

TIER 1 Menu of Interventions

INTERVENTION	STAFF	DESCRIPTION	TARGETED STUDENTS	WHAT NEEDS DOES THIS RESOURCE MEET FOR THE STUDENT?	HOW / CAPACITY
Check & Connect	IS	Check & Connect is a mentoring intervention to promote student success and engagement at school. It is a goal setting intervention with weekly/biweekly.	Students referred by admin /counselor	Students benefit from being matched with a mentor that will help students engage socially, emotionally and academically	Weekly to Bi-weekly individual counseling meeting
Student Support Groups: Wellness Wednesday	IS, SSW, RJF, School Librarian, Intern Students	The first Wednesday of each month we learn about and practice coping strategies to navigate a fast-paced world. Students are provided the materials and a safe quiet/calm space.	School Wide. All students are welcome to participate.	Provides mindfulness education/interventions that students can further implement to further develop coping skills and improve social and emotional well being.	Group
Advisory Class Mindfulness Activities	IS, SSW, RJF, Intern Students	Thursday (when available) staff introduce mindfulness activities to students during their advisory period based on the need and observed patterns affecting community, i.e, stress, anxiety, etc.	School Wide. Staff schedules Advisory class to ensure all classes are served.	Provides mindfulness education/interventions that students can further implement to further develop coping skills and improve social and emotional well being. Additionally, it supports teachers implementing T1 intervention and supports.	Group
Student Clubs	All Staff	Clubs are a great way for students to participate in activities they enjoy, learn new skills, and meet new people. Clubs cover a wide variety of topics, from culinary to mountain biking.	All Grades	Supports students, helps build community and connection between students, staff, and campus as a whole.	Weekly, monthly, or bi-monthly meetings during lunch or after school.
Student Success Team Meetings: SST	Academic Counselor	Students who are struggling with academics, social, emotional at school. There is a follow-up meeting 6 weeks after the initial meeting.	Teachers, Counselors, Administrator, Parents	Supports students, their families and classroom teachers; developing and implementing strategies to help the student with academics, behavior or social skills in the classroom and larger school environment	Meeting ranges between 45-60 minutes
Classroom Presentations	IS, SSW, RJF	Classroom presentations will focus on providing our students information on a variety of social and emotional topics.	All grades-Counselors, Intervention	Our goal is to reach out to more students that are struggling and having a difficult time by coming into the classrooms and creating a safe space for students to engage in an interactive presentation where their	Based on the teacher's request. Up to 1 hour

			Specialist, CHS, MCBH, Social Worker, Outside agency	thoughts, feelings and experiences will be valued.	presentation.
Parent Presentations	All Staff	Presentations will focus on providing our parents information/tools and tips on students' academic, social and emotional needs, resources and supports available.	Counselors, Intervention Specialist, CHS, MCBH, Social Worker, RJ Facilitator, Outside agency	Supports parents and their families; provide information, tools, tips, resources to help support parents/guardians with the academics, behavior or social skills of their students.	Up to 1 hour presentation. Fall & Spring
Trail Center	IS	After school homework support for students who need help with class assignments. Support provided by teachers.	Drop In, students referred by Teachers, Counselors, Parents, Admin	Academic assistance provided to students who need extra help with a homework assignment, classroom projects and/or falling behind/failing class. Quiet after school space provided for students.	Monday - Thursday, 1 hour after school.
Classroom Presentations	IS SSW RJF	Classroom presentations will focus on providing our students information on a variety of social and emotional topics.	All grades-Counselors, Intervention Specialist, CHS, MCBH, Social Worker, RJ Facilitator, Outside agency	Our goal is to reach out to more students that are struggling and having a difficult time by coming into the classrooms and creating a safe space for students to engage in an interactive presentation where their thoughts, feelings and experiences will be valued.	Based on the teacher's request. Up to 1 hour presentation.
Community Building Circles	RJF	Community building circles foster attentive listening, empathy, sharing, and equal opportunities of participation for all members.	All grades	The circle process helps cultivate a strong sense of belonging, community, and connection.	Based on the teacher's request.
Circle of Friends	IS, SSW,RJF	This "school inclusion program that builds genuine friendships between students with special needs and their general education peers. CoF increases the understanding, acceptance and appreciation of individual differences while decreasing bullying. Our program creates a welcoming school environment that embraces diversity at all grade levels."	All grades	Planned group interventions in students' rooms as determined appropriate with SWD's teachers. Additionally, students are invited to participate in student run clubs during lunch time and are active participants.	Group Setting

