D2: Integrating and Aligning Multiple Initiatives at the District Level

Sara Deluca, Framingham Public Schools
Gathering: *Ritualized Way of Beginning*

Turn and Talk:

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

**Enrollment**

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students PreK-12</td>
<td>9,397</td>
</tr>
<tr>
<td>Number of Teachers</td>
<td>734</td>
</tr>
<tr>
<td>Schools: 14</td>
<td></td>
</tr>
<tr>
<td>Pre-School 1</td>
<td></td>
</tr>
<tr>
<td>Elementary 9</td>
<td></td>
</tr>
<tr>
<td>Middle School 3</td>
<td></td>
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<tr>
<td>High School 1</td>
<td></td>
</tr>
</tbody>
</table>
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

- Social Emotional Learning
- Multi-Tiered Support System
- Academic Learning
- Restorative and Accountable Approach
Learning and Life Competencies

- 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?
Comprehensive MTSS: Integration

Social Emotional Learning

Multi-Tiered Support System

Restorative and Accountable Approach

Academic Learning
## Social Emotional Learning: Who

<table>
<thead>
<tr>
<th>Implement</th>
<th>Support</th>
<th>Oversight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teachers</td>
<td>Social Emotional Behavioral Coaches</td>
<td>MTSS/SEL Coordinator</td>
</tr>
<tr>
<td>Support Staff</td>
<td>Tier 1 Team</td>
<td>Assistant Principals</td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th><strong>Greeting</strong></th>
<th><strong>Message</strong></th>
<th><strong>Share</strong></th>
<th><strong>Activity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Say hello to a friend and say thank you either in English, or Gracias in Spanish, or Obrigada in Portuguese.</td>
<td>Good morning! Today we will think about a person we are grateful for and how we can share this appreciation with them.</td>
<td>Share a person you are grateful for and what you appreciate about them.</td>
<td>Write a short thank you note to the person you are grateful for and say what you appreciate about them.</td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>SS#</th>
<th>Lesson Title</th>
<th>Learning and Life Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS*</td>
<td>Caring and Helping</td>
<td>Self-Awareness&lt;br&gt;I am aware of skills, behaviors, and attitudes that help me.</td>
</tr>
<tr>
<td>SS*</td>
<td>We Feel Feelings in Our Bodies</td>
<td>Self-Management&lt;br&gt;I exhibit self-regulation&lt;br&gt;I demonstrate perseverance and resilience</td>
</tr>
<tr>
<td>Z*</td>
<td>Me in My Zones</td>
<td>Social Efficacy&lt;br&gt;I communicate and problem solve effectively&lt;br&gt;I am assertive and I self-advocate.</td>
</tr>
<tr>
<td>Z*</td>
<td>Caution Triggers Ahead</td>
<td>Academic Efficacy&lt;br&gt;I set goals and self assess</td>
</tr>
<tr>
<td>Z*</td>
<td>*Revisit Reset Space&lt;br&gt;Exploring Sensory Tools&lt;br&gt;Exploring Tools for Calming&lt;br&gt;Exploring Tools-Thinking Strategies</td>
<td></td>
</tr>
</tbody>
</table>
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 student’s 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**
- Strategies that promote positive behavior and academic and social-emotional development

**PREVENTION**
- Strategies that prevent off-track behaviors from becoming major problems

**INTERVENTION**
- Protocol that matches a student’s academic, social, and emotional needs and that supports them in becoming more skillful

<table>
<thead>
<tr>
<th>Classroom Management</th>
<th>Classroom Instruction</th>
<th>Classroom Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meet &amp; Greet</td>
<td>1. Problematizing a Learning Task</td>
<td></td>
</tr>
<tr>
<td>2. Morning Meeting (Elem)</td>
<td>2. Developmentally Informed and Culturally Relevant Content</td>
<td></td>
</tr>
<tr>
<td>3. Student Names</td>
<td>3. Turn &amp; Talk</td>
<td></td>
</tr>
<tr>
<td>4. Personal Check-Ins</td>
<td>4. Text Protocols</td>
<td></td>
</tr>
<tr>
<td>5. Value-Added Feedback</td>
<td>5. Representation of Thinking</td>
<td></td>
</tr>
<tr>
<td>6. Positive Acknowledgement (Pre-K-8)</td>
<td>6. Check for Understanding</td>
<td></td>
</tr>
<tr>
<td>7. Gatherings</td>
<td>7. Academic Check-Ins</td>
<td></td>
</tr>
<tr>
<td>10. Maintaining Silence</td>
<td>10. Starting &amp; Ending Class</td>
<td></td>
</tr>
</tbody>
</table>

