


District 88

Social Emotional Learning and

Mental Health Supports

2021-2022





Sense of belonging involves the perception that one has a rightful place in a school community.

“When students are uncertain about whether they belong, they are vigilant for cues in the environment that signal whether or not they belong, fit in, or are welcome there. They may also be concerned about confirming a negative stereotype about their group. This hyper-vigilance and extra stress uses up cognitive resources that are essential for learning, diminishing their performance and discouraging them from building valuable relationships.”

Goodenow, 1993

District 88 Data At a Glance

3968

Number of Students

151

Students with a 504

4

School Social Workers

525

Students with an IEP

14

School Counselors

6

Dean of Students

Over
2600

Student drop-ins and
requests

3

School Psychologists

**MULTI-TIERED
SYSTEM of
SUPPORTS (MTSS)
CR-PBIS
RtI**

ACADEMIC

BEHAVIORAL

Tier 3
1-5%

Intensive and Individual

TIER 2

Targeted group interventions
5-10%
High efficiency
Rapid response

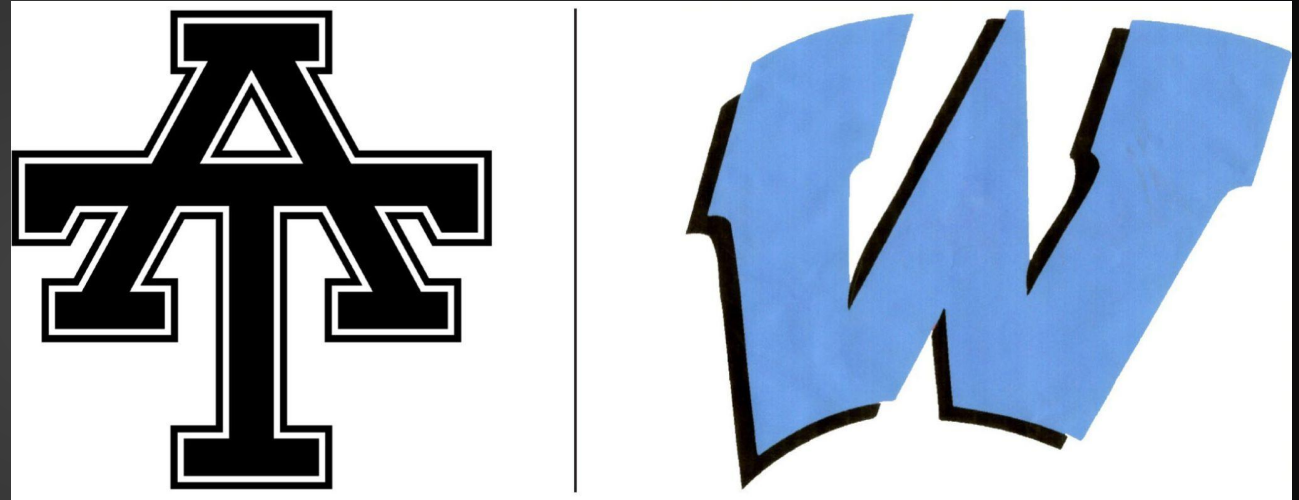
TIER 1

ALL students receive supports
80-90% respond
All settings
Preventive
Proactive

Pupil Personnel Services & Support Teams

Pupil Personnel Services (PPS) staff:

- School Counselors,
- School Social workers,
- School Psychologists,
- Dean of Students and
- School Nurses



The PPS teams meet frequently to:

- Problem solve
- Discuss student concerns;
- Develop and/or implement tiered student interventions.

Recent Legislation Impact

School Safety Drill Act

Immediate Action: Revise lockdown drill procedures; provide advance notification to parents and guardians of lockdown drill and opportunity for student opt-out. The requirements for a law enforcement lockdown drill in Section 20 of the School Safety Drill Act have been amended as follows:

- to ban use of simulations that mimic an actual school shooting or active shooter event;
- to require advance notification to school personnel, students, and parents;
- to require drills to be age appropriate and developmentally appropriate;
- to allow for the exemption of students and provision of alternative safety education to those students;
- to allow students to ask questions during the drill; and
- to include **school-based mental health professionals and trauma-informed approaches to addressing the well-being of students and school personnel.**

Public Act 102-395, **effective August 16, 2021 (HB2400)**

Recent Legislation Impact

Suicide Prevention:

Immediate Action: Provide contact information for the National Suicide Prevention Lifeline and the Crisis Text Line on the back of each student ID card. If this cannot be done or if all students do not receive ID cards, this information must be published on the District's website. Two separate bills will create new Sections 10-20.73 and 10-20.75 of the School Code requiring school districts to **provide information about suicide prevention to students.**

Together, the bills provide that, effective immediately upon their enactment, each school district must provide contact information for the **National Suicide Prevention Lifeline, the Crisis Text Line, and for those students in grades 6-12 either the Safe2Help Illinois Helpline** or a local suicide prevention hotline or both, on the back of each student identification card or published on the district's website, if the district does not issue student identification cards.

