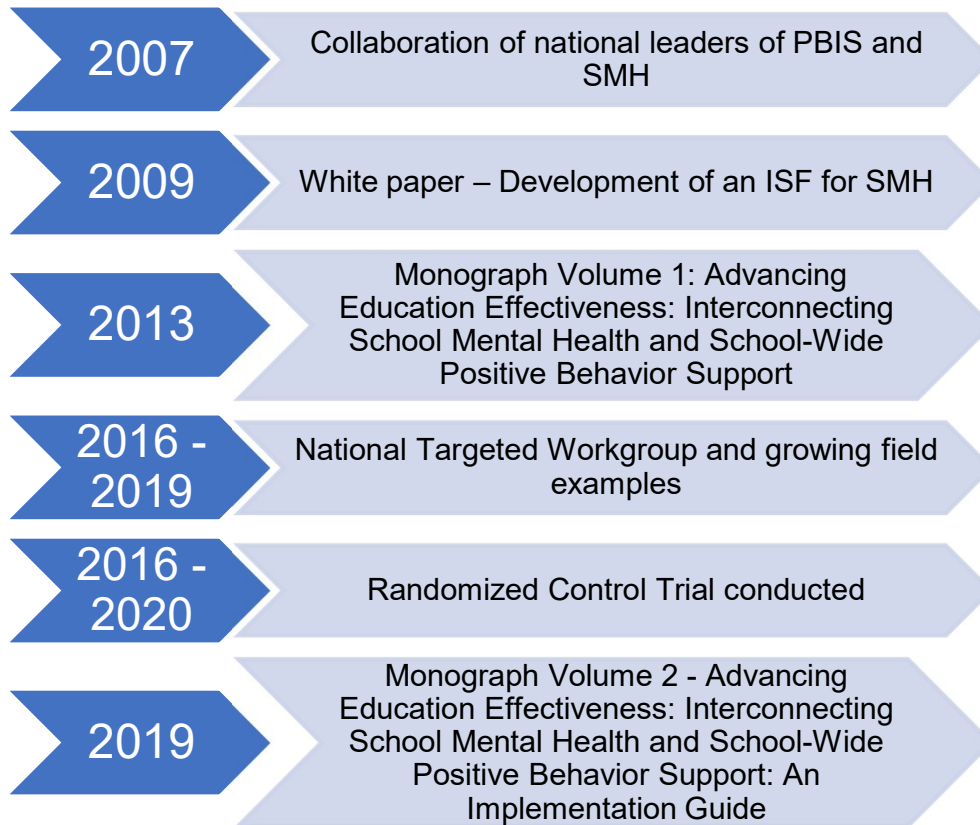


This means moving away from co-located model...



to a fully integrated system

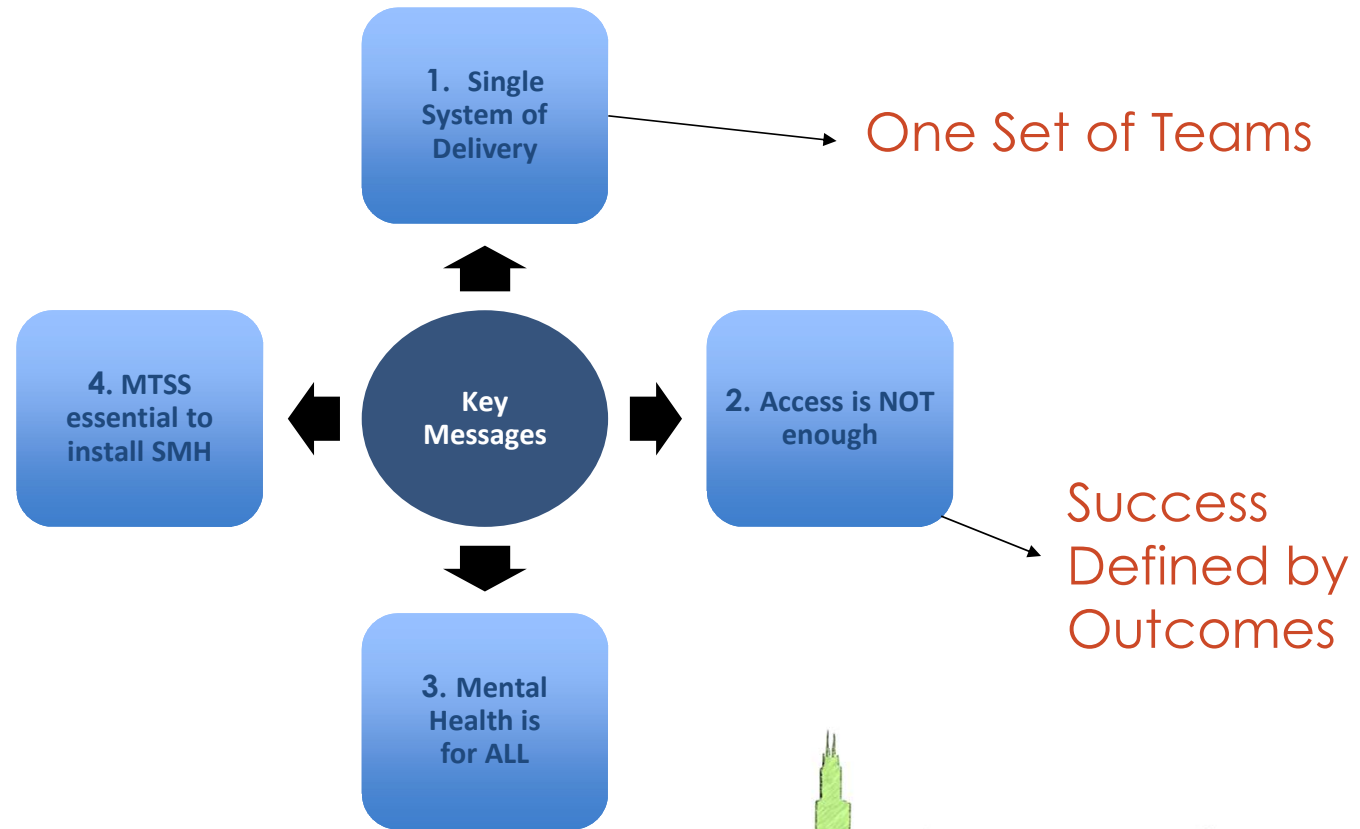
Interconnected Systems Framework Defined



ISF is...

