Columbus Public Schools, Columbus, OH

The Office of Student Assistance, Intervention and Outreach currently offers a myriad of programs and services. There is a specific focus on decreasing truancy, discipline and drop-out rates and increasing attendance and graduation rates. In order to do more to remove barriers to student learning and enhance the use of available resources, the aim is for all schools to “implement a Student Assistance and Intervention Process as a comprehensive, consistent and systematic response to address a wide range of student and family needs to support academic achievement.” To this end, efforts are underway to align the continuous improvement and work plans of the Office of Student Assistance, Intervention and Outreach with District and school continuous improvement plans and the Superintendent’s work plan.

Among the specific ideas discussed for improving student support are:

- Developing and sustaining an infrastructure to prevent, identify, intervene, link with appropriate resources and monitor services in a more effective and efficient manner

- Mapping the district’s interventions for learning supports using a self-study survey process at each school to identify what is in place, what has been initiated and needs improvement, and what needs to be initiated and then folding the work into the continuous improvement plan in the district

- Integrating the efforts of counselors, nurses, school social workers, school psychologists, peace teachers, and alternative to expulsion staff

- Creating a Student Assistance and Intervention for Learning (SAIL) manager position within the management structure at the district level and establishing a SAIL standing committee and building coordinator position at each school

- Using school-based teams to do more planning and implementation to put comprehensive approaches in place at the school level

- Developing a comprehensive student data base to monitor relationships between academic performance and other student dimensions (e.g., behavioral, health, mobility, attendance) with schools able to access these data for needs assessment, program planning, and service delivery.
COLUMBUS PUBLIC SCHOOLS

Gene T. Harris, Ph.D.
Superintendent

CLOSING THE ACHIEVEMENT GAP:
ADDRESSING BARRIERS TO STUDENT LEARNING
& HEALTHY DEVELOPMENT

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ALIGNING OHIO PARTNERSHIPS
OSIJ Fawcett Center
July 29, 2002
SAFE SCHOOLS/HEALTHY STUDENTS INITIATIVE: REMOVING BARRIERS TO ACADEMIC SUCCESS
(Funded by the U.S. Departments of Education, Justice and Health and Human Service)

The CPS Safe Schools/Healthy Students Initiative (SS/HS) was funded by the U.S. Departments of Education, Health and Human Services, and Justice as a three-year project designed as a district-wide means to promote systemic change. The Initiative provides a comprehensive, integrated framework for schools and communities to promote healthy development for students and families, and to address problems of violence and alcohol and other drug abuse in schools and in the community.

As a collaborative program of CPS, mental health agencies, law enforcement and the courts, the SS/HS Initiative implements "Programs That Work and Best Practices," enhances current strategies, and measures student and program outcomes in six program areas including (1) Safe School Environment, (2) Alcohol, Tobacco, Other Drug and Violence Prevention and Early Intervention, (3) School and Community Mental Health Services, (4) Early Childhood Education and Development, (5) Educational Reform and (6) Safe Schools Policies. Initially, four Resource Development Teams (RDT) worked with each school's pupil services and support services teams to facilitate the links between students and families and the services of schools and community. Currently, these teams have expanded their role to include planning and implementing the comprehensive Student Assistance and Intervention for Learning (SAIL) process at the district and school levels and with community agencies and law enforcement.

Program Goal: To remove barriers to enable students to achieve academic success.

Program Rationale: A comprehensive, integrated community-wide approach is an effective way to promote healthy childhood development, to address problems of school violence and alcohol and other drug use and to link students and families with appropriate services in a timely and monitored process. The Student Assistance and Intervention for Learning process links the school, community courts and city to identify needs and provide effective and efficient in-school and out-of-school services to meet the needs of students and families.

Program Objectives: (1) To help students develop the skills and emotional resilience for positive mental health, engage in pro-social behavior, and prevent violent behavior and drug use; (2) to ensure that all students are able to learn in a safe, disciplined, and drug-free environment; (3) to help develop a structure that will maintain integrated services after Federal funding has ended; and (4) to support district/building continuous improvement plans.

