

Welcome!



Whole Child & Whole Educator:

Transforming Student & Staff
Support Systems



Meet Today's Speakers



Sandy Pepicelli, SDA, MEd, BCBA

Director of National Partnerships, RethinkEd

Former K-12 Pupil Personnel Services Director and Director of Special Education



Dr. L. Oliver Robinson

Retired School Superintendent & Author

30 Years as District Leader in Shenendehowa & Mohonasen School Districts, NY

2013 New York State Superintendent of the Year

Author of *"Naked in the Public Eye – Leading and Learning in an Era of Accountability"*

Learning Objectives

By the end of this session, you will be able to:

1. Identify the seven core needs behind Whole Child & Whole Educator support
2. Understand how these needs show up in real classrooms and buildings
3. Connect student needs with educator needs across tiers
4. Recognize where support systems break down
5. Apply a practical framework to strengthen districtwide consistency
6. See how RethinkEd's platform supports Whole Child & Whole Educator needs

What Districts Are Working Toward Today

Whole Child Outcomes

- Improving academic, behavioral and emotional readiness
- Increasing access to Tier 2–3 supports
- Ensuring consistent student experience across classrooms

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- *2 in 5 students are behind grade level*
 - *Student mental-health need is up 58%*
 - *1 in 5 high schoolers have considered suicide*

Whole Educator Outcomes

- Strengthening educator wellbeing and resilience
- Streamlining priorities across initiatives
- Building confidence to support complex student needs

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- *55% consider quitting or retiring early*
 - *90% say burnout is a serious problem*
 - *Limited behavior and mental-health training*

Whole System Outcomes

- Greater alignment across programs and practices
- More consistent implementation across schools
- Clearer insight into needs and progress across tiers

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- *1 in 5 districts have integrated systems*
 - *60% say siloed tools block consistency*
 - *55% report too many overlapping systems*

Poll 1: *Before We Dive In*

Which area feels most challenging in your district today?

- A. Student emotional & SEL needs
- B. Behavior & disruptions
- C. Mental health concerns
- D. Staff burnout or capacity
- E. Tier 2–3 consistency
- F. Differentiated instruction
- G. Something else

Why Good Systems Still Break Down

- Districts know the frameworks: MTSS, SEL, trauma-informed care
- But these aren't connecting consistently across roles and buildings
- Supports are siloed
- Educators improvise because systems aren't aligned
- Students experience uneven support as a result

Student & Educator Needs Map

The Core Needs Behind
Whole Child & Whole
Educator Support



Whole School Screening & Support:

The Student Lens

- Spotting academic, behavioral, or emotional needs before they escalate is key
- Every student should receive timely, appropriate support
- Reduce inequities by using consistent, universal screening practices

Early, universal screening significantly improves outcomes for at-risk students

What Works Clearinghouse



Whole School Screening & Support:

The System & Educator Lens



- Educators need clear, comparable data to guide decision-making
- Consistency is key across classrooms, grades, and schools
- Enabling proactive, system-wide support reduces reactive approaches

84%

of teachers say there isn't enough time in the school day to complete key tasks like planning, grading, and paperwork.

[Pew Research/NEA 2024](#)

Social & Emotional Skills:

What Students Need

- Emotional regulation to stay engaged in learning
- Wellness routines that strengthen peer interaction & connection
- Early skills to reduce escalation into Tier 2–3

4 in 10

students experience
persistent sadness or
hopelessness

[CDC 2023](#)

2 in 10

students seriously
considered attempting
suicide

[CDC 2023](#)



Social & Emotional Skills:

What Educators Experience



- Frequent loss of instructional time to dysregulation
- Wide variation in Wellness practice across classrooms
- Need for shared routines to build consistency

71% of educators believe social emotional learning positively impacts student outcomes

[Education Week 2025](#)

Trauma-Informed Supports:

Student Realities

- Anxiety, depression, and stress rising across grades
- Mental-health struggles often surface as behavior or attendance issues
- Students need support long before crisis points

1 in 5 adolescents ages 12–17 has a diagnosed mental or behavioral health condition
[National Survey of Children's Health 2023](#)



Trauma-Informed Supports:

Educator Realities



- Staff often feel unprepared for mental health conversations
- Trauma-informed responses vary widely across buildings
- Emotional load contributes to educator fatigue

52%

of public schools believe they can effectively provide mental health services to all students in need

[NCES 2025](#)

Poll 2: *Mental Health Checkpoint*

How prepared do educators in your district feel to respond to mental health needs?

