



From Punishment to Progress: Lessons Learned from MTSS Implementation

Merced Union High School District
Merced, California

ABOUT US

Torrin Johnson

- **Leadership & Expertise:** Currently serves as ***Executive Director of Multi-Tiered Systems of Support (MTSS)*** and serves as Director of Alternative Education
- **Progressive Experience:** Advanced through key roles including: Security Liaison, Teacher, Induction Mentor, Vice-Principal (Community Day), Associate Principal, Principal (Comprehensive and Continuation), and Director of I³



Cristi Johnson

- **Leadership & Expertise:** Currently serves as ***Assistant Superintendent of Student Services*** overseeing Counseling; Child Welfare, Attendance, Discipline, and Safety; Special Education; Section 504; Foster Youth, Homeless Youth, Mental Health Services; Nursing/Health Services
- **Progressive Experience:** Advanced through key roles including Special Education Paraprofessional, SDC Teacher (elementary), Resource Specialist and Inclusion Teacher (high school), Associate Principal (comprehensive and continuation), Principal (continuation), Director of Special Education, Director of Student Services



Who's in the room?

- Site-level teacher?
- Site-level counselor?
- Site-level admin?
- Site-level classified?
- Site-level psychologist/mental health clinician?
- District-level administrator?
- Other?



About our District

High school only district in Merced County (23 feeders from different districts)

- 6 comprehensive sites (3 different towns)
- 3 alternative education sites (community day, continuation, independent studies school)

MERCED UNION HIGH

Student Population

Explore information about this district's student population.

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Enrollment

11,226

View More Information →

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Socioeconomically
Disadvantaged

78.1%

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English Learners

12.2%

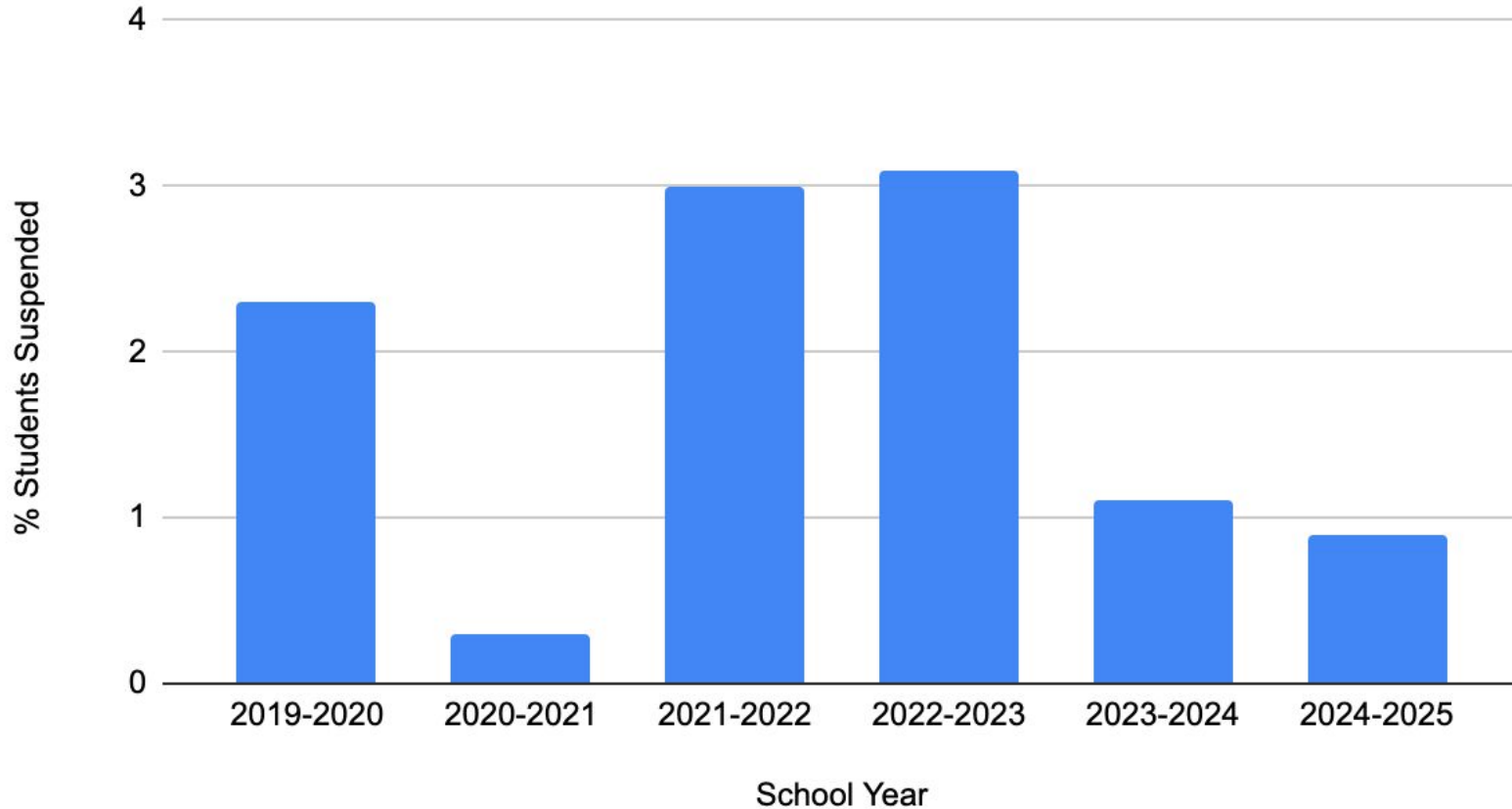
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Foster Youth