Program Activities: **Student Assistance and Intervention for Learning.** Refine the Student Assistance and Intervention for Learning process as a consistent means for integrating Intervention Assistance Teams/Family Support Teams and other strategies for helping students and families, to include (1) Policies and Procedures, (2) School Climate, (3) Action Planning (IAT) and (4) Resource Development (5) Staff Development, (6) Data-based Program Planning and Evaluation and (7) Parent and Family Engagement.

Program Activities: **Staff Development.** Provide staff development in a variety of identified
topics, or professional development tailored to the priorities of individual schools. Provide integration of Research-Based Curricula (violence prevention, anger management, alcohol/tobacco/other drugs prevention) at elementary, middle and high school levels.

**Data Base.** Develop a comprehensive student data base to monitor relationships between academic performance and other student dimensions, e.g., behavioral, health, mobility, attendance. Access these data for schools to use for needs assessment, program planning, and service delivery. Participate in the Primary Prevention Attitude, Awareness and Usage Scales (PPAAUS) survey at middle and high school levels and other teacher, student and community surveys to meet local and national evaluation requirements. Provide process and outcome evaluation to ensure the Initiative will meet its goals.

**Parent Outreach.** Promote and develop activities for involving families in support of student success at school.

**Community Resources.** Link schools and families with appropriate health, mental health, and juvenile justice services in a timely way, and monitor service delivery. Develop and provide a team approach to pupil personnel and support services to provide for continuation of services beyond the life of the project.

**Expected Outcomes:** The outcome of the SS/HS Initiative will be a sustained infrastructure to prevent, identify, intervene, link with appropriate resources and monitor services in an effective and efficient manner. This includes: (1) improved school climate, (2) increased consistent implementation of policies and procedures, (3) increased outreach and partnership with families, (4) increased needs response system for schools and families, (5) improved data monitoring and evaluation system, (6) and increased partnership with the courts, law enforcement, and community agencies and services.

**Contact:**

Office of Student Assistance, Intervention and Outreach  
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Student Assistance and Intervention for Learning Process  
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The Student Assistance & Intervention for Learning (SAIL)

SAIL Mission: The Columbus Public Schools is committed to a Student Assistance & Intervention for Learning process which builds upon strengths to enhance a child's educational, social, emotional and physical well being, and to enhance the environments in which they grow.

Seven SAIL Program Areas

SAIL program planning and implementation applies each of the seven program areas.

I. Policies and Procedures

Policies and Procedures refers to the written board policies that provide a mandate for programs and services; procedures refer to the guidelines for putting the programs and services into operation. Policies and procedures include the written roles and responsibilities for each SAIL position. All SAIL program areas are reviewed for consistency in identifying and implementing relevant current policies and procedures and developing new ones to reflect SAIL's role in the district's vision, mission, and continuous improvement plans. Current CPS continuous improvement plans state that:

All schools will implement the Student Assistance & Intervention for Learning process as a comprehensive, consistent and systematic response to address a wide range of student and family needs to support academic achievement.

The district will improve the outreach to and integration of community and school resources in support of students' academic and social needs.

The district will measurably show increased parental engagement and community support each year for the next five years.

II. Learning Environment

The Learning Environment refers to the combination of the conditions for academic achievement and the total classroom/school environment including the climate for personal growth. Consistent processes and/or curricula to achieve academically, develop pro-social behavior, reduce classroom disruptions and to develop life-long, skills are provided to all students in the classroom and the school. The learning environment extends to the home and the community.

Level #1 Response involves a Teacher Directed Instructional Intervention. These include modifications or accommodations to address the individual or small group needs academically and behaviorally at the classroom level.

Level #2 Response involves the teacher or other staff member seeking ideas, suggestions or assistance from district and building support staff for academic or behavioral strengths or needs. Structured pre-referral interventions will exhaust all known resources within the classroom and the school.

Rev. 7/25/02
III. Action Planning

Action Planning refers to the inter-professional intervention using school and community resources and focusing on the strengths of the student and family to address the barriers to academic achievement. A six-step decision making process is applied to all action planning issues.

