



The Development and Implementation of the Conejo Valley Unified School District's BreakThrough Student Assistance Program

AN ADAPTATION OF THE BRIEF RISK REDUCTION INTERVIEW
AND INTERVENTION MODEL



Photo: CVUSD BreakThrough SAP Seekers Group

“We become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams.” – Jimmy Carter

Introduction

This Redleaf Resources (REDLEAF) summary report is dedicated to the leadership of Ventura County Behavioral Health Alcohol and Drug Programs and Conejo Valley Unified School District.

This report will tell the story of how these two large public systems, representing Behavioral Health and Education, are using REDLEAF training, technical assistance, and recommendations to implement a sustainable Student Assistance Program (SAP), the BreakThrough Program, in the Conejo Valley Unified School District (CVUSD).

With the additional assistance from Evalcorp, Idea Engineering, and the support of all the Prevention Providers, REDLEAF considers this project to be the most evolved implementation of the Brief Risk Reduction Interview and Intervention Model (BRRIM) within the SAP structure to date.

Together this partnership is making collaborative prevention available to 20,000 students and their families in Ventura County.

This adaptation in CVUSD is unique in that the funding partners desire outcomes in two different systems. VCBH meets their goals for increasing access to high risk youth and families, supporting an Indicated Prevention strategy that reduces the number of people who may need treatment, and bridges the Prevention Providers to the district to maximize their efforts. CVUSD meets their goals by providing district-wide systematic response to referred students/families that ensures that they receive evidence-based prevention that treats their concerns with care and confidentiality.

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What are Student Assistance Programs (SAPs)?

Student Assistance Programs (SAPs) evolved from the Employee Assistance Program (EAP) model of the 1960s–1970s. Recognition of the importance of removing all barriers to work performance translated to school policy in the 1980s when SAPs developed in the vein of EAPs. SAPs at first only addressed substance abuse in students, but soon expanded to help address a wide range of issues that impede adolescent academic achievement. As Gary Anderson writes in the first published model for Student Assistance Programs, “Any student assistance program effort demonstrates that a school system recognizes, first, that such problems do plague students and, second, that a responsible system of adults must respond and help.” – California Department of Education

The nine components of SAPs, described below, are recommended by the California Department of Education as the minimum requirements needed to reduce barriers to learning and ensure student success in safe, disciplined, and drug-free schools and communities.

- 1) School Board Policy:** To define the school’s role in creating a safe, disciplined, and drug-free learning community and to clarify the relationship between student academic performance and the use of alcohol, other drugs, violence, and high-risk behavior.
- 2) Staff Development:** To provide all school employees with the necessary foundation of attitudes and skills to reduce risks, increase protective factors, and foster resilience through SAP services.
- 3) Program Awareness:** To educate parents, students, agencies, and the community about the school policy on alcohol, tobacco, other drugs, disruptive behavior, and violence; and provide information about student assistance services that promote resilience and student success.
- 4) Internal Referral Process:** To identify and refer students with academic and social concerns to a multi-disciplinary, problem-solving, and case management team.
- 5) Problem Solving Team and Case Management:** To evaluate how the school can best serve students with academic or social problems through solution-focused strategies.
- 6) Student Assistance Program Evaluation:** To ensure continuous quality improvement of student assistance services and outcomes.
- 7) Educational Student Support Groups:** To provide information, support, and problem-solving skills to students who are experiencing academic or social problems.
- 8) Cooperation and Collaboration with Community Agencies and Resources:** To build bridges between schools, parents, and community resources through referral and shared case management.
- 9) Integration with Other School-Based Program:** To integrate student assistance services with other school-based programs designed to increase resilience, improve academic performance; and reduce student risk for alcohol, tobacco, other drugs, and violence.

Redleaf Resources

REDLEAF prevention work began in public education in 1983 when the Student Assistance Program in Desert Sands Unified School District (DSUSD) was founded. DSUSD is located in the middle of the Coachella Valley in California and it serves seven different communities that reflect a wide and deep diversity of resources and needs.

