



Community Forum: Safety and Security

Board of Education



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Agenda

- JTHS Student Discipline Data
- JTHS Security Structure and Practices
- JTHS Strategic Plan/School Improvement Teams connection to the implementation of Restorative Practices
- JTHS Systematic Intervention and Support Approach
- Next Steps and Partnership Opportunities
- Question and Answer Session



Mission Statement

The mission of Joliet Township High School, a historically rich, unified and innovative learning community, is to empower every student to compete and contribute positively to our community and global society by providing a rigorous and personalized education through an academy environment.

Diversity Statement

Joliet Township High School District 204 is committed to cultivating an inclusive community that values and embraces diversity and respects the humanity of all people.



Parameters



- We will capitalize on the benefits of our diversity to enrich and strengthen our educational programs.
- We will always maintain a safe and secure environment.
- We will not tolerate behavior which demeans the self-worth or dignity of any individual or group.
- No new program or service will be accepted unless it is consistent with the strategic plan, its benefits clearly justify the cost, and provisions are made for staff development with sufficient time for effective implementation and program evaluation.
- No program will be retained unless the benefits continue to justify the costs, and the program makes an optimal contribution to the mission.
- We will always use data, effective instruction, and a continuum of academic support to improve student achievement.
- We will always work in collaboration with our sender school districts to provide a cohesive, rigorous educational program to ensure all students are college and career ready.
- School and District Improvement Plans must always be consistent with the strategic direction of the district.
- We will establish scheduling priorities that support student academic achievement within an academy environment.

Beliefs

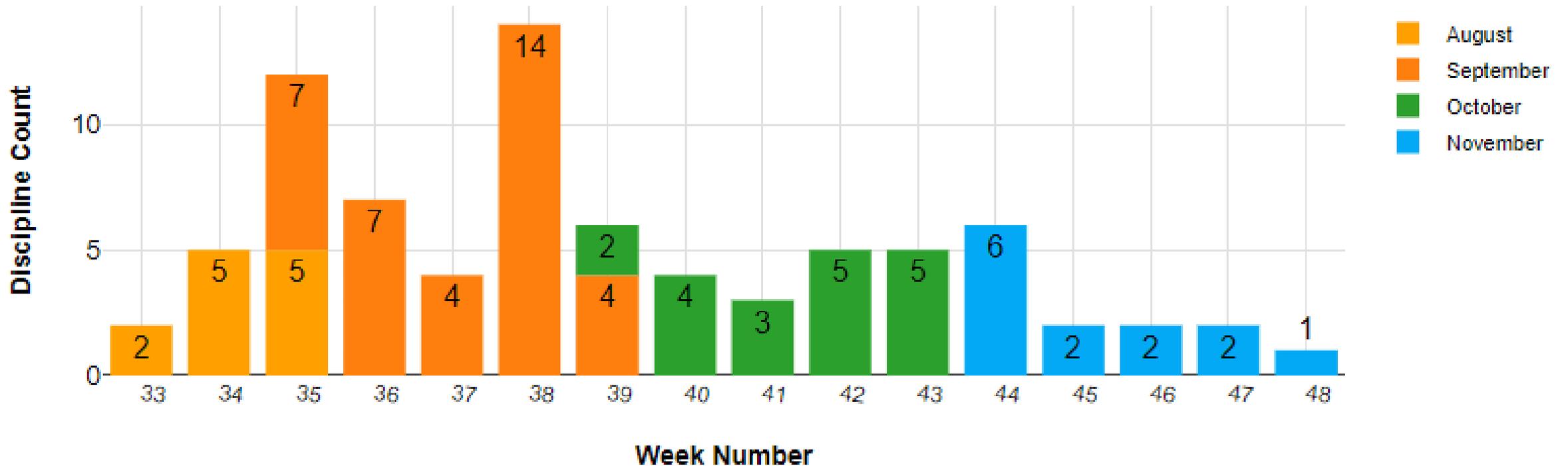


- Every human being possesses inherent worth.
- Individuals are responsible for their own actions.
- Diversity strengthens and enriches society.
- Life-long learning is necessary to thrive in a continuously changing world.
- People learn at different rates, in different ways, and in a variety of settings.
- High expectations positively influence performance.
- Motivation, perseverance, hard work, and a positive attitude strengthen the ability of an individual to reach potential.
- The family environment has a strong influence on the development of each of its members.
- Education is a shared responsibility among students, family, staff, and the community.
- An educated public sustains our democracy.
- Empathy, honesty, integrity and respect are essential in building and maintaining mutual trust.
- A safe environment is essential for every individual.
- High quality schools are essential to the quality of life for the whole community.
- All people can learn.



Student Discipline Data

JTHS Data (Fighting and Battery)



Discipline Incidents: 80

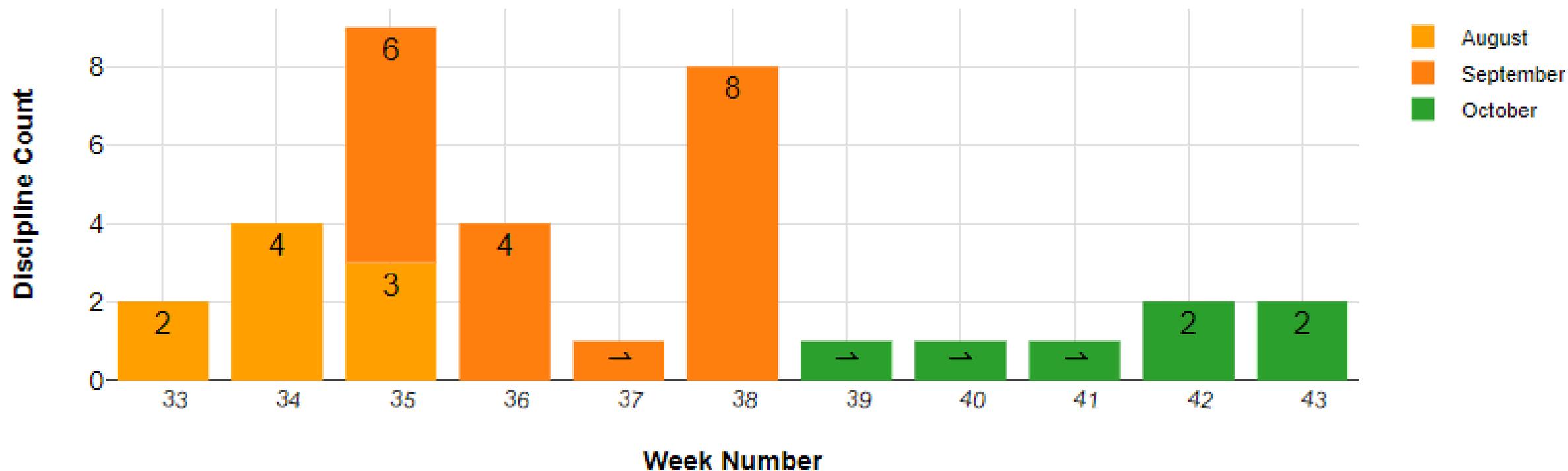
Students with Discipline Incidents: 123

Out of School Suspensions: 122

Student Arrests: 27

Data is through December 3rd. This data includes students who have had a change of placement due to IEP Staffing, Expulsion, or Behavior/Academic Reasons. There have not been any incidents of fighting or battery in December.

