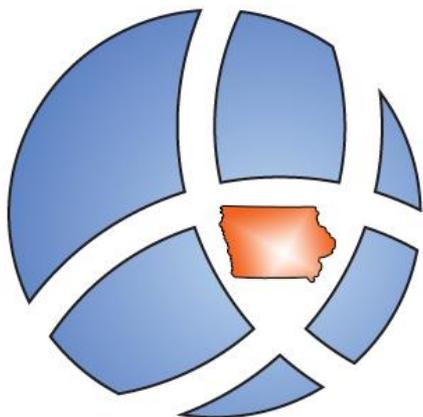


Iowa S³ Program Planning Efforts

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Safe and Supportive Schools
Engagement | Safety | Environment



Iowa Safe and Supportive Schools **Engagement | Safety | Environment**

Iowa's Framework for Learning Supports



LEARNING SUPPORTS

Enhancing a continuum of integrated supports for learning in order to promote (1) student learning in the Iowa Core Curriculum, (2) healthy development, and (3) success in school and in life.

Learning Supports are the wide range of strategies, programs, services, and practices that are implemented to create conditions that enhance student learning.

Learning supports:

- promote core learning and healthy development for all students,
- are proactive to prevent problems and serve as early interventions and supplemental support for targeted groups of students, and
- provide intensive and highly individualized supports for some students.





Non-Negotiables

- Decisions are made by a team that is representative of the school.
- Schools make decisions based on data.
- Strategies/interventions are evidence-based and reflect a 3-tiered system of supports
- Strategies/interventions match the priority needs that the team has identified.

Building the State Infrastructure



- **Iowa Department of Education – IS³ Core Team**
- **Statewide Initiatives**
 - PBIS
 - Olweus
- **Learning Supports Advisory Team – Leadership Team**
- **9 Area Education Agencies**
 - Survey Design Team
 - Professional Development Team
- **LEAs**
 - 47 high schools participated in the survey administered in Spring 2011
 - 20 schools received funding
 - 27 schools that have access to all of the supports provided through the IS³ grant





■ Partners

- National School Climate Center
- Safe School Certification Program
- Iowa State University Extension and Outreach
- Communications
- Evaluation



1. Convene IS³ Core and Youth Leadership Teams
2. Identify individual responsible for grant implementation and oversight
3. Complete Continuum Mapping
4. Administer IS³ Survey
5. Post the IS³ Index
6. Analyze survey data



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7. Complete the Safe School Certification Program Audit
8. Submit IS³ Implementation Plan
9. Engage community partners
10. Develop and implement a communication plan
11. Participate in required State and Regional trainings
12. Engage in required evaluation of the IS³ grant





- Based on Iowa Anti-Bullying and Harassment Law
- Audit addresses 16 elements of compliance with Iowa Code and prepares schools for their state school accreditation visit
- Full certification identifies additional eight elements of best practices in bullying prevention and intervention www.stopbullyingnow.hrsa.gov



16 Compliance Elements



1. The school has adopted a policy declaring harassment and bullying in the school, or school-sponsored activity regardless of its location.
2. The school's policy includes, at a minimum, the 17 protected categories.
3. The school's policy includes school employees, volunteers, and students in school, on school property, or at any school-sponsored function or activity.
4. The school's policy states that employees, volunteers, and students shall not engage in reprisal, retaliation, or false accusation against a victim or witness.
5. The school's policy on bullying and harassment contains the definition of bullying and harassment in Iowa Code section 280.28.

16 Compliance Elements



6. The school's policy includes a description of the type of behavior expected from school employees, volunteers, parents and guardians, and students relative to prevention measures, reporting, and investigation of harassment or bullying.
7. The school's policy includes the consequences and appropriate remedial action for a person who violates the anti-harassment and anti-bullying policy.
8. The school's policy includes a procedure for reporting an act of harassment and bullying, identification by job title of the school official responsible for ensuring that the policy is implemented, and identification of the person or persons responsible for receiving reports of harassment or bullying.

16 Compliance Elements



9. The school's policy includes a procedure for the prompt investigation of complaints, either identifying the superintendent or the superintendent's designee as the person responsible for conducting the investigation.
10. The school's policy includes a statement that investigators will consider the totality of circumstances presented in determining whether conduct objectively constitutes harassment or bullying.
11. The school's policy includes a statement of the manner in which the policy will be publicized.
12. The school board and school authorities have made a copy of the policy available to all school employees, volunteers, parents and guardians.