**Level #3 Response** involves referral to a formal student intervention team (IAT/FST) for collective consideration of the student concern which includes problem solving to address the concern. Pre-referral intervention activities and results (Level I and Level II Responses) provide a basis for the IAT/FST plans for interventions and anticipated results.

**Level #4 Response** involves a referral for a Multi-Factored Evaluation (MFE) that may result in an IEP placement in a special program or a written education plan to address the barriers to student academic achievement.

**School/Community Response Team (SCRT)** is designed (1) to provide assistance to students and families assessed to be in need of immediate attention and for whom services recommended were not readily available through the initial IAT/FST processes and (2) to assist the school to enhance its Student Assistance & Intervention for Learning Process to accommodate future assistance to similar student and family needs.

IV. School and Community Resource Development

School and Community Resource Development refers to the identification and/or development of in- and out-of-school resources and services that can assist teachers, students, and families to address barriers to academic achievement and realization of full potential.

School/District Resources can include services/programs that are currently in an individual school, or available to a school for Level #2 or Level #3 Response. Examples include:

- Principal
- School Psychologist
- School Social Worker
- Special Ed. Teacher
- Parent Liaison
- Subject Area Coordinators
- School Counselor
- DARE Officer
- G & T Teacher
- Other personnel available within the school or district.

Community Resources can include the following. They are appropriate at all Response Levels, but particularly Level #3 Response. Examples include:

- Community and county agencies
- Service Organizations
- Faith community
- Courts
- Childcare/preschool centers
- Youth agencies and groups
- Business/corporate/unions
- Other Community services/programs

V. Staff Development

Staff Development refers to a three-level training-of-trainers strategy for implementing the Student Assistance & Intervention for Learning process. It addresses the personal/professional development of all CPS educators as well as others who are involved in the growth and development of children.

**Staff Development Content** includes evidence-based curricula, classroom management, mental health, ATOD, teacher development, program planning and evaluation, parent and family involvement, intervention processes and a range of targeted topics that focus on support for learning.

**Staff Development Modalities** include courses for university credit of CEU’s, independent and group study, short-and long-term workshops, district-sponsored professional development modalities, building staff development activities, and field-based research projects.

Rev. 7/25/02
VI. Data Based Program Planning & Evaluation

Data-Based Program Planning and Evaluation refers to the comprehensive student database that merges information regarding academic achievement, mobility, attendance, discipline, life goals, and other information to guide program planning and to monitor the impact of the programs or services at the individual and school levels. The assessment of programs and services consists of both process evaluation of program implementation as well as individual and program outcome evaluation.

Relevant student and program data include but are not limited to academic achievement; attendance; discipline; school, community and student demographics; program participation; career planning; parent and family participation; community collaboration and services; and court data.

VII. Parent/Family Engagement

Parent and Family Engagement refers to the participation of parents/families in every facet of the education and development of children from birth to adulthood, recognizing that parents are the primary influence in children's lives. Parent/family engagement should be designed to enhance the following strategies:

- Communication Between Home and School
- Development of Parenting Skills
- Opportunities for Parent Volunteering
- Parent Participation in Student Learning
- Parent Involvement in School Decision-making and Advocacy
- Parent Identification and Utilization of Community Resources
- Recognizing and Celebrating Diversity
CPS Student Assistance and Intervention for Learning (SAIL)
Program Implementation Worksheet

School _________________________________ Contact Person _________________________________

Please indicate the level of SAIL implementation in your building in the space provided.

1 = In Place; 2 = Initiated Needs Further Development; 3 = To be initiated

SAIL Program Area One: Policies And Procedures

_____ SAIL Coordinator/s has/have been named with appropriate roles, responsibilities and resources
_____ SAIL Committee has been identified with broad staff representation
_____ SAIL Committee meets on a regular basis
_____ SAIL role is reflected in the School Continuous Improvement Plan
_____ Staff are aware of relationship of SAIL to CPS Continuous Improvement Plans

________ District Continuous Improvement Plan ________ Superintendent's Work Plan
________ School Continuous Improvement Plan ________ ODE Inventory