JTHS Central Data (Fighting and Battery)



Discipline Incidents: 35

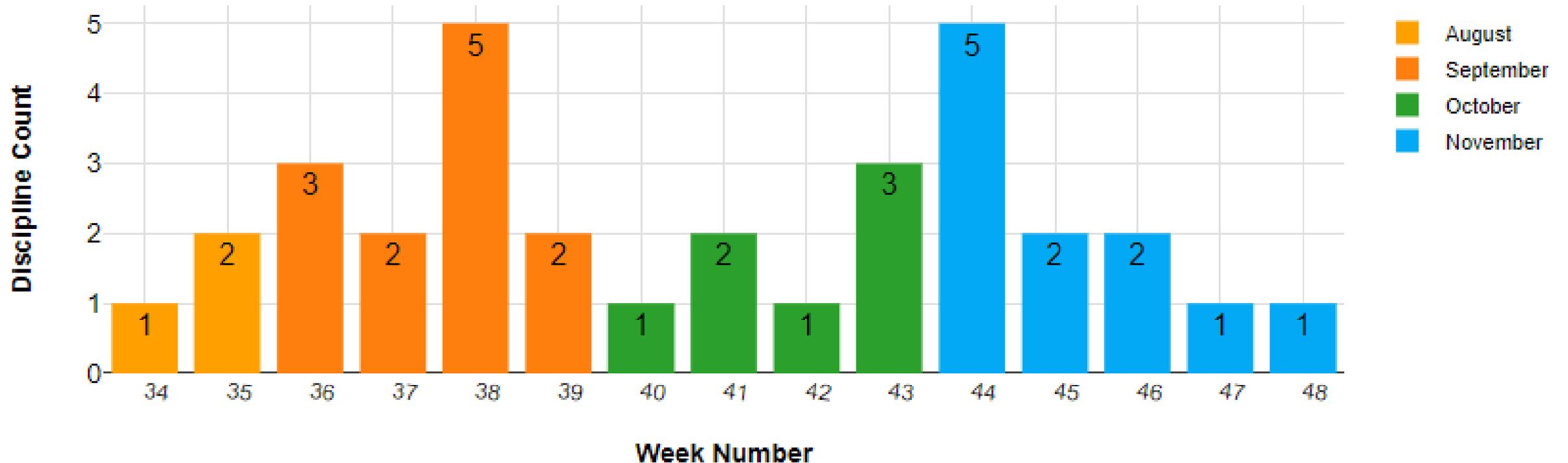
Students with Discipline Incidents: 51

Out of School Suspensions: 50

Student Arrests: 3

Data is through December 3rd. Central did not have any incidents of fighting or battery in November or December

Joliet West Data (Fighting and Battery)



Discipline Incidents: 33

Students with Discipline Incidents: 53

Out of School Suspensions: 50

Student Arrests: 17

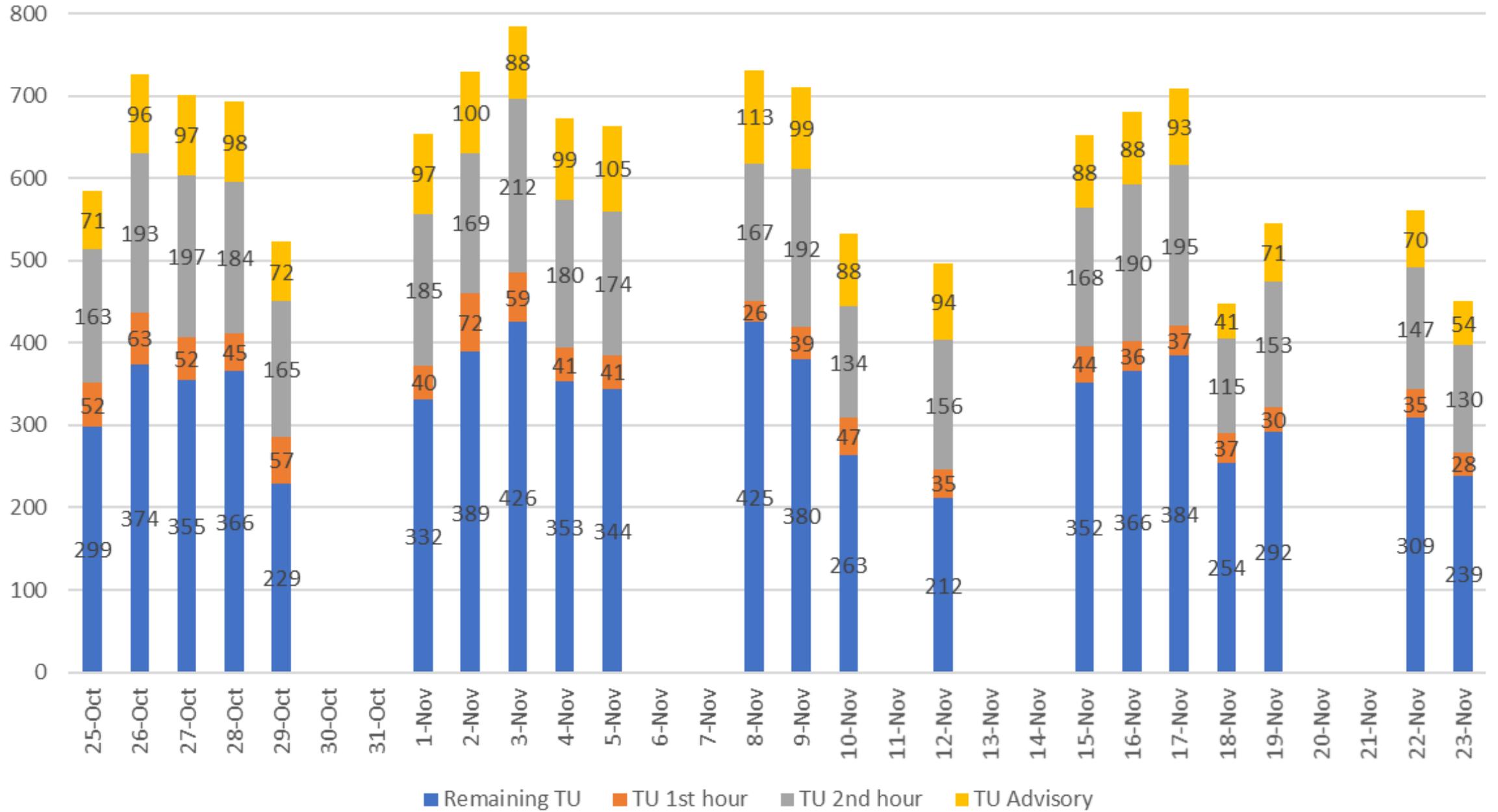
Data is through December 3rd. West did not have any incidents of fighting or battery in December

