

Exclusionary Discipline and Student Support Services Presentation

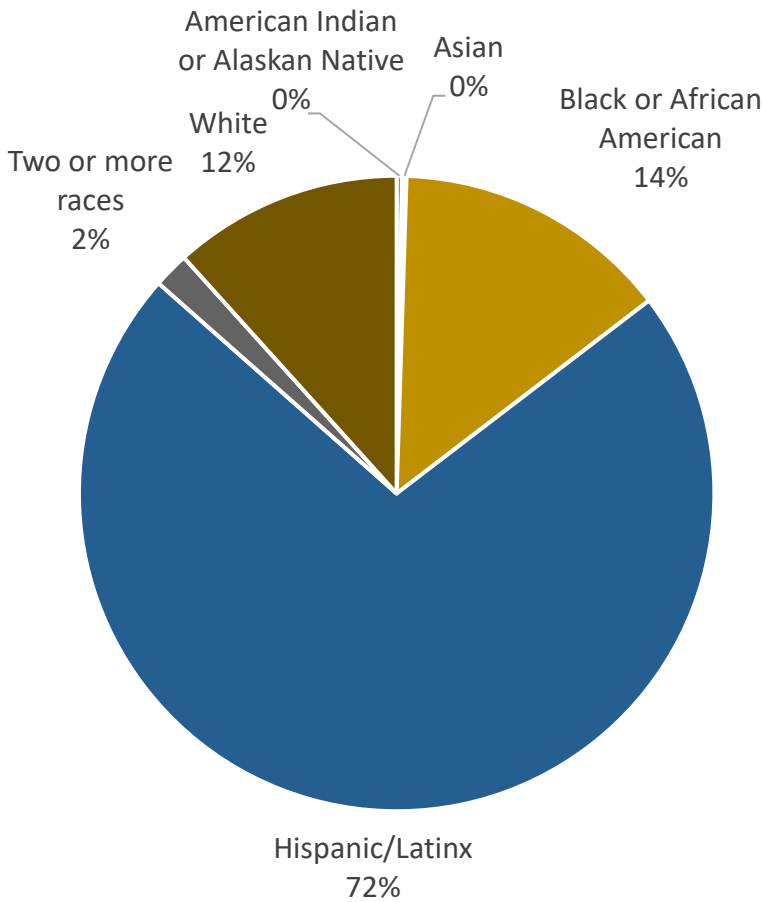
July 2024

2023-2024 Enrollment Demographics

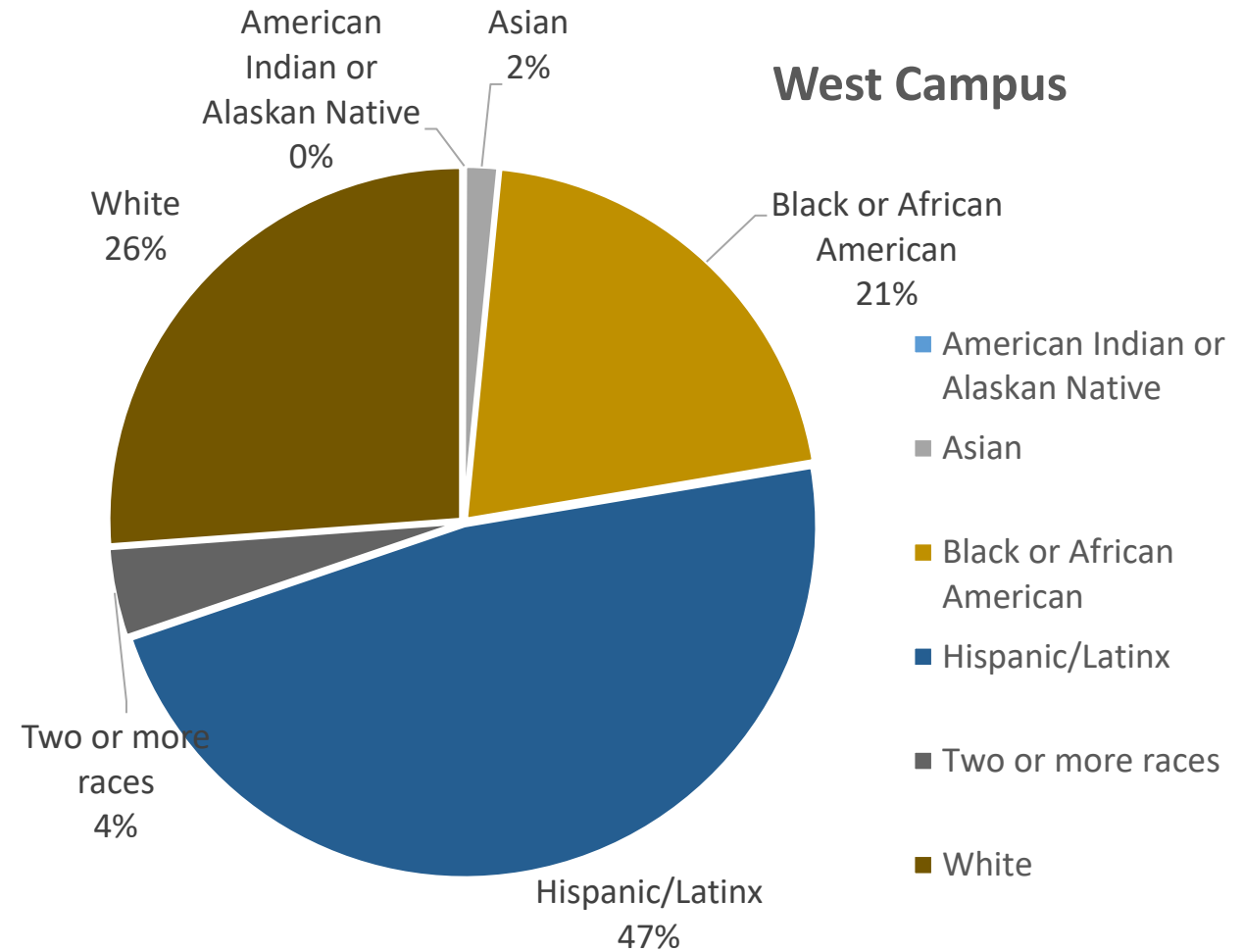
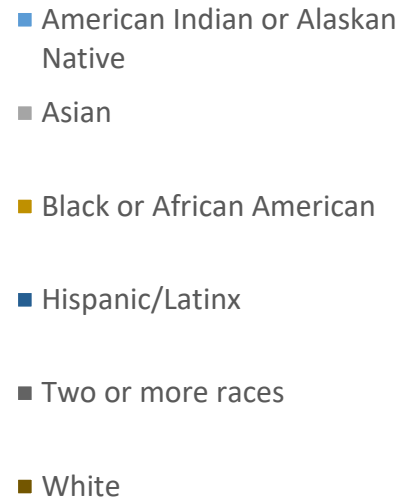
All enrollment demographics are unofficial until School Report Card is posted in Fall 2024.



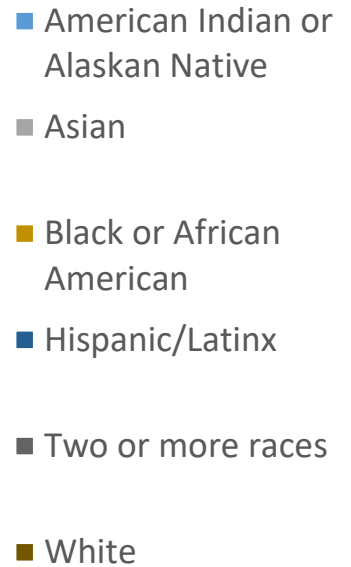
Race/Ethnicity



Central Campus

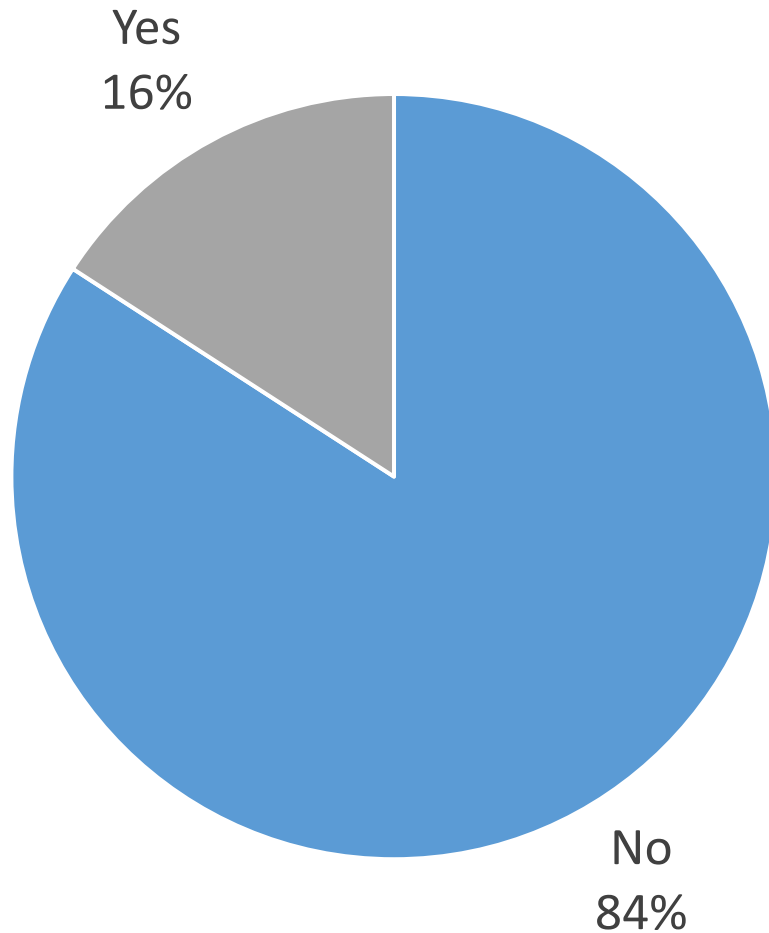


West Campus



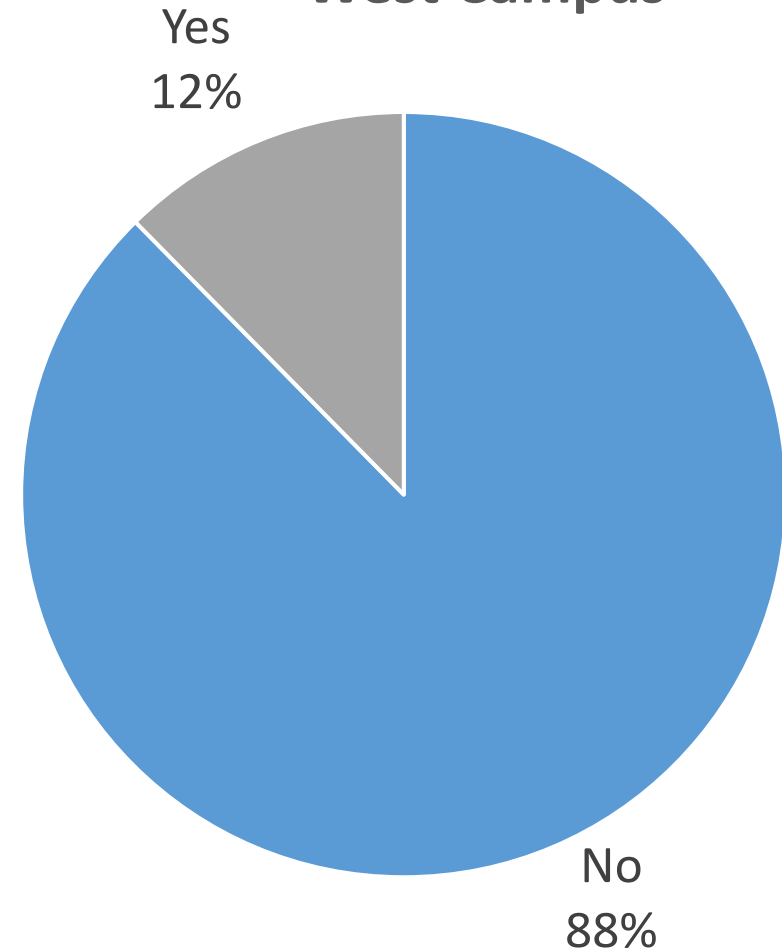
Individualized Education Plan (IEP) Status

Central Campus



■ No
■ Yes

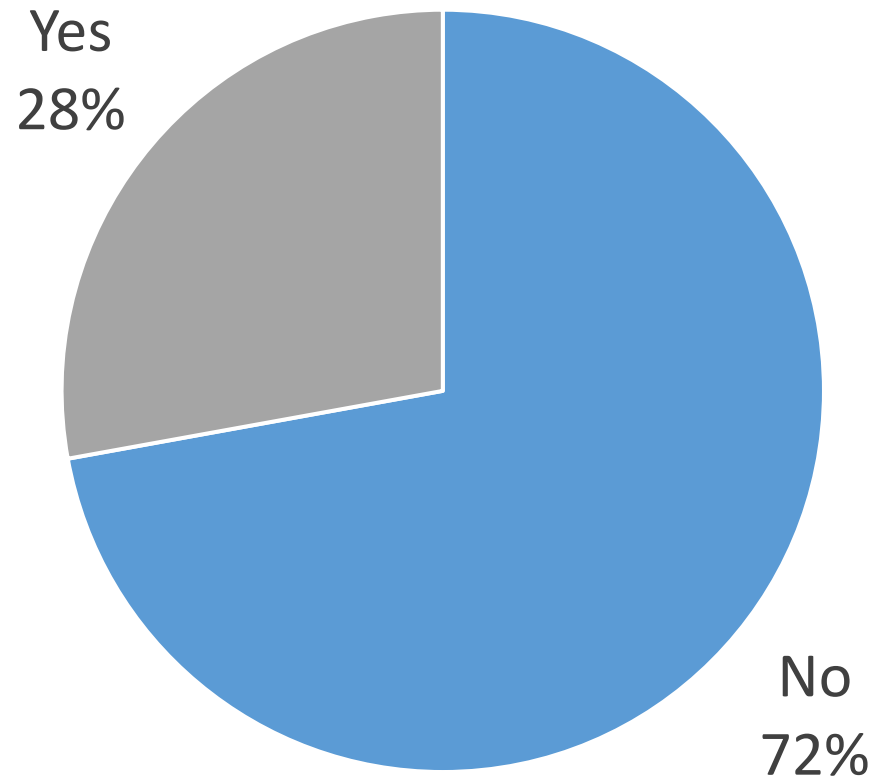
West Campus



■ No
■ Yes

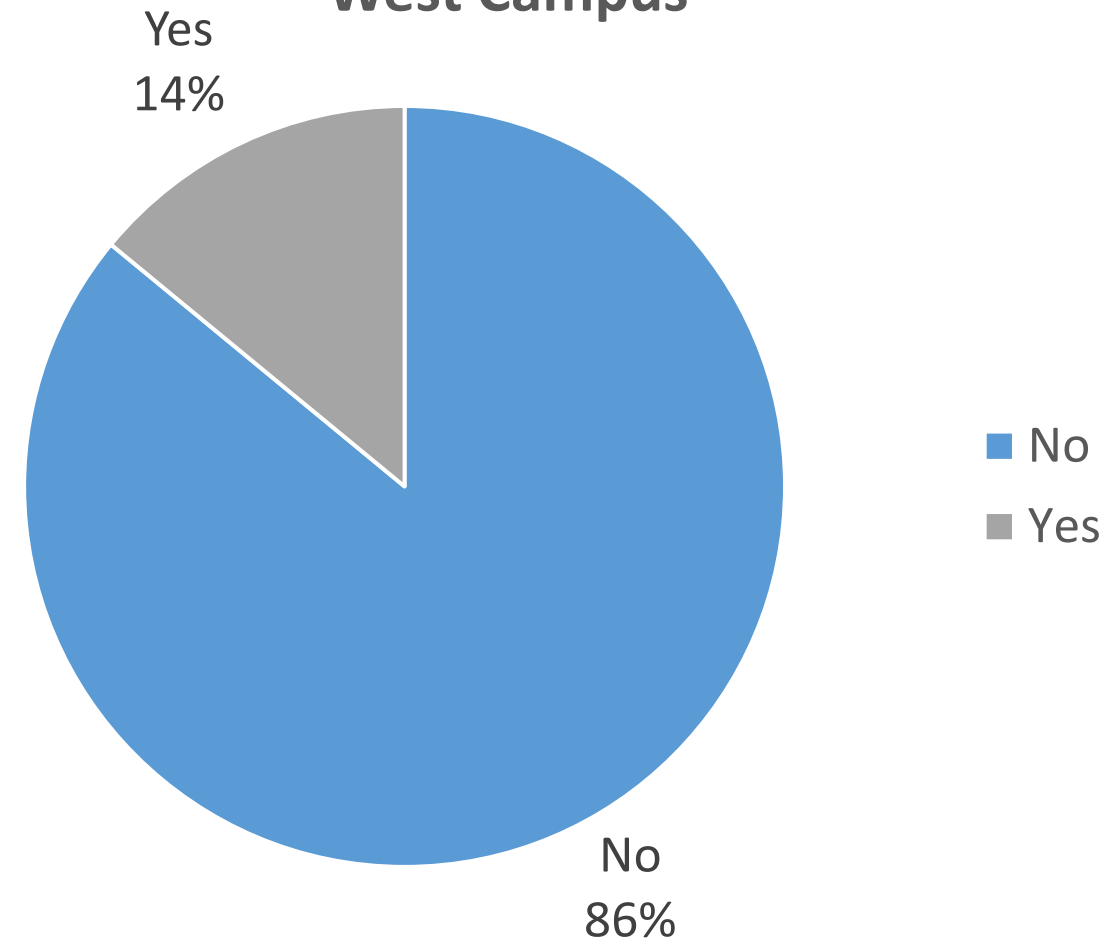
English Learner (EL) Status

Central Campus



■ No
■ Yes

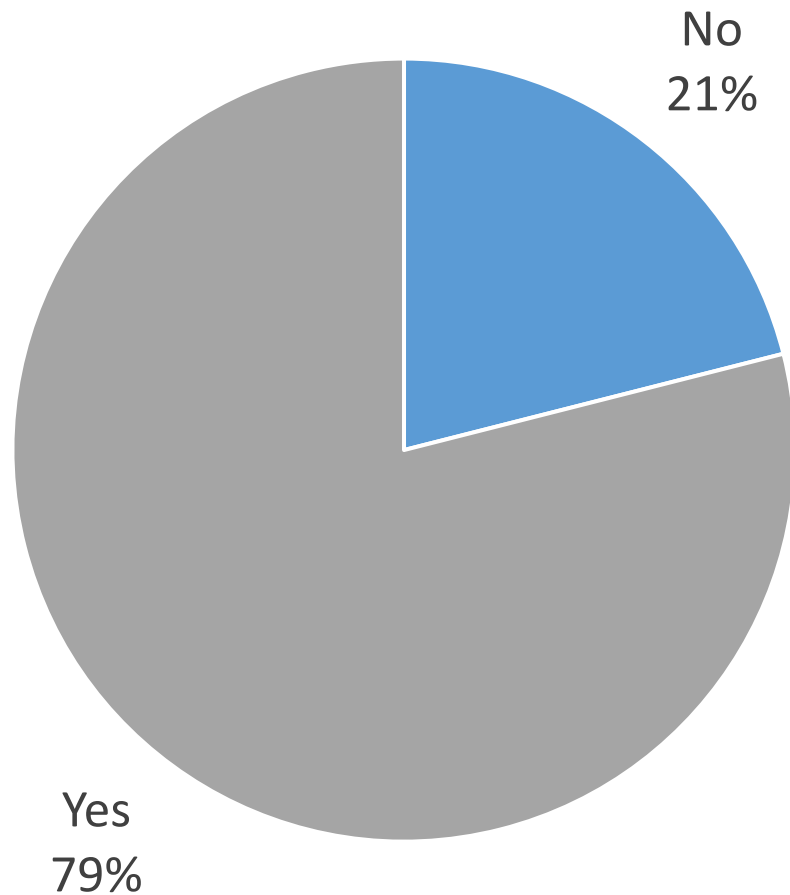
West Campus



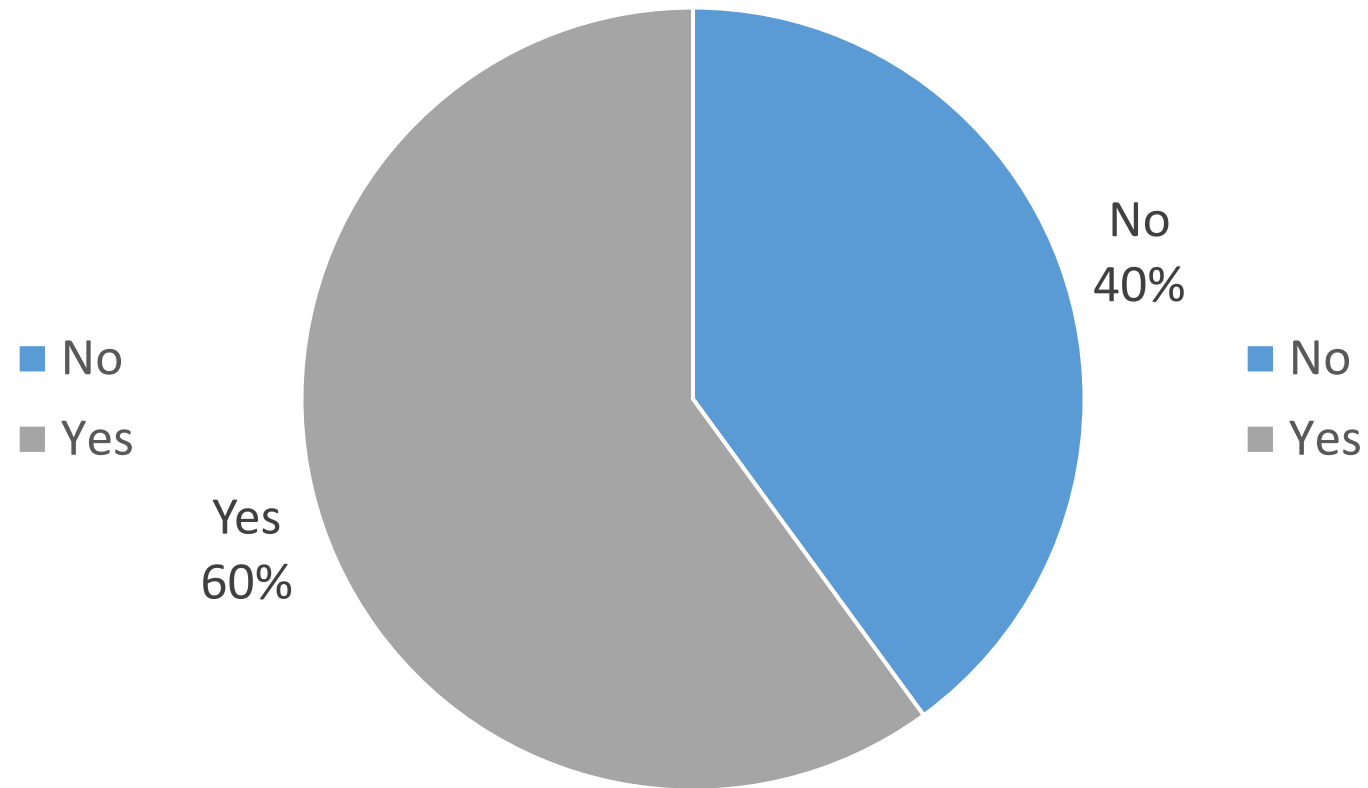
■ No
■ Yes

F/R Lunch Indicator

Central Campus



West Campus



2023-2024 Discipline Incident Data



Total Office Discipline Referrals (ODR)

