

# Milton Public Schools

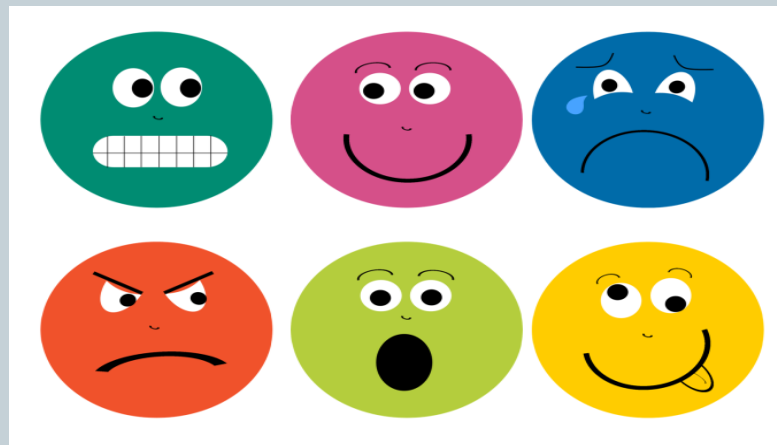
## **SEL NEEDS ASSESSMENT**

### Findings and Recommendations



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# Components of Social Emotional Learning

## **A+=Academics Plus**



### **ATTENDING TO THE “WHOLE CHILD” IN A “WHOLE SCHOOL” ENVIRONMENT**

#### **WHOLE CHILD**

- ADDRESS THE EMOTIONAL LIVES OF CHILDREN
- ENHANCE SOCIAL SKILLS AND BUILD CHARACTER
- ATTEND TO PHYSICAL WELLNESS

#### **WHOLE SCHOOL**

- FOSTERS SAFE, POSITIVE, HEALTHY, SUPPORTIVE AND INCLUSIVE ENVIRONMENT
- INTEGRATES SERVICES & ALIGNS INITIATIVES TO SUPPORT THE BEHAVIORAL HEALTH OF STUDENTS
- CONNECTS WITH FAMILIES AND COMMUNITIES

# WHY SOCIAL-EMOTIONAL LEARNING?

Social-emotional learning (SEL) is the foundation for success in school and in life. From pre-school through high school, we must ensure that every Massachusetts student develops competencies such as self-management, collaboration, and growth mindset, in order to reach his or her full potential.



## STUDENT ACHIEVEMENT

SEL leads to better academic performance, higher college retention rates and increased employment and wages.



## HEALTH + WELLBEING

SEL is linked to lower levels of aggression, depression, anxiety, substance abuse, obesity and criminal activity.



## RETURN ON INVESTMENT

There is an average return of \$11 for every \$1 invested in effective school-based SEL programs.

# SEL School-based Competencies



# School Climate



**DO STUDENTS, FACULTY AND PARENTS FEEL APPRECIATED AND SUPPORTED?**

**DO YOUTH HAVE A SENSE OF BELONGING?**

**DO STUDENTS FEEL SAFE AT SCHOOL AND COMFORTABLE IN THEIR CLASSROOMS?**

**ARE INCLUSION AND RESPECT BUILT INTO THE CULTURE?**

**CAN STUDENTS GET HELP WITHOUT FEELING STIGMA?**

**DO WE HAVE YOUTH DRIVEN SCHOOL IMPROVEMENT OPPS?**

# School Behavioral Health Services Framework

## Linking with Systems of Care

Adequate Information Sharing  
Strong Communication Loop  
Warm Hand-Off  
Wraparound Services  
Youth-Driven and Family-Guided Services



### Tier 3 FEW

Crisis Response  
Re-entry Plan  
Individual/Group  
Counseling/Therapy

### Tier 2 SOME

Progress Monitoring  
Evidence-Based Interventions

### Tier 1 ALL

Referral Process  
Behavioral Health Screening  
Social, Emotional Learning Opportunities  
Positive Behavior Supports

