D2: Integrating and Aligning Multiple Initiatives at the District Level

Sara Deluca, Framingham Public Schools

MayInstitute
Shaping Futures. Changing Lives.

Turn and Talk:

What does it look like and sound like in a classroom where SEL is prioritized?
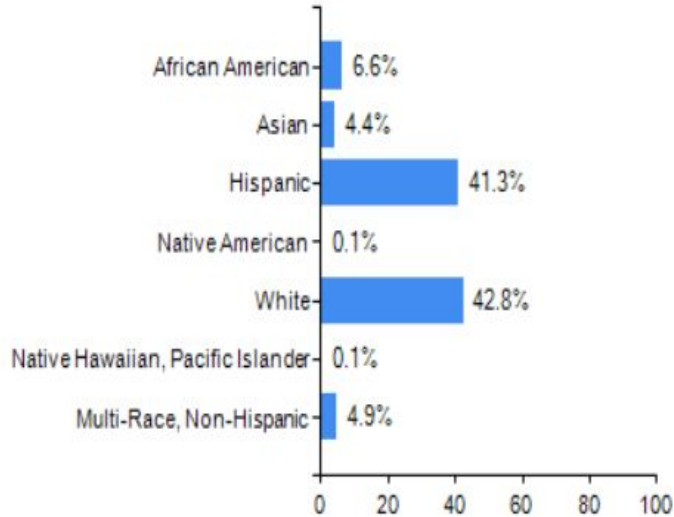
Demographics: *The City of Framingham*

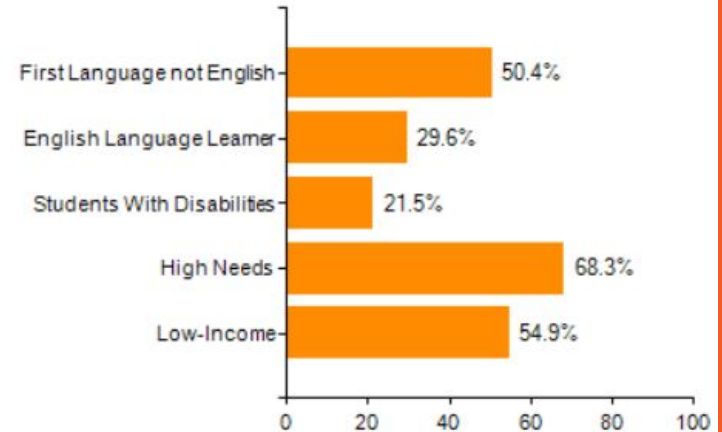| Enrollment	
Number of Students PreK-12	9,397
Number of Teachers	734
Schools: 14	Pre-School 1 Elementary 9 Middle School 3 High School 1

Demographics: *The City of Framingham*

Student Race and Ethnicity

- African American — 6.6%
- Asian — 4.4%
- Hispanic — 41.3%
- Native American — 0.1%
- White — 42.8%
- Native Hawaiian, Pacific Islander — 0.1%
- Multi-Race, Non-Hispanic — 4.9%

Selected Populations

- First Language not English — 50.4%
- English Language Learner — 29.6%
- Students With Disabilities — 21.5%
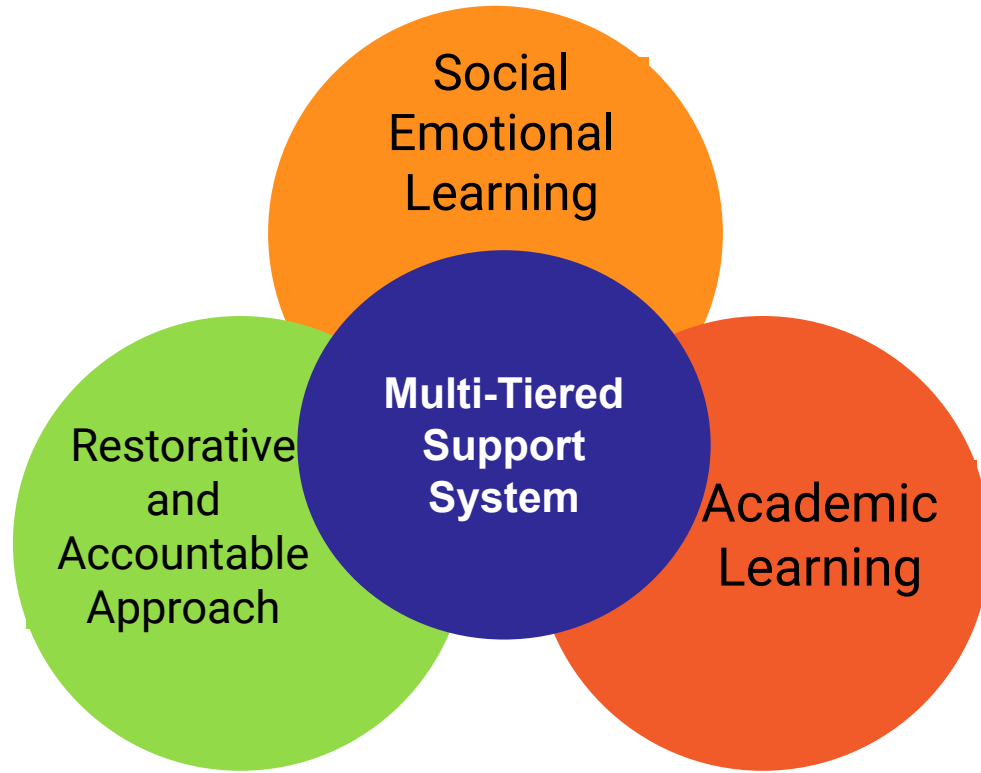- High Needs — 68.3%
- Low-Income — 54.9%

The audience will be able to:

- Explain one approach to an integrated MTSS system
- Reflect on their own school districts implementation

Comprehensive MTSS: *Integration*

Learning and Life Competencies

Learning and Life Competencies

Self-Awareness
- I know myself.
- I am aware of skills, behaviors, and attitudes that help me.

Social Efficacy
- I communicate and problem solve effectively.
- I demonstrate empathy and respect.
- I foster healthy relationships.
- I am assertive and I self-advocate.
- I cooperate and participate.
- I demonstrate civic responsibility.

Self-Management
- I identify, express, and manage emotions.
- I exhibit self-regulation.
- I demonstrate perseverance and resilience.

Academic Efficacy
- I invest in quality work.
- I organize to learn and study.
- II set goals and self-assess.

