

**Wifi:**  
**Network: EDC-Guest**  
**Password:**  
**Improve Education**

We will begin at 9:00

As you come in, please complete your “All About Me” sheet.

To complete the page virtually, go to: [go.edc.org/allaboutme](https://go.edc.org/allaboutme)

# ALL ABOUT ME

My name is... \_\_\_\_\_

## My Role

Job Title:

District/School:

My favorite thing about my job is...

The best thing about my school/district is...

I will know our work has been successful when I see students...

## My Favorites

Color:

School Subject:

Hobby:

Food:





SOCIAL, EMOTIONAL,  
& BEHAVIOR ACADEMY

WIFI:  
Network:  
Password:

➤ Welcome to the  
Social, Emotional, and Behavior  
Academy Fall Kickoff Event!



# AGENDA

[go.edc.org/924Agenda](https://go.edc.org/924Agenda)

**9:00**

Welcome and Introductions

**9:20**

Overview of the Academy and  
MTSS

**10:00**

Overview of MTSS

**10:50**

10-minute Break

**11:00**

Elements of a Strong Team

**12:00**

Lunch

**1:00**

Needs Assessment and Action  
Planning

**2:30**

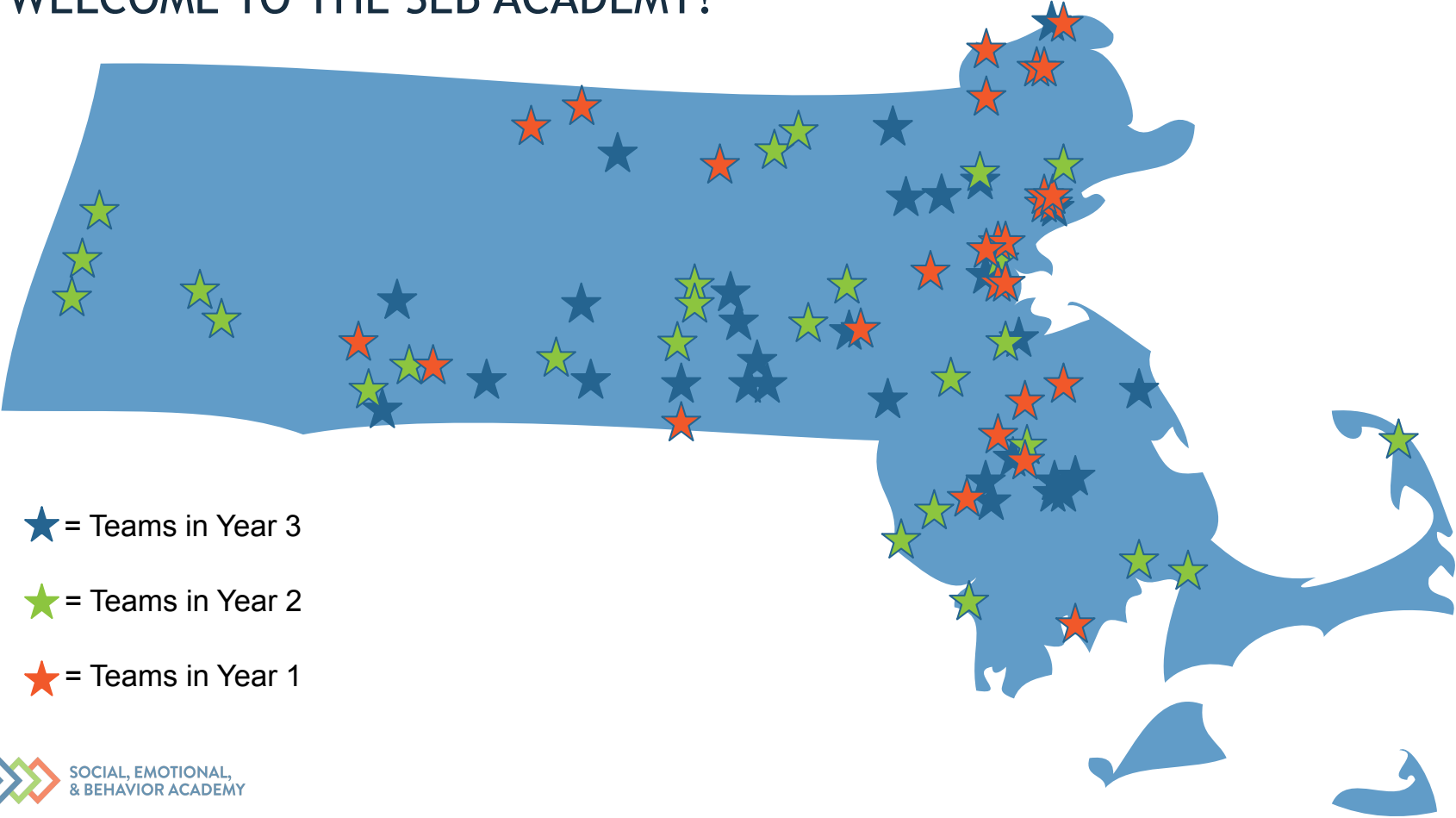
Community Closing

## Considerations for our hybrid space:

- **State your name before you begin speaking**
- **Speak clearly and loudly so our virtual participants can hear you**
- **Keep side chatter to a minimum**



# WELCOME TO THE SEB ACADEMY!





# COLLABORATIVE LEADERSHIP



MASSACHUSETTS  
Department of Elementary  
and Secondary Education



**EDC.ORG**

*May*Institute  
*Shaping Futures. Changing Lives.*

# Meet Our Team

## Project Management



**Shai Fuxman**  
Academy Director


















**Tori Todd**  
Director of Learning Opportunities



**Keri Lemoine**  
Products/Website Coordinator



## OUR SEB ACADEMY COACHING AND TRAINING TEAM

- |  |  |  |
|--|--|--|
|  Akira Gutierrez-Renzulli<br>SEL/Mental Health |  Erik Maki<br>PBIS                          |  Marcie Handler<br>PBIS           |
|  Bonnie Lipton<br>SEL/Mental Health            |  Jim Vetter<br>SEL/Mental Health            |  Michelle Pratt<br>PBIS           |
|  Chelsea Salvatore<br>PBIS                     |  Kamilah Drummond-Forrester<br>SEL & Equity |  Sara Nino<br>Belonging/Equity    |
|  Christine Downs<br>PBIS                       |  Lauren Gilman<br>SEL/Mental Health         |  Shai Fuxman<br>SEL/Mental Health |
|  Emily Baton<br>PBIS                           |  Lilita Matison<br>Mental Health            |  Tori Todd<br>SEL/Belonging       |

# Meet Your Peers



Find someone you don't know and share your answers to two questions from your "All About Me" sheet.

