



Expansion of Student Support Programming

Tuesday, February 15, 2022

Presentation Overview

- District Background
 - Relevant Data
 - Review of Current Supports
 - Requests for 2022-2023 School Year
 - Catalyst (Rehabilitative Inclusion)
 - Substance Abuse Clinician
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Mission Statement

The mission of Joliet Township High School, a historically rich, unified and innovative learning community, is to empower every student to compete and contribute positively to our community and global society by providing a rigorous and personalized education through an academy environment.



Diversity Statement

Joliet Township High School District 204 is committed to cultivating an inclusive community that values and embraces diversity and respects the humanity of all people.



Parameters

- We will capitalize on the benefits of our diversity to enrich and strengthen our educational programs.
- We will always maintain a safe and secure environment.
- We will not tolerate behavior which demeans the self-worth or dignity of any individual or group.
- No new program or service will be accepted unless it is consistent with the strategic plan, its benefits clearly justify the cost, and provisions are made for staff development with sufficient time for effective implementation and program evaluation.
- No program will be retained unless the benefits continue to justify the costs, and the program makes an optimal contribution to the mission.
- We will always use data, effective instruction, and a continuum of academic support to improve student achievement.
- We will always work in collaboration with our sender school districts to provide a cohesive, rigorous educational program to ensure all students are college and career ready.
- School and District Improvement Plans must always be consistent with the strategic direction of the district.
- We will establish scheduling priorities that support student academic achievement within an academy environment.




Beliefs



- Every human being possesses inherent worth.
- Individuals are responsible for their own actions.
- Diversity strengthens and enriches society.
- Life-long learning is necessary to thrive in a continuously changing world.
- People learn at different rates, in different ways, and in a variety of settings.
- High expectations positively influence performance.
- Motivation, perseverance, hard work, and a positive attitude strengthen the ability of an individual to reach potential.
- The family environment has a strong influence on the development of each of its members.
- Education is a shared responsibility among students, family, staff, and the community.
- An educated public sustains our democracy.
- Empathy, honesty, integrity and respect are essential in building and maintaining mutual trust.
- A safe environment is essential for every individual.
- High quality schools are essential to the quality of life for the whole community.
- All people can learn.



