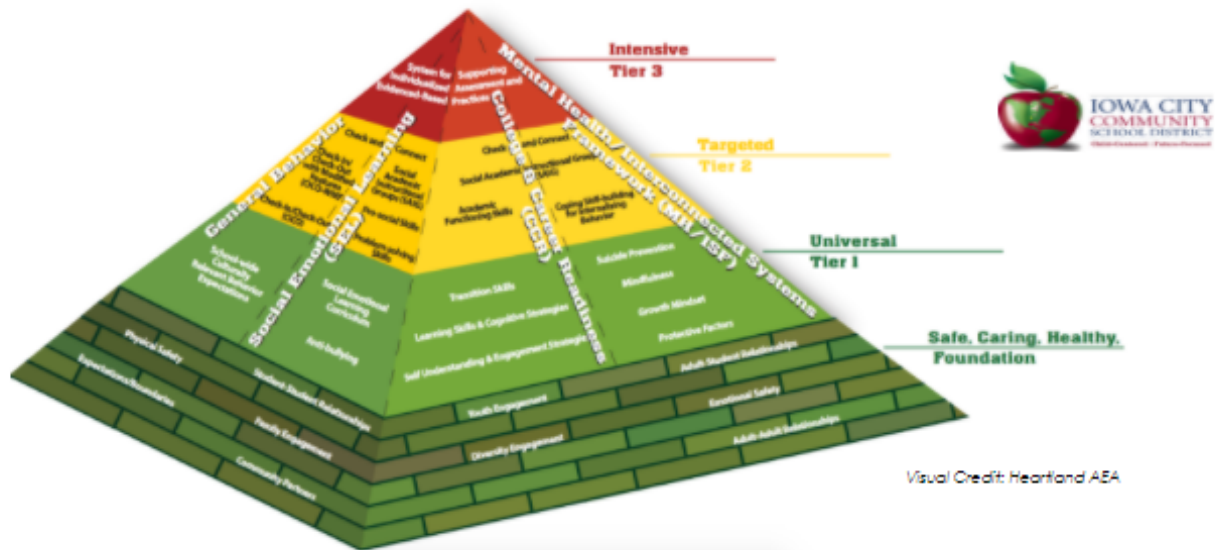


1. Social Emotional Behavioral Health Framework

▪ SEBH Framework	8
▪ Abbreviated ICCSD SEBH Framework	22

ICCSO SOCIAL EMOTIONAL BEHAVIORAL HEALTH FRAMEWORK

Overview of K-12 Guidance for Social Emotional Behavioral Health Multi-Tiered System of Supports



<p><u>What is it we want students to learn and be able to do?</u></p> <p>Universal Social Emotional Learning Instruction/Curriculum Iowa SEL Learning Targets/Indicators Second Step Curriculum</p> <p>Universal School Wide Behavior Expectations Universal Behavior Expectations</p>	<p><u>How will we know if they have learned it and demonstrate proficiency?</u></p> <p>Data mySAEBRS Screening Data (2-8) Attendance Data Academic Performance Office Discipline Referral Data</p>
<p><u>How will we respond if they haven't learned or need additional support?</u></p> <p>Enhanced Universal Instruction - Tier 1 Reteaching/Booster Lessons Additional Practice Opportunities Classwide/Schoolwide Intervention</p> <p>Targeted Interventions & Progress Monitoring - Tier 2 Check-In Check-Out/CICO w/ Modified features Social Academic Instructional Groups Check & Connect</p> <p>Individualized/Intensive Interventions & Progress Monitoring - Tier 3 Functional Behavior Assessment Behavior Intervention Plan Referrals to Individualized Counseling Referrals to partner agency providers</p>	<p><u>How will we extend/enrich if they demonstrate proficiency?</u></p> <p>Positive Acknowledgement</p> <p>Student Leadership Opportunities</p> <p>Peer Mentoring/Collaborative Opportunities</p>

Introduction

The [Social Emotional Behavioral Health Framework](#) is a comprehensive view of the systems and practices implemented in all 21 elementary, 3 junior high, and 4 high schools (three comprehensive and one alternative) in the Iowa City Community School District. Our district has developed, and each building implements these systems and practices in the pursuit to support all students in achieving desired positive outcomes and overall success academically, socially, emotionally, and behaviorally. District level and building based decisions for Universal (Tier 1), Targeted (Tier 2), and Individualized (Tier 3) supports are determined based upon multiple sources of data. The SEBH Framework was developed around the Professional Learning Community (PLC) questions of:

- 1) What do we want all students to know and be able to do?
- 2) How will we know if they learn it and demonstrate proficiency?
- 3) How will we respond when some students do not learn or demonstrate proficiency?
- 4) How will we extend the learning for students who have learned it or demonstrate proficiency?

The PLC questions outlined above are utilized in the following summary which further articulates the current reality of SEBH efforts in ICCSD as well as intended next steps including overall system enhancements, short term action steps and long term goals. Our district is committed to this ongoing continuous improvement process and is deeply invested in enhancing support for all members of our learning community.

Current Reality

What do we want students to know and be able to do?

Universal, Tier 1 support and Social, Emotional, Behavioral Health instructional learning opportunities for all K-12 Iowa City Community School District students is a foundational element of a comprehensive whole student instructional approach. When considering what we want all ICCSD students to know and be able to do with regard to social emotional behavioral health, we look to two major components.

