Franklin Public Schools Social-Emotional Learning Let's start by taking a few collective breaths

Reflective Breathes Practice

- 1. Inhale Bring your attention to your breath. Notice how it feels when the air enters through your nose and into your lungs.
- 2. **Exhale -** Relax your shoulders and stay present in this moment by focusing on your breathing.
- 3. Inhale Reflect on your day leading up to being here. What energy are you bringing to this space? Does it still serve you?
- 4. Exhale Let go of any negative energy, and continue focusing on your breathing.
- 5. Inhale Check in on your mood in this moment. Noticing if you have any strong emotions.
- 6. Exhale Recenter your mind and shift your focus to our purpose this evening.

After your next breath, please open your eyes and return to the present moment.



"The Franklin Public School is an inclusive and respectful learning community committed to developing individuals who are kind, healthy, empathetic, and resilient."

Strategic Objectives

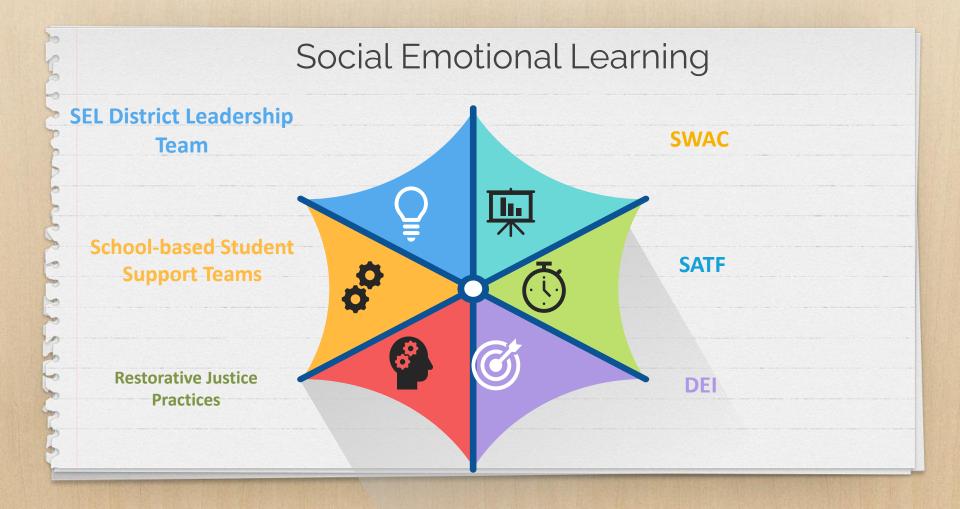
I. Social-Emotional Well-being of Students and Staff

To help students develop connections to school, support positive behaviors, and increase academic achievement, we will enhance programs and practices, while promoting the well-being of staff, to enable each student to acquire the knowledge, attitudes, and skills associated with the core competencies for social-emotional learning.

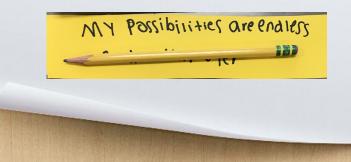


III. High-Quality Instruction to Meet the Academic and SEL Needs of Each Learner

To ensure that each student is supported and challenged to reach their full potential, we will align curriculum, instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.



Guiding Questions



How are we identifying students' -10 and needs?