### FOUNDATION

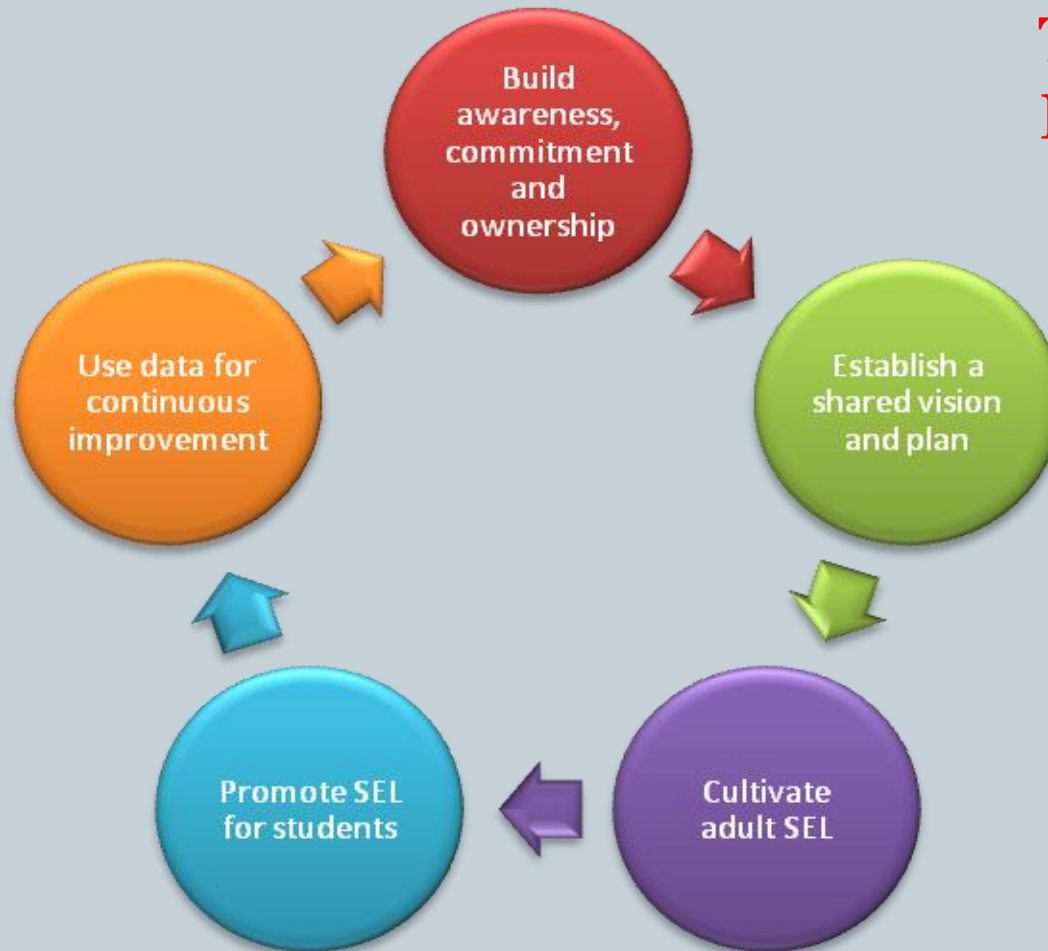
Family-School-Community Partnerships  
Mental Health Stigma Reduction    Staff Professional Development  
Positive School Climate and Culture    Accountability Systems  
Data-Based Decision Making



**District and School Teams  
Drive the Work**



# Recommendations: Planning for SEL



**TEAM  
DRIVEN**

# Milton Public Schools



## **NEEDS ASSESSMENT FINDINGS**



# SEL : Overall Observations

## **LOTS OF GOOD WORK GOING ON!**



- Lots of interest and support for SEL from school community
  - Some faculty have reluctance to add-on SEL
- Curricula in PreK, Elementaries and Middle very strong. High School good, but needs more student-driven attention
- Co-Curricular: Rich opportunities
  - Attention to Home-School connections
  - Cafeteria promotes healthy nutrition
  - Great co-curricular opportunities, MHS
  - Strong adjustment and guidance counselors, nurses
- Assessments: YRBS, YHS, SBIRT, BHPS, and School Culture and Student self-assessment surveys



# SEL Needs and Gaps: Overall Observations



- SEL needs coherent vertical strategy for articulating, implementing and assessing SEL competencies
  - Ideal to articulate SEL learning objectives desired at each school level and/or by grade
- SEL Competencies (collaborative learning) need to be intentionally practiced in & out of classrooms, in all disciplines. Not siloed.

