

# Integrated Student Supports State Policy Toolkit



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Communities In Schools National Office would like to thank Communities In Schools of Nevada, Washington, and Pennsylvania for their work on expanding access to integrated student supports in their states. Their work contributed to and inspired this toolkit.

The Boston College Center for Optimized Student Support thanks City Connects staff in Massachusetts, Minnesota, New York, Ohio, Tennessee, and in the central office for their tenacious dedication to providing students with integrated student supports, demonstrating what is possible for all students when they get the supports and opportunities they need to thrive.

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# Introduction

Each day, millions of students face challenges that make it difficult for them to focus on academics and can hold them back from reaching their full potential. Across the U.S., more than 13 million children live in poverty.<sup>1</sup> They may experience daily struggles with challenges like food insecurity, inadequate physical and mental healthcare, exposure to violence, and/or a lack of stable housing. Adverse childhood experiences (ACEs), especially stressful or traumatic events, can occur across all income groups, but 58 percent of children with ACEs live in low-income homes.<sup>2</sup>

Exposure to multiple ACEs can create circumstances that inhibit children's readiness to learn. On a basic level, it is hard for a child to concentrate in the classroom if he or she has not had enough to eat or is in need of eyeglasses to see the board. But studies also show that prolonged exposure to ACEs can create a physiological response called toxic stress, which may cause functional changes in the parts of the brain that control learning and behavior.<sup>3</sup> As the number of ACEs increases, so does the risk for a wide-range of negative life outcomes, including poor academic performance.<sup>4</sup>

Studies have long shown that adversity can have a profound impact on both academic and life outcomes. In 1966, the Coleman Report found that out-of-school factors can explain much of the variation in student achievement and more recent research affirms the effects of poverty on outcomes.<sup>5</sup> The resulting disparity is often referred to as the "achievement gap" - low-income students perform almost two full grade levels behind their wealthier peers on the National Assessment of Educational Progress (NAEP).<sup>6</sup> Unless the circumstances and systems that hold students back are addressed, the reality is that children who start school behind will likely stay behind.

Schools are well positioned to connect children and families with the support and resources needed to meet basic needs and address barriers to learning. However, limited time and training often prevent teachers, administrators, and other staff members from addressing the wide range of needs of all students. As a result, students and their families are not accessing the maze of public and private services and supports dedicated to helping them succeed.

## Systems of Integrated Student Supports

By implementing a system of integrated student supports, school leaders can leverage community resources to address both the academic and non-academic needs of students and improve outcomes.<sup>7</sup> Over the last decade, scientists and practitioners have developed a better understanding of how to effectively address the out-of-school factors that interfere with learning. A growing body of research shows that students succeed when schools effectively implement a whole child approach that integrates social, emotional, health, and academic domains of development.<sup>8</sup>

Integrated student supports are defined as "a school-based approach to promoting students' academic success by developing or securing and coordinating supports that target academic and non-academic barriers to achievement."<sup>9</sup> A designated coordinator can manage steps like

<sup>1</sup> Semega, J.L., Fontenot, K. R., and Kollar, M. A. (September 2017). Income and Poverty in the United States: 2016. United States Census Bureau. Retrieved from: <https://www.census.gov/content/dam/Census/library/publications/2017/demo/P60-259.pdf>

<sup>2</sup> The Child and Adolescent Health Measurement Initiative. (October 2017). A national and cross-state profile on Adverse Childhood Experiences among U.S. children and possibilities to heal and thrive. Retrieved from: [http://www.cahmi.org/wp-content/uploads/2018/05/aces\\_brief\\_final.pdf](http://www.cahmi.org/wp-content/uploads/2018/05/aces_brief_final.pdf)

<sup>3</sup> Shonkoff, J. P., Garner, A. S., & The Committee on Psychosocial Aspects of Child and Family Health. (2012). The lifelong effects of early childhood adversity and toxic stress. *Pediatrics*, 129(1). Retrieved from: <https://www.ncbi.nlm.nih.gov/pubmed/22201156>

<sup>4</sup> Felitti, Vincent J et al., (1998). Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults. *American Journal of Preventive Medicine*, 14(4), 245-258.

<sup>5</sup> Coleman, J. S., Campbell, E. Q., Hobson, C. J., et al. (1966). Equality of Educational Opportunity. National Center for Educational Statistics; Phillips, M., Brooks-Gunn, J., Duncan, G., Klebanov, P. & Crane, J. (1998). Family background, parenting practices, and the black-white test score gap. In C. Jencks and M. Phillips (Eds.), *The black-white test score gap* (pp.103-145). Washington, D.C.: Brookings Institution Press.; and Berliner, David C. (March 2009). Poverty and Potential: Out of School Factors and Student Success. Education Policy Research Unit. Arizona State University. Retrieved from: <https://eric.ed.gov/?id=ED507359>.

<sup>6</sup> National Assessment of Educational Progress. (2017). Highlighted Results at Grades 4 and 8 for the Nation, States, and Districts. Accessed from [https://www.nationsreportcard.gov/reading\\_math\\_2017\\_highlights](https://www.nationsreportcard.gov/reading_math_2017_highlights)

<sup>7</sup> Moore, K.A., Lantos, H., Jones, R., Schindler, A., Belford, J., & Sacks, V. (December 2017). Making the Grade: A Progress Report and Next Steps for integrated student supports. *Child Trends*. Retrieved from: [https://www.childtrends.org/wp-content/uploads/2017/12/ISS\\_ChildTrends\\_February2018.pdf](https://www.childtrends.org/wp-content/uploads/2017/12/ISS_ChildTrends_February2018.pdf).

<sup>8</sup> Taylor, R. D., Oberle, E., Durlak, J., Weissberg R. (2017). Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects. Available at: <https://onlinelibrary.wiley.com/doi/full/10.1111/cdev.12864>

<sup>9</sup> Moore, K.A. (2014). Making The Grade: Assessing the Evidence for integrated student supports. *Child Trends*. Retrieved from: <https://www.childtrends.org/wp-content/uploads/2014/02/2014-07ISSPaper2.pdf>

the planning and integration of programming and resources, allowing teachers to teach and principals to focus on leading the school. The coordinator then leverages community-based resources to connect students and families with academic, social, health, and wellness support - all while creating and contributing to a climate of safety and trust.

Integrated student supports models generally include five core components:<sup>10</sup>

- 1. Needs and Strengths Assessment:** A comprehensive assessment to develop a plan and select relevant programs and tiered supports that match the unique needs of each school and each student.
- 2. Coordinated Student Support:** Students and families are connected to the right supports and services in a seamless manner. The coordinator ensures delivery of differentiated or tiered supports to serve each student in a school while focusing attention on students that have significant needs.
- 3. Community Partnerships:** The coordinator collaborates with existing providers and recruits new partners, strategically bringing additional resources into the school to build capacity without duplicating efforts.
- 4. Integration Within Schools:** The coordinator is in constant collaboration with school staff and service providers to ensure that systems of comprehensive supports are integrated within the daily functioning of the school. Effective integration provides the coordinator with opportunities to continually monitor student needs, adjust interventions, and influence school climate and school-wide policies in collaboration with staff and leadership.
- 5. Data Tracking:** Ongoing data tracking and evaluation ensure high-quality implementation and continuous improvement.

Research shows that, when well implemented, this approach can promote the success of individual students and create the type of supportive learning environment that enables all students to thrive.<sup>11</sup> A 2017 Child Trends review of 19 evaluation studies found that high quality models of integrated student supports can:

- Improve school climate
- Improve average daily attendance
- Lower the annual dropout rate
- Raise the on-time graduation rate
- Increase the grade promotion rate
- Help students develop social emotional competencies
- Improve school attachment and engagement
- Improve student health and well-being
- Reduce behavioral problems and risky behaviors
- Improve math achievement
- Improve overall GPA

Integrated student supports can also increase the return on public investments. When student outcomes are improved, they are more likely to become contributing members of a family, community, and society and less likely to become incarcerated or rely on public assistance.<sup>12</sup>

<sup>10</sup> Moore, K.A. (2014); Moore, K.A., Lantos, H., Jones, R., Schindler, A., Belford, J., & Sacks, V. (December 2017).

<sup>11</sup> Ibid.

<sup>12</sup> Bowden, A.B., Muroga, A., Wang, A., Shand, R., & Levin, H. (2018). Examining Systems of Student Support. Center for Benefit Cost Studies of Education, Teachers College, Columbia University, 1-45. Retrieved from: [https://static1.squarespace.com/static/583b86882e69cfc61c6c26dc/t/5bc4d8d4e4966bc550288a1c/1539627225062/Bowden\\_et\\_al\\_ESSS\\_2018.pdf](https://static1.squarespace.com/static/583b86882e69cfc61c6c26dc/t/5bc4d8d4e4966bc550288a1c/1539627225062/Bowden_et_al_ESSS_2018.pdf)

## Policy Context

At all levels of government, policymakers are taking steps to ensure the successful implementation of integrated student supports within schools. Schools and districts want solutions that help teachers by addressing both academic and non-academic needs. Policymakers can help by establishing guardrails for effective implementation and providing additional resources to improve sustainability. This section describes the steps that federal and state policymakers have taken to advance the practice of integrated student supports.

### Federal Policy

In the Every Student Succeeds Act (ESSA), federal policymakers emphasized the need for schools to adopt strategies that address the comprehensive needs of students and their communities by putting a focus on well-rounded educational opportunities that help students overcome barriers to success. The legislation included several updates meant to encourage school and district leaders to implement integrated student supports and other evidence-based strategies to improve student outcomes.

Importantly, ESSA allows schools and districts to use federal funding for integrated student supports or similar activities within key programs. For example, policymakers named integrated student supports as an allowable use of funds in Title I. In Title IV, Part A, the new Student Support and Academic Enrichment Grant program, school-based coordinators are identified as an allowable use of funding.

### State Policy

Policymakers in several states are taking the lead to enact pieces of legislation that establish clear standards and protocols, define the key components, and designate resources to ensure the successful implementation of integrated student supports. Research shows that quality of implementation is critical to promoting long-term student outcomes. State policymakers can improve the practice of integrated student supports and help local leaders ensure that their efforts are effective by providing guardrails for high-quality implementation and clearly defining expected outcomes.

To date, legislation or budget language related to integrated student supports has passed in Washington, Massachusetts, and Nevada. Legislation and budget language has also been filed in Michigan, Ohio, Pennsylvania, and California.

- **In Washington**, the legislature directed the education department to establish a state-wide protocol for integrated student supports. This protocol defines the key components

## About Communities In Schools

Communities In Schools works inside public and charter schools full-time, building relationships with students to empower them to stay in school and succeed in life. Working directly in more than 2,300 schools in 25 states and the District of Columbia, Communities In Schools serves nearly 1.6 million students every year.

For over 40 years, Communities In Schools has worked with school leaders to implement an evidence-based model of integrated student supports. Communities In Schools positions a site coordinator in each school to assess the needs of students in that school. The site coordinator then identifies and connects students to resources that meet these needs. Through strategic partnerships with local providers, site coordinators bring together various community supports to provide integrated services benefiting an entire student body (Tier I). Simultaneously, site coordinators work with school leaders to identify a subset of the most at-risk students, who then receive targeted and/or individualized interventions (Tiers II and III) based on their identified needs.

of integrated student supports and outlines essential practices linked to each component to ensure high-quality implementation (see Appendix A).

- **In Massachusetts**, the legislature adopted a framework for safe and supportive schools that enables students to develop positive relationships, regulate their emotions and behavior, achieve in school, and maintain physical and mental health. The Safe and Supportive Schools Commission developed a protocol for integrated student supports that defines the key components and outlines essential practices that ensure high-quality implementation (see Appendix B).
- **In Nevada**, the legislature directed the state education department to establish a statewide framework for providing integrated student supports that will establish minimum standards and establish a protocol for service delivery favoring evidence-based approaches to integrated student supports. The law also directs all district and charter school boards to implement key components and provides implementation support to school professionals (see Appendix C).

## Toolkit Objectives

The Center for Optimized Student Support at the Boston College Lynch School of Education and Human Development, together with City Connects and Communities In Schools, developed this toolkit to assist state policymakers and education leaders in the development of statewide protocols that advance high-quality systems of integrated student supports and strengthen service delivery within their state. This toolkit brings practical examples from existing legislation, frameworks, and protocols together with a rigorous understanding from the sciences of effective practice. It provides model language and recommendations that can be used to establish this student-centered approach as a strategy to address the most pressing challenges in a state and ensure that support for implementation is targeted to the right schools. It is meant to help closely link policymaking with effective strategies and provides model language to ensure that legislation is informed by strategies linked to improved student outcomes.

## For State Legislators: Model Legislative Language

This chapter will guide state policymakers in the development of comprehensive legislation that establishes a protocol for integrated student supports. It is organized around six legislative sections that include model language, existing examples, and guidance with recommendations for use. Policymakers can use the provided language to build an essential framework around

## About City Connects

City Connects is an evidence-based system that takes advantage of resources and structures already present in schools and in communities. It has been implemented in public, charter, and private schools in six states.

Within every school, a Master's-trained school counselor or social worker becomes a City Connects Coordinator who meets with each classroom teacher and other school staff to review every student in a school every year. They discuss each child's strengths and needs in the areas of academics, social/emotional/behavioral growth, health, and family. Each student is then linked to a tailored set of services and enrichment opportunities in the school and/or community that addresses his or her unique strengths and needs. As a hub of student support within the school, a Coordinator cultivates partnerships with community agencies, collaborates closely with families, and uses proprietary software to document, track, and report on service referrals, follow up to assure service delivery, and assess effectiveness. This systematic process has led to measurable outcomes such as increased effort and attendance, and decreased rates of chronic absenteeism, grade retention, and high school dropout.

which the state education agency will develop a protocol with tools and resources for school-level implementation. Policymakers are encouraged to use the language that best meets their state's specific needs and objectives. This toolkit will help policymakers draft the following legislative sections:

- I. Introduction: Define integrated student supports and establish it as a strategy to address critical needs identified at the state level.
- II. Integrated Student Supports Framework and Protocol: Incorporate core components and create the conditions for effective school-level implementation.
- III. Implementation Support: Ensure that proper training and technical assistance are provided to school-based professionals.
- IV. State- and School-Level Advisory Groups: Create forums for stakeholder engagement and feedback.
- V. Annual Report: Establish a mechanism for oversight and accountability.
- VI. Appropriations for Integrated Student Supports Initiatives: Provide resources and support to ensure effective implementation.

### For State Education Agencies: Protocol Recommendations

This chapter builds on the legislative framework with recommendations to assist state education agencies in the development of a protocol for integrated student supports. This document may be used to establish principles for effective practice, define core components, and outline essential services. In states that have enacted legislation to advance integrated student supports, this protocol is complementary and further expands on state statute to help school leaders select and implement a high-quality model. But state education agencies need not wait for lawmakers to issue a protocol for integrated student supports. A statewide protocol can be established as guidance at any time.

This chapter provides an outline for an integrated student supports protocol. It synthesizes key components of the protocols developed by Washington and Massachusetts to suggest features that strengthen practice and guide implementation. State education leaders are encouraged to build upon these recommendations with additional local context and feedback from stakeholders, using language that best meets their state's specific needs and objectives. In addition, it recommends modifications to more closely bring protocols into alignment with evidence-based principles of effective practice.

**As your state makes progress on policies related to integrated student supports, please keep us updated by emailing Tiffany Miller, Chief of Staff and Vice President of Policy at Communities In Schools, at [MillerT@cisnet.org](mailto:MillerT@cisnet.org) and Joan Wasser Gish, Director of Strategic Initiatives at Boston College Center for Optimized Student Support, at [joan.wassergish@bc.edu](mailto:joan.wassergish@bc.edu).**

### About the Boston College Center for Optimized Student Support

Boston College's Center for Optimized Student Support, housed within the Lynch School of Education and Human Development, is a catalyst for developing and implementing effective, systemic, and scalable programs aimed at reducing the achievement gap and addressing the effects of poverty on education. We use research and data to identify and evaluate strategies that transform schools and communities into systems of opportunity for all students.



# For State Legislators: Model Legislative Language

This section will guide state policymakers in the development of comprehensive legislation that establishes a protocol for integrated student supports. It is organized around six sections with guidance, model language, and existing language provided for each section. The model language draws insights from the science and evidence related to integrated student supports and includes recommended language both newly crafted or exemplary, while “existing examples” highlight real world language in use by policymakers and consistent with the science. Policymakers are encouraged to use the language that best meets their state’s specific needs and objectives but should consider the evidence supporting each section carefully.

## I. Background and Introduction

**Guidance:** Section I should adopt a definition and establish integrated student supports as a strategy to address a relevant need or priority in a state. This will help policymakers build consensus and generate support for legislation, while ensuring that any resources and support for implementation are distributed to schools with a significant need for this approach. Use the language provided for Subsections I (1-5) to draft an introduction and establish a purpose for integrated student supports that is supported by evidence.

### Definition of Integrated Student Supports

#### Model Language

“Integrated student supports are a school-based approach to promoting students’ academic success by developing or coordinating supports that target academic and non-academic barriers to achievement.” (Child Trends, 2014)

#### Existing Examples

- “Integrated student supports are academic and nonacademic supports for pupils enrolled in public schools and the families of such pupils, to the extent monies are available.” (Nevada)
- “Integrated student supports are provided to pupils and their families by an external community-based organization that acts in partnership with the school district, intermediate school district, or public school district.” (Michigan)

### Purposes of Integrated Student Supports

**Guidance:** The “Purposes of Integrated Student Supports” subsection should establish integrated student supports as a strategy to address a critical need or needs that are identified at the state level. Some states have included a list of purposes (Washington), whereas others have focused on a more narrowly tailored purpose (Massachusetts). Use the language provided for the “Purposes of Integrated Student Supports” subsection to select one or more evidence-based purposes of implementing integrated student supports.

#### 1. Improve Educational Equity and Outcomes

##### Model Language

Evidence-based integrated student supports will help schools reduce barriers to learning by connecting students with comprehensive services such as medical care, food assistance, counseling, afterschool programs, and other critical supports in order to close educational opportunity gaps, raise graduation rates, and improve economic competitiveness.<sup>13</sup>

Evidence-based integrated student supports will reduce dropout rates<sup>14</sup> and increase attendance rates<sup>15</sup> by customizing services to address students’ unique strengths and needs.

<sup>13</sup>Informed by: Anderson Moore, K., Lantos, H., Jones, R., Schindler, A., Belford, J., & Sacks, V. (2017).

<sup>14</sup>Lee-St. John, T.J., Walsh, M.E., Raczek, A.E., Vuilleumier, C.E., Foley, C., Heberle, A.,...Dearing, E. (2018). The long-term impact of systemic student support in elementary school: Reducing high school dropout. *AERA Open*, 4(4), 1-16.

<sup>15</sup>Anderson Moore, K., & Emig, C. (2014).

### Existing Examples

- “Supporting a school-based approach to promoting the success of all students by coordinating academic and non-academic supports to reduce barriers to academic achievement and educational attainment.” (Washington)
- “The Integrated Student Supports Program is established to remove barriers to learning as a means to enhance student academic success, decrease dropout rates and increase graduation rates in public elementary and secondary schools throughout this Commonwealth.” (Pennsylvania)
- “Increasing public awareness of the evidence showing that academic outcomes are a result of both academic and non-academic factors.” (Washington)

## 2. Improve School Climate and Safety

### Model Language

Evidence-based integrated student supports will improve school safety and climate by enabling students to develop positive relationships with adults and peers, regulate their emotions and behaviors, achieve academic and nonacademic success in school, and maintain physical and psychological health and well-being.<sup>16</sup>

### Existing Example

- “Fulfilling a vision of public education where educators focus on education, students focus on learning, and auxiliary supports enable teaching and learning to occur unimpeded.” (Washington)

## 3. Make More Efficient Use of Existing Resources

### Model Language

Evidence-based integrated student supports will effectively leverage existing resources to establish an infrastructure that facilitates coordination of school- and community-based resources such as social services, youth development programs, and health and mental health resources.<sup>17</sup> (Massachusetts)

### Existing Examples

- “The goal of coordination is to enable effective and ongoing communication at the school level so that all services and supports to an individual student/family are cohesive, comprehensive, mutually reinforcing, individually tailored to specific needs, and organized around common goals that support the student’s success at school.” (Massachusetts)
- “Integrated student supports shall supplement rather than duplicate the supports already provided by the school district, intermediate school district, or public school academy.” (Michigan)

## 4. Strengthen Families

### Model Language

Evidence-based integrated student supports will strengthen families by empowering them to be active partners with the school and community in all aspects of the education and development of their students.<sup>18</sup>

## 5. Provide Preventative, Comprehensive, and School-based Health Programming

### Model Language

Evidence-based integrated student supports will help to address mental illness and the opioid crisis by connecting students and families to support across the continuum of care which includes promotion, prevention, treatment and recovery.

<sup>16</sup> Informed by: Mass. Gen. Laws ch. 69, § 1P (2016), Safe and Supportive Schools Framework.

<sup>17</sup> Massachusetts FY18 Budget Line Item 7061-9612. Signed July 17, 2017. Retrieved from [https://budget.digital.mass.gov/bb/gaa/fy2018/app\\_18/act\\_18/h70619612.htm](https://budget.digital.mass.gov/bb/gaa/fy2018/app_18/act_18/h70619612.htm)

<sup>18</sup> Safe and Supportive Schools Commission: Principles of Effective Practice for Integrating Student Support. (2017).

Evidence-based integrated student supports will promote behavioral health in schools by advancing professional development in social-emotional learning and including mental health in schools' comprehensive health education curricula.<sup>19</sup>

## II. Integrated Student Supports Framework and Protocol

**Guidance:** Section II should establish an essential framework for integrated student supports and direct the state education agency to issue protocols and other guidance to implement that framework. The subsections below include language to establish a framework that incorporates the core components and other key principles that research has established are associated with an evidence-based conceptual model of integrated student supports.<sup>20</sup> Guidance and model language for this are included for each of the subsections.

### Direct the State Education Agency to Develop Standards and Protocols

**Guidance:** The “Direct the State Education Agency to Develop Standards and Protocols” subsection should direct the state education agency to develop standards and protocols to implement the essential framework. The state education agency is well-suited to incorporate feedback from stakeholders and synthesize research to produce detailed guidelines complemented by tools and supports. Use the model language for this subsection to direct the state education agency to begin this work.

#### Model Language

[The Department of Education] shall establish standards and protocols that include evidence-based principles of effective practice in a manner sufficiently flexible to adapt to the varying needs of schools and districts, yet sufficiently structured to ensure that all students receive the support necessary for academic success.<sup>21</sup>

#### Existing Example

- “The Department of Education shall, to the extent money is available, establish a statewide framework for providing and coordinating integrated student supports for pupils enrolled in public schools and families of such pupils.” (Nevada)

### Establish Core Components of Integrated Student Supports

**Guidance:** The “Establish Core Components of Integrated Student Supports” subsection should align the protocol with an evidence-based conceptual model of integrated student supports by establishing components of an essential framework. The components included below were identified by researchers as core to the integrated student supports approach and are associated with positive outcomes for students.<sup>22</sup> These core components are intended to create a system that is customized to the needs and strengths of each student, addresses all domains of development, is coordinated across all stakeholders in a students' life, and is continuously informed by data. Use the model language for this subsection to encourage approaches that include these steps.

#### Model Language

[The Department of Education] shall support districts via professional learning opportunities and shared resources to implement an integrated student supports approach, which shall include the following core components:

1. A comprehensive needs and strengths assessment of each student to identify academic and non-academic needs and inform supports.
2. A system of coordination to ensure supports are made available to those who need them in a seamless manner.

<sup>19</sup> Promote Prevent Commission. (2018). *Special Commission on Behavioral Health Promotion and Upstream Prevention* (Rep.). MA. Retrieved from [https://docs.wixstatic.com/ugd/10ea3f\\_790343aa8efd434bafac67f0eb37ae96.pdf](https://docs.wixstatic.com/ugd/10ea3f_790343aa8efd434bafac67f0eb37ae96.pdf)

<sup>20</sup> Anderson Moore, K., Lantos, H., Jones, R., Schindler, A., Belford, J., & Sacks, V. (2017).

<sup>21</sup> Education - Opportunities and Outcomes, 4SHB 1541.SL, 64th Reg. Sess. (WA. 2016).

<sup>22</sup> Anderson Moore, K., Lantos, H., Jones, R., Schindler, A., Belford, J., & Sacks, V. (2017).

3. Community partnerships to provide additional resources aligned with the needs and strengths of every student and the school.
4. Integration into the daily functioning of the school, ensuring constant collaboration between the coordinator, school staff, and service providers.
5. Ongoing data tracking and evaluation to ensure high-quality implementation and continuous improvement.