First, students should be explicitly taught and be able to demonstrate an understanding of the [Social Emotional Learning \(SEL\) Competencies](#). These five competencies include: Self-Awareness, Self-Management, Social-Awareness, Relationship Skills, and Responsible Decision Making. The SEL competencies were identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL). The Iowa Department of Education further articulates specific [SEL Skills, Learning Targets, and Developmental Indicators](#) based upon grade level bands (K-2, 3-5, 6-8, 9-12). Students in Kindergarten through 8th grade participate in weekly explicit SEL instruction. The Second Step Curriculum is currently used as a universal curriculum in all ICCSD Elementary (K-6) and Junior High (7-8) schools. Elementary students have access to the Second Step curriculum through push in School Counseling instruction weekly while Junior High students access the Second Step curriculum weekly during their Homeroom/Advisory time. Based upon district support and guidance, students should also experience SEL embedded and integrated into Morning Meetings (K-6), Homeroom/Advisory (7-12), Mentors in Violence Prevention (9-12) and academic content instruction (K-12) through the use of SEL Signature Practices (inclusive welcoming activities, engaging strategies, and optimistic closures) and Independent, Small Group, and Whole Group learning opportunities.

Second, students should know and be able to demonstrate an understanding of their school's Universal Behavior Expectations. These are three to five specific school wide expectations which explicitly define

the learning environment adults will provide and the expected student behavior. Every ICCSD school has specific [schoolwide expectations](#) determined by their building team with input from the staff/students which are based upon and representative of the culture of the school. These expectations are explicitly taught in various capacities multiple times throughout the year. Students are positively acknowledged when they demonstrate understanding of the expectations. One recommendation made by the District SEBH team heading into the 2020-2021 school year was for building leadership teams to analyze school wide behavior expectations and conduct a [PBIS Equity audit](#). Continuing to create and enhance opportunities for equitable experiences for all students is a critical priority of our district. Regular review of PBIS expectations, commonly used language, student and family voice and perspectives, and the school/classroom culture and climate should be centered around the dynamics and context of the student population.

The overall goal of explicit and implicit teaching of SEL competencies and schoolwide behavior expectations is to promote student social, emotional, and behavioral wellness in a whole child approach for success throughout their school career as well as prepare students for overall college and career readiness. When students demonstrate knowledge and understanding of these components they are better able to positively contribute to their classrooms, schools, homes, and communities.

While the curricular content is critical for ensuring students understand and are able to demonstrate competency with social emotional learning skills and universal behavior expectations, another component is how this is supported. We recognize that students need to feel a strong sense of community and belonging while a part of their learning environment and students are valuable members and contributors to their school culture. Teacher practice and adult behavior to support this sense of belonging is essential.

Additionally, our district is committed to incorporating culturally responsive teaching practices. According to Zaretta Hammond, Culturally Responsive Teaching is a “methodology comprising culture awareness, information processing, learning partnerships with students, and supportive learning environments.” It encompasses SEBH, Cultural Proficiency and Restorative Practices. Principals and other district leaders received Culturally Responsive Teaching professional learning during the 2020-2021 school year. District teaching staff received mandatory Cultural Proficiency training throughout the 2020-2021 school year, and there are plans to roll out Culturally Responsive Teaching to the teaching staff starting the end of 2021 throughout the 2021-2022 school year. Our district is equally committed to Restorative Justice (RJ) and [Restorative Practices](#). Several staff members have been trained in Circles within the past three years, and our district plans to continue to educate all stakeholders over the next three years. Our district RJ team will discuss and create alternative options to suspension, as well as identify ways to incorporate RJ throughout the discipline process. In order to provide equitable opportunities for all ICCSD students, a commitment to a whole student approach where we focus on academic and SEBH instruction and support is essential. The use of proactive instructional practices including community building, creation of strong relationships, and a calm, supportive environment is necessary.

Positive outcomes associated with strong universal instruction of social emotional learning competencies and school wide behavior expectations include students’ increased positive engagement with peers and adults contributing to the overall school culture and climate. Students engaging in appropriate behavior is indicative of strong knowledge and understanding. Students who feel they belong and are connected to the larger school community have increased attendance rates. Students who feel their school community is supportive of their overall social, emotional, and behavioral health needs and wellness are more likely to experience positive academic progress towards graduation and college and/or career readiness. Additionally, students are less likely to experience out of class time and subsequent loss of instructional minutes, office discipline referrals, restraint, seclusion, suspension, or other reactionary discipline

methods when a proactive, instructional approach is taken and students' social, emotional, and behavioral health needs are prioritized and supported within their learning environment.

In order to prevent students from experiencing the adverse effects of the aforementioned reactionary discipline measures, teachers proactively implement effective evidence based culturally responsive classroom practices (ie: classroom teaching matrices, effective physical arrangement of classroom, active supervision, continuum of responses, positive acknowledgement/reinforcement, engagement and opportunities to respond). Additionally, as an alternative to exclusionary discipline practices, restorative justice via alternative consequences will be incorporated when appropriate. Students will have the opportunity to share why they made the behavior infraction and take some accountability for their actions. Likewise, a group of stakeholders will listen to the student, express how the student's actions impacted them, take collective accountability, and work with the student to identify the alternative consequence. Restorative practices will be implemented throughout the school day as a preventative measure and as a way to build positive relationships with students, which will help curtail some negative behaviors.

PBIS training opportunities have been offered districtwide for many years. During Tier 1 PBIS training opportunities teams learn the universal foundations of PBIS, measures of team effectiveness, details for how to determine, create, and teach universal PBIS expectations in their learning community, the proactive practices to encourage positive behavior and benefits of acknowledging positive behavior, active supervision and the continuum of responses for potential problem behaviors, effective classroom practices, student, family and community engagement, sustainability practices, and data based decision making based upon outcome and fidelity measures. Building administrators and teams attend multiple days of PBIS training offered through Grant Wood Area Education Agency (GWAEA) with the expectation that the team members take the learning back to share with their full staff. Annual fidelity measures, the Tiered Fidelity Inventory (TFI) and Self-Assessment Survey (SAS) are taken and provide data on level of implementation fidelity in each building. Building teams then action plan based around this data. Ongoing implementation support and technical assistance is provided by GWAEA and district SEBH Team members.

