



S.T.E.P.S

**Success Through Empowerment and
Positive Support**

STEPS Program Purpose

- *Duluth Public School District offers a Setting IV for students displaying significant behavior and unmet mental health needs. In this environment, the students will continue to receive their core instruction in a highly structured, supported classroom setting as behaviors are re-shaped using replacement behaviors. It is in this environment that unmet emotional needs will be discovered and addressed.*
- *Upon acquiring new skills and demonstrating successful integration of the acquired skills, the student and the home school site will be supported by the development of a transition plan for reintegration to the home school.*

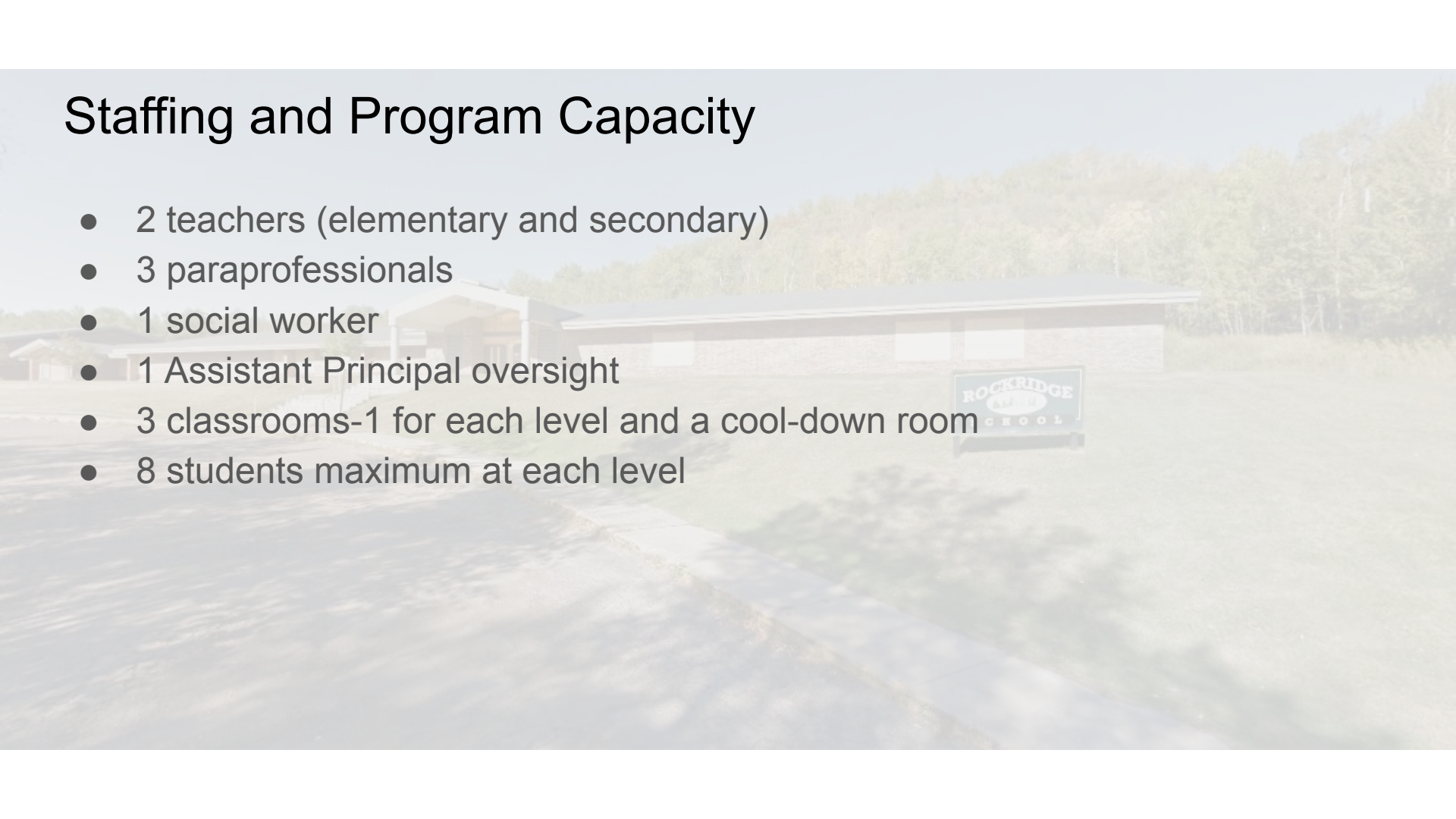
* Larry K Brendtro, Martin Brokenleg, & Steve Van Bockern, Reclaiming Youth at Risk; Futures of Promise, 3rd