### Existing Examples

- “This bill also requires the board of trustees of each school district and the governing body of each charter school to ensure the inclusion of the following key elements of integrated student supports.” (Nevada)
- Needs and Strengths Assessment: “An annual needs assessment must be conducted for all at-risk students in order to develop or identify the needed academic and nonacademic supports within the students’ school and community.” (Washington)
- Community Partnerships: “community partners must be engaged to provide non-academic supports to reduce the barriers to students’ academic success, including support to students’ families.” (Washington)
- Integration and Coordination: “Ensure integration and coordination between providers of integrated student supports services.” (Nevada)
- Integration and Coordination: “The school and district leadership and staff must develop close relationships with providers of academic and nonacademic supports to enhance the effectiveness of the protocol.” (Washington)
- Data-Driven: “Students’ needs and outcomes must be tracked over time to determine student progress and evolving needs.” (Washington)

### Incorporate Principles of Effective Practice

**Guidance:** The “Incorporate Principles of Effective Practice” subsection should incorporate additional core principles for the state education agency to consider. The principles included in this toolkit are grounded in developmental science and evidence of effectiveness and are supportive of a school-based approach to promoting students’ academic success and thriving.<sup>23</sup> Use the language in this subsection to incorporate additional guidance within a protocol.

### Model Language

[The Department of Education] is encouraged to ensure that the protocol meets all the following:

1. Customization: Student support practices must consider, and tailor approaches based on the individual strengths and needs of every student in a school.
2. Comprehensive: Student support shall be tailored to the needs of each child and must include access to services with various levels of intensity such as prevention, early intervention, and intensive/crisis intervention.
3. Continuous: Connecting students to the supports that best match their evolving strengths and needs shall be an iterative process because a child’s development and circumstances evolve over time.

### Existing Examples

- **Establishment of Minimum Standards:** The Department shall “establish minimum standards for the provision of integrated student supports by school districts and charter

<sup>23</sup> Walsh, M., Wasser Gish, J., Foley, C., Theodorakakis, M., & Rene, K. (2016). *Policy brief: Principles of effective practice for integrated student supports*; City Connects (2018). *City Connects: Intervention and impact*. Chestnut Hill, MA: Center for Optimized Student Support; Association for Supervision and Curriculum Development, & Center for Disease Control and Prevention. (2014). *Whole School, Whole Community, Whole Child* (Rep.). Alexandria, VA: ASCD; American School Counselor Association. (2013). *ASCA National Model: A Framework for School Counseling Programs* (3rd ed., Rep.). Alexandria, VA: ASCA.

schools. Such standards must be designed to allow a school district or charter school the flexibility to address the unique needs of the pupils enrolled in the school district or charter school.” (Nevada)

- **Flexible:** “The Washington integrated student supports protocol must be sufficiently flexible to adapt to the unique needs of schools and districts across the state, yet sufficiently structured to provide all students with the individual support they need for academic success.” (Washington)
- **School-based:**
  - “It must support a school-based approach to promoting the success of all pupils by establishing a means to identify barriers to academic achievement and educational attainment of all pupils and a method for intervening and providing coordinated supports to reduce those barriers.” (Nevada)
  - “Supporting a school-based approach to promoting the success of all students by coordinating academic and nonacademic supports to reduce barriers to academic achievement and educational attainment.” (Washington)
- **Student/Family Centered:** “It must encourage the provision of education in a manner that is centered around pupils and their families and is culturally and linguistically appropriate.” (Nevada)
- **Collaborative:** It shall “encourage providers of integrated student supports to collaborate to improve academic achievement and educational attainment by engaging in shared decision making and establishing a referral process that reduces duplication of services and increases efficiencies in the manner in which barriers to academic achievement and educational attainment are addressed by such providers.” (Nevada)
- **Access to Professionals:**
  - “To the extent money is available, ensure that pupils have access to certain professionals and services.” (Nevada)
  - “The framework must facilitate the ability of any academic or nonacademic provider to support the needs of at-risk students, including, but not limited to: out-of-school providers, social workers, mental health counselors, physicians, dentists, speech therapists, and audiologists.” (Washington)

### III. Implementation Support

**Guidance:** Section III should ensure that education professionals receive the proper training and resources to effectively carry out and implement integrated student supports. Policymakers can work with the state education agency to provide this necessary support for implementation. Use the language provided in Section III to direct the state education agency to establish tools and resources that provide help to schools and districts adopting systems of integrated student supports.

#### Model Language

[The Department of Education] shall support implementation by:

1. Encouraging the use of providers of evidence-based models of integrated student supports.
2. Supporting scaled implementation through professional learning opportunities such as district learning networks and shared implementation resources.

#### Existing Examples

- **The Massachusetts Department of Elementary and Secondary Education** put out an RFR for an Integrated Student Supports Institute” that aims to help districts:<sup>24</sup>
  - Understand the core components of integrated student supports and how they work together

<sup>24</sup> Massachusetts Department of Elementary and Secondary Education (2018). 19ATARS1 | *integrated student supports Institute* (COMMBUYS Document #: BD-19-1026-DOE02-DOE01-28724). Malden, MA: Massachusetts Department of Elementary and Secondary Education.

- Conduct a self-assessment on the current practices, processes, and resources they have dedicated to each core component
- Learn about evidence-based models and strategies to establish effective integrated systems
- Implement a selected model/approach or develop/strengthen the district's own model including all core components
- **The Nevada General Assembly** directed collaboration between the Department of Education and local educational agencies to develop training regarding:<sup>25</sup>
  - “Best practices for providing integrated student supports.”
  - “Establishing effective integrated student supports teams comprised of persons or governmental entities providing integrated student supports.”
  - “Effective communication between providers of integrated student supports.”
  - “Compliance with applicable state and federal law.”

## IV. State- and School-Level Advisory Groups

**Guidance:** Section IV should establish mechanisms for stakeholder engagement by which state and local education agencies can solicit feedback and guidance. At the state level, it is recommended that a group be established for counsel in the development of a state protocol and on an ongoing basis. At the local level, an advisory group can be engaged throughout the process of integrating student supports. Use the language provided for Section IV to ensure that state education agencies and local education agencies collect feedback from diverse groups of stakeholders.

### State-Level Advisory Groups

#### Model Language

[The Department of Education] shall convene state officials, educational leaders, and local professionals to advise on implementation of the integrated student supports framework or protocols.

#### Existing Examples

- **Work Group (Washington)**
  - “The office of the superintendent of public instruction shall create a workgroup to determine and recommend policies on how to best implement the framework throughout the state.”
  - “The work group must be composed of the following members, who must reflect the geographic diversity of the state:
    - The superintendent of public instruction or the superintendent’s designee
    - Three principals and three superintendents representing districts with diverse characteristics, selected by state associations of principals and superintendents, respectively
    - A representative from a statewide organization specializing in out-of-school learning
    - A representative from an organization with expertise in the needs of homeless students
    - A school counselor from an elementary school, a middle school, and a high school, selected by a state association of school counselors
    - A representative of an organization that is an expert on a multi-tiered system of supports
    - A representative from a career and technical student organization”

<sup>25</sup> An Act Relating to Education, A.B. 275, 79th Reg. Sess. (NV. 2017).

- **Safe and Supportive Schools Commission** (an established legislative commission in Massachusetts)
  - The Commission shall “collaborate with and advise the department on the feasibility of state-wide implementation of the framework.”
  - Directed to incorporate integrated student supports into its preexisting Safe and Supportive Schools Framework, the Commission was tasked with (a) incorporating principles of effective practice, (b) proposing steps for improving schools’ access to a wider array of services, (c) identifying and recommending evidence-based training programs and professional development, (d) identifying federal funding sources that can be leveraged for statewide implementation, and (e) developing recommendations on best practices for collaborating with families.
  - The Commission is composed of 19 members including various education professional organizations, specialists, community leaders, and other members.

## School-Level Guidance

### Model Language

[Local education officials] shall establish an advisory group, or identify an existing group composed of representatives such as school administrators, teachers, school support staff, including guidance counselors and social workers, community-based organizations, parents, students, and others involved in supporting students to guide local schools through the process of integrating services and aligning to schoolwide improvement efforts.

### Existing Example

- **Advisory Council (Pennsylvania)**
  - “Each public school entity shall establish and manage an advisory council which shall develop the strategic school plan for students in kindergarten through grade 12.”
  - “An advisory council shall be comprised of a diverse set of public and private stakeholders, including representatives from the public school entity, local and regional industries, private philanthropic foundations, community-based organizations and social services agencies.”

## V. Annual Report

**Guidance:** Section V should establish a mechanism for oversight and accountability. Integrated student supports models and approaches must be accountable for implementation progress and impacts on student outcomes and school-wide priorities. Data should also be disaggregated by subgroups of students to ensure equitable access to supports. This information may be presented via annual reports, data monitoring, continuous quality improvement practices, and/or evaluations. Use the examples provided for Section V to consider how other states are addressing these important reporting requirements.

### Existing Examples

- [The integrated student supports provider or school] shall issue “a report on the progress of the organization’s evidence-based programming within each public school entity receiving a grant under section 5 to the department within one year of the effective date of this section and annually no later than October 1 of each subsequent year thereafter. This report shall include outcomes for students including the following: grade promotion and graduation rate, student attendance, student behavior, student academics and grade point averages. This report shall be published annually on the department’s publicly accessible Internet website.” (Pennsylvania)
- Massachusetts’ Integrated Student Supports Institute will utilize process and outcome benchmarks to monitor the efficacy of implementation. (MA RFR)

## VI. Appropriations for Integrated Student Supports Initiatives

**Guidance:** Section VI should provide resources and support to ensure effective implementation. Whether funding is distributed via formula grants, competitive grants, or direct appropriations to providers varies by state. Local leaders are best positioned to identify appropriate opportunities to advance funding for integrated student supports services. Use the examples provided for Section VI to consider how other states are addressing funding.

### Existing Examples

- **Establishment of new grants:**

- “The integrated student supports fund is established in the State Treasury. Money in the fund shall be used to fund the grants provided under section 5. The following shall apply:
  - a) “The department may transfer undistributed money not expended, encumbered or committed from the department’s appropriation to the fund for the purpose of funding the grants under this section.
  - b) “The fund may include
    - a. “Grants, donations, contributions or gifts from public or private sources specifically earmarked for deposit into the fund.”
    - b. “Interest, dividend and pecuniary gains from investment of the money funds.” (Pennsylvania)
- “New, targeted funding to support student wellness and success
  - a) “Schools will receive additional funding for mental health counseling, wraparound supports, mentoring, and after school programs.” (Ohio, Governor DeWine’s proposed FY20-21 Budget)

- **Provision of grants:**

- “The department may provide grants to a public school entity for the purpose of funding the implementation of the approved strategic plan to provide integrated student supports to remove academic and nonacademic barriers to education.” (Pennsylvania)
- “A public school entity seeking funds under this subsection must submit a strategic plan for programming for students in kindergarten through grade 12 to the department. Grants shall be awarded on a competitive basis, based on the department’s review of a public school entity’s strategic plan, and shall match the public school entity’s proposed investment amount in programming on a dollar-for-dollar basis. Strategic plans submitted to the department must demonstrate that a dedicated space exists or will exist within the public school entity for the use of the integrated student supports provider.” (Pennsylvania)
- “Grants awarded to public school entities under this subsection shall be used in their entirety for the programming provided by the organization selected by the department.” (Pennsylvania)

- **Expansion of Existing Investments:** Allowances prescribed for Safe and Supportive Schools in Massachusetts’ FY18 Budget line item 7061-9612

- “[Earmark] shall be expended in order to leverage preexisting investments and establish an infrastructure to facilitate coordination of school and community-based resources, including but not limited to social services, youth development, health and mental health resources”



# For State Education Agencies: Protocol Recommendations

This section provides the outline of an evidence-informed protocol for integrated student supports. It synthesizes key components of the protocols developed by Washington and Massachusetts to suggest features that strengthen practice and guide implementation. State education leaders are encouraged to build upon these recommendations with additional local context and feedback from stakeholders, using language that best meets their state's specific needs and objectives. Finally, it recommends modifications to more closely bring existing protocols into alignment with principles of effective practice.

## I. Background and Introduction

**Guidance:** State education agencies should inform the protocol through a review of the literature, local context, and stakeholder engagement. Transparency throughout this process can increase buy-in and build public awareness that non-academic factors, like health and safety, contribute to academic outcomes. Use this section to make the case for integrated student supports and establish it as an evidence-based approach.

- **Definition**
  - “Integrated student supports are a school-based approach to promoting students’ academic success [and thriving] by developing or securing and coordinating supports that target academic and nonacademic barriers to achievement. Research shows that integrated student supports is a promising approach for improving student learning and promoting healthy development.” (Washington )
- **Why integrated student supports**
  - “All students need safe and supportive school environments in order to learn at their highest levels. Neuroscience and developmental science affirm that school environments can influence child development, including social-emotional and academic learning.” (Massachusetts)
  - “In many cases, schools do not have a system in place to uniformly identify early warning signs that a student might be struggling and to address them in a way that is culturally or linguistically responsive.” (Washington)

## II. Creating an Enabling Context

**Guidance:** State education agencies should seek to create an enabling context for systems of integrated student supports at the local level. Studies of school-community collaboration and school improvement show that context matters, and implementation is more likely to lead to positive outcomes when all stakeholders work in a collaborative way. Use this section to define the key features of the enabling context that can strengthen service delivery and ensure positive outcomes.

- **Qualities of an Enabling Context**
  - Intentionally support the use of implementation approaches that are informed by evidence to assure the use of effective strategies in practice.<sup>26</sup>
  - Fosters a safe, positive, healthy, and inclusive learning environment; supports the whole child through all domains of development; and seeks to integrate and align student services with specific areas of need within a school or district.<sup>27</sup>

<sup>26</sup> Informed by: National Implementation Research Network. (n.d.). Systemic Change. Retrieved October, 2018, from <https://nirn.fpg.unc.edu/learn-implementation/systemic-change>

<sup>27</sup> Safe and Supportive Schools Commission: Principles of Effective Practice for Integrating Student Supports (2017).

- **Purpose of an Enabling Context**
  - “In order for the implementation of an integrated student supports approach to lead to positive student outcomes, it must be implemented within an enabling school and community context. Successful implementation of integrated student supports requires participation from all school staff and the engagement of families and communities within a context that supports this collaborative way of work.” (Washington)
- **Features of an Enabling Context**
  - Whole School Commitment
    - Full Support: “Broad support among staff and larger school community for a whole child approach to education” (Washington )
    - Strong Infrastructure: All elements of school operations (leadership, professional learning opportunities, and access to services, policies, and procedures) must support the teamwork necessary to carry out integrated student supports. It provides time for reflection and problem solving among educators and service providers. (Massachusetts)
    - Professional Learning: Training, coaching, and other structured supports provide all staff, families, and community members with the knowledge, skills, and awareness to support the learning and healthy development of students. (Washington)
  - Positive School Climate
    - Overall Culture: Leadership takes deliberate steps to create a culture that is safe, inclusive, and supportive where all students, their families, and community members feel welcome. (Washington)
    - Student-Staff Relationships: Collaboration to ensure classrooms, school-wide activities, and services develop student agency, self-advocacy, and leadership. (Massachusetts)
    - Accepting: Recognition that any student or any family might need services at any given time, which removes the stigma associated with getting services (Massachusetts ) Confidentiality: critical for building trusting relationships among school, community, and family partners (Massachusetts )

### III. Characteristics of Implementation Models for Integrated Student Supports

**Guidance:** State education agencies should provide guidance and support to schools for implementation by incorporating the basic principles and characteristics of integrated student supports. The principles included below are grounded in developmental science and evidence of impact and supportive of a school-based approach to promoting students’ academic success and thriving.<sup>28</sup> Use this section to consider key principles and characteristics.

#### Customized “Whole Child” Support

**Guidance:** State education agencies should ensure that supports are customized and comprehensive to address each student’s unique strengths and needs both in and out of the classroom. Every child can learn once the appropriate supports are put in place, but no two children’s experiences or developmental trajectories are identical. The same experience, such as homelessness or the incarceration of a parent, can impact students very differently depending on a range of factors.

<sup>28</sup> Walsh, M., Wasser Gish, J., Foley, C., Theodorakakis, M., & Rene, K. (2016). *Policy brief: Principles of effective practice for integrated student supports*; City Connects (2018). *City Connects: Intervention and impact*. Chestnut Hill, MA: Center for Optimized Student Support; Association for Supervision and Curriculum Development, & Center for Disease Control and Prevention. (2014). *Whole School, Whole Community, Whole Child* (Rep.). Alexandria, VA: ASCD; American School Counselor Association. (2013). *ASCA National Model: A Framework for School Counseling Programs* (3rd ed., Rep.). Alexandria, VA: ASCA.

## Features

- Comprehensive Support: “All services should be focused on supporting the whole child so as to enable students to (1) develop positive relationships with adults and peers, (2) regulate their emotions and behavior, (3) achieve academic and nonacademic success in school, and (4) maintain physical and psychological healthy well-being.” (Massachusetts)
- Support for Strengths and Needs: Supports should also be strengths-based with a focus on skill building. (Massachusetts)
- Individualized, Universal Support: Providing tailored services and supports to address each student’s unique strengths and needs. (Massachusetts )
- Universal Support: A solid foundation of Tier I supports is available for all students and is implemented continuously, with fidelity, by all staff in all settings (school-wide, classroom, non-classroom). (Washington)
- Opportunities to Learn in Multiple Contexts: Student learning and development at school, home, and in the community is connected and complementary (Washington)
- High Expectations: Families, schools, districts, and community leaders set high expectations for the academic, social, emotional, behavioral, mental health, and physical development of students (Washington)

## Collaboration

**Guidance:** State education agencies should facilitate communication among the individuals and organizations serving a student, in a manner consistent with state and federal confidentiality laws. Communication is necessary for the seamless delivery of student supports. There are common approaches to facilitating cross-sector communication, such as through licensed social workers or school counselors serving a coordinating function, but each school and community must determine structures and responsibilities that best work within their unique contexts and resource constraints.

## Features

- Support for Collaboration: “Organizational structures in place to enable meaningful, two-way collaboration between families, schools, and community partners.” (Washington)
- School-Community Partnerships: Ability to move fragmented, isolated entities into a cohesive, integrated system that can support students and families more effectively (Massachusetts )
- School-State Partnerships: State should investigate ways to address the ongoing, persistent challenge of building relationships between schools and state agencies. Effective structures will set conditions for leaders of respective institutions and agencies to establish a supportive and collaborative context and culture for their staff. (Massachusetts)
- School-Family Partnerships: Schools are flexible and creative in their efforts to fully engage all families as essential partners in every facet of the education and development of their students. The school serves as a resource for individual families regarding information and referrals on community support resources. Families are then encouraged to share feedback about the quality and responsiveness of school- and community-based resources and services. (Massachusetts)

## Continuous Support

**Guidance:** State education agencies should ensure that schools have structures in place to sustain systems of integrated student supports over time. Developmental science suggests that continuity of care in a safe, predictable, and stable environment positively impacts development. Connecting students to the supports that best match their evolving strengths and needs is an iterative process because a child’s development and the circumstances in which they are growing and learning change over time. As a result, children may need a systemic approach that can respond with varying levels of support across the continuum of their development.<sup>29</sup>

<sup>29</sup>Elder, G. H. (1998). The life course as developmental theory. *Child development*, 69(1), 1-12; Shonkoff, J.P., & Phillips, D., A. (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy of Sciences; Walsh, M. E., Kenny, M. E., Wieneke, K. M., & Harrington, K. R. (2008). The Boston Connects program: Promoting learning and healthy development. *Professional School Counseling*, 12(2), 166-169.; Burt, K. B., & Paysnick, A. A. (2012). Resilience in the transition to adulthood. *Development and Psychopathology*, 24(2), 493-505.

### Features

- Vision: “The district has a clear vision for, and commitment to, supporting the learning and development of the whole child.” (Washington)
- Sustained Funding: “There is dedicated funding (from either a single, or multiple sources) for implementation and ongoing supports.” (Washington) (See also Pennsylvania legislation)
- Consistent Approach: “A school-wide safe and supportive learning environment provides a consistent approach to students by helping to ensure that the values and norms that permeate all operations of the school are also infused into the services that are provided to students.” (Massachusetts)
- Comprehensive: “A single system of supports that is responsive to the academic and nonacademic needs of all students [provides] a continuum of multiple supports to meet their needs.” This includes universal screening, developing an understanding of students’ individual academic and social-emotional needs, assigning school- and community-based supports to address those needs, and monitoring students for progress on key benchmarks. (Massachusetts Tiered System of Support)

### Equitable Access

**Guidance:** State education agencies should infuse diversity, equity, and inclusion throughout the protocol, ensuring equitable access to student supports. Effective systems of support are universal, meaning that they are available to all students.

### Features

- Services: Schools must ensure that all students, including those with a range of disabilities, have equitable access to clinically, culturally, linguistically, age, and developmentally appropriate services. All school- and community-based providers should be: trauma-informed; have a keen awareness/sensitivity to the barriers that students may experience in feeling safe, trusting, and respected; and have the capacity to deliver the full range of services and supports in all languages required to serve students and families whose first language is not English. (Massachusetts)

## IV. Core Components of Implementation

**Guidance:** State education agencies should provide additional context to the five core components that comprise the evidence-based conceptual model of integrated student supports. The following five components were identified by researchers as core to this approach and are associated with positive outcomes for students.<sup>30</sup> The state protocol can be used to provide more school leaders with more clarity about the specific elements and features of each component, as well as the steps involved.

Implementation of the core components is with the objective of creating a system of integrated student supports that is customized to the needs and strengths of each individual student; comprehensive in addressing students’ strengths and needs across all domains in varying levels of intensity; coordinated in collaboration among all stakeholders in a child’s life to ensure that resources are aligned with his or her unique strengths, needs, and context; and continuous to collect student data, monitor student progress, and adjust service delivery over time.

### Needs and Strengths Assessment

- “A needs and strengths assessment must be conducted for all students in order to develop or identify the needed academic and nonacademic supports within the students’ school and community. These supports must be coordinated to provide students with a package of mutually reinforcing supports designed to meet the individual needs of each student.” (Washington)

<sup>30</sup> Anderson Moore, K., Lantos, H., Jones, R., Schindler, A., Belford, J., & Sacks, V. (2017).

- There are two types of assessments that should be conducted:
  1. Student-Level Needs and Strengths Assessments (Washington)
    - “Can address various domains of learning and development, or review students’ access to basic needs.
    - Use a range of direct or indirect data collection techniques.
    - Understand students’ strengths, assets, challenges, needs, and gaps in services.”
  2. School-Level Needs and Strengths Assessments (Washington)
    - An “opportunity to identify current needs, and the academic and nonacademic supports that are currently available in school and in the community, and where gaps exist.”

### Community Partnerships

- “Community partners must be engaged to provide non-academic supports to reduce barriers to students’ academic success, including supports to students’ families.” (Washington)
- “Meaningful and mutually beneficial partnerships between schools, community members, and community organizations allow for better alignment across learning environments, expand the set of resources available to students, increases the diversity in expertise among the individuals working on students’ behalf, and facilitates easier access to supports/services for students and their families.” (Washington)

### Coordination of Supports

- “The school and district leadership staff must develop close relationships with providers of academic and nonacademic support to enhance effectiveness of the protocol.” (Washington)
- “In order to effectively coordinate supports that address the needs of the student, schools must have a system in place that allows for intervention to be implemented early and be adjusted as needed in real time. The system also ensures adequate support for staff, including professional learning, team planning time, policies, and operating procedures. The system helps with organization and brings cohesion to instruction and student supports and enables rapid access to interventions.” (Washington)
- One point-person at the school and one point-person at the community-based organization. They ensure that all representatives of their respective organizations know the established protocol for effective coordination; address “stuck” referrals as needed; provide ongoing feedback; and problem-solve “glitches” as they occur. (Massachusetts)
- “Effective and ongoing communication at the school level [are essential] so that all services and supports to an individual student/family are cohesive, comprehensive, mutually reinforcing, individually tailored to specific needs, and organized around common goals that support the student’s success at school. (Massachusetts)
- “It is a priority to provide a regular structure, process, and time for communication, which enables educators, school-based student support staff, and community-based providers to calibrate strategies and track student progress towards common goals. (Massachusetts)
- It is critical to engage every teacher who is involved with the student receiving support. (Massachusetts)

### Integration Within Schools

- “The school and district leadership and staff must develop close relationships with providers of academic and nonacademic support to enhance effectiveness of the protocol.” (Washington)

- “The school principal fosters the development of a culture of collaboration to ensure that a comprehensive system of services, supports, strategies, programs, practices, and resources are woven together and effectively linked and integrated into the daily functioning of the school. In order to fulfill this role, the school principal should be supported by district leaders, whose actions are ultimately driven by the district’s strategic goals and policies established by the school board.” (Washington)
- “Integration is key to the model - both integration of supports to meet individual students’ needs and integration of the [integrated student support] program into the life of the school.” (Massachusetts RFR)

## Data Tracking

- Schedule for review and revision of needed student supports. Students’ supports and services are followed up and reviewed on a scheduled timeline and services are adjusted as needed.<sup>31</sup>
- Implementation benchmarks and outcome indicators in order to monitor progress and continuously improve implementation.<sup>32</sup>
- “Students’ needs and outcomes must be tracked over time to determine student progress and evolving needs.” (Washington)
- “Using a common data-based problem-solving and decision-making process at each level (student/family, school, district, community) helps to guide planning and implementation to support student and system improvements. Data also helps to place the problem in the context, as opposed to within the student. This process involves gathering and entering accurate and reliable data from multiple quantitative and qualitative sources in a timely manner, analyzing data to inform support planning and adjustment, and evaluating supports across tiers to ensure student and system level goals are achieved.” (Washington)

## V. Integration Within Schools for School Districts

**Guidance:** States should ensure that districts and schools are equipped with the most up-to-date information from both research and evidence-based implementation efforts. Statewide systems that provide for knowledge-sharing, common resources, and tools designed to be adaptable to varied school and community contexts can empower local education leaders to implement integrated student supports models and approaches effectively.