The DSUSD SAP was initially developed as a systematic program of intervention for students who were suspended for Alcohol and/or Other Drug (AOD) offenses. It quickly proved to be successful in addressing and reducing AOD suspensions district-wide and was expanded to include all middle and high school violence related suspensions. As word among students, parents and staff spread that individualized student support was available, the process was expanded to include students and families for any and all concerns they might have for a student's education and/or well-being.

Having started in schools, the REDLEAF team believes the greatest strength of public education is its vision for equal access to an institution dedicated to giving every young person the opportunity to learn and maximize their potential. However equal access to education doesn't translate to academic performance when systems lack the support a young learner might need as they struggle to succeed. Although this is true for every student, it is especially critical for some students/families who are expected to achieve challenging outcomes with very different resources, experience or even confidence that success in school is possible for them too.

Just as businesses learned the value of Employee Assistance Programs, schools have learned the value of SAPs as a support to staff, students, parents, families and the whole community. What they often don't know is how to set up a SAP so staff, students, and families will have full access to it, teachers and administrators will "buy-in" to it, partners will network with it and the system will sustain it.

REDLEAF training and technical assistance has demonstrated that a centralized SAP offers a cost-effective, coordinated, and comprehensive prevention system that staff support, agencies join, and districts sustain. REDLEAF believes real change for youth/families starts with school, county and community collaboration; this project in Ventura County combines the strengths of every partner. This implementation demonstrates again that the infrastructure of a centralized SAP builds a portal between public education and Prevention Partners in every system.

One Student/Family at a Time Approach

What distinguishes the REDLEAF approach to SAP is that it turns every referral into an opportunity for SAP staff to meet with and create a relationship with the student/family. Given that public education can be likened to a speeding train with some on board and others left at the platform, it is important to build listening to individuals/families into the response and support system of the school. When the Breakthrough SAP staff listen and identify the barriers to learning faced by individual students, it informs the prevention plan and it has the capacity to enlighten CVUSD about changes that benefit all the students.

This model sustains because it begins with listening carefully to the first Prevention Partner – the student and his family – using what we call a “One-Student-At-A-Time” approach. To implement this approach, REDLEAF developed the Brief Risk Reduction Interview and Intervention Model to use as the initial introduction to the district-wide SAP.

The Brief Risk Reduction Interview & Intervention Model (BRRIM)

BRRIM is an early intervention model for youth starting to struggle with behavioral issues that include alcohol, marijuana, tobacco and other drugs, violence and other barriers to learning. It has been used successfully in California for over 20 years and is structured as a three stage Motivational Interview, combining two evidence-based Center for Substance Abuse (CSAP) strategies: 1) Problem Identification and 2) Referral and Education. The BRRIM process identifies the individual and family strengths and resources, then customizes the prevention plan to meet their needs and priorities. Evaluation shows that BRRIM creates change at three levels:

- 1) Individuals and their families feel more confident to change.
- 2) Providers learn to use a structured, strength-based motivational interview that can insure the process is comprehensive, consistent, and culturally sensitive.
- 3) Systems can provide a full continuum of services so that even individuals who do not need and/or qualify for treatment can receive the prevention services they need.

The BRRIM SAP is unique among SAPs because of how it uses policy, infrastructure, referrals, individualized engagement process and data to keep the services relevant and on target to meet the outcomes of each partner.

- **The policy** establishes equal access to evidence-based prevention for every student, encourages staff to refer any student whose behavior concerns them, and mandates services for students who receive serious suspensions for alcohol, marijuana, or other drugs and violence.
- **The infrastructure** is a centralized team led by an experienced School Counselor who works collaboratively across the district and community.
- **The referrals** can come directly from a concerned parent, staff, or peer as well as systematically when an AOD or violence related offense occurs.
- **The initial engagement** provides an individualized interview and plan development so each individual student and family have a customized plan based on their strengths, needs, priorities. Each plan links to every available and appropriate school and community resource. And this is just “Plan A” since everyone is strongly encouraged to return if or when more time would be helpful.
- **The confidential data collection** is used to evaluate the effectiveness of every aspect of the program, identify trends across the district, and help the team to respond to gaps in service or new needs.

