



SOCIAL, EMOTIONAL,
& BEHAVIOR ACADEMY

Sustaining Progress

Spring Convening
March 26, 2025



Agenda

1. Introductions & Connector
2. MTSS Features
3. **Breakout Activity:
Sustainability Checklist**
4. Elements of Sustainability
5. **Breakout Activity:
How and What Tool**
6. Reflection / Next Steps

Group Agreements

- ✓ Engage actively in a way that works for you
- ✓ Share your own experiences and expertise with us
- ✓ Connection
- ✓ Listen with curiosity

Today's Facilitators



Jim Vetter
SEB Academy



Marcie Handler
SEB Academy



Opening Connector

What strategies
do you use
when trying to maintain
a new habit/routine?





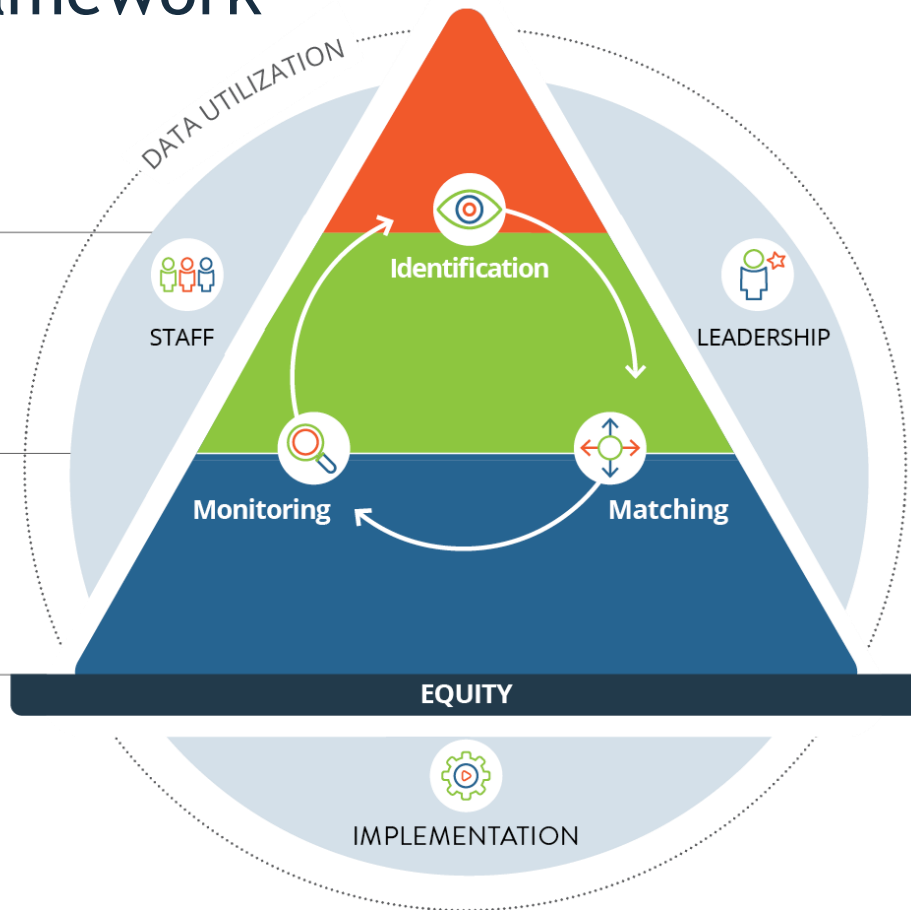
Review of MTSS Framework

- What supports/systems are ***already sustainable?***
- What supports/systems ***need sustainability planning?***
- What supports/systems ***need improvement?***
- What supports/systems ***should be discontinued?***

TIER 3
Intensive interventions

TIER 2
Targeted supports

TIER 1
Programs, practices, and policies for all learners





What to Sustain?

- What is working but needs sustainability planning?
- What needs to be improved and then sustained?
- What is working well and embedded (i.e., no sustainability planning is needed)
- What is missing?

