

Discipline Improvement Plan

May 2022

ISBE Discipline Improvement Plan

- Per 105 ILCS 5/2-3.162 and Public Act 098-1102, districts are required to submit a Discipline Improvement Plan.
- The Discipline Improvement Plan must be district board approved, placed on the district website, and submitted to ISBE by **June 1, 2022.**

Background on 105 ILCS 5/2-3.162 and Public Act 098-1102



- On or before October 31, 2015, and on or before October 31 of each subsequent year, the State Board of Education shall prepare a report on student discipline in all school districts in the State.
- This report shall include data from all public schools within school districts and be posted to the ISBE Website.
- The report shall include data on the issuance of out-of-school suspensions, expulsions, and removals to alternative settings in lieu of another disciplinary action, disaggregated by race and ethnicity, gender, age, grade level, whether a student is an English learner, incident type, and discipline duration.

Background on 105 ILCS 5/2-3.162 and Public Act 098-1102



- The State Board of Education shall analyze the data on an annual basis and determine the top 20% of school districts for the following metrics:
 - Total number of out-of-school suspensions divided by the total district enrollment by the last school day in September for the year in which the data was collected, multiplied by 100.
 - Total number of out-of-school expulsions divided by the last school day in September for the year, in which the data was collected, multiplied by 100.
 - Racial disproportionality, defined as the overrepresentation of students of color or white students in comparison to the total number of students of color or white students on October 1st of the school year in which data are collected, with respect to the use of out-of-school suspensions and expulsions, which must be calculated using the same method as the U.S. Department of Educator's Office for Civil Rights uses.
- The analysis must be based on data collected over 3 consecutive school years, beginning with the 2014-2015 school year.

Background on 105 ILCS 5/2-3.162 and Public Act 098-1102



- Beginning with the 2017-2018 school year, the State Board of Education shall require each of the school districts that are identified in the top 20% of any of the metrics for 3 consecutive years to submit a plan identifying the strategies the school district will implement to reduce the use of exclusionary disciplinary practices or racial disproportionality or both, if applicable.
- School districts that no longer meet the criteria described in any of the metrics for 3 consecutive years shall no longer be required to submit a plan.
- The plan must be approved at a public school board meeting and posted on the school district's website. Within one year after being identified, the school district shall submit to ISBE and post the district website a progress report describing the implementation of the plan and the results achieved.

Business Rules for the Calculation of Exclusionary Discipline Rates (October 31, 2020)

Suspension Rate Eligibility

- 10 or more out of school suspensions for a given school year makes the district eligible for the suspension metric that particular year.
 - Includes only out of school suspensions.
 - Transferring to an alternative school without a suspension is not included in the calculation.

Expulsions Rate Eligibility

- 10 or more expulsions for a given school year makes the district eligible for the expulsion metric that particular year.
 - Includes both expulsions both with and without educational services.
 - Transferring to an alternative school without an expulsion is not included in the calculation.

Racial Disproportionality Rate Eligibility

- 50 or more white students and 50 or more students of color makes a district eligible for the racial disproportionality metric that particular year.
 - 10 or more expulsions or out of school suspensions for a given school year.
 - Includes out of school suspensions, Expulsions, and Expulsions with educational services.

In General

- Each eligibility calculation shall be completed individually for each metric per year.
- A district may be eligible in one metric for a particular year but ineligible for another metric that same year. For example, a district with 10 or more out of school suspensions but 9 or fewer expulsions in 2019 will be eligible for calculations in that year for suspensions but ineligible for that year in expulsions.

Examples of Districts in the Top 20% of Any of the Three Metrics for Three Consecutive Years

Year	Suspensions	Expulsions	Racial Disproportionality
2018	Yes	No	No
2019	Yes	No	No
2020	Yes	No	No

Year	Suspensions	Expulsions	Racial Disproportionality
2018	Yes	No	No
2019	No	Yes	No
2020	No	No	Yes

Year	Suspensions	Expulsions	Racial Disproportionality
2018	No	Yes	No
2019	No	Yes	No
2020	No	No	Yes

Examples of Districts NOT in the Top 20% of Any of the Three Metrics for Three Consecutive Years

Year	Suspensions	Expulsions	Racial Disproportionality
2018	No	No	No
2019	No	No	No
2020	No	No	No