### Existing Examples

- **The Center for the Improvement of Student Support** (Washington)
  - A clearinghouse for information regarding successful educational improvement and parental involvement programs in schools and districts
  - Provide best practices research that can be used to help schools develop and implement a variety of support programs
  - Provides training and consultation services
- **Implementation Work Group** (Washington)
  - To determine how to best implement the integrated student supports framework
  - Submit an annual report to appropriate committees on progress and recommendations for improvement
- **The Systemic Student Support Academy (S<sup>3</sup> Academy) (Formerly the integrated student supports institute)** (Massachusetts)
  - A district learning network designed to guide participant districts through the process of implementing seamless, systemic, comprehensive approaches to meeting student needs.

<sup>31</sup> Center for Optimized Student Support (2019). *Practice brief: Using data to inform implementation and evaluation of integrated student support*. Chestnut Hill, MA: Boston College.

<sup>32</sup> Ibid.

- Over the course of one academic year, the S<sup>3</sup> Academy will lead participants through a series of in-person and virtual sessions so that they are fully equipped to begin implementing systems of integrated student supports.
- Objectives for Participants:
  1. Apply discoveries from the developmental sciences as well as evidence showing what is possible for students who receive comprehensive supports.
  2. Conduct self-assessments using a tested tool designed to aid districts and schools in customizing action plans that build on existing assets and respond to community-specific needs.
  3. Develop and implement customized action plans with support via individualized consultation and coaching as well as network learning opportunities designed to develop and share practical guidance on how to create systems of student support.
  4. Evaluate efforts via process indicators and, where possible, benchmarked outcome metrics.
- **The Safe and Supportive Schools Commission (Massachusetts)**
  - To collaborate with and advise the Department of Education on the feasibility of state-wide implementation of the integrated student supports framework
  - Investigate and make recommendations to the board on updating and improving the framework and self-assessment tool
  - Propose steps for increasing schools' access to clinically, culturally, and linguistically appropriate services
  - Identify and recommend evidence-based training programs and professional development for staff on students' behavioral health and creating safe and supportive learning environments
  - Identify federal funding sources that can be leveraged to support statewide implementation
  - Develop recommendations on best practices for collaboration with families
  - Examine and recommend model approaches for integrating school action plans
  - Prepare and submit an annual progress report concerning the commission's activities with appropriate recommendations

## VI. Reporting and Monitoring

**Guidance:** Reporting and monitoring can help to ensure that integrated student supports models and approaches are being implemented in a manner consistent with their proven promise to improve student educational opportunity and outcomes. It can also ensure more effective and efficient use of resources across the education, youth development, health care, and social services sectors. Reporting and monitoring may occur at the school-, district-, and state-levels. For the purposes of considering elements of a statewide protocol, this document focuses on state-level progress monitoring.

### Annual Reports

- Both Washington and Massachusetts direct relevant commissions and working groups to produce an annual report for entities such as the state department of education, board of education, legislature, and the public.

## VII. Characteristics of Success and Progress Monitoring

**Guidance:** Monitoring the progress and impacts of integrated student supports models and approaches will allow for continuous improvement of implementation informed by student data and monitored for consistency with principles of effective practice and the research on student outcomes. These data can also serve as a resource for refining best practices, acquiring funding, identifying available community partners and, with high precision, identifying and filling gaps in resources.

### Existing Examples

- **The WA Protocol** lists the below characteristics as indicators of a successful integrated student supports program. While it describes each characteristic, it does not provide a formal process to determine if schools/districts are meeting benchmarks or fully addressing each characteristic.
  1. Collaboration
  2. Cultural and Linguistic Responsiveness
  3. Developmentally Appropriate
  4. Equitable Access to Supports
  5. Evidence-based
  6. Resourced Leveraging
  7. Strengths-based
  8. Student Centered and Family Driven
- **The Massachusetts S<sup>3</sup> Academy** developed the following list of six indicators of successful integrated student supports implementation
  1. Available data indicate benchmark-consistent improvement in areas such as school climate, student effort, grades, attendance, and academic performance.
  2. Participants develop a better understanding of the scientific basis for systemic student support.
  3. Districts devise action steps consistent with principles of effective practice.
  4. Districts and participating schools exhibit readiness for implementation, have the supporting resources they need to attain readiness, and support one another to develop systemic approaches to student support.
  5. Implementation of action steps is monitored, continuously improved, supported, and expanded upon as districts and schools implement action plans consistent with principles of effective practice.
  6. Network leaders are able to refine and improve systemic student support resources so that more communities serving more students can engage in effective systemic student support practices capable of helping more students surmount known barriers to learning.

## Conclusion

State policymakers are increasingly adopting strategies that address the comprehensive needs of students. As they look for proven strategies in their local communities and nationally, effective approaches to Integrated Student Supports are rising in appeal and gaining momentum. This policy toolkit is designed to help state policymakers and education leaders create legislation and protocols informed by existing examples and the sciences of effective practice. We hope that this information will be of use as more leaders create the conditions for all children to receive the customized support and opportunities they need to learn and thrive.



# Appendices



# Enacted Legislation



# Appendix A:

## Washington State Enacted Legislation

CERTIFICATION OF ENROLLMENT

**FOURTH SUBSTITUTE HOUSE BILL 1541**

Chapter 72, Laws of 2016

64th Legislature  
2016 Regular Session

EDUCATION--OPPORTUNITIES AND OUTCOMES

EFFECTIVE DATE: 6/9/2016

Passed by the House March 10, 2016  
Yeas 59 Nays 38

FRANK CHOPP

**Speaker of the House of Representatives**

Passed by the Senate March 4, 2016  
Yeas 38 Nays 10

BRAD OWEN

**President of the Senate**

Approved March 30, 2016 1:58 PM

JAY INSLEE

**Governor of the State of Washington**

CERTIFICATE

I, Barbara Baker, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **FOURTH SUBSTITUTE HOUSE BILL 1541** as passed by House of Representatives and the Senate on the dates hereon set forth.

BARBARA BAKER

**Chief Clerk**

FILED

March 31, 2016

**Secretary of State  
State of Washington**

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FOURTH SUBSTITUTE HOUSE BILL 1541

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AS AMENDED BY THE SENATE

Passed Legislature - 2016 Regular Session

State of Washington

64th Legislature

2016 Regular Session

By House Appropriations (originally sponsored by Representatives Santos, Ortiz-Self, Tharinger, Moscoso, Orwall, and Gregerson)

READ FIRST TIME 01/25/16.

1 AN ACT Relating to implementing strategies to close the  
2 educational opportunity gap, based on the recommendations of the  
3 educational opportunity gap oversight and accountability committee;  
4 amending RCW 28A.600.490, 28A.600.015, 28A.600.020, 28A.600.022,  
5 43.41.400, 28A.405.106, 28A.405.120, 28A.180.040, 28A.180.090,  
6 28A.300.042, 28A.300.505, 28A.300.507, 28A.165.035, and 28A.300.130;  
7 reenacting and amending RCW 13.50.010; adding a new section to  
8 chapter 28A.320 RCW; adding new sections to chapter 28A.345 RCW;  
9 adding new sections to chapter 28A.415 RCW; adding new sections to  
10 chapter 28A.657 RCW; adding a new section to chapter 43.215 RCW;  
11 adding a new section to chapter 28A.300 RCW; creating new sections;  
12 and providing expiration dates.

13 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

14 NEW SECTION. **Sec. 1.** (1) The legislature has already  
15 established that it is a goal of the state to provide for a public  
16 school system that gives all students the opportunity to achieve  
17 personal and academic success. This goal contains within it a promise  
18 of excellence and opportunity for all students, not just some  
19 students. In 2012, in *McCleary v. State of Washington*, the Washington  
20 supreme court reaffirmed the positive constitutional right of every  
21 student by noting, "No child is excluded." In establishing the

1 educational opportunity gap oversight and accountability committee in  
2 2009, the legislature recognized that additional work was needed to  
3 fulfill the promise of excellence and opportunity for students of  
4 certain demographic groups, including English language learners.

5 (2) In its 2015 report to the legislature, the educational  
6 opportunity gap oversight and accountability committee made the  
7 following recommendations in keeping with its statutory purpose,  
8 which is to recommend specific policies and strategies to close the  
9 educational opportunity gap:

10 (a) Reduce the length of time students of color are excluded from  
11 school due to suspension and expulsion and provide students support  
12 for reengagement plans;

13 (b) Enhance the cultural competence of current and future  
14 educators and classified staff;

15 (c) Endorse all educators in English language learner and second  
16 language acquisition;

17 (d) Account for the transitional bilingual instruction program  
18 instructional services provided to English language learner students;

19 (e) Analyze the opportunity gap through deeper disaggregation of  
20 student demographic data;

21 (f) Invest in the recruitment, hiring, and retention of educators  
22 of color;

23 (g) Incorporate integrated student services and family  
24 engagement; and

25 (h) Strengthen student transitions at each stage of the education  
26 development pathway: Early learning to elementary, elementary to  
27 secondary, secondary to college and career.

28 (3) The legislature finds that these recommendations represent a  
29 holistic approach to making progress toward closing the opportunity  
30 gap. The recommendations are interdependent and mutually reinforcing.  
31 Closing the opportunity gap requires highly skilled, culturally  
32 competent, and diverse educators who understand the communities and  
33 cultures that students come from; it requires careful monitoring of  
34 not only the academic performance but also the educational  
35 environment for all students, at a fine grain of detail to assure  
36 adequate accountability; and it requires a robust program of  
37 instruction, including appropriately trained educators, to help  
38 English language learners gain language proficiency as well as  
39 academic proficiency.

1 (4) Therefore, the legislature intends to adopt policies and  
2 programs to implement the six recommendations of the educational  
3 opportunity gap oversight and accountability committee and fulfill  
4 its promise of excellence and opportunity for all students.

5 **PART I**

6 **DISPROPORTIONALITY IN STUDENT DISCIPLINE**

7 **Sec. 101.** RCW 28A.600.490 and 2013 2nd sp.s. c 18 s 301 are each  
8 amended to read as follows:

9 (1) The office of the superintendent of public instruction shall  
10 convene a discipline task force to develop standard definitions for  
11 causes of student disciplinary actions taken at the discretion of the  
12 school district. The task force must also develop data collection  
13 standards for disciplinary actions that are discretionary and for  
14 disciplinary actions that result in the exclusion of a student from  
15 school. The data collection standards must include data about  
16 education services provided while a student is subject to a  
17 disciplinary action, the status of petitions for readmission to the  
18 school district when a student has been excluded from school, credit  
19 retrieval during a period of exclusion, and school dropout as a  
20 result of disciplinary action.

21 (2) The discipline task force shall include representatives from  
22 the K-12 data governance group, the educational opportunity gap  
23 oversight and accountability committee, the state ethnic commissions,  
24 the governor's office of Indian affairs, the office of the education  
25 (~~ombudsman~~—[ombuds]) ombuds, school districts, tribal  
26 representatives, and other education and advocacy organizations.

27 (3) The office of the superintendent of public instruction and  
28 the K-12 data governance group shall revise the statewide student  
29 data system to incorporate the student discipline data collection  
30 standards recommended by the discipline task force, and begin  
31 collecting data based on the revised standards in the 2015-16 school  
32 year.

33 NEW SECTION. **Sec. 102.** A new section is added to chapter  
34 28A.320 RCW to read as follows:

35 (1) School districts shall annually disseminate discipline  
36 policies and procedures to students, families, and the community.

1 (2) School districts shall use disaggregated data collected  
2 pursuant to RCW 28A.300.042 to monitor the impact of the school  
3 district's discipline policies and procedures.

4 (3) School districts, in consultation with school district staff,  
5 students, families, and the community, shall periodically review and  
6 update their discipline rules, policies, and procedures.

7 NEW SECTION. **Sec. 103.** A new section is added to chapter  
8 28A.345 RCW to read as follows:

9 (1) The Washington state school directors' association shall  
10 create model school district discipline policies and procedures and  
11 post these models publicly by December 1, 2016. In developing these  
12 model policies and procedures, the association shall request  
13 technical assistance and guidance from the equity and civil rights  
14 office within the office of the superintendent of public instruction  
15 and the Washington state human rights commission. The model policies  
16 and procedures shall be updated as necessary.

17 (2) School districts shall adopt and enforce discipline policies  
18 and procedures consistent with the model policy by the beginning of  
19 the 2017-18 school year.

20 NEW SECTION. **Sec. 104.** A new section is added to chapter  
21 28A.415 RCW to read as follows:

22 (1) The office of the superintendent of public instruction,  
23 subject to the availability of amounts appropriated for this specific  
24 purpose, shall develop a training program to support the  
25 implementation of discipline policies and procedures under chapter  
26 28A.600 RCW.

27 (2) School districts are strongly encouraged to provide the  
28 trainings to all school and district staff interacting with students,  
29 including instructional staff and noninstructional staff, as well as  
30 within a reasonable time following any substantive change to school  
31 discipline policies or procedures.

32 (3) To the maximum extent feasible, the trainings must  
33 incorporate or adapt existing online training or curriculum,  
34 including securing materials or curriculum under contract or purchase  
35 agreements within available funds.

36 (4) The trainings must be developed in modules that allow:

37 (a) Access to material over a reasonable number of training  
38 sessions;



- 1 (b) Delivery in person or online; and
- 2 (c) Use in a self-directed manner.

3 **Sec. 105.** RCW 28A.600.015 and 2013 2nd sp.s. c 18 s 302 are each  
4 amended to read as follows:

5 (1) The superintendent of public instruction shall adopt and  
6 distribute to all school districts lawful and reasonable rules  
7 prescribing the substantive and procedural due process guarantees of  
8 pupils in the common schools. Such rules shall authorize a school  
9 district to use informal due process procedures in connection with  
10 the short-term suspension of students to the extent constitutionally  
11 permissible: PROVIDED, That the superintendent of public instruction  
12 deems the interest of students to be adequately protected. When a  
13 student suspension or expulsion is appealed, the rules shall  
14 authorize a school district to impose the suspension or expulsion  
15 temporarily after an initial hearing for no more than ten consecutive  
16 school days or until the appeal is decided, whichever is earlier. Any  
17 days that the student is temporarily suspended or expelled before the  
18 appeal is decided shall be applied to the term of the student  
19 suspension or expulsion and shall not limit or extend the term of the  
20 student suspension or expulsion. An expulsion or suspension of a  
21 student may not be for an indefinite period of time.

22 (2) Short-term suspension procedures may be used for suspensions  
23 of students up to and including, ten consecutive school days.

24 (3) Emergency expulsions must end or be converted to another form  
25 of corrective action within ten school days from the date of the  
26 emergency removal from school. Notice and due process rights must be  
27 provided when an emergency expulsion is converted to another form of  
28 corrective action.

29 (4) School districts may not impose long-term suspension or  
30 expulsion as a form of discretionary discipline.

31 (5) Any imposition of discretionary and nondiscretionary  
32 discipline is subject to the bar on suspending the provision of  
33 educational services pursuant to subsection (8) of this section.

34 (6) As used in this chapter, "discretionary discipline" means a  
35 disciplinary action taken by a school district for student behavior  
36 that violates rules of student conduct adopted by a school district  
37 board of directors under RCW 28A.600.010 and this section, but does  
38 not constitute action taken in response to any of the following:

39 (a) A violation of RCW 28A.600.420;

1 (b) An offense in RCW 13.04.155;

2 (c) Two or more violations of RCW 9A.46.120, 9.41.280,  
3 28A.600.455, 28A.635.020, or 28A.635.060 within a three-year period;  
4 or

5 (d) Behavior that adversely impacts the health or safety of other  
6 students or educational staff.

7 (7) Except as provided in RCW 28A.600.420, school districts are  
8 not required to impose long-term suspension or expulsion for behavior  
9 that constitutes a violation or offense listed under subsection  
10 (6)(a) through (d) of this section and should first consider  
11 alternative actions.

12 (8) School districts may not suspend the provision of educational  
13 services to a student as a disciplinary action. A student may be  
14 excluded from a particular classroom or instructional or activity  
15 area for the period of suspension or expulsion, but the school  
16 district must provide an opportunity for a student to receive  
17 educational services during a period of suspension or expulsion.

18 (9) Nothing in this section creates any civil liability for  
19 school districts, or creates a new cause of action or new theory of  
20 negligence against a school district board of directors, a school  
21 district, or the state.

22 **Sec. 106.** RCW 28A.600.020 and 2013 2nd sp.s. c 18 s 303 are each  
23 amended to read as follows:

24 (1) The rules adopted pursuant to RCW 28A.600.010 shall be  
25 interpreted to ensure that the optimum learning atmosphere of the  
26 classroom is maintained, and that the highest consideration is given  
27 to the judgment of qualified certificated educators regarding  
28 conditions necessary to maintain the optimum learning atmosphere.

29 (2) Any student who creates a disruption of the educational  
30 process in violation of the building disciplinary standards while  
31 under a teacher's immediate supervision may be excluded by the  
32 teacher from his or her individual classroom and instructional or  
33 activity area for all or any portion of the balance of the school  
34 day, or up to the following two days, or until the principal or  
35 designee and teacher have conferred, whichever occurs first. Except  
36 in emergency circumstances, the teacher first must attempt one or  
37 more alternative forms of corrective action. In no event without the  
38 consent of the teacher may an excluded student return to the class  
39 during the balance of that class or activity period or up to the

1 following two days, or until the principal or his or her designee and  
2 the teacher have conferred.

3 (3) In order to preserve a beneficial learning environment for  
4 all students and to maintain good order and discipline in each  
5 classroom, every school district board of directors shall provide  
6 that written procedures are developed for administering discipline at  
7 each school within the district. Such procedures shall be developed  
8 with the participation of parents and the community, and shall  
9 provide that the teacher, principal or designee, and other  
10 authorities designated by the board of directors, make every  
11 reasonable attempt to involve the parent or guardian and the student  
12 in the resolution of student discipline problems. Such procedures  
13 shall provide that students may be excluded from their individual  
14 classes or activities for periods of time in excess of that provided  
15 in subsection (2) of this section if such students have repeatedly  
16 disrupted the learning of other students. The procedures must be  
17 consistent with the rules of the superintendent of public instruction  
18 and must provide for early involvement of parents in attempts to  
19 improve the student's behavior.

20 (4) The procedures shall assure, pursuant to RCW 28A.400.110,  
21 that all staff work cooperatively toward consistent enforcement of  
22 proper student behavior throughout each school as well as within each  
23 classroom.

24 (5)(a) A principal shall consider imposing long-term suspension  
25 or expulsion as a sanction when deciding the appropriate disciplinary  
26 action for a student who, after July 27, 1997:

27 (i) Engages in two or more violations within a three-year period  
28 of RCW 9A.46.120, (~~(28A.320.135,)~~) 28A.600.455, 28A.600.460,  
29 28A.635.020, 28A.600.020, 28A.635.060, or 9.41.280 (~~(, — or~~  
30 ~~28A.320.140)~~); or

31 (ii) Engages in one or more of the offenses listed in RCW  
32 13.04.155.

33 (b) The principal shall communicate the disciplinary action taken  
34 by the principal to the school personnel who referred the student to  
35 the principal for disciplinary action.

36 (6) Any corrective action involving a suspension or expulsion  
37 from school for more than ten days must have an end date of not more  
38 than (~~one calendar year~~) the length of an academic term, as defined  
39 by the school board, from the time of corrective action. Districts  
40 shall make reasonable efforts to assist students and parents in

1 returning to an educational setting prior to and no later than the  
2 end date of the corrective action. Where warranted based on public  
3 health or safety, a school may petition the superintendent of the  
4 school district, pursuant to policies and procedures adopted by the  
5 office of the superintendent of public instruction, for authorization  
6 to exceed the (~~one calendar year~~) academic term limitation provided  
7 in this subsection. The superintendent of public instruction shall  
8 adopt rules outlining the limited circumstances in which a school may  
9 petition to exceed the (~~one calendar year~~) academic term  
10 limitation, including safeguards to ensure that the school district  
11 has made every effort to plan for the student's return to school.  
12 School districts shall report to the office of the superintendent of  
13 public instruction the number of petitions made to the school board  
14 and the number of petitions granted on an annual basis.

15 (7) Nothing in this section prevents a public school district,  
16 educational service district, the Washington state center for  
17 childhood deafness and hearing loss, or the state school for the  
18 blind if it has suspended or expelled a student from the student's  
19 regular school setting from providing educational services to the  
20 student in an alternative setting or modifying the suspension or  
21 expulsion on a case-by-case basis. An alternative setting should be  
22 comparable, equitable, and appropriate to the regular education  
23 services a student would have received without the exclusionary  
24 discipline. Example alternative settings include alternative high  
25 schools, one-on-one tutoring, and online learning.

26 **Sec. 107.** RCW 28A.600.022 and 2013 2nd sp.s. c 18 s 308 are each  
27 amended to read as follows:

28 (1) School districts should make efforts to have suspended or  
29 expelled students return to an educational setting as soon as  
30 possible. School districts (~~should~~) must convene a meeting with the  
31 student and the student's parents or guardians within twenty days of  
32 the student's long-term suspension or expulsion, but no later than  
33 five days before the student's enrollment, to discuss a plan to  
34 reengage the student in a school program. Families must have access  
35 to, provide meaningful input on, and have the opportunity to  
36 participate in a culturally sensitive and culturally responsive  
37 reengagement plan.

38 (2) In developing a reengagement plan, school districts should  
39 consider shortening the length of time that the student is suspended

1 or expelled, other forms of corrective action, and supportive  
2 interventions that aid in the student's academic success and keep the  
3 student engaged and on track to graduate. School districts must  
4 create a reengagement plan tailored to the student's individual  
5 circumstances, including consideration of the incident that led to  
6 the student's long-term suspension or expulsion. The plan should aid  
7 the student in taking the necessary steps to remedy the situation  
8 that led to the student's suspension or expulsion.

9 (3) Any reengagement meetings conducted by the school district  
10 involving the suspended or expelled student and his or her parents or  
11 guardians are not intended to replace a petition for readmission.

12 **Sec. 108.** RCW 43.41.400 and 2012 c 229 s 585 are each amended to  
13 read as follows:

14 (1) An education data center shall be established in the office  
15 of financial management. The education data center shall jointly,  
16 with the legislative evaluation and accountability program committee,  
17 conduct collaborative analyses of early learning, K-12, and higher  
18 education programs and education issues across the P-20 system, which  
19 includes the department of early learning, the superintendent of  
20 public instruction, the professional educator standards board, the  
21 state board of education, the state board for community and technical  
22 colleges, the workforce training and education coordinating board,  
23 the student achievement council, public and private nonprofit four-  
24 year institutions of higher education, and the employment security  
25 department. The education data center shall conduct collaborative  
26 analyses under this section with the legislative evaluation and  
27 accountability program committee and provide data electronically to  
28 the legislative evaluation and accountability program committee, to  
29 the extent permitted by state and federal confidentiality  
30 requirements. The education data center shall be considered an  
31 authorized representative of the state educational agencies in this  
32 section under applicable federal and state statutes for purposes of  
33 accessing and compiling student record data for research purposes.

