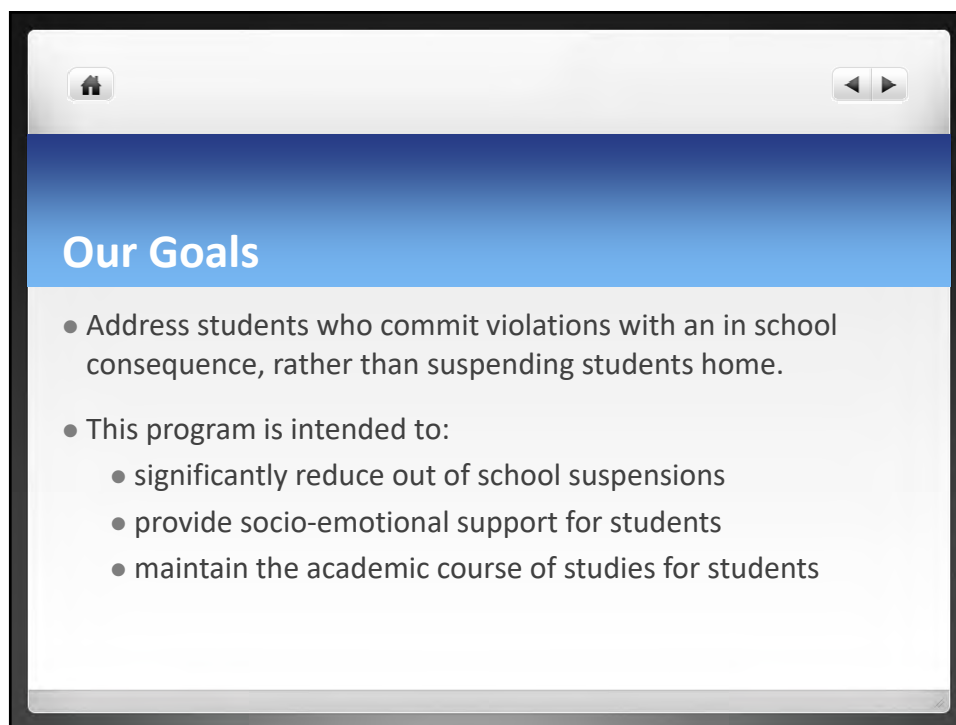
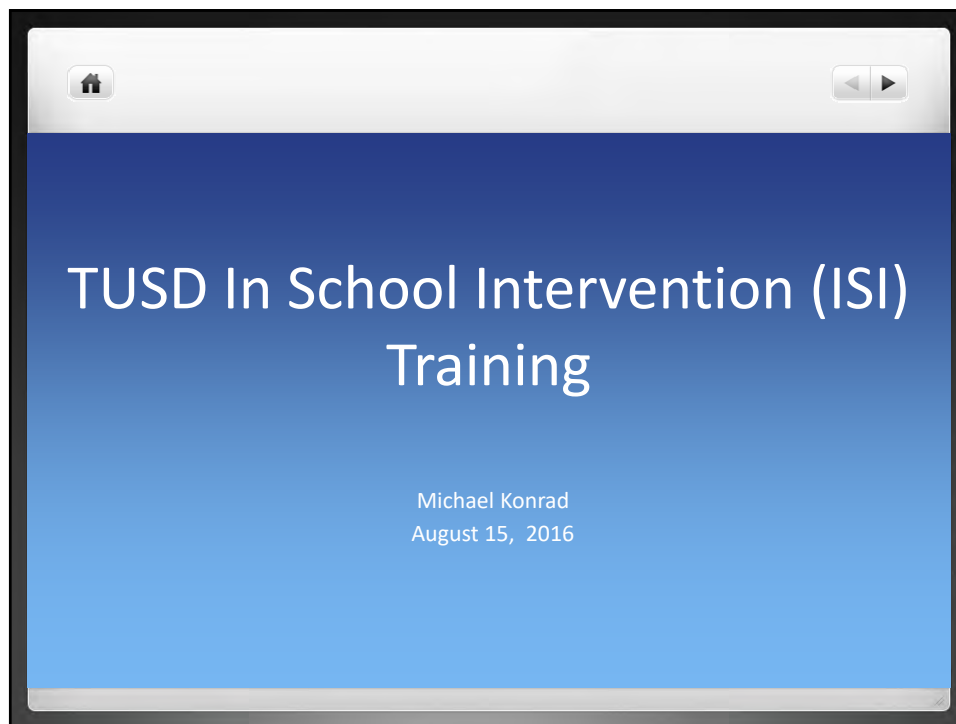
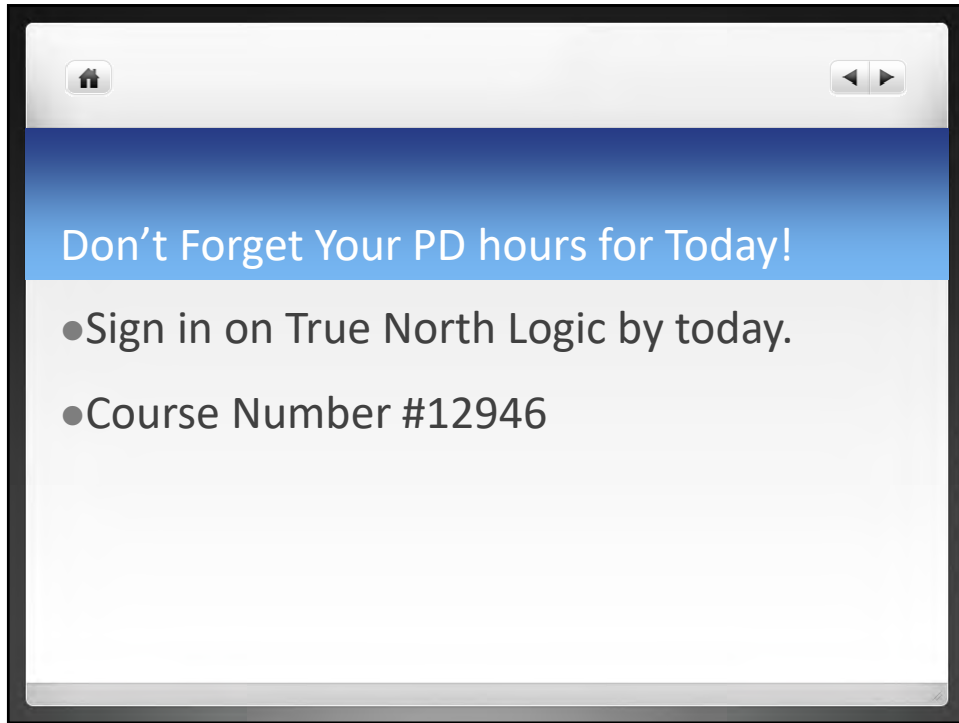


APPENDIX VI – 30

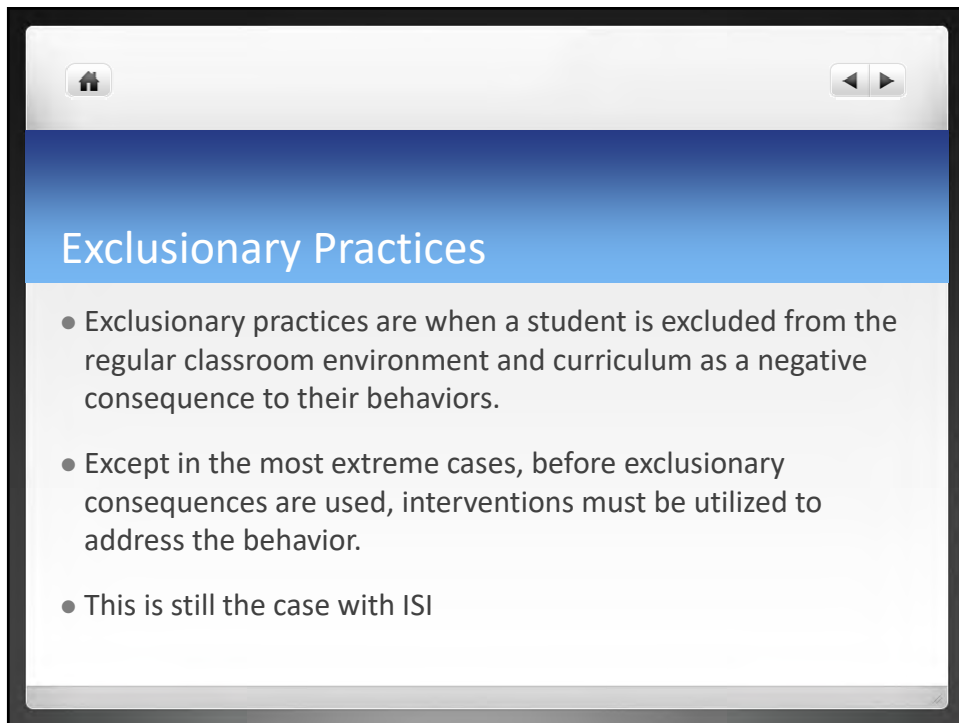




Slide 1: Don't Forget Your PD hours for Today!

- Sign in on True North Logic by today.
- Course Number #12946

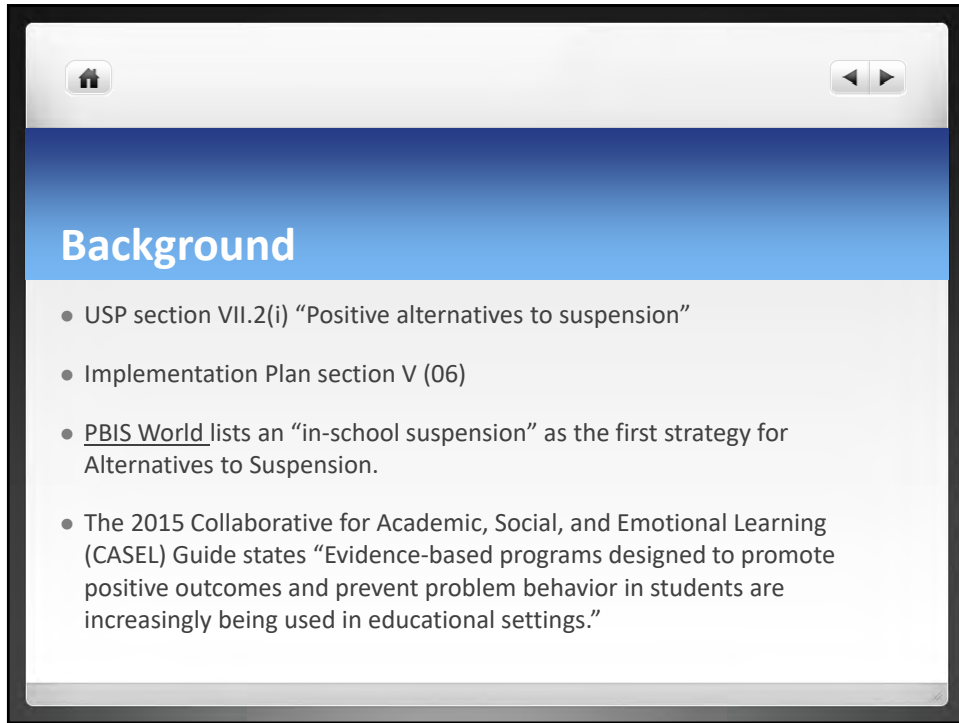
The slide features a blue header with the title "Don't Forget Your PD hours for Today!". Below the header, there are two bullet points: "● Sign in on True North Logic by today." and "● Course Number #12946". The slide has a white background and a grey footer area.