_____ Staff are aware of the roles of the Office for Student Assistance, Intervention and Outreach

Comments:

SAIL Program Area Two: Learning Environment

_____ Staff use building surveys/other data to identify learning climate issues

______ Student Survey ______ Staff Survey
______ Family Survey ______ PPAAUS (where available)
_____ Other

_____ Staff use Office of Accountability Assessments to address school continuous improvement plans

______ School Climate ______ Attendance
______ Diversity/equity ______ Other

_____ Staff are trained in a research-based climate curriculum

______ Working It Out _______ Discipline with Dignity
______ Working Toward Peace _______ Reconnecting Youth
______ Second Step _______ Other

_____ Staff regularly employ Level #1 classroom responses for academic/behavioral issues
_____ Staff make effective use of school support services for Level # 2 responses
_____ Strategies are in place to support teacher/other staff for professional and personal issues

Comments:

SAIL Program Area Three: Action Plan Decision-Making Process

_____ An intervention team (IAT/FST) meets on a regular basis with adequate time and resources
_____ Case management process is provided for students beginning at Level # I and # 2 Responses
_____ The intervention team assists staff in response to referrals (Level # 3 Response)
_____ SAIL team uses "wraparound" process with emphasis on student strengths
_____ Appropriate referrals are made for Multi-Factored Evaluation (Level # 4 Response)
_____ Level #1 and #2 Response data are provide to the IAT/FST
_____ The SAIL Coordinator contacts the School/Community Response Team (SCRT) for immediate
services for student/family _______ and for follow-up SAIL program modification _______
_____ A re-entry plan is provided for students returning from special placement/transfers/interventions
_____ All procedures for IAT/FST are followed including record keeping, follow-up and feedback

Comments:
SAIL Program Area Four: Resource Development

_____ SAIL Committee develops and assesses use of all school, district and community resources
_____ Descriptions of all school/district services are available for all staff
   ______ School Counselor         ______ PEAK Teacher
   ______ School Nurse            ______ Parent Advocate
   ______ Social Worker           ______ School Psychologist
   ______ School Resource Officer ______ Safety & Security staff
   ______ CBI Specialist          ______ Therapist
   ______ Safety Net Specialist   ______ Literacy Facilitator
   ______ Others

_____ Descriptions of regularly used community services are available for all staff
   ______ First Link Directory    ______ Rehabilitation Services Directory
   ______ Community Partners Directory ______ Services Directory
   ______ Community Health Services ______ Community Mental Health Services

_____ Descriptions are available for ALL programs/services are updated regularly Comments:

SAIL Program Area Five: Staff Development

_____ Staff are encouraged to file IPDP, and update annually
_____ Staff are familiar with CPS Professional Development Programs/Procedures
_____ Staff are aware of training and development opportunities
   ______ PAR services            ______ Safe & Drug-Free Schools Consortium
   ______ ATOD Office             ______ Regional Professional Development Committee
   ______ Graduate Education Programs ______ Other

_____ Staff participate in training of trainers in their areas of expertise
_____ Staff collaborate with and/or mentor other school or district personnel
_____ Up-to-date technology is used in staff development

Comments:

SAIL Program Area Six: Data-Based Program Planning and Evaluation

_____ SAIL Committee uses process and outcome data for program planning
   ______ Building Surveys        ______ PPAAUS Data
   ______ Suspension/Expulsion Data ______ Proficiency Test Data
   ______ Attendance Data         ______ Other

_____ Data are collected to monitor SAIL implementation
_____ A building staff member has been named as data coordinator

Comments:

SAIL Program Area Seven: Parent and Family Engagement

_____ Seven Essential Parent and Family Involvement Strategies are in place for parents
   ______ Home/School Communication ______ Involvement in School Decision Making
   ______ Parenting Skills          ______ Assistance in Accessing Community Resources
   ______ Volunteering              ______ Celebrating Diversity
   ______ Assistance with Learning

_____ Parents participate in development and implementation of SAIL
_____ School-wide events are planned to encourage parent participation
_____ Parents participate in regular PTA/PTO or other parent organization meetings

Comments:

--------------------------------------------- Date Completed
CPS Safe Schools/Healthy Students Initiative  
*SAIL Program/Participant Outcome Indicators*

**Safe School Environment**
1. Increase in students trained in conflict resolution  
2. Increase in students trained in anger management (elementary)  
3. Decrease in suspensions for weapon carrying or possessing in schools  
4. Decrease in students on probation  
5. Decrease in students in juvenile justice placements

**ATOD/Violence Prevention/Early Intervention**
6. Decrease in truancy and other unauthorized absences  
7. Decrease in regular and heavy users of alcohol/other drugs  
8. Decrease in regular and heavy users of tobacco  
9. Decrease in suspensions/expulsions for ATOD violations  
10. Decrease in fights at the elementary level  
11. Increase in student participation in drug-free activities  
12. Increase in the number of youth in programs to build social skills  
13. Increase in number/quality of substance abuse prevention programs  
14. Increase in school/community anti-drug coalition participation

**School & Community Mental Health Preventive, Treatment, Intervention Services**
15. Increase in responses to students for emotional and behavioral disorders  
16. Increase in students identified from conditions of high population turnover  
17. Increase in referrals for services for students from poverty areas  
18. Increase in referrals for students from areas of housing density  
19. Decrease in incidents of problems related to racial or ethnic heterogeneity  
20. Increase in number/quality of community mental health/social services  
21. Increase in parent volunteers in schools  
22. Decrease in time between identification/intervention for mental health needs  
23. Increase in referrals by school staff for mental health issues  
24. Increase in programs related to racial and ethnic heterogeneity.

**Early Childhood Psychosocial/Emotional Development**
25. Increase in enrollment in health care  
26. Increase in inoculations of pre-school children  
27. Increase in parent participation in parenting/prevention activities  
28. Increase in students in foster care and child protective services  
29. Decrease in reports of children abused and neglected  
30. Increase in referrals related to issues of household composition  
31. Increase in number of early childhood after school programs

**Educational Reform**
32. Increase in attendance rates at elementary, middle and high schools  
33. Decrease in dropout rate  
34. Increase in the school attendance and academic performance data  
35. Increase in the number of youth in Academic Readiness Programs  
36. Increase in participation in after-school programs in each building

**Safe School Policies**
37. Increase in staff trained in skills for enforcing safe schools policies  
38. Each of the CPS buildings will meet standards upon review
Consistent with the goals and objectives of the SS/HS Initiative, a comprehensive data base system has been developed to complement the data available through the CPS district data sources. These SS/HS data bases were established in consultation with the CPS Evaluation staff at the time of the proposal development. Access to the data has been restricted to appropriate CPS and SS/HS staff following the Initiative and CPS monitoring requirements. This information is applied to data-based program planning and evaluation by a CPS evaluator, a SS/HS outside evaluator and a data base manager. The following data bases are in place or being developed in collaboration with CPS and partner agencies.

1. The SS/HS database includes the CPS student master file for every quarter. For these data (1) a Student Master 00 and 01 have been created. These contain basic demographic information for each student in Columbus Public Schools. These data can be disaggregated by schools on an individual disk for appropriate use. For the first time, a file has been created to provide comprehensive information about each of the CPS schools. The individual data base system allows linkages through ACCESS to over 600,000 individual files.