## ALL ABOUT ME

My name is... \_\_\_\_\_

### My Role


Job Title:

District/School:

My favorite thing about my job is...

**The best thing about my school/district is...**

**I will know our work has been successful when I see students...**



### My Favorites

Color:

School Subject:

Hobby:

Food:



# Overview of The Academy



# Session Objectives



Understand the goals of the academy



Understand the supports that the academy offers



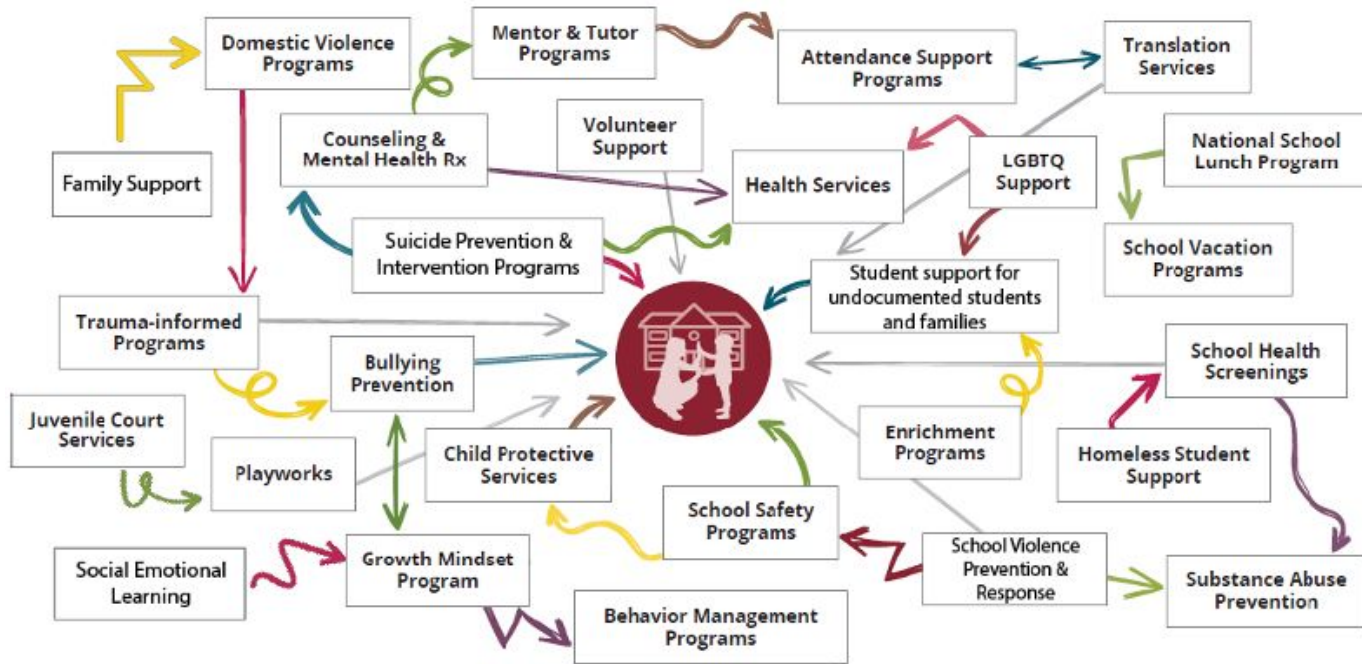
## A BRIEF HISTORY OF THE ACADEMY

The Social, Emotional, and Behavior (SEB) Academy was created by the Department of Elementary and Secondary Education (DESE). It envisions an integrated social, emotional, and behavioral support program.



