

2022-2023 LCAP PROJECT SUMMARY

| General Information | |
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| Goal: Goal 2 - Equitable Learning Environments | Action/Service Category: 2.2 - Additional and Supplemental: Multi-Tiered System of Supports (Contributing) |
| Project Number: 206 Formerly: ELE 2.7/2.06 | Project Title: Behavior Intervention Team Services (ELE 2.7/2.6) |
| Accountable (Supervisor): Francine Baird | Funding Allocated (Total): \$2,929,615.00 |
| Responsible (Day-to-Day & Progress Reporting): Karen Coleman | Allocation Breakdown: Base – \$0.00 S & C Regular – \$2,527,709.00 S & C 15% – \$0.00 S & C Carryover – \$401,906.00 Other State/Local – \$0.00 Other Federal – \$0.00 |
| Fund Account Code (Cost Center): 24024 | Org Key: 1-24024-XX-MH |

| District Mission |
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| Our Mission is to graduate every student college, career, and community ready. In doing so we lift all youth out of circumstances of poverty and scarcity. https://www.stocktonusd.net/site/Default.aspx?PageID=356: |
| Yes |

| Superintendent's Goals: |
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| Superintendent's Goals: |
| 10% decrease in student/staff chronic absenteeism, Total suspension reduction by 1,000, 10% increase in school connectedness |

| Instructional Goals: |
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| Instructional Goals: https://www.stocktonusd.net/site/Default.aspx?PageID=356 : |
| |

| Alignment to Other Plans: |
|----------------------------------|
| Alignment to Other Plans: |
| |

| Project Description |
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| Describe your project for the 2022-2023 School Year (SY) Implementation. (Brief, yet specific that includes the actions, implementation, purchases, etc.): |
| The Behavior Intervention Team (BIT) provides services to students, teachers, and families in order to support students with exceptional behavioral needs to be safe, responsible, and productive, to reduce behavioral referrals for discipline, |

and maintain students in their current educational program. BIT offers consultation, support, coaching and professional development to teachers and site staff to develop, implement, and maintain trauma-informed, evidenced-based classroom management systems and individual student supports aimed to provide the student with needed structure and behavior strategies to be successful in school.

Project/Activity Changes from Prior Year

Identify Project/Activity Changes from Prior Year. If none, indicate None.:

The BIT team continues to provide various supports and interventions to all students, including students in Special Education, within the Multi-Tiered System of Support (MTSS) districtwide. The BIT service is a data-driven service delivery model and data collection is an integral part of the behavior intervention plan development, implementation, and progress monitoring.

The Behavior Support Specialists on the BIT team are expanding their consultation and support at the Tier 1 & Tier 2 level by identifying as “point persons”/points of contact for each school site. This allows for improved access and more immediate consultation and early intervention and support, before requiring intensive intervention at Tier 3.

The Mental Health Clinicians (MHC) on the BIT team continue to train, implement, support and monitor the MHCs role within the Protocol for Responding to a Mental Health Crisis districtwide. There is an expansion of the MHC crisis response by developing an “On Call” Mental Health Clinician role that rotates and offers immediate consultation and response if the site-assigned MHC is unavailable. In addition, the MHCs continue to train, consult and support site administrators, teachers, mental health professionals, and campus safety teams in the Threat Inquiry (TH-INQ) Protocol districtwide, involving threats of violence. This includes providing “Table Talk opportunities for site teams to review the protocol and have guided discussions regarding the implementation and documentation within the TH-INQ procedure. The Board Certified Behavior Analysts (BCBAs) are continuing to provide consultation, assessment and behavior planning, and behavior interventions and supports, to specialized programs serving students with special needs in the areas of social-emotional, behavioral, mild/moderate and moderate/severe disabilities.

Project Collaborative Partners

Identify the Collaborative Partners (Departments, Community Organizations, Businesses, Governmental Agencies, etc.):

Our collaborative partners include Education Services including site administrators, teachers, and support staff, and Student Support Services including school counselors, SPED, school psychologists, school nurses, child & welfare /truancy social service case managers, as well as the Department of Public Safety.

Project Target Group(s)

Identify the Target Group(s) to be Served by Project (i.e. English Learners, 3rd grade, Pacific Islander):

The Behavior Intervention Team Services continue to work towards increasing and improving direct services to students in general education and special education, with a focused effort on English Learners, Foster Youth, and Low Income, and their parents/ca

Performance/Outcome Measures

Identify the Outcome(s) of the Project/Activity (Example: Decrease the number of students sharing devices.):

- Decrease student chronic absenteeism
- Decrease suspensions
- Increase school connectedness

Metrics/Performance Measures:

Data analysis of suspensions, attendance, CHKS survey, PLUS surveys. Service delivery analysis of referral data, daily service logs, crisis response logs, TH-INQ data, and DPS referral data.

Data Collection Method(s)/Tool(s):

Project Timeline

Identify the Timeline of Project Implementation (Monthly or Quarterly or other Frequency of Milestones):

Quarterly

Project Implementation Location

Identify the Location(s) of Project Implementation:

- School sites
- Family homes
- Community
- District office
- STA & Paraprofessional Professional Development days
- Zoom and in-person meetings & Telehealth services

Budget Allocation

| | \$ Allocated | Description of Expense |
|---|---------------------|--|
| 1000 Series Certificated Salaries | \$ | <ul style="list-style-type: none"> • 1 FTE Director, School Based Mental Health Services • 1 FTE Administrator, Mental Health & Behavior Support Services • 4 FTE Behavior Support Specialists • **We need to discuss the Director, Administrator & Coordinator positions and which funding it sho |
| 2000 Series Classified Salaries | \$ | <ul style="list-style-type: none"> • 1 FTE Coordinator, School Based Mental Health Services • 3 FTE Board Certified Behavior Analysts • 3 FTE Mental Health Clinicians • 6 FTE (8 @ .75) Behavior Intervention Assistants |
| 3000 Series Certificated and Classified Fringe Benefits | \$ | |
| 4000 Series Books and Supplies | \$ | |
| 5000 Series Services and Other Operating Expenditures, Travel (excluding 5100 and 5800) | \$ | |
| 5100 Series Subagreements for Services | \$ | |
| 5800 Series Professional/Consulting Services and Operating Expenses | \$ | |
| 6000 Series Capital Outlay | \$ | |
| Reserved for Allocation: | \$ | |