Year	Suspensions	Expulsions	Racial Disproportionality
2018	Yes	No	No
2019	Yes	No	No
2020	No	No	No

Year	Suspensions	Expulsions	Racial Disproportionality
2018	No	Yes	Yes
2019	No	Yes	Yes
2020	No	No	No

JTHS Data: Suspension

School Year	ISBE Suspension Rate Eligibility	Total Enrollment	Total Suspensions	Suspension Rate	Top 20% in Suspension Rate	Suspension Rate Rank
2015-2016	Yes	6403	1000	15.6177	Yes	53
2016-2017	Yes	6581	895	13.5998	Yes	36
2017-2018	Yes	6745	1072	15.8933	Yes	38
2018-2019	Yes	6711	1173	17.4788	Yes	28
2019-2020	Yes	6792	952	14.0165	Yes	23
2020-2021	Yes	6642	13	0.1957	No	184

Note: In 2019-2020 all students were remote from mid-March through the remainder of the year and most students were remote until February during 2020-2021 and only about a third returned to hybrid in-person.

JTHS Data: Racial-Disproportionality



School Year	ISBE Suspension Rate Eligibility	Total White Students	Total Students of Color	Total Expulsions and Suspensions for White Students	Total Expulsions and Suspensions for Students of Color	Racial Disproportionality Rate	Top 20% in Disproportionality Rate	Racial Disproportionality Rate Rank
2015-2016	Yes	1674	4729	98	902	3.2598	Yes	53
2016-2017	Yes	1734	4847	89	806	3.2417	Yes	56
2017-2018	Yes	1686	5059	104	968	3.1005	Yes	70
2018-2019	Yes	1695	5016	122	1051	2.9111	Yes	68
2019-2020	Yes	1660	5132	108	844	2.5278	No	93
2020-2021	Yes	1515	5127	<10	12	3.5459	Yes	15

Note: In 2019-2020 all students were remote from mid-March through the remainder of the year and most students were remote until February during 2020-2021 and only about a third returned to hybrid in-person.

Plan Component 1: Identify Indicators to Establish Baseline Data and Progress Monitoring Metrics

- In addition to ISBE exclusionary data, compile and analyze current post-COVID discipline data listed below to determine targeted areas for improvement (2021-2022 serves as new baseline data year):
 - Severe discipline infractions that lead to exclusionary discipline (out of school suspensions and expulsion)
 - Campus, infraction type and number of types of infractions
 - Out of School Suspension Data by school (every category will include breakdown by race/ethnicity, gender and grade in school)
 - Total number of suspension incidents
 - Total number of students with a suspension, including students with multiple suspension incidents
 - Total number of days of suspension for all suspensions assigned
 - Discrete students and assigned days of suspension
 - Expulsion Data by school (data will include breakdown by race/ethnicity, gender and grade in school)

Current 2021-2022 Data through April 5th used to determine Improvement Plan for 2022-2023

Infraction	Central	West	Pathways	Total
Substance Abuse	94	124	7	225
Tobacco/Smoking Device	83	80	12	175
Fighting	98	68	8	174
Assault	10	79	1	90
Harassment, Intimidation or Bullying	14	51	5	70
Battery	18	42	6	66
Weapon	34	29	1	64
Instigation/Mob Action	41	12	1	54
Student Violence	5	21	1	27
Sexual Harassment	3	12	6	21
Distribution	6	6		12
Total	406	524	48	978

Plan Component 2: Continued and Enhanced Supports for Students Based on Data



- Continue to Enhance these components of Restorative Practices Implementation District-wide
 - Dean Interventions
 - Restorative Conversations
 - Mediations
 - Re-entry Meetings with Re-entry Plan/Contract
 - Use of Safety Pass
 - Behavior Warning
 - Intervention Cards
 - Student Groups
 - Behavioral Health Team partner agencies
 - Problem-Solving Circles
 - Intensive Student Supports Room (ISS)
 - ReThink Substance Abuse Intervention
- New for 2022-2023
 - Common Teacher Expectations regarding Restorative Practices for the Classroom
 - Advisory Calendar for student presentations to improve student awareness of behavioral expectations, student engagement opportunities, supports and introductions to Building Leadership Team members and PPS staff
 - Lunch/Advisory/After School Detentions
 - Cool-down Room District-wide
 - Catalyst Program
 - District Substance Abuse Clinician
 - Establishment of a District Restorative Intervention Leadership Team
 - Check-in/Check-out Intervention Program
 - Social Probation

