

# Washington Involving Neighborhoods (W.I.N.)

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Los Angeles Unified School District

Local District 8



# W.I.N. Community

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- South Los Angeles
- Local District 8: 71,000 students
- W.I.N.
  - 18 Schools
  - 1 HS, 1 CHS, 2 MS, 11 ES, 3 K-8 Parochial Schools
  - 12,000 students
  - 55.5% AA, 43.5% Latino, 1% Other
  - 25% English Learners
  - 85% eligible for National School Lunch Program



# Guiding Questions

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- How do we align our efforts to existing LAUSD initiatives?
- How do we create targeted interventions that are appealing to our audience?

# The golden opportunity

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- New Superintendent
- New Priorities
  - Reduce Suspension & Increase Attendance
- New mandates to re-enforce existing policies & procedures
  - LAUSD Discipline Foundation Policy

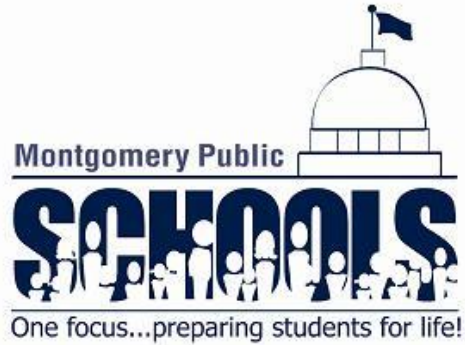
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# Montgomery Public Schools & the Helping Montgomery Families Initiative

## *A Multi Disciplinary Approach to Reducing Suspensions*



# Introduction

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## **Helping Montgomery Families Initiative**

(HMFI) is a collaborative effort led by the District Attorney (DA) and Montgomery County Public Schools. The Initiative includes local law enforcement, healthcare professionals, mental health, DHR, faith based organizations, juvenile justice agencies, and other organizations with the primary focus of intervening in the lives of school children who have been suspended but not charged with a criminal offense.

# Truancy Law/Mandatory School Attendance Act

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- Requires parents to enroll their children between the ages of 7 and 17 years of age. (Effective 8-1-2009)
- Parents must ensure the children attend school.
- Parents must ensure the children remain in school.
- Parents must ensure children behave appropriately in school.

***District Attorneys are authorized to vigorously enforce this law.***



# Problem

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In the 2005-2006 academic school year, there were 13,616 suspensions resulting in approximately 31,000 lost instructional days for children in the Montgomery Public School system.

# Problem (con't)

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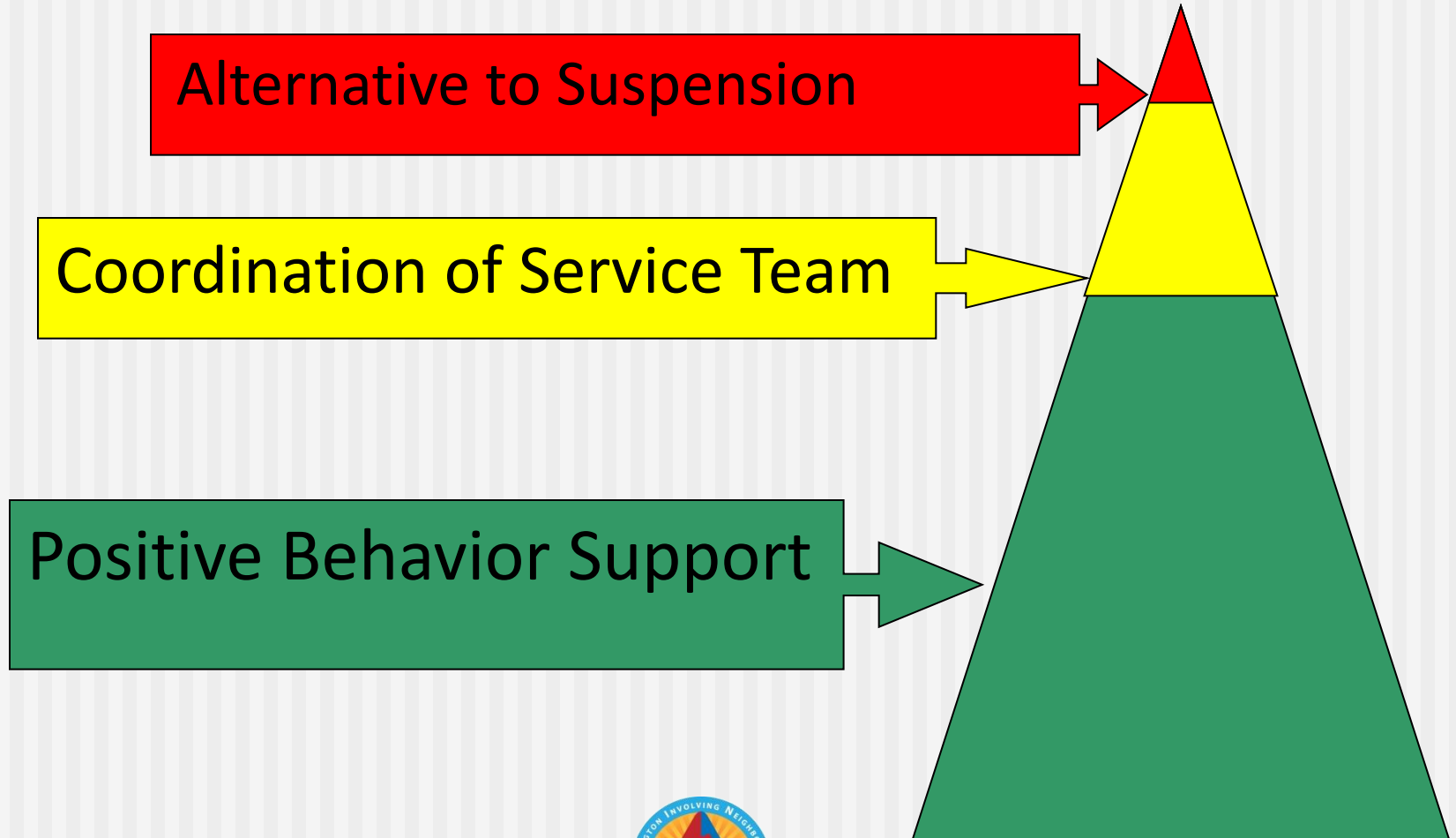
- There were inadequate resources available to meaningfully intervene in the lives of students and their families to identify the root of their problematic behavior; or provide them the necessary tools to change their lives and prevent future misbehavior.
- Lack of interagency information sharing and collaboration for the purpose of addressing needs of students and families.