16 Compliance Elements



13. The school collects and maintains harassment and bullying incidence data that are reported to the Iowa Department of Education annually.
14. The school has integrated the anti-harassment and anti-bullying policy into its Comprehensive School Improvement Plan.
15. The school reports harassment and bullying incidence data to the local community as specified by the Iowa Department of Education.
16. The school's non-discrimination policy has been updated to reflect newly protected categories per Iowa Code 216.9 which are: race, creed, color, sex, sexual orientation, gender identity, national origin, religion, and disability.



1. Programs

- a) School-wide program using evidence-based strategies
- b) Class time on bullying prevention
- c) On-going

2. Buy-in

3. Training

4. Leadership



5. Student Engagement

6. Enforcement

7. Data

8. Family and Community Engagement

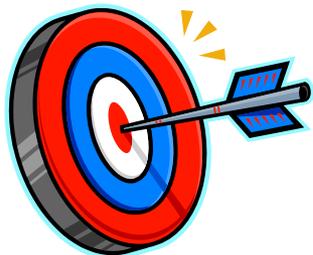
Audit and Certification Process



- Safe School Certification Program staff conduct audit
- Provide results to schools and AEA Learning Supports Consultants
- Areas that are out of compliance are corrected
- Schools invited to complete full-certification process
- Certification is included as part of the IS³ Implementation Plan
- AEA staff provide professional development and TA to schools
- Safe School Certification staff monitor progress
- Independent panel uses Certification Rubric to review and certify eligible schools



7. Complete the Safe School Certification Program Audit
8. Submit IS³ Implementation Plan
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TARGETS

1. Iowa Safe and Supportive Schools (IS³) Core Team is established and operating to achieve IS³ goals.
2. The Core Team consistently communicates their Iowa Safe and Supportive Schools goals.
3. A continuous improvement process to improve Conditions for Learning is used to achieve the goals of Iowa Safe and Supportive Schools.

Implementation Checklist



Target 1 Iowa Safe and Supportive Schools (IS ³) Core Team is established and operating to achieve IS ³ goals.		
Guiding Questions: <ul style="list-style-type: none"> Who are the key leaders in your school/community who should be included in planning (data analysis, goal setting, selection of interventions, action plan development, etc.)? Is there a Team currently in place? If yes, does the existing Team adequately represent the staff? Community? Stakeholders? Parents? Students? Who needs to be added? What are the roles and responsibilities of the Team? How will leaders create a sense of urgency and build commitment within the school and community? 		
Not in Place	In Progress	Fully Implemented
(1) An IS ³ Core Team has not been established (2) The IS ³ Core Team has 3 or fewer members that are identified in (A) (3) 2 or fewer components are in place	(1) An IS ³ Core Team is in place. The following is also in place: (2) At least 4 of the 10 groups but fewer than 10 in (A) are part of the IS ³ Core Team (3) Less than 70 percent of members are present at each meeting (3) Between 3 and 5 components are in place	An IS ³ Core Team is in place. The following are in place: (1) All of the groups listed in (A) are represented (2) At least 70 percent of members are present at each meeting (2) All six components, A-F, are in place
Action Components: <ol style="list-style-type: none"> Multiple groups are represented on the team and attend regularly: <ol style="list-style-type: none"> Administrators (e.g., superintendent, principal(s)) Directors of curriculum, professional development, AEA staff, and/or school improvement Teachers/staff representing various grade levels, and content areas Teachers/staff representing various role groups (e.g., Title I, gifted and talented, special/ general education, IT, library specialists) District/School/AEA staff with expertise in analyzing/interpreting data and research Parents Students Community Student Support Staff (Counselor, Nurse, Social Worker, etc.) Individual assigned to provide oversight and implement IS³ grant Defined roles/ responsibilities for each member and roles are carried out as defined Clear schedule and protocol for meetings and framework for agendas Team assignments documented/monitored Team members receive technical assistance and participate in training as appropriate Core Team supports the work of the Youth Leadership Team (YLT) 		
Possible Evidence: <ol style="list-style-type: none"> Documentation of IS³ Core Team – participant list with defined roles and responsibilities. Membership that is reflective of diversity in the school/community. IS³ Core Team norms, meeting schedule, agendas and/or meeting notes - documentation of multiple group attendance. Attendance at state and regional workshops, discussion/study of selected research, assistance provided by AEA Learning Supports and Data Consultants Items from the YLT included on IS³ Core Team agendas, presentations by the YLT to Core Team, recommendations from youth that are implemented. 		

