

unconditional
EDUCATION 



SENECA
FAMILY OF AGENCIES | UNCONDITIONAL CARE



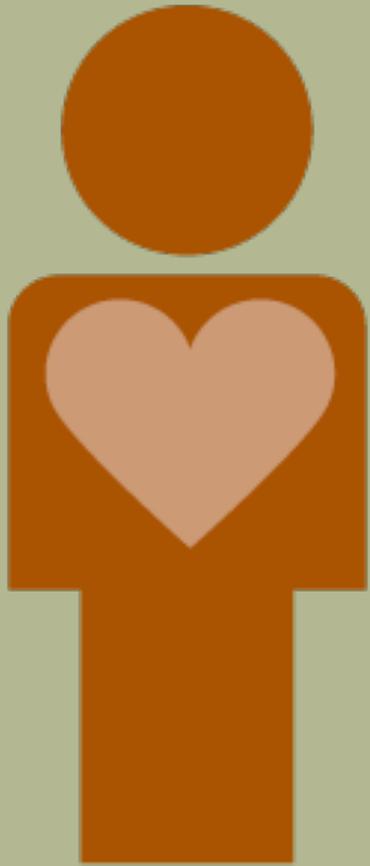


BAY AREA



unconditional
EDUCATION

SM



1 Unconditional Education Coach

1

Gather input from all stakeholders in an **Assessment of School Culture and Climate** and facilitate a team, with representation from all stakeholder groups, to develop and implement an **Action Plan**

2

Provide training and consultation to enhance **school wide systems and practices** that support a safe, predictable, welcoming, and inclusive environment for all members of the school community, including a system of **positive behavioral supports**