Slide 2: 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, before exclusionary consequences are used, interventions must be utilized to address the behavior.
- This is still the case with ISI

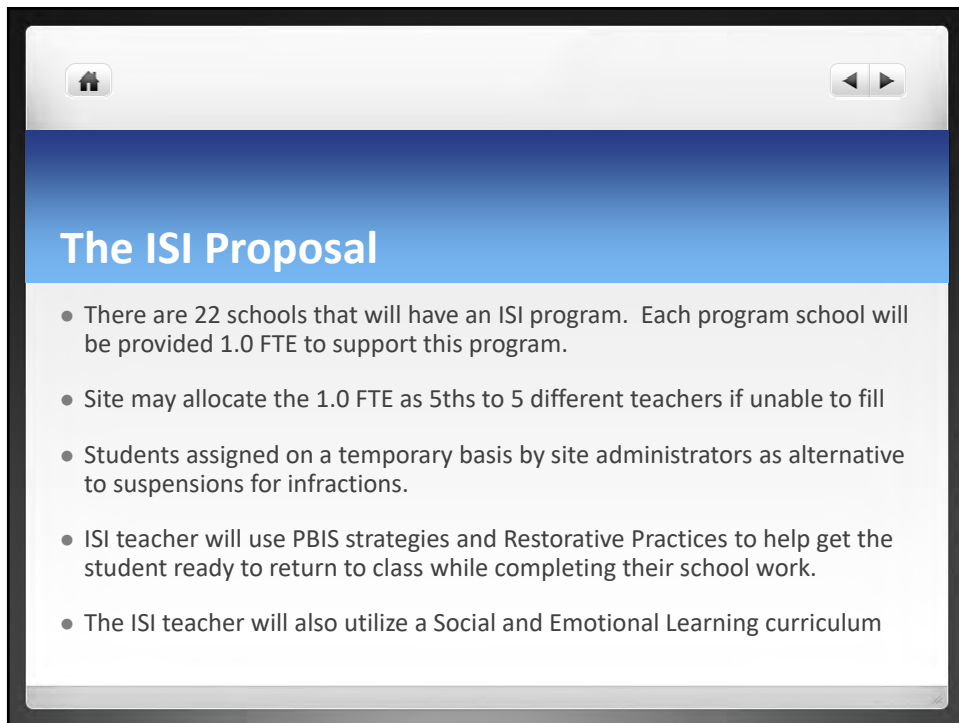
The slide features a blue header with the title "Exclusionary Practices". Below the header, there are three bullet points: "● Exclusionary practices are when a student is excluded from the regular classroom environment and curriculum as a negative consequence to their behaviors.", "● Except in the most extreme cases, before exclusionary consequences are used, interventions must be utilized to address the behavior.", and "● This is still the case with ISI". The slide has a white background and a grey footer area.



A presentation slide with a blue header and a white body. The header contains the title "Background" in white text. The body contains a list of four bullet points. The slide has a home icon on the top left and navigation arrows on the top right.

## Background

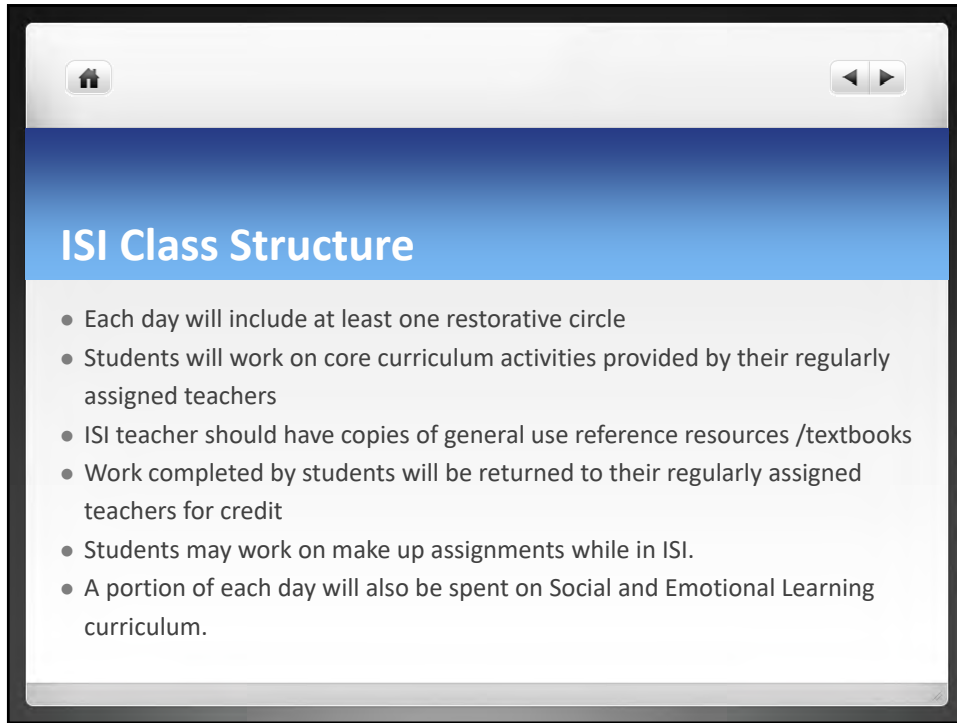
- USP section VII.2(i) "Positive alternatives to suspension"
- Implementation Plan section V (06)
- PBIS World lists an "in-school suspension" as the first strategy for Alternatives to Suspension.
- The 2015 Collaborative for Academic, Social, and Emotional Learning (CASEL) Guide states "Evidence-based programs designed to promote positive outcomes and prevent problem behavior in students are increasingly being used in educational settings."



A presentation slide with a blue header and a white body. The header contains the title "The ISI Proposal" in white text. The body contains a list of five bullet points. The slide has a home icon on the top left and navigation arrows on the top right.

## The ISI Proposal

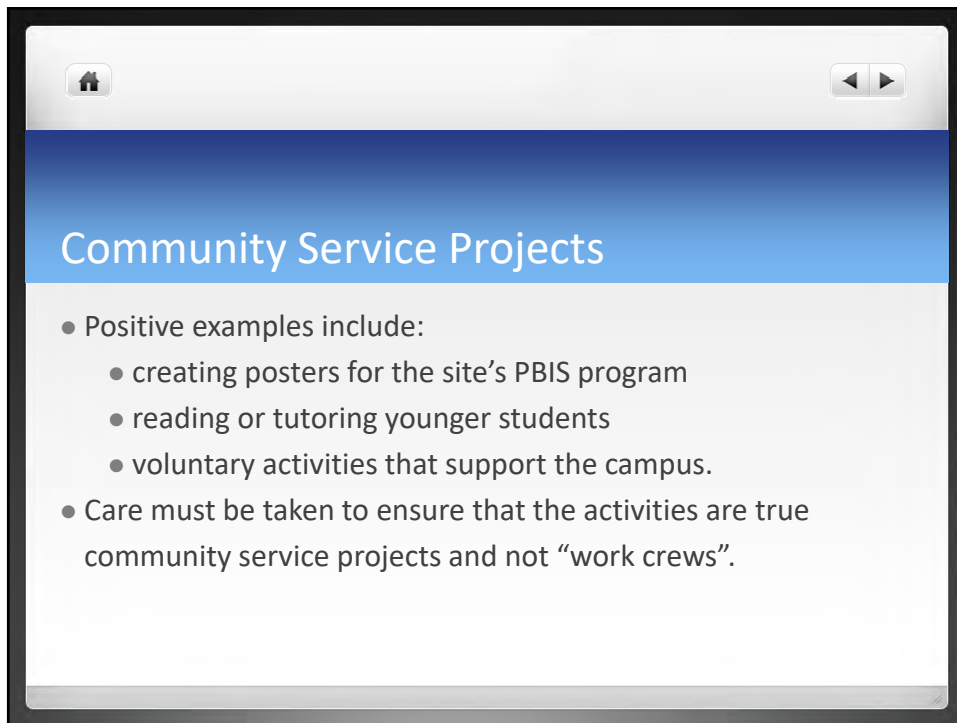
- There are 22 schools that will have an ISI program. Each program school will be provided 1.0 FTE to support this program.
- Site may allocate the 1.0 FTE as 5ths to 5 different teachers if unable to fill
- Students assigned on a temporary basis by site administrators as alternative to suspensions for 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



The slide is titled "ISI Class Structure" and contains a bulleted list of six items. It features a blue header bar with the title, a home icon in the top left, and navigation arrows in the top right.

## ISI Class Structure

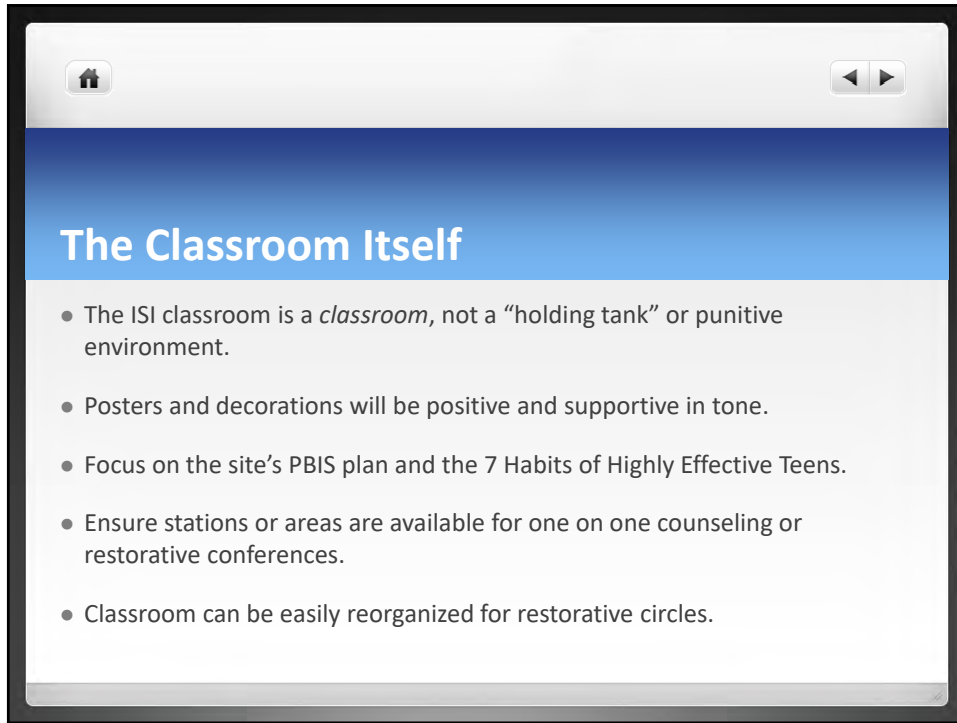
- Each day will include at least one restorative circle
- Students will work on core curriculum activities provided by their regularly assigned teachers
- ISI teacher should have copies of general use reference resources /textbooks
- Work completed by students will be returned to their regularly assigned 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 slide is titled "Community Service Projects" and contains a bulleted list of four items. It features a blue header bar with the title, a home icon in the top left, and navigation arrows in the top right.

