

## Chicago Public Schools - Whole School Safety Plan 2021 - 2022 School Year

The following resources will be available *throughout* your school's safety planning process. Please reach out if you need assistance in developing your plan!

- 1) Network Safety Manager
- 2) Network Social Emotional Learning Specialists
- 3) Network Teams
- 4) VOYCE will offer optional training for students on how to advocate for themselves in meeting spaces

Throughout the document, a red star ★ will indicate where supplementary resources are available to support plan development.

<b>School</b>
<b>Hyde Park Academy High School</b>

**School Safety Committee Membership**

*Directions: In order to make sure that your Whole School Safety Plan represents a diversity of perspectives, each school must assemble a team to plan for and draft their plan. After the plan has been drafted, the group may be reconvened throughout the year to follow up on implementation. Keep in mind that this is a non-voting body; only LSCs will officially vote on the plan.*

*There are two options for School Safety Committees:*

1. **Repurpose an existing safety committee:** *If a school already has a team that may be able to serve this function, that team may be used. However, it must have student and parent voice represented.*
2. **Create a new school safety committee:** *If a school does not have a team that can serve this function, it must convene a new group. Suggested - though not required - membership includes the following: administrator (Principal, AP, or other), teacher, non-instructional staff, parent, clinician or behavioral health team member (counselor, social worker, etc.), ESP/security officer, students (potentially 3-4).*

*It is suggested that total membership be an odd number, no greater than 11, to ease decision making. Please complete the table below with your School Safety Committee membership.*

School Safety Committee	
Roles	Member Name
Principal	Antonio Ross
Asst. Principal	Stephanie Glover-Douglas
Dean of Students	La Troy Farrow
Case Manager	Alisia Cameron
Teacher/Parent	Rhonda Gholston
Teacher	Gregory Smith
Student	Mukia Grisby
Student	Davione Jackson
Comm. Member	Maira Khwaja
Head of Security	David Hardy
School Counselor	Laurie Rades
School Social Worker	Joycelyn Jones
Comm. member	Lanessa Young

### Whole School Safety Vision Statement

*Directions: With your School Safety Team, collectively **review** the below vision for school safety which prioritizes safety as a key component of student, staff, parent, and community well-being and learning. The vision should articulate what you want to achieve. It should not be long or complicated; rather it should provide clarity, motivation, and inspiration for your team and school.*

*If you would like to adopt this vision for your school, feel free! If you would like to tweak it or create your own vision, please use the blank space below to do so.*

***Vision from CPS Office Safety and Security: All schools will foster an environment where all students in the building feel safe, both physically and emotionally, and also feel welcomed, supported and respected by both their peers and adults so that they can reach their full potential.***

*Hyde Park will foster an environment where students feel safe, both physically and emotionally. Where they feel welcomed, supported and respected by their peers and adults to reach their full potential.*

## **Current State Assessment of School Safety Strengths and Opportunities**

*Directions: Before drafting your plan, your committee will want to establish a baseline understanding of your school's safety strengths and opportunities for growth. These reflections - grounded in data and feedback from your school community - will help inform the Whole School Safety priorities and strategies that you develop. Each school community may choose to tackle this work slightly differently, but the driving question remains the same: **What does your school need to focus on in order to achieve the vision outlined above?***

*Strategies for assessing the current state of school safety:*

1. ★ **Assess relevant school data** - both quantitative and qualitative - particularly through a racial equity lens
  - Schools will be provided with their own data to analyze, but they are also welcome to incorporate other data points, such as surveys and focus groups.
  - If you need help accessing or analyzing your data, please reach out to your Network team, SEL Specialist or Safety Manager.
2. ★ **Solicit feedback from your school community** (see community guidance document for ideas). For example:
  - Send a **survey** to virtually gather perspectives
  - Host a **student session** to collect student perspectives on school safety
  - Host a **community session** to solicit community feedback on a school's draft Whole School Safety priorities and aligned strategies
  - Utilize a **one-on-one outreach model** to gather perspectives
  - FACE will be able to provide implementation support upon request

**Strategies used for current state assessment:** What did you do to assess the current state of safety at your school? For example, list the datasets that you analyzed and the stakeholders who were engaged.

- Reviewed school safety data metrics ( attendance, misconducts from 2014 - 2020 to determine trends for school safety
- Collect community input via virtual meetings
- Collect input from staff, students, and parents via surveys

Based on your research, **what is going well** and should be continued at your school? Please provide evidence for this assessment.