During Tier 2 PBIS training opportunities teams learn about Tier 2 systems overview, data, systems, and practices of Check-In/Check-Out (CICO) intervention, Check-In/Check-Out with Modified Features, Social Academic Instructional Groups, Check and Connect, as well as strategies for effective teaming and evaluation. Building administrators and teams attend multiple days of PBIS training offered through Grant Wood Area Education Agency (GWAEA) with the expectation that the team members take the learning back to share with their full staff. Annual fidelity measures, the Tiered Fidelity Inventory (TFI) and Self-Assessment Survey (SAS) are taken and provide data on level of implementation fidelity in each building. Building teams then action plan based around this data. Ongoing implementation support and technical assistance is provided by GWAEA and district SEBH Team members.

During Tier 3 PBIS training opportunities teams experience an overview of Tier 3 systems, planning for team effectiveness and data based decision making, identifying function of behavior using the FACTS interview process, individual student team effectiveness, and data based decision making and practices to support Tier 3 implementation efforts. Building administrators and teams attend multiple days of PBIS training offered through Grant Wood Area Education Agency (GWAEA) with the expectation that the team members take the learning back to share with their full staff. Annual fidelity measures, the Tiered Fidelity Inventory (TFI) and Self-Assessment Survey (SAS) are taken and provide data on level of implementation fidelity in each building. Building teams then action plan based around this data. Ongoing implementation support and technical assistance is provided by GWAEA and district SEBH Team members.

Building teams from all district elementary buildings and junior highs as well as some high school buildings have participated in a variety of PBIS training opportunities over the past decade. During the 2019-2020 and 2020-2021 school years PBIS training was expanded to be more encompassing of Social Emotional Learning (SEL) and comprehensive SEBH supports. Through this process the District SEBH team created and facilitated training and professional learning sessions for building administrators and building teams. While GWAEA continues to provide formal PBIS training to our district teams, and are recognized as Iowa Department of Education approved trainers, the district is developing capacity for more internal training opportunities to be provided.

For more information about district training and technical assistance provided and available to schools, please see [ICCSA PBIS Training & Professional Learning](#).

How will we know if students know it and demonstrate competence?

In order to determine if students possess the knowledge, understanding, and skills desired, and can demonstrate proficiency of the SEL competencies and schoolwide behavior expectations a multitude of data sources are utilized. Data based decision making is critical to best support all students through effective systems and practices. Progress towards implementation fidelity and intended student outcomes can be assessed through student performance on many measures. Each district building has identified criteria, known as In/On/Out criteria for determining measures that elevate a student's need for layered support. This criteria includes cut scores or indicators as described above including but not limited to: screening data, attendance data, academic progress data, office discipline referral data, etc.

Data Utilized	Form/How	Frequency of Analysis
Universal Screening	mySAEBRS 3x/year (FastBridge) (grades 2-8)	Analyzed after each screening window; component of In/On/Out Criteria
Attendance	Tardies & Absences (Powerschool)	Analyzed Bi-weekly or monthly in Tier 2/Tier 3 meeting; component of In/On/Out Criteria
Office Discipline Referral (ODR)	Minor or Major office referrals (PowerSchool)	Analyzed Bi-weekly or monthly in Tier 2/Tier 3 meetings; component of In/On/Out Criteria
Academic Progress/Growth	Academic Screening & Academic Performance (PowerSchool)	Analyzed Bi-weekly or monthly in Tier 2/Tier 3 meetings; component of In/On/Out Criteria
Climate & Culture	U of I Climate & Culture Survey (grades 5-12) and Conditions for Learning Surveys (grades 3-12)	Analyzed Annually and utilized to inform building action planning
Intervention	Targeted and Intensive support progress monitoring and fidelity of implementation data (PowerSchool, SWIS)	Analyzed Weekly, Bi-weekly and/or monthly in Tier 2/Tier 3 meetings; component of In/On/Out Criteria
Referral	Student self-referral or Parent/Teacher referral for additional support	Analyzed Bi-weekly or monthly in Tier 2/Tier 3 meetings; component of In/On/Out Criteria
Positive Acknowledgement	Positive referrals or positive contact with student and/or family (data collection systems vary)	Analyzed Bi-weekly or monthly in Tier 1 meetings

Universal Screening - As of the 2020-2021 school year, students in grade 2 through grade 8 are screened for social, academic, and emotional behavior risk utilizing the FastBridge mySAEBRS screening tool (Social, Academic, Emotional, Behavioral Risk Screener). Parents/Guardians were notified of this screening process in advance and provided the opportunity to opt their child out of screening if desired. Students in grades 2-8 were made aware of the upcoming screening through a universal lesson. All student mySAEBRS screening data is protected through FERPA just as academic screening measures and data. The mySAEBRS screener was administered district-wide for the first time in February 2021 and moving forward will be used three times per year to drive enhanced universal support efforts at the building level. The screener includes 20 items and students respond to each item with a response of never, sometimes, often, almost always. A total score is indicated after completion of the screener and a low score 0-36 indicates a potential for risk and subsequently a potential for additional support. In this case, parents/guardians are contacted and a student's score and potential for risk are reviewed and monitored. A score of 37-60 identifies the student seems to be not at risk for needing additional support at the given moment. Building leadership teams analyze screening data after screening windows close. For the 2020-2021 school year, mySAEBRS data has comprehensively been used to enhance universal SEBH instruction.