## Community Service Projects

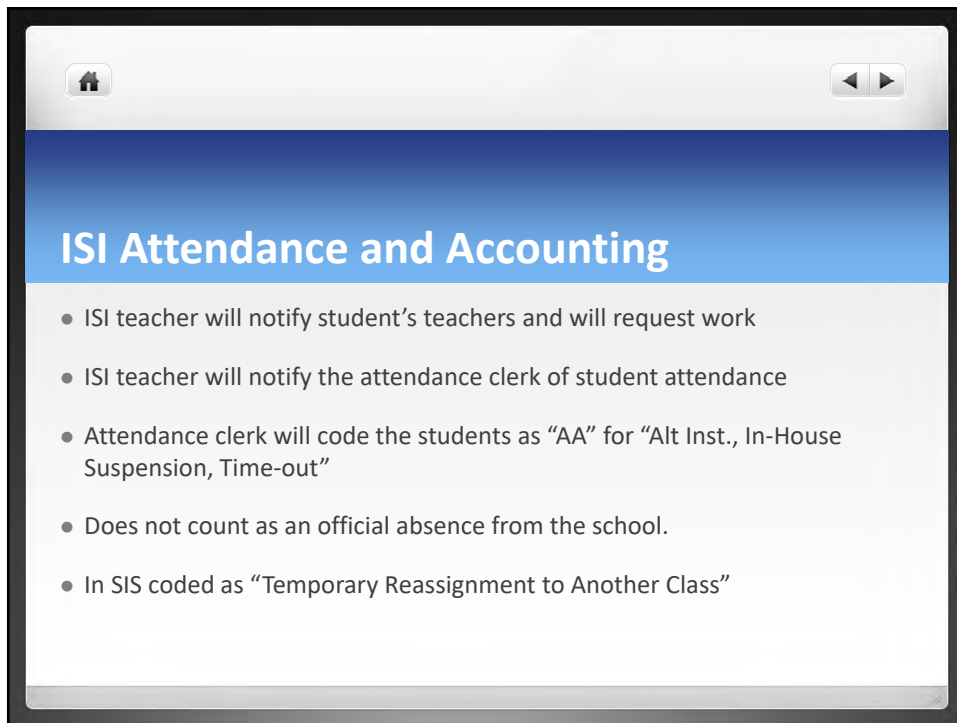
- Positive examples include:
  - creating posters for the site's PBIS program
  - reading or tutoring younger students
  - voluntary activities that support the campus.
- Care must be taken to ensure that the activities are true community service projects and not "work crews".



The slide features a white header with a home icon on the left and navigation arrows on the right. Below the header is a blue gradient bar containing the title "The Classroom Itself" in white text. The main content area is white and contains a list of five bullet points.

## The Classroom Itself

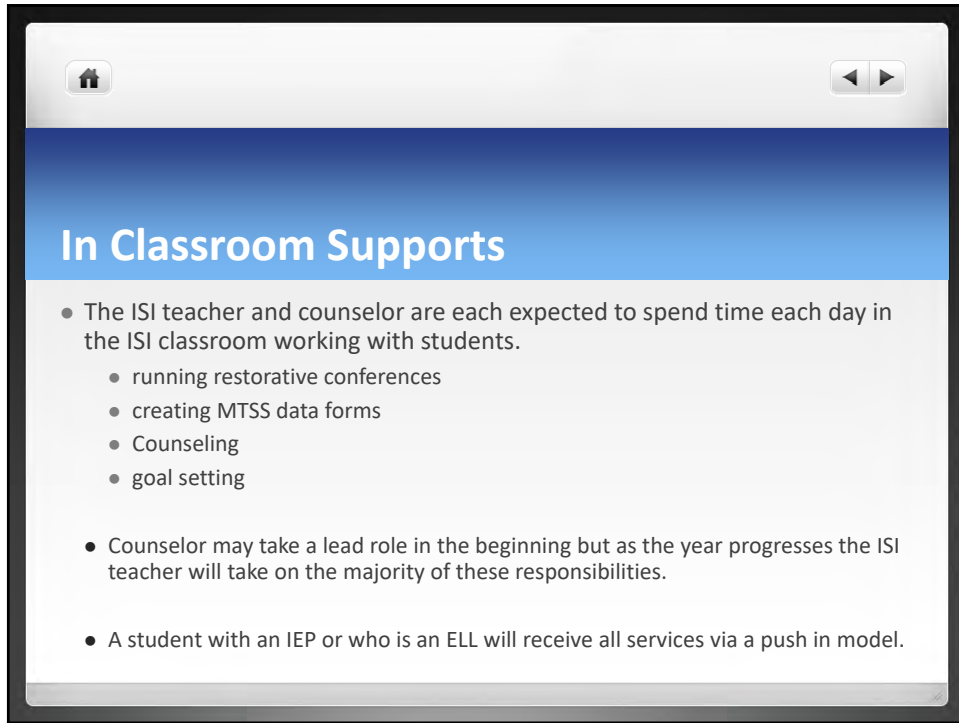
- The ISI classroom is a *classroom*, not a “holding tank” or punitive environment.
- Posters and decorations will be positive and supportive in tone.
- Focus on the site’s PBIS plan and the 7 Habits of Highly Effective Teens.
- Ensure stations or areas are available for one on one counseling or restorative conferences.
- Classroom can be easily reorganized for restorative circles.



The slide features a white header with a home icon on the left and navigation arrows on the right. Below the header is a blue gradient bar containing the title "ISI Attendance and Accounting" in white text. The main content area is white and contains a list of five bullet points.

## ISI Attendance and Accounting

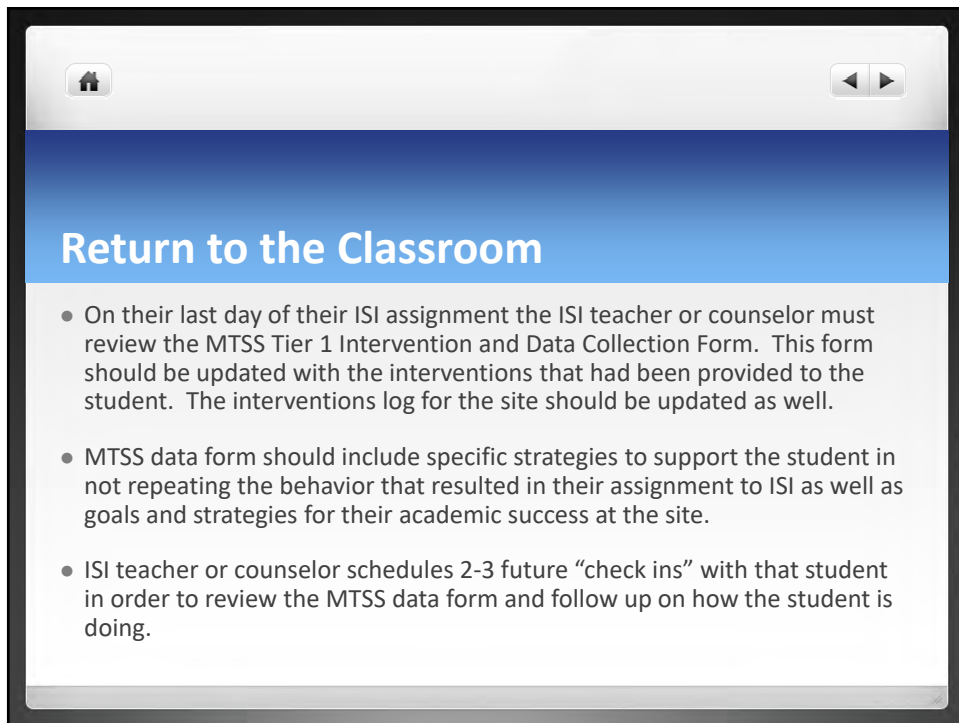
- ISI teacher will notify student’s teachers and will request work
- ISI teacher will notify the attendance clerk of student attendance
- Attendance clerk will code the students as “AA” for “Alt Inst., In-House Suspension, Time-out”
- Does not count as an official absence from the school.
- In SIS coded as “Temporary Reassignment to Another Class”



The slide features a white header with a home icon on the left and navigation arrows on the right. Below the header is a blue gradient bar containing the title "In Classroom Supports" in white text. The main content area is white and contains a bulleted list of responsibilities.

## In Classroom Supports

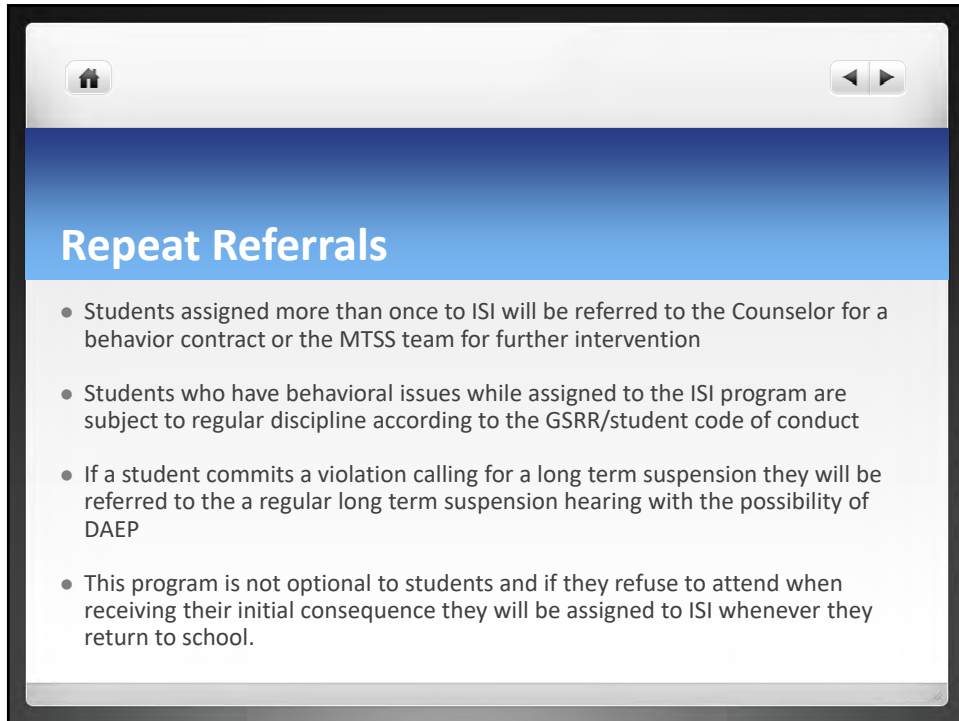
- The ISI teacher and counselor are each expected to spend time each day in the ISI classroom working with students.
  - running restorative conferences
  - creating MTSS data forms
  - Counseling
  - goal setting
- Counselor may take a lead role in the beginning but as the year progresses the ISI teacher 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.



