



# Behavioral Wellness

Board of Education Meeting  
12.11.24

# CUSD 200 SEL Framework



MINDSET / RELATIONSHIPS / LEARNING

Growing social-emotional skills in our students is essential to school and life success.

- RELATIONSHIPS** / We believe meaningful teacher and peer relationships build school connectedness.
- Students are connected to school through meaningful teacher-student relationships.
  - Students are connected to school through positive peer relationships.
  - Students feel a sense of belonging to their school.

- MINDSET** / We believe teacher mindset and student mindset influence resilience, grit, and hope for the future.
- Teachers believe that all students can grow and learn at high levels.
  - Students believe they can grow and learn through effort, resilience and grit.
  - Students embrace lifelong learning and possess hope for the future.

- LEARNING** / We believe students learn and apply social-emotional skills in a variety of contexts.
- Social-Emotional Learning occurs in a variety of contexts and settings:
    - Integration of standards into classroom instruction
    - Problem-Based, Project-Based, Service-Based Learning
    - Application of skills through co-curricular programming
    - Direct teaching and modeling of social-emotional skills

- EMOTIONAL WELLNESS** / We believe the emotional well-being of every student should be nurtured and supported.
- Proactive instructional practices on wellness and emotional health
  - Responsive practices for at-risk students
  - Trauma-Informed Instructional practice

- BEHAVIORAL WELLNESS** / We believe behavior is shaped by providing clear expectations through direct teaching, modeling, monitoring and giving both positive and corrective feedback.
- Creating and maintaining a safe school environment
  - School-wide guidelines for success
  - Effective classroom management
  - Proactive behavioral practices



# Behavioral Wellness

- Why?
  - Creating an Optimal Learning Environment
    - Clear Expectations (What do I need to do be successful?)
    - Safety (Do I feel safe?)
    - Connected (Do I feel connected?)
    - Engaging (Am I engaged in learning?)

*\*CUSD 200 ranks in the **96th Percentile** amongst all Illinois School Districts for **Supportive Environment** as reported by our students on the Illinois Five Essentials Survey.*

*\* **96%** of CUSD 200 students surveyed report being connected to school through a trusted adult.*

*\*CUSD 200 ranks in the **95th Percentile** amongst all Illinois School Districts for **Ambitious Instruction** as reported by our students on the Illinois Five Essentials Survey.*

# Behavioral Wellness EC-5 Focus

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- The optimal school and classroom environment for all students:
  - CUSD 200 Tier 1 Behavioral School Framework
  - CUSD 200 Tier 1 Behavioral Classroom Framework

# CUSD 200 Tier 1 Behavioral School Framework

## ● School-Wide Expectations

- School has established and taught school-wide expectations
- School has established and taught school-wide expectations for success in common areas
- School has process for recognizing positive behavior aligned to school-wide expectations

## ● School Safety and Physical Environment

- School has established and implemented safety, emergency and crisis protocols
- School has quality supervision for students at common transition times
- Common areas are clean and free from physical danger
- School has protocol for responding to significant misbehavior

## ● Teacher-Student Relationships

- School has systematic process for ensuring each student has a trusted adult in their school
- 5:1 Positive Interactions - school-wide
- School utilizes clubs, activities, and events to ensure school connectedness

# CUSD 200 Tier 1 Behavioral Classroom Framework

- **Classroom Expectations**
  - Establish classroom expectations based upon school-wide guidelines for success
  - Expectations should be written as what students “should do” not a list of “not tos”
  - Provide direct instruction of classroom expectations
  - Review and reinforce expectations for each instructional activity (verbalized and visual)
  - Consistent predictable classroom routines are established for transitions
- **Student Engagement**
  - Students are highly engaged in learning
- **Physical Environment**
  - All students can access, view and hear all materials and information
  - Teacher can visually monitor students when working in any area of the classroom
  - Transition areas are cleared to prevent traffic and misbehavior
  - At least one space free of decoration and materials that allows for student regulation
- **Student-Teacher Relationships**
  - Student knows that teacher cares about them and their learning
  - Students feel connected to the teacher and classroom
  - 3:1 ratio of positive interactions established
- **Feedback**
  - Correct misbehaviors in a calm, brief, consistent manner
  - Pre-plan responses to misbehavior
  - Provide frequent positive and corrective feedback to individuals and whole class (3:1 Ratio)

# Tier 1 Behavioral School and Classroom Implementation

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- Extensive Training
- School Based Behavioral Leadership Teams
- School Improvement Integration
- Monitoring and Feedback Loops

# Early Proactive Programming and Strategies

- Student Connectedness - Safe and Supportive Environments
- Jefferson Early Learning Center
- Head Start Preschool Program
- Camp Kinder
- Decision Making - DARE, Can't Do / Can't Say, Health



# Most Students Thrive with Positive Support

## SAEBRS

Low Risk: 92.8%

Some Risk: 6.3%

High Risk 0.9%

## Grades 6-12

8.9 % of student population has had a discipline referral

0.9% of student population have had more than three referrals

# For Students that May Need More...

- Behavior Intervention Plans

- Functional Behavioral Assessment (Behavior Specialist)
- Identification of Target Behaviors
- Detailed description of interventions
- Motivators and Positive Supports
- Methods for evaluation
- Restrictive Disciplinary Measures
- Parent Communication

- Support Staff:

Year	Total Social Worker, Psychologist, Counselor, Emotional / Behavioral Wellness Coordinator, Behavioral Specialist
19-20	86.65
20-21	87.9
21-22	98.4
22-23	103
23-24	103.4
24-25	108.4

# For Students that May Need More...

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- Student Discipline - Handbook
- Parent Collaboration
- Individual Supports / Accommodations
- Referral GPS
- Instructional Programming
- Alternative Placement

# Instructional Programming

## **SAIL Programming**

2019-20 - 3 Sections

2024-25 - 6 Sections

## **Skills Elementary**

2019-20 - 2 Sections

2024-25 - 2 Sections

## **Skills Middle School**

2019-20 - 3 Sections

2024-25 - 2 Sections

## **Skills High School**

2019-20 - 2 Sections

2024-25 - 3 Sections

# District Discipline Support Team

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- Quarterly meetings with schools
- Purpose
  - Discuss processes to address student discipline
  - Share effective strategies
  - Identify areas of growth
  - Identify supports

# Key Strategies

- Utilize relationship mapping and response strategies to connect students to school
- Implement co-curricular connectedness strategies for non-participatory students
- Fully Implement Tier 1 Behavioral School Framework at the elementary level
- Expand discipline support team structure to elementary while maintaining the structure at the secondary level
- Continue proactive programming
- Continue Camp Kinder, Jefferson, Early Learning Collaborative, Special Education Supports
- Continue individualized plans and supports for students in need
- Develop tiered supports for family resources and education to support student behavioral and emotional wellness

# Continued Considerations and Planning Ahead

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- Meeting Individual Needs
- Increased McKinney Vento Population and Mobility
- Continuing a Culture of Positive Supports and Interventions
- Partnerships with Parents and Community