

APPENDIX VI – 29



2015-2016
In School Intervention Manual
Tucson Unified School District
Draft 1.3

Introduction:

Through the In School Intervention program, hereafter known as ISI program, our efforts will be to address students who commit level three violations with an in school consequence, rather than suspending students home. Our efforts are to keep students in school and continuing their course of study, while at the same time to apply the consequences as written in our Guidelines for Student Rights and Responsibility, GSRR. This program is intended to significantly reduce out of school suspensions, provide socio-emotional support for students who have committed level 3 violations, and will maintain the academic course of studies for students. We have included an appendix showing how we plan to evaluate the effectiveness of the ISI program.

Exclusionary Practices:

Exclusionary practices are when a student is excluded from the regular classroom environment and curriculum as a negative consequence to their behaviors. Except in the most extreme cases (level 4 and 5 behaviors), before exclusionary consequences are used, interventions must be utilized to address the behavior. As practiced starting the 2013-2014 school year, no exclusionary consequence may be given before these interventions have occurred. ISI and ISS programs still count as an exclusionary consequence. The ISI program described in this handbook has been designed to be the “least” exclusionary as possible by providing the same curriculum as the student would receive in the classroom and by creating structures at the school site for support of the student’s success.

Background:

In the USP section VII.2(i) “Positive alternatives to suspension” there is a stated need for our district to adopt alternatives to suspending students from campus. There are also suggested strategies and study items in the Implementation Plan section V (06), specifically the deliverables listed in Sections D. Supports and Interventions – High Schools, E. Supports and Interventions – Middle School Grades, and G. Positive alternatives to suspension – middle and high schools.

In School Intervention is a Research Based Solution to address these needs:

PBIS World lists an “in-school suspension” as the first strategy for Alternatives to Suspension.

Teach Safe Schools says “For more serious violations of the school Code of Conduct or for students for whom the above consequences proved insufficient, schools need to institute learning-based consequences. In general, these take the form of in-school suspension programs or alternative site suspension programs.”

The 2015 Collaborative for Academic, Social, and Emotional Learning (CASEL) Guide states “Evidence-based programs designed to promote positive outcomes and prevent problem behavior in students are increasingly being used in educational settings.”

The ISI Proposal

Each program school will be provided 1.0 FTE for a highly qualified staff member as an ISI Teacher. If the site is unable to hire a teacher to fill this position the site may allocate the 1.0 FTE as 5ths to 5 different teachers on campus who will each run the program for one period. Students will be assigned on a temporary basis by site administrators as an alternative to suspensions for level 3 infractions. The ISI teacher will use PBIS strategies and Restorative Practices to help get the student ready to return to class while completing their school work. The ISI teacher will also utilize a Social and Emotional Learning curriculum as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” – 2015 CASEL Guide.

ISI Class Structure

Each day will include at least one restorative circle which will be used to surface why students are present and their strategies for improving. Students will work on core curriculum activities provided by their regularly assigned teachers which the ISI teacher will collect and then teach to the students. The ISI teacher should have copies of general use reference resources as well as at least one copy of each textbook used by the site teachers. All work completed by students will be returned to their regularly assigned teachers and be graded for credit as if the student were present in class. If time permits the students may work on make up assignments from their classes as well as skill building assignments for core curriculum. A portion of each day will also be spent on Social and Emotional Learning curriculum. An ISI teacher may elect to have students participate in community service projects as part of their learning, however care must be taken to ensure that the activities are true community service projects and not “work crews”. Positive examples include creating posters for the site’s PBIS program, reading or tutoring younger students, or other voluntary activities that support the campus.

ISI Attendance and Accounting

When a student is assigned to ISI the ISI teacher will notify that student’s teachers via e-mail of the student’s assignment and will request work for the students. The ISI teacher will also notify the attendance clerk of the site which students are present each day. The attendance clerk will code the students as “AA” which is the code in Mojave for “Alt Inst., In-House Suspension, Time-out” and does not count as an official absence from the school.

In Classroom Supports

In addition to the ISI teacher the site Learning Support Coordinator (LSC) and counselor are each expected to spend time each day in the ISI classroom working with students. This work would include running restorative conferences, updating or creating MTSS data forms, counseling, and goal setting. A student with an IEP or who is an ELL will receive all services via a push in model.

Return to the Classroom

On their last day of their ISI assignment the ISI teacher, counselor, or LSC must review the MTSS Tier 1 Intervention and Data Collection Form. This form should be updated with the

interventions that had been provided to the student. The interventions tab in Mojave should be updated as well. If the ISI teacher finds that there is not an MTSS Data Collection Form started for the student, they should start one including the information from the student's stay in ISI as well as any previously documented interventions in Mojave in the Intervention tab.