❏ 4 Competencies that tie together SEL and Academic efficacy

❏ Under each competency are discreet target behaviors

❏ Target behaviors are the HOW of meeting objectives

❏ Target behaviors are : *modeled, taught, practiced, and assessed*

Stop/Jot/Share

Choose one of the target behaviors

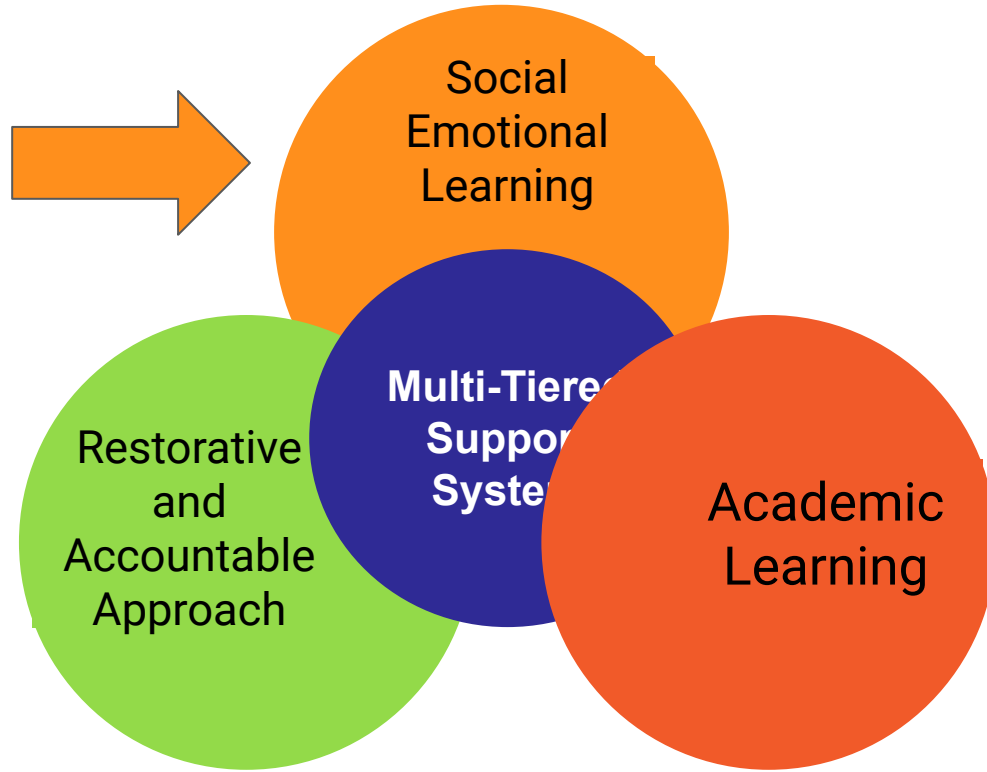Think of a lesson you have taught or observed

Stop and Jot

- What would it look like to teach that target behavior as part of the lesson?

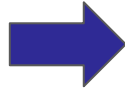- What would feedback on that target behavior sound like?

Turn and Talk

- Share your ideas

- What might be the benefits of teaching target behaviors?

Learning and Life Competencies

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- I organize to learn and study.
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Social Emotional Learning : *Who*

Social Emotional Learning

Implement	Support	Oversight
Classroom Teachers	**Social Emotional Behavioral Coaches**	MTSS/SEL Coordinator
Support Staff	Tier 1 Team	Assistant Principals

Social Emotional Learning

3 Strategies to implement SEL

➔   Environment

➔   Direct Skill Instruction

➔   Integration

SEL Implementation: *Environment*

PBIS

Core Values

Value Lessons on school wide expectations

Tier 1 Acknowledgement System

SWIS system for data collection and analysis

Tier 1 Team

Character Education Theme of the month

Posters for each theme

Read aloud books for each theme

Games/ activity to support the theme

Mindfulness videos to support the theme

Morning Meeting/ Community Building Circles

Time allotted each day for a morning meeting:
   Greeting
   Share
   Activity
   Message

Community building circles 1x a week in middle school

Community Meeting

Once a month: school wide

Celebrate theme of the month

Performances

Teach students about important district initiatives

SEL Implementation: *Environment*

Gratitude

I reflect on the people, places, and things that I appreciate.

MORNING MEETING
Gratitude

Greeting
Say hello to a friend and say thank you either in English, or Gracias in Spanish, or Obrigada in Portuguese.

Message
Good morning! Today we will think about a person we are grateful for and how we can share this appreciation with them.

Share
Share a person you are grateful for and what you appreciate about them.

Activity
Write a short thank you note to the person you are grateful for and say what you appreciate about them.

SEL Implementation: *Direct Instruction*

4 Integrated SEL Units

Taught 1x a week for 45 minutes

Translated into Spanish and Portuguese

Zones of Regulation

Emotional Identification

Tools tools to regulate emotions

Understanding how one's behavior impacts others

Second Step Bully Prevention

4 Lessons to teach students how to recognize, report, and refuse bullying

Second Step Social Emotional Learning

Skills for learning

Empathy

Emotion Management

Problem Solving

SEL Implementation: *Direct Instruction*

	SS#	Lesson Title	Learning and Life Competency
Unit 4 *Managing Emotions and Tools*	SS*	**Caring and Helping**	**Self-Awareness** I am aware of skills, behaviors, and attitudes that help me. **Self-Managementment** I exhibit self-regulation I demonstrate perseverance and resilience **Social Efficacy** I communicate and problem solve effectively I am assertive and I self-advocate. **Academic Efficacy** I set goals and self assess
	SS*	**We Feel Feelings in Our Bodies**	
	Z*	**Me in My Zones**	
	Z*	**Caution Triggers Ahead**	
	Z*	***Revisit Reset Space** **Exploring Sensory Tools** **Exploring Tools for Calming** **Exploring Tools-Thinking Strategies**	

Unit 4: Kindergarten Managing Emotions and Tools SEL Scope and Sequence

Direct Instruction: First 10 Days of SEL

- ❏ Morning Meeting Routines

- ❏ PBIS Expectation Lessons

- ❏ Academic Routines

- ❏ Identity/ Equity Lessons

- ❏ First Unit of Second Step: Skills for Learning

- ❏ How to use classroom reset space

- ❏ Mindsets

- ❏ Practice Restorative Conversation

- ❏ Relationship building and Fun

SEL Implementation: *Integration*

A dynamic set of Universal Practices/ Strategies

Support SEL and academic learning

Integrate PBIS

Research based

Promotion

Promote positive behavior and academic and SEL development

Prevention

Prevent off task behaviors from becoming major problems

Intervention

Protocols that match a students SEL or academic needs to become more skillful

SEL Implementation: *Integration*

- ❏ A set of universal practices that all teachers are taught ~5x a year and coached on