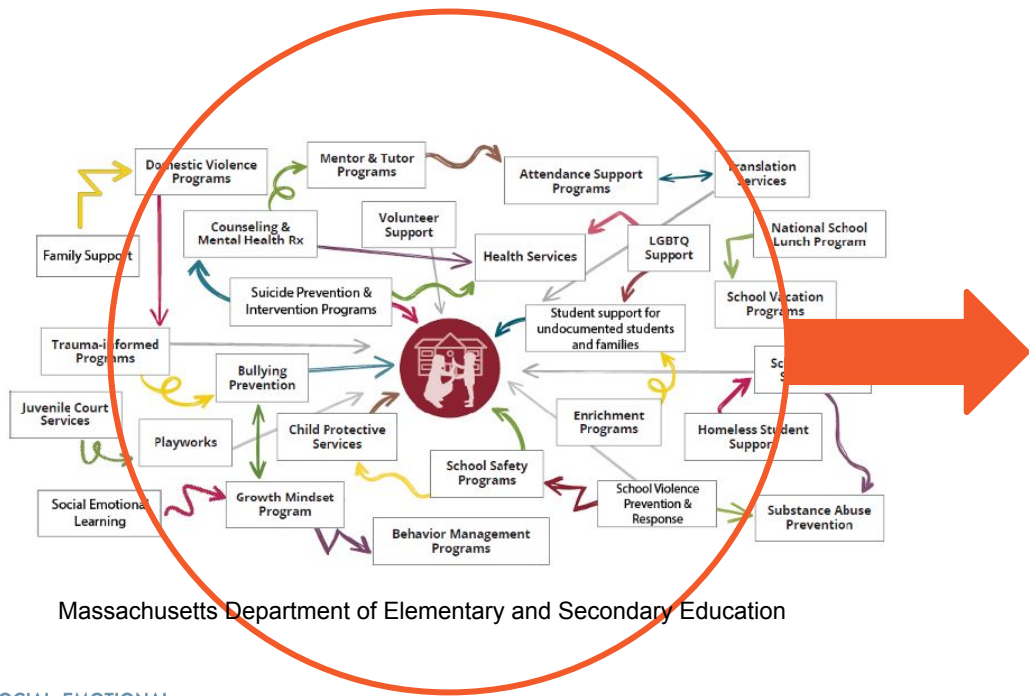


# SOCIAL, EMOTIONAL, AND BEHAVIOR ACADEMY

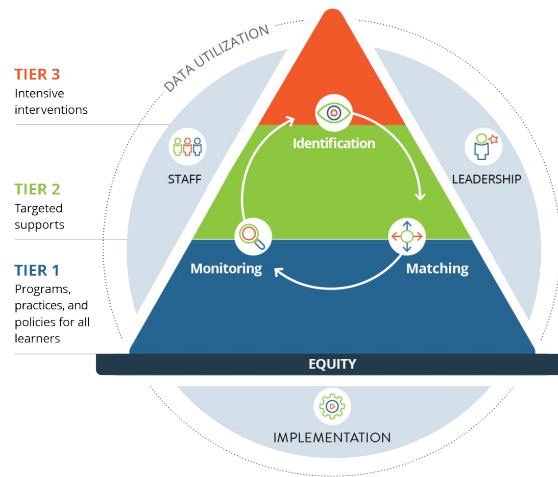




# SOCIAL, EMOTIONAL, AND BEHAVIOR ACADEMY



Massachusetts Department of Elementary and Secondary Education



An integrated and aligned multi-tiered system of supports for SEL, mental health, belonging, and behavior.



## SOCIAL, EMOTIONAL, AND BEHAVIOR ACADEMY

**Targeted Coaching**

**Learning Opportunities**



# TARGETED COACHING

## Analyze

Using tools and processes such as self-assessments, focus groups, and inventories, teams **analyze** and **audit** current state of the MTSS

## Identify

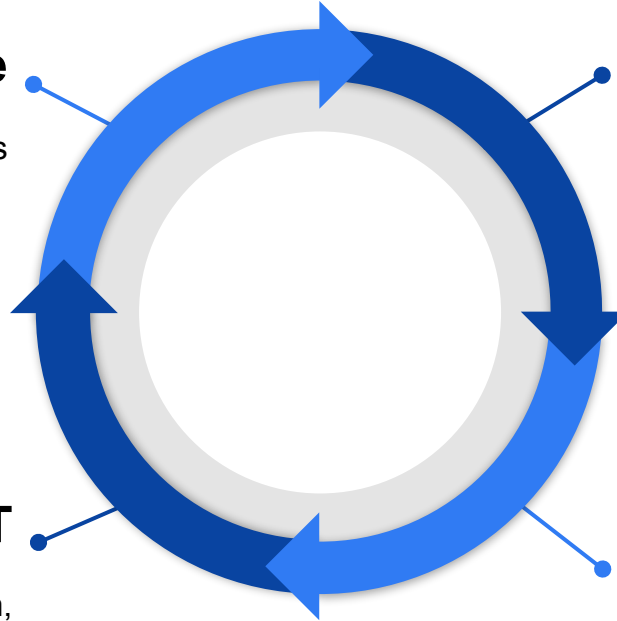
Teams **identify** strengths and areas for growth in current system and **prioritize** clear and manageable areas of focus

## ACT

Teams **act** on their action plan, focused on priority areas needed to support student wellbeing and create positive school climate

## Plan

Teams use identified priorities to set short- and long-term goals, and develop strategic action **plan**





## LEARNING OPPORTUNITIES

**All team members have the option to attend learning opportunities throughout the year.**

**A calendar with all our available learning opportunities can be found on the academy website.**



### VIRTUAL WEBINARS

Interactive webinars on pertinent topics, facilitated by coaches and faculty



### VIRTUAL PEER SHARING CALLS

Virtual group calls, held in 3-part series, to share experiences and strategies across the Academy



### IN-PERSON CONVENINGS

Today is our first! A second convening for all participants will be held on March 19.



### VIRTUAL TEAM LEAD COHORT MEETINGS

Cohort meetings for the leaders of Year 1 teams



### ON-SITE PD

Opportunities for teams to hold PD for their staff, choosing from our library of options





## PBIS IN-PERSON TRAININGS

Teams that are focused on implementing Tier 1 PBIS and are working with a May Institute coach will have three additional full-day in-person trainings.

These trainings are a 3-part series designed for teams to participate as a group.

If you are interested in joining these trainings please let your coach know by October 18.

### Training Dates

All trainings will be held at the EDC offices

- October 30, 2024
- January 8, 2025
- May 7, 2025



SEB ACADEMY WEBSITE

<https://sebacademy.edc.org>



SOCIAL, EMOTIONAL,  
& BEHAVIOR ACADEMY

[Home](#)

[Our Team](#)

[Upcoming Events](#)

[Past Events](#)

[Resources](#)

[Contact Us](#)



**➤ Creating systems  
to address the  
social, emotional,  
and behavior  
needs of all  
students**

[LEARN MORE ABOUT OUR APPROACH →](#)



SOCIAL, EMOTIONAL,  
& BEHAVIOR ACADEMY



Questions? 

# Overview of MTSS



# Session Objectives

- ④ Understand the MTSS model and its components
- ④ Brainstorm existing components of your MTSS
- ④ Discuss your initial goals and hopes for your academy team



## DIGITAL GRAFFITI WALK: WHAT DO WE ALREADY KNOW?

- ⊕ What are a few words that come to mind when you think of these topics:
  - PBIS
  - SEL
  - Mental Health
  - Belonging
  
- ⊕ What successes have you had with implementing MTSS in the past?