Additional Data (Data through 12/3/2021)

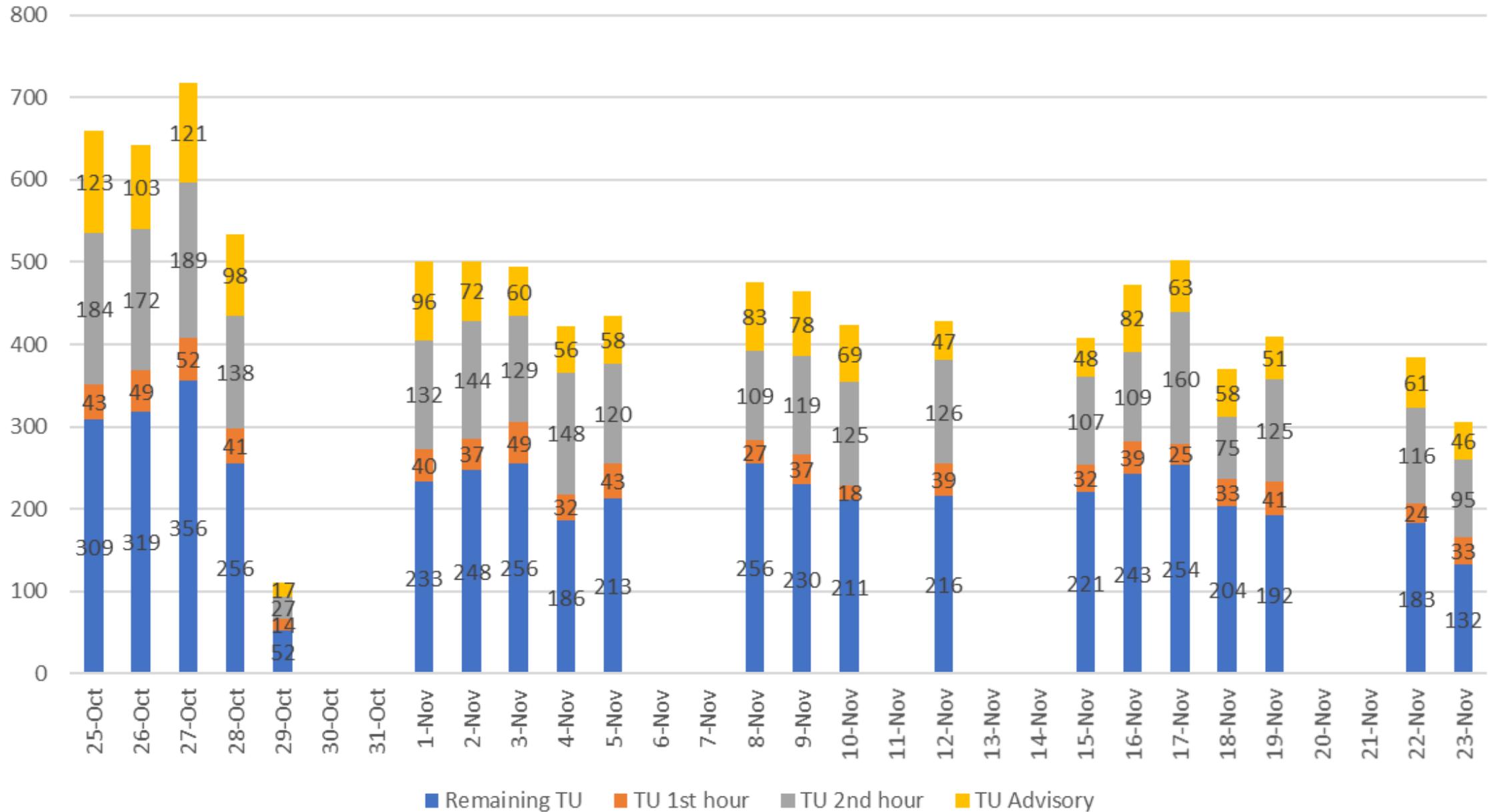
- Most incidents of fighting and battery (65%) that have occurred involve 9th and 10th grade students.
- Locations of Incidents:
 1. Hallways (31)
 2. Classroom (14)
 3. Cafeteria (11)
 4. Restrooms (6)
- Currently there are 2,505 total Discipline Incidents for the 2021-2022 school year that involve 1,155 students.
 - Joliet Central: 1,172
 - Joliet West: 1,126
 - Pathways: 136
- 67% of the total incidents to date involve 9th and 10th grade students.
- Discipline Incidents by Type that total over 100:
 1. Unauthorized Presence (524)/Tardy to Class (381)
 2. Disrespect (483)
 3. Hall/Class Conduct (361)
 4. Substance Abuse (108)/Tobacco/Smoking Device (59)
 5. Unexcused absence or Truancy Part Day (128)



