

**Salt Lake City School District**  
Multi-Tiered System of Support Framework

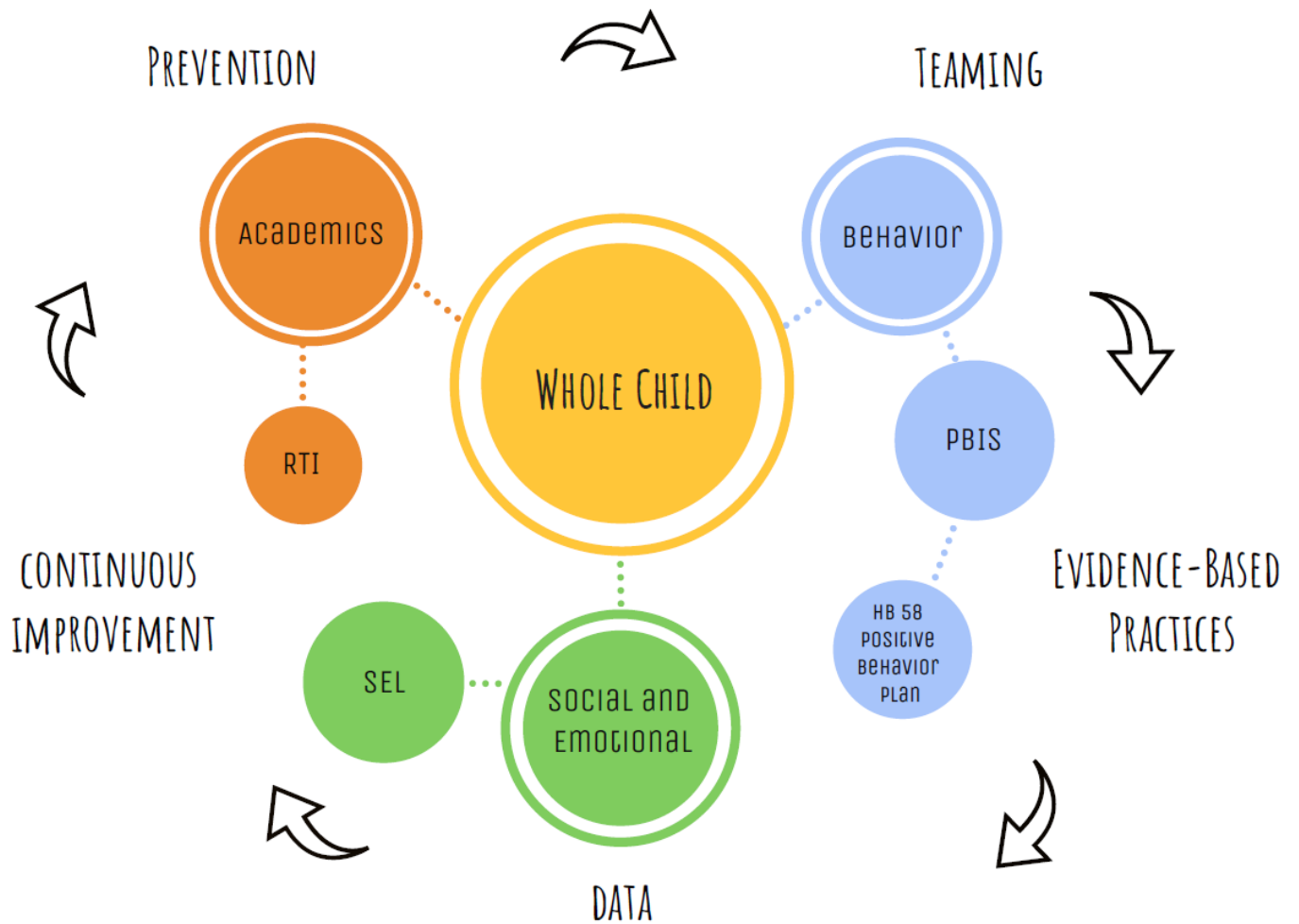


**WORKING DOCUMENT**

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# MTSS WHEELHOUSE



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# **Multi-Tiered System of Support**

## **Introduction**

*Efforts to improve school climate, safety, learning, and the social and emotional health of students and staff are not separate endeavors. They must be designed, funded, and implemented as a comprehensive school-wide approach that facilitates interdisciplinary collaboration and builds on a multi-tiered system of support.*  
*(Least Restrictive Behavioral Interventions [LRBI], 2015, p. 19)*

# Salt Lake City School District Multi-Tiered System of Support

## Introduction

### **SLCSD Vision**

Excellence and Equity: Every student, every classroom, every day

### **SLCSD Mission**

Salt Lake City School District (SLCSD) cultivates a love of learning in a diverse and inclusive school community, committed to educational excellence and integrity. In collaboration with families and community, we hold high expectations for all students, respond effectively to individual needs, and provide a safe, healthy environment in which every student can learn the academic, problem-solving, and social skills required for success in college, career, and life.

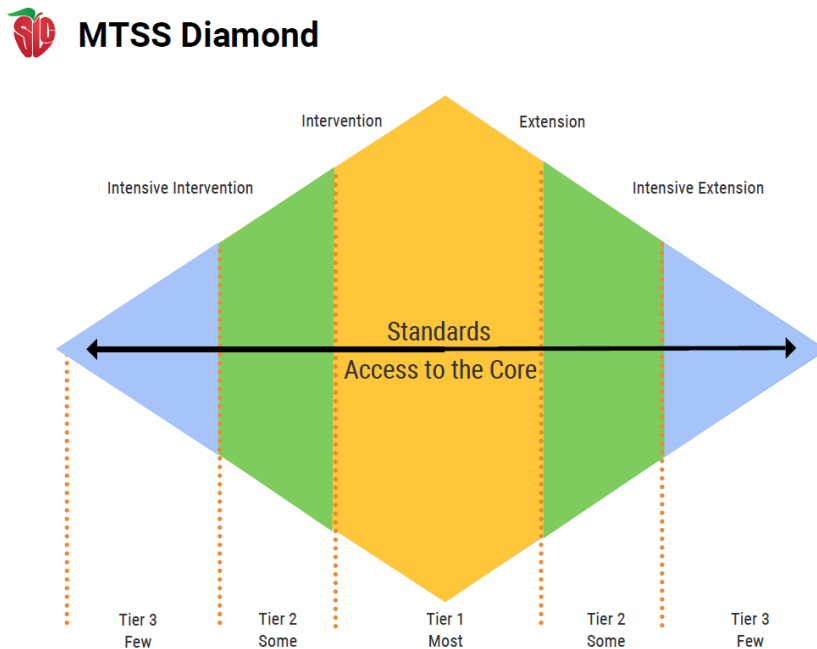
### **Multi-Tiered System of Support Components**

Multi-tiered system of support (MTSS) is more than a system for intervening when students are struggling; it is a process for ensuring that all students are learning to their potential by implementing best practice instruction, continuously monitoring progress, and responding to each individual student's needs effectively and efficiently. It requires the following: 1. A student-centered approach to standards-based curriculum and instruction; 2. A school-wide process for monitoring students' progress with common definitions of progress, including students who are excelling, meeting expectations, and struggling; 3. A three-tiered system of supports that varies in levels of intensity to support the whole child (social, emotional, physical, and academic development); and 4. Clearly defined roles and expectations for each role. Each of these components will be discussed in more detail.

1. A student-centered approach: MTSS brings teaching and learning into the 21<sup>st</sup> century by combining research-based best practices into a common framework. It includes Response to Intervention (RTI), Positive Behavioral Interventions and Supports (PBIS), and Social and Emotional Learning (SEL) for an integrated, whole child approach to education that is student centered and standards driven. It recognizes that one-size-fits-all instruction cannot support the diversity that exists in our community and provides educators with the tools and processes necessary to reach all students. MTSS is designed to respect educators as professionals by allowing them greater control over curriculum and instruction practices so they can differentiate as needed and fully engage all students.
2. Data driven decisions: Assessments, both formal and informal, are a vital component to monitoring student progress. It is understood that testing is not teaching, and MTSS monitoring does not advocate for increased testing of students. Rather than increase testing, a high-functioning system selects assessments strategically and uses a variety of methods to gather pertinent information and data to monitor student progress.
3. Three-tiered system of support: Once a well-rounded understanding of each student's needs is determined based on evidence, a systematic method is implemented to continually monitor

student progress with detailed steps to take when a student needs additional support in the classroom and/or outside of the classroom. Universal instruction (Tier 1) is based on differentiation, or equitable instruction that flexibly adapts to what is being taught and how it is taught to meet the unique needs of most students. Targeted intervention (Tier 2) is designed to meet the needs of some students who do not respond to classroom differentiation and need additional supports. Individual intervention (Tier 3) supports a few students who continue to struggle after Tier 1 and Tier 2 supports have been exhausted. Tier 3 must be completed through the implementation of research-based interventions.

Figure 1. Diamond of Intervention



The MTSS model adopted by SLCSO is the “diamond” model. The diamond model for MTSS extends the traditional RTI pyramid to include the students who are performing at higher levels than their peers, as well as those who are struggling with the standards. It also allows schools to establish local norms and adjust curriculum so that all students are provided supports at their instructional level. Tier 1 is the core curriculum differentiated to meet the needs of most of the population—statistically, within the first standard deviation. Tier 2 is the range of students whose instructional level is either slightly above or slightly below the group average—statistically between one and two standard deviations from the average. These students require additional supports to reach them at their instructional level and maximize their growth. Tier 3 is the range of students whose achievement is significantly different from the average student in their local population. These students require intensive interventions to learn at their instructional level. All tiers are designed to support the learning of the core curriculum and provide equitable access to grade level instruction. To determine the appropriate level of instruction local norms need to guide instructional decisions.

4. Roles and expectations: Every adult in the education system has a role to play in the development of our students. Each step in the MTSS process requires professionals to implement best practices with fidelity, collaborate with other professionals to creatively problem solve, and document interventions to learn how to best serve each individual student successfully.

### **Purpose**

MTSS should not be viewed as a new initiative or a silver bullet for intervening with struggling students; it is a culmination of best practices that have been occurring in our district for decades. MTSS aligns evidence-based best practices and provides a comprehensive, systematic approach to supporting all students. MTSS is a general education initiative designed to provide all students with the supports they need to learn effectively, with the secondary purpose of identifying students who may need higher-level interventions or special education support. It needs to be owned and implemented by every educator so we can minimize gaps in learning and maximize every student's potential.

Gaps in academic or behavioral learning may exist for a variety of reasons: ineffective instruction, assessment, or monitoring, lack of experience, transience, trauma, poor physical or mental health, struggles with executive functioning, processing deficits, etc. The purpose of MTSS is to identify these gaps, understand their root causes, and respond strategically. Thus, we can intervene early, support individual needs, monitor effectiveness, and adjust our practice to ensure that all students are learning. This allows educators to help students without labeling them with a disability, while providing substantial evidence to determine if a disability exists.

In addition, disparities in learning may also occur due to social and emotional barriers, which is why the SLCSD School Board made SEL a board priority in November of 2018. According to the Collaborative of Academic and Social and Emotional Learning (2021), a focus on SEL not only leads to better academic performance but also to "improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school" (Benefits of SEL section, para. 2).

