



**SYMPOSIUM BREAKOUT SESSION**  
**WEDNESDAY, OCTOBER 27, 2021 | 1:15 PM ET**

# ***Integrated Systems of Support: How to Design Equitable School Environments that Meet Students' Individual Needs Through a Holistic Approach***

## **PRESENTERS:**

- Renee Prince, LCSW, Turnaround for Children
- Tami Hill-Washington, Ed.M., Turnaround for Children





**"When a flower doesn't bloom you  
fix the environment in which it  
grows, not the flower"**

-Alexander Den Heijer



## YOUR FACILITATORS



**RENEE PRINCE, LCSW**

Director, Mental Health Integration



**TAMI HILL-WASHINGTON, ED.M.**

Vice President, Partner Impact







TURNAROUND  
FOR CHILDREN



# What are we here to talk about?

- Historical and current context
- Turnaround for Children's approach to integrated systems of support
- Positive outcomes of using equity as a lens
- How to begin to apply this approach to your systems *(including resources from Turnaround)*
- Call to action: An invitation



## **HISTORIC DESIGN OF U.S. EDUCATION:**

**Most students are  
average, talent is  
scarce**

**Schools should be  
sorting mechanisms**

**Success or failure is  
solely a result of merit**

**Quality is more  
important than  
equality**





# How we are *traditionally* trained to identify students:



## School Functioning

- Attendance
- Lower academic performance



## Externalizing Behaviors

- Disruptive or aggressive behavior (verbal/physical)
- Poor social relationships



## Internalizing Behaviors

- Anxiety
- Low self-esteem



## Family Concerns and Systems Involvement

- Foster care



# CONTEXT: *A Holistic Approach*





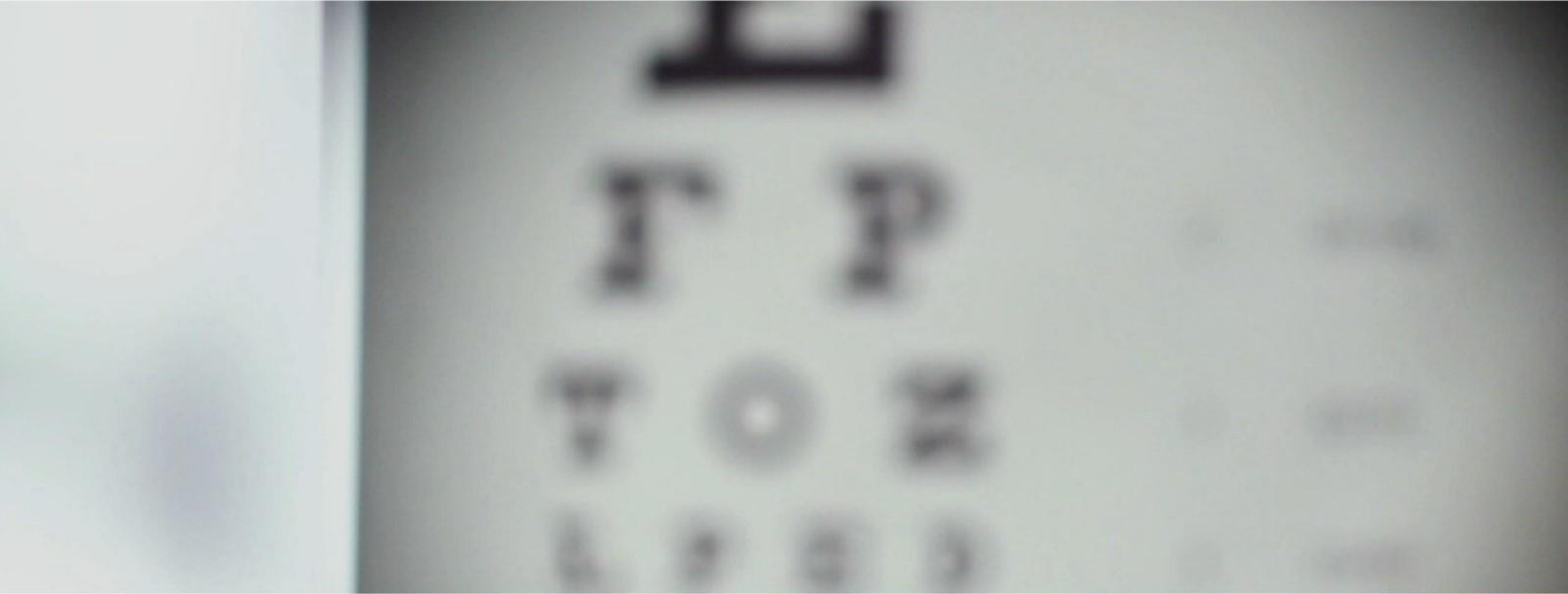
## What are the benefits?