The MTSS Data Form can be found here:

<http://gateway/dept/ILA/Shared%20Documents/MTSS%2015-16/MTSS%20Tier%201%20Intervention%20and%20Data%20Collection%20Form.pdf>

The MTSS data form should include specific strategies to support the student in not repeating the behavior that resulted in their assignment to ISI as well as goals and strategies for their academic success at the site as they return to the regular classroom environment.

The LSC should schedule 2-3 future "check ins" with that student in order to review the MTSS data form and conduct follow up on how the student is doing.

Repeat Referrals

Students assigned more than once to ISI will be referred to the LSC or Counselor for a behavior contract or the MTSS team for further intervention. Students who have behavioral issues while assigned to the ISI program are subject to regular discipline according to the GSRR. If a student commits a level 4 violation at the high school level, they will be consequence normally. A student who is suspended and goes through the long term hearing process would be provided the option of continuing their core courses through the DAEP. Once students enter our DAEP program, a support team is provided to ensure each student feels valued, that their success matters, and that the constraints are addressed to support their school success.

Student Assignment to ISI

Assignment to ISI will be for 2 to 5 days depending on the severity of the violation. No student will serve more than 5 days in ISI at one time. If a student has multiple violations, the assigning administrator should consider the most serious violation when assigning days rather than adding days in series.

No Level 1 or Level 2 infractions will result in students being assigned to ISI; with the exception of the approval by the Academic Director to elevate a Level 2 infraction to a level 3 because of repeated violations, however there must be evidence of consistent and meaningful intervention documentation.

No Level 1 infraction will be considered for assigning students to ISI. As the infraction rises in degree of severity, students need more time in ISI to begin to utilize the support and interventions provided by the program. Students assigned for 2-5 days in ISI will have enough time to work on character development, participate in the restorative process and gain additional academic enrichment. Students are assigned to 5 days in ISI if they have committed infractions that are of a severe nature and that according to the GSRR may involve reports to Law Enforcement.

In order to allow some flexibility as to the circumstances and degree of the infractions an administrator assigning a student to ISI may determine a student receive less than the recommended number of days but never more. In order to prevent a disproportionate assignment to any of ethnic group or gender, the Academic Directors will monitor the placement of students into ISI on a monthly basis.

ISI should not be used as a time out location for students or to “cool off”. Sites should have “Buddy teachers” or other structures in place for such needs.

The following are the recommendations:

Days in ISI	Infractions
2	Negative Group Affiliation; Disorderly Conduct; Share and Sale of Over the Counter Medication
3	Other Aggression; Share and Sale of Tobacco; Pornography; Computer Violations
4	Threats and Intimidation; Harassment Non- Sexual
5	Fighting; Dangerous Items; Simulated Firearms; Endangerment; Share and Sale of Drug Paraphernalia; Bullying; Hazing; Harassment Sexual; Theft; Network Violations; Vandalism

Discipline Above and Below ISI:

Infractions at level 1-2 (and even level 3 if interventions have not been used) will be consequenced using non-exclusionary practices (restorative conferences, calls home, lunch or after school detention, etc.)

Infractions at level 3 will be consequenced using ISI after interventions have taken place and the behavior continues.

Infractions at level 4 may be consequenced using a combination of ISI and abeyance contracts. More serious level 4 infractions and level 5 infractions will be handled utilizing a long term suspension hearing where DAEP may be utilized.

When a student is returning to a site from their term in DAEP, on the final day of DAEP they will return to the site and be assigned to the ISI room so that site staff have access to meet with them to work on their re-integration plan.

The Curriculum

In the 2015-2016 school year TUSD will pilot a Social and Emotional Learning curriculum which will be evaluated based on five interrelated sets of cognitive, affective, and behavioral competencies which are identified in the 2015 CASEL Guide for Effective Social and Emotional Learning Programs Middle and High School Edition. The five competency clusters for students are defined in the CASEL guide as:

Self-Awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-Management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible Decision-Making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

ISI Teacher Rights and Responsibilities

The ISI teacher is considered a regular contract teacher with TUSD. As such they have all the rights and responsibilities therein including attending site professional development and access to a planning period.

To handle supervision of students in ISI during the teacher's planning period the following are possible suggestions which should be reviewed with the site's academic director:

- Schedule ISI to begin 1 period late or end 1 period early.
- Have an administrator work with the students for that period.
- Allow the student to attend their 1st or 6th period class.

Planned Professional Development

Professional Development, PD, is needed to create consistency in the way the program is utilized across-schools. PD will include training on Restorative Practices, PBIS, Culturally Responsive Practices, GSRR, Social and Emotional Learning Curriculum, and student

empowerment. The PD will include an in depth view of this manual as well as the 2015 CASEL Guide for Effective Social and Emotional Learning Programs Middle and High School Edition.

ISI teachers and the administrators who supervise the program at chosen sites will be included in program development PD. MTSS site teams will be trained to ensure appropriate follow up practices.