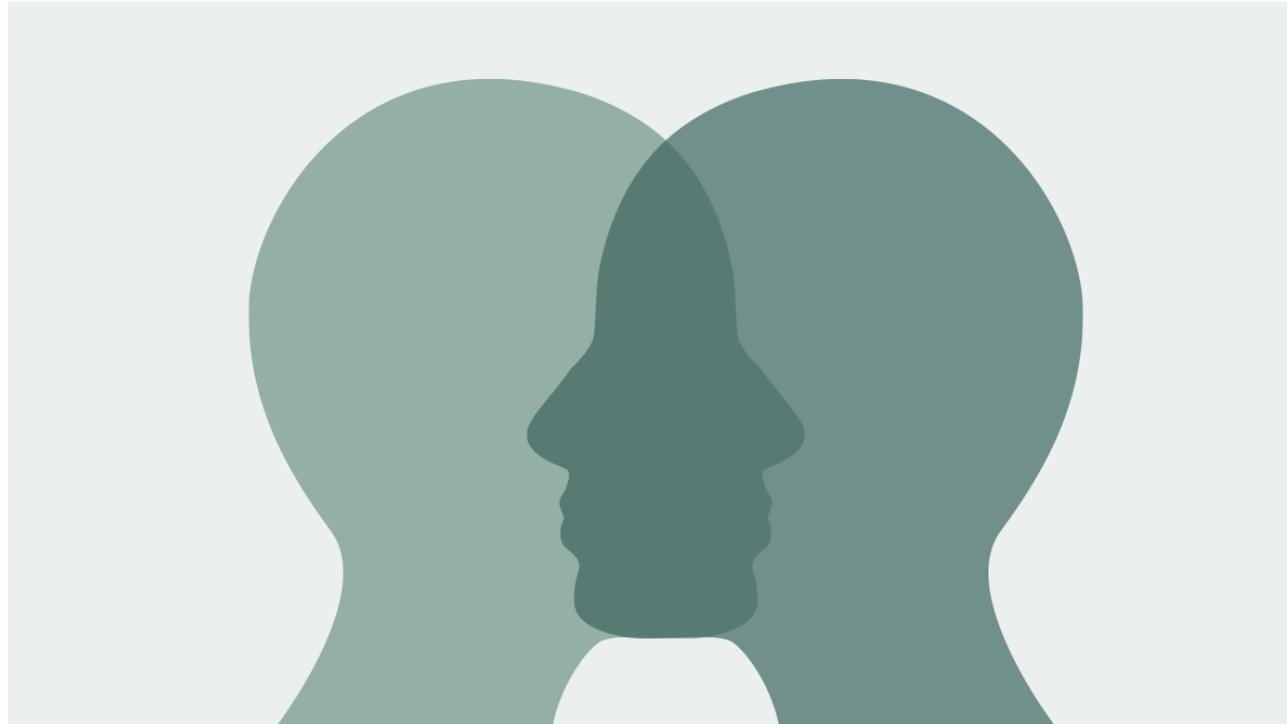
3

Facilitate **service coordination** so that all students are matched with the “just-right” type and amount of support

4

Provide short-term **behavior support and social skills interventions** to complement those already provided by the school psychologist and team of clinical interns

Sustainability



I DO. WE DO. YOU DO.

School Culture and Climate Assessment



- Leadership and Decision Making
- Community Engagement
- Faculty Relationships
- Student Relationships
- Attitude and Culture
- Discipline
- Teaching and Assessment