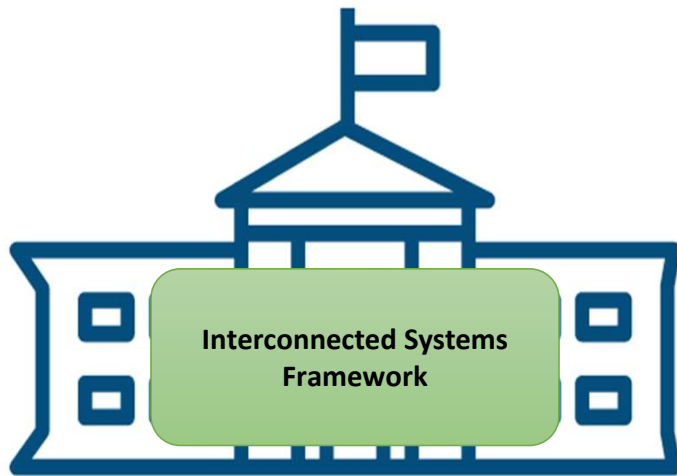
- A structure and process for education and mental health systems to interact in most effective and efficient way.
- Guided by key stakeholders in education and mental health/community systems...
- Who have the authority to reallocate resources, change role and function of staff, and change policy.

ISF Key Messages:



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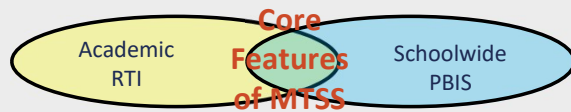
What does a single integrated system of supports look like?



One integrated system

- Integrated teams with youth and family participation
- Defining a single continuum of interventions
- Monitoring student outcomes together
- Building staff's competence and confidence to support SEB-MH.

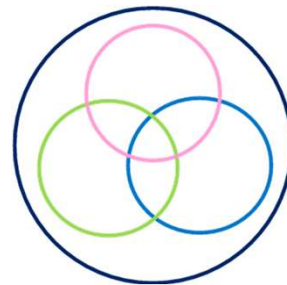




ISF Enhances MTSS Core Features

Systems

1. **Expand membership** of team-based leadership and coordination
6. Professional development, coaching, and content expertise for **both school and community**



Practices

3. **Single** three-tiered continuum of culturally relevant evidence-based interventions

Data

2. Evaluation of fidelity **for all interventions**
4. Progress monitoring **for all interventions**
5. Universal screening **for both internalizing and externalizing behaviors**

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. Ongoing professional development including coaching with local content expertise

Subsequent ISF Research Studies

- Project RISE (Reducing Inequities in School Environments), funded by NIMHD Violence Prevention, Randomized Controlled Trial
- Project EPIC (Enhancing Family-School-Community Partnerships through an ISF Collaboration), funded by OSEP Model Demonstration
- ISF - Early Supports for Student Success, funded by IES, Randomized Controlled Trial
- Project Thrive, funded by PCORI (Patient Centered Outcomes Research Institute), Randomized Controlled Trial focused on teaming, screening, and using data for decision making



Findings & Outcomes

In ISF Schools:

- Greater team participation by principals, school counselors, school psychologists, and school mental health clinicians
- ISF Teams had **more Tier 1 problem-solving/discussion**
 - Using data to address issues discussed
- More students identified proactively and **connected to Tier 2 and Tier 3 interventions.**
- The continuum of interventions developed and used by integrated teams
- Reduced office discipline referrals (ODRs), in-school suspensions (ISS), and out-of-school suspensions and ODRs for students of color



Connect and Discuss



Use the QR Code to share your thoughts.

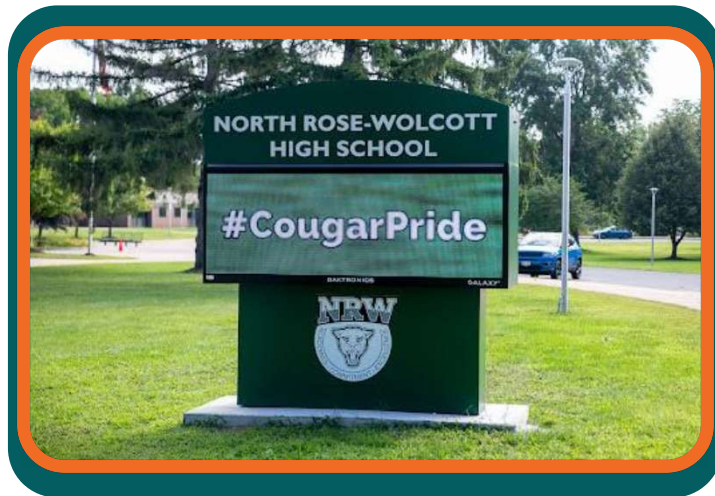
What benefits might an **integrated way of work** bring to your system of social-emotional-behavioral and mental health supports?





North Rose-Wolcott Central School District

Academics. Commitment. Excellence.



Our Vision

North Rose-Wolcott is a community where all learners are engaged in experiences that grow their individual potential.

Our Mission

We will create a community of belonging and a mindset of continuous learning by building collaborative relationships.

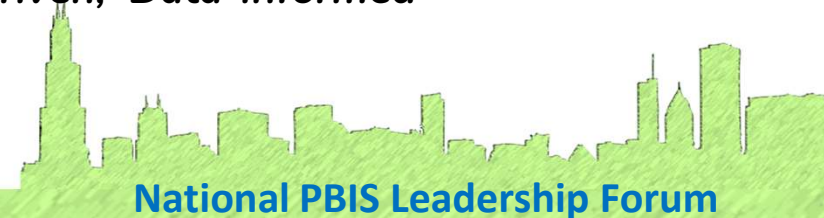
Laurie Elliott & Megan Paliotti

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North Rose - Wolcott Cougars



- ✓ Enrollment: 1064
- ✓ Located in Rural Wayne County, NY
- ✓ over 60% Economically Disadvantaged
- ✓ Small town community, improving positive relationships between school and community,
- ✓ Impacted by limited access to Mental and Physical Health providers and high staff turnover rates
- ✓ A “Community School” working to provide supports to kids and our families
- ✓ “Student Driven, Data-informed”



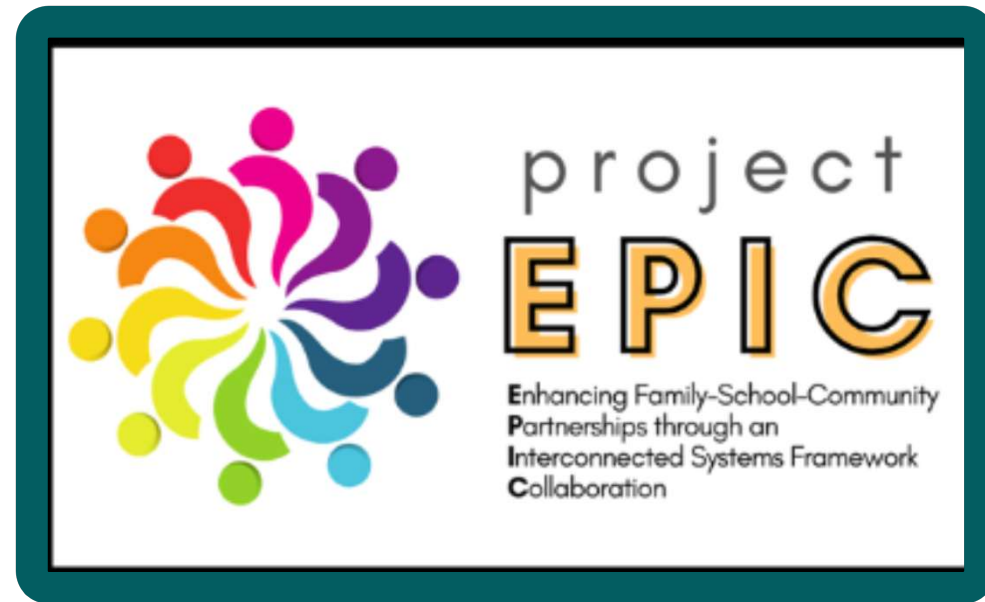
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Project EPIC