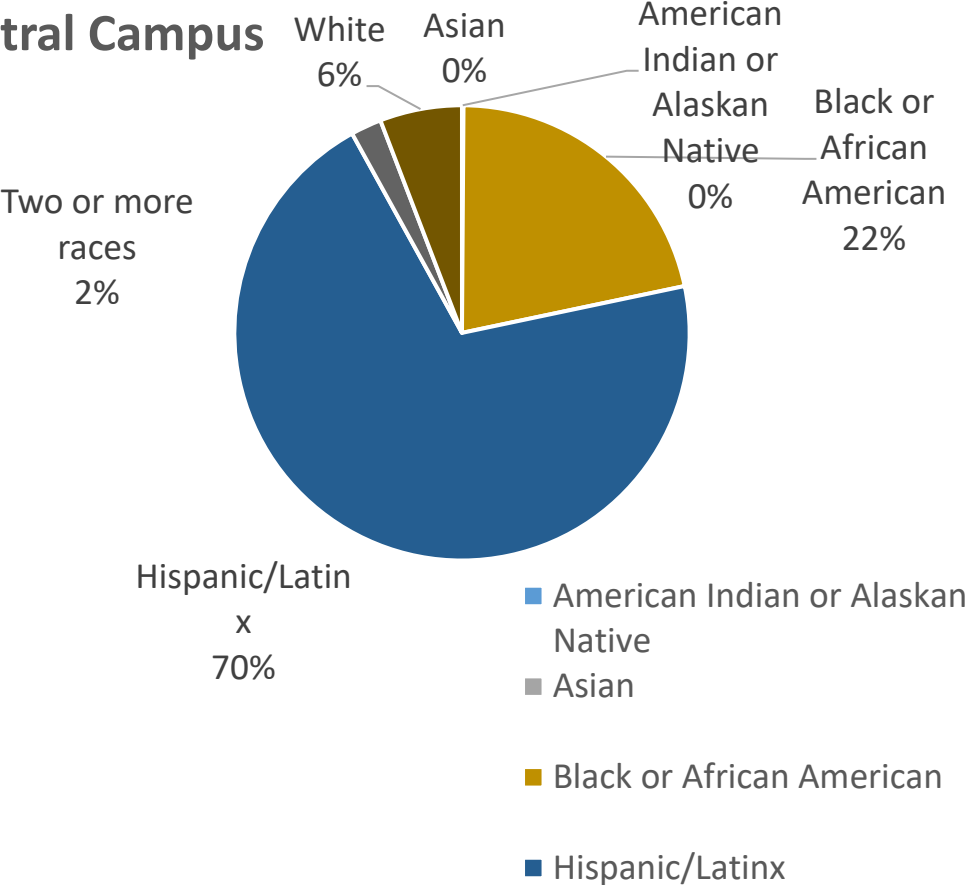
2021-2022 School Year					2022-2023 School Year					
Event Type	Central Campus	Pathways Campus	West Campus	Grand Total		Event Type	Central Campus	Pathways Campus	West Campus	Grand Total
Assault	13	1	91	105		Assault	12	2	24	38
Attire	22		25	47		Attire	36		14	50
Battery	27	12	50	89		Battery	26	8	34	68
*No Bus Disruption Incidents						Bus Disruption	12	1	15	28
Cafeteria	1	2	28	31		Cafeteria	1	3	23	27
Derogatory Language	54	12	69	135		Derogatory Language	52	33	54	139
Disrespect	434	40	692	1166		Disrespect	387	28	518	933
Distribution	7		7	14		Distribution	2		4	6
*No Electronic Equipment Incidents						Electronic Equipment	69	4	141	214
False Alarms	1		6	7		False Alarms	5		3	8
Fighting	128	10	87	225		Fighting	80	12	133	225
Fireworks	4			4		*No Fireworks Incidents				
Forgery	1		6	7		Forgery	1		1	2
*No Gambling Incidents						Gambling	5			5
Gangs	10	2	12	24		Gangs	6	2	2	10
Hall/Class Conduct	363	36	620	1019		Hall/Class Conduct	424	7	606	1037
Harassment, Intimidation or Bullying	15	7	63	85		Harassment, Intimidation or Bullying	19	29	49	97
Identification	6		17	23		Identification	70		7	77
Instigation/Mob Action	51	1	20	72		Instigation/Mob Action	38	4	16	58
Pass Misuse	26		41	67		Pass Misuse	39		55	94
Plagiarism / Cheating	2		31	33		Plagiarism / Cheating	9	1	18	28
Sexual Harassment	5	8	17	30		Sexual Harassment	3	8	1	12
Student Violence	7	1	27	35		Student Violence	3	1	27	31
Substance Abuse	114	9	136	259		Substance Abuse	99	25	104	228
Tardy to class	380		388	768		Tardy to class	12780	44	9898	22722
Theft	10	2	22	34		Theft	10	1	18	29
Tobacco/Smoking Device	100	17	97	214		Tobacco/Smoking Device	93	8	92	193
Unauthorized Parking			3	3		Unauthorized Parking	6		3	9
Unauthorized Presence	1434	12	717	2163		Unauthorized Presence	1066	9	562	1637
Unexcused Absence or Truancy Full	7	4	45	56		Unexcused Absence or Truancy Full Day	17	3	75	95
Unexcused Absence or Truancy Part	203	17	432	652		Unexcused Absence or Truancy Part Day	381	30	972	1383
Vandalism	13	6	24	43		Vandalism	21	1	14	36
Verbal Confrontation	43	6	71	120		Verbal Confrontation	40	6	80	126
Violation of AUP			1	1		Violation of AUP			2	2
Weapon	37	2	29	68		Weapon	17		25	42
Grand Total	3518	206	3874	7599		Grand Total	15829	270	13590	29689

2023-2024 SY Office Discipline Referrals

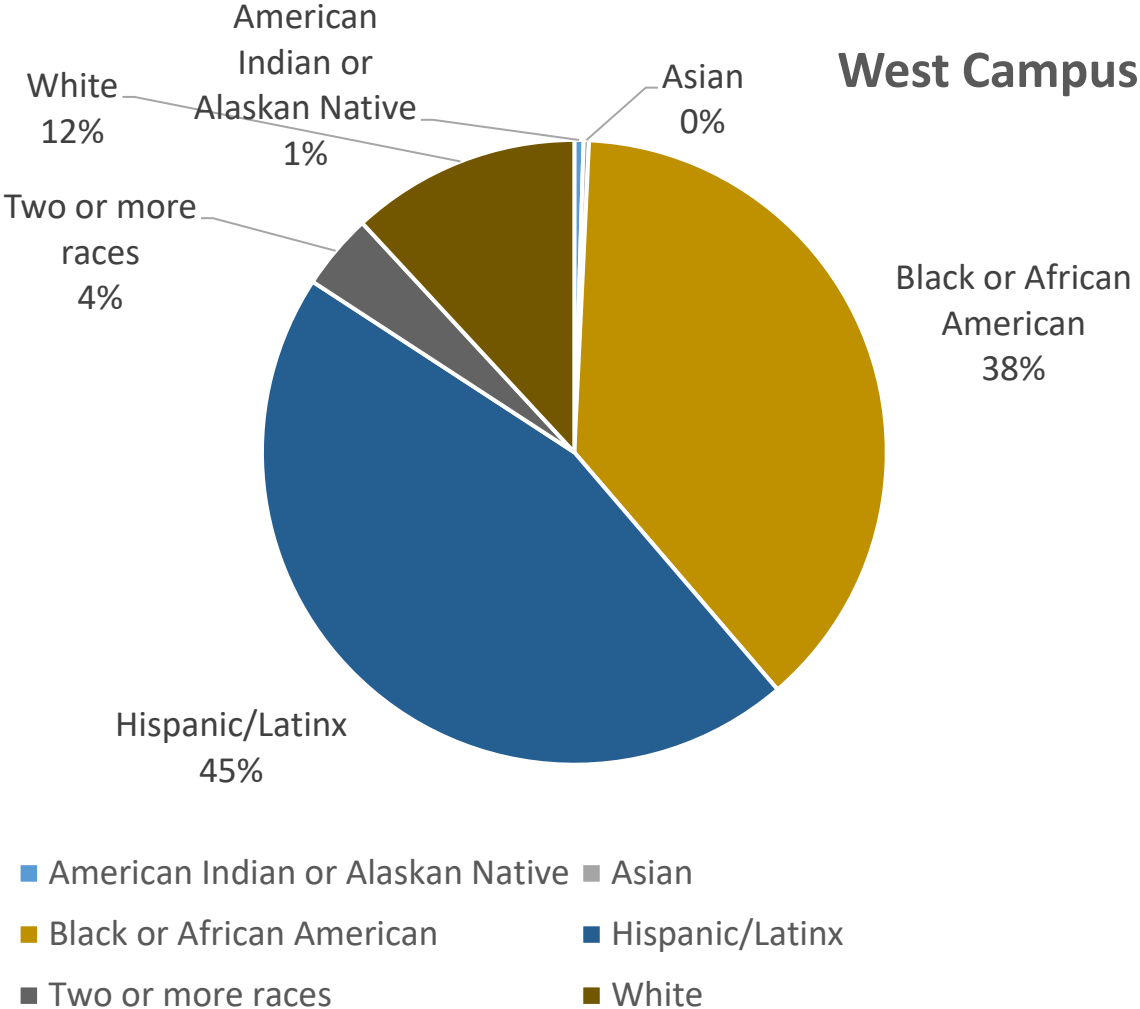
Event Type	Central Campus	Pathways Campus	Transition Center	West Campus	Grand Total
Assault	22	3		55	80
Attire	14			6	20
Battery	34	10	1	28	73
Bus Disruption	3			3	6
Cafeteria	5			17	22
Derogatory Language	59	17		62	138
Disrespect	384	29		521	934
Distribution	3			5	8
Electronic Equipment	29	2		195	226
False Alarms				1	1
Fighting	122	12		87	221
*No Fireworks Incidents					
Forgery	8			9	17
Gambling				11	11
Gangs	6	1		4	11
Hall/Class Conduct	1124	11		1198	2333
Harassment, Intimidation or Bullying	5			42	47
Identification	442			41	483
Instigation/Mob Action	40			21	61
Negligent Driving				1	1
Pass Misuse	60			60	120
* No Plagiarism/Cheating Incidents					
Sexual Harassment	12	1		2	15
Student Violence	15	2		18	35
Substance Abuse	74	11		91	176
Tardy to class	12080			6715	18795
Theft	12			15	27
Tobacco/Smoking Device	75	7		94	176
Unauthorized Parking				66	66
Unauthorized Presence	691	4		506	1201
Unexcused Absence or Truancy Full Day	18	7		68	93
Unexcused Absence or Truancy Part Day	230	10		712	952
Vandalism	19			17	36
Verbal Confrontation	49	9		73	131
Violation of AUP	2				2
Weapon	13			14	27
Grand Total	15650	136	1	10758	26545

All ODR Race/Ethnicity 2023-2024

Central Campus

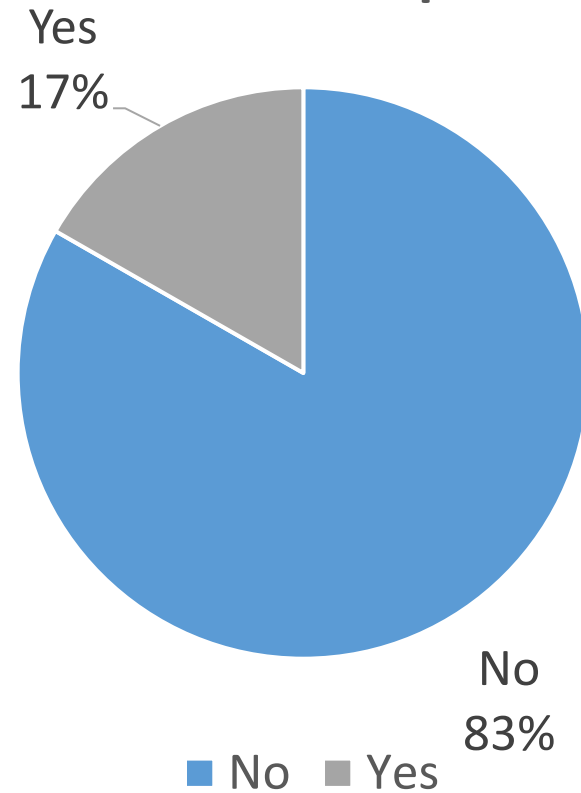


West Campus

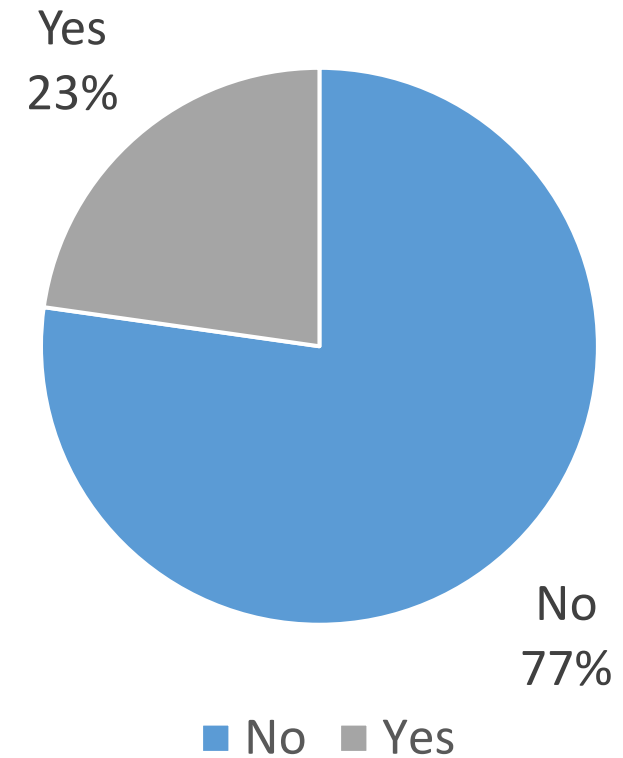


All ODR IEP Status 2023-2024

Central Campus

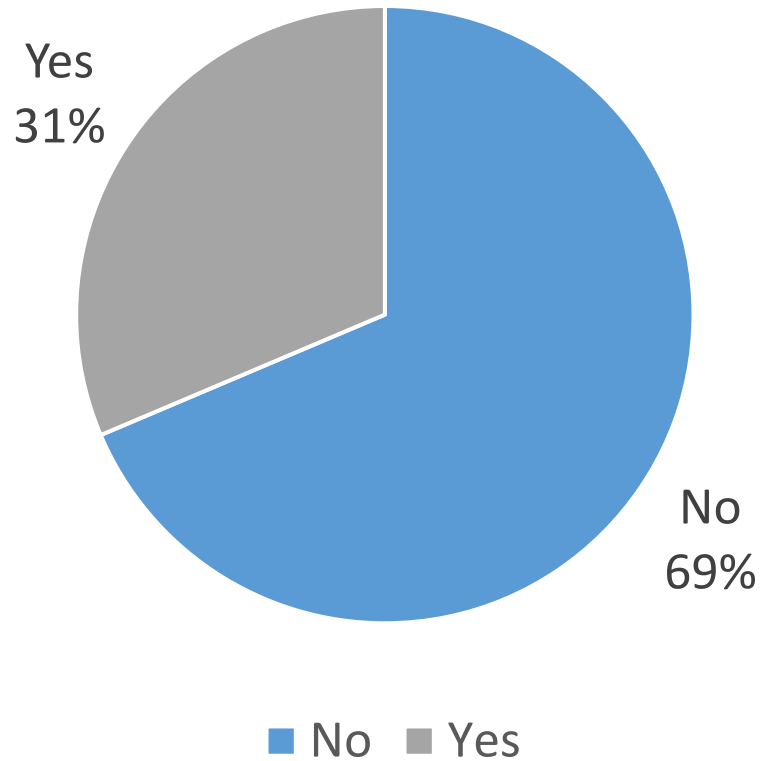


West Campus

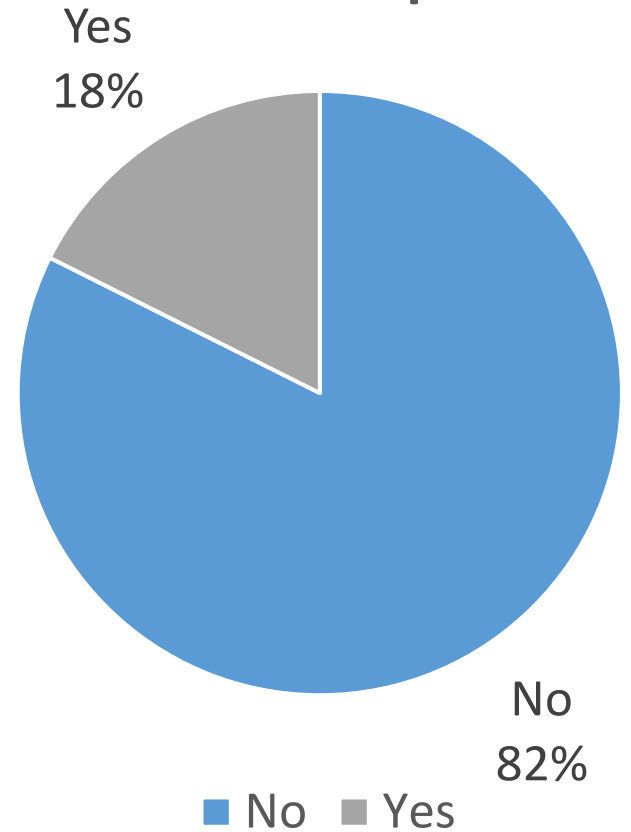


All ODR EL Status 2023-2024

Central Campus

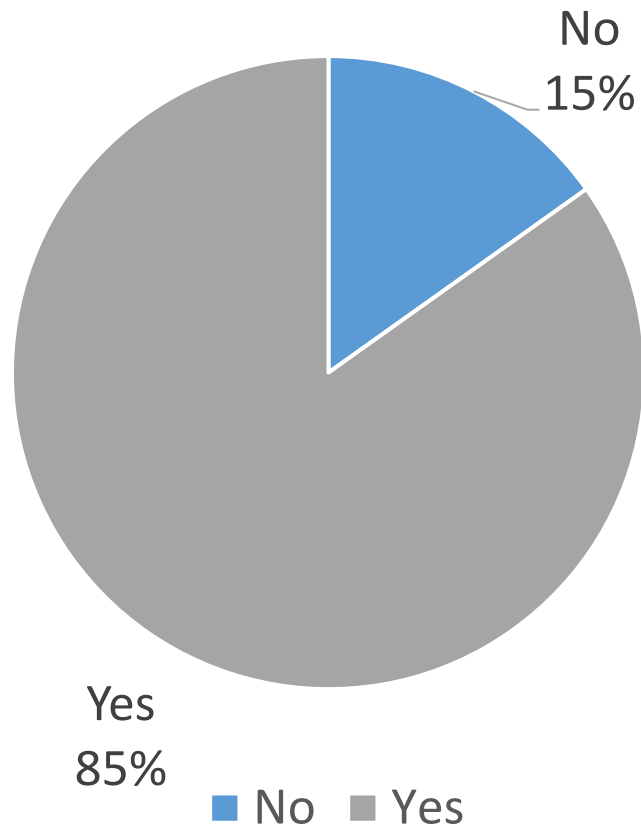


West Campus

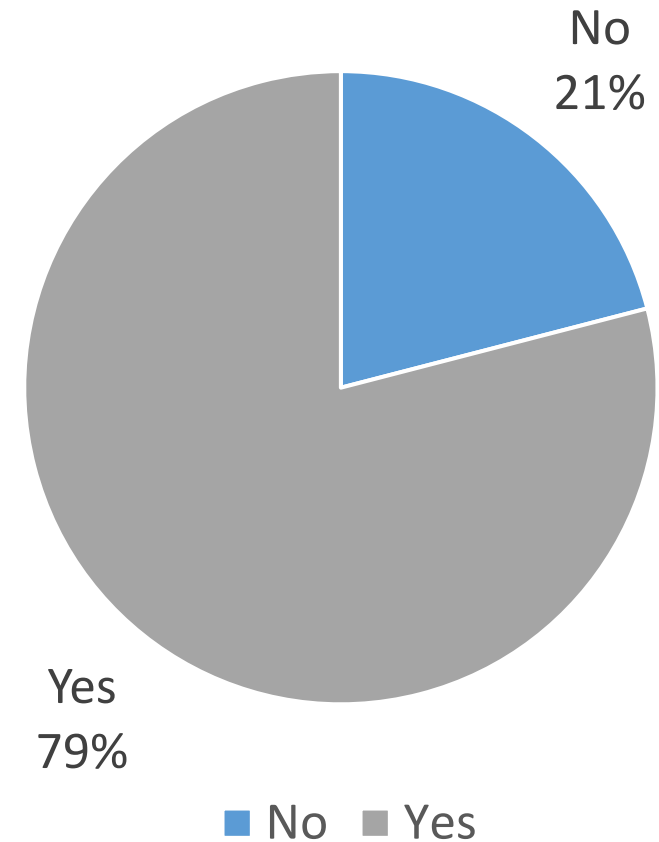


All ODR F/R Indicator 2023-2024

Central Campus



West Campus



District Data – Severe Infractions

Data reflects the number of students in an infraction, not the number of incidents

Severe Infraction	2021-2022	2022-2023	2023-2024
Assault	105	39	80
Battery	89	68	73
Distribution	14	7	8
Fighting	225	225	221
Gangs	24	10	11
Instigation/Mob Action	72	58	61
Sexual Harrassment	30	13	15
Student Violence	35	31	35
Substance Abuse	259	228	176
Weapon	68	42	27

Joliet Central Data – Severe Infractions

Data reflects the number of students in an infraction, not the number of incidents

Severe Infraction	2021-2022	2022-2023	2023-2024
Assault	13	13	22
Battery	27	26	34
Distribution	7	3	3
Fighting	128	80	122
Gangs	10	6	6
Instigation/Mob Action	51	38	40
Sexual Harrassment	5	4	12
Student Violence	7	3	15
Substance Abuse	114	99	74
Weapon	37	17	13

