



Iowa City Community School District

SCHOOL COUNSELING & SEBH SELF STUDY

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**IOWA CITY COMMUNITY
SCHOOL DISTRICT**

All In for All Kids

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CURRICULUM REVIEW PROCESS: OVERVIEW

The Iowa City Community School District curriculum review process provides a systematic procedure to study existing curriculum areas and programs relative to internal and external standards as well as data from the curricular program.

Each year, at the district-wide level, a self-study committee is appointed for the areas under study for that particular school year. A curriculum review self-study committee has three primary tasks:

1. Review and affirm or modify the program's mission statement.
2. Analyze relevant data related to the program.
3. Use the data analysis to determine program strengths and limitations, and develop a recommended action plan based on that analysis.

External standards utilized extensively by the self-study committee included state and national curriculum standards such as the K-12 Iowa Core Standards in Social Studies and the College, Career, and Civic Life (C3) Framework from the National Council for Social Studies. The Iowa City Community School District's Comprehensive Diversity, Equity, and Inclusion Plan was also used as an internal standard for the work of the team.

School Counseling and SEL Self-Study Committee:

Forty-one people served on the social studies self-study committee. Committee members included current ICCSD students, community members, a member of the ICCSD Board of Directors, professors from the University of Iowa Social Studies Education Department, elementary and secondary social studies teachers, teachers from the ICCSD special education, library, & ELL programs, members of the cultural proficiency team, and administrators from the central office as well as the elementary, junior high and senior high schools.

Applications to participate on the self-study team were sent to district families in October 2020 and were reviewed in early November. The application process followed ICCSD School Board policy by including an item on the application process that read: "According to board policy, 'to the extent possible, advisory committee membership shall have balanced representation with regard to race, color, national origin, sex, disability, religion, creed, age, marital status, sexual orientation, gender identity and socioeconomic status.' Please provide any information relevant to these identifiers that you feel comfortable sharing."

The self-study committee met via Zoom on three separate occasions. Committee members were also given opportunities to provide feedback or ask questions outside of those meetings.

In addition to the tasks enumerated above, the self-study team analyzed and revised the survey questions that were used to gather input about the social studies program.

SCHOOL COUNSELING MISSION STATEMENT

The mission of the Iowa City K-12 School Counseling department is to provide a developmental, comprehensive, and data-driven program that is accessible to each student and ensures opportunities for academic, career and social/emotional development.

Through implementation of a comprehensive school counseling program, school counselors promote equity and access for all students and make a significant impact on creating a school culture where student and family values, beliefs, cultural backgrounds, identities, and abilities are valued.

School counselors partner with students, families, district and building staff, and community partners, to advocate for and deliver systems that ensure students are treated with dignity and respect as unique individuals.

SCHOOL COUNSELING VISION STATEMENT

Our District students will develop mindsets and behaviors to successfully navigate a dynamic global environment and will graduate knowing about and capable of accessing the full range of postsecondary options that exist in our diverse and adapting world.

SCHOOL COUNSELING BELIEF STATEMENTS

- Every student can learn, and every student can succeed.
- Every student should have access to and opportunity for a high-quality education.
- Every student should graduate from high school aware of and prepared for postsecondary opportunities.
- Every student should have access to a comprehensive school counseling program.
- Comprehensive school counseling programs promote and enhance student academic, career and social/emotional outcomes.
- Every student deserves to feel safe, heard, and seen at school.
- Comprehensive school counseling programs focus on equity through the promotion of conditions and systems that support the well-being of students who most experience inequity and injustice.

K-12 SCHOOL COUNSELING STANDARDS:

ASCA Student Standards: Mindsets & Behaviors for Student Success K-12 College-Career- and Life- Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards School counselors encourage the following mindsets for all students.		
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment M 3. Positive attitude toward work and learning M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success		
Category 2: Behavior Standards School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:		
Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Cultural awareness, sensitivity and responsiveness

IOWA CORE UNIVERSAL CONSTRUCTS:

Essential for 21st Century Success

CRITICAL THINKING Critical thinking is the ability to access and analyze key information to develop solutions to complex problems that may have no clear answer. It incorporates reflective and visionary processes. Critical thinking utilizes abstractions and non-rules based strategies to guide decisions, behaviors and actions.	■ thoughtful questioning that challenges assumptions, promotes higher-order thinking, leads to new insights and validates perceptions. ■ metacognition that supports reflective practice. ■ processes that analyze, select, use and evaluate various approaches to develop solutions. ■ critical issues that develop innovative responses. ■ analysis and synthesis of multiple sources and points of information. ■ intentional use of disciplinary frameworks to analyze complex issues and information. ■ suspension of judgment while collecting evidence to make determinations.
COMPLEX COMMUNICATION Complex communication is based on the successful sharing of information through multiple means that include visual, digital, verbal and nonverbal interactions. The message is purposeful, clear and concise and leads to an accurate exchange of information and ideas.	■ negotiation processes that generate mutually satisfactory solutions. ■ managing and resolving conflicts. ■ interacting effectively with people of different cultures. ■ selection and integration of various communication processes. ■ integration of appropriate forms of informative communication technology. ■ understanding the interactions among modes of communication. ■ meaningful and engaging interactions. ■ focus, energy and passion around the key message. ■ navigation through nuances of effective communication.
CREATIVITY Creativity incorporates curiosity and innovation to generate new or original thoughts, interpretations, products, works or techniques. Creativity is	■ a disciplined process that includes skill, knowledge, imagination, inspiration and evaluation. ■ capturing or collecting new ideas for current or future use.

nurtured, advanced and modeled through numerous approaches that include inquiry-based learning, abstract thinking and student-focused learning	■ a combination of seemingly unrelated ideas into something new. ■ a respectful exchange of ideas. ■ engagement in formal and informal learning experiences. ■ divergent thinking. ■ entrepreneurial thinking that encourages unique thoughts and applications. ■ a comfort level with open-ended challenges that reflect multiple approaches and results. ■ reconfiguration of current thought within a new context. ■ pattern recognition across disciplines that results in an innovative outcome.
COLLABORATION Collaboration is working among and across personal and global networks to achieve common goals. It requires cultural competence and personal and civic responsibility in all environments. Collaboration also requires open and flexible approaches to leadership	■ non-hierarchical leadership based on individual skill sets. ■ respect for a complex process that requires individuals to contribute and participate in meaningful interactions. ■ the belief that group synergy enhances productivity. ■ understanding and application of effective group processes to solve problems. ■ productive group interactions. ■ respectful disagreement.
FLEXIBILITY AND ADAPTABILITY Flexibility and adaptability include responding and adjusting to situational needs, and changing to meet the challenges of new roles, paradigms and environments. Flexibility and adaptability include the thoughtful balance between an individual's core beliefs and appropriate reaction to change. These dispositions are nurtured through lifelong learning and continuous improvement.	■ engagement in innovation and creativity. ■ intellectual agility. ■ embracing change. ■ expecting and accepting the emotions inherent in change while supporting those who are involved. ■ respect for unique qualities of others and self. ■ purposeful and thoughtful response to disruptions. ■ acknowledging and responding to dissonance in productive ways. ■ the potential for positive and negative outcomes in risk-taking.

	■ proactive and reactive approaches to change. ■ acknowledging ambiguity is inherent in a changing environment.
PRODUCTIVITY AND ACCOUNTABILITY Productivity is prioritizing, planning and applying knowledge and skills to make decisions that create quality results in an ever-changing environment. Individuals and teams demonstrate initiative, self-direction and personal responsibility to add value to the world around them. Individuals demonstrate accountability through efficient time management, appropriate resource allocation, personal integrity and self-monitoring to meet the demands of productivity. Individuals and teams recognize interconnectedness of their actions at all levels	■ the ability to acquire new learning on one's own. ■ application of appropriate processes and tools to facilitate task completion. ■ self-sufficiency as required in a complex environment. ■ identification of available opportunities. ■ motivation and commitment to achieve. ■ assuming leadership roles. ■ building on prior learning and experience to apply knowledge and skills in a variety of contexts. ■ self-confidence and self-respect.