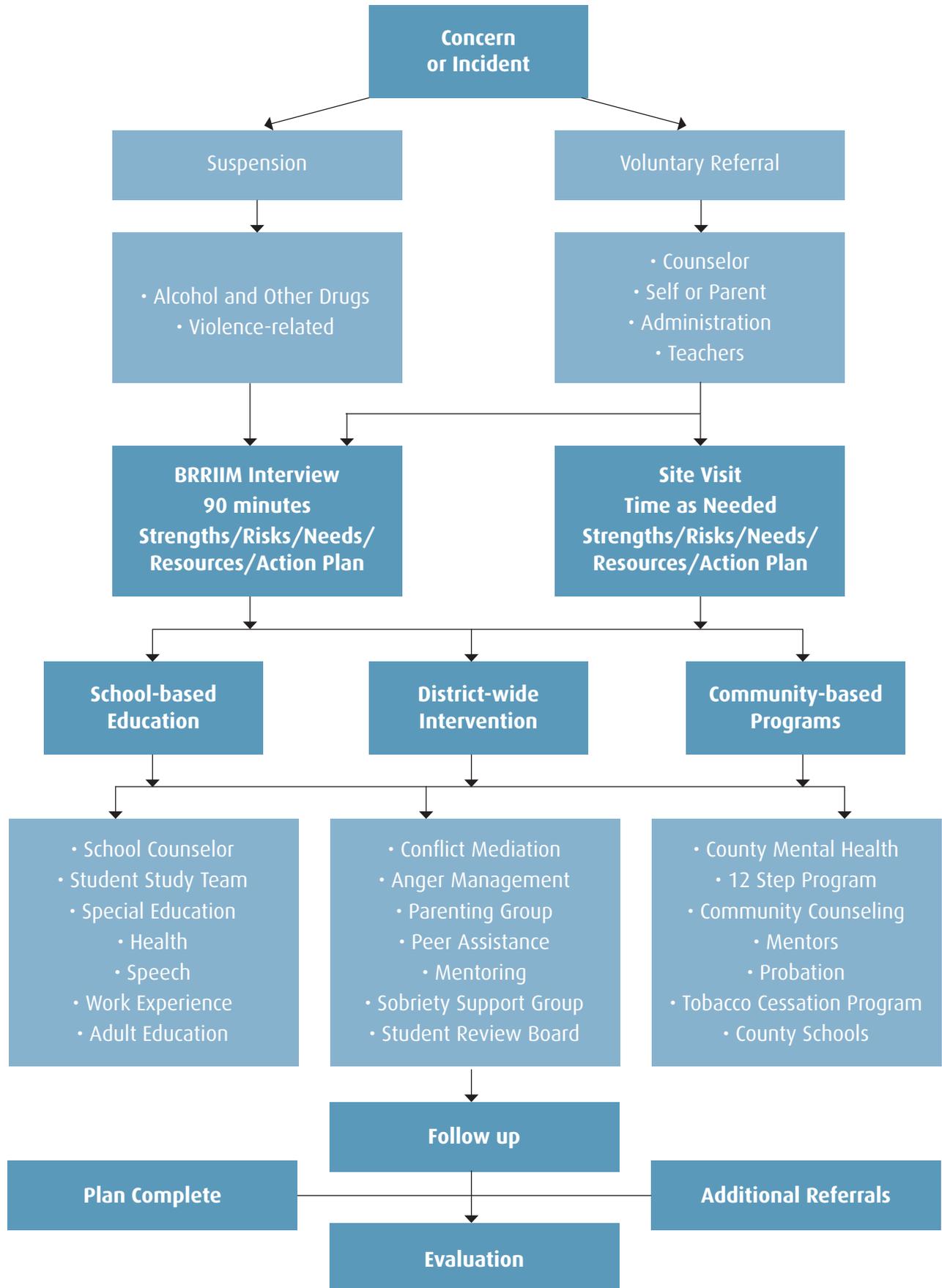


BRRIM INTERVIEW/ FAMILY CONFERENCE

It is the heart and soul of the CVUSD BTSAP. One trained and competent SAP facilitator taking notes using the BRRIM Interview Instrument to guide a structured motivational interview of a student and their family member. This process effectively reduces the size of the school district to one student and one family.