Attendance - Data is utilized to determine if students are attending school, and if they are attending class once they arrive at school. Attention to student absences and tardies provides us with valuable information and could help identify a need for additional support. Attendance data is analyzed monthly by building Tier 2/Tier 3 teams. Along with a variety of other data sources, students with significant absences or tardies may be identified as needing targeted or intensive support up to and including an attendance plan with the family.

Office Discipline Referral (ODR) - This data articulates student minor and/or major behaviors, as defined by the Iowa Department of Education. This data is utilized to determine individual and collective student needs. Building teams analyze the quantity of office discipline referrals as well as the trends of common problem behaviors. This data is used to determine individual needs as well as reteaching needs for whole class, whole grade, or whole school instructional opportunities. PBIS teams analyze this data monthly while considering adjustments that may be needed in the learning environment to provide support for student behavioral concerns. To learn more about the proactive system and response to problem behaviors which may result in disciplinary measures, see [this information](#).

Academic Progress - Data is also utilized to indicate proficiency and/or potential need for additional support. Though academic progress is only one data set amongst many others, difficulty in reaching proficiency with academic content may indicate a need for additional SEBH support. Tier 2/Tier 3 teams analyze academic data monthly and determine potential needs along with a variety of other data. Many SEBH supports include academic behavior skill enhancement and often a strong correlation exists between academic progress and social, emotional, behavioral health and wellness.

School Climate and Culture -

- University of Iowa Climate and Culture Survey - This survey is administered annually in February or March to students in grades 5-12. The purpose of the survey is to collect information about our youth so we can better assess how they experience the classroom and school environment. It is important to ask children to tell us what is good and working in their schools, and what needs improvement, from their perspectives. Building teams utilize this data to set goals and plan actions they may take to improve the overall student and family experience within their learning community.

- Conditions for Learning Survey - This survey is administered annually in the spring to students in grades 3-12. The Iowa Department of Education (Department) has included Conditions for Learning as part of the plan under the federal education law, [Every Student Succeeds Act](#) (ESSA), for identifying schools for improvement and support. *Note: For the 2020-2021 school year, Conditions for Learning data will not be used for accountability on the Iowa School Performance Profiles (ISPP).* All Iowa public schools will use the Conditions for Learning Survey (Survey) to improve safety, student engagement and the overall learning environment so that all Iowa students have optimum conditions for learning. Improving skills such as solving problems, working out conflict, and working with other people in a group has led to double-digit increases on achievement test scores, improved classroom behavior and improved attitudes.

Intervention - Progress monitoring data from students who are receiving targeted or intensive support such as CICO, SAIG, Check & Connect, or individualized interventions is monitored bi-weekly or monthly by building Tier 2/Tier 3 teams. Progress monitoring varies depending upon intervention, but typically includes collection of daily or weekly data through the use of a Daily Progress Report (DPR). Progress monitoring helps building teams identify if the intervention is meeting the student need, if additional supports may be necessary, and/or if fading from the support is possible.

Student Self-Referral or a Request for Assistance - This can be done by a student, parent or staff member and is also a valuable data set. Student access to support staff such as the Counselor, Student Family Advocate (SFA), Student Advisory Center (SAC), Health Office, etc. could, if happening frequently, identify a student's need for additional support. Tracking this data may help inform building teams on potential next steps. Parents/Guardians and staff members may also refer a student for additional support by submitting a Request for Assistance. Tier 2/Tier 3 teams analyze these referrals and or Requests for Assistance monthly and use this data for determining next steps in student support.

Positive Data - This data is also utilized and can be measured in a variety of ways. Many district buildings have systems to quantify the number of positive referrals or positive contacts each student, or the collective student body, receives in a given time period (week, month, trimester, etc). These examples of positive contact can take a variety of forms and can be tangible, verbal, or written. Examples include good news notes or positive postcards, positive phone calls home, recognition rewards tied to school wide behavior expectations, schoolwide celebrations and/or assemblies, etc. Some buildings track the preventative measures utilized to support students through identifying student connections with support staff (Counselor, Student Family Advocate, Student Advisory Center), and some buildings monitor a variety of other positive and/or proactive measures.


What will we do if students haven't learned it or don't demonstrate competence?



In a healthy Multi-Tiered System of Supports (MTSS), Universal support implemented with fidelity will be adequate for approximately 80% of students. However, it is expected that approximately 20% of students will need additional layered support in the form of Targeted or Intensive Interventions. If students do not demonstrate an understanding of intended learning outcomes (SEL competencies and school wide behavioral expectations) additional Universal (Tier 1) support may be employed. Examples of these additional supports include: reteaching or booster lessons (either classwide or schoolwide), additional opportunities for practice and skill-building development, and classwide or schoolwide universal interventions. Teachers also are equipped to provide differentiated instruction to best meet student needs in small group or whole group instruction. Teachers will also support students as described in PLC question 1 through culturally responsive and restorative practices, as well as a focus on relationship and

community building. Additionally, School Counselors may enhance their universal SEL teaching if a universal need is present.

Fidelity of implementation will be monitored through the use of classroom practice self-reflection and observation, SEL self-reflection and classroom reflection measures, use of PBIS Survey instruments including the Tiered Fidelity Inventory (TFI) and Self-Assessment Survey (SAS). The PBIS surveys (TFI & SAS) are administered annually in the spring. Building teams (Tier 1, Tier 2, Tier 3) assess their level of PBIS implementation fidelity utilizing the TFI, whereas individual staff members assess PBIS implementation fidelity through the SAS. Though classroom implementation measures are utilized less frequently, building administrators may choose to have teachers self-reflect based upon self-assessment, may encourage group assessment and reflection through PLC and/or content area conversations and collaborations, or may ask external coaches (GWAEA) and district leadership team to conduct walkthroughs or fidelity checks periodically based upon need.

