

At Home, In School, In  
the Community-  
Multi-Systemic  
Wraparound Planning





NATIONAL WRAPAROUND CONFERENCE

OCEANS OF OPPORTUNITY

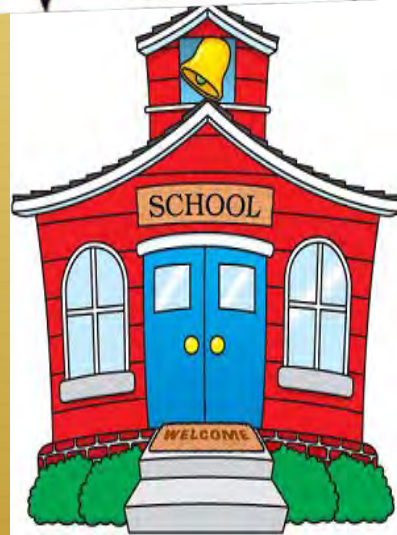
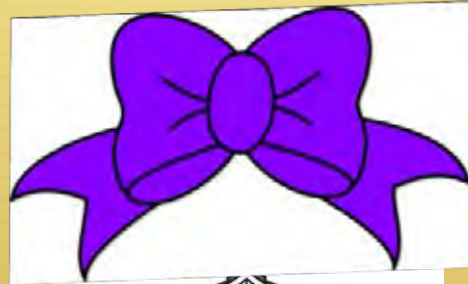
June 7-9, 2016

Melbourne, Florida

Karen Shmukler, Ed.D., LMFT

Deputy Superintendent of Student Services

Public Schools of Brookline



# Before I Begin a Few Norms.....

Interrupt

Stop Me

Call Out

Collaborate, Interact, Learn from Each Other



Courtesy of Josh

# TOP 2 THINGS YOU WANT TO KNOW



# CONTEXT

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✦ WHO I AM



✦ St Louis, Missouri

✦ Brockton, Massachusetts

✦ Brookline, Massachusetts

✦ WHO ARE YOU?

# NATIONAL CONTEXT



- ✦ Public School Teachers Under Attack
- ✦ Public School Systems Under Attack
- ✦ Common Core
- ✦ Standardization
- ✦ Corporate Education Reform

# FEDERAL CONTEXT



- ✦ NCLB
- ✦ ESSA: Every Child Succeeds Act

Key provisions that advance the principle that partnerships among school, family and community are essential for student success



# Brookline, Massachusetts



- ✦ 10<sup>th</sup> largest Town in the Commonwealth
- ✦ 4 miles from downtown Boston
- ✦ Borders Boston on 3 sides
- ✦ 26% of population are foreign born
- ✦ 70,000 Residents

# Brookline Massachusetts



- ✦ 40% of population live in home where English is not the first language
- ✦ 24% of population identifies as a racial minority
- ✦ 14% of residents live at or below the federal poverty line
- ✦ 29.1% live in household below the 300% poverty threshold
- ✦ Income Inequality

# Brookline Schools



- ✦ 7800 students
- ✦ 1600 with disabilities- 1300 on IEP's
- ✦ High Churn
- ✦ Transient Population
- ✦ Enrollment Crisis
- ✦ Class Size 22-27
- ✦ Highly Complex
- ✦ Medical

# Public Schools of Brookline

Title	% of District	% of State
First Language not English	30.4	19.0
English Language Learner	10	9.0
Students With Disabilities	16	17.2
High Needs	32.3	43.5
Economically Disadvantaged	14	27.4