Joliet West Data – Severe Infractions

Data reflects the number of students in an infraction, not the number of incidents

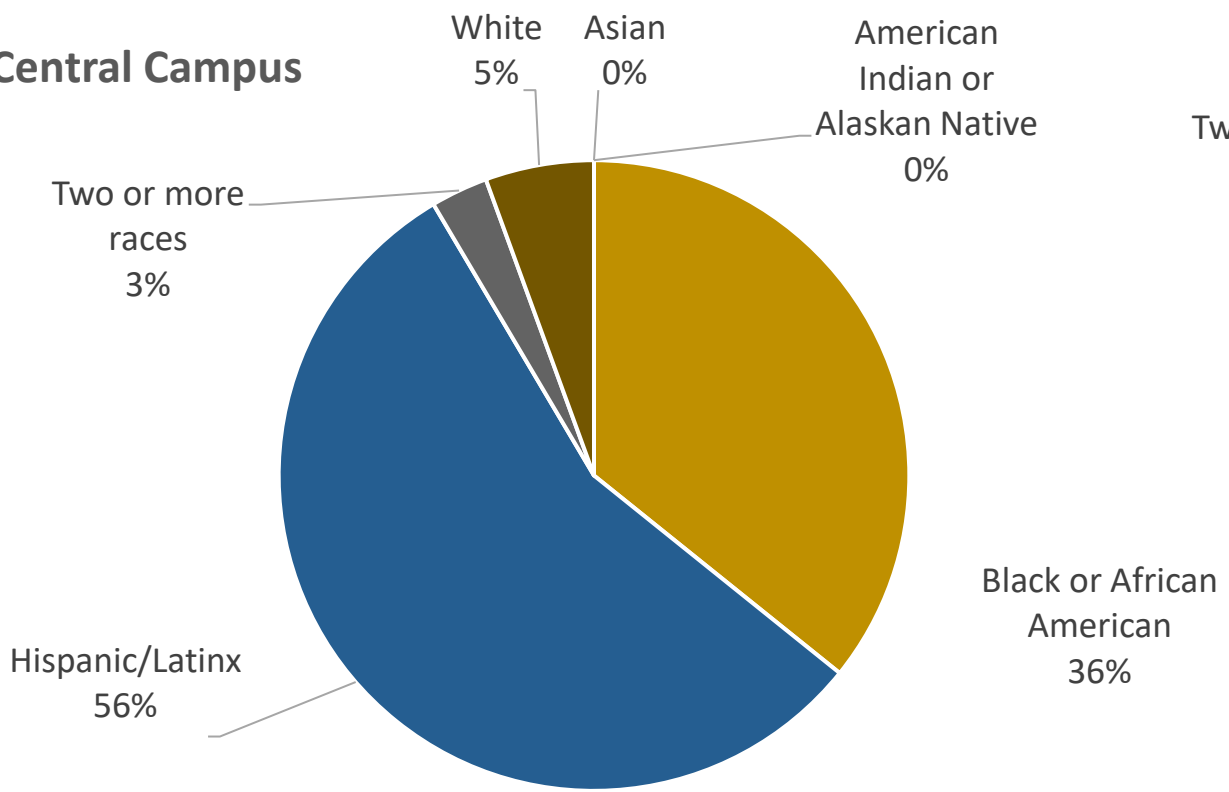
Severe Infraction	2021-2022	2022-2023	2023-2024
Assault	91	24	55
Battery	50	34	28
Distribution	7	4	5
Fighting	87	133	87
Gangs	12	2	4
Instigation/Mob Action	20	16	21
Sexual Harrassment	17	1	2
Student Violence	27	27	18
Substance Abuse	136	104	91
Weapon	29	25	14

Location of
Severe
Infractions –
2023-2024

Location	Central	Pathways	Transition	West	Grand Total
Off campus: Bus stop	0.00%	0.00%	0.00%	3.04%	1.42%
Off campus: Other off-campus location	3.69%	2.50%	0.00%	1.69%	2.68%
Off campus: Other school	1.01%	0.00%	0.00%	0.34%	0.63%
Off campus: School bus	1.34%	2.50%	0.00%	2.03%	1.73%
Off campus: Walking to or from school	0.00%	10.00%	0.00%	0.00%	0.63%
On Campus: Administrative	0.67%	0.00%	0.00%	0.34%	0.47%
On Campus: Athletic field or playground	0.34%	0.00%	0.00%	1.01%	0.63%
On Campus: Auditorium	0.00%	0.00%	0.00%	0.34%	0.16%
On Campus: Cafeteria	12.75%	12.50%	0.00%	10.14%	11.50%
On Campus: Classroom	16.11%	40.00%	0.00%	11.49%	15.43%
On Campus: Hallway or stairs	35.23%	12.50%	100.00%	36.49%	34.49%
On Campus: Library/Media center	0.67%	0.00%	0.00%	0.00%	0.31%
On Campus: Locker room or gym	4.70%	12.50%	0.00%	6.08%	5.83%
On Campus: Other inside area	3.69%	2.50%	0.00%	5.41%	4.41%
On Campus: Other outside area	3.69%	2.50%	0.00%	2.70%	3.15%
On Campus: Parking lot	0.34%	0.00%	0.00%	2.03%	1.10%
On Campus: Restroom	15.77%	2.50%	0.00%	16.89%	15.43%

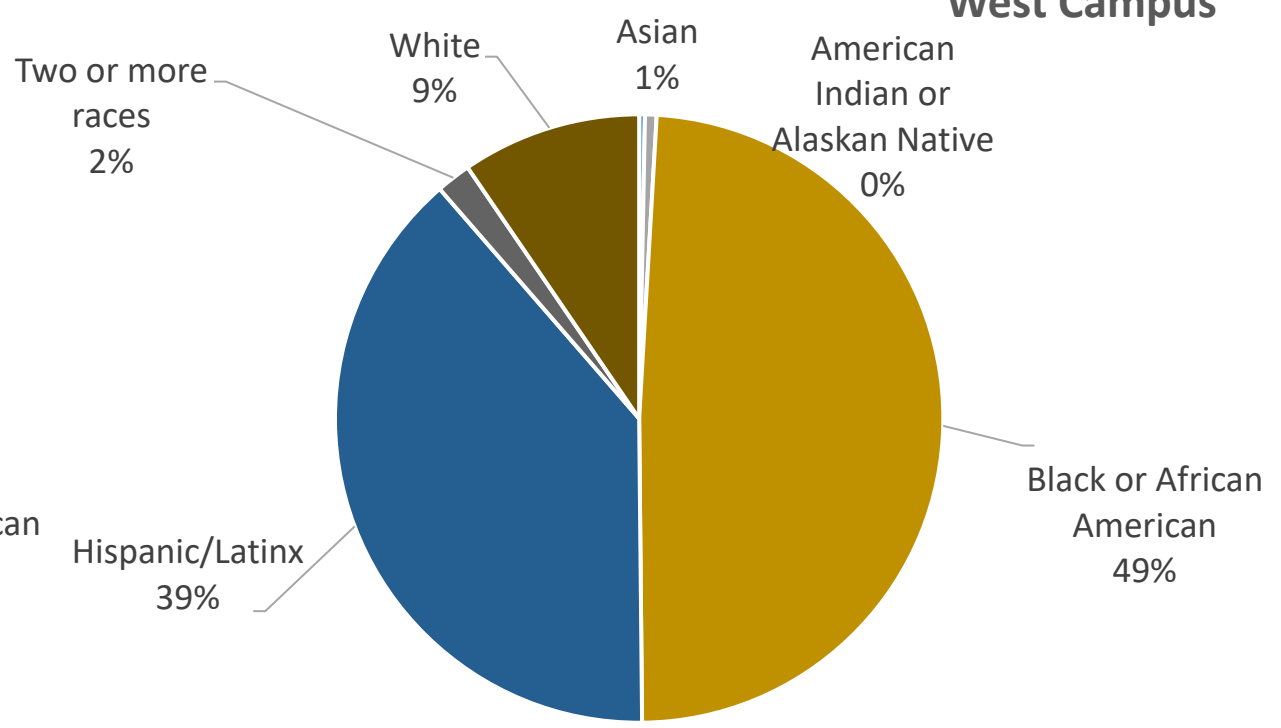
Severe Infractions by Race/Ethnicity 2023-2024

Central Campus



- American Indian or Alaskan Native
- Black or African American
- Two or more races
- Asian
- Hispanic/Latinx
- White

West Campus

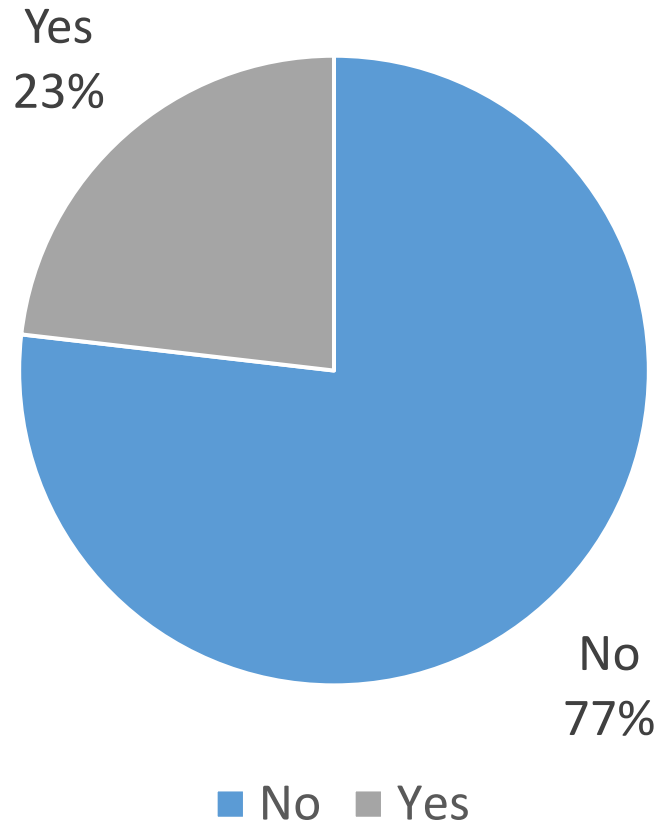


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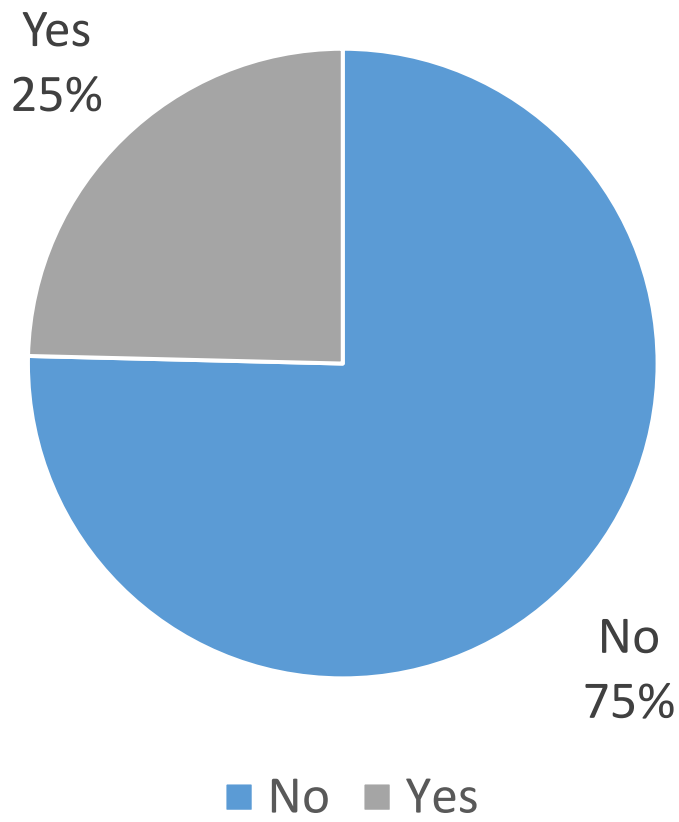
Severe Infractions by IEP Status 2023-2024



Central Campus



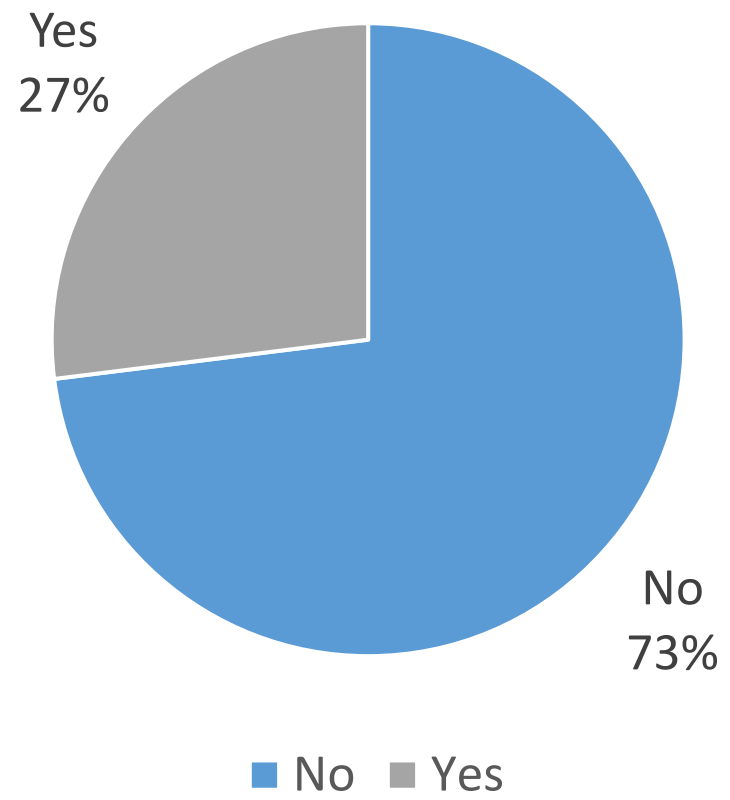
West Campus



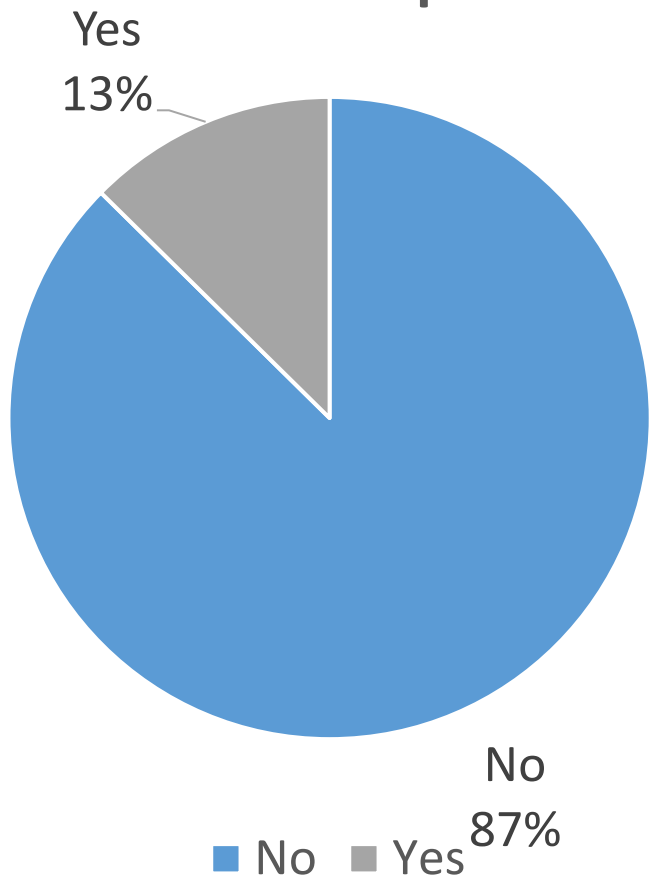
Severe Infractions by EL Status 2023-2024



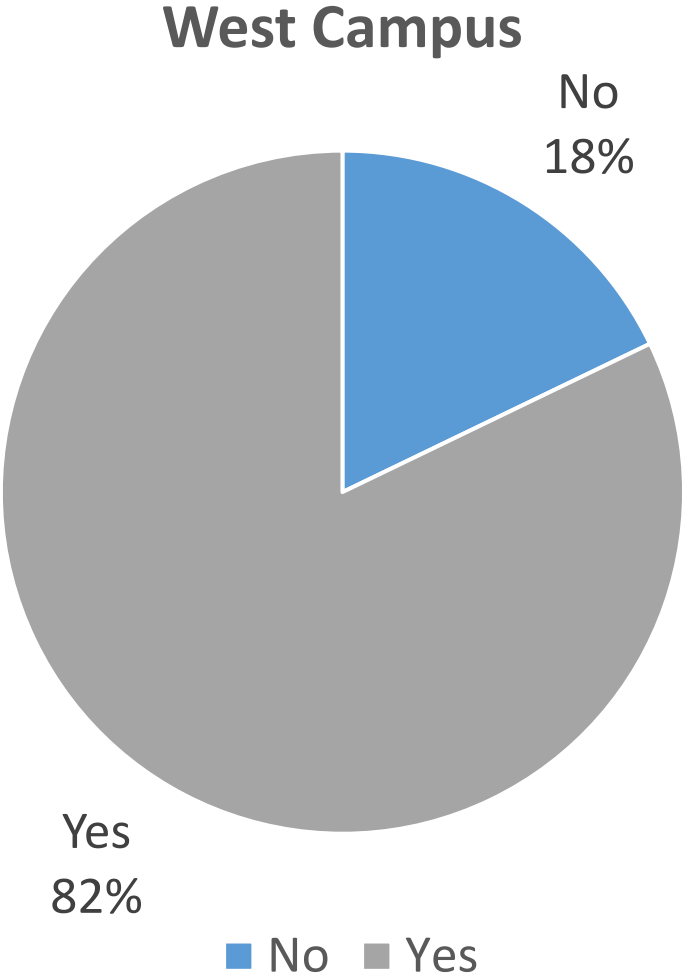
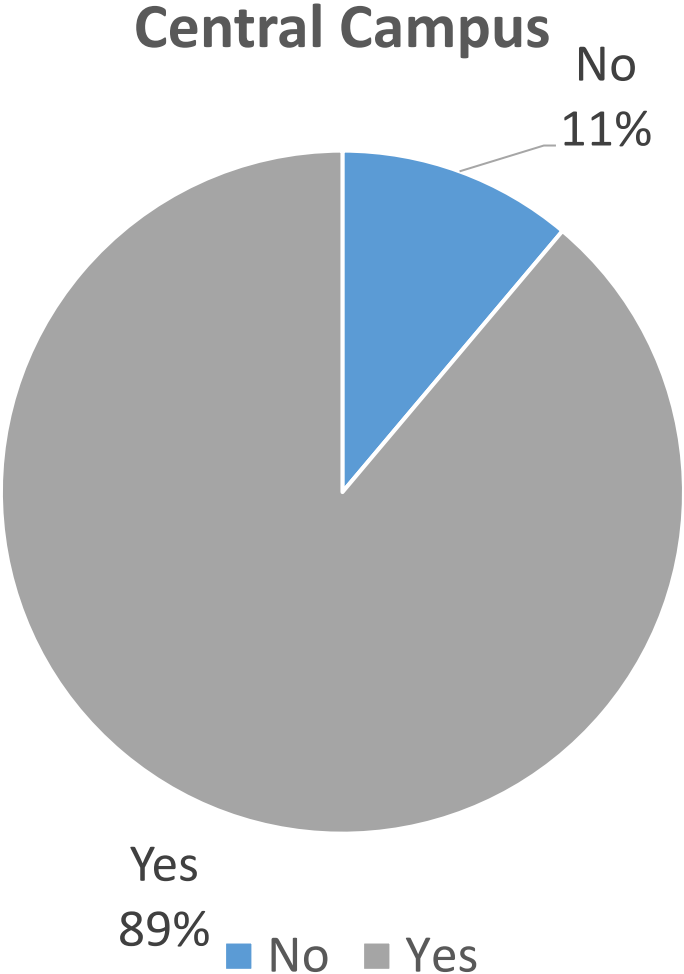
Central Campus



