OUR JOURNEY TO IMPROVE STUDENT SUCCESS
THE MTSS FRAMEWORK IN THE READING PUBLIC SCHOOLS

Reading School Committee Presentation
December, 2016
Sara Burd, Director for Social Emotional Learning
John Doherty, Superintendent of Schools
Courtney Fogarty, Data Coach
Lynn Dunn, Director of Nurses
Erica McNamara, Executive Director, RCASA
Presentation Topics

- How Our Journey Began
- Why Are We Doing This?
- Multi-tiered System of Supports
- School Transformation Grant Update
- Outcomes
- Systems
- Data
- Practices
  - SBIRT
  - Health Curriculum
  - RCASA Resources and Upcoming Projects
- Final Thoughts
- Questions
HOW OUR JOURNEY BEGAN

School Committee Meeting
December 13, 2016
“A journey of a thousand miles begins with a single step”
— Confucius

Timeline of Events
- Began Community Discussion
- Formed behavioral health task force
- Used Behavioral Health Self-Assessment Tool
- Created a position called District Leader of Social and Emotional Learning
- Created a plan to address gaps in self-assessment
- Received School Transformation and Project Aware Grants
WHY ARE WE DOING THIS

School Committee Meeting
December 13, 2016
In the end, Putnam raises the question of whether schools contribute to growing disparities, or whether they are simply the sites where these disparities play out in the life of a child. Do schools make the opportunity gap better or worse? His conclusion: “the gap is created more by what happens to kids before they get to school, by things that happen outside of school, and by what kids bring (or don’t bring) with them to school...than by what schools do to them.” He argues, however, that even if schools aren’t part of the problem, they could be a bigger part of the solution.

Studies that Support Our Work

- CDC-Kaiser ACEs Study (https://www.cdc.gov/violenceprevention/acestudy/)
  - Childhood experiences, both positive and negative, have a tremendous impact on future violence victimization and perpetration, and lifelong health and opportunity.
  - Very strong association between adverse childhood experiences and other health conditions. Associated with 7 or more of the leading causes of death. If you have four or more ACEs, you have a much greater chance of dying from one of the 7 leading causes of death.
  - 51.2% of students with ACE scores of four or more had learning or behavior problems in school.
  - 97% of students with an ACE score of 0 had no learning or behavior problems.

- Durlak Meta Analysis Study (2011) (http://learning2breathe.org/research-from-casel-on-sel)
  - Positive outcomes from a well designed and well implemented SEL program
  - 9% decrease in conduct problems, such as classroom misbehavior and aggression
  - 10% decrease in emotional distress, such as anxiety and depression
  - 9% improvement in attitudes about self, others, and school
  - 23% improvement in social and emotional skills
  - 9% improvement in school and classroom behavior
  - 11% improvement in achievement test scores
MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

School Committee Meeting
December 13, 2016
We are using a process called the Multi-tiered System of Supports (MTSS) to create structures that address academic and social emotional needs of our students.

- Supporting Staff Behavior
- Systems
- Data
- Practices
- Outcomes
- Supporting Social Competence and Academic Achievement
- Supporting Decision Making
- Supporting Student Behavior
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<thead>
<tr>
<th>Element</th>
<th>Description</th>
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<tbody>
<tr>
<td>Systems</td>
<td>Supports that are needed to enable the accurate and durable implementation of practices, efficient use of data, and achievement of outcomes.</td>
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<tr>
<td>Data</td>
<td>Information that is used to select, monitor, and evaluate outcomes, practices, and systems.</td>
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<tr>
<td>Practices</td>
<td>Interventions and strategies that are evidence-based in achieving indicated outcomes.</td>
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<tr>
<td>Outcomes</td>
<td>Academic and behavior targets or indicators that are specified, endorsed, emphasized, and monitored because of their social and education significance.</td>
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</table>
Tier I MTSS systems Features

- Orientation
- Recruitment and Hiring
- Select and Align Initiatives
- Teaming (District & School)
- Professional Development
- Coaching
- Evaluation
- District Data Use
- Development of MTSS Personnel
- District Policy

MTSS Behavior Academic
What is MTSS?