- Special Education
- Physical Space

Short-Term SCAI (example)

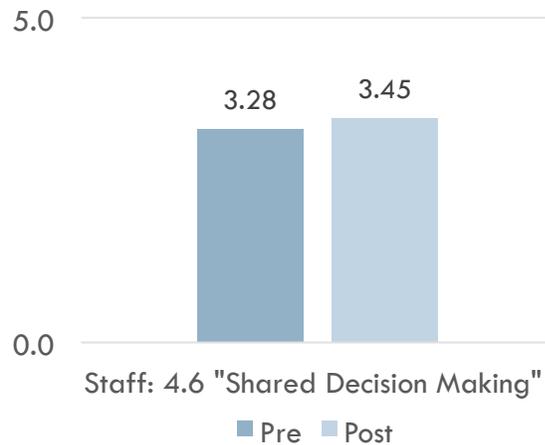
Priority 1:

Strengthen staff sense of community and sense of shared-decision making

Goal 1:

By June 2017, SCHOOL will have a clear and explicit process for decision-making that will be communicated with all stakeholders. Staff will regularly engage in opportunities to provide honest and constructive feedback as well as submit agenda items to be discussed by the "decision-making" body.

SCHOOL AIP: Goal 1 Result



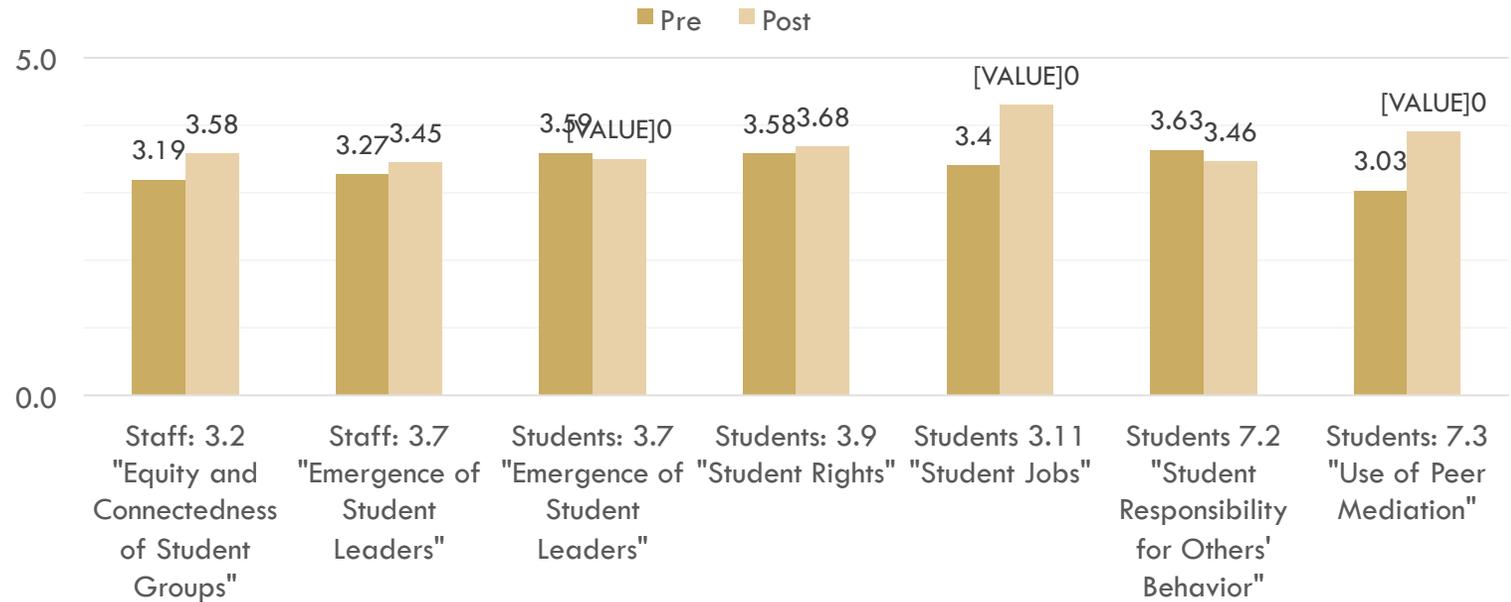
Priority 2:

