

# Envisioning MRUSD After COVID-19



Bill Kimball

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## Why Are We Presenting This Information?

- We acknowledge that there are significant SEL concerns with our students.
- These concerns were present before COVID and COVID has exacerbated them.
  - In other words, the numbers are not significantly higher than in the past, but the severity of the concerns has increased.
- We had already begun developing systems to respond to these challenges (Student Support Director, Behavior Analysts, Behavior Consultants, Restorative Practices, Family Engagement Specialists/Home School Coordinators, Social Emotional Learning Teachers, etc.,).

## Tonight's Objectives

- Present a detailed look at the data we have been using for envisioning work.
- Update the board about the work MRUSD has been doing, and will continue to do, in the area of social and emotional learning.

# How Data Was Gathered



## PreK:

**Social and Emotional learning is our focus.** Part of our mission states: *“Through developmentally appropriate opportunities, children will grow intellectually, linguistically, socially, emotionally, culturally, and physically. By supporting their natural and playful learning, we will challenge children to develop honesty, trust, respect, self-reliance and perseverance.”*

### **How do we identify concerns and how do we measure growth?**

**Devereux Early Childhood Assessment** This test assists us in promoting the resilience of children by assessing behaviors related to social and emotional competence, which are key WITHIN-CHILD protective factors.

### **What is Resilience and Why is it Important?**

- Resilience is the capacity to achieve positive outcomes despite stress and adversity
- Resilience is a key concept and is pivotal in the promotion of social and emotional health

# How Data Was Gathered



## K-8:

- For every student, each team was asked: “Does the teacher have concerns with...”
  - Behavior
  - Social Emotional
  - Engagement
  - Academic
- And were any of these concerns new since COVID?

## 9-12:

- Counselors, Dean of students and Assistant Principals went through the student list and answered the same questions, combined with proficiency data.

This data was then combined with attendance data from this year and the previous year.

**All data is from March 27, 2021**

# MRUSD Definition of Concern

## *(Examples)*



### **Behavior** - *the things that we can see*

- Student is often unregulated
- Student presents as disrespectful
- Student often has conflicts with peers and/or adults
- Student behavior is a safety concern

### **SEL**

- Student has few friends and trouble making friends
- Student is quieter than normal
- Negative change in appearance or hygiene
- Student is engaging in self injurious behavior or statements of self harm or harm to others
- Student is demonstrating a significant change in energy level