34 (2) The education data center shall:

35 (a) In consultation with the legislative evaluation and  
36 accountability program committee and the agencies and organizations  
37 participating in the education data center, identify the critical  
38 research and policy questions that are intended to be addressed by

1 the education data center and the data needed to address the  
2 questions;

3 (b) Coordinate with other state education agencies to compile and  
4 analyze education data, including data on student demographics that  
5 is disaggregated by distinct ethnic categories within racial  
6 subgroups, and complete P-20 research projects;

7 (c) Collaborate with the legislative evaluation and  
8 accountability program committee and the education and fiscal  
9 committees of the legislature in identifying the data to be compiled  
10 and analyzed to ensure that legislative interests are served;

11 (d) Annually provide to the K-12 data governance group a list of  
12 data elements and data quality improvements that are necessary to  
13 answer the research and policy questions identified by the education  
14 data center and have been identified by the legislative committees in  
15 (c) of this subsection. Within three months of receiving the list,  
16 the K-12 data governance group shall develop and transmit to the  
17 education data center a feasibility analysis of obtaining or  
18 improving the data, including the steps required, estimated time  
19 frame, and the financial and other resources that would be required.  
20 Based on the analysis, the education data center shall submit, if  
21 necessary, a recommendation to the legislature regarding any  
22 statutory changes or resources that would be needed to collect or  
23 improve the data;

24 (e) Monitor and evaluate the education data collection systems of  
25 the organizations and agencies represented in the education data  
26 center ensuring that data systems are flexible, able to adapt to  
27 evolving needs for information, and to the extent feasible and  
28 necessary, include data that are needed to conduct the analyses and  
29 provide answers to the research and policy questions identified in  
30 (a) of this subsection;

31 (f) Track enrollment and outcomes through the public centralized  
32 higher education enrollment system;

33 (g) Assist other state educational agencies' collaborative  
34 efforts to develop a long-range enrollment plan for higher education  
35 including estimates to meet demographic and workforce needs;

36 (h) Provide research that focuses on student transitions within  
37 and among the early learning, K-12, and higher education sectors in  
38 the P-20 system; (~~and~~)

39 (i) Prepare a regular report on the educational and workforce  
40 outcomes of youth in the juvenile justice system, using data

1 disaggregated by age, and by ethnic categories and racial subgroups  
2 in accordance with RCW 28A.300.042; and

3 (j) Make recommendations to the legislature as necessary to help  
4 ensure the goals and objectives of this section and RCW 28A.655.210  
5 and 28A.300.507 are met.

6 (3) The department of early learning, superintendent of public  
7 instruction, professional educator standards board, state board of  
8 education, state board for community and technical colleges,  
9 workforce training and education coordinating board, student  
10 achievement council, public four-year institutions of higher  
11 education, department of social and health services and employment  
12 security department shall work with the education data center to  
13 develop data-sharing and research agreements, consistent with  
14 applicable security and confidentiality requirements, to facilitate  
15 the work of the center. The education data center shall also develop  
16 data-sharing and research agreements with the administrative office  
17 of the courts to conduct research on educational and workforce  
18 outcomes using data maintained under RCW 13.50.010(12) related to  
19 juveniles. Private, nonprofit institutions of higher education that  
20 provide programs of education beyond the high school level leading at  
21 least to the baccalaureate degree and are accredited by the Northwest  
22 association of schools and colleges or their peer accreditation  
23 bodies may also develop data-sharing and research agreements with the  
24 education data center, consistent with applicable security and  
25 confidentiality requirements. The education data center shall make  
26 data from collaborative analyses available to the education agencies  
27 and institutions that contribute data to the education data center to  
28 the extent allowed by federal and state security and confidentiality  
29 requirements applicable to the data of each contributing agency or  
30 institution.

31 **Sec. 109.** RCW 13.50.010 and 2015 c 265 s 2 and 2015 c 262 s 1  
32 are each reenacted and amended to read as follows:

33 (1) For purposes of this chapter:

34 (a) "Good faith effort to pay" means a juvenile offender has  
35 either (i) paid the principal amount in full; (ii) made at least  
36 eighty percent of the value of full monthly payments within the  
37 period from disposition or deferred disposition until the time the  
38 amount of restitution owed is under review; or (iii) can show good

1 cause why he or she paid an amount less than eighty percent of the  
2 value of full monthly payments;

3 (b) "Juvenile justice or care agency" means any of the following:  
4 Police, diversion units, court, prosecuting attorney, defense  
5 attorney, detention center, attorney general, the legislative  
6 children's oversight committee, the office of the family and  
7 children's ombuds, the department of social and health services and  
8 its contracting agencies, schools; persons or public or private  
9 agencies having children committed to their custody; and any  
10 placement oversight committee created under RCW 72.05.415;

11 (c) "Official juvenile court file" means the legal file of the  
12 juvenile court containing the petition or information, motions,  
13 memorandums, briefs, findings of the court, and court orders;

14 (d) "Records" means the official juvenile court file, the social  
15 file, and records of any other juvenile justice or care agency in the  
16 case;

17 (e) "Social file" means the juvenile court file containing the  
18 records and reports of the probation counselor.

19 (2) Each petition or information filed with the court may include  
20 only one juvenile and each petition or information shall be filed  
21 under a separate docket number. The social file shall be filed  
22 separately from the official juvenile court file.

23 (3) It is the duty of any juvenile justice or care agency to  
24 maintain accurate records. To this end:

25 (a) The agency may never knowingly record inaccurate information.  
26 Any information in records maintained by the department of social and  
27 health services relating to a petition filed pursuant to chapter  
28 13.34 RCW that is found by the court to be false or inaccurate shall  
29 be corrected or expunged from such records by the agency;

30 (b) An agency shall take reasonable steps to assure the security  
31 of its records and prevent tampering with them; and

32 (c) An agency shall make reasonable efforts to insure the  
33 completeness of its records, including action taken by other agencies  
34 with respect to matters in its files.

35 (4) Each juvenile justice or care agency shall implement  
36 procedures consistent with the provisions of this chapter to  
37 facilitate inquiries concerning records.

38 (5) Any person who has reasonable cause to believe information  
39 concerning that person is included in the records of a juvenile  
40 justice or care agency and who has been denied access to those



1 records by the agency may make a motion to the court for an order  
2 authorizing that person to inspect the juvenile justice or care  
3 agency record concerning that person. The court shall grant the  
4 motion to examine records unless it finds that in the interests of  
5 justice or in the best interests of the juvenile the records or parts  
6 of them should remain confidential.

7 (6) A juvenile, or his or her parents, or any person who has  
8 reasonable cause to believe information concerning that person is  
9 included in the records of a juvenile justice or care agency may make  
10 a motion to the court challenging the accuracy of any information  
11 concerning the moving party in the record or challenging the  
12 continued possession of the record by the agency. If the court grants  
13 the motion, it shall order the record or information to be corrected  
14 or destroyed.

15 (7) The person making a motion under subsection (5) or (6) of  
16 this section shall give reasonable notice of the motion to all  
17 parties to the original action and to any agency whose records will  
18 be affected by the motion.

19 (8) The court may permit inspection of records by, or release of  
20 information to, any clinic, hospital, or agency which has the subject  
21 person under care or treatment. The court may also permit inspection  
22 by or release to individuals or agencies, including juvenile justice  
23 advisory committees of county law and justice councils, engaged in  
24 legitimate research for educational, scientific, or public purposes.  
25 Each person granted permission to inspect juvenile justice or care  
26 agency records for research purposes shall present a notarized  
27 statement to the court stating that the names of juveniles and  
28 parents will remain confidential.

29 (9) The court shall release to the caseload forecast council the  
30 records needed for its research and data-gathering functions. Access  
31 to caseload forecast data may be permitted by the council for  
32 research purposes only if the anonymity of all persons mentioned in  
33 the records or information will be preserved.

34 (10) Juvenile detention facilities shall release records to the  
35 caseload forecast council upon request. The commission shall not  
36 disclose the names of any juveniles or parents mentioned in the  
37 records without the named individual's written permission.

38 (11) Requirements in this chapter relating to the court's  
39 authority to compel disclosure shall not apply to the legislative

1 children's oversight committee or the office of the family and  
2 children's ombuds.

3 (12) For the purpose of research only, the administrative office  
4 of the courts shall maintain an electronic research copy of all  
5 records in the judicial information system related to juveniles.  
6 Access to the research copy is restricted to the (~~Washington state~~  
7 ~~center for court research~~) administrative office of the courts for  
8 research purposes as authorized by the supreme court or by state  
9 statute. The (~~Washington state center for court research~~)  
10 administrative office of the courts shall maintain the  
11 confidentiality of all confidential records and shall preserve the  
12 anonymity of all persons identified in the research copy. Data  
13 contained in the research copy may be shared with other governmental  
14 agencies as authorized by state statute, pursuant to data-sharing and  
15 research agreements, and consistent with applicable security and  
16 confidentiality requirements. The research copy may not be subject to  
17 any records retention schedule and must include records destroyed or  
18 removed from the judicial information system pursuant to RCW  
19 13.50.270 and 13.50.100(3).

20 (13) The court shall release to the Washington state office of  
21 public defense records needed to implement the agency's oversight,  
22 technical assistance, and other functions as required by RCW  
23 2.70.020. Access to the records used as a basis for oversight,  
24 technical assistance, or other agency functions is restricted to the  
25 Washington state office of public defense. The Washington state  
26 office of public defense shall maintain the confidentiality of all  
27 confidential information included in the records.

28 (14) The court shall release to the Washington state office of  
29 civil legal aid records needed to implement the agency's oversight,  
30 technical assistance, and other functions as required by RCW  
31 2.53.045. Access to the records used as a basis for oversight,  
32 technical assistance, or other agency functions is restricted to the  
33 Washington state office of civil legal aid. The Washington state  
34 office of civil legal aid shall maintain the confidentiality of all  
35 confidential information included in the records, and shall, as soon  
36 as possible, destroy any retained notes or records obtained under  
37 this section that are not necessary for its functions related to RCW  
38 2.53.045.

39

## PART II

1 **EDUCATOR CULTURAL COMPETENCE**

2 NEW SECTION. **Sec. 201.** A new section is added to chapter  
3 28A.345 RCW to read as follows:

4 The Washington state school directors' association, in  
5 consultation with the office of the superintendent of public  
6 instruction, the professional educator standards board, the steering  
7 committee established in RCW 28A.405.100, and the educational  
8 opportunity gap oversight and accountability committee, must develop  
9 a plan for the creation and delivery of cultural competency training  
10 for school board directors and superintendents. The training program  
11 must also include the foundational elements of cultural competence,  
12 focusing on multicultural education and principles of English  
13 language acquisition, including information regarding best practices  
14 to implement the tribal history and culture curriculum. The content  
15 of the training must be aligned with the standards for cultural  
16 competence developed by the professional educator standards board  
17 under RCW 28A.410.270.

18 **Sec. 202.** RCW 28A.405.106 and 2012 c 35 s 5 are each amended to  
19 read as follows:

20 (1) Subject to funds appropriated for this purpose, the office of  
21 the superintendent of public instruction must develop and make  
22 available a professional development program to support the  
23 implementation of the evaluation systems required by RCW 28A.405.100.  
24 The program components may be organized into professional development  
25 modules for principals, administrators, and teachers. The  
26 professional development program shall include a comprehensive online  
27 training package.

28 (2) The training program must include, but not be limited to, the  
29 following topics:

30 (a) Introduction of the evaluation criteria for teachers and  
31 principals and the four-level rating system;

32 (b) Orientation to and use of instructional frameworks;

33 (c) Orientation to and use of the leadership frameworks;

34 (d) Best practices in developing and using data in the evaluation  
35 systems, including multiple measures, student growth data, classroom  
36 observations, and other measures and evidence;

37 (e) Strategies for achieving maximum rater agreement;

38 (f) Evaluator feedback protocols in the evaluation systems;

1 (g) Examples of high quality teaching and leadership; and  
2 (h) Methods to link the evaluation process to ongoing educator  
3 professional development.

4 (3) The training program must also include the foundational  
5 elements of cultural competence, focusing on multicultural education  
6 and principles of English language acquisition, including information  
7 regarding best practices to implement the tribal history and culture  
8 curriculum. The content of the training must be aligned with the  
9 standards for cultural competence developed by the professional  
10 educator standards board under RCW 28A.410.270. The office of the  
11 superintendent of public instruction, in consultation with the  
12 professional educator standards board, the steering committee  
13 established in RCW 28A.405.100, and the educational opportunity gap  
14 oversight and accountability committee, must integrate the content  
15 for cultural competence into the overall training for principals,  
16 administrators, and teachers to support the revised evaluation  
17 systems.

18 (4) To the maximum extent feasible, the professional development  
19 program must incorporate or adapt existing online training or  
20 curriculum, including securing materials or curriculum under contract  
21 or purchase agreements within available funds. Multiple modes of  
22 instruction should be incorporated including videos of classroom  
23 teaching, participatory exercises, and other engaging combinations of  
24 online audio, video, and print presentation.

25 ~~((4))~~ (5) The professional development program must be  
26 developed in modules that allow:

27 (a) Access to material over a reasonable number of training  
28 sessions;

29 (b) Delivery in person or online; and

30 (c) Use in a self-directed manner.

31 ~~((5))~~ (6) The office of the superintendent of public  
32 instruction must maintain a web site that includes the online  
33 professional development materials along with sample evaluation forms  
34 and templates, links to relevant research on evaluation and on high  
35 quality teaching and leadership, samples of contract and collective  
36 bargaining language on key topics, examples of multiple measures of  
37 teacher and principal performance, suggestions for data to measure  
38 student growth, and other tools that will assist school districts in  
39 implementing the revised evaluation systems.

1       (~~(6)~~) (7) The office of the superintendent of public  
2 instruction must identify the number of in-service training hours  
3 associated with each professional development module and develop a  
4 way for users to document their completion of the training.  
5 Documented completion of the training under this section is  
6 considered approved in-service training for the purposes of RCW  
7 28A.415.020.

8       (~~(7)~~) (8) The office of the superintendent of public  
9 instruction shall periodically update the modules to reflect new  
10 topics and research on performance evaluation so that the training  
11 serves as an ongoing source of continuing education and professional  
12 development.

13       (~~(8)~~) (9) The office of the superintendent of public  
14 instruction shall work with the educational service districts to  
15 provide clearinghouse services for the identification and publication  
16 of professional development opportunities for teachers and principals  
17 that align with performance evaluation criteria.

18       **Sec. 203.** RCW 28A.405.120 and 2012 c 35 s 2 are each amended to  
19 read as follows:

20       (1) School districts shall require each administrator, each  
21 principal, or other supervisory personnel who has responsibility for  
22 evaluating classroom teachers or principals to have training in  
23 evaluation procedures.

24       (2) Before school district implementation of the revised  
25 evaluation systems required under RCW 28A.405.100, principals and  
26 administrators who have evaluation responsibilities must engage in  
27 professional development designed to implement the revised systems  
28 and maximize rater agreement. The professional development to support  
29 the revised evaluation systems must also include foundational  
30 elements of cultural competence, focusing on multicultural education  
31 and principles of English language acquisition.

32       NEW SECTION.       **Sec. 204.** A new section is added to chapter  
33 28A.415 RCW to read as follows:

34       (1) Subject to funds appropriated specifically for this purpose,  
35 the office of the superintendent of public instruction, in  
36 collaboration with the educational opportunity gap oversight and  
37 accountability committee, the professional educator standards board,  
38 colleges of education, and representatives from diverse communities

1 and community-based organizations, must develop a content outline for  
2 professional development and training in cultural competence for  
3 school staff.

4 (2) The content of the cultural competence professional  
5 development and training must be aligned with the standards developed  
6 by the professional educator standards board under RCW 28A.410.270.  
7 The training program must also include the foundational elements of  
8 cultural competence, focusing on multicultural education and  
9 principles of English language acquisition, including information  
10 regarding best practices to implement the tribal history and culture  
11 curriculum.

12 (3) The cultural competence professional development and training  
13 must contain components that are appropriate for classified school  
14 staff and district administrators as well as certificated  
15 instructional staff and principals at the building level. The  
16 professional development and training must also contain components  
17 suitable for delivery by individuals from the local community or  
18 community-based organizations with appropriate expertise.

19 (4) The legislature encourages educational service districts and  
20 school districts to use the cultural competence professional  
21 development and training developed under this section and provide  
22 opportunities for all school and school district staff to gain  
23 knowledge and skills in cultural competence, including in partnership  
24 with their local communities.

25 NEW SECTION. **Sec. 205.** A new section is added to chapter  
26 28A.657 RCW to read as follows:

27 Required action districts as provided in RCW 28A.657.030, and  
28 districts with schools that receive the federal school improvement  
29 grant under the American recovery and reinvestment act of 2009, and  
30 districts with schools identified by the superintendent of public  
31 instruction as priority or focus are strongly encouraged to provide  
32 the cultural competence professional development and training  
33 developed under RCW 28A.405.106, 28A.405.120, and section 204 of this  
34 act for classified, certificated instructional, and administrative  
35 staff of the school. The professional development and training may be  
36 delivered by an educational service district, through district in-  
37 service, or by another qualified provider, including in partnership  
38 with the local community.

1 **PART III**

2 **INSTRUCTING ENGLISH LANGUAGE LEARNERS**

3 **Sec. 301.** RCW 28A.180.040 and 2013 2nd sp.s. c 9 s 4 are each  
4 amended to read as follows:

5 (1) Every school district board of directors shall:

6 (a) Make available to each eligible pupil transitional bilingual  
7 instruction to achieve competency in English, in accord with rules of  
8 the superintendent of public instruction;

9 (b) Wherever feasible, ensure that communications to parents  
10 emanating from the schools shall be appropriately bilingual for those  
11 parents of pupils in the bilingual instruction program;

12 (c) Determine, by administration of an English test approved by  
13 the superintendent of public instruction the number of eligible  
14 pupils enrolled in the school district at the beginning of a school  
15 year and thereafter during the year as necessary in individual cases;

16 (d) Ensure that a student who is a child of a military family in  
17 transition and who has been assessed as in need of, or enrolled in, a  
18 bilingual instruction program, the receiving school shall initially  
19 honor placement of the student into a like program.

20 (i) The receiving school shall determine whether the district's  
21 program is a like program when compared to the sending school's  
22 program; and

23 (ii) The receiving school may conduct subsequent assessments  
24 pursuant to RCW 28A.180.090 to determine appropriate placement and  
25 continued enrollment in the program;

26 (e) Before the conclusion of each school year, measure each  
27 eligible pupil's improvement in learning the English language by  
28 means of a test approved by the superintendent of public instruction;

29 (f) Provide in-service training for teachers, counselors, and  
30 other staff, who are involved in the district's transitional  
31 bilingual program. Such training shall include appropriate  
32 instructional strategies for children of culturally different  
33 backgrounds, use of curriculum materials, and program models; and

34 (g) Make available a program of instructional support for up to  
35 two years immediately after pupils exit from the program, for exited  
36 pupils who need assistance in reaching grade-level performance in  
37 academic subjects even though they have achieved English proficiency  
38 for purposes of the transitional bilingual instructional program.





1 ~~systems described in this section and a timeline for the full~~  
2 ~~implementation of those systems. The legislature shall approve and~~  
3 ~~provide funding for the evaluation system in subsection (3) of this~~  
4 ~~section before any implementation of the system developed under~~  
5 ~~subsection (3) of this section may occur.)) Subject to funds~~  
6 appropriated specifically for this purpose, provide school districts  
7 with technical assistance and support in selecting research-based  
8 program models, instructional materials, and professional development  
9 for program staff, including disseminating information about best  
10 practices and innovative programs. The information must include  
11 research about the differences between conversational language  
12 proficiency, academic language proficiency, and subject-specific  
13 language proficiency and the implications this research has on  
14 instructional practices and evaluation of program effectiveness.

15 NEW SECTION. Sec. 402. A new section is added to chapter  
16 28A.657 RCW to read as follows:

17 At the beginning of each school year, the office of the  
18 superintendent of public instruction shall identify schools in the  
19 top five percent of schools with the highest percent growth during  
20 the previous two school years in enrollment of English language  
21 learner students as compared to previous enrollment trends. The  
22 office shall notify the identified schools, and the school districts  
23 in which the schools are located are strongly encouraged to provide  
24 the cultural competence professional development and training  
25 developed under RCW 28A.405.106, 28A.405.120, and section 204 of this  
26 act for classified, certificated instructional, and administrative  
27 staff of the schools. The professional development and training may  
28 be delivered by an educational service district, through district in-  
29 service, or by another qualified provider, including in partnership  
30 with the local community.

31 **PART V**  
32 **DISAGGREGATED STUDENT DATA**

33 **Sec. 501.** RCW 28A.300.042 and 2013 2nd sp.s. c 18 s 307 are each  
34 amended to read as follows:

35 (1) Beginning with the 2017-18 school year, and using the phase-  
36 in provided in subsection (2) of this section, the superintendent of  
37 public instruction must collect and school districts must submit all

1 student-level data using the United States department of education  
2 2007 race and ethnicity reporting guidelines, including the subracial  
3 and subethnic categories within those guidelines, with the following  
4 modifications:

5 (a) Further disaggregation of the Black category to differentiate  
6 students of African origin and students native to the United States  
7 with African ancestors;

8 (b) Further disaggregation of countries of origin for Asian  
9 students;

10 (c) Further disaggregation of the White category to include  
11 subethnic categories for Eastern European nationalities that have  
12 significant populations in Washington; and

13 (d) For students who report as multiracial, collection of their  
14 racial and ethnic combination of categories.

15 (2) Beginning with the 2017-18 school year, school districts  
16 shall collect student-level data as provided in subsection (1) of  
17 this section for all newly enrolled students, including transfer  
18 students. When the students enroll in a different school within the  
19 district, school districts shall resurvey the newly enrolled students  
20 for whom subracial and subethnic categories were not previously  
21 collected. School districts may resurvey other students.

22 (3) All student data-related reports required of the  
23 superintendent of public instruction in this title must be  
24 disaggregated by at least the following subgroups of students: White,  
25 Black, Hispanic, American Indian/Alaskan Native, Asian, Pacific  
26 Islander/Hawaiian Native, low income, transitional bilingual,  
27 migrant, special education, and students covered by section 504 of  
28 the federal rehabilitation act of 1973, as amended (29 U.S.C. Sec.  
29 794).

30 ((+2)) (4) All student data-related reports ((required of))  
31 prepared by the superintendent of public instruction regarding  
32 student suspensions and expulsions as required ((in RCW 28A.300.046))  
33 under this title are subject to disaggregation by subgroups  
34 including:

35 (a) Gender;

36 (b) Foster care;

37 (c) Homeless, if known;

38 (d) School district;

39 (e) School;

40 (f) Grade level;

1 (g) Behavior infraction code, including:  
2 (i) Bullying;  
3 (ii) Tobacco;  
4 (iii) Alcohol;  
5 (iv) Illicit drug;  
6 (v) Fighting without major injury;  
7 (vi) Violence without major injury;  
8 (vii) Violence with major injury;  
9 (viii) Possession of a weapon; and  
10 (ix) Other behavior resulting from a short-term or long-term  
11 suspension, expulsion, or interim alternative education setting  
12 intervention;  
13 (h) Intervention applied, including:  
14 (i) Short-term suspension;  
15 (ii) Long-term suspension;  
16 (iii) Emergency expulsion;  
17 (iv) Expulsion;  
18 (v) Interim alternative education settings;  
19 (vi) No intervention applied; and  
20 (vii) Other intervention applied that is not described in this  
21 subsection (~~(+2+)~~) (4)(h);  
22 (i) Number of days a student is suspended or expelled, to be  
23 counted in half or full days; and  
24 (j) Any other categories added at a future date by the data  
25 governance group.  
26 (~~(+3+)~~) (5) All student data-related reports required of the  
27 superintendent of public instruction regarding student suspensions  
28 and expulsions as required in RCW 28A.300.046 are subject to cross-  
29 tabulation at a minimum by the following:  
30 (a) School and district;  
31 (b) Race, low income, special education, transitional bilingual,  
32 migrant, foster care, homeless, students covered by section 504 of  
33 the federal rehabilitation act of 1973, as amended (29 U.S.C. Sec.  
34 794), and categories to be added in the future;  
35 (c) Behavior infraction code; and  
36 (d) Intervention applied.  
37 (6) The K-12 data governance group shall develop the data  
38 protocols and guidance for school districts in the collection of data  
39 as required under this section, and the office of the superintendent  
40 of public instruction shall modify the statewide student data system

1 as needed. The office of the superintendent of public instruction  
2 shall also incorporate training for school staff on best practices  
3 for collection of data on student race and ethnicity in other  
4 training or professional development related to data provided by the  
5 office.

6 NEW SECTION. Sec. 502. Subject to the availability of amounts  
7 appropriated for this specific purpose, the office of the  
8 superintendent of public instruction shall convene a task force to  
9 review the United States department of education 2007 race and  
10 ethnicity reporting guidelines and develop race and ethnicity  
11 guidance for the state. The task force must include representatives  
12 from the educational opportunity gap oversight and accountability  
13 committee, the ethnic commissions, the governor's office of Indian  
14 affairs, and a diverse group of parents. The guidance must clarify  
15 for students and families why information about race and ethnicity is  
16 collected and how students and families can help school  
17 administrators properly identify them. The guidance must also  
18 describe the best practices for school administrators to use when  
19 identifying the race and ethnicity of students and families. The task  
20 force must use the United States census and the American community  
21 survey in the development of the guidance.