- ❏ Divided by:
- ➔ Promotion
- ➔ Prevention
- ➔ Intervention

Classroom Strategies

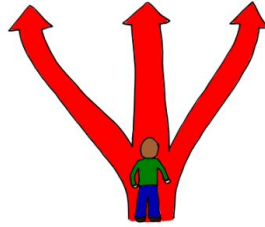| PROMOTION	PREVENTION	INTERVENTION
Strategies that promote positive behavior and academic and social-emotional development	Strategies that prevent off-track behaviors from becoming major problems	Protocol that matches a student's academic, social, and emotional needs and that supports them in becoming more skillful
Classroom Management	**Classroom Instruction**	**Classroom Discipline**
1. Meet & Greet 2. Morning Meeting (Elem) 3. Student Names 4. Personal Check-Ins 5. Value-Added Feedback 6. Positive Acknowledgement (Pre-K-8) 7. Gatherings 8. Visual Postings 9. Getting Attention 10. Maintaining Silence 11. Clear Instructions 12. Starting & Ending Class 13. Student Voice & Choice	1. Problematizing a Learning Task 2. Developmentally Informed and Culturally Relevant Content 3. Turn & Talk 4. Text Protocols 5. Representation of Thinking 6. Check for Understanding 7. Academic Check-Ins 8. Student Voice and Choice	1. Depersonalization 2. First Response to Behavior Concerns 3. Behavior Check-Ins 4. Defusing 1. Restorative Conversations 2. Academic & Behavioral Problem-Solving and Planning Conferences 3. Reset Space (Elem)

SEL Integration: *First Response to Behavior*

Depersonalize

Separate behavior from anything to do with you

Breathe

Self Talk Mantra

Physical Prompts & Cues

Remember your body language: *relaxed and confident*

Focus your attention and pause for a few seconds to encourage student to self-correct

Visual Prompts and Proximity

Point to directions and reminders around room

Move closer to a student as a non-verbal reminder to self-correct
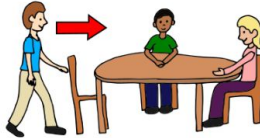
Invite Choice Making

Provide clear choices and a time frame

You have a choice here. You can sit at the round or square table. Take 30 seconds to decide.
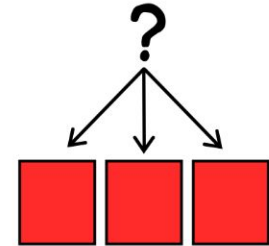
SEL Implementation: *Tier 1 Code &CultureTeam*

Document 1

Framingham PUBLIC SCHOOLS

OFFICE OF HEALTH AND WELLNESS

MTSS Tier 1 Team/ HS Steering Committee

Running District Agenda

Recommended Team Members and Roles for Shared Leadership:

Team Member	Role
☐ Assistant Principal and SEB Coach/ PBIS Coach MS: Facilitator	☐ General Ed. Teacher Reps/ Teacher Code Leaders (MS)
☐ Support Staff Representative(s)	☐ Special Education Staff Member
☐ SEB (ES)	☐ ELL Teacher
☐ PBIS Coach (MS)	☐ Other:

Meeting Time	After/Before School Monthly *(frequency determined by school based on budget for meeting attendance)*
Objective of Team	1. Implementation of the Code of Character, Conduct, and Support: a. Promotion, Prevention, and Tier 1 Universal Strategies b. Data Based Social Emotional Behavioral Tier 1 supports, systems, and interventions c. Support a school culture of safety, acceptance, and positivity for all staff and students
Works in Conjunction With	ILT, Student Support Team, School Leadership Team *AP sits on all teams to pull the collected and shared vision for this interdependent work*

Objective: Implementation of the Code of Conduct Character & Support: Promotion, Prevention, and Tier 1 Universal Strategies

Task	Documentation/Resources
Make presentations as a team to parents/caregivers/ larger school communities.	
Deliver **or** support professional learning to colleagues on a monthly basis through common planning/staff meeting/grade level meetings that relate to **promotion, prevention, and the Universal Tier 1 Strategies:** The following groups will be taking the lead through a train the trainer model: • SEB Coaches/Academic Coaches/Support Staff- Elementary • Support Staff/ Teacher Leaders-Middle School	Universal Tier 1 Practices
Offer perspective on, and contribute thoughts and ideas to troubleshoot issues that surface with regard to **Promotion, Prevention, and Tier 1 Universal Strategies.**	
Determine data set that relates to promotion, prevention, and Tier 1 Universal Strategies and analyze data for implementation fidelity.	Example Data Sets: Surveys Walk Through Data SWIS/X2

Document 2

Framingham PUBLIC SCHOOLS

Seven Step for Data Analysis and Action Planning

PreWork
-Have monthly SWIS slide deck ready to share with team

1. Identify concern: Share anecdotal observations/perceptions and first impressions of data that link to the broad concern	What specific issues are surfacing:	Prioritize a specific concern:
2.Select and disaggregate data:	*Drill down into SWIS* *Pull the data that aligns with the priority concern* * Disaggregate the data as needed	

3.Analyze data:	What are we noticing:	What inferences are we making:	What might we be wondering:

4. Identify student focus for intervention	All students or a sub-group of students?	
5.Investigate further as needed through observations, interviews, research, and/or additional quantitative data?	What might we need to know more about:	What are we learning:
6.Determine target outcome(s)	What do we want to increase:	What do we want to decrease:

7.Determine Interventions What intervention/ support or set of interventions might best address the target outcome(s)?	Interventions and Supports:		
Action Plan	Identify who will **oversee** the intervention and who will **deliver** intervention:	Schedule and facilitate training for interventionists:	Create implementation timeline:

Comprehensive MTSS: *Integration*
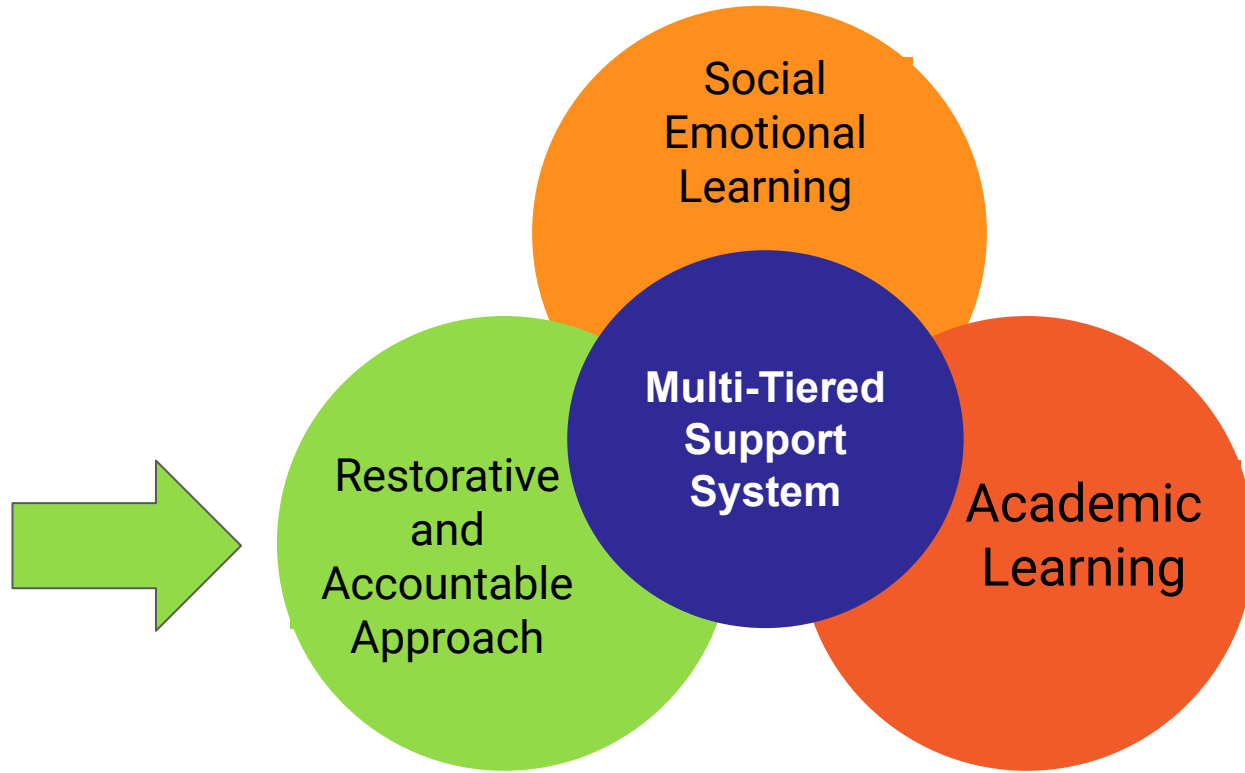
Social Emotional Learning

Multi-Tiered Support System

Restorative and Accountable Approach

Academic Learning

Restorative and Accountable Approach : *Who*

Restorative and Accountable Approach

→

Implement	Support	Oversight
Classroom Teachers	Social Emotional Behavioral Coaches/ Academic coaches	Director/Assistant Director of Health and Wellness
Support Staff	Tier 1 Team	MTSS/SEL Coordinator
Administrators	Partner organizations	District Team

Restorative and Accountable Approach

Mindset

Supporting positive mindsets

A move away from punishment

Changing the labels we use

Consequence

Consequence aligned to the behavior matrix and level
Prioritizing:
- Logical consequences
- Restorative Structured Lunch
- Restorative In School Suspension

Short Term Intervention

Immediate interventions that occur following a referral

Long Term Intervention

Interventions that last 6-8 weeks to support students who have a pattern of referrals.

Stop/Jot/Share

Positive Mindsets

Mindsets are deeply held assumptions and beliefs that drive behavior and create powerful incentives to sustain prior habits, choices, and preferred ways of doing things.

Positive Student Mindsets	Positive Adult Mindsets
I see myself as a learner and school work has value for me.	I seek to understand a situation before I act.
I belong to a school community in which I feel safe and valued.	I depersonalize students' words and actions before I respond.
I approach tasks with positive expectations and an open mind.	I acknowledge others' background, culture and opinions before I express my own.
My ability and competence grow with my effort.	I problem-solve to reach solutions that meet important needs and interests of everyone involved.
I accept challenges, opportunities for growth, take academic risks, and push myself to excel.	I consider a students' best interests in any decision.
I have hope in a positive future I can make for myself.	I model a growth mindset and behaviors that I want to cultivate in students.
I can correct mistakes, problem solve, and turn around difficult situations.	I can move forward beyond past incidents and make a fresh start.

Mindset are deeply held assumptions and beliefs that drive behavior and create powerful incentives to sustain prior habits, choices, and preferred ways of doing things

Stop and Jot

- Choose an adult mindset that stands out to you

Turn and Talk

- What might it sound like to coach someone on their mindsets?

- What are the challenges?

Restorative and Accountable Approach: *Mindsets*

➔ **Unskillful**: There is a skill gap. The student doesn't know how or when to use a desired target behavior. Example: non-participation in learning activities or experiences

➔ **Inappropriate**: The unwanted behavior does not match the context of the situation (wrong time, wrong place). Example: talking with a student(s) during whole group instruction

➔ **Unacceptable**: The student has "crossed the line," violating another's dignity or jeopardizing the safety and well-being of the group. Example: hate speech, a bias-related incident, or bullying

Restorative and Accountable Approach: *Consequence & Intervention*

An **accountable consequence** is a disciplinary response that is a direct result of a student's unskillful, inappropriate, or unacceptable behavior. It signals that adults are concerned about the student's behavior and alerts the student that they are accountable for their actions.

A **restorative intervention** is a response that engages a student in a learning process that empowers them to:

1. repair relationships and the harm they have done to others
2. restore their good standing in the community
3. learn skills and target behaviors to improve their self-awareness, self-management, and social and academic efficacy

MAJOR LEVEL 2:
Persistent low-impact classroom behavior violations, more serious public space violations, and non-violent personal misconduct

Documentation

Level 2 major behaviors are required to be entered into SWIS.

Enter the Problem Behavior and use Custom Fields to enter the code-aligned behavior violation (where applicable, as noted in matrix)

Consequences

Students are not immediately removed from the classroom.

Administrators / designee meet with a student inside the classroom / at a scheduled time.

Assigned Consequences include some or all of:

| Description | SWIS Code
Completed by Administrator |
|---|---|
| Student Meeting with an Administrator | Conference with Student |
| Parent/Caregiver Notification (completed by teacher) | Parent Contact |
| Logical Consequences: (You break it you fix it / loss of privilege) | Loss of Privilege |
| Structured Lunch (elementary, secondary) | Time in Office |
| Teacher After-School Detention (secondary) | Time Out/Detention |
| Administrative After-School Detention (secondary) | Time Out/Detention |

Prevention Strategies & Interventions

Re-teach 5 District School Rules

For longer term interventions, consider using the Tier 2 and T3 Solution Seeking processes when possible.