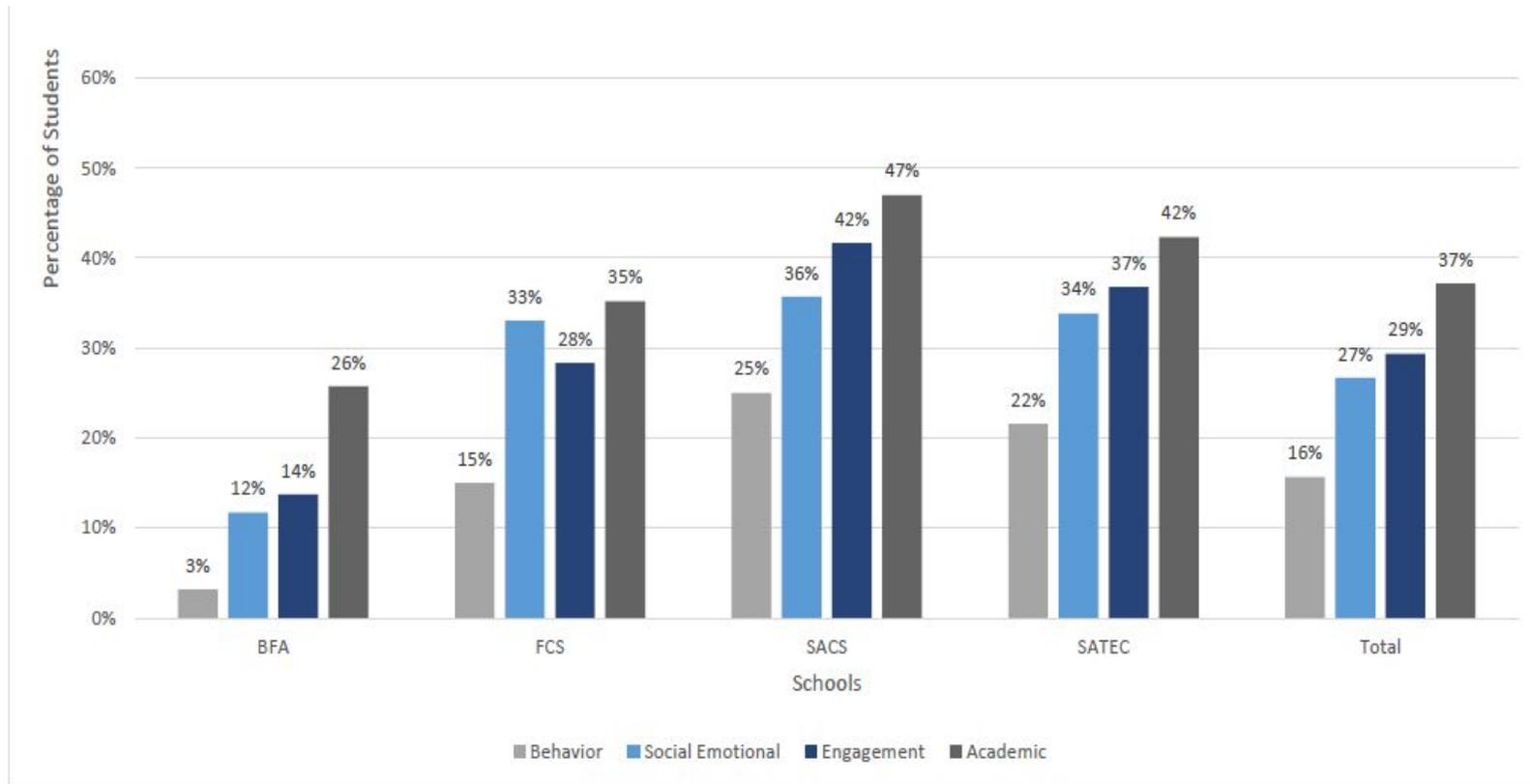
### **Engagement**

- Student is often absent from class
- Student is often tardy to class or leaves class early
- Student is refusing to access therapeutic services and support (e.g., meeting with counselor, etc.)
- Student is unable to focus on instruction and/or participate in class activities