# Building a Plane while flying

[WWW.LO.L.T](http://WWW.LO.L.T)

# Targeted Interventions



# Universal Intervention: Positive Behavior Support

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- Used the inertia behind the Discipline Foundation Policy
- Two Phase Approach
  - Team Implementation Checklist (TIC)
    - Each school team led by Principal reviewed their plan
  - Rubric of Implementation (ROI)
    - Discipline Foundation Implementation Team & District Administration (e.g. School/Principal Directors) visited schools and met with Principal





# The Partnership

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- Ellen Brooks, District Attorney (DA) established a partnership with the Montgomery Public Schools Superintendent to create HMFI with the support of local government officials, community leaders and various funding sources. HMFI operates under the auspices of the DA.

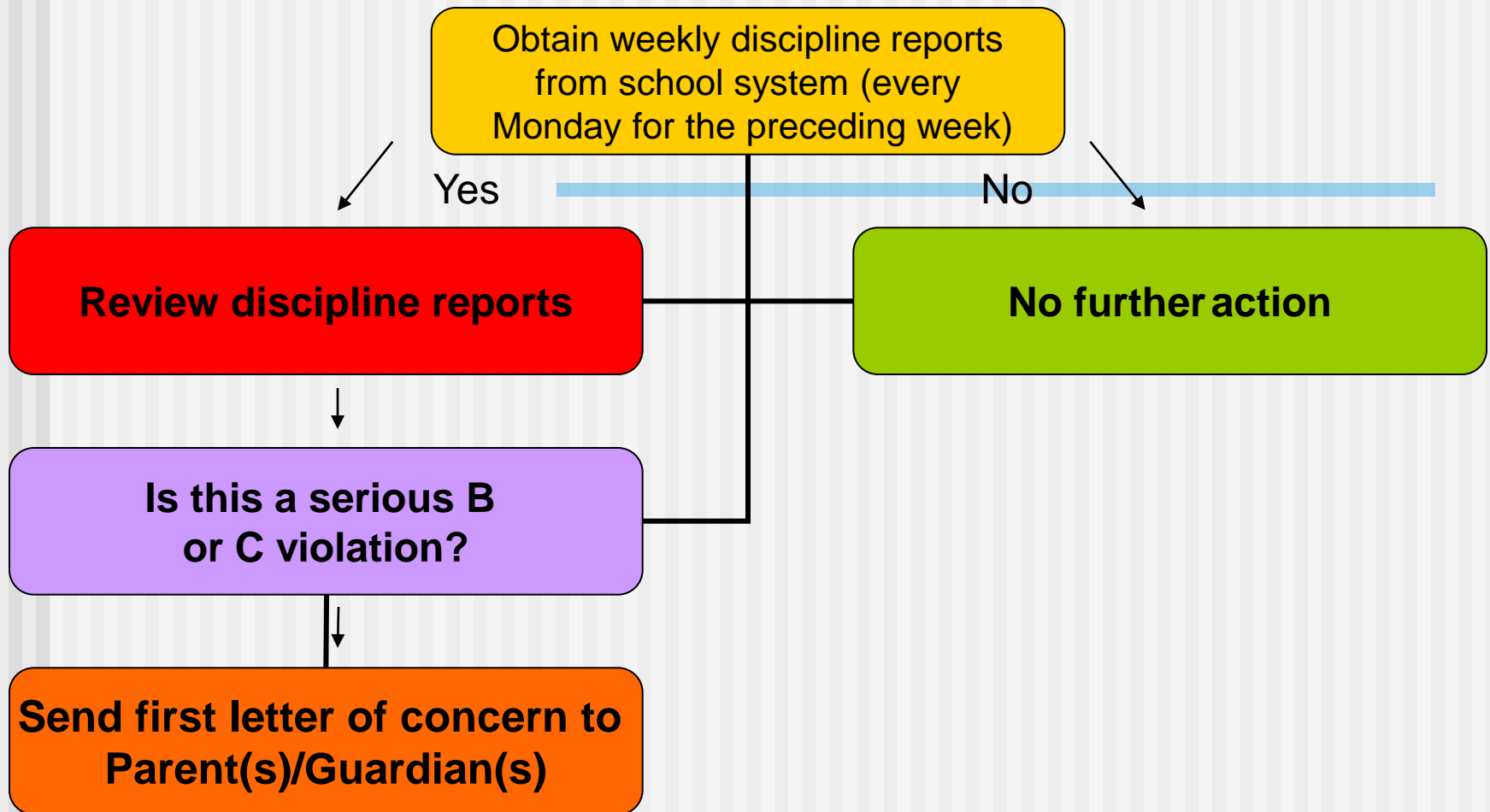


# Goals

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- Identify students suspended for serious infractions
- Identify the root cause of problems through a comprehensive assessment process & multi-disciplinary approach
- Prescribe intervention/prevention services by serving as a linkage for students & families to existing community resources
- Reduce the number of suspensions for serious infractions
- Decrease the number of youth served that enter the juvenile justice system
- Improve the overall level of functioning for families that successfully complete their Individualized Intervention Plans

# HMFI FLOWCHART





# PBS: Rubric of Implementation

LOS ANGELES UNIFIED SCHOOL DISTRICT  
 Discipline Foundation Policy: School-Wide Positive Behavior Support (SWPBS)  
 Rubric of Implementation  
<http://Disciplinepolicy.lausd.net>

School Name:

Key Feature	1	2	3	4	Score
<b>Administrative Leadership and Support</b>	<input type="checkbox"/> Administrator(s) does not actively support the SWPBS process.	<input type="checkbox"/> Administrator(s) supports the process but does not take as active a role as the rest of the team.	<input type="checkbox"/> At least one school administrator is a member of the SWPBS team. <input type="checkbox"/> SWPBS is on the agenda at <b>some</b> faculty meetings. SWPBS is addressed in <b>some</b> staff and parent newsletters.	<input type="checkbox"/> At least one school administrator is an active participant on the SWPBS team. <input type="checkbox"/> SWPBS is on the agenda at <b>all</b> faculty meetings. SWPBS is addressed in <b>all</b> staff and parent newsletters.	