# Educational Environments for Students Aged 6 - 21 with IEPs

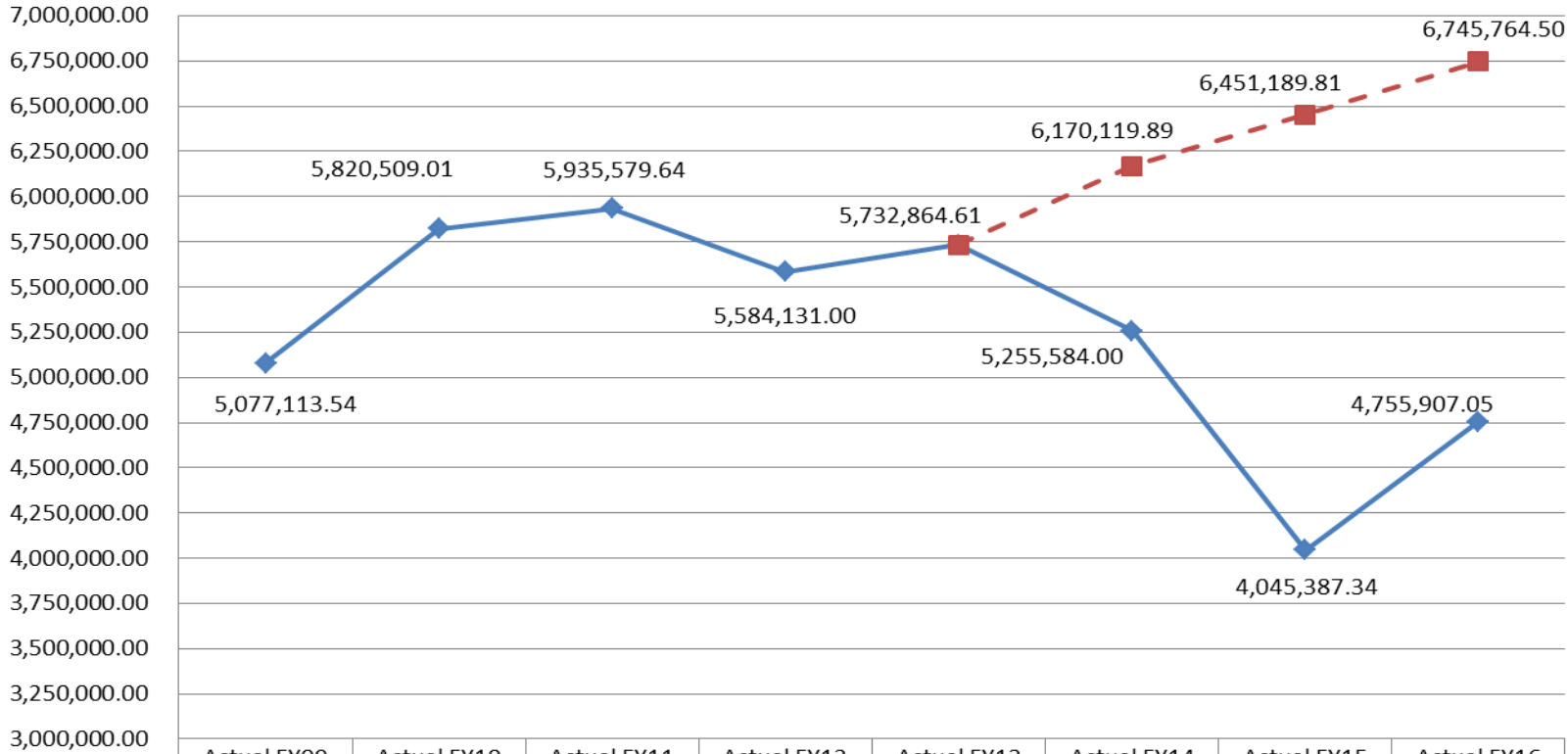
	District Rate	State Rate	State Target
Enrolled students with IEPs	--	--	NA
Full Inclusion (inside the general education classroom 80% or more of the day)	70.1%	61.9%	60.5%
Partial Inclusion (inside the general education classroom 40%-79% of the day)	16.2%	16.7%	NA
Substantially Separate (inside the general education classroom less than 40% of the day)	7.2%	14.4%	14.5%
<b>Separate Schools, Residential Facilities, or Homebound/Hospital placements (does not include parentally- placed private school students with disabilities)</b>	<b>3.25%</b>	<b>6.9%</b>	<b>5.5%</b>

# Educational Equity



All Students Have the Right to a  
High Quality Education in Their  
Home Community

# Out of District Special Education Costs: FY09 - FY16



	Actual FY09	Actual FY10	Actual FY11	Actual FY12	Actual FY13	Actual FY14	Actual FY15	Actual FY16
—◆— FY14 Action Plan	5,077,113.54	5,820,509.01	5,935,579.64	5,584,131.00	5,732,864.61	5,255,584.00	4,045,387.34	4,755,907.05
-■- FY14 Non Action Plan					5,732,864.61	6,170,119.89	6,451,189.81	6,745,764.50