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

**Visual Prompts and Proximity**
- Point to directions and reminders around room
- Move closer to a student as a non-verbal reminder to self-correct

**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

**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 & Culture Team

MTSS Tier 1 Team/ HS Steering Committee

Running District Agenda

Recommended Team Members and Roles for Shared Leadership:

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal and SEL Coach/ PBIS Coach PRS</td>
<td>Facilitator</td>
</tr>
<tr>
<td>General Ed Teacher/RtI Teacher Code Leader (THS)</td>
<td></td>
</tr>
<tr>
<td>Support Staff Representative(s)</td>
<td>Grades Education Staff Member</td>
</tr>
<tr>
<td>SEL HS</td>
<td>SEL HS</td>
</tr>
<tr>
<td>PBS Coach (HS)</td>
<td>Other</td>
</tr>
</tbody>
</table>

Meeting Time
After School Monthly (frequency determined by school based on budget for meeting attendance)

Objective of Team
1. Implementation of the Code of Conduct, 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

Universal Tier 1 Priorities

Deliver or support professional learning to colleagues on a monthly basis through common planning staff meetings, grade level meetings, and professional learning opportunities.

The following groups will be the lead through in the training the trainer model:
- SEL Coaches/Academic Coaches/Support Staff Elementary
- Support Staff/Teacher Leaders/Assistant School Administrator

Offer perspective, and contribute thoughts 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.

Seven Step for Data Analysis and Action Planning

1. Identify concern:
   - What specific issues are surfacing?
   - Prioritize a specific concern?

2. Select and disaggregate data:
   - Drill down into SWIS
   - Disaggregate the data as needed

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

4. Identify by student focus for intervention:
   - All students or a sub-group of students?

5. Investigate further as needed:
   - Through observations, interviews, research, and for 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 interventions, support, or set of interventions might best address the target outcome(s)?

Action Plan
- Identify who will oversee the intervention and who will deliver intervention:
- Schedule and facilitate training for implementers:
- Create implementation timeline:
Comprehensive MTSS: *Integration*

- Social Emotional Learning
- Multi-Tiered Support System
- Academic Learning
- Restorative and Accountable Approach
Restorative and Accountable Approach: *Who*

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<thead>
<tr>
<th>Implement</th>
<th>Support</th>
<th>Oversight</th>
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</thead>
<tbody>
<tr>
<td>Classroom Teachers</td>
<td>Social Emotional Behavioral Coaches/Academic coaches</td>
<td>Director/Assistant Director of Health and Wellness</td>
</tr>
<tr>
<td>Support Staff</td>
<td>Tier 1 Team</td>
<td>MTSS/SEL Coordinator</td>
</tr>
<tr>
<td>Administrators</td>
<td>Partner organizations</td>
<td>District Team</td>
</tr>
</tbody>
</table>
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.
**Positive Mindsets**

**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
Restorative and Accountable Approach: Consequence

Elementary Structured Lunch

Objective: Consequence and Intervention from District Code - Goal is to restore relationships, repair harm, and learn target behaviors (LLCs)

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 reinforcement
  - 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
- Reenact 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)

Re-entry from Suspension Contract

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

Behavior(s) that resulted in my suspension:

The impact of my behavior 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:

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

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
- Reflective Writing (Reflection Sheet)
- Behavior Problem Solving and Planning Conference
- Check-In/Check-Out (CICO)
- Modest Level: student or teacher
- School-based Counseling
- Mentoring
- Development and following a safety plan
- Referral to an outside support
- Repairing harm caused or restoration
- Skill group tied to learning and Life Competency (social and coping ability)
- Instructional learning skill lesson (second step)
- Others