Framework for enhancing adoption & implementation of Continuum of evidence-based interventions to achieve Academically & behaviorally important outcomes for All students
CONTINUUM OF SUPPORT FOR ALL STUDENTS – ACADEMIC & BEHAVIORAL

TIER 1
All Students, Staff, & Settings Preventative & Proactive (Universal Supports)

TIER 2
Some Students At-Risk High Efficiency & Rapid Response

TIER 3
Individual Students Assessment-Based & High Intensity

~80% of Students

~15%

~5%

FEW

SOME

ALL

All: Baker, 2005 JPBI; Eber, 2012
RPS SCTG Goals

- **Goal 1**: Build capacity for supporting the sustained and broad-scale implementation of a multi-tiered behavioral framework in each school across the district through the successful creation of district, building leadership and collaborative teams.

- **Goal 2**: Enhance sustainability of continued data-driven decision making and communication through the successful alignment and implementation of a school wide information system, Baseline Edge, in every school district-wide.

- **Goal 3**: Enhance each school’s ability to offer comprehensive behavioral health supports through the creation of a high-quality, full service multi-tiered system of supports, consisting of extensive offerings of supports and interventions at every level and school.

- **Goal 4**: Build continued capacity of school-based staff through the successful integration of an aggressive professional development and coaching program focused on building teachers’ skills and competencies in the use of a multi-tiered system of supports and behavioral health topics.

- **Goal 5**: Evaluate the effectiveness of project activities at the school and district level in meeting the needs of students and in improving outcomes for students using quantitative and qualitative evaluation methods.
Performance Indicators: LEA

- Number and percentage of schools that report an **annual decrease in office disciplinary referrals**.

- Number and percentage of schools that report an annual **improvement in the attendance rate**.

- Number and percentage of schools that report an annual decrease in **suspensions and expulsions**, including those related to possession or use of **drugs or alcohol**.

- Number and percentage of schools annually that are **implementing the multi-tiered behavioral framework with fidelity**.
List of grant funding elements

- Director of Social Emotional Learning/ MTSS Project Director
- District Data Coach
- MTSS District Facilitators and Coaches Stipends
- Building Leadership Team Stipends
- Summer Hourly Meeting Time Compensation
- Training: Open Circle, Restorative Justice, Conferences
- External Coaching: Wediko, May Institute, UCONN
- Baseline Edge, SWIS
Department of Elementary and Secondary Elementary MTSS Academies

*No cost to district*

RISE Preschool-
- Pyramid Academy (Yr1)

Alice Barrows Elementary School-
- PBIS / MTSS Academy (Yr2)

Joshua Eaton Elementary School-
- Literacy / MTSS Academy (Yr1)

Reading Memorial High School-
- Universal Design for Learning (UDL) / MTSS Academy (Yr1)
SEL Curriculum in Reading

- High School: Health Curriculum SE Units, Guidance Workshops, and Facing History and Ourselves Elective
- Middle School: Challenge Day and Choices
  - Piloting Facing History (in 2017)
- Elementary School: Open Circle
- Preschool: Yoga 4 Classrooms and Second Step
OUTCOMES

THE HEALTH AND WELL-BEING OF THE WHOLE CHILD WHO IS THEN READY TO LEARN!
<table>
<thead>
<tr>
<th>Focus Area A</th>
<th>Focus Area B</th>
<th>Focus Area C</th>
<th>Focus Area D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closing the Achievement Gap</td>
<td>Literacy</td>
<td>Mathematics Practices</td>
<td>Social Emotional Learning</td>
</tr>
<tr>
<td><em>To eliminate the achievement gap for our high needs student population</em></td>
<td><em>To improve literacy skills for all students</em></td>
<td><em>To improve mathematics achievement for all students</em></td>
<td><em>To improve social emotional learning for all students</em></td>
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</tbody>
</table>

- A decrease in the achievement gap on state and local assessments between high needs subgroup (special education, English Language learners, and high poverty) and the general population of students.
- An increase in the accountability rating by schools and district as defined by the Department of Elementary and Secondary Education.
- An increase in the Accuracy of Student Support Team referrals for Special Education.
- An alignment between report card grades and state assessment scores.

