Culture and Climate

March 24, 2025
Mark Gonnella
Coordinator of Culture and Climate

Agenda

1. Proactive Measures and Universal Support

2. Targeted Supportive Measures

3. Crisis Response and Intensive Measures

4. Other Updates

Culture and Climate Mission Statement

The U-46 Department of Culture and Climate is committed to supporting our students, staff, and parents in realizing our vision through providing professional development, collaborative partnerships, and ongoing conversations until all our systems measurably work for all students.

Office of Culture and Climate Team

Social Emotional Response Team

- **Marisa Herrell - Bartlett Network**
- **Elisabeth Ferrill - Larkin Network**
- **Zehra Schwarze - Elgin Network**
- **Kelli Walsh - South Elgin Network**
- **Rob Luck - Streamwood Network**
- **Melissa Nytko - Middle School Network**
- **Laura Smail - High School Network**
- **Adriana Raya Villagomez - Secretary**

Tactical Assessment Team

- **Genevieve Lukes - Psychologist**
- **Robert Kirch - Cross Cat Teacher**
- **Jessica Goldstein - Social Worker**

Proactive Measures and Supports

Provide District-wide support for the following:

- ▶ Chronic Absenteeism
- ▶ Crisis Prevention Institute (CPI) instruction/support
- ▶ Crisis support
- ▶ Bullying referrals
- ▶ Bullying supports for victims and resources for staff
- ▶ Restorative Practices
- ▶ Suspensions
- ▶ Assist in creating welcoming environments
- ▶ Conditions walks
- ▶ Classroom support to assigned teachers within the networks
- ▶ Communities of Practices for Assistant Principals of Culture and Climate

Proactive Measures and Supports

- One Social Emotional Response Team member (SERT) per network dedicated to support staff with bullying prevention, crisis team development and execution, and social emotional supports during grief and crises.

- SERTs also provide network support aligned to network and school condition goals by participating in conditions walks three times per year within network schools.

Crisis Prevention Institute Training

CPI 101: Verbal Intervention

- The District has at least one CPI-Certified instructor at each school.
- 100% of primary staff (Administration, teachers, and support staff) were trained in the 2023-2024 school year.
- 100% of secondary staff (Administration, teachers, paraprofessionals, deans assistants, support staff and SRO's) were trained in the 2024-2025 school year.
- 2025-2026 School Year - Elementary Assistant Principals (AP) and new AP's will update their teaching certification this summer to update their staffs' certification in CPI 101.

Crisis Prevention Institute (CPI) Training

CPI 201:
Verbal Intervention plus Trauma Awareness/Disengagement and Holds

- Crisis Response Teams formed and trained at all schools between August and December of 2024.

- Additional staff are trained in either CPI 101, or both 101 and 201 as they are hired.

- Specialized Program Staff-CPI Autism for ILP staff for the 2025-2026 school year.

CPI and Restorative Practices

- **Every school conducts CPI Crisis Team Monthly Meetings to review de-escalation techniques, practice CPI holds, and debrief on past crises.**

- **School Nurses (143) have been certified in CPI 101 as of January 31, 2025.**

- **30% of secretaries in district have received training in CPI 101.**

- **Transportation and Food Services will need retraining in CPI 101 next school year.**

- **Restorative Practices: a set of principles that focus on repairing harm and building relationships.**

  - By the end of 2024-2025 school year, the district will have 12 trainers (SERTS, administrators, counselors) at the secondary level that can train staff.
    - By the end of the 2025-2026 school year, each secondary building will have at least one Restorative Practices trainer.

  - In the 2025-2026 school year, the process will begin to have trainers at the elementary level in order to train elementary staff.

School and Classroom Conditions

Conditions Walkthrough History

Conditions Area Summary

● Classroom Level
Trend Result: 3
Trend Start: 2.6
Growth: 13%

● School Level
Trend Result: 3.1
Trend Start: 2.9
Growth: 7%

The "Trend Line Result" is based on the general trend of all walk data, rather than the most recent walk. The "Growth" percentage is also based on the general trend across all walks.