Strengthen student sense of classroom and school community.

Goal 2:

By June 2017, students will report a higher sense of equity, connectedness, and report higher levels of leadership opportunities.

SCHOOL AIP: Goal 2 Result



Culture and Climate Committee



- Caregivers and family members
- Classroom teachers
- Classified staff
- Interventions team members
- Community partners
- School administration

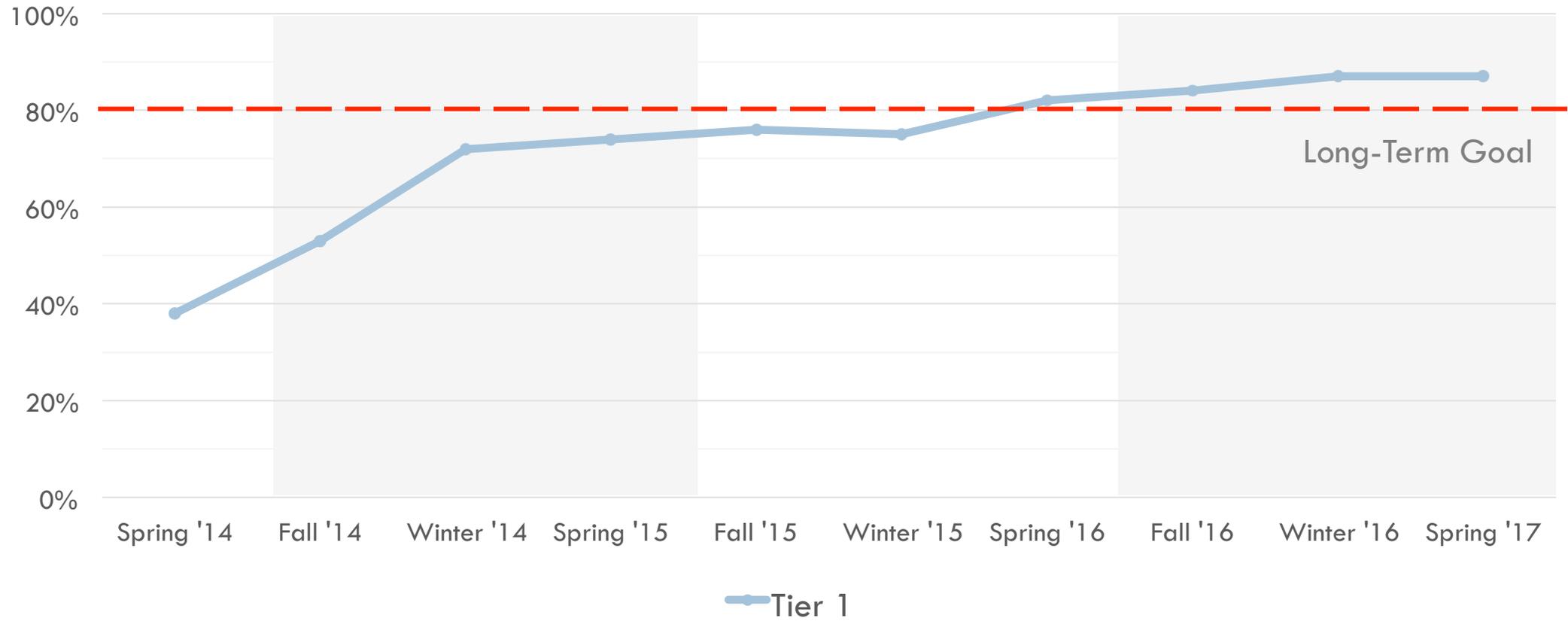
Workshops and Systems Development



Based around priorities identified by Culture and Climate Committee (C3), which could include:

- Positive behavioral interventions
- Creating safe and inclusive classrooms
- Parent partnerships
- Student voice and leadership