5-year study, as a Demonstration site

Middle School focus,
District Implementation

Develop an Interconnected Systems
Framework



Key Components

- ✓ *Monthly Meetings with Admin, Mental Health team, community partners, and families*
- ✓ *Technical Assistance with Midwest PBIS to provide technical assistance*
- ✓ *Training for MTSS teams by Midwest PBIS*
- ✓ *Site Visits to Collect Data and interview stakeholders*



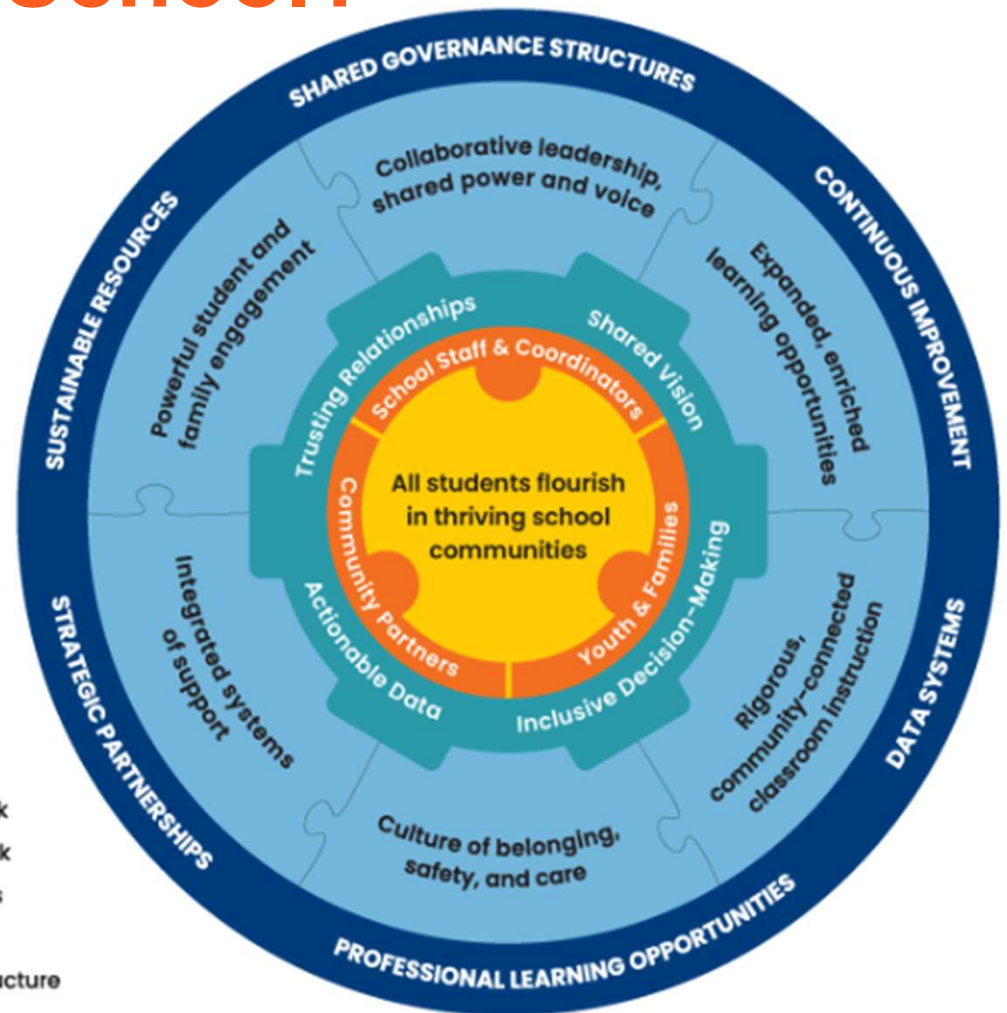
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What is a Community School?

- Strategy, not funding
- Collaboration (school community, family)
- Whole -Child Approach - Physical, Social, Economic, and Academic
- Data Informed Decision Making

LEGEND

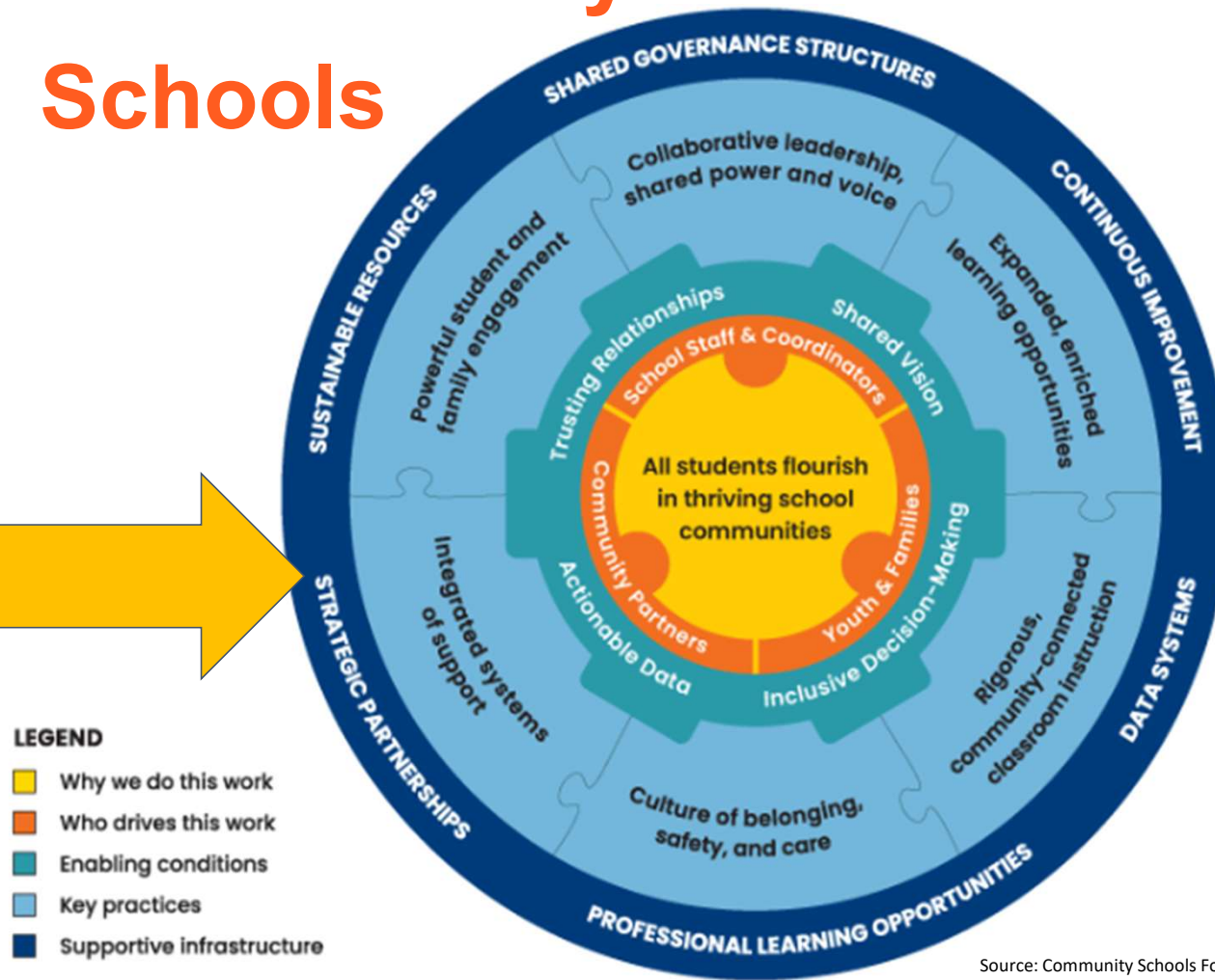
- Why we do this work
- Who drives this work
- Enabling conditions
- Key practices
- Supportive infrastructure