**Summary:** In FY14, 13 students who were projected to be out of district students during the 2013-2014 school year were brought back into the district. The solid black line entitled “FY14 Action Plan,” represents the actual realized savings of bringing these 13 students back into the Public Schools of Brookline. The dotted grey line entitled “FY14 Non Action Plan,” represents what the actual FY14, and subsequent annualized out of district costs would have been if no action were taken on the 13 students. Over the same time period, Public Schools of Brookline continued to enhance and develop its in-district continuum of care and services, building robust in-district programming. In FY16, at a time of unprecedented enrollment and increased complexity, the number of out of district students is 42, the lowest rate it has ever been. Over the past 4 years the out of district rate was cut in half with substantial resources brought back to the district to ensure the right of every child to a high quality, excellent education in their home community.

# Policy and Practice Shifts



- ✦ Collaboration versus Competition
- ✦ Culture of Collegiality
- ✦ Results-Focused Partnerships
- ✦ Schools Must Address the Real Building Blocks to Learning:  
Ensuring that Kids are Healthy and Secure
- ✦ Ensuring that Kids are Engaged and Connected
- ✦ Integrated Student Support Models Impact School  
Achievement and Sustain Over Time



# Policy and Practice Shifts



- ✦ Reimagining and Revisioning Schools
- ✦ Wraparound Mindset
- ✦ Community of Care
- ✦ Systems of Support
- ✦ Integrated, Collaborative and Cooperative Modelling

# Every Child Needs a Champion



# Educator Essential Questions



- ✦ (1) What do we want children to become, to know, and to be able to do by the time they graduate from high schools?
- ✦ (2) How can schools, families, and communities work together to ensure that all children graduate to be college, career, and life ready?

# Key Components of Transforming School Systems: Community Level



- ✦ Marshal Assets of a Community
- ✦ Human, Financial, Institutional
- ✦ Align Them with School System
- ✦ Support and Enrich Students' Learning and Development
- ✦ Support All Student's Ability to Live and be Educated in their Home Community

# Sounds Like Wraparound



Proven track record of Wraparound:

- ✦ Looks at the whole child in the context of family and community
- ✦ Strengths-Based, Needs Driven- neither the child, family, teacher nor school are to blame
- ✦ Building and Sustaining Capacity Across Domains internally and externally is the only long term sustainable model
- ✦ Create, Build, Integrate Optimal Conditions for Learning
- ✦ From Inside the schoolhouse- Enables schools to go back to being learning and learner-driven not test-driven

# Wraparound and Schools



- ✦ Researchers define wraparound at the school level as a school-based approach to promoting students' academic success by developing or securing and coordinating supports that target academic and nonacademic barriers to achievement.

# Asset Mapping



- ✦ Take a few minutes and think about a student/youth and the school, family and community context
- ✦ What worked at the school level
- ✦ Write down where the service and support gaps are for youth at the school and community level
- ✦ Write down all assets in your schools and community

# Transforming School Systems



- ✦ Reorganize Existing Community Resources
- ✦ Align with the Mission of Public Schools.
- ✦ Assets of Health Systems, Town and Counties
- ✦ Higher Education Institutions
- ✦ United Ways and Community-Based Organizations
- ✦ Faith-Based Organizations



# Schools that Wrap



- ✦ Organizing Health and Social and Recreational Supports
- ✦ Family and Community Engagement
- ✦ Robust and Real Life Curriculum
- ✦ Expanded Learning Opportunities

# Transforming Schools Challenges

- ✦ Achievement Gaps
- ✦ Opportunity Gaps
- ✦ Tackling Poverty and Inequity

# Transforming Schools

## Challenges

- ✦ Schools must address the deep inequities that children, particularly children of color, children with disabilities face
- ✦ Public's schools are the place to make this happen because schools are where the challenges students face emerge
- ✦ Common Space
- ✦ Ensure that they have access to all the developmental and learning opportunities that will enable them to succeed.
- ✦ Learner and Learning Driven rather than Test Driven
- ✦ Social Justice at the School House Door

## EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

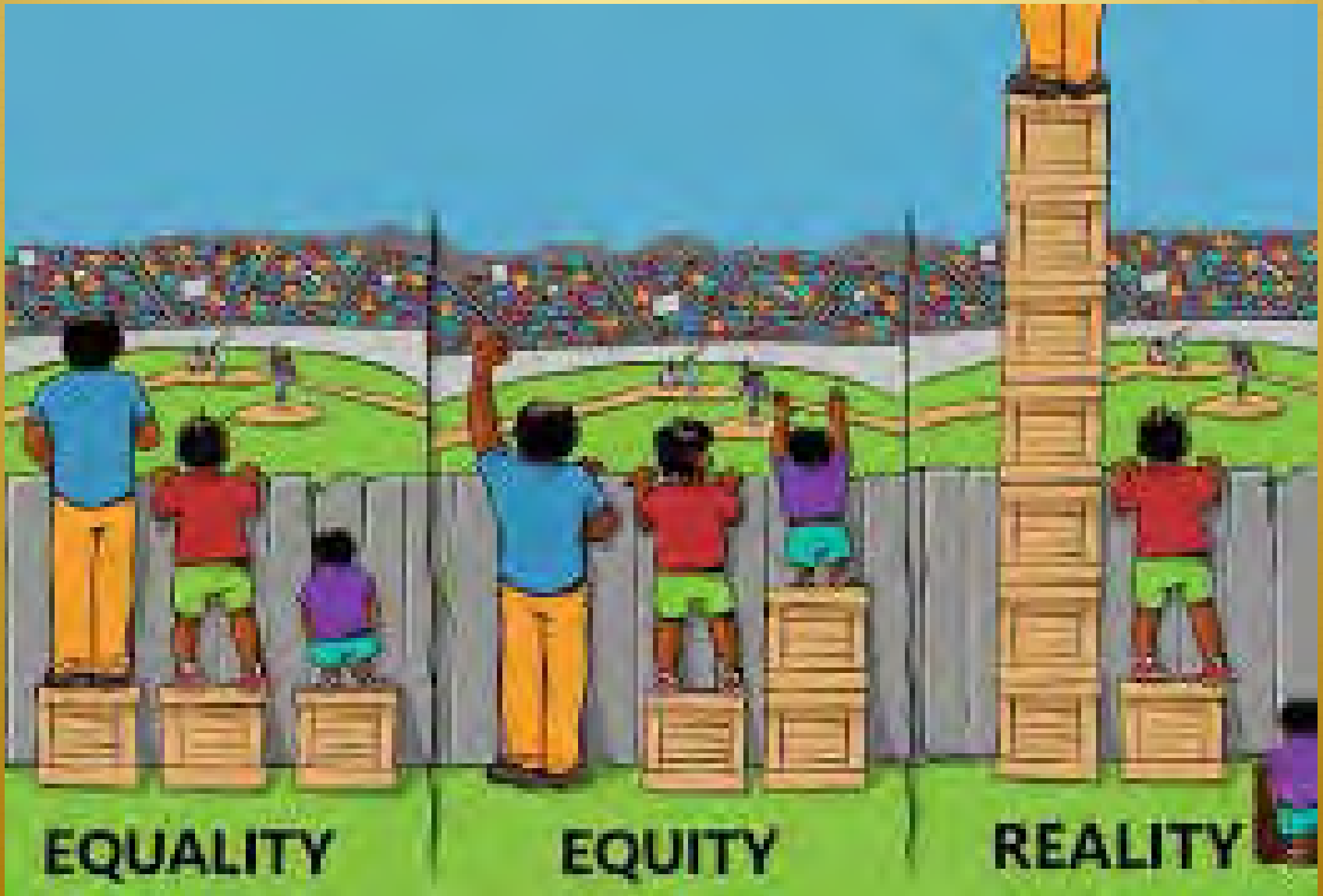


In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

# Work to Prevent This



# Systems of Care



- ✦ Schools are the Hub
- ✦ Catalyst for Community Coordination and Care
- ✦ Building Continuums of Care

# Wraparound/School Transformation Principles




- ✦ Common Set of Principles
- ✦ Fostering Strong Partnerships
- ✦ Setting High Expectations
- ✦ Building on the Community's Strengths
- ✦ Embracing Diversity and Innovative Solutions
- ✦ Sharing Accountability for Results