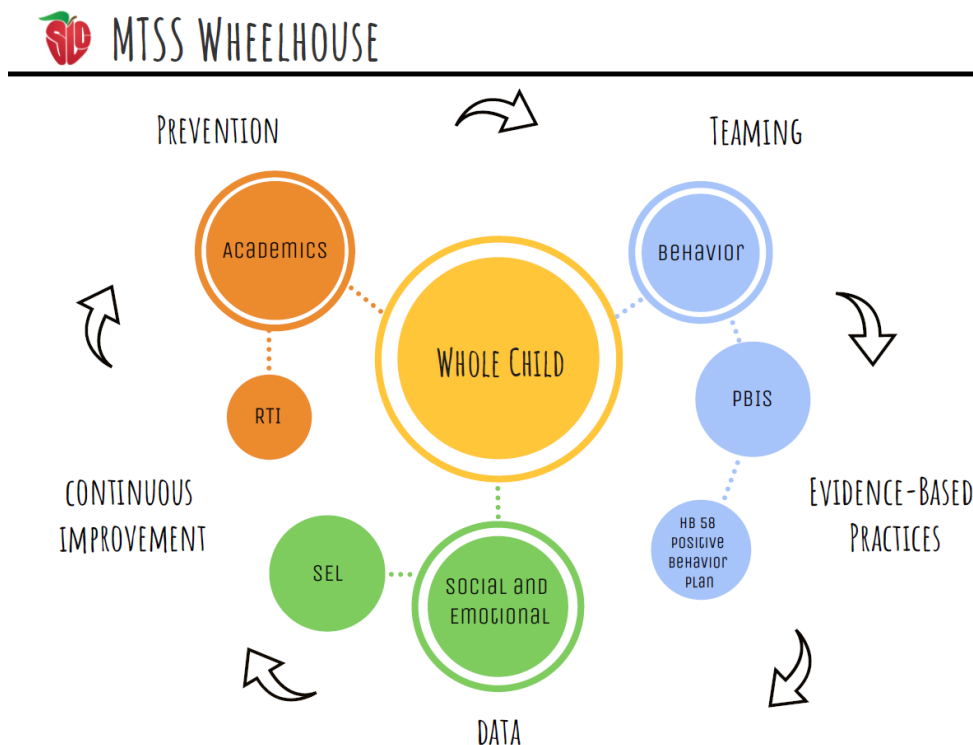
Social, emotional, academic, and physical development are integrally connected to student outcomes, and every child brings with them their prior experiences, cultures, cognitive abilities, and personal affects. A whole child initiative recognizes the unique attributes of every student and prepares educators with the skills and understanding to design personalized instruction for every student. The MTSS process is designed to determine the explicit needs of each student and respond accordingly.



## Structure of this Framework

The structure of this framework will mirror the SLCSO MTSS graphic representation with chapters on Academics, Behavior, and SEL.

Figure 2. SLCSO MTSS Wheelhouse



Each chapter will include information on the four MTSS components:

- Student-centered learning
- Data-driven decisions
- Three-tiered system of supports
- Roles and expectations.

It is important to note that the information in this framework is not exhaustive. Each school in SLCSO has slightly different configurations of academic, behavior, and social and emotional support based on the needs of their students and communities, which are quite diverse. Rather, this framework serves to define district expectations and to thoroughly outline MTSS operations from a district lens; specific details and modifications are left to the individual schools.

# Multi-Tiered System of Support

## Academics

*The secret of education lies in respecting the pupil.  
(Bockarie, as cited on "quotes.net/quote/42859", 2021)*

# Salt Lake City School District Multi-Tiered System of Support Academics

## **Academics: Introduction**

SLCSD is committed to preparing students for a fast-changing world, a future we may not even currently imagine. The content and skills required to succeed in such a world will be different from what students have needed in the past. The acquisition of knowledge is no longer the end goal; instead we must teach our students: to collaborate with diverse groups and people, both in person and remotely, to think critically, to innovate and create, to nurture a love of learning and curiosity, to communicate effectively, to distinguish truth from fiction, and to use technology to do all these things. Most importantly, our schools and instruction must include everyone equitably.

*Figure 3. MTSS Academic Components*

Student Centered	Data-Driven Decisions	Tiered Supports	Roles and Expectations
Engaging instruction Student voice and choice Utah Core Standards IB program PLC's STEM Special Education Extended Learning Program	Screening tools Formative assessments Progress monitoring Benchmarks Summative assessments Utah standardized tests	Access to core for all Equitable instruction Universal design RTI Additional support—flexible Intensive intervention--flexible	District administration Building administration Academic coaches Teachers Counselors Teams or Committees

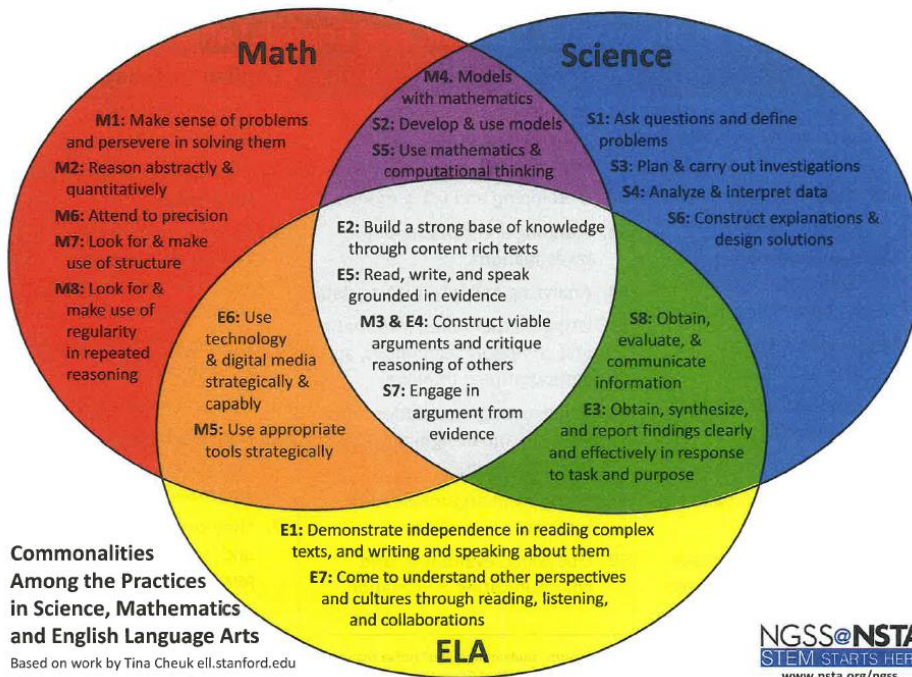
## **Academics: Student Centered**

### *Academics: Standards and Curriculum*

Without exception, students are the center of our academic program. We strive to meet students' individual needs and interests by understanding as much as we can about our students, differentiating instruction, and encouraging student choice. SLCSD educators teach the Utah Core Standards to every student, which are content-based and can be found on the Utah Education Network ([uen.org](http://uen.org)), and implement Practice Standards, as illustrated in Figure 4. Teachers collaborate with Professional Learning Communities (PLC) and department teams to ensure teaching is equitable across classrooms and schools and to take advantage of individual knowledge and expertise to benefit the group. Our curricula are thoughtfully designed, selected with SEL and equity as priorities, and have received awards from the Collaborative of Social and Emotional Learning (CASEL), the gold standard of SEL in the United States.

In addition to providing our students with the best pedagogy and materials possible, teachers strive to interest students in content and practice standards through: screening students to offer appropriate levels of instruction and support, building relationships, using hands-on and dynamic teaching strategies, like project-based learning, learning tasks, cooperative activities, and Science, Technology, Engineering, and Mathematics (STEM) integration, and implementing culturally-relevant and engaging content and resources. Two of our high schools offer an International Baccalaureate (IB) program, and we have an online school option for students who prefer that method of study. We understand that when students are connected to and curious about content, they are more likely to be academically successful, which is why we also have several charter schools in which students can explore specific interests, like science and the performing arts.

Figure 4. Practice Standards



### **Academics: Data-Driven Decisions**

It is crucial to continually monitor student progress to adjust curriculum and instruction and to offer support and extension opportunities for students who may benefit. We do this through a variety of assessments and data-collection tools, such as screeners, district interim benchmarks, and state standardized tests, as well as formative and summative classroom assessments, like exit tickets, student-teacher conferences, and unit tests. Data must be gathered on a regular basis to reflect current understanding and proficiency levels; decisions must not be made with outdated data.

Grade-level teams, department PLC's, and Student Support Committees (SSC) meet regularly to discuss data and assessments and to make collaborative decisions on curriculum, instruction, and student placement. Furthermore, district administrators supported by our Assessment and Evaluation Department regularly analyze school and district-wide data to make decisions on how to better support schools, teachers, and students, to plan targeted professional development, and to model a cycle of data collection and continuous improvement.

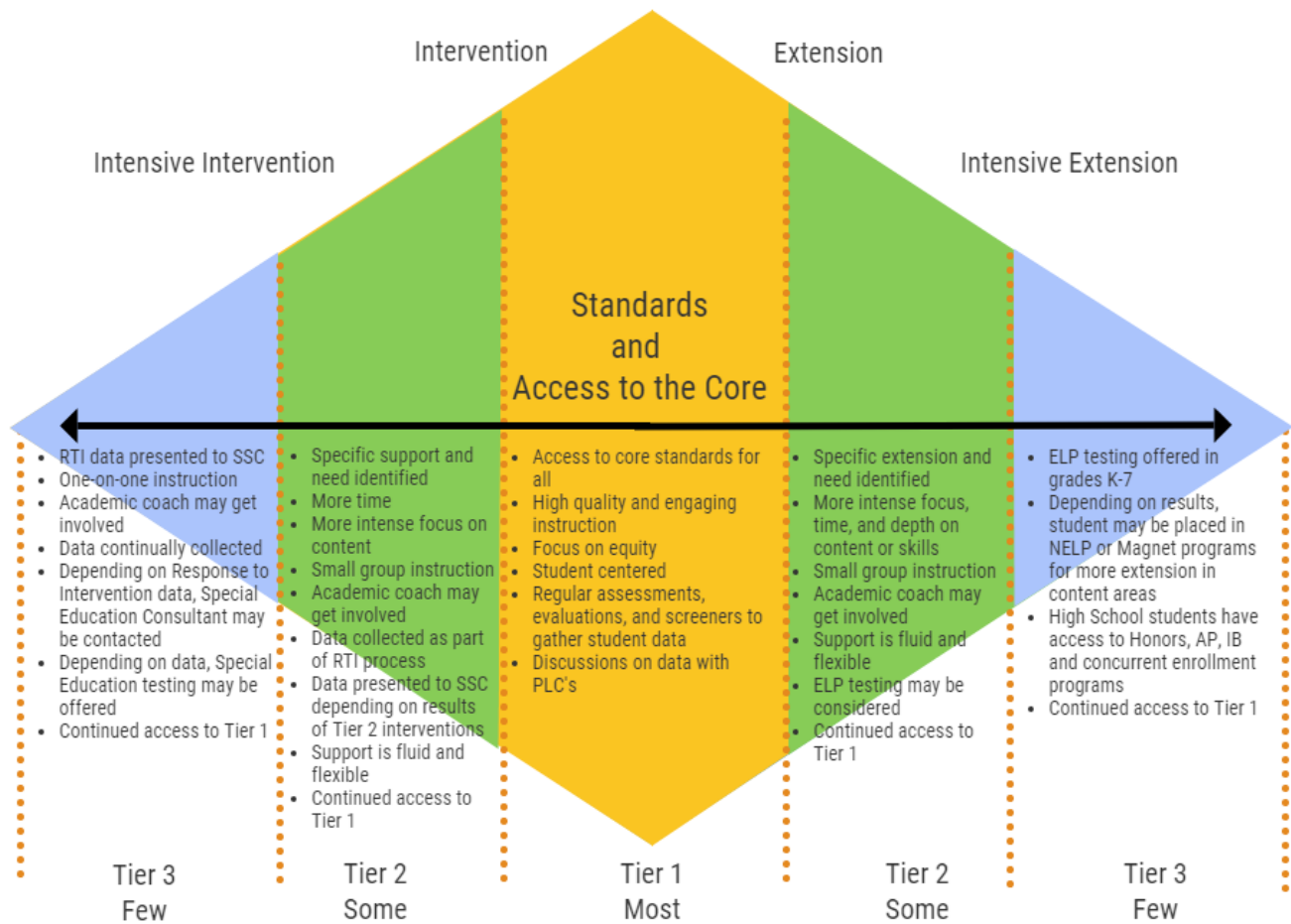
### **Academics: Tiered Supports**

Most of our students will reach content and skill proficiency through Universal (Tier 1) Instruction, which includes access to the Utah Core Standards for all; however, many students require more support or extension to reach their full potential. Any Targeted (Tier 2) or Individual (Tier 3) academic interventions must be given in addition to the Tier 1 instruction that is offered to all students. All three tiers are under the purview of the general education teacher and their collaborative team; this process of discussing student data, interventions, and adjustments to instruction is called RTI. Please see Figure 5 for more specifics on all our tiered supports.