<b>Team Based Implementation</b>	<input type="checkbox"/> No SWPBS team is established.	<input type="checkbox"/> A SWPBS team is established and meets at least 2 times per school year.	<input type="checkbox"/> The SWPBS team has representation of all stakeholders (Administrator, General Educator, Special Educator, Classified Representative, Support Staff, Parent, Student) including tracks, grade levels, etc. <input type="checkbox"/> The SWPBS team has regularly scheduled monthly meetings.	<input type="checkbox"/> The SWPBS team has representation of all stakeholders (Administrator, General Educator, Special Educator, Classified Representative, Support Staff, Parent, Student) including tracks, grade levels, etc. <input type="checkbox"/> The SWPBS team has regularly scheduled monthly meetings. <input type="checkbox"/> Agendas, minutes, sign-in sheets, action plans, etc. from each monthly meeting are memorialized. <input type="checkbox"/> Each team member knows their role and responsibility as part of the team.	
<b>Behavioral Expectations Defined</b>	<input type="checkbox"/> The school has more than six behavioral expectations. <input type="checkbox"/> The expectations are negatively stated.	<input type="checkbox"/> 3 – 6 positively stated expectations are established and defined for <b>some</b> of the common areas.	<input type="checkbox"/> 3 – 6 positively stated expectations are established and defined for <b>all</b> of the common areas. <input type="checkbox"/> These expectations are clearly visible (posted) in <b>most</b> of the common areas. <input type="checkbox"/> When asked, students, staff and families know the 3 – 6 expectations.	<input type="checkbox"/> 3 – 6 positively stated expectations are established, defined and clearly visible (posted) in <b>all</b> of the common areas. <input type="checkbox"/> When asked, students, staff and families know the 3 – 6 expectations.	

- Administrative Leadership & Support
- Team Based Implementation
- Behavioral Expectations Defined
- Behavior Expectations Taught
- Acknowledge & Reinforce Appropriate Behavior
- Monitor & Correct Behavioral Errors
- Data Based Decision Making
- Family & Community Collaboration

