

School Support Plans: 2024-2025

In the school year 2024-2025 we did not implement the traditional student success document as we had in past years. We expanded consistent services to all 10 sites that had a restorative practice facilitator and relied on both the Restorative Practice Facilitator weekly logs, documented data sent weekly, and the monthly discipline reports to document school progress and meeting of school goals. The department continued to monitor discipline data and supported 10 school sites that either exhibited compliance concerns, consistently high-risk ratios for African American students, and fell into the top violation category within their region.

During the 2024-2025 school year, the Student Relations Department collaborated with these ten identified schools to support and plan for functional behavioral management systems. The Student Relations Department worked closely with site administrators and their team to tailor these supports to meet the unique needs of each school.

Program specialists were strategically assigned to work with identified students on a weekly basis, providing support on social-emotional needs, de-escalation techniques, conflict resolution, and building rapport.

The School Supports for secondary sites were dedicated to developing Multi-Tiered Systems of Support (MTSS) plans for students with behavioral needs within the Positive Behavioral Interventions and Supports (PBIS) framework. Through collaboration between MTSS, the administrative team, and the Behavioral team, Tier 2 and 3 intervention plans were tailored to students meeting specific criteria. The Student Relations Department engaged with seven students identified with high behavioral needs, providing personalized 1-1 support. A program specialist regularly monitored these students, conducting weekly check-ins to ensure their progress and well-being.