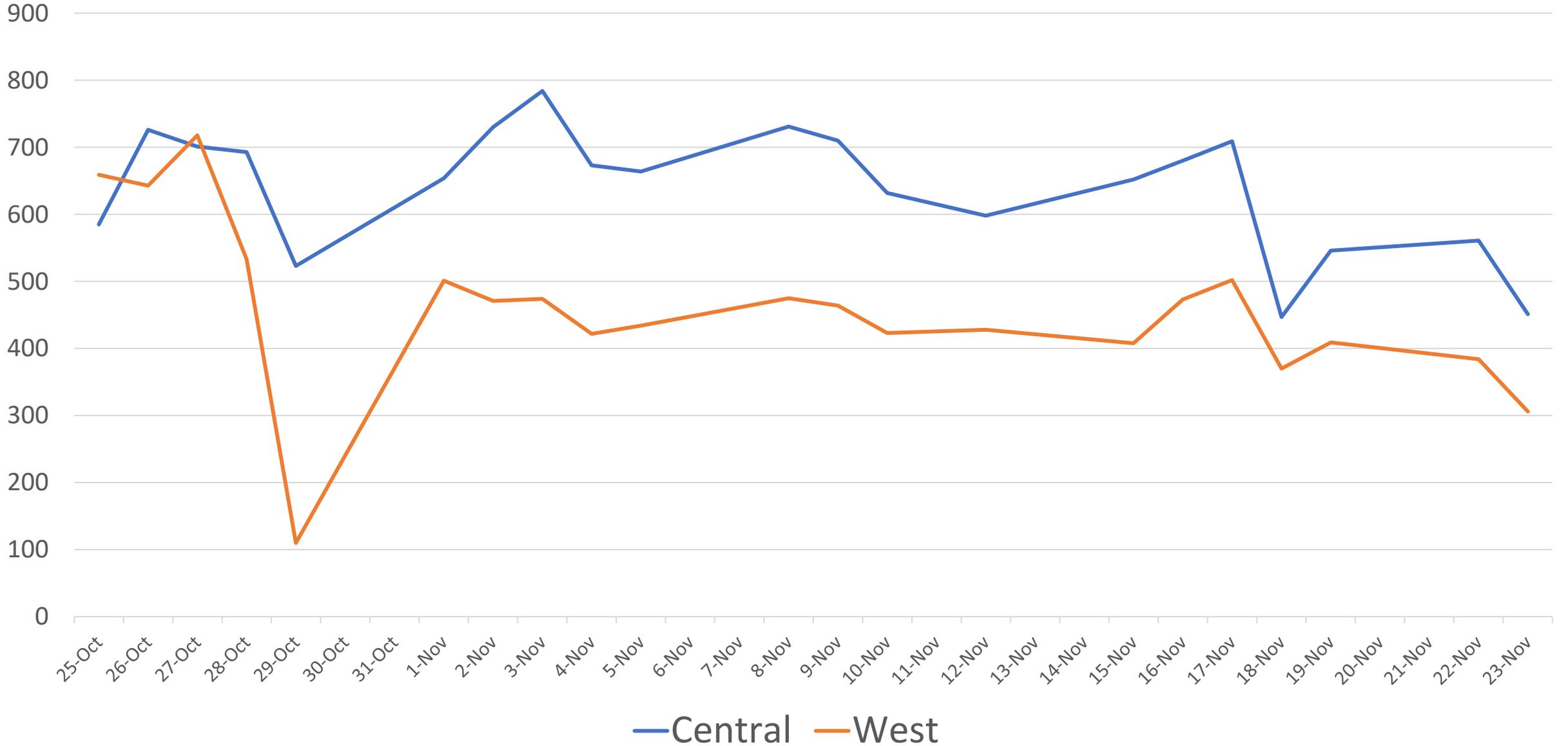
Attendance Tardy Update-Central Campus



Attendance Tardy Update-West Campus



Daily Unexcused Tardy Counts



Summary of Tardy Data

- Implemented new procedures for unexcused tardiness on October 21st.
 - Unexcused Tardies (less than 5 minutes late to class)
 - Unauthorized Presence (more than 5 minutes late to class)
- The data at both schools indicates the number of unexcused tardies has been decreasing.
- Average Daily Tardies to classes other than Advisory
 - Central: 554 (2.7% Tardiness when compared to the opportunity to be tardy)
 - West: 382 (1.9% Tardiness when compared to the opportunity to be tardy)
- A major issue is students arriving late to school (1st and 2nd period)
 - Central: 39% of all tardies to classes (not advisory) are from 1st and 2nd period
 - West: 44% of all tardies to classes (not advisory) are from 1st and 2nd period
 - Through our Metal Detecting data, we are averaging 739 late students per week/147 students a day.

Summary of Unexcused Tardy Data by Individual Students

	Central	West
Students with no Tardies	1,252 (37%)	1,582 (47%)
Students with 1 to 4 Tardies	1,082 (32%)	1,008 (30%)
Students with 5 to 8 Tardies	408 (12%)	376 (11%)
Students with 9 to 20 Tardies	495 (15%)	325 (10%)
Students with 21 to 30 Tardies	121 (4%)	58 (2%)
Students with more than 30 Tardies	35 (1%)	22 (less than 1%)



Social and Emotional Learning Screener: Student Competency & Well-being Measures

Fall 2021 Student Panorama Data

Summary

Topic Description	Results	Benchmark
Emotion Regulation How well students regulate their emotions.	55%	 80th - 99th percentile compared to others nationally
Self-Efficacy How much students believe they can succeed in achieving academic outcomes.	57%	 40th - 59th percentile compared to others nationally
Self-Management How well students manage their emotions, thoughts, and behaviors in different situations.	75%	 60th - 79th percentile compared to others nationally
Social Awareness How well students consider the perspectives of others and empathize with them.	68%	 40th - 59th percentile compared to others nationally
Social Perspective-Taking The extent to which students consider the perspectives of their teachers.	54%	 80th - 99th percentile compared to others nationally

3,358 responses



JTHS Security Structure and Practices

JTHS Security Staff

- Director of Safety and Security – position created for the 2020-2021, due to COVID, the position was filled in April 2021.
 - Responsible for ensuring the safety of students, staff and visitors by planning, implementing and evaluating safety procedures on a continuous basis.
 - Serves as the district contact with emergency and law enforcement agencies, including the police liaison officers.
 - Supervision of Security Personnel at each Building along with Building Administration
 - Joliet Central – 1 Security Supervisor and 14 Security Officers
 - Pathways – 3 Security Officers
 - Transition Center – 1 Security Officer (new position in October 2021)
 - Joliet West – 1 Security Supervisor and 13 Security Officers
 - JTHS Administrative Center – 1 Security Officer (new position in October 2021)

10 additional Security Officer positions (5 at each campus) were approved at the November Board of Education Meeting and have been posted

JTHS Partnership with Local Law Enforcement

JTHS and the Joliet Police have had a long-standing relationship of working together.

- JTHS has three School Resource Officers assigned to work within our schools. They are Joliet Police Department Detectives whose permanent assignment is to work with JTHS. This comes at no additional cost to the district.
 - The SROs are located at JT Central, JT West and the Pathways campuses.
 - They each have offices in the building and are there daily interacting with both students and staff.
- Joliet Police Department Officers are also employed for large JTHS events such as athletic contests, shows, graduations and dances.

The SRO assigned to Joliet Central was injured before the school year began. The SRO from Pathways has been stationed at Joliet Central and serving as the SRO for Pathways as well until the SRO at Central is able to return.

Garrett Metal Detection

- JTHS has 19 walk through metal detectors and 17 handheld detection wands
 - JTHS Administrative Center – 1 walk through and 1 wand
 - Joliet Central – 10 walk through and 10 wands
 - Pathways – 1 walk through and 1 wand
 - Transition Center – currently none
 - Joliet West – 7 walk through and 5 wands

Students arriving late to school go through metal detection and bag searches

- Each building averages 739 late students per week/147 students per day

Both schools also do random metal detecting

- Each building averages 775 per month/193 per week



Transition Center is a newly opened building. The district will be adding 1 walk through and 1 wand.

Video Surveillance

JTHS utilizes Salient Completeview VMS Video Surveillance System Software to operate our district camera systems.

- The district currently has a total of 686 cameras installed
 - This number has increase by 183 cameras since 2018 when there were 503.
 - The district continuously discusses additional camera needs.

Raptor Technologies

The Raptor School Safety Suite integrates visitor, volunteer, and emergency management software to help schools manage every aspect of safety.