ISF and Community Schools

Key Connections

- Shared Vision
- Collaborative Voice
- Strategic Partnerships



Source: Community Schools Forward
2023



Strategic Action Plan



North Rose-Wolcott
CENTRAL SCHOOL DISTRICT

Academics.
Commitment.
Excellence.

Our Vision

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Legend



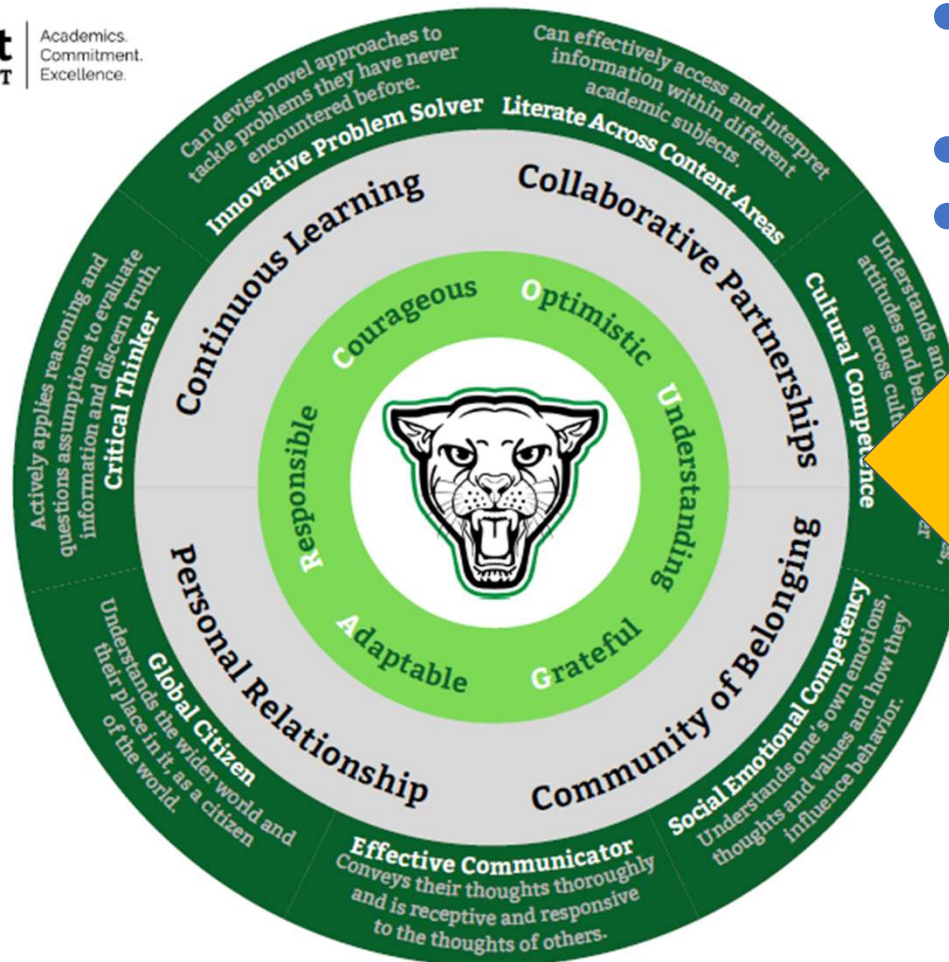
Cougar Values



Community Promises



Portrait of a Graduate



Key Connections

- Collaborative Partnerships
- Relationships
- Social Emotional Competency

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Connect and Discuss



Use the QR Code to share your thoughts.

- Where do community partners fit in your district's mission or strategic plan?
- What shifts might need to happen?



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MTSS AT NRW



- **Long history** - evolved, adapted, modified
- **Tier One** - Weekly (Content or Grade Level teams)
 - Common practices, consistent language, and expectations
 - Universal Mental Health Screener
- **Tier 2** Bi-weekly
 - Small Groups by District and Community Partners
 - CICO
- **Tier 3** Bi-weekly
 - Targeted intervention, community partners, District SPOA, and mental health teams
- Common Request for Assistance Form
- Voice for ALL stakeholders (ISF)

