



**Audubon Technology & Communication Center  
CHRONIC DISRUPTION NEEDS PROPOSAL**

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| <b>School:</b><br><i>Audubon Technology &amp; Communication Center</i> | <b>Region:</b><br><i>High School</i> | <b>School Leader:</b><br><i>Leon Groce</i> |
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The Audubon educational community would like to share our thoughts on resources needed to support the reduction of chronic disruption suspensions.

The following has been shared:

**Chronic Disruption Proposal Needs:**

- Mandatory Restorative Practices training for all staff
- Mandatory Restorative Practices school-based orientations for parents and students
- Provide schools with resources to institute Restorative Justice such as “Peer Jury and Peer Mediation”
- Hire additional Behavior Interventionalist Teachers: 2
- Hire additional 6<sup>th</sup> grade teachers to help reduce class size per classroom: 2
- Create Hybrid Instructional platforms such as Online-Virtual Instruction Teacher: 1

**Estimated Cost:**

Total teacher positions - 5

Average cost per teacher including benefits- \$105,500 = \$527,500

Professional Development cost = 60,000

**Total budget allocation FY24 Audubon Technology Center = \$587,500**

**Justification for Proposal Request:**

- Audubon’s Student Discipline Committee has shared that when combined “Chronic Disruption and Disorderly Conduct” make up an astounding **62% of student referrals**. Specifically, chronic disruption makes up 27% of the office discipline referrals, which is second to disorderly conduct with a 35% representation of discipline referrals. **More concerning, these two behaviors are taking place in the classrooms over 70% of the time according to the data.** As the building leader, I have a responsibility to have our school deliver a service that prepares students for post-secondary success; however, the aforementioned data challenges this expectation and celebration.
- It is our belief that having all MPS staff trained in Restorative Practices will provide a consistent language of positive community, inclusion, validation, and celebration. Staff must have a clear understanding of the various principles aligned with Restorative Practices as well as how to implement them in their respective

service areas (not only limited to schools and classrooms). This professional development should be incorporated within the hiring process and scheduled trainings for existing employees. It should be included in all facets of this school district.

- o Additionally, schools would benefit from having MANDATORY orientations with parents and incoming students where Restorative Practices including Restorative Justice is shared in detail with the expectation that establishing positive community is paramount in our district. Parents and students must acknowledge

by signature their understanding and commitment to upholding the virtues of Restorative Practices PRIOR to obtaining enrollment schedules or other resources. This should not be an option!

- o To assist with the various lenses of Restorative Practices and Restorative Justice, schools need resources to support the implementation of community accountability such as “Peer Jury and Peer Mediation”. This will allow students (both victims and offenders) to have peers that are impartial, yet committed to the principles of “Repair Harm” support accountability for disruptive actions. Peer jury or mediation can be used as part of the progressive behavioral intervention plan to include alternatives to suspension such as school-based community service, service learning projects, or restitution. Additionally, this resource would serve as a liaison between the student and administrative sanctions.
- It is critical to consider hiring additional support staff that would have a specific focus of addressing socioemotional and mental health dispositions of the students. We need more support as our current school social workers, school psychologists, even school counselors are inundated with meetings and district initiatives. There is not enough time to support many of the student concerns that arise, which have led to CHRONIC DISRUPTIONS in the classrooms. Students are often left to figure out or navigate life on their own. This resulting in impulsive or sometimes planned actions that create harm.
- Audubon has experienced class sizes eclipsing 30+ students. As a district, we MUST address class size and the need for individual student support. Our staff spend most of their time addressing the social needs of the students in the classroom. Teachers have stated they feel most of their time is spent as a classroom manager, rather than instructor trying to navigate a class full of students with social issues that have to be addressed.
- Finally, to support the removal of chronic disruption in our school, we support both VIRTUAL and IN-PERSON instruction at the school level. We have students who have openly stated, they prefer the virtual platform to remove distractions. Some students (during the VIRTUAL season) excelled instructionally; however, upon returning to in-person, felt somewhat disregarded. Yes, the district offers a mass virtual program, but “is it personal”... students have relationships with their respective teachers and should be given an opportunity to select their preference of IN-PERSON or VIRTUAL learning within their RESPECTIVE SCHOOL SITE.

#### **Other Resources to Consider**

- City Year and/or Violence Free Zone partnerships in schools (based on school request)
  - Both would provide additional support for student intervention, mentoring, and tutoring