# Comprehensive Wraparound Strategy

- ✦ Expanded Learning
- ✦ Weave Family, Community and School Engagement
- ✦ Vision of Schools as Centers of Flourishing Communities
- ✦ Physical Health is Critical to Academic and Social-Emotional Success
- ✦ Integration is Key
- ✦ Integration of Supports to Meet Individual Students' Needs and Program Integration into the Life of a School.
- ✦ Invest in Developing a Strong Ecosystem of Providers to Serve in Partnerships with Schools



# Key Components of Transforming School Systems: School Level



- ✦ Climate and Culture.
- ✦ Whole Child Need Identification.
- ✦ Community Partnerships and Coalitions
- ✦ District Systems of Support

# Climate and Culture



- ✦ Promotes mental health and positive social, emotional, and intellectual growth for students
- ✦ Reviews on aspects of school climate have also shown that programs that focus on school safety, relationships among students, staff and families, school-community partnerships and a culture that promotes strong social–emotional skills are associated with improvements in teaching and learning (Thapa et al., 2013; Moore, Terzian, & Stratford, 2014; AIR, 2015, 2016). ).

# Whole Child



- ✦ Identification of Student Needs
- ✦ Proactive system of identifying student needs in key academic and nonacademic areas
- ✦ Universal supports
- ✦ Targeted interventions.

# Community Partnerships



- ✦ Integrate a range of resources to tailor student services from within both the school and the larger community.
- ✦ Prevention
- ✦ Enrichment
- ✦ Early Intervention
- ✦ Intensive Crisis Response Services

# District Systems of Support



- ✦ Continuum of Care: In-District and Community
- ✦ Continuum of Instruction: In-District and Community
- ✦ Continuum of Partnerships: School, Community and Beyond