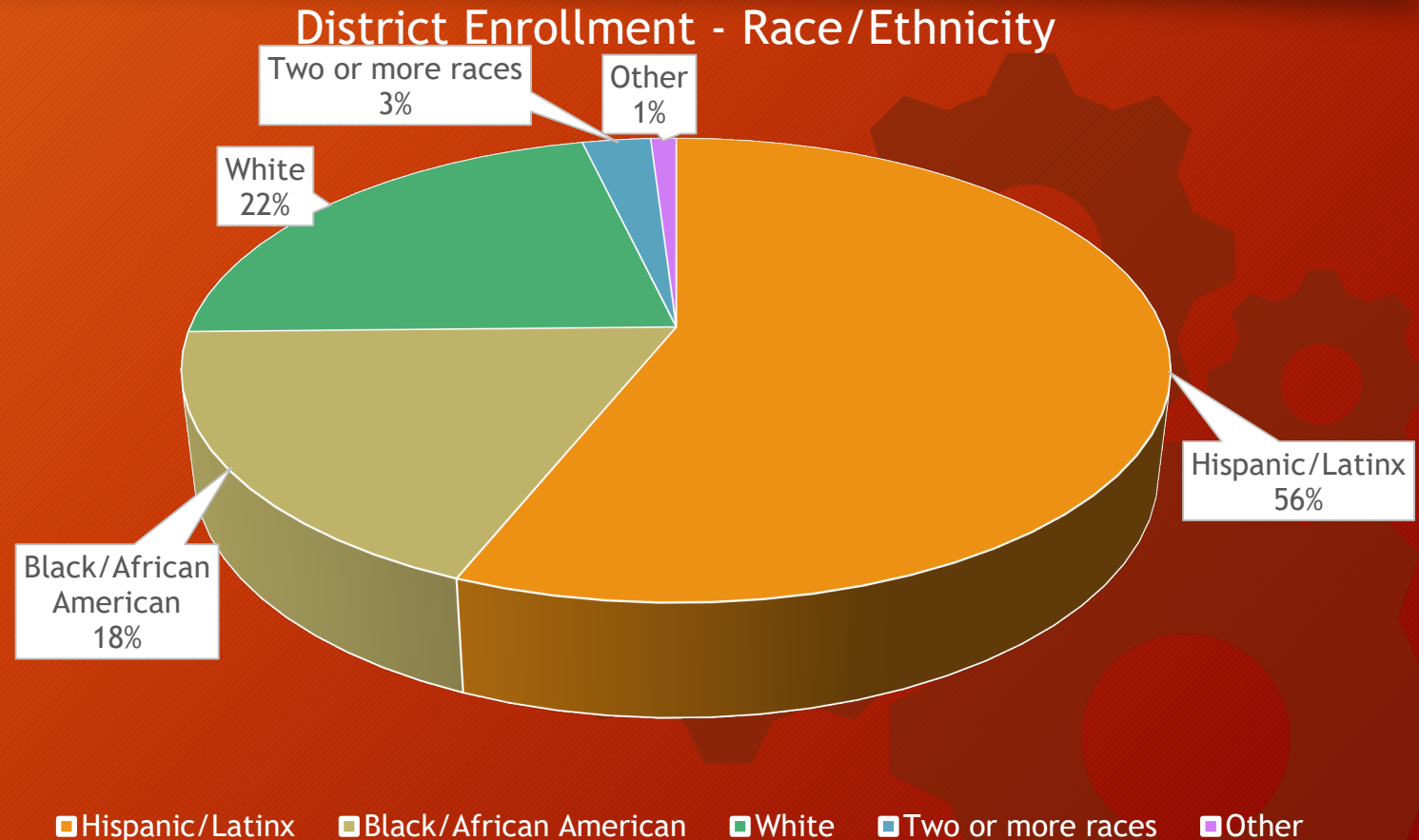
- We will engage in a culturally responsive curriculum that includes parallel-narratives and counternarratives so that all students see themselves represented honestly.
- We will embrace, celebrate and empower the multidimensional identities and voices of all members of our community.
- We will model empathetic and intentional relationships.
- We will be intentional about challenging the causes of inequity including racism, oppression, privilege and bias.
- We will listen to each other openly and honestly in order to understand different perspectives.
- We are allies; we will advocate for ourselves and all members of our community.
- We will maintain high expectations for the academic achievement of all students without making assumptions based on a student's identity.
- We will use restorative practices so that we can foster peaceful and productive relationships within our community.
- We understand that being a culturally responsive community requires ongoing and difficult work, so we will support each other on this journey together.



JTHS Culturally Responsive School Culture Agreement

Current Enrollment by Race/Ethnicity

Breakdown of the District-wide Racial/Ethnic Breakdown based on active students at Joliet Central, Joliet West, and Pathways as of February 3, 2022





MTSS Structure at JTHS 204



Tier 3: Behavior
Health Team

Tier 2: Pupil Personnel
Services/Related
Services Triangle
Teams

Tier 1: Grade Level
Teams & Instructional
Leadership Teams

Current Programs/Supports

- Pathways Campus (Bravo)
- Gateway to Graduation 2.0
- Intensive Student Supports Room (ISS)
- Home Visit Liaisons
- Rethink (Linden Oaks)
- Care Solace



Triangle Teams

Members

- Dean/s
- Counselors
- Social Worker

Student Identification

- Behavior Incident
- Data Review
- Request for Support Form
 - Teacher Submission
 - Parent Submission
 - Student Self Referral

Teams discuss individual students and take one of the following actions:

- Send tier-1 recommendations to staff
- Hypothesize root cause and recommend tier-2 intervention
- Complete BHT RFA for tier-3 consideration



