

# 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

# The Problem

- \* 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

School Year	2014-15													
GSRR Violation Level	3													
Actions	Suspension													
	White/Anglo		African Am.		Hispanic		Native Am.		Asian Am.		Multi-Racial		Total	
School Level	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Elementary School	49	1.1%	37	2.0%	105	0.9%	12	1.5%			18	2.2%	221	1.1%
K-8 School	35	3.5%	54	6.8%	146	2.2%	18	3.8%			10	3.9%	263	2.9%
Middle School	141	7.7%	107	14.9%	370	7.9%	20	7.8%	5	3.1%	20	9.2%	663	8.4%
High School	118	3.1%	112	8.1%	253	2.9%	10	2.3%	5	1.2%	23	5.1%	521	3.4%
Alternative School					1	0.4%							1	0.2%
Grand Total	342	3.1%	306	6.5%	873	2.8%	60	3.1%	10	0.9%	70	4.1%	1661	3.2%
	Elementary		K-8		Middle		High		Alternative		Total			
Violation Type	N	%	N	%	N	%	N	%	N	%	N	%		
Aggression	167	0.8%	221	2.4%	585	7.4%	408	2.7%			1375	2.6%		
Alcohol, Tobacco and Other Drugs			8	0.1%	18	0.2%	13	0.1%			39	0.1%		
Harassment, Threat and Intimidation	36	0.2%	34	0.4%	118	1.5%	74	0.5%			261	0.5%		
Other Violations of School Policy			1	0.0%			5	0.0%			6	0.0%		
Sexual Offenses	18	0.1%	13	0.1%	49	0.6%	32	0.2%	1	0.2%	113	0.2%		
Technology, Improper Use of			1	0.0%	2	0.0%	2	0.0%			5	0.0%		
Theft	5	0.0%	10	0.1%	26	0.3%	25	0.2%			66	0.1%		
Vandalism or Criminal Damage	6	0.0%	13	0.1%	38	0.5%	37	0.2%			94	0.2%		
Weapons and Dangerous Items	22	0.1%	18	0.2%	14	0.2%	24	0.2%			78	0.1%		
Grand Total	221	1.1%	263	2.9%	663	8.4%	521	3.4%	1	0.2%	1661	3.2%		

# 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 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.

# 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.



# 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.

# 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.
- \* 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

- \* 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

# 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

# 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)?