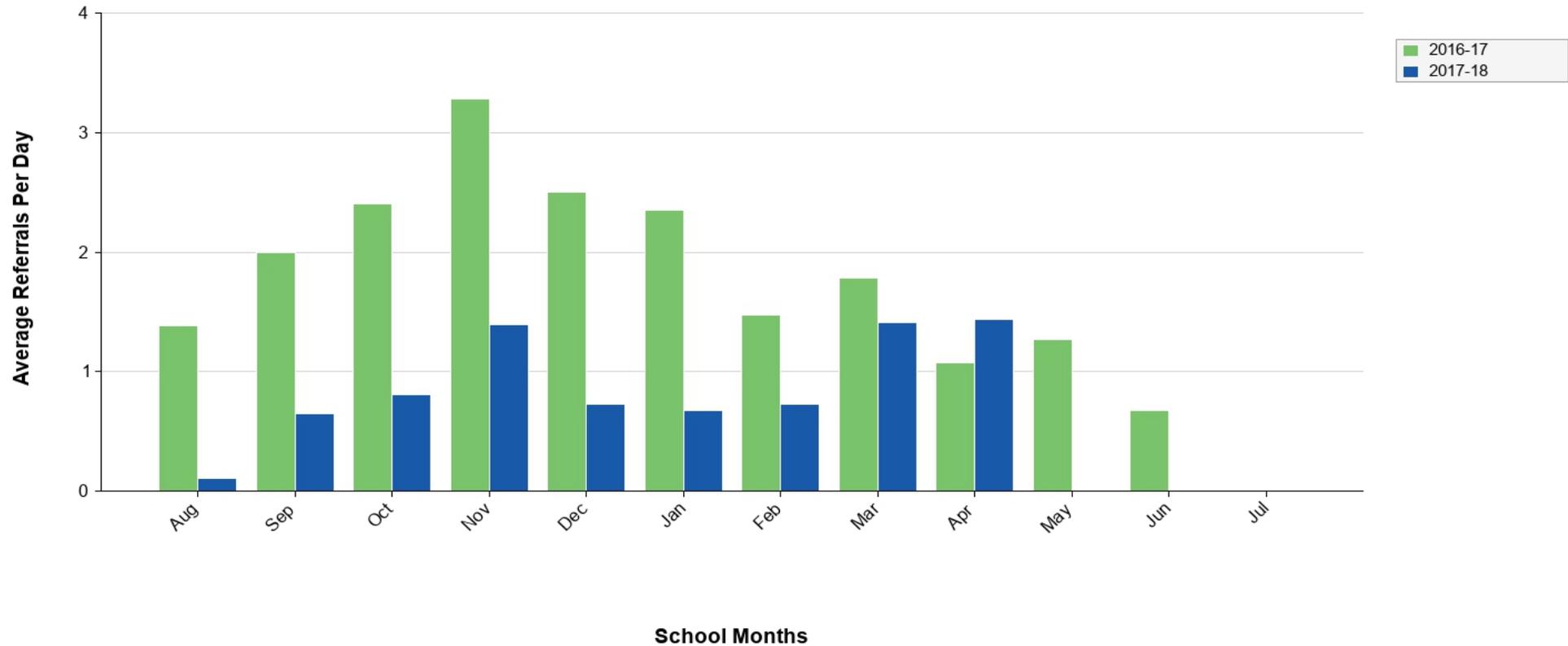
PBIS Fidelity Index



Office Disciplinary Referrals



Average Referrals Per Day Per Month - Multi-Year
All, 2016-17 - 2017-18

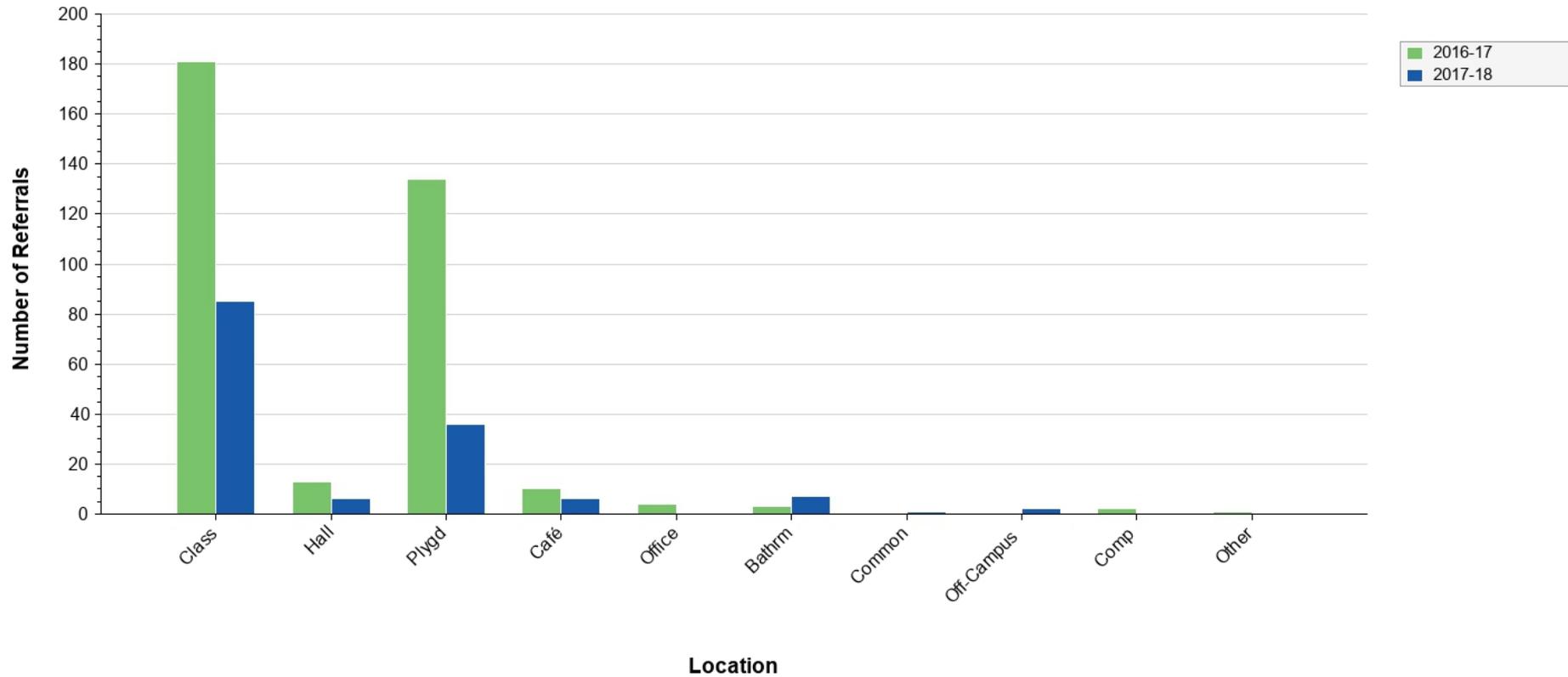