A variety of Targeted (Tier 2) or Intensive (Tier 3) interventions are available to students who need additional layered support (beyond Tier 1 universal instruction). Every school in ICCSD has established criteria to identify students who present a potential need for additional support which includes many data sources mentioned previously (i.e. mySAEBRS screening data, attendance, office discipline referrals, academic progress, etc). If a student is identified as qualifying for additional support, parent/guardian contact is made and a description of the intervention is provided. As a first layer of targeted support teachers may provide small group or individual skill building instruction and/or differentiated instruction. Small group or individualized instruction may also be provided by a school's School Counselor, Student Family Advocate (SFA), Student Advisory Center (SAC) Coordinator, Success Center staff, or other qualified staff members. Along with any additional instruction or layered support provided through a targeted intervention for students, regular progress monitoring occurs and data based decisions are made based upon data collected.

Intervention	Brief Description
Targeted - Tier 2 Supports (in addition to Tier 1 support)	
Check-In/Check-Out	<p style="text-align: center;">Defining Features of CICO</p> <p>WHO: Appropriate for <u>students at risk</u>: behavior is disruptive, detrimental to instruction, & interferes with their own learning but is NOT DANGEROUS OR VIOLENT</p> <p>WHAT: Large group, generic behavior intervention directly linked to Tier 1 school-wide expectations</p> <p>WHERE: In the morning and afternoon with facilitators and throughout the day with classroom teachers</p> <p>WHEN: Within 3 days of referral, for a 4-6 week cycle (then decision is made about level of support using data)</p> <p>HOW: Students check-in each morning with their facilitator to prep them for the day, receive increased feedback through a rating scale/quick verbal feedback from staff at the end of each period, and then check-out with their facilitator at the end of the day</p> <p>WHY: Early identification and intervention, it has a 70-75% response rate, large group capacity, low effort.</p> <p>PRIMARY FUNCTION FULFILLED (no modifications): Obtaining adult attention</p> 

<p>Check-In/Check-Out with Modified Features</p>	<p>DEFINING FEATURES OF CICO WMF:</p> <p>WHO: Appropriate for students who are not responding to Tier 1 + CICO; for students at risk; behavior is disruptive, detrimental to instruction, & interferes with their own learning but is NOT DANGEROUS OR VIOLENT</p> <p>WHAT: Small group, function-informed, generic behavior intervention with menu of 3 specific modified features directly linked to Tier 1 school-wide expectations</p> <p>WHERE: In the morning and afternoon with facilitators and throughout the day with classroom teachers; Location may be modified.</p> <p>WHEN: Within 3 days of referral, for a 4-6 week cycle (then decision is made about level of support using data)</p> <p>HOW: Students check-in each morning with their facilitator to prep them for the day. Student may have input on their facilitator. Students receive increased feedback through a rating scale/quick verbal feedback from staff at the end of each period, and then check-out with their facilitator at the end of the day. Additional check-ins with facilitator/adult may be added.</p> <p>WHY: Early identification and intervention; it has a 70-75% response rate, large group capacity, low effort.</p> <p>MAIN FUNCTION FULFILLED: Obtaining adult attention; other functions are obtaining access to items/activities & obtaining peer attention</p> 
<p>Social Academic Instructional Groups</p>	<p>DEFINING FEATURES OF SAIG:</p> <p>WHO: Appropriate for students who are not responding to Tier 1 + CICO</p> <p>WHAT: Small pro-social/problem-solving/academic instructional groups; social skills intervention directly linked to Tier 1 school-wide expectations; skills driven by data</p> <p>WHERE: To be determined for group; within school setting</p> <p>WHEN: Within 3 days of referral, for a 4-6 week cycle of 30 minute block 1-2x/week</p> <p>HOW: Students meet with SAIG group facilitator & then receive feedback on daily progress report (DPR) on general school-wide expectations AND specific skills being taught in SAIG group throughout the day from staff</p> <p>WHY: Early identification and intervention; enhanced behavior skills training</p> <p>MAIN FUNCTION FULFILLED: (no modifications/individualization): Obtaining adult attention; other functions are obtaining access to items/activities, obtaining peer attention.</p> 
<p>Check & Connect</p>	<div style="display: flex; align-items: flex-start;"> <div style="background-color: #FFD700; padding: 5px; margin-right: 10px;"> <p>Check & Connect is...</p> </div> <div style="flex-grow: 1;"> <p>... an evidence-based, structured mentoring intervention to promote student success and engagement at school and with learning, through relationship building and systematic use of data.</p> </div> </div> <div style="display: flex; align-items: flex-start; margin-top: 10px;"> <div style="background-color: #FFD700; padding: 5px; margin-right: 10px;"> <p>Goals of Check & Connect</p> </div> <div style="flex-grow: 1;"> <ul style="list-style-type: none"> <input type="checkbox"/> Create student connectedness at school <input type="checkbox"/> Decrease tardies, absences, behavior incidents, and suspensions <input type="checkbox"/> Increase student achievement <input type="checkbox"/> Create a home to school partnership <input type="checkbox"/> High school graduation <i>WITH</i> academic and social competence </div> </div>
<p>Intensive - Tier 3 Supports (in addition to Tier 1 & 2 supports)</p>	
<p>Functional Behavior Assessment (FBA)/ Behavior Intervention Plan (BIP)</p>	<p>Trained members of Tier 3 Team facilitate the FBA process and develop evidence-based BIP for students that qualify for individualized behavior support</p>
<p>Available Anytime</p>	
<p>Mental Health Services/Community Partnerships</p>	<p>Mental Health Services Overview</p>