The slide features a white header with a home icon on the left and navigation arrows on the right. Below the header is a blue gradient bar containing the title "Return to the Classroom" in white text. The main content area is white and contains a bulleted list of requirements.

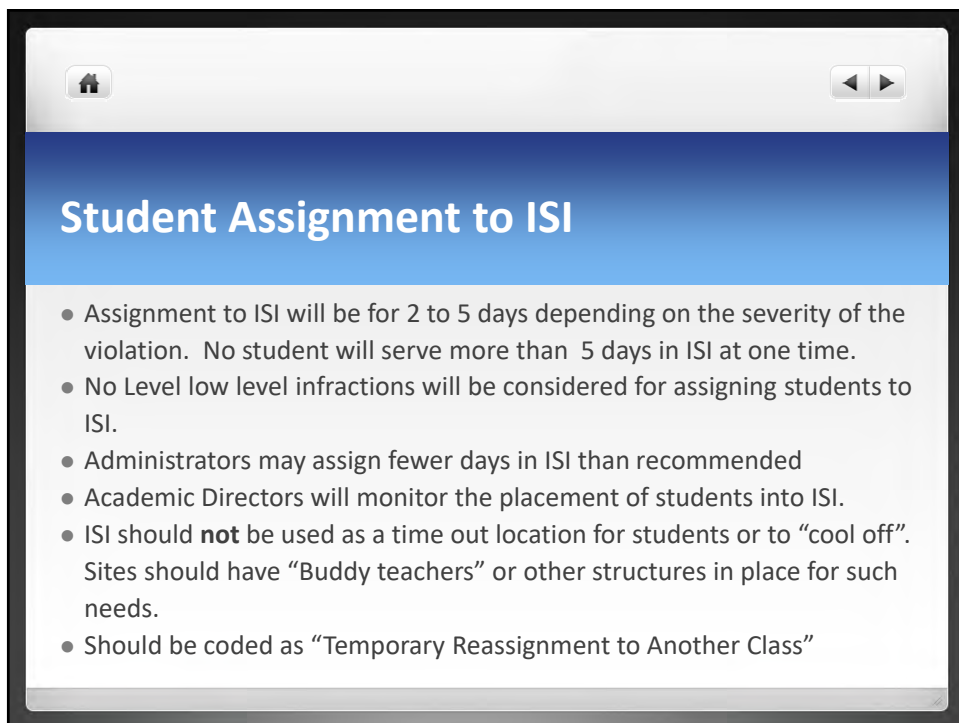
## Return to the Classroom

- On their last day of their ISI assignment the ISI teacher or counselor 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 log for the site 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.
- ISI teacher 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.



A presentation slide with a white header containing a home icon and navigation arrows. The main title is "Repeat Referrals" in white text on a blue background. Below the title is a list of four bullet points.

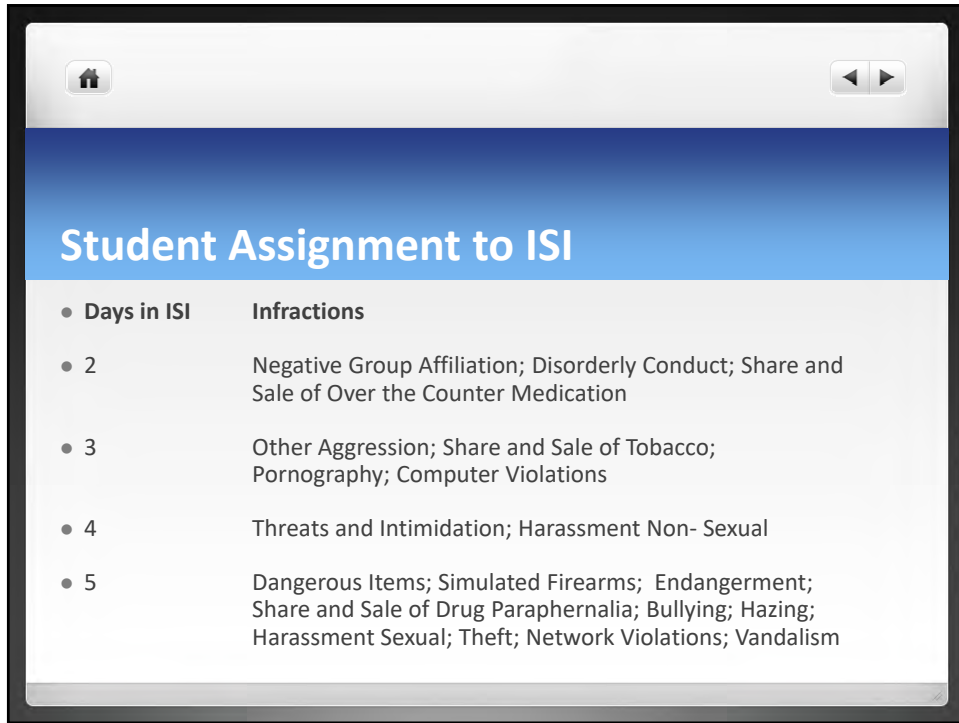
- Students assigned more than once to ISI will be referred to the Counselor for a behavior contract or the MTSS team for further intervention
- Students who have behavioral issues while assigned to the ISI program are subject to regular discipline according to the GSRR/student code of conduct
- If a student commits a violation calling for a long term suspension 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.



A presentation slide with a white header containing a home icon and navigation arrows. The main title is "Student Assignment to ISI" in white text on a blue background. Below the title is a list of six bullet points.

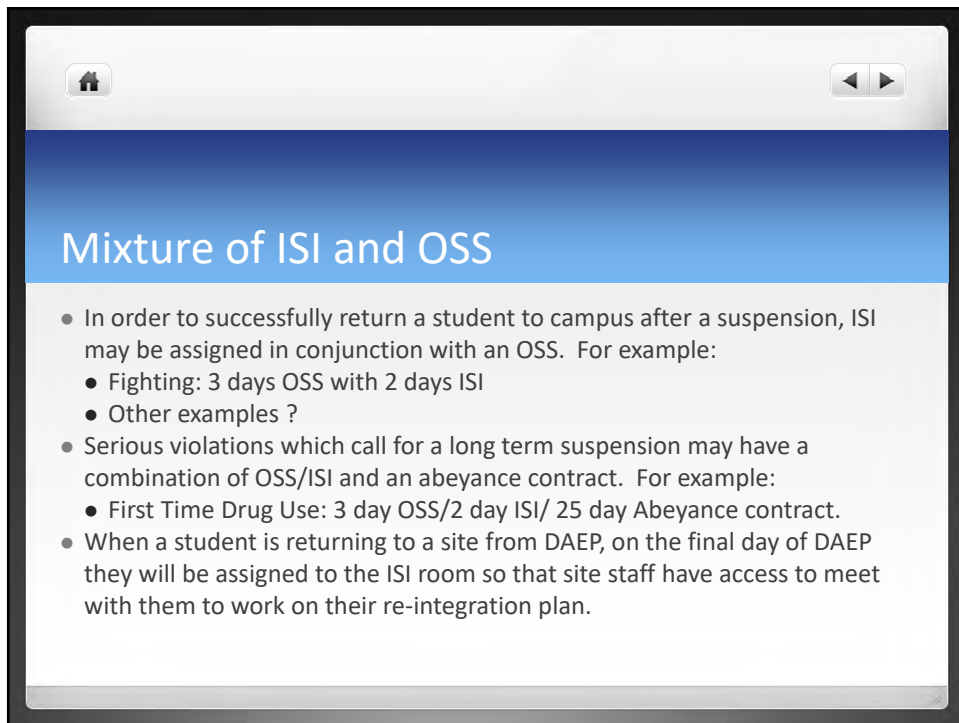
- Assignment to ISI will be for 2 to 5 days depending on the severity of the violation. No student will serve more than 5 days in ISI at one time.
- No Level low level infractions will be considered for assigning students to ISI.
- Administrators may assign fewer days in ISI than recommended
- Academic Directors will monitor the placement of students into ISI.
- 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.
- Should be coded as "Temporary Reassignment to Another Class"





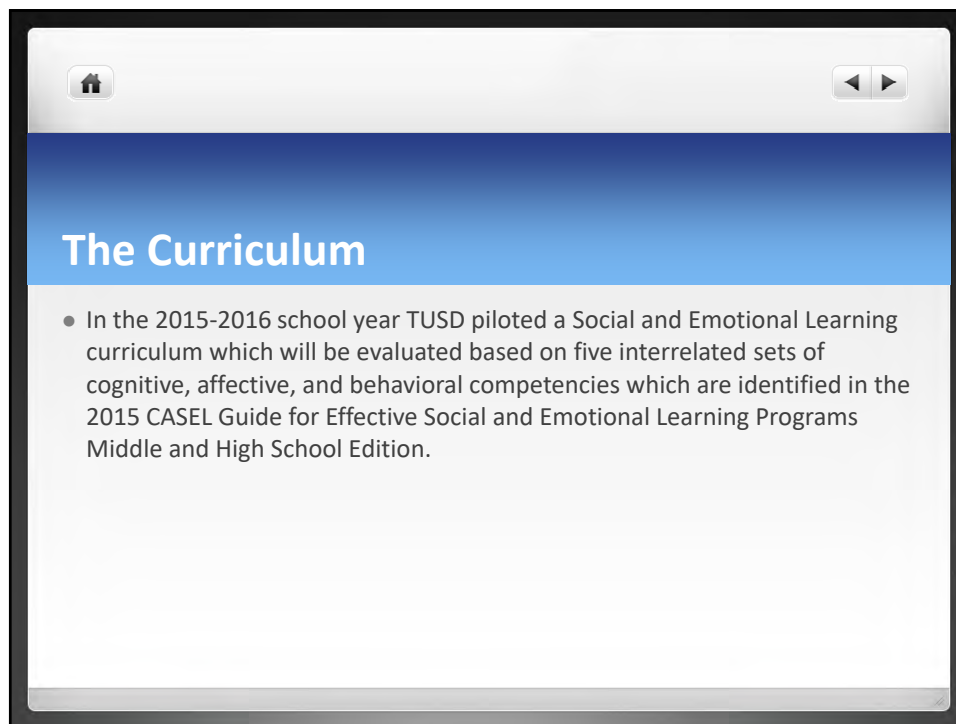
**Student Assignment to ISI**

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	Dangerous Items; Simulated Firearms; Endangerment; Share and Sale of Drug Paraphernalia; Bullying; Hazing; Harassment Sexual; Theft; Network Violations; Vandalism