Dean Interventions

Intervention Descriptions

Current Dean Interventions

- Restorative Conversation – Purpose is to restore the harm and identify root cause
- Mediations – facilitated by dean with students who agree to meet
- Re-Entry Plan & Contract – Meeting with student, parent and members of the Triangle Team.
- Safety Pass - Removal of student from unstructured areas. minimize disruptions during the passing period.
- Behavior Warning - A behavioral contract that limits student's participation in activities outside of the school day
- Intervention Cards - Check in document used to monitor behavior daily and communicate progress to parents/guardians

Steps of a Restorative Conversations

1. Welcome participants to the conversation
2. Understand what happened
3. Understand why it happened
4. Understand the impact
5. Assess participant needs
6. Summarize and paraphrase
7. Create a plan to repair the harm
8. Closing

Student Groups

Support and SEL Groups 2021-2022

Group	Description	Format	Target Students
Stress & Coping	6-Week Support group for students who struggle with daily life stressors	6-Week Curriculum, Staggered Availability	Students who are struggling with how to handle stress in a positive manner
Mindfulness	Circle for students who may benefit from learning how to reduce stress and anxiety through meditation and self-actualization	Circle, Open Enrollment	Students who would benefit from, or require, strategies to self-regulate/
Grief/Loss Group	Group to support students experiencing grief or loss within the school day, prior to assignment to individual counseling.	Open group, starts at beginning of each semester	Students who have experienced loss and are displaying symptoms of grief
A Call to Men	Support group for male students who could benefit from a positive role model	Support Group, Open, year long	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	Circle	Students who 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	Support Group Open format - runs year long	Students who suffer from issues of self-esteem
Addiction Issues with Family and/or Friends	Support group for students who are impacted by substance abuse. Students learn coping strategies.	Support Group Open, year long	For students who have a friend or family member with an alcohol or other drug abuse problem
Teen Parents	Psychoeducational and support group for parenting students	Support Group Open group, year long	Pregnant and parenting students
New Steelmen/ Tiger Clubs	Support group for transfer students	Circle	Transfer students
Academic Response Group	A circle group for students who have struggled with academics and will learn positive approaches to academic success	Circle	Students who struggle academically but are willing to talk about success and learn strategies for academic success

Student Support/Intervention Groups 2022-2023



Joliet Central

A Call to Men
Anxiety
Stress & Coping
Young Women's Group
CBITS
Grief & Loss
Think First
Academic Response
LGBTQIA+
Steelmen Success
Mindfulness
ReThink
STRONG
Bilingual Stress & Coping
Bilingual Girls Group

Joliet West

A Call to Men
Think First
Empower Me
Teen Parents
Stress & Coping
Academic Response
Anxiety
Who I Am
Grief & Loss
Mindfulness
Tigers Success
CBITS
ReThink
Dreamers

Behavioral Health Team partner Agencies



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 Community Partners 2021-2022

- Guardian Angel (Group, Individual Counseling)
- Will County Health Department (Individual Counseling)
- Aunt Martha's (SPARCS, SEL Group, Individual Counseling)
- Lightways (Individual Counseling)
- Involved, Inc.
- Restoring the Spirit (Spring)

BHT Community Partners 2022-2023

- ❑ Guardian Angel (Group, Individual Counseling)
- ❑ Will County Health Department (Individual Counseling, Group)
 - ❑ Beginning in Fall – Two Counselors per Campus, 4.5 Days per week
 - ❑ Have offered to supplement groups if needed
- ❑ Aunt Martha's (SPARCS, SEL Group, Individual Counseling)
- ❑ Lightways (Individual Counseling)

Problem Solving Circles



Problem-Solving Circles

Definition: A Restorative opportunity that brings people (students, parents, guardians, family, community members, and teachers) together as equals to have honest exchanges about difficult issues and painful experiences in an atmosphere of respect and concern for everyone.

Objective: Reduce the rate of student violence, conflict in our schools, as well as provide social and emotional assistance through focusing on determining root cause of student actions.