K-12 SEL COMPETENCIES & LEARNING TARGETS

Competency	Learning Targets
Self-Awareness	• Identifying Emotions • Accurate Self-Perception • Self-Confidence
Self-Management	• Impulse Control • Stress Management • Self-Discipline and Self-Motivation, • Goal Setting • Organizational Skills
Social Awareness	• Perspective Taking and Empathy • Appreciating Diversity and Respect for Others • Civic Engagement
Relationship Skills	• Communication • Social Engagement • Relationship Building • Teamwork
Responsible Decision-Making	• Identifying Problems • Analyzing Situations and Solving Problems • Evaluating and Reflecting • Ethical Responsibility

STRENGTHS

School Counseling Program	SEL Curriculum
Stakeholders at all levels report that school counselors have a good rapport with students	Stakeholders view SEL as important to building a positive school climate
School counselors are able to help students with social/emotional concerns	Universal SEL curriculum is identified and delivered PK-8
Stakeholders at all levels view school counseling services as helpful	
School counselors help students with conflicts/bullying	
School counselors help students feel welcome at school (elementary), support students with registration & scheduling (JH, HS), and assist with college preparation (HS)	

LIMITATIONS & RECOMMENDATIONS

Academic Achievement			
Program Limitations	Recommended Plan of Action	Action Steps	Responsible Party
• Lack of comprehensive communication and support around postsecondary readiness & opportunities • Limited instruction and support in the area of academic success skills • Lack of understanding amongst stakeholders around how best practice school counseling programs can positively impact student outcomes • General misperception amongst stakeholders around connection of SEBH & academic achievement	• Build in universal College and Career Readiness (CCR) learning opportunities K-12 • Expose students to alternatives to college through messaging & education • Identify direct skill instruction as a main function of school counselor's role • Ongoing communication/sharing about school counseling program services & corresponding impact data with stakeholder groups • Define role of school counselor: Educate stakeholders, align responsibilities with best practice recommendations • Provide professional learning opportunities about how to align SEBH & academics including explicit and embedded SEL	1. Add CCR learning targets by grade level into the District Career and Academic Plan (DCAP) (7-12) 2. Ensure that universal CCR lessons include multiple postsecondary pathways 3. Educate administrators on the importance of limiting and eventually eliminating non-counseling duties from school counselors 4. Collect time analysis data for counselors and SFAs once/trimester to analyze how this department is using their time and what adjustments are needed 5. Counselors create annual calendar including protected time for universal instruction 6. Monthly newsletters created and shared with stakeholder groups-share through multiple avenues	1. District Career & Academic Planning (DCAP) team 2. DCAP team 3. Curriculum Coordinator & School Counselors 4. Curriculum Coordinator, Learning Supports Specialist, School Counselors, & SFAs 5. School Counselors 6. School Counselors

	instruction		
Universal SEL Curriculum			
Program Limitations	Recommended Plan of Action	Action Steps	Responsible Party
• Lack of systems, resources and training to support universal implementation • Lack of time, resources, and access for secondary counselors to provide/support tier 1, universal instruction • Lack of SEL/College & Career Readiness curriculum at the HS level • Lack of consistent implementation of SEL curriculum at JH level • Dated/lack of lesson materials K-12 for bullying/harassment education/prevention • Inconsistent implementation of SEL during morning meeting (elementary)	• Ensure that SEL instruction is tied to building PBIS framework • Implementation of MTSS at secondary level including SEBH services and supports at each tier • Targeted building-level administrative support for establishing & implementing MTSS framework at secondary level • Develop schedule for SEL implementation in Homeroom/Advisory classes including learning targets that address SEL competencies, academic success skills, and CCR • Ensure counselors have protected time for supporting implementation of SEL instruction • Review piloted curricula & purchase based on group consensus • Provide professional	1. Create suggested list of existing SEL lessons that can be delivered at HS while establishing a timeline for pilot programs 2. Form sub group of counselors, SFAs, and other pertinent stakeholders to review curricula options and write lessons that meet data-identified student needs 3. Provide professional development for counselors around SEL leadership and support 4. Counselors deliver PD to staff around implementation of SEL (Embedded into courses and explicit within morning meetings and homeroom advisory) 5. Create homeroom/advisory calendar with protected time for SEL curriculum to be delivered 6. Develop assessments for	1. SEBH Lead Team 2. Curriculum Coordinator 3. Curriculum Coordinator 4. School Counselors 5. SEBH Lead Team; Building Leadership 6. Curriculum Coordinator; School Counselors 7. School Counselors; Curriculum Coordinator 8. Curriculum Coordinator

	learning opportunities and collaboration time around how to tie SEL instruction to needs identified in universal screening data • Revisit and revise CCR framework including a review of current practices (DCAP) and instructional resources (Kuder Navigator, Counselor-delivered lessons K-6) and alternate/additional resources and practices • Create an SEL sub group to review best practices at every level and corresponding resources to support implementation	SEL lessons and review data after presenting the curriculum to determine next steps for future delivery and additional support. 7. Identify secondary teachers who are willing to implement SEL curriculum with support from school counselors. 8. Research SEL curriculum options for HS & pilot during 22-23 school year 9. Research bullying/harassment curriculum options & pilot during 22-23 school year	
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Supplemental Curriculum & Responsive Services