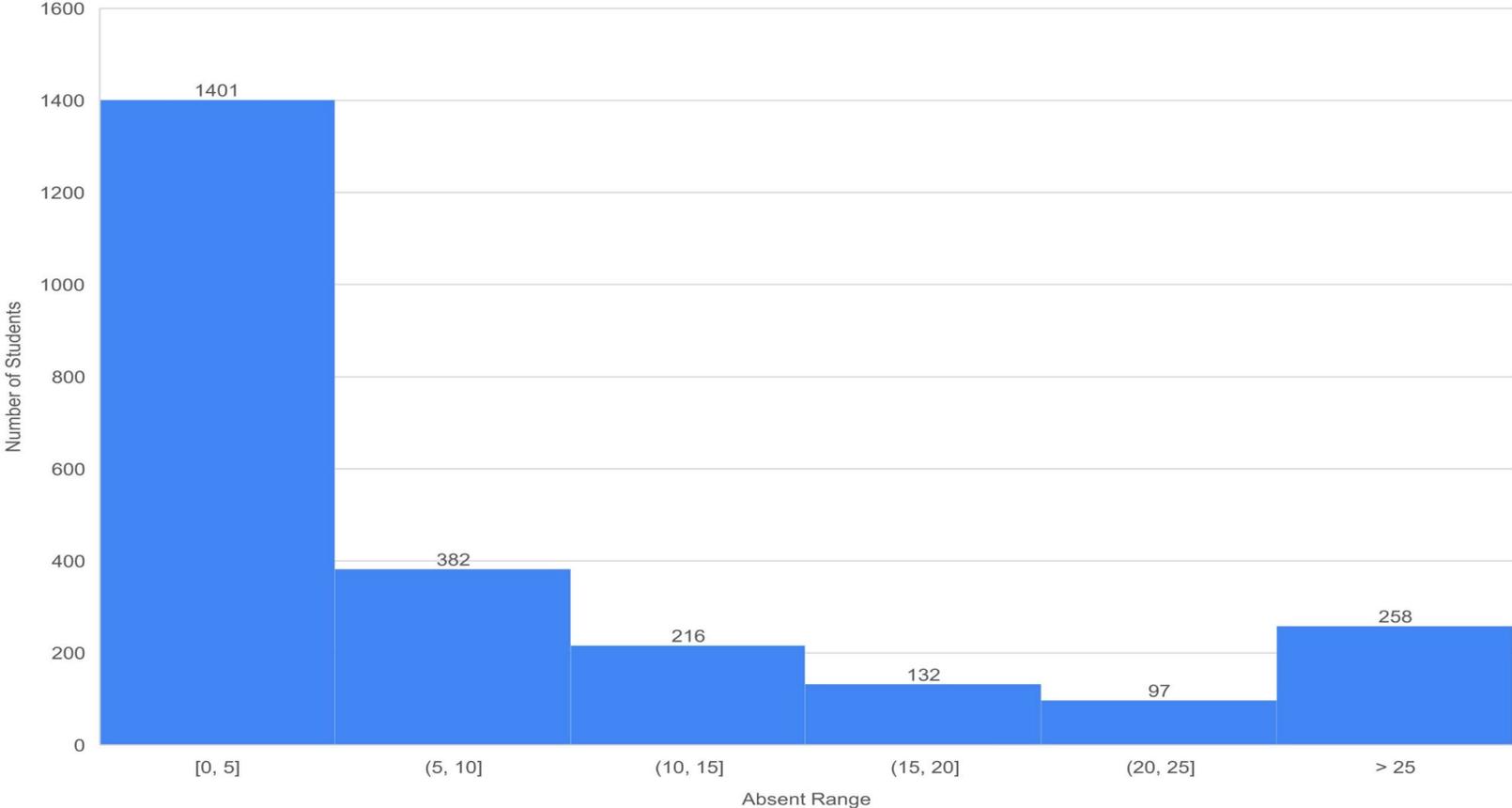
### **Academic**

- Student is significantly below grade level (1 year or more)
- Negative change in student performance