Problem-Solving Circles Program Background

Result of a partnership with the Joliet Region Interfaith Education Council (JRIEC) beginning 2012-2013 SY

Offered to students placed on Behavior Warning

- Successful completion results in removal of Behavior Warning

Fewer referrals – result of Remote/Hybrid Models of Instruction

Problem-Solving Circle Data (Fall 2012 – Spring 2021)

1,154 families returned PSC Paperwork



741 families began the PSC process



584/741 families successfully completed the process (79%)

104 were seniors who
graduated on time

66 students were placed
back on Expulsion Warning

Intensive Student Supports Room (ISS)

Intensive Student Support (ISS)

Intensive Student Support (ISS) is an intervention designed to support students during the regular school day by teaching important and transferrable skills in a small environment separate from the regular learning environment.

- Supervisors hold restorative conversations with students regarding behavior to explore positive decision-making and appropriate alternative solutions to adversity.
- Students also receive academic progress monitoring and are allowed to work on course work to stay on track in their classes as time allows.
- Emotional regulation and de-escalation techniques are utilized, alongside self-reflection and processing to work through any social-emotional concerns.
- Supervisors work with students to set personal, academic, and/or behavioral goals, as well as collaborate with deans to discuss re-entry plans.
- Deans, Counselors, and ISS Supervisors continually monitor the students' progress for a set amount of time.

Joliet Central ISS Room



Joliet West ISS Room



ReThink Substance Abuse Intervention



ReThink Program – Linden Oaks Behavioral Health



What ReThink is...

- ❖ A multimedia program designed for students engaging in substance use at school (First Offense/ Experimental Stage)

What ReThink is not...

- ❖ A mental health assessment tool
- ❖ A program designed to address substance use among middle and elementary school children
- ❖ A full curriculum of substance abuse or mental health education or treatment

Rethink – Linden Oaks

- Targeted towards minor Substance Abuse issues
- Dean receives consent from parent
 - Completed in ISS
 - In-lieu of Suspension

❖ GOALS:

- Explore the student's relationship with substances and provide resources/recommendations to family
- Foster emotional growth while emphasizing strategic approaches to avoid substance use
- Connect students and families with substance abuse or behavioral health assessment services if needed

COURSE COMPONENTS

❖ **Online module/Independent study**

- Web based video learning modules with companion course workbook
- Cognitive Behavioral Therapy (CBT) based education
- Exercises and activities to promote self awareness and help build supports

❖ **ReThink Aware screening tool** Online survey that may trigger further assessment for the student

- Mechanism that notifies school contact via email, that the student has completed the Rethink program
- Mechanism that notifies parent of survey results and need for further assessment

❖ **School Day Support Group Sessions**

- Students meet with JTHS staff member(s) in school to reflect on independent learning modules

❖ **In-person educational seminar 1.5 hours**

- Review online course content
- Provide education to student and parent including physiological effects of drugs and alcohol, anger and stress management, triggers, behaviors/breaking habits, options for further treatment if needed
- Post test
- Program survey

Common Teacher Expectations regarding Restorative Practices for the Classroom



Establish a Strong Foundation with Every Student

Every teacher is expected to build a strong sense of community in their classroom. Some strategies teachers will utilize include the following:

- Greet students at the door
- Utilize correct pronunciation of student names
- Communicate Clear Expectations
 - Consider shared agreements/norms when appropriate
- Ensure that “Every Minute Matters”
- Model respectful interactions/communication

Response to Misbehavior in the Classroom

Every teacher is expected to build a strong sense of community in their classroom.

JTHS
District 204

Discuss the behavior/incident with the student and why their behavior is harming the classroom community.

If behavior continues or it is severe enough, a parent needs to be contacted so they can help reinforce the behavior change for the student.

After classroom interventions have been exhausted, write a referral for additional support.

Student Behavior Discussion Guide

In a private location, ask the student the following questions:

I would like to talk with you about what is happening in class.

- What is happening from your perspective?
- What are you thinking and feeling?
- Who is affected by this and how?

Be sure to share your perspective with the student using the following guidance:

- I would like to share with you that when I see/hear (state observable behavior), I feel (affective statement).
- In our school/classroom, we value (identify something specific)
- Are you willing to (request a specific action)?

