

## **School Based Services Group Recommendations**

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### **Areas Identified as Key Gaps**

1. Lack of capacity to provide needed programs and services
2. Lack of a standardized, coordinated inter systems approach; systems in isolation cannot meet the (holistic) needs of children
3. Lack of coordinated system of services (model) for all students in schools.

### **Gap Summary**

- All schools do not currently have a coordinated service system that serves the need of all students
- Taking the (FCF Children First) model to scale is a big need

### **How to Fill the Gap and Take the Model to Scale**

1. Promotion and implementation of the school assessment tool (SAT) to educational leadership in LEAs.
  - a. Establish a baseline of needs gaps
    - i. District needs
    - ii. Cultural competence/family needs
    - iii. Student needs
    - iv. Agency needs
  - b. Provides data for the Ohio Improvement Process (OIP), Decision framework(DF) and CCIP  
**Who:** School Coordination Steering Committee
2. Provide cadre of trained coordinators from FCF available through contracted services to provide services in school buildings  
**Who:** FCF
3. Provide consultation services to build capacity within the individual school/district with individual school/district staff hired by them.  
**Who:** FCF
4. Provide on-going training(network; community of practice)
  - a. Orientation for new coordinators
  - b. Maintain model fidelity through quarterly networking opportunities  
**Who:** School Coordination Steering Committee
5. Identify the prevention and intervention services across agencies to build a full array of services across the tiers of supports  
**Who:** Network of Resource Coordinators

### **Outcome**

- To replicate the Children First Program/model in all public school districts and school in Hamilton County.

**Note:** Comprehensive System of Learning Supports (ODE) and Governor's Education reform Plan

## **Capacity Building Pyramids of Intervention**

### **Tier I: Prevention and Intervention Supports for All Students**

- largest: offers quality instruction and supports to ALL students and when quality is offered, 80% of the needs of students are met both academically and behaviorally)
- Prevention and Intervention
- Determine broad based school wide/district-wide needs; determine what skills and knowledge all partners, school/service providers need to have; train everyone (school personnel, partners, service providers, parents, etc. Do a “train the trainer.”

### **Tier II: Supplemental services**

- Supports for 5-10% of students through small group supports
- Determine what targeted groups, providers can “train” key groups to deliver for targeted needs

### **Tier III: Intensive and Individualized supports**

- 2% highest need students; waiver or individualized, collaborative problem solving plan needed
- Services individual students; specialized services