List of the 19 Sites

The ISI programs will be placed throughout the District. There will be no programs in elementary schools or at most K-8 schools. The principals of each school listed below are in full support of the ISI program.

- Middle Schools: Doolen, Gridley, Magee, Mansfeld, Pistor, Secrist, Utterback, Vail, Valencia
- K-8 Schools: Safford and Booth-Fickett
- High Schools: Catalina, Cholla, Palo Verde, Pueblo, Rincon, Santa Rita, Sahuaro, Tucson High

Summary

TUSD is committed to reducing out of school suspensions. Every student matters in TUSD. Each school campus will be a safe and secure environment dedicated to student learning and to improving culture and climate for each student. Towards this end the ISI program will address out of school suspensions.

Attached is an appendix that provides a sample schedule, a curriculum cross walk for SEL and the 7 Habits of Highly Effective Teens, and an outline for the methods we will use to evaluate program effectiveness.

Sample Schedule

1 st Period	ISI planning: Teacher prepares materials and gathers work from teachers. Students arrive at school at the end of first period
2 nd Period	Restorative Preparation for the Day: Open with restorative circle where students discuss their infraction and the impact it had on the school community, problem solve improved ways to handle similar situations, and short term and mid term goals for the work they will do in ISI and beyond.
3 rd Period	Content Delivery: Teacher provides Math content for students.
Lunch	
4 th Period	Content Delivery: Teacher provides Language Arts content for students.
5 th Period	Content Delivery: Teacher provides other Core content for students.
6 th Period	Content Delivery and Counseling: While students are working with ISI teacher on Core content the LSC or Counselor is working with individual students on transition plans for going back into their regular classes, behavior intervention plans, or doing counseling. The day closes with a restorative circle where students summarize what was accomplished during the day and how it will prepare them for improved work or behavior later.

CASEL: Collaborative for Academic, Social, and Emotional Learning

What Is Social and Emotional Learning?

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful.

Social and emotional skills are critical to being a good student, citizen, and worker. Many risky behaviors (e.g., drug use, violence, bullying, and dropping out) can be prevented or reduced when multiyear, integrated efforts are used to develop students' social and emotional skills. This is best done through effective classroom instruction, student engagement in positive activities in and out of the classroom, and broad parent and community involvement in program planning, implementation, and evaluation.

Social and Emotional Learning Core Competencies



CASEL has identified five interrelated sets of cognitive, affective and behavioral competencies. The definitions of the five competency clusters for students are:

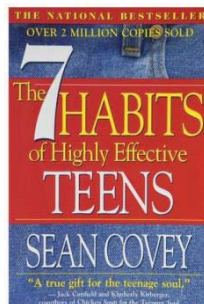
- **Self-awareness:** The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- **Self-management:** The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Explore the CASEL Library

CASEL's library of social and emotional learning (SEL) documents and resources included information about how one district/school used *7 Habits of Highly Successful Teens* to meet the SEL standards.

<https://casel.squarespace.com/s/FRI-3-Austin-High-MAPS.pdf>

The 7 Habits of Highly Effective Teens



“Habits are a big part of a teenager’s life. They can either balance out a teen’s complicated and busy life or make life harder and make it into a disaster. Kids always complain that they don’t

have time for anything because of all their schoolwork, friends, family, sports, etc. Some kids even go through depressions and drugs, so Covey has created the 7 habits of highly effective teens to help accommodate to these kid's hectic schedules. These habits are: Be proactive, Begin with the end in mind, Put first things first, think win-win, Seek to understand, Then to be understood, synergize, and sharpen the saw. To be successful, you must apply these habits onto everyday life. By doing so, this will help you to overcome the problems within yourself. Then it will help you to create good relationships with others, and lastly these habits will help you to renew yourself. On the other hand, there are also habits that will lead you downhill; these are: React, begin with no end in mind, thin win-lose, put first things last, seek to talk then pretend to listen, don't cooperate, and wear yourself out. As you can see habits can lead you in the right or wrong direction."

7 Habits of Highly Successful Teens	CASEL - Social and Emotional Learning Core Competencies
<p>Be Proactive Being proactive is the key to unlocking the other habits. Help teens take control and responsibility for his/her life. Proactive people understand that they are responsible for their own happiness or unhappiness. They don't blame others for their own actions or feelings.</p>	<p>Self awareness Responsible decision making</p>
<p>Begin With the End in Mind If teens aren't clear about where they want to end up in life, about their values, goals, and what they stand for, they will wander, waste time, and be tossed to and fro by the opinions of others. Help teens create a personal mission statement which will act as a road map and direct and guide his decision-making process.</p>	<p>Self awareness Responsible decision making</p>
<p>Put First Things First This habit helps teens prioritize and manage their time so that they focus on and complete the most important things in their lives. Putting first things first also means learning to overcome fears and being strong during difficult times. It's living life according to what matters most.</p>	<p>Self management Self awareness</p>
<p>Think Win-Win Teens can learn to foster the belief that it is possible to create an atmosphere of win-win in every relationship. This habit encourages the idea that in any given discussion or situation both parties can arrive at a mutually beneficial solution. Your teen will learn to celebrate the accomplishments of others instead of being threatened by them.</p>	<p>Self-awareness Social awareness Responsible decision making Relationship skills Self management</p>
<p>Seek First to Understand, Then to be Understood Because most people don't listen very well, one of the great frustrations in life is that many feel misunderstood. This habit will ensure teens learn the most important communication</p>	<p>Self-awareness Social awareness</p>