Effective July 1, 2022, for those students in grades 6-12, the information must be included in the student handbook and student planner if either is printed by the district. Public Act 102-134, effective July 23, 2021 (HB0597) (HB1778)



Recent Legislation Impact

Mental/Behavioral Health Absence:

Action by 12/31/21: Prepare to accept **excused absences for mental or behavioral health reasons for up to 5 days** that do not need to be substantiated by a medical note and **create a process to consider a referral a student to school support personnel after the second mental health day used.**

Training for appropriate staff on the updated policies and procedures. Under amended Sections 26-1 and 26-2a of the School Code, a valid cause for a student's absence from school includes the mental or behavioral health of the student, up to 5 days, for which the student need not provide a medical note. The student must be given the **opportunity to make up any schoolwork missed during the mental or behavioral health absence.** After the **second mental health day, the student may be referred to the appropriate school support personnel.**

Public Act 102-321, effective January 1, 2022 (SB1577), Public Act 102-266, effective January 1, 2022 (HB0576)



Building Supports

Addison Trail

- PPS for students website
- Bookmarked on student Chromebooks
- Classroom posters to provide teachers with a QR code
- Groups
 - Addresses social emotional competencies
 - Gender concerns
 - Student generated

Willowbrook

- PPS website
- Access virtual page and live links
- Sign-in at the door
- QR codes for appointments
- Remind groups by counselors
- Scheduling links sent by caseload/ Warrior Time
- Groups
 - Addresses social emotional competencies
 - Gender concerns
 - Student generated

Targeted Student/Staff Supports

Culturally Responsive Instructional Coaches

- District-wide professional development planning and facilitation
- Research-based strategies for system-wide supports

Student Diversity & Inclusion Coordinators

- Climate
- Culture
- Engagement
- Before, During, and After school
- Student response