22 **Sec. 503.** RCW 28A.300.505 and 2015 c 210 s 2 are each amended to  
23 read as follows:

24 (1) The office of the superintendent of public instruction shall  
25 develop standards for school data systems that focus on validation  
26 and verification of data entered into the systems to ensure accuracy  
27 and compatibility of data. The standards shall address but are not  
28 limited to the following topics:

29 (a) Date validation;

30 (b) Code validation, which includes gender, race or ethnicity,  
31 and other code elements;

32 (c) Decimal and integer validation; and

33 (d) Required field validation as defined by state and federal  
34 requirements.

35 (2) The superintendent of public instruction shall develop a  
36 reporting format and instructions for school districts to collect and  
37 submit data that must include:

1 (a) Data on student demographics that is disaggregated (~~by~~  
2 ~~distinct ethnic categories within racial subgroups so that analyses~~  
3 ~~may be conducted on student achievement using the disaggregated~~  
4 ~~data~~) as required by RCW 28A.300.042; and

5 (b) Starting no later than the 2016-17 school year, data on  
6 students from military families. The K-12 data governance group  
7 established in RCW 28A.300.507 must develop best practice guidelines  
8 for the collection and regular updating of this data on students from  
9 military families. Collection and updating of this data must use the  
10 United States department of education 2007 race and ethnicity  
11 reporting guidelines, including the subracial and subethnic  
12 categories within those guidelines, with the following modifications:

13 (i) Further disaggregation of the Black category to differentiate  
14 students of African origin and students native to the United States  
15 with African ancestors;

16 (ii) Further disaggregation of countries of origin for Asian  
17 students;

18 (iii) Further disaggregation of the White category to include  
19 subethnic categories for Eastern European nationalities that have  
20 significant populations in Washington; and

21 (iv) For students who report as multiracial, collection of their  
22 racial and ethnic combination of categories.

23 (3) For the purposes of this section, "students from military  
24 families" means the following categories of students, with data to be  
25 collected and submitted separately for each category:

26 (a) Students with a parent or guardian who is a member of the  
27 active duty United States armed forces; and

28 (b) Students with a parent or guardian who is a member of the  
29 reserves of the United States armed forces or a member of the  
30 Washington national guard.

31 NEW SECTION. **Sec. 504.** (1) To increase the visibility of the  
32 opportunity gap in schools with small subgroups of students and to  
33 hold schools accountable to individual student-level support, by  
34 August 1, 2016, the office of the superintendent of public  
35 instruction, in cooperation with the K-12 data governance group  
36 established within the office of the superintendent of public  
37 instruction, the education data center established within the office  
38 of financial management, and the state board of education, shall  
39 adopt a rule that the only student data that should not be reported

1 for public reporting and accountability is data where the school or  
2 district has fewer than ten students in a grade level or student  
3 subgroup.

4 (2) This section expires August 1, 2017.

5 **PART VI**

6 **RECRUITMENT AND RETENTION OF EDUCATORS**

7 **Sec. 601.** RCW 28A.300.507 and 2009 c 548 s 203 are each amended  
8 to read as follows:

9 (1) A K-12 data governance group shall be established within the  
10 office of the superintendent of public instruction to assist in the  
11 design and implementation of a K-12 education data improvement system  
12 for financial, student, and educator data. It is the intent that the  
13 data system reporting specifically serve requirements for teachers,  
14 parents, superintendents, school boards, the office of the  
15 superintendent of public instruction, the legislature, and the  
16 public.

17 (2) The K-12 data governance group shall include representatives  
18 of the education data center, the office of the superintendent of  
19 public instruction, the legislative evaluation and accountability  
20 program committee, the professional educator standards board, the  
21 state board of education, and school district staff, including  
22 information technology staff. Additional entities with expertise in  
23 education data may be included in the K-12 data governance group.

24 (3) The K-12 data governance group shall:

25 (a) Identify the critical research and policy questions that need  
26 to be addressed by the K-12 education data improvement system;

27 (b) Identify reports and other information that should be made  
28 available on the internet in addition to the reports identified in  
29 subsection (5) of this section;

30 (c) Create a comprehensive needs requirement document detailing  
31 the specific information and technical capacity needed by school  
32 districts and the state to meet the legislature's expectations for a  
33 comprehensive K-12 education data improvement system as described  
34 under RCW 28A.655.210;

35 (d) Conduct a gap analysis of current and planned information  
36 compared to the needs requirement document, including an analysis of  
37 the strengths and limitations of an education data system and  
38 programs currently used by school districts and the state, and

1 specifically the gap analysis must look at the extent to which the  
2 existing data can be transformed into canonical form and where  
3 existing software can be used to meet the needs requirement document;

4 (e) Focus on financial and cost data necessary to support the new  
5 K-12 financial models and funding formulas, including any necessary  
6 changes to school district budgeting and accounting, and on assuring  
7 the capacity to link data across financial, student, and educator  
8 systems; and

9 (f) Define the operating rules and governance structure for K-12  
10 data collections, ensuring that data systems are flexible and able to  
11 adapt to evolving needs for information, within an objective and  
12 orderly data governance process for determining when changes are  
13 needed and how to implement them. Strong consideration must be made  
14 to the current practice and cost of migration to new requirements.  
15 The operating rules should delineate the coordination, delegation,  
16 and escalation authority for data collection issues, business rules,  
17 and performance goals for each K-12 data collection system,  
18 including:

19 (i) Defining and maintaining standards for privacy and  
20 confidentiality;

21 (ii) Setting data collection priorities;

22 (iii) Defining and updating a standard data dictionary;

23 (iv) Ensuring data compliance with the data dictionary;

24 (v) Ensuring data accuracy; and

25 (vi) Establishing minimum standards for school, student,  
26 financial, and teacher data systems. Data elements may be specified  
27 "to the extent feasible" or "to the extent available" to collect more  
28 and better data sets from districts with more flexible software.  
29 Nothing in RCW 43.41.400, this section, or RCW 28A.655.210 should be  
30 construed to require that a data dictionary or reporting should be  
31 hobbled to the lowest common set. The work of the K-12 data  
32 governance group must specify which data are desirable. Districts  
33 that can meet these requirements shall report the desirable data.  
34 Funding from the legislature must establish which subset data are  
35 absolutely required.

36 (4)(a) The K-12 data governance group shall provide updates on  
37 its work as requested by the education data center and the  
38 legislative evaluation and accountability program committee.

1 (b) The work of the K-12 data governance group shall be  
2 periodically reviewed and monitored by the educational data center  
3 and the legislative evaluation and accountability program committee.

4 (5) To the extent data is available, the office of the  
5 superintendent of public instruction shall make the following minimum  
6 reports available on the internet. The reports must either be run on  
7 demand against current data, or, if a static report, must have been  
8 run against the most recent data:

9 (a) The percentage of data compliance and data accuracy by school  
10 district;

11 (b) The magnitude of spending per student, by student estimated  
12 by the following algorithm and reported as the detailed summation of  
13 the following components:

14 (i) An approximate, prorated fraction of each teacher or human  
15 resource element that directly serves the student. Each human  
16 resource element must be listed or accessible through online  
17 tunneling in the report;

18 (ii) An approximate, prorated fraction of classroom or building  
19 costs used by the student;

20 (iii) An approximate, prorated fraction of transportation costs  
21 used by the student; and

22 (iv) An approximate, prorated fraction of all other resources  
23 within the district. District-wide components should be disaggregated  
24 to the extent that it is sensible and economical;

25 (c) The cost of K-12 basic education, per student, by student, by  
26 school district, estimated by the algorithm in (b) of this  
27 subsection, and reported in the same manner as required in (b) of  
28 this subsection;

29 (d) The cost of K-12 special education services per student, by  
30 student receiving those services, by school district, estimated by  
31 the algorithm in (b) of this subsection, and reported in the same  
32 manner as required in (b) of this subsection;

33 (e) Improvement on the statewide assessments computed as both a  
34 percentage change and absolute change on a scale score metric by  
35 district, by school, and by teacher that can also be filtered by a  
36 student's length of full-time enrollment within the school district;

37 (f) Number of K-12 students per classroom teacher on a per  
38 teacher basis;

39 (g) Number of K-12 classroom teachers per student on a per  
40 student basis;



1 (h) Percentage of a classroom teacher per student on a per  
2 student basis; (~~and~~)

3 (i) Percentage of classroom teachers per school district and per  
4 school disaggregated as described in RCW 28A.300.042(1) for student-  
5 level data;

6 (j) Average length of service of classroom teachers per school  
7 district and per school disaggregated as described in RCW  
8 28A.300.042(1) for student-level data; and

9 (k) The cost of K-12 education per student by school district  
10 sorted by federal, state, and local dollars.

11 (6) The superintendent of public instruction shall submit a  
12 preliminary report to the legislature by November 15, 2009, including  
13 the analyses by the K-12 data governance group under subsection (3)  
14 of this section and preliminary options for addressing identified  
15 gaps. A final report, including a proposed phase-in plan and  
16 preliminary cost estimates for implementation of a comprehensive data  
17 improvement system for financial, student, and educator data shall be  
18 submitted to the legislature by September 1, 2010.

19 (7) All reports and data referenced in this section and RCW  
20 43.41.400 and 28A.655.210 shall be made available in a manner  
21 consistent with the technical requirements of the legislative  
22 evaluation and accountability program committee and the education  
23 data center so that selected data can be provided to the legislature,  
24 governor, school districts, and the public.

25 (8) Reports shall contain data to the extent it is available. All  
26 reports must include documentation of which data are not available or  
27 are estimated. Reports must not be suppressed because of poor data  
28 accuracy or completeness. Reports may be accompanied with  
29 documentation to inform the reader of why some data are missing or  
30 inaccurate or estimated.

31 **PART VII**  
32 **TRANSITIONS**

33 NEW SECTION. Sec. 701. A new section is added to chapter 43.215  
34 RCW to read as follows:

35 The department, in collaboration with the office of the  
36 superintendent of public instruction, shall create a community  
37 information and involvement plan to inform home-based, tribal, and

1 family early learning providers of the early achievers program under  
2 RCW 43.215.100.

3 **PART VIII**

4 **INTEGRATED STUDENT SERVICES AND FAMILY ENGAGEMENT**

5 NEW SECTION. **Sec. 801.** A new section is added to chapter  
6 28A.300 RCW to read as follows:

7 (1) Subject to the availability of amounts appropriated for this  
8 specific purpose, the Washington integrated student supports protocol  
9 is established. The protocol shall be developed by the center for the  
10 improvement of student learning, established in RCW 28A.300.130,  
11 based on the framework described in this section. The purposes of the  
12 protocol include:

13 (a) Supporting a school-based approach to promoting the success  
14 of all students by coordinating academic and nonacademic supports to  
15 reduce barriers to academic achievement and educational attainment;

16 (b) Fulfilling a vision of public education where educators focus  
17 on education, students focus on learning, and auxiliary supports  
18 enable teaching and learning to occur unimpeded;

19 (c) Encouraging the creation, expansion, and quality improvement  
20 of community-based supports that can be integrated into the academic  
21 environment of schools and school districts;

22 (d) Increasing public awareness of the evidence showing that  
23 academic outcomes are a result of both academic and nonacademic  
24 factors; and

25 (e) Supporting statewide and local organizations in their efforts  
26 to provide leadership, coordination, technical assistance,  
27 professional development, and advocacy to implement high-quality,  
28 evidence-based, student-centered, coordinated approaches throughout  
29 the state.

30 (2)(a) The Washington integrated student supports protocol must  
31 be sufficiently flexible to adapt to the unique needs of schools and  
32 districts across the state, yet sufficiently structured to provide  
33 all students with the individual support they need for academic  
34 success.

35 (b) The essential framework of the Washington integrated student  
36 supports protocol includes:

37 (i) Needs assessments: A needs assessment must be conducted for  
38 all at-risk students in order to develop or identify the needed

1 academic and nonacademic supports within the students' school and  
2 community. These supports must be coordinated to provide students  
3 with a package of mutually reinforcing supports designed to meet the  
4 individual needs of each student.

5 (ii) Integration and coordination: The school and district  
6 leadership and staff must develop close relationships with providers  
7 of academic and nonacademic supports to enhance the effectiveness of  
8 the protocol.

9 (iii) Community partnerships: Community partners must be engaged  
10 to provide nonacademic supports to reduce barriers to students'  
11 academic success, including supports to students' families.

12 (iv) Data driven: Students' needs and outcomes must be tracked  
13 over time to determine student progress and evolving needs.

14 (c) The framework must facilitate the ability of any academic or  
15 nonacademic provider to support the needs of at-risk students,  
16 including, but not limited to: Out-of-school providers, social  
17 workers, mental health counselors, physicians, dentists, speech  
18 therapists, and audiologists.

19 NEW SECTION. **Sec. 802.** (1) The legislature intends to integrate  
20 the delivery of various academic and nonacademic programs and  
21 services through a single protocol. This coordination and  
22 consolidation of assorted services, such as expanded learning  
23 opportunities, mental health, medical screening, and access to food  
24 and housing, is intended to reduce barriers to academic achievement  
25 and educational attainment by weaving together existing public and  
26 private resources needed to support student success in school.

27 (2) Subject to the availability of amounts appropriated for this  
28 specific purpose, the office of the superintendent of public  
29 instruction shall create a work group to determine how to best  
30 implement the framework described in section 801 of this act  
31 throughout the state.

32 (3) The work group must be composed of the following members, who  
33 must reflect the geographic diversity across the state:

34 (a) The superintendent of public instruction or the  
35 superintendent's designee;

36 (b) Three principals and three superintendents representing  
37 districts with diverse characteristics, selected by state  
38 associations of principals and superintendents, respectively;

1 (c) A representative from a statewide organization specializing  
2 in out-of-school learning;

3 (d) A representative from an organization with expertise in the  
4 needs of homeless students;

5 (e) A school counselor from an elementary school, a middle  
6 school, and a high school, selected by a state association of school  
7 counselors;

8 (f) A representative of an organization that is an expert on a  
9 multitiered system of supports; and

10 (g) A representative from a career and technical student  
11 organization.

12 (4) The superintendent of public instruction shall consult and  
13 may contract for services with a national nonpartisan, nonprofit  
14 research center that has provided data and analyses to improve  
15 policies and programs serving children and youth for over thirty-five  
16 years.

17 (5) The work group must submit to the appropriate committees of  
18 the legislature a report recommending policies that need to be  
19 adopted or revised to implement the framework described in section  
20 801 of this act throughout the state by October 1, 2017. The work  
21 group must submit a preliminary report by October 1, 2016, and a  
22 final report by October 1, 2017.

23 (6) This section expires August 1, 2018.

24 **Sec. 803.** RCW 28A.165.035 and 2013 2nd sp.s. c 18 s 203 are each  
25 amended to read as follows:

26 (1) ~~((Beginning in the 2015-16 school year, expenditure of funds  
27 from the learning assistance program must be consistent with the  
28 provisions of RCW 28A.655.235.~~

29 ~~(2))~~ Use of best practices that have been demonstrated through  
30 research to be associated with increased student achievement  
31 magnifies the opportunities for student success. To the extent they  
32 are included as a best practice or strategy in one of the state menus  
33 or an approved alternative under this section or RCW 28A.655.235, the  
34 following are services and activities that may be supported by the  
35 learning assistance program:

36 (a) Extended learning time opportunities occurring:

37 (i) Before or after the regular school day;

38 (ii) On Saturday; and

39 (iii) Beyond the regular school year;

1 (b) Services under RCW 28A.320.190;  
2 (c) Professional development for certificated and classified  
3 staff that focuses on:  
4 (i) The needs of a diverse student population;  
5 (ii) Specific literacy and mathematics content and instructional  
6 strategies; and  
7 (iii) The use of student work to guide effective instruction and  
8 appropriate assistance;  
9 (d) Consultant teachers to assist in implementing effective  
10 instructional practices by teachers serving participating students;  
11 (e) Tutoring support for participating students;  
12 (f) Outreach activities and support for parents of participating  
13 students, including employing parent and family engagement  
14 coordinators; and  
15 (g) Up to five percent of a district's learning assistance  
16 program allocation may be used for development of partnerships with  
17 community-based organizations, educational service districts, and  
18 other local agencies to deliver academic and nonacademic supports to  
19 participating students who are significantly at risk of not being  
20 successful in school to reduce barriers to learning, increase student  
21 engagement, and enhance students' readiness to learn. The (~~office of~~  
22 ~~the superintendent of public instruction~~) school board must approve  
23 in an open meeting any community-based organization or local agency  
24 before learning assistance funds may be expended.

25 (~~(3)~~) (2) In addition to the state menu developed under RCW  
26 28A.655.235, the office of the superintendent of public instruction  
27 shall convene a panel of experts, including the Washington state  
28 institute for public policy, to develop additional state menus of  
29 best practices and strategies for use in the learning assistance  
30 program to assist struggling students at all grade levels in English  
31 language arts and mathematics and reduce disruptive behaviors in the  
32 classroom. The office of the superintendent of public instruction  
33 shall publish the state menus by July 1, 2015, and update the state  
34 menus by each July 1st thereafter.

35 (~~(4)~~) (3)(a) Beginning in the 2016-17 school year, except as  
36 provided in (b) of this subsection, school districts must use a  
37 practice or strategy that is on a state menu developed under  
38 subsection (~~(3)~~) (2) of this section or RCW 28A.655.235.

39 (b) Beginning in the 2016-17 school year, school districts may  
40 use a practice or strategy that is not on a state menu developed

1 under subsection (~~((3))~~) (2) of this section for two school years  
2 initially. If the district is able to demonstrate improved outcomes  
3 for participating students over the previous two school years at a  
4 level commensurate with the best practices and strategies on the  
5 state menu, the office of the superintendent of public instruction  
6 shall approve use of the alternative practice or strategy by the  
7 district for one additional school year. Subsequent annual approval  
8 by the superintendent of public instruction to use the alternative  
9 practice or strategy is dependent on the district continuing to  
10 demonstrate increased improved outcomes for participating students.

11 (c) Beginning in the 2016-17 school year, school districts may  
12 enter cooperative agreements with state agencies, local governments,  
13 or school districts for administrative or operational costs needed to  
14 provide services in accordance with the state menus developed under  
15 this section and RCW 28A.655.235.

16 (~~((5))~~) (4) School districts are encouraged to implement best  
17 practices and strategies from the state menus developed under this  
18 section and RCW 28A.655.235 before the use is required.

19 **Sec. 804.** RCW 28A.300.130 and 2009 c 578 s 6 are each amended to  
20 read as follows:

21 (1) To facilitate access to information and materials on  
22 educational improvement and research, the superintendent of public  
23 instruction, (~~((to the extent funds are appropriated))~~) subject to the  
24 availability of amounts appropriated for this specific purpose, shall  
25 establish the center for the improvement of student learning. The  
26 center shall work in conjunction with parents, educational service  
27 districts, institutions of higher education, and education, parent,  
28 community, and business organizations.

29 (2) The center, (~~((to the extent funds are appropriated for this~~  
30 ~~purpose))~~) subject to the availability of amounts appropriated for  
31 this specific purpose, and in conjunction with other staff in the  
32 office of the superintendent of public instruction, shall:

33 (a) Serve as a clearinghouse for information regarding successful  
34 educational improvement and parental involvement programs in schools  
35 and districts, and information about efforts within institutions of  
36 higher education in the state to support educational improvement  
37 initiatives in Washington schools and districts;

38 (b) Provide best practices research that can be used to help  
39 schools develop and implement: Programs and practices to improve

1 instruction; systems to analyze student assessment data, with an  
2 emphasis on systems that will combine the use of state and local data  
3 to monitor the academic progress of each and every student in the  
4 school district; comprehensive, school-wide improvement plans;  
5 school-based shared decision-making models; programs to promote  
6 lifelong learning and community involvement in education; school-to-  
7 work transition programs; programs to meet the needs of highly  
8 capable students; programs and practices to meet the needs of  
9 students with disabilities; programs and practices to meet the  
10 diverse needs of students based on gender, racial, ethnic, economic,  
11 and special needs status; research, information, and technology  
12 systems; and other programs and practices that will assist educators  
13 in helping students learn the essential academic learning  
14 requirements;

15 (c) Develop and maintain an internet web site to increase the  
16 availability of information, research, and other materials;

17 (d) Work with appropriate organizations to inform teachers,  
18 district and school administrators, and school directors about the  
19 waivers available and the broadened school board powers under RCW  
20 28A.320.015;

21 (e) Provide training and consultation services, including  
22 conducting regional summer institutes;

23 (f) Identify strategies for improving the success rates of ethnic  
24 and racial student groups and students with disabilities, with  
25 disproportionate academic achievement;

26 (g) Work with parents, teachers, and school districts in  
27 establishing a model absentee notification procedure that will  
28 properly notify parents when their student has not attended a class  
29 or has missed a school day. The office of the superintendent of  
30 public instruction shall consider various types of communication with  
31 parents including, but not limited to, (~~electronic mail~~) email,  
32 phone, and postal mail; and

33 (h) Perform other functions consistent with the purpose of the  
34 center as prescribed in subsection (1) of this section.

35 (3) The superintendent of public instruction shall select and  
36 employ a director for the center.

37 (4) The superintendent may enter into contracts with individuals  
38 or organizations including but not limited to: School districts;  
39 educational service districts; educational organizations; teachers;  
40 higher education faculty; institutions of higher education; state

1 agencies; business or community-based organizations; and other  
2 individuals and organizations to accomplish the duties and  
3 responsibilities of the center. In carrying out the duties and  
4 responsibilities of the center, the superintendent, whenever  
5 possible, shall use practitioners to assist agency staff as well as  
6 assist educators and others in schools and districts.

7 (5) The office of the superintendent of public instruction shall  
8 report to the legislature by September 1, 2007, and thereafter  
9 biennially, regarding the effectiveness of the center for the  
10 improvement of student learning, how the services provided by the  
11 center for the improvement of student learning have been used and by  
12 whom, and recommendations to improve the accessibility and  
13 application of knowledge and information that leads to improved  
14 student learning and greater family and community involvement in the  
15 public education system.

Passed by the House March 10, 2016.

Passed by the Senate March 4, 2016.

Approved by the Governor March 30, 2016.

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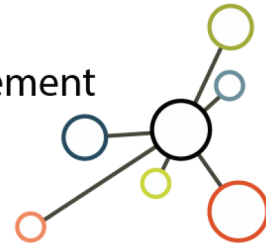
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**OSPI**

Center for the Improvement  
of Student Learning



# Washington Integrated Student Supports Protocol

Essential Practices for Implementing Integrated Student Supports

Developed by the Center for the Improvement of Student Learning, OSPI

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## Background

In 2016, the Washington State Legislature created the [Washington Integrated Student Supports Protocol](#) (WISSP) when it passed [4SHB 1541](#). The WISSP was one of an extensive set of interdependent strategies for closing educational opportunity gaps recommended by the State’s [Educational Opportunity Gap Oversight and Accountability Committee](#) (EOGOAC). The components of the WISSP framework include needs assessments, community partnerships, coordination of supports, integration within the school, and a data-driven approach.

According to Child Trends, a national child, youth, and family research organization, “Integrated student supports (ISS) are a school-based approach to promoting students’ academic success by developing or securing and coordinating supports that target academic and nonacademic barriers to achievement.” Research shows that ISS is a promising approach for improving student learning and promoting healthy development.

The purpose of the protocol, as outlined in 4SHB 1541, is as follows:

- Support a school-based approach to promoting the success of all students;
- Fulfill a vision of public education where educators focus on education, students focus on learning, and auxiliary supports enable teaching and learning to occur unimpeded;
- Encourage the creation, expansion, and quality improvement of community-based supports that can be integrated into the academic environment of schools and school districts;
- Increase public awareness of the evidence showing that academic outcomes are a result of both academic and nonacademic factors; and
- Support statewide and local organizations in their efforts to provide leadership, coordination, technical assistance, professional development, and advocacy to implement high-quality, evidence-based, student-centered, coordinated approaches throughout the state.

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## Introduction

This protocol defines the key components of the WISSP framework and outlines essential practices linked to each component. The components of the WISSP are not unique to ISS. They are also found in other student support frameworks such as Response to Intervention (RTI), School-wide Positive Behavioral Interventions and Supports (PBIS), Interconnected Systems Framework (ISF), and other tiered systems of support that address one or more domains of learning and development. In these frameworks, Tier I, or universal supports, are provided to all students, Tier II, or targeted supports, are available to some students who need additional support, and Tier III, or intensive supports, to a few students who need to overcome significant barriers to learning and development. Each tier increases in intensity and adjusts to student needs. Tiered prevention logic in education is much like the public health model. Just as most diseases and illness can be prevented, managed, or overcome, so can learning and development challenges.

These components are also present in a comprehensive multi-tiered system of supports (MTSS) framework that, when implemented, enables educators and community members to work together to effectively and efficiently address students’ needs across multiple domains of learning and development within one seamless system (McIntosh & Goodman, 2016).