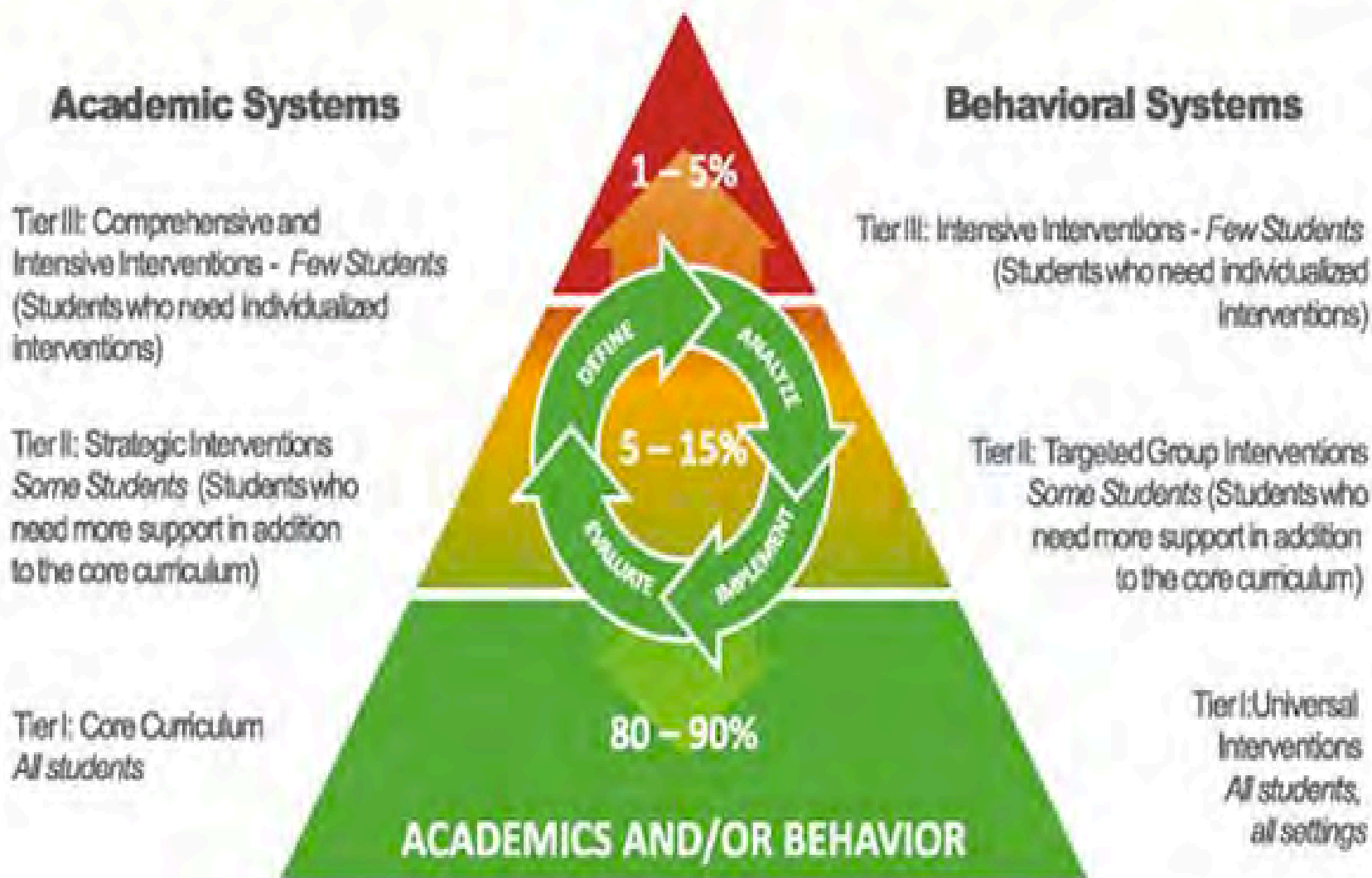
# Tiered Support



- ✦ Multi-Tiered Layers of Support Across Domains
- ✦ Instructional
- ✦ Supports
- ✦ Services
- ✦ Positive Behavior Intervention and Supports

# Rtl: Instruction and Targeted Support for All Levels of Need

## Three Tiered Model of School Supports: Example of an Infrastructure Resource Inventory



# Continuum of Care

## Social Emotional and Mental Health: District

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- ✦ Social Emotional Learning (SEL)
- ✦ Social Emotional and Mental Health Supports
- ✦ Social Emotional and Mental Health Services
- ✦ Social Emotional and Mental Health Programming



# Social Emotional and Mental Health: District



✦ Tier 1

## **Social Emotional Learning: Emotional Intelligence**

Responsive Classroom

Olweus

Social Thinking

Zones of Regulation

Sensory Diets and Supports

Habits of Mind

Mindfulness

Executive Functioning: Mind-Up- Evidence-Based Practices and Curriculum

# Social Emotional Learning



- ✦ Positive student outcomes depend on improving classrooms and schools, which in turn depends on improving districtwide capacities and conditions
- ✦ A priority on Social Emotional Learning is based on the research and understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful.

# Social Emotional Learning



- ✦ Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

# Social Emotional Learning



- ✦ This is best done through effective classroom instruction, student engagement in positive activities in and out of the classroom, and broad parent and community involvement in program planning, implementation, and evaluation.

# Social Emotional Learning



- ✦ Self-Awareness
- ✦ Self-Management
- ✦ Social Awareness
- ✦ Relationship Skills
- ✦ Responsible Decision-Making

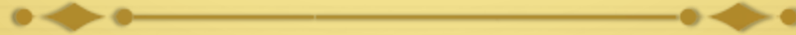
# Social Emotional Learning



- ✦ CASEL: Collaborative for Academic, Social and Emotional Learning
- ✦ Collaborative Districts Initiative

[www.casel.org](http://www.casel.org)

# Social Emotional and Mental Health: District



## Prevention

- ✦ B.E.S.T- Brookline Early School Support, Stabilization and Tracking: Best Practice: Best Outcomes. Process, Structure Support and Service
- ✦ Wraparound Supports: Related Services- OT, PT, SLP, BCBA
- ✦ Mobile Social Emotional Consultation Team
- ✦ Mobile Crisis Response

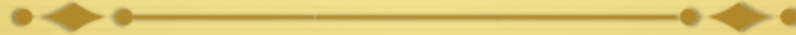
# Social Emotional and Mental Health: District



- ✦ Building-Based Psychologist/Counselors
- ✦ Child Study Team/Student Support Team
- ✦ Positive Behavior Support Paraprofessionals
- ✦ Consultant Psychiatrist
- ✦ Consultant Developmental Pediatrician and Fellows: New England Medical and Children's Hospital



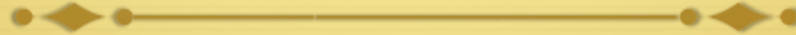
# Social Emotional and Mental Health: District