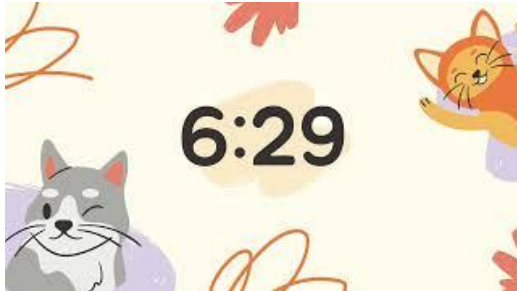


# DIGITAL GRAFFITI WALK: WHAT DO WE ALREADY KNOW?

[go.edc.org/MTSS](https://go.edc.org/MTSS)

## Directions:

- Step 1: Respond to the first 5 questions on the Padlet by clicking on the + button.
- Step 2: Review others' responses. Click to add emoji reactions or comments



The screenshot shows a digital graffiti wall with five questions in pink boxes, each with a plus sign below it. A comment box is open over the fifth question, showing a heart icon with '0' and a plus sign with the text 'Add comment'.

What comes to mind when you think of PBIS?

What comes to mind when you think of SEL?

What comes to mind when you think about Mental Health?

What comes to mind when you think about Belonging?

implementing MTSS in the past? (End Round 1)

0

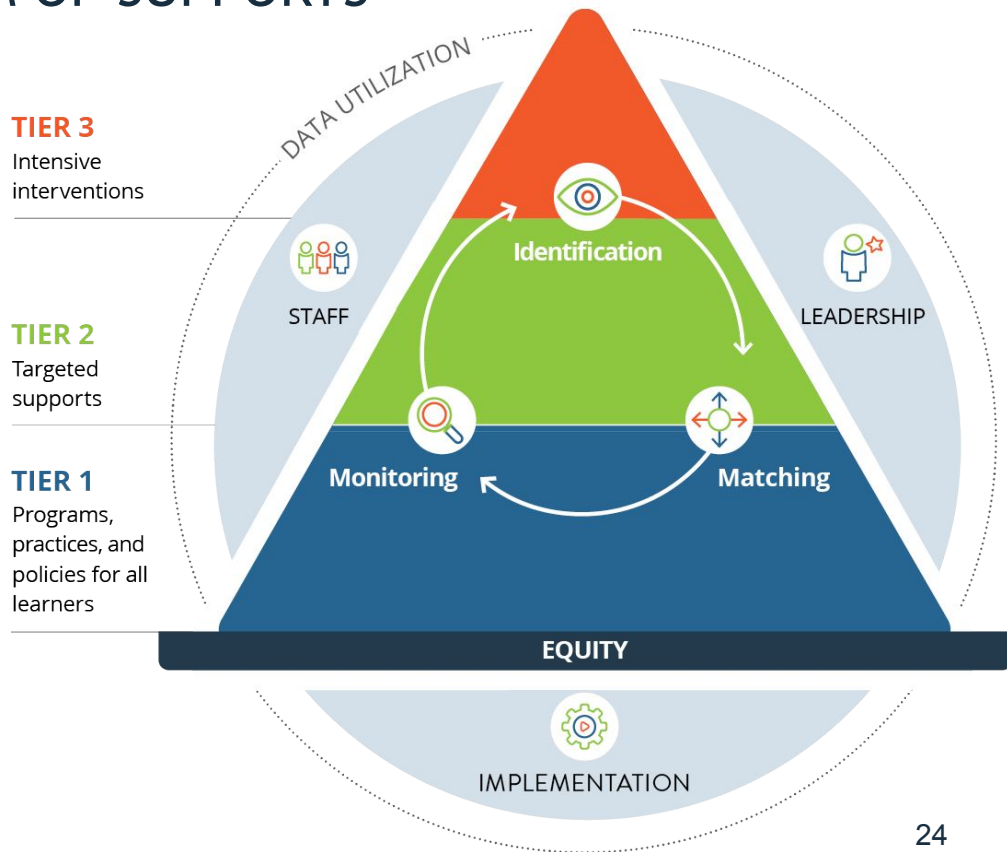
+ Add comment



## MULTI-TIERED SYSTEM OF SUPPORTS

“The practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions.”

- Batsche et al., 2005







## TIER 1

School/  
District-  
Wide Curricula

School Culture &  
Shared Identity

Schoolwide and  
Classroom  
Practices

Universal  
Screeners



## TIER 2

**Toolkit of  
Targeted  
Interventions**

**Small Group  
Support**

**Additional  
Classroom-Based  
Support**

**School/  
District-  
Wide Curricula**

**School Culture &  
Shared Identity**

**Schoolwide and  
Classroom  
Practices**

**Universal  
Screeners**



## TIER 3

Individualized  
Strategies

Referral to  
Outside  
Supports

System of  
Wrap-Around  
Supports

Toolkit of  
Targeted  
Interventions

Small Group  
Support

Additional  
Classroom-Based  
Support

School/  
District-  
Wide Curricula

School Culture &  
Shared Identity

Schoolwide and  
Classroom  
Practices

Universal  
Screeners



## DIGITAL GRAFFITI WALK: ADDING TO OUR THINKING

- + What examples of Tier 1, Tier 2, and/or Tier 3 supports can you share from your school/district?
  
- + What feels challenging about implementing MTSS for SEB?

