Saint Paul Public Schools (SPPS) recognizes that we must use culturally relevant practices to meet the social-emotional needs of all learners.

The SPPS Achieves Strategic Plan prioritizes positive school culture through authentic and positive relationships, a sense of belonging and physical and emotional safety for academic and social success.

**Area of Focus**

SPPS uses a model of school support that integrates social-emotional learning programs, restorative practices, and mental health and wellness and Positive Behavioral Intervention and Supports (PBIS) framework. PBIS is a set of ideas and tools used to set schoolwide expectations that create a predictable and safe environment where every student can learn.

We believe that social-emotional skills should be modeled, taught and practiced just like academics. SPPS will utilize an educational, preventive and restorative approach to behavior by:

- Developing a comprehensive and differentiated professional development plan
- Identifying district-supported social-emotional learning programs and interventions
- Creating clear expectations and accountability for the requirements at Tier 1, 2 and 3 at every school
- Supporting schools to implement specific practices that reflect the culture and unique needs of their school community
- Providing coaching and technical assistance to school teams
Action Steps for 2019-20

- Review report provided by Collaborative for Academic, Social and Emotional Learning (CASEL) summarizing their analysis of district SEL programming; develop a SEL implementation plan.
- Align and integrate social-emotional learning, restorative practices and the PBIS framework.
- Implement Second Step, an evidence-based social-emotional learning program, at 12 middle schools in Foundations Class as a Tier 1 support.

For a consistent experience, school leaders are required to ensure the following practices:

### Tier 1: Schoolwide Systems
- Establish a PBIS Team and PBIS Representative
- Utilize the standard data collection system consistently
- Use School-Wide Intervention System (SWIS) data to refine school systems that ensure equitable discipline practices
- Create Schoolwide Discipline Plan
- Create a Matrix of Behavior Expectations at school
- Introduce and review expected behaviors through a teaching schedule
- Require that the school support team meet regularly

### Tier 2: Targeted Interventions
- Utilize data-based decision making to identify students in need of Tier 2 support and to refine schoolwide systems
- Identify the evidence-based interventions and social emotional programming utilized at the school
- Match students to effective interventions
- Evaluate the effectiveness of interventions

### Tier 3: Individual Interventions
- Establish Student Assistance Team (SAT Team)
- Identify a SAT chair
- Document SAT referrals and interventions on student record
- Develop individualized positive interventions to support academic and behavior needs
- Monitor student progress