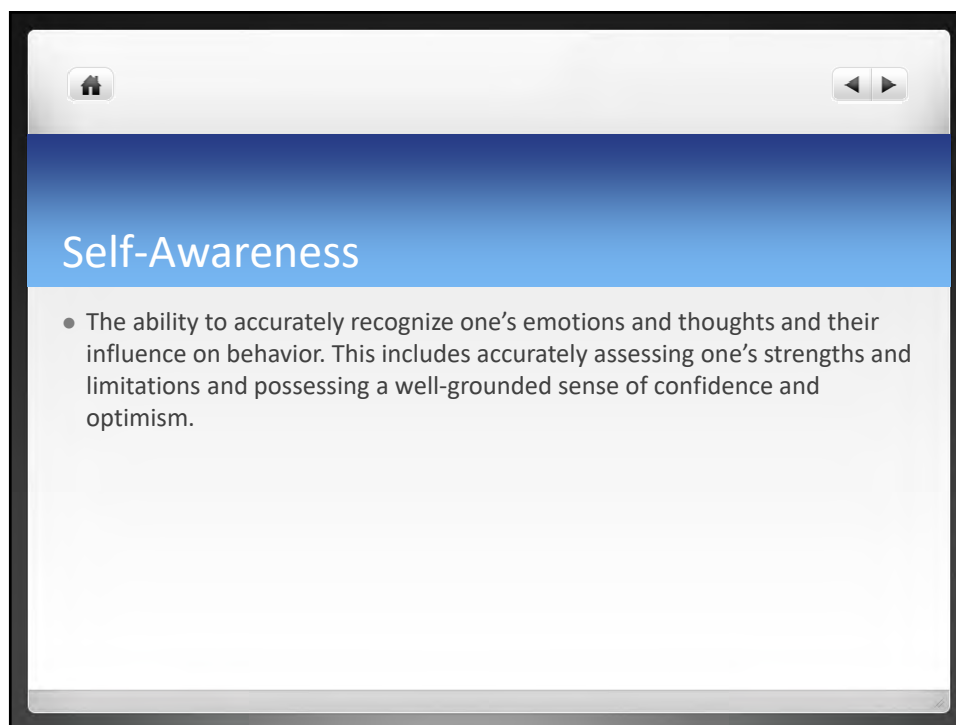
**Mixture of ISI and OSS**

- In order to successfully return a student to campus after a suspension, ISI may be assigned in conjunction with an OSS. For example:
  - Fighting: 3 days OSS with 2 days ISI
  - Other examples ?
- Serious violations which call for a long term suspension may have a combination of OSS/ISI and an abeyance contract. For example:
  - First Time Drug Use: 3 day OSS/2 day ISI/ 25 day Abeyance contract.
- When a student is returning to a site from DAEP, on the final day of DAEP they will be assigned to the ISI room so that site staff have access to meet with them to work on their re-integration plan.



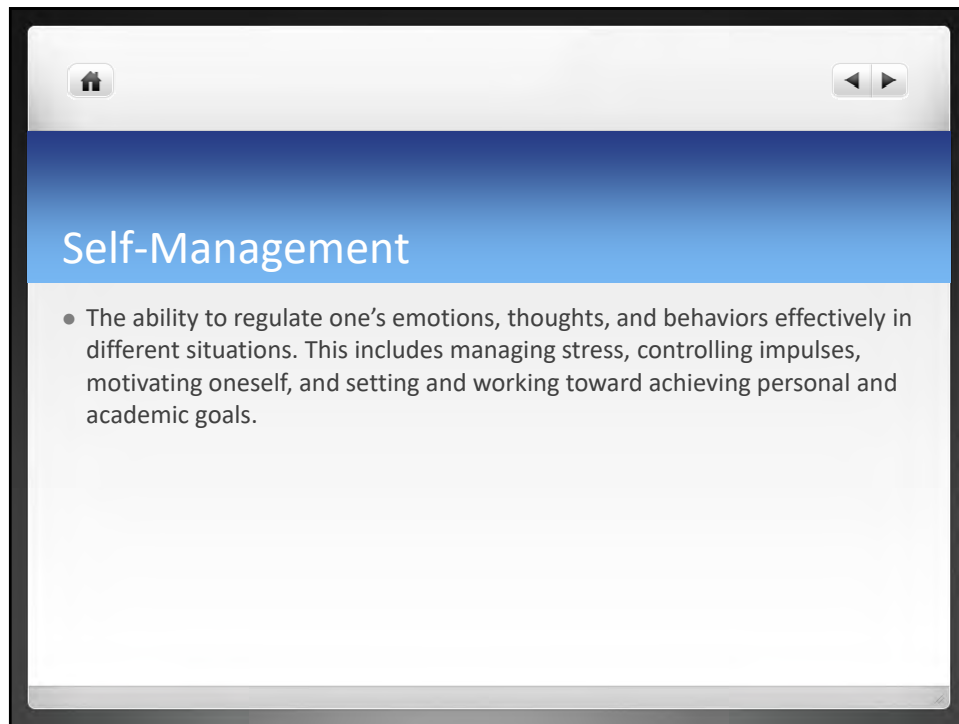
The slide features a white header with a home icon on the left and navigation arrows on the right. Below the header is a blue gradient bar containing the title "The Curriculum" in white text. The main content area is white and contains a single bullet point.

- In the 2015-2016 school year TUSD piloted 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 slide features a white header with a home icon on the left and navigation arrows on the right. Below the header is a blue gradient bar containing the title "Self-Awareness" in white text. The main content area is white and contains a single bullet point.


- 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.



A presentation slide with a white header bar containing a home icon on the left and navigation arrows on the right. Below the header is a blue gradient bar with the title "Self-Management" in white text. The main content area is white and contains a single bullet point.

## Self-Management

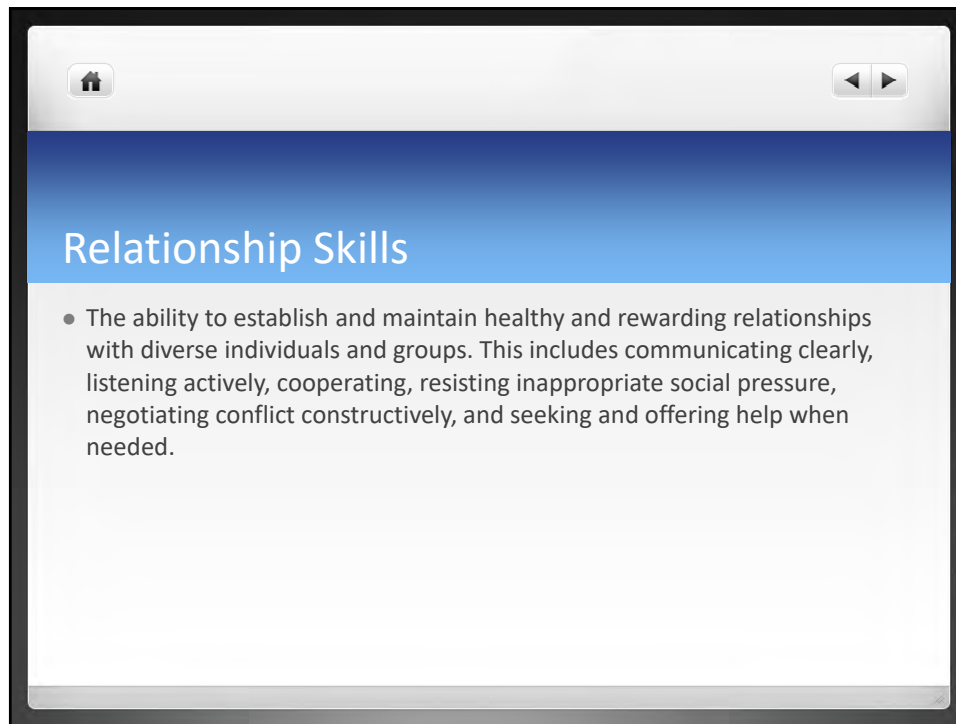
- The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.



A presentation slide with a white header bar containing a home icon on the left and navigation arrows on the right. Below the header is a blue gradient bar with the title "Social Awareness" in white text. The main content area is white and contains a single bullet point.

## Social Awareness

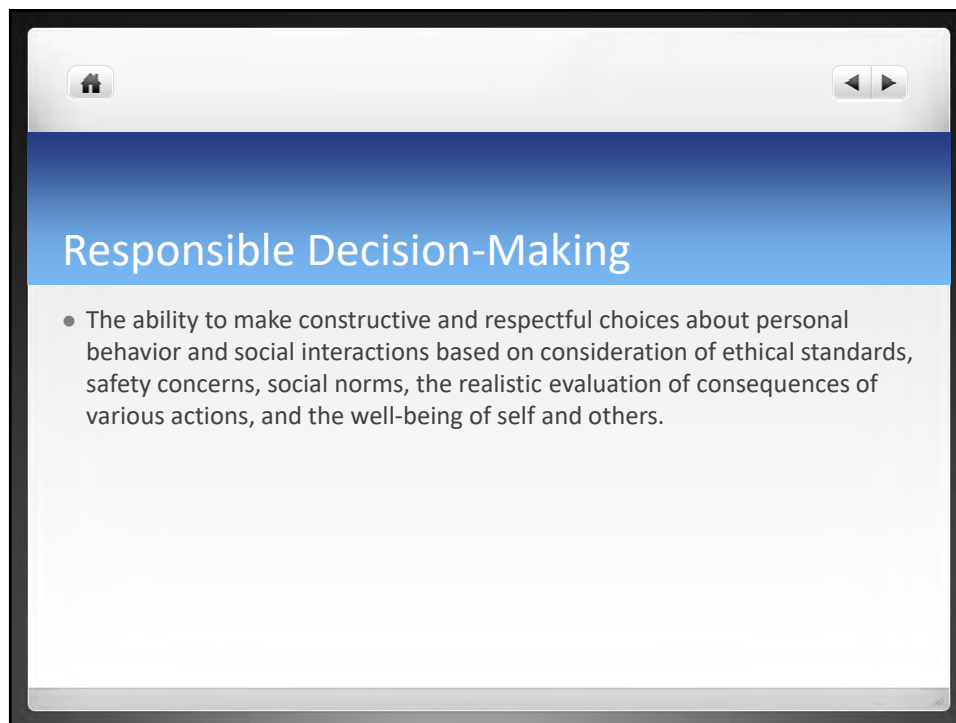
- The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.