Guiding Questions

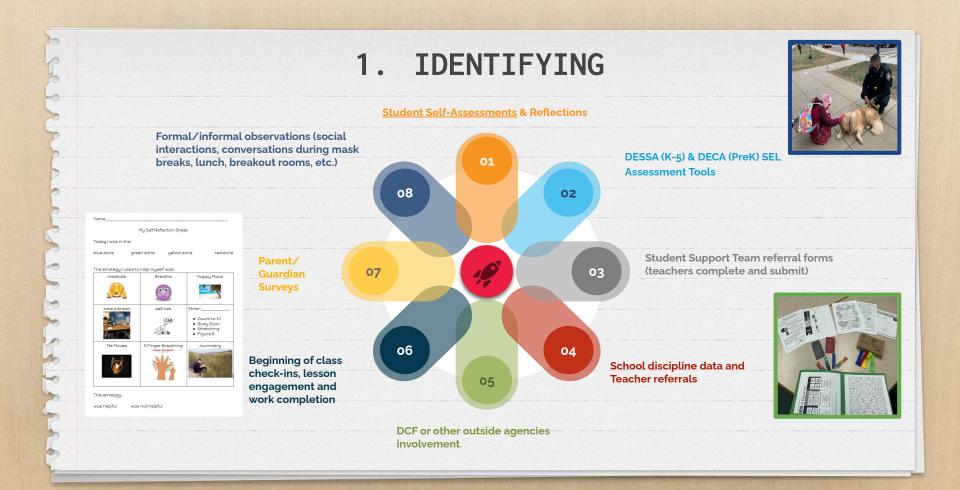






Supporting How are we

How are we supporting students in these areas?



2. SUPPORTING

 <u>Whole School/Grade Level Meetings</u> and routine practices (i.e. SEL themed morning announcements, monthly Core Value/SEL Competency)

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- Traditions that promote positive school culture (visiting author, incentive programs)
- <u>Staff created SEL website</u> and <u>resource page</u> with various CASEL aligned SEL resources
- SEL integrated units of study (i.e. SEL themed novels, explicit lessons aligned with CASEL
- SEL curriculum (Zones of Regulation, DECA, etc.)
- <u>School interactive Reflection Boards</u> and <u>SEL bulletin boards</u>
- Students Character Ed. Committee or Student Council
- Peer mentors and buddy classes
- Building relationships and personal connections to provide a safe place for students
- <u>Mindfulness practices</u>

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- Student Support Teams
- Meet weekly to identify students' needs
- Analyze student data
- Plan interventions
- Create support plans and set goals
- Assign case managers
- Wellness visits to students' homes
- Family/student at-home support
- Restorative Justice approach to student discipline
- Mentor programs
- Counseling Services

Universal Supports

Targeted Supports

District Counseling Services

School-Based Supports

- School Psychologists-Pre-K-12+
- School Adjustment
 Counselors- Grades Pre-K-12+
- Guidance Counselors-Grades 6-12
- Board Certified Behavior Analysts
- Registered Behavioral
 Technicians

Mental Health Services

- Implementation of SEL curriculum
- Individual, Group and Family Counseling
- Crisis Prevention, Intervention Assessment and Management
- Consultation and Collaboration
- Conflict Resolution
- Anger Management
- Grief Counseling

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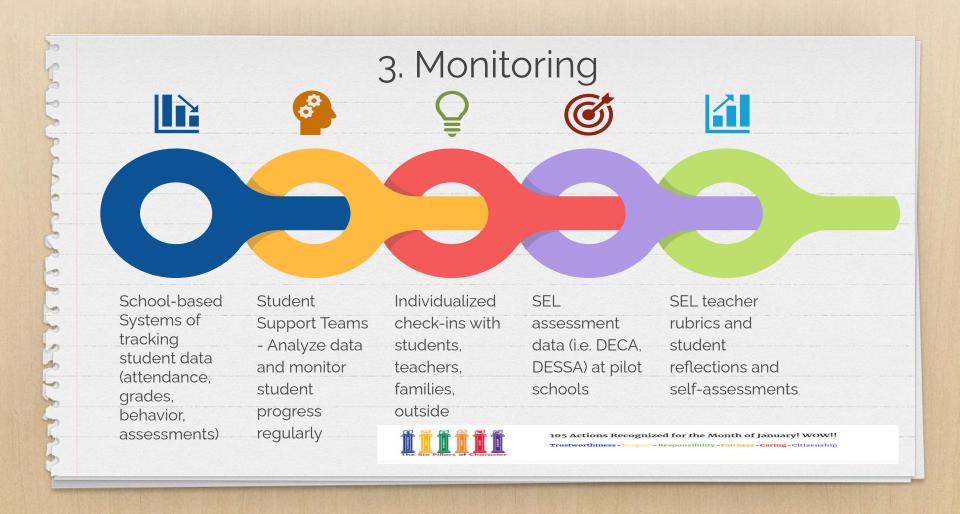
Partnerships