The WISSP draws from research on both integrated student supports (also known as full-service community schools, school community partnerships, community schools, school-based services, school linked services, or full-service schools) and other tiered support frameworks to highlight essential practices that help ensure students have equitable access to the supports they need to be successful. These practices include using needs assessments to identify students' academic and nonacademic barriers to learning, collaborating with the community to access additional resources for students and their families, using data to monitor progress, and creating alignment across student support services and programs.

A companion to this protocol, "*An Implementation Guide for the Washington Integrated Student Supports Protocol*," will be released in the spring of 2018 and will include additional tools and resources to support implementation. Resources can also be found on the Center for the Improvement of Student Learning's (CISL) website at [www.k12.wa.us/CISL](http://www.k12.wa.us/CISL).

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### Why Integrated Student Supports?

Students' learning and development is impacted by more than just the quality of the experiences they have in school. Their progress is also impacted by the experiences they have at home and in the community, the relationships or partnerships between individuals in these different settings, and the policies, cultural norms and values that govern interactions in these spaces (Bronfenbrenner, 1979).

Differences in the quality of children's early childhood development experiences leads to them entering the K-12 education system at different stages of readiness. According to 2016-17 Washington Kindergarten Inventory of Developing Skills (WaKIDS) data, 59.4% of non low-income students demonstrated characteristics of entering kindergartners in 6 of 6 domains while only 32.6% of low-income students met the same standard. Further, as students move through the K-12 systems their experiences in school are uneven. In the 2015-16 school year an average 3.2% of white students were suspended or expelled while more than two times that number (8.0%) of black students were excluded from school at some point during the year. Across the state, while we have seen improvements in our overall graduation rate (76% in 2013 to 79.1% in 2016), gaps still remain. For example, in 2016, 89.3% of non low-income students graduated in four years while only 69.4% of low-income students met that mark. Similarly, while 88.6% and 81.5% of Asian and White students, respectively, graduated in four years, only 60.6% and 68.2% of Native American and Native Hawaiian/Other Pacific Islander students, respectively, had similar success. Addressing these gaps in opportunities for all students to access the benefits of a high quality education requires a collaborative and systemic approach.

#### *Meeting the needs of students requires a collaborative, systemic approach*

When a student struggles in school, the extent to which they get the support they need to be successful depends on a number of factors. Someone must notice that the student has a need for additional support, an educator must correctly identify the source of the student's struggle, and the school must be in a position to connect the student to an appropriate intervention.

In many cases, schools do not have a system in place to uniformly identify early warning signs that a student might be struggling and to address them in a way that is culturally or linguistically responsive. Without a system in place, an opportunity gap is created because students are not identified based on

need, but instead based on whether a caring adult was in the right place at the right time, or had access to the right data they needed to notice the student’s need for support.

Research shows that when implemented within the context of a tiered system of support, ISS, which focuses on partnering with the community to develop or secure and coordinate supports that target academic and nonacademic barriers to achievement, is a promising approach to improving student learning and development (Moore, K.A., et. al., 2014).

### Creating an Enabling Context

In order for the implementation of an ISS approach to lead to positive student outcomes, it must be implemented within an enabling school and community context. Features of an enabling context include cultural norms, such as a vision for student learning and high expectations for student success, along with structural components like policies, procedures, and communication protocols. Successful implementation of ISS requires participation from all school staff and the engagement of families and communities within a context that supports this collaborative way of work.

Table 1 includes essential features of a school-community context that will enable the successful implementation of an ISS approach. The list draws from research on school-community collaborations and school improvement.

**Table 1. Features of an Enabling Context for Implementing Integrated Student Supports**

Context Feature	Description
<b>Buy-in and Support</b>	There is broad support among staff and the larger school community for a whole child approach to education and moving student supports in from the margins, to the center of educational improvement strategies.
<b>Distributive and Collaborative Leadership</b>	A culture of distributive and collaborative leadership engages all students, staff, families, and community leaders.
<b>Funding</b>	There is dedicated funding (from either a single, or multiple sources) for implementation and ongoing supports.
<b>High Expectations</b>	Families, school, district, and community leaders set high expectations for the academic, social, emotional, behavioral, mental health, and physical development of all students.
<b>Opportunities to Learn in Multiple Contexts</b>	Student learning and development at school, home, and in the community is connected and complementary.
<b>Positive School Climate and Culture</b>	Leadership teams take deliberate steps to create a positive school climate and to foster the development of a school culture that is safe, inclusive, and supportive where all students, their families, and community members feel welcome.
<b>Professional Learning</b>	Training, coaching, and other structured supports provide all staff, families, and community members with the knowledge, skills, and awareness to support the learning and healthy development all students.

Context Feature	Description
Support for Collaboration	There are organizational structures (e.g., policies, staff liaisons, communication protocols, etc.) in place to enable meaningful, two-way collaboration between families, schools, and community partners.
Team Structures	Teams use a results-oriented cycle of inquiry to drive continuous improvement.
Vision	The district has a clear vision for, and commitment to, supporting the learning and development of the whole child.
Universal Supports	A solid foundation of Tier I (or universal) supports is available for all students and are implemented continuously, with fidelity, by all staff in all settings (school-wide, classroom, non-classroom).

It is not critical that each of these features be in place at the point when a school is beginning the process of implementing an ISS approach, but it is essential that schools focus on building capacity in these areas to sustain the effort into the future.

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## Essential Practices of Components

### 1. Needs (and Strengths) Assessments

**A needs assessment must be conducted for all at-risk students in order to develop or identify the needed academic and nonacademic supports within the students’ school and community. These supports must be coordinated to provide students with a package of mutually reinforcing supports designed to meet the individual needs of each student. RCW 28A.300.139**

Needs assessments can occur at many levels – student, family, school building, district, and community. The first step in planning, coordinating, and delivering academic and nonacademic supports is to identify evidence-based tools and engagement strategies to determine the root cause of students' barriers to learning across multiple domains. Aggregate student level data from multiple sources along with community health indicators (i.e., poverty rates, insured rates, chronic health conditions, etc.) should be used to inform a comprehensive needs assessment, in which teams systematically determine needs, examine their nature and causes, and set priorities for action. Needs assessments should be framed within the context of achieving student learning and school improvement goals previously established by the school with broad, meaningful input from families, school staff, and the broader school community.

#### *Student-Level Needs Assessments*

There are many types of student-level needs assessments. These assessments can address various domains of learning and development, or assess students’ access to basic needs. Student-level needs assessments use a range of direct (observing or assessing the student) or indirect (input given by student or others) data collection techniques. The needs assessments range from brief screeners (to identify strengths and catch students who may have early indicators of risk) to diagnostic assessments for students needing high intensity supports.

- 1) Identify evidence-based instruments and administration techniques to identify students' strengths, assets, challenges, needs, and gaps in services.
- 2) Create clear guidance for who uses the tools and under what circumstances.
- 3) Ensure questions on needs assessments are culturally relevant, developmentally appropriate, and trauma informed.
- 4) Identify data sources, determine the process for data collection, tools for managing data, as well as a strategy for analyzing data, communicating results, and action planning.
- 5) Determine how information collected during the needs assessment process will be integrated with other student level data, what information will become part of the student's permanent educational record, and what will only be used for action planning and progress monitoring.
- 6) Identify a range of relevant stakeholders (i.e., has knowledge of the student at home, in the community, and in the content and domains being evaluated) to participate in the needs assessment process.
- 7) Develop an action plan, based on the student's strengths and needs, to ensure their success.

#### *System-Level (School/Community) Needs Assessments*

System-level needs assessments and resource mapping creates the opportunity to identify academic and nonacademic supports that are currently available in school and in the community, and where gaps exist.

- 1) Identify and state a clear purpose for the needs assessment.
- 2) Identify a team to collect data.
- 3) Identify relevant data sources, a process for data collection, tools for managing data, and a strategy for analyzing data, communicating results, and action planning.
- 4) Review data to identify trends, gaps, and areas of need.
- 5) Conduct a resource inventory of existing programs and services from both inside and outside of the school.
- 6) Evaluate programs and services to determine effectiveness, eliminate duplication and fragmentation, and ensure resources are appropriately allocated.
- 7) Conduct surveys with key constituent groups to identify strengths, assets, challenges, and needs.
- 8) Interview key stakeholders for their interpretation of the data and their suggestions for its implications.

#### ISS Implementation Team

##### Critical ISS implementation team partners

- A district-employed site coordinator or a lead partner agency;
- School leaders and other key staff from all components of the school;
- Additional community-based agency partners (e.g., expanded learning providers, mental health agencies, child welfare, local hospital, library, university, law enforcement, local businesses);
- Parents and other community members;
- Students;
- Public and private funders; and
- Community leaders and elected officials to champion the endeavor

(Children's Aid Society, 2011)

- 9) Share findings and recommendations with stakeholders.
- 10) Identify an ISS implementation team that is responsible for creating action plans toward developing, securing, organizing, and coordinating a full continuum of supports that are available to students and their families either at school or in the community at the earliest sign of need.

## 2. Community Partnerships

**Community partners must be engaged to provide nonacademic supports to reduce barriers to students' academic success, including supports to students' families. RCW 28A.300.139**

A student's academic, social, emotional, behavioral, and mental health development is influenced by factors inside and outside of the school setting. Ensuring their success is therefore a shared responsibility between the school, families, and the community. Strong reciprocal partnerships between schools and the community (i.e., expanded learning providers, health and human services agencies, housing and basic needs providers) support positive student development, whereas the lack of these partnerships becomes a risk factor (Weissberg & Greenberg, 1998; Moore, & et. al., 2014).

Meaningful and mutually beneficial partnerships between schools, community members, and community organizations allow for better alignment across learning environments (home, school, and community), expand the set of resources available to support students, increases the diversity in expertise among the individuals working on students' behalf, and facilitate easier access to supports/services for students and their families (Bronstein, & Mason, 2016).

- 1) Identify a staff person at the building and/or district level to serve as the primary point of contact for coordinating partnerships and integrating them fully into schools. A person from an outside organization could also be integrated within the school to provide this service.
- 2) Use results from resource mapping to identify community members and/or organizations that can provide needed supports to students and their families.
- 3) Create clear partnership policies, communication protocols, and a memorandum of understanding (MOU) for each partnership that outlines its goals, scope, funding needs, types of services to be offered, and the indicators that will be used to measure progress.
- 4) Allocate adequate resources and time to develop and coordinate joint professional learning, and planning opportunities between schools and community partners to address barriers to collaboration, and so that both school staff and community partners have an opportunity to become familiar with each other's organizational structures, systems, policies, and processes.
- 5) Build a database of all partner resources with up-to-date contacts and services provided.
- 6) Develop a streamlined referral process to be used by both school and community organizations to ensure students have rapid access to supports at the earliest sign of need, along with protocols for sharing data about the outcome of referrals and student progress.
- 7) Create a sustainability plan to address on-going funding needs, staff changes or turnover, and continuity of operations.
- 8) Review the status of community partnerships annually to evaluate their effectiveness and relevancy to student and family needs.



### 3. Coordination of Supports

**The school and district leadership and staff must develop close relationships with providers of academic and nonacademic support to enhance effectiveness of the protocol. RCW 28A.300.139**

In order to effectively coordinate supports that address the needs of the student, schools must have a system in place. A well-coordinated system allows for intervention to be implemented early and be adjusted as needed in real time. The system also ensures adequate support for staff including professional learning, team planning time, policies, and operating procedures. The system helps with organization and bringing cohesion to instruction and student supports and enables rapid access to interventions.

An effective system of support is characterized by a multi-tier prevention framework of evidence-based whole school, small group, and individualized (i.e., Tier I, Tier II, Tier III) academic, social, emotional, behavioral, mental health, and other learning supports offered at the school and in the community. A continuum of supports promotes effective and efficient resource allocation, ensures that each student has equitable access to supports, and that those supports are layered and intensified according to the student's needs. This system should be comprehensive and adaptive to ensure effective and efficient planning, service delivery, data collection, monitoring, and follow-up of student supports.

The school principal works with site-based teams to ensure an array of evidence-based practices are available along a continuum of increasing intensity, there is capacity to offer the support to the students who need them, and those supports are implemented, monitored, intensified, faded, or discontinued as quantitative and qualitative data indicates.

- 1) Leadership teams facilitate understanding and skill building related to tiered prevention logic for staff, families, students, and community partners.
- 2) A person is identified at the building and/or district level to lead the coordination of supports including bridging between the school, community, and families.
- 3) Teams ensure a strong universal system for promoting healthy development and well-being and preventing learning and development problems is in place to support all students and reduce the number of students who might seem to need additional support.
- 4) A priority is placed on evidenced-based practices as a starting point for student supports.
- 5) School teams assess all current initiatives, practices, and programs that support students to ensure alignment, avoid duplication, and initiative overload. Aligned practices enhance effectiveness of supports and ensure sufficient allocation of resources based on student needs.<sup>1</sup>
- 6) Skills and competencies of each educational staff associate (ESA) who work in the building are identified across tiers of support, and the roles and responsibilities of support staff and community partners are clear to all stakeholders.
- 7) All academic, social, emotional, behavioral, physical, mental health, and other supports such as housing, food, transportation, and clothing assistance available to students (in the school and in the community) are documented and easily accessible to staff, students, families, and site-based teams to easily match supports to individual student/family needs. Each support is

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<sup>1</sup> <http://www.pbis.org/Common/Cms/files/pbisresources/Alignment%20Brief.%20for%20posting.1.16.17.docx>

clearly described and includes the name of contact or coordinator, qualifying requirements or criteria, what type of information or data is reviewed to determine progress, and under what conditions the student no longer needs the additional support.

- 8) Teams have clearly documented and consistently followed processes to ensure early identification, intervention selection, and modification (intensify or fade) of supports, and when to exit students from participation.
- 9) Teams use a collaborative problem-solving process to create individual plans.
- 10) Individual plans are based on a determination of why students are experiencing a barrier to learning.
- 11) Individual plans are prevention-focused, continuously available, implemented within a week, developed with student and family, and linked to building-wide academic goals or expectations.
- 12) Individual plans include regular (weekly) home-school or home-school-community communication.
- 13) Students with a need for highly intensive supports have a tailored individualized plan for case managed and wraparound services.
- 14) Students who are highly mobile should experience as little disruption in existing supports as possible when transferring away from or into the school or district.
- 15) As a result of regular or frequent progress monitoring (at least monthly for all students), supports are modified, intensified, faded, or discontinued as needed. As part of progress monitoring, teams should confirm that the student received the support as planned.
- 16) Teams at the district, community, school, and student level including policy, management, and site levels guide the development, implementation, evaluation, and sustainability of systems.

#### 4. Integration of Supports

**The school and district leadership and staff must develop close relationships with providers of academic and nonacademic support to enhance effectiveness of the protocol. RCW 28A.300.139**

The school principal is key to ensuring that there are effective strategies in place to enable all adults in the building as well as families and students to be aware of the services, supports, strategies, programs, practices, and resources available in the school and in the community, and that the process for accessing those supports is transparent. The school principal fosters the development of a culture of collaboration to ensure that a comprehensive system of services, supports, strategies, programs, practices, and resources are woven together and effectively linked and integrated into the daily functioning of the school. In order to fulfill this role, the school principal should be supported by district leaders, whose actions are ultimately driven by the district's strategic goals and policies established by the school board.

- 1) Student supports, offered by both the school and community organizations, are coordinated to facilitate seamless service delivery for students and families.
- 2) Academic and nonacademic supports provided by community organizations/members are fully integrated into the everyday functioning of the school, as opposed to merely co-location or add-ons.

- 3) Community providers who work in schools but aren't school staff are given adequate space and access to relevant student information, and their roles and responsibilities are clearly understood by staff, students, and families.
- 4) All staff are involved in supporting students and linking them to supports through identified channels.
- 5) Staff are trained to deliver and monitor supports in the setting that is least disruptive to the student's normal daily routine.
- 6) Strong communication channels between community providers, schools, and home allow for sharing of information to ensure new skills are generalizing in home and school environments and newly acquired supports are meeting the student's needs.

## 5. Data-driven

### **Students' needs and outcomes must be tracked over time to determine student progress and evolving needs. RCW 28A.300.139**

Data plays a central role in helping staff and community partners identify academic and nonacademic barriers to learning, match supports to individual student need, determine fidelity of implementation, and assess progress. A well-developed decision making system ensures information sharing between families, community agencies, and necessary school staff.

Using a common data-based problem-solving and decision making process at each level (student/family, school, district, community) helps to guide planning and implementation to support student and system improvements. Data also helps to place the problem in the context, as opposed to within the student. This process involves gathering and entering accurate and reliable data from multiple quantitative and qualitative sources in a timely manner, analyzing data to inform support planning and adjustment, and evaluating supports across tiers to ensure student and system level goals are achieved.

- 1) Ensure a data collection system and analysis tools are available and that staff are trained to use these systems and tools effectively.
- 2) Develop a common, centralized data system with MOUs for data sharing around supports/services provided by other organizations outside of the school.
- 3) Ensure student-level data in a school is processed by a data professional with specialized training and safeguards for confidentiality. This person will work to provide aggregate data for planning purposes and individual-level data to measure progress for individual students. Analyses do not need to be complex.
- 4) Ensure data are consistently organized, reports are easy to read and distributed to relevant stakeholders, and guidance for understanding visual displays are provided.
- 5) Identify and use a regular and clearly documented formal problem solving process (identify problem, analyze problem, implement plan, plan evaluation) to support continuous improvement.
- 6) Ensure data on student, school, and community success indicators in the areas of academics, behavior, physical and mental health, basic needs, and other domains are disaggregated by race, gender, disability, income, English Learner status, and other factors to inform improvement goals and action plans.

- 7) Create data decision rules or thresholds to identify which students will receive access to each intervention/support at which time. Data decision rules help determine when a support should be initiated, intensified, faded, or discontinued.
- 8) Collect and analyze fidelity data (data that allows you to determine whether the critical components of the support are in place) regularly to ensure support is provided as planned.
- 9) Collect and analyze individual student academic and nonacademic progress data to assess their ongoing need for support.

### Measuring Implementation Success

In many cases, implementing an ISS approach will require both cultural and systemic change. These shifts take time, but research suggest they have the potential to have lasting impacts on the context for learning and development in a school community, and ultimately, student achievement. As school teams progress through the implementation process there are several aspects of the student support delivery system and individual practices to help determine implementation success. Table 2 highlights some of the characteristics of a building’s student support system and overall approach to the provision of student supports that will be present when a school site is successfully implementing ISS.

**Table 2. Characteristics of Successful Integrated Students Supports Implementation**

Characteristic	Description
<b>Collaboration</b>	The school partners with families and community organizations to develop and realize a shared vision for student success.
<b>Cultural and Linguistic Responsiveness</b>	All interventions and supports are responsive to the cultural and linguistic diversity of the students and families schools serve.
<b>Developmentally Appropriate</b>	All interventions and supports are appropriate for the age group or specific developmental level of each student.
<b>Equitable Access to Supports</b>	All students have access to a layered continuum of supports matched to their individual needs, and district and school resources are allocated based on need. Educators explicitly consider how culture, race, gender, power, and privilege shape students’ experiences in school and identify strategies for eliminating disparities in access to instruction and supports based on these differences.
<b>Evidence-based</b>	All interventions and supports are evidence-based. Their effectiveness, in the school’s particular context, is either proven by research or informed by the experience of staff who monitor implementation for impact.
<b>Resource Leveraging</b>	The school leadership team regularly assesses how they use local, state, and federal resources to provide students with additional support, and then partners with organizations in the community to leverage resources from other sources.
<b>Strengths-based</b>	All interventions and supports meet students’ needs by building on their strengths.
<b>Student Centered and Family Driven</b>	Students are at the center of all decisions related to the plan for their support. Students are engaged as co-constructors of solutions to the challenges they face. Families have a primary decision-making role in the

Characteristic	Description
	care of their children. School staff acknowledge that families can be both full partners working to ensure their student's success and, at the same time, periodically in need of support from the school to create a more stable home learning environment for their student.

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## References

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# Appendix B:

## Massachusetts Enacted Legislation

## MA FY18 Budget Language

### 7061-9612: Safe and Supportive Schools

For the implementation of subsection (f) of [section 1P of chapter 69](#) of the General Laws to create safe and supportive school environments; provided, that funds shall be expended for the safe and supportive schools grant program and for a full-time staff member devoted to carrying out the responsibilities as provided in said subsection (f) of said [section 1P of said chapter 69](#); provided further, that funds shall be expended for statewide and regional conferences, expert technological assistance in upgrading the usability of the online self-assessment tool and an evaluation of the grant program; provided further, that grants shall be awarded to school and school district teams that create school-wide action plans based on all the elements of the safe and supportive schools framework and self-assessment tool; provided further, that grant awards shall be allocated by the department to schools and school districts by November 1, 2017; provided further, that not less than \$100,000 shall be expended in order to leverage preexisting investments and establish an infrastructure to facilitate coordination of school and community based resources, including but not limited to social services, youth development, health and mental health resources; provided further that the safe and supportive schools commission shall make recommendations to the board of elementary and secondary education regarding ways to include in the self-assessment tool and framework principles of effective practice for integrating student supports not later than December 31, 2017; provided further, that districts shall create district plans that support recipient schools; and provided further, that any unexpended funds in this item shall not revert but shall be made available for the purposes of this item until June 30, 2019



Supplemental Budget Bill – Signed by the Governor on 10/23/18  
Source: <https://malegislature.gov/Laws/SessionLaws/Acts/2018/Chapter273>

*Department of Elementary and Secondary Education*

7061-0010 For a grant program to assist public school districts in contracting with licensed community-based mental and behavioral health service providers for services in public schools; provided, that said program shall be administered by the department of elementary and secondary education in coordination with the executive office of health and human services; provided further, that the department shall make efforts to notify all public school districts of said program; provided further, that the department shall prioritize grant applications submitted by school districts with limited access to mental and behavioral health services and limited existing financial resources; provided further, that the department shall prioritize grant applications submitted by school districts that have created action plans based on the safe and supportive school framework, or whose applications are consistent with infrastructure and coordination efforts linking schools to community-based resources in accordance with item 7061-9612; provided further, that grants may be expended to assist school districts in connecting students with community-based services to maximize coordination with service providers and establish more comprehensive continuums of care; provided further, that grants may be expended to support increased professional development opportunities for public school employees to identify students in need of mental and behavioral health support; and provided further, that the department shall submit a report to the executive office for administration and finance and the house and senate committees on ways and means not later than March 1, 2019 on the awarding of grants and details of anticipated contracts, by school district.....\$7,500,000

FY19 Budget Information

**Executive Office of Education: Department of Elementary and Secondary Education**

**7061-9612:** For the implementation of subsection (f) of section 1P of chapter 69 of the General Laws to create safe and supportive school environments; provided, that funds shall be expended for the safe and supportive schools grant program and for a full-time staff member devoted to carrying out the responsibilities as provided in said subsection (f) of said section 1P of said chapter 69; provided further, that funds shall be expended for statewide and regional conferences, expert technological assistance in upgrading the usability of the online self-assessment tool and an evaluation of the grant program; provided further, that funds shall be expended for leadership summits to assist superintendents and principals with developing safe and supportive school and district cultures; provided further, that grants shall be awarded to school and school district teams that create school-wide action plans based on all the elements of the safe and supportive schools framework and self-assessment tool; provided further, that schools receiving continuation grants to implement school-wide action plans shall incorporate such action plans into their school improvement plans developed under section 1I of chapter 69 of the General Laws; provided further, that grant awards shall be allocated by the department to schools and school districts by November 1, 2018; provided further, that not less than \$200,000 shall be expended in order to leverage preexisting investments and establish an infrastructure to facilitate coordination of school and community-based resources including, but not limited to, social services, youth development and health and mental health resources in accordance with research-based practices for integrating student supports; provided further, that the department shall report to the joint committee on education and the house and senate committees on ways and means not later than October 1, 2018 on the results of such facilitation and coordination efforts in the prior fiscal year; provided further, that districts shall create district plans that support recipient schools; and provided further, that any unexpended funds in this item shall not revert but shall be made available for the purposes of this item until June 30, 2020.....**\$700,000**

**Safe and Supportive Schools Commission:**  
**Principles of Effective Practice for Integrating Student Supports**  
December 2017

This document lays out the principles of how a Safe and Supportive School (SaSS) effectively integrates services that appropriately support individual students. All students need safe and supportive school environments in order to learn at their highest levels. Neuroscience and developmental science affirm that school environments can influence child development, including social-emotional and academic learning. A school culture that promotes a sense of safety and belonging, nourishes relationships, fosters students' ability to regulate emotions and behaviors, supports health and well-being, and enhances academic development is a necessary foundation for educational success.

The Commonwealth prioritized creating such school environments by enacting the Safe and Supportive Schools Framework statute.<sup>1</sup> This law defines a Safe and Supportive School as a school that fosters a safe, positive, healthy and inclusive whole school learning environment; supports students holistically in key areas of development; and integrates services and aligns the many student support initiatives that aim to address particular areas of need in our schools. To support schools as they create these learning environments, the law calls for a statewide infrastructure of support – a safe and supportive schools framework (SaSS framework), a SaSS self-assessment tool, technical assistance from the Department of Elementary and Secondary Education (Department), and, importantly, a process to guide educators to implement whole school change.