# MRUSD Concerns Data



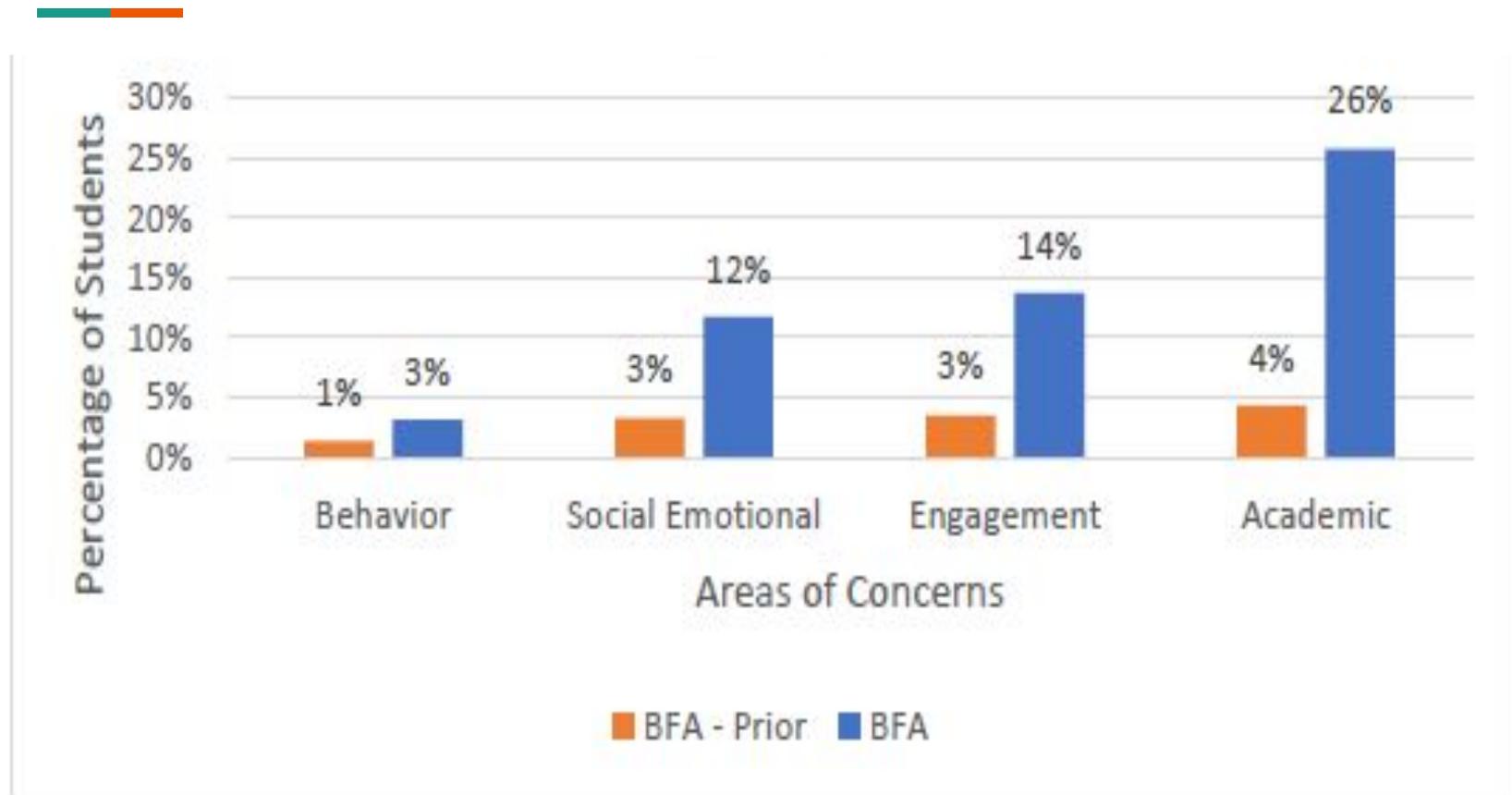
Count of Total Students within Absence Ranges  
As of March 25, 2021  
MRUSD