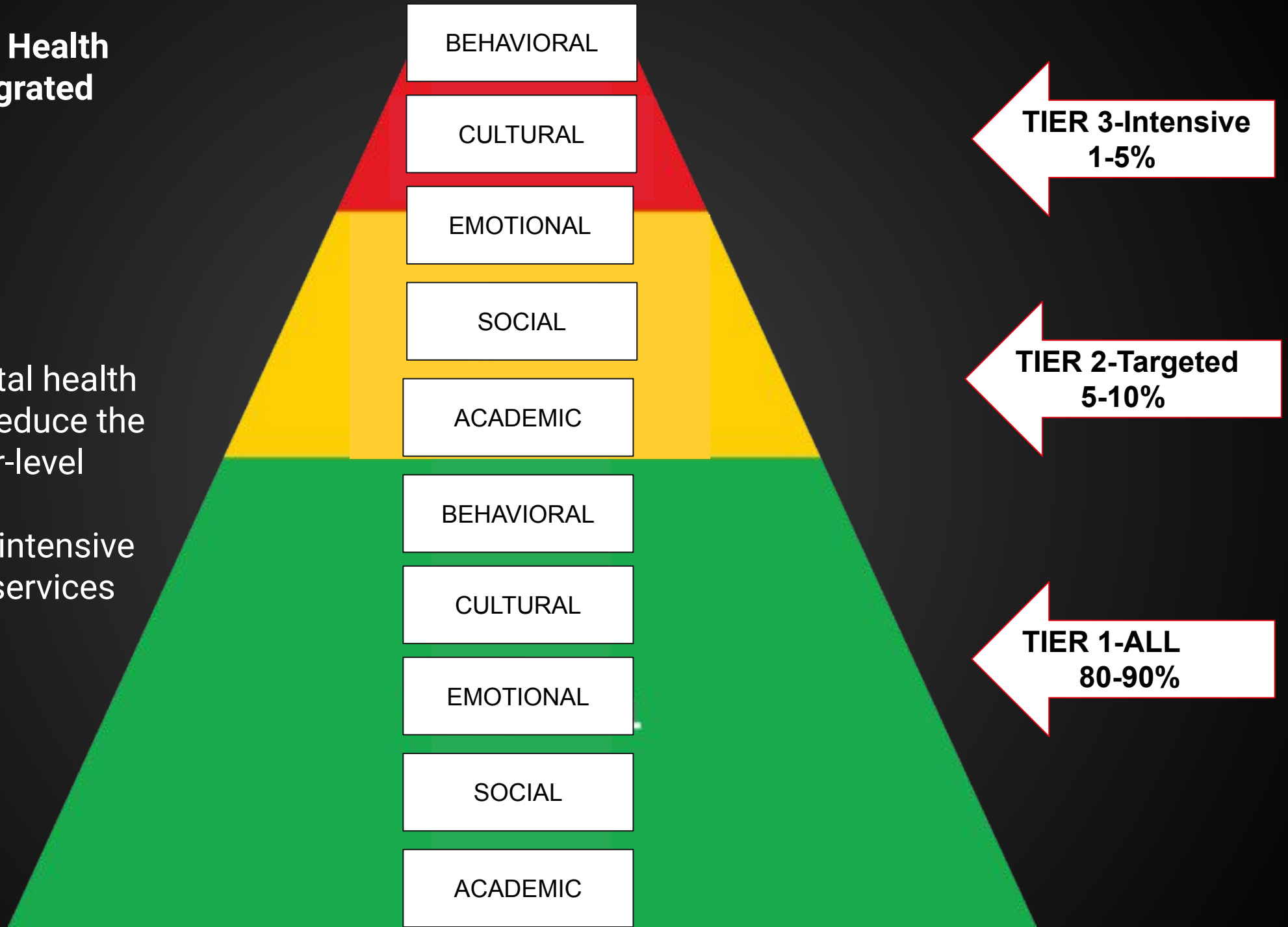
PBIS Coordinators

- Building wide
- Grade level
- ATR/Warrior Time
- Classroom
- Part of the MTSS/Tier 1 supports

In 2020, District 88 formed a team to concentrate on the social-emotional well-being of students and staff. The purpose of the CARE (Committed to Academics, Resiliency and Equity) Team is to implement intentional social-emotional supports, using inclusive, culturally responsive, restorative and trauma-informed practices.

MTSS and Mental Health Supports: An Integrated Framework

- Academic
- Social
- Emotional
- Cultural
- Behavioral
- Effective mental health at Tier 1 can reduce the need of higher-level supports
- Provide more intensive and targeted services and supports



SEL Core Competencies

Self-Management

- Regulating one's emotions
- Managing stress
- Self-control
- Self-motivation
- Setting and achieving goals

Social Awareness

- Perspective taking
- Empathy
- Respecting diversity
- Understanding social and ethical norms of behavior
- Recognizing family, school, and community supports

Relationship Skills

- Building relationships with diverse individuals and groups
- Communicating clearly
- Working cooperatively
- Resolving conflicts
- Seeking help



Self-Awareness

- Labeling one's feelings
- Relating feelings and thoughts to behavior
- Accurate self-assessment of strengths and challenges
- Self-efficacy
- Optimism

Responsible Decision-Making

- Considering the well-being of self and others
- Recognizing one's responsibility to behave ethically
- Basing decisions on safety, social and ethical considerations
- Evaluating realistic consequences of various actions
- Making constructive, safe choices for self, relationships and school

Sources: CASEL, Acknowledge Alliance

Near Future Planning & Possible Next Steps

- Connect the dots between SEL, Mental Health and MTSS
- Helps to develop and implement SEL supports at the universal, Tier 1 level. They also provide—or assist teachers in providing—Tier 2 and Tier 3 interventions for students who require more intensive SEL supports
- Monitoring data on student progress,
- Contributing to staff professional development on SEL, and
- Communicating with schools, families, and community organizations.



Personnel Recommendations



	Counselor Ratio	Social Worker Ratio	Psychologist Ratio
ISBE Ratio	250:1	Not defined	1000:1
District 88			
Addison Trail	285:1	999:1	1322:1
Willowbrook	281:1	985:1	1322:1
York	262:1 (Plus an additional College and Career Counselor not included in the ratio)	480:1	720:1
Glenbard 87			
East	253:1	570:1	1140:1
North	280:1	746:1	1119:1
South			
West	295:1	746:1	1180:1
Lake Park	325:1	650:1	1300:1
Fenton	204:1 (Plus an additional College and Career Counselor not included in the ratio)	481:1	1500:1
Lyons Township	275:1 (plus an additional College and Career Counselor not included in the ratio)	820:1	N/A
Community District 99			
Downers Grove North	240:1	540:1	1079:1
Downers Grove South	248:1	682:1	910:1

SEL Interventionist – funded with ESSR

- Assist the buildings to implement evidence-based interventions that affect positive social, emotional, behavioral, and changes in students
- Use data to inform prevention and interventions practices of Tier I Culturally Responsive - Positive Behavior Interventions and Supports
- Develop and maintain continuum of supports for students, teachers, and families.
- Positively impact student achievement.
- Model and lead adult learners in data-based decision making within a tiered system of support