2. SS/HS maintains the following Access Tables for use in Program Planning and Evaluation
   a. ATOD - ATOD staff in-service and training file
   b. Attendance School Wide - Unexcused Absence Data 98, 99, 00
   c. CBI - Ninth grade vocational file
   d. Coop2000 and Coop2001 - CPS internship file
   e. Discipline School Wide - School wide discipline susp out-in by code 95,96,97,98,99,00
   f. Early Childhood Data - Data on every individual in the early childhood program.
   g. EMIS - State proficiency and attendance data on each school 96,97,98,99,00
   h. ESL - ESL information on every ESL student in the city
   j. IAT 99 - Every student recommended for IAT in 1999-2000 by feeder pattern.
   k. Free and Reduced Lunch - Data on the numbers for each school 96,97,98,99,00, 01
   l. Health - File of the monthly nurses reports 00, 01
   m. NGPT - Ninth Grade Proficiency Test Scores 1999-2000
   n. EMIS Grade 4.00, 6.00, 9.0 - Individual test results for 1999-2000, 2000-2001
   q. PPAAUS 2000 - Franklin County Primary Prevention Awareness, Attitude and Use Survey
   r. PPO Truancy Filings 98,99,00
   s. Project Staff Activity Log - Data on Staff Activities
   t. School Agency Data - Data on reported agencies that served CPS 00, 0 1
   u. School Profile Data on each school 96, 9 , 98, 99, 00,01
   v. School Discipline 1995-96 through 2 00-2001
   w. Student Master Data Base 5-1-00 through 10-15-01
   x. School Master 01 - Data base of information on all the staff that serve any particular school.
   y. School Mobility Data - 98,99,00 Data on each student's move in and out of schools
   z. SRO School File 99, 00
   aa. Suspension Center Data 00
   cc. Truancy Center Data 00
   ee. Student Survey Data 00 and 01
3. SS/HS Initiative maintains a Control Sheet, Data Field Explanation, Computer Printout for each table

SS/HS Initiative: Data Manager Interim Report

4. SS/HS uses the following forms for relevant process data collection:
   a. Staff Activity Log Sheet  
   b. School Agency Form  
   c. Drug Free Activity Form  
   d. After School Activity Form  
   e. Parent Participation Form  
   f. School Probation Report  
   g. Home Visit Report  
   h. Population Served Report

5. SS/HS is developing databases on the following:
   a. Juvenile Court data  
   b. Kids In Different Systems data  
   c. Alcohol Drug Abuse Mental Health Board data  
   d. Vocational Rehabilitation Services data  
   e. Oct. NGPT score high school sub test scores  
   f. Career Based Intervention data  
   g. Columbus Police Department SRO data  
   h. CPS Truancy/Suspension Centers data

6. SS/HS is maintaining hard copies of data on the following.
   a. School demographics 1996 through 2002  
   b. School wide discipline 1997 through 2002  
   c. School report cards 1996 through 2002  
   d. School wide attendance 1998 through 2002  
   e. Staff Activity Log  
   f. School Agency Form  
   g. Drug Free Activity Form  
   h. After School Participation Form  
   i. School Probation Form  
   j. Readiness Resource Center Reports  
   k. Population Served Reports  
   l. Building Surveys for Students, Teachers and Families 1999-00, 2000-01  
   m. Home Visit Reports  
   n. After School Activities  
   o. Mobility Reports  
   p. Free and Reduced Lunch Information  
   q. Each school's SCIP plan  
   r. Each School's Crisis Management Plan  
   s. All current CPS job Descriptions  
   t. Each school's budget  
   u. School Transfers In and Transfers Out  
   v. CPS data on Staff allocations for each school

7. SS/HS maintains a spreadsheet for each elementary, middle and high school with five years of base line data relevant to Initiative goals, objectives, and outcomes. Currently, a spreadsheet is available on each of the project pilot schools.

SAFE SCHOOLS/HEALTHY STUDENTS INITIATIVE
Student Assistance and Intervention for Learning Process (SAIL)
Interim Progress Report 7/1/02

The interim goals of the Safe Schools/Healthy Students Initiative were accomplished through and aligned with the (1) the Office of Student Assistance, Intervention and Outreach's Pupil Services Continuous Improvement Plan (PPCIP), (2) the District Continuous Improvement Plan (DCIP), (3) the School Continuous Improvement Plan (SCIP) and (4) the Superintendent's Work Plan (SWP). The Student Assistance and Intervention for Learning Process (SAIL) is the framework for accomplishing these goals. Below are the seven program areas of the Student Assistance and Intervention for Learning Process with selected Progress Actions and Next Steps indicated under each area.

All SAIL program activities are assessed for application to the Six SS/HS Initiative Elements and the CPS SS/HS Initiative 38 program outcomes.