Figure 5. MTSS Diamond: Academic Tiered Supports



# MTSS Diamond: Academic Tiered Supports



## Academics: MTSS Roles and Expectations

<i>Role</i>	<i>Expectations</i>
District Administration	<ol style="list-style-type: none"> <li>1. Select engaging curricula and assessment tools.</li> <li>2. Clearly communicate expectations for all Tiers.</li> <li>3. Support building administrators and academic coaches.</li> <li>4. Compile and share data to schools and departments as needed.</li> <li>5. Facilitate Special Education involvement/testing if appropriate.</li> <li>6. Provide time and resources.</li> </ol>
Building Administration	<ol style="list-style-type: none"> <li>1. Act as link between district expectations and school actions/decisions.</li> <li>2. Be an Instructional leader.</li> <li>3. Set expectations for student-centered learning, data-driven decisions, and RTI process.</li> <li>4. Create and guide PLC's, coach on how to use data.</li> <li>5. Build SSC and act as leader of committee or delegate a leader of committee.</li> <li>6. Ensure Tier 2 and Tier 3 supports are in place and flexible.</li> </ol>
Academic Coaches	<ol style="list-style-type: none"> <li>1. Identify teachers who may need Tier 1 instructional support and coaching.</li> <li>2. Support teachers who must implement Tier 2 or Tier 3 interventions in their classrooms.</li> <li>3. Assist teams in the RTI process.</li> <li>4. Help teachers identify and implement appropriate assessments.</li> </ol>
Teachers	<ol style="list-style-type: none"> <li>1. Implement engaging and equitable Tier 1 instruction.</li> <li>2. Gather data and review with Professional Learning Community.</li> <li>3. Identify students who may need support or extension.</li> <li>4. Apply Tier 2 and Tier 3 interventions in the classroom.</li> <li>5. Ask for support from building administrator or academic coach if needed.</li> <li>6. Participate in RTI process.</li> <li>7. Present information to SSC when appropriate.</li> </ol>
Counselors	<ol style="list-style-type: none"> <li>1. Attend SSC when appropriate.</li> <li>2. Identify students whose academics are being negatively affected by social and emotional or mental health issues, intervene and support teacher and family.</li> <li>3. Advocate for student support in classrooms, help parents access support they need.</li> <li>4. Provide academic counseling and "next steps" planning.</li> <li>5. Support college and career readiness preparation.</li> </ol>
Teams or Committees	<ol style="list-style-type: none"> <li>1. PLC's and/or department teams.</li> <li>2. SSC.</li> </ol>

## **Multi-Tiered System of Support** **Behavior**

*If the only tool you have is a hammer, you tend to see every problem as a nail.  
(Maslow, as cited on "quotes.net/quote/7644", 2021)*

# Salt Lake City School District Multi-Tiered System of Support Behavior

## Behavior: Introduction

The first concern in SLCSO is that we engage students in learning, that we present new content and skills in a manner that piques students' interest and curiosity, and that we support students in building healthy relationships with peers, teachers, and other educators. To focus on these priorities, it is beneficial to establish clear behavior expectations in our buildings, to teach and model these expectations, to reinforce positive conduct, and to correct actions that are problematic.

When contemplating behavior management and approaches, it is crucial to consider student age and development, as many behaviors are typical and should be expected, even integrated into instruction and school procedures. Indeed, as students get older and more mature, they can have a voice in how their classrooms are run, what norms and procedures everyone will follow, and how the teacher and peers will respond if someone breaks those norms. When it comes to conduct management, the goal is not to punish but to teach and to return the focus repeatedly to engagement in learning.

Figure 6. MTSS Behavior Components

Student Centered	Data-Driven Decisions	Tiered Supports	Roles and Expectations
Age appropriate Engaging instruction Student voice PBIS LRBI HB 58 Restorative Practices	Behavior data resources Behavior Intervention Plans Funct. Behavior Assessments School Information System Behavior Management System	Basic Five LRBI checklist Tier 2 and 3 interventions Safe Schools process Additional support—flexible Intensive intervention—flexible	District administration Building administration Behavior support specialists Teachers Counselors Teams and Committees

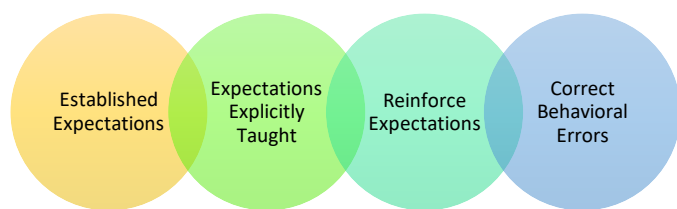
## Behavior: Student Centered

### Academics: Standards and Curriculum

Various state and district bodies have issued multiple guidelines for behavior management in schools. First, both the Utah State Board of Education and the Salt Lake City School Board require schools to apply PBIS, which emphasize four main pillars: 1. Establish expectations; 2. Expectations explicitly taught; 3. Reinforce expectations; and 4. Correct behavioral errors. Schools have created PBIS plans to outline how they will integrate these four pillars in their buildings and classrooms.



Figure 7. Four Pillars of PBIS



Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support everyone—especially students with disabilities—to create the kinds of schools where all students are successful.

PBIS is not a curriculum you purchase or something you learn during a one-day professional development training. It is a commitment to addressing student behavior through systems change. When it's implemented well, students achieve improved social and academic outcomes, schools experience reduced exclusionary discipline practices, and school personnel feel more effective ("PBIS.org," 2021, Getting Started section, paras. 1-2).

Figure 8. Minimum Implementation Requirements of Effective School-Wide PBIS Implementation

PBIS Minimum Implementation Requirements:
Expectations are posted and visible (include non-classroom areas).
Office Discipline Referrals (ODR's) are filled out completely.
Teachers are using at least 3 interventions before ODR.
Teachers are actively supervising areas (hallways, entry, cafeteria).
4:1 positive to negative comments are used by all staff.
Staff reinforce positive behaviors in non-classroom areas.
Nonteaching staff (cafeteria staff, custodians, office staff) are using positive language with students.
5-8 students chosen at random can say the expectations.
Posters in the school reflect our student makeup.
Behavior management staff follow school behavioral expectations and continuum for misbehaviors.

(Baker & Ryan, 2019)

In addition to PBIS, Utah House Bill 58 (2020) “...requires schools to create a plan to address the causes of student use of tobacco, alcohol, electronic cigarette products, and controlled substances” (lines 22-23). The resulting HB 58 Positive Behavior Plans, which are submitted to the school board for approval, are a subsection of the larger PBIS blueprint.

Another behavior guide that SLCSD adheres to is the Least Restrictive Behavior Interventions (LRBI) Technical Assistance Manual, which is incredibly helpful in “providing guidance and information in creating successful behavioral systems and supports within Utah’s public schools” (LRBI, 2015, p. 1) and identifies and explains Universal, Targeted, and Individual interventions and when it is appropriate to use them. This manual was written by a multidisciplinary taskforce identified by the Utah State Office of Education.

Finally, SLCSD is learning more about restorative practices and how to best use those approaches in addressing behaviors and conflict. Stutzman Amstutz and Mullet (2015) state:

Restorative justice promotes values and principles that use inclusive, collaborative approaches for being in community. These approaches validate the experiences and needs of everyone within the community, particularly those who have been marginalized, oppressed, or harmed. These approaches allow us to act and respond in ways that are healing rather than alienating or coercive (p. 15).

Guiding questions for a restorative approach

1. Who has been hurt?
2. What are their needs?
3. Whose obligations are they?
4. What are the causes?
5. Who has a “stake” in this?
6. What is the appropriate process to involve stakeholders in an effort to put things right?

(Stutzman Amstutz & Mullet, 2015, p. 14)

### **Behavior: Data-Driven Decisions**

It is easy to respond to problematic or non-typical behavior emotionally. Often handling this type of behavior is frustrating for educators, as it can interrupt instruction, disturb other students, and be difficult to understand and manage; that said, it is crucial that teachers are planned and prepared to negotiate problematic behavior and that collaborative teams are willing to use data to analyze behavior, identify appropriate strategies, and adjust instruction and supports accordingly. At the school level, the SSC, in addition to providing the academic help discussed in the previous chapter, will address behavior issues and interventions.

SLCSD is fortunate to employ a team of Behavior Support Specialists who can assist teachers with using the right tools to gather behavior data, analyze the data, and make decisions on next steps. For example, the Behavior Support Specialists are experienced in writing Behavior Intervention Plans (BIP) and Functional Behavior Assessments (FuBA), both of which can produce excellent data and information that will help teams understand better how to support the student and their teacher.

At the district level, the Director of SEL and MTSS interprets behavior data entered into the district School Information System and Behavior Management System, like Power School Log Entries and Power School Incidents, to see problem areas in schools and across the district and subsequently offer professional development or other support to address these issues.

### **Behavior: Tiered Supports**

The foundation of the district's Universal (Tier 1) approach to behavior is twofold: strong relationships and clear communication. Educators must build trusting and professional relationships with students and families to build credibility and confidence; according to Rimm-Kaufman and Sandilos (2010), "Improving students' relationships with teachers has important, positive and long-lasting implications for both students' academic and social development" (Improving Students' Relationships with Teachers article, para. 1). Also, it is essential to establish and present clear expectations, to model these expectations, and to check for student comprehension. We simply cannot assume every student knows the rules of each classroom and the behavior preferences therein. After these measures are met and student behavior continues to disrupt the learning environment, there are a variety of classroom interventions that may be implemented at the Targeted (Tier 2) or Individual (Tier 3) levels depending on the specific behavior issue. Consulting behavior experts like school or district Behavior Support Specialists and Special Education consultants may also be appropriate.

Figure 9. MTSS Diamond: Behavior Tiered Supports



# MTSS Diamond: Behavior Tiered Supports

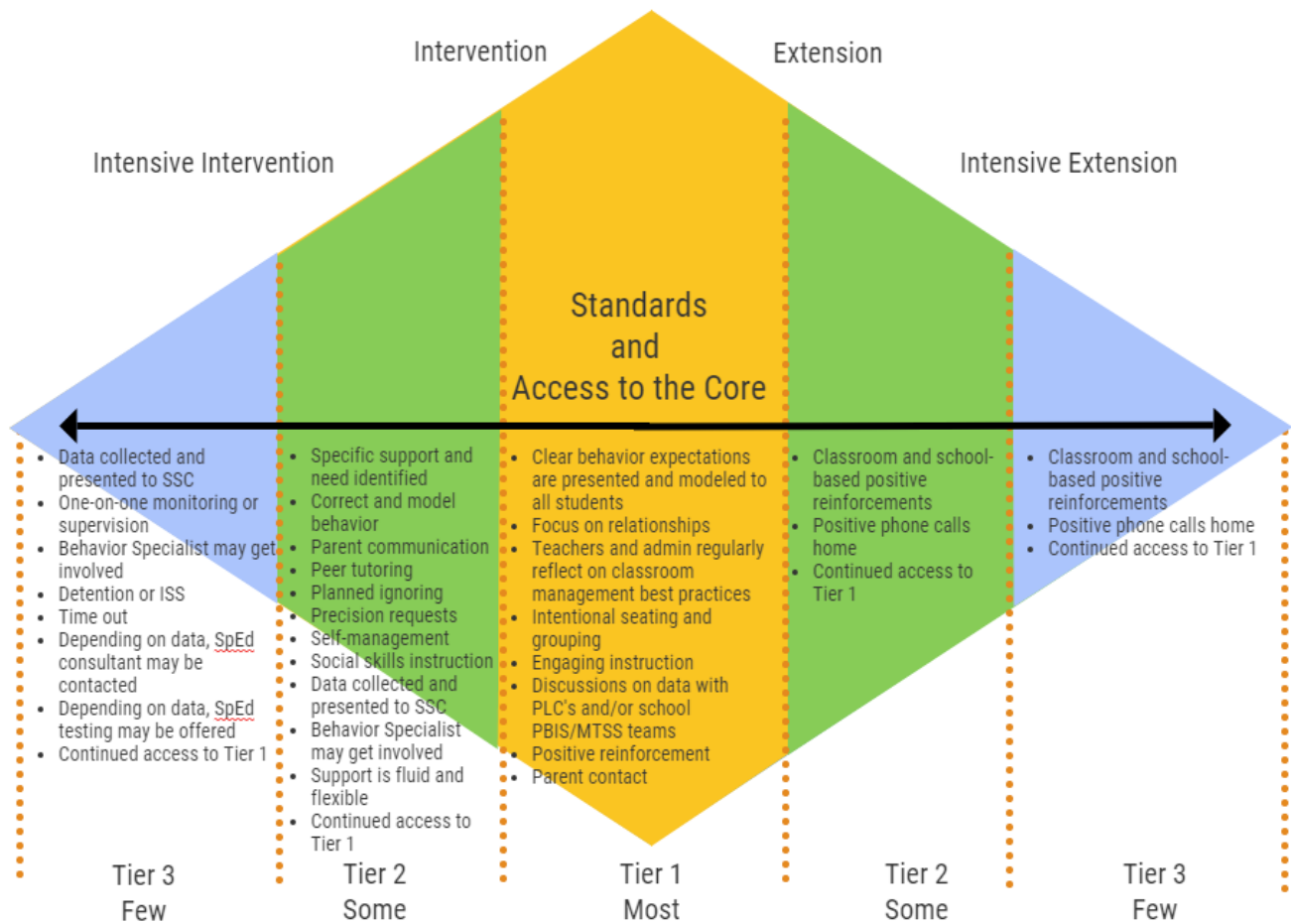


Figure 10. Additional duties of SSC.