- A. Very prepared
- B. Mostly prepared
- C. Somewhat prepared
- D. Not prepared
- E. Not sure

Behavior Data & Intervention:

The Student Lens



- Disruptions reduce learning time for all students
- Many students lack replacement behaviors
- Behavior expectations differ across classrooms

36%

of schools report weekly student disrespect towards staff

[NCES 2023–2024](#)

Behavior Data & Intervention:

The Educator Lens

- Inconsistent systems force educators to improvise
- Behavior management often reactive vs. proactive
- Rising stress tied to behavior challenges

80%

of teachers deal with behavior problems weekly, while 58% deal with them daily

[Education Week 2025](#)

44%

of K-12 educators report feeling burned out often or always

[Gallup 2022](#)



Tier 2–3 Behavior and Wellness Intervention:

What Students Experience



- Support varies based on staff availability rather than student need
- Interventions feel inconsistent across classrooms or buildings
- Gaps in continuity as students move between supports
- Limited follow-through over time

-33%

fewer office discipline referrals for students in districts with School-wide Positive Behavioral Interventions and Supports

[Bradshaw et al, 2012](#)

Tier 2–3 Behavior and Wellness Intervention:

What Educators Experience

- Difficulty delivering Tier 2–3 interventions with fidelity
- Inconsistent approaches across teams and buildings
- Heavy caseloads for counselors and interventionists
- Limited time to coordinate and align supports

25% of educators cite lack of time to learn, apply, and refine intervention practices as a barrier

20% say lack of training is a barrier to implementation

[Norton 2022 MTSS Barriers Study](#)



Poll 3: *Intervention Reality Check*

Where does your district struggle most with Tier 2–3?

- A. Identifying who needs support
- B. Matching students to interventions
- C. Delivering interventions with fidelity
- D. Progress monitoring
- E. Staff capacity
- F. All of the above

Career & Life Skills:

What Students Need



- Communication, problem-solving, and self-management
- Skills aligned to Portrait of a Graduate
- Explicit instruction to prepare students for post-secondary success

<30% of high school students feel very prepared for post-high school pathways

Gallup 2025

Career & Life Skills:

What Educators Experience

- Limited time for explicit skill-building
- Wide variation across grades 6–12
- Hard to integrate life skills into core instruction

84%

of hiring managers say high school graduates are not prepared to enter the workforce

[US Chamber of Commerce 2025](#)



Special Education:

Student Needs in Practice



- Instruction and intervention aren't consistently matched to where students are
- Limited access to standards-based activities across classrooms
- Progress is hard to see without consistent formative and summative assessments
- Starting points and outcomes are unclear without pre- and post-assessments
- Student growth data is fragmented or incomplete

60%

of teachers cite insufficient training as a major barrier to differentiating instruction

Nurlankyzy and Ziyabayeva Elmira 2023

Special Education:

Educator Realities

- Teachers recreate instructional and intervention materials daily
- Multi-tiered instruction lacks consistency across classrooms
- Progress monitoring requires manual, time-intensive tracking
- Data collection is fragmented, limiting meaningful reporting
- Educators need tools tied to real students, not theory

62%

of teachers report frequent job-related stress tied to workload demands

[RAND 2025](#)



Lancaster ISD:

Growing Confidence for Every Student & Educator



Goals:

- Every student accessing grade-level learning
- Every classroom aligned and supported
- Every teacher confident on day one

District response with RethinkEd Vizzle:

- TEKS-aligned, scaffolded lessons for every learner
- Clear mastery signals that guide reteaching and acceleration
- Predictable structure that creates consistency across classrooms
- Shared platform for teachers and paraprofessionals
- Supports both SPED and general education instruction

Results:

- 85% weekly usage; 20,000 completed lessons in 4 months
- Greater student & educator confidence
- Fewer behavior issues, learning gaps closed



Educator Learning & Readiness:

What Educators Need



- Practical, embedded tools – not stand-alone PD
- Training that fits into daily routines
- Support for responding to complex student needs