POLICIES & PROCEDURES

- SAIL has been included in District Continuous Improvement Plan, Superintendent's Work Plan
- (Goals 2 & 3): "All schools will implement a Student Assistance and Intervention Process (SAIL) as a comprehensive, consistent and systematic response to address a wide range of student and family needs to support academic achievement."
- SAIL has been integrated through the School Continuous Improvement Plan. OSAIO has developed an integrated approach for removing barriers to academic success.
- SS/HS has assisted in the development/implementation of the CPS/Higher Education Partnership.
- SS/HS has integrated the Student Intervention Process within the School Nurse Handbook.
- Staff have developed a SAIL Communications Plan based on the SS/HS Communication Workshop.

Next Steps
- Change Student Intervention Process name to Student Assistance and Intervention for Learning (SAIL) to indicate the partnership of academic achievement and support services.
- Provide a sustainability plan to provide for the Student Assistance and Intervention for Learning in CPS Board policy.
- Create a Student Assistance and Intervention for Learning manager position within the management structure at the district level.
- Integrate the district plan of No Child Left Behind Act within the SAIL policies and procedures area.
- Establish a Student Assistance and Intervention for Learning Committee as a Standing Committee at each CPS school.
- Establish a Student Assistance and Intervention for Learning Building Coordinator position as a
- Develop standard Student Intervention Process forms for the district.
- Implement SS/HS SAIL Communications Plan for 2001-02.

LEARNING ENVIRONMENT

- Collaborated with Office of Accountability in developing strategies and activities for the climate portion of the School Continuous Improvement Plan.
- Implemented evidence-based practices/curricula in support of a healthy learning climate in 30 schools to approximately 1,350 staff members.
- Supported the role of teacher through a Level 1, 2, and 3 Response process.
- Collaborated with AAA schools to provide on-site consultation.
- Presented to new teachers through PAR on classroom management strategies.
- Provided increase nurse services to targeted elementary and middle schools.

Next Steps
- Collaborate with Academic Achievement to strengthen the Level I Response process.
- Continue implementation of the DCIP/SWP goals.
- Integrate district's plan of the No Child Left Behind Act with SAIL Learning Environment area.
ACTION PLANNING

- Developed a response structure (School-Community Response Team) to help with referrals for students/families who need community services when previous attempts by the school have stalled and to help refine the SAIL process for the future.
- Initiated a monitoring and evaluation process for referrals to Level # 3 Responses IAT/FST.
- Developed an Access format for recording and monitoring Level # Response activity in each school.

Next Steps:

- Implement and expand the use of the School-Community Response Team with the Hearing Office and Summer School.
- Integrate the district's plan of the No Child Left Behind Act with the SAIL Action Planning Process.

SCHOOL AND COMMUNITY RESOURCE DEVELOPMENT

- Prepared a comprehensive directory of rehabilitation and other social services for use by schools and families; currently being converted to internet accessibility.
- Served students and families more efficiently and effectively through an ongoing relationship with Communities-In- Schools, Children's Hospital, Directions for Youth and North Counseling Services.
- Reinforced links between schools and the services and programs of juvenile court for youth and families in the system.

Next Steps:

- Collaborate with development/implementation of Community Partnerships Plan and the SAIL Process.
- Strengthened the use of in-school resources through an integrated student support process.
- Distribute School and Community Resource Guides to each building and orient SAIL Coordinators.
- Examine the feasibility of State BVR collaboration with CPS to identify and meet needs of students with disabilities who are not in special education or students in families with a member with disability.

STAFF DEVELOPMENT

- Supported 5-day national basic training and Advanced training for CPS School Resource Officers through the National Association of School Resource Officers.
- Initiated a SRO data base for inclusion in SS/HS Data System.
- Provided a full schedule of professional development events, including graduate level courses, workshops, and targeted training activities.
- Convened SAIL building coordinators monthly to monitor implementation and development of the SAIL Process, including skill-building in information technology.