Office Disciplinary Referrals by Location



Referrals by Location - Multi-Year

All, 2016-17 - 2017-18



Staff and Parent Trainings

76

trainings provided by Seneca this year to staff and families

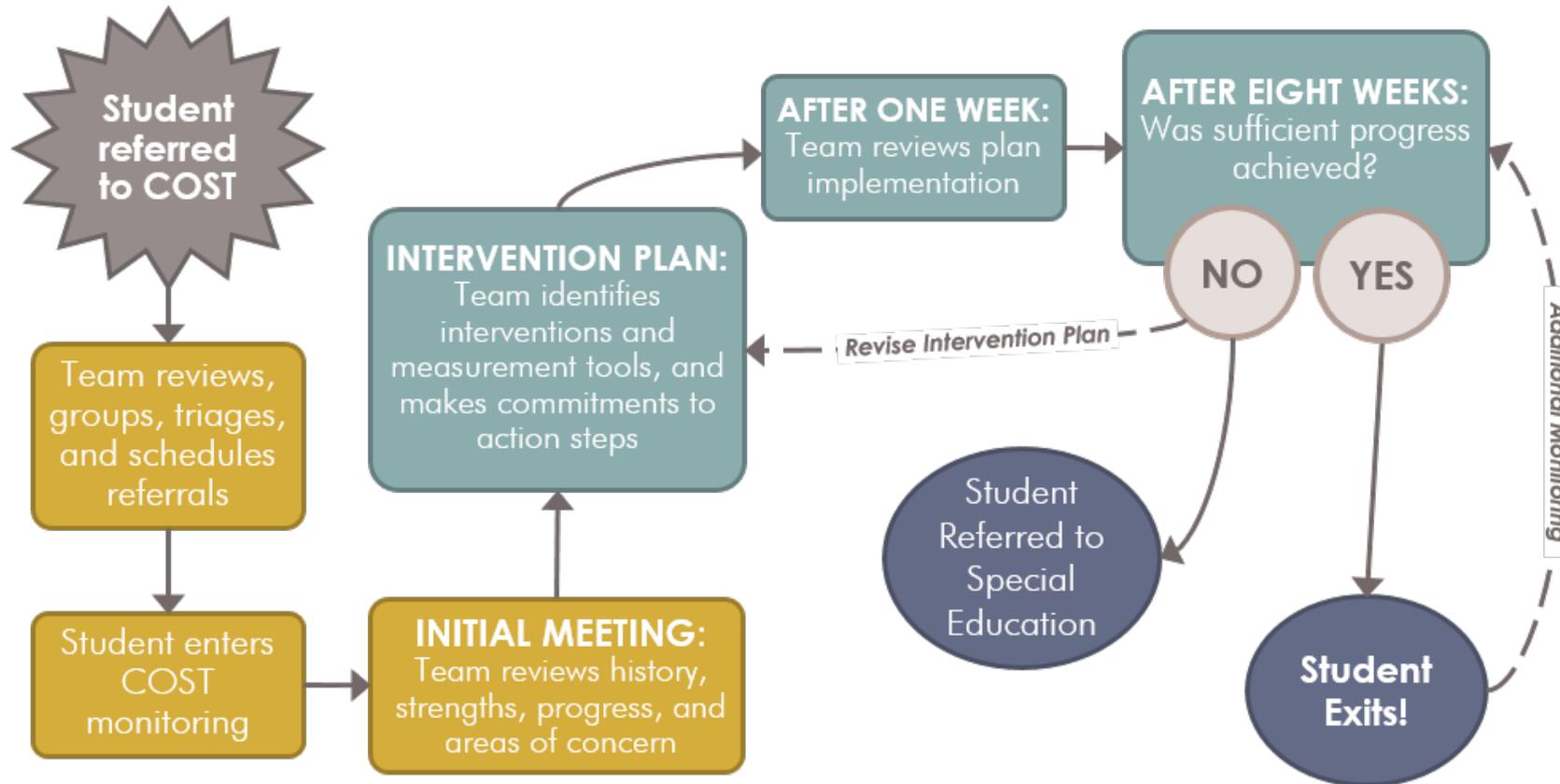
1,226