*Example: Our school has a strong restorative justice program which can be seen in the fact*

*that our in- and out-of-school suspension numbers have consistently decreased since the program was implemented.*

- Based on the school's historical data and school community input the school has a strong school culture as it relates to physical safety based on the following
  - Attendance over time has increased to a high of 88.9 in 2019
  - Disciplinary data
    - # of misconducts has dropped by 83% ( from 3177 to 541 from 2014 to 2018)
    - # of level 4 – 6 misconducts has dropped over 90% from 399 to 28
    - Suspensions have dropped by 80% from 2664 to 525
- SRO calls were 1 in 2019 and 12 in 2020
  - The 12 is based on the schools requests for support outside the school building based on neighborhood conditions and student concerns
- Students responses to the survey overwhelming reflect they feel safe and know who to go to for support within the school
- Our students and parents feel confident and supported in terms of school resources for SEL supports and programs
- Student survey data indicates that more students believe SROs make them feel unsafe or nervous, than safe and protected.
- Parents survey data indicates that a minority of parents, 47.7%, believe SROs make them feel safe and protected, while 25% say SROs make them feel unsafe and nervous and the rest have no opinion.

Based on your research, **what areas for improvement exist** and would benefit from more focused interventions? Please provide evidence for this assessment.

*Example: Many of our students are experiencing mental health challenges which is shown by data from our Behavioral Health Team. We need to identify interventions to better support our students with mental health challenges.*

- Many of our students experience trauma or generally lack the resources to make effective decisions as demonstrated by some of our misconduct and BHT data. That indicates the few suspensions that still occur are over-represented in our diverse learners and young ladies. Additional analysis also demonstrates repeated interactions over time with and between the same young ladies. Indicating that conflict is repeated and ongoing. We are looking to establish interventions targeted on de-escalation practices and conflict resolution to support our student population to reduce these types of interactions.
- The students that may suffer from severe mental health challenges lack resources that can adequately offer the student and family solutions and support as demonstrated by BHT team data. The school is looking to establish an on-going relationship with a community based health organization to provide additional services.
- The student surveys indicate that our students want more connection with the school and increased opportunities for connection and engagement. The school is looking to establish additional clubs, sports, and enrichment activities.
- The school has had success with our Restorative Justice program as demonstrated by our school safety survey scores and misconduct data. We are looking for additional

supports and training to continue, improve, and expand these practices. To be more embedded in the classroom and school culture.

### Top Whole School Safety Priorities

*Directions: Based on your assessment of the current state of safety at your school, identify your top priorities for improvement in these four categories, physical safety, emotional safety, relational safety, and all-encompassing priorities (priorities that transcend all three topics).*

*Again, the guiding question remains the same: **What does your school need to focus on in order to achieve your vision for school safety?***



**Considerations:**

- You may consider having a priority for each focus area + a priority that cuts across all three priority areas (total of four). While you should feel free to customize the priorities to your unique school needs, bear in mind that exclusively focusing on any one “type” of safety will compromise your school’s ability to achieve holistic, whole school safety. While you don’t need priorities in each category, there should be a balanced focus.
- When creating a priority, be sure that the goals are high-level (e.g. “we will ensure that every student has a trusted relationship with an adult”) and are not tactical in nature (e.g. “all exterior facing doors will be locked at all times of the day”).

**Physical safety priority(ies)**

Definition: Administrators know how to and can

**All-encompassing Priorities**

Definition: Some priorities - like bullying - may

<p><i>respond to threats of violence, neighborhood incidents, emergencies, etc. to keep students, teachers, and staff safe.</i></p>	<p><i>touch all three topics, and should be reflected here.</i></p>
<p><b>Emotional safety priority(ies)</b>  <i>Definition: Administrators, students, teachers, and staff feel safe to express their emotions, comfortable in their learning / teaching environment, secure to take risks, and challenged to try new things.</i></p>	<ul style="list-style-type: none"> <li>● <i>Continue and establish additional school “traditions” that deepen the relationship (relational trust) with the school community and students and parents</i> <ul style="list-style-type: none"> <li>○ <i>Establish a “rite of passage” for each grade</i></li> <li>○ <i>Social clubs</i></li> <li>○ <i>Academic clubs</i></li> </ul> </li> <li>● <i>Continue to implement and expand Restorative Justice Practices for teachers and establish classroom routines that are partnered with de-escalation practices to support student emotional growth</i> <ul style="list-style-type: none"> <li>○ <i>Training on de-escalation for all staff</i></li> <li>○ <i>Continued Restorative Justice Training</i></li> </ul> </li> </ul>
<p><b>Relational trust priority(ies)</b>  <i>Definition: Interpersonal relationships between administrators, students, teachers, and staff are founded on trust.</i></p>	<ul style="list-style-type: none"> <li>● <i>The school will ensure that there are additional SEL programs added to the school options to support students and families suffering from mental illness and trauma</i> <ul style="list-style-type: none"> <li>○ <i>The Last Word</i></li> <li>○ <i>Ada S McKinley</i></li> <li>○ <i>Mental Health Hospitals</i></li> </ul> </li> <li>● <i>The school will establish a mentoring program to be able to support students as soon as they demonstrate concerning behavior as well provide a connection with an adult within the school community</i> <ul style="list-style-type: none"> <li>○ <i>Mentoring training for staff</i></li> </ul> </li> </ul>