<b><u>TIER III</u></b>	For students who have not achieved the goals established during Tier 2 level interventions, the SSC provides increasingly individualized and/or more frequent interventions and wrap-around services to ensure a comprehensive approach at meeting students' needs. <b><i>Tier 3 interventions are provided in addition to Tier 1 instruction</i></b>
<b><u>TIER II</u></b>	For students who do not make adequate progress with Tier 1 instruction, the Student Services Committee (SSC): <ul style="list-style-type: none"> <li>• gathers more specific information about the individual needs of the student;</li> <li>• develops an intervention plan for each student, including how the information will be collected and reviewed with the parents throughout the process; and</li> <li>• provides evidence-based intervention matched to the need of the student in a small group setting.</li> </ul> <b><i>Tier 2 interventions are provided in addition to Tier 1 instruction</i></b>
<b><u>TIER I</u></b>	All students receive Tier 1 instruction focused on grade-level standards and school-wide behavioral expectations. All students are screened both academically and behaviorally to determine how they are progressing. The school reviews the instruction provided to all students and ensures that each student's progress is monitored. Teachers differentiate instruction or use different approaches to meet unique student needs. Students who have a pattern of problematic behavior should be presented at SSC prior to making a referral to the Behavior Support Specialists.

Figure 11. SLCSO Behavior Intervention Hierarchy

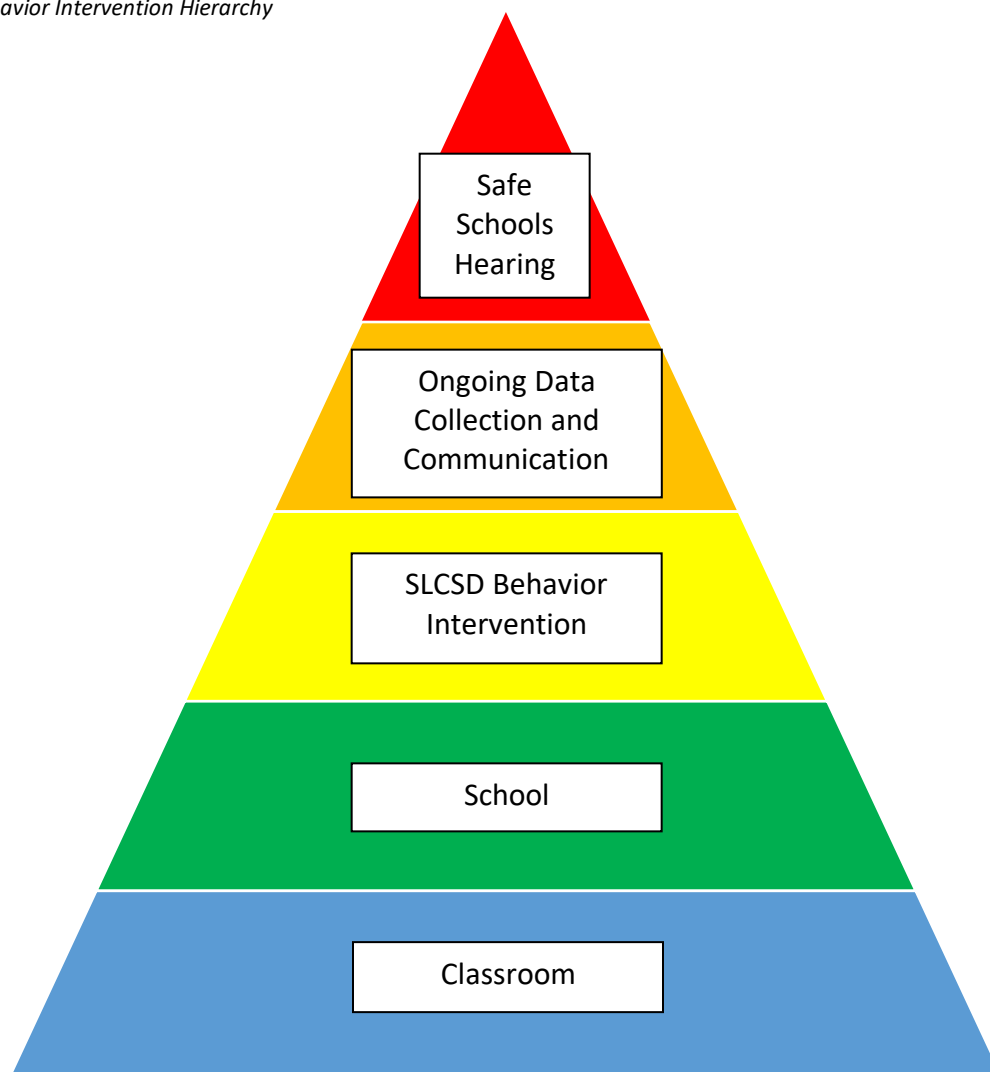


Figure 12. Expanded View of Behavior Intervention Hierarchy

LEVELS OF BEHAVIOR INTERVENTION	SLCSD BEHAVIOR INTERVENTION HIERARCHY
<b>Safe School Hearing</b>	<p><b>SEVERE BEHAVIOR: Policy S-3 IV C &amp; D</b>            Severe behavior that significantly poses a real threat to self or others <b><i>WITH INTENT TO HARM OR INTIMIDATE</i></b></p> <ul style="list-style-type: none"> <li>• Incident is reviewed by the Safe Schools Committee. Appropriate consequences and plans will be developed.</li> <li>• Student may be placed in an alternative educational setting for a specified period determined by the severity of behavior.</li> <li>• Long-term suspensions will be considered if student is a violent offender.</li> </ul>
<b>Ongoing Data Collection</b>	<p><b>ONGOING DATA COLLECTION AND COLLABORATION WITH DISTRICT SPECIALISTS</b>            If behavior does not immediately escalate to a violation of Policy S-3 and there is not threat to harm self or others, data continues to be collected from behavior plans and other interventions and documented appropriately for 6-8 weeks.</p> <ul style="list-style-type: none"> <li>• Adjustment to interventions to change results may take place at this stage.</li> </ul>
<b>SLCSD Behavior Intervention</b>	<p><b><u>OPTION I</u></b>            District Behavior Support Specialist is consulted following collaborative teaming, presentation at SSC, and analyzing data based on team suggestions.</p> <p><b><u>OPTION II</u></b>            Consultation Protocol: Administrators present their student or behavior dilemma to administrative colleagues to collaboratively design an intervention plan or determine appropriate next step.</p> <p><b><u>OPTION III</u></b>            District Consultation: Special Education, Student Services, Equity, and Network Director collaborate with school to design an intervention plan or determine appropriate next step.</p>
<b>School MTSS school-wide support at all tiers</b>	<p><b><u>TIER III</u></b>            Formally refer to SLCSD Behavior Support Specialist Team if classroom and school interventions have been unsuccessful. Interventions implemented and documented for 6-8 weeks with reasonable fidelity.</p> <ul style="list-style-type: none"> <li>• Continue to include communication and collaboration with parent/guardian.</li> <li>• Consult with social workers and nurses.</li> </ul> <p><b><u>TIER II</u></b></p> <ul style="list-style-type: none"> <li>• SSC in place for data-based individualized intervention support for all students.</li> <li>• Proactive review of IEP or 504 plans when applicable.</li> <li>• Include communication and collaboration with parent/guardian.</li> <li>• Consult with counselors, coaches, administration and/or SSC for intervention support.</li> </ul> <p><b><u>TIER I</u></b></p> <ul style="list-style-type: none"> <li>• SEL Signature Practices.</li> <li>• PBIS: Universal expectations, routines, and practices—Teach, Model, Practice, and Reteach.               <ul style="list-style-type: none"> <li>o Systems and practices that recognize and reinforce positive behavior.</li> </ul> </li> <li>• Restorative Practices: Building relationships, sense of belonging, and sense of community.</li> <li>• Create a culture of inclusion.</li> </ul>

<b>Classroom</b>	<p><b><u>TIER III</u></b> Formally refer student to Student Services Committee (SSC) if classroom interventions have been unsuccessful.</p> <ul style="list-style-type: none"> <li>• Continue to include communication and collaboration with parent/guardian.</li> <li>• Consult with social workers and nurses.</li> </ul> <p><b><u>TIER II</u></b> Classroom interventions are personalized to support students (2-3 weeks of documented classroom interventions with reasonable fidelity).</p> <ul style="list-style-type: none"> <li>• Interventions include communication and collaboration with parent/guardian.</li> <li>• Consult with counselors, coaches, administration and/or SSC for intervention support.</li> </ul> <p><b><u>TIER I</u></b> Classroom routines and structures are in place to create a positive learning environment for all students.</p> <ul style="list-style-type: none"> <li>• SEL Signature Practices.</li> <li>• PBIS: Clear rules, expectations, and positive reinforcement.</li> <li>• Refer to district resource <i>ABC's for School Sanity</i> (District Document Center)</li> <li>• Refer to LRBI (<a href="http://slcschools.org/LRBIManualWeb.pdf">LRBI ManualWeb.pdf (slcschools.org)</a>)</li> </ul>
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Figure 13. Intervention Hierarchy for Chronic Absences