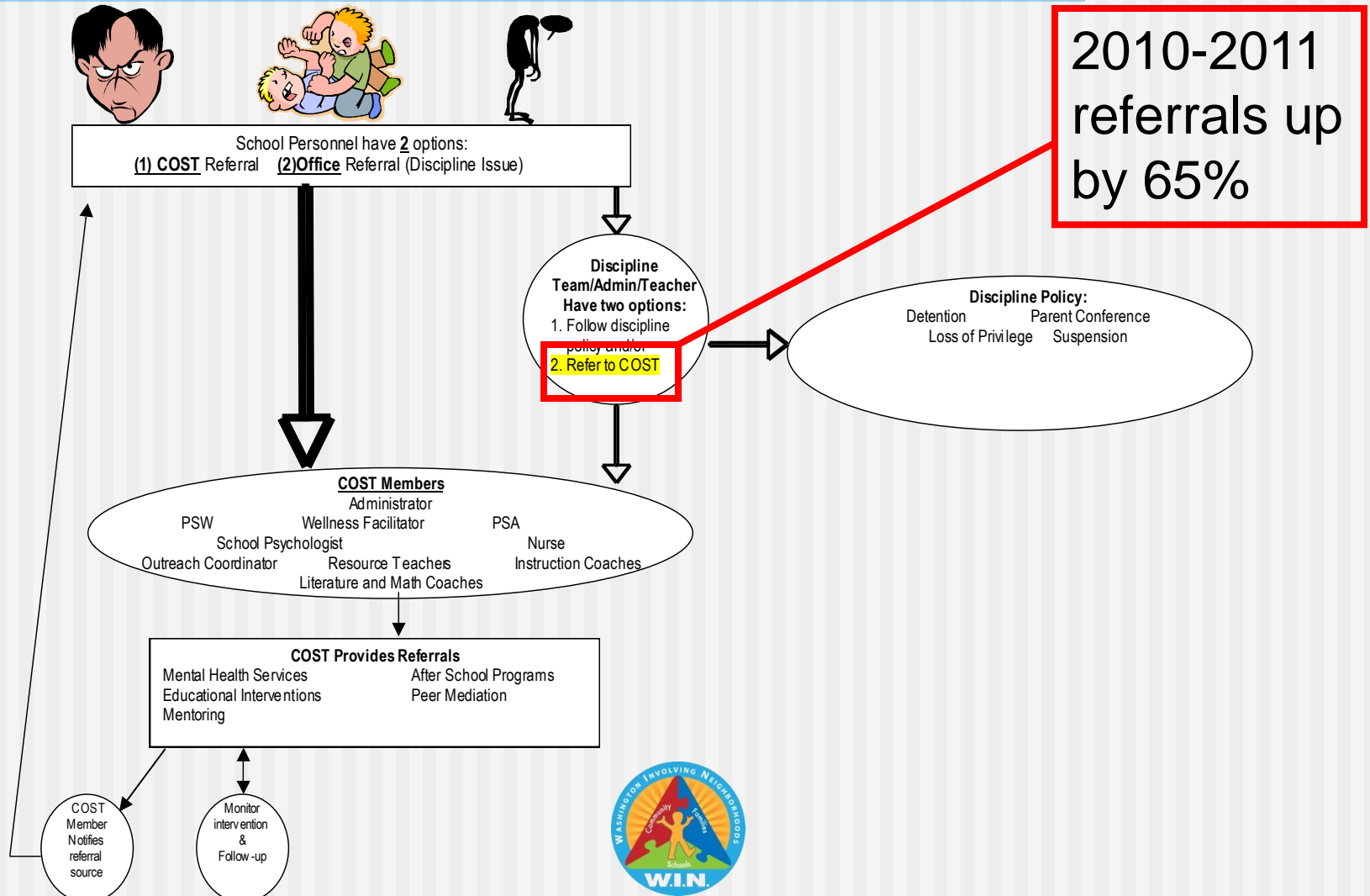
# Targeted Intervention: Coordination of Service Team (COST)

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- A tiered & coordinated approach that systematically identifies at-risk students, develops comprehensive multidisciplinary interventions plans, and regularly monitors student progress<sup>1</sup>

