APPENDIX VI – 31

TUSD In School Intervention (ISI) Training

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Our Goals

- Address students who commit level three violations with an in school consequence, rather than suspending students home.

- This program is intended to:
    - significantly reduce out of school suspensions
    - provide socio-emotional support for students
    - maintain the academic course of studies for students

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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.

- This is still the case with ISI

Background

- USP section VII.2(i) "Positive alternatives to suspension"

- Implementation Plan section V (06)

- <u>PBIS World</u> lists an "in-school suspension" as the first strategy for Alternatives to Suspension.

- 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

- There are 19 schools that will have an ISI program. Each program school will be provided 1.0 FTE to support this program.

- Site may allocate the 1.0 FTE as 5ths to 5 different teachers if unable to fill

- Students assigned on a temporary basis by site administrators as alternative to suspensions for level 3 infractions.

- 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

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ISI Class Structure

- Each day will include at least one restorative circle
- Students will work on core curriculum activities provided by their regularly assigned teachers
- ISI teacher should have copies of general use reference resources /textbooks
- Work completed by students will be returned to their regularly assigned teachers for credit
- Students may work on make up assignments while in ISI.
- A portion of each day will also be spent on Social and Emotional Learning curriculum.

Community Service Projects

- Positive examples include:
    - creating posters for the site's PBIS program
    - reading or tutoring younger students
    - voluntary activities that support the campus.
- Care must be taken to ensure that the activities are true community service projects and not "work crews".

The Classroom Itself

- The ISI classroom is a *classroom*, not a "holding tank" or punitive environment.

- Posters and decorations will be positive and supportive in tone.

- Focus on the site's PBIS plan and the 7 Habits of Highly Effective Teens.

- Ensure stations or areas are available for one on one counseling or restorative conferences.

- Classroom can be easily reorganized for restorative circles.

ISI Attendance and Accounting

- ISI teacher will notify student's teachers and will request work

- ISI teacher will notify the attendance clerk of student attendance

- Attendance clerk will code the students as "AA" for "Alt Inst., In-House Suspension, Time-out"

- Does not count as an official absence from the school.

- In Mojave coded as "ISI/Reassignment to Another Class"

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In Classroom Supports

- The ISI teacher, Learning Support Coordinator (LSC), and counselor are each expected to spend time each day in the ISI classroom working with students.
  - running restorative conferences
  - creating MTSS data forms
  - Counseling
  - goal setting

- LSC and counselor may take a lead role in the beginning but as the year progresses the ISI teacher will take on the majority of these responsibilities.

- A student with an IEP or who is an ELL will receive all services via a push in model.

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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.

- 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.

- LSC or counselor schedules 2-3 future "check ins" with that student in order to review the MTSS data form and 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 they will be referred to the a regular long term suspension hearing with the possibility of DAEP

- This program is not optional to students and if they refuse to attend when receiving their initial consequence they will be assigned to ISI whenever they return to school.

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.
- No Level 1 infraction will be considered for assigning students to ISI.
- No Level 2 infractions will be assigned to ISI without the approval by the Academic Director to elevate a Level 2 infraction to a level 3 because of repeated violations with evidence of consistent and meaningful interventions.
- Administrators may assign fewer days in ISI than recommended
- 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.

Student Assignment to ISI

- **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

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Discipline Above and Below ISI

- Level 1-2 Infractions (and some level 3) will be consequenced using non-exclusionary practices (restorative conferences, calls home, lunch/after school detention, etc.)
- Level 3 Infractions will be consequenced using ISI after interventions have taken place and the behavior continues.
- Level 4 Infractions 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.
- On the final day of their term in DAEP students will return to the site and be assigned to the ISI room for one day so that site staff have access to meet with them to work on their re-integration plan.

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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.

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.

Student Texts

- As a student resource we will be using the text: <u>The 7 Habits of Highly Effective Teens</u> by Sean Covey.
  - Habit 1 **BE PROACTIVE**
  - Habit 2 **BEGIN WITH THE END IN MIND**
  - Habit 3 **PUT FIRST THINGS FIRST**
  - Habit 4 **THINK WIN-WIN**
  - Habit 5 **SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD**
  - Habit 6 **SYNERGIZE**
  - Habit 7 **SHARPEN THE SAW**

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Crosswalk Between SEL and 7 Habits

7 Habits of Highly Successful Teens	CASEL - Social and Emotional Learning Core Competencies
Be Proactive	Self awareness, Responsible decision making
Begin With the End in Mind	Self awareness, Responsible decision making
Put First Things First	Self management, Self awareness
Think Win-Win	Self-awareness, Social awareness, Self management, Responsible decision making, Relationship skills
Seek First to Understand, Then to be Understood	Self-awareness, Social awareness
Synergize	Self-awareness, Self-management,Social awareness Relationship skills
Sharpen the Saw	Self awareness, Self management

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ISI Teacher Rights and Responsibilities

- The ISI teacher is a regular contract teacher and should:
  - attend site professional development
  - have a planning period and lunch

- Planning period suggestions should be reviewed with the 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

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Sample Schedule

- 1st Period   ISI planning
- 2nd Period   Restorative Preparation for the Day
- 3rd Period   Content Delivery: Teacher provides Math content
- Lunch
- 4th Period   Content Delivery: Teacher provides Language Arts content
- 5th Period   Content Delivery: Teacher provides other Core content
- 6th Period   Content Delivery and Counseling

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Planned Professional Development

- 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 ISI 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.

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The 19 Sites

- 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

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Program Evaluation Draft

- Research Questions:

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

- 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)?

Additional Independent Variables to be examined

- Gender

- Ethnicity

- SES

- Attendance

- Mobility

- School

- # of behavioral contacts

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Questions?

- http://www.casel.org/

- http://www.casel.org/guide

- http://www.pbisworld.com/

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

TUSD In School Intervention (ISI) Job Alike

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First Impressions…

- When considering the use of ISI at your site:
  - What is working well with your site's program?
  - What could be improved with your site's program?
  - What questions do you still have about ISI?

SEL Curriculum

- When considering SEL:
  - How is the text (7 Habits...) being used in your ISI?
  - What other SEL resources do you use?
  - What would you do differently for next year?

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