



Recommendations

- **Maximize Accessibility of the Existing Reset Center Program Handbook.**

Staff feedback, particularly from new hires and those in diverse roles (e.g., teachers, administration), indicates that inconsistencies in program implementation and confusion stem from a lack of awareness and inconsistent access to established program protocols and expectations. To effectively address this issue, it is strongly recommended that the Student Engagement and Support department develop a strategy that includes a) making the playbook accessible on a highly visible, central platform, b) implement a policy requiring all staff members to sign acknowledgement that they have received and reviewed the digital handbook, and c) utilize the digital platform to ensure that only the most current version is available, with a visible revision history log included and a notification system to alert staff to significant updates. Additionally, it is strongly recommended that the SEAS department develop and implement a role-specific training program that integrates the playbook as a cornerstone for all current staff and new hires to ensure program fidelity and operational clarity.

- **Implement strategies to boost staff communication and collaboration.**

Similar to last year's findings, communication and relationships among program staff remain a critical area for improvement, as staff continue to report feeling isolated or uninformed. To actively address this, it is recommended that the Student Engagement and Support department implement strategies that systematically strengthen both communication and relationship-building. Specifically, we recommend establishing and maintaining bi-weekly or monthly team meetings with a structured, consistent agenda, and establishing a dedicated internal messaging channel for timely, unified program updates. Furthermore, the department should consider implementing campus-based working groups to collaboratively tackle specific challenges and/or organize regular social or networking events to intentionally foster the foundational rapport and trust necessary for a more supportive and collaborative staff culture.



The **Reset Center initiative** was implemented in 2021-22 as an alternative to exclusionary discipline practices. Through a redesigned, restorative, and student-centered approach to discipline, the initiative offers a short-term educational and behavioral management service for students temporarily removed from the classroom setting. The goal of the initiative is to identify root causes of student behavior, address social-emotional needs, and provide academic support. All 54 Reset Centers campuses have designated rooms to facilitate services.

Key Findings

Implementation

- All Reset Center Coordinators (RCCs) completed their Behavior Coach Endorsement Certification in 2024-25, which met the program goal of 100 percent.
- Overall, 74 percent of RCCs achieved or maintained Tier I ratings, exceeding the program goal (Goal: 50%).

Stakeholder Feedback

Staff Perception Survey

- Most staff members indicated they had adequate access to resources and expressed positive staff and self perceptions .
- RCCs and administrators indicated a lack of adequate understanding by all stakeholders of Reset Center processes and the need for clear, established guidelines to improve program implementation.
- RCCs and administrators reported a need for professional development for RCCs, campus administrators, and teachers as well as additional support for Reset Centers that would allow them to lean more into a proactive approach on campus.

Student Outcomes

Behavior

- Compared to 2023-24, Reset Center and Positive Intervention Support Referrals (PISR) decreased for middle school students and increased for high school students.
- Recidivism rates for middle school and high school students slightly increased from 2023-24 to 2024-25.

Student Experience Survey & Reset Center Exit Survey

- Overall, 73 percent of students attending Reset Center campuses responded positively about their campus climate on the student experience survey.
- On the Reset Center Exit Survey, the majority of students reported positive experiences at the Reset Center.
- Students predominately reported positive and neutral emotional descriptors (Calm, Fine, Happy) and positive feeling descriptors (Supported, Helped, Respected) regarding their first and subsequent Reset Center visit(s).

Attendance

- In 2024-25, middle school and high school students who received support services from Reset Centers had a slight increase in overall attendance rate compared to 2023-24. However, their attendance rates are lower than students at Reset Center campuses that were not served and the district overall.

On-Track and Graduation

- Ninth grade On-Track rates for students served by the Reset Centers decreased by 14 percentage points from 2023-24 to 2024-25.
- Graduation rates for students served by Reset Centers have increased over the last three school years and in 2024-25 exceeded graduation rates for students not served at Reset campuses and the district overall.