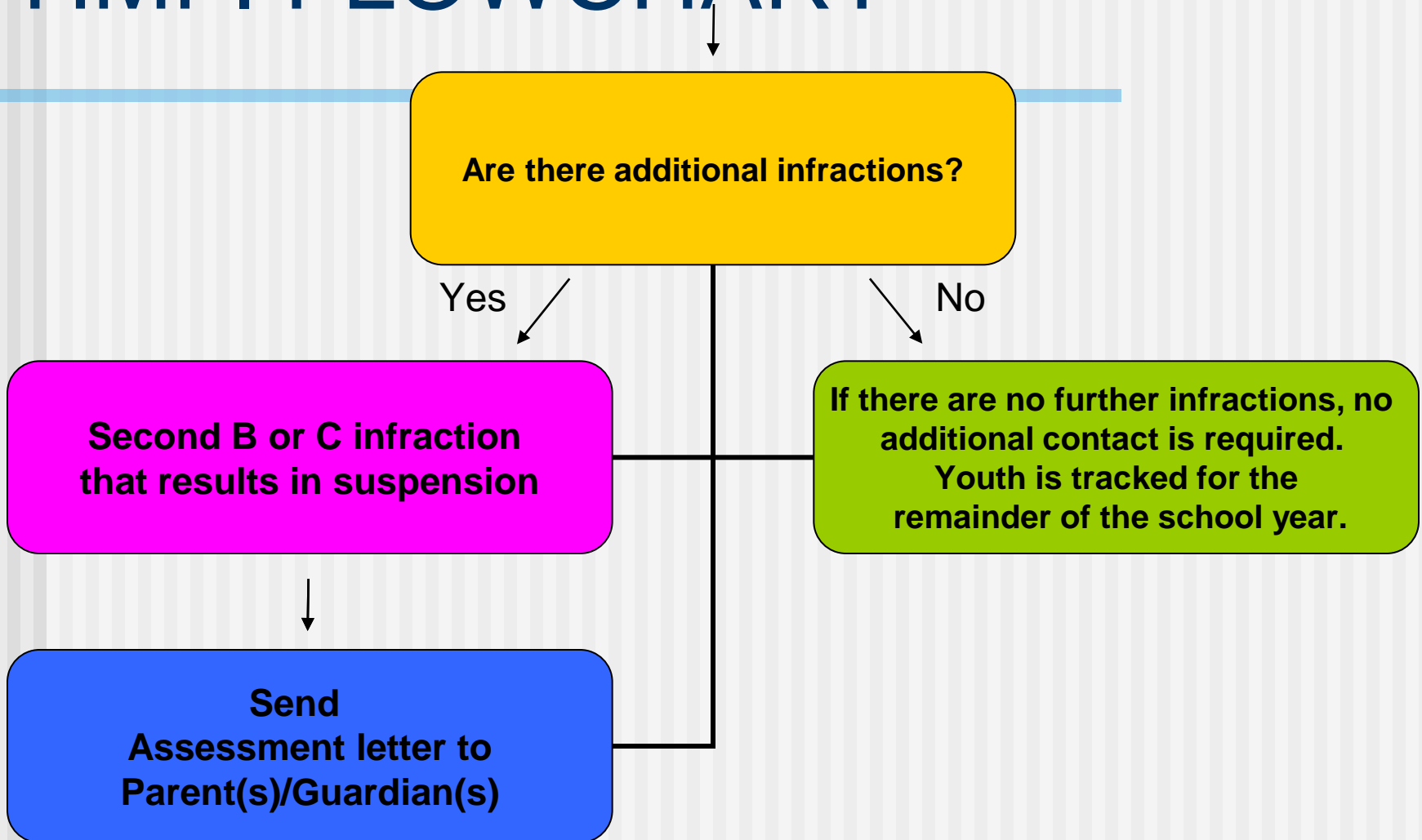


# COST Process





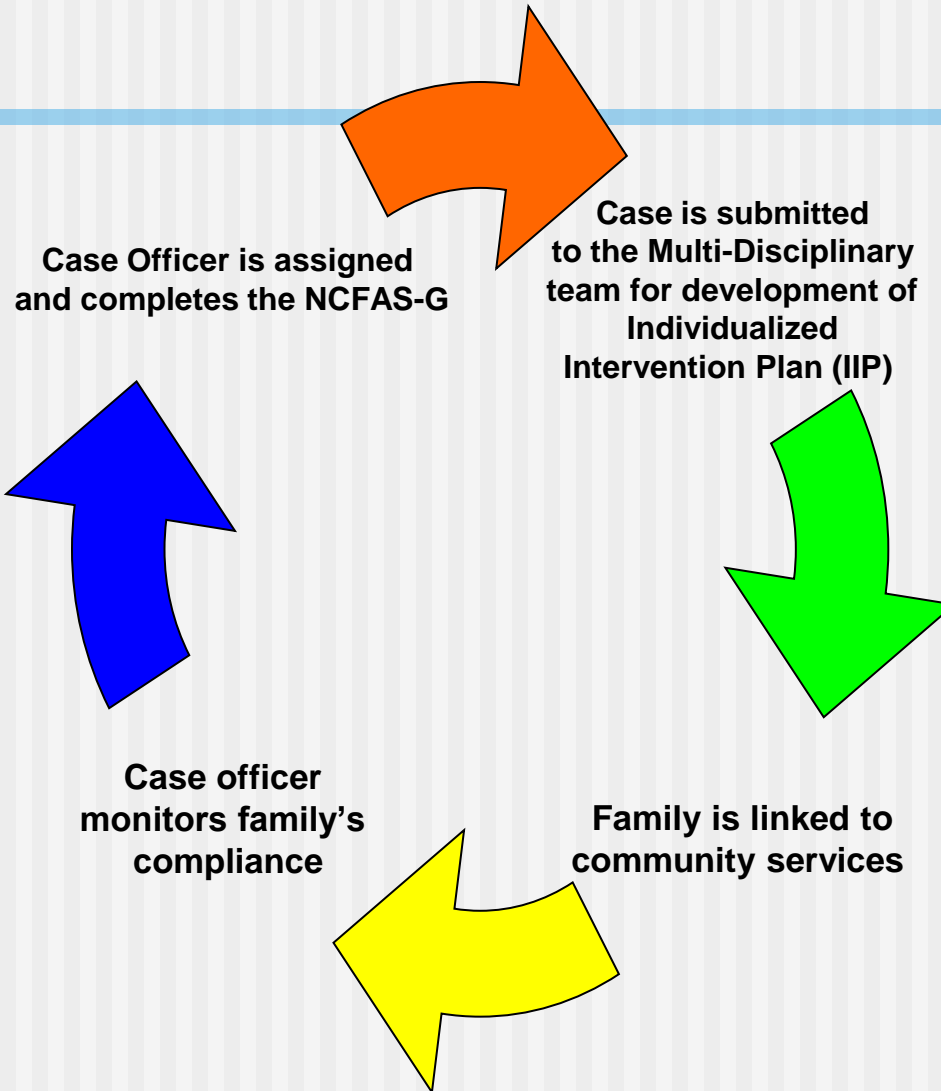
# HMFI FLOWCHART





# HMFI Process

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# Multi-Disciplinary Team

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- Center for Adolescent & Child Development
- Chemical Addiction Program (CAP)
- Lighthouse Counseling Center
- Montgomery Co. DHR (Child Welfare)
- Montgomery Area Mental Health Authority
- Montgomery Co. Juvenile Court
- Montgomery Police Department- Juvenile Division
- Montgomery Co. Public Health Department
- Montgomery Public Schools
- Montgomery County Sheriff's Office
- Partners in Education
- Sunshine Center (Domestic Violence)

# The HMFII MDT



# HMFI Program Statistics

## Feb 2008 – June-2011

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- Letters of Concern/Warning - There were 7,791 letters sent to students that received suspensions for serious disciplinary infractions as defined by MPS Student Code of Conduct i.e., fighting, harassment, threats and intimidation, drug usage. This letter of concern is our first contact with parents or guardians and serves to bring to their attention the unacceptable behavior of the students. It also provides an opportunity for parents or guardians to correct the behavior or request assistance. Statistics indicate that 82% of children who received the initial letter were not re-suspended for a serious infraction. Therefore, it appears that the first letter of concern is serving as a deterrent.