Resolution of Office Discipline Referrals



**Provide
detail/context in
referral**



**Deans/Administrators
may ask follow-up
questions**

Not accusatory
Designed to gather
information to
determine appropriate
consequence



**Resolution
Information will be
communicated to
staff member who
wrote the referral**

If appropriate, staff may
participate in a
restorative conversation
with the student and
Dean/Administrator



**Seek clarification
from
Dean/Administrator
when concerns arise**

Student Advisory Calendar Presentations

Proposed Activities by Semester

August 17	Schoolwide Expectations (Hallways)
August 18	"Every Minute Matters"
August 19	Cafeteria Expectations
August 22 – 26	See Something, Say Something and Handbook
August 29-September 2	Get Involved - Fall (Athletics/Activities)
September 6 - 9	Grade Level Orientation (Counselors/ACs)
September 12 – 16	Naviance Orientation
September 19 – 23	Handbook Refresher (Deans/Admin)
September 26 – 30	Suicide Prevention Week (Social Workers)
October 3 – 7	Get Involved – Winter (Athletics/Activities)
October 11 – 14	Administrator Visits
October 12 – 28	Academic Resources/Study Tips (MTSS/ILT)
October 31 – November 4	Making Smart Choices (Deans)
November 7 – 16	Course Selection/Dual Credit (Curriculum Directors/Counselors)
November 17	Course Request Day
November 18 – 22	Community and Mental Health Resources (Social Workers)
November 28 – December 2	Attendance Matters
December 5 – 9	Focused Finish
December 19 – 21	Community and Mental Health Resources (Social Workers)

2023

January 9 – 13	School Expectations – Refresher (Deans/Admin)
January 17 – 20	Community Service (Community Relations/Counselors)
January 30 – February 3	Healthy Coping Strategies (Social Workers/Counselors)
February 13 – 17	Get Involved – Spring (Athletics/Activities)
February 27 – March 3	Post-Secondary Planning Information (Counselors)
March 13 – 17	Study Habits and Academic Resources
March 20 – 24	Handbook Refresher
April 3 – 6	The SAT and Me (Counselors)
April 17 – 21	Finish Strong (Deans)
May 8 – 12	Reflection/Celebrations/Summer Information

Lunch/Advisory/After School Detentions



Qualifying Discipline Infractions

Detention may be assigned for the following incident types:

- Tardy
- Disrespect
- Hall/Class Conduct
- Cafeteria
- Derogatory Language
- Unauthorized (Based on Severity)
- Pass Misuse

Program Logistics

- Students will complete a reflection packet
- Students will receive a bag lunch in the room
 - List generated to cafeteria during period 8 on preceding day
 - Detention Supervisors document lunches
- Attendance will be pre-populated into Infinite Campus for Advisory with a detention code
- A student who misses detention may be offered an opportunity to complete the following day
 - Parent contact by detention supervisors
 - Documentation in PLP
 - Non-completion will result in elimination of detention as an option

Cool-down Room



Cool Down Room 2021-2022

Joliet Central – Spring 2022
Pilot (January 13 – April 29)

- Open Periods 2 – 7
- 964 student visits to the room
- Average of 16 students per day, almost 3 per period
- Staffed by teachers (2 per period) during their Plan

	<u>Spring 2022 (Central Only)</u>
Cost per hour	\$32.50
Teachers per hour	2
Periods per day	6
Total Days	91
Campuses	1
TOTAL SALARY	\$35,490
TOTAL BENEFITS	\$4,191.37
TOTAL PROJECTED COST	\$39,681.37

2022-2023 Proposal - Option 1

- Establish a Cool Down Room at Both Campuses
- Staffed similar to Pilot
 - 2 Classroom Teachers per Period
 - Paid internal substitute rate
- Provide training to identified staff
 - Coping Strategies
 - Infinite Campus Documentation
- Provide a radio to the room in case of emergencies

	<u>2022-2023</u> <u>School Year</u>
Cost per hour	\$40
Teachers per hour	2
Periods per day	6
Total Days	176
Campuses	2
TOTAL SALARY	\$168,960
TOTAL BENEFITS	\$19,954.18
TOTAL PROJECTED COST	\$188,914.18