Data as a district from August 2024 to February 21, 2025.

Demonstrates growth at both the school and classroom levels in terms of conditions for learning.

Conditions Walks Windows:
1st Walk - Beginning of September
2nd Walk - Beginning to mid-November
3rd Walk - Mid-February

School and Classroom Conditions

Classroom Level Growth Questions	School Level Growth Questions
1. The Classroom is welcoming and inviting. **13% growth**	1. The school is welcoming and inviting. **10% growth**
2. Classroom rules and procedures are operating effectively. **7% growth**	7. The school is safe and well-maintained. **7% growth**
5. Students are engaged in their learning. **10% growth**	

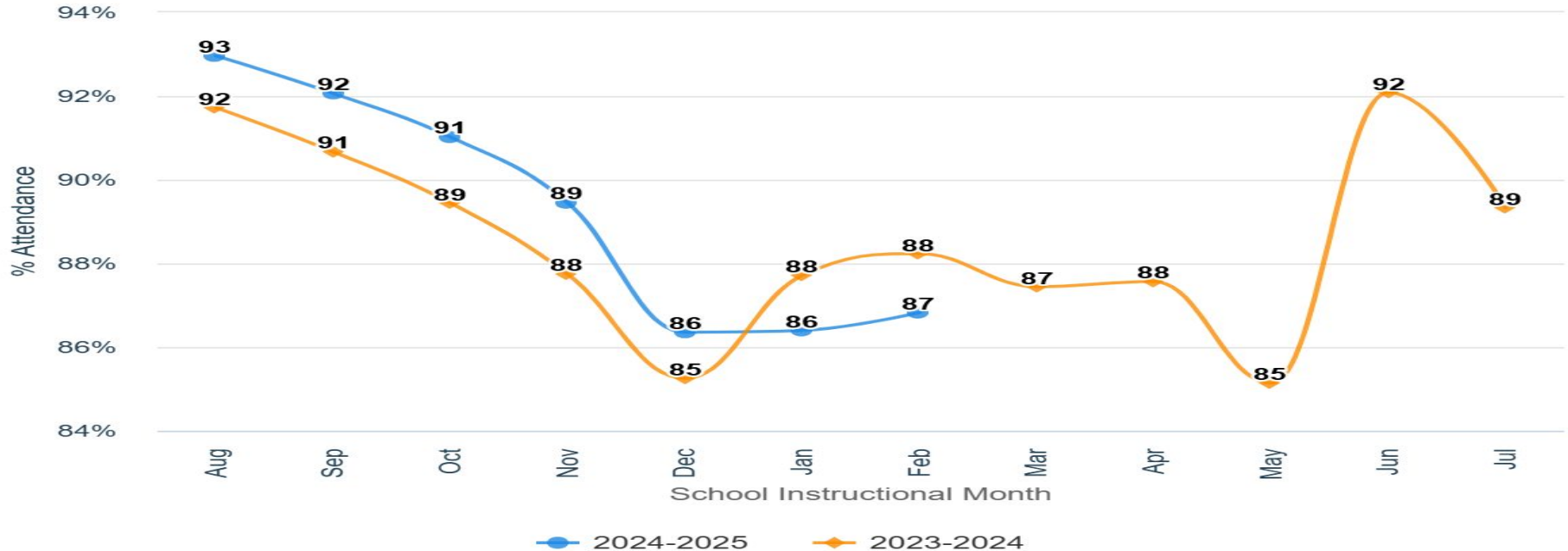# Chronic Absenteeism

August 2023 to February 21, 2024

46.5%

August 2024 to February 21, 2025

## 34.9%

Reported Bullying Cases

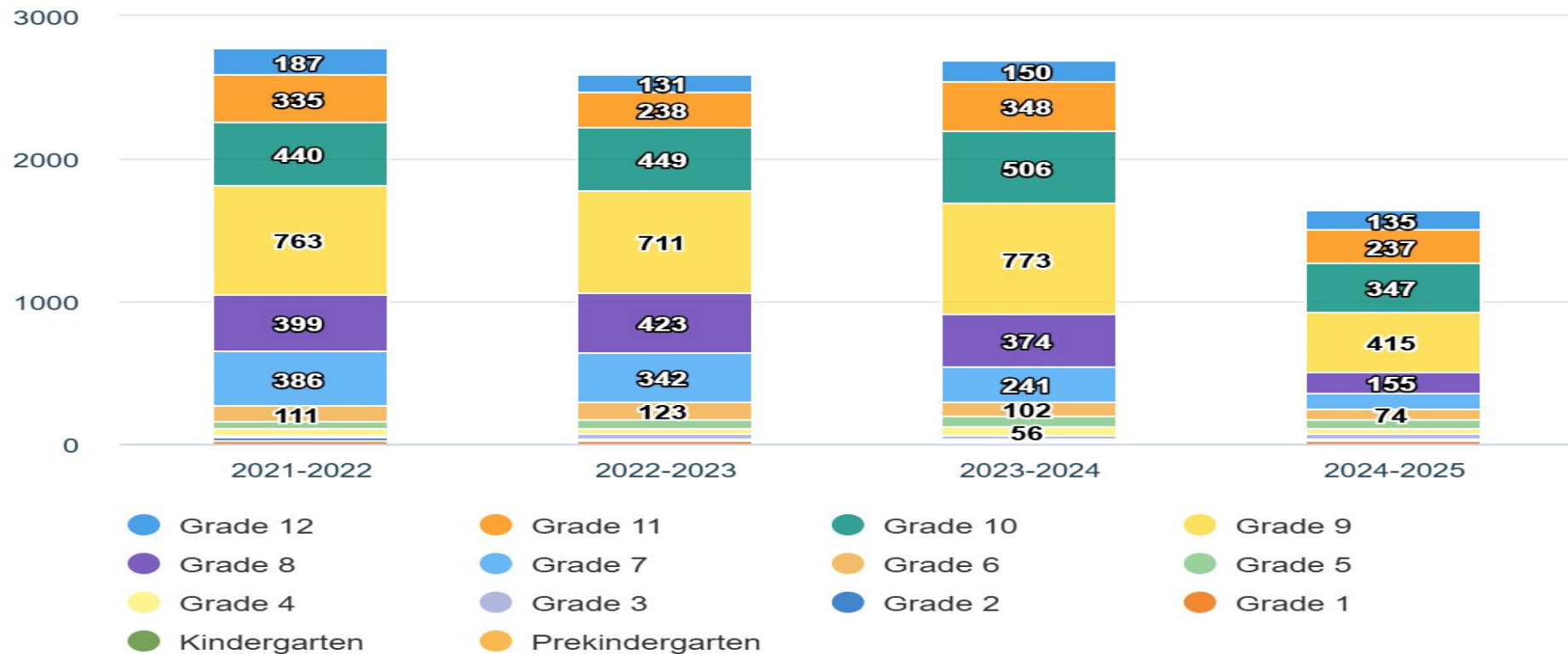| August 2024 - February 2025 66 Reported Bullying Cases	August 2023-February 2024 87 Reported Bullying Cases
○ 2-Bartlett Network ○ 6-Elgin Network ○ 8-Larkin Network ○ 6-South Elgin Network ○ 5-Streamwood Network ○ 31-MS Network ○ 6-High School Network	○ 4-Bartlett Network ○ 10-Elgin Network ○ 14-Larkin Network ○ 18-South Elgin Network ○ 10-Streamwood Network ○ 21-MS Network ○ 13-High School Network
● 40 cases unfounded ● 19 founded cases ● 7 under active investigation	● 39 cases unfounded ● 50 founded cases