Program Limitations	Recommended Plan of Action	Action Steps	Responsible Party
• Lack of research-based materials for tier 2/3 small groups and individual supports • Secondary counselor roles and responsibilities are out of alignment with best-practice model, which prevents them from being able to deliver targeted tiered supports	• Ensure school counseling program is comprehensive and aligns with ASCA-recommended best practices so that school counselors have protected time for implementation of tier 2/3 interventions and supports • Ensure each building has established data decision	1. Create an inventory of existing practices for Tier 2 and Tier 3 at each building 2. Provide PD around use of data to determine students in need of tiered services and how to match services to student needs identified through data 3. Create district-wide "in-on-out" data decision	1. Building MTSS Teams; SEBH Lead Team 2. SEBH Lead Team 3. SEBH Lead Team 4. Building MTSS Teams; SEBH Lead Team 5. SEBH Lead Team 6. SEBH Lead Team; District Leadership; Building MTSS Teams 7. Building Admin; District

• Inconsistent use of data-informed decisions to identify students in need of additional SEBH-related support/skill instruction • Lack of data collection in area of effectiveness of tier 2/tier 3 services	making rules tied to tier 2/3 interventions that are clearly communicated to staff and are following these with fidelity • Clearly define roles and responsibilities of support staff (i.e.school counselors, SFAs, SACs, BIs) • Implement NESTT spaces at each secondary building • Revise use of SAC spaces at each secondary building • Align services with needs identified by students (i.e. universal screeners, student surveys, attendance, ODR, and grades) • Provide tailored and targeted services for vulnerable student populations (i.e. ELs, LGBTQ+, homeless, credit deficient)	making rules for MTSS teams to utilize 4. Use sources like the Pre-Referral Intervention Manual to “brainstorm” interventions for specific concerns 5. Provide PD for MTSS teams to develop a system/review existing systems to evaluate effectiveness of Tier 2 and Tier 3 interventions once they are implemented for students 6. Clearly outline appropriate roles of building staff that fall within the Learning Supports Department and communicate these to all stakeholder groups 7. Responsibilities that are out of alignment with appropriate roles must be shifted to new or existing personnel 8. Research SEL curriculum options & compare these to current materials in regards to cultural responsiveness, diverse representation and inclusivity (elementary, JH) 9. Identify ways to modify current curricula to make materials more accessible to	Leadership; HR 8. Curriculum Coordinator; School Counselors; SEBH Lead Team 9. Curriculum Coordinator; School Counselors
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		a diverse population	
Instructional Practices			
Program Limitations	Recommended Plan of Action	Action Steps	Responsible Party
• Lack of diverse, engaging activities • Lessons are not always accessible to diverse student populations(i.e.-ELs, neurodiverse students) • Learning objectives are not always known, which limits the ability to assess student understanding and limits feelings of relevancy • Inconsistent reinforcement by elementary classroom teachers of language and learning objectives addressed through counselor-delivered lessons • Lack of assessment data & protocols for collecting data in regards to SEL curriculum	• Use professional development time to share engagement resources • Use professional development time to share resources for making lessons and supports accessible to all student populations • Collaborate with building-level departments to increase knowledge and use of differentiated instruction (i.e.-ELL & Special Ed teachers; GWAEA) • Prioritize time at the beginning of the year for counselors to meet with classroom teachers and discuss the importance of involvement in and reinforcement of counselor-delivered SEL instruction (elementary)	1. Identify essential learning objectives for universal, counselor-delivered instruction 2. Create a repository for SEL resources 3. Establish clear expectations for counselors and teachers regarding collaboration, support, involvement in counselor-delivered classroom lessons, and ongoing reinforcement of learning 4. Distribute visuals that reinforce SEL instruction to teachers for display in classrooms 5. Develop assessment resource bank tied to identified learning targets/essential understandings 6. Create clear protocols for data collection 7. Research and pilot SEL curricula and analyze student engagement and	1. Curriculum Coordinator; School Counselors 2. Curriculum Coordinator; School Counselors; SEBH Lead Team 3. SEBH Lead Team; District Leadership; Building Administrators 4. Curriculum Coordinator; School Counselors; SEBH Lead Team 5. Curriculum Coordinator; SEBH Lead Team 6. Curriculum Coordinator; School Counselors; Classroom Teachers