Triangle Teams | Support and SEL Groups

Group	Description
Stress & Coping	6-Week Support group for students who struggle with daily life stressors
Mindfulness	Circle for students who may benefit from learning how to reduce stress and anxiety through meditation and self-actualization
Grief/Loss Group	Group to support students experiencing grief or loss within the school day, prior to assignment to individual counseling.
A Call to Men	Support group for male students who could benefit from a positive role model
Who I AM	Support group for female students of color that could benefit from a positive role model
Empower Me	For any teen looking to empower him/herself about dealing with life issues and helping identify the value/worth of the person in the mirror
Addiction Issues with Family and/or Friends	Support group for students who are impacted by substance abuse. Students learn coping strategies.
Teen Parents	Psychoeducational and support group for parenting students
New Steelmen/ Tiger Clubs	Support group for transfer students
Academic Response Group	A circle group for students who have struggled with academics and will learn positive approaches to academic success



Behavioral Health Teams

The Behavioral Health Team (BHT) is a multi-disciplinary team of school and community-based professionals who engage in collaborative problem solving to support students with social, emotional and behavioral concerns.

At each campus, the Behavioral Health Team (BHT) consists of 2-3 school counselors, 2 social workers, dean, PPS administrator, and school psychologist. The team meets weekly to discuss referrals and intervention assignments.

BHT | Intensive Support Groups & Community Partners

Group	Description
CBITS (Trauma) Group	Structured 10-week therapy group to reduce trauma symptoms that interfere with school performance
Aunt Marthas - SPARCS (Structured Psychotherapy for Adolescents Responding to Chronic Stress)	Support group to help participants cope with chronic and current stressors in their lives. (Students through 17 years of age).
Think First (Anger Management)	For students who demonstrate a need for improved social problem-solving strategies and assistance in implementing positive coping strategies to avoid peer conflicts
Anxiety	Support group for students who struggle with attending school because of school anxiety and related issues
Involved, Inc. Mentoring and intensive SEL Supports	Involved Inc provides mentoring and specialized social and emotional learning curriculum designed to empower students to cope with trauma and strive toward emotional wellness that engages students in understanding who they are and finding power in what they can be.
Lightways (Hospice)	Individual Grief Counseling
Will County Mental Health	Individual Counseling
Guardian Angel - Teen Power	Group intervention for students who have experienced sexual assault
Restoring the Spirit	Comprehensive assessment of mental, emotional, and behavioral health needs followed by individual counseling.