# What have we done, or are we doing, about the data?

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- In 2018-19, Maple Run identified a need to develop a support structure to address the social and emotional needs of all students.
  - Development of a district committee to focus on SEL, mental health, restorative practices and equity. This is part of our AOE envisioning/recovery plan.
  - Starting Summer 2021: Develop MRUSD aligned PK-12 SEL competency guide supported by a plan for professional development for staff.
  - Starting Summer 2021: Create district-wide multi-year implementation plan for Restorative Practices supported by a plan for professional development for all staff.
  - Continued and expanded training for **all staff** around resilience, trauma, equity and mental health.
  - Continued and expanded training for **students** around resilience, trauma, equity and mental health.
  - We have already done a lot of re-envisioning around our MTSS/EST and behavioral systems and supports.

# BFA

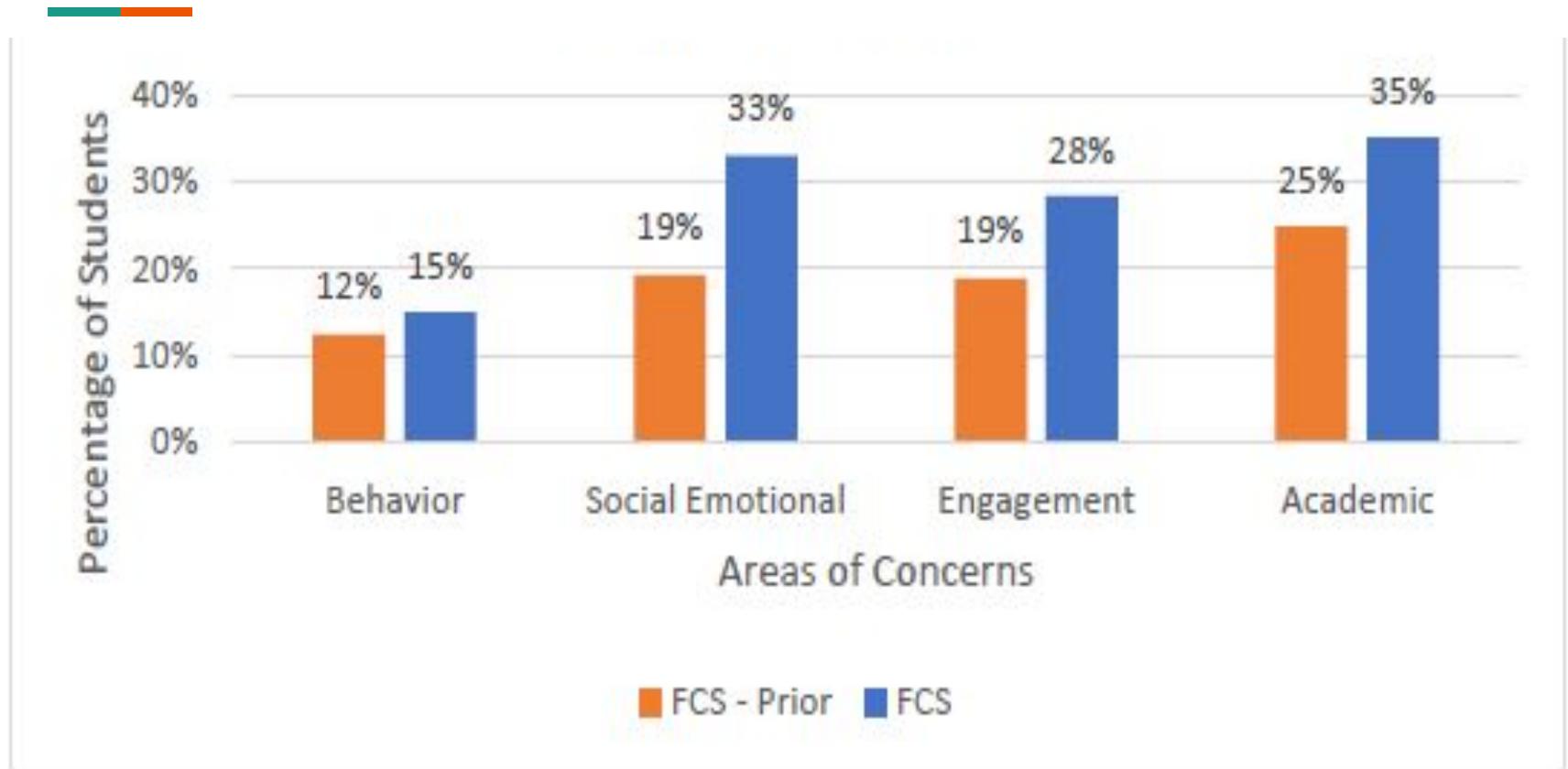


# BFA - What have we done, or are we doing, about the data?



- Hired Behavior Consultant starting FY22
- Hired Family Engagement Specialist starting FY22
- Replaced a teaching position with a SEL teaching position
- Revamped MTSS team/structure/referral process for FY22
- Brainstorming PD plan to strengthen Tier I instruction
- Summer programming options