		learning compared to existing curriculum	
Professional Development			
Program Limitations	Recommended Plan of Action	Action Steps	Responsible Party
• Lack of clarity around appropriate role of the school counselor • Limited understanding of how to make counseling supports accessible to diverse student population (i.e.-English Language Learners, neurodiversity) • Limited understanding of how to collect and analyze data to inform program and services	• Professional development for administrators on role of the school counselor • Continued work with school counselors on best practices, data collection, alignment of data to services and sharing of data with stakeholders • Explore SIOP training to enhance school counselors' understanding of how to make learning and services accessible to diverse student populations • Training from translation and interpretation services regarding how to ensure communication is accessible to all students and families • Increased, enhanced collaborative PD time (with admin, SFAs, school counselors from all levels) • Ensure services connect with district priorities	1. Establish PLC groups with Counselors/SFA to work on role clarification and ongoing collaboration aligned with tiered support for students and families 2. Pre-service PD with Admin and staff on roles/responsibilities of SC and defined priorities 3. Pre-service PD with SFAs, Counselors, and Nurses with focus on confidentiality & suicide prevention/response protocol 4. PD for SFAs & SCs re: supporting marginalized students (i.e. LGBTQ, students of color, ELs, students w/IEPs, MV students, Military Identified students) 5. Review Panorama screener data to establish student priorities for services (secondary) 6. Administrators review	1. Curriculum Coordinator; Learning Supports Specialist 2. SEBH Lead Team 3. Curriculum Coordinator; Learning Supports Specialist 4. Curriculum Coordinator; Learning Supports Specialist; Equity Dept.; ELL Dept; Community Partners 5. SEBH Lead Team 6. Building Administrators; Curriculum Coordinator; Student Services 7. CommUnity 8. Curriculum Coordinator; SEBH Lead Team

	Explore use of Panorama platform to enter and analyze intervention data	bullying/harassment protocol at the building level in order to ensure that all staff are knowledgeable about the district process 7. Applied Suicide Intervention Skills Training (ASIST) opportunities for school counselors, SFAs, and nurses 8. Provide ongoing guidance, coaching, and support for how to use data to inform services	
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General Administration

Program Limitations	Recommended Plan of Action	Action Steps	Responsible Party
- Lack of widespread understanding of appropriate role of the school counselor - Role ambiguity results in responsibilities that do not align with best practice - Inconsistent process for helping students with transitions (elementary-JH-HS-postsecondary) - School Counselor to student ratios are higher than state	- Protected time for departmental collaboration (School Counselors & SFAs) - Establish practice of annual counselor/principal agreement - Have counselors establish yearly calendar outlook and share with stakeholders (include services at each tier) - Determine how to distribute tasks/responsibilities that currently fall to counselors	- Counselor & SFA role/responsibility chart to share with all stakeholders - Align language from SEL competencies, ASCA mindsets & behaviors, Portrait of a Graduate so that it is clear, consistent, and understandable for all stakeholders - Ongoing meetings with admin. to learn about counselor & SFA roles/responsibilities	- Curriculum Coordinator; Learning Supports Specialist; School Counselors & SFAs - Curriculum Coordinator; SEBH Lead Team - Curriculum Coordinator; School Counselors; Building Admin; SFAs - Building Admin; School Counselors - Curriculum Coordinator; School Counselors - United Action for Youth

(350-1) and ASCA recommendations (250-1) • Lack of time to assess, analyze, & respond to identified student needs	but do not align with best practice/ASCA standards • Create a focus group of parents/students who recently transitioned to a new school level to get input on what went well and what they wished they would have known; use this to develop a consistent approach to transitions • Leverage community partnerships to support instruction, professional development, and SEBH support for students, families, and staff	4. Provide more opportunities for visits/transition activities 5. School counselors to collect and analyze data; set goals/action plans related to data; create data presentation to share with stakeholders with purpose to inform and advocate	7. Community & Family Resources 8. Four Oaks 9. Scanlan Center for School Mental Health 10. Counseling Curriculum Coordinator 11. Learning Supports Team
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