Implementation Checklist



Target 2 The Core Team consistently communicates their Iowa Safe and Supportive Schools goals.

Guiding Questions:

- What is the IS³ communication plan? What are the common "talking points" that should be used at school, with families, and in the community?
- How will the school's goals and progress be communicated to all stakeholders?
- How will the Core Team use a variety of communication strategies to build support for improving Conditions for Learning?

Not in Place	In Progress	Fully Implemented
There is no communication plan.	A communication plan is developed and 2 or 3 other Action Components (B-E) are being implemented.	A communication plan is developed and all of the 4 other Action Components (B-E) are being implemented.

Action Components:

- A. A communication plan is developed and implemented
- B. IS³ goals are present in multiple forms of communication (written, verbal).
- C. IS³ goals are communicated frequently and in an ongoing way
- D. IS³ goals have been communicated to all stakeholder groups identified in the communication plan
- E. The Core Team engages in discussions about Conditions for Learning with school and community (parents, students, school staff, community at-large, elected officials)

Possible Evidence:

- A: IS³ Communication Plan
- B: Communication Plan
Press Kit
Overviews
Information Briefs
Social Media
Web page
Index Score Posted
Presentations
PowerPoints
Newspaper articles, interviews
- C-E: Communication Log that identifies date, stakeholder group, type of communication used and agenda/recommendations resulting from formal discussions with school and community stakeholders

Implementation Checklist



Target 3: A continuous improvement process to improve Conditions for Learning is used to achieve the goals of Iowa Safe and Supportive Schools.

Guiding Questions:

- Have you surveyed students, staff and parents to learn about safety, student engagement and the overall learning environment?
- What is the framework for Learning Supports?
- Have you used the Continuum Mapping process to examine the system of supports that are in place for students at universal, targeted and intensive levels?
- What additional data will the district/school collect? What are the specific sources of data for student outcomes and staff/parent behaviors?
- How will these data keep efforts focused on priorities?
- Does your district/school have an IS³ Implementation Plan? Were students, staff, parents and community stakeholders involved in the development of the plan?
- Does the IS³ Plan align with other school and building plans? Do the strategies and budget align with the identified needs?
- Do selected strategies reflect best practice and have a research base?
- Is your school's IS³ Implementation Plan based on data elements from the IS³ Index?
- Does your Implementation Plan include a plan for communicating with new staff, families and students?

Not in Place	In Progress	Fully Implemented
No evidence that survey or other data have been collected or used to develop the IS ³ Implementation Plan	Evidence that survey <u>and</u> other data have been used to develop the IS ³ Implementation Plan	All 7 components are in place
2 or fewer of Action Components B-G are in place	3 to 5 of Action Components B-G are in place	

Action Components:

- IS³ Survey for students, staff and parents is administered
- Learning Supports framework is reviewed
- Continuum Mapping Process completed
- IS³ Index elements and other data that assist in understanding root causes for current results are analyzed.
- IS³ Implementation Plan is clearly and specifically based on the review of IS³ Index data elements and additional data. Strategies to improve conditions for learning and budget are aligned with prioritized data elements. The strategies and training needs of staff, parents and community are addressed as needed. Strategies reflect best practice and have a research base.
- IS³ Implementation Plan describes how data will be reviewed at least annually as well as how these data are aligned with/embedded in the school continuous improvement schedule.
- IS³ Implementation Plan addresses how strategies will be sustained beyond the life of the grant.

Possible Evidence:

- Survey participation rates for students, staff and parents - IS³ survey participation goals are 100% student and staff participation and 30% parent participation
- Core Team and staff meeting agendas documenting Learning Supports Framework presentation
- Completed Continuum Map
- Documentation of process used for data analysis that includes IS³ data elements and additional data that assist in identifying root causes
- E & G: IS³ Implementation Plan that includes (1) strategies and budget to improve Conditions for Learning that are aligned with prioritized data elements (2) technical assistance and professional development (3) evidence of research base for selected strategies (4) tactics for sustaining strategies beyond the life of the grant
- Data are identified to review progress on the Implementation Plan and toward attaining IS³ goals. Progress is monitored at least annually by the Core Team. Data can be found in the school's continuous improvement process.

