



Salem-Keizer Public Schools: Social-Emotional & Behavioral Health Supports

Our Vision: All students graduate and are prepared for a successful life.

At the start of the 2016-17 school year, Salem-Keizer Public Schools, like many other districts across the state, experienced an increased number of students who were struggling to self-regulate and appropriately manage emotions, often becoming disruptive or making un-healthy decisions during the school day. Our district leaders and staff quickly realized that the social-emotional/mental health of our students was just as important as cognitive/academic development. SKPS made a commitment to prioritize social-emotional learning (SEL) and behavioral health services and supports right alongside our academic instruction, which would initiate our whole child learning philosophy. Since the fall of 2016, SKPS has more than doubled funding for SEBH support, from approximately \$18,000,000 annually to approximately \$38,000,000 annually.

TIMELINE

2016-17

- All schools have a counselor and a minimum 0.5 FTE behavior specialist.
- On-site Mental Health Partnership with Marion, Polk, & Trillium established (10+ schools)
- Established Behavior Intervention Center
- Established Office of Behavioral Learning

2017-18

- Increased the number of schools offering on-site mental health services (20+ schools)

2018-19

- Introduced Panorama
- Introduced SEL curricula

2019-20

- Added new mental health provider: Increased the number of schools offering on-site mental health services (45+ schools)
- Embedded instructional and behavior support assistants within schools

2020-21

- Increased the number of schools offering on-site mental health services to include all schools (65 schools)
- Introductory Restorative Practices Training
- Implicit Bias training for all Behavior Specialists & Behavior Cadre

2021-22

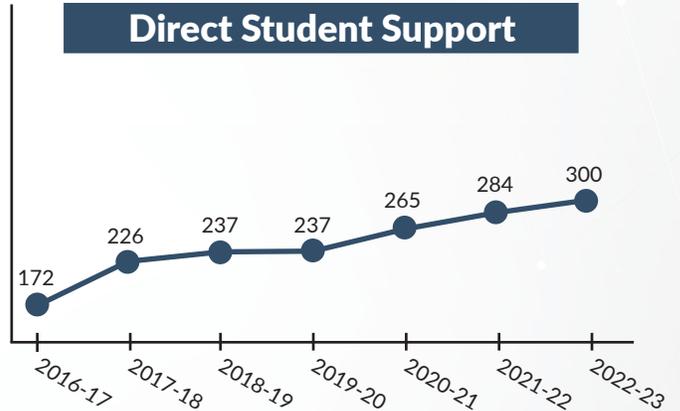
- Implemented Restorative Practices in pilot schools
- Contracted with three bilingual mental health clinicians to provide counseling services for students at McKay and North Salem High School

2022-23

- Implemented ASIST Suicide Prevention Training Program for counselors, school psychologists, and social workers
- Implemented Family Checkup Online, an evidence-based, trauma-informed approach to support parenting skills at five middle schools and associated elementary feeder systems
- Joined Connect Oregon, coordinated care network of health and social service providers
- Hired two Board Certified Behavioral Analysts
- Expanded Restorative Practices to additional schools and departments

ADDITIONAL STAFF

Direct Student Support



District Office Support and District Trainers



TOTAL FTE

Number of district staff devoted to behavior support. Include:

- 10 Behavior Trainers
- 12 PAs (CRPBIS, ENVoy, counselors, social workers)
- Other behavior supports (e.g., suicide prevention, safety and student response systems)

Number of school-based behavior support staff. Include:

- 74 Behavior specialists
- 122 Counselors
- 69 Behavior cadre (Instructional Support Assistants)
- 23 Social workers
- 12 School psychologists

SEBH GLOSSARY

Behavior Cadre: A school-based role that provides temporary support and assistance to special education and classroom staff throughout the district for extreme behavior issues, acute medical situations, and difficult student transitions.

Behavior Intervention Center (BIC): Program designed to aid students needing substantial support to regulate emotions and behavior. Program placement is temporary by design, with the goal of equipping students with the skills necessary to join their peers in a general education setting.

Behavior Specialists: A school-based role that assists building administration in the planning, implementation and assessment of the schoolwide student management program and contributes to a positive school culture and climate. Works directly with students in the SEL and the development of SEBH and with school-based staff in the creation of positive and supportive classroom environments.

Culturally Responsive Positive Behavior Interventions and Supports (CRPBIS): an integrated framework to embed equity efforts into school-wide positive behavioral interventions and supports (SWPBIS) by aligning culturally responsive practices to the core components of SWPBIS.

Mandt: A positive behavior support approach that trains adults how to resolve and interrupt escalating student behavior before it becomes a serious issue. Mandt advocates a move away from control and coercive techniques and a commitment toward restraint reduction and wherever possible, restraint elimination.

Office of Behavioral Learning (OBL): A department formed in the fall of 2016 and incorporated into the curriculum and instruction MTSS team in fall of 2020. OBL was established to support schools with the SEBH of students and to allocate behavior resources to those areas where they were most needed. This same service continues within MTSS.

Panorama: Panorama helps schools and districts support student and adult SEL with research-backed surveys and actionable data reports.

Restorative Practices: A social science that studies how to strengthen relationships between individuals as well as social connections within communities. Human beings need strong and meaningful relationships to thrive, and Restorative Practices centers relationship within adult and student responses to behavior. Restorative practices, though new to the social sciences, has deep roots within indigenous communities throughout the world.

School Counselor: A school-based role that plans, promotes, and delivers a comprehensive, developmental program of guidance and counseling to assist students in the areas of academic achievement, career decision making, personal-social growth and community contribution. School Counselors act as a consultant, in this regard to; school staff, parents and community members.

School Psychologist: An itinerate role that enables students to benefit from educational opportunities by conducting psycho-educational evaluations, engaging in consultation services, offering staff training, and providing direct service to students and staff. School Psychologists collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community.

School Social Worker: A school-based role or district-level itinerant role that works cooperatively with school personnel, parents, students, and community agencies, helping to facilitate student educational and interpersonal success.

Social-Emotional and Behavioral Health (SEBH): Social, emotional, behavioral, and mental health and well-being that affects how we think, feel, communicate, act, and learn. SEBH contributes to resilience, relationships, stress and emotions, and our choices. The knowledge and skills that promote and support SEBH include: Self-Awareness, Self-Management, Responsible Decision-Making, Social Awareness, and Relationship Skills that support well-being and academic success.

Social Emotional Learning (SEL): SEL is the process through which all people acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL supports positive SEBH.