Check-In/Check-Out (CICO) Intervention - This is a low intensity intervention intended where students have increased access to explicit feedback and positive acknowledgement. This intervention is able to support many students simultaneously. A student accessing the CICO intervention checks in with a selected staff member every morning upon arrival to school and checks in briefly with their classroom teacher(s) at multiple points throughout their day. Students then check out with the same selected staff

member they check in with and review their day. Students are monitored utilizing a Daily Progress Report (DPR) and student data is reviewed regularly to assess fidelity of implementation and whether the intervention is adequately meeting the students' needs. If the intervention is meeting student needs, students will likely transition off of the intervention and back to solely receiving universal instruction and curriculum. However, if data does not support a student is successfully responding, additional layered supports or interventions may be utilized.

Check-In/Check-Out (CICO) with Modified Features Intervention - Modifying the features of Check-In/Check-Out may be valuable when a student is not responding favorably to a general Check-In/Check-Out intervention. This intervention is very similar to CICO though it includes the ability to modify three features of the core intervention (location, student input on CICO facilitator, additional/modified check in times). Students are monitored utilizing a Daily Progress Report (DPR) and student data is reviewed regularly to assess fidelity of implementation and whether it is adequately meeting the students' needs. If the intervention is meeting student needs, students will likely transition back to CICO for a cycle and begin to fade off of the intervention and back to solely receiving universal instruction and curriculum. However, if needed, additional layered supports or interventions may be utilized.

Social Academic Instructional Groups (SAIG) or SEBH Boost Groups - This is available to students who indicate additional support is needed, and usually after students have not responded favorably to Check-In/Check-Out. These additional learning opportunities are provided weekly or bi-weekly in small group settings. Students receive additional instruction focused on specific skill enhancement based upon need. Students are progress monitored through a DPR similar to that used for CICO though with more specifically focused skills. A variety of SEL interventions may also be utilized in addition to SEBH Boost Groups modeled after SAIG.

[Check and Connect Intervention](#) - This is an intervention designed to support students over a longer period of time and is considered a more intense Tier 2 intervention. Students are paired up with a mentor and meet weekly with this mentor to discuss a variety of academic and SEBH factors. A student identified for Check and Connect has likely experienced a lower level interventions and the need for a higher intensity intervention was recognized. The Check and Connect intervention typically spans a period of 1-2 years whereas lower level interventions span weeks or months. A few of our elementary schools have completed the Check and Connect training with the intent for training additional elementary and secondary buildings in the future.

Functional Behavior Assessment (FBA) / Behavior Intervention Plan (BIP) - When targeted supports or interventions (Tier 2) are not adequately meeting student needs as demonstrated by lack of growth or proficiency based upon progress monitoring, Intensive (Tier 3) supports and interventions may be added. Tier 3 supports are individualized based on student need and assessment data. Just as we use diagnostic assessments to determine academic individualized interventions, we use the Functional Behavior Assessment (FBA) process to determine individualized behavior interventions. The FBA process includes a continuum of behavioral assessments based on the severity and intensity of student need and ranges from a behavioral interview to experimental analyses, all of which directly lead to evidence-based behavioral interventions. FBAs are completed by the school team, which receives support and training from the district in order to conduct "brief" FBAs based on behavioral interviews. If a situation warrants deeper assessment, such as direct ABC data or experimental analyses, district-wide staff with specialized training to conduct these assessments, may be consulted in order to gather assessment data to drive intervention planning. Tier 3 interventions are implemented and provided by the general education team, unless a student is deemed eligible for special education services. Interventions might include teaching

replacement behaviors which allow students to meet needs with more appropriate behaviors; providing more frequent or individualized reinforcement when demonstrating appropriate behaviors, prevention strategies that reduce the likelihood of problem behavior and ensure greater access to general education instruction, and detailed adult response plans to problem behavior that ensure the safety of all students.

Mental Health Services - Students may exhibit a need for services or support beyond what may be offered within the capacity of our schools or district. Alongside parent and family support, the school can work with external providers to support a student's social, emotional, and behavioral health and wellness. Mental Health Services and Supports are a resource that adjusts slightly year to year based upon community provider services and availability. For a comprehensive overview of services and supports available, visit the [Mental Health Services Overview](#) available on the district website.

What will we do if students have learned it and demonstrate competence?

When students demonstrate competence and confidence in desired SEL skills and student behavior expectations and are able to exhibit these skills, this is evidence that universal systems and practices are strong and supporting our students' SEBH needs and student outcomes are reflective of this work. All buildings in ICCSD have a variety of extension and enrichment opportunities available for broadening the learning for students. Positive Acknowledgements help to reinforce student actions and recognize students for positively contributing to their school environment. Implementing an acknowledgement system prioritizes looking for the positives in all students and encourages any staff member in the building to provide regular positive feedback to students. Positive Acknowledgements are regularly used to recognize individual students, small groups, large groups, classes, grade levels, or entire school communities. Some buildings throughout the district utilize a program called PBIS Rewards to capture positive acknowledgement data and monitor efforts to acknowledge student effort. All students should have access to positive acknowledgement in some way and a system should be present in every building to support these practices and efforts.