A critically important component of the SaSS Framework and Self-Assessment Tool is ensuring that when they need them, students and families have access to culturally, linguistically, clinically, age, and developmentally appropriate services that are integrated into a welcoming school culture. Effectively integrating services and supports into a school requires a school infrastructure where school-based student support staff and community providers can work collaboratively, confidentially, and in a coordinated way. The changes that allow all of this to happen often require culture change both within the school and in how the community links with and connects to the school.

The legislature directed the Commission<sup>2</sup> to “make recommendations to the [Board of Elementary and Secondary Education] regarding ways to include in the self-assessment tool and framework principles of effective practice for integrating student supports.” In considering this charge, the Commission contemplated key questions such as:

1. What basic principles can effectively help schools across the Commonwealth to (a) address the needs of each student, while (b) creating and maintaining inclusive school-wide cultures that seamlessly welcome and address students' individual differences?
2. How can students and their families be assured that adults work collaboratively, coherently, and confidentially to support their success?

From preliminary interviews and a literature review (see Appendix A), and discussions at Commission meetings, the Commission has culled an initial set of eight principles, discussed

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<sup>1</sup> G.L. c. 69, § 1P: Safe and Supportive Schools Framework Law:  
<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter69/Section1P>.

<sup>2</sup> This requirement was included in the 2018 state budget line item [7061-9612](#).

below: **Whole School, Whole Child, Mindset, Confidentiality, Collaboration, Coordination, Access to Services, and Partnering with Families.**

## **A. Whole School**

Creating safe and supportive school cultures is integral to students' academic performance, preparation for post-secondary education, employment, and civic engagement. A school-wide safe and supportive culture that welcomes and integrates services in an inclusive way is essential for several reasons.

A school-wide safe and supportive learning environment provides a consistent approach to students by helping to ensure that the values and norms that permeate all the operations of the school are also infused into the services that are provided to students. Upon investigating the areas of social emotional learning (SEL), positive discipline, trauma sensitivity, equity, bullying prevention, and substance abuse prevention, the Commission identified several “pillars” (values and norms) that serve as a foundation for how a safe and supportive school is run. These pillars are helping all students: (1) feel safe physically, emotionally, socially, and academically; (2) feel competent and successful in academic and non-academic areas while striving to meet high standards; (3) be connected as respected and engaged members of the school community; (4) have positive relationships with adults and peers; (5) manage and self-regulate their emotions and behaviors; and (6) have full access to opportunities that enable them to achieve positive outcomes. Sharing consistent values and a clear set of goals for each student enables educators, families, and service providers to help students practice the skills they are developing both in the classroom and with service providers throughout the day and in the community.

Creating a consistent safe and supportive learning environment that integrates services in an inclusive way requires a strong infrastructure. This means that all elements of school operations - leadership, professional learning opportunities, access to services, policies and procedures, academic and non-academic strategies, and engagement with families - must support the teamwork necessary to carry out these goals. This infrastructure must provide the time for reflection and problem solving so that educators and providers are supported to integrate these services in a way that promotes school success for all students. The school must prevent barriers from getting in the way of success, and intervene with more intensive services and supports when necessary and appropriate. Importantly, a strong whole school infrastructure allows both school staff and community providers to ensure that available comprehensive services can address the full range of student and family needs that may arise at any given time, including the critically important basic needs of food, clothing, and shelter.

## **B. Whole Child**

All services (no matter where they are delivered or who delivers them) should be focused on supporting the whole child, so as to “enable students to develop positive relationships with adults and peers, regulate their emotions and behavior, achieve academic and non-academic success in school, and maintain physical and psychological health and well-being.”<sup>3</sup> As each student presents with a unique set of strengths and needs within these four core domains, providing individually tailored services and supports is essential. Moreover, the use of these four domains can not only help to address the holistic needs of students, but also can serve as a shared

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<sup>3</sup> From G.L. c. 69, § 1P; the quote is an excerpt from the definition of safe and supportive schools.

vocabulary that unifies the work of all educators, school-based student support staff, and community-based providers, enhancing the collaboration and coordination between the school and community-based service providers, as their respective efforts are more easily integrated through this common focus. To ensure efficacy, educators need to continuously collect and analyze data, providing feedback they can use to help students progress toward identified goals.

### C. Mindset

To effectively integrate services in a safe and supportive school, educators and families may need new ways of thinking, at both the school level and among community-based providers. While these mindsets may not be new for everyone, the following mindsets need to be encouraged, strengthened, or adopted throughout the school to help create the school-wide culture that facilitates effective service integration.

- Emphasize a strengths-based focus on skill-building, asking “what can we as a school community, in collaboration with community-based providers, do to support this student in developing skills?” vs. focusing exclusively or primarily on student deficits.
- Consider *all* staff as a team to have responsibility for *all* students in the school vs. each student being one professional’s responsibility.
- Students and adults work together to ensure classrooms, school-wide activities, and services develop students’ sense of agency and self-advocacy to support both students’ successful school experiences, and positive transitions to post-secondary experiences and adulthood.
- Safe and supportive schools foster the development of student voice and student leadership, providing authentic opportunities for students to share power with adults.
- All staff and providers are explicit and intentional about connecting students to the school community, providing multiple opportunities and support as they practice new and developing skills in all locations and activities throughout the school, and helping their peers utilize their developing social skills to welcome and include them.
- School personnel welcome the involvement of community-based service providers and support the providers’ understanding of the school structure and culture to foster seamless integration of services. Central to creating safe and supportive schools is use of the public health tiered approach, which provides universal supports that are available to all students to foster social, emotional, and academic skills, and then more specialized tiered interventions when additional support is needed for any student at any time. These individual supports must be tailored to meet in a holistic way the unique needs of each student.
- School-based and community-based service providers include the goal of school success in their work with any individual student. For community-based service providers, this also includes understanding the context of the “child in school,” understanding, respecting, and, where possible, working within the structure and culture of the school;
- Safe and supportive schools and communities recognize that any student or any family might need services at any given time. This understanding helps remove the stigma associated with receiving services, so that families are more likely to engage with community-based services. For example, any family can walk into the [Family Resource Centers](#)<sup>4</sup> (FRCs) at any time and get help.

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<sup>4</sup> Massachusetts FRCs are a statewide network of community-based providers offering multi-cultural parenting programs, support groups, early childhood services, information and referral resources and education for families whose children range in age from birth to 18 years of age. For more information see <https://www.frcma.org/>.

- Safe and supportive schools and communities ensure that supports and services are family-driven, by engaging families as active partners in supports and services and recognizing that they have expertise about their students and their needs that may be different from but equally valid as the professional expertise of the service providers.
- School-based student support staff participate in and enhance classroom and school-wide activities that promote skill building and well-being, and increase student connection with the school community, as well as supporting the individual student.<sup>5</sup>

#### **D. Confidentiality**

To build trusting relationships among school, community, and family partners, and thus better support student needs, partnerships with local community-based providers and child-serving state agencies should be carefully structured and consistent with privacy laws. Schools must establish and maintain clear protocols around confidentiality, providing regular training to all staff to ensure consistency across the school. Families and students rely on confidentiality policies when they disclose information to schools and allow schools to share information with community-based providers, because these protections enable them to trust that their information will be kept confidential, e.g., only shared with or by staff identified on a Release of Information form.<sup>6</sup> Without such assurances, many families are reluctant to share personal and family information for fear that the private details of their lives will be indiscriminately disclosed to all school staff and possibly other families. A betrayal of confidence could result in a loss of trust in the school on the part of both the student and family, a corresponding disengagement with community-based services, and disconnection from the school community. Moreover, unauthorized disclosures of personal information violate federal and state law.

#### **E. Collaboration**

Effective integration of comprehensive services to meet the individual needs of students and their families can be aided by institutional collaboration. Institutional collaboration refers to the institutional-level partnerships between the school/district and community-based organizations. School-family-community partnerships are essential to supporting students' success at school. Relationships between schools and community providers need to be supported by protocols and, where appropriate, by contracts that guide regular and ongoing communication; clarify expectations and bridge differing institutional structures and cultures; share information about resource availability; establish effective and timely referral and intake systems; explore opportunities to share expertise among educators, school-based student support staff, and community-based providers; and structure the joint responsibilities of partnerships between school/district and community agencies through memoranda of understanding when appropriate.

##### *Community based organization/school partnerships*

- Community-based organizations/school partnerships can move fragmented, siloed entities into a cohesive, integrated system that can support students and families more effectively. For example, a Trauma Advisory Board, convened by one district, , as well as the Trauma-Informed Leadership Teams, convened by the Department of Children and Families in many communities, are examples of approaches in which schools and community-based providers

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<sup>5</sup> (Adelman and Taylor, 2012)

<sup>6</sup> 2011 report of the BHPS Task Force, Page 20, Appendix A.

share information about available resources with each other and with families, plan for community outreach to families, structure joint training opportunities, and plan community-based projects to address urgent or emerging needs in the community. The Systems of Care meetings, convened by the Children’s Behavioral Health Initiative’s (CBHI) Community Service Agencies (CSA), are also designed to foster collaboration between agencies and schools at the local level.

- Moreover, as school leaders and community partners collaborate at the institutional level, they are setting the context and culture for the coordination and teamwork that is required at the student/family level (see section on coordination below), respecting the expertise that each brings, articulating the common goals they share, and modeling their openness to learning together and their willingness to approach each barrier encountered with “open and flexible thinking,” as one interviewee described.

### *School/State Partnerships*

- In addition to community/school partnerships the Commission recommends that the state investigate ways to address the ongoing, persistent challenge of building relationships between schools – which are locally controlled and town-based – and state agencies – which are centrally controlled and regionally based. Effective structures will set conditions for leaders of respective institutions and agencies to establish the context and culture for their staff as described above. (Please see Appendix B for a visual representation of the concentric circles of support that institutional structures from the local to the state level need to provide to support students, families, and schools. This diagram was included in the 2011 report of the BHPS Task Force, page 22, Section III.)

## **F. Coordination**

Coordination refers to the *student-specific* partnerships *within the school and between school-based and community-based providers*. The goal of coordination is to enable effective and ongoing communication at the school level so that all services and supports to an individual student/family are cohesive, comprehensive, mutually reinforcing, individually tailored to specific needs, and organized around common goals that support the student’s success at school. These services may include effective crisis prevention and intervention, and successful re-entry back to school after hospitalization, placement, etc. when needed. To enhance coordination, safe and supportive schools make it a priority to provide a regular structure, process, and time for communication, which enables educators, school-based student support staff, and community-based providers to calibrate strategies and track student progress toward the common goals of school success. Most importantly, these discussions enable the team to reflect on and ensure that all possible opportunities for strengthening the student’s connection with the school community are in place. Engaging every teacher who is involved with the student is critical to developing the most effective plan.<sup>7</sup>

Safe and supportive schools establish structures that enable them to coordinate and sustain the seamless integration of services into the school. One such key structure is identifying a point person at the school and a point person at the community-based organization who serve as

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<sup>7</sup> See Journal of Teaching and Teacher

Education: [https://www.bc.edu/content/dam/files/schools/lsoe\\_sites/coss/student-support-teacher-impact.pdf](https://www.bc.edu/content/dam/files/schools/lsoe_sites/coss/student-support-teacher-impact.pdf).

“connectors.” They each ensure that all representatives of their respective organizations know the established protocols for effective coordination (see above); address “stuck” referrals, as needed; provide ongoing feedback, and problem-solve “glitches” as they occur. The most effective point person for the community-based providers is the supervisor, who due to a longer-term relationship with school staff may have critical information to share about the context of the school that can inform the providers’ work with individual students. Knowledge about the curriculum and approaches that are in place in the school to build students’ social, emotional, and behavioral management skills enables providers to better integrate their work with students and the school around a common language and approach to ensure school success. While providers will coordinate their work with the student’s team at the school, having this background information about the school’s context is critical to enhance effective coordination. The point persons further can model the focus on strong positive relationships, a strengths-based approach, and the “open and flexible thinking” their respective organizations have adopted as collaborative partners.

### **G. Access to Services**

Schools must ensure that all students, including those with a range of disabilities, have equitable access to clinically, culturally, linguistically, age and developmentally appropriate services. Ensuring access to services does not require the co-location of services in schools; rather, it recognizes that schools are uniquely situated to know each of their students and families, and to facilitate students’ connections to a tailored set of school - and community-based services and opportunities that support students’ readiness to learn.

Community-based organizations should be trauma-informed, i.e., aware of the impact of trauma on clients’ responsiveness to services, and understand that a client may need enhanced individualized support to fully access services. All school-based and community-based providers need to have a keen awareness/sensitivity to the barriers that students may experience in feeling safe, trusting and respected, which may prevent them from engaging in services. The providers’ ability to communicate to students, in both explicit and subtle ways, that they have empathic understanding for the student is a critical element of access to effective services. All school-based and community-based providers need to have awareness of/sensitivity to the specific needs of every student. Schools and community-based providers also need the capacity to deliver the full range of services and supports in all languages required to serve students and families whose first language is not English, including providing interpreters for meetings, translating documents, and accessing evaluations.

The Commission plans to conduct information-gathering sessions across the Commonwealth during 2018 to identify barriers to accessing clinically, culturally, linguistically and developmentally appropriate services, in accordance with the mandate set forth in G.L., c. 69, § 1P.

### **H. Partnering with Families**

Safe and supportive schools are flexible and creative in their efforts to fully engage all families as essential partners, providing a range of opportunities for authentic and meaningful involvement. Families are empowered to participate as partners in every facet of the education and development of their students. This includes the school’s efforts to evaluate what problems might need to be addressed to ensure a safe and supportive learning environment for all students



and the services that are available to support individual students. The school serves as a resource for individual families regarding information and referrals on community support resources (e.g., behavioral health and medical services, public assistance, housing, etc.). Families are encouraged to share feedback about the quality and responsiveness of school-based and community-based resources and services. Safe and supportive schools recognize that ensuring that the school is experienced as a safe, welcoming, and inclusive community is as important for families as it is for students.

## APPENDIX A

This preliminary draft was informed by interviews with five leaders in the field who have unique perspectives on integrating services, and a review of the literature, including the 2011 Final Report of the Massachusetts Behavioral Health and Public Schools Task Force.

**Interviews** were held with the following people during October and November 2017. We extend our sincere appreciation to them for sharing their professional wisdom and experience with us, and look forward to more interviews and focus groups to further inform this process. We also are grateful to the team from Massachusetts Advocates for Children and the Trauma and Learning Policy Initiative, Anne Eisner, Michael Gregory, and Marisa del Rosario, who worked with the Commission Co-Chairs to conduct the interviews.

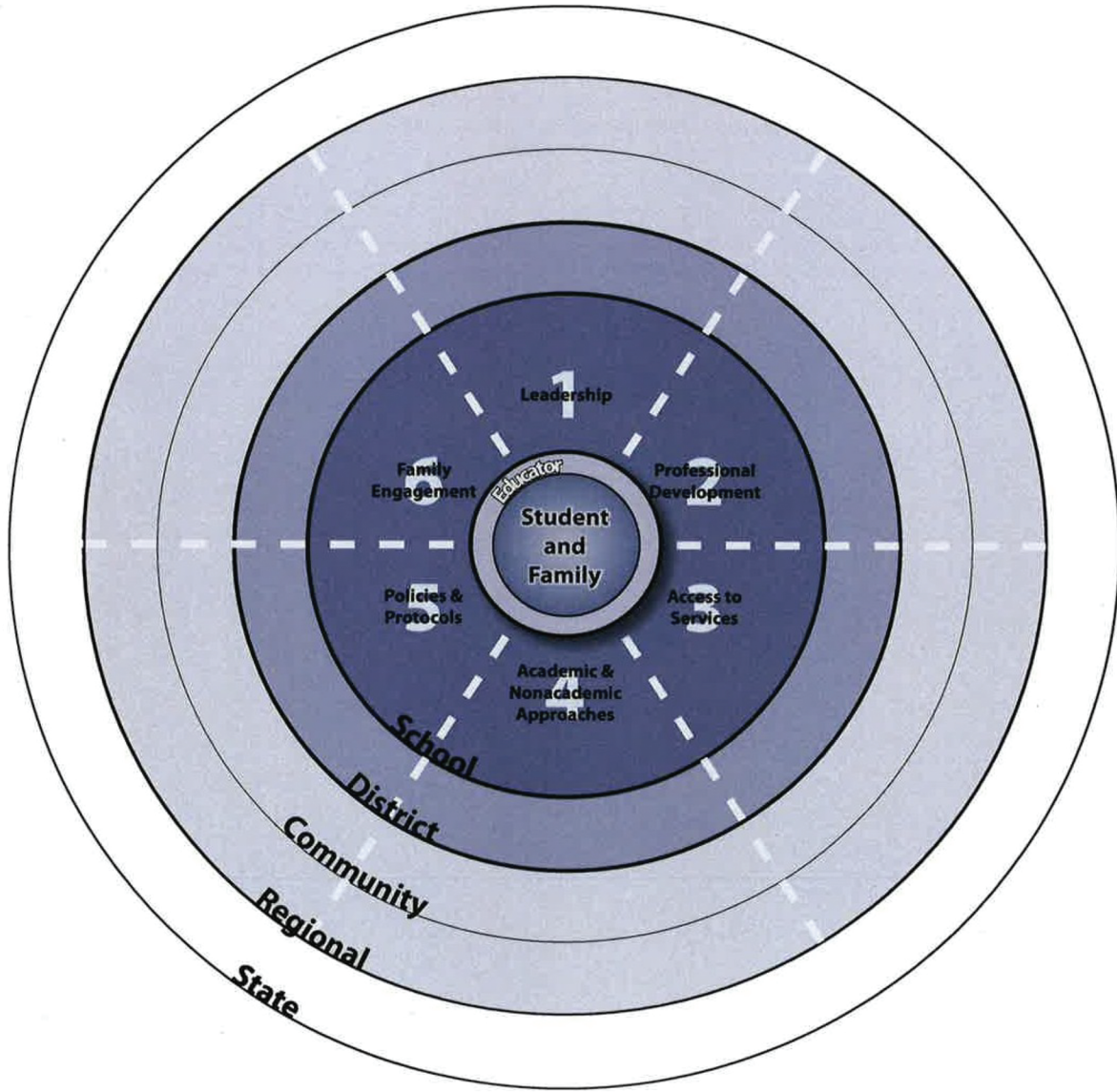
- Joanne Camillo, current Principal (Barrett Russell School) and former School Adjustment Counselor, Brockton Public Schools
- Glenn Daly, Director, Office of Youth Development, Office of Children, Youth and Families, EOHHS, about the Family Resource Centers (FRC)
- Patrice DiNatale, Director of New Practice, City Connects; Center for Optimized Student Support (COSS), Boston College (BC) Lynch School of Education
- Jack Simons, Director, Children’s Behavioral Health Initiatives (CBHI), Mass Health
- Joan Wasser Gish, Director of Strategic Initiatives, COSS, BC Lynch School of Education

The **literature review** included:

- Adelman, H.S. & Taylor, L. (2012). “Mental Health in Schools: Moving in New Directions,” *Cotemporary School Psychology*. <http://smhp.psych.ucla.edu/pdfdocs/contschpsych.pdf>.
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**APPENDIX B**

Multiple levels of support, from 2011 report of the BHPS Task Force, Page 22, Section III





MASSACHUSETTS DEPARTMENT OF  
ELEMENTARY AND SECONDARY  
EDUCATION

75 Pleasant Street, Malden, Massachusetts 02148-4906  
TTY: N.E.T. Relay 1-800-439-2370

Main Telephone: (781) 338-3000

**Attachment A**

Alternate ID: 19ATARS1

COMMBUYS Document #: BD-19-1026-DOE02-DOE01-28724

**Scope of Service:**

The Department is seeking a vendor with expertise in Integrated Student Support Systems to help plan, organize, and facilitate a unique professional development opportunity for districts to: 1) deepen their understanding of the critical components of a system that effectively and proactively identifies and addresses students' strengths and needs, and 2) either adopt a research-based model/practices or rigorously strengthen existing student support structures. Integrated Student Supports (ISS) are a school and district-based approach to promoting students' academic success by developing, securing, and coordinating supports that target academic, behavioral, and social-emotional/health barriers to achievement. These resources range from traditional tutoring and mentoring to the provision of a broader set of supports, such as linking students to physical and mental health care, enrichment opportunities, and extra-curriculars, and connecting their families to parent education, family counseling, food banks, or employment assistance. While ISS programs take many forms, integration is key to the model—both integration of supports to meet individual students' needs and integration of the ISS program into the life of a school. The core components of ISS include: Needs Assessments, Coordinated Student Support, Community Partnerships, Integration within Schools, and Data Tracking. This opportunity will be prioritized for districts with schools that are underperforming, chronically underperforming, and/or in the bottom 10% across the Commonwealth. Many of these schools serve high concentrations of economically disadvantaged communities, where this type of systemic approach is particularly vital to ensure that students can thrive in school.

This work will occur from the award date to June 30, 2019 with the possibility of an extension through June 30, 2020 pending available funds.

Working with ESE, the selected vendor (note: ESE reserves the right to select more than one provider for this project) will plan, organize, recruit for, and facilitate an Integrated Student Support professional development opportunity for districts. This new Integrated Student Support Institute (ISSI) aims to help districts (1) understand the core components of integrated student support and how they work together, (2) conduct a self-assessment on the current practices, processes and resources they have dedicated to each core component, (3) learn about evidence-based models and strategies to establish effective integrated systems, and (4) implement a selected model/approach or develop/strengthen the district's own model including all core components.

ESE is receptive to vendors' suggestions about how this work be rolled out. We envision that districts would participate in an introductory session(s) where they would learn about the core components of an Integrated Student Support System as well as research based examples. Through

professional development, peer learning opportunities and technical assistance provided by the vendor, schools/districts will then:

- Continue to deepen their understanding of the core components of ISS;
- self assess their systems for each core component;
- identify how they can strength their systems for each core component and as a whole;
- create a plan to make such improvements in school year 2018-2019 and implement in 2019-2020.

The vendor will be expected to plan with ESE and execute on this Institute beginning in fiscal year 2019 (July 1, 2018-June 30, 2019). In addition, the vendor will be expected to produce a suite of training materials that could be used by districts that are also interested in ISS but haven't participated in the Institute. Additional support may be provided in fiscal year 2020 should funding become available. The start date of the Institute will be determined by the vendor and ESE, ideally beginning in the Fall 2018. The vendor will also ensure the provision of technical assistance to the involved districts throughout the year.

The vendor and ESE will work together to determine the number of districts available to participate in the institute.

### Budget:

The current maximum amount available to support the Integrated Student Support Institute for the scope of work described in the document is \$100,000. This contract may be amended up if additional funding becomes available (e.g., it is possible that an additional \$200,000 will become available to support these efforts in FY19. Vendors should submit their proposals based on the assumption that the total available is \$100,000. However, we would welcome ideas for how an additional \$200,000 might be spent). Please note, budgets must be inclusive of all costs (i.e. materials for participants, travel). The budget should also include any subcontracting that might be needed to support evidence-based model implementation.

Include a detailed schedule providing daily or hourly rates for each individual or group of individuals with essentially the same level of expertise and experience along with a description of the services to be provided at that rate. **The daily or hourly rates must be inclusive of all overhead expenses and/or indirect costs such as rent, utilities, telephone and cell phone charges, fringe benefits, travel, etc.**

The Department will require pre-approval of any changes in staffing and of all subcontracts.

### Required Specifications:

- Ability to travel to schools and district across the Commonwealth to provide ongoing job-embedded technical assistance
- Experience providing meaningful training and networking opportunities
- Expertise in the core components of Integrated Student Support Systems
- Experience with translating theoretical concepts into practical guidance, tools and resources for educators

## Preferred Qualifications:

The Department encourages applicants to respond who can show any or all of the following characteristics through their submission materials:

- Experience developing highly professional, user-friendly documents and training materials;
- Experience ensuring work with districts is culturally responsive;
- Experience acting as or supporting district- and school-level leadership roles, particularly in high poverty or school turnaround contexts; and
- Familiarity with related initiatives and models, including but not limited to:
  - Massachusetts Tiered System of Support (MTSS)
  - Accountability and data systems
  - Massachusetts Turnaround Practices
  - Behavioral Health and Public Schools Framework and Self-Assessment Tool
  - Planning for Success Model

## Inquiries:

No phone calls regarding this BID will be accepted. If you have any questions, please send an email to [rshor@doe.mass.edu](mailto:rshor@doe.mass.edu) and specify alternate ID #19ATARS1 in the subject line. Questions must be submitted by 6/22/2018 by 5:00 PM EST and will be posted on or around 6/29/2018 by 5:00 PM EST. Questions will be posted to the COMMBUYS website: [www.COMMBUYS.com](http://www.COMMBUYS.com), in same location as this BID.