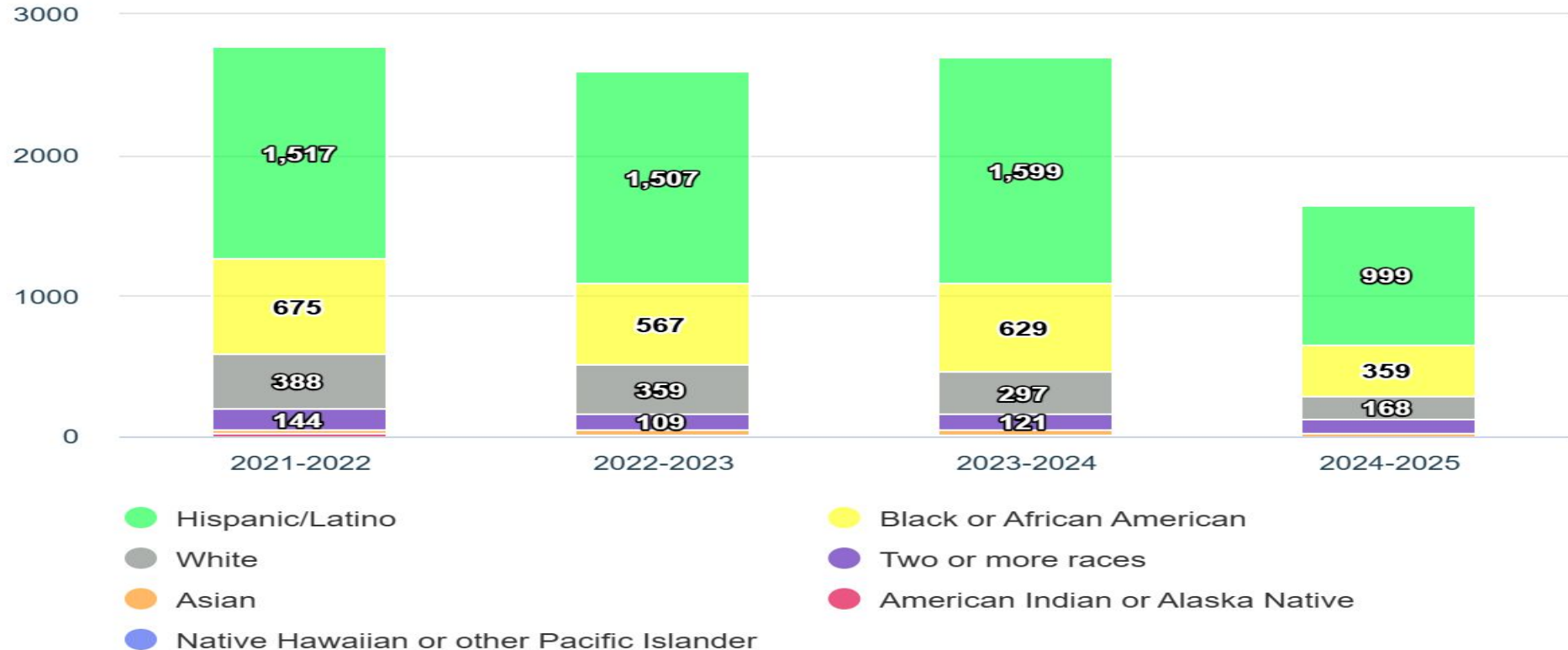# Enrollments/Referrals for 2024-2025 School Year
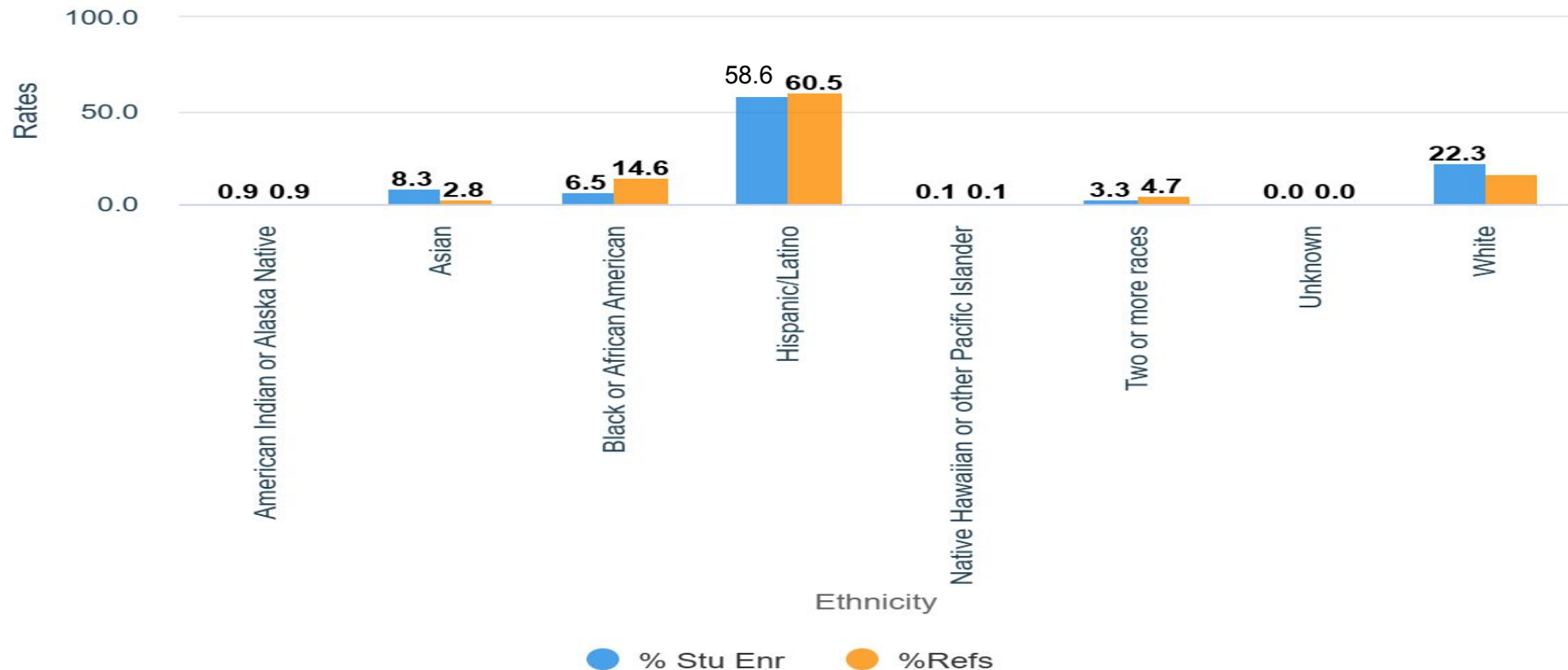