# SEL Needs and Gaps: Professional Development #1 Need



- **Topics to:**

- Generate interest and demand in field
- Address Behavioral Health through positive interventions
- Increase everyday classroom and school climate improvement strategies
- Identify appropriate assessment tools

# SEL Needs and Gaps: Behavioral Health is a Critical Need



- **BH services, protocols, policies & expectations** need to be enhanced, updated and standardized
  - Community Partnerships
  - Parenting skills
- **Insufficient staffing capacity** to address BH
  - Administrators and AC's spending too much time on BH emergencies, school anxiety, unstable/stressed families
  - Tier 1 needs are somewhat neglected

# SEL Needs and Gaps: Social Relationships & Awareness



- **Improving Recess**

- Need more structured play
- Recess Aides need training and supervision

- **Teaching Tolerance**

- Increased focus on inclusion and social responsibility

# SEL Needs and Gaps: Physical Health and Wellness



- Elementary- Little physical education time at the elementary level
- Middle and High- More social resistance training and participatory health education and youth leadership
- Community- Youth activities on vacations/holidays

# SEL Needs and Gaps: Instruction Enhancements



- Elementaries
  - Health Education
- Middle School
  - Botvin Life Skills
- High School
  - YRBS problem-solving
- Overall
  - More school wide and classroom discussions and collaborative learning across disciplines to reinforce SEL (e.g., Self mgmt skills, collaborative problems solving)



# SEL Needs and Gaps: Assessments



- Lack of system for SEL data collection and analysis
- School Climate and Student Self-Assessment Surveys need consistency at elementaries and implementation at higher grades

# RECOMMENDATIONS

# Recommendations: District Level



- District Planning

- **Establish Advisory Committee**

- expand mission of Health & Wellness Committee to become Social, Emotional and Physical Wellness Committee.

- Establish a VISION and ACTION PLAN
  - Articulate learning priorities and outcomes
  - Standardize best practices
  - Revisit School Policies & Protocols for consistency with SEL
  - Build Community and Family partnerships
  - Incorporate into strategic Plan

# Recommendation: Professional Development



- Create professional SEL Learning Community
- Conduct PD interest surveys
- More PD release time, perhaps contractually required
- Provide SEL guidance and supervision
- Principals share and standardize promising practices
- Build child resilience through Parent Educational Programs. Consider requirements.
- Utilize recommendations of cultural competence committee

# Recommendations: Curricula & Instruction



- Guide the integration of SEL practice into all disciplines
- Examine social studies for emphasis on civic engagement
- Reading selections using desired SEL themes
- Youth driven approaches to address YRBS findings and school culture at the high school

# Recommendations: Address BH Needs



- **Standardize protocols for handling crises**
- Expand community partnerships to bolster capacity
- **Hire more BH staff**
- Train Athletic Coaches (substance abuse & BH)
- **Educate Families on SEL and BH strategies**
- Campaign to Reduce Stigma
- **More Professional Development on BH topics**

# Recommendation: Increase Access to Physical Activity, Health Education and Wellness

- Increase Physical Activity and Health Ed opps in elementaries
- Staff coordination of Health & Wellness Committee
- Work w/ Community to develop options for non-school days and for addressing substance misuse
- Attend to Faculty's health/emotional needs



# Recommendation: Promote Social Responsibility and Inclusivity

- Investigate Structured Play opportunities for recess
- Provide training/supervision of Playground Aides
- Enhance Inclusion and Social Responsibility Programming K-12
  - Implement “Discovering Justice”
- Continue addressing 5<sup>th</sup>-6<sup>th</sup> grade and 8<sup>th</sup>-9<sup>th</sup> grade social transitions

# Recommendations: Assessments



- Establish Assessment Systems and Goals for collecting data
  - Identify Data Indicators for SEL
  - Determine Instrument Types and Intervals
- YRBS and YHS coordinated; implemented every 2 yrs
- Pilot School Climate/Culture and Student Self-Assessment Surveys
  - Elementaries need standardization
  - Validated questions
- Use Data for Continuous Quality Improvement

## **CONCLUSION:**

- Lots to be done!
- Take advantage of grants and networks
- Use Compendium, Inventory, and Needs Assessment to inform SEL Action Planning
- Start Planning using multi-disciplinary teams, including students
  - Develop Accountability Systems



# **CASEL's Theory of Action**

## **District**

**Cultivate Commitment and Organizational Support for SEL**

**Assess SEL Resources and Needs**

**Support Classroom, Schoolwide, and Community SEL Programming**

**Establish Systems for Continuous Improvement**