Variety of
Data

Consistent
Systems

Flexible
Practices



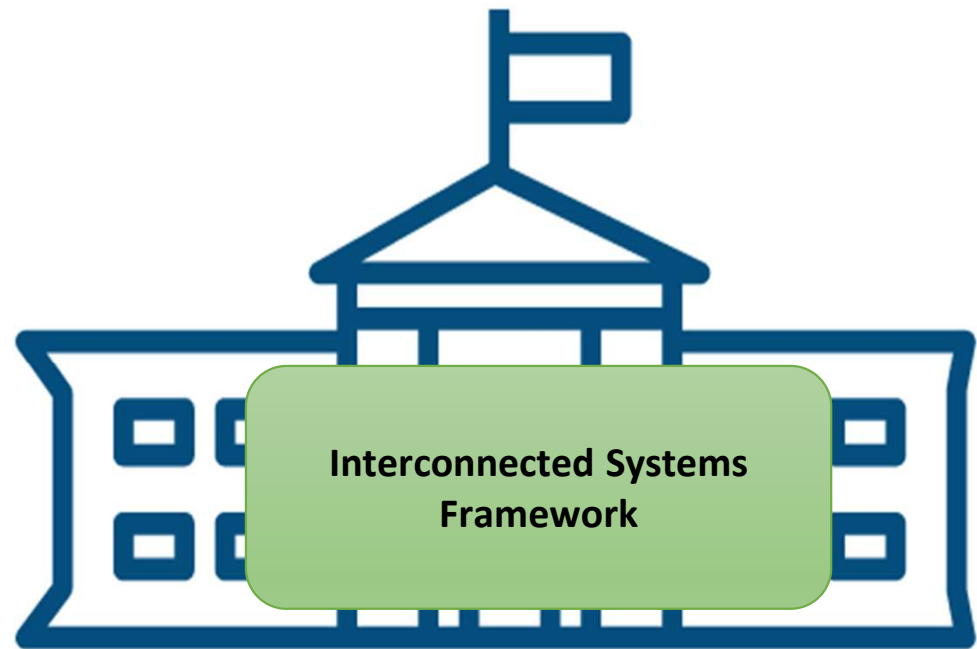


Community Partners Supports By Tier

Tier III
Wayne Behavioral Health
Family Counseling Services of the Finger Lakes
YAP Individual Connections
FACT Program
Family Counseling Center
Safe Harbors Program
PINS
Mobile Crisis Center

Tier II
YAP - PATTS Group
Delphi Rise - Substance Abuse Groups
CAAFI Small Groups
Expeditions of Empowerment
GRASP Peer Tutoring (LV)
Hygiene Classes (LV)

TIER I
Delphi Rise - Second Step Interventions
Our Community Reads - Literacy Volunteers
Survivor Advocacy Center - SEL Training
School Resource Officers
Public Health (Narcotics training)
EMPOWER ME
GLOW UP GIRL



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Tiered Fidelity Inventory



Overall TFI Scores	2021-22	2022-23	2023-24	2024-25
Elementary School	98%	100%	97%	100%
Middle School	77%	80%	100%	100%
High School	81%	74%	91%	80%

- **Shifting to TFI 3.0**
- **Key data point**
- **School Improvement Planning**
- **High School - Tier 2 Interventions**





TFI - Family School Collaboration

TFI - Family School Collaboration	2023-24	2024-25
Elementary School	73%	83%
Middle School	63%	77%
High School	73%	90%

- Identified Room to Grow with Family Involvement and Engagement
- Developed goals based on outcomes

Topic	Goal	District Support	Community Partner Support
Family Involvement	Conduct FSC TFI across campuses to establish a baseline of family-school community involvement at Tier 1. Take five activities that families are attending and move toward active involvement in the planning and participation. Expand the opportunity for parents to be involved in decision making.	Conduct meetings via Zoom and schedule dates with Tier One teams before the end of the school year. District administration to send communication to families about interest and communicate to teachers the goal of increased parent participation. Teachers to help identify families to help plan and participate in events.	Inform community partners about the goal of increasing family engagement and what opportunities are available. Community partners to help facilitate and promote family involvement in activities.
Communication	Increase incoming communication from parents and students. Increase family input in decision making, including identifying teams/groups that parents can join.	• Ensure consistency among all 3 buildings • Consult with district leadership team to identify ways to increase communication • Utilize parent liaison and PR	
Documentation	Increase the resources (by five) that are accessible to the parents and the community on the district website. Add parent instructions on how to locate documents during family events and through Parentsquare.	• Collaborate with admin team to decide what the 5 resources would be. • Work with Amanda Hogan to have them placed on the website. • Work with the parent liaison (tech) to contact parents via parentsquare • Create a slide/page of instructions to help parents locate resources on the website.	*Outside agencies could provide links (information/resources) for district website *surveys (parent, community) *resources to have on hand at the buildings (if applicable)

Variety of
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In Person Site Visits - Annually



- ✓ Student Interviews - ES, MS, HS
- ✓ Teacher Interviews - ES, MS, HS
- ✓ Parent Focus Group - In Person and via Zoom
- ✓ Mental Health Team Meeting - District Wide
- ✓ DCLT - Goal Setting and Next Steps

“It is obvious to me that your staff, from the lunchroom to the front office to the classroom, are working hard and creating an environment where youth can thrive.”-
Ami Flammini, Midwest PBIS



Site Visit Data - Students



	Positive Acknowledgement for appropriate behavior		Trusted Adult		Teacher provide help when needed		Safe at School	
	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25
Elementary School	90%	100%	95%	100%	100%	100%	85%+	92%+
Middle School	40%	93%	90%	100%	95%	100%	75%+	93%+
High School	75%	60%	95%	100%	95%	100%	95%+	80%+

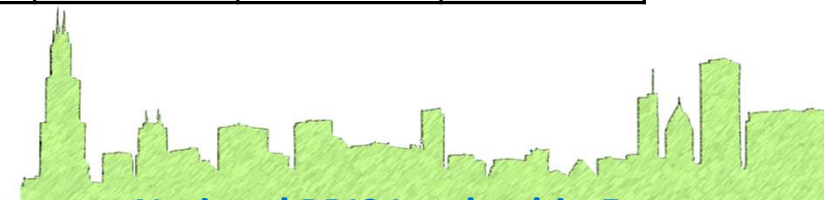
+ Those that did not answer yes, answered “Mostly”



Site Visit Data - Staff



	Positive Acknowledgement for appropriate behavior		Supported by Colleagues and Administration		Communication Clear and Consistent		Safe at School	
	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25
Elementary School	92%	100%	100%	92%	92%	92%	100%	92%
Middle School	90%	100%	100%	100%	100%	80%	100%	100%
High School	100%	80%	100%	100%	60%+	92%	100%	100%



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DCLT Action Planning

Agenda Item	Task	Additional Notes
Welcome	New strategic action plan	What stands out to you?
Data Review	NRW Elem NRW MS TFI Action Plan NRW HS W Parent Focus Group Questions ... W Parent Focus Group Questions ... W Community Partner Focus Grou... W District Mental Health Support ... W District-wide MTSS Team Focu... Notes from this activity NRW School Learning Walk - ... Spring 2025_Project EPIC DCL...	Review Data Complete Notice/Wonder doc - DO NOT DRAW CONCLUSIONS- No "why" to be answered here
Future Planning	Districtwide Goals	Action Plan

Goal	Steps	Who	By When	Evidence
Increase information sharing to those outside of the schools	Create building and district-wide MTSS handbook	MTSS teams	September 2025	
	Create volunteer process education sheet/include the why	ASI and Principals/HR	By August 27th	
	Review returning volunteer streamline process	ASI and Principals/HR-parent liaisons	September 2025	
	Create volunteer handbook	SLT/Parent Liaisons	September 2025	
	Parent Education	Community Schools administrator Admin/Parents/PR	Monthly	
Improve effectiveness of communication	Promoting teams and opportunities to join school groups		Monthly	
	Accessibility-evaluate	Tech parent liaison/admins	Throughout the year	
	Language-parent friendly-home language and removing jargon	Admins/parent liaison review	Throughout the year	
	Review modes-parent square, facebook, instagram, website, WhatsApp	Admins-PR single source?	Monthly	

Variety of
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Connect and Discuss



Use the QR Code to share your thoughts.