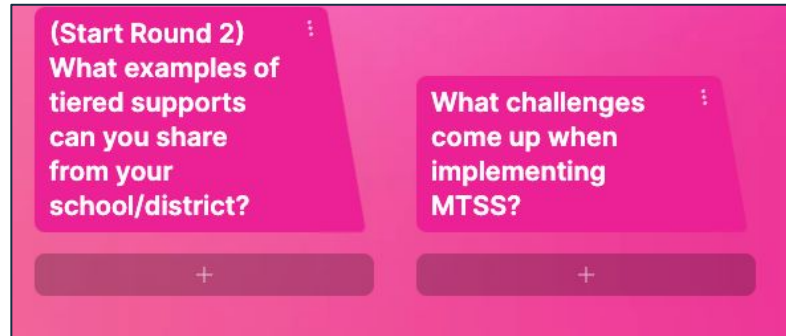


# DIGITAL GRAFFITI WALK: ADDING TO OUR THINKING

[go.edc.org/MTSS](https://go.edc.org/MTSS)

## Directions:

- Step 1: Respond to the last 2 questions on the Padlet by clicking on the + button.
- Step 2: Revisit your previous responses. Leave comments to reflect any ways your thinking has changed.





# MULTI-TIERED SYSTEM OF SUPPORTS



STAFF



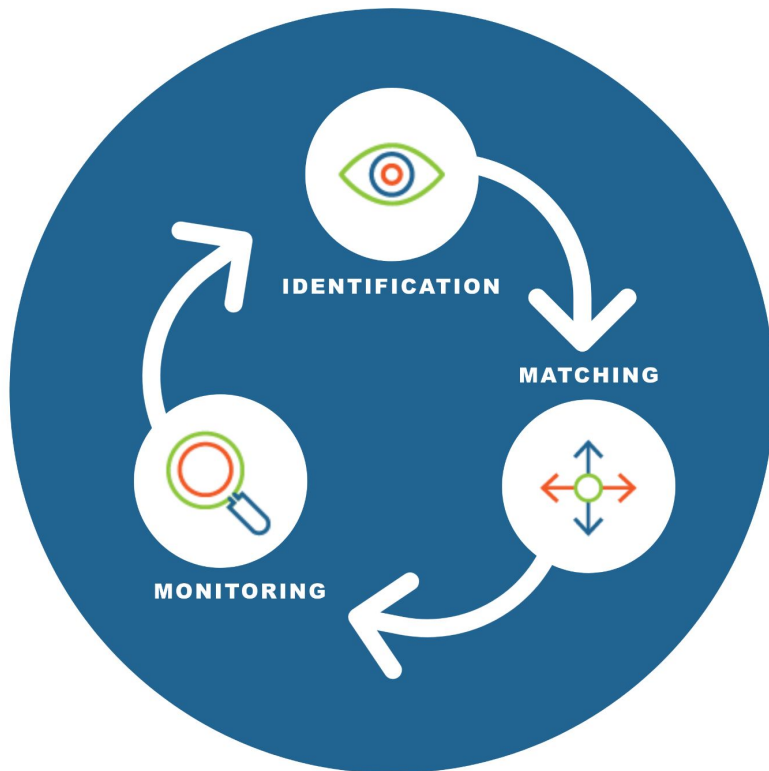
LEADERSHIP



IMPLEMENTATION



# MULTI-TIERED SYSTEM OF SUPPORTS







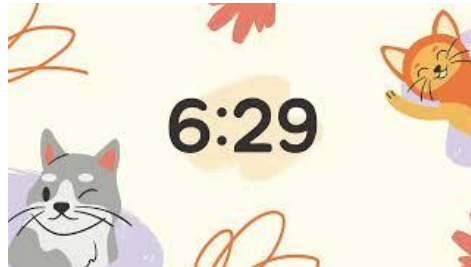
**An integrated MTSS is the integration of several Multi-Tiered Systems of Support into one coherent strategically combined system meant to address multiple domains in content areas in education.**





## TABLE CONVERSATIONS

- + What are you hoping your experience in the academy will lead to?
- + What challenges has your school or district been facing?
- + What steps have you already taken as a school/district?



### Directions:

- In-Person Participants:  
Discuss the questions with your table group.
- Virtual Participants:  
Discuss the questions with your breakout group.

# Whole Group Debrief

- 01 What ideas or reflections are coming up?
- 02 What questions do you still have?



Time for a Break



# Elements of a Strong Team



# Session Objectives



Learn how to integrate equity considerations into building a strong SEB team.



Gather tips and ideas from other SEB teams.



**START** your team building/alignment check process by:

- ◆ Brainstorming how to build/ adjust your team using key guiding questions.
- ◆ Practice using a simple tool to plan for clear and equitable communication and task ownership.



**PLAN** for next steps to continue this work in your district.



## WHY A TEAM?



- + Multiple perspectives
- + Shared responsibilities
- + Credibility
- + Visibility
- + Shared leadership



## WHAT'S IN A TEAM?

- + Made up of individuals representing diverse roles, backgrounds, and perspectives
- + Meets regularly
- + Uses a consistent meeting format to reflect, plan, and act in support of the MTSS for social, emotional, and behavioral development
- + Data, input from community members outside of the team (staff, students, families), informs decision-making throughout the year





## EQUITY CONSIDERATION

- ⊕ The team prioritizes, considers, and uplifts the various identity groups represented in our school, district, and larger community
- ⊕ Every voice is honored and the team operates in an inclusive, culturally and linguistically respectful manner

### Equity domains to consider:

- Race
- Gender
- Religion
- Language
- Social class
- SES background
- Immigration status
- Education levels
- Employment status
- Family structures
- Abilities
- Intersections of any of the above



## SAMPLE TEAM STRUCTURES

### School Team

- 5th grade teacher
- 2nd grade teacher
- Assistant principal
- Social worker
- Special education teacher
- PE teacher
- School adjustment counselor
- Paraeducator

### District Team

- Chief academic officer
- 3rd grade teacher
- 10th grade teacher
- Assistant principal
- Guidance director
- Adjustment counselor
- Director of pupil personnel services
- Special education administrator

### Executive Team

#### Core

- Superintendent
- Director of SEL
- Principals
- School Psychologist

**Advisory Teams** are made up of all faculty, staff, caregivers, students throughout the district, serving on different subcommittees advising the Core committee.



# Panel Discussion: Elements of a Strong Team



**Coleen DeBari**  
Tantasqua/Union 61



**Felicitie Boisvert**  
Shrewsbury Public Schools



## GUIDING QUESTIONS TO CREATE OR UPDATE A TEAM

What are we trying to accomplish?