- Assessment Letters-There were 1,413 letters sent to the parents or guardians of students who received a subsequent suspension. Subsequently, appointments were made with the families in order to complete an assessment.



# Intensive Intervention: Alternative to Suspension

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- 90 minute weekly after school program with 5-10 students
  - second step lesson
  - completed homework assignments
  - performed community service within the school
- 60% of students that participated in the program were not suspended in the remainder of the school year
- This school reduced their suspension rates in one year by 70%



# How did we do?

## Suspension Data

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- 2009-2010
  - High School  $n=1$ 
    - 505 Suspensions
  - Middle Schools  $n=2$ 
    - 1090 Suspensions
  - Elementary Schools  $n=11$ 
    - 328 Suspensions
- 2010-11
  - High School
    - 192 Suspensions
  - Middle Schools
    - 706 Suspensions
  - Elementary Schools
    - 212 Suspensions



# Reevaluating the minor offenses in the secondary

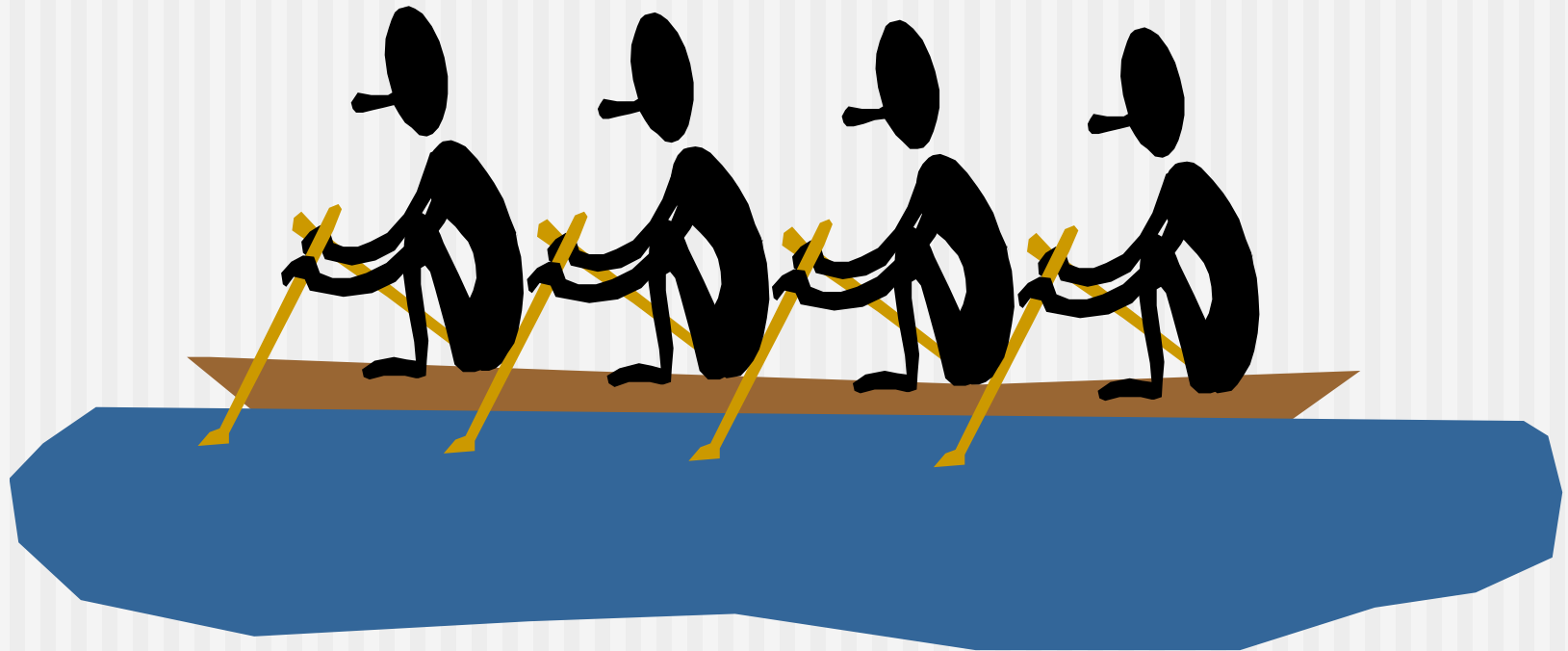
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- At the HS almost 60% of suspension in 2009-10 were due to “...*disrupted school activities or willfully defied authority...*”
  - In 2010-11 suspensions of this nature were cut to 39%