## Submission Requirements:

1. Narrative of Vendor Experience: (3 pages maximum)  
A description of the vendor's background, experience, and expertise as they relate to the content and scope of this BID (and/or of key partners working with the vendor). Be sure to address the appropriate **REQUIRED QUALIFICATIONS** outlined in the preceding section of this document. Examples and/or artifacts from past work may be submitted as appendices to the submission.
2. Reflection on Needs & Challenges: (2 pages maximum)  
A brief narrative describing the vendor's current perception of:
  - a. The status of ISS implementation in the Commonwealth;
  - b. Major barriers that get in the way of fully understanding and implementing ISS; and
  - c. Ideas for how ESE and districts could improve their systems for ISS.
3. Description of Services and Supports: (4 pages maximum)  
A written proposal that describes how the vendor might design and deliver services for this contract, including:
  - The vendors's vision for this project, including additions or adaptations they would recommend making;
  - Any other organizations, resources, or stakeholders that the vendor plans on consulting or partnering with to inform and/or deliver the work;
  - How the vendor will ensure that the guidance and supports are informed by diverse perspectives and are consistent with culturally sustaining practices;

- The vendor’s perspective on what will make their project challenging, and how they will plan for these anticipated challenges; and
- The vendor's plan for how they will monitor progress, make necessary adjustments and evaluate the project.

4. Current Resume(s): Resumes for personnel who will be involved in the project.

5. Budget:

Submissions must include a detailed schedule providing daily or hourly rates for each individual or group of individuals with essentially the same level of expertise and experience along with a description of the services to be provided at that rate. **The daily or hourly rate must be inclusive of all overhead expenses and/or indirect costs such as rent, utilities, telephone and cell phone charges, fringe benefits, travel, etc.** Alternatively, the submission may include a deliverable based budget based on the scope of work described above.

\$100,000 for FY2019 (Approval date – June 30,2019)

\$200,000, if funding is approved, for FY2019 (Approval date – June 30, 2019)

\$300,000, for renewal year, FY2020 (July 1, 2019 – June 30, 2020)

Responses MUST be uploaded (as one single document) to COMMBUYS no later than the bid opening date and time: 7/16/2018 at 12:00 PM EST. Responses not posted to COMMBUYS will not be considered for evaluation. Do not Email and/or mail responses to the department. **BIDDERS IMPORTANT NOTE: When uploading your response on COMMBUYS please be sure to enter a \$0 dollar amount and check off the “no charge”(Make sure “No Bid” is NOT selected) option, otherwise your upload will default to the *No Bid* option and the department will not be made aware of the upload. This step will ensure accuracy when the bid closes for review and the department awards the bid. Failure to follow this step may result in disqualification of your response due to the department not being properly notified of your response.**

In order to respond to this bid, please register on the COMMBUYS website. If you need assistance with registering please contact the COMMBUYS helpdesk at: [COMMBUYS@state.ma.us](mailto:COMMBUYS@state.ma.us) or (888) 627-8283 or (617) 720-3197.



# Appendix C:

Nevada

Enacted Legislation



Assembly Bill No. 275–Assemblywomen Spiegel and Diaz

Joint Sponsors: Senators Parks and Manendo

CHAPTER.....

AN ACT relating to education; requiring the Department of Education to establish a statewide framework for providing integrated student supports for pupils enrolled in public schools and the families of such pupils; requiring the board of trustees of each school district and the governing body of each charter school to take certain action to provide academic and nonacademic supports for pupils enrolled in the school district or charter school and the families of such pupils; requiring any request for proposals issued by a local educational agency for integrated student supports to include provisions requiring a provider of integrated student support services to comply with the protocol for providing integrated student supports established by the Department; and providing other matters properly relating thereto.

**Legislative Counsel’s Digest:**

This bill requires the Department of Education to establish a statewide framework for providing and coordinating integrated student supports, which are academic and nonacademic supports for pupils enrolled in public schools and the families of such pupils, to the extent money is available. This bill requires the framework to: (1) establish minimum standards for the provision of integrated student supports by school districts and charter schools; (2) establish a protocol to provide and coordinate integrated student supports; and (3) include integration and coordination across school and community-based providers of integrated student support services.

This bill also requires the board of trustees of each school district and the governing body of each charter school to: (1) conduct annually a needs assessment to identify the academic and nonacademic supports needed within the district or charter school; (2) ensure that mechanisms for data-driven decision-making are in place and the academic progress of pupils for whom integrated student supports have been provided is tracked; (3) ensure integration and coordination between providers of integrated student support services; and (4) to the extent money is available, ensure that pupils have access to certain professionals and services. This bill also requires that a request for proposals issued by a local educational agency for integrated student support services include provisions requiring a provider of integrated student support services to comply with the protocol established by the Department.



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THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN  
SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

**Section 1.** Chapter 388 of NRS is hereby amended by adding thereto a new section to read as follows:

*1. The Department shall, to the extent money is available, establish a statewide framework for providing and coordinating integrated student supports for pupils enrolled in public schools and the families of such pupils. The statewide framework must:*

*(a) Establish minimum standards for the provision of integrated student supports by school districts and charter schools. Such standards must be designed to allow a school district or charter school the flexibility to address the unique needs of the pupils enrolled in the school district or charter school.*

*(b) Establish a protocol for providing and coordinating integrated student supports. Such a protocol must be designed to:*

*(1) Support a school-based approach to promoting the success of all pupils by establishing a means to identify barriers to academic achievement and educational attainment of all pupils and a method for intervening and providing coordinated supports to reduce those barriers;*

*(2) Encourage the provision of education in a manner that is centered around pupils and their families and is culturally and linguistically appropriate;*

*(3) Encourage providers of integrated student supports to collaborate to improve academic achievement and educational attainment, including, without limitation, by:*

*(I) Engaging in shared decision-making;*

*(II) Establishing a referral process that reduces duplication of services and increases efficiencies in the manner in which barriers to academic achievement and educational attainment are addressed by such providers; and*

*(III) Establishing productive working relationships between such providers;*

*(4) Encourage collaboration between the Department and local educational agencies to develop training regarding:*

*(I) Best practices for providing integrated student supports;*

*(II) Establishing effective integrated student support teams comprised of persons or governmental entities providing integrated student supports;*



*(III) Effective communication between providers of integrated student supports; and*

*(IV) Compliance with applicable state and federal law; and*

*(5) Support statewide and local organizations in their efforts to provide leadership, coordination, technical assistance, professional development and advocacy to improve access to integrated student supports and expand upon existing integrated student supports that address the physical, emotional and educational needs of pupils.*

*(c) Include integration and coordination across school- and community-based providers of integrated student support services through the establishment of partnerships and systems that support this framework.*

*2. The board of trustees of each school district and the governing body of each charter school shall:*

*(a) Annually conduct a needs assessment for pupils enrolled in the school district or charter school, as applicable, to identify the academic and nonacademic supports needed within the district or charter school. The board of trustees of a school district or the governing body of a charter school shall be deemed to have satisfied this requirement if the board of trustees or the governing body has conducted such a needs assessment for the purpose of complying with any provision of federal law or any other provision of state law that requires the board of trustees or governing body to conduct such a needs assessment.*

*(b) Ensure that mechanisms for data-driven decision-making are in place and the academic progress of pupils for whom integrated student supports have been provided is tracked.*

*(c) Ensure integration and coordination between providers of integrated student supports.*

*(d) To the extent money is available, ensure that pupils have access to social workers, mental health workers, counselors, psychologists, nurses, speech-language pathologists, audiologists and other school-based specialized instructional support personnel or community-based medical or behavioral providers of health care.*

*3. Any request for proposals issued by a local educational agency for integrated student supports must include provisions requiring a provider of integrated student supports to comply with the protocol established by the Department pursuant to subsection 1.*



*4. As used in this section, “support” means any measure designed to assist a pupil in improving his or her academic achievement and educational attainment and maintaining stability and positivity in his or her life.*

**Sec. 2.** This act becomes effective on July 1, 2017.



# Proposed Legislation



# Appendix D:

## California Proposed Legislation

53568

02/10/18 09:52 AM  
RN 18 07197 PAGE 1

An act to add Chapter 12 (commencing with Section 49710) to Part 27 of Division 2 of Title 2 of the Education Code, relating to pupils.



180719753568BILLMA64

## THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Chapter 12 (commencing with Section 49710) is added to Part 27 of Division 2 of Title 2 of the Education Code, to read:

## CHAPTER 12. INTEGRATED STUDENT SUPPORTS

49710. (a) As used in this chapter, the following terms are defined as follows:

(1) "Community organization" means an external community-based entity comprising local stakeholders, including individuals, groups, business, and institutions, that share the goal of improving student learning through an integrated focus on academics, health and social services, youth and community development, and community engagement.

(2) (1) "Community school strategies" means tactics that include developing a set of partnerships between a school and other community resources, with an integrated focus on academics, health, and social services, youth and community development, and community engagement with the goals of improving student learning and developing stronger communities and positive school climate.

(3) "Integrated student supports" means a system of wraparound services for students designed to promote academic achievement through targeting both academic and nonacademic barriers to learning.

(b) If a school, school district, or local education agency contracts for integrated student supports, the school, school district, or local education agency shall ensure all of the following conditions are met:

(1) The integrated student supports are provided to pupils and their families by a community organization that acts in partnership with the school, school district, or local education agency. The integrated student supports shall be mutually agreed upon by the schoolsite staff and the community organization, who shall work in conjunction with schoolsite staff to do all of the following:

(A) Improve the coordination, availability, delivery, and effectiveness of integrated student supports and comprehensive supports for pupil families, including enhancing learning outcomes for pupils.

(B) Act as a liaison with other organizations in order to assist schools in providing pupils and their families the integrated supports and comprehensive supports needed to improve the learning of pupils and the ability of pupils to plan for postsecondary educational and career opportunities, including, but not limited to, health services, employment services, mentoring or tutoring services, human services, enrichment and accelerated learning opportunities, before and after school programs, and recreation and related assistance.

(C) Improve communication and coordination between a school and the public and families the school serves.

(2) The integrated student supports are provided to pupils and their families by a community organization that includes community school strategies and that utilizes an external independently evaluated evidence-based model of integrated student supports that is proven to increase student achievement.





(3) The integrated student supports shall supplement rather than duplicate the supports already provided by the school, school district, or local education agency and include at least all of the following:

(A) An assessment of pupil and family needs in schools.  
(B) Placement of site-based staff in the school building  
(C) Enhancement of the social, emotional, intellectual, and physical development of students.

(D) Provision of training related to integrated student supports to staff, teachers, and, as appropriate, parents and community leaders.

(E) Linkage of necessary services and comprehensive supports to pupils, their families, and the public.

(F) Assessment of these services and supports through an evaluated model that is proven to increase pupil achievement.

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180719753568BILLPAGE4



# Appendix E:

## Massachusetts Proposed Legislation

## LEGISLATIVE COUNSEL'S DIGEST

Bill No.  
as introduced, \_\_\_\_\_.  
General Subject: Integrated student supports.

Existing law provides for a system of public schools for kindergarten and grades 1 to 12, inclusive, requires instruction in specified areas of study, and establishes various admission, promotion, and retention requirements, among other things.

This bill would impose certain requirements on a school, school district, or local educational agency, if the school, school district, or local education agency contracts for integrated student supports, as defined, including that the integrated student supports are to be provided to pupils and their families by a community organization, as defined, that acts in partnership with the school, school district, or local education agency.

Vote: majority. Appropriation: no. Fiscal committee: no. State-mandated local program: no.



180719753568BILLMA64

# HOUSE BILL No. 5912

May 1, 2018, Introduced by Reps. Zemke, Geiss, Camilleri and LaGrand and referred to the Committee on Education Reform.

A bill to amend 1976 PA 451, entitled  
"The revised school code,"  
(MCL 380.1 to 380.1852) by adding section 1283.

**THE PEOPLE OF THE STATE OF MICHIGAN ENACT:**

1           **SEC. 1283. (1) A SCHOOL DISTRICT, INTERMEDIATE SCHOOL**  
2 **DISTRICT, OR PUBLIC SCHOOL ACADEMY THAT CONTRACTS FOR INTEGRATED**  
3 **STUDENT SUPPORTS IS ENCOURAGED TO ENSURE THAT ALL OF THE FOLLOWING**  
4 **ARE MET:**

5           **(A) THE INTEGRATED STUDENT SUPPORTS ARE PROVIDED TO PUPILS AND**  
6 **THEIR FAMILIES BY AN EXTERNAL COMMUNITY-BASED ORGANIZATION THAT**  
7 **ACTS IN PARTNERSHIP WITH THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL**  
8 **DISTRICT, OR PUBLIC SCHOOL ACADEMY. THE INTEGRATED STUDENT SUPPORTS**  
9 **SHALL BE MUTUALLY AGREED UPON BY THE BUILDING LEVEL STAFF AND THE**  
10 **COMMUNITY ORGANIZATION, WHICH SHALL WORK IN CONJUNCTION WITH SCHOOL**  
11 **SUPPORT STAFF TO DO ALL OF THE FOLLOWING:**

1           (i) IMPROVE THE COORDINATION, AVAILABILITY, DELIVERY, AND  
2 EFFECTIVENESS OF INTEGRATED SUPPORTS AND COMPREHENSIVE SUPPORTS FOR  
3 PUPILS AND FAMILIES, INCLUDING ENHANCING LEARNING OUTCOMES FOR  
4 PUPILS.

5           (ii) ACT AS A LIAISON WITH OTHER ORGANIZATIONS IN ORDER TO  
6 ASSIST SCHOOLS IN PROVIDING PUPILS AND FAMILIES THE INTEGRATED  
7 SUPPORTS AND COMPREHENSIVE SUPPORTS NEEDED TO IMPROVE THE LEARNING  
8 OF PUPILS AND THEIR ABILITY TO PLAN FOR POSTSECONDARY EDUCATIONAL  
9 AND CAREER OPPORTUNITIES, INCLUDING, BUT NOT LIMITED TO, HEALTH  
10 SERVICES, EMPLOYMENT SERVICES, MENTORING OR TUTORING SERVICES,  
11 HUMAN SERVICES, ENRICHMENT AND ACCELERATED LEARNING OPPORTUNITIES,  
12 BEFORE- AND AFTER-SCHOOL PROGRAMS, AND RECREATION, AND RELATED  
13 ASSISTANCE.

14           (iii) IMPROVE COMMUNICATION AND COORDINATION BETWEEN A SCHOOL  
15 AND THE PUPILS AND FAMILIES THE SCHOOL SERVES.

16           (B) THE INTEGRATED STUDENT SUPPORTS ARE PROVIDED TO PUPILS AND  
17 THEIR FAMILIES BY AN ORGANIZATION THAT INCLUDES COMMUNITY SCHOOL  
18 STRATEGIES AND THAT UTILIZES AN EXTERNAL INDEPENDENTLY EVALUATED  
19 EVIDENCE-BASED MODEL OF INTEGRATED STUDENT SUPPORTS THAT IS PROVEN  
20 TO INCREASE PUPIL ACHIEVEMENT.

21           (C) THE INTEGRATED STUDENT SUPPORTS SHALL SUPPLEMENT RATHER  
22 THAN DUPLICATE THE SUPPORTS ALREADY PROVIDED BY THE SCHOOL  
23 DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY  
24 AND SHALL INCLUDE AT LEAST ALL OF THE FOLLOWING:

25           (i) AN ASSESSMENT OF PUPIL AND FAMILY NEEDS IN SCHOOLS.

26           (ii) PLACEMENT OF SITE-BASED STAFF IN THE PUBLIC SCHOOL  
27 BUILDING.

1           (iii) ENHANCEMENT OF THE SOCIAL, EMOTIONAL, INTELLECTUAL, AND  
2 PHYSICAL DEVELOPMENT OF PUPILS.

3           (iv) PROVISION OF TRAINING RELATED TO INTEGRATED STUDENT  
4 SUPPORTS TO STAFF, TEACHERS, AND, AS APPROPRIATE, PARENTS AND  
5 COMMUNITY LEADERS.

6           (v) LINKAGE OF NECESSARY SERVICES AND COMPREHENSIVE SUPPORTS  
7 TO PUPILS, THEIR FAMILIES, AND THEIR PUBLIC SCHOOLS.

8           (vi) ASSESSMENT OF THESE SERVICES AND SUPPORTS THROUGH AN  
9 EVALUATED MODEL THAT IS PROVEN TO INCREASE PUPIL ACHIEVEMENT.

10           (2) AS USED IN THIS SECTION:

11           (A) "COMMUNITY SCHOOL STRATEGIES" MEANS TACTICS THAT INCLUDE  
12 DEVELOPING A SET OF PARTNERSHIPS BETWEEN A SCHOOL AND OTHER  
13 COMMUNITY RESOURCES, WITH AN INTEGRATED FOCUS ON ACADEMICS, HEALTH  
14 AND SOCIAL SERVICES, YOUTH AND COMMUNITY DEVELOPMENT, AND COMMUNITY  
15 ENGAGEMENT WITH THE GOALS OF IMPROVING STUDENT LEARNING, AND  
16 DEVELOPING STRONGER COMMUNITIES AND A POSITIVE SCHOOL CLIMATE.

17           (B) "EXTERNAL COMMUNITY-BASED ORGANIZATION" MEANS AN ENTITY  
18 COMPRISED OF LOCAL STAKEHOLDERS INCLUDING INDIVIDUALS, GROUPS,  
19 BUSINESSES, AND INSTITUTIONS THAT SHARE THE GOAL OF IMPROVING  
20 STUDENT LEARNING THROUGH AN INTEGRATED FOCUS ON ACADEMICS, HEALTH  
21 AND SOCIAL SERVICES, YOUTH AND COMMUNITY DEVELOPMENT, AND COMMUNITY  
22 ENGAGEMENT.

23           (C) "INTEGRATED STUDENT SUPPORTS" MEANS A SYSTEM OF WRAPAROUND  
24 SERVICES FOR STUDENTS DESIGNED TO PROMOTE ACADEMIC ACHIEVEMENT  
25 THROUGH TARGETING BOTH ACADEMIC AND NONACADEMIC BARRIERS TO  
26 LEARNING.

27           Enacting section 1. This amendatory act takes effect 90 days

1 after the date it is enacted into law.



# Appendix F:

## Pennsylvania Proposed Legislation



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THE GENERAL ASSEMBLY OF PENNSYLVANIA

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HOUSE BILL

No. 2427 Session of  
2018

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INTRODUCED BY HILL-EVANS, THOMAS, KINSEY, SOLOMON, ROEBUCK,  
SCHLOSSBERG, KIRKLAND, SCHWEYER, M. QUINN, READSHAW,  
FITZGERALD, RABB, D. COSTA, GILLEN, ROTHMAN, KIM, DELOZIER,  
STURLA, LEWIS, QUIGLEY AND MARSICO, MAY 23, 2018

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REFERRED TO COMMITTEE ON EDUCATION, MAY 23, 2018

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AN ACT

1 Establishing the Integrated Student Supports Program and the  
2 Pennsylvania Student Supports Fund; and conferring powers and  
3 imposing duties on the Department of Education.

4 The General Assembly of the Commonwealth of Pennsylvania  
5 hereby enacts as follows:

6 Section 1. Short title.

7 This act shall be known and may be cited as the Integrated  
8 Student Supports Act.

9 Section 2. Legislative intent.

10 The General Assembly finds and declares as follows:

11 (1) High school dropout rates can have a significant  
12 negative impact on this Commonwealth's economy as determined  
13 by the loss of generated income tax revenue and dependence on  
14 government aid, as well as elevated risks for incarceration.

15 (2) Graduation rates in many Pennsylvania school  
16 districts have fallen well below the Statewide average.  
17 Removing academic and nonacademic barriers to learning

1 through evidence-based integrated student supports helps to  
2 reduce dropout rates and increase graduation rates.

3 (3) The General Assembly intends to create a fund  
4 allowing Pennsylvania public school entities to utilize  
5 programming provided by a third-party nonprofit organization  
6 in order to decrease dropout rates and increase graduation  
7 rates.

8 Section 3. Definitions.

9 The following words and phrases when used in this act shall  
10 have the meanings given to them in this section unless the  
11 context clearly indicates otherwise:

12 "Department." The Department of Education of the  
13 Commonwealth.

14 "Fund." The Integrated Student Supports Fund established in  
15 section 4(c).

16 "Organization." The third-party nonprofit organization  
17 designated by the department under section 4(b).

18 "Program." The Integrated Student Supports Program  
19 established in section 4(a).

20 "Public school entity." Any of the following:

21 (1) A school district as defined in section 102 of the  
22 act of March 10, 1949 (P.L.30, No.14), known as the Public  
23 School Code of 1949.

24 (2) A charter school, cyber charter school or regional  
25 charter school as defined in section 1703-A of the Public  
26 School Code of 1949.

27 (3) An intermediate unit as established under Article  
28 IX-A of the Public School Code of 1949.

29 (4) An area vocational-technical school as established  
30 under Article XVIII of the Public School Code of 1949.

1 Section 4. Integrated Student Supports Program.

2 (a) Establishment.--The Integrated Student Supports Program  
3 is established to remove academic and nonacademic barriers to  
4 learning as a means to enhance student academic success,  
5 decrease dropout rates and increase graduation rates in public  
6 elementary and secondary schools throughout this Commonwealth.  
7 Under the program, the department may provide grants to public  
8 school entities as provided under section 5 for students in  
9 kindergarten through grade 12.

10 (b) Designation.--

11 (1) Within 60 days of the effective date of this  
12 section, the Secretary of Education shall:

13 (i) Designate, through a request for proposal  
14 process, an organization to serve as the provider of  
15 evidence-based community school services to public school  
16 entities. The organization must satisfy all of the  
17 following:

18 (A) Currently operate in more than 60 public  
19 school entities.

20 (B) Provide in-school and out-of-school programs  
21 in the following areas:

22 (I) Social, emotional, physical and moral  
23 development.

24 (II) College and career preparation.

25 (III) Behavior intervention.

26 (IV) Parental engagement and support.

27 (V) Student re-engagement.

28 (ii) Post notice of the designation on the  
29 department's publicly accessible Internet website.

30 (2) This subsection shall be subject to the provisions

1 of 62 Pa.C.S. (relating to procurement).

2 (c) Fund.--The Integrated Student Supports Fund is  
3 established in the State Treasury. Money in the fund shall be  
4 used to fund the grants provided under section 5. The following  
5 shall apply:

6 (1) The department may transfer undistributed money not  
7 expended, encumbered or committed from the department's  
8 appropriation to the fund for the purpose of funding the  
9 grants provided under this section.

10 (2) The fund may include:

11 (i) Grants, donations, contributions or gifts from  
12 public or private sources specifically earmarked for  
13 deposit into the fund.

14 (ii) Interest, dividends and pecuniary gains from  
15 investment of money in the fund.

16 Section 5. Grants.

17 (a) Establishment of advisory councils.--Each public school  
18 entity shall establish and manage an advisory council which  
19 shall develop the strategic school plan for students in  
20 kindergarten through grade 12. An advisory council shall be  
21 comprised of a diverse set of public and private stakeholders,  
22 including representatives from the public school entity, local  
23 and regional industries, private philanthropic foundations,  
24 community-based organizations and social service agencies.

25 (b) Provision of grants.--

26 (1) The department may provide grants to a public school  
27 entity for the purpose of funding the implementation of the  
28 approved strategic plan to provide integrated student  
29 supports to remove academic and nonacademic barriers to  
30 education.

1           (2) A public school entity seeking funds under this  
2 subsection must submit a strategic plan for programming for  
3 students in kindergarten through grade 12 to the department.  
4 Grants shall be awarded on a competitive basis, based on the  
5 department's review of a public school entity's strategic  
6 plan, and shall match the public school entity's proposed  
7 investment amount in programming on a dollar-for-dollar  
8 basis. Strategic plans submitted to the department must  
9 demonstrate that a dedicated space exists or will exist  
10 within the public school entity for the use of the integrated  
11 student supports provider.

12           (3) Grants awarded to public school entities under this  
13 subsection shall be used in their entirety for the  
14 programming provided by the organization selected by the  
15 department.

16 Section 6. Reports.

17           (a) Annual report.--The organization shall provide a report  
18 on the progress of the organization's evidence-based programming  
19 within each public school entity receiving a grant under section  
20 5 to the department within one year of the effective date of  
21 this section and annually no later than October 1 of each  
22 subsequent year thereafter. The report shall include outcomes  
23 for case managed students including the following:

24           (1) Grade promotion and graduation rates.

25           (2) Student attendance.

26           (3) Student behavior.

27           (4) Student academics and grade point averages.

28           (b) Publication.--The report shall be published annually on  
29 the department's publicly accessible Internet website.

30 Section 7. Effective date.

1        This act shall take effect immediately.