Panorama SEL Data

Self Management

- Emotional regulation

Social Awareness

- Empathy/Consideration

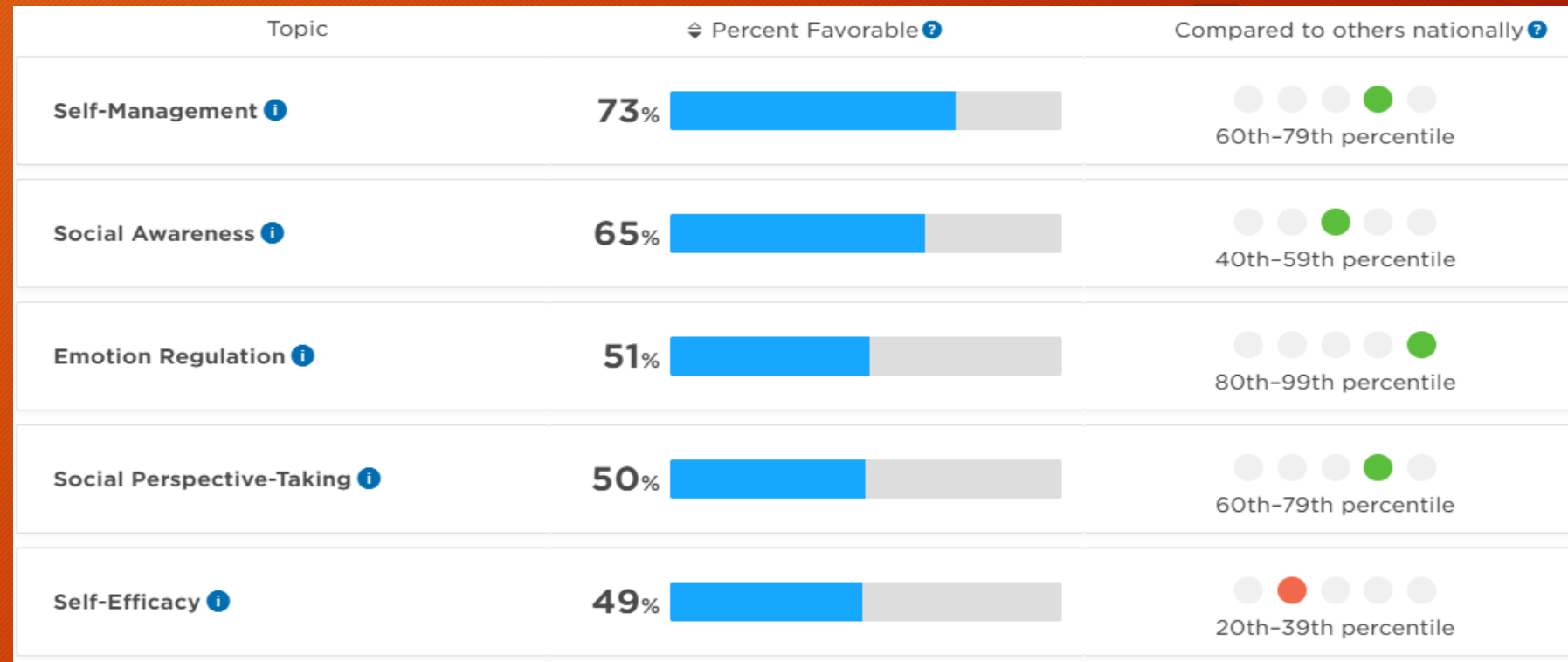
Emotion Regulation

Social Perspective-Taking

- Considering others view

Self-Efficacy

- Believe they can succeed

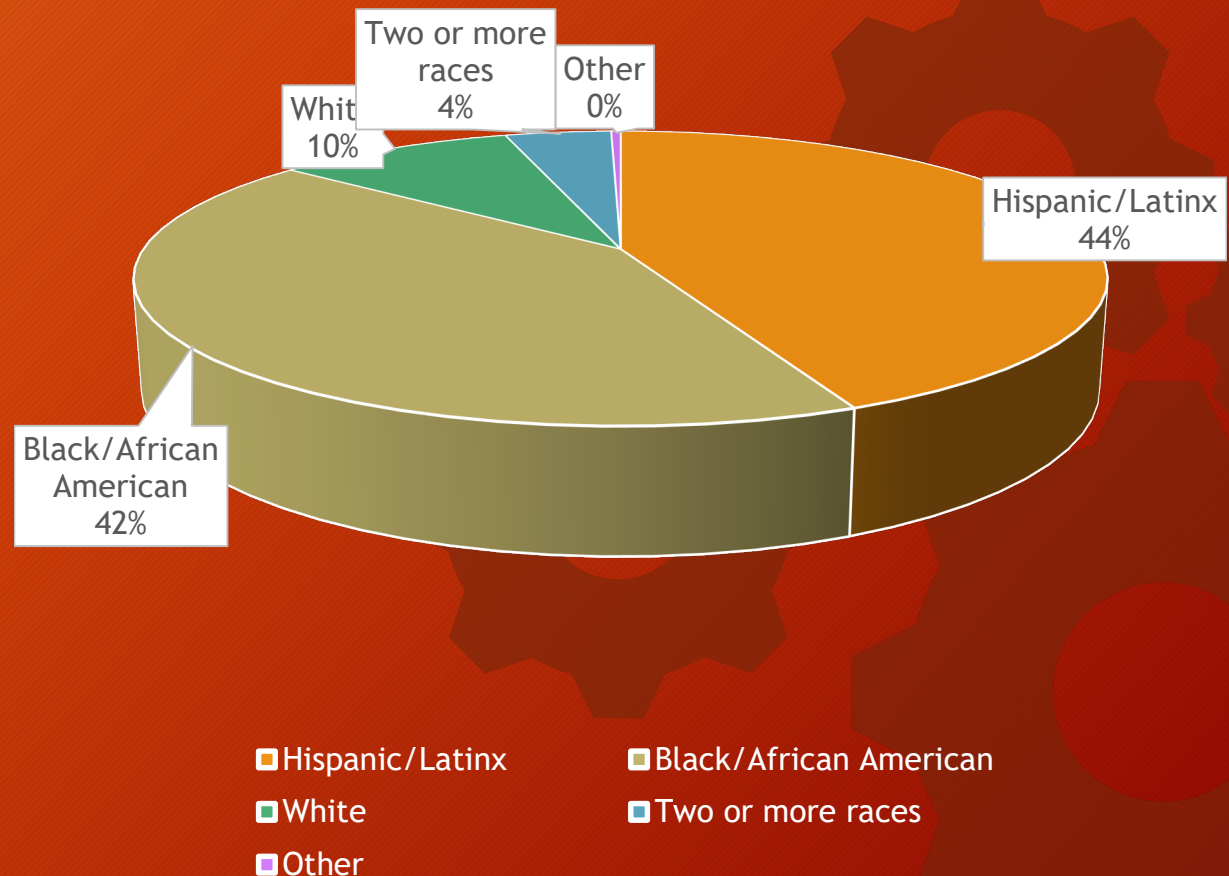


Behavior Incident Data 2021-2022 (Through January)

4133 Office Discipline Referrals

- 1497 Students with at least one referral
- 777 Students with multiple referrals
- 952 (23%) for Unauthorized Presence
- 468 Severe Incidents
- Disproportionate to enrollment