Program Components

- *Students will have a comparable school day to ISD 709 schools.*
- *Students will have access to their curriculum and specials.*
- *Elementary and Secondary classrooms*
- *Social Emotional components*
- *Access to Mental Health options -On-site social worker*
- *ISD-709 transportation will be provided*
- *Partner with Northwoods*

Staffing and Program Capacity

- 2 teachers (elementary and secondary)
- 3 paraprofessionals
- 1 social worker
- 1 Assistant Principal oversight
- 3 classrooms-1 for each level and a cool-down room
- 8 students maximum at each level



“SUCCESS THROUGH EMPOWERMENT & POSITIVE SUPPORT”

REFERRAL REQUIREMENTS

Prior to submitting a referral, it is expected that a building team (case manager, social worker, school psychologist, school administrator, general education teacher) has met regularly to review and update/adjust programming, interventions and support for the student. It is advisable to include a TOSA to support the building team before submitting a referral.

STEP 1

- Read through the Setting IV [Purpose](#) and the Steps needed for referral to help consider if your student's needs can be met with the program
- Contact Martha Lippitt to inform that your team is considering this referral and/or for any questions you may have during the data collection process
- Collect the required data described in Step 2 and submit

STEP 2

Submitted documentation will include:

- Baseline data sheets addressing the behavior(s) must be completed for two weeks prior to new PBSP
- The most recent special education evaluation
- Functional Behavioral Assessment (FBA) that was completed within the last year,
- Copy of Diagnostic Assessment (if applicable)
- The identified behavior(s) incorporated in a Positive Behavior Support Plan (PBSP).
- Details of interventions tried and what worked and what didn't work
- Most recent IEP documenting setting 3 services
- 4 weeks of data collected after implementing new PBIS
- Identification of the target behaviors that have been addressed through the PBSP
- Identification of subjects or activities that the student enjoys and feels successful doing

Steps 3 + 4

STEP 3

- Submission of the completed referral packet to Special Services, Att: Martha Lippitt

STEP 4

- Contact Martha Lippitt by email or leave a message at 218/336-8751 to schedule a time for an observation of the student. After the observation Martha will set up a meeting with the team to review all the current data collected on the student and next steps.

The packets will be reviewed by the Setting IV team. Case managers will be notified of STEP team decisions.

Intake Process

- Data Collected
- Packet submitted
- Observation of student and building staff discussion
- STEPS team review

