Creating Safe, Healthy and Welcoming Schools: Supporting the Whole Child through SEL & Wellness

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Presentation to Boston School Committee
Wednesday, March 14, 2018
Objectives

• To explain SELWell’s strategic approach to social emotional learning (SEL) and wellness

• To preview the Office of SEL and Wellness Menu of Supports

• To highlight how a school leverages SELWell supports and community partnerships to provide comprehensive, wrap around supports to students using a Whole School, Whole Community, Whole Child Approach
Our Roadmap for SEL & Wellness

- Cultural Proficiency
- School Food and Nutrition Promotion
- Comprehensive Physical Activity & Physical Education
- Comprehensive Health Education
- Healthy School Environment
- Safe and Supportive Schools
- Health Services
- Staff Wellness
Our college, career & life readiness definition

Life is made of journeys big and small. We know that the world we are preparing our children for is fast-changing and that the paths they will travel are still emerging.

To succeed, they’ll need the power to find goals worth seeking, to figure out how to reach them—and to adapt as the world changes around them. And so we build in our students the power to navigate new situations and the skills that will enable them to move through any barriers they find along the way.

SET A VISION
Boston’s graduates are keenly curious and deeply hopeful. They know that the way things are isn’t the only way they could be, and they know they have the power—and the responsibility—to make things better, for themselves and for others.


CHOOSE A COURSE
Boston’s graduates build plans that account for the realities of their situation. They know their own strengths and weaknesses and can assess those of others; they can get the job done. They can read the context that surrounds them, choose a wise course through it, and stick with their plan when things get hard.


WORK WITH OTHERS
Boston’s graduates bring out the best in others, and do some of their best work through collaboration. They listen to what others say, hear what they mean, and tune in to what they feel. They build on other people’s ideas and communicate their own, by argument and by story.

Ability to find and ask for help. Collaboration skills. Communication skills. Empathy. Service and responsibility to others.

BUILD COMPETENCE
Boston’s graduates have the academic knowledge it takes to do high-quality intellectual work, the technical skills required to practice their craft, and the practical competencies they need to take care of themselves as they make their way through the day-to-day. They know how to learn what they don’t already know; they’re confident in their power to grow and make change around them.


CHANGE COURSE
Boston’s graduates can assess what’s really going on around them and adapt their plans as needed when their situation changes. Grounded in their self and community, they are able to keep trying when things get hard, and work their way through the problems they encounter—both the clear-cut and the ambiguous—with imagination and rigor.

What is Social Emotional Learning (SEL)?

Social and emotional learning is the process through which individuals learn essential life skills and competencies that promote a positive identity, a well-managed self, healthy relationships and agency to successfully navigate their future. 

*(BPS Definition, 2017)*

**Why is SEL Important?**

Social and emotional learning skills prepare individuals with the knowledge and ability to cognitively, socially and emotionally engage in rigorous learning opportunities.
The Practice and Integration of SEL

- Explicit Instruction
- Integration
- Support Services
- Climate & Culture

SEL Skills are explicitly taught.

SEL skills are integrated through service delivery.

SEL is integrated into learning activities through culturally and linguistically sustaining practices.

SEL skills are infused through positive behavior interventions, and supports. Assets of culture and language inform and deepen SEL knowledge and skills.
What is Wellness?

“Wellness means a process by which individuals move towards optimal physical and mental health, regardless of their current health status or disability, by practicing healthy choices within an environment which encourages healthy decision making.”

MGL.c.111& 223,105 CMR215.003 DPH Standards for School Wellness Advisory Committees
How does SEL and Wellness promote and intersect with Trauma-Informed Practices?

Social emotional learning and wellness

Social emotional learning and wellness refers to the development of physical, cognitive, social and emotional skills that are critical to becoming a strong, healthy, empowered individual.

Social, emotional and physical well-being increase an individual’s ability to engage, concentrate, participate and be strong and resilient in the face of any challenge or adversity.