West Campus



Severe Infractions by F/R Indicator 2023-2024

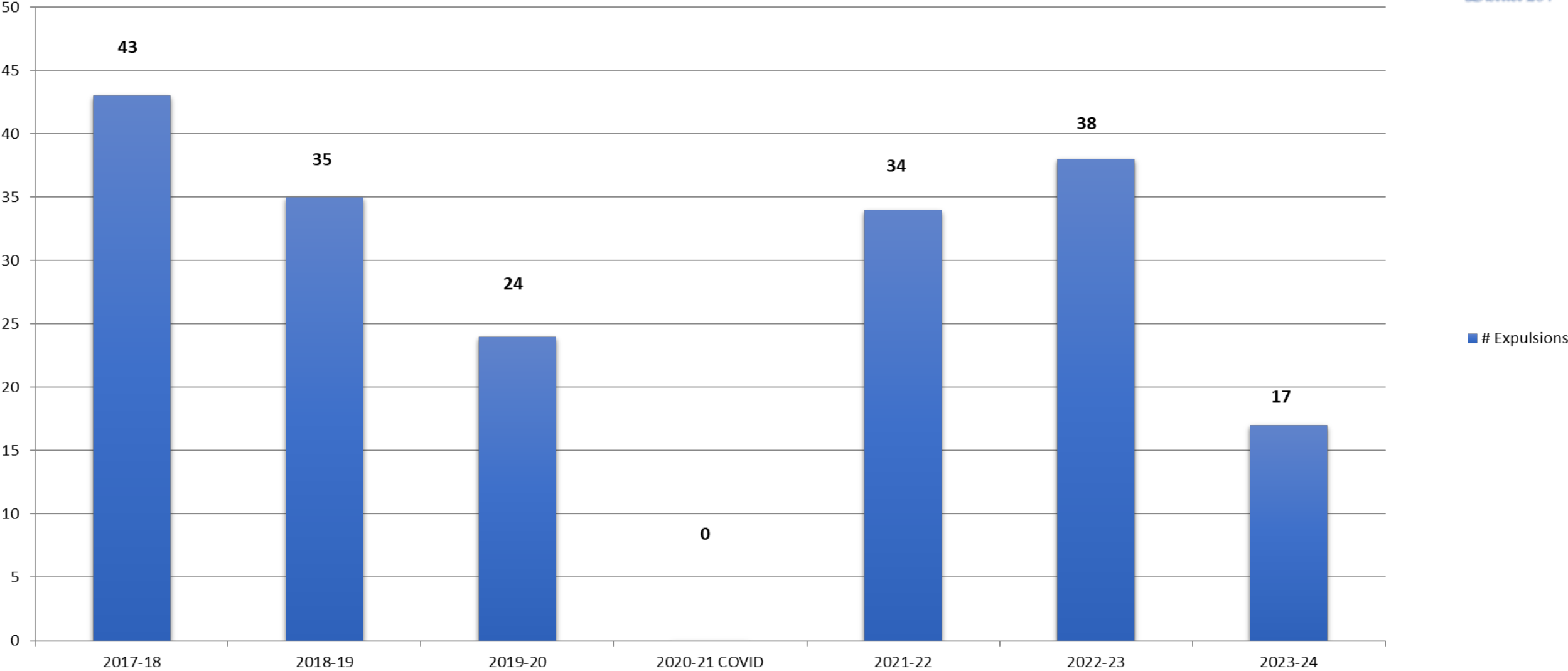


Exclusionary Discipline Data

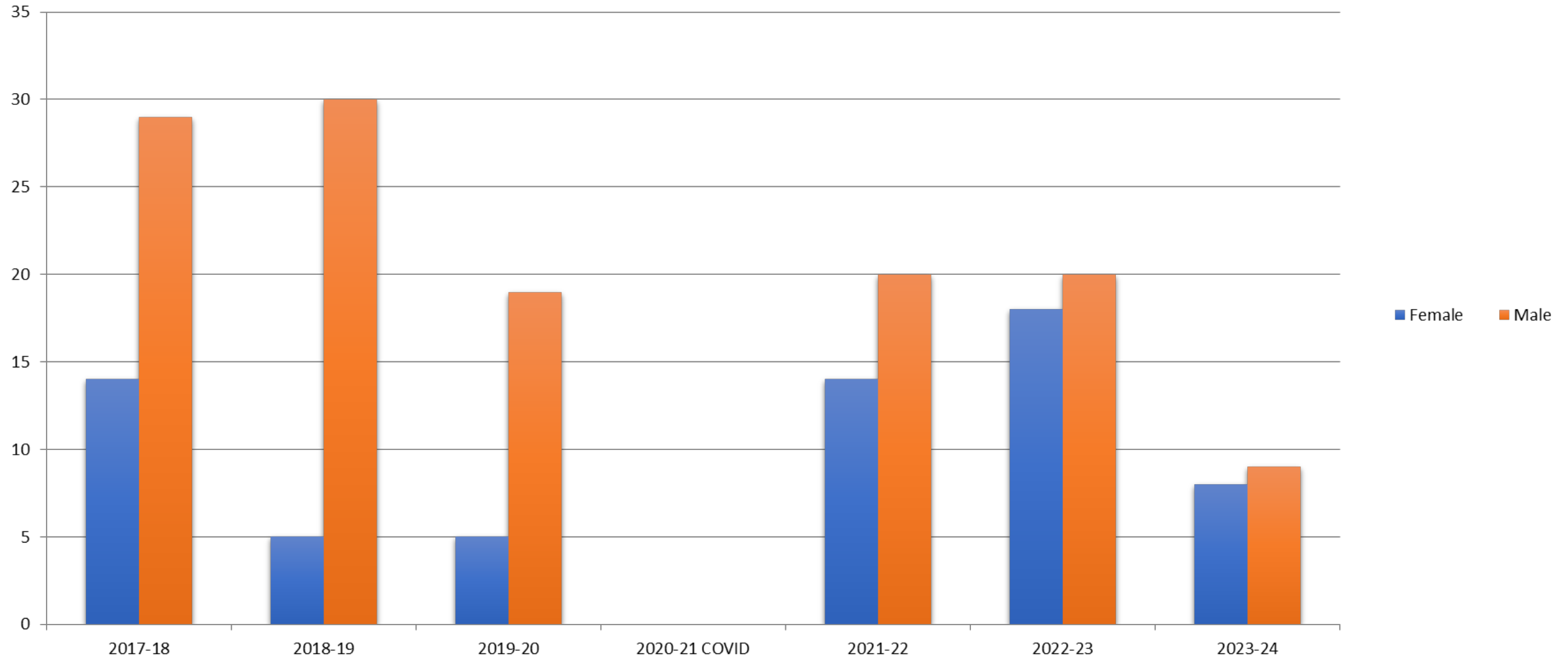
Expulsion Data



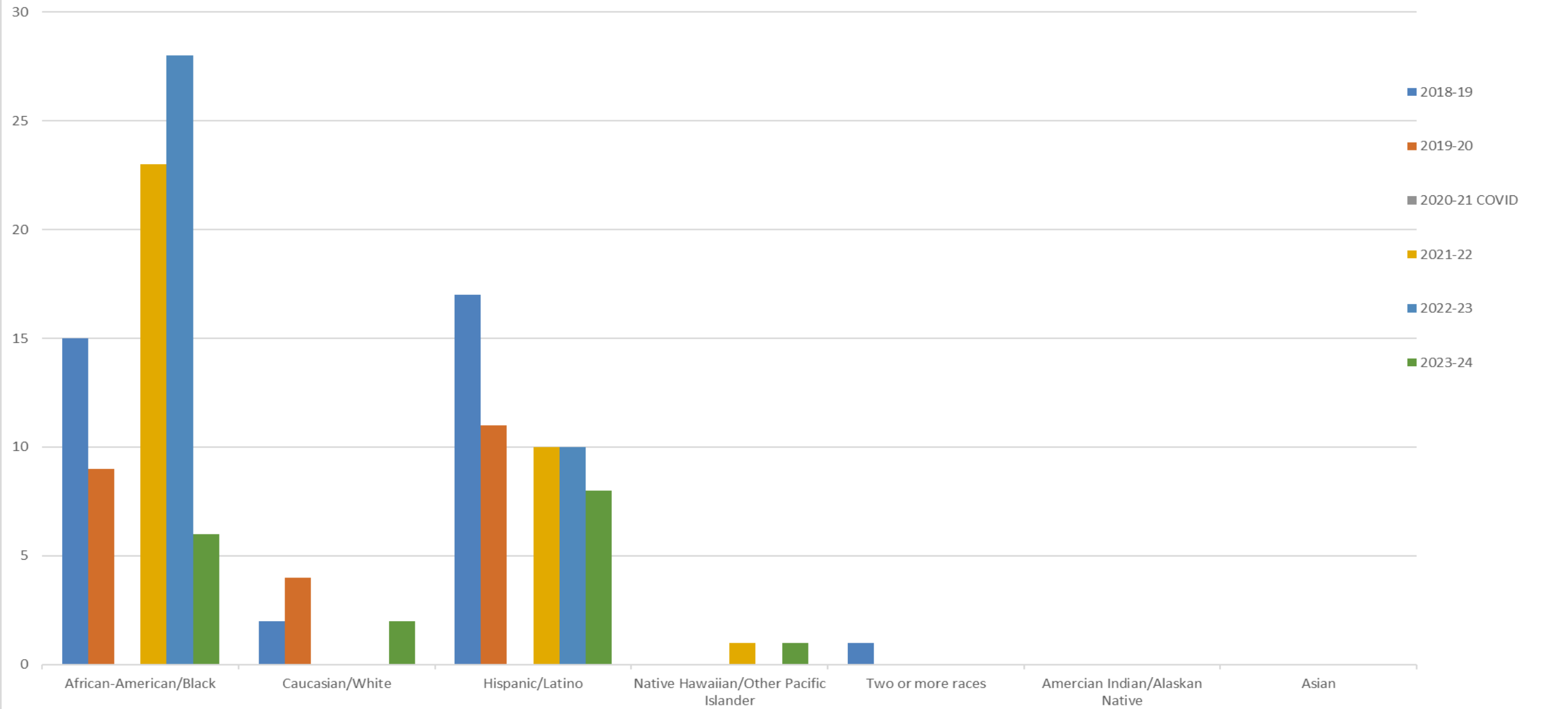
Total Number of Expulsions/in Lieu of Expulsions 2023- 2024



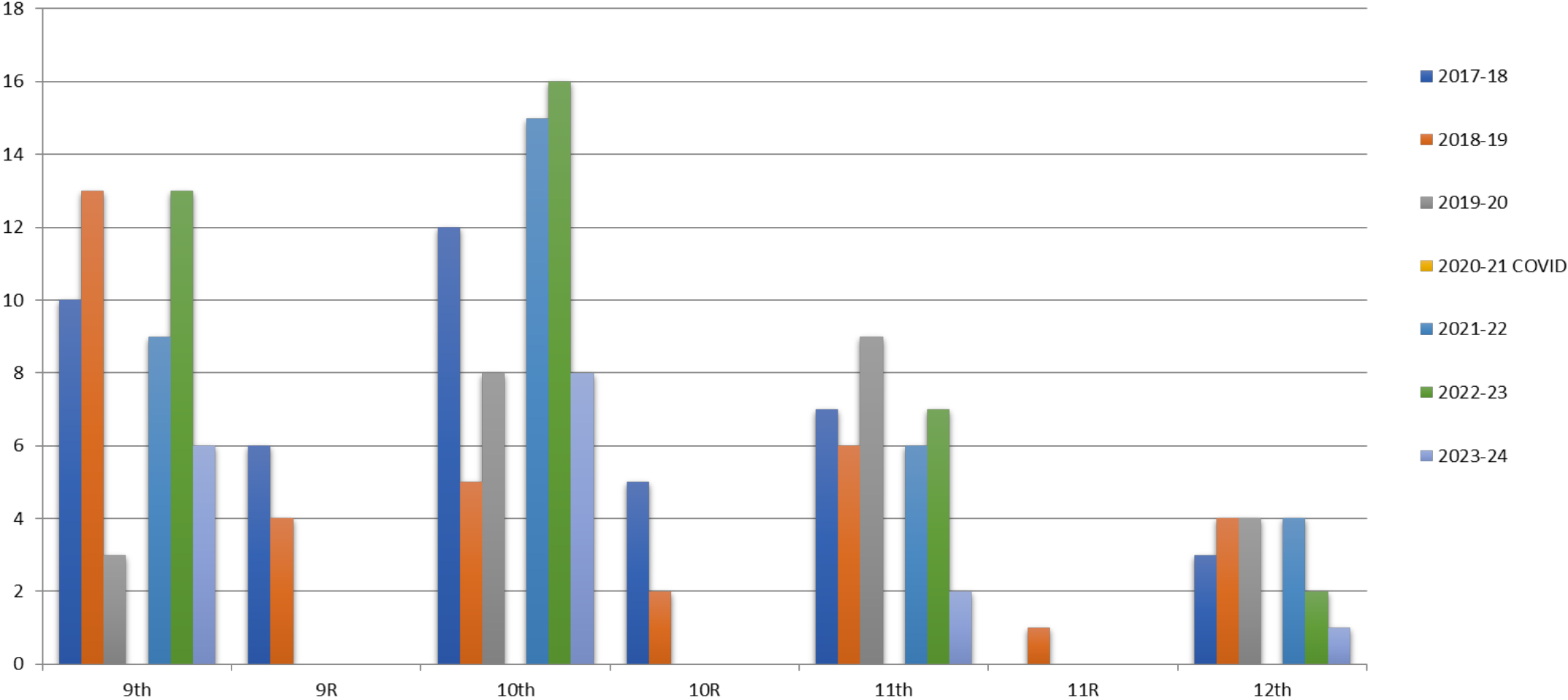
Gender



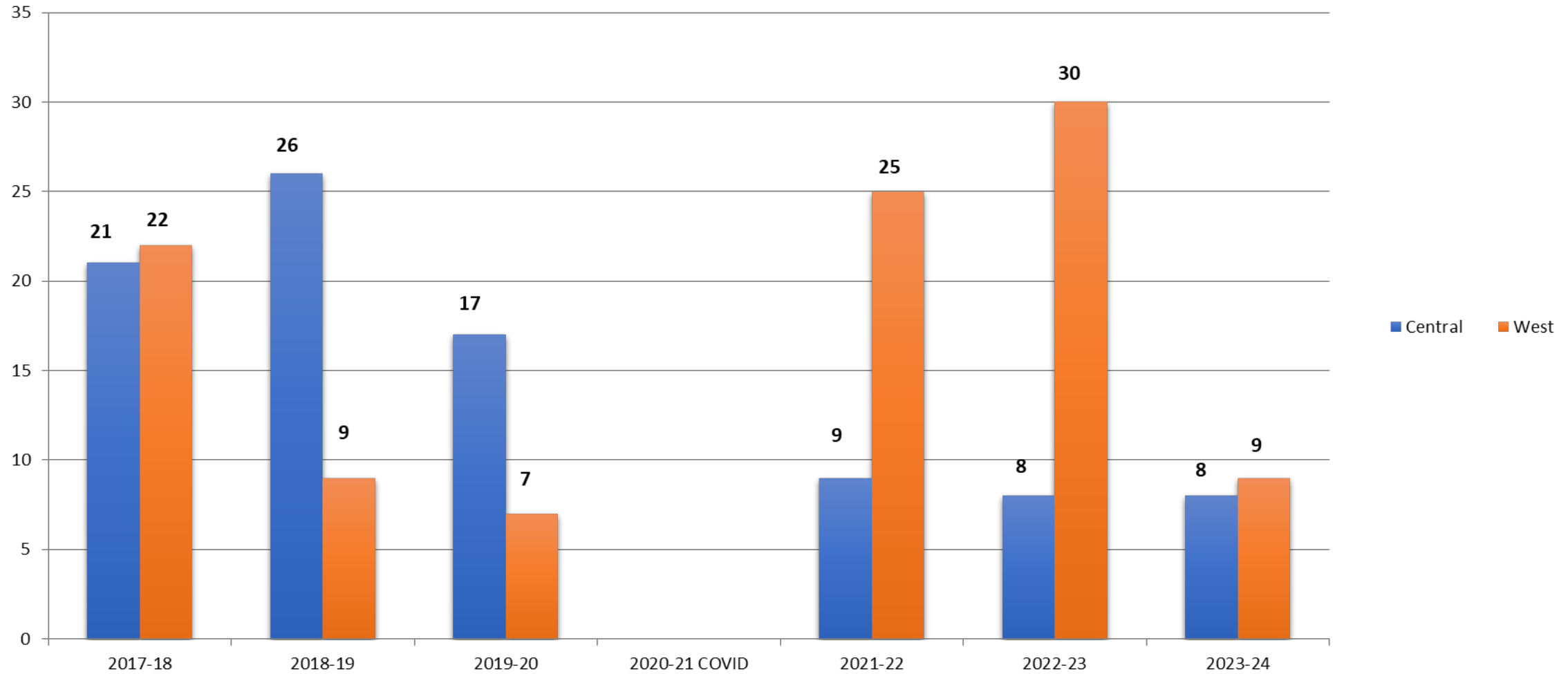
Expulsion by Race



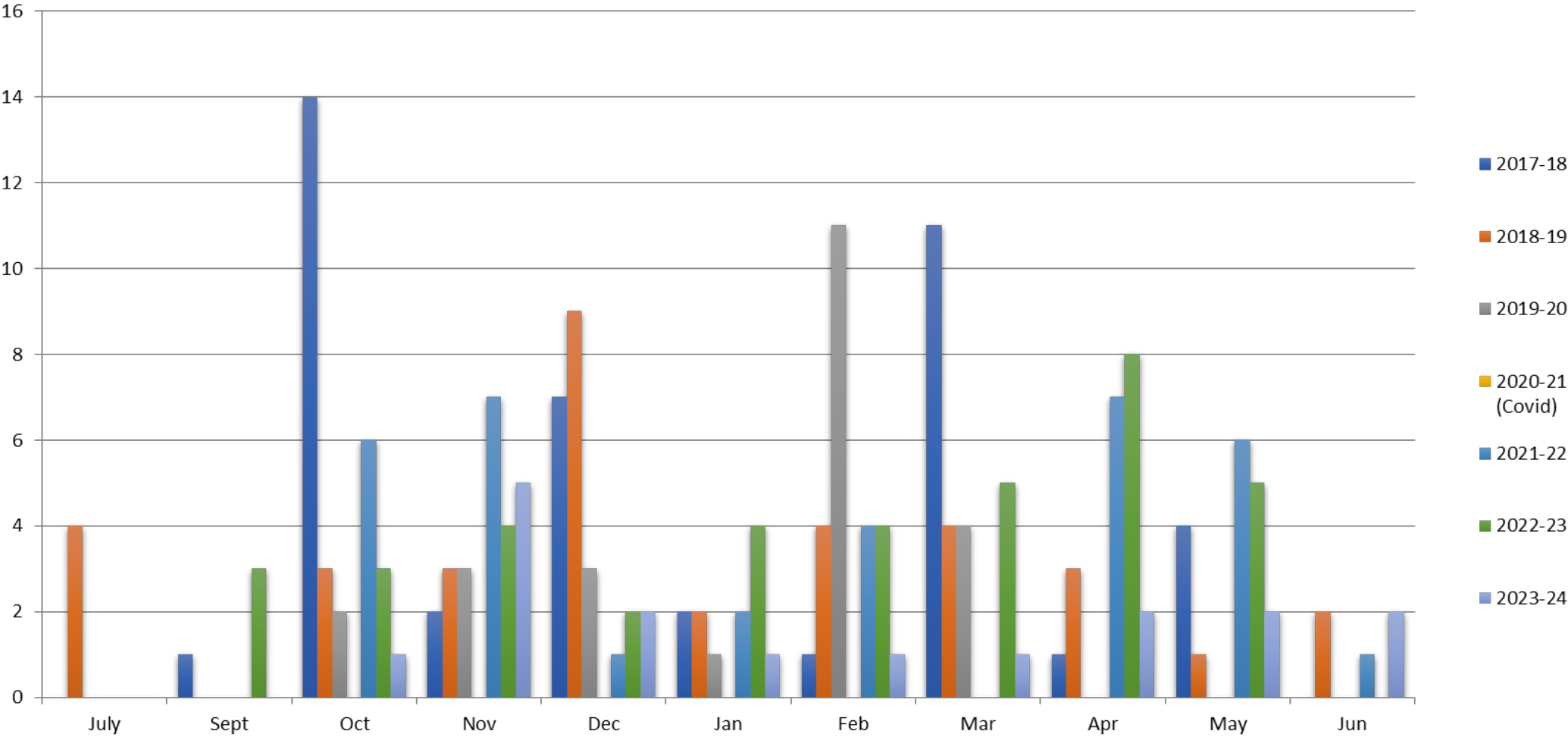
Expulsions by Grade



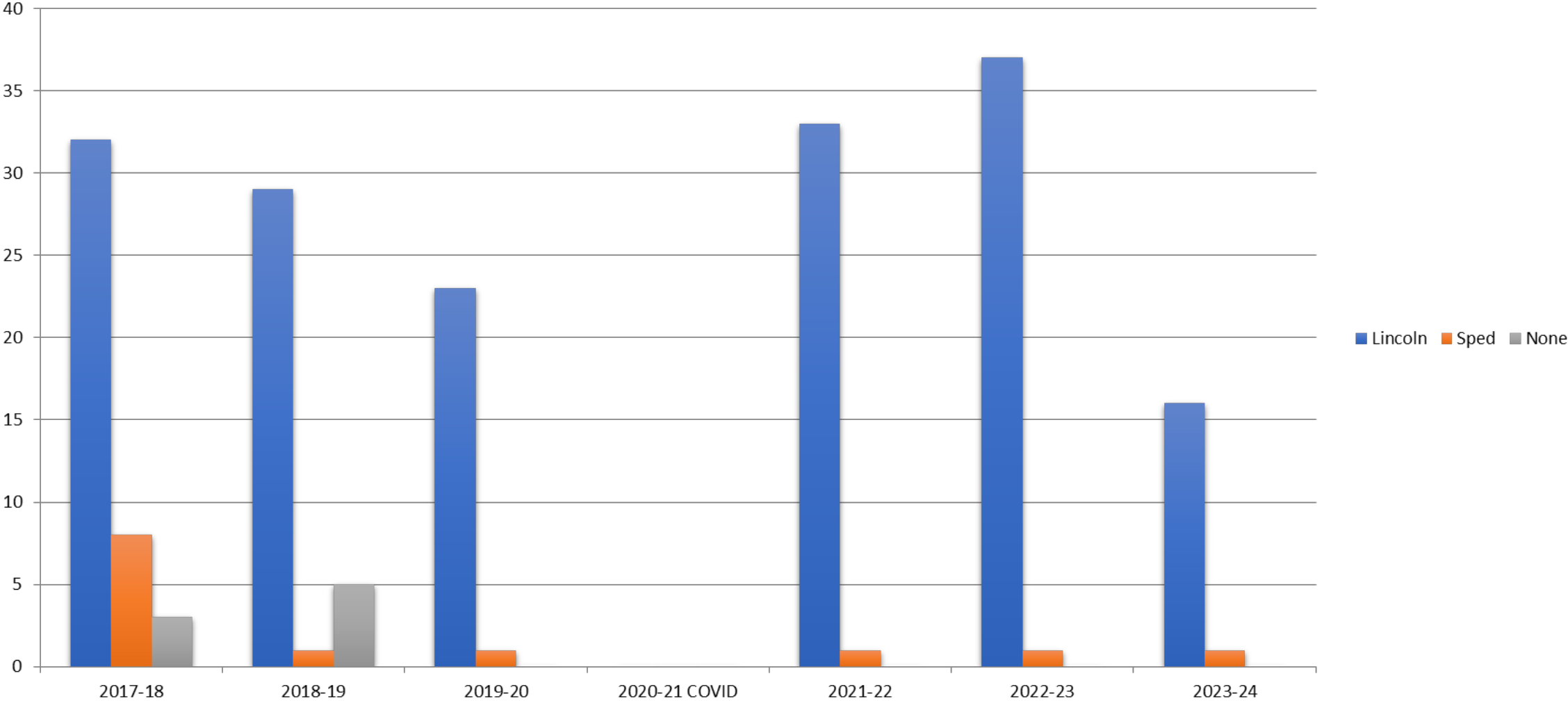
Expulsion per Campus



Expulsions per Month



Recommended Placement per Board Action



Out of School Suspension Data



Out of School Suspension (OSS) Data



2021-2022

CAMPUS	STUDENTS SUSPENDED	TOTAL DAYS OSS
Central	397	970.8
Pathways	68	116
West	539	1340.5

2023-2024

CAMPUS	STUDENTS SUSPENDED	TOTAL DAYS OSS
Central	290	601.5
Pathways	53	131
West	370	705