- The system is used to verify, log in, and document all visitors, vendors, and contractors entering our buildings.
- We can then issue them a pass with their picture and information on it.

Blue Point Alert Solutions

WHAT DOES BLUE POINT DO?

- *Immediately Notifies First Responders and Building Occupants*
- *Provides Critical Information to First Responders*
- *Enables Two Way Communication*



SIMPLE, INTUITIVE ACTIVATION



BUILDING-WIDE NOTIFICATION



SWIFT, INFORMED DECISIONS





JTHS Strategic Plan and
School Improvement Plan
work that led to a focus on
Cultural Responsiveness and
Restorative Practices
Implementation

Strategic Plan and Associated Timelines

- 2016-2017
 - Board of Education approved Strategy 6 as part of the JTHS Strategic Plan.
- 2017-2018
 - Board of Education approved adoption of Strategic Plan Action Plan 6.4.

Strategy 6

We will, in partnership with families and community, develop and implement plans to deliver a culturally responsive educational experience and expand the diversity of our faculty and administration in order to close the achievement gap.

Action Plan 6.4

JTHS will implement professional development that will result in staff demonstrating ownership of practices that enhance the academic and social emotional advancement for students of color.

Strategic Plan and Associated Timelines

- 2016-2017
 - Board of Education approved Strategy 6 as part of the JTHS Strategic Plan.
- 2017-2018
 - Board of Education approved adoption of Strategic Plan Action Plan 6.4
 - 1st Cultural Responsiveness Cohort implemented.
 - All administrators and supervisors participated in Implicit Bias Training.
- 2018-2019
 - 2nd Cultural Responsiveness Cohort implemented.
 - New administrators and supervisors participated in Implicit Bias Training.
 - District Culturally Responsive Steering Committee was established.
 - Developed curriculum for New Teacher Orientation.
 - Created “Culturally Responsive School Culture Agreement.”
 - Hanover Research contracted to assess parents regarding the cultural climate at JTHS.
- 2019-2020
 - 3rd Cultural Responsiveness Cohort implemented.
 - Most JTHS employees participated in Implicit Bias Training (interrupted due to COVID).
 - 16 past participants in the cohorts participated in Train the Trainer professional development for cultural responsiveness.
 - Hanover Research contracted to assess students and staff regarding the cultural climate at JTHS.



JTHS Culturally Responsive School Culture Agreement

(developed during 2018-2019)

- We will engage in a culturally responsive curriculum that includes parallel-narratives and counternarratives so that all students see themselves represented honestly.
- We will embrace, celebrate and empower the multidimensional identities and voices of all members of our community.
- We will model empathetic and intentional relationships.
- We will be intentional about challenging the causes of inequity including racism, oppression, privilege and bias.
- We will listen to each other openly and honestly in order to understand different perspectives.
- We are allies; we will advocate for ourselves and all members of our community.
- We will maintain high expectations for the academic achievement of all students without making assumptions based on a student's identity.
- We will use restorative practices so that we can foster peaceful and productive relationships within our community.
- We understand that being a culturally responsive community requires ongoing and difficult work, so we will support each other on this journey together.

Strategic Plan and Associated Timelines

- 2014-2015
 - Board of Education approved the Strategic Plan, which included Strategy 5.
- 2015-2016
 - Board of Education approved adoption of Strategic Plan Action Plan 5.5.

Strategy 5

We will secure and leverage our physical, technological and human resources to effectively support our students' education.

Action Plan 5.5

JTHS will refine the current behavior management program or adopt a program to ensure instructional time is maximized.

School Improvement Teams and Associated Timelines

- During the 2018-2019 school year, the School Improvement Teams at each campus formed the following subgroups:
 - Ever Student Succeeds Act (ESSA) – Graduation rate, Freshman on Track, College Readiness
 - Response to Intervention (RtI – now called MTSS)/Intervention Programs
 - Strategy 6.1 – Achievement Gap
 - Discipline – Data, Programs, Interventions

Process

Each subgroup was charged with reviewing data; identifying gaps/areas for improvement; brainstorming solutions, programs, interventions, policy/practice revisions; research; and developing action plans.

Resulting MTSS and Discipline Plans for 2019-2020

MTSS

1. Perform audit of current support system-look to transition to (Multi-Tiered System of Supports) MTSS approach
 - MTSS-looks at whole child-comprehensive view of student's needs
 - Audit current interventions/supports offered (tier 1,2,3)
2. Establish clear criteria to identify students
 - Started developing screening mechanism with identified triggers
 - Research-other schools, universal screeners
3. Develop professional development plan for RTI/MTSS
 - Survey staff-needs, inform of process, lead staff PD on interventions
4. Develop an RTI/ MTSS plan for 2019-2020
 - Scheduling into school day

Discipline

1. Cultivate cohorts of staff to apply proactive and responsive Restorative Practices to classroom and school-wide culture.
 - All staff training on strategies/techniques
 - Lessons on appropriate behavior expectations
2. Use of restorative school-wide systems, structures, and policies that influence culture change.
 - Daily interactions
 - Procedures
 - Policies

School Improvement Teams and Associated Timelines

- 2019-2020
 - Restorative Practices Training began being implemented within the district for all deans, teacher volunteers, social workers, school counselors and select administrators (approximately 65 total individuals participated in the summer retreat and year-long training).

Summer Training

- Community building
- Shared agreements
- Circle leadership roles
- Circle structure & process
- Writing circle plans
- Restorative Practice practitioner identity
- Forming a shared vision of Restorative Practice implementation

School Year

Building Intentional Relationships;
Restorative Classroom Management: Setting
Maintaining Norms; Avoiding Power
Struggles; Using Circles to Promote Academic
Engagement; Circle Case Studies; Restorative
Mindsets: Harm & Repair; Implicit Bias in
School Discipline; Restorative Conversations,
Adult Self-Care

School Improvement Teams and Associated Timelines

- 2019-2020
 - Restorative Practices Training began being implemented within the district for all deans, teacher volunteers, social workers, school counselors and select administrators (approximately 65 total individuals participated in the summer retreat and year-long training).
- 2020-2021
 - Community Building Circles for all staff to model restorative structures and strategies and help provide support for all staff during remote teaching and learning.
 - Additional Professional Development, Coaching and Support for Deans regarding restorative practices.
- 2021-2022
 - Deans incorporating Restorative Interventions based on the revised Administrative Support Plan.
 - Introduction of restorative structures and strategies for teachers and paraprofessionals.

Why Restorative Practices?

Historically, when responding to behavior incidents, schools have relied on punitive discipline strategies based on the belief that they would deter problem behavior.

Research suggests that punishments, including suspension, often do not deter misbehavior but create a barrier between school and student and place students at greater risk of academic failure.

When misbehavior occurs, we must seek to understand the underlying reasons for the behavior in order to design a response that effectively changes student behavior. Restorative approach focuses on what we do **with** students rather than only what we do **to** students.

