



HEA 1419 Evidence-Based Plan for Improving Behavior and Discipline in Schools Year 1 Guidance

The Indiana Department of Education State Plan identifies **7 results** that are mandated components to the plan. In response to questions received by the IDOE Office of Student Services regarding appropriate school corporation goals and strategies for the first year of plan development and implementation, the Office of Student Services is providing the following guidance to school corporations.

General Guidance

- This is a school **corporation** plan ideally completed by a school/community collaborative team. The school/community team may serve to:
 - assist in the development of the initial plan, and future plans
 - serve as a resource
 - facilitate implementation
 - serve as compliance monitor
- HEA 1419 requires that each school corporation include the **7 key results** in their plan – as indicated in the law and the guidance document.
- Corporation **goals** may vary from corporation to corporation – depending on the needs of that district – but must be directed towards meeting each of the required **7 results**. There should be at least 1 goal for each result.
- Similarly the **strategies** to meet the identified goals may also vary.
- A detailed Year 1 School Corporation Plan is all that is required at this stage. Future plans, although still having to meet the 7 key results, should be developed in light of the results from the Year 1 Plan
- It is suggested that Year 1 (2011-2012) of the plan be devoted to building awareness of HEA 1419, the School Corporation Plan, the State Plan and its various components (such as PBIS) across the school community, data analysis, and training.
- The most important first step is to devote time and resources in the Year 1 plan to disaggregating and evaluating school corporation discipline data. Training videos to assist with this process include “Using Data to Improve School Discipline” at <http://www.indiana.edu/~pbisin/flash/Module7A/Module7A.swf> and Disproportionality in Education as it Relates to HEA 1419 at <http://media.doe.in.gov/sservices/2010-12-21-kempson.html>

Unless this work is completed in the first year of the plan (2011-2012) developing effective goals and strategies in Year 2 will be difficult.

- When writing goals it is suggested that corporations use the Smart Goals format – ensuring that they are:
 1. **Specific**
 2. **Measureable**
 3. **Action-oriented**
 4. **Realistic**
 5. **Timebound**
- Completing the “Baseline”, “Target”, and “Actual”, segments of the corporaion template will allow a school corporation to monitor progress in achieving the required results.

Guidance for the **7 results** mandated by HEA 1419 to be included in each school corporation plan.

Result 1: A demonstrated improvement in school safety and classroom management.

Year 1 goals and strategies to achieve this result may focus on:

- Disaggregating discipline data at the corporation level by race, ethnicity, gender, SES, disability, and other identifiable sub-groups to determine the levels of disproportionality at the corporation level.
- Analysis of such data to determine if school corporation levels of exclusion are higher than that of comparable school corporations.
- Corporations may choose to analyze discipline data at the school building level. Results may determine if there are schools within the corporation that exclude students from school at a higher rate than other schools within the district, and determine if, when disggregating such data, there are schools within the district that are excluding students disproportionately.
- Analysis may also determine if there are individual students who are repeatedly excluded from school for disciplinary reasons.
- Analysis at the school corporation and individual school levels may yield information that can inform goals and strategies for 2012 that may focus on professional development, redistribution of resources, changes in supervision strategies, development and/or identification of community, school-wide, classroom, group and individual intervention resources and supports.
- School corporations may use additional methods of collecting information regarding school safety and classroom management such as the PBIS survey, student, staff, and/or parent surveys.

http://www.pbis.org/google_search.aspx?keyword=school%20climate%20survey

Result 2: A demonstrated improvement in mental health services in, or through, schools.

Year 1 goals and strategies may focus on a review of existing services, including

- those provided by the schools such as Student Assistance Services as mandated by 511 IAC 4-1.5 <http://www.doe.in.gov/sservices/docs/ssrule.pdf> , community mental health supports and services, and school-linked mental health services, such as those provided by Midtown Mental Health, Gallahue, Cummins, Adult and Child etc. For additional information on such resources see -

http://www.doe.in.gov/sservices/discipline/docs/Model_Plan_for_Improving_Behavior_and_Discipline_Resources_Document.pdf .

- A review of, and identification of gaps in, such resources would assist in establishing goals to improve mental health services for year 2,
- the establishment of a community/school mental health advisory board that can assist the school corporation efforts to improve mental health services to the corporation,
- a review of the school level crisis intervention plans to determine if they are current, comprehensive, appropriate, accessible and well understood by school personnel. See <http://www.doe.in.gov/sservices/crisis/index.html> for resources related to School Crisis Planning, Intervention, and Response.

Result 3: Zero tolerance policies are in compliance with applicable laws and students are not inappropriately referred to juvenile justice agencies.

Year 1 goals and strategies to achieve this result may focus on:

- A review of the school corporation zero tolerance policies to determine if they in compliance with applicable laws.
- A review of each incident documented as an act meeting the school policy standard of “zero tolerance”.
- A review of what prevention measures /education/ supervision strategies, postvention etc. are in place to prevent further incidents that would result in zero tolerance related to discipline/expulsion.
- A review of alternatives to expulsion and interventions for students who commit a “zero tolerance” offense.
- A review of all incidents resulting in students being referred to juvenile justice agencies.

Result 4: A demonstrated improvement in assistance provided to parents concerning access to family strengthening programs.

Year 1 goals and strategies to achieve this result may focus on:

- Community resource mapping to determine the existing parent strengthening programs.
- School corporation resource mapping to identify existing services provided to parents through the schools and student assistance personnel (school social workers, school counselors and school psychologists.
- A review of state and local parent strengthening resources – see :

Family Strengthening resources at:

[http://www.doe.in.gov/sservices/discipline/docs/Model Plan for Improving Behavior and Discipline Resources Document.pdf](http://www.doe.in.gov/sservices/discipline/docs/Model_Plan_for_Improving_Behavior_and_Discipline_Resources_Document.pdf)

- The dedication of a school corporation website webpage to such programs/resources.
- Ideas for promoting such resources.

*“family strengthening” is not defined in the legislation and therefore is open to interpretation.

Result 5: A demonstrated improvement in communication, coordination, and collaboration among schools, including special education programs, parents, and juvenile justice agencies.

Year 1 goals and strategies to achieve this result may focus on:

- A review and documentation of existing efforts at cross system communication, coordination and collaboration to determine if these efforts :
 1. have goals that achieve measurable outcomes;
 2. are representative of all facets of the school community that are impacted by education;
 3. create a continuum of service to all school populations;
 4. are well known and accessible to all facets of the school corporation;
 5. identify gaps in communication, coordination, and collaboration that year 2 strategies may choose to address.

Result 6: A demonstrated improvement in methods and procedures for school suspensions and referrals to alternative schools.

Year 1 goals and strategies to achieve this result may focus on:

- A review of current methods and procedures to determine the level of consistency across the school corporation and their impact on disproportionality.
- A review of the laws governing school discipline to guide an analysis of school suspensions and referrals to alternative placements.
- An analysis of current procedures to identify strategies for improvements to be made in year 2.
- A review of effective alternatives to suspension/expulsion that focus on re-education, restitution, community service, functional behavioral assessment and behavioral intervention, counseling, referral to community resources etc.
- A review of current school corporation policies to determine their accurate reflection of the law.
- The development of a report that summarizes the findings of the school corporation review of discipline procedures and identifies key areas for improvement.

Result 7: A demonstrated improvement in the collection, review, and reporting of disciplinary problems and arrests and referrals to juvenile justice system disaggregated by race and ethnicity.

Recommendations for Result 7 are in the planning stages.