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Sustainability Checklist Tool

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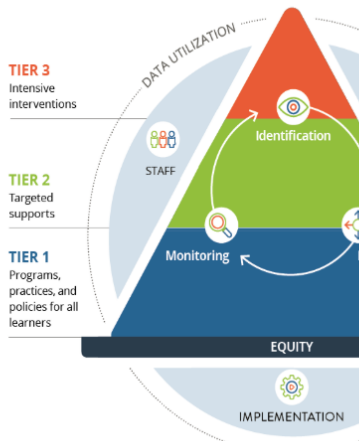
MTSS Sustainability Checklist

DIRECTIONS

The purpose of this tool is to guide sustainability and continuous quality improvement planning of a comprehensive MTSS System for SEL and mental health. This tool prompts a high-level reflection on the key components of MTSS:

- Team structure
- Tiered supports
- Identification, matching, and monitoring
- Drivers of Effectiveness (leadership, implementation and staff)
- Data Utilization (data and practices)

This tool is not meant for evaluation, but rather to prompt reflection, promote conversation, and inform sustainability and continuous quality improvement planning. For each item, consider whether your district has the item in place, and if it requires improvement and/or sustainability planning (e.g., ongoing professional development support, financial sustainability, etc.). Because equity is the foundation of an effective MTSS, embedded in each item are equity considerations. When rating each element of the MTSS framework be sure to include the equity considerations in your rating and reflections.



Rating Scale

1 = Needs improvement	2 = Need sustainability planning	3 = Completely, consistently, and effectively in place and sustainable	N/A = Don't have
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Team Structure

A team composed of individuals representing diverse roles, backgrounds, and perspectives. This team meets regularly, using a consistent meeting format to reflect, plan, and act in support of the MTSS for social, emotional, and behavioral development. Input from community members outside of the team (staff, students, families), as well as other data, is gathered and incorporated into decision-making throughout the year. Each year there is interest in joining the team from new members of the school community. There is understanding across the school community about the purpose, impact, and importance of the team.

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.

	1	2	3	N/A	Notes

Tiered Supports

Tier 1: Social, emotional, and behavioral supports are guided by a documented framework. Supports are consistent and aligned within and across grades in ways that are developmentally appropriate and culturally affirming. All staff provide these supports through both explicit teaching and implicit integration in all areas of the school environment. Students, staff, and families can clearly see and articulate what Tier 1 supports are. Tier 1 supports are part of the fabric of "how we do things", and are not tied to any one person/role.

Equity Consideration: The guiding framework is informed by the social identities, cultural practices, and values of the various groups represented in the school community. Universal supports are adaptive and responsive to the needs of all learners across different identity groups.

	1	2	3	N/A	Notes



Sustainability Checklist Tool

go.edc.org/SustainabilityTool

Please take 5 minutes to get started on the sustainability checklist tool.

Rating Scale				
1 = Needs improvement	2 = Need sustainability planning	3 = Completely, consistently, and effectively in place and sustainable	N/A= Don't have	
Team Structure				
A team composed of individuals representing diverse roles, backgrounds, and perspectives. This team meets regularly, using a consistent meeting format to reflect, plan, and act in support of the MTSS for social, emotional, and behavioral development. Input from community members outside of the team (staff, students, families), as well as other data, is gathered and incorporated into decision-making throughout the year. Each year there is interest in joining the team from new members of the school community. There is understanding across the school community about the purpose, impact, and importance of the team.				
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.				
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Equity Consideration: The guiding framework is informed by the social identities, cultural practices, and values of the various groups represented in the school community. Universal supports are adaptive and responsive to the needs of all learners across different identity groups.				

Breakout Discussion

- What did you notice as you worked on your checklist?
- What questions/ wonderings do you have after working on your checklist?
- Who else might you want to bring into this activity?

Elements of Sustainability





Elements of Sustainability



Programmatic: Reviewing and formalizing plans for training, coaching, and fully integrating your MTSS



Communication: Maintaining communication with key collaborators regarding the progress toward implementation and impact



Financial: ensuring that funding streams for delivering your MTSS are established, adequate, and sustainable.



Programmatic Plan

Reviewing and formalizing plans for **training, coaching,** and fully **integrating** the program.

This means fully adopting the approach through changes in systems and in policy.





Programmatic: Examples

Training for new hires on tier 1 practices

Coaching cycles for tier 1 and 2 supports

Building time for collaboration into schedule

Schedules for reviewing and sharing data

Meeting protocols

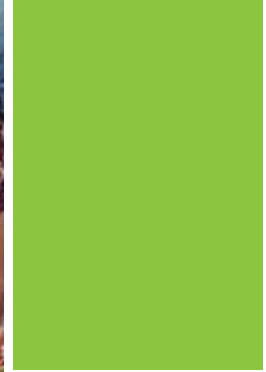
What else?