TIER 2 Menu of Interventions

INTERVENTION	STAFF	DESCRIPTION	TARGETED STUDENTS	WHAT NEEDS DOES THIS RESOURCE MEET FOR THE STUDENT?	HOW / CAPACITY
Check In/ Check Out	All Staff Can Participate	Students that need more positive adult attention and structured feedback to be successful in school. Students who are displaying frequent minor behavioral violations (ie. tardies, speaking out in class, completion of classwork) across numerous settings are often successful using this program.	Students with chronic minor behavioral problems who respond well to adult attention.	Learn how to self manage behavior and decrease behavior referrals.	Daily check-in and check-out with Trail Guides and ratings from teachers.
Individual Counseling	SSW, IS, School Psychologists, Academic Counselors	Students are engaged in counseling when they are experiencing mild forms of depression, anxiety and stress, that it is starting to be noticeable, but has no impact of biosocial functioning.	Students who are referred through Tier 2 Referral after T1 interventions have not been effective.	Interventions are implemented to prevent further decompensation from student and hopes that after a few sessions student can return to baseline.	Weekly-Bi weekly meetings with students to determine need and teach appropriate coping skills to reduce concerns.
Student Support Groups:	IS, SSW, RJF	Students are able to engage in conversation in a safe, supportive setting about strong emotions and life and social events. Students will learn tools to cope with stress, anxiety, anger, or depression. They will also learn about self-care and self-love to support their academic and personal pursuits.	Student referred by Intervention Review Committee	Learn coping skills for daily stress, how to identify emotions, and resources that promote self care.	group meetings
CHS: Anger Management (YATV)	CHS	YATV utilizes a multitude of educational anger management information, as well as coping skills/exercises, and socioemotional support. YATV is a program intended to enhance communication, knowledge, skills, anger management techniques, and provide additional support to all participants. With gaining these skills, participants will have an improved understanding their anger, and learning how to manage emotions.	Students referred by staff, admin, parents and self-referral	Enhance communication, knowledge, skills, anger management techniques, and provide additional support	8-10 weeks (8 sessions) Group setting : Max 7 students Students receive a certificate at the time of successful completion
CHS: 7 Challenges	CHS	For those participating in The Seven Challenges; this curriculum is an evidence based program that provides counseling via	Students referred by staff, admin,	Motivate youth to evaluate their lives, consider changes they may wish to make, and then succeed in implementing the desired changes.	6-8 months to complete