Trauma-informed practices

Trauma-informed care refers to services that are trauma-sensitive. This includes (but is not limited to):

- Providing a safe, healthy and welcoming school environment
- Being empathetic
- Avoiding blame or shame
- Focusing on partnership, not control or authority
- Focusing on a person’s strengths
SELWell Mission & Priorities

SELWell Mission:
Our mission is to build equity and capacity of schools to improve all students’ social, emotional, and physical wellness, knowledge and skills, resulting in their healthy development, learning and preparedness for life.

SELWell Strategic Priorities:

1. Provide equitable **access to a continuum of high quality services** and supports to reduce health inequities, increase student engagement and overcome barriers to learning

2. Improve **social-emotional learning** for all students

3. Design, expand and promote systems and strategies that foster **safe, healthy, and welcoming environments**

4. Ensure **health and physical literacy** off all BPS students

5. Improve **alignment and coordination** of implementation supports, partnerships, communications, evaluation, and resources to foster shared ownership, valuing and accountability of social, emotional and physical wellness district-wide
SELWell departments collaborate to build the Multi-tiered System of Supports (MTSS) that schools need to implement health-related policies, create safe, healthy and welcoming school environments, and deliver high-quality instruction, programs and services to students and families.

SELWell provides:
- Materials
- Equipment
- Policy development
- Professional learning
- Implementation tools and supports

These services support:
- Student Support Teams
- Teachers
- Psychologists
- Wellness Councils
- Nurses
- Guidance Counselors
- Coaches & other School Staff

In an effort to provide high quality, efficient and equitable school-based supports the SELWell Office has created five Office teams:
1. Strategy
2. Data & Evaluation
3. Behavioral Supports
4. Curriculum, Instruction and Assessment
5. Operations
Supporting Schools Through a MTSS Model

Multi-tiered systems of support (MTSS) is a term used to describe an evidence-based model that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. Integrated instruction and intervention is delivered to students in varying intensities (multiple tiers), based on student need. “Need-driven” decision-making seeks to ensure that students get the support(s) they need, when they need it, so that students can be successful in school.
## Tiered Supports By SELWell Department

<table>
<thead>
<tr>
<th></th>
<th>TIER 1 (All Students)</th>
<th>TIER 2 (Some Students)</th>
<th>TIER 3 (Few Students)</th>
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</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Behavioral Health Services</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Guidance</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Wellness</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Health Services</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Opportunity Youth</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Ostiguy High</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEL Instruction &amp; SAWS</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Succeed Boston</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
### CLIMATE & ENVIRONMENT

- Safe Welcoming Schools: Bullying Prevention
- Trauma Informed Schools
- Restorative Practices
- De-escalation Practices
- Comprehensive Behavioral Health Model (CBHM)
- Mental Health Promotions (e.g., Signs of Suicide)
- Physical Activity: PreK-8 recess, before & after school programs, Safe Routes to School
- Wellness Promotions

### SERVICES

- Guidance Counseling
- Positive Behavior Interventions and Supports (PBIS)
- Primary health care, including screening: vision, hearing, oral health, sexual health, substance abuse, and immunizations

### TEAMS

- Wellness Council Supports

### INSTRUCTION

- Explicit Social Emotional Learning Instruction
- Comprehensive Health Education
- Physical Education
- Integrated SEL Instruction (e.g., SEL in Literacy and Mathematics)

### TIER 1: Universal Supports

- CLIMATE & ENVIRONMENT
- SERVICES
- TEAMS

### TIER 2: Targeted Interventions

- Counseling and Case Management (Psychologists & Pupil Adjustment Counselors)
- Crisis Prevention Institute (CPI)
- Cognitive Behavioral Intervention for Trauma in Schools (CBITS)
- Functional Behavioral Assessments
- Chronic Attendance Supports
- Athletic Programming Middle & High School
- Becoming a Man (BAM)

### TIER 3: Intensive Supports

- Succeed Boston (formerly the Counseling & Intervention Center)
- Crisis Response and Support
- Ostiguy High (substance abuse)
- Division of Youth Services (DYS) transition
- Homeless Education Resource Network
- Home & Hospital Instruction
- Fire Sense
- Substance Abuse Programming (SAP)
- Chronic Attendance Supports
- Individualized Health Care Plans / Complex Medical Care
SELWell Menu of Supports

The Opportunity Youth Department builds the capacity of schools to be inclusive of some of our most vulnerable youth such as, students experiencing homelessness, home and hospital tutored youth, students with attendance issues, and youth involved with the Massachusetts Department of Youth Services (DYS) through Youth Voice Initiatives. The Opportunity Youth Department provides ongoing support, training and professional development to increase staff skill in creating and maintaining safe, healthy and welcoming school environments for all students.