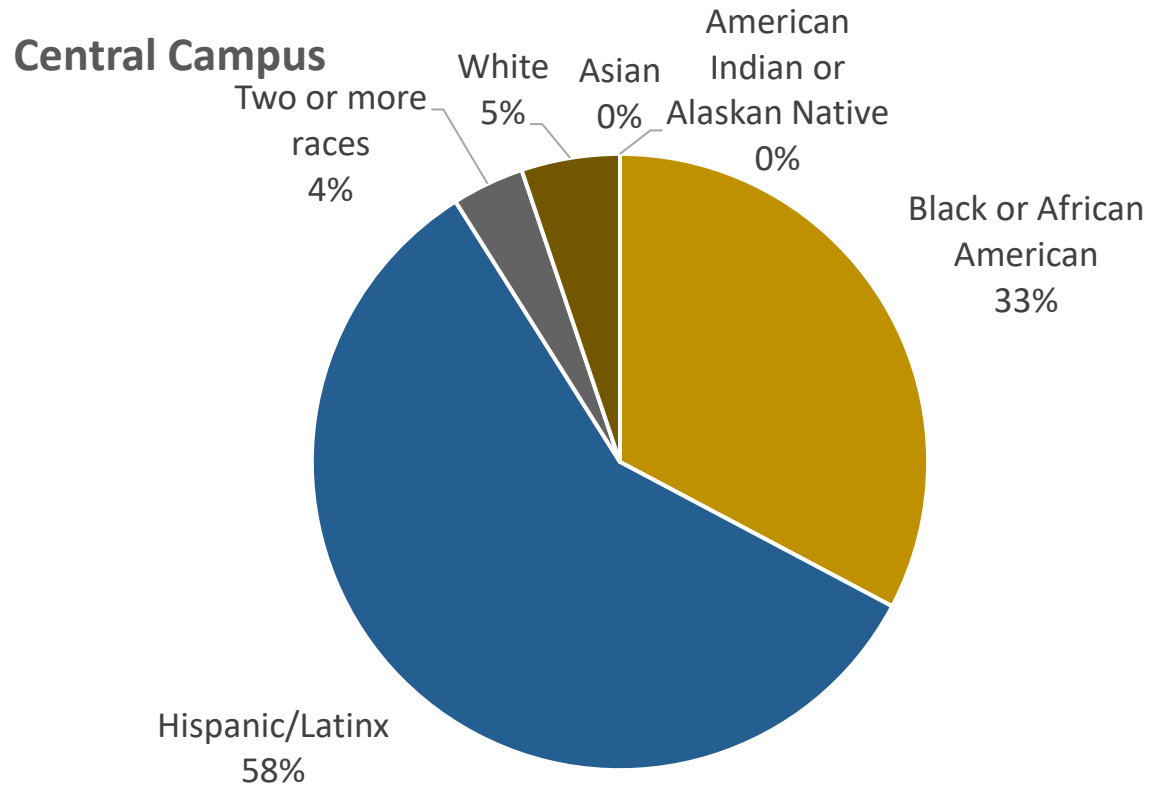
2022-2023

CAMPUS	STUDENTS SUSPENDED	TOTAL DAYS OSS
Central	246	624
Pathways	60	144
West	397	1104

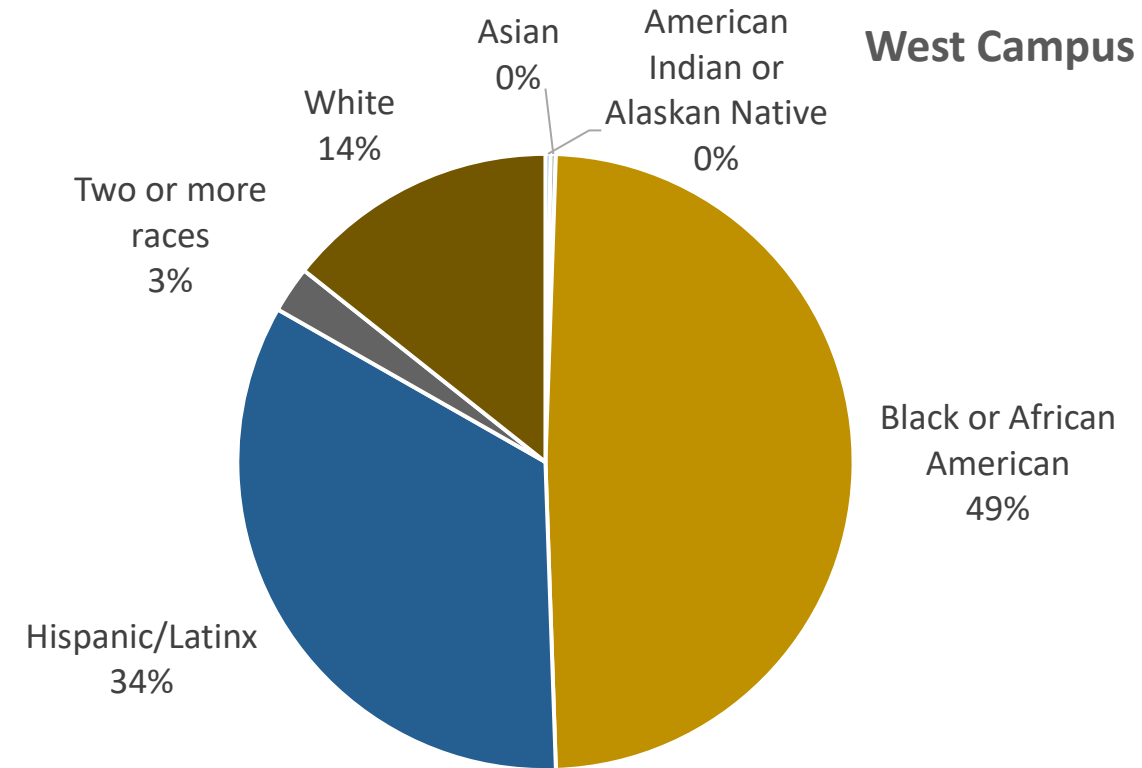
Year-to-Year Comparison – Days of OSS

Building	21-22	22-23	23-24
Central	970.8	624	601.5
Pathways	116	144	131
West	1340.5	1104	705

Race/Ethnicity – Students Suspended



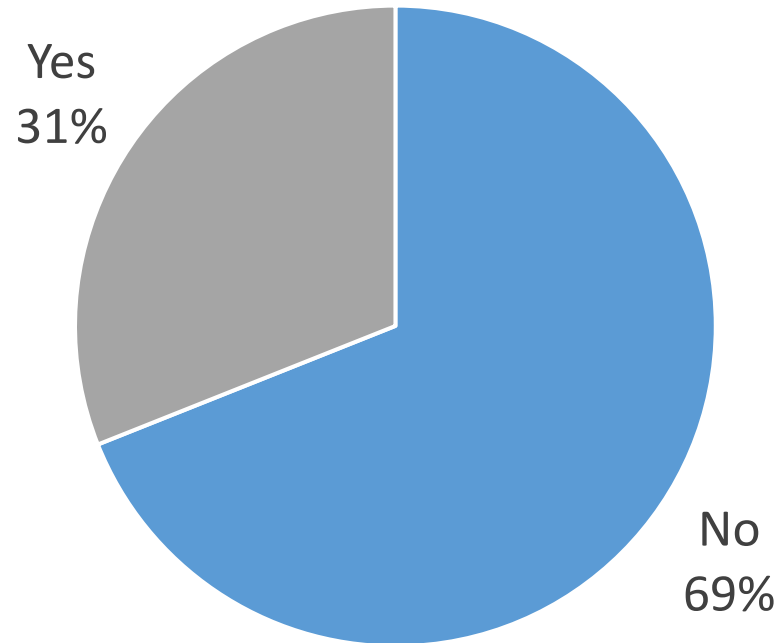
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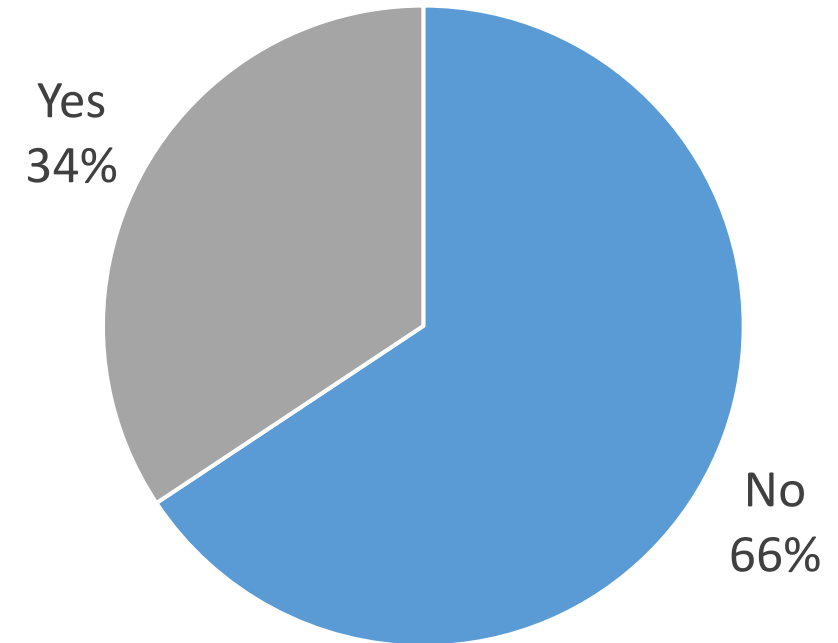
IEP Status – Students Suspended

Central Campus



■ No ■ Yes

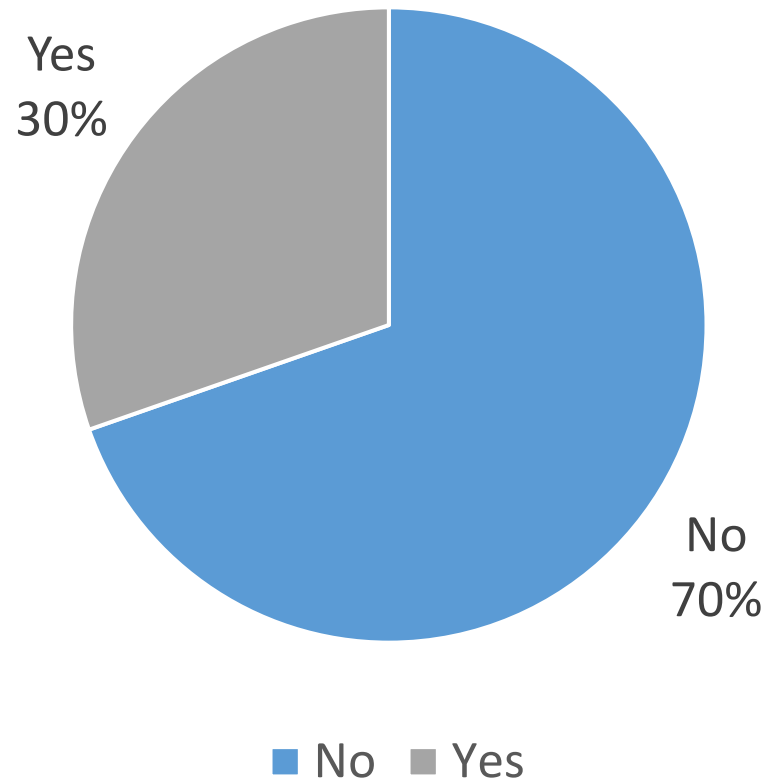
West Campus



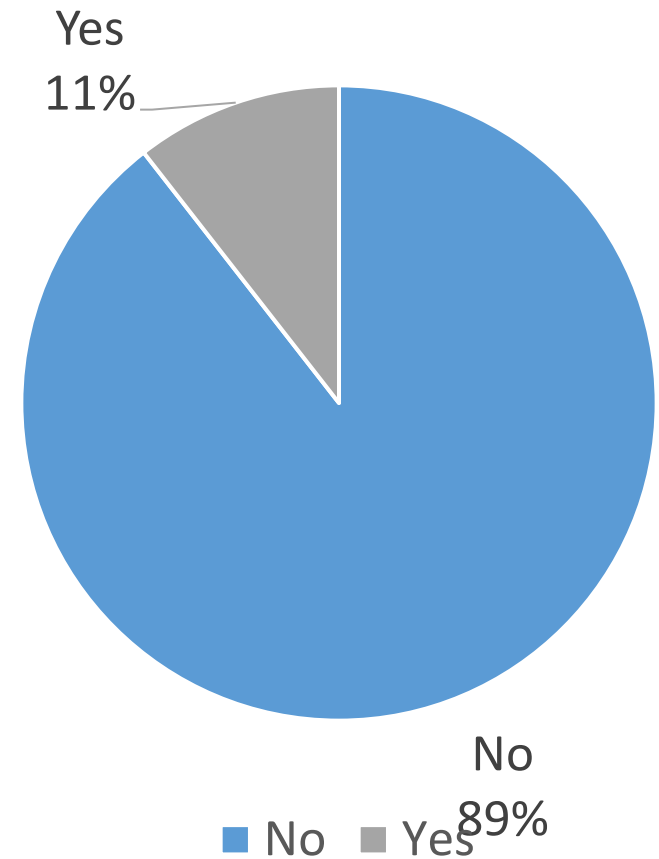
■ No ■ Yes

EL Status – Students Suspended

Central Campus

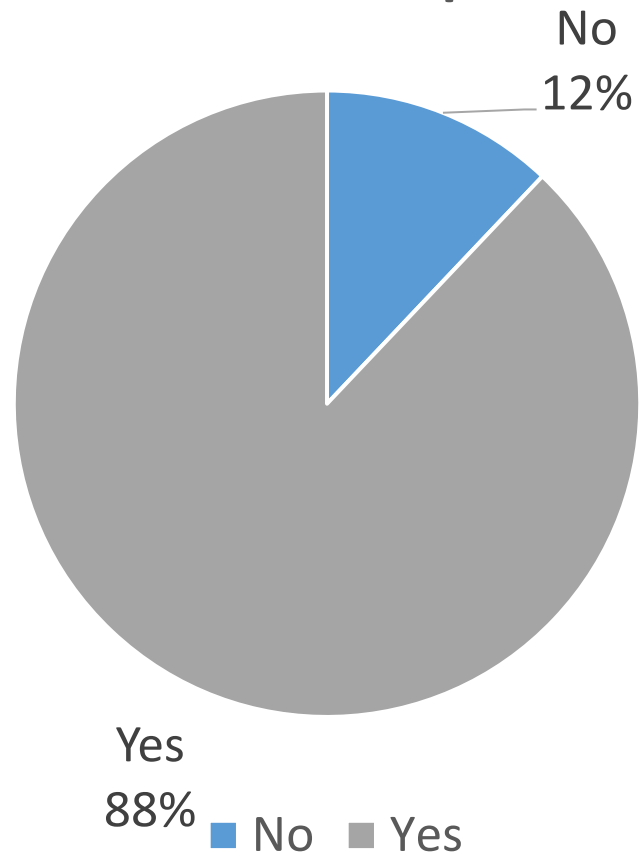


West Campus

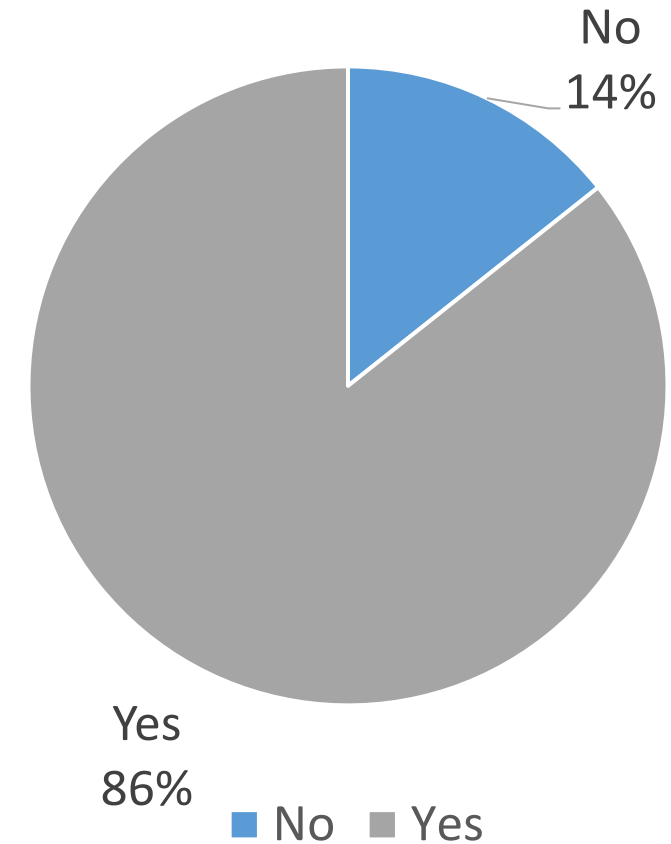


F/R Indicator – Students Suspended

Central Campus



West Campus



Intensive Student Support (ISS) Data



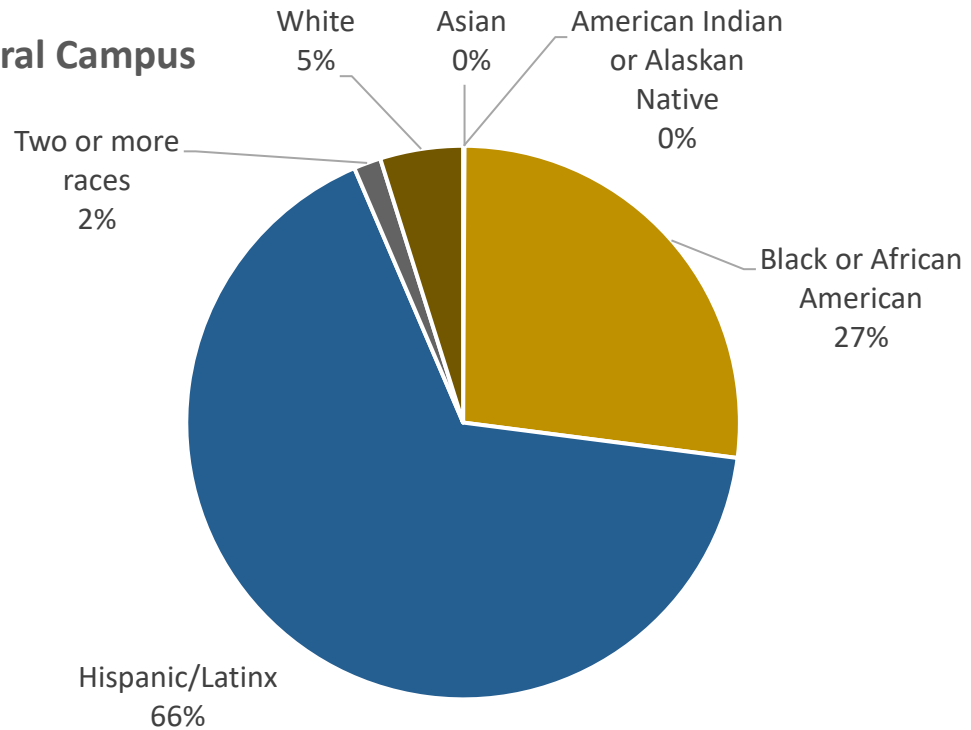
Year-to-Year Comparison

Number of ISS Assignments

Building	21-22	22-23	23-24
Central	1049	1446	1198
Pathways	99	108	57
West	1073	1406	1223

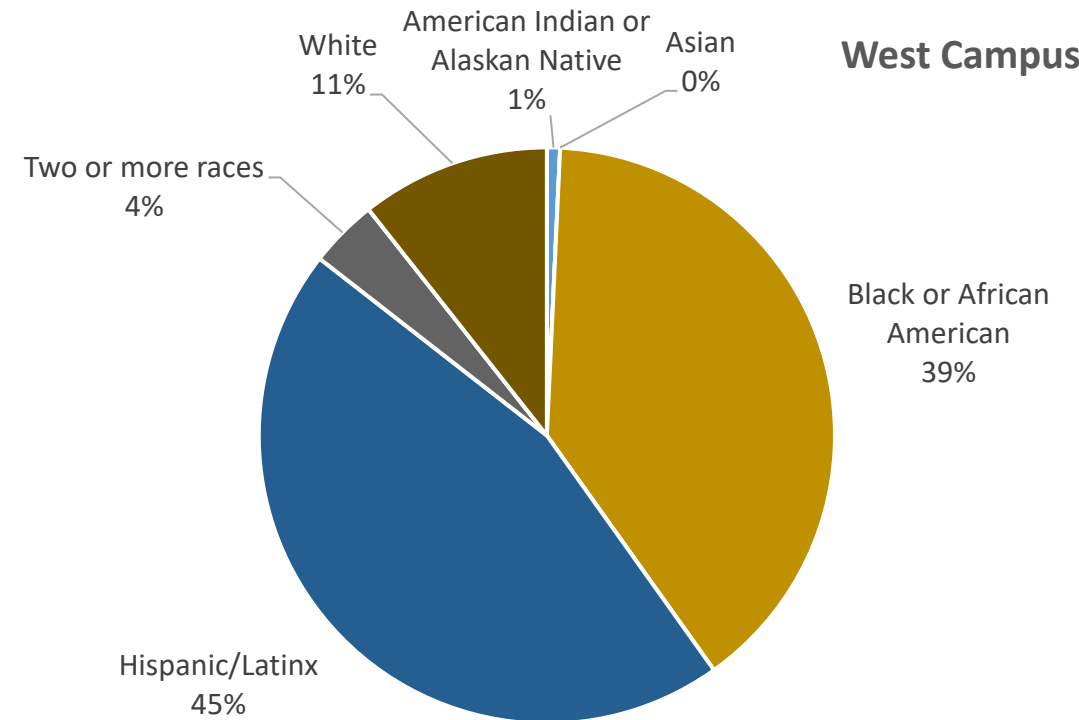
Race/Ethnicity – ISS Assignments

Central Campus



■ American Indian or Alaskan Native ■ Asian
■ Black or African American ■ Hispanic/Latinx
■ Two or more races ■ White

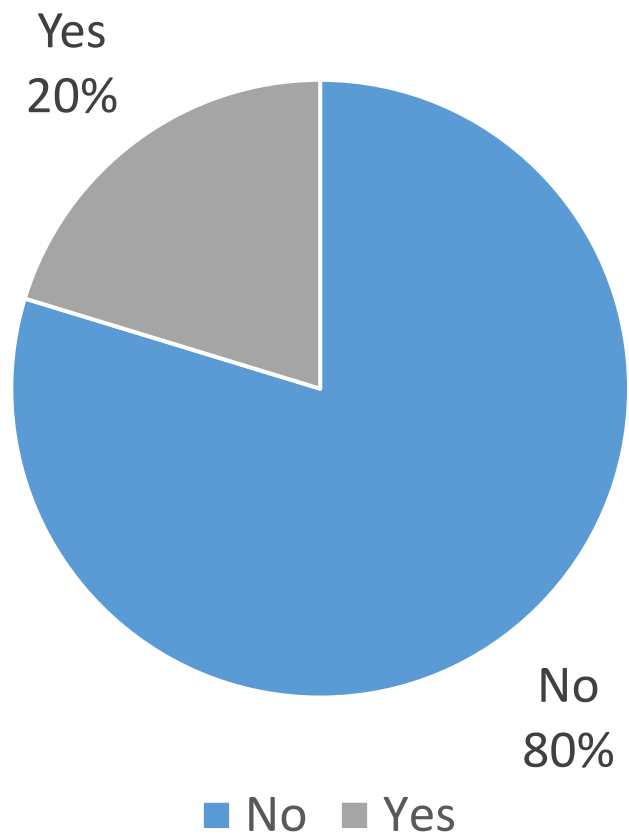
West Campus



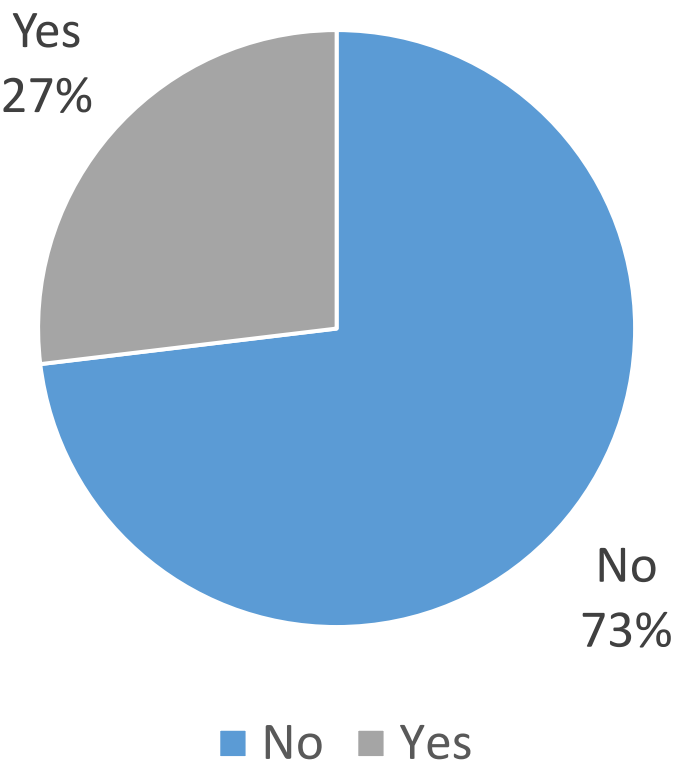
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IEP Status – ISS Assignments