Percentage of Students with One Referral by Subgroup
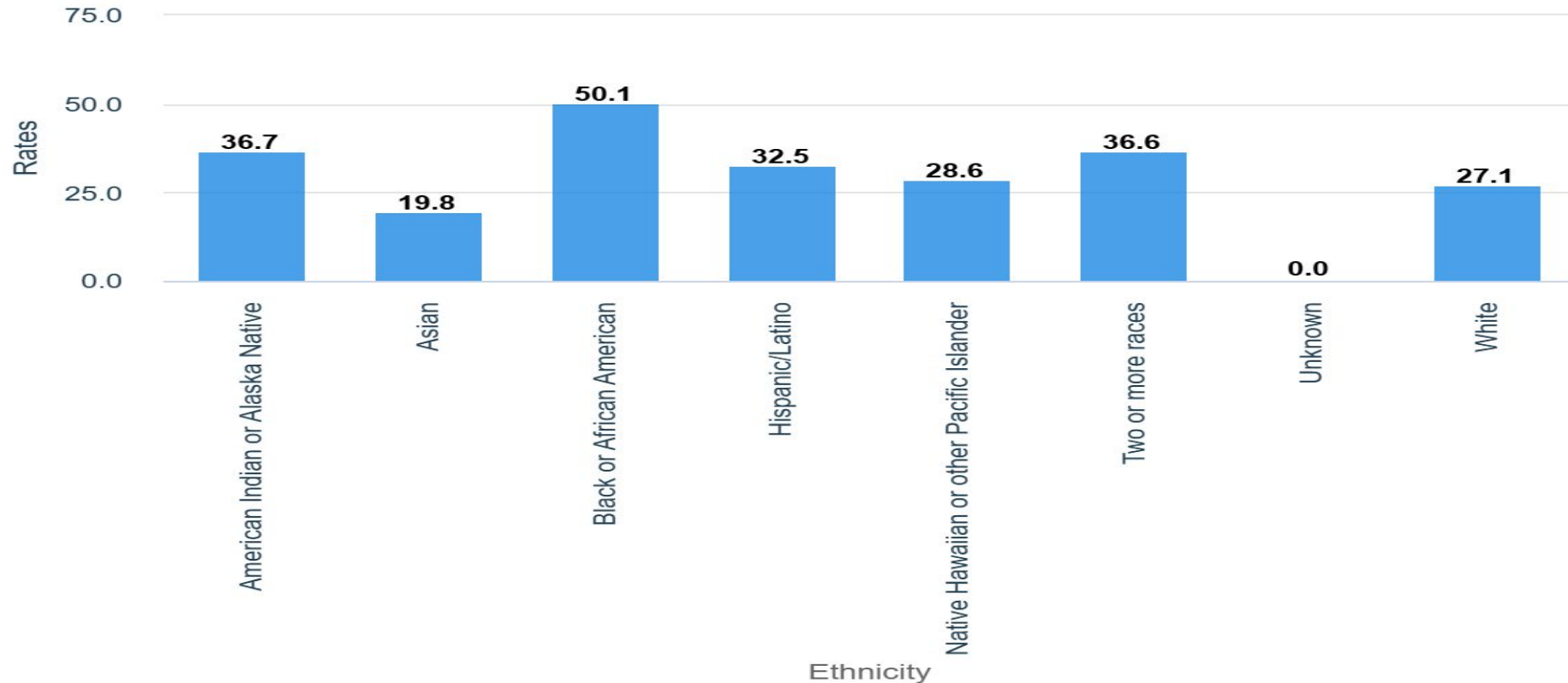
Out-of-School Suspensions Incidents by Ethnicity