### Whole School Safety Interventions and Resources

*Directions: For each priority identified in the section above, identify a strategy or multiple strategies that will be used to address the need. To do so:*

- *Copy and paste each priority into the column titled “safety priorities”*
- *Document any existing strategies / interventions at your school that address the priority*
- *Identify any new strategies / interventions that will be used to supplement existing practices and ensure that the priority is achieved at the school*
  - *★ Schools should use the **recommendations from Phase 1** as a starting point to identify safety strategies and interventions.*
- *Assign an owner at your school site who will be responsible for execution*
- *Estimate resources needed and approximate costs for both new interventions and any incremental costs (i.e. activities that you are already doing that you would like to invest further in)*
  - *Each school’s budget request will be considered and negotiated with network staff individually, according to an equitable resource allocation process based on need.*
  - *So, when making an initial budget request, School Safety Committees should consider what they need to create a safe environment.*
  - *Schools **should not** include safety technology or capital needs in this budget request. Those needs will be handled separately via the Guidepost audit.*

Safety Priorities	Existing Strategies / Interventions	New Strategies / Interventions	Responsible Owner	Resources Needed / Cost Assessment (new and incremental costs)
<b>EXAMPLE</b>				



<p><i>We will ensure that every student has a trusted relationship with an adult</i></p>	<ul style="list-style-type: none"> <li>All students on campus are currently assigned to a school counselor. However just because students are assigned to a counselor, does not mean that they have a strong, trusting relationship with that adult.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a <a href="#">“virtual relationship mapping” exercise</a> in order to identify students who do (or do not) have positive and stable relationships with adults in school.</li> <li>Connect at least one adult in school to every student who does not currently have a positive and trusting relationship with an adult.</li> <li>Develop a series of school-wide teacher-student relationship building lessons and activities in order to help adults and students hone skills related to healthy relationship building.</li> </ul>	<p>Mr. John Smith, Department Chair</p>	<p><i>None - the work can be conducted virtually using tools already available to the school</i></p>
<p><b>Priority 1</b> <i>Continue and establish additional school “traditions” that deepen the relationship (relational trust) with the school community and students and parents</i></p>	<ul style="list-style-type: none"> <li><i>HPA has several well established traditions however these traditions may not provide every student the opportunity to participate and build trust</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Establish a “rite of passage for each grade”</i> <ul style="list-style-type: none"> <li><i>Freshman “Sneaker Ball”</i></li> <li><i>Half Cap</i></li> <li><i>“The college experience”</i></li> </ul> </li> <li><i>Add additional Social clubs</i> <ul style="list-style-type: none"> <li><i>SWANS</i></li> <li><i>Polished Pebbles</i></li> <li><i>100 BMC mentoring</i></li> </ul> </li> <li><i>Academic clubs</i> <ul style="list-style-type: none"> <li><i>Computer science</i></li> </ul> </li> </ul>	<p><i>Grade level leads Teachers</i></p>	<p><i>Resources will be sought from the district and grant funding to support clubs and afterschool programs.</i></p>

