APPENDIX VI – 11

TUCSON UNIFIED SCHOOL DISTRICT

Student Relations and Discipline Department

In-School Intervention/Positive Intervention Centers HANDBOOK

In School Intervention Handbook

Spring 2019

Introduction:

Through the In School Intervention program, hereafter known as ISI program, our efforts are 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 Student Code of Conduct. 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.

PICs

A PIC can be an ISI room (MS and HS), a buddy teacher's classroom (K5 and K8), or a counselor's or social worker's office space. PICs provide a student a short time (no more than 30 minutes for grades K-5 or no more than the remainder of one class period for grades 6-12) and a positive and supportive environment to de-escalate if they are feeling angry, overwhelmed, or in need of a time-out. Students will fill out a reflection form to help identify the root cause of the feelings, the teacher will help to de-escalate the situation, and assist in helping to restore the student back into the classroom or classroom setting.

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. The 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

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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 Program

Each program school is 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.

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. 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.

See "sample schedule" at the end of this manual.

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ISI Attendance and Accounting

When a student is assigned to ISI the ISI teacher will notify that student's teachers via email 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 "ISI" which is the code in Synergy for "In-House Intervention" and does not count as an official absence from the school. The ISI teacher will document ISI and PIC students on separate form.

Discipline data should be collected in order to inform the monthly discipline data report. This can be done in Microsoft 365 Forms, which then aggregates the data into an Excel spreadsheet.

In Classroom Supports

In addition to the ISI teacher, the counselor and RPPF 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.

Note: Students from self-contained classrooms must be accompanied by an aide for the duration of their time in ISI.

Lunch and Process

ISI Teachers are permitted a 30-minute duty-free lunch. A monitor will come to ISI to collect students needing lunch either during fourth or fifth period, or a time deemed appropriate based on the school schedule. During this time, the ISI teacher may take a 30-minute lunch.

Return to the Classroom

The MTSS staff member should update the MTSS Tier 1 Intervention and Data Collection Form with the interventions provided to the student. It will 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.

Repeat Referrals

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. If a student commits a level 4 violation at the high school level, they will receive a consequence. 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 1 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. Typically, Level 1 or 2 infractions are referred to PIC, only after the classroom teacher has attempted interventions, where possible.

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 Student Placement:

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

Infractions at level 3 will receive a consequence using ISI after interventions have taken place and the behavior continues.

Infractions at level 4 may have consequences 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.

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 7th 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. 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 School Sites with ISI Programs:

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, Booth-Fickett, Dietz, Hollinger, Roberts Naylor
- High Schools: Catalina, Cholla, Palo Verde, Pueblo, Rincon, Santa Rita, Sabino, 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. To this end the ISI program will reduce out of school suspensions. Below is a sample schedule.

Sample Schedule

1st Period ISI planning: Teacher prepares materials and gathers work from teachers. Students arrive at school at the end of first period

2nd 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.

3rd Period Content Delivery: Teacher provides Math content for students.

4th Period Content Delivery: Teacher provides Language Arts content for students.

Lunch

5th Period Content Delivery: Teacher provides other Core content for students.

6th Period Content Delivery and Counseling: While students are working with ISI teacher on Core content the Counselor is working with individual students on transition plans for going back into their regular classes, behavior intervention plans, or doing counseling.

7th Period: 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.

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