DEPARTMENT HEAD: Brian Marques, Director of Opportunity Youth | 617-635-9620 | bmarques@bostonpublicschools.org

Attendance Department

The Attendance Department consists of 5 Supervisors of Attendance (SOAs) responsible for enforcing the Massachusetts Truancy laws N.G.L. 79. The goal of the department is to decrease truancy and chronic absenteeism and to encourage and acknowledge schools whose average daily attendance is 95%. The SOA’s primary role is to serve as a liaison between the school district and the Boston Juvenile Court working with court staff around Child Requesting Assistance (CRA), Habitual School Offender, and Adult Failure to Cause cases. SOAs also provide technical assistance on ASPEN, CRA Truancy law, resources, recommendations, and solutions focused in improving the students’ attendance.

Impact:
- Support district goals for attendance: 1) attain 95% average daily attendance (ADA) for the school year, 2) reduce chronic absenteeism by 40% in three years, and 3) 50% in five years
- Enhanced school capacity to decrease truancy and chronic absenteeism
- Attendance recognition initiatives that encourage and acknowledge schools whose average daily attendance is 95% or higher, or who have the “most improved attendance” when compared to the previous marking period
- Increase staff competencies to build school-based initiatives in the areas of attendance

Staff Members:

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# SELWell Menu of Supports

## Tier 1 Services

<table>
<thead>
<tr>
<th>Description</th>
<th>Service Provided To/For</th>
<th>How to Access</th>
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</thead>
<tbody>
<tr>
<td>Crisis Prevention Institute (CPI) restraint training (full 2 days; refresher 2 hours) Required by Law, at least 2 staff at each school building</td>
<td>Professional development for all staff including: SST members, Principals, teachers</td>
<td>Contact Andria Amador and/or BHS staff member</td>
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<tr>
<td>De-escalation and restraint training available on Google Classroom: Class ps7e0</td>
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<tr>
<td>Signs of Suicide (SOS) Prevention training (2 hours)</td>
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<tr>
<td>Break Free From Depression (BFFD) (4 hours)</td>
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<tr>
<td>PREPARE Emergency management training 1 &amp; 2 Positive Behavioral Interventions and Supports (PBIS) Classroom Management</td>
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<tr>
<td>Mental Health 101</td>
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<tr>
<td>Second Step</td>
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## Team facilitation

- In partnership with school based teams behavioral health services staff can facilitate and/or attend teams in schools such as: SST, Climate, SEL, PBIS

All K-12 teaching staff

Contact your school psychologist

## Consultation on policy implementation and monitoring

- Suicide Prevention SHS-16 (Tier 1)
- Physical Restraint SSS-01 (Tier 3)
- Counseling Guidelines SPE-14 (Tier 3)

All staff

Contact Andria Amador

## Coaching

- Internal coaching is available to all schools by their school psychologist on how to implement MTSS such as:
  - Academic Interventions
  - Behavioral Interventions
  - PBIS

School based teams

Contact assigned BHS staff member

## Hiring and performance evaluations

- Make hiring decisions about school based psychologists
- Support schools in coordination of sharing or developing psychologist positions

Principals and Headmasters

Contact Andria Amador
It Takes a Whole School, Whole Community, Whole Child Approach

- 122.3 Nurses
- 64 Guidance Counselors
- 56.7 Social Workers
- 43.3 Student Dev. Counselors
- 67.9 Psychologists
- 145 PE teachers
- 6 Health Education Teachers*
- 350 Athletic Coaches

*Plus other trained staff
A Comprehensive School-Based Approach to SEL and Wellness

Create **HEALTHY** environments & promote healthy choices

Develop a **SAFE** & welcoming climate

Affirm & **SUSTAIN** student identities & agency

Principal Craig Martin
Questions?