Problem-Solving Circles

Definition: A Restorative opportunity that brings people (students, parents, guardians, family, community members, and teachers) together as equals to have honest exchanges about difficult issues and painful experiences in an atmosphere of respect and concern for everyone.

Objective: Reduce the rate of student violence, conflict in our schools, as well as provide social and emotional assistance through focusing on determining root cause of student actions.

Problem-Solving Circles Program Background

Result of a partnership with the Joliet Region Interfaith Education Council (JRIEC) beginning 2012-2013 SY

Offered to students placed on Behavior Warning

- Successful completion results in removal of Behavior Warning

Fewer referrals – result of Remote/Hybrid Models of Instruction

Problem-Solving
Circle Data since
the 2012-2013
School Year

1,154 families returned PSC Paperwork

741 families began the PSC process

584/741 families successfully completed the process (79%)

104 were seniors who
graduated on time

66 students were placed
back on Expulsion Warning



JTHS Systemic Intervention and Support Approach

History of Building Administration, PPS and Related Services Staff and Student Enrollment – Joliet Central

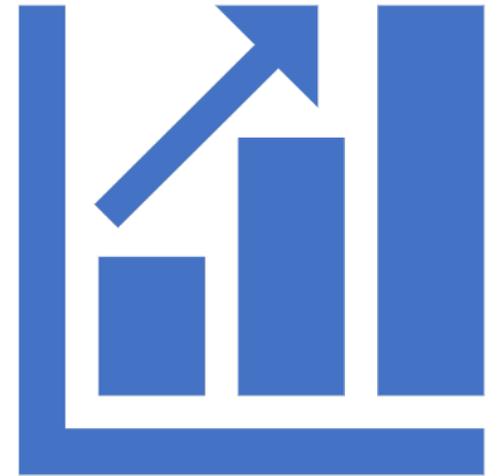
School Year	Admin	Deans	Counselors	Social Workers	Psychologists	SAP	Central Enrollment
2011	10	5	8	2	1	1	2866
2012	10	5	8	2	1	1	2890
2013	10	5	8	2	1	1	2972
2014	10	5	8	2	1	1	3065
2015	10	5	8	2	1	1	3117
2016	10	5	9	2	1	1	3107
2017	10	5	9	3	1	1	3122
2018	10	5	9	3	1	1	3226
2019	10	5	9	3	1	1	3238
2020	10	6	10	4	1	0	3255
2021	10	6	10	4	2	0	3223
2022	10	6	10	6	2	0	3393
Net +/-	0	+1	+2	+4	+1	-1	+527

History of Building Administration, PPS and Related Services Staff and Student Enrollment – Joliet West

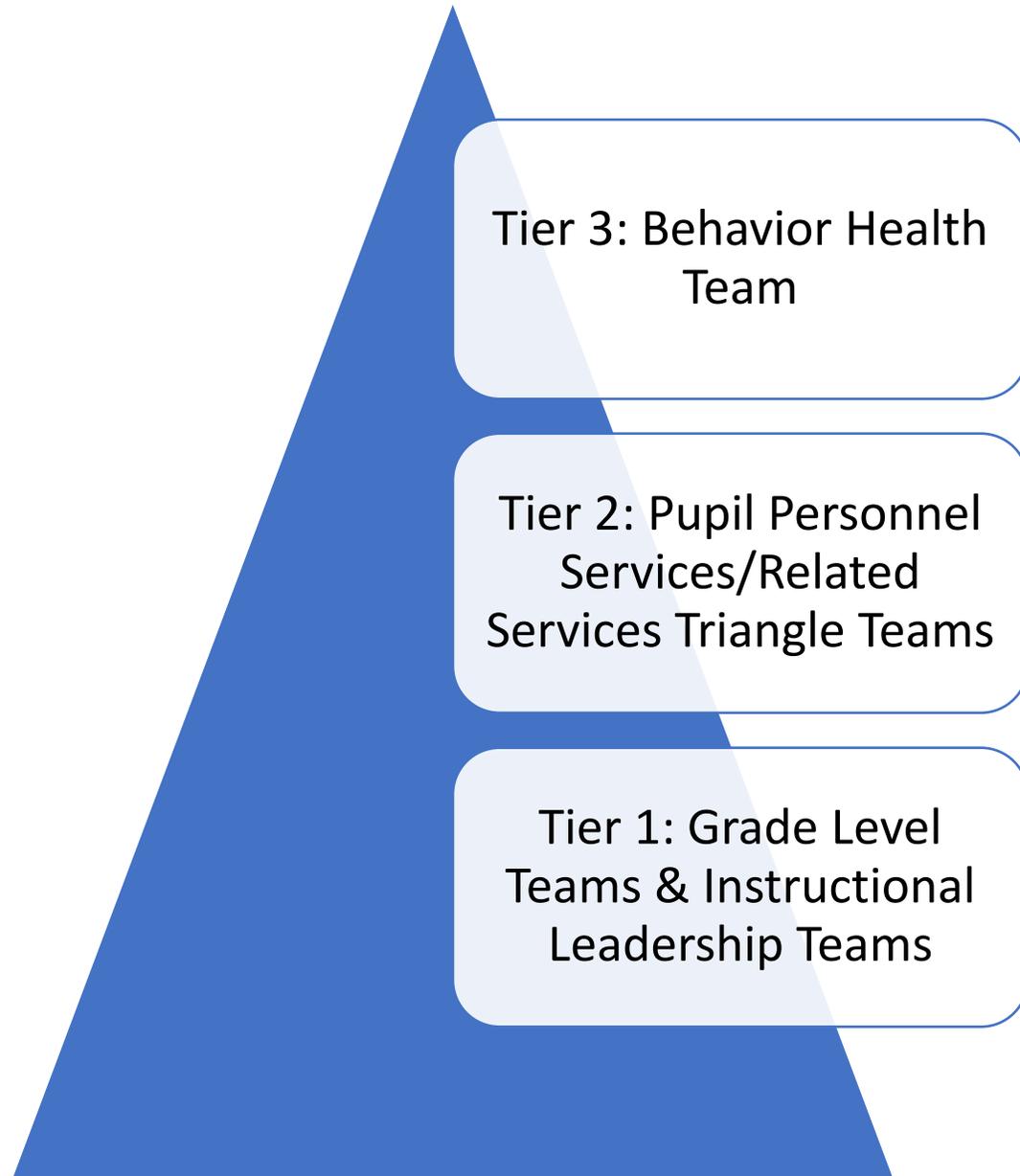
School Year	Admin	Deans	Counselors	Social Workers	Psychologists	SAP	West Enrollment
2011	10	5	8	2	1	1	2761
2012	10	5	8	2	1	1	2858
2013	10	5	8	2	1	1	2937
2014	10	5	8	2	1	1	2990
2015	10	5	8	2	1	1	3131
2016	10	5	9	2	1	1	3133
2017	10	5	9	3	1	1	3271
2018	10	5	9	3	1	1	3306
2019	10	5	9	3	1	1	3280
2020	10	6	10	3	1	1	3305
2021	10	6	10	4	2	0	3280
2022	10	6	10	5	2	0	3371
Net +/-	0	+1	+2	+3	+1	-1	+610

Multi-tiered System of Supports (MTSS)

- Provides the data and infrastructure to develop collective efficacy.
- Essential components of the framework include:
 - Screening
 - Progress monitoring
 - Multi-level prevention system
 - Data-based decision making
- Implementation:
 - Established grade level teams at each campus, with release time for core teachers.
 - Professional development provided to Administrative Team and MTSS Grade level teams.
 - Weekly MTSS Grade level meetings focused upon behavior, attendance, and/or grades (BAG).
 - Completion of needs assessment at the district and building level.
 - Creation of district and building action plans.