## Intervention

- ✦ Mobile Crisis Response: All Students
- ✦ Supported Learning Centers- Non-Categorical therapeutic Milieu: Stabilization, Trauma-Responsive, Hospital Prevention, Hospital Step-Down- Grades 6-12:All Students
- ✦ Supported Learning Center- 9-12 All Students
- ✦ Brookline Resilient Youth in Transition (BRYT):9-12 All Students
- ✦ Therapeutic Learning Center- K-8      Special Ed
- ✦ Therapeutic Day Program 9-21      Special Ed

# Social Emotional and Mental Health: District



## **Intervention and Programming: Tier IV**

- ✦ Mobile Crisis Response
- ✦ Supported Learning Centers- Non-Categorical Therapeutic Milieu: Stabilization, Trauma-Responsive, Hospital Prevention, Hospital Step-Down- Grades 6-12
- ✦ Supported Learning Center- 9-12
- ✦ Therapeutic Learning Center- K-8      Special Ed
- ✦ Therapeutic Day Program 9-21      Special Ed

# Continuum of Care PreK – 12+

## Neighborhood School Supports

Inclusive Classrooms: Social Emotional Learning  
Responsive Classroom, Social Thinking, Zones of Regulation  
Access to: Behavior Support, Special Education Teachers  
Counselors, Related Services

Supportive Learning Centers, Non-Categorical 6-8  
Stabilization, Hospitalization Prevention Step-Down and Step-Up  
Supportive Learning Center – 9-12

In-District System-wide Programs, PreK-12  
Social Emotional, Autism Spectrum Disorders,  
Developmental Disabilities, Language-Based  
Learning Disabilities, Home-Services

Therapeutic Day Program  
9-12

Other Programming  
Transition, Job /Vocational, University Partnerships, After-school

# Continuum of Care


## Social Emotional: School-Community



- ✦ Partnership with Brookline Mental Health Center
- ✦ Partnership with Harvard Graduate School of Education: Evidence Based Counseling: Elementary Schools
- ✦ Partnership with Northeastern University: Early Childhood Behavior and Social Emotional Support: Pre-School programs
- ✦ Wheelock/Simmons: Teacher Training/Interns- K and 1<sup>st</sup> grade classrooms

# Continuum of Care

## Social Emotional: School-Community



- ✦ Community Wellness Committee
- ✦ Community Stakeholders Consortium- Mental Health, Law Enforcement, Juvenile Justice, Parents, NAMI
- ✦ BPEN: Brookline Parent Education Network  
[www.b-pen.org](http://www.b-pen.org)

B-CASA: Brookline Coalition Against Substance Abuse  
(SAHMSA grant, Health Department, Brookline High School)

Youth Mental Health First Aid (Project Aware Grant: SAHMSA ,  
Wayside Youth and Family)

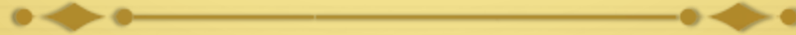
# Continuum of Care

## Social Emotional: Community and Beyond



- ✦ Department of Mental Health
- ✦ CBHI: Children's Behavioral Health Initiative  
Health and Human Services Interagency Community Based Care
- ✦ Department of Children and Families
- ✦ Department of Youth Services
- ✦ Mass Rehabilitation Commission: (16-22 years)

# Social Emotional and Mental Health: District



- ✦ TIER I-II-III: Invested Heavily in Social Emotional and Mental Health Supports, Services and Programs
- ✦ Multi-Tiered Support for Students, Parents, Educators
- ✦ Organizational Support: Building Emotionally Intelligent Organizations

# School-Community Partners Extended Learning Time



- ✦ After-School and Youth Development
- ✦ Brookline Teen Center
- ✦ Brookline Recreation Department- afterschool programming and summer programming
- ✦ Brookline Adult Ed – after school and education for students, parents and families
- ✦ Brookline Community Mental Health Center: Transitions Program



# School-Community Partners

## College Access and Completion



Steps to Success

Calculus Project

African-American and Latino Scholars

# School-Community Partners Mental Health



- ✦ Brookline Community Mental Health Center
- ✦ BRYT: Brookline Resilient Youth in Transition
- ✦ Youth First Aid- Project Aware – SAHMSA
- ✦ New England Medical Center: Fellows
- ✦ Children's Hospital: Fellows