		<ul style="list-style-type: none"> <li>○ Science</li> <li>○ Girls Run</li> <li>● Inter-grade competitions</li> <li>● School government</li> </ul>		
<p><b>Priority 2</b> <i>Continue to implement and expand Restorative Justice Practices for teachers and establish classroom routines that are partnered with de-escalation practices to support student emotional growth</i></p>	<ul style="list-style-type: none"> <li>● The school has established Restorative Justice Practices that are focused on security and support staff</li> </ul>	<ul style="list-style-type: none"> <li>● Training for entire staff on de-escalation strategies to implement in the classrooms to prevent conflict from happening</li> <li>● Continue and expand advanced Restorative Justice Training for security</li> <li>● Continue training for teachers and staff</li> <li>● Hire a Culture and Climate Deans who is at an administrative director level and who specializes in restorative justice.</li> <li>● Establish a peace room staffed by the Culture and Climate Dean</li> <li>● Hire a Parent Advocate to work with the Culture and Climate Deans on training parents in restorative justice and participating in community/peace building activities in the school.</li> <li>● Establish a youth council which will work with the Culture and Climate</li> </ul>	<p><i>Principal AP Dean of Students</i></p>	<p><i>Culture Climate Dean 1 (admin level) \$85,000 (the school budget will cover benefits)</i></p> <p><i>Resources will be sought from the district and grant funding to support Restorative Justice Programing, including peace room supplies, field trips, stipends, and refreshments.</i></p> <p><i>Resources will be sought from the district and grant funding to support hiring an</i></p>

		<p>coordinator on various projects including circle keeping, peer support, school community education on restorative justice.</p>		<p><i>additional RJ Coordinator/ Violence Interrupter and a Parent Advocate.</i></p>
<p><b>Priority 3</b> <i>The school will ensure that there are additional SEL programs added to the school options to support students and families suffering from mental illness and trauma</i></p>	<ul style="list-style-type: none"> <li><i>The school has well established relationships with Youth Guidance but their capacity is limited and we have more demand than they can supply thus we need additional supports. Additionally youth guidance does not deal with mental illness.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Add supports focused on mental illness and moderate to severe trauma that focus on treatment of the student and family</i></li> <li><i>Hire an additional Social Worker and an additional counselor</i></li> <li><i>Add groups that also deal with mild trauma and providing space and strategies to engage in effective decision making for example:             <ul style="list-style-type: none"> <li><i>The Last Word</i></li> <li><i>Healing Hurt People</i></li> <li><i>Woodlawn Restorative Justice Hub</i></li> </ul> </i></li> </ul>	<p><i>BHT team Social workers</i></p>	<p><i>Resources will be sought from the district and grant funding to support a Social worker and to support community partnerships to address trauma.</i></p>
<p><b>Priority 4</b> <i>The school will establish a mentoring program to be able to support students as soon as they</i></p>	<ul style="list-style-type: none"> <li><i>Over this remote school year the school established an in-house mentoring program to support students based on their attendance and grades were not being successful in eth remote environment.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Train some selected staff to establish structured African American Male mentoring students to reinforce de-escalation practices, effective decision making, and how to best support students</i></li> </ul>	<p><i>Principal AP Dean of Students</i></p>	

<p><i>demonstrate concerning behavior as well provide a connection with an adult within the school community</i></p>	<p><i>While the program was successful, as demonstrated by improved grades and attendance, with about 60% of the students it was less so with about 40%. Where attendance and grades remained the same.</i></p>	<p><i>to demonstrate expected behaviors both academically and socially.</i></p>		
<p><b>Total Requested Whole School Safety Budget</b>  <i>Note: Schools <b>should not</b> include safety technology or capital needs in this budget request. Those needs will be handled separately via the Guidepost audit.</i></p>				

### Recommendation for SRO Use

*Directions: Based on the work completed above, please provide a recommendation to your LSC on the future state of your school's SRO program. If you would like, feel free to provide a written explanation.*

	We recommend that our school <b>REMOVE its SRO</b> program and supplement with the above strategies for Whole School Safety.
X	We recommend that our school <b>KEEP ONE SRO</b> and supplement with the above strategies for Whole School Safety.
	We recommend that our school <b>KEEP TWO SROs</b> and supplement with the above strategies for Whole School Safety.
<b>Additional details:</b> <b>*see full explanation below</b>	

### Feedback and Review

*Directions: Throughout this process, schools will be asked to get feedback on their plans from various stakeholders. Guidance on deadlines is provided; schools should indicate the date when they have completed each step.*

Suggested Date	Feedback / Review Cycles	Date Completed
April - May	Community feedback <i>Please include a brief description of the community engagement strategy used.</i>	5.21.21
Week of May 17	Network Chief	
	Network Safety Manager / SEL Specialist	
	CPS Budget Review	
June	LSC Vote	

## **Written Explanation of Recommendation to Remove 1 SRO and supplement with the above strategies for Whole School Safety**

This Safety Plan is the first step of a 5 year plan to foster a culture of peacebuilding and develop the capacity of the Hyde Park Academy school community to build peace.