MTSS Structure at JTHS 204



Tier 1 (Universal)

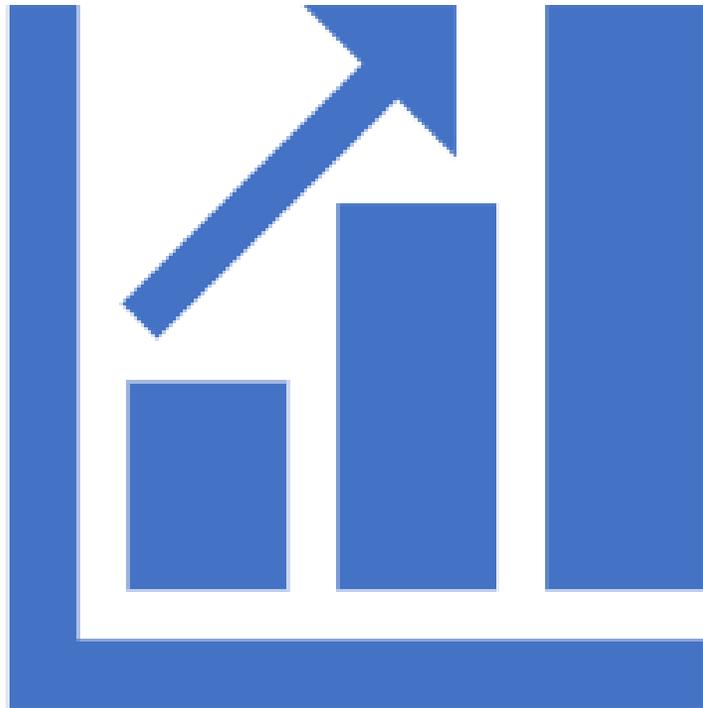
Grade Level Teams

- Monitor grade level data
- Push in universal lessons/strategies
- Attendance Early Intervention

Instructional Leadership Teams (ILT)

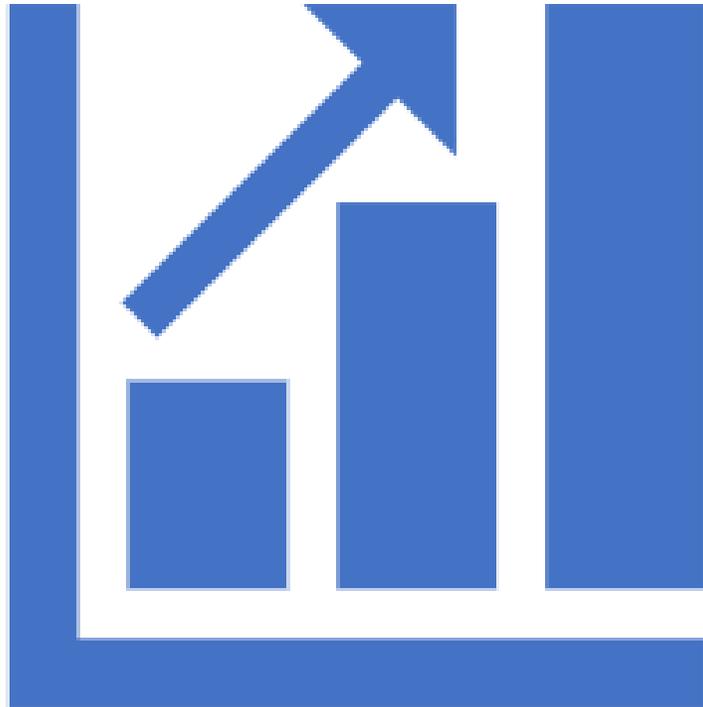
- Monitor Summative Assessment Data
- Remediate standards based on outcomes

Joliet Central (MTSS) Tiered Supports



- Universal Social and Emotional Lessons on tardies, attendance, proper mask-wearing, and electronic communication.
- Freshmen/Sophomore Refresh Week Activities.
 - Schoolwide Incentives
 - Respect and School Procedures Lesson/Data Collection
- Identification and intervention of students with high-risk data points for tardies, attendance, and academics.
- Proposals for 2nd semester:
 - Cool Down Room
 - Writing Lab
 - Math Tutoring during the school day

Joliet West (MTSS) Tiered Supports



- Tier 1 Lessons on attendance, tardies, technology, community building, & SEL (9-12).
- Freshmen/Sophomore Refresh Week Activities.
- Restorative advisory recommendations .
- 10 plus cumulative tardy interventions.
- Attendance watchlist (11).
- Panorama data review weekly for BAG trends.

Current Tier 2 & Tier 3 Interventions/Supports

Student mediations

Re-entry meetings

Intensive Student Supports room

5-minute passes

Individual Check-ins

Student Support Groups

- Gateway to Graduation 2.0
 - Designed for Credit Recovery
 - Most students leave for electives/PE
 - Limited availability
 - Currently full at both campuses
- Pathways Campus (Bravo)
 - Designed for students with severe anxiety
 - Self contained with additional supports
 - Limited Availability
- Lincoln School
 - Regional Safe School Program for students who have been previously suspended (Board of Education approved use of program in October)

Triangle Teams

Members

- Dean/s
- Counselors
- Social Worker

Student Identification

- Behavior Incident
- Data Review
- Request for Support Form
 - Teacher Submission
 - Parent Submission
 - Student Self Referral

Teams discuss individual students and take one of the following actions:

- Send tier-1 recommendations to staff
- Hypothesize root cause and recommend tier-2 intervention
- Complete BHT RFA for tier-3 consideration

