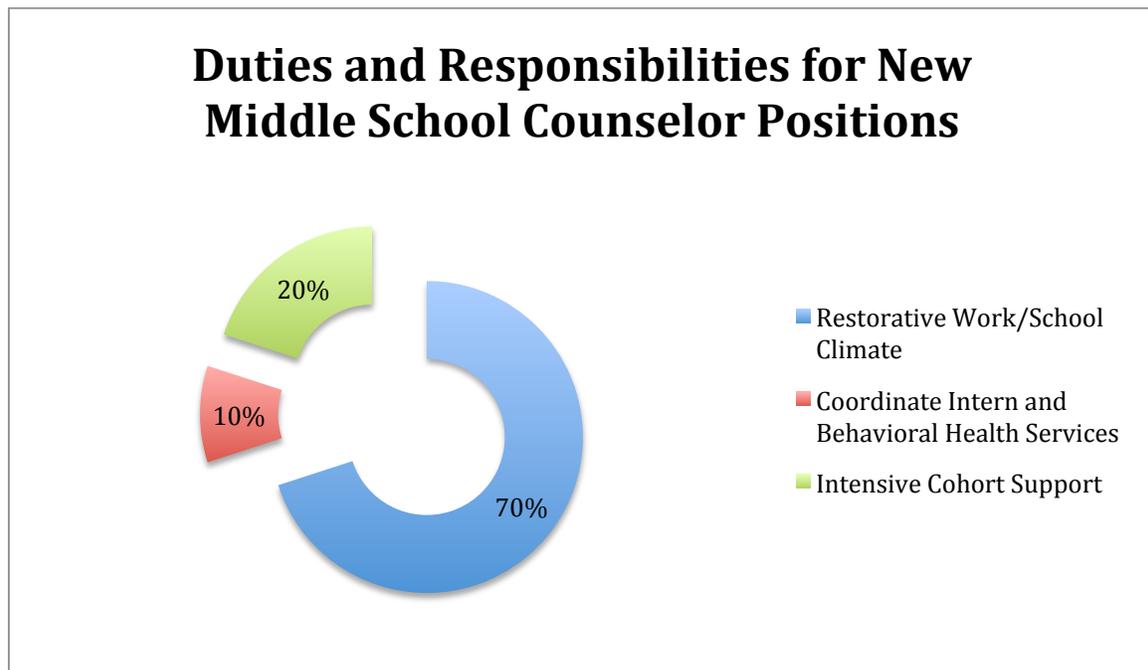


Staff is requesting that the positions of Restorative Practices/Intensive Support counselors be approved prior to the submission of the full LCAP plan. Board Policy (BP0460) permits the superintendent to request early action on an item when the following criteria are met.

- The listed stakeholder groups have expressed broad support for the specific action or service to be included in the LCAP
- A Board majority has expressed support for the specific action or service to be included in the LCAP
- The Superintendent states his or her belief that the specific action or service is likely to help the District meet one or more of the goals identified in the LCAP
- The Superintendent expects to include the specific action or service in the draft LCAP presented to the Board in May
- The specific action or service involves the hiring staff for a position that the Superintendent deems difficult to fill if recruitment were to begin after final approval of the LCAP



Staff believes that the listed conditions have been met and are requesting approval to begin the hiring process.

Per the Board's request, the chart above gives work scope and focus areas for the proposed new middle school restorative practices/intensive support

counselors. The table above reflects the rough percentages of time these new counselors will spend weekly in the three major focus areas at each middle school.

Our working consensus is that the majority of time be spent on the development of Tier 1 and 2 practices which include PBIS, toolbox for 6th grade, development of student RJ ambassadors, identity and affinity support groups, culture keeping circles in classes, and generalized trainings on circles and conferencing for staff and administrators.

With some staff at each site already working to coordinate the interns and support coming through community/behavioral health agencies, these new counselors will focus approximately 10% of their week on this and regularly plan and debrief with the principal to ensure that agency/intern services are being used efficiently and being directed towards the students most in need.

Ed Services staff and middle school principals also discussed how to continue intensive support for a cohort of African American students (recall that some of the funding used for these positions comes from a repurposing of middle school bridge funds). We have general agreement on the notion that in order to do this, and to prevent the student support responsibilities from pulling focus away from the RP/school climate work, a cohort of no more than 25 students would be supported by this position. The support would start with an 8th grade cohort, and in the subsequent year a 7th grade cohort *may* be added expanding the cohort to 50 per year ONLY if such a scale appears to be manageable as the restorative practices/school culture efforts develop.

Percentages are not absolutely rigid but represent guidelines that will help ensure that the work of these additional staff members remains focused on the areas for which they are intended to support and develop, as well as to help prevent them being absorbed into preexisting counseling needs that may exist at some of our middle schools.