Over 10 years ago the safety situation at Hyde Park Academy was different than it is today. There were much higher levels of violence. Today things are calmer than they used to be, though we still face the trauma and safety issues that come with being in an under-resourced community. Today there are less fights than there used to be and the Police in our school, the SROs, are not used very often.

CPS spends \$304,000 per year on the two SROs who are stationed at Hyde Park Academy. CPS has created the Whole School Safety Plan process to give us an opportunity to reimagine how we could use those resources, and more, to make Hyde Park the safe and peaceful school we all want it to be.

This process is happening at a moment when CPS is about to get \$2 Billion additional Dollars added to their budget from President Biden's American Rescue Plan.

This is a once in a generation opportunity to get the resources we need to transform Hyde Park Academy into a trauma informed and peace building school. This is the first step in a bigger safety plan and process at Hyde Park. We will need to build out and hire all the positions and pieces of this plan. The resources are there, we will work with our school community to advocate for getting these resources that our children deserve.

### **The Safety Plan calls for removing one SRO and in their place:**

- **Hire a Dean of Culture and Climate**, who will be an Administrative Level Dean who specializes in Restorative Justice.
  - **Build a peace room**, staffed by the new Dean
  - **Train the school community in restorative justice** and facilitate peace circles and activities such as rallies and RJ education events. The Dean will work with students, parents, teachers and staff.

- **Create youth council** to work with Dean in peace room, engage peers: peace circles, restorative conversations, and interventions.
- **Intervention in violent conflict** will be handled by the Deans of Culture and Climate working closely with the Dean of Students, the security team, the Behavioral Health Team, and community partners. The peace room and youth council will also be utilized, when possible, to address conflicts.
- **Expand community partnerships** such as youth guidance (BAM and WOW) and explore new ones such as Healing Hurt People, Woodlawn Restorative Justice Hub, and others, (seek grants to fund partnerships).
- **We will also seek additional resources to support:**
  - 1) **A Restorative Justice Coordinator**, to work with the Dean of Culture and Climate on implementing restorative justice programming and violence interruption.
  - 2) **a Parent Advocate** to train parents in restorative justice and engage them in peace-building activities at the school.
  - 3) **a Social Worker** to add to the Behavioral Health Team.
  - 4) **Expansion of clubs**, afterschool programs, competitions, etc.

**Budget Summary: \$85,000 for Admin Level Dean of Culture and Climate.**



## **Example Dean of Culture and Climate Job Description:**

### **Culture and Climate Coordinator Position (High School)**

#### **Ultimate Purpose of the Position**

The Culture and Coordinator (CCC) position exists to ensure a safe and stable school climate and culture by ensuring effective implementation of its schools Social Emotional Learning (SEL) programs and restorative practices across all sectors of the school community on an ongoing basis. The CCC's primary focus is on increasing adult effectiveness at using skills and competencies. The CD also sets school-wide climate norms with students and manages the internal business processes that support full implementation of the SEL programs and a holistic and restorative discipline program.

#### **Bottom Line Metrics Used to Measure Performance of Position at Year's End**

- School-wide Average Attendance Rate Meeting Year's Expectations
- Freshman Average Attendance Rate Meeting Year's Expectations
- Students Reporting Warm & Safe School Climate Meeting Year's Expectations
- Student Misconduct Totals Meeting Year's Expectations

#### **Dashboard Metrics Used to Measure Performance of Position Week by Week**

- % Weekly Attendance
- % Freshman Weekly Attendance
- # of Weekly Discipline Referrals
- % of Recidivism of Referred Students
- # of Teachers Habitually Making Inappropriate Referrals
- % of Appropriately Referring Teachers Rating Code Switching Services Good +
- % of Project Plan On-Track
- % of Student Discipline Audit Sample With 100% Adherence to Process
- # of Students Receiving Tier 2 & 3 Supports
- # of Social / Emotional Problems Resolved as a Result of Restorative Practices
- Quality of Detention, In School Personal Development, and Restorative Justice Programs
- Efficiency and Organization of Internal Business Processes
- Effectiveness at Leading People in Division