- Student Specific Outside
 Providers
- Department of Children and Families
- Department of Mental Health
- Department of Developmental Services
- Wayside Counseling
- YOU,Inc- Seven Hills
- SAFE Coalition
- William and James Interface Service

Supporting Counseling Staff High-Quality PD Opportunities

- Selective Mutism
- Dialectical Behavioral Therapy
- Helping students cope with stress and anxiety from the COVID-19 Pandemic
- Engaging students with Autism in the remote environment
- Counseling and supporting students with Intellectual Disabilities





<u>Devereux Student Strengths</u> <u>A</u>ssessment

Measures K-5 students' social emotional competence

- Identify and monitor student progress
- Three rating periods this year

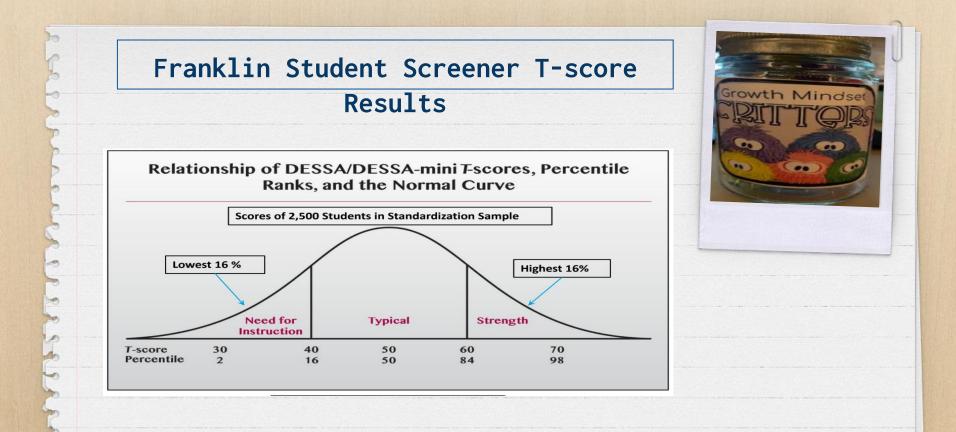
DESSA-Mini

- 8 item Universal screening
- All students
- Provides SET Score (Social-Emotional Total)
- Determines need for DESSA-Full

DESSA-Full

72 item - Comprehensive assessment Designed for students with <40 SET Score on DESSA-Mini or based on teacher recommendation Strategies available as part of Evo system





Identifying, Supporting, Monitoring SEL of Faculty and Staff

- Significant HR involvement in assisting staff with leaves of absence and work accommodations
- Four Reopening MOUs negotiated with FEA to support safe return to school
- Additional professional development to start 2020-2021 to prepare for school year
- Increased number of all district webinars to prepare staff for major changes
- Allotted more teacher-directed PD to acknowledge adjustments to practice
- Reopening Monitoring Team regularly discussed faculty/staff well-being
- Improved communications over the course of the year
- Assessed staff well-being and belonging in spring 2021 (more info to be shared Summer 2021) to assist with 21-22 planning and initiatives

Looking Ahead



Takeaways & Priorities

1. Identify

- Augment Multi-Tiered Systems of Support
- Calibrate systems of analyzing student data across schools
- Implement DESSA (K-5)
- Explore SEL assessment tools (6-12)

2. Support

- Front load SEL skills at the beginning of the school year (Relationships)
- Establish a series of consistent level-based school wide routines/strategies (for all students)
- Explore SEL Coach Model for educator support
- Provide PD opportunities for teachers to collaborate and share SEL strategies
- Add three full-time counseling interns (K-12)

3. Monitor

- Leverage Student Support Teams to incorporate DESSA student data as part of ongoing progress monitoring
- Utilize PreK-12 <u>"I Can" Statements</u> to report/monitor growth with students and families (i.e. report cards, etc.)