Triangle Teams | Support and SEL Groups

Group	Description	Format	Target Students
Stress & Coping	6-Week Support group for students who struggle with daily life stressors	6-Week Curriculum, Staggered Availability	Students who are struggling with how to handle stress in a positive manner
Mindfulness	Circle for students who may benefit from learning how to reduce stress and anxiety through meditation and self-actualization	Circle, Open Enrollment	Students who would benefit from, or require, strategies to self-regulate/
Grief/Loss Group	Group to support students experiencing grief or loss within the school day, prior to assignment to individual counseling.	Open group, starts at beginning of each semester	Students who have experienced loss and are displaying symptoms of grief
A Call to Men	Support group for male students who could benefit from a positive role model	Support Group, Open, year long	Students who could benefit from a positive role model
Who I AM	Support group for female students of color that could benefit from a positive role model	Circle	Students who could benefit from a positive role model
Empower Me	For any teen looking to empower him/herself about dealing with life issues and helping identify the value/worth of the person in the mirror	Support Group Open format - runs year long	Students who suffer from issues of self-esteem
Addiction Issues with Family and/or Friends	Support group for students who are impacted by substance abuse. Students learn coping strategies.	Support Group Open, year long	For students who have a friend or family member with an alcohol or other drug abuse problem
Teen Parents	Psychoeducational and support group for parenting students	Support Group Open group, year long	Pregnant and parenting students
New Steelmen/ Tiger Clubs	Support group for transfer students	Circle	Transfer students
Academic Response Group	A circle group for students who have struggled with academics and will learn positive approaches to academic success	Circle	Students who struggle academically but are willing to talk about success and learn strategies for academic success

Behavioral Health Teams

The Behavioral Health Team (BHT) is a multi-disciplinary team of school and community-based professionals who engage in collaborative problem solving to support students with social, emotional and behavioral concerns.

At each campus, the Behavioral Health Team (BHT) consists of 2-3 school counselors, 2 social workers, dean, PPS administrator, and school psychologist. The team meets weekly to discuss referrals and intervention assignments.

BHT | Intensive Support Groups & Community Partners

Group	Description	Target Students
CBITS (Trauma) Group	Structured 10 week therapy group to reduce trauma symptoms that interfere with school performance	Have significant trauma symptoms, willing/able to participate in group
Aunt Marthas - SPARCS (Structured Psychotherapy for Adolescents Responding to Chronic Stress)	Support group to help participants cope with chronic and current stressors in their lives. (Students through 17 years of age).	Students suffering from chronic stress
Think First (Anger Management)	For students who demonstrate a need for improved social problem-solving strategies and assistance in implementing positive coping strategies to avoid peer conflicts	Students who have been screened and have scored a 15 or higher on the MSAI
Anxiety	Support group for students who struggle with attending school because of school anxiety and related issues	Students who struggle with school and/or generalized anxiety
Involved, Inc. Mentoring and intensive SEL Supports	Involved Inc provides mentoring and specialized social and emotional learning curriculum designed to empower students to cope with trauma and strive toward emotional wellness that engages students in understanding who they are and finding power in what they can be.	Students who are struggling to find connection and purpose in school and need additional support to find success in school.
Lightways (Hospice)	Individual Grief Counseling	
Will County Mental Health	Individual Counseling	
Guardian Angel - Teen Power	Group intervention for students who have experienced sexual assault	For females who are survivors of rape, incest, acquaintance rape, or other sexual assault. If you have trouble sleeping, experience flashbacks, have trouble focusing, or other problems that interfere with your life, you want to check out this group

Crisis Team

- Our Crisis Plan was created by a committee from Joliet Township High School, District 204, to assist with prevention, intervention, and post-intervention strategies.
- Implementation of this plan should facilitate adaptive grief of students, parents, and/or employees and maximize the district's ability to return to an educational focus.
- The Crisis Team addresses the mental health needs of students, staff and the community during and after a crisis event.
 - Suicide
 - Traumatic event
 - Sudden death of a student or staff member



JTHS Threat Assessment Process

- During the 2019-2020 School year, legislation was passed that required all school districts to develop threat assessment procedures as part of school board policy on targeted violence prevention (*Policy 4:190*)
- The threat assessment and intervention process is a multi-disciplinary team approach comprised of school administrators, faculty, counseling, psychological services, and law enforcement.
- Threat Assessment Team Goals:
 - Provide a safe environment for learning,
 - Prevent violence by evaluating potentially violent students, and
 - Recommend and monitor interventions for potentially violent students (proactive support, as well as reactive interventions).
- Process of evaluating the risk of violence posed by a student who has communicated an intent to harm someone or aroused concern because of the threatening or aberrant behavior, followed by the development of a plan to manage the situation and reduce risk when a subject is believed to pose a threat.



JTHS Threat Assessment Process

- Safety – Ensure physical safety and security
- Investigate – Dean/Counselor will conduct initial investigation and interviews
- Team Approach – Dean notifies Assistant Principal who will notify and assemble the Threat Assessment Team
- Report – Team will complete the Threat Assessment Incident Report
- Decisions – Use Threat Assessment Incident Report and Interviews to determine course of action
 - Interventions
 - Follow-up if needed

Members of the Threat Assessment Team: Assistant Principal (Leader of Team), Social Worker, Counselor, Teacher, School Resource Officer



Next Steps

Next Steps

- Continue to track and monitor data related to safety and security.
- Continue Professional Development for all staff regarding restorative practices.
- Continue Professional Development and Support (targeted coaching) for Deans.
- Provide Youth Mental Health First Aid training for additional teachers, athletic coaches, and club sponsors.
- Establish a team to be trained as Non-violent Crisis Intervention Trainers so more staff members can be trained.
- Pilot electronic attendance for late students at both campuses during 2nd semester 2021-2022 that will allow us to better identify habitually late students to school so that we can better intervene and provide supports.
- Expand on our incentive/reward system for students who demonstrate good behavior and attendance.
- Create an early intervention system for students regarding unexcused tardiness beginning in January 2022 so these concerns can be addressed earlier next semester in comparison to first semester.
- Implement a robust restorative in-person intervention/support program for students who engage in disruptive behavior for implementation during the 2022-2023 school year.
- Research and develop additional resources and supports for substance abuse.



IF YOU **SEE**
something
SAY
something

- Contact Us
 - Call the School or District with Questions or Concerns
 - Through the Website (Contact Us Button) or info@jths.org
- School Violence Tip Line 1-800-477-0024
- Report Bullying Form on Website (Option to submit anonymously)
- Principal Advisory Visits
- School Safety Week & Student Training/Drills



Partnering Opportunities

Engagement Opportunities

- Annual Discipline Advisory Committee
 - Purpose of Committee: Review Policies, Procedures and Interventions associated with student behavior and make recommendations to the Board of Education.
 - Team will meet on Wednesdays from 4:30 p.m. until 6:30 p.m. at the Joliet Central Cafeteria on the following dates:
 - January 12, 2022
 - January 19, 2022
 - January 26, 2022
 - February 2, 2022
 - February 9, 2022
 - February 16, 2022
 - February 23, 2022
 - March 2, 2022 (If Needed)
- Problem Solving Circles Volunteer
- Strategic Planning Team/Action Team Member





Q & A