staff and family members attended Seneca trainings

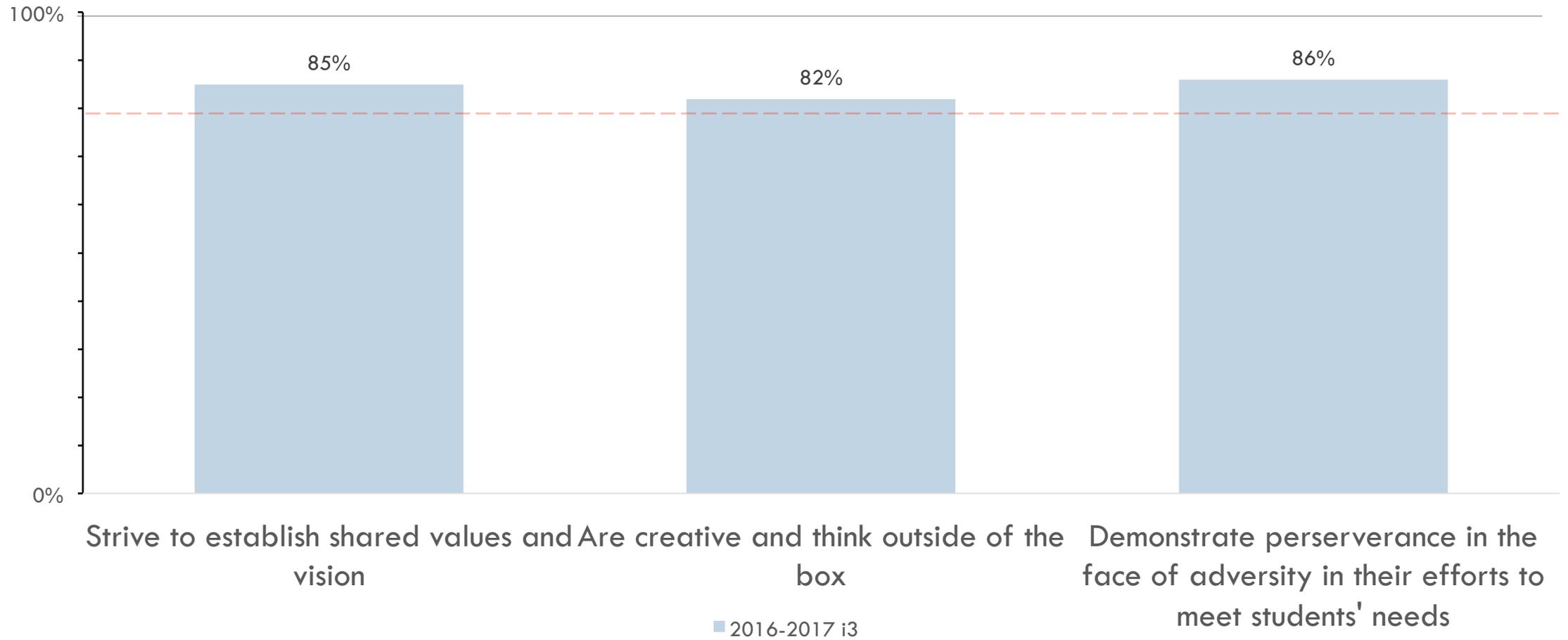
96%

of participants reported that training increased the knowledge and skills needed to support the diverse needs of their students