# FCS

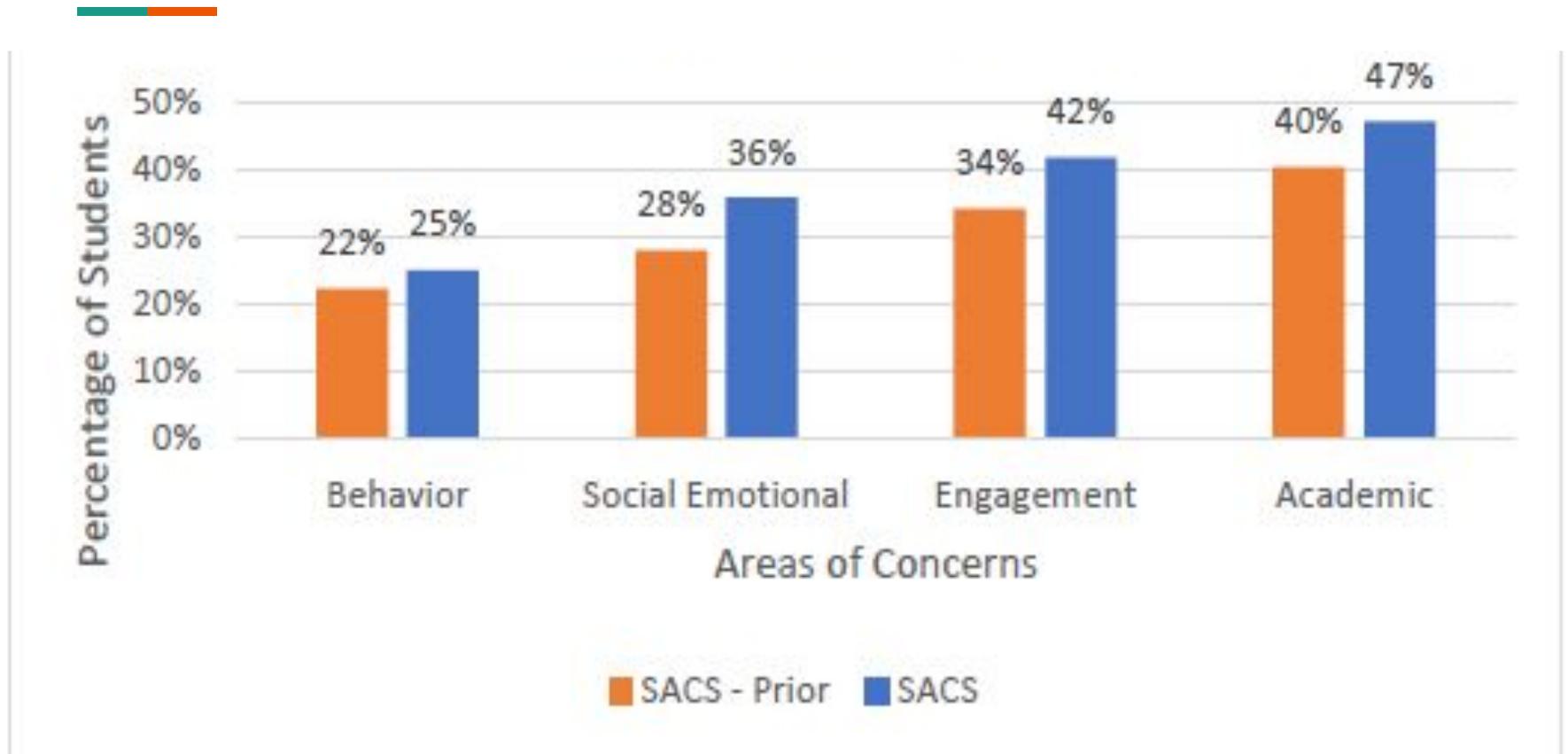


# FCS - What have we done, or are we doing, about the data?



- Added school social worker (MSW) in FY 21 to increase counseling capacity (which increased our number of SEL concerns).
- Increased days of school-based clinician services from 3 to 4 in FY21.
- All staff studied Universal Design for Learning (FY21) to remove barriers and improve engagement. Twelve staff took a three-course sequence that included UDL and SEL (Fa20), and UDL and Inclusion (Sp21).
- Next year, re-focus on Conscious Discipline as our SEL system (adult first, self-regulation, safety and relationship building CASEL SElect program). Training began FY19.
- Next year, re-focus on PBIS as our school-wide positive behavioral support system, Restorative Practices to help repair relationships damaged by behaviors, and Responsive Classroom to focus on expectations during the “First 6 Weeks of School.”
- FY22 fun summer programming to keep kids connected to school and help prevent learning loss.
- Weekly behavior (FY18), mental health (FY21), and a return (in FY22) to weekly academic data meetings to identify and wrap support around students in need.
- Trainings in Equity Literacy, Mental Health First Aid, and Resilience.
- End of the year focus on social and emotional learning through fun team-building activities (FY21).