- An improvement in state and local assessments including MCAS and Next Generation MCAS state assessments, Fountas and Pinnell Benchmarks for Guided Reading, DIBELS, math assessments, science assessments, semester exams, SAT scores, AP Scores and participation, and college acceptances.

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- An increase in the number of students ready to take Grade 8 Algebra 1.

- A decrease in discipline referrals, including suspensions for all students, especially students in the high needs group and students of color.
- A decrease in student anxiety by gender, race, and general population as evidenced by the Youth Risk Behavior Survey (YRBS) results and other student data.
- A decrease in the use of drugs, alcohol, and other substances by gender, race, and general population as evidenced by the YRBS and other student data.
- An increase in students indicating that they have an adult that they can connect with as evidenced by the YRBS and other student data.
- Increased Tiered Fidelity Instrument Scores for Tier 1, 2, and 3 at all schools.
- A decrease in the number of students who have 10 more absences.
- Increased District Capacity
Outcomes we plan to achieve

■ Closing the Achievement Gap (Action Plan A)
  - A decrease in the achievement gap on state and local assessments between high needs subgroup (special education, English Language learners, and high poverty) and the general population of students.
  - An increase in the accountability rating by schools and district as defined by the Department of Elementary and Secondary Education.
  - An increase in the Accuracy of Student Support Team referrals for Special Education.
  - An alignment between report card grades and state assessment scores.

■ Literacy (Action Plan B)
  - An improvement in state and local assessments including MCAS and Next Generation MCAS state assessments, Fountas and Pinnell Benchmarks for Guided Reading, DIBELS, math assessments, science assessments, semester exams, SAT scores, AP Scores and participation, and college acceptances.
Outcomes we plan to achieve

- **Mathematics Practices (Action Plan C)**
  - An improvement in state and local assessments including MCAS and Next Generation MCAS state assessments, Fountas and Pinnell Benchmarks for Guided Reading, DIBELS, math assessments, science assessments, semester exams, SAT scores, AP Scores and participation, and college acceptances.
  - An increase in the number of students ready to take Grade 8 Algebra 1.

- **Social Emotional Learning (Action Plan D)**
  - A decrease in discipline referrals, including suspensions for all students, especially students in the high needs group and students of color.
  - A decrease in student anxiety by gender, race, and general population as evidenced by the Youth Risk Behavior Survey (YRBS) results and other student data.
  - A decrease in the use of drugs, alcohol, and other substances by gender, race, and general population as evidenced by the Youth Risk Behavior Survey results and other student data.
  - An increase in students indicating that they have an adult that they can connect with as evidenced by the YRBS and other student data.
  - Increased Tiered Fidelity Instrument Scores for Tier 1, 2, and 3 at all schools.
  - A decrease in the number of students who have 10 more absences.
  - Increased District Capacity Assessment result.
SYSTEMS

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)
To ensure the success of all students, over the next 3 years the Reading Public Schools will increase student engagement, improve academic achievement, decrease discipline referrals, and enhance parent and community two way communication. We will address the academic, social-emotional and behavioral health needs through a comprehensive multi-tiered system of support (MTSS) framework of data, systems, and practices.
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**Identify and implement evidenced based Tier 1, 2, and 3 interventions for students**

Provide training and time in the areas of differentiated instruction and Universal Design

Continue to implement the recommendations of the Walker Report to improve special education services and programs.

Implement K-12 Science Curriculum

**Focus Area B**

Develop K-8 Literacy Curriculum Documents

Provide professional development for non-fiction literacy standards in science and social studies

Revise supervisory practices to focus on literacy

Develop and implement common grade level assessments to improve student learning and classroom practices

**Focus Area C**

Develop K-8 Math Curriculum Documents

Provide professional development and time to improve mathematics practices

Revise supervisory practices to focus on mathematics instruction

Develop and implement common grade level assessments to improve student learning and classroom practices