		<p>interactive journaling for youth who are involved in substance use. It is designed to motivate youth to evaluate their lives, consider changes they may wish to make, and then succeed in implementing the desired changes. It supports them in taking power over their own lives. This curriculum may obtain information from the school district and/or juvenile justice system, to verify general behavior before and after their participation in the program. This statistical information is for research purposes only, to improve the curriculum, and will be kept confidential.</p>	<p>parents and self-referral Mandated for athletes who violate the Drug-Free contract</p> <p>Mandated for students by the court who are on formal or truancy probation</p>	<p>Motivate youth to re-evaluate their substance use.</p>	<p>Offered individually and in a group Groups are maxed at 7 students</p> <p>Multiple groups consecutively Sessions are weekly for 1 hour to 1 ½ hours</p> <p>Students receive a certificate at the time of successful completion</p>
<p>CHS: Seven Challenges - Brief</p>	<p>CHS</p>	<p>Same description as 7 Challenges; Brief is a shorter version of the 7 Challenges program.</p> <p>Primarily for students who are only experimenting, or have made the decision to cut back/quit on their own and need extra support in being successful with their decision.</p>	<p>Students referred by staff, admin, parents and self-referral</p> <p>Mandated for athletes who violate the Drug-Free contract</p>	<p>Motivate youth to evaluate their lives, consider changes they may wish to make, and then succeed in implementing the desired changes.</p> <p>Motivate youth to re-evaluate their substance use.</p>	<p>Individual only</p> <p>4-6 weeks (4 sessions)</p> <p>Sessions are weekly for 1 hour</p> <p>Students receive a certificate at the time of successful completion</p>
<p>CHS: Vape Offense Workshop</p>	<p>CHS</p>	<p>Students who are in possession of, or using electronic smoking /vaping devices (including any cartridges, oils, waxes, components, etc.). Students are required to attend the workshop.</p>	<p>Students referred by Admin.</p>	<p>Motivate youth to evaluate their lives, consider changes they may wish to make, and then succeed in implementing the desired changes.</p> <p>Motivate youth to re-evaluate their substance use.</p>	<p>1 hour workshop, one counseling session and one check-in session with CHS counselor</p>
<p>Joven Noble</p>	<p>Teacher, RJF</p>	<p>El Joven Noble is a comprehensive indigenous based, youth leadership development program that supports and guides youth through their "rites of passage" process while focusing on the prevention of substance abuse, teen pregnancy,</p>	<p>Students Referred by Academic Counselors and Staff.</p>	<p>Joven Noble provides cultural teachings tailored for young men, supporting participants to encourage cultural resilience, positive cultural identity and how to develop a strong sense of self, while having Palabra (sacred bond), and learning to navigate transitioning into adulthood.</p>	<p>Weekly 1 hour group sessions every Thursday.</p>

		relationship violence, gang violence and school failure.			
Girasol	IS, SSW, RJF	The group is a youth leadership development program that supports and guides young women. Girasol is a cultural rites of passage program that focuses on character development, establishing values, and creating healthy relationships.	Students referred by Academic Counselors and staff.	Girasol is a comprehensive healing-centered, indigenous based, youth leadership development program that supports and guides young women and fem identified youth through their initial step of a "rites of passage" process. Girasol builds on the La Cultura Cura philosophy and framework, as a transformational health and healing philosophy that recognizes that within an individuals' families' and communities' authentic cultural values, traditions, indigenous practices exist the path to healthy development, restoration, and a lifelong wellbeing. The curricula additionally focuses on addressing many of the issues youth face such as negative self-concept, substance abuse, teen pregnancy, relationship violence, gang violence, school failure and the lack of positive peer and adult guides and supports.	Weekly 2hr group sessions every Tuesday
Senior Anxiety Group	SSW	Senior Anxiety Group is intended for participants to learn strategies and techniques to cope with panic attacks, negative thoughts, worries, and rumination specific to the expectations and demands of Senior year.	12th grade students referred by Academic Counselors and staff.	The purpose of the group is to provide psychoeducation to participants to understand what Anxiety is for them as individuals, triggers, and support in coping skill development to manage symptoms and return to baseline.	Weekly during Lunch time. Closed group.
Solution finding mediation conference	RJF	Voluntary process where students who are in conflict come together in order to find solutions to move forward with a facilitator present to help mediate conversation.	Students referred by admin, academic counselors, and staff.	Provides a safe and supportive space for students to process their conflict with guidance and a better understanding of how to communicate their emotions rather than reacting.	Based on referrals from admin and staff.
Problem Solving Circles	RJF	When there is wrongdoing, circles play an active role in addressing the wrong and making things right.	Students referred by admin, teacher, and staff.	It enables a group to get to know each other, builds inclusion, and allows for the development of mutual respect, trust, sharing, and concern.	Based on referrals from admin and staff.
504 Plan	Academic Counselors Administrators	504 plans are formal plans that schools develop to give kids with disabilities the support they need. That covers any condition that limits daily activities in a major way.	Students services requested by legal guardians.	Provides services and changes to the learning environment to meet the needs of the child as adequately as other students.	Based on referrals from staff and legal guardians.
SST Plan	Academic Counselors	The school site Student Study Team (SST) meets regarding children for whom there are concerns. The team addresses the	Students referred by admin,	SST meetings usually last 30-45 minutes (sometimes longer) and include a learner's caregivers, teachers, and at least one school representative such as the Counselor,	Meeting setting based on referrals.

implementation and level of success of the general education classroom program modifications and available general education resources and programs, including categorical programs.

teacher, staff, and legal guardians.