*As the challenge escalates, the need for teamwork elevates.* John C. Maxwell

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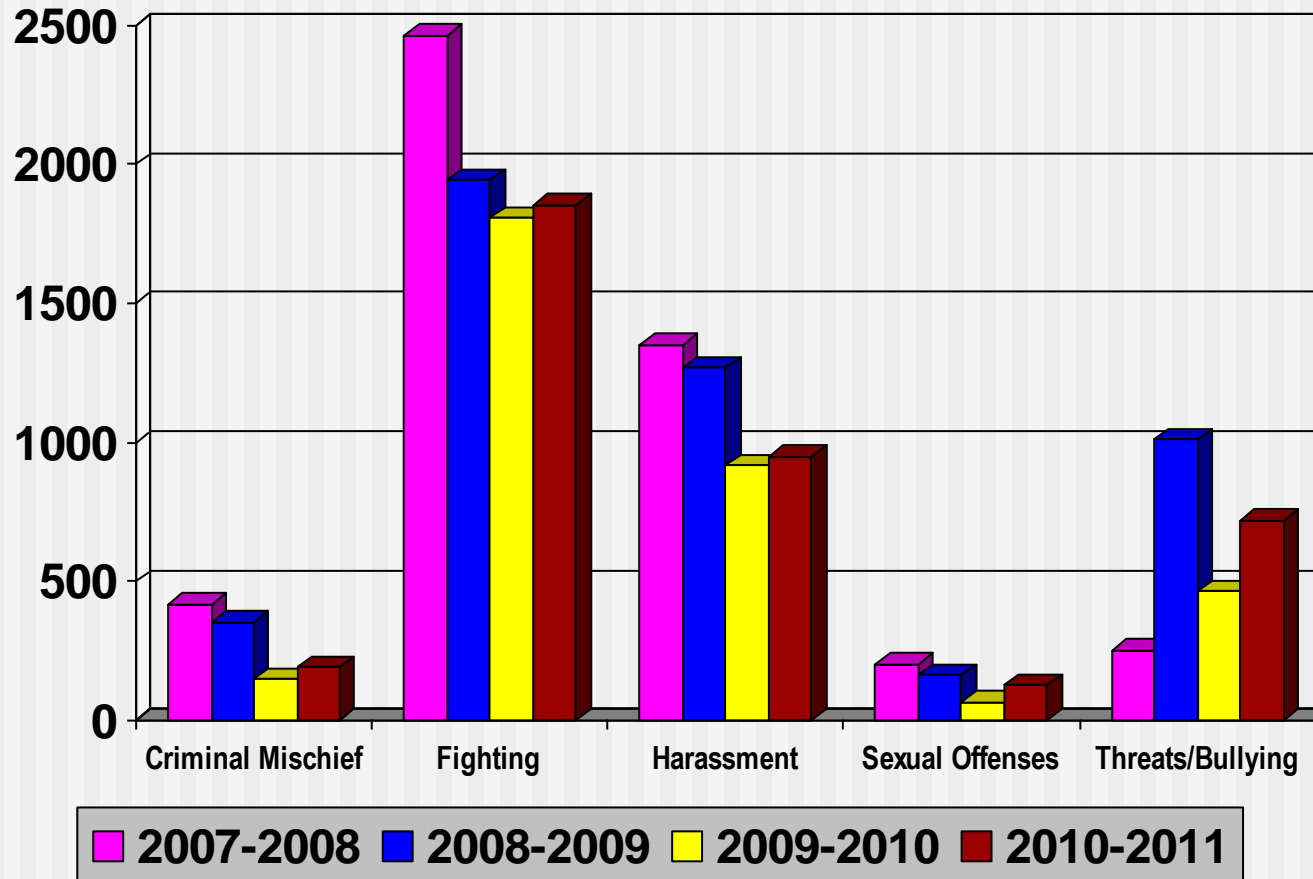
# HMFI Program Statistics