A presentation slide with a white background and a blue header. The header contains the title "Relationship Skills" in white text. Below the header, there is a single bullet point defining the skill. The slide has a home icon in the top left and navigation arrows in the top right.

## 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.



A presentation slide with a white background and a blue header. The header contains the title "Responsible Decision-Making" in white text. Below the header, there is a single bullet point defining the skill. The slide has a home icon in the top left and navigation arrows in the top right.

## 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.

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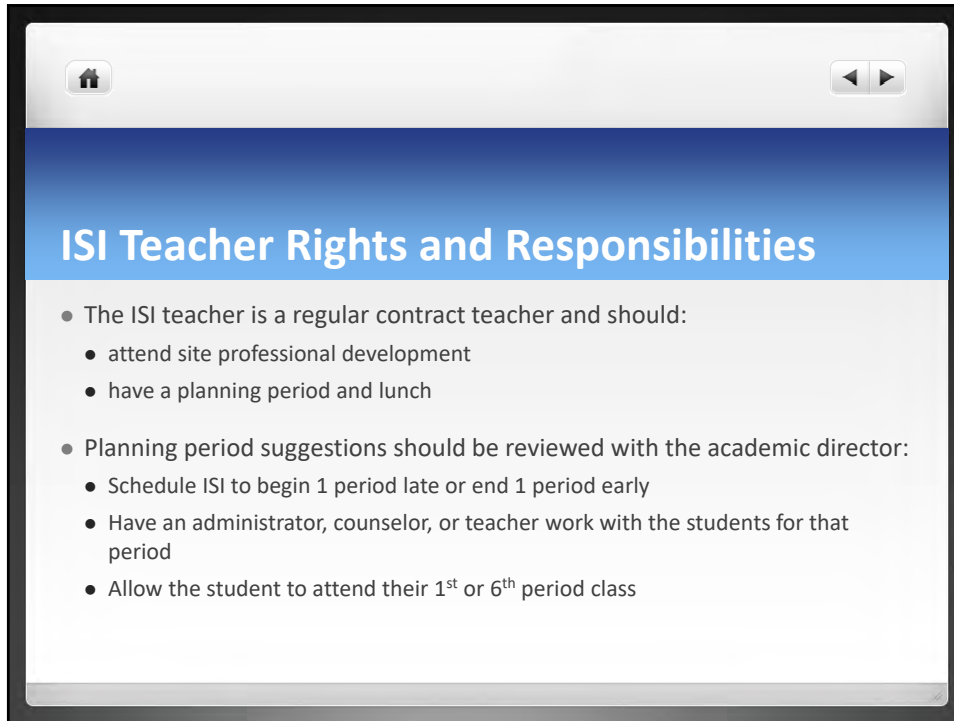
## Student Texts

- As a student resource we will be using the text: The 7 Habits of Highly Effective Teens 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

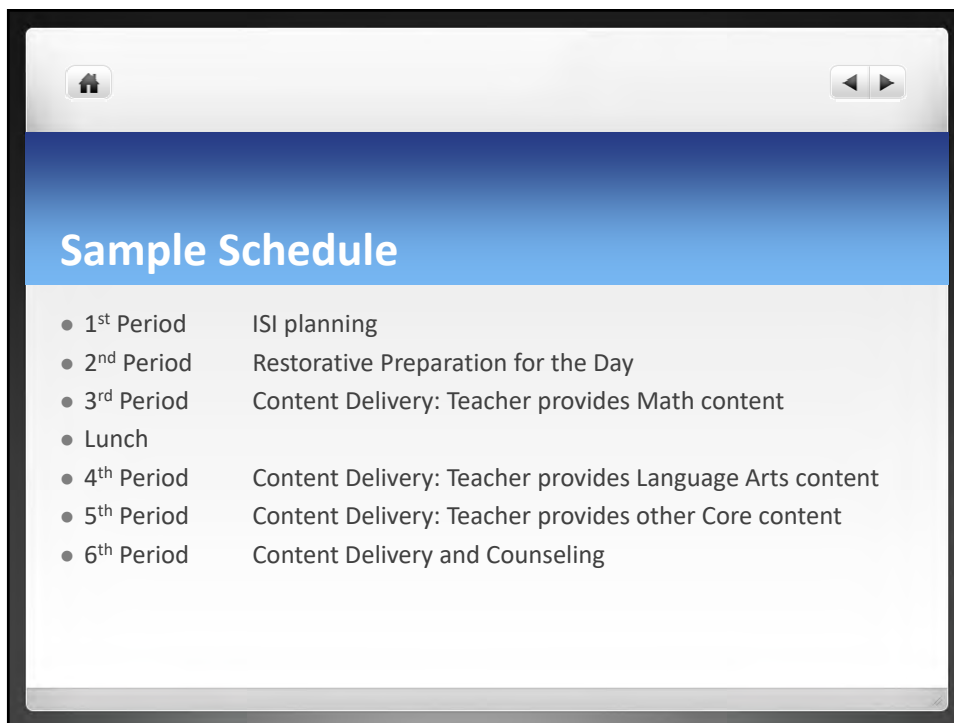
7 Habits of Highly Successful Teens	CASEL - Social and Emotional Learning Core Competencies
Be Proactive	Self awareness, Responsible decision making
Begin With the End in Mind	Self awareness, Responsible decision making
Put First Things First	Self management, Self awareness
Think Win-Win	Self-awareness, 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



The slide features a white header with a home icon on the left and navigation arrows on the right. Below the header is a blue gradient bar containing the title "ISI Teacher Rights and Responsibilities" in white text. The main content area is white and contains a bulleted list of responsibilities.

## ISI Teacher Rights and Responsibilities

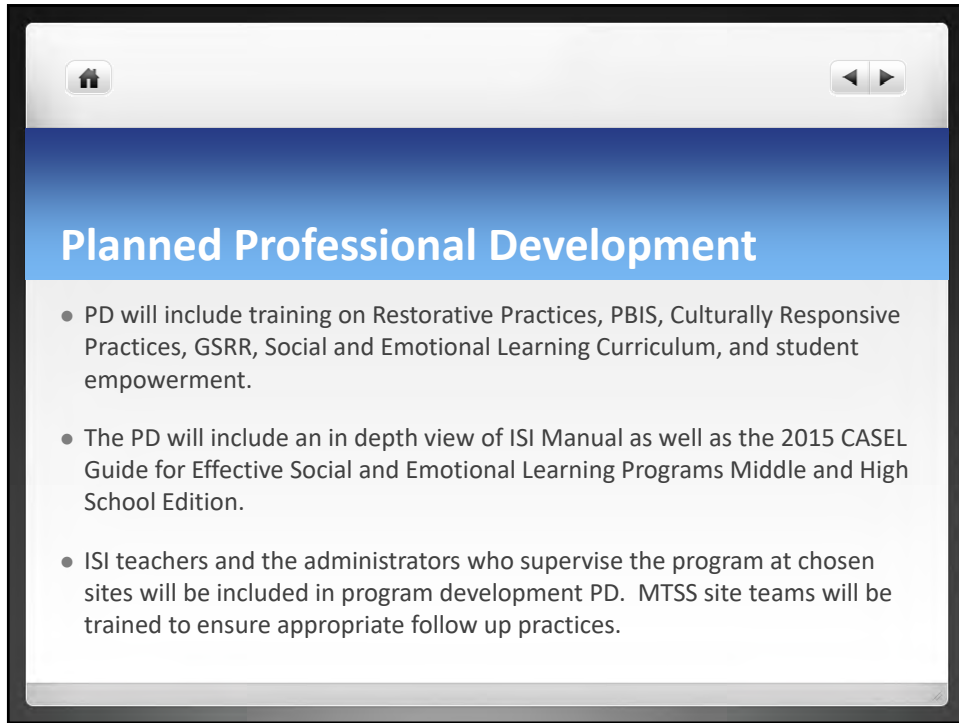
- The ISI teacher is a regular contract teacher and should:
  - attend site professional development
  - have a planning period and lunch
- Planning period suggestions should be reviewed with the academic director:
  - Schedule ISI to begin 1 period late or end 1 period early
  - Have an administrator, counselor, or teacher work with the students for that period
  - Allow the student to attend their 1<sup>st</sup> or 6<sup>th</sup> period class



The slide features a white header with a home icon on the left and navigation arrows on the right. Below the header is a blue gradient bar containing the title "Sample Schedule" in white text. The main content area is white and contains a list of periods with corresponding activities.

## Sample Schedule

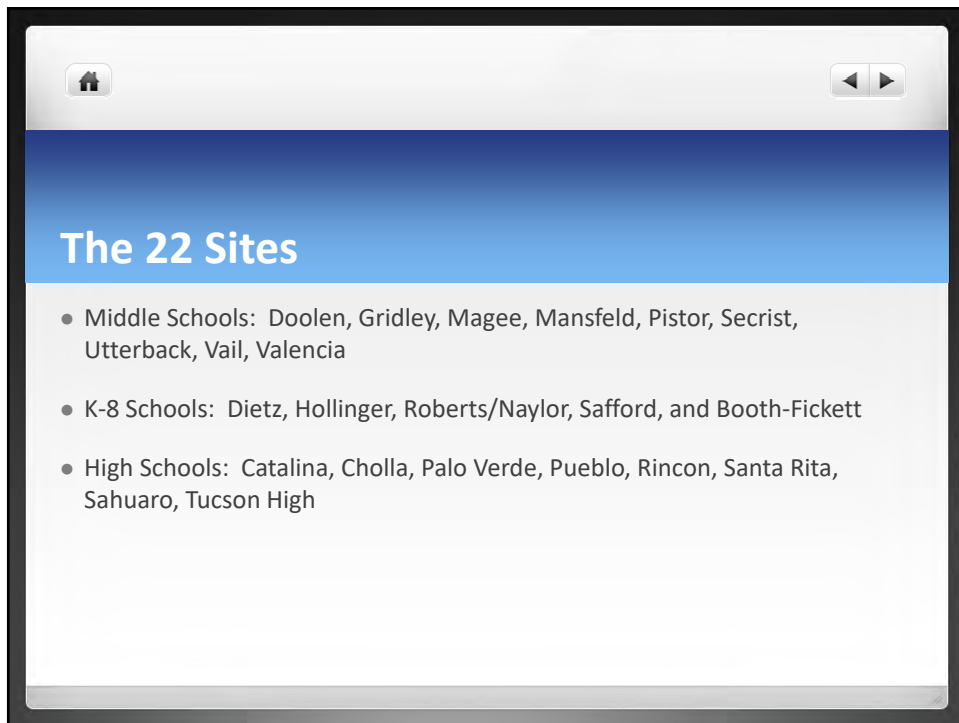
- 1<sup>st</sup> Period ISI planning
- 2<sup>nd</sup> Period Restorative Preparation for the Day
- 3<sup>rd</sup> Period Content Delivery: Teacher provides Math content
- Lunch
- 4<sup>th</sup> Period Content Delivery: Teacher provides Language Arts content
- 5<sup>th</sup> Period Content Delivery: Teacher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



A presentation slide with a white background and a blue header. The header contains the title "Planned Professional Development" in white text. Below the header, there are three bullet points in black text. The slide is framed by a black border and has a home icon on the left and navigation arrows on the right of the header.