In addition to positive acknowledgement, student choice should be included in a variety of extension or enrichment activities. Student leadership opportunities within their school, mentor or collaboration opportunities with peers, project based learning or enrichment activities should be made available for students as they develop toward and demonstrate proficiency with SEBH competencies and universal expectations. Additionally, service projects or community outreach efforts should be encouraged to prepare students for community involvement and civic engagement beyond the walls of their particular school building. Each of these extension and enrichment opportunities could take on many forms and look different based upon student age, home school, and preference. Building teams may determine specific systems for monitoring student access to these opportunities considering development needs, goals and proficiency. While every effort is made to provide students with extension and enrichment opportunities, this is still an area of growth for our district, and building teams, and with support of district leadership, will continue to pursue options available to extend and enrich learning opportunities for all ICCSD students.

To reiterate, The [Social Emotional Behavioral Health Framework](#) is a comprehensive view of the systems and practices implemented in all 21 elementary, 3 junior high, and 4 high schools (three comprehensive and one alternative) in the Iowa City Community School District. Our district has developed, and each building implements these systems and practices in the pursuit to support all students achieve desired positive outcomes and overall success academically, socially, emotionally, and behaviorally. District level and building based decisions for Universal (Tier 1), Targeted (Tier 2), and Individualized (Tier 3) supports are determined based upon multiple sources of data. The SEBH Framework was developed around the

Professional Learning Community (PLC) questions of:

- 1) What do we want all students to know and be able to do?
- 2) How will we know if they learn it and demonstrate proficiency?
- 3) How will we respond when some students do not learn or demonstrate proficiency?
- 4) How will we extend the learning for students who have learned it or demonstrate proficiency?

Intended System Enhancements, Short Term Action Steps, and Long Term Goals

As with any educational programming, enhancements are made based upon research and guidance from state and national leaders. Our district has and will continue to refine and enhance our systems and practices to best support the social, emotional, and behavioral health and wellness needs of all members of our learning community: students, families, and staff. A brief overview of intended system enhancements, short term action steps (immediate and/or within a year) and long term goals (within the next few years) are identified below in conjunction with the PLC questions utilized for articulating the framework's current status.

What do we want students to know and be able to do?

Though students in grades K-8 currently have access to a universal SEL curriculum (Second Step), a district priority is to identify and begin to implement a SEL curriculum for students in grades 9-12. Many options exist at the elementary and junior high level, and though high school curriculum is not as widely attainable, the District SEBH team is looking into and vetting the options available.

Consistent access to universal SEL curriculum through morning meetings and Homeroom/Advisory must be prioritized. During the 2020-2021 school year, and partially as a result of pandemic teaching and learning, this time was allocated into each students' daily schedule. A priority is that moving into future academic years, this Morning Meeting (K-6) and Homeroom/Advisory (7-12) time will continue to be provided for all students at least four days per week.

Continuing to implement PBIS and incorporate and utilize additional fidelity measures for buildings and classrooms throughout the district is essential. A renewed focus on PBIS research and evidence based classroom practices will also be prioritized. In the pursuit of providing more equitable opportunities for every student as well as stronger systems and practices, the district may explore creating consistent universal behavior expectations at the elementary, junior high, and high school levels. Additional collaboration and partnership with district students and families to incorporate their voice and perspective into the creation of consistent universal expectations will assist the district in the ongoing improvement process of striving to be more culturally responsive. Striving to more clearly articulate the alignment between the PBIS Framework, culturally responsive, and restorative practices will be beneficial for all stakeholders. Again, while each individual school currently has individualized school wide behavior expectations, exploration of consistent behavior expectations throughout the district may lead to greater efficiency and overall clarity with this work.

How will we know if students know it and demonstrate competence?

One district short term goal is to build upon a student screening tool. Implementation of the mySAEBRS screener for use with students in grades 2-8 during February of 2021 was a great success with all three junior high buildings and 17 of our 21 elementary buildings participating in the pilot. We plan to screen students in grades 2-8 again in May of 2021 and then three times each subsequent year (Fall/Winter/Spring) which is consistent with academic screening. A screening tool for students in grades 9-12 is also needed and a priority moving forward. Options for this are currently being explored and vetted. Additionally, considering incorporating a teacher screening tool (SAEBRS) for students in Kindergarten and 1st grade as an additional data point may prove beneficial and is currently in early stages of exploration.

Additionally, striving for more consistent data collection and articulation with regard to positive and proactive measures will be valuable. For example, a districtwide system (rather than an individual building system) to capture positive student or family contact would provide buildings and the district with strength based and positive data to couple with other available data. Ideally, proactive measures to connect with students to diffuse potential student behaviors could be captured through the use of our student information system.

A shift towards more consistent In/On/Out criteria districtwide would be valuable as it would create more equitable experiences for our students throughout the district rather than allowing for building based determination of criteria for access to a targeted or intensive intervention.

Incorporating additional fidelity measures and utilizing these consistently throughout the district is another potential growth area. For example, having the PBIS surveys TFI & SAS administered twice annually rather than once will provide an additional data point and mid-year action planning possibilities. Providing a more regular assessment of classroom implementation fidelity districtwide based upon classroom practices and inclusion of culturally responsive practices may prove beneficial for classroom implementation fidelity checks.

What will we do if students haven't learned it or don't demonstrate competence?

In order to provide the most equitable experiences for ICCSD students, creating consistency in guidance throughout the district rather than building by building may be beneficial. For example, creating districtwide examples of minor and major behaviors may provide more equity in response to student behavior throughout the district. Additionally, consistent In/On/Out criteria for elementary, junior high, and high school students may be valuable. Variance in current In/On/Out criteria by building may lead to unintentional inequity. The District SEBH team is committed to continuing to research and provide guidance around measures to guide building teams on intervention use.