0.7%

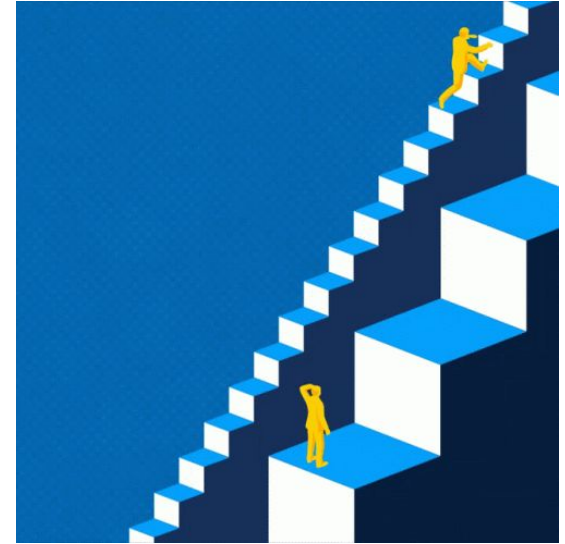


Student Suspensions



MUHSD Multi-Tiered Systems of Support

- High-Quality Instruction-PEDAGOGY FOR ALL ACADEMIC NEEDS
- Screening and Monitoring-SYSTEMIC EARLY WARNING SYSTEM
- Schoolwide Goals (Maxims)- I BELONG
- Student Needs: Academics, Behavior, SEL- PROACTIVE INTERVENTIONS



With a partner....




Question: Reflecting on the four pillars of MUHSD's MTSS framework (High-Quality Instruction, Screening and Monitoring, Schoolwide Goals, and Student Needs), identify one area where your school or district demonstrates a current strength and/or one area that represents a significant opportunity for growth. Share your reasoning with your partner.



High-Quality Instruction-FOR ALL ACADEMIC NEEDS

- MUHSD Must Haves
- Board Adopted Curriculum
 - Embedded Supports
- CTE Graduation Requirement
 - High Relevancy/Engagement
- Benchmarking
 - Core Subjects (in-progress)
- Character Strong Tier 1 (District-wide)
- Inclusion for Students with Disabilities (co-teaching)