## Planned Professional Development

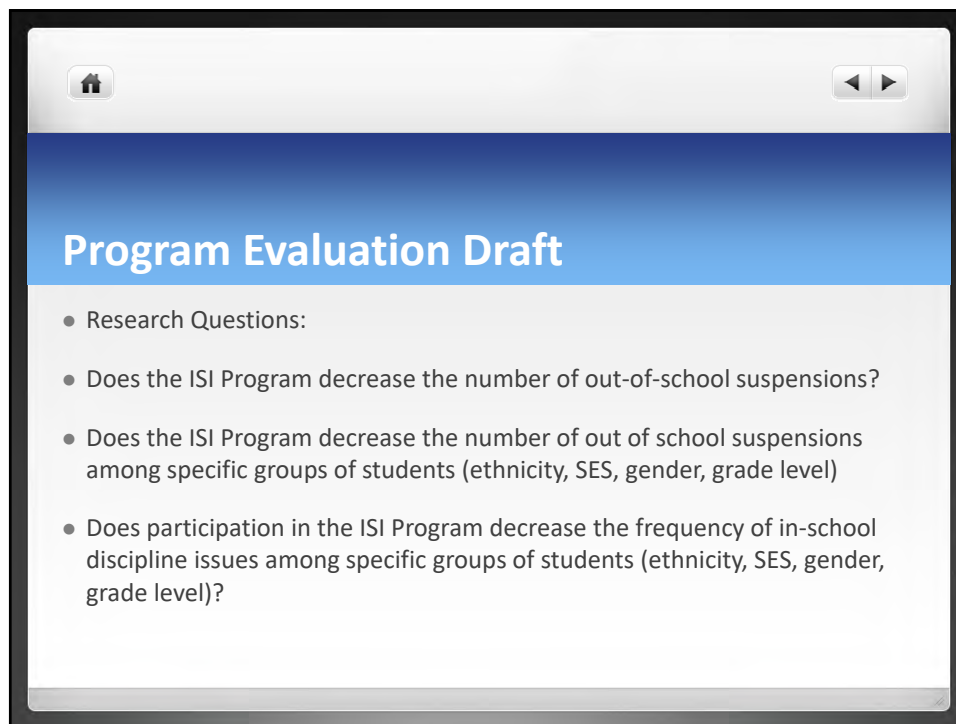
- PD will include training on Restorative Practices, PBIS, Culturally Responsive Practices, GSRR, Social and Emotional Learning Curriculum, and student empowerment.
- The PD will include an in depth view of ISI Manual as well as the 2015 CASEL Guide for Effective Social and Emotional Learning Programs 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.



A presentation slide with a white background and a blue header. The header contains the title "The 22 Sites" in white text. Below the header, there are three bullet points in black text, each listing school names under a category. The slide is framed by a black border and has a home icon on the left and navigation arrows on the right of the header.

## The 22 Sites

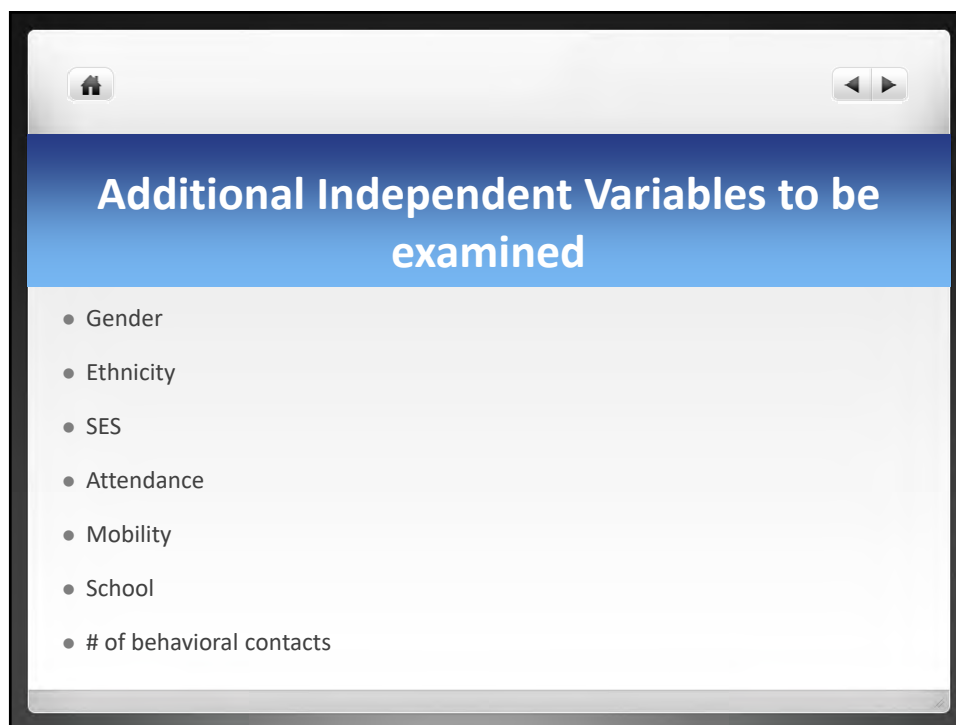
- Middle Schools: Doolen, Gridley, Magee, Mansfeld, Pistor, Secrist, Utterback, Vail, Valencia
- K-8 Schools: Dietz, Hollinger, Roberts/Naylor, Safford, and Booth-Fickett
- High Schools: Catalina, Cholla, Palo Verde, Pueblo, Rincon, Santa Rita, Sahuaro, Tucson High



A screenshot of a presentation slide. The slide has a white background with a blue header bar. The header bar contains the text "Program Evaluation Draft" in white. Below the header bar, there is a list of research questions. The slide is framed by a black border, and there are navigation icons (home and arrows) in the top left and top right corners.

## 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)?

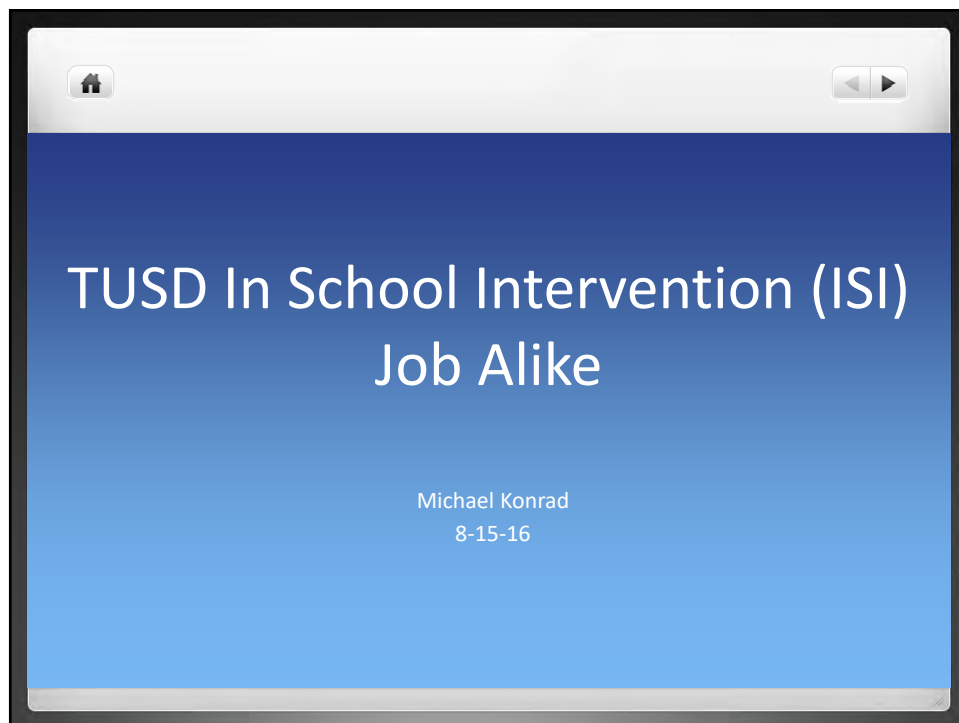
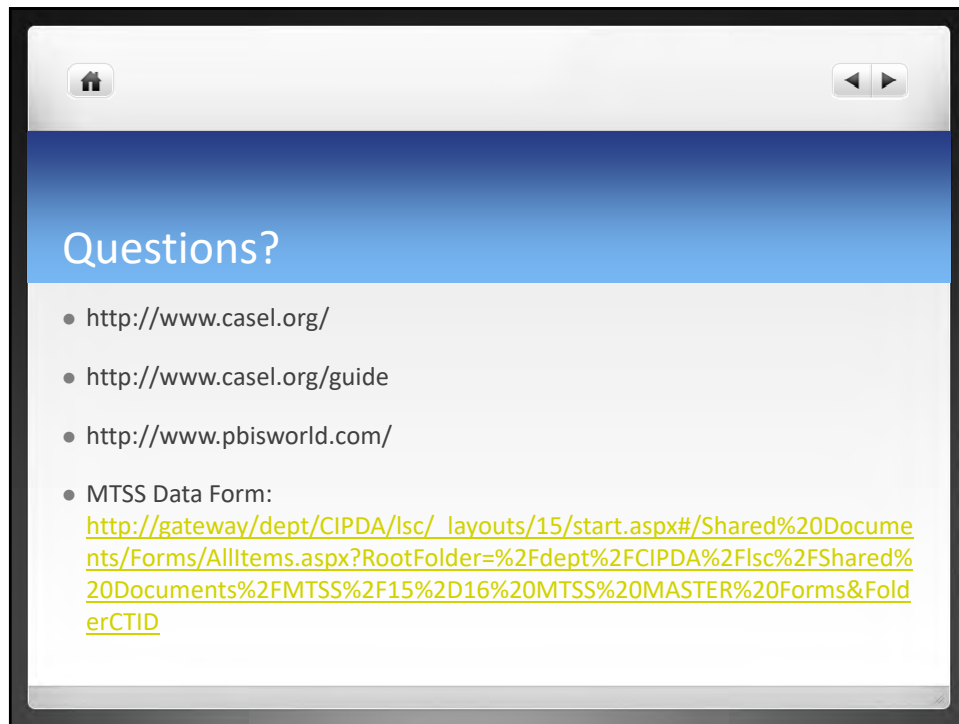