- Children will feel included and have sense of belonging
- Increase in self-regulation and readiness to learn
- Overall increased academic engagement and achievement
- Positive relationships with teachers and peers
- Increased engagement with families



THE BIG QUESTION

# What are the lenses you are using?



# EQUITABLE INTEGRATED SYSTEMS MUST:

- Recognize and acknowledge the impact of bias (race, gender, religion, culture, and ability) and challenge the mindsets, beliefs, and practices that reflect it
- Prioritize and leverage student voice and discourage problematizing students
- Emphasize creating a supportive environment and refining teacher practice
- Be inclusive by acknowledging student strengths and honoring their differing learning styles
- Prioritize and expand on family engagement efforts

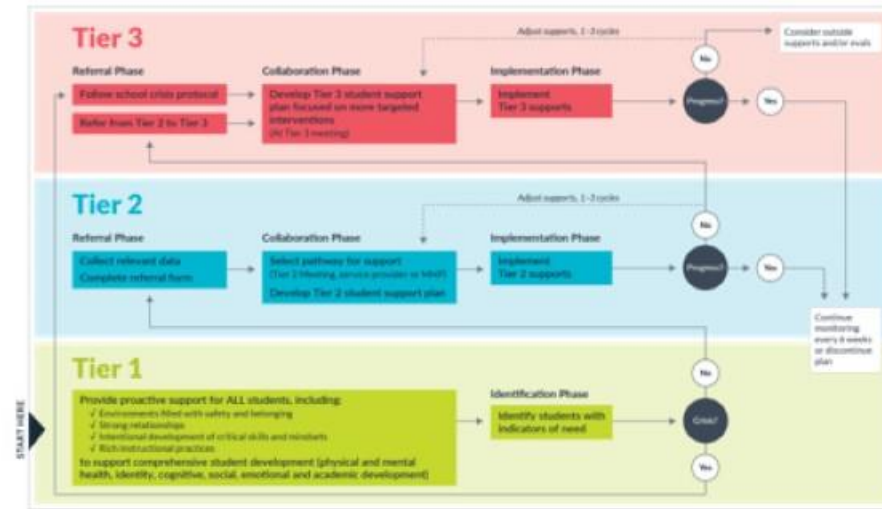


# Integrated Systems of Supports

- A framework for an adaptive, responsive, continuum of (academic, social emotional) supports for all students
- Supports vary in level of intensity
- These systems of support are developed and implemented in service of equity and holistic outcomes, so that all students can thrive

*Accomplishing the above requires:*

- ✓ Strong collaboration among all adults in a student's context
- ✓ Operating with an understanding of the impact of trauma and adversity on learning and development



## Tier 3

### Referral Phase

Follow school crisis protocol

Refer from Tier 2 to Tier 3

### Collaboration Phase

Develop Tier 3 student support plan focused on more targeted interventions  
(At Tier 3 meeting)

### Implementation Phase

Implement Tier 3 supports

Progress?

No

Yes

Consider outside supports and/or evals

Adjust supports, 1-3 cycles

## Tier 2

### Referral Phase

Collect relevant data  
Complete referral form

### Collaboration Phase

Select pathway for support  
(Tier 2 Meeting, service provider or MHP)  
Develop Tier 2 student support plan

### Implementation Phase

Implement Tier 2 supports

Progress?

No

Yes

Adjust supports, 1-3 cycles

## Tier 1

Provide proactive support for ALL students, including:

- ✓ Environments filled with safety and belonging
- ✓ Strong relationships
- ✓ Intentional development of critical skills and mindsets
- ✓ Rich instructional practices

to support comprehensive student development (physical and mental health, identity, cognitive, social, emotional and academic development)

### Identification Phase

Identify students with indicators of need

Crisis?