Communication Plan

Maintaining **communication with key collaborators** regarding the progress toward implementation and impact.

This means communicating regularly, delivering presentations, providing reports, and gathering input.





Communication for Sustainability

Purpose

Build internal and external buy-in

Create demand for MTSS

Celebrate success

Create shared understanding

Support implementation

Examples:

Communicate with district leadership about successes and challenges

Present outcome data to school committee

Send newsletters to families

Principal reiterates vision and expectations for MTSS in staff meetings



Financial Planning

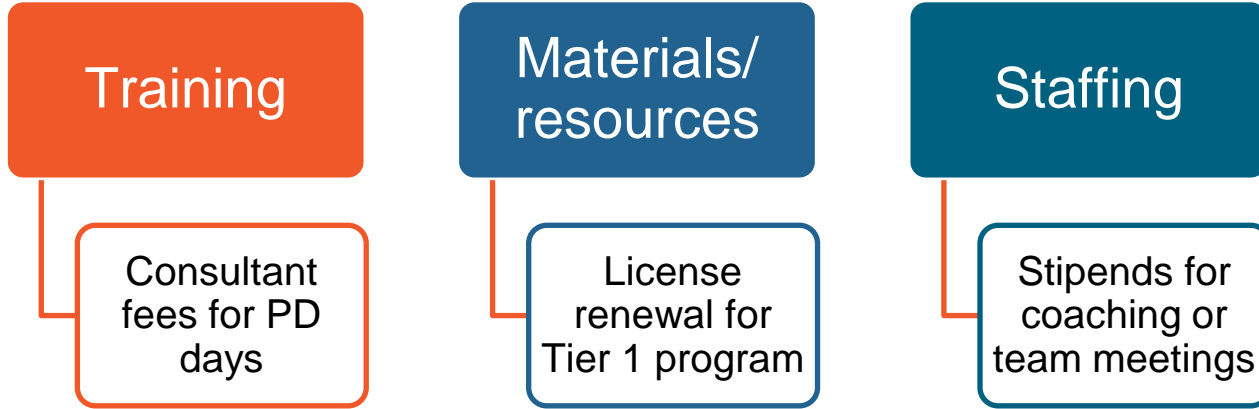
Ensuring that funding streams for delivering your MTSS are established, adequate, and sustainable.

This means funding for teachers, staff, coaching, program license, and administrative time.





Funding for Sustainability



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Funding needs may change over time!

Questions?
Thoughts?





The WHAT and HOW of Sustaining MTSS



HOW and WHAT of Sustaining SEL

DIRECTIONS

The purpose of this tool is to help you create goals and action steps in sustaining your SEL and mental health goals and should be used in conjunction with the MTSS Sustainability Checklist Tool.

PART 1: The WHAT of Sustainability

What to Sustain	Programmatic	Financial	Communication
<i>Ex: Second Step</i>	<i>Training for new staff, implementation monitoring</i>	<i>\$X for annual license, and \$X for ongoing training</i>	<i>Annual presentations, Committee on success stories in parent new</i>

PART 2: The HOW of Sustainability

Sustainability Goal 1 (ex: Sustain Second Step Programming)

Action Steps	Lead	Timeframe	Possible Barriers	Notes
<i>Ex: Coordinate ongoing training</i>	<i>ES Principal</i>	<i>1x a year in August</i>		



The WHAT and HOW of Sustaining MTSS

go.edc.org/WhatHow

Please take 5 minutes to begin the HOW and WHAT of Sustaining SEL tool.



HOW and WHAT of Sustaining SEL

DIRECTIONS

The purpose of this tool is to help you create goals and action steps in sustaining your SEL and mental health goals and should be used in conjunction with the MTSS Sustainability Checklist Tool.

PART 1: The WHAT of Sustainability

What to Sustain	Programmatic	Financial	Communication
<i>Ex: Second Step</i>	<i>Training for new staff, implementation monitoring</i>	<i>\$X for annual license, and \$X for ongoing training</i>	<i>Annual presentations to School Committee on successes, success stories in parent newsletters</i>

Breakout Discussion

In your breakout groups, discuss:

- What did you notice as you worked on the “What and How of Sustaining SEL” tool?
- What questions/wonderings do you have after?
- How might you use this tool with the rest of your team?

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Closing and Next Steps





Reflection and Closing

What's one step you're planning to take to follow up on this session?





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> Thank You



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