TUSD In School Intervention (ISI)  
Governing Board Presentation  

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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
Historically, TUSD administrators have had in-school options for level one and two violations. Level four and five violations have usually been handled through a long term suspension.

Level three violations have presented challenges, because they may result in exclusionary discipline, but without an in-school program, administrators would suspend students out of school.

The ISI program is designed to support in school options for students who receive consequences for level 3 violations.
## TUSD Out of School Suspensions for SY 2014-2015

### Number of Students and Percentage of Population for Students with One or More Suspension for a GSRR Level 3 Violation

<table>
<thead>
<tr>
<th>School Year</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSRR Violation Level</td>
<td>3</td>
</tr>
<tr>
<td>Actions</td>
<td>Suspension</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Level</th>
<th>White/Anglo</th>
<th>African Am.</th>
<th>Hispanic</th>
<th>Native Am.</th>
<th>Asian Am.</th>
<th>Multi-Racial</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>K-8 School</td>
<td>49</td>
<td>1.1%</td>
<td>37</td>
<td>2.0%</td>
<td>105</td>
<td>0.9%</td>
<td>12</td>
</tr>
<tr>
<td>Middle School</td>
<td>35</td>
<td>3.5%</td>
<td>54</td>
<td>6.8%</td>
<td>146</td>
<td>2.2%</td>
<td>18</td>
</tr>
<tr>
<td>High School</td>
<td>141</td>
<td>7.7%</td>
<td>107</td>
<td>14.9%</td>
<td>370</td>
<td>7.9%</td>
<td>20</td>
</tr>
<tr>
<td>Alternative School</td>
<td>1</td>
<td>0.4%</td>
<td>1</td>
<td>0.4%</td>
<td>1</td>
<td>0.1%</td>
<td>1</td>
</tr>
<tr>
<td>Grand Total</td>
<td>342</td>
<td>3.1%</td>
<td>306</td>
<td>6.5%</td>
<td>873</td>
<td>2.8%</td>
<td>60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Violation Type</th>
<th>Elementary</th>
<th>K-8</th>
<th>Middle</th>
<th>High</th>
<th>Alternative</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggression</td>
<td>167</td>
<td>0.8%</td>
<td>221</td>
<td>2.4%</td>
<td>585</td>
<td>7.4%</td>
</tr>
<tr>
<td>Alcohol, Tobacco and Other Drugs</td>
<td>8</td>
<td>0.1%</td>
<td>18</td>
<td>0.2%</td>
<td>13</td>
<td>0.1%</td>
</tr>
<tr>
<td>Harassment, Threat and Intimidation</td>
<td>36</td>
<td>0.2%</td>
<td>34</td>
<td>0.4%</td>
<td>118</td>
<td>1.5%</td>
</tr>
<tr>
<td>Other Violations of School Policy</td>
<td>1</td>
<td>0.0%</td>
<td>5</td>
<td>0.0%</td>
<td>6</td>
<td>0.0%</td>
</tr>
<tr>
<td>Sexual Offenses</td>
<td>18</td>
<td>0.1%</td>
<td>13</td>
<td>0.1%</td>
<td>49</td>
<td>0.6%</td>
</tr>
<tr>
<td>Technology, Improper Use of</td>
<td>1</td>
<td>0.0%</td>
<td>2</td>
<td>0.0%</td>
<td>2</td>
<td>0.0%</td>
</tr>
<tr>
<td>Theft</td>
<td>5</td>
<td>0.0%</td>
<td>10</td>
<td>0.1%</td>
<td>26</td>
<td>0.3%</td>
</tr>
<tr>
<td>Vandalism or Criminal Damage</td>
<td>6</td>
<td>0.0%</td>
<td>13</td>
<td>0.1%</td>
<td>38</td>
<td>0.5%</td>
</tr>
<tr>
<td>Weapons and Dangerous Items</td>
<td>22</td>
<td>0.1%</td>
<td>18</td>
<td>0.2%</td>
<td>14</td>
<td>0.2%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>221</td>
<td>1.1%</td>
<td>263</td>
<td>2.9%</td>
<td>663</td>
<td>8.4%</td>
</tr>
</tbody>
</table>
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.
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.
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.
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.
**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.
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 skill sets: are Self Awareness, Self Management, Social Awareness, Relationship Skills and Responsible Decision Making.

The CASEL Guide was recommended to us by Dr. Willis Hawley, Special Master.
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
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
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)?