Coordination of Services



School Staff Feedback



Complementary Direct Student Services

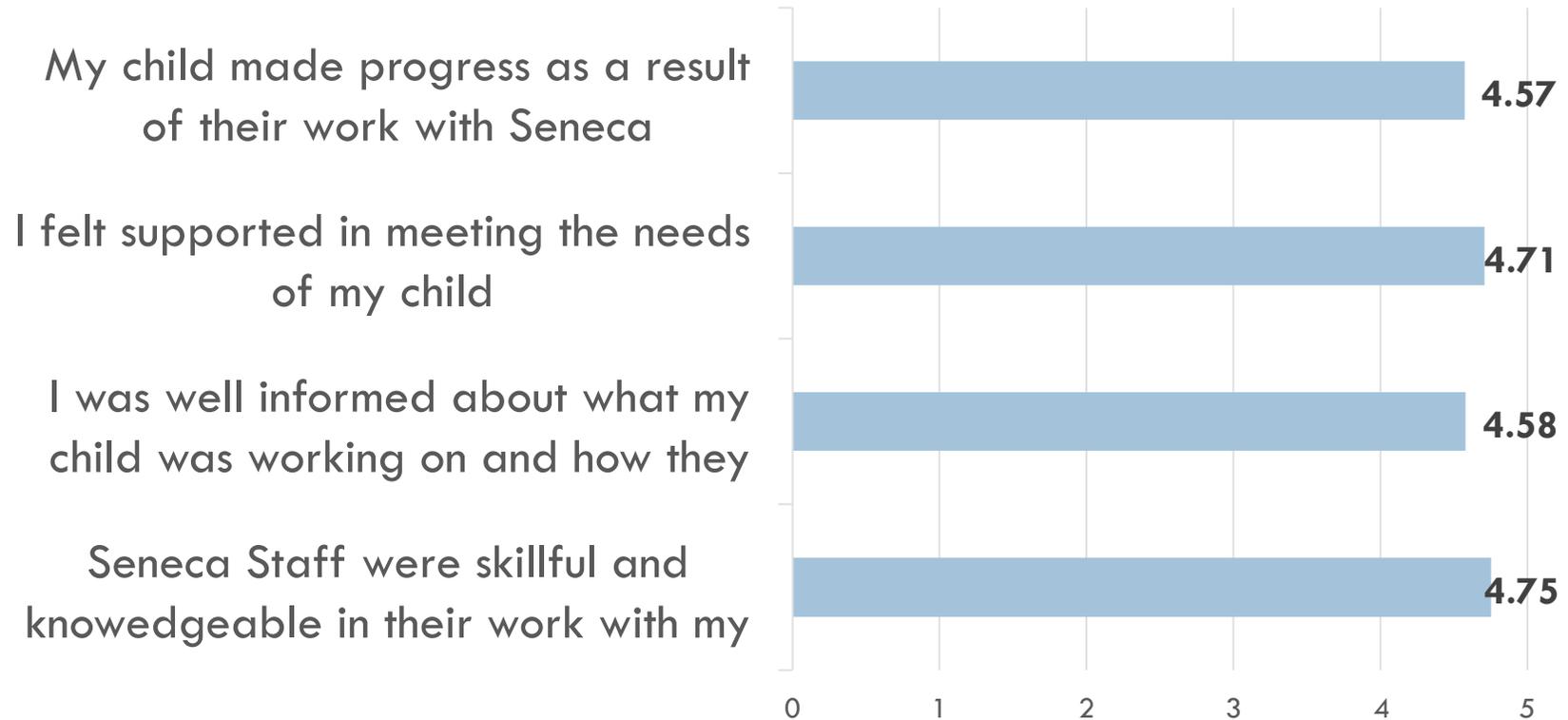


Some examples of services have included:

- Check in, Check out
- Buddy lunch
- Social problem-solving group
- “Bowtie Friday”

Parent Feedback on Services

On a Scale of 1-5



Long-Term Outcomes: i3 Evaluation

Year 2 (2015-16) Comparison Design Evaluation Highlights:

	READING	MATHEMATICS
All Students		
African American Students		
Latino Students		
English Language Learners		
Special Education Students		

 Statistically Significant Positive Effect

“*Seneca’s UE model challenges long held assumptions about how schools are organized and how they can **meet the needs of all students** in their charge. The recent evaluation gives reason for optimism that both **ambitious change** and **positive outcomes** can be achieved.*”

– JOSE BLACKORBY, DIRECTOR, CENTER FOR EDUCATION AND HUMAN SERVICES, SRI INTERNATIONAL