2022-2023 Proposal - Option 2

- Establish a Cool Down Room at Both Campuses
- Hire an additional Licensed Staff Member
 - School Psychologist or Social Worker
 - Extended Day
 - Additional Responsibilities
 - Crisis and Threat Assessment Teams
 - McKinney-Vento Building Lead
 - CICO Coordinator
 - Home Visit Coordinator

Projected Salary (MA Step 1)	\$63,623
Projected Benefits	\$29,727
Projected Stipend	\$5,089
Extended Day	\$2,544
Campuses	2
TOTAL PROJECTED COST	\$201,966

Period 1	Threat/Crisis Team/Paperwork
Period 2	Cool Down Room
Period 3	Cool Down Room
Period 4	Lunch/Plan (Coverage Needed)
Period 5	Cool Down Room
Period 6	Cool Down Room
Period 7	Cool Down Room
Period 8	Plan/Paperwork/Group

Implementation of the Catalyst Program for the 2022-2023 School Year



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)

Staffing for Program

- 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

Check-in/Check-out Intervention Program



What is Check-in/Check-out (CICO)

Evidence-based Intervention to provide additional support and monitoring to students developing/experiencing chronic minor concerns

- Tardiness
- Low Attendance
- Class Avoidance
- Disrespect
- Class Disruption
- Cell Phone Use
- Attention Seeking Behavior

Core Principles of CICO

Clearly Defined Expectations

Instruction on Appropriate Skills

Increased Positive Reinforcement

Contingent Consequences/Interventions for persistent behavior

Increased positive adult contact at school

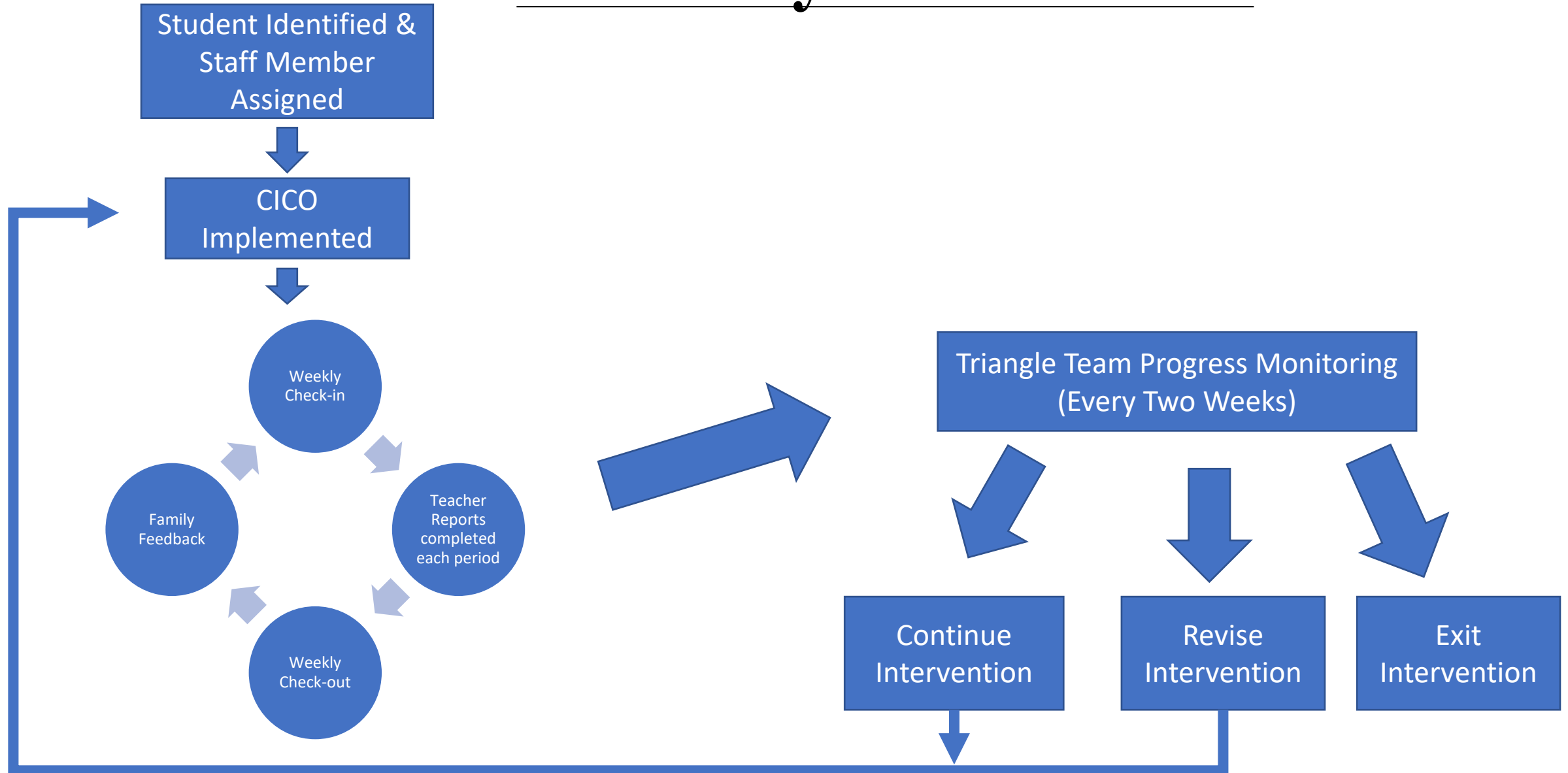
Opportunities for self-regulation and self-management

