



SOCIAL EMOTIONAL LEARNING

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Department Purpose

- Social-emotional development
- Mental and behavioral health
- Physical well-being and safety
- Whole-child support across all schools



Department Purpose

Addresses SPS Strategic Plan

Priority #3: Wellness & Joy



- Promote Wellness
- Prevent Crisis
- Proactive Response to Student Needs

3 year SEL Growth Plan Focus:

Plan concluded in SY25

- Consistent SEL instruction PreK–12
- Restorative school culture
- Dedicated SEL support in each building
- Clear and equitable behavior systems
- Timely intervention and embedded supports



Initiative 1: SEL Curriculum (Second Step)

- Fully implemented PreK–8, now in Year 2
- Reviewed 30+ curricula before selection
- One-hour online onboarding supports new teachers
 - Efficient, cost-effective, consistent training
- Bullying Prevention lessons moved to October
 - Culminated in Unity Day across all schools
- SEL Specialist
- * SEL Block in all prek-8 Schools



Initiative 2: Restorative Justice

- Year 4 of implementation district-wide
- Community Circles in all schools
- SHS added 15 minutes to 3rd period for circle practice
- K–8: Weekly SEL/RJ block time built into schedule
- Internal Circle Keeper Training developed this summer
 - Sustainable & consistent staff training
- * Student run peer circles at SHS / Cynthia Massillon

Initiative 3: SEL Specialists

- One SEL Specialist per K–8 building
- Trained in Second Step Management Portal & all levels of Restorative Justice
- Serve on ILT teams & lead teacher coaching
- Provide in-building ongoing SEL support

Initiative 4: Behavior Response System

- New Behavior Response Chart used district-wide
- Clear expectations for responding to, and documenting behaviors
- Aspen conduct codes streamlined and calibrated across schools
- **Data** is now reliable for trend analysis
 - » Disruptive Behavior, Class Cut and leaving class were conduct trends last year. SHS is focusing on Tier 1 practices this year.

Behavior Outcomes

District-wide Conduct Referrals

23%



SY24 > SY25

K-8 Referrals

18%



SY24 > SY25

Improvements reflect the full implementation of the SEL Development plan, as well as, clearer systems and consistent application.

Initiative 5: Social-Emotional Behavior Response Team

- Team includes: BCBA, RBT, Social Worker
- Served 31 cases in first year:
 - 88% of referred students decreased interfering behavior from baseline levels and reduced the need for additional student support
- Increasing early intervention in K–2 classrooms



Embedded Mental Health Services

Partnerships:

Riverside, Home for Little Wanderers, Neighborhood Clinicians

Neighborhood Clinicians allow no-insurance barrier access and multilingual support

200 students served last year: Individual therapy

CHA Teen Health Center contract renewed (HS medical + therapeutic support) 792 Mental Health visits SY25



Additional Supports

- **Social worker in every building (since 2022)- 26li / 298 grp**
 - Significant 74% drop in safety assessments since 2022-2023
- **2nd Full time Prevention and Interventionist dedicated to SHS/NW/FC**
- **Supervisors of Attendance: 700+ home visits SY25**
- **Mediation program expanded: 660 students supported**
 - Increase in student self-referrals
 - Peer mediators at Middle School & High School
- **Peer circle keepers trained at HS**
- **Bi-lingual Adj Counselors added**

Positive Results

- Attendance remains above state average
- Chronic absenteeism  ~6%
- Students increasingly seek support proactively
- Behavior referrals continue to decline

Proactive Measures

- MTSS - crosswalk between academics and SEL / Mental Health
- Bullying vs. Peer Conflict
- 504 Accommodations Plan working group
 - Protocols, procedures and responsibilities

Proactive Measures: Multi-Tiered Support (MTSS)

- The district is currently partnering with Boston Children's Hospital through a grant initiative to analyze our Multi-Tiered System of Support (MTSS), with a focus on the intersection between mental health and academic outcomes. This collaboration aims to identify gaps in services and strengthen the alignment between academic supports and mental health interventions.



Proactive Measures: Bullying

Bullying is 'the repeated use by one or more students or by a member of a school staff ... of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

Peer Conflict: refers to mutual disagreement or struggle between two or more students who have relatively equal power or social standing. It typically involves a short-term dispute or misunderstanding rather than a pattern of targeted, one-sided behavior.

SY25 Bullying Investigation Data; of the 79 cases investigated, 25 were found to be bullying.



Proactive Measures: 504 Accommodations Plan

- Working Group Protocols: Group of 10 stakeholders
- Working Group Procedures: Will review protocols, procedures, roles and responsibilities
- Number of 504 has tripled since coming back from COVID: 352
- Looking into online management system for 504 AP that comes from the same company managing our IEP's for the District



Closing

- Our students are connecting, engaging, and supported.
- Our staff have the tools and time to deliver SEL and restorative practices with consistency.
- Thank you for your continued support.
- **Questions?**



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