Who can help make this happen?



Your SEB Academy Dream Team



# BUILDING YOUR SEB ACADEMY DREAM TEAM

[go.edc.org/strongteams](https://go.edc.org/strongteams)






	What are you trying to accomplish?	Who can help make this happen?	How will the team work?
<b>Year 1</b>	Why did you decide you needed this academy?	<ul style="list-style-type: none"><li>● Who is needed to make it happen?</li><li>● Who needs their voice represented?</li><li>● Who are your internal experts:<ul style="list-style-type: none"><li>○ Who understands your students' population need best?</li><li>○ Who knows how to make policy shifts happen in your district?</li><li>○ What other kind of expertise do you think you need?</li></ul></li><li>● Which collaborators are missing?</li></ul>	<ul style="list-style-type: none"><li>● How will you work with your team to get answers to your questions?</li><li>● How will you find the time and place for your team to meet?</li><li>● How will you plan for input of community members/ youth?</li><li>● What resources do you need to advance the work?</li></ul>
<b>Year 2+</b>	What are the main areas you want to focus on this year?		
<b>Year 2+</b>	What else do you need to accomplish? How will you make this work sustainable?		



## LEVERAGE ONGOING WORK

### Connect your guiding questions to the WORKING SMARTER Framework

-  What relevant teams/ workstreams/ initiatives already exist?
-  Can any overlapping teams be integrated into the SEB team?
-  Can you confirm cross-team representation across academic, disabilities, and other student support teams?

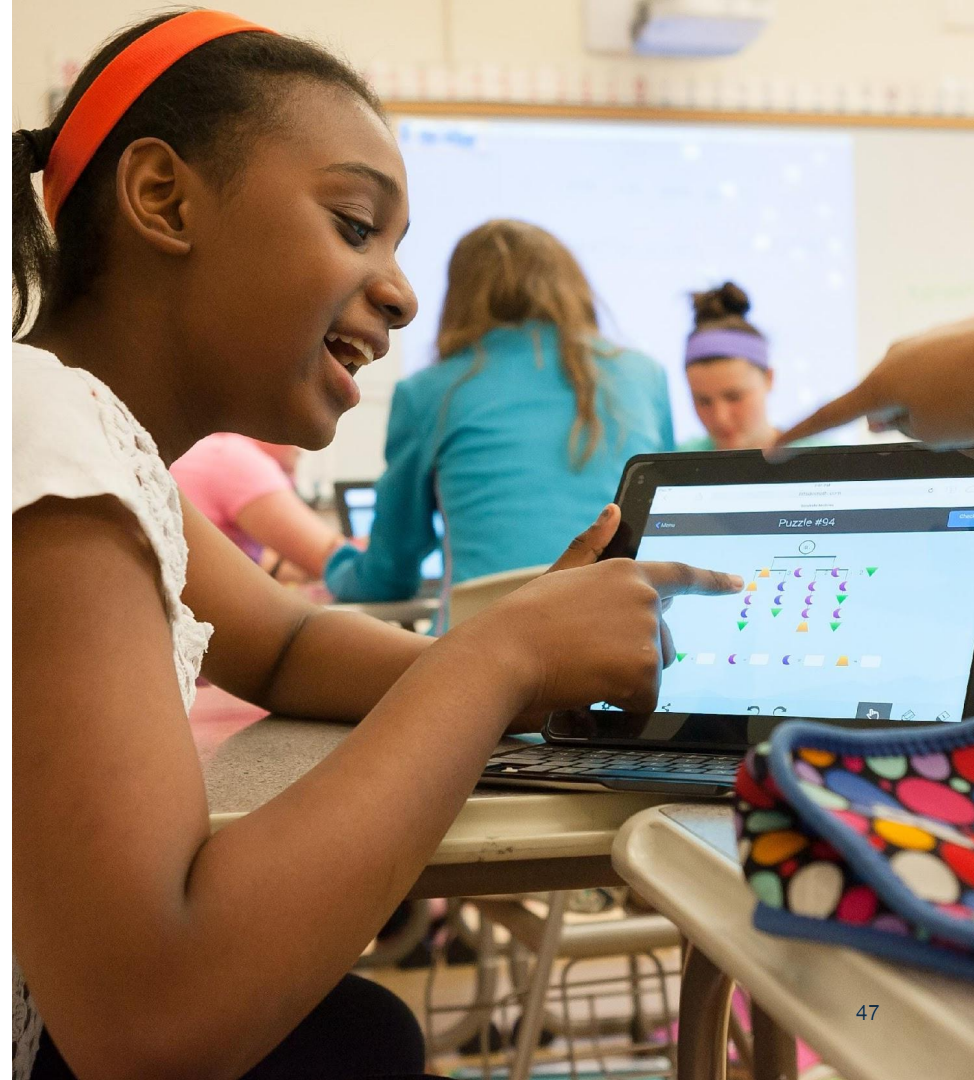
Existing Teams/Working Groups					
TEAM	PURPOSE	EXPECTED OUTCOME	TARGET AUDIENCE	SCHEDULE OR MEETING CADENCE	TEAM MEMBERS
EXAMPLE: School Culture Team	develop and facilitate school wide celebrations and events	school-wide events that increase belonging and promote community	students, staff and families	monthly	Assistant Principal, classroom teachers, counselor, ABA



## NEXT STEPS

- + How will you get your 'Strong Team' questions answered?
- + What tools will you use to communicate clearly and check for equitable input and action across the team?
- + How will you check for alignment with goals, resources, and agreements?
- + What barriers do you anticipate? How will you figure out how to remove them?