- How does data impact your practices?
- How does data impact your systems?





Measuring Success

Key Performance Indicators:

- ✓ *Reduction in Chronic Absenteeism in all 3 Buildings*
- ✓ *Reduction in Crisis Calls (ES) and Discipline referrals (MS) (HS)*
- ✓ *Student growth scores greater than state average*
- ✓ *Consistent Data Collection in all 3 Buildings*
- ✓ *Amplified Community Partner and Family Voice*
- ✓ *Increased “Active” Parent involvement*
- ✓ *Increased number of students seen by Community Partners*
- ✓ *All of surveyed students have a trusted Adult*
- ✓ *100% felt “always” or “mostly” Safe at School*

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Tools For Success

Step 1: Establish a District/Community Executive Leadership Team			
Features	Installation Activities	Action Needed:	By Who? By When?
Representative DCLT team identified. - Provide authority and problem solving needed to overcome organizational barriers and implement the efficiencies needed to functionally interconnect education, behavioral and mental health supports. - Present concerning data and needs to those with authority and propose a way of working.	- Assess current teaming structures. Identify need for new team or expansion of existing team. - Review current partnerships and service agreements with community partners and/or in area. Executive level leadership from each organization are part of the team. - Establish team operating procedures (e.g.: time for team to meet at least quarterly, roles for team, process for forming agenda, etc.)		
Guiding Questions: - Which voices with social-emotional/behavioral health expertise within school system could benefit this team? - Which voices of mental health, juvenile justice, core service agency partners could benefit this team? - In what ways are we ensuring that multiple stakeholders' voices (i.e.: staff, MH agencies, parents/families, students, etc.) will stay at the table through the development of systems and overall implementation?			

Installing an Interconnected Framework

INSTALLING AN INTERCONNECTED SYSTEMS FRAMEWORK AT THE SCHOOL LEVEL:
Recommendations and Examples to Guide School Leadership Teams, Practitioners and Coaches

February 2021



Tiered Fidelity Inventory

ISPE School Installation Guide
Step 2c: Conduct intervention inventory

School Level Intervention Mapping Tool

Purpose of this tool is to (a) provide an overall picture of existing social emotional behavioral related interventions or initiatives available to students in your building, (b) determine the effectiveness, relevance, and fidelity for each, (c) resource allocation, and (d) determine areas of redundancy. This process is led by the School Level Team with representation from both education and community stakeholders.

Example of School Intervention Map

* Items indicated in red are "flagged" for conversation and action to be taken by school team.

	Intervention	Indicated Need	Facilitator	Entrance Criteria	% of student enrollment receiving intervention	Outcome Measurement	% of students responding	Evidence Base	Fidelity Measurement
Tier 1	Social Emotional Behavioral Skills Curriculum	Increased social emotional behavioral instructional time	Counselor	None - all students	All	Time out of class	Time out of class reduced by 10%	Yes	Measured by weekly walkthroughs
	Classroom Community Circles	Increased community and safety perceptions	Social Worker	None - all students	All	Student Climate Survey	Student Climate Survey increased by 13%	No	Measured by weekly walkthroughs
Tier 2	Check-in, Check-out	Low level behavioral needs • 2 major infractions • 1 suspension • 5 tardies/violations in 2 weeks	Resource Officer	• 1 suspension • 2 infractions • Low elevation on screener	12% of student enrollment	Daily progress report	70% of students responding	Yes	CICO - Fidelity Implementation Measure
	Problem Solving Skills Group	Anger Management, problem solving skills	Social Worker	• No response to CICO • Suspension	5% of student enrollment	Daily Progress Report & no new Office Discipline	70% of students responding	Yes - retention of skills from Tier	None

Intervention Mapping



Tiered Fidelity Inventory: Family School Collaboration (TFI:FSC)

Family-School-Community Alliance

TFI: Family School Collaboration

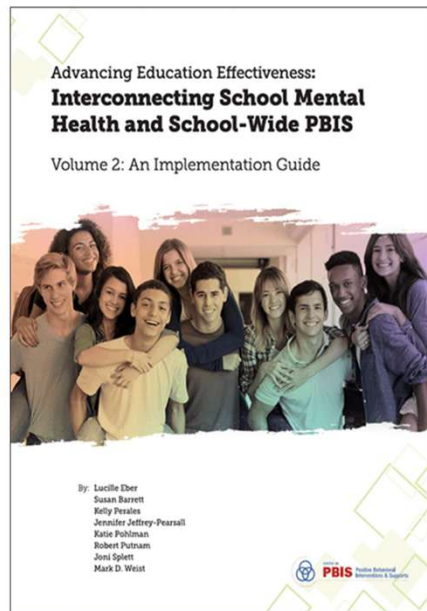


ISF Volume 2: An Implementation Guide

How to Address Mental Health in Schools

Education and mental health leaders understand the need to establish one system of social-emotional and behavioral supports in schools. The Interconnected Systems Framework (ISF) is a way to blend PBIS with mental health supports in schools. This framework guides state, district, and community leaders to fund and modify policies and procedures to help every system work more efficiently. Clinicians – supported by integrated district structures – become part of multi-tiered school teams to address the social-emotional and behavior needs of all students. ISF expands the PBIS framework as a way to assist teams and enhance their efforts.

The ISF Implementation Guide



ADVANCING EDUCATION EFFECTIVENESS: INTERCONNECTING SCHOOL MENTAL HEALTH AND SCHOOL-WIDE PBIS VOLUME 2: AN IMPLEMENTATION GUIDE

- Title Page, Acknowledgements, and Contents
- **Preface:** Mark Weist, Professor at University of South Carolina, Department of Psychology
- **Chapter 1:** *Introduction: Setting the Stage for an Interconnected System of Education and Mental Health*
- **Chapter 2:** *Defining Interconnected Systems Framework (ISF): Origins, Critical Features and Key Messages*
- **Chapter 3:** *Exploration and Adoption*
- **Chapter 4:** *Installing an Interconnected System at the District/Community Level*
 - **Companion Resource:** *District/Community Leadership Installation Guide*
 - *Coaching Resources*
- **Chapter 5:** *Installation and Initial Implementation of an Interconnected System at the School Level*
 - **Companion Resource:** *School Level Installation Guide*
 - *Coaching Resources*
- **Chapter 6:** *Implementation and Sustainability*
- **Commentary:** Sharon Hoover, Professor at the University of Maryland School of Medicine, Division of Child and Adolescent Psychiatry & Co-Director, Center for School Mental Health

- **Chapter 1:** Context and Structure for Volume
- **Chapter 2:** Defining ISF: Origins, Critical Features, and Key Messages
- **Chapter 3:** Exploration and Adoption
- **Chapter 4:** Installing ISF at the District and Community Level
- **Chapter 5:** Installing and Initial Implementation of ISF at the Building Level
- **Chapter 6:** Implementation, Sustainability and Recommendations to the Field



ISF DCLT Installation Guide

Purpose: This guide is intended to be used by facilitators and coaches to support District/Community Leadership Teams to install structures/systems needed to support an Interconnected System Framework (ISF). The goal is for teams to examine current system using installation activities and generate actions to move toward a more efficient and effective service delivery model.

