

Program Elements

Flexibility of the UE Model

UE integrates special education, general education, and mental health and social services into a holistic, school-wide system of supports that ensures that each school community has the resources, data-informed structures, and transdisciplinary knowledge required to effectively and efficiently meet the diverse and interconnected needs of students. The whole-school intervention approach of UE focuses on creating a safe, engaging, and responsive educational environment where the service needs of struggling students are identified and addressed before they fail. While Seneca can implement the full UE model, the agency recognizes that the available funding and needs of LAUSD dictate a smaller scale of services.

A key strength of UE is its flexibility, allowing Seneca to adapt to district or school needs, goals, and funding resources. While UE offers a clear structure and process, Seneca tailors services to the needs and vision of each school. Student supports can range from the full UE model to providing the any of the stand-alone services described below. Stand-alone services draw from the global philosophy and structures of the UE model and are most effectively implemented in a school environment with leadership buy-in and trauma-informed strategies already in place. To ensure that services are right-sized, Seneca assesses individual student needs and desired outcomes to help identify the best fit. All UE services are designed to increase the capacity of schools and school staff to meet the needs of their most struggling students.

While Seneca ultimately believes that the full UE model provides the most value to students and schools, the agency recognizes that the startup of new student support services requires adaptability. In response to the District's RFP, Seneca is pleased to offer the following service options, which the agency can provide for LAUSD in any of its elementary or middle schools:

- **School Culture and Climate and Multi-Tiered Systems Assessments:** School leadership chooses from a variety of measures to be administered by the Seneca team to assess the school's overall culture and tiered intervention practices. The assessment process may include structured observations, stakeholder interviews, and the administration of the Positive Behavioral Intervention and Supports (PBIS) Tiered Fidelity Index, the Trauma-Informed Matrix, the School Climate Assessment Instrument (SCAI), and/or the Social Emotional Tiered Intervention Planning Assessment. Assessment data is used to identify areas of need across the school and inform the design of both school-wide and student-specific interventions.
- **School-wide Culture and Climate and Multi-Tiered Systems Coordination:** A full-time UE Coach at each school oversees culture and climate improvement efforts to create a safe and engaging environment for every student. The UE Coach supports school leaders in coordinating a multi-tiered system of services, implementing school-wide positive behavior systems, integrating approaches to trauma-informed practice, and strengthening the overall school culture and climate.

- **Leadership Coaching and Consultation:** Coaching is designed to support school leaders in implementing one or more aspects of Unconditional Education. Topics for coaching and consultation include, but are not limited to:
 - **Culture and Climate Tool-Kit Implementation:** School leaders are supported to adapt policies, practices, and professional development activities to enhance school culture at their individual site. Modules include (1) Faculty Relationships, (2) Leadership and Decision Making, (3) Student Voice and Leadership, and (4) Community Relationships.
 - **Multi-Tiered Systems of Behavioral and/or Social Emotional Support:** School leaders are supported to implement multiple levels of intervention intensity along with data collection/analysis protocols to guide student referrals to services.
 - **Implementation of a Student Problem-Solving Team:** A school leader is coached to form a team that examines student needs and plans positive intervention strategies for students to overcome barriers to academic success. Meetings focus on students' strengths and challenges, while coordinating the development of service plans to guide student growth in academic, behavioral, and social-emotional skills. Specific tools and protocols for leading sessions and providing follow-up will be included in the coaching process.
 - **Check-In, Check-Out Consultation:** Supports school leaders to implement a comprehensive Check-In, Check-Out (CICO) program, a highly effective, research-based intervention for students who are struggling at school. The program can be changed and adapted to fit any school or situation.
 - **Action Planning to Address Disproportionality in Disciplinary Practices:** Administrators are supported to create a school team to collect disciplinary data, such as office referrals, and analyze this data to identify areas of disproportionate action by race or ethnicity. The team will develop an action plan to address ways in which implicit bias or other structural factors may be influencing patterns of disciplinary action.
- **Teacher Capacity Building:** Capacity building activities are designed to increase the skills and confidence of teachers to address the social-emotional and behavioral needs of their students. Capacity building activities include, but are not limited to:

- **Supported Cycle of Inquiry:** A master's level staff provides consultation to school staff on the implementation of behavioral and social-emotional support for students who are struggling to succeed at school. The consultation time will be paired with classroom observation time and focus on techniques for implementing social-emotional and behavioral interventions that respond to students' clinical needs, while promoting the transfer of therapeutic approaches in the classroom environment. Participating school staff will learn and practice strategies for implementing broader classroom interventions, including trauma-informed practices and positive behavioral supports.
- **Professional Development Workshops:** Training sessions are approximately two to three hours each and focus on a specific topic. Examples include: Communication Strategies for Successful Teamwork, Trauma-Informed Schools, Implementing Social Emotional Curricula, and Crisis Intervention Strategies.
- **Student Intervention Services:** Services target the individualized needs of each student.
 - **Individual Behavior Consultation:** A highly-trained, bachelor's level behavioral specialist works with school staff to assess and define the student problem behavior, conduct a functional analysis of the problem and its consequences, generate behavioral objectives, design and implement a behavioral change plan consisting of positive intervention strategies, and evaluate the plan and intervention process to make changes as necessary.
 - **Social Emotional Skills Groups:** Coordinate and facilitate social emotional skill-building groups (2-8 students) informed by referral and assessment data. Groups focus on improving socialization, emotion-regulation, and self-awareness targeting identified needs in communication with the school team.
 - **Individual Student, Family Therapy, and/or Case Management:** Intensive counseling services provided for individual students and their families, including one-to-one counseling, case management, crisis management, and safety planning provided by a Behavioral Board of Sciences (BBS) certified clinician.

EXHIBIT B-1 (REVISED)**Price Schedule**

Service	Rates
School Culture and Climate and Multi-Tiered Systems Assessment	<ul style="list-style-type: none"> Staff computer-based survey – \$750 Student computer-based survey – additional \$500 Families computer-based survey – additional \$500 Families via paper survey – additional \$1,000 Guided analysis and planning process - \$185 per hour \$200.91 per hour
Leadership Coaching and Consultation <ul style="list-style-type: none"> <i>Culture and Climate Tool-Kit Implementation</i> <i>Multi-Tiered Systems of Behavioral and/or Social-Emotional Support</i> <i>Implementation of a Student Problem Solving Team</i> <i>Check-In, Check-Out Consultation</i> <i>Action Planning to Address Disproportionality in Disciplinary Practices</i> 	<ul style="list-style-type: none"> 4 hours per week \$18,000 per year \$19,548 per year
Teacher Capacity Building <ul style="list-style-type: none"> <i>Supported Cycle of Inquiry</i> <i>Professional Development Workshops</i> 	<p><i>Supported Cycle of Inquiry</i></p> <ul style="list-style-type: none"> 4 hours per week; includes two weekly topics, each with a 30-minute consultation, one-hour observation, and follow up intervention design session \$15,000 per year \$16,290 per year <p><i>Professional Development Workshops</i></p> <ul style="list-style-type: none"> 2-3-hour training sessions on a specific topic \$185 per hour \$200.91 per hour
Student Intervention Services <ul style="list-style-type: none"> <i>Individual Behavior Consultation</i> <i>Social Emotional Skills Groups</i> <i>Individual Student, Family Therapy, Case Management</i> 	<ul style="list-style-type: none"> Behavior Consultation – 10-20 hours per student Social-Emotional Skills Groups – 1 hour per week per group, plus half hour of planning per week per group; each group lasts 6-8 weeks Individual, Family Therapy and Case Management – 2-5 hours per week depending on the need of the student All Student Intervention Services – \$163 per hour \$177.02 per hour

Service	Rates
School-Wide Culture and Climate and Multi-Tiered Systems Coordination*	<ul style="list-style-type: none">• 40 hours per week• \$150,000 per year \$162,900 per year <p>*This service includes a full-time UE Coach responsible for implementing MTSS, PBIS, and other school-wide interventions. Seneca recognizes that the cost of this full-time position exceeds the available \$90,000 aggregate maximum in funds available to any one school. Given this funding limitation, Seneca is amenable to negotiating with the District and select schools to share one UE Coach's time across multiple school sites if desired.</p>