<p>skill there is: active listening.</p>	
<p>Synergize Synergy is achieved when two or more people work together to create something better than either could alone. Through this habit, teens learn it doesn't have to be "your way" or "my way" but rather a better way, a higher way. Synergy allows teens to value differences and better appreciate others.</p>	<p>Self-awareness Self-management Social awareness Relationship skills</p>
<p>Sharpen the Saw Teens should never get too busy living to take time to renew themselves. When a teen "sharpens the saw" she is keeping her personal self sharp so that she can better deal with life. It means regularly renewing and strengthening the four key dimensions of life – body, brain, heart, and soul.</p>	<p>Self awareness Self management</p>

Appendix: Program Evaluation Draft

In-School Suspension Intervention (ISI) Program Evaluation Design (*Draft*)

The proposed In-School Intervention will be implemented in 19 middle and high schools in Tucson Unified School District. Students would be assigned on a temporary basis to ISI as an alternative to a level 3 suspension. Each school will provide a certified staff member as an ISI Teacher who would use PBIS strategies and Restorative Practices to help get the student ready to return to class while completing their school work.

The purpose of the program is to decrease the number of out-of-school suspensions by providing an in house alternative. The in house program will also provide increased instructional time compared to out of school suspensions.

Research Question:

Does the ISI Program decrease the number of out-of-school suspensions?

Associated questions might be:

- **Does the ISI Program decrease the number of out-of school suspensions among specific groups of students (ethnicity, SES, gender, grade level)**
- **Does participation in the ISI Program decrease the frequency of in-school discipline issues among specific groups of students (ethnicity, SES, gender, grade level)?**

To test whether the in-house suspension program is effective at reducing the number of out of school suspensions, baseline data will be compiled for schools participating in the program (Treatment Group) as well as schools that are not participating in the program (Control Group).

Since students with a severity rating of 3 will be referred to in-school suspension in the treatment group, the primary measure will be the frequency of behavioral actions resulting in a severity rating of 3 or greater. Severity ratings of 4 and 5 require mandatory out-of-school suspension whether that results in enrollment in the DAEP program or remaining at home.

Dependent Variable:

Number of out-of-school suspensions (Severity Rating \geq 3)

The 19 schools that will be participating in the program are:

- Middle Schools: Doolen, Gridley, Magee, Mansfeld, Pistor, Secrist, Utterback, Vail, Valencia
- K-8 Schools: Safford and Booth-Fickett
- High Schools: Catalina, Cholla, Palo Verde, Pueblo, Rincon, Santa Rita, Sahuaro, Tucson High

The proposed method of analysis for answering the research question is a two factor analysis of variance (ANOVA).

Group	SY 13-14	SY 14-15	SY 15-16*
Treatment	T1	T2	T3
Control	C1	C2	C3

* *In school suspension program instituted*

The two-way ANOVA will allow both comparisons of means across groups and for the same group over time. Planned post-hoc comparisons will be (T1 – T2), (T2 – T3), (C1 – C2), (C2 – C3) to analyze any possible change over time, and (T1 – C1), (T2 – C2), (T3 – C3) to investigate differences across groups.

The null hypothesis will be no differences between means.

H₀: T1 = T2 = T3, and T3 = C3

The alternative hypothesis will be a difference between specific means.

H₁: T2 > T3, and T3 < C3

If T3 = C3 and T2 > T3 we could still infer that the in school suspension program had a positive effect provided the difference between T2 and T3 is statistically significant ($p < .05$).

An alternative to the 2 X 3 design above would be to collapse the first two school years into one resulting in a 2 X 2 design. A 2 X 2 design would increase the number of students in the pre-program cells and make interpretation simpler by reducing the number of possible post-hoc comparisons.

Additional analyses will be conducted to determine the efficacy of the program for different subgroups (e.g., Gender, Ethnicity, SES) provided there are a sufficient number of students to allow further breakdowns.

Additional Independent Variables to be examined:

1. Gender
2. Ethnicity
3. SES
4. Attendance
5. Mobility
6. School
7. # of behavioral contacts