Step 1: Establish a District/Community Executive Leadership Team			
Features	Installation Activities	Action Needed:	By Who? By When?
Representative DCLT team identified. • Provide authority and problem solving needed to overcome organizational barriers and implement the efficiencies needed to functionally interconnect education, behavioral and mental health supports. • Present concerning data and needs to those with authority and propose a way of working.	• Assess current teaming structures. Identify need for new team or expansion of existing team		
	• Review current partnerships and service agreements with community partners and/or in area. Executive level leadership from each organization are part of the team.		
	• Establish team operating procedures (e.g.: time for team to meet at least quarterly, roles for team, process for forming agenda, etc.)		
Guiding Questions:			
• Which voices with social-emotional-behavioral health expertise within school system could benefit this team? • Which voices of mental health, juvenile justice, core service agency partners could benefit this team? • In what ways are we ensuring that multiple stakeholders' voices (i.e.: staff, MH agencies, parents/families, students, etc.) will stay at the table through the development of systems and overall implementation?			

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ISF DCLT Installation Progress Monitoring Tool

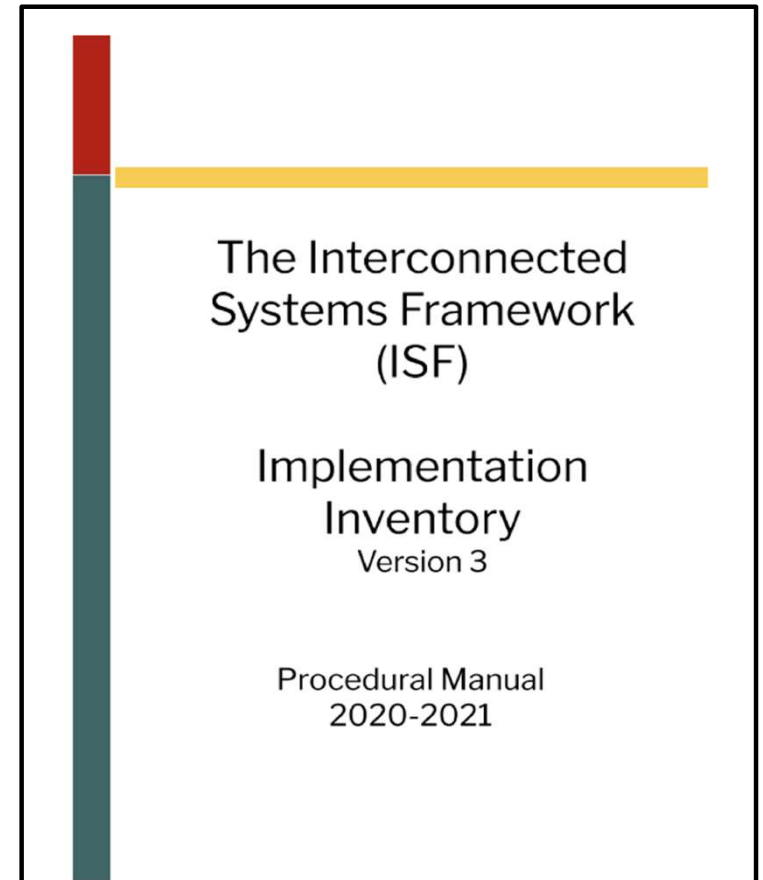
Purpose: To be used by state or regional coaches/facilitators to support reflection in guiding DCLT next steps toward installation of an integrated system.

Reflection can occur as frequently as needed based upon progress of team. A recommendation would be quarterly.

CCSD93	Date of Update	Aug 2022	Feb 2023	Aug 2023
Step 1: Establish a District/Community Executive Leadership Team		Not start	Partially	In Place - Representative DCLT meeting routinely with operating procedures
Step 2: Assess the current status of mental health and PBIS Systems in the District	Step 2a: Assess current structures	Getting s	Partially	Partially in place - DCLT or leaders have informally assessed (i.e. - readiness checklist) structures to support an integrated approach
	Step 2b: Conduct a review of current initiatives	Not start	Partially	Partially in place - DCLT has started an inventory of current initiatives in place
	Step 2c: Conduct staff utilization review	Not start	Not star	Not started
	Step 2d: Review existing school and community data	Getting s	Partially	Partially in place - DCLT has conducted an initial comprehensive review of both school and community data and gathered family and youth perception data
Step 3: Establish common mission		Not start	In place	In place - DCLT has adopted a current mission statement that defines vision of integrated approach
Step 4: Establish DCLT Procedures and Routines	Step 4a: Selecting and installing a universal screener	Partially	Partially	Partially In Place - Schools are completing universal screening but data not utilized in DCLT
	Step 4b: Establish the request for assistance process	Not Start	Not Star	Not Started - traditional referral approach is current practice
	Step 4c: Process for selecting interventions	Not start	Not star	Getting started - Student support staff have been involved in initial conversations to assess interventions in place
	Step 4d: Process to monitor fidelity of interventions	Not Start	Not Star	Getting started - DCLT recognizes the need for fidelity measures for all interventions
Step 5: Establish action plan to support demonstration sites	Step 4e: Process to monitor outcomes of interventions	Not Start	Not Star	Not Started
	Step 5a: Evaluation Plan	Not Start	Not Star	Partially In Place - Data sources are identified and prioritized without a formal plan or do not include data sources for outcome-fidelity and perception
	Step 5b: Professional Development and Coaching	Not Start	Getting	Partially in Place - Formal needs assessment and/or data analysis has occurred to begin prioritizing needs
	Step 5c: Selecting Demonstration Schools	In Place	In Place	In Place - Demonstration sites have been selected
Step 5d: Finalizing MOU		Not Start	Getting	Getting started - an MOU already existed between partners and messages do not fully reflect a integrated system

ISF Implementation Inventory (ISF-II) v3

Purpose: The ISF Implementation Inventory is intended to serve as an efficient and valid assessment of ISF implementation for the purposes of ongoing evaluation and action planning.