The chief goals of this process are to develop a trusting relationship with the family and together to develop a plan for the student to maximize their education and get through the school system safely and successfully.

The BRRIM model lays out two paths that a referral may take within the SAP structure:



SECTION 1

REDLEAF Key Training Strategies

1.1

Site Visits

With 33 years of experience working with schools, the REDLEAF team has learned that educators adopt new practices more quickly when they see them in action. REDLEAF invited CVUSD to visit where they could to meet the Superintendent, staff, some parents, and get to know the REDLEAF team. Despite the long drive, a large team of 10 administrators, counselors, and a board member spent the day in Murrieta Valley Unified School District. Later, more staff visited Desert Sands USD in the Coachella Valley.

CVUSD ADMINISTRATOR
REFLECTING ON ATTENDING
THE FIRST SITE VISIT IN
MURRIETA VALLEY UNIFIED
SCHOOL DISTRICT:

One of the things that sticks out in my mind: seeing the video; how they got the parents to come back and talk about what it meant to them and what it still means to them. As an Admin, I look at the concept of legacy and impact over time; how can you measure effectiveness. It was that sense of wanting to give back to the system and especially when these are families who had conflicts with the system; almost always brings up some pain about the system. I think of the healing that it does, to have this opportunity; you don't have to worry that you have to come back. Reducing negative and illogical recidivism; this makes time for other things.

STORY

During BRRIM we ask the question, how important is graduation? Most students say 9 or 10 which is the high end on a 1-10 scale; Michael, who is featured in the BRRIM training video, says, “15!”

Mike is one of the students who struggle with wanting to show up every day and needs to work even harder to deal with his early failures, mistakes, and fear that he might not succeed. Michael tells us that he went to school one day and offered to hold another students drugs because his own arrest record was clear and the consequences for the other student could be Juvenile Hall. When the teacher Mike trusted the most at school found the drugs and handled it in a way that made Mike feel the teacher assumed he was one of the “bad” kids, Mike said to himself, “Oh, is that how it is?” Maybe meaning...“I thought I could trust you to believe in me when I have trouble believing in myself.”

When Mike and his mother came into the SAP office for their BRRIM Interview, they expected to be punished. Instead, they were given the option to answer some questions so the SAP staff could get to know them and work with them to create a plan to get Mike through school safely and successfully. Rather than being told what to do, Mike’s mother talked about her reaction to Mike’s suspension and within the first five minutes, both Mike and his mom started to use the questions to tell their story while the counselor listened carefully for their concerns, strengths, immediate and longer term needs, and to learn how they use their family, school, and community resources. When Mike was asked what he wanted to be when he grows up, he became impatient with the question and said that could wait; right now, he just wanted his graduation.

Parent/teen struggles shared at Social Change Theater March 2014.

Left: The thoughts and fears of teens.

Right: Thoughts of parents dealing with teenage issues.