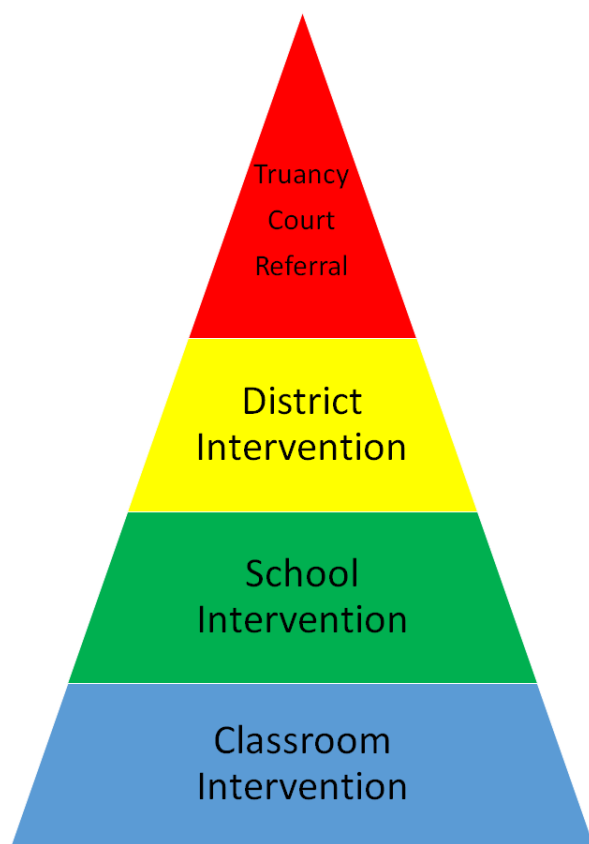


Figure 14. Expanded View of Hierarchy for Chronic Absences

Intervention Hierarchy for Chronic Absences	Chronic Absence Intervention Hierarchy
Truancy Court Referral	Student referred to Truancy Court when all levels of intervention have been exhausted and unsuccessful
District Intervention	Student referred to Family and School Collaboration Coordinator when school level interventions have been unsuccessful <ul style="list-style-type: none"> <li>Documented interventions must accompany a referral to the Family and School Collaboration Coordinator</li> </ul>
School Intervention	Interventions are implemented with reasonable fidelity and documented for 6-8 weeks. Student Services Committee (Administrator, Counselor, Student, Guardian, and others who may be helpful): <ul style="list-style-type: none"> <li>Collaborate to create a plan/school contract with achievable goals and incentives</li> <li>Assign a student advocate or other trusting adult</li> <li>Check in/Check out</li> <li>Tracking sheets</li> <li>Counselor refers student to Student Services Committee</li> <li>Counselor provides additional interventions in collaboration with student and guardian</li> </ul>
Classroom Intervention	Interventions are implemented with reasonable fidelity and documented for 2-3 weeks. Consult with school counselor for additional interventions: <ul style="list-style-type: none"> <li>Create a contract with achievable goals and incentives</li> <li>Collaborate with guardian to create a plan</li> <li>Call home</li> </ul>



## **Behavior: MTSS Roles and Expectations**

<i>Role</i>	<i>Expectations</i>
District Administration	<ol style="list-style-type: none"> <li>1. Continually update School Board Policy S-3.</li> <li>2. Define discipline processes and clarify documentation objectives.</li> <li>3. Identify Behavior Management and documentation tools and train stakeholders.</li> <li>4. Clearly communicate processes and expectations to school leaders.</li> <li>5. Support building administrators and Behavior Support Specialists.</li> <li>6. Compile and share data to schools and departments as needed.</li> <li>7. Hold district-level hearings and communicate outcomes.</li> <li>8. Facilitate Special Education involvement/testing if appropriate.</li> <li>9. Provide time and resources.</li> </ol>
Building Administration	<ol style="list-style-type: none"> <li>1. Build PBIS and/or MTSS teams to monitor school-wide behavior management practices.</li> <li>2. Implement PBIS.</li> <li>3. Establish school-wide behavior expectations and decision trees.</li> <li>4. Train teachers on PBIS practices and decision trees, etc.</li> <li>5. Thoroughly investigate incidents, give all parties due process.</li> <li>6. Communicate with district on high-level incidents.</li> <li>7. Build SSC and act as leader of committee or delegate a leader of committee.</li> <li>8. Ensure Tier 2 and Tier 3 behavior supports are in place and flexible.</li> <li>9. Communicate with parents.</li> </ol>
Behavior Support Specialists	<ol style="list-style-type: none"> <li>1. Support students, teachers, and schools in behavior assessment and management.</li> <li>2. Identify teachers who may need Tier 1 classroom management support and coaching.</li> <li>3. Help teachers who must implement Tier 2 or Tier 3 interventions in their classrooms.</li> <li>4. Build in-school capacity for crisis response.</li> <li>5. Take data on student behavior.</li> <li>6. Participate in SSC if student behavior issues escalate to that level.</li> </ol>
Teachers	<ol style="list-style-type: none"> <li>1. Focus on relationships with students and between peers in classroom.</li> <li>2. Implement engaging and equitable instruction.</li> <li>3. Establish and model clear classroom expectations.</li> <li>4. Communicate with parents.</li> <li>5. Identify students who may need behavior support or positive reinforcement.</li> <li>6. Apply Tier 2 and Tier 3 interventions in the classroom.</li> <li>7. Gather data.</li> <li>8. Ask for support from building administrator or Behavior Support Specialist if needed.</li> <li>9. Present information to SSC or PBIS/MTSS teams when appropriate.</li> </ol>
Counselors	<ol style="list-style-type: none"> <li>1. Collaborate with admin, teachers, Behavior Support Specialists in addressing student behavior.</li> <li>2. Attend SSC, PBIS, or MTSS team meetings when appropriate.</li> <li>3. Identify students whose behavior is being negatively affected by social and emotional or mental health issues, intervene and support teacher and family.</li> <li>4. Make mental health referrals when necessary.</li> <li>5. Provide social skills instruction or small group counseling when appropriate.</li> <li>6. Advocate for student support in classrooms, help parents access support they need.</li> <li>7. Communicate with parents.</li> </ol>
Teams or Committees	<ol style="list-style-type: none"> <li>1. PLC's and/or department teams.</li> <li>2. SSC.</li> <li>3. PBIS and/or MTSS team.</li> </ol>

## **Multi-Tiered System of Support**

### **Social and Emotional Learning**

*Education is unfolding the wings of head and heart together. A true teacher pushes the students out of the nest to strengthen the wings.*  
(Ray, as cited on [quotes.net/quote/63693](https://quotes.net/quote/63693), 2021)

# Salt Lake City School District Board of Education Priority

On November 20, 2018, The Board of Education of SLCSO unanimously approved their SEL Goal.

SEL Goal: In an effort to promote students' social, emotional, and academic learning, the SLCSO Board of Education will create and implement a district wide SEL Framework.

- The SEL Framework will include five SEL Competencies: Self-awareness, Self-management, Social Awareness, Relationship Skill, and Responsible Decision-making
- The SEL Framework will include various accountability measures such as the SHARP Survey, Educators Handbook (disciplinary incidents), PowerSchool Reports (attendance and disciplinary incidents), as well as perception data from students, families, and teachers.

In collaboration with the Salt Lake Educators Association (SLEA) and the Salt Lake Association of School Administrators (SLASA), the SLCSO SEL Committee was formed. The SEL Committee Members were:

Sandra V. Buendia, Educational Equity and Student Support Executive Director  
Mindi Holmdahl, Student Services Director  
Rebecca Pittam, Highland Network Director  
Verenice Gutierrez, Educational Equity and Access Director  
Nicole O'Brien, Rose Park Elementary Principal and SLASA Representative  
Allison Martin, Northwest Middle School Assistant Principal and SLASA Representative  
Ami Burton, West High Counselor and SLEA Representative  
Heidi Boogert, Highland Park Teacher and SLEA Representative Stacey Lindsay, Student Services Lead Counselor

The SEL Committee met on the following dates to develop the district SEL Standards and Indicators:

January 10, 2019  
February 31, 2019  
March 19, 2019  
April 18, 2019  
June 20, 2019  
July 9, 2019  
July 10, 2019  
July 26, 2019

In this chapter, the SLCSO borrowed heavily CASEL, including its definition of SEL.

# Salt Lake City School District Multi-Tiered System of Support Social and Emotional Learning

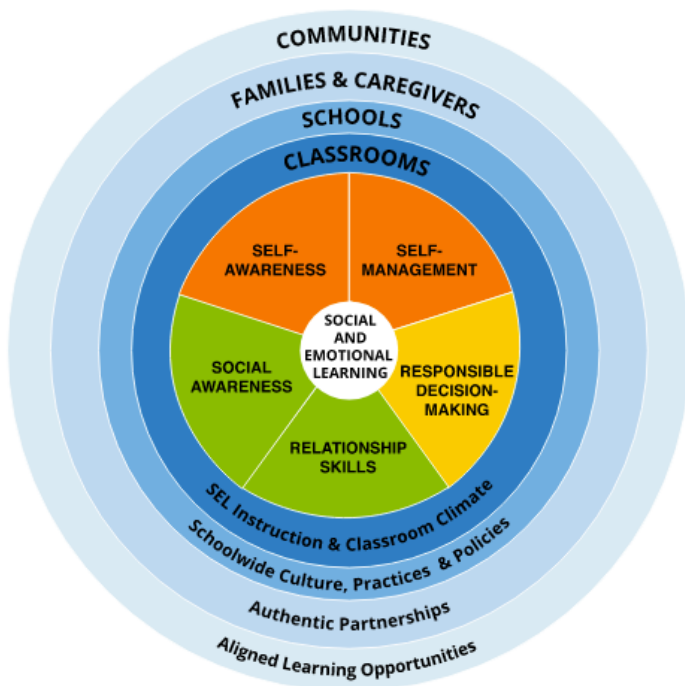
## **SEL: Introduction**

SLCSD adheres to the philosophy and tenets of CASEL. CASEL (2021) defines SEL this way:

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities. ("CASEL.org," What Is SEL section, paras. 1-2)

*Figure 15. CASEL Framework and Five Competencies*



(CASEL, 2021)

Figure 16. MTSS SEL Components

Student Centered	Data-Driven Decisions	Tiered Supports	Roles and Expectations
Age appropriate Inclusive/culturally sensitive Three Signature Practices Second Step Move This World Read-U Mindfulness Inner Explorer Standards and Indicators "I Can" Statements Integration with equity	Attendance data School Information System Behavior Management System CASEL district Impl. rubric District SEL survey exploration	SEL curriculum and instruction Tier 2 and 3 interventions One-on-one counseling Small group counseling Parent/family support Collab. with comm. partners Additional support—flexible Intensive intervention--flexible	District administration Building administration Teachers Counselors/Social Workers Teams and Committees

### **Social and Emotional Learning: Student Centered**

#### *Academics: Standards and Curriculum*

Because the ages and backgrounds of our students are so diverse, SLCSO uses many different curricula, strategies, and resources to address SEL needs. Administrators and educators build school culture around CASEL's Three Signature Practices: 1. Welcoming routines; 2. Engaging strategies; and 3. Optimistic closure, and in addition the district has two approved SEL curricula, Second Step (elementary and middle) and Move This World (high school), to support explicit SEL instruction. Our libraries strive to have cultural and identity-diverse collections, including book sets from the Read-U program; Read-U is a program directed by two University of Utah professors and consists of carefully curated units that use award-winning titles with diverse representation to aid educators in discussing challenging topics, like grief and loss or racial identity. According to Aimonette Liang & Tao (2021):

Despite an information rich environment, there is a void of books easily available to children that both reflect their life experiences and broaden their understanding of self and others. Parents and teachers are often uncertain how to find and use these diverse books as lenses to discuss challenging topics, including those such as unity, grief, identity, and friendship.

To fill this gap, we have created READ-U (**R**ead with **E**mpathy, **A**wareness, and **D**iversity with **U**) ("readu.utah.edu," About READ-U section, paras. 1-2).

Further, Self-Awareness and Self-Management are two of CASEL's five SEL competencies, and SLCSO utilizes several different mindfulness tools to assist students in learning more about themselves and their emotions. Many schools use the Inner Explorer program to guide mindfulness in classrooms and during morning meetings. Other schools have calming kits or calming corners, a consistent place students can go to reflect, calm down, sometimes talk to an adult, and get back on track to finish the day positively.

Finally, SLCSO has created SEL Standards and Indicators and "I Can" statements to guide instruction and measure growth.