Leadership Professional Learning

Communities of Practice Topics

- Conducting Crisis Team Meetings
- Restorative Practices
- Access to community resources
- Legal and ISBE updates
- Conducting Bullying Investigations
- Alternatives to Suspensions
- In-School Intervention practices
- Reducing Recidivism
- Boosting Attendance Ideas
- MTSS Practices
- FBA/BIP Information

- Data Analysis
- Restraint/Timeout Training and Assessment
- Team Collaboration among Assistant Principals
- Student Success Advocate Updates and Training
- Collective Efficacy among APs
- ACES Training and Trauma Informed Care
- Threat Assessment and Safety Survey Process

Targeted Supportive Measures

- **Student Success Advocates (SSAs) support students experiencing challenges with attendance, behavior, or academics by providing mentorship, regular check-ins, goal setting, and personalized guidance and encouragement to promote their success, while also providing active daily supervision in buildings, focusing on prevention through mentorship, relationship-building, and fostering a positive school environment.**

- **There are a total of 54 SSAs in the district.**
    - 25 at the high school level (among every high school)
    - 23 at the middle school level (among every middle school)
    - 6 at the elementary school level (based on title funding)

Targeting Supportive Measures (SSAs)

2024-2025 School Year Training Dates	Topics
September 5, 2024	Restorative circles, relationship building, identifying students, designing schedules, preparing students for success, engaging students in groups, how to monitor success.
October 11, 2024	Community conversations, being vigilant and recognizing vaping, working in teams, CPI verbal techniques, active supervision, project access, SSA tracking and work from others.
December 9, 2024	Infinite Campus Training and data tracking.
January 31, 2025	ACES, Trauma Informed Care, Precipitating factors, connecting with families, How to give access to services. Practices in relationship building.
February 28, 2025	Reassessing student caseloads. Preparing for Spring and end of the year.
April 17, 2025	Wrapping up the year. How to remain in contact with those returning. Suggestions for next year.