If appropriate for enrollment an IEP/Intake meeting will be scheduled



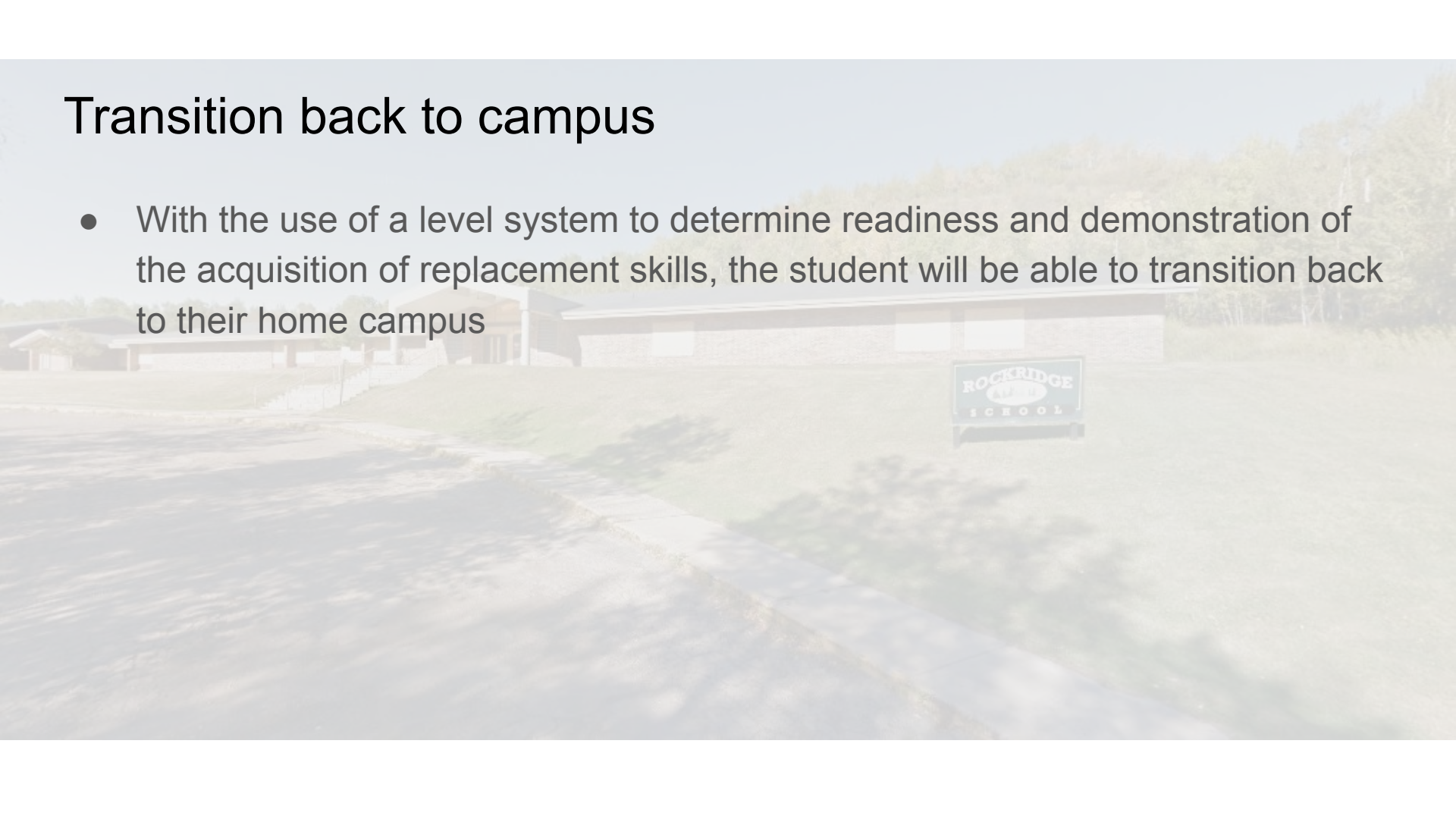
Curriculum

- Social Emotional Learning activities and the culture of the STEPS program will be based on the ideals of the Circle of Courage*.
- Additional support will stem from the use of strength based curriculum activities, and support from Cognitive Behavior reshaping
- Online curriculum, as appropriate and available, will be provided through Academic Excellence Online

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Transition back to campus

- With the use of a level system to determine readiness and demonstration of the acquisition of replacement skills, the student will be able to transition back to their home campus



What should happen now?

- Sites should be considering the return of any students attending on home-based instruction in an effort to collect the needed data for a placement at STEPS
- Residential and Day Treatment Students should proceed with transition back to their home schools
- Site team should reach out to Martha Lippitt with any questions, but to also make her aware of students under consideration for a placement.
- Procedure documents are available on the Special Services HUB