1.2

Leverage Existing Strengths and Priorities

In CVUSD, REDLEAF identified three key strengths: 1) visionary leaders, 2) readiness to learn, and 3) willingness to adopt the policies and procedure changes needed to implement this model of SAP. The goal of every implementation is to use the system's mission statement (Every Student Matters) and staffing strengths (K-12 Counseling Program) to increase access to prevention especially for the students who may be at higher risk for developing problems with alcohol and other drugs and violence. REDLEAF planned with CVUSD leadership to find a neutral, centralized location for the CVUSD SAP, called BreakThrough. Then the REDLEAF team provided the district with sample policies and procedures that would offer staff a way to identify and refer students. To leverage existing district priorities, REDLEAF showed CVUSD that their tiered approach to student needs (Response to Intervention three tiers: universal, targeted, intensive) is similar in intent and structure to VCBH's use of the Institute of Medicine's three prevention populations: "Universal" prevention for all students, group supports for "Selected" vulnerable populations, and individualized or "Indicated" services for those at higher risk. The district used the centralized SAP structure and flow of services to coordinate or "bridge" the gaps between their existing student support services. The REDLEAF team anticipated that change might be difficult since both partners were entering into their first county/school contract.

REDLEAF played many roles throughout the first year: the team stepped in to caucus, mediate, co-facilitate and problem solve with district and VCBH staff using on-site training, phone consults, document preparation and editing, researching resources, and mapping the assets they had overlooked.

WHAT PARENTS SAY

Just in our first visit I can confirm that Kathleen will help my son and our relationship to be so much better. My son explained that Kathleen made him feel comfortable enough to trust her.

Thank you for helping my daughter deal with her problems, by listening and talking with her. Please keep it up doing a great job making a breakthrough.

I appreciated the positive manner all the questions and responses were handled. In a negative situation, I appreciated acknowledging all the positive in my son and how we can help him to move forward and be the best he can be. Thank you!

He seemed to have a "spring in his step" when he got home from group. I wish I could have known about this program a lot sooner!

Muy agradecido por el servicio del programa. Muchas gracias!

WHAT TEACHERS SAY
(RESPONSES TO BTSAP
EMAILS TO IDENTIFIED
“FAVORITE TEACHERS”)

That is the best email I have received in a long time! He is a great young man and that really touches me that he feels I have been helpful.

I think the world of her; she is extremely talented as well as loving and giving. At a time when so many others—adults or kids—would be bitter and negative, she still hits the ground running every day, often putting others ahead of herself. There may have been times she lost her way, but she never lost her swagger and her grit.

1.3 Ongoing Job-alike Awareness Training

Attaining and maintaining the genuine support of the district staff is a critical part of sustaining the SAP. Given the constant administrative and staff changes, starting anew and maintaining these relationships is never over. The REDLEAF team modeled using customized, job-alike trainings in the first awareness training with the elementary and secondary school counselors. In order to clarify how SAP complements the on-site school counselors work, the training including watching the 90-minute BRRIM training video which features Mike and his mother’s interview/intervention (BRRIM).

REDLEAF co-facilitated discussions with individual administrators and groups of school resource officers to send a consistent message that every adult is expected to identify and refer a student who may be at risk for involvement in substance use or violence or any other issue that may be a barrier to their education.

Now the district administration and the SAP Coordinator and staff meet with new administrators to make sure there is full access to services for every middle and high school student. SAP staff maintains site specific referral data as well as site specific suspensions as an ongoing formative evaluation to ensure that all students are being served equally and program and process adjustments can be made accordingly.

1.4

Practicum Training

REDLEAF uses a Practicum training design to prepare the SAP team to use the BRRIM process; this means one REDLEAF team member co-facilitates the BRRIM interviews with students/families and staff. Working side-by-side, REDLEAF can ensure that fidelity to the process is maintained. By design, the BRRIM interview questions and Prevention Plan format remain the same, yet every student/family strengths, needs, resources, and priorities are different. Each family teaches the whole team and the trainers more about what it is to be a student in CVUSD. Each plan is entirely unique to reflect the strengths and use them to address the needs. Each plan creates an immediate and ongoing portal that links the Prevention Partners with the district. By definition, Indicated Prevention with youth at higher risk is challenging; this model acknowledges this challenge to turn a crisis into an opportunity to prevent further harm. Therefore, REDLEAF uses an “on-demand” approach to training. Monthly on-site days are flexible and phone/email consults are welcome any time.