Increased School-Family collaboration

Key Components of CICO

- Regular check-in with a consistent adult
- Clear Expectations
- Consistent and Timely feedback from assigned teachers
- Increased Student Responsibility
 - Ensure teachers complete daily report
 - Opportunities for positive interactions or direct feedback from staff
- Minimal training and time required of staff

CICO Cycle Overview



District Substance Abuse Clinician

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
 - 42 Referrals
 - 4 Students with multiple Referrals

All data from August-January of the listed School Year

Rationale for Need

- Documented instances of substance abuse on campus have doubled each of the past two years.
- 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.

Goal and Responsibilities



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

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 pro-active education about the effects of drug/alcohol use.

Social Probation

Social Probation

- Temporary suspensions from participation in or attendance at school activities outside of school hours, including but not limited to school programs, athletic contests, musical/dramatic performances, school clubs and activities, and dances.
- Additionally, school-based privileges can be suspended for a period such as:
 - parking passes, attendance at assemblies, field trips, and other similar privileges
- Will not ordinarily exclude a senior student from participating in graduation ceremonies except when it has been determined by the administration that the student's presence and participation could be disruptive.

District Restorative Intervention Leadership Team



Goal: To develop and update the activities, logistics, and systems for all restorative interventions throughout the district. To create vertical and horizontal alignment of the implementation of interventions to ensure that students have a variety of levels of support to improve school outcomes. The team would follow a meeting cycle aligned to all other Instructional Leadership Teams (ILTs) in the district: Summer development and revision followed by monthly monitoring/implementation meetings. The team would monitor data and provide support to the staff members tasked with delivery or restorative interventions throughout the district.

Responsibilities

- Problem-Solving Circles (PSC)
- Catalyst
- Intensive Student Supports Room (ISS)
- Social Detention Program
- Re-Entry Meetings & Contracts
- Mediations
- Check-in, Check out (CICO)
- ReThink
- Support/Intervention Groups
- Pathways/Lincoln School/Gateway to Graduation 2.0 Referrals
- Restorative Conversations (Student-Teacher or Student-Student)
- Additional Interventions/Programs as determined by District and Building Administration

Team Structure:

Director of Student Support Services, Director of Special Services, PPS Coordinator (2), School Psychologists (2), Social Workers (2), Counselors (2), Deans (2), Catalyst Interventionist (2), Academy Coordinators (2), Teachers (8). For each role marked with a number 2, there would be one representative from each campus.

Plan Component 3: Continued and Enhanced Professional Development for Staff Regarding Restorative Practices, Cultural Responsiveness and Trauma-informed Practices



- Continue/Relaunch the following Professional Development Opportunities
 - Cultural Responsiveness Cohort #5
 - Implicit Bias Training
 - Crisis Prevention Institute (CPI)/De-escalation Training
- New for 2022-2023
 - Restorative Practices Awareness Training for All Staff with Common Teacher Expectations regarding restorative practices in classrooms
 - Restorative Practices Cohorts for teachers in summer, fall and spring
 - JTHS Staff enrollment in the Restorative Justice Certificate Program through the University of San Diego