

Introduction to Placer County Children’s System of Care

Placer County Children’s System of Care (CSOC) has a thirty-one-year history of providing collaborative integrated supports and services meeting the unique needs of children, youth and families. CSOC is an integrated system focused on families and their children being safe, healthy, at home, in school and out of trouble. To meet the needs of families, Placer County has organized around collaborative teams offering comprehensive services. CSOC believes the support to families is more effective, efficient, family-centered, and culturally responsive if collaboration occurs from the leadership to the individual team level.

Key Features of Placer CSOC:

- Led by an integrated executive leadership team called, “Systems Management Advocacy Resource Team” (SMART)
 - Presiding Judge of Juvenile and Family Court
 - Superintendent of Schools
 - Chief Probation Officer
 - Director of Human Services
 - Director of Family Advocacy
 - Director of Children System of Care
 - Staffed by Leadership to implement decisions of SMART
- Values:
 - Serve families, youth and children in an integrated collaborative manner.
 - The Placer community is better served through collaboration and collaborative decision making.
 - Include family, youth, and cultural diversity into all levels of decision making and services.
 - Support outcomes through a multiple levels of decision making using data and being solution focused.
 - Commitment to serve children, youth and families in a least restrictive, intrusive manner keeping the family at the center of decision making.
- Placer CSOC is distinguished by:
 - Integrated Teams at all levels of decision making and services
 - Focus on routine integrated meetings, active problem solving and service delivery
 - Staff being co-located, integrated, and have shared access to information systems with braided/blended funding systems
 - Operationalize and document systems integration though a Memorandum of Understanding between agencies.
- Types of Integrated Teams

Executive Policy	School Based Mental Health and Wellness
Cross System Management	Family Resource Community Collaborative (High Need Families)
Service Delivery & Foster Youth Services	Placement Review Team
Truancy Prevention	Integrated Community Partners
Cultural Inclusion	Prevention Services

Why a Collaborative Response to Student Mental Health and Wellness is Important:

- According to the National Institute of Mental Health:
 - 1 in 5 children ages 13-18 have, or will have a serious mental illness.
 - 50% of all lifetime cases of mental illness begin by age 14 and 75% by age 24.
 - 37% of students with a mental health condition age 14 and older drop out of school—the highest dropout rate of any disability group.
- It is widely accepted adversity and childhood related trauma impacts brain development, childhood functioning, the onset of mental and physical illness and addiction. These increased risk factors lead to higher addiction, behavioral dysfunction, substance abuse, exploitation, and academic failure making it essential for schools to partner with their community and use an integrated approach to address this health crisis.

Integrated & Collaborative School Systems

Designed to meet the multiple needs of a child, communities are now moving toward whole child or integrated teams. Similar to the System of Care model, Placer County is one of four Counties beginning a demonstration program funded by the Mental Health Services Oversight and Accountability Commission (MHSOAC). In collaboration with Placer County CSOC the County Office of Education is in the beginning stages of implementing an integrated systems model for mental wellness. The focus of this project is to support mental health and wellness throughout school sites by creating integrated teams supporting staff and students at all levels of support necessary to be preventative and proactively respond.

- Team Members will represent the needs of the community and will include school site staff, family liaisons, social worker, staff with behavioral expertise, academic staff and partner agencies.

Multi-tier System of Support MTSS (A Public Health Model)

In addition to integrated services, organized systems are a critical feature for supporting our children. Multi-tier Systems of Support (MTSS) is a coherent continuum of evidence-based, system-wide practices to support a rapid response to student needs, with frequent data-based monitoring to inform decision making and empower each student to achieve their potential. Modeled after Public Health Prevention, MTSS helps districts organize supports by:

- Universal (Tier I): Supports for all students, preventative in nature, common core instruction and strategies for improving school climate and wellness
- Tertiary (Tier II): Are systems and strategies to focus on the rapid response to supporting students who have greater needs who are not benefiting from universal strategies.
- Indicated (Tier III) are services directed at the individual who needs intensive supports. Typically one on one instruction, treatment, intensive case management to help those with the highest needs.

The Legislature recently funded the Orange County Department of Education to work with other County Offices of Education in California's "Scaling Up MTSS" (SUMS) project. The focus of this project was to

launch MTSS statewide. A comprehensive framework aligning academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students.

Positive Behavior Intervention and Supports (PBIS)

Positive Behavior Intervention and Supports (PBIS) is critical in supporting the integration of mental health and academic outcomes. The focus of PBIS is to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The purpose of PBIS is to improve the effectiveness, efficiency, and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups by assuring the systems are in place, data is used and provides a framework for evidence-based practices. Recommended by the “Individuals with Disabilities Education Act”, Federal “Every Student Succeeds Act” (ESSA) and identified in the “California ESSA State Plan” as a strategy to reduce the use of aversive behavior consequences, PBIS is a systems approach for establishing the social culture and behavioral supports needed for a school to be an effective learning environment for all students.

- Randomized control trials indicate schools implementing with fidelity see:
 - Reductions in major disciplinary infractions, antisocial behavior, and substance abuse.
 - Reductions in aggressive behavior and improvements in emotional regulation.
 - Improvements in academic engagement and achievement.
 - Improvements in perceptions of organizational health and school safety.
 - Reductions in teacher and student reported bullying behavior and victimization.
 - Improvements in perceptions of school climate.
 - Reductions in teacher turnover.

California schools have been rapidly adopting Positive Behavior Interventions and Supports (PBIS). The California PBIS Coalition (CPC), is working with the National PBIS Technical Assistance Center to support the implementation of PBIS in California. The purpose of the CPC is to establish a network for State Education Leaders, County Offices, School Districts and Schools implementing multi-tier frameworks through PBIS. The intention is to create the opportunity for implementers dedicated to the effective implementation of PBIS to have a professional learning community where they can access information and support leading them to desired academic, behavior, and social-emotional outcomes for all California students, families and communities.