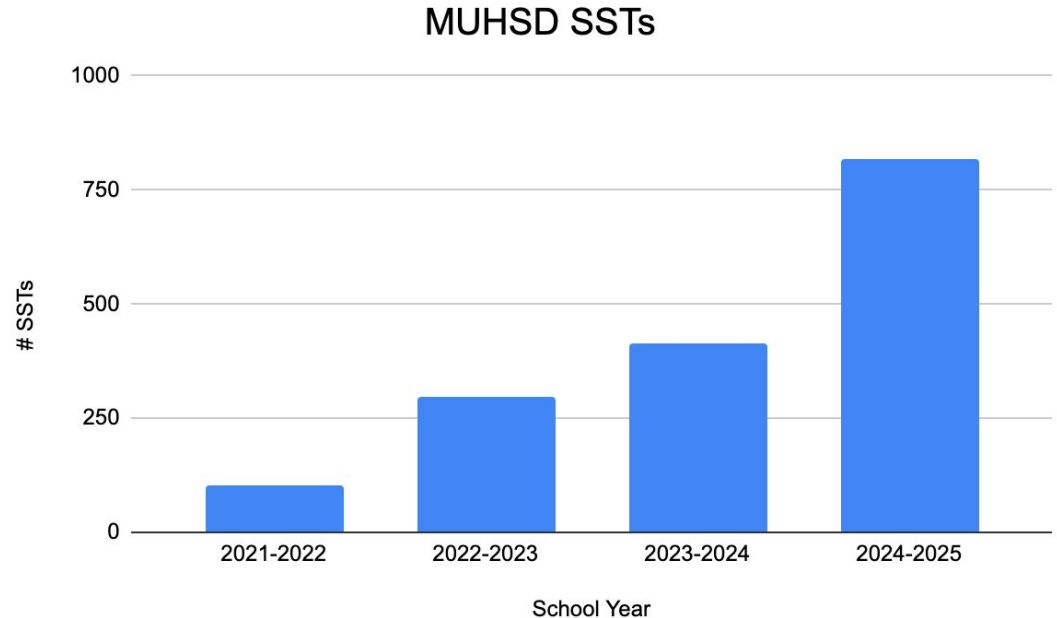
MUHSD MUST HAVES

- Measurable **standards-based objective, learning target, or learning intention** written daily, articulated to students, and referred to throughout the lesson.
- Evidence of **student voice** and **connectedness** to the learning community.
- Students engaged in **academic rigor** by producing at **DOK 2** or higher by the end of each period.
- The **4Cs** integrated into lessons with **intentional accommodations** and **scaffolds**
- Regular **checking for understanding** present throughout to assess students' progress towards the goal.
- **Closure** present at the end of each period to assess student achievement of the daily objective/learning target/intention.



Screening and Monitoring-SYSTEMIC EARLY WARNING SYSTEM

- Reading and Math Assessments
 - Read 180/Math 180
- Panorama (SEL Survey and Discipline Data)
 - Survey 2x/year
- Student Study Teams
- Summer Bridge
- Discipline Data



Schoolwide Goals (Maxims)- I BELONG

- Recognize 70% of the student body based on progress specifically toward school goals (vision, mission, maxims, grad profile, behavior, and growth)



Student Needs: Academics, Behavior, SEL- PROACTIVE INTERVENTIONS

- Adopted ASCA National Model for Counseling
 - Academic
 - College/Career
 - Social Emotional
- Student Study Teams
 - Academics (College and Career)
 - Academic Support
 - Read 180/Math 180
 - Behavior
 - Discipline Coding Guide (norms and interventions)
 - Intervention Coordinators (Character Strong Tier 2)
 - Social Emotional Learning
 - Counselors and Mental Health Clinicians



MUHSD Discipline Coding Guide-Essential Points

Core Principles

- Standardized coding creates common language for data analysis and collaboration
- Data should accurately reflect reality, not be manipulated to improve appearances
- Home suspensions face state scrutiny as potential civil rights issue
- DRC/UDA provides supervised alternatives to home suspension

Key Procedures

- Principals retain final disciplinary authority when situation warrants
- SpEd suspensions require consultation with Assistant Superintendent of Student Services
- Progressive discipline model with escalating consequences for repeat offenses
- Documented gang behavior may fast-track to suspension/expulsion
- All UDA/DRC referrals require Executive Director of MTSS approval

Consequences Framework (ex. Fighting)

- 1st--IC for remainder of day if appropriate, DRC 1 (Suite 360 Assigned by AP), parent conference, possible BSP
- 2nd--1 day SUS, DRC 2 (Suite 360 assigned by AP), 3 weeks of ineligibility, reconvene BSP
- 3rd--SUS leading to Expulsion

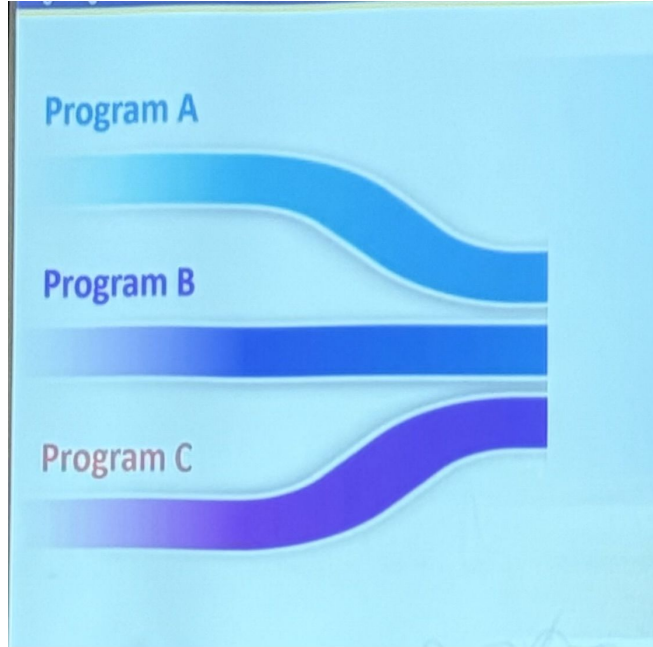
1st--IC for remainder of the day (if appropriate), DRC 1, Suite 360 (assigned by AP), parent conference, possible BSC

Follow-Up Requirements

- Regular student check-ins after any SUS/UDA/DRC
- BSP meeting before DRC 2 with plan uploaded to Aeries
- SST required before DRC 3 placement



What We Learned.....Parallel Work = Unaligned Work



Sole Mates



Activity: Complete this sentence with your partner: "After hearing about MUHSD's journey from punishment to progress, the first conversation I need to have back at my site is with _____ about _____."





60 Second Feedback