# School-Community Partners

## Health and Wellness



- ✦ Health and Wellness Committee
- ✦ Nursing and Health Services
- ✦ Department of Public Health: Substance Abuse Prevention and Intervention- 2 social workers
- ✦ Community Stakeholders Consortium- Mental Health, Law Enforcement, Juvenile Justice, Parents, NAMI
- ✦ BPEN: Brookline Parent Education Network  
[www.b-pen.org](http://www.b-pen.org)

B-CASA: Brookline Coalition Against Substance Abuse  
(SAHMSA grant, Health Department, Brookline High School)

# School-Community Partners Non-Profit Philanthropic



- ✦ Brookline Education Foundation
- ✦ Brookline Community Foundation

# Community Partners Colleges/University

- ✦ Northeastern University- Federal DOE Grants
- ✦ Harvard University
- ✦ Simmons
- ✦ Wheelock
- ✦ Lesley Partnerships- Student Training Special Education
- ✦ Interns in Kindergarten and First grade classes

# PUBLIC SCHOOLS OF BROOKLINE OFFICE OF STUDENT SERVICES

## The disAbility Alliance

a consortium of community builders  
to ensure that people with disabilities have full access, and are meaningfully  
engaged in all aspects of our community

*Voices and Narratives of Ability*

### Loretta Claiborne

Please Join Us to be Inspired!

Born with sight and intellectual challenges, Loretta's story is one of Courage and Transformation!

**APRIL 13, 2016: 10:00 am!**

**Brookline Town Hall: Selectman's Room 6<sup>th</sup> Floor!!!**



# The Superintendent who Turned Around A School District



Anderson has embraced a holistic approach to solving the problems of low-performing students

"We serve the whole child- the leverage point for me is the school system."


Anderson talks about removing barriers


# David



- ✦ 8<sup>th</sup> grade
- ✦ Secure Program
- ✦ Single Parent
- ✦ Fourth School
- ✦ Multiple Moves
- ✦ Homeless
- ✦ Housing in Brookline



- 
- ✦ ADHD: “Non-compliant” with medication
  - ✦ Diabetic: “Non-compliant” with medication
  - ✦ Interrupted Schooling

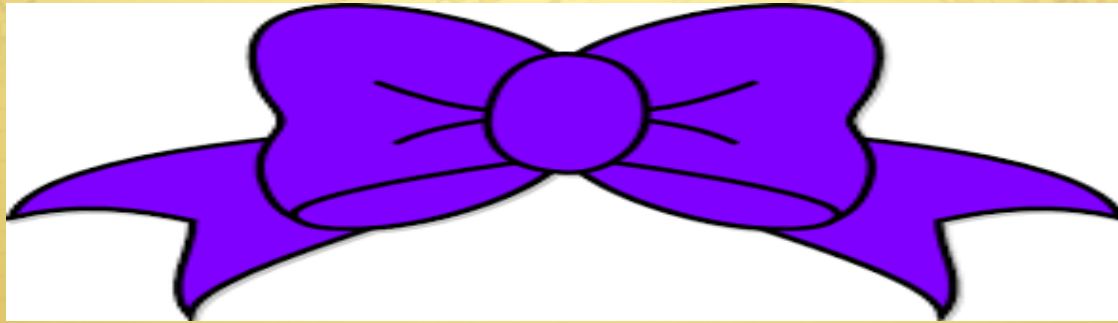
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- ✦ Transition Wrap Planning
  - ✦ Needs Based Planning Meeting
  - ✦ Multi-Domain- What's it going to take!

# What Did it Take



- ✦ Social Worker: Boxer, Author, Pick-Me Upper
- ✦ Nurse: Check-in and Check Out- Community Nurse
- ✦ Behavioral Plan: Check-in and Check Out- Tier 3
- ✦ Morning get to school texts
- ✦ Academic Pick-Up: Basketball
- ✦ Parent Partnership: Relentless Support
- ✦ Reading Instruction: 1:1 Tiered Intervention Tier 3
- ✦ Partnership with Boston University: Transition and Job Coaching/Mentoring
- ✦ Housing: Steps to Success. Brookline Housing Authority, Mentor, Summer Programming
- ✦ Senior Year: Lost Housing in Brookline: Red-Tape Cutter, METCO- transportation





QUESTIONS AND COMMENTS

THANK YOU

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