# SACS

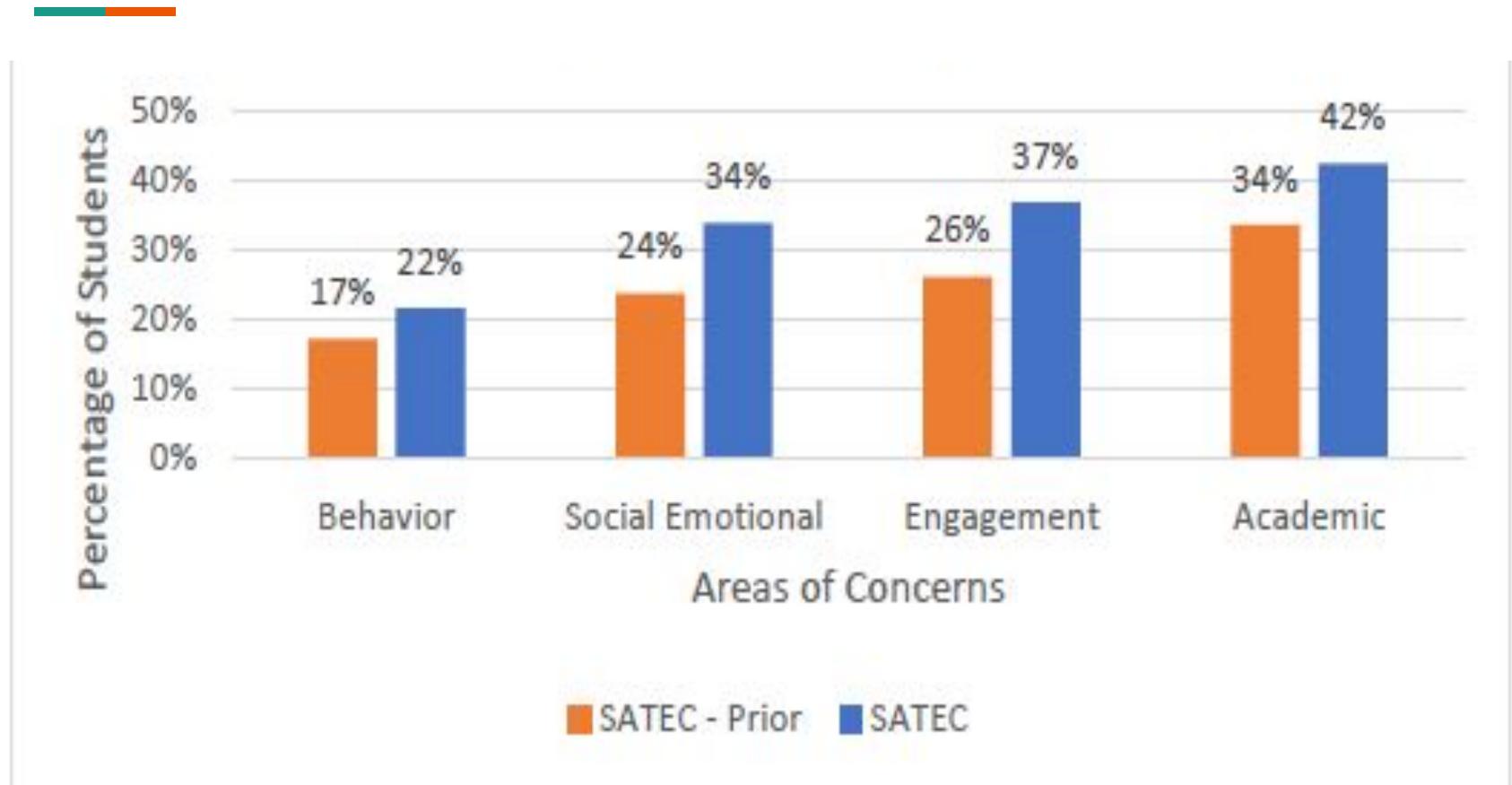


# SACS - What have we done, or are we doing, about the data?



- Remain Focused on Conscious Discipline and Restorative Practice and create a refresher/new staff training for the start of next year.
- Added a Home School Coordinator for FY22
- Work with Joelle van Lent throughout the year, initial UDL course for all staff and monthly meetings to explore Social Justice
- Resiliency Day and the Resiliency Museum
- Weekly MTSS meetings and redesign of Alternative Programs to better meet student needs, consistency and data collection
- Looking at the COVID Year and learning from what was helpful - Student and Teacher surveys
- 6 weeks of summer programming focused on engagement

# SATEC



# SATEC - What have we done, or are we doing, about the data?



- In winter of 2020 we added a behavior consultant (BCBA) and an NCSS Behavior Consultant to provide support for teachers and students so students are successful in the classroom.
- Twice weekly MTSS meetings, one for K-4 and one for 5-8. Focus is on how to support attendance concerns, social emotional concerns, engagement and academic concerns.
- Added weekly Behavior Support Team meeting.
- End of the year focus on social and emotional learning through fun team-building activities.
- 4 weeks of summer programming to keep students connected to school, support social emotional learning and academic supports.
- Continued focus on PBiS, positive behavior interventions, supports and celebrations.
- Fall 2021, re-focus on Responsive Classroom training for all staff to support social emotional learning.
- Fall 2021, return to literacy and math intervention service
- Fall 2021, focus on math and literacy coaching to support tier one instruction.

# Comments or Questions