Central Campus

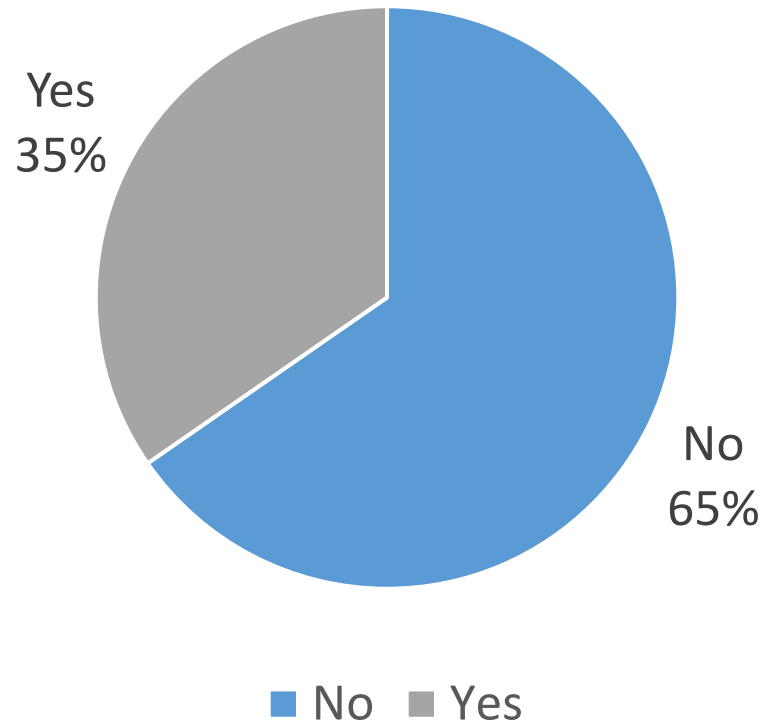


West Campus

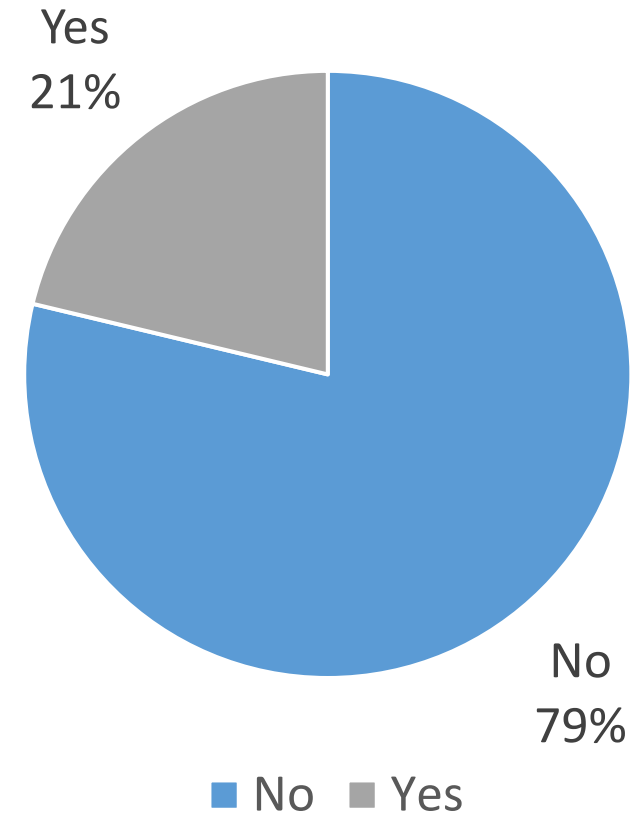


EL Status – ISS Assignments

Central Campus

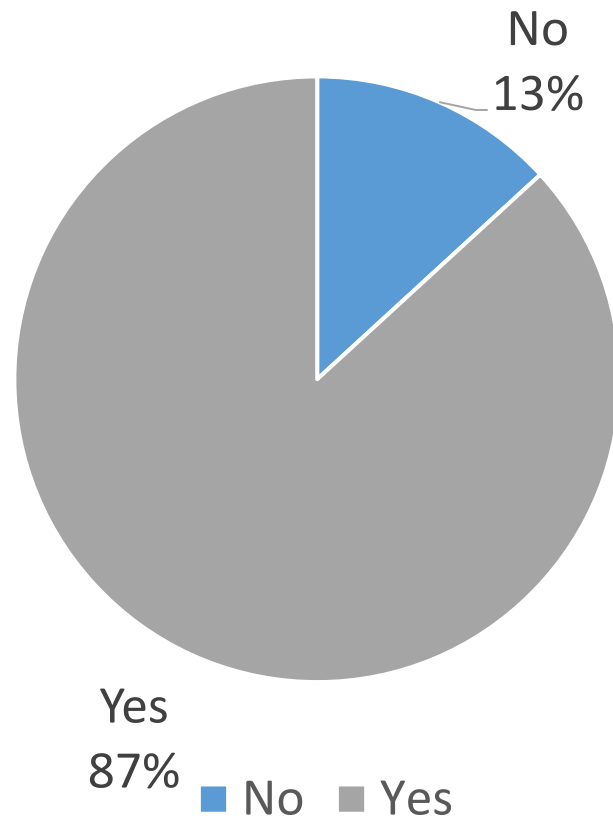


West Campus

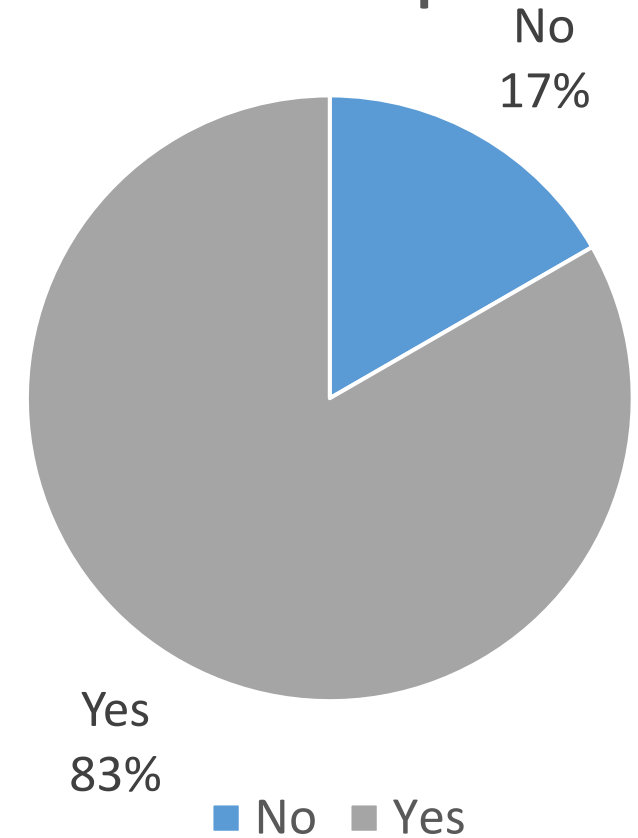


F/R Indicator – ISS Assignments

Central Campus



West Campus



Intervention Data

Dean Interventions

Intervention Descriptions

Current Dean Interventions

- Restorative Conversation – Purpose is to restore the harm and identify root cause
- Mediations – Facilitated by dean with students who agree to meet
- Re-Entry Plan & Contract – Meeting with student, parent and members of the Triangle Team
- **Safety Pass** - Removal of student from unstructured areas to minimize disruptions during the passing period
- Behavior Warning - A behavioral contract that limits student's participation in activities outside of the school day
- **Intervention Cards** - Check in document used to monitor behavior daily and communicate progress to parents/guardians

Steps of a Restorative Conversations

1. Welcome participants to the conversation
2. Understand what happened
3. Understand why it happened
4. Understand the impact
5. Assess participant needs
6. Summarize and paraphrase
7. Create a plan to repair the harm
8. Closing

Lunch/Advisory/After School Detentions



Qualifying Discipline Infractions

Detention is generally intended for the following incident types:

- Tardy
- Disrespect
- Hall/Class Conduct
- Cafeteria **misbehavior**
- Derogatory Language
- Unauthorized (Based on Severity)
- Pass Misuse

****Deans may consider Detention for other infractions *after* discussing with their direct supervisor.**

Program Logistics

- Students will scan in each day and attendance coded immediately
- A student who misses detention may be offered an opportunity to complete the following day
 - Parent contact by detention supervisors
 - Documentation in PLP
 - Non-completion will result in elimination of detention as an option

2023-2024 Detention Assignments

Event Type	Central Campus	West Campus	Grand Total
Assault	2	1	3
Attire	1	1	2
Bus Disruption	2		2
Cafeteria	2	10	12
Derogatory Language	18	15	33
Disrespect	124	160	284
Electronic Equipment	9	84	93
Forgery	1	2	3
Gambling		3	3
Hall/Class Conduct	297	443	740
Harassment, Intimidation or Bullying		1	1
Identification	16	9	25
Instigation/Mob Action	4	2	6
Pass Misuse	15	16	31
Student Violence	1		1
Tardy to class	2420	3251	5671
Theft	1	2	3
Tobacco/Smoking Device	9	2	11
Unauthorized Presence	187	133	320
Unexcused Absence or Truancy Full Day	3	10	13
Unexcused Absence or Truancy Part Day	75	243	318
Vandalism	5	1	6
Verbal Confrontation	6	6	12
Grand Total	3198	4395	7593

Detention Program Improvements 2024-2025



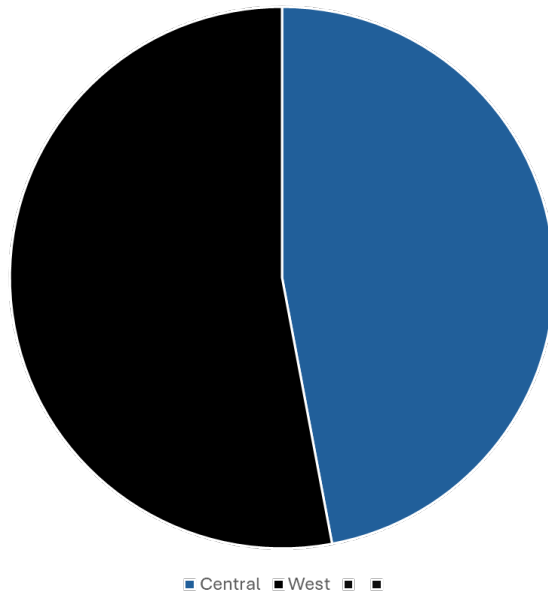
- Hiring of a Para for detentions at each campus for a total of 2
- Training for staff that use Student Management System
- On going support for the Tracking Document Spreadsheet

Regional Safe Schools Program (RSSP) at Lincoln School

RSSP Expulsion Program 2023-2024

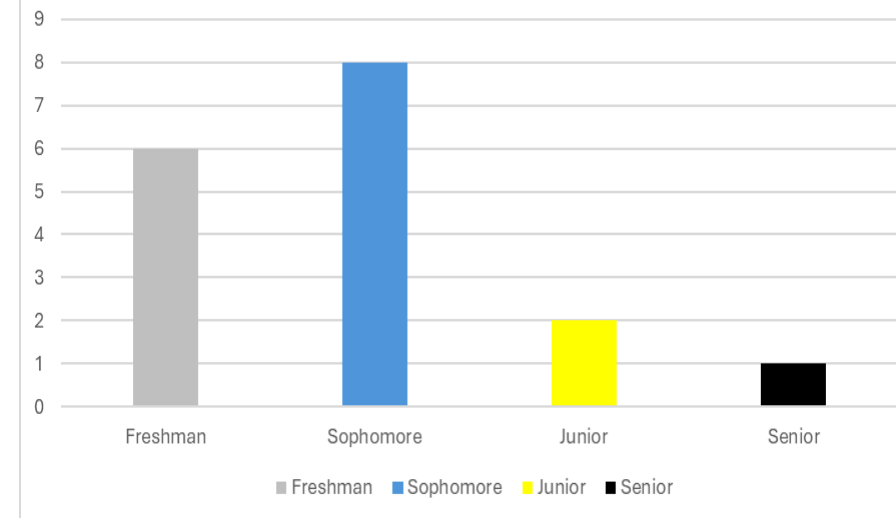
- 17 students were referred to Lincoln School
 - Central- 8 students
 - West- 9 students

RSSP by Campus



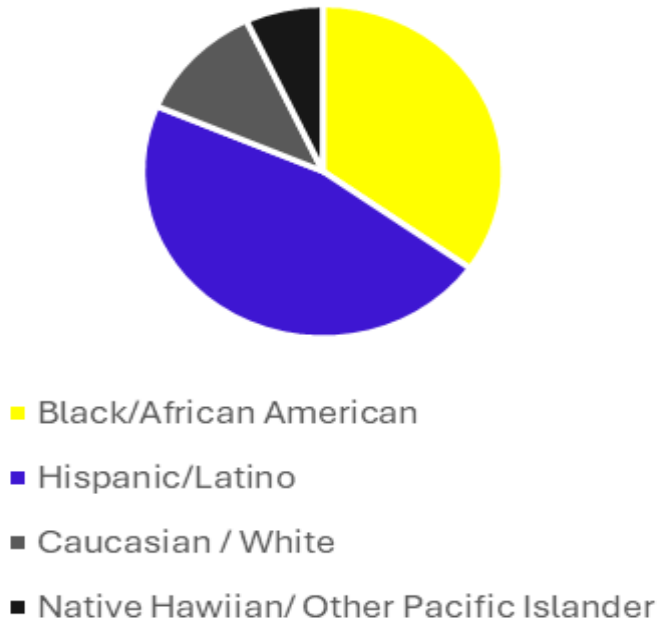
- Freshmen – 6
- Sophomores – 8
- Juniors – 2
- Seniors - 1

Year in School of Students Referred to RSSP
2023-2024 SY



Demographic Information 17 RSSP Expulsion Students

Racial Demographic of Students
Referred to RSSP
2023-2024



- 6 – Black/African American
- 8 – Hispanic/Latino
- 2 – Caucasian / White
- 1 - Native Hawaiian/
Other Pacific Islander

Of the 17 Expulsions Students Referred to RSSP during 23-24 school year:

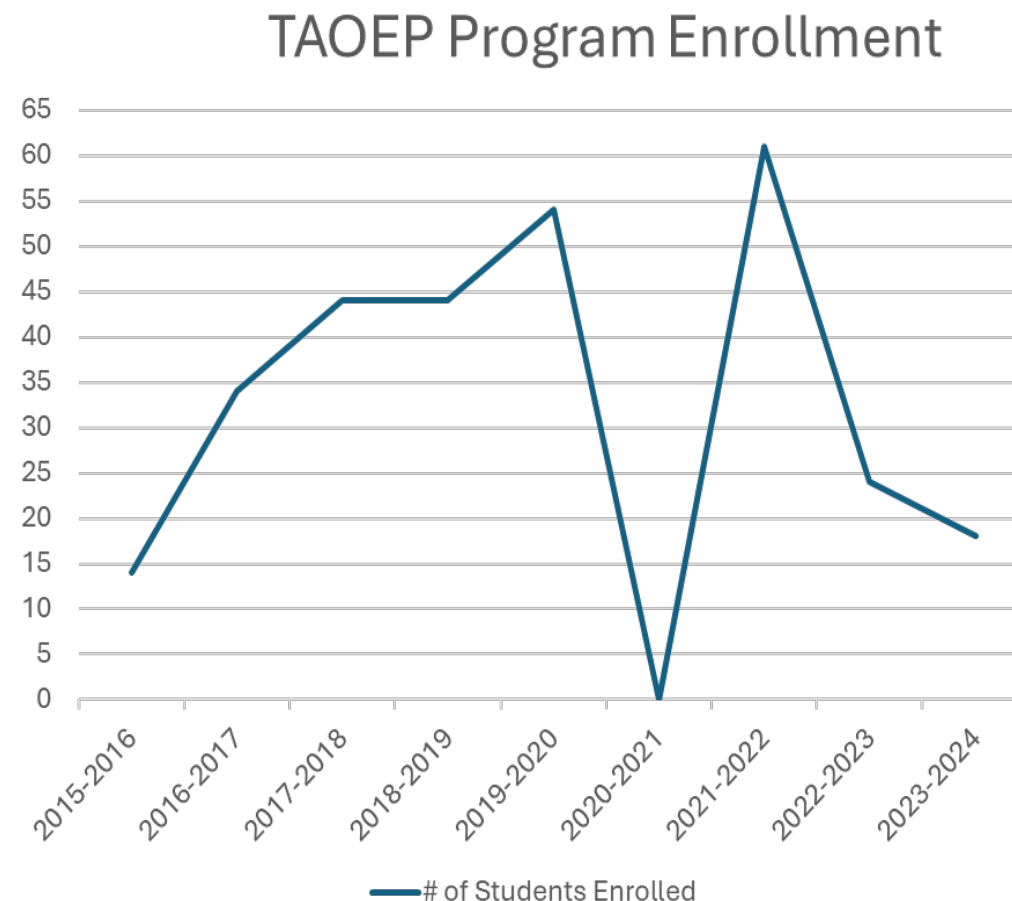


# of students	Outcome	Campus Breakdown
6	Parents did not register at Lincoln; referrals still pending	2 Central, 4 West
3	Still at Lincoln (Fall 2024)	2 Central, 1 West
4	Student registration status pending	3 Central, 1 West
2	Referral declined by Lincoln due to nature of Policy Violation	0 Central, 2 West
3	Completed Full Expulsion Term	2 Central, 1 West
1	Special Education Outside Placement	0 Central, 1 West

Truants Alternative and Optional Educational Program (TAOEP)/Alternative Learning Opportunities Program 2023 - 2024



- 18 students attended Lincoln
 - Central - 13 students
 - West - 5 students
- Decrease of 36% from 2022 – 2023 school year



Of the TAOEP Students:

# of students	Outcome	Campus Breakdown
8	Still at Lincoln	5 Central, 3 West
8	Back at JTAS**	6 Central, 2 West
2	Withdrew from Lincoln	2 Central, 0 West
5	Dropped by Lincoln for discipline/attendance	5 Central, 1 West

**Students returning in Fall 2024 will still need to complete registration with home campuses.

TAOEP Demographic Information

18 Students



- Year in School:
 - 8 Freshmen (44%)
 - 7 Sophomores (39%)
 - 3 Juniors(17%)
 - 0 Seniors(0%)
- 7 Female (39%)
 - 5 -Hispanic (71%)
 - 2 -White (29%)
- 11 Male (61%)
 - 8-Hispanic (72%)
 - 1 – African American (10%)
 - 2 – White (18%)

Transition Process

Students Returning to JTHS from Lincoln



- Director of Strategic Partnerships, Dean, JTHS Counselor, Lincoln School Counselor, Parent, & Student
- Review student performance at Lincoln
- JTHS counselors provide a preliminary schedule based on the student's needs.
- SEL/BHT Supports are discussed
- Parents and students identify needs and other possible accommodations
- Registration information is given to families
- Opportunity to participate in Problem-Solving Circles

Problem-Solving Circles 2023-2024

Problem-Solving Circles (PSC)



Problem – Solving Circles Referrals and Enrollment

365 Individual
Students Placed
on Behavior
Warning

- 179 Submitted PSC paperwork
- 129 families completed PSC

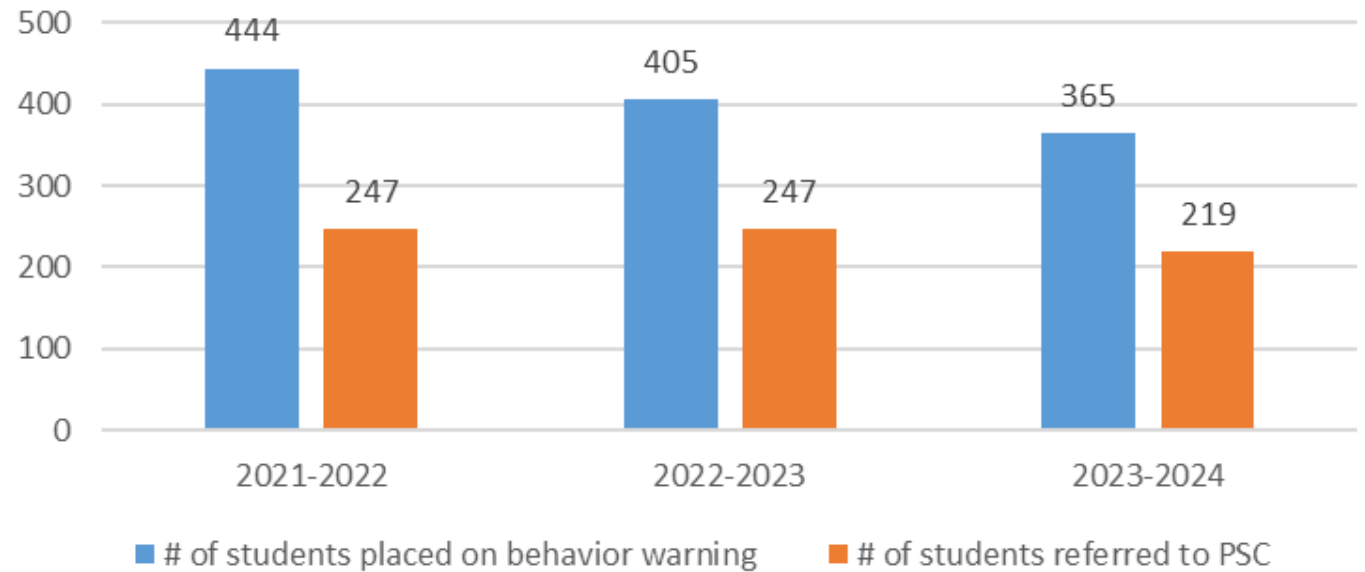
179 Referred and Participated

- 79 - Joliet Central
- 98 - Joliet West
- 2 - Pathways

Of the 179 Students who submitted paperwork, 129 Families began successfully completed the process.