Level 1 Prevention Strategies and Interventions plus

A. Problem-solving circles
B. Academic problem-solving and planning conference
C. Academic Intervention
D. Behavior problem-solving and planning conference
E. Check-In /Check-Out (CICO)
F. Apology or restitution
G. Restorative conversations
H. Restorative group conference for high-impact incidents.
I. Student-student mediation
J. Student-teacher mediation
K. Skill Groups
L. Affinity Groups
M. Mentoring (elementary purple block)
N. Check and Connect
O. Parent/caregiver conference
P. Review of current IEP/504 plan
Q. Consult with support team and/or coaches

Restorative and Accountable Approach: *Consequence*

Elementary Structured Lunch (Framingham Public Schools — Department of Health & Wellness)

Objective:	Consequence and Intervention from District Code - Goal is to restore relationships, repair harm, and learn target behaviors (LLC's)
Time Frame:	30 minutes during lunch time
Target Students:	Student who has engaged in level 2-5 behavior from the Code of Conduct

What it Looks Like

- One on one conversation with adult and student *(if more than one student focused time with each)*
  - Sitting together
  - Focused attention between student and adult
- Quiet place
  - Limited distractions
- No reinforcers
  - No toys/games
  - Limited conversation to only the restorative conversation
- Once the conversation is finished, the student should remain in the quiet space for the remainder of their lunch.

Restorative Conversation

Training slides

Responsibilities

Listen to the student - Let the student speak
- Rephrase what the student is saying for complete understanding
- Fill out a Think Sheet (Restorative Conversation/Zones)
- Questions to ask:
  1. What happened?
     (This question encourages students to take responsibility and own their behavior. If a student needs support in unpacking their part in the conflict, consider asking, "What was your role in this?")
  2. How did your actions/your words make _____ feel? Or, how did your actions/words impact the class?
     (This question supports students to take the perspective of the other and reflect on the impact of their behavior.)
  3. What can you do to make it right?
     (This question encourages students to take an action that

Restorative Conversation Think Sheets

ZonesThink Sheets

Re-entry from Suspension Contract (Framingham Public Schools)

Goal: To help you to return to school with confidence, review the behavior that resulted in the suspension, and share any necessary support and action steps you will take to help get on track.

Part 1: Reflecting on my Behavior

Behaviors that resulted in my suspension:

The impact of my behaviors on the school, a student(s), or a teacher(s):

The school rule(s) I need to follow to stay on track:

Part 2: Taking Action

Two to three actions I can do restore my good standing at school, stay out of trouble with peers and adults, and focus on learning in the classroom:

I can _____
I can _____
I can _____

One or two actions my parent/caregiver might do to help me stay on track at school:

My parents/caregivers can _____
My parents/caregivers can _____

Part 3: School Supports

An adult in the school that I can go to when I need help is _____

Additional Intervention/Supports - The school will support you by doing the following:	
☐ Restorative Conversation	☐ Development and following a safety plan
☐ Reflective Writing/Reflection Sheet	☐ Referral to an outside support
☐ Behavior Problem Solving and Planning Conference	☐ Repairing harm caused/restitution
☐ Check-In/Check-Out (CICO)	☐ Skill Group tied to Learning and Life Competency (social and coping skills)
☐ Mediation: student or teacher	☐ Social-emotional learning skill lesson (Second Step)
☐ School-based Counseling	☐ Other:
☐ Mentoring	

Student_____Parent/Caregiver_____
Administrator_____

Restorative and Accountable Approach: *Short Term Intervention*

	Resource/ Intervention	Objective	Progress Monitoring
	Immediate/Short Term Interventions		
Tier 2/3	**Restorative Conversation** **PROTOCOL**	Provides students with the opportunity to repair relationships after directly harming an individual or group, or when two or more students are involved in an interpersonal conflict.	Intervention marked in SWIS referrals
Tier 2/3	**Behavior Problem Solving Conferences** **PROTOCOL**	To identify one Target Behavior and 1-3 related strategies a student needs to develop in order to address persistent unskillful behavior. The Behavior Problem Solving and Planning Conference (BPSPC) is also the first step in the CICO intervention.	Through CICO
Tier 2/3	**Re-entry from Suspension Contracts** **Protocol**	A reflective and collaborative (student, admin, support staff, and parent/caregiver) re-entry process that focuses on repairing harm and moving forward to prevent further behavior	Intervention marked in SWIS referrals
Tier 2/3	**Student to Student Mediation** **Protocol- Draft**	Conflicting parties agree to listen to each other, communicate their feelings and needs, and work out a fair, respectful, responsible, and viable agreement that addresses the problem and manages or restores the relationship.	Intervention marked in SWIS referrals

Restorative and Accountable Approach: *Short Term Intervention*

Restorative Conversations

1.What happened? What was going on with you?

Said Something Unkind or Disrespectful	Did Something Unsafe	Went Somewhere Without Permission	Didn't Follow Directions	Didn't Respect Someone's Personal Space
Hurt Someone	Took Something That Wasn't Mine	Distracted or Disrupted Other / Talked when it wasn't my turn	Damaged Property or Misused Materials	Something Else

2. How did you feel? What Zone were you in?

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

3.How do you think your actions impacted others/the class?

Someone's Feelings Were Hurt	Someone's Body was Hurt	My Classmates Were Unable to Learn	Someone Was Scared	Something Else

4.What can you do to make things right?

Apologize	Do Something Kind	Try my best to complete my work	Clean Up	Something Else

5.Adults can support me to move forward by:

Helping me make things right: • help writing and delivering an apology • brainstorming something kind to do • help handing in work • get material to clean up	Pointing out when I am making good choices	Giving me reminders when I'm not making good choices/ following the district school rules	Something Else

Thank you for reflecting on the situation and making a plan on how to move forward!