**Focus Area D**

Create a PreK-12 SEL Curriculum Map

Implement health and social emotional learning curriculum, K-8

Pilot SBIRT Screening Process in Grade 9

Review and update bullying prevention plan

**Focus Area E**

Communication

Improve communication across the district, with families and the Reading community

Provide ongoing proactive communication using social media tools at the district and building level to School Committee, parents, and community
District to Teacher Implementation

- 1 Goal
- 4 Action Plans
- Superintendent's Educator Plan

- 8 Schools and 1 Preschool
- Principal's Educator Plans

- Student Learning Goal
- Professional Practice Goal
MTSS Systems Implementation Logic

LEADERSHIP TEAM (Coordination)

Training
Coaching
Evaluation
Behavioral Expertise

Local School/District Implementation Demonstrations
Supporting Social Competence & Academic Achievement

DATA

ACADEMIC

BEHAVIORAL

SOCIAL & EMOTIONAL
## The Data That We Are Collecting

### School Processes

**Student Health**
- Behavioral Assessments
- Hospitalizations

**Attendance**
- Chronic Absences
- Chronic Tardies
- Time out of Classroom

**Behavior**
- Recognition System

### Student Learning

**Student Outcome Academic Measurements:**
- Screeners and Benchmark Performance
- # Students with As and Bs
- # Course Failures
- PARCC/MCAS Scores

**Student Outcome Behavior Measurements:**
- Office Referrals
- Externalizing Behaviors (SRSS Screener)
- Internalizing Behaviors (SIBS Screener)
- SST Referrals
- Restraints/Seclusions
- Suspensions/Expulsions

### Demographics

- Grade Enrollment Details
  (High Needs, ESL, IEP)
- Honors/AP Class Enrollment
- EWIS Risk Scores

### Perceptions

**Behavior**
- Connectedness Survey

**District Systems**
- Tiered Fidelity Instrument
- District Capacity Assessment
What is the Student Risk Screening Scale (SRSS)?

- The SRSS is a universal screening tool used three times a year to identify students with antisocial behavior patterns. This screening tool consists of seven items:
  1. Steal
  2. Lie, cheat, sneak
  3. Behavior problems
  4. Peer rejection
  5. Low academic achievement
  6. Negative attitude
  7. Aggressive behavior

- If you add, delete, or modify SRSS items, then this screening tool becomes invalid.
Benefits of collecting and using the SRSS/SIBS

- Provides schools with an additional measure of student outcomes in behavior, beyond SWIS. SWIS is intended to be used as a progress monitoring tool.
- **Free!!**
- Efficient (takes only 10-15 minutes for a teacher to screen an entire classroom)
- Done 3 times per year (fall, winter, spring terms)
- Research validated for K-12
Academic & Behavior Assessment Progression

**Screeners**

*These brief assessments identify students who might need extra support in addition to Tier I instruction and structure.*

**Benchmarks**

*These results of the screener establish the baseline for student performance; they can provide aggregate and individual results to define what kind of supports students need.*

**Progress Monitoring**

*Evidence-based assessments that map student progress towards reaching their next goal, which is determined by the earlier benchmark results/support needs.*

**Fidelity**

*measuring adherence to the action plan at each stage to determine the consistency and reliability of all supports.*
Using the Data

❖ SRSS-SIBS (Student Risk Screening Scale-Student Internalizing Behavior Screener)
❖ Students referred to SST
❖ Parent/teacher requests for special education testing
❖ Parent and teacher surveys (told us we did not have a lot of universal supports in place)
❖ Student surveys – Open Circle
❖ Office Discipline Referrals/Suspensions
❖ Attendance / Tardiness
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<tr>
<th>Assessment Calendar &amp; Schedule</th>
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Measuring Tier Progress: Total Fidelity Index

The Total Fidelity Index (TFI) keeps track of where our district is – and how well it’s doing – on establishing social-emotional support frameworks in each Tier. See below for RPS progress on implementing Tier 1 supports:

The red line indicates the score (70%) at which a school can be considered as fully implementing Tier I supports, according to research from PBIS.
Office Discipline Referrals – Fall 2016