Next Steps:

- Train district department staff, Academic Achievement staff/support teams and AAA Walk-through Teams in the SAIL Process.
- Provide a sustainability plan for the Professional Staff Development days to include student support inservice opportunities. Provide a sustainability plan for Staff Development substitute support for Pupil Services needs.
- Provide a sustainability plan for including Office of Student Assistance, Intervention and Outreach in the OSU formulary process.
- Review the new CPS Higher Education Partnership for SAIL inclusion.
- Integrate district's plan for No Child Left Behind Act into the SAIL Staff Development program area.
- Identify SAIL coordinator trainers from within CPS staff.
- Refine the SAIL Staff Development data base.

DATA-BASED PROGRAM PLANNING & DEVELOPMENT EVALUATION
• Assisted with the development of a support data base that linked student academic performance with discipline attendance, and other school and community demographics.
• Entered data base in ACCESS for analysis and program planning including information on discipline, over-aged student and cohort groups.
• Initiated a SAIL web site, established a site development process.

Next Steps:
• Develop a sustainability plan for data to be accessed and updated through a web-site.
• Continue development of a student data-based program planning, development and evaluation process.
• Integrate the district's plan of the No Child Left Behind Act with the Student Intervention Process.
• Continue development of SAIL web site.
• Integrate district's plan of the No Child Left Behind Act with the SAIL Data/Evaluation program area.
• Develop a data analysis process for SS/HS Evaluation and program planning at the district and building levels.

PARENT AND FAMILY ENGAGEMENT

• Trained Parent Advocates and Site Prevention Assistants in strategies for working with parents and families, including curriculum for parenting education.
• Designed and implemented the Home and School Ambassador Walk, a program for school-wide home visitations to welcome students and families to the new school year.
• Monitored program development of the Parent Liaisons and Site Prevention Assistants through regular site visits by Family Advocates.
• Developed and piloted a survey process for monitoring parent engagement in targeted schools.
• Integrated the parent/family engagement program through a seven strategy parent engagement process by providing staff development and data-based assessment process.

Next Steps:
• Integrate the district's plan of the No Child Left Behind Act with the SAIL Parent and Family Engagement program area.
• Review the refined DCIP and SWP for SAIL integration.
• Provide ongoing input into the district's parent and family engagement initiative for 2002-03.
SCRT-01 Purpose

Columbus Public Schools
Safe Schools/Healthy Students

School & Community Response Team (SCRT)

The School & Community Response Team (SCRT) builds upon the strengths of Columbus Public Schools' students and families to create successful interventions, coordinating home, school and community resources. The goal is to remove barriers to student achievement and academic success by attending to the cognitive, physical, and emotional wellness of students and families.

Purpose

The School and Community Response Team supports the Student Assistance and Intervention for Learning (SAIL) process. SCRT services are designed to (1) provide assistance to students and families that are in need of immediate attention by linking them with appropriate agencies, services, and/or other resources; (2) improve the effectiveness and efficiency of the school's SAIL process by enhancing and expanding each school's capacity to use these resources in the future; and (3) assist each school in developing a collaborative school-family-community resource program.

Who can refer a student?

Referrals can be made by a school administrator (or designee), the SAIL Coordinator, in consultation with the administrator; the CPS Hearing Officer; or the Juvenile Court Prosecutor or Juvenile Court Intake Office.

When can a student be referred?

A student/family may be referred after the teacher has utilized varied classroom interventions and in-school support staff, and has need for additional help; or if a situation is determined by the administrator (or designee) and SAIL Coordinator to be beyond the scope of the SAIL Committee. Any student who is enrolled in the Columbus Public Schools and his/her family are potential candidates for referral.

How is a student referred?

Fax the Referral Sheet to 614-365-8458 using the School & Community Response Team Referral document.

What will happen?

(1) SCRT member will respond to the referrer within 48 hours of receipt.
(2) SCRT member will contact the appropriate services and link the SAIL Coordinator and student/family to the service. SCRT home visit or school visit may be necessary.
(3) SCRT Action Plan will be developed to address the referral request. The Action Plan will access the most appropriate resource(s) needed to effect resolution.
(4) SCRT member will follow up with the SAIL Coordinator to survey school satisfaction with the agency service(s) and SCRT response.
(5) A School & Community Program Enhancement Team will follow up to assist the referring school to develop new linkages and programs for use with similar future referrals.