Crisis Response and Intensive Measures

- **Threat Assessment Team (TAT): A multidisciplinary team to assess and respond to safety concerns, including potential threats of violence.**

- **Threats determined to be substantive and/or imminent, the site administrator will submit a referral to the Tactical Assessment Team to request a Level 2 threat assessment.**

Bloom Academy
(TAT and Alternative Pathway)

Eight Students Recommended for Bloom Academy by TAT

- Four students were recommended through a TAT referral.
- Four students were recommended through the Alternative Pathway to Bloom.
- Two students are in the process of being recommended to Bloom Academy.

Post-Bloom Placement:

- One student to return back to homeschool in cross-cat setting.
- One student transitioned to Central Schools Program.

**Data as of February 2025

Crisis Response and Intensive Measures

Partnering and recommending mental health professionals and outside agencies to provide therapy or counseling for students and families before and during a crisis.

- ▸ Care Solace, Family Services Association of Greater Elgin Area, Ecker Center for Behavioral Health, Greater Elgin Family Care Center, and Kane County Regional Office of Education.

- ▸ These collaborations aim to ensure that students in crisis have access to the necessary support and resources to address their mental health needs effectively.

Crisis Response and Intensive Measures

Alternative Education Settings: to support students who may benefit from non-traditional learning environments.

- ▶ **DREAM Academy**--Encompassing 14 different programs.

- ▶ **Central Schools Programs (CSP)**--For middle/high school students eligible for special education services.

- ▶ **BLOOM Academy**--Serving K-8 students providing 45 days of support with the goal of returning to their home schools. TAT and Network SERTs provide supports in both the referral process and planning during the 45-day placement.

- ▶ **Ombudsman**--Providing an alternative education program for high school students to receive credits to re-enter their home school or receive their diploma. The Coordinator of Culture and Climate meets with Ombudsman staff and students and families in placement, intakes, and transitions back to a U-46 school.

These programs aim to meet the diverse needs of students, offering tailored support to help them succeed academically and socially.

Restraint and Timeout (RTO) Data

	2021-2022 School Year	2022-2023 School Year	2023-2024 School Year	2024-2025 School Year (as of February 2025)
Number of Students who experienced one or more RTO	58	51	33	18
Number of Responses (Total situations that required a restraint, isolated time out, or time out per ISBE guidelines)	89	97	67	30
Number of Students Who Experienced 5+ RTOs in a 30-day period	2	2	2	0

Student Code of Conduct

- 2024-2025 Student Code of Conduct (SCC) was approved by the Board of Education on May 10, 2024.

- Publicly accessible via the U-46 internet page.

- Review/revision process began in the fall 2024 through the work of the Safety Council, which includes community representatives.

- Parent feedback portal on SCC is available on the U-46 website.

- 2025-2026 edition will be brought forward to the Board of Education for approval by May 2025.

Staff Guide to the SCC

- **Provides district staff and administrators with additional information on procedures related to documentation, intervention, and management of student behavior to support student success and create a safe and positive culture in every building.**

- **Topics include: step-by-step instructions for documenting student behavior and attendance in Infinite Campus, investigations, threat assessments, alternative placement referrals, Multi-Tiered Systems of Support (MTSS), and Crisis Response Team Procedures.**

- **Available to all staff and administrators via the U-46 intranet.**

- **Monthly meetings held with elementary, middle, and high school APs devoted to reviewing and clarifying the Staff Guide to build consistency in practice across the district.**

Thank You