Besides the BRRIM training, the staff from both the county and the district systems learned each other’s language. The staff’s competencies include the six CSAP strategies: information dissemination, education, alternatives, community-based, environmental and problem identification and referral. Staff attended the VCBH Social Host training and share this information with their parents. Bi-monthly Prevention Provider Meetings with the VCBH Coordinator are followed by discussions of how to support VCBH initiatives in schools.

WHAT STUDENTS SAY

BreakThrough helped me. I’ve had behavioral issues in the past four years. I have been suspended and expelled and I was abusing substances. But now I am clean and I didn’t get suspended one day this year and that is a good thing.

I’ve made amazing friends. I am at a point where I think everything about me has changed and improved.

I have become a better person because of BreakThrough.

Before BreakThrough I got expelled from my school. I was off track and now I am working a lot, getting good grades and working on colleges. Everything is going pretty good right now.

1.5

Continuous Quality Improvement through Feedback Loops

How the progress of the implementation is used to inform the quality of the services

The implementation of the CVUSD BreakThrough SAP (BTSAP) under the leadership of VCBH and CVUSD satisfactorily met expectations. As was described in EVALCORP’s Formative Evaluation Report on CVUSD BTSAP’s first year of implementation, BTSAP exceeded its program goals.

After three years of implementation with VCBH funding support ending, BTSAP has CVUSD commitment to sustain, not only at its current level of staffing, but has managed through MOUs to increase service through networking with multiple agencies, both public and private. This is indicative of the importance CVUSD places on the BRRIM SAP to provide the best possible support for its students and families district-wide.

CVUSD BTSAP has re-written their District Policy and Administrative regulations to ensure that all students and their families district-wide have access to needed and requested student support services.

By being available and supportive of ongoing Technical Assistance and Training from REDLEAF consultants, CVUSD BTSAP staff has done their best to ensure fidelity to this evidence-based model that addresses all three of the Institute of Medicine’s three prevention categories: Indicated, Selective and Universal.

INCREASED ACCESS TO PREVENTION IN SCHOOLS		Year 1	Year 2	Year 3
		2012-13	2013-14	2014-15
How many students/families did BTSAP serve?		143	125	241
Concerned Person Referral	How many students/families were referred by concerned staff, parents, peers or community-based agencies?	76	58	86
Consistent policy implementation is improving the compliance rate				
Policy Mandated Referrals	How many Alcohol and other Drug Suspensions occurred in MS and HS?	100	100	143
	How many Alcohol and other Drug Referrals received BRRIM Family Conference?	43	50	99
	How many Violence Suspensions occurred in MS and HS?	193	133	387*
	How many Violence Suspensions received the BRRIM Family Conference?	24	17	56

*As program developed, district increased the number of schools served and targeted more of the serious 3-5 day suspensions for violence

Increasing access to prevention in schools is improving in CVUSD. Now there is a systematic response to all referrals and targeted suspensions at the middle and high schools. Each year shows more students served and referred.

SECTION 2

REDLEAF Key Technical Assistance (TA) Strategies

2.1 Customized TA

From the start, the CVUSD leadership used the training materials REDLEAF offered to structure their program. REDLEAF provided templates for key set-up documents like a sample board policy and administrative regulations, job descriptions, sample brochures, staff presentations, and evaluation instruments.

REDLEAF used the process of customizing each document to the district's needs as an opportunity to learn what would work for CVUSD.

The early TA focused on contract development, monthly reporting and setting up how a district could use the VCBH reporting system called California Prevention Outcome Measurements System (CalOMS) effectively. Since this was the first time VCBH had piloted SAP in a district, REDLEAF helped problem solve reporting challenges that happen when two fiscal departments from two large systems need different sets of data. As the program matured, other templates were provided: QuickLook for Administrators and Student SAP Cards. REDLEAF helped EvalCorp to write a successful Service to Science application and, when the district selected BTSAP for a CSBA Golden Bell submission, the team provided past applications, which resulted in the district being awarded the Golden Bell Award.