Restorative and Accountable Approach: *Long Term Intervention*

		Longer Term/Cycles of Intervention- Follows MTSS Process	
	Resource/ Intervention	Objective	Progress Monitoring
Tier 2	Mentoring PROTOCOL	Connection to school through a positive adult role model *and/or* Skill building (LLC Target behaviors)	Progress Monitoring Form shared with classroom teacher for feedback
Tier 2	Skill Group PROTOCOL	Provide small group instruction - based upon identified skill deficit Curricula: - Zones of Regulation - Second Step - Everyday Speech	Progress Monitoring Form shared with classroom teacher for feedback
Tier 2	DRAFT Affinity Groups PROTOCOL	A designated "safe space" for a small group that shares a similar identity. These groups are designed to empower students around a specific action step.	Progress Monitoring Form shared with classroom teacher for feedback
Tier 2/3	CICO PROTOCOL	CICO is a Tier 2 -3 intervention that provides students with frequent feedback and coaching throughout the day on a Learning and Life Competency target behavior that comes from a Behavior Problem Solving Conference	CICO APP data tracking
Tier 2/3	Check and Connect Hello Update Goodbye PROTOCOL	Establishing positive relationship with a school support staff member Establish connection to school community Supporting transitions Problem Solving with students	Progress Monitoring Form shared with classroom teacher for feedback

Restorative and Accountable Approach: *Long Term Intervention*

Skills Group

		Supporting Material
Objective:	Provide small group instruction - based upon identified skill gap	Learning and Life Competencies
Time Frame:	6 - 8 weeks/ 1 session per week	
Target Students:	Students with an identified skill deficit (social skills, coping skills, etc) tied to the learning and life competencies	Learning and Life Competencies

What it Looks Like

What it Looks Like:	**Support Staff:** Students meet with a identified support staff member one time per week typically during lunch or snack time to: • Discuss the LLC target goal • Receive lessons related to the social skill/coping skill deficit • Engage in activities such as role playing, games, and conversations with peers • Practice the skill in an adult supervised setting • Engage in activities to demonstrate their understanding of and ability to perform the target behavior related to the skill deficit Support staff members fill out the progress monitoring from after each session and share with classroom teacher **Teacher:** • Teacher provides pre-intervention note • Teacher provides mid intervention update • Teacher provides end of session notes.	Progress Monitoring Form Everyday Speech Zones of Regulation Curriculum Second Step Curriculum Go Zen Curriculum Additional Counselor resources as needed
What it Looks Like: *Parent/Caregiver Engagement*	Prior to student participation in a skills group, parents have had one of more of the following: • A conversation with the teacher about the behavior they are observing • A Solution Seeking Meeting with teacher, counselor, support staff and parent • A phone call from the teacher and support staff member • A phone call from the support staff member who will be facilitating the skills group • Support staff/teachers will inform parents/caregiver of the purpose and intended focus of the group. Follow up email to parent/caregiver with information re: dates, explanation of the focus of the skills group	Parent email Solution Seeking Form filled out by teacher for use in Solution Seeking Meeting

Tier 2 Progress Monitoring

-When starting a new intervention make a copy of this document and fill it out for each student.
-Share and allow edits with additional support staff and student's teachers.
-Teachers are encouraged to offer feedback on progress of translation of target behaviors into the classroom at start, middle, and end of the intervention
-Document should be attached to Tier 2 intervention spreadsheet

Student:	Date:
Classroom Teacher:	Grade:
Intervention:	Intervention Facilitator:
Schedule of Intervention:	

Learning and Life Competency Target Behavior : *(choose 1-2 to*

Target behaviors based on data/need/student voice)

1.
2.

Optional applicable data sources: _____
Ex: SWIS,Attendance, Universal Screening, Observation, Ross Greene Lagging Skills Assessment, Student Self Assessment Goal Setting (GR:3 5)

Progress Monitoring:
Intervention Facilitator: Write brief notes at the end of each session summarizing session and target behaviors worked on. Re-share this document with the teacher.

Classroom Teacher: Add in notes if the target behavior/ skill is being seen in the classroom 3x during the cycle.

Date	Intervention Facilitator Notes:			Classroom Teacher Notes: Describe student's need/progress in regards to LLC and comments on observations of how the student is feeling/communicating about mentoring.
	Zone BGYR	Activity	Comments and Notes *Do not include confidential information*	
				Pre-Intervention Teacher Notes
				End of Cycle Teacher Notes:

Post Assessment: Highlight choice

Interventionist: Continue Intervention, Change Intervention, Exit Intervention

Classroom Teacher: Continue Intervention, Change Intervention, Exit Intervention

Optional applicable data sources: _____
Ex: Universal Screening, Attendance, Observation, Ross Greene Lagging Skills Assessment, Student Self Assessment and Goal Setting (Grade 3-5)

Turn and Talk
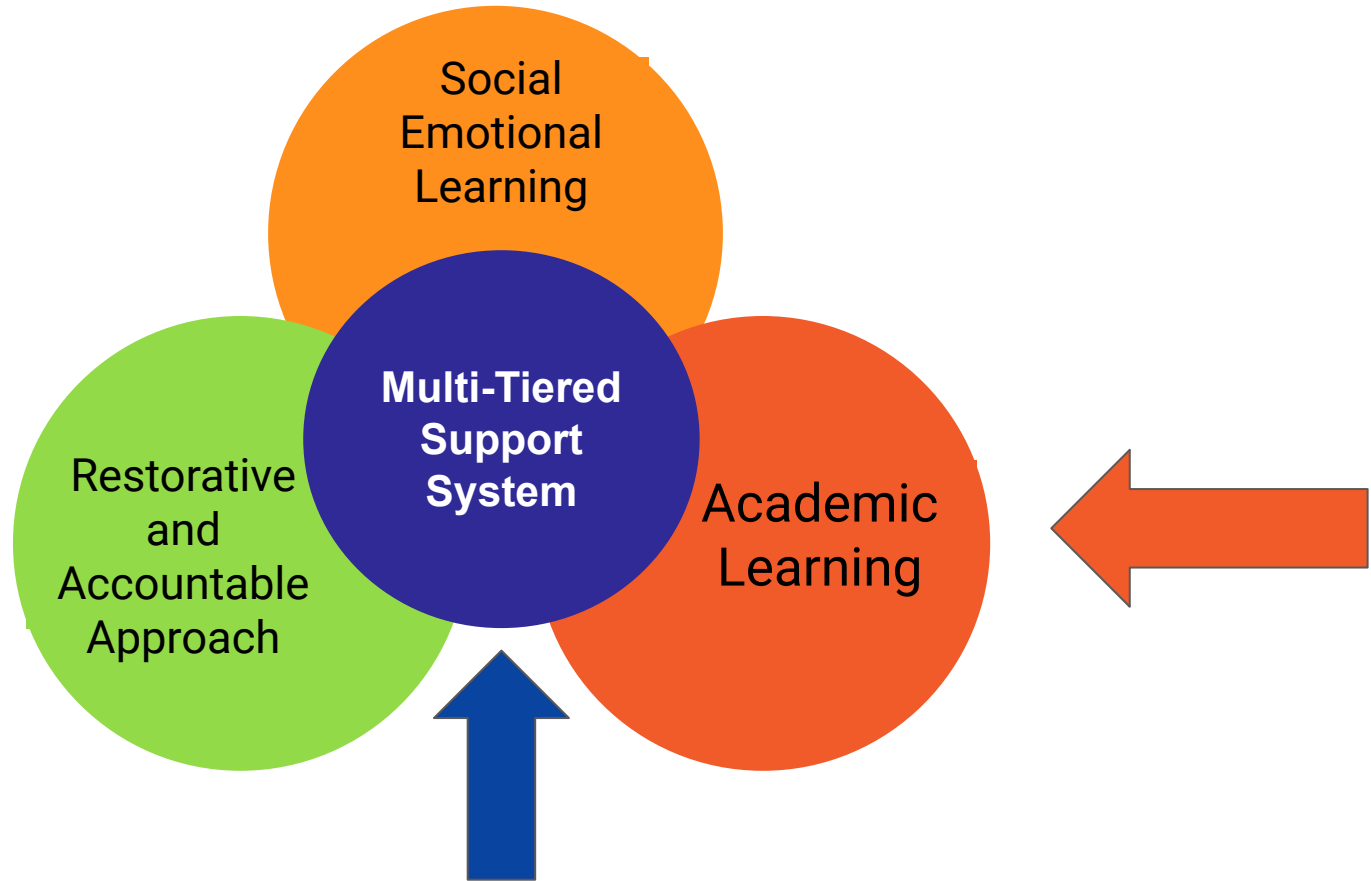
What are the short and long term intervention that you use in your district?

