



MERRIMACK SCHOOL DISTRICT

SoCaLS

System of Care & Learning Supports

October 19, 2020

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SoCaLS
Coordinator

Member of the Merrimack SoCaLS

- Deb Barker, MHS Director of Guidance
- Heather Barker, Director of Student Services
- Doug Bonnema, TFS School Counselor
- Shawna D'Amour, MMS Assistant Principal
- Julie DeLuca, TFS Principal
- Cassie Duncan, MES School Counselor
- John Fabrizio, Assistant Superintendent
- Sarah Kennedy, Home School Liaison
- Laura Livie, RFS School Counselor
- Scott Riddel, MHS Special Ed. Coordinators
- Mary Ann Sabat, MES Special Education Teacher
- Fern Seiden, SoCaLS Coordinator
- Dr. Bob Walrath, School Psychologist
- Bryan Young, JMUES School Counselor

SoCaLS

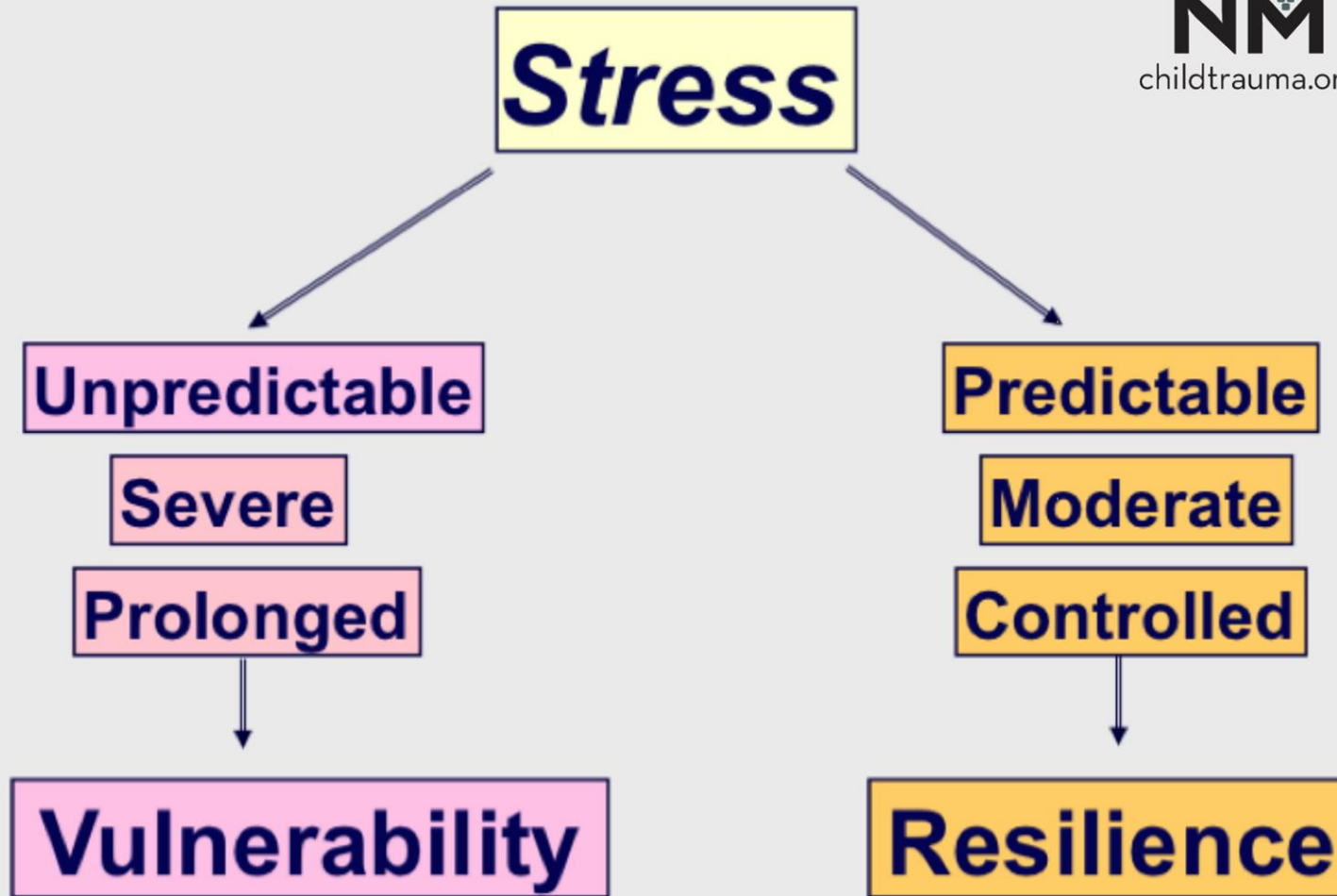
System of Care & Learning Supports

Our goal is to develop a trauma-informed, integrated, multi-tiered system of care that develops our capacity as educators to address the social-emotional and mental health concerns that are barriers to learning and achievement, and to increase the resiliency of all students.

A SoC meets the needs of students by using a holistic perspective to understand barriers and leverage strengths.

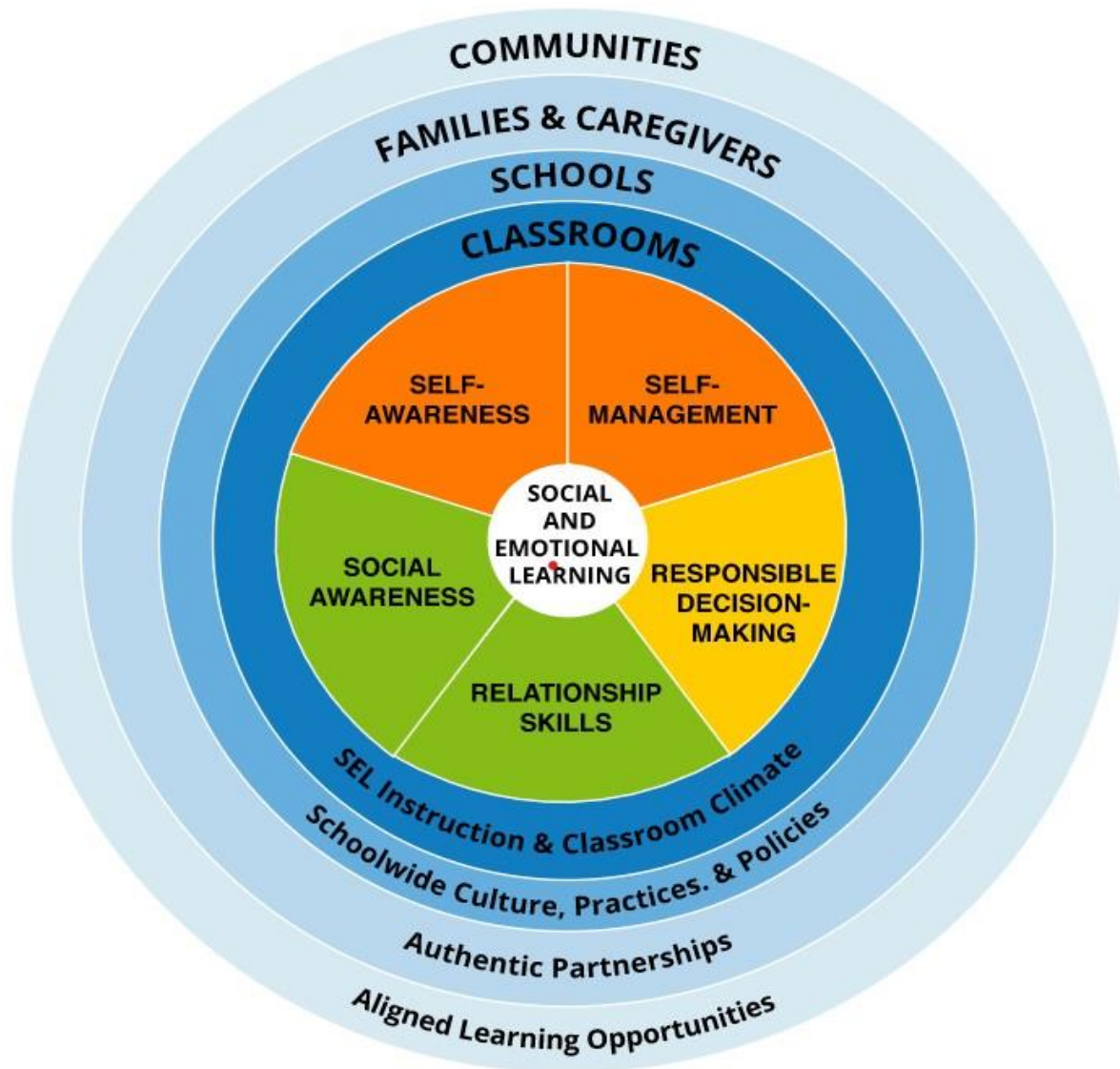
Why?