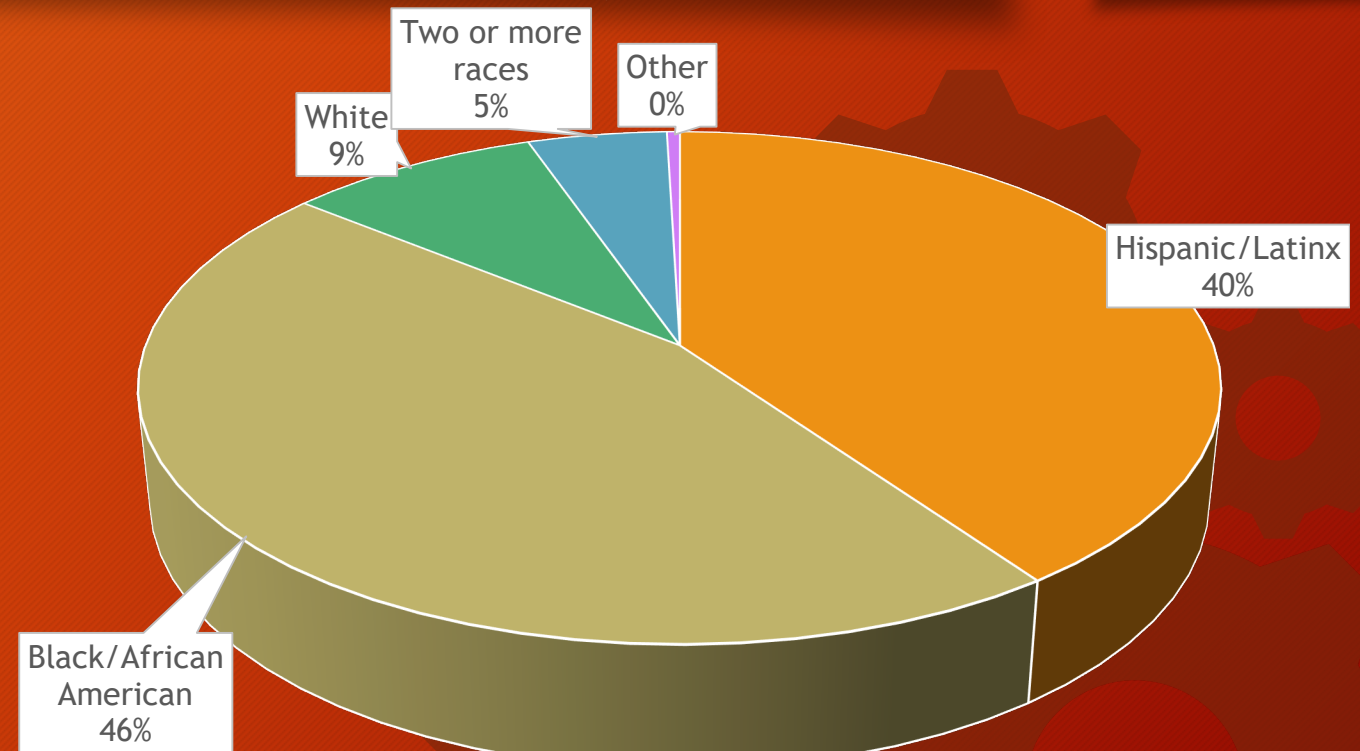
Race/Ethnicity - Severe Incidents



Exclusionary Discipline

- 657 cases of Exclusionary Discipline
 - Expulsion or Out-of-School Suspension (OSS)
 - Race/Ethnicity of students excluded from school are disproportional with enrollment
- 128 students with more than one exclusion

Race/Ethnicity - School Exclusions



■ Hispanic/Latinx ■ Black/African American ■ White ■ Two or more races ■ Other

Student Substance Abuse and Possession

2021-2022 School Year

- 167 Referrals for Substance Abuse
- 18 Students with multiple Referrals

Historical Comparison

- 2019-2020
 - 95 Referrals
 - 2 Students with multiple Referrals
- 2018-2019
 - 82 Referrals
 - 5 Students with multiple Referrals

**All data from August-January of the listed School Year

What is learned from the data?

- Many students need support developing Social-Emotional Competencies (SEC) to thrive in regular school setting without support.
- Lack of SEC leads to discipline referrals, school avoidance, and inappropriate coping strategies.
- Volume of current need has exceeded the capacity of currently available interventions and supports.
- **While we continue to develop universal approaches to develop SEC and improve outcomes for all students, we need additional responsive interventions to improve school climate and culture.**

Additional Research

- No evidence that school exclusion changes behavior (Fenning & Bohanan, 2006; Losen & Skiba, 2011).
- School Exclusion has been shown to interfere with student learning (Borman et al. 2003; Greenwood, Horton, & Utley, 2002).
- School Exclusion has been linked to poor student self-image (Cameron & Sheppard, 2006), as well as feelings of alienation and shame (APA Zero Tolerance Task Force, 2008).
- Truancy is a factor in increasing the risk for the use of marijuana by adolescents (Henry et al., 2009; Thornberry & Henry, 2009).

Tier-2 & Tier-3 Recommendations

Catalyst Program

- Alternative to school exclusion
- Address the harm/conflict
- Reflection and coaching
- Preparing students for successful re-entry
- Follow-up support/curriculum

Substance Abuse Clinician

- Licensed Clinician
- Preference for Alcohol and Drug Certification
- Coordinate services with existing partners
- Collaborate on universal education
- Provide individual and group support for substance use



Catalyst Program

Program Goals

- Keep students in school and in contact with school staff
- Resolve conflict to prevent future occurrences
- Increase self-awareness and social awareness
- Develop coping strategies to improve emotional regulation
- Identify root causes for behavior
- Assess holistic needs of the student
- Develop long-term academic and post-secondary goals
- Establish a re-entry contract to be shared with parents and assigned staff

Program Guidelines

One-time
intervention

Three Day
Assignment

Student and Parent
must agree to the
intervention

Student must
admit that their
actions were wrong

Re-entry contract
created and signed
before returning to
classes

Students must
agree to
participate in 8-
week group process

Eligible Event Types

- Assault
- Battery
- Fighting
- Harassment, Intimidation, Bullying
- Instigation/Mob Action
- Sexual Harassment
- Student Violence
- Substance Abuse (multiple)
- Weapon (when not expelled)