How do you ensure equity in delivery of interventions?

Comprehensive MTSS: *Integration*

Academic Learning: *Whole Child*

SEL Integration
Universal Practices
Learning and Life
Competencies

**Academic Objective
and Content**

**Supporting
the whole
child**

**Language
Objective and
Access Tools**
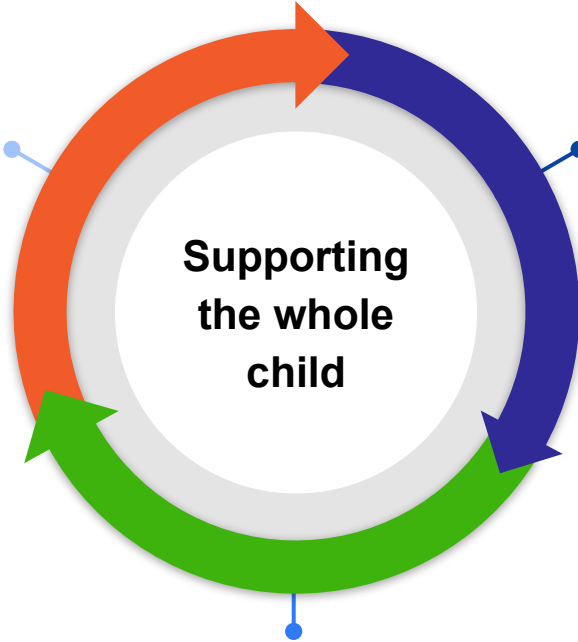
Academic Learning/ MTSS

Whole Child Approach

The integration of academic content, sel content, and language tools

Tiered & Integrated Intervention

A process that integrates supports:

Academic
Language
Social/Emotional/
Behavioral

Data

Data used for all decision making and progress monitoring

Teaming Structure

A clear teaming structure that supports all 3 tiers of the MTSS triangle

MTSS : *Who*

Multi Tiered Support System →
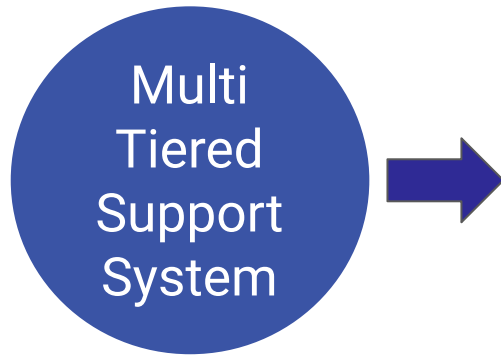
Implement	Support	Oversight
Classroom Teachers	Coaches: Language Academic Social/Emotional/ Behavioral	MTSS/SEL coordinator
Academic interventionists	School leadership teams	Central office Departments
Student Support Staff	Student Support teams	Building Administrators

Tiered & Integrated Support

Framingham PUBLIC SCHOOLS
Elementary Tier 2 Interventions

FOR Students in the areas of Literacy, Math, Social Emotional Learning and/or Language Development

BY
- Classroom Teachers
- Reading & Math Teachers for students in grades K-2
- Support Staff
- Coaches for students in grades 3-5