<table>
<thead>
<tr>
<th>School</th>
<th>% of District Population</th>
<th>% of District Offenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrows</td>
<td>8.90%</td>
<td>7.60%</td>
</tr>
<tr>
<td>Birch Meadow</td>
<td>8.92%</td>
<td>7.29%</td>
</tr>
<tr>
<td>Eaton</td>
<td>10.11%</td>
<td>10.94%</td>
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<tr>
<td>Killam</td>
<td>10.04%</td>
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<td>Wood End</td>
<td>7.39%</td>
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<tr>
<td>Coolidge</td>
<td>10.95%</td>
<td>5.17%</td>
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<tr>
<td>Parker</td>
<td>13.38%</td>
<td>2.13%</td>
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<tr>
<td>RMHS</td>
<td>30.32%</td>
<td>38.30%</td>
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<tr>
<td>District</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
Universal Risk Screening Results (Fall 2016, Pre-K – Grade 8)

- **SRSS**
  - Percent Low Risk: 82.06%
  - Percent Moderate Risk: 14.43%
  - Percent High Risk: 3.51%

- **SIBS**
  - Percent Low Risk: 88.01%
  - Percent Moderate Risk: 10.46%
  - Percent High Risk: 1.53%
Supporting Social Competence &
Academic Achievement

OUTCOMES

SYSTEMS

DATA

Supporting Decision Making

Supporting Staff Behavior

Supporting Student Behavior

PRACTICES

PRACTICES

PRESCHOOL

ELEMENTARY

MIDDLE SCHOOL

HIGH SCHOOL
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Tertiary Prevention (Tier 3)
- Goal: Reduce Harm
- Specialized individual systems for students with high-risk
- ≈5%

Secondary Prevention (Tier 2)
- Goal: Reverse Harm
- Specialized group systems for students at-risk
- ≈15%

Primary Prevention (Tier 1)
- Goal: Prevent Harm
- School/classroom-wide systems for all students, staff, & settings
- ≈80%

Academic

Behavioral

Social

PBIS Framework

Behavior Specific Praise

Validated Curricula
MTSS AT EACH LEVEL

School Committee Meeting
December 13, 2016
MTSS at the Elementary Level

TIER 1 SUPPORTS (Universal)
- DCAP – District Curriculum Accommodation Plan
- Open Circle & Mindfulness Practice, Health
- School-wide behavior expectations, Core Values, All-School Meetings
- Positive Student Recognition System (PAWs)
- Consistency in responding to problem behavior, ODRs
- Data-based decision making, Grade-level data team meetings

TIER 2 SUPPORTS
- Tutors for Math & ELA
- Mentor Program
- Academic Intervention Block in Grades 3-5
- Lunch Groups
- Check-in / Check-out
- Reading Specialist, small group instruction
- Continuous progress monitoring

TIER 3 SUPPORTS
- Multi-disciplinary team w/ behavior expertise (SST)
- Function-based behavior support (FBAs)
- Behavior Intervention Plans (BIPs)
- Mental Health – School Psychologist, Outside Services 1:1
- Continuous progress monitoring
Supports/ Interventions at the Middle Level

**TIER 3 SUPPORTS**
- Multi-disciplinary team w/ behavior expertise (SST)
- Social-Emotional: 1:1 counseling; outside services
- Behavioral: Behavior Intervention Plans (BIPs)
- Academic: 1:1 interventions
- Home services: tutoring; wrap around

**TIER 2 SUPPORTS**
- Mentor Program
- Behavioral: Reflection sheet; parent contact; team/parent/ student meetings; restorative justice.
- Social Emotional: Lunch Groups; Morning Mentors; small group counseling;
- Academic: PASS class; Homework homeroom; Math Enrichment; Reading groups; Check-in/ Check-out; Before & After School Help

**TIER 1 SUPPORTS (Universal)**
- Universal: Data-based decision making; team meetings
- Behavioral: School-wide behavior expectations; Core Values; Behavior Matrix; All-School Assemblies; Positive Student Recognition System; Consistency in responding to problem behavior; ODRs; all-school events/ incentives/assemblies/field trips
- Social Emotional: Choices; Challenge Day; accessible counselors; Homeroom Advisory
- Academic: Test/ Quiz retakes; Homework Hangout; HPR; Drop in before/after school help; DCAP – District Curriculum Accommodation Plan
Supports/ Interventions at the High School