# SLCSD Social and Emotional Learning Standards and Indicators

*Interpersonal and intrapersonal skills that students and adults are expected to demonstrate in person, in social media, and online.*

SEL Competency	Standards	Indicators
<b>Self-awareness</b>	Develop self-awareness competencies to: <ul style="list-style-type: none"> <li>Identify one's emotions</li> <li>Maintain an accurate and positive self- concept</li> <li>Recognize individual strengths</li> <li>Experience a sense of self-efficacy</li> <li>Cultivate a growth mindset</li> <li>Celebrate the complexity of one's identity</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge of one's emotions</li> <li>Demonstrate knowledge of personal strengths, challenges, and potential</li> <li>Demonstrate ability to embrace challenges, set goals, and work toward achieving goals</li> <li>Demonstrate ability to keep trying when things are hard</li> <li>Demonstrate ability to advocate for self</li> <li>Identify and access resources when in crisis</li> </ul>
<b>Self-management</b>	Develop self-management competencies to: <ul style="list-style-type: none"> <li>Regulate emotions</li> <li>Manage stress</li> <li>Use prosocial de-escalation strategies</li> <li>Monitor and achieve behaviors related to school and life success</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ability to manage emotions</li> <li>Recognize triggers that lead to specific emotional/physical responses</li> <li>Identify and apply prosocial coping skills</li> <li>Demonstrate ability to set and achieve goals for success</li> </ul>
<b>Social Awareness</b>	Develop social awareness competencies to: <ul style="list-style-type: none"> <li>Exhibit empathy</li> <li>Appreciate diversity</li> <li>Understand social norms for behavior in different settings and audiences</li> <li>Recognize family, school, and community supports</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate awareness of other people's emotions and perspectives</li> <li>Act in accordance with varied social norms</li> <li>Demonstrate an awareness of cultural factors and respect for individual differences</li> <li>Demonstrate awareness of how to get help and support as needed</li> </ul>
<b>Relationship Skills</b>	Develop relationship competencies to: <ul style="list-style-type: none"> <li>Build and maintain a network of positive relationships with diverse groups &amp; individuals</li> <li>Recognize and appreciate the intersectionality of identities and experiences of self and others</li> <li>Communicate needs</li> <li>Understand the value of boundaries for self and others</li> </ul>	<ul style="list-style-type: none"> <li>Use communication and social skills to positively interact with others</li> <li>Develop constructive relationships with individuals of diverse backgrounds, abilities, and lifestyles</li> <li>Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways</li> <li>Set boundaries for self and respect boundaries set by others</li> </ul>
<b>Responsible Decision-making</b>	Develop responsible decision-making skills to: <ul style="list-style-type: none"> <li>Problem solve effectively</li> <li>Accept accountability and responsibility for one's behavior in school, personal, and community contexts</li> </ul>	<ul style="list-style-type: none"> <li>Use a systematic approach to decision- making: identify the problem, analyze the situation, consider impact, make a choice, evaluate, and reflect</li> <li>Apply problem-solving skills to responsibly address daily academic and social situations</li> <li>Understand and demonstrate personal responsibility</li> <li>Positively contribute to one's community</li> </ul>

## SLCSD “I Can” Statements

GRADE	Self-awareness	Self-management	Social Awareness	Relationship Skills	Responsible Decision-making
K-2	<ul style="list-style-type: none"> <li>I can identify my basic emotions</li> <li>I can describe and understand what causes these emotions</li> <li>I can identify what I like and dislike and why</li> <li>I can honor differences in self and others</li> <li>I can ask for help when needed</li> </ul>	<ul style="list-style-type: none"> <li>I can identify ways to calm myself</li> <li>I can identify healthy ways to manage my upsetting emotions</li> <li>I can set reasonable goals and work towards them</li> <li>I can follow a routine and recognize the needed steps to complete it</li> <li>I can wait my turn</li> <li>I can keep my hands, feet, and other objects to myself (KYHFOOTY)</li> </ul>	<ul style="list-style-type: none"> <li>I can use my words to communicate my needs and emotions</li> <li>I can recognize what others may be feeling based on their facial expressions, body language, and tone of voice</li> <li>I can understand that my words, feelings, and behaviors affect others</li> <li>I can demonstrate empathy for others' feelings</li> <li>I can understand that each person has an identity and culture that needs to be honored</li> </ul>	<ul style="list-style-type: none"> <li>I can build and maintain healthy relationships with peers and adults</li> <li>I can pay attention when others are speaking</li> <li>I can take turns and share with others</li> <li>I can describe the traits of a good friend</li> <li>I can use constructive language to interact effectively with others</li> <li>I can understand and accept that “no” means no and “stop” means stop</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and follow expectations for behavior</li> <li>I can recognize the impact of my decisions on self and others</li> <li>I can take responsibility for my words and actions</li> <li>I can recognize a problem and use constructive strategies to solve the problem</li> <li>I can positively contribute to my family and community</li> </ul>

GRADE	Self-awareness	Self-management	Social Awareness	Relationship Skills	Responsible Decision-making
3-5	<ul style="list-style-type: none"> <li>I can identify my basic and more complex emotions</li> <li>I can describe and understand what causes these emotions</li> <li>I can identify my strength, challenges, and potential</li> <li>I can celebrate the complexity of my identity and the identities others</li> <li>I can keep trying when things are difficult</li> <li>I can advocate for myself</li> </ul>	<ul style="list-style-type: none"> <li>I can name what causes me to feel upsetting emotions</li> <li>I can use one or more healthy strategies to manage my upsetting emotions</li> <li>I can identify what I need to do, when I need to do it, and work toward achieving success at school and in life</li> <li>I can set personal goals and work towards them</li> <li>I can demonstrate self-management in different settings at school and home</li> <li>I can reflect on possible consequences before I act</li> <li>I can keep my hands, feet, and other objects to myself (KYHFOOTY)</li> </ul>	<ul style="list-style-type: none"> <li>I can use words to communicate my needs and feelings</li> <li>I can understand that my words, feelings, and behaviors affect others and affect my relationships</li> <li>I can demonstrate awareness of and empathy for other people's emotions and perspectives</li> <li>I can understand and evaluate social situations</li> <li>I can demonstrate an awareness of cultural factor and respect for individual differences</li> </ul>	<ul style="list-style-type: none"> <li>I can build and maintain healthy relationships with peers and adults</li> <li>I can use communication and social skills to positively interact with others in person and on social media</li> <li>I can pay attention when others are speaking and listen to learn and understand</li> <li>I can understand and accept that "no" means no and "stop" means stop</li> <li>I can respect diverse perspectives and resolve conflict in constructive ways</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and follow expectations for behavior</li> <li>I can understand and demonstrate personal responsibility and accountability</li> <li>I can recognize a problem and use constructive strategies to solve the problem</li> <li>I can positively contribute to my family and community</li> </ul>



GRADE	Self-awareness	Self-management	Social Awareness	Relationship Skills	Responsible Decision-making
6-8	<ul style="list-style-type: none"> <li>I can accurately identify my emotions and the complexity of different emotions</li> <li>I can describe and understand what causes these emotions</li> <li>I can make informed choices based on my strengths, challenges, and potential</li> <li>I can celebrate the complexity of my identity and the identities of others</li> <li>I can keep trying when things are difficult</li> <li>I can advocate for myself</li> </ul>	<ul style="list-style-type: none"> <li>I can recognize the cause of certain emotions and change my behavior accordingly</li> <li>I can use one or more healthy strategies to manage my stress and emotions</li> <li>I can identify what I need to do, when I need to do it, and work toward achieving success at school and in life</li> <li>I can identify manageable steps to achieve personal goals</li> <li>I can demonstrate self-management in different settings</li> <li>I can reflect on possible consequences before I act</li> <li>I can keep my hands, feet, and other objects to myself (KYHFOOTY)</li> </ul>	<ul style="list-style-type: none"> <li>I can use pro-social words to communicate my needs and feelings</li> <li>I can demonstrate awareness of and empathy for other people's emotions and perspectives</li> <li>I can understand that my words, feelings, and behaviors affect others and affect my relationships</li> <li>I can understand, evaluate, and respond to social situations</li> <li>I can demonstrate an awareness of cultural factors and respect for individual differences</li> <li>I can ask for help and support when I need it</li> </ul>	<ul style="list-style-type: none"> <li>I can build and maintain healthy relationships with peers and adults</li> <li>I can use communication and social skills to positively interact with others in person and on social media</li> <li>I can respect diverse perspectives and resolve conflict in constructive ways</li> <li>I can set boundaries for myself and respect boundaries set by others</li> <li>I can use active listening skills to pay attention when others are speaking</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and follow expectations for behavior</li> <li>I can understand and demonstrate personal responsibility and accountability</li> <li>I can recognize a problem and use a decision-making process to address it</li> <li>I can positively contribute to my family and community</li> </ul>

GRADE	Self-awareness	Self-management	Social Awareness	Relationship Skills	Responsible Decision-making
9-10	<ul style="list-style-type: none"> <li>I can accurately identify my emotions and the complexity of different emotions</li> <li>I can describe and understand what causes these emotions</li> <li>I can make informed choices based on my personal and academic strengths, challenges, and potential</li> <li>I can celebrate the complexity of my identity and the identities of others</li> <li>I can keep trying when things are difficult</li> <li>I can advocate for myself</li> <li>I can use my insight to help make plans for high school completion</li> </ul>	<ul style="list-style-type: none"> <li>I can recognize the cause of my emotions and change my behavior accordingly</li> <li>I can use specific and healthy strategies to manage my stress and emotions</li> <li>I can choose behaviors that will help me achieve success at school and in life</li> <li>I can identify manageable steps to achieve personal goals</li> <li>I can demonstrate self-management in different settings</li> <li>I can reflect on possible consequences before I act</li> <li>I can keep my hands, feet, and other objects to myself (KYHFOOTY)</li> </ul>	<ul style="list-style-type: none"> <li>I can describe various aspects of my identity</li> <li>I can use verbal, physical, and situational cues to identify what others are feeling</li> <li>I can apply empathy to social interactions</li> <li>I can demonstrate an awareness of cultural factors and respect for individual differences</li> <li>I can identify community supports and ask for help when I need it</li> </ul>	<ul style="list-style-type: none"> <li>I can build and maintain healthy relationships with peers and adults</li> <li>I can use communication and social skills to positively interact with others in person and on social media</li> <li>I can respect diverse perspectives and resolve conflict in constructive ways</li> <li>I can set boundaries for myself and respect boundaries set by others</li> <li>I can use active listening skills to pay attention when others are speaking</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and follow expectations for behavior</li> <li>I can accept accountability and responsibility for my behavior in school, personal, and community contexts</li> <li>I can apply problem solving skills to responsibly address daily academic and social situations</li> <li>I can positively contribute to my family and community</li> </ul>

GRADE	Self-awareness	Self-management	Social Awareness	Relationship Skills	Responsible Decision-making
11-12	<ul style="list-style-type: none"> <li>I can accurately identify my emotions and the complexity of different emotions</li> <li>I can describe and understand what causes these emotions</li> <li>I can make informed choices based on my personal and academic strengths, challenges, and potential</li> <li>I can celebrate the complexity of my identity and the identities of others</li> <li>I can keep trying when things are difficult</li> <li>I can advocate for myself</li> <li>I can use my insight to collaborate in making college and career plans</li> </ul>	<ul style="list-style-type: none"> <li>I can recognize the cause of my emotions and change my behavior accordingly</li> <li>I can use specific and healthy strategies to manage my stress and emotions</li> <li>I can choose behaviors that will help me achieve success at school and in life</li> <li>I can identify manageable steps to achieve personal goals and persevere through difficulties</li> <li>I can demonstrate self-management in different settings</li> <li>I can predict and consider possible consequences before I act</li> </ul>	<ul style="list-style-type: none"> <li>I can describe and celebrate various aspects of my identity</li> <li>I can use cues to identify what others are feeling and apply empathy to social interactions</li> <li>I can appreciate cultural diversity and demonstrate respect for individual differences</li> <li>I can identify community supports and ask for help when I need it</li> </ul>	<ul style="list-style-type: none"> <li>I can build and maintain healthy relationships</li> <li>I can use communication and social skills to positively interact with others in person and on social media</li> <li>I can demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways</li> <li>I can set boundaries for myself and respect boundaries set by others</li> </ul>	<ul style="list-style-type: none"> <li>I can accept accountability and responsibility for my behavior in school, personal, and community contexts</li> <li>I can apply problem solving skills to responsibly address daily academic and social situations</li> <li>I can positively contribute to my family, local and global community</li> <li>I can follow through on obligations and commitments</li> </ul>