Because learning depends upon social-emotional wellbeing, and social-emotional wellbeing depends upon learning.



Range of Stressors Experienced Across the Population

- COVID 19
- Grief/Loss
- Economic insecurity
- Food and resource insecurity
- Socio-political upheaval
- Social isolation
- Disruptions to essential supports and services for families, including school



The Collaborative for Social Emotional Learning

- Developmental framework
- Across multiple settings
- Supporting equity and access
- Identifying competencies within “The CASEL 5”

• WHAT IS MTSS-B?

Multi-Tiered System of Supports for SEL (MTSS-B) in NH

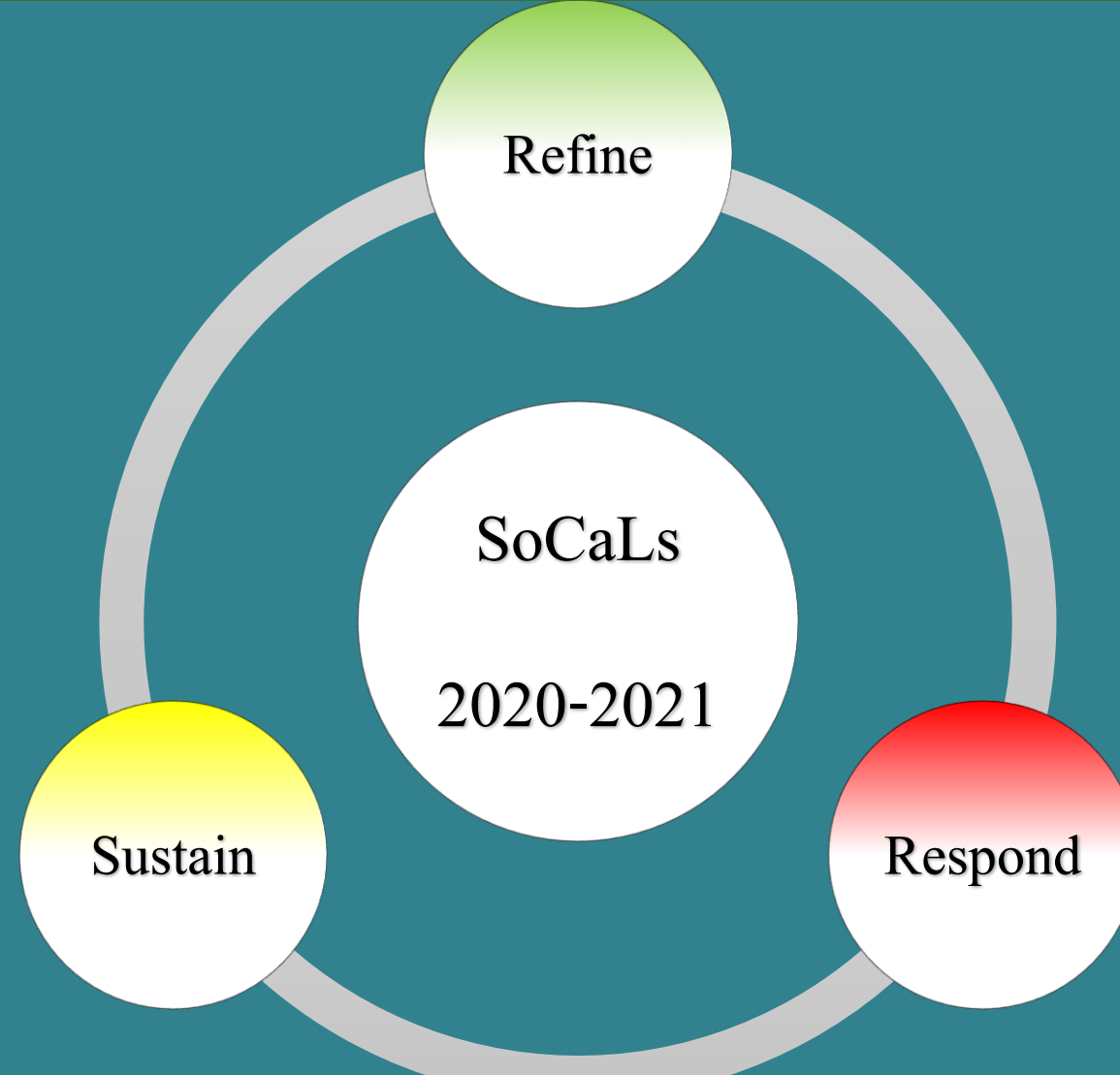
IS:

- A framework for changing and coordinating the systems that serve students' wellness needs
- Reliant on building sustainable structures, strong community partnerships, and strategic communication channels
- Locally-driven

IS NOT:

- An initiative
- A treatment program
- A quick-fix





Sustaining and refining our system, while responding to urgent needs caused by current conditions.

Sustain

- Continuous professional development
- School and district family outreach
- Teams across district with TI/SEL focus
– i.e. Report Card committee
- Building connections with GNMH, Harbor Care, NAMI, Bureau of Student Wellness
- Partnership for Universal Learning

REFINE

- **MTSS / SEL across all schools; building relationships and learning together using available resources to support the process**
- **Data Collection**
- **Inclusion of family and student voices across all tiers**
- **Policy and Planning: Suicide Prevention Policy and other policies that connect with student social and emotional growth**
- **Communication systems for improved transitions**

Respond

- **Systems at each school to provide “check-ins” to ensure contact with each student**
- **PD for all staff on SEL, relationship building and trauma-informed teaching, based upon collective work of SEL Task Force.**
- **SoCaLS exploring best ways to identify and meet the needs of families and educators in order to target supports in a timely, effective manner, within a tiered approach.**
- **Increased teaming, building capacity of helpers, including HSLS, School Counselors, Behavior Specialists and School Psychologists**

The Ripple Effect of System of Care

- **Additional Home School Liaisons**
- **SoC Coordinator**
- **Suicide Prevention Policy, Planning and Training**
- **A Task Force dedicated to reopening with Trauma Informed and SEL practices in mind**
- **Required PD for all Staff on TI and SEL practices**
- **Consultation and connections to youth serving agencies in the area and DOE**



The Ripple Effects of System of Care



- Report card competencies
- Advisories at the middle school
- “Compass” theme for homerooms at the high school
- Partnership for Universal Learning Facebook page
- Family Resource Guide

The Ripple Effects of System of Care



- Check-ins with students
- Educator efforts to make every student feel safe, seen and secure every day at school!
- IPDPs about SEL, Trauma Informed practices
- A Capstone project about SEL
- Teachers assessing their classroom libraries for equity and diverse representation
- Weekly Coffee Chats with Heather Barker, sponsored by Partnership for Universal Learning
- A middle school health teacher helping her students feel comfortable taking off their masks in front of one another



**"There is no
power for change
greater than a
community
discovering what
it cares about."**

MARGARET J. WHEATLEY