Students Placed On Behavior Warning Compared to Students Referred to PSC

Three Year Comparison



2023-2024: Referrals and Enrollment

- 179 families submitted required paperwork to start the Problem-Solving Circle (PSC) process.
- 129 families out of 179 referred, participated in the PSC process. (72% participation rate)
- 50 families out of 175 that began the PSC process and did not complete the program due to disqualification for not completing the process, and not responding to various communication attempts.

2023-2024 Participant Outcomes



- One hundred and twenty-nine (129) families of the 179 families who have already started the program successfully completed the PSC process. (70% success rate).
- 6 families out of the 179 started the PSC process and requested to complete the process at the start of the 2024-2025 school year due to work schedules
 - Fifty (50) families (28%) were disqualified from the program
 - Not attending any of their scheduled meetings after repeated attempts to reach the family.
 - Relocating to other school districts in or out of state.
 - Schedule complications, where families were not willing to make participating a priority.
 - Not responding to various communication attempts.
 - Students decided to forgo the program and drop from school.

Participant Demographic Information

179 Families

- Year in School:
 - 63 Freshmen (35%)
 - 55 Sophomores (31%)
 - 38 Juniors (21%)
 - 23 Seniors (13%)
- 81 Male
 - 36 Black/African American (44%)
 - 39 Hispanic/Latino (48%)
 - 6 White (5%)
- Race/Ethnicity:
 - 82 Black/African American (46%)
 - 85 Hispanic/Latino (48%)
 - 10 White (6%)
 - 2 Other (1%)
- 98 Female
 - 46 Black/African American (47%)
 - 46 Hispanic/Latino (47%)
 - 5 White (5%)
 - 1 Asian (1%)

PSC Data Since the 2012-2013 School Year



- 1,115 families began the PSC process (69%)
- 849/1,115 families successfully completed the process (77%)

2023-2024 Volunteers



Thank you to our community volunteers who participate in our Problem-Solving Circles program. We could not offer this impactful program without the support of the following individuals:

Andrea Denham

Cecil Hawkins

Dan Cochran

Deandre Robinson

Debra Upshaw

Destinee Ortiz

Diana Coffey

Edward Wood

Eric L. Wood-Bedi

Phanelophe Mathis

Jesse Stiff

John Miskimen

Katrice Sawyer

KC Crino

Mark Boykin

Michelle Pluhar

Nelson Rodriguez

Pam Borrowman

Partick Riley

Regina White

Saul Brass

Valerie Hunt

Karla Franchini

Michelle Brenczewski

Brenda Clark

Demetrius Anderson

Substance Abuse Interventions

Substance Abuse Supports/Interventions



ReThink Modules

- Early Intervention Program
- Created by Linden Oaks Behavioral Hospital
- Implemented during ISS
- Three online learning modules
- Concludes with an addiction screener
 - Families contacted by Linden Oaks Staff as warranted

Substance Abuse Clinician

- New position 22/23 school year
- Traveling Position
- BHT Partner Agency Contact
- Meetings with individual students
- Referrals to Outside Assessments as warranted

Substance Abuse Office Discipline Referral Data



2022-2023

- 228 Referrals
 - Central – 99
 - Pathways – 25
 - West – 104
- 28 Students with Multiple ODR
 - Central – 7 Students (12 ODR)
 - Pathways – 9 Students (16 ODR)
 - West – 15 Students (32 ODR)

2023-2024

- 176 Referrals
 - Central – 74
 - Pathways – 11
 - West – 91
- 16 Students with Multiple ODR
 - Central – 4 Students (10 ODR)
 - Pathways – 2 Students (5 ODR)
 - West – 10 Students (25 ODR)

Substance Abuse Supports/Interventions

Substance Abuse Clinician

Screening data:

Total Screened: 77 West, 46 Central, 6 Pathways

- 47 Freshman
- 19 Sophomores
- 40 Juniors
- 22 Seniors

32% of students had an IEP

- 68% of students were general education

75% of students had no extracurricular involvement

Highest Percentage of Age of First Use:

- 16- 11.2%
- 15- 22.5%
- 14- 25.9%
- 13 17.5%

40% of students screened have tried edibles

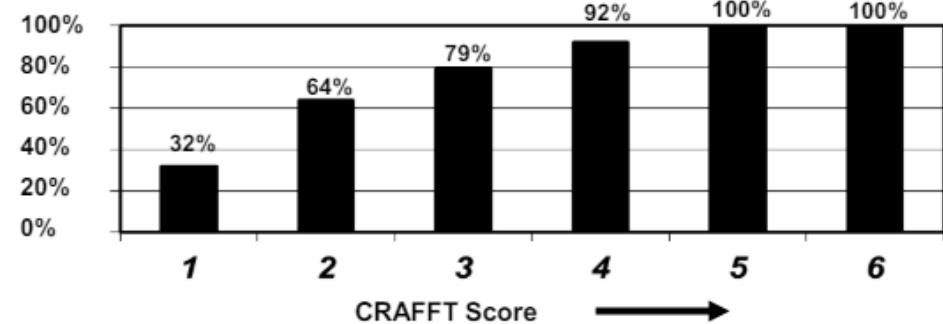
Most frequently used drugs:

- Marijuana
- Nicotine
- Alcohol

CRAFFT Scores

- 6- 5.5% of students
- 5- 23% of students
- 4-21.5% of students
- 3-14.1% of students
- 2- 12.5% of students
- 1- 15.4% of students
- 0-8.1 % of students

Percent with a DSM-5 Substance Use Disorder by CRAFFT score*



Substance Use – Next Steps

ReThink Modules

- Refresh training for ISS Staff
- Assign students/parents to follow-up sessions
- Communicate assignments to SA Clinician
- Implement in Catalyst based on severity/frequency

Substance Abuse Clinician

- Include SA Clinician in re-entry meetings relating to Substance Use or possession
- Screen each student for level of use
- Conduct 3-5 sessions per student
- Complete a safety plan for each student at conclusion of sessions

Catalyst Program

Program Guidelines

One-time
intervention

Three Day
Assignment

Student and Parent
must agree to the
intervention

Student must admit
that their actions
were wrong

Re-entry agreement
created by student
before returning to
classes

Students must
agree to participate
in 8-week group
process

Program Activities

Review of Student Handbook

Reflective Problem-Solving

Adult-led mediations

Restitution/Apologies/Victim Impact

In-building community service

Individual & Group Counseling

Academic work periods

Review of academic standing/ 4-year plan

Post-secondary college/career exploration

Daily family communication

Linkage to positive school resources

Linkage to community resources, as needed

Central Data

- Students Enrolled 87 (60 in "22-23")
- Students Refused 37 (28 in "22-23")
- 11 Students committed another severe after initial assignment (9 in "22-23")
- Students recommended for expulsion after completion 5 (1 in "22-23")
- Fighting and Battery accounted for 89.6% of referrals (75% in "22-23")
- Of the 124 recommendations:
 - Hispanic 48% (43% in "22-23")
 - Black or African Amer 40% (39% in "22-23")
 - White/Caucasian 2.4% (5% in "22-23")
 - Two or more races 9.6% (14% in "22-23")

West Data

- Students Enrolled 90 (113)
- Students Refused 15 (22)
- 16 Students committed another severe infraction after completing the program (6)
- Students recommended for expulsion after completion 3 (4)
- Fighting and Battery accounted for 71% of referrals (78%)
- Of the 135 Recommendations:
 - Hispanic 29%
 - Asian 1.7%
 - Black or African Amer. 44.7%
 - White/Caucasian 10.4%
 - Two or more races 14.2%

Cool Down Room



Purpose

- Provides a safe space for students to focus on their mental health
- Designed to provide support for the following situations:
 - Students who are anxious, overwhelmed, or stressed
 - Need a break from classroom or social stressors
 - Need social emotional support but do not know where to start

What does the room provide?

- Comfortable seating with access to coping tools and fidgets
- A safe, quiet space where students can decompress
- An opportunity to connect students to needed resources to be successful at school
- Access to a social worker to assist with needs assessment when appropriate

Structure

Scanner

For check in/out and passes

No devices

Exceptions on case by case basis

Flexible Seating

Activities

Meditation cards, fidget items, arts and crafts activities

Optional check in with staff

Documentation

PLP log, attendance code and email when appropriate



Joliet Central Data



2022-2023 SY

Visits

2,190

Individual Students

509

Students with ≤ 5 visits

398

2023-2024 SY

Visits

1,562

Individual Students

478

Students with ≤ 5 visits

411

Joliet West Data



2022-2023 SY

Visits

3,093

Individual Students

471

Students with ≤ 5 visits

215

2023-2024 SY

Visits

1,764

Individual Students

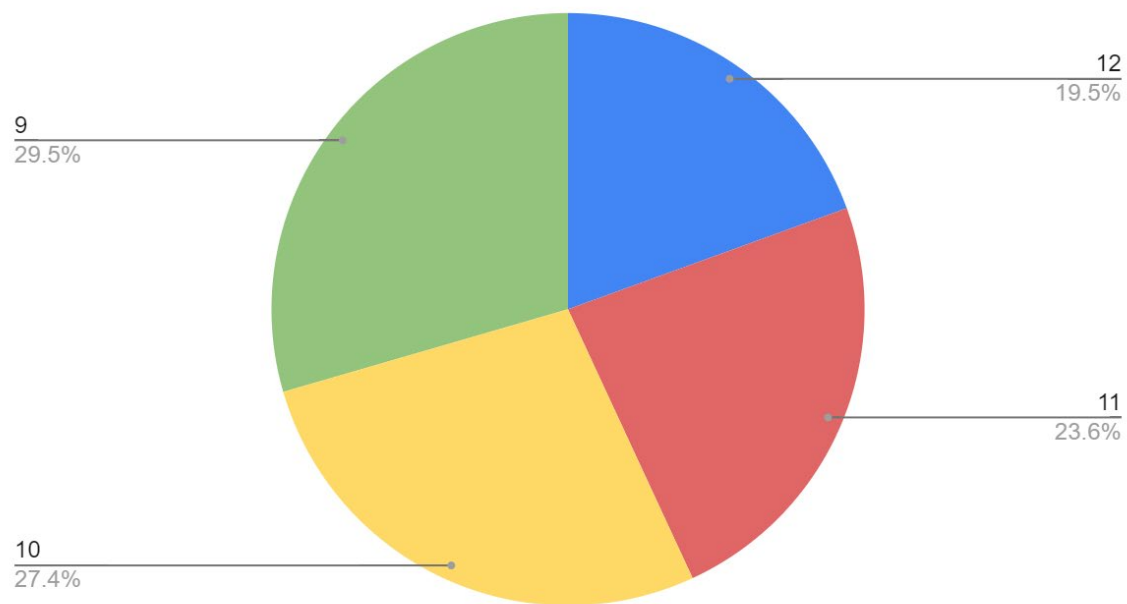
375

Students with ≤ 5 visits

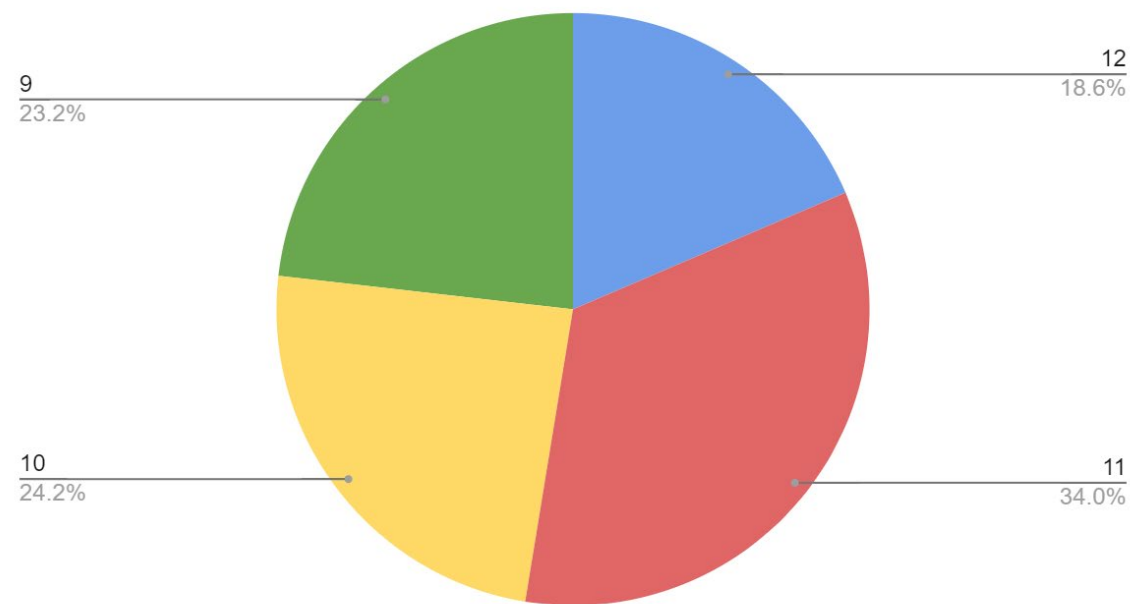
298

Individual Students by Grade Level

Central Campus - Students by Grade

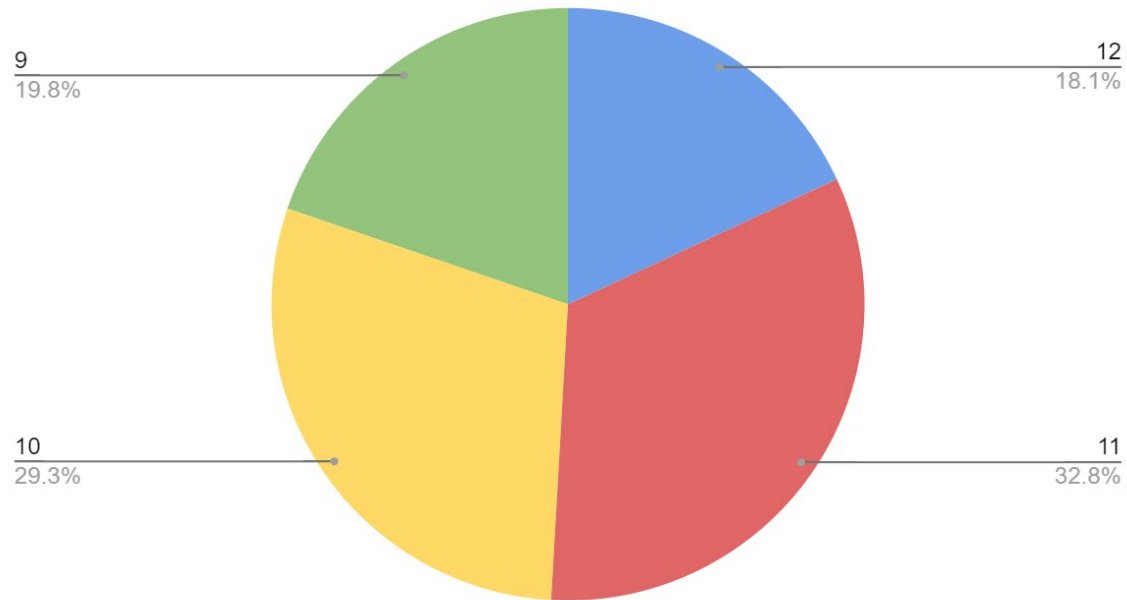


West Campus- Students by Grade

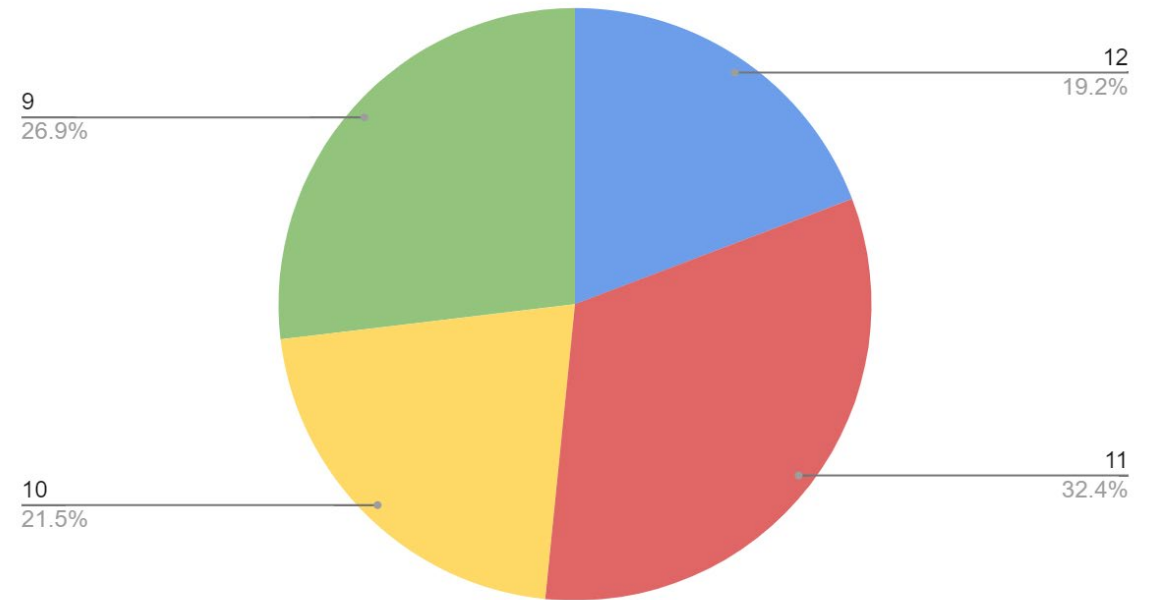


Total Visits by Grade Level

West Campus - Visits by Grade



Central Campus - Visits by Grade



Student Support Groups



Student Groups

- Students assigned by Triangle Teams
- Small Group, short term intervention
- General Purpose
 - Build connection to school and school resources
 - Develop self-awareness
 - Establish some individual tools
 - Identify students in need of higher levels of support

Central Student Support Groups

- A Call to Men- 2 Cohorts (30 Students Assigned)
- Mindfulness- 2 Cohorts (38 Students Assigned)
- Stress and Coping- 5 Cohorts (46 Students Assigned)
- Grief and Loss- 1 Cohort (2 Students Assigned)
- LGBTQIA+- 1 Cohort (9 Students Assigned)
- Young Women's Support Group- 3 Cohorts (36 Students Assigned)
- Bilingual Girls Support Group- 1 Cohort (11 Students Assigned)
- Bilingual S &C Group- 2 Cohorts (24 Students Assigned)
- STRONG- 1 Cohort (13 Students Assigned)

West Student Support Groups

- A Call to Men – 3 Cohorts (33 Students Assigned)
- Tiger Success – 2 Cohorts (17 Students Assigned)
- Stress & Coping – 3 Cohorts (31 Students Assigned)
- Grief and Loss – 1 Cohort (4 Students Assigned)
- Empower Me – 2 Cohorts (19 Students Assigned)
- Who I Am – 1 Cohorts (10 Students Assigned)

Student Support Group Plan 2024-2025



- Shared Leadership model with BHT Leads
- SIP Time to collaborate on group curricula
- Improved Attendance/Monitoring Data Collection

Outside Counseling Referrals

Care Solace

- Case Management to connect families to mental health and substance abuse treatment
- Process:
 - PPS/Related Services Staff member identifies a student in need
 - Contacts parent, explains their concern, and requests permission to connect the family with a Care Companion
 - Care companion makes continuous efforts to contact the family, collect information, and identify options for an appointment
 - Once the family chooses their provider, the companion schedules the appointment for the family
 - Care companion sends reminder notifications to family and follows up after the session
- Document communications and outcomes
 - Counselors/Social Workers will be able to monitor process for their students
 - Systems level data embedded
- Self-Service options for families/staff to remain anonymous

Care Solace 2023-2024

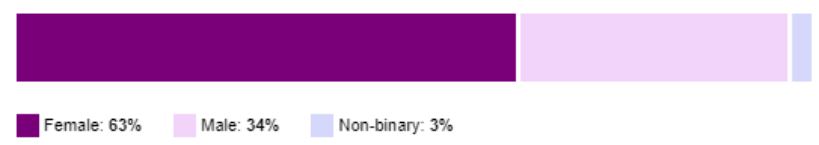


Key Performance Indicators (KPIs)

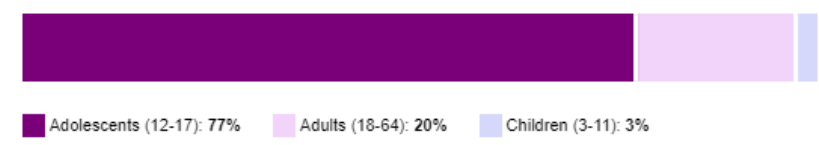
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Total
Inbound interactions ?	18	24	59	104	126	69	72	142	87	64	47	812
Communications saved ?	49	162	358	611	689	552	422	899	669	543	396	5,350
Warm Handoffs® ?	0	3	7	14	14	12	10	21	9	11	4	105
Family-initiated cases ?	1	1	0	0	0	0	0	0	1	1	0	4
Total Unreachable	0	2	2	5	5	7	6	9	4	6	0	46
Total Declined Services	1	0	1	3	2	2	0	6	2	2	0	19
Total appointments into care ?	1	2	2	4	5	7	5	4	7	3	4	44
Anonymous searches ?	3	1	5	1	10	2	3	4	4	2	1	36