1½ Grade

US students in grades 3–8 remain behind ½ grade level post-pandemic

Harvard/Stanford Study 2025

Educator Learning & Readiness:

System Realities

- Turnover creates uneven skill levels
- PD often disconnected from classroom realities
- When educator support weakens, student outcomes weaken

25% of teachers say they plan to leave their school within 4 years, 18% plan to leave teaching entirely

[University of Massachusetts 2025](#)



The Need for a Connected Support System



- Tier 1, Tier 2, and Tier 3 learning must align
- Supports across behavior, SEL, academics, and mental health must reinforce each other
- Systems break when needs are siloed

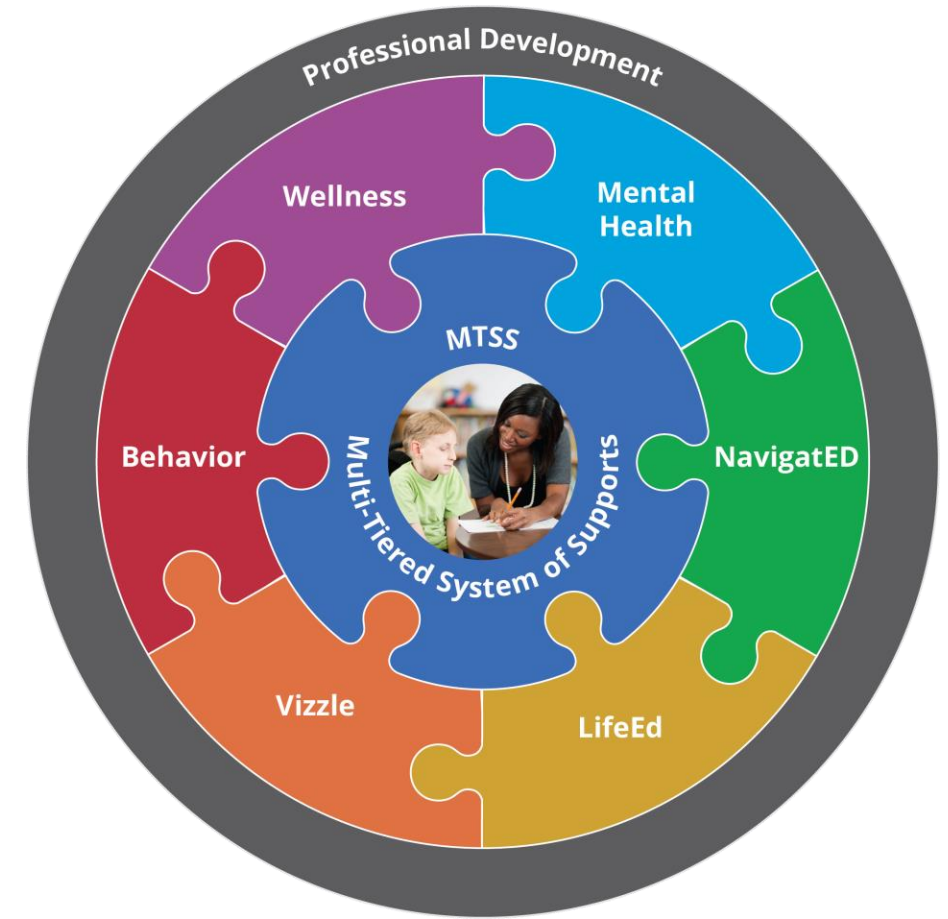
What Districts Can Do Tomorrow

3 Practical Steps:

1. Identify your current highest-pressure needs
(Which puzzle piece is breaking?)
2. Map current supports to these needs
3. Spot gaps in consistency, fidelity, or staff capacity

The RethinkEd Whole Child & Whole Educator Platform

- A connected platform that helps districts align student and educator supports
- Unifies MTSS, Wellness, Behavior, Mental Health, and differentiated learning into one system
- Stronger student wellbeing and readiness
- More consistent Tier 1–3 supports
- Embedded learning that strengthens educator practice
- **RethinkEd:** *Start anywhere. Grow everywhere.*



Q&A Session

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Driving Results Through Differentiation: MTSS and Vizzle

Register Today!

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