#### **Major Areas of Job Responsibility**

1. Ensure Full Implementation of Boy's Town Education Model by Building Adult Capacity
  - a. CCC works to develop, manage, and implement a comprehensive training program for all adults who work in the school including summer intensive training for new staff, monthly observations and coaching of individual staff members, and ongoing sessions on school-wide PD days
  - b. CCC monitors the skills and competencies of individual staff members in order to both identify a group of school-based trainers who excel in the model and to develop and implement a remediation plan for adults who are struggling or resistant
  - c. If remediation plans are ineffective, CCC works with principal to escalate struggling or resistant staff member for increased intervention
  - d. CCC ensures that all appropriate personnel have initial and ongoing training in Administrative Intervention
  - e. CCC evaluates the overall effectiveness of SEL/RJ implementation and mobilizes strategies beyond organized PD and individual intervention such as taking staff on trips to model schools, school-wide emails, weekly social skill of focus, website resources, and other creative approaches to increasing capacity
2. Creation of a Peace Room for the effective implementation of Restorative Practices and SEL programs
  - a. CCC ensures that the goals of the SEL Programs/Restorative Practices process are realized: 1) successful classroom re-entry, 2) support / reinforce teacher expectations, 3) use a continuum of consequences that take into account fairness and consistency, and 4) enhance data collection instruments to assist with proactive approaches for behavior change.
  - b. Restorative Practices, which include Peace Circles, victim/offender mediation, and Family Group conferencing, will be implemented across the whole community as needed and in lieu of zero tolerance practices.
  - c. Teachers and support staff will be given opportunities to get coaching and mini-Professional Development to support on-going capacity building around the Restorative Practices



- d. Recruit youth to be apart of the Restorative Peer Councils designed to support the positive youth development and leadership skills among the student body
3. Lead the Efforts of the Division by Monitoring and Supporting the Work of Others
    - a. CCC clears any organizational roadblocks that may be getting in the way of full implementation of the division's programs
    - b. CCC collaborates with the Security Supervisor and the principal to ensure that security resources are allocated and scheduled in the most effective manner
    - c. CCC guides and supports the work of the Dean in charge of the In-School Personal Development program
    - d. CCC guides and supports the work of the Dean in charge of the Attendance Office
    - e. CCC leads weekly meetings with the Deans and Security Supervisor to develop their skills with articles and discussion, discuss updates on the work, and to collectively problem solve issues
    - f. CCC meets with Deans and Security Supervisor individually at least once per month to discuss their progress against the key metrics associated with their role and to provide individual support
    - g. CCC helps Deans and Security Supervisor support the people who work with them
    - h. CCC evaluates the Deans and Security Supervisor for their Year End Evaluation and submits the evaluation to the principal for final sign off and official evaluation of these personnel by the principal
    - i. CCC follows up on action items assigned to him / her within the meeting including additional parent meetings, assignment of new consequences, restorative programs participation, etc.
  4. Coordinate & Manage Logistical Supports & Internal Business Processes Needed for Program
    - a. CCC works with the Activities & Athletics Director and Data Specialist to maintain an accurate, well-publicized, and well-understood AIL list that is posted online and communicated clearly to coaches, moderators, advisors, and other staff
    - b. CCC builds business processes that ensure that students on the AIL cannot participate in activities until their consequences are served
    - c. CCC works with support staff to ensure that all referral data is entered, tracked, and filed appropriately
    - d. CCC works with support staff to ensure that detentions and other consequences are tracked to ensure students are receiving and serving appropriate consequences
    - e. CCC troubleshoots any problems with internal business process and fixes them quickly
  5. Sets School-wide Norms for Lunchroom and Other Public Spaces and Meetings
    - a. CCC works with deans and other personnel to ensure that the norms and practices in the lunchroom, at school assemblies, and other public spaces are set at an appropriate level
    - b. CCC works to ensure that the lunchroom is staffed to keep the norms and practices in check
    - c. CCC, in concert with other staff, coordinates proactive pre-teaching techniques and appropriate proctoring of large public events to ensure that High School students are fine examples of their school when in large settings both in and out of school
  6. Handles A Reasonable Amount of Most Serious Referrals & Monitors Assigned Floor
    - a. CCC bears some of the burden of the referrals that come to the division by taking on the toughest cases and utilizes Restorative strategies and SEL programs in lieu of suspension, expulsions, or arrest.
    - b. Because of other duties, however, the CD only takes on a manageable number of the most difficult / "frequent flyer" referrals in an effort to reduce recidivism and work with counseling and SEL teams in schools to ensure student's SEL needs are met ie. Referral to Care Team
    - c. CD monitors his / her assigned floor(s) or area(s)