TIER 1 SUPPORTS (Universal)
- Universal: Data-based decision making;
- Behavioral: School-wide behavior expectations; Core Values; Behavior Matrix; Consistency in responding to problem behavior; ODRs;
- Social Emotional: Grade 9 and 11 Health Classes, Grade 9-12 PE Classes, Guidance Program; Freshmen Transition
- Academic: DCAP – District Curriculum Accommodation Plan; Office Hours; Flex Block

TIER 2 SUPPORTS
- Mentor Program
- Behavioral: Reflection sheet; parent contact; team/parent/student meetings; restorative justice.
- Social Emotional: Lunch Groups; Morning Mentors; small group counseling;
- Academic: Office Hours, Peer Tutoring, Small Group MCAS Tutoring

TIER 3 SUPPORTS
- Interface
- Transition Program
- Social-Emotional: 1:1 counseling; outside services
- Behavioral: Behavior Intervention Plans (BIPs)
- Academic: 1:1 interventions
- Home services: tutoring; wrap around
New Freshmen Screening Approach

- Parent letter and opt out sent home to families
- Screening program in Nurses Office (instead of field-house)
- 5-15 min per student on Tuesdays
- Vision, hearing, postural & SBIRT stations
- Staff notified & Main office called students down

Parents, students, & teachers could opt out if testing or important class work would be missed
What is SBIRT?

Screening, Brief Intervention, and Referral to Treatment is an evidence-based practice used to identify, reduce, and prevent problematic use, abuse, dependence on alcohol & illicit drugs.
How would a student experience SBIRT?

- Brief explanation to student
- Direct to screening room.
- Share handouts
- Begin CRAFFT-II (interview tool to identify substance use in past year)

"I'm going to ask you a few questions that I ask all my patients. Please be honest. I will keep your answers confidential."

Handouts:
- CRAFFT to read along
- Brain Scan photo w/resources
- Helpline Wallet Card

SCREENING

- NO Healthcare professional reinforces positive behavior
- YES Healthcare professional asks further questions to assess level of use

HIGH-RISK USE

BRIEF INTERVENTION

SEVERE USE

REFERRAL TO TREATMENT
Screening

Low Risk
- No Further Intervention

Moderate Risk
- Brief Intervention

Moderate to High Risk
- Brief Treatment

Severe Risk, Dependency
- Referral to Specialty Treatment
Post-Screening

Confidential documentation entered (with ability to pull non-identifying info for state)

Schedule follow-up meeting with students as needed and/or determine if parent phone call is needed

Ongoing follow-up
SBIRT Pilot Fall 2016-RMHS
N=304 freshmen students

Total Students Screened: 304
No. of Student Opt Outs: 1
No. of Parent Opt Outs: 3
No. of Positive Screens: 3
No. of Referrals: 2
No. of Refused Referrals: 1
HEALTH CURRICULUM

School Committee Meeting
December 13, 2016
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Topics</th>
<th>Class Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>Nutrition, Stay Well</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Human Body Systems – Your Body, Fighting Germs, Nutrition</td>
<td>Physical Education</td>
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<tr>
<td>Grade 3</td>
<td>Health, Well-Being, and Self-Concept, Emotions, Feelings, and Stress, Peer Pressure and Friendships, Recreational Safety, Nutrition, Hygiene</td>
<td>Health</td>
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<tr>
<td>Grade 4</td>
<td>Health and Well-being, Emotions, Feelings, and Stress, Safety and First Aid, Nutrition, Hygiene</td>
<td>Health</td>
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<td>Grade 5</td>
<td>Health and Well-being, Drugs, Alcohol, and Nicotine, Nutrition, Hygiene, Puberty</td>
<td>Health</td>
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<tr>
<td>Grade Level</td>
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<td>Class Taught</td>
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<td>------------------</td>
</tr>
<tr>
<td>Grade 6</td>
<td>Nutrition and Our Bodies</td>
<td>Physical Education</td>
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<td>Grade 7</td>
<td>Human Growth and Development</td>
<td>Physical Education</td>
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<td>Grade 8</td>
<td>Safe and Healthy Choices</td>
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<tr>
<td>Grade 9</td>
<td>Intro to Health</td>
<td>Health</td>
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<tr>
<td>Grade 11</td>
<td>Health Issues</td>
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<tr>
<td>Grade 11-12</td>
<td>Child Development Elective</td>
<td>Health</td>
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</tbody>
</table>
NEW RESOURCES & UPCOMING PROJECTS