## Feb 2008 – June-2011 (continued)

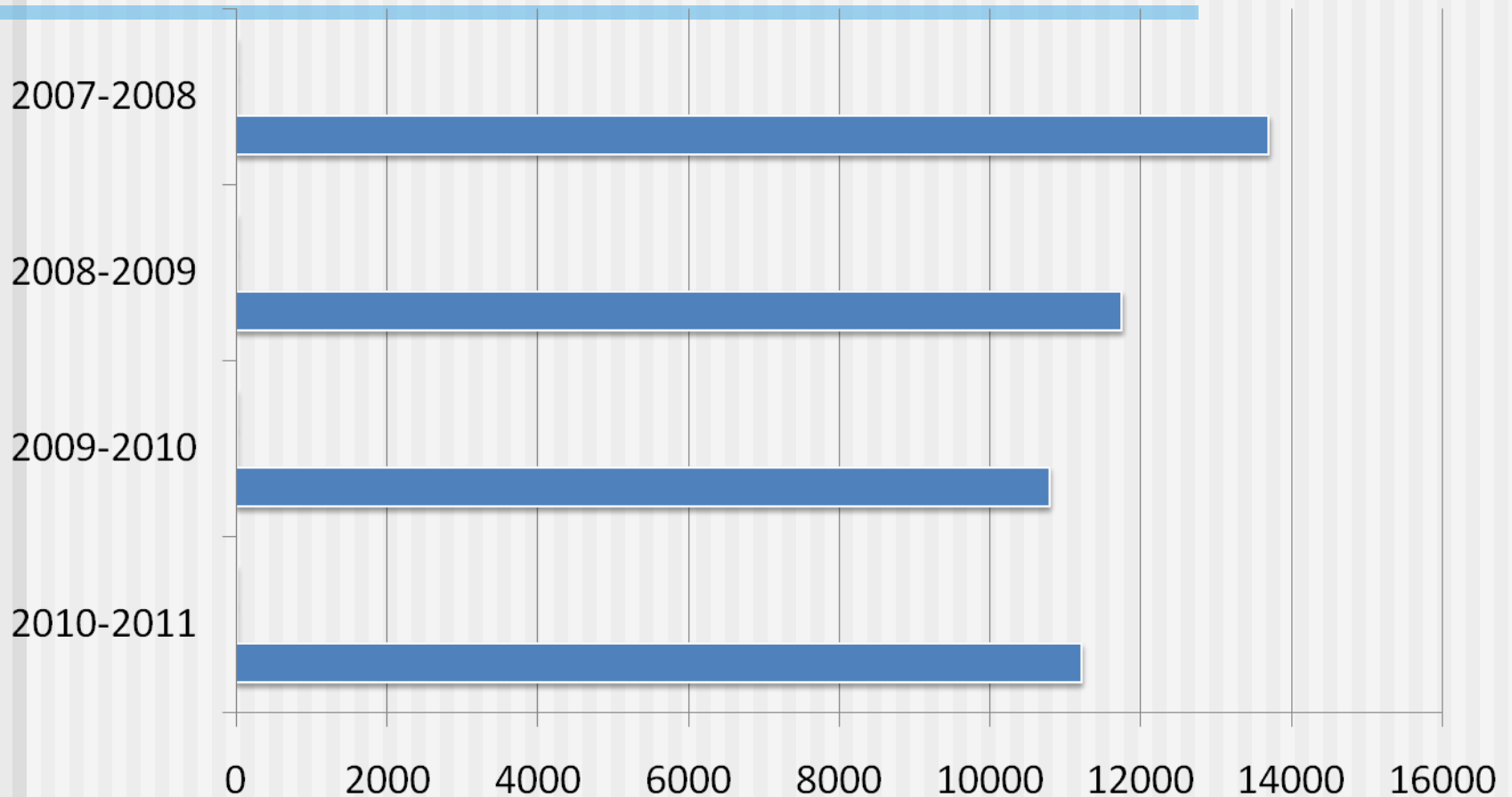
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- Cases Assessed - Case Officers have completed 947 assessments (involving 1,958 children) using the North Carolina Family Assessment Scale-G version. The assessment tool is comprised of eight different domains: environment, parental capabilities, family interactions, family safety, child well-being, social / community / life, self-sufficiency and family health. Although one child may have drawn the referral, the assessment process actually includes everyone in the family and looks at specific needs of all children and adults in the household
- Individualized Intervention Plans (IIP)- Approximately 915 plans have been created for students and families that participated in the assessment process. These plans link students and families to services within MPS and the community that may address their specific needs.

# MPS Suspensions for Major Disciplinary Infractions- 4 Year Period



# Montgomery County Public Schools Number of Students Suspended



# The Village

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An old African Proverb States” *It Takes a Village to Raise a Child.*”

We consider the Helping Montgomery Families Initiative and its’ many community partners, the Village uniting to address the needs of our students and families served by Montgomery Public Schools. If children

are successful in school and families can improve their overall functioning as a unit, the entire community benefits.

The phrase” Children are our Future” is often quoted. However, we differ with that opinion, “ Children are our right now.” If we don’t invest in them today to make a difference, we have no future, they are our hope for today and tomorrow!

# Contact Information

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