No

Yes

Continue monitoring every 6 weeks or discontinue plan



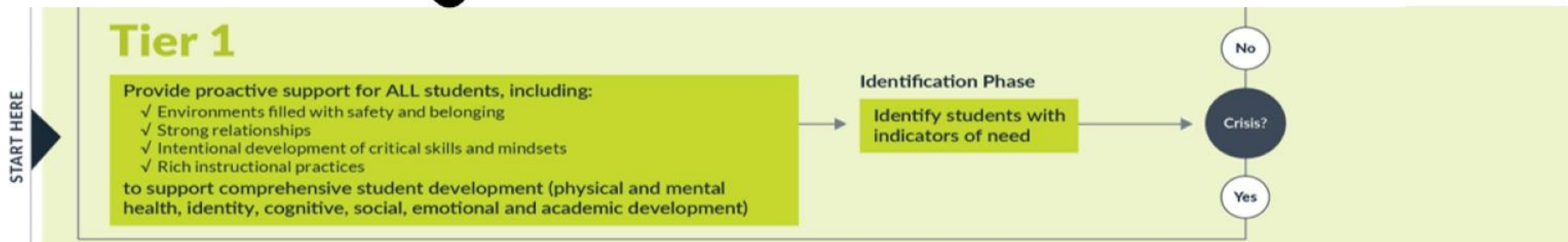
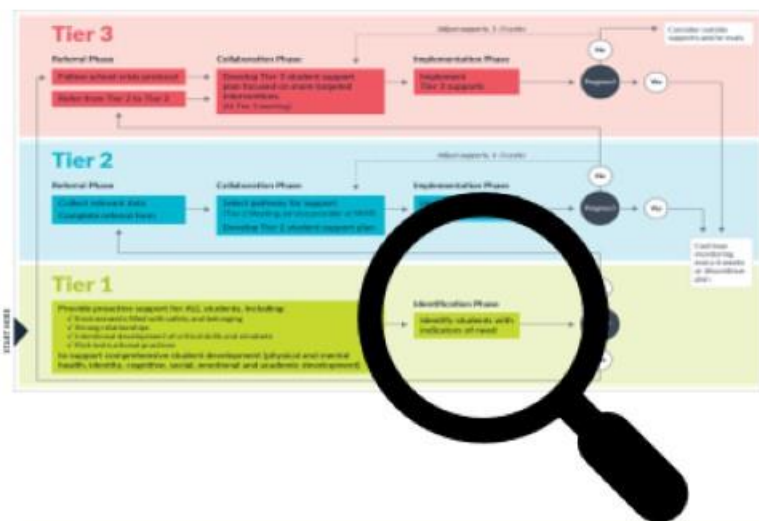


**"Equity requires active interrogation of micro decisions made every day pertaining to how you see the child in their context."**



**-TAMI HILL-  
WASHINGTON, Ed.M.**

# Focus: *Identification Phase*

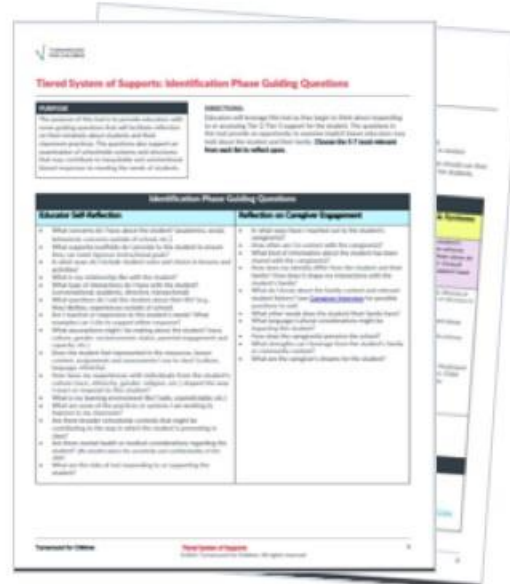




# Identification Phase: Tools and Resources



TIERED SYSTEM OF  
SUPPORTS HEALTH  
ASSESSMENT TOOLS



INDICATORS OF NEED  
AND GUIDING  
QUESTIONS



STORY: TWO  
APPROACHES TO  
IDENTIFYING  
STUDENTS



[turnaroundusa.org  
/tiered-supports-  
identification-  
phase](https://turnaroundusa.org/tiered-supports-identification-phase)

# Tiered Supports: Identification Phase

## EXAMPLE QUESTIONS FOR CONSIDERATION:

- What is my **relationship** with this student? What questions do I ask about their life?
- What is my **learning environment** like?
- What **assumptions** might I be making about this student?
- How does **my identity** differ from this student and their family? Does it shape my interactions with them?





**"Equity can never be a reality in education if it is viewed as a charity instead of a professional obligation."**

-DR. ANTHONY MUHAMMAD



*This is not a job of the few, but a commitment for us all as a collective:*

ASSESS AND REFLECT ON YOUR SYSTEMS OF SUPPORT

REFLECT ON YOUR MINDSETS, BELIEFS, AND PRACTICES

REFLECT ON THE QUALITY OF COLLABORATION  
AMONG STAFF AND ENGAGEMENT OF FAMILIES

INDIVIDUALLY AND COLLABORATIVELY  
PLAN FOR IMPROVEMENTS



LEVERAGE FREE TOOLS FROM  
TURNAROUND FOR CHILDREN:  
[turnaroundusa.org](https://turnaroundusa.org)





# TURNAROUND FOR CHILDREN

[turnaroundusa.org](http://turnaroundusa.org)



The logo for the Aurora Institute Symposium. It features the word "AURORA" in a large, white, serif font. Above the "A" is a stylized white graphic of a rising sun or a compass needle. The letter "O" is replaced by a white eight-pointed star. Below "AURORA" is the word "INSTITUTE" in a smaller, white, sans-serif font. At the bottom is the word "Symposium" in a white, italicized, serif font. A thin white horizontal line is positioned below "Symposium".

# AURORA INSTITUTE *Symposium*

OCTOBER 25-27, 2021 | VIRTUAL

*“Leading Competency-Based Education Redesign”*

Thank you for joining us!

**Share Your Thoughts.**

Participate in our one-minute poll (link in chat box).