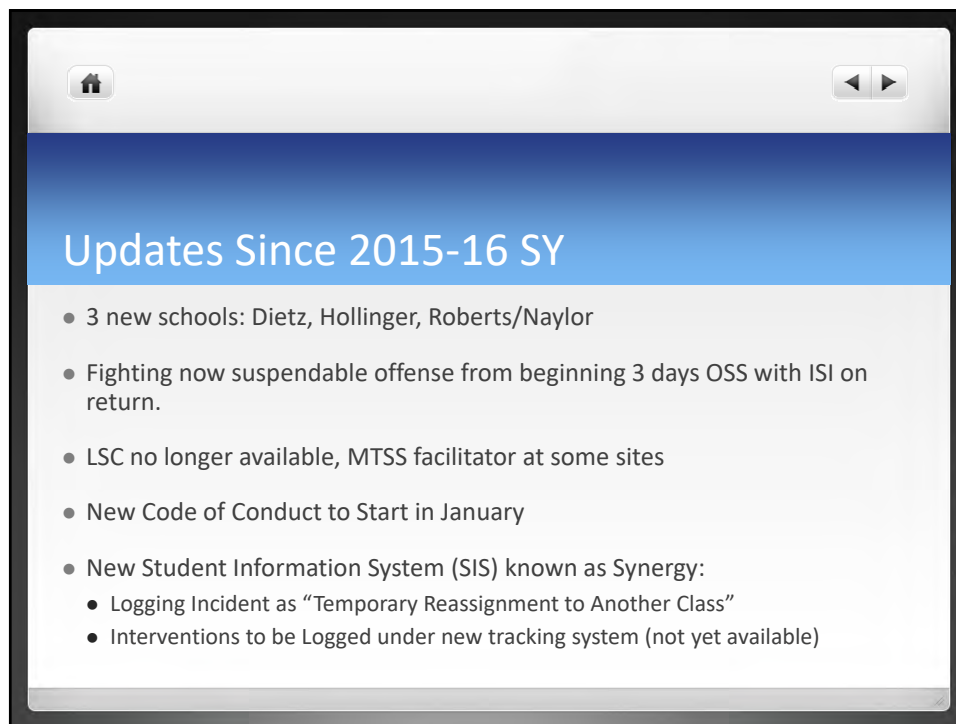
A screenshot of a presentation slide. The slide has a white background with a blue header bar. The header bar contains the text "Additional Independent Variables to be examined" in white. Below the header bar, there is a list of independent variables. The slide is framed by a black border, and there are navigation icons (home and arrows) in the top left and top right corners.

## Additional Independent Variables to be examined

- Gender
- Ethnicity
- SES
- Attendance
- Mobility
- School
- # of behavioral contacts



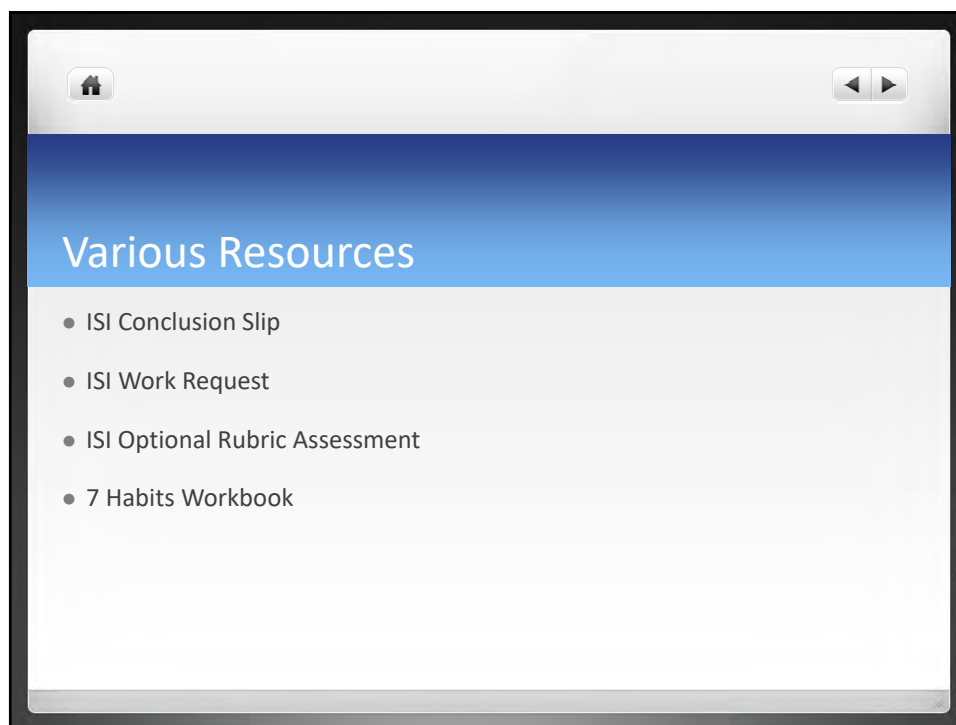




A screenshot of a presentation slide. The slide has a white background with a blue header bar. In the top left corner, there is a home icon. In the top right corner, there are navigation arrows. The title 'Updates Since 2015-16 SY' is centered in the blue bar. Below the title, there is a bulleted list of updates.

## Updates Since 2015-16 SY

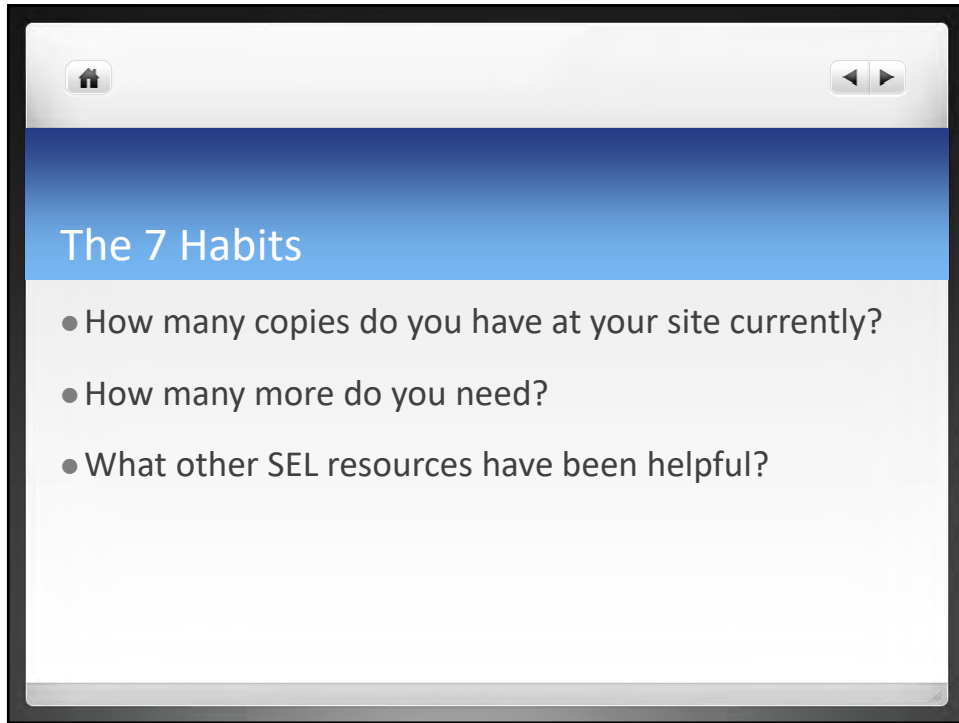
- 3 new schools: Dietz, Hollinger, Roberts/Naylor
- Fighting now suspendable offense from beginning 3 days OSS with ISI on return.
- LSC no longer available, MTSS facilitator at some sites
- New Code of Conduct to Start in January
- New Student Information System (SIS) known as Synergy:
  - Logging Incident as "Temporary Reassignment to Another Class"
  - Interventions to be Logged under new tracking system (not yet available)



A screenshot of a presentation slide. The slide has a white background with a blue header bar. In the top left corner, there is a home icon. In the top right corner, there are navigation arrows. The title 'Various Resources' is centered in the blue bar. Below the title, there is a bulleted list of resources.

## Various Resources

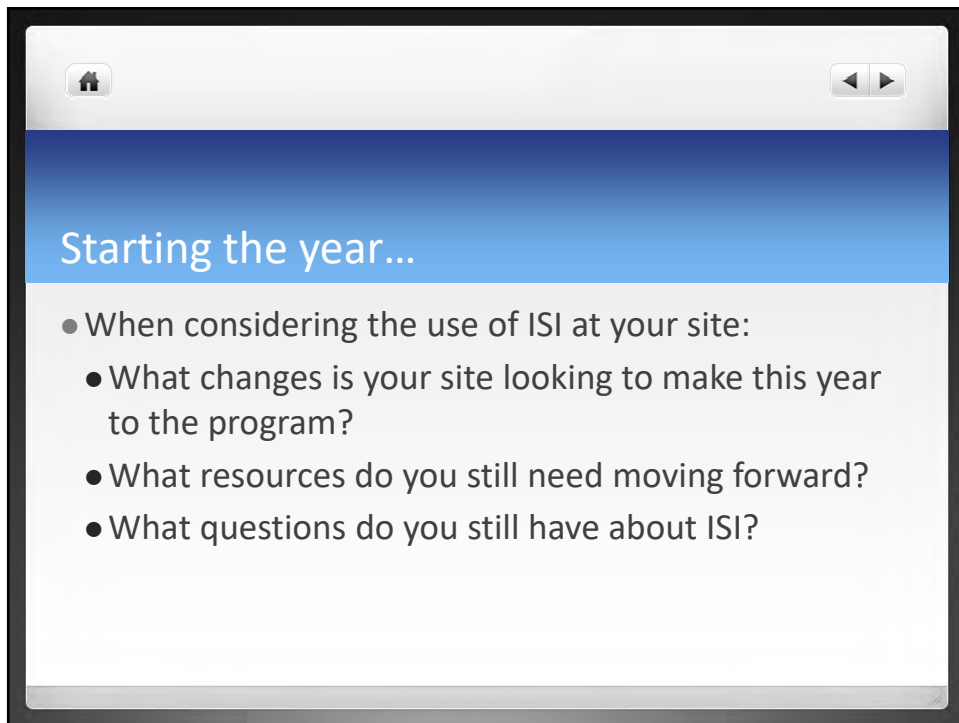
- ISI Conclusion Slip
- ISI Work Request
- ISI Optional Rubric Assessment
- 7 Habits Workbook



The slide features a white header with a home icon on the left and navigation arrows on the right. Below the header is a blue gradient bar containing the title "The 7 Habits". The main content area is white and contains three bullet points.

## The 7 Habits

- How many copies do you have at your site currently?
- How many more do you need?
- What other SEL resources have been helpful?



The slide features a white header with a home icon on the left and navigation arrows on the right. Below the header is a blue gradient bar containing the title "Starting the year...". The main content area is white and contains three bullet points.

## Starting the year...

- When considering the use of ISI at your site:
  - What changes is your site looking to make this year to the program?
  - What resources do you still need moving forward?
  - What questions do you still have about ISI?