Presented by Erica McNamara, MPH
Director of RCASA

Reading Coalition Against Substance Abuse
Need help finding mental health care?

William James College
INTERFACE Referral Service

The Town of Reading has contracted with a unique HELPLINE service staffed by licensed clinicians that can help children, teens, & adults in Reading become connected with mental health care. Get provider matches that meets your specific needs, accepts your insurance & has available appointments.

Call 1-888-244-6843 (toll free) - M-F - 9am-5pm
https://interface.williamjames.edu/
RCASA Educational Programs for Parents/Adults

**Fall 2016**
- Hidden in Plain Sight (125 parents visited)
- RCASA 10th Annual Meeting & Breaking Points (screened 2x) & Panel Discussion (100 adults reached)
- Mental Health First Aid: YOUTH, ADULT, PUBLIC SAFETY MODULES

**Winter 2017**
- Active Parenting of Teens & 4th edition
- Youth in Action clubs

**Spring 2017**
- Spring Parents Night featuring speaker
- Continued community education
2017 Youth Risk Behavior Survey
Data Collection

- Bid process for survey consultant
- Parent information released before holiday break (with FAQs, Opt out info, and Parent viewing schedule)
- High school students will take the survey in January
- Middle school students will take the survey in January & February
- Questionnaire improvements – CDC recommends new question on concussion and minor wording amendments for key questions.
- Data results presentation (fall 2017)
FINAL THOUGHTS

School Committee Meeting 2016 Presentation
December 13, 2016
Challenges

- Our beginning (Focused too much on SEL/Behavioral Health)
- Message
- Focus on compliance
- Consistency in data collection
- The Why??

*MTSS is a framework, not the goal!*
Some Changes We Have Made

- Addition of a full time data analyst
- External coaches
- Differentiation of support based on building needs
- School-based MTSS teams & Teacher Leaders
- District MTSS team includes all Principals and Central Office Administrators
- District Leadership Team provides coherence
Communications (Focus Area E)

Working with a communications partner (funded by the School Transformation Grant) to refine the message of what MTSS is and how it serves our students.

- Maximize our reach to a greater audience
- Greater frequency of messaging
- Focus on celebrations, recognitions and students!
- Continue to build the common language and build community
Next Steps...

- 2016-2017
  - Continued focus at DLT on the integrated MTSS framework
  - Alignment of School Goals with data that is being collected
  - Limit the number of goals and common measures to add more focus
  - Continue to differentiate the PD that we provide
  - Continue to grow leaders at each level and building
Research Findings on Scaling Up
(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

Best evidence documents what doesn’t work:

– *Information dissemination alone*
– *Training by itself*
Research Findings on Scaling Up
(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

What does work

- Long term, multi-level approaches
- Skills-based training
- Practice-based coaching
- Practioner performance-feedback
- Program evaluation
- Facilitative administrative practices
“Ultimately it is about how we create school environments that save kids’ lives. This isn’t about heroic acts of individuals. It can’t be...We have to create systems for our kids...”

Secretary of Education John King
Vision for this work
Resources

- Positive Behavioral Interventions and Supports (PBIS)
  - https://www.pbis.org/

- Multi-tiered Systems of Support (MTSS)
  - http://www.doe.mass.edu/sped/mtss.html

- Comprehensive, Integrated 3 Tiered Model of Prevention (CI3T)
  - http://www.ci3t.org/

- Social Emotional Learning
  - http://www.casel.org/
THANK YOU AND QUESTIONS

School Committee Meeting 2016 Presentation