STORY

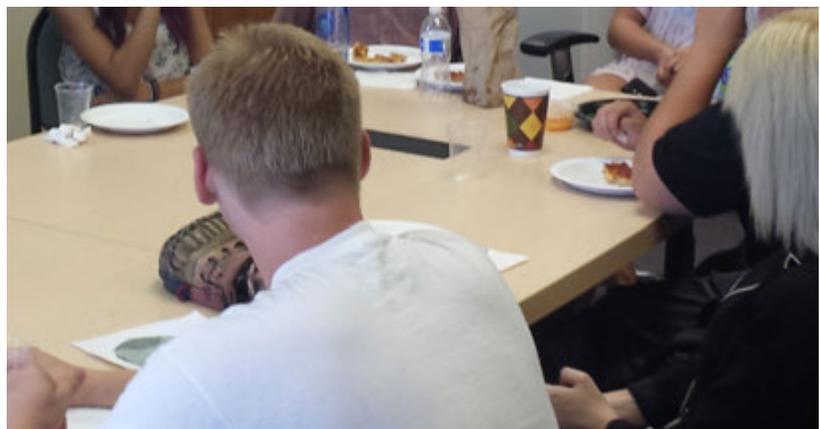
When REDLEAF provided the first awareness training for the school counselors, one goal was to identify a few staff who might have the skills to be the SAP Coordinator. In our experience, the person needs to have the respect of their peers, the grace to work between administrators and staff, and the skills to balance coordinating and direct service. Kathleen, who had school counseling experience in grades K-12, loved her job as a School Counselor of a K-8 School. She had established strong partnerships with her parents and local business. As often happens, leaving a secure job to start a grant-funded one was a difficult decision. Kathleen is the ideal SAP Coordinator for CVUSD; she learns quickly, motivates and leads naturally, acknowledges her limits and asks for help when needed, and seems to know everyone. She started in a shared office and now occupies a "wing" of the Horizon Hills Campus.

2.2 “Service-focused Fidelity”

When VCBH contracted with REDLEAF to provide ongoing training and TA access, it acknowledged that the gap between prevention science and prevention services requires more than a single off site training.

REDLEAF uses a “service-focused fidelity” which means the team knows what has worked for students/families in the past and is open to adapting what needs to be changed to serve students/families in this new setting.

The priority is what the students/families need to move through the district safely and successfully. REDLEAF team uses the basic model and works with the staff to adapt it to fit into the infrastructure without losing its effectiveness. VCBH anticipated how difficult it is for a school district to change its policy and procedures to increase access to AOD and Violence prevention. As a kind of “third party,” REDLEAF uses its experience within schools and county prevention to hold both systems accountable for the contract. One example was the district’s response to REDLEAF recommendation that changing the clerk from part time to full time maintains the program fidelity by increasing access for parents and safety for the staff.



The journey of success starts with encouraging and supporting one another. Students gathered at the monthly Seekers meeting.

CVUSD BTSAP COORDINATOR (WHEN ASKED HOW THIS PROCESS HAS CHANGED HER):

In learning and utilizing the BRRIM for the past three years, I have been transformed as an educator. The model has helped me hone my communication skills, establish genuine working relationships with students and their families, develop meaningful action plans to implement short and long term goals for young people, learn about community resources and programs, and utilize sound practices to evaluate the process.

Our students’ successes are facilitated by a village of supporters. I am learning to utilize favorite teachers, trusted adults and confidantes to provide individualized support for each student. Additionally, the Conejo Valley is rich in resources to support both young people and their parents and guardians. I am fortunate in this position to have the time to investigate and connect with community agencies.

2.3 Shared Resources and Outcomes

The REDLEAF team is a small one; just three key staff on this project, but its resources are wide. As the Breakthrough SAP progressed, REDLEAF identified other local, state or national resources that would improve the implementation. Two examples of local resources are the training videos Film Clips from Oxnard, the Insight Training from Jim Crowley of Community Intervention, Risk and Protective Factor Training and the Betty Ford Center Professional In Residence Program. The VCBH manager's vision of sharing the talent of the Prevention Providers has made Evalcorp and Idea Engineering valuable partners for CVUSD.