Learning Specialist, Program Director, and/or administrator.

TIER 3 Menu of Interventions

INTERVENTION	STAFF	DESCRIPTION	TARGETED STUDENTS	WHAT NEEDS DOES THIS RESOURCE MEET FOR THE STUDENT?	HOW / CAPACITY
Psychotherapy	MCBH, SSW	Psychotherapy is a type of treatment that can help individuals experiencing a wide array of mental health conditions and emotional challenges that are now impacting students life tremendously and placing student at risk of failing or suicide and all previous interventions have failed.	Students who are referred through Tier 2 Referral after T2 interventions have not been effective.	Psychotherapy is intended to support students who are experiencing high levels of depression, suicidal ideations, panic attacks, PTSD, Grief, high stress, all which are impacting functioning both at home and at school. These interventions are only implemented by trained mental health professionals and follow a consent process both from student and their family, with few clinical exceptions where minor consent would be warranted. The overall expectation is for students biopsychosocial functioning is returned to baseline.	Individual Psychotherapy interventions to stabilize presenting symptoms.
Suicide Risk Assessment	All Trained Staff	The goal of the risk assessment is to determine the level of risk of suicide or harm to the student.	Any student who is presenting with suicidal/homicidal ideations and/or presenting as a risk to self and/or others.	SRA provides the student with individualized care and support required for de-escalation and stabilization. The process appropriately triages the response to the identified risk. It helps guide safety plan recommendations and determines the best level of care and follow-up actions to be taken.	Individual, case by case basis based on student's needs.
Restorative Justice Circles	RJF	Restorative Justice Circles help build community and encourage relationship building while addressing conflicts or issues that arise between students and/or staff. Circles can also be implemented as preventative measures to build rapport among students by helping students connect to each other on different levels.	Students referred by staff, admin, parents and self-referral. All students are welcome!	Enhance communication and relationships between students to create a more supportive, responsible, safe, and understanding campus. Circles can help create a better sense of community and connection.	Restorative Justice Circles include all voices and provide an opportunity for everyone to express their thoughts and feelings while building/repairing relationships. Based on

					requests from admin and staff.
Escalation Cycle Management Plan (ECMP)	School Psychologists/ Special Education Case Managers	Describe what the student's behaviors look and sound like in each stage of the escalation cycle and what the staff will do to reduce further escalation and/or its severity, promote de-escalation.	Students with IEPs	Promote de-escalation, and return the student to instruction as soon as possible.	Individual case by case basis. Based on student need with collaboration with special education case managers.
Behavioral Intervention Plan (BIP)	School Psychologists/ Special Education Case Managers	Describe the behavior that is causing difficulty in objective and measurable terms (what it looks and sounds like). Describe the typical pattern of the problem behavior including the antecedent events that precede or trigger the behavior and the consequences that support continuation of the behavior. Describe the behavior that the student is expected to exhibit. Describe what the student may do instead of the problem behavior to get his or her needs met while progressing towards mastery of the desired behavior.	Students with IEPs	Use strategies that will be used to increase positive behavior and decrease problem behavior. Strategies will be employed to ensure safety if the problem behavior occurs again.	Individual case by case basis. Based on student need with collaboration with special education case managers.
Individualized Education Plan (IEP)	School Psychologists/ Special Education Case Managers	A legal document that is developed for public school children that require special education in order to access the general education population. The IEP outlines special education services for all eligible students with a disability. The 13 eligibility categories include Autism, Specific Learning Disability, Emotional Disturbance, Other Health Impairments, Intellectual Disability, Orthopedic Impairment, Multiple disabilities, hearing impairments, deafness, visual impairment, deaf-blindness, speech and impairment and traumatic brain injury.	Students with IEPs and/or students with suspected disabilities.	The IEP describes the plan for a student's educational program, including current performance levels, student goals, and the educational placement and other services the student will receive. Students with IEPs are evaluated every 3 years in order to look at present levels and to determine continued special education eligibility. Students with suspected disabilities can be referred for assessment through the school's SST process and/or by parent.	Individual case by case basis. Based on student need.