Again, additional support for evidence based PBIS classroom practices and incorporation of more culturally responsive interventions as well as restorative justice practices could provide additional layers of support for all students universally as well as students who may need instructional opportunities Tier 1. Alignment and integration of this work into our universal systems will also be important. Incorporating Restorative Practices and Restorative Justice measures as well as prioritizing replacing some previous disciplinary actions will be explored. An example of how to incorporate restorative practices into the PBIS framework is identified here: [Creative Discipline and Alternatives to Suspension \(CO\)](#).

What will we do if students have learned it and demonstrate competence?

Pursuing additional extension and enrichment opportunities for our students is also necessary. Incorporating more equitable opportunities for student leadership and outreach is important. Creation of a districtwide MTSS group including student representation would be valuable and help continue to capture student voice in our process. Though opportunities exist within some buildings currently, creating a districtwide group including student representation within the next few years would be ideal.

District Staff Focus/Adult Learning to Support SEBH

Prioritizing adult professional learning and support is critical. District staff members' competence and confidence with regard to social, emotional and behavioral health and wellness equips individual adults in their own self-care and wellness journey and empowers them to better support the students they serve. Access to provide SEBH, SEL & PBIS professional learning opportunities directly to our district teachers and staff will be critical.

Exploration of an Adult SEL tool to utilize, such as the [Second Step Adult SEL Program](#) may be a logical next step. Potentially piloting this in one elementary, one junior high, and one high school building could guide next steps or potential expanded implementation district wide. If purchase of an external program is not possible, identifying short and long term components to embed into the district provided professional learning would also prove valuable.

Additionally, a renewed focus on research and evidence based classroom practices, specifically a continuum of responses as well as explicit professional learning opportunities for district teachers centered around culturally responsive and restorative practices will be critical. In order for teachers to best support students they must have multiple tools in their toolkit as well as the mindsets, attitudes, and beliefs that all students are capable of achieving at high levels both academically, socially, emotionally, and behaviorally. Further exploration of more culturally responsive interventions and restorative practices to replace potential disciplinary actions will also be beneficial. Continued learning and support for this work must be emphasized and prioritized by the district.

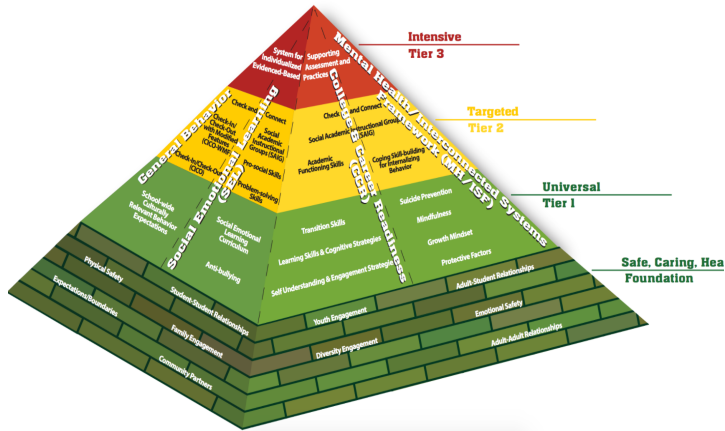
Finally, with the transition to a new student information system, Infinite Campus, as a replacement for our previously used student information system, PowerSchool, teachers and building leaders will need to be equipped and prepared to utilize the infrastructure and system for data collection and analysis. Training and support for this transition could and should be embedded into other training and professional learning opportunities so teachers and staff can identify the interrelatedness of each component with regard to supporting the whole student.

Conclusion

Though our district has made significant progress in the last few years in the area of social, emotional, and behavioral health support and wellness for students, families, and staff, there is still significant work to be done when on a mission for continuous improvement. These are exciting times and, as a district, we must continue to promote and prioritize these efforts. While the [Social Emotional Behavioral Health Framework](#) is a comprehensive view of the systems and practices implemented in all 21 elementary, 3 junior high, and 4 high schools (three comprehensive and one alternative) in the Iowa City Community School District, this guiding document will adapt and change over time to reflect progress made as a result of district implementation priorities and improvement efforts. As a district, we are committed to supporting all students in achieving desired positive outcomes and overall success academically, socially, emotionally, and behaviorally now and into the future.

ICCSO SOCIAL EMOTIONAL BEHAVIORAL HEALTH FRAMEWORK

Overview of K-12 Guidance for Social Emotional Behavioral Health Multi-Tiered System of Supports



Visual Credit: Heartland AEA

<p><u>What is it we want students to learn and be able to do?</u></p> <p>Universal Social Emotional Learning Instruction/Curriculum Iowa SEL Learning Targets/Indicators Second Step Curriculum</p> <p>Universal School Wide Behavior Expectations Universal Behavior Expectations</p>	<p><u>How will we know if they have learned it and demonstrate proficiency?</u></p> <p>Data Screening Data mySAEBRS (2-6) Panorama SEL (7-12) Attendance Data Academic Performance Behavior Event Referral Data</p>
<p><u>How will we respond if they haven't learned or need additional support?</u></p> <p>Enhanced Universal Instruction - Tier 1 Reteaching/Booster Lessons Additional Practice Opportunities Classwide/Schoolwide Intervention</p> <p>Targeted Interventions & Progress Monitoring - Tier 2 Check-In Check-Out/CICO w/ Modified features Social Academic Instructional Groups Check & Connect</p> <p>Individualized/Intensive Interventions & Progress Monitoring - Tier 3 Functional Behavior Assessment Behavior Intervention Plan Referrals to Individualized Counseling Referrals to partner agency providers</p>	<p><u>How will we extend/enrich if they demonstrate proficiency?</u></p> <p>Positive Acknowledgement</p> <p>Student Leadership Opportunities</p> <p>Peer Mentoring/Collaborative Opportunities</p>

Updated 6/2021 For more comprehensive information and updates, please refer to the SEBH District Website