Identifying, Supporting, Monitoring SEL of Faculty and Staff

Next steps:

- Use Panorama survey data to inform district and school goals related to well-being and belonging; re-survey for growth
- Incorporate more choice in FPS professional development program
- Use the school year return in 2021-2022 to bring people together and build professional culture
- Build upon growth in internal communication and continue district communication with faculty/staff
 - District faculty/staff newsletter
 - Informal focus groups to share ideas



Supporting SEL Through Diversity, Equity, and Inclusion

Approx. 60 member team of students, administrators, faculty/staff met 8 times between January and June to set a vision for Diversity, Equity, and Inclusion for Franklin Public Schools

Established a safe space for difficult conversations through group norms and relationship building

Identified possible action items (100+) for subcommittees to consider

Committed to a strong Equity Statement Defined Diversity, Equity, and Inclusion for Franklin Public Schools Catalogued D, E, I efforts in FPS since 2017

Established Subcommittees, who began to tackle a smaller set of action items in the following areas:

- Curriculum and Instruction
- Professional Development
- Staff Recruitment and Retention
- Policies and Practices
- School Culture
- Community Engagement
- Inclusion Practices



Supporting SEL Through Diversity, Equity, and Inclusion

Emphasizes that building a safer and more inclusive school community is an ongoing process involve LISTENING, LEARNING, ACTING, and REFLECTING

- Circular design preferred by the DEI Committee as it symbolizes our togetherness as a community
- The bottom of the circle is open so as to be welcoming to others and new ideas
- Sans serif High Tide font is used for readability and friendliness
- Serif font Cinzel is used for Franklin Public Schools and is the same font as found in the POG
- Interior columns are staggered so as to resemble sound waves
- 3 circles above brown, yellow, and purple to people standing together, working together, side by side
- Yellow and purple are chosen purposefully as complementary colors; they share no primary colors in common, are completely opposite from a color perspective, and they create a sense of balance when side by side; they combine together to form brown, which is a symbol of intersectionality of identities



Some D,E,I Highlights 2020-2021

- Participated in the establishment of the Franklin Freedom Team
- Adjusted disciplinary practices to incorporate a Restorative Justice framework
- Incorporated language in personnel postings to recruit applicants who share beliefs and values consistent with the District's Equity Statement. Piloted an essay question for professional positions asking how candidate would contribute to an anti-biased approach to their role so that each member feels valued and included. Will incorporate in future professional postings.



- Professional development for staff on interrupting and addressing microaggressions
- Selected Civics projects in grade 8 are aligned to D, E, I efforts
- Inclusion of more diverse characters and topics in children's literature and texts across all schools
- Elementary and Secondary Juneteenth lessons developed by social studies committee and disseminated to district faculty
- Review of FHS Program of Studies with a D,E, I lens adjusted several course descriptions and committed to run "Race in American Society" in the 2021-2022 school year

D, E, I Next Steps 2021-2022

- Host a consultant for a district-wide Equity Audit
- Formalize Restorative Justice practices in School Handbooks
- Build awareness and provide guidance for faculty/staff on holidays throughout the school calendar
- Build awareness and provide guidance of national days and months of recognition (e.g. Asian American History Month)
- Provide guidance and support on reviewing curriculum resources for bias
- Provide guidance and support on culturally responsive instructional practices
- Continue efforts to recruit more diverse staff members and staff with beliefs that support D, E, I efforts network regionally and provide PD to hiring managers
- Provide spaces for students of color and other historically underrepresented communities to share perspectives and thoughts about D, E, I and learn from what they share
- Reaffirm commitment to the World of Difference Peer Leader Program (on hold due to COVID)



SEL and School Safety

Focus 20-21 on COVID response and prevention

- Health and safety
 protocols
- Contact tracing and reporting
- Communication for
 prevention
- Pool testing
- Vaccine clinic

Next steps

- Emergency response is being lifted; keep new best practices (e.g. HEPA filters, sanitization)
- Refresh skills on intruder
 response and emergency
 management
- Build safer school cultures in response to hate speech, hate symbols



Thank You

Any questions?