Demographics

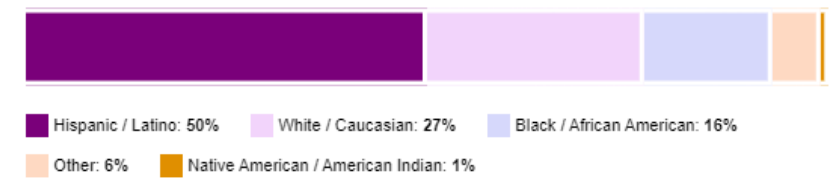
Gender



Age

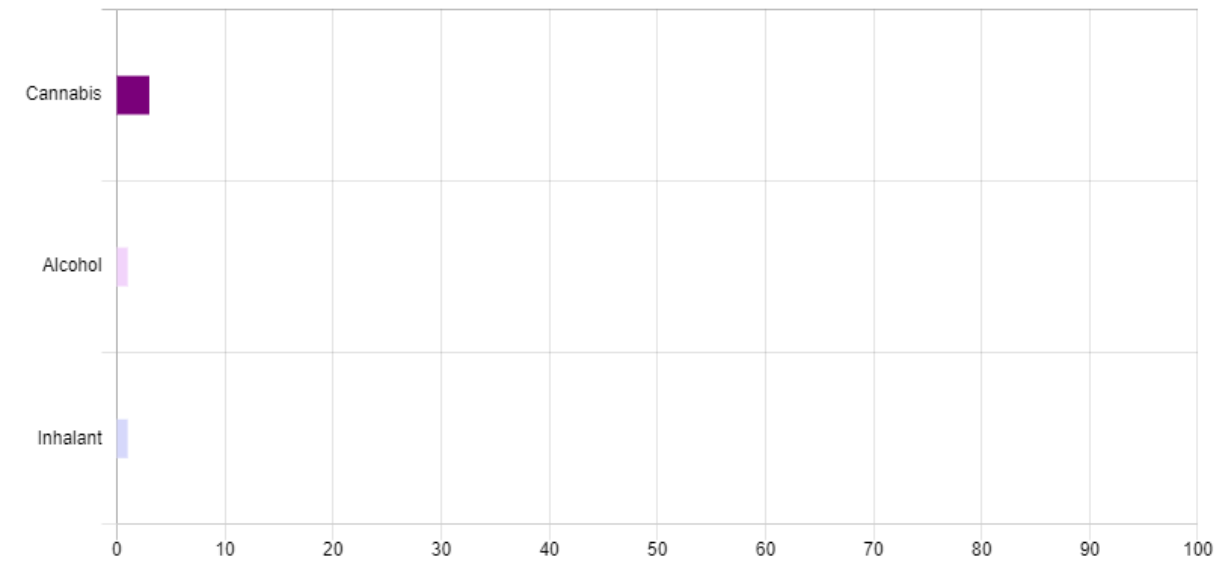


Ethnicity

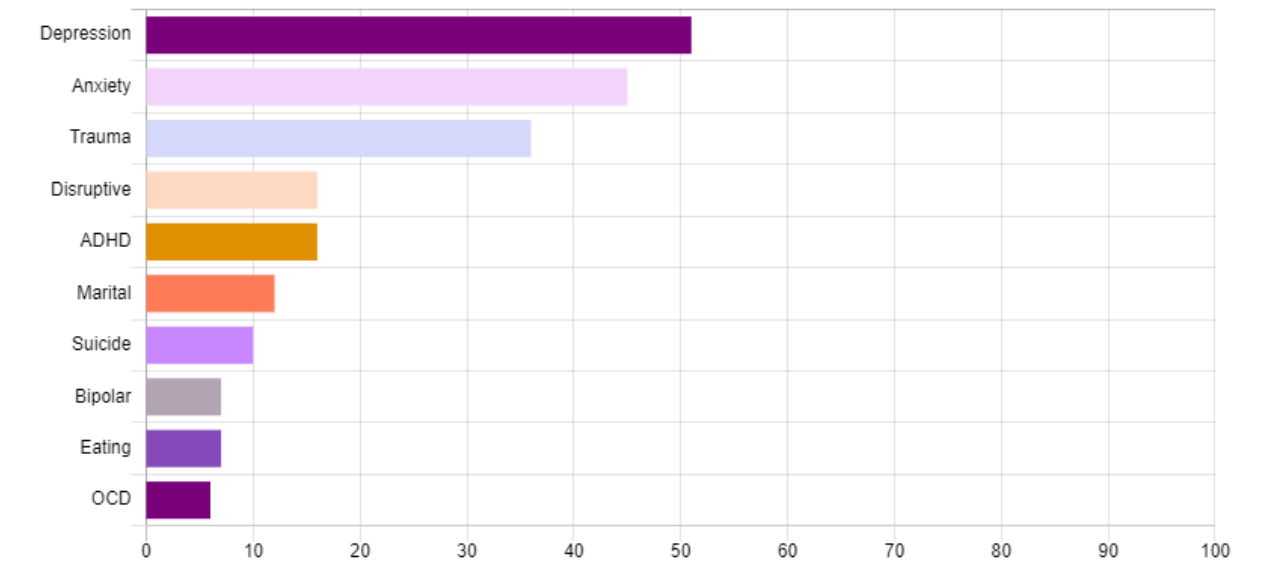


Community Needs

Substance Use



Mental Health



Thriveworks Counseling & Psychiatry



- Partnership with Thriveworks and City of Joliet
 - City of Joliet has pledged \$400,000 to supplement insurance
- JTHS 204 is pledging an additional \$45,000 for students/staff who do not reside in the City of Joliet
- Primary mode of Therapy is Telehealth
- PPS and Related Services Staff complete a referral packet with parents

Thriveworks Usage

Monthly Metrics by Channel				7/2023	8/2023	9/2023	10/2023	11/2023	12/2023	1/2024	2/2024	3/2024	4/2024	5/2024
Lead Metrics	Leads	Call		1	0	0	1	5	0	4	5	1	0	0
		Weblink		2	0	0	0	1	2	6	4	0	0	0
		Email		1	1	0	2	6	1	1	2	5	2	3
		Total		4	1	0	3	12	3	11	11	6	2	3
	New Client Intake Booking	Call		1	0	0	0	4	0	3	4	1	0	0
		Weblink		0	0	0	0	1	1	2	1	0	0	0
		Email		0	1	from last yea	2	4	0	0	2	3	2	1
		Total		1	1	1	2	9	1	5	7	4	2	1
	New Client Intake Booking attended	Call		0	N/A	N/A	N/A	1	0	N/A	N/A	N/A	N/A	N/A
		Weblink		N/A	N/A	N/A	N/A	1	1	N/A	N/A	N/A	N/A	N/A
		Email		N/A	0	1	2	1	0	N/A	N/A	N/A	N/A	N/A
		Total		0	0	1	2	3	1	1	3	5	2	2
	Non booked Appointments	Declined		1	0	0	0	0	0	2	1	1	0	0
		No Availability		0	0	0	0	0	2	0	2	0	0	0
		Unresponsive		0	0	0	1	1	0	4	1	1	0	0
		Still Working		2	0	0	0	2	0	0	0	0	0	2

Behavioral Health Teams



Behavioral Health Teams

- Started at JTHS during the 2017-2018 School Year
- Multidisciplinary Team
 - Assistant Principal for Building Operations
 - 2 Counselors
 - 2 Social Workers
 - 1 Psychologist
- Case analysis and Problem-Solving
- Meet weekly to discuss referrals and intervention assignments

BHT Interventions 2023-2024



Outside Partners

- Guardian Angel (Sexual Assault)
 - 2 counselors
 - Central – Individual
 - West - Group
- Will County Childrens Advocacy Center
 - 3 Counselors
- Will County Health Department
 - 2 counselors per campus
 - 4 days per week
- Aunt Martha's
 - 6 counselors
- Lightways
 - 1 counselor
 - 1 day per week at each Building
- Trinity Services
 - 2 counselors

JTHS Staff Groups

- Anxiety (Coping Cat)
- Think First (Anger Management)
- CBITS (Trauma Exposure)

BHT Interventions 2024-2025



Individual Counseling

- Guardian Angel (Sexual Assault)
 - 2 counselors
 - Central – Individual
 - West - Group
- Will County Health Department
 - 2 counselors per campus
 - 4 days per week
- Aunt Martha's
 - 6 counselors
- Lightways
 - 1 counselor
 - 1 day per week at each Building
- Trinity Services
 - 2 counselors
- Joliet Township Government
 - 2 providers

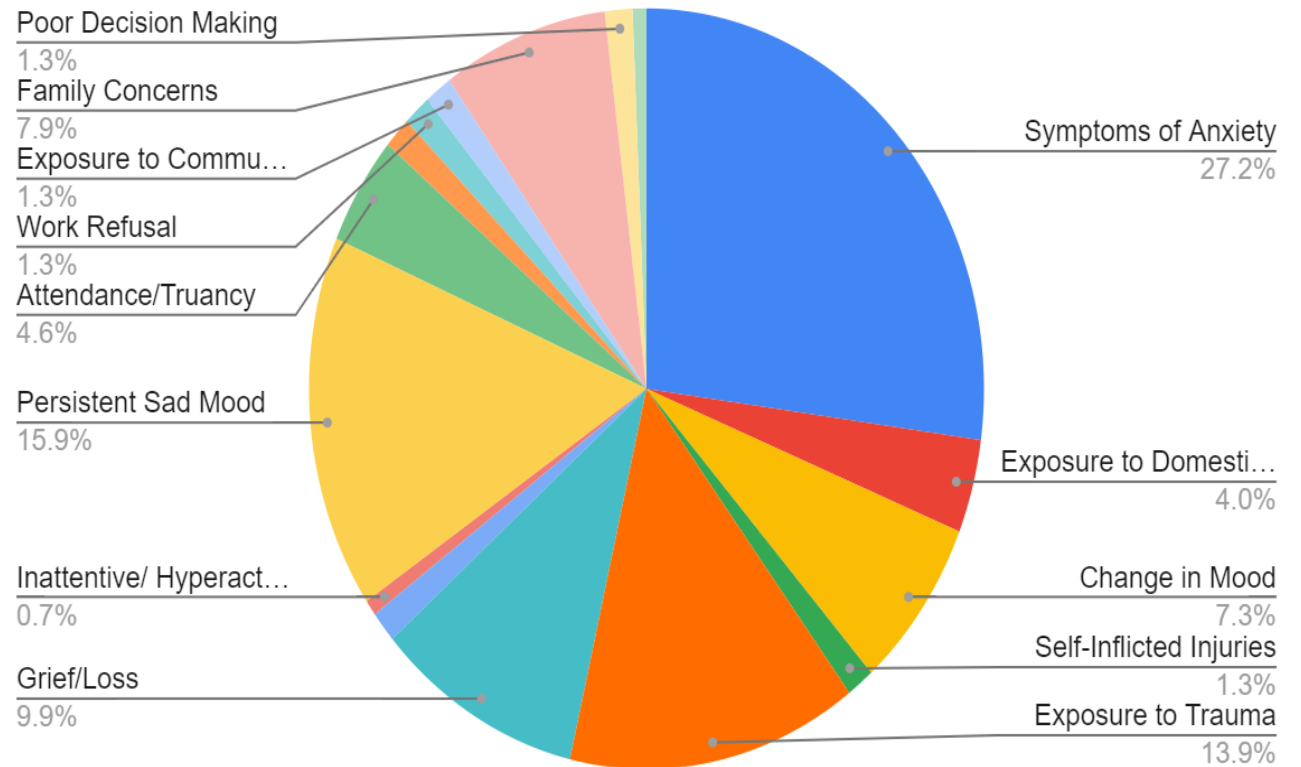
• JTHS Staff Groups

- Anxiety
- Depression
- CBITS (Trauma Exposure)

Central BHT Referrals

- 157 referrals
 - 23/24 SY: 174 referral
- Top 5
 - **identified by staff**
 - Symptoms of Anxiety
 - Persistent Sad Mood
 - Exposure to Trauma
 - Grief/Loss
 - Family Concerns

Count of Reason for Referral



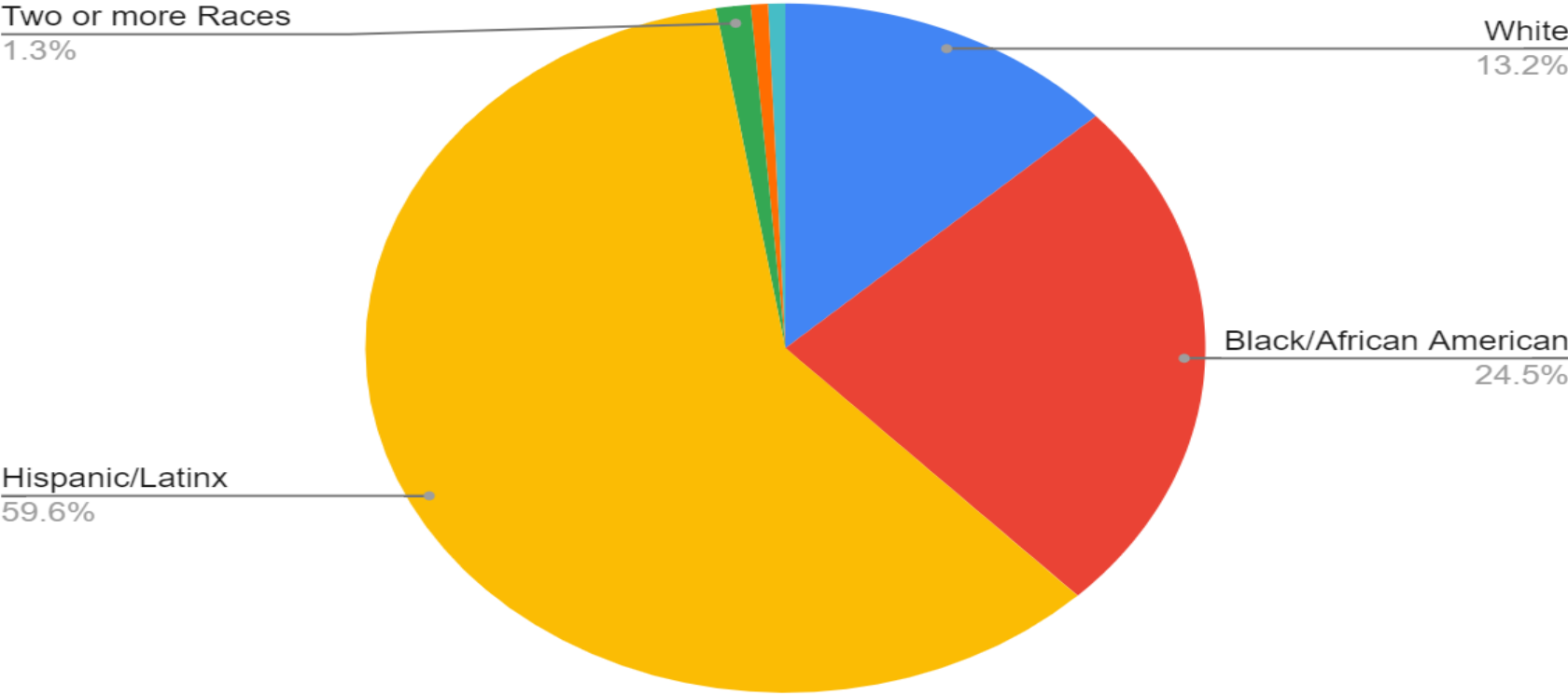
Central BHT Referrals



- By Grade
 - Freshman: 47
 - Sophomore: 37
 - Junior: 37
 - Senior: 30
- By Program:
 - Reported by referral source
 - SpecEd: 16
 - 504: 10
 - McKinney-Vento: 7

Central BHT Referrals

Count of Race

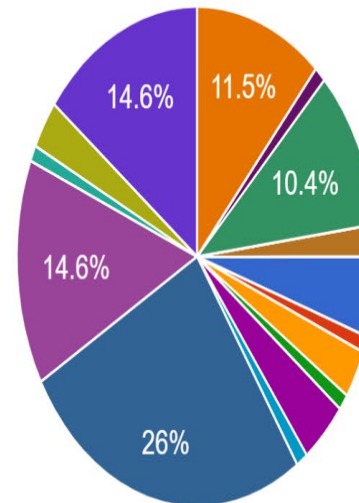


West BHT Referrals

- 96 referrals
- Top 5
 - ****identified by staff****
 - Persistent Sad Mood
 - Symptoms of Anxiety
 - Grief/Loss
 - Family Concerns
 - Exposure to Trauma

Reason for Referral

96 responses



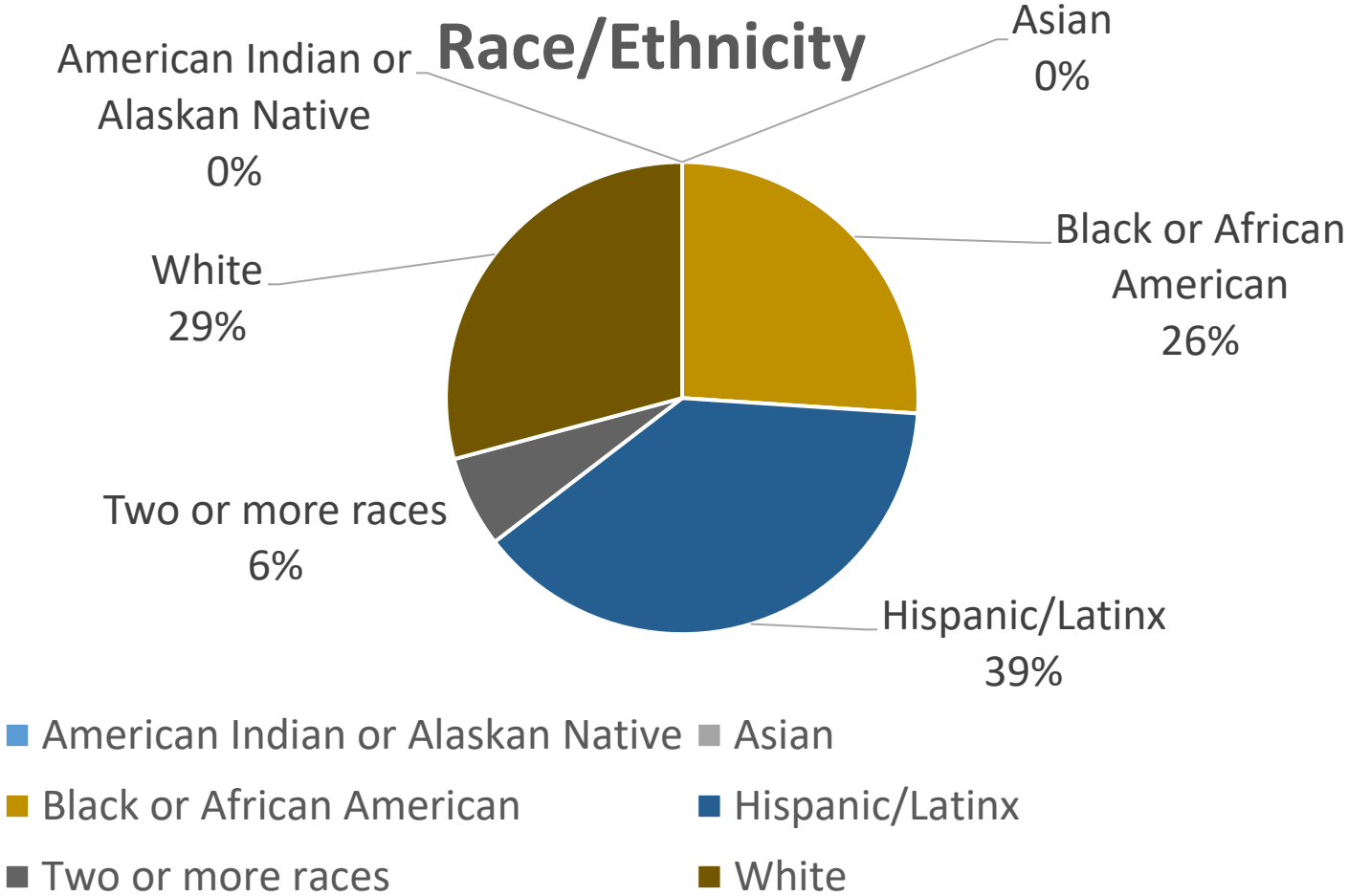
- Attendance/Tuancy
- Work Refusal
- Poor Relations with Peers
- Poor Relations with Adults
- Substance Abuse
- Non-compliance
- Physical Aggression
- Inattentive/ Hyperactive

West BHT Referrals



- By Grade
 - Freshman: 24
 - Sophomore: 18
 - Junior: 34
 - Senior: 21
- By Program:
 - Reported by referral source
 - SpecEd: 22
 - 504: 13
 - F/R: 76
 - McKinney-Vento: 10

West BHT Referrals



BHT Outcomes 2023-2024



West

- 96 Students referred to BHT
- 79 Referrals taken for further support
- Completed: 56
 - Includes acceptance to Pathways
- Did not complete intervention: 23

Central

- Completed: 71
 - 4 pending enrollment at Pathways for the 24-25 SY
- Did not complete intervention: 86

Pathways – Bravo Referrals 2023-2024



West Campus

- 13 students referred through BHT
 - Accepted: 9
 - Enrolled: 7
 - Waitlisted due to case study being completed: 2
 - Refusal: 4
 - Parent/Student refusal-4
 - Students moved out of district: 2

Central Campus

- 19 students referred through BHT
 - Accepted: 18
 - Enrolled: 11
 - Not accepted: 3
 - Pending: 4
 - Parent refusal: 1

Home Visits

Home Visit Overview

- Primarily used to address Chronic Absenteeism
- Also used to collect signatures for IEP Paperwork
- Parents are not responsive to phone calls/emails
- Staff members are provided with paperwork and talking points
- Best Practice training conducted annually

Home Visit Overview 2023-2024



Central, Pathways, Outside Placement

Scheduled Home Visits:74

- Semester 1 - 45
- Semester 2 - 29

Contact Made:

- Semester 1 - 26
- Semester 2 -18

West

Scheduled Home Visits:17

- Semester 1 - 11
- Semester 2 - 6

Contact Made:

- Semester 1 - 3
- Semester 2 - 1

Home Visit Program Updates 2024-2025



- Consider staffing and assignment of Home Visit Liaisons
- Review and update training procedures
- Review handouts provided to families
- Home visits will be prioritized based on needs of students/families

Action Plan 1.5 – Restorative Justice Practices

Action Plan 1.5 - Adopted

Strategy: We will, in partnership with families and community, implement a systemic approach to culturally sustaining experiences and restorative justice to deliver an equitable educational experience while expanding the diversity of our faculty and administration in order to remove systemic educational barriers.

Specific Result: Implement a holistic and inclusive approach to restorative justice practices in student discipline in order to minimize the impact of staff bias and behavior outcomes on student achievement.



Action Plan 1.5 - Adopted

1	Expand and mandate opportunities for staff in all position groups to participate in professional learning about the implementation of restorative justice.
2	Expand district expertise in restorative justice practices so that staff has access to support from non-administrative staff in analyzing, interpreting, and acting on student data.
3	Establish a culture of accountability for staff members which results in opportunities for reflection, learning, and personal growth relating to bias, inequities, and intersectionalities.
4	Develop mechanisms for students to have a role in establishing and monitoring the behavioral expectations of the school district.
5	Develop and establish an inclusive process, with diverse representation, in order to regularly audit discipline practices and monitor the implementation of restorative justice within the district.
6	Utilize the existing process for policy and handbook revisions to ensure that behavior infractions are leveled in order to minimize bias in the student discipline process.
7	Research, develop, and implement a district program that serves as an alternative to expulsion.
8	Evaluate the action plan annually.

Action Plan 1.5 2023-2024 School Year



- Collect feedback from all stakeholder groups on Building Culture around Behavior and Discipline
- Research positions which support classroom restorative justice in other schools
- Research programs utilized in other districts as longer interventions prior to expulsion
- **Continue student leadership opportunities through student group at each campus.**
- **All teachers take part in a Restorative Justice cohorts by the end of the 25-26 School year.**