Adults	
<b>Self-Awareness</b>	<p><b><u>Emotional Self-Awareness</u></b></p> <ul style="list-style-type: none"> <li>• I am able to identify, recognize and name my emotions in the moment</li> <li>• I recognize the relationship between my feelings and my reactions to people and situations</li> </ul> <p><b><u>Accurate Self-Perception</u></b></p> <ul style="list-style-type: none"> <li>• I know and am realistic about my strengths and limitations</li> <li>• I encourage others to tell me how my actions have affected them</li> <li>• I know how my own needs, biases, and values affect the decisions I make</li> </ul> <p><b><u>Self-Confidence</u></b></p> <ul style="list-style-type: none"> <li>• I believe I have what it takes to influence my own destiny and lead others effectively</li> <li>• I feel confident that I can handle whatever comes along with calm self-assurance and a relaxed presence</li> </ul> <p><b><u>Optimism</u></b></p> <ul style="list-style-type: none"> <li>• I believe that most experiences help me learn and grow</li> <li>• I can see the positive even in negative situations</li> </ul>
<b>Self-Management</b>	<p><b><u>Self-Control</u></b></p> <ul style="list-style-type: none"> <li>• I find ways to manage my emotions and channel them in useful ways without harming anyone</li> <li>• I stay calm, clear-headed, and unflappable under high stress and during a crisis</li> </ul> <p><b><u>Setting and Achieving Goals</u></b></p> <ul style="list-style-type: none"> <li>• I have high personal standards that motivate me to seek performance improvements for myself and those I lead</li> <li>• I am pragmatic, setting measurable, challenging, and attainable goals</li> </ul> <p><b><u>Adaptability</u></b></p> <ul style="list-style-type: none"> <li>• I accept new challenges and adjust to change</li> <li>• I modify my thinking in the face of new information and realities</li> </ul> <p><b><u>Organizational Skills</u></b></p> <ul style="list-style-type: none"> <li>• I can juggle multiple demands without losing focus or energy</li> <li>• I balance my work life with personal renewal time</li> </ul>
<b>Social Awareness</b>	<p><b><u>Empathy</u></b></p> <ul style="list-style-type: none"> <li>• I listen actively and can grasp another person's perspective and feelings from both verbal and nonverbal cues</li> </ul> <p><b><u>Respect for Others</u></b></p> <ul style="list-style-type: none"> <li>• I believe that, in general, people are doing their best, and I expect the best of them</li> </ul> <p><b><u>Appreciation of Diversity</u></b></p> <ul style="list-style-type: none"> <li>• I appreciate and get along with people of diverse backgrounds and cultures in my school community and utilize inclusionary practices to ensure all voices are represented</li> </ul> <p><b><u>Organizational Awareness</u></b></p> <ul style="list-style-type: none"> <li>• I am astute in organizational situations and am able to identify crucial social networks</li> <li>• I understand the organizational forces at work, guiding values, and unspoken rules that operate among people</li> </ul>
<b>Relationship Skills</b>	<p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>• I foster an emotionally nurturing and safe environment for staff, students, families, and community members</li> <li>• I am open and authentic with others about my values and beliefs, goals, and guiding principles</li> <li>• I communicate with and encourage interaction with staff, students, parents, caregivers, and community members</li> <li>• I can articulate ideas that are important to me in ways that motivate others to become involved</li> </ul> <p><b><u>Building Relationships</u></b></p> <ul style="list-style-type: none"> <li>• I have a genuine interest in cultivating people's growth and developing their SEL skills</li> <li>• I am able to openly admit my mistakes and shortcomings to myself and others</li> <li>• I try to understand the perspective and experiences of others before I can offer suggestions</li> <li>• I give timely and constructive feedback as a coach and mentor</li> </ul> <p><b><u>Conflict Management</u></b></p> <ul style="list-style-type: none"> <li>• I am comfortable dealing with conflict, listening to feelings from all parties and helping them understand different perspectives</li> <li>• I am able to guide conflicting parties to find a common solution</li> </ul> <p><b><u>Teamwork and Collaboration</u></b></p> <ul style="list-style-type: none"> <li>• I am good at teamwork and collaboration and generate a collegial atmosphere that inspires us all</li> <li>• I build relationships with members of diverse groups</li> <li>• I involve key stakeholders in important decision-making tasks to ensure we are making wise choices</li> <li>• I embody teamwork in my leadership style and personal behaviors as a role model to staff, students, and the school community</li> </ul>
<b>Responsible Decision-Making</b>	<p><b><u>Problem Identification and Situation Analysis</u></b></p> <ul style="list-style-type: none"> <li>• I am able to define the core of the problem and differentiate it from solution options</li> <li>• I recognize the need for change, to challenge the status quo, and encourage new thinking in my school</li> <li>• I conduct needs analysis and involve the staff to identify problems before starting a new initiative</li> </ul> <p><b><u>Problem-Solving</u></b></p> <ul style="list-style-type: none"> <li>• I involve others to generate multiple solutions and predict the outcome (of each solution) for key problems</li> <li>• I find practical and respectful ways to overcome barriers, even when it comes to making decisions that may not be popular</li> </ul> <p><b><u>Evaluation and Reflection</u></b></p> <ul style="list-style-type: none"> <li>• I use more than one measure to assess progress toward social, emotional, and academic goals</li> <li>• I provide opportunities for self-reflection and group reflection on progress toward goals and the process used</li> </ul> <p><b><u>Personal, Moral, and Ethical Responsibility</u></b></p> <ul style="list-style-type: none"> <li>• I treat other people in the way I would want to be treated</li> <li>• I encourage community service activities for students, staff, and the community</li> </ul>

## SLCSD Three Signature Practices for the Classroom

SEL SIGNATURE PRACTICE	The <i>What</i>	The <i>How</i>
<b>WELCOMING ROUTINES</b> <b>Activities for Inclusion (1-10 minutes)</b>	Ritual openings establish safety and predictability, support contribution by all voices, set norms for respectful listening, allow students to connect with one another, and create a sense of belonging. To be successful, these activities must be carefully chosen, connected to the learning of the day, and engagingly facilitated.	<b>SCHOOL-WIDE:</b> <ul style="list-style-type: none"> <li>• All adults express joy in seeing students</li> <li>• Welcome late arrivals— “We are glad you are at school today.”</li> <li>• Mindfulness activity</li> </ul> <b>CLASSROOM:</b> <ul style="list-style-type: none"> <li>• All adults greet students warmly and by name</li> <li>• Morning circles</li> <li>• Morning meetings</li> <li>• Mindfulness activities</li> </ul>
<b>ENGAGING STRATEGIES</b> <b>Sense Making and “Brain Breaks” (1-15 minutes)</b>	Engaging strategies are brain-compatible strategies that can foster relationships, cultural humility and affirmation, empowerment, and collaboration. They intentionally build student SEL skills. These practices can also be opportunities for brain breaks that provide a space for integrating new information into long-term memory.	<b>CLASSROOM:</b> <ul style="list-style-type: none"> <li>• Engaging strategies in all academic and SEL content areas</li> <li>• Kagan PIES <ul style="list-style-type: none"> <li>○ Positive Interdependence</li> <li>○ Individual Accountability</li> <li>○ Equal Participation</li> <li>○ Simultaneous Interaction</li> </ul> </li> <li>• Directly teach SEL skills with evidence-based curriculum</li> <li>• SEL integration in daily instruction</li> <li>• Brain Break—Stand and Stretch: <ul style="list-style-type: none"> <li>○ Refresh and reset the brain</li> </ul> </li> <li>• Mindfulness activities</li> </ul>
<b>OPTIMISTIC CLOSURE</b> <b>Reflections and Looking Forward (3-5 minutes)</b>	End the day by having students reflect on and then name something that helps them leave on an optimistic note. This provides positive closure, reinforces learning, connects school to home, and creates a moment of looking forward to returning tomorrow.	<b>CLASSROOM:</b> <ul style="list-style-type: none"> <li>• Reflective routines</li> <li>• Exit ticket</li> <li>• Think of ... <ul style="list-style-type: none"> <li>➤ something I learned today</li> <li>➤ someone I was able to help</li> <li>➤ something I want to share with my parent/guardian</li> <li>➤ something I’m looking forward to doing tomorrow</li> <li>➤ something I enjoyed about the day</li> <li>➤ someone who was kind/helpful to me</li> </ul> </li> </ul>

## SLCSD SEL Instructional Options

### **Explicit K-12 SEL instruction through...**

- Announcements or other school media
- SEL lessons from teacher, counselor, administrator, or combination of adults

### **SEL-integrated instruction through...**

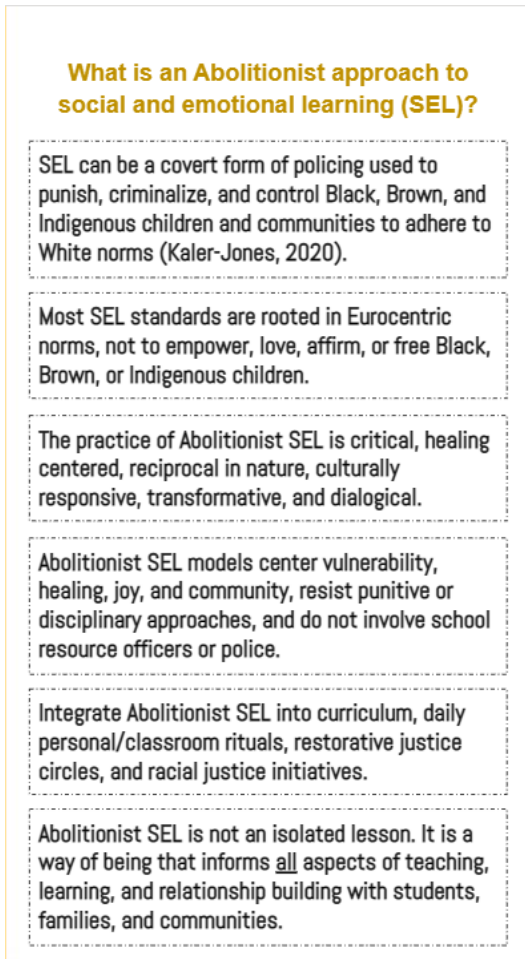
*Strong SEL-integrated lessons include some or all the following practices. Not all lessons will include all practices:*

- **Academic and SEL learning objectives:** Articulate both the academic and social-emotional goals for the lesson. Ensure goals are developmentally appropriate. Set SEL goals that reflect the social demands of tasks students will perform in the lesson.
- **Open-ended questions:** Open-ended questions seek to elicit student thinking. Replace closed/rhetorical questions and teacher explanation with open-ended questions.
- **Cooperative structures:** Kagan/PIES
- **Choice:** Look for places where students can make a choice (e.g., problems/activities from a list of options, writing topics, methods of presentations).
- **Cultural affirmation:** Ensure cultural affirmation by looking for places to link content to students' experiences and frames of reference and by anticipating support that individual students might need to access material and participate fully.
- **Reflection:** Close lessons with a brief period of reflection, discussing 1-2 questions that focus on both academic and social-emotional skills learned.
- **Executive functions:** Explicitly teach students how to organize, make lists, monitor progress, and advocate for themselves with peers and adults.
- **Appropriate interactions:** Intervene and instruct in emotional situations. Teach civil discourse, mediate conflict and opposing ideas/opinions, help students manage emotions, impulses, and responses in a classroom environment.