WHEN: 6-8 week identified cycles

Students are identified by:
- Instructional Leadership Team (ILT)
- Multi-Tiered Systems of Support (MTSS) Tier 1 Team
- Grade Level Teams
- Support Teams
- School Leadership Teams (SLT)
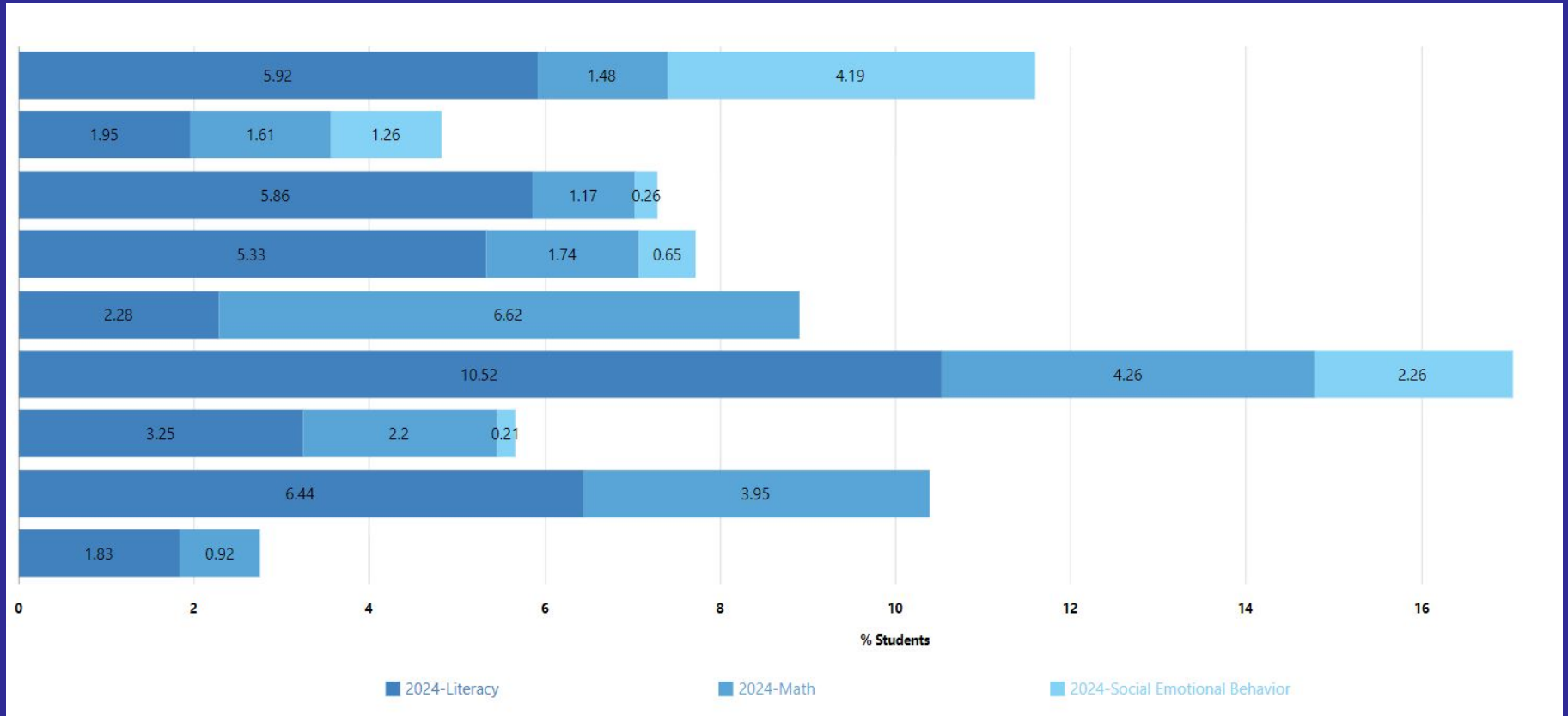- School-Based Language Assessment Team (SBLAT)

Coaches create the groups based on recommendations and Vice Principals will facilitate progress monitoring

After a minimum of two intervention cycles, students may be referred to the Tier 3 Solution Seeking Team for further support

➔ Academic
➔ Language
➔ Attendance
➔ Social/Emotional/Behavioral

MTSS: *Data and Progress Monitoring*

Horizontal stacked bar chart showing % Students across three series.

	2024-Literacy	2024-Math	2024-Social Emotional Behavior
	5.92	1.48	4.19
	1.95	1.61	1.26
	5.86	1.17	0.26
	5.33	1.74	0.65
	2.28	6.62	
	10.52	4.26	2.26
	3.25	2.2	0.21
	6.44	3.95	
	1.83	0.92	

% Students

Timeline

2015

Culture Change:

- All students can and will succeed
- Behavior needs to be taught

Action Steps:

- First cohort of schools trained on PBIS
- District coach stipend position created
- Stipend coach from each building

2016

- Full time district PBIS coach created
- Monthly District-Wide Coach/Admin. Leadership meeting
- Second Cohort of Schools trained on PBIS
- District leadership group creates vision for integration of SEL

2017

- Development of Social Emotional Mental Health Team (T3)
- Addition of Social Emotional Behavioral Coaches at level 3 schools
- Adoption of Learning and Life SEL Competencies
- Begin 2 year process of creating Code of Character, Conduct, and Support

2018/19

- Trained all staff on morning meeting
- 2 Elementary SEL Curriculums; Second Step/ Zones of Regulation
- Character Education Theme of the Month
- Re-writing Code of Conduct to reflect Restorative Practices
- Additional SEB coaches added
- MTSS/ SEL Coordinators established

2020

- Created integrated SEL curriculum units
- Roles and responsibilities within MTSS established

Phase 1 Code Training:

- Teachers on 1st set of universal practices
- Support/admin on 3 restorative interventions
- Admin started to calibrate discipline response cycle
- Culture shift to restorative practices

2021-23

- Revised elementary and middle school MTSS process established (*whole child*)

Phase 2 Code Training:

- Reinforce tier 1 universal practices
- Contiued roll out of interventions
- Support Team discipline response cycle calibrations
- Focus on staff circles

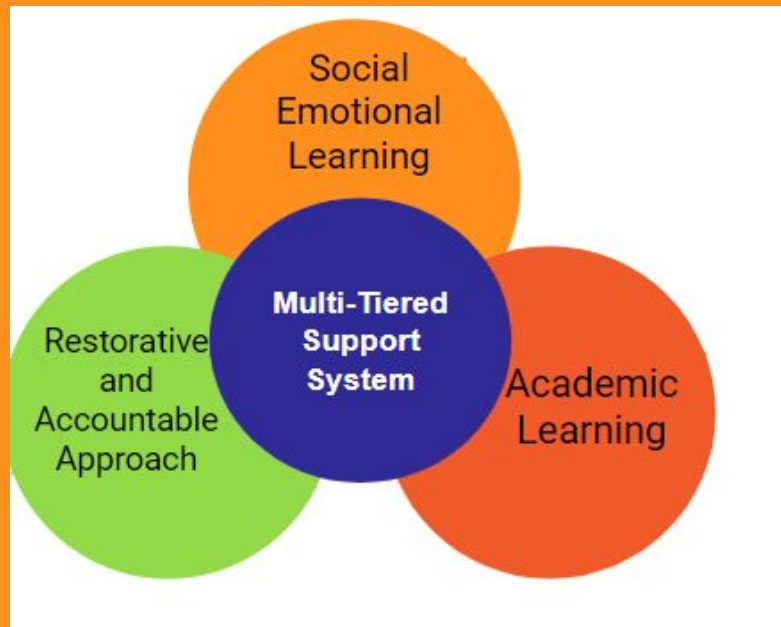Change will not come if we wait for some other person or some other time.

We are the ones we've been waiting for.

We are the change that we seek."

-Barack Obama

Questions

Social
Emotional
Learning

Multi-Tiered
Support
System

Restorative
and
Accountable
Approach

Academic
Learning

Sara DeLuca-MTSS/SEL Coordinator

sdeluca@framingham.k12.ma.us

Thank you to our partner organizations:

The May Institute

Engaging Schools