VCBH and CVUSD want to decrease the AOD and Violence suspensions in the district and increase the access to evidence-based prevention. When the Service to Science application was successful, the meetings identified more outcomes that both systems shared and expanded the team that could provide technical assistance. Now the district is implementing a plan to evaluate the outcomes of the Insight Groups for youth suspended for AOD using materials developed by REDLEAF in combination with the STS Consultant. And the collaboration between Straight Up and the Parent Project has made the Breakthrough SAP a partner in reaching their prevention outcomes. The overall result of sharing resources and outcomes between the systems is that it strengthens the whole prevention network.

SINCE THE IMPLEMENTATION OF CVUSD'S BREAKTHROUGH PROGRAM, THE DISTRICT HAS BEEN ABLE TO ESTABLISH INNOVATIVE AND STRATEGIC COLLABORATIONS WITH THE FOLLOWING:

All It Takes
American Foundation for Suicide Prevention
Amgen
Art Trek
Big Brothers/Big Sisters of Ventura County
California Lutheran University Community Counseling Center
Cancer Support Community
City of Thousand Oaks
Conejo Coalition for Youth and Families
Conejo Council PTA
Conejo Recreation and Parks District
Conejo Schools Foundation
Conejo Youth Employment Services
Evalcorp Research and Consulting
Food Share
Fulcrum Leadership Institute
Hospice of the Conejo
Idea Engineering
Interface Children and Family Services
Kiwanis Club of Thousand Oaks
Lutheran Social Services
Many Mansions
National College Planning Solutions
Parenting Program at Horizon Hills
PFLAG
R.M. Pyles Camp
Redleaf Resources
School on Wheels
Straight Up
Thousand Oaks Police
Thousand Oaks Teen Center
Ventura County Behavioral Health
Ventura County Medical Resource Foundation
Ventura County Office of Education
Ventura County Sheriff's Office

SECTION 3

Recommendations

Ventura County Behavioral Health

- 1) Assess the interest in a Redleaf Trainer Of Talent (TOT) for this model of SAP using BRRIM.
- 2) Fund a Redleaf TOT model to expand SAP with BRRIM to more districts who are willing to change policy and procedures to ensure evidence-based prevention access to every student suspended for alcohol or other drugs and serious violence.
- 3) Consider replicating the success of the Social Host work that reached every city in Ventura County by being the change agent to introduce SAP to every district.

Conejo Valley Unified School District

- 1) Do not worry about too many students coming into the SAP; it is a flexible model and will build the team it needs to serve every referred student. Remember, every voluntary referral to the SAP is the most important way to convince the students and parents that they are mutually responsible for every student's safety and support.
- 2) Continue to monitor the school suspensions and expulsions for alcohol and other drug and violence by site and district-wide. When patterns develop like increases in the spring, use the information to do some additional prevention that will keep the suspensions down.
- 3) Continue to integrate the SAP into the fabric of the district. This means making it a part of every mandated and innovative plan like the Local Control Accountability Plan, Safe Schools, Single Plan for Student Achievement, Special Education portion of the Categorical funding, Athletic Code.
- 4) The SAP provides the time that no one else in the district has to find out what concerns parents and students. Use BTSAP to inform the district about ways to improve student support throughout the district.

Prevention Providers

- 1) Now that you have used the "portal" that SAP provides, don't back off. Use your experience and special skills to make the SAP more effective.
- 2) Consider placing staff at the SAP to learn the BRRIM process. If you commit staff time to doing the BRRIM as required, you will learn more about how education works and be able to serve your own populations better.
- 3) Write grants with school outcomes. Make reducing AOD and Violence suspensions everyone's job. Prevention starts with the youth and families; no one has access to them like schools. Show up at schools and schools will show up for your work.





Funding from Ventura County Behavioral Health jumpstarted an innovative, county-wide, strategic collaboration which demonstrates that public education can integrate policy-based comprehensive prevention – and sustain it.