### Integration with Equity...

SEL, indeed learning in general, cannot be culture blind; it is imperative that SLCSO educators and counselors recognize, respect, and value all our students' diverse backgrounds and unique identities in planning academic lessons, behavior interventions, or SEL content. For example, we acknowledge that many of the components of SEL, like Self-Awareness, Self-Management, and Social Awareness, are constructed and defined differently based on our diverse backgrounds and cultures. In our nascent implementation of SEL, we strive to follow an Abolitionist approach to SEL and to acknowledge important factors that may be harmful to our students and teachers of color, as emphasized by the Abolitionist Teaching Network (2020) in their *Guide for Racial Justice & Abolitionist Social and Emotional Learning*:

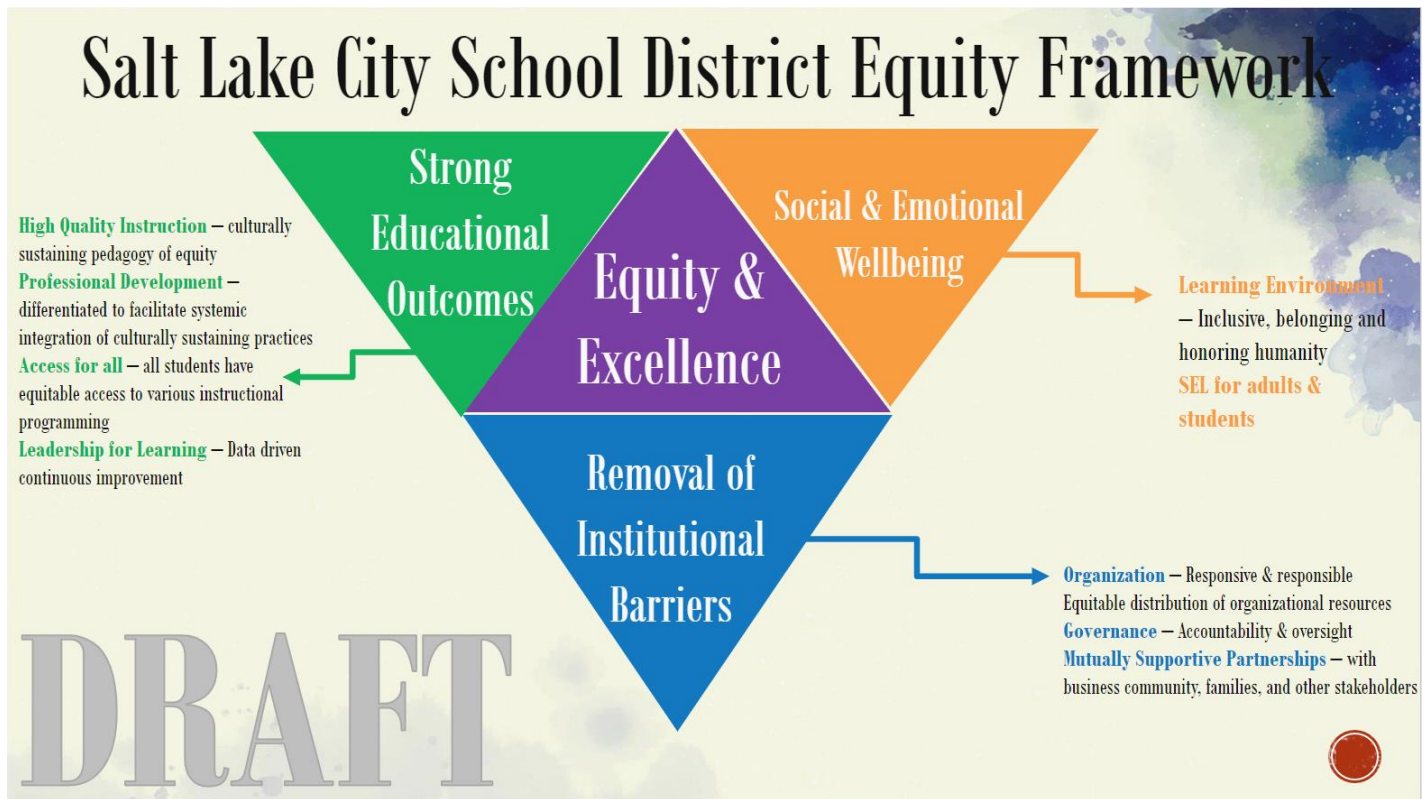
Figure 17: Abolitionist Teaching Network Approach to SEL



(p. 3)

Centralizing equity in our Academic and Behavioral approaches and especially in our SEL implementation is crucial to student support, success, and happiness at SLCSO schools; likewise, SEL is a major factor in our district's Equity Framework:

Figure 18: SLCSO Equity Framework



### **Social and Emotional Learning: Data-Driven Decisions**

Social and emotional health is difficult to measure on a large scale and in a school or district environment; it is perceived very subjectively by all stakeholders and affected by so many factors outside of school. Therefore, because SLCSO is in the beginning stages of SEL implementation, it is essential that we not only determine effective data and measurement tools, which is ongoing, but that we also decide on and communicate a specific definition of SEL. The district has currently identified several data sets and tools that will provide valuable information on the SEL baseline and growth of students and on the SEL journey of the district as a whole:

- Attendance data, with a focus on chronic attendance issues
- Behavior incident documentation, specifically incidents that lead to suspension
- CASEL district implementation rubric
- District SEL survey—TBD

In addition, the CASEL definition of SEL has been adopted by the district and is outlined in the Introduction section of this chapter. Once data sets and tools are in place and solid, teams at both the school and district level will examine outcomes for SEL areas of strength and growth and make data-based decisions about curriculum, instruction, and interventions.



Figure 19. CASEL District Implementation Rubric Focus Areas



#### FOCUS AREA 1

### Build Foundational Support and Plan

Launch SEL with a clear vision and robust plan. Sustain efforts through adequate resources and ongoing commitment.

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#### FOCUS AREA 2

### Strengthen Adult SEL Competencies and Capacity

Foster a staff community that cultivates adults' professional, social, emotional, and cultural competencies.

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#### FOCUS AREA 3

### Promote SEL for Students

Ensure consistent opportunities for all students to engage in high-quality social and emotional learning.

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#### FOCUS AREA 4

### Practice Continuous Improvement

Use a Plan-Do-Study-Act continuous improvement cycle to examine data, track your progress, and refine your plan.

(CASEL, 2021)

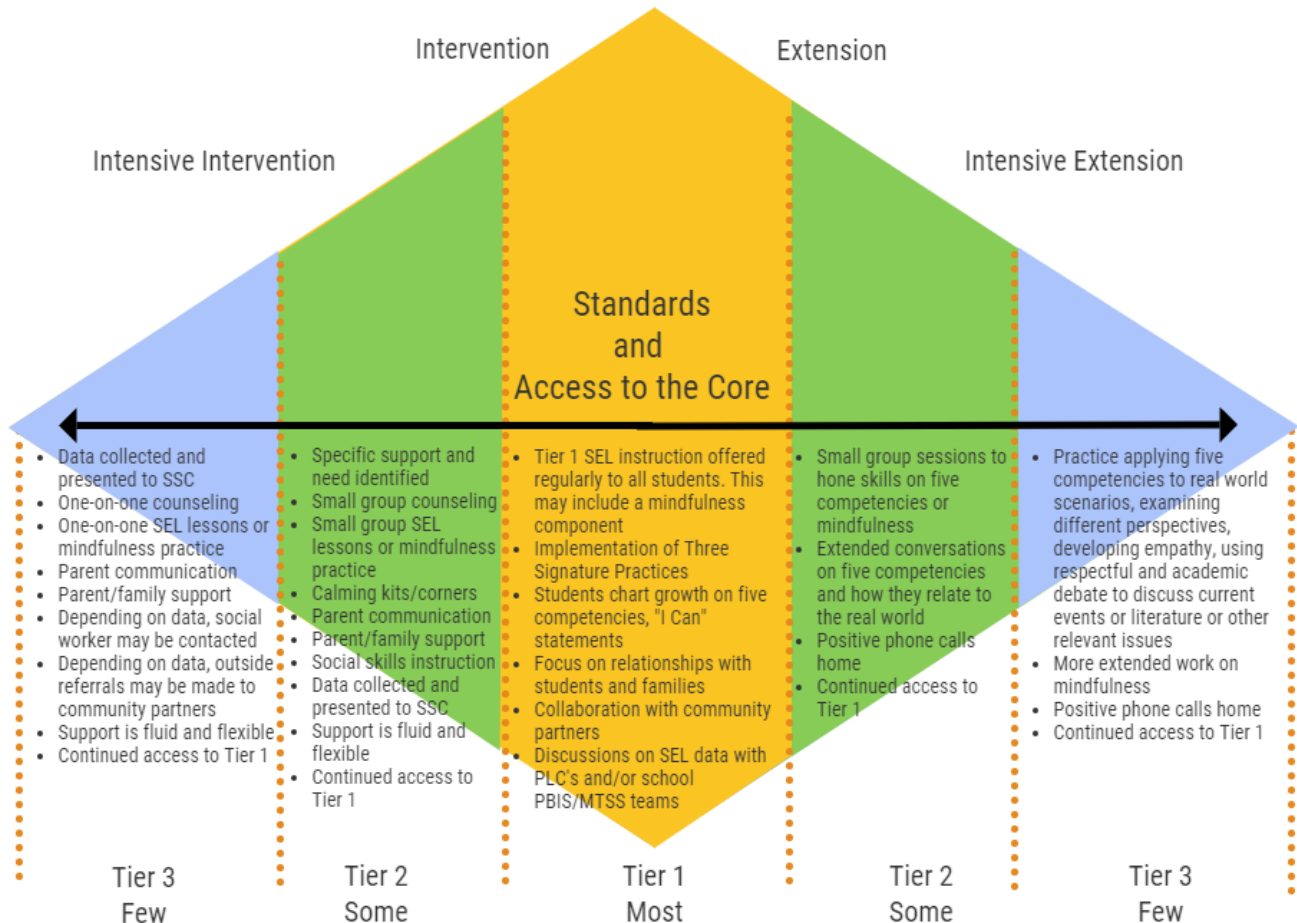
## Social and Emotional Learning: Tiered Supports

Despite being at the beginning of systemic district SEL implementation, SLCSO schools have been developing tiered SEL supports for years. In fact, the Targeted (Tier 2) and Individual (Tier 3) interventions in place in SLCSO are quite strong and much of the current focus is on creating consistent Universal (Tier 1) approaches in schools so that all students receive SEL support and not just those who are explicitly struggling.

Figure 20. MTSS Diamond: SEL Tiered Supports



## MTSS Diamond: SEL Tiered Supports



## Social and Emotional Learning: MTSS Roles and Expectations

<i>Role</i>	<i>Expectations</i>
District Administration	<ol style="list-style-type: none"> <li>1. Review and approve SEL curriculum, including RFP process, and other SEL programs.</li> <li>2. Provide professional development on SEL.</li> <li>3. Compile resources for schools and provide time for learning and implementation.</li> <li>4. Clearly communicate processes and expectations to school leaders.</li> <li>5. Support building administrators, teachers, and counselors.</li> <li>6. Compile and share data to schools and departments as needed.</li> <li>7. Build relationships with community partners.</li> </ol>
Building Administration	<ol style="list-style-type: none"> <li>1. Offer additional and ongoing SEL professional development to staff.</li> <li>2. Integrate (and consider) SEL factors in discussions with PBIS/MTSS or SSC teams.</li> <li>3. Build school community through morning meetings, advisories, etc.</li> <li>4. Facilitate SEL data discussions with school teams and PLC's.</li> <li>5. Establish Tier 1 SEL expectations and provide time and scheduling for this.</li> <li>6. Ensure Tier 2 and Tier 3 SEL supports are in place and flexible.</li> <li>7. Communicate (positive and support needs) with parents.</li> <li>8. Collaborate with community partners.</li> </ol>
Teachers	<ol style="list-style-type: none"> <li>1. Focus on relationships with students and between peers in classroom.</li> <li>2. Implement Three Signature Practices.</li> <li>3. Provide Tier 1 SEL instruction and/or mindfulness practices.</li> <li>4. Communicate (positive and support needs) with parents.</li> <li>5. Identify students who may need SEL support and communicate with counselor.</li> <li>6. Apply Tier 2 and Tier 3 interventions in the classroom.</li> <li>7. Gather SEL data. Present to SSC when needed.</li> </ol>
Counselors	<ol style="list-style-type: none"> <li>1. Support the classroom teacher in providing Tier 1 SEL instruction and mindfulness practices.</li> <li>2. Supplement Tier 1 SEL instruction and mindfulness practices.</li> <li>3. Build relationships with students and families.</li> <li>4. Attend SSC, PBIS, or MTSS team meetings.</li> <li>5. Make mental health referrals.</li> <li>6. Provide social skills instruction, targeted SEL lessons, or small group counseling.</li> <li>7. Offer one-on-one counseling, make referrals to social workers or outside providers.</li> <li>8. Communicate (positive and support needs) with parents.</li> <li>9. Facilitate small group enrichment sessions for students who may benefit from extended work.</li> </ol>
Teams or Committees	<ol style="list-style-type: none"> <li>4. PLC's and/or department teams.</li> <li>5. SSC.</li> <li>6. PBIS and/or MTSS team.</li> </ol>

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