**Work with your Academy coach to continue developing your Strong Team**







Time for Lunch





# Getting Started with the Needs Assessment



# Session Objectives



Understand the Needs Assessment tool and process



**START** your Needs Assessment process by:

- ◆ Beginning to work through the needs assessment as a team, *or*
- ◆ Planning to complete the needs assessment process with your team



# THE NEEDS ASSESSMENT PROCESS

With the help of your SEB Academy coach, your team will engage in a four-step process in order to:

- Identify existing social, emotional, and behavioral (SEB) support efforts and initiatives to promote integration and alignment across the school/district.
- Reflect on the key elements of MTSS for SEB development and to establish a clear understanding of your current context.
- Prioritize focus area(s), articulate clear goals, and draft an action plan for strengthening your SEB MTSS.





## STEP 1: SELF-REFLECTION RUBRIC

Teams are encouraged to leverage the external perspective and expertise of their coach to complete the entire self-reflection and then dive deeper into reflection on a focus area(s) of their choice.

### **Rating Scale**

0 = Not at all or unsure

1 = Barely, needs significant work and/or there is not currently documented evidence

2 = Somewhat, needs refinement

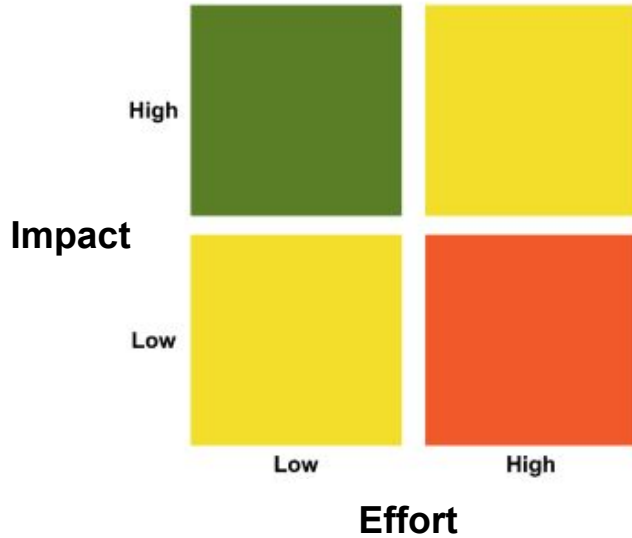
3 = Completely, consistently, and effectively in place. Just needs to be sustained

### **5 Rubric Categories:**

- 1. Team Structure**
- 2. Tiered Supports**
  - a. Universal/Tier 1 Supports**
  - b. Targeted/Tier 2 Supports**
  - c. Intensive/Tier 3 Supports**
- 3. Identification, Matching, and Monitoring**
- 4. Drivers of Effectiveness**
  - a. Leaders**
  - b. Staff**
  - c. Implementation**
- 5. Data Utilization**
  - a. Outcome Data**
  - b. Fidelity Data**



## STEP 2: Prioritizing Areas of Focus



Use the questions and the “Effort vs Impact” matrix to guide a discussion amongst your team.

- Feasibility: Do we have the staff, financial support, and organizational structure needed to successfully make change in this area?
- Readiness: Do we have the motivation and willingness to commit resources to address the given focus area?
- Potential Impact: Do we think you are likely to see change based on your efforts?
- Match for the Need: If successful, will this focus area be addressing a known need or gap in our school community?

Based on the discussion, which of the elements of an effective MTSS do you think your team is best poised to focus on this year?



## STEP 3: GOAL-SETTING AND ACTION PLANNING

For each of your team's chosen focus areas, draft a goal which has:

- clear and specific action steps,
- a lead who has the time and capacity to guide the work and
- a timeframe that is realistic.
- Success criteria for students, staff, and/or the school/district

Identify possible data that can be collected to measure the impact of the goal, as well as, fidelity of implementation.

Record considerations, questions, and resources that might guide or support potential next steps.

### EXAMPLE:

#### FOCUS AREA:

Data Utilization - leveraging existing outcome data

#### GOAL:

Our team will engage in two data review cycles (winter and spring) to collect, analyze and act on existing student outcome data (discipline referrals, SEL surveys, mental health screeners, and culture/climate surveys)

Action Step	Lead	Timeframe	Notes
Inventory existing data sources and determine which data sources are missing	SEB Team	Summer 2024	
Select data collection tools	SEB Team	Fall 2024	
Develop plan for rolling out data collection tool (including training staff )	Principal and SEB Team	Winter 2024	
Collect data	All teachers	Spring 2025	
Determine how data will be reviewed and shared with others (e.g., parent-teacher conferences, student support team or SST meetings, grade level meetings, etc.)	Principal and SEB team	Fall 2024 Winter 2024 Spring 2025	

#### Success Criteria: If we achieve this goal, what will success look like...

##### For students?

- All student needs will be identified and addressed
- Disparities in student needs by subgroup will decrease
- Supports will be consistent across demographic subgroups

##### For staff?

- Staff will feel confident that student needs are being identified and addressed
- Staff will leverage *data to inform their practices*

##### For the school/district as a whole?

- Students, staff, and families will express confidence in the school's ability to identify and address needs
- Students, staff, and families will feel consistently supported
- Disparities in supports across subgroups will be eliminated

##### Impact

Discipline Referrals (K-12)  
SEL Surveys (4th-12th)  
Mental Health Screeners (4th, 8th, 10th)  
Culture/Climate Surveys (4th-12th)  
Implementation



## STEP 4: WORKING SMARTER: ALIGNMENT AND INTEGRATION

WHAT SEB PRIORITIES ALREADY EXIST IN OUR SCHOOL/DISTRICT?
EXAMPLE: <i>Middle school is focused on improving culture and belonging.</i>

WHAT INITIATIVES OR SPECIAL PROJECTS FOCUS ON SEB?
EXAMPLE: <i>Middle school is rolling out Project Wayfinder and formatting Advisory</i>

- Identify all school/district priorities that have social, emotional, and behavioral development as part or all of their focus. Record any known corresponding initiatives aligned with those priorities.
- Identify all existing teams, working groups, committees, etc. that have social, emotional, and behavioral development as part or all of their purpose.
- Characterize the main features of each team
  - Purpose
  - Measurable outcomes/objectives
  - Target audience
  - Meeting schedule
  - Membership
  - Connection to improvement goals
  - Priority or need
- Consider the ways in which work could be streamlined, teams could collaborate, and efforts could be aligned.