Student ___________________________ Parent/Caregiver ___________________________
Administrator ___________________________
<table>
<thead>
<tr>
<th>Resource/Intervention</th>
<th>Objective</th>
<th>Progress Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Immediate/Short Term Interventions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tier 2/3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restorative Conversation</td>
<td>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.</td>
<td>Intervention marked in SWIS referrals</td>
</tr>
<tr>
<td>PROTOCOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tier 2/3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior Problem Solving Conferences</td>
<td>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.</td>
<td>Through CICO</td>
</tr>
<tr>
<td>PROTOCOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tier 2/3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-entry from Suspension Contracts</td>
<td>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.</td>
<td>Intervention marked in SWIS referrals</td>
</tr>
<tr>
<td>Protocol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tier 2/3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student to Student Mediation</td>
<td>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.</td>
<td>Intervention marked in SWIS referrals</td>
</tr>
<tr>
<td>Protocol- Draft</td>
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</tbody>
</table>
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

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

- BLUE ZONE: Sad, Sick, Tired, Bored, Moving Slowly
- GREEN ZONE: Happy, Calm, Feeling Okay, Focused, Ready to Learn
- YELLOW ZONE: Frustrated, Worried, Silly, Wiggly, Excited, Loss of Some Control
- RED ZONE: 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*

<table>
<thead>
<tr>
<th>Tier</th>
<th>Resource/Intervention</th>
<th>Objective</th>
<th>Progress Monitoring</th>
</tr>
</thead>
</table>
| 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**

**Objective:** Provide small group instruction - based upon identified skill gap

**Supporting Material:** Learning and Life Competencies

**Time Frame:** 9 - 12 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

**What It Looks Like**

**Support Staff:**
- Support staff meet with identified support staff member one time per week typically during lunch or snack time to:
  - Discuss the LLC target goal
  - Receive lesson 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 form 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
- Social
- Zones of Regulation
- Curriculum
- Second Step
- Curriculum
- GoZen

**Additional Support 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 Sleuthing 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 Sleuthing Form filled out by teacher for use in Solution Sleuthing 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 aloud 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.
- The document should be attached to the Tier 2 Intervention spreadsheet.

**Student:**

**Classroom Teacher:**

**Grade:**

**Intervention:**

**Intervention Facilitator:**

**Schedule of Intervention:**

**Learning and Life Competency Target Behavior:** (Choose 2 to 3)

1. 

2. 

**Optional applicable data sources:**

- Data including Attendance, Truancy, Absences, Baseline Social Skills Assessment, Student Self Assessment and Peer Rating, and Social Skills Checklist

**Post Assessment:**

**Highlights choice**

Interventionist: Continue Intervention, Change Intervention, Exit Intervention

Classroom teacher: continue intervention, change intervention, exit intervention

**Optional applicable data sources:**

- Universal Screening, Attendance, Absences, Baseline Social Skills Assessment, Student Self Assessment, and Peer Rating, and Social Skills Checklist
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

- Social Emotional Learning
- Multi-Tiered Support System
- Academic Learning
- Restorative and Accountable Approach
Academic Learning: Whole Child

SEL Integration
Universal Practices
Learning and Life Competencies

Supporting the whole child

Academic Objective
and Content

Language
Objective and
Access Tools
Academic Learning/ MTSS

Whole Child Approach
The integration of academic content, self 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

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<tbody>
<tr>
<td>Classroom Teachers</td>
<td>Coaches: Language Academic Social/Emotional/Behavioral</td>
<td>MTSS/SEL coordinator</td>
</tr>
<tr>
<td>Academic interventionists</td>
<td>School leadership teams</td>
<td>Central office Departments</td>
</tr>
<tr>
<td>Student Support Staff</td>
<td>Student Support teams</td>
<td>Building Administrators</td>
</tr>
</tbody>
</table>
**Tiered & Integrated Support**

**Elementary Tier 2 Interventions**

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

**BY**
- Classroom Teachers
- Support Staff

**WHEN: 6-8 week identified cycles**

**Students are identified by:**
- Instructional Leadership Team (ILT)
- Multi-Tiered Systems of Support (MTSS), Tier 1 Teams
- School Leadership Teams (SST)
- 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
### 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

**Phase 2 Code Training:**
- Reinforce tier 1 universal practices
- Contued roll out of interventions
- Support Team discipline response cycle calibrations
- Focus on staff circles

**2021-23**
- Revised elementary and middle school MTSS process established (whole child)
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

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Thank you to our partner organizations:
The May Institute
Engaging Schools