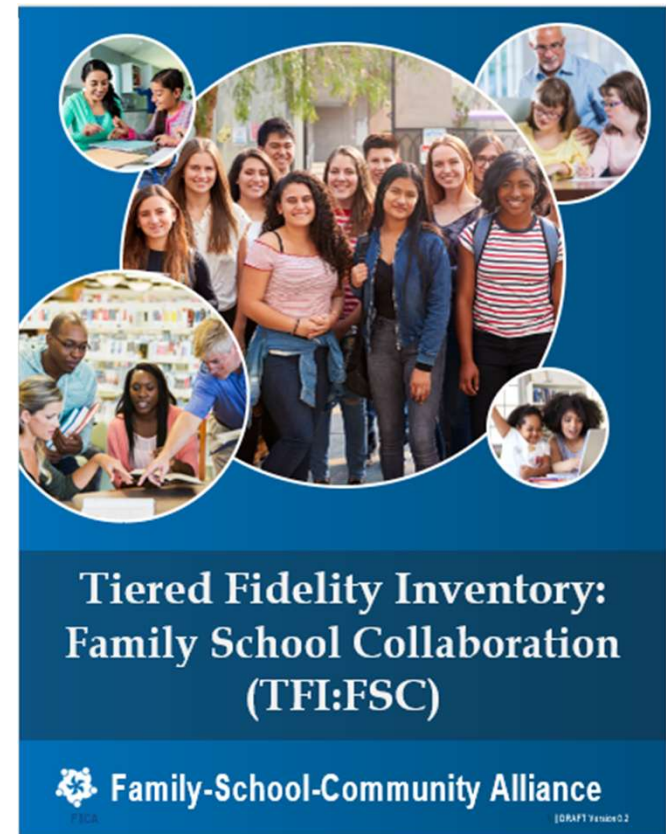
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ISF Initiative Inventory

Name of Initiative	What is connection to DCLT mission?	What personnel are involved in the implementation?	What is expected outcome?	What evidence of outcomes are there thus far?	What is financial commitment and source of funding?	What fidelity measures exist?	What professional development exists including coaching and performance feedback?
	Step 1: Identify a Lead (e.g. District-based Coordinator);						
	Step 2: Identify Current Initiatives and complete Working Smarter table						
	Step 3: Based on your results, what district-level initiatives can you combine, eliminate, or align?						
	Step 4: What guidance can you provide schools on their alignment of initiatives/teaming?						

Tiered Fidelity Inventory: Family School Collaboration (TFI:FSC)

Purpose: The purpose of the Tiered Fidelity Inventory: Family School Collaboration (TFI:FSC) is to provide a valid, reliable, and efficient measure of the extent to which school personnel are integrating the core features essential to family-school collaboration across Tiers 1, 2, and 3 within their positive behavioral interventions and supports.



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Regional MTSS Roundtable

Kristin.Defeo@flboces.org
Regional MTSS Coordinator

- ✓ Coordinated by Wayne - Finger Lakes BOCES
- ✓ Mix of Professional Learning and Team Time
- ✓ Active in planning team that develops agendas
- ✓ Number continues to increase, over 150 Participants
- ✓ Quarterly Events
- ✓ Sessions and structure aligned SEL standards
- ✓ Regional Growth in Administering TFI and results of TFI



Connect and Discuss

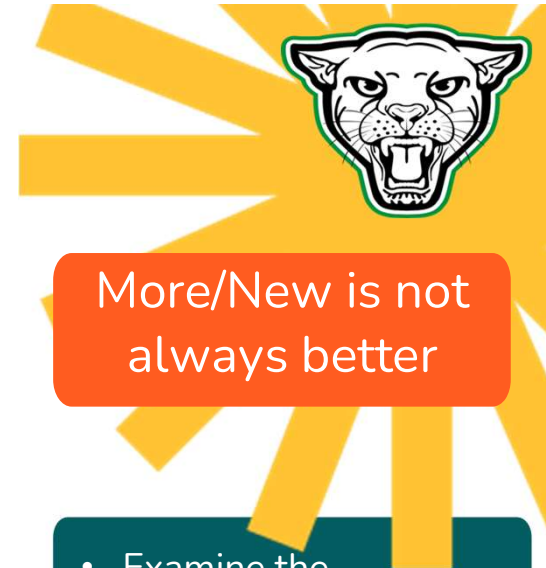


Use the QR Code to share your thoughts.

- What resources/tools seem useful in your system?
- How could they benefit your team?



Keys for Sustainability



Systems not People

- High turnover in schools and partners
- Strong systems can withstand departures
- Ensure system structures

Voice for All

- Allow a place for all voices
- Gather input and ideas from Community Partners
- Keep inviting parents to be active participants

Consistency and Flexibility

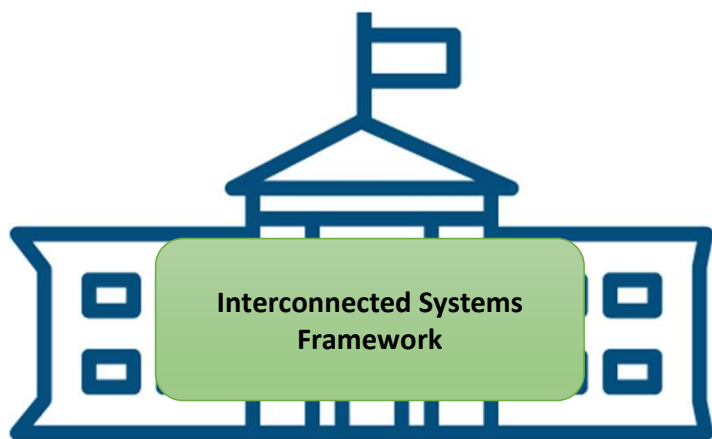
- Consistent systems support clarity among all groups
- Practices adjust based on the needs and level of students

More/New is not always better

- Examine the purpose/use of current systems
- What can be combined? What is working? Where are the gaps?
- Selective Abandonment



“Of course, there are always areas that we can build on, but it appears that the most challenging part of creating a safe, predictable environment is in place at NRW in all three buildings. When people (staff and youth) feel safe and have relationships, learning occurs. I can honestly say I have not seen this kind of progress in such a short time in the last fifteen years of doing this work. It seems to me that you have the right administrators and staff in the right buildings at exactly the right time. “ - Ami Flammini, Midwest PBIS



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Connect and Discuss



Use the QR Code to share your thoughts.

- What has spurred, reinforced, or challenged your thinking?
- What questions do you have?



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Thank You And Resources

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Juan R. Lira

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[TFI: Family School Collaboration](#)

[Tiered Fidelity 3.0](#)

[School Installation Guide](#)

[DCLT Installation Guide](#)

[School Level Intervention Mapping](#)

[Intervention Mapping Tool](#)



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1K – The Interconnected Systems Framework as the "How To" for Community Schools

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