# Work Time

[go.edc.org/Y1teamfolders](https://go.edc.org/Y1teamfolders)

Begin your needs assessment process

Shared with me > ... > Cohort Team Folders > Year 1 (2024-25) ▾

Type ▾ People ▾ Modified ▾

Name ↑

- Amesbury Charles C. Cashman Elementary
- Athol Community School
- Ayer Shirley
- Bridgewater
- Community

Name ↑

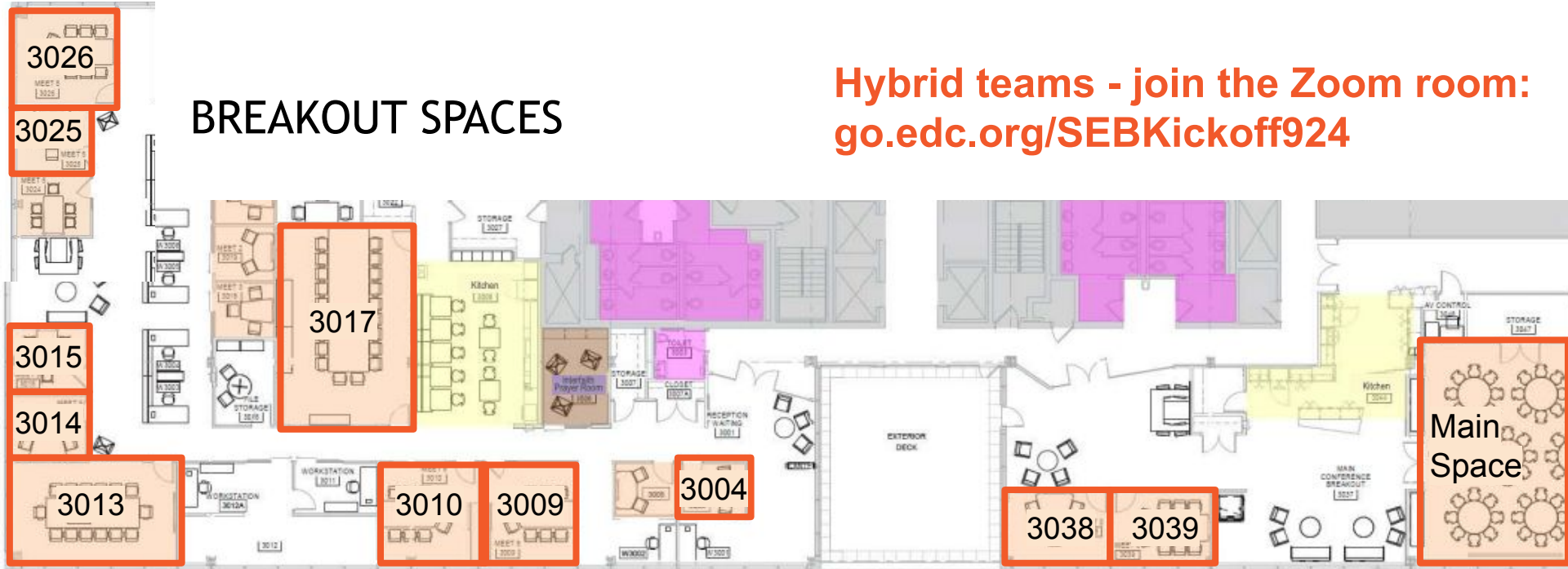
- Needs Assessment & Planning Process 2024-2025.docx

The screenshot shows a Google Drive interface. At the top, the breadcrumb path is "Shared with me > ... > Cohort Team Folders > Year 1 (2024-25) ▾". Below this are three filter buttons: "Type ▾", "People ▾", and "Modified ▾". A table lists folders with a "Name ↑" header. The folders listed are "Amesbury Charles C. Cashman Elementary", "Athol Community School", "Ayer Shirley", "Bridgewater", and "Community". A second table is overlaid on the bottom right, showing a document titled "Needs Assessment & Planning Process 2024-2025.docx" with a blue 'W' icon and a sharing icon.



Hybrid teams - join the Zoom room:  
[go.edc.org/SEBKickoff924](https://go.edc.org/SEBKickoff924)

## BREAKOUT SPACES



3026 - Rockland  
3025 - Hingham  
3015 - Prospect Hill  
3014 - Winchendon

3013 - Connery Elem.  
3017 - Tracy Elem.  
3010 - Leominster  
3009 - Shoemaker Elem.

3004 - Ford Elem.  
3038 - Haverhill  
3039 - West Springfield Middle

# Whole-Group Debrief

- 01 What did your team accomplish during this time?
- 02 What is your team's next step?

# Community Closing





## UPCOMING EVENTS

Register for events at: [sebacademy.com/upcomingevents](https://sebacademy.com/upcomingevents)

### Webinars

- **Surveys and Screeners to Inform MTSS for SEB**  
Tuesday, October 8 from 9:30-11:00 AM
- **MTSS Through an Equity Lens**  
Tuesday, October 15 from 9:30-11:00 AM
- **Supporting Educator Wellbeing**  
Tuesday, October 22 from 9:30-11:00 AM
- **Centering Belonging**  
Tuesday, October 29 from 9:30-11:00 AM

### Team Lead Cohort Meetings

- Wednesday, November 13
- Wednesday, December 11
- Wednesday, February 5
- Wednesday, April 9
- Wednesday, June 4



## CLOSING CIRCLE

**3, 2, 1**

Please share

- **3** things that you learned today
- **2** words to describe how you are feeling
- **1** commitment for your work this year





SOCIAL, EMOTIONAL,  
& BEHAVIOR ACADEMY



<https://go.edc.org/SEB-Academy-Year1-KickOffEvaluation>

> Thank You