Logistical Considerations

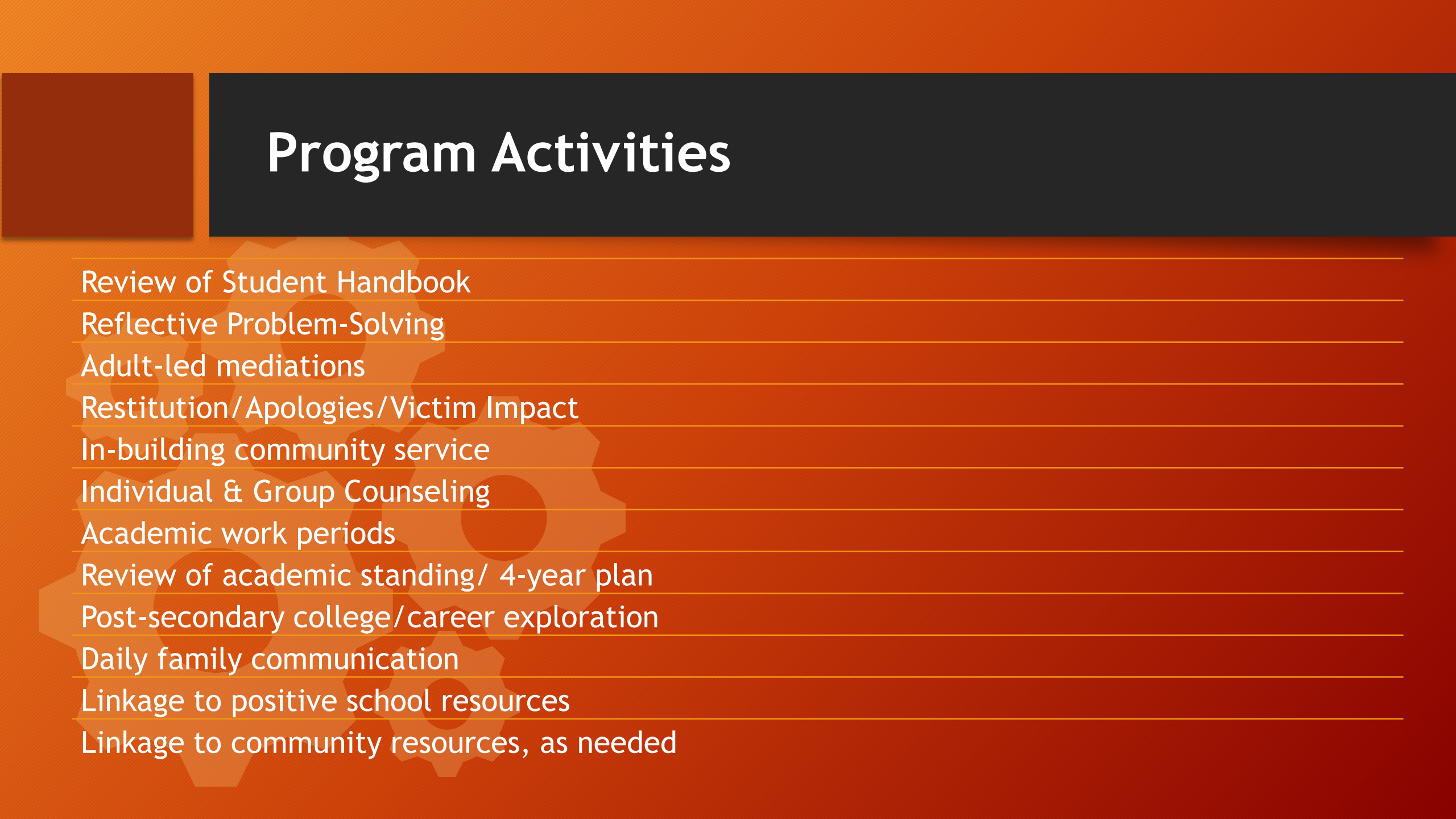
- Primary classroom for up to 10 students
- A space to conduct subsequent group sessions
- A smaller private space to conduct mediations
 - This could be the classroom if needed
- Arrival/Departure procedures to minimize or prevent interaction with peers
- Formal paperwork and procedural guide needed
- CPI training for staff members



Staffing Requests

- 1 Catalyst Program Facilitator per campus
 - Type 73 License
 - School Social Worker
 - School Counselor
 - With a background in student mediations and/or conflict resolution
- 1 Paraprofessional per campus
 - Manage logistics/documentation
 - Supervise while program coordinator conducts intakes, mediations, and follow-up circles

Program Activities



Review of Student Handbook
Reflective Problem-Solving
Adult-led mediations
Restitution/Apologies/Victim Impact
In-building community service
Individual & Group Counseling
Academic work periods
Review of academic standing/ 4-year plan
Post-secondary college/career exploration
Daily family communication
Linkage to positive school resources
Linkage to community resources, as needed

Potential Daily Schedule

Schedule Key

I/O/M =
Intake/Orientation/Media
tion

IC = Individual Counseling

AS = Academic Support

FG = Follow-up Group

GRP = Group

CS = Community Service

	Monday	Tuesday	Wednesday	Thursday	Friday	Facilitator	Parapro
						I/O/M	AS
2	I/O/M or AS	I/O/M or AS	I/O/M or AS	I/O/M or AS	I/O/M or AS		
3	IC/AS/FG	IC/AS/FG	IC/AS/FG	IC/AS/FG	IC/AS/FG	IC/FG	AS
4	IC/AS	IC/AS	IC/AS	IC/AS	IC/AS	Plan	IC/AS
5	IC/AS	IC/AS	IC/AS	IC/AS	IC/AS	IC/AS	Plan
6	GRP	GRP	GRP	GRP	GRP	GRP	GRP
						Lunch	Lunch
7A	Lunch	Lunch	Lunch	Lunch	Lunch		
						Plan	Plan
7B	IC/AS	IC/AS	IC/AS	IC/AS	IC/AS		
8	FG/CS	FG/CS	FG/CS	FG/CS	FG/CS	FG	CS

Proposed Funding Source

Evidence-Based Funding
(EBF)

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Catalyst Contributors

Joliet Central Counselor Andre Bouey

Plainfield SD 202

- Tim Albores, Director of Student Services
- Plainfield East High School Administrators and Program Coordinator
 - Dr. Joe O'Brien, Dr. Mike Romelli, Brian Anerino
- Josh Bloodgood, School Social Worker Plainfield Central HS



Substance Abuse Clinician



Rationale

- Documented instances of substance abuse on campus have doubled since 2019-2020.
- Increased trauma has led to additional self-medication.
- Current Clinical staff members divide time between responsive services and IEP services.
- Reliance on community partners limits capacity.
- Hiring a staff member will significantly decrease timeliness of Screening and Assessment.
- Focus on Substance Abuse allows for increased expertise and focus.

Position Goal

To coordinate and deliver assessments and supports relating to the use of drugs and alcohol for students identified by school support staff.

Staffing Requests

- 1 District Substance Abuse Clinician
 - Type 73 School Social Work License AND (any of the following)
 - LPC, LCPC, LCSW
 - CADAC strongly preferred

Responsibilities

- Plan, Organize, and Schedule individual and group counseling for students relating to substance abuse.
- Conduct Psychosocial assessments of students after they have been identified for the use of drugs and/or alcohol.
- District BHT Partner Organization Lead.
- Coordinate support services with existing school-based interventions, outside agencies, and existing partners to maximize supports available for students relating to the use of drugs and/or alcohol.
- Work with administrative team to identify additional resources and supports.
- Collaborate on the planning and development of proactive student activities such as Snowball Retreat, No Name Club, or other student groups designed to educate and prevent the use of drugs and alcohol by students.
- Consult with other school staff members regarding instruction relating to proactive education about the effects of drug/alcohol use.

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Questions?



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