

School Improvement Advisory Committee

Lewis Central Community School District

May 10, 2016, May 31, 2016

June 9, 2016

A word cloud graphic featuring various terms related to school improvement. The word "changing" is the largest and most prominent, rendered in a bold, red, serif font. Other words are scattered around it in various sizes and colors (blue, red, black). The words include: "LC", "lives", "world", "schools", "mission", "result", "offering", "experiences", "learning", "stimulating", "diverse", "commitment", "learners", "empower", "community", "partner", "help", "excel", "home", and "rapidly".

Topics on Agendas in 2015-2016

- Organization/Purpose of this group
- Bullying and Harassment
- SIAC Goals
- Identify/Prioritize issues/areas of concern
- Identify key areas of recommendation to the Board

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Agenda for tonight

- Organization/Purpose
- Bullying/Harassment
- Begin looking at SIAC goals

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What's a "SIAC" anyway???

- **Who are we?**

- Representative of parents, students, teachers, administrators and community members and appointed by the Board of Directors
- Required by the Code of Iowa to support community involvement in school improvement

- **What do we do?**

- Analyze data about student achievement, school climate and district demographics data
- Become familiar with local, state and federal accountability requirements
- Make recommendations to the Board of Directors

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Our mission, as a partner with home and community, is to empower all learners to excel in a rapidly changing world by offering stimulating and diverse learning experiences which result in changed lives and a commitment to help others.

LC lives
world schools mission
result offering experiences
learning stimulating **changing**
diverse commitment learners
empower community
partner
help excel rapidly
home

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Long Range District Goals

- All K-12 students will achieve at high levels prepared for success beyond high school.
- All students feel cared about at school and will exhibit safe, responsible, and respectful behaviors.

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SIAC Goal Recommendations

1. Continue to focus efforts of school improvement on accelerating growth for all students and on closing the gap for students with IEPs.
2. Expand and improve the integration of technology throughout the system.
3. Intervene in timely and effective ways to help meet the needs of all students.
4. Support innovative teaching practices and instructional methods to more precisely engage and address the learning needs of all students.
5. Promote the well-being of students.

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Bullying/Harassment

- Count off 1 to 5
- Find a partner with your same number who is not 'like' you
- Introduce yourself, **find one thing that you have in common** that you are willing to share later...
- What are **the key ideas** you think about when you hear "bullying" or "harassment"?
- Find one other pair that also shares your number...
- Identify what you might consider to be **the most important key idea** from your discussion
- Share out:
 - Introduce your partners and what you have in common.
 - Share the key ideas about bullying and harassment and what you find as the most important idea.

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SF61 - Anti-Bullying/ Anti-Harassment Law

- The 2007 Iowa Legislature adopted a law that requires all public and accredited nonpublic schools to adopt the anti-bullying/ anti-harassment policies
- This resulted in the LCCSD Board of Education adopting Board Policy 102
- The district school improvement advisory committee must include harassment or bullying prevention goals, programs, training and other initiatives in its list of mandatory items to be addressed

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One Definition for Harassment and Bullying

Electronic, written, verbal, or physical act or conduct that is based on any actual or perceived trait or characteristic of a person and that creates an objectively hostile school environment that meets one or more of the following conditions:

- Places the person in reasonable fear or harm to the person or substantial harm to the person's property
- Has a substantial and detrimental effect on the person's physical or mental health
- Has the effect of substantially interfering with the person's performance
- Has the effect of substantially interfering with the person's ability to participate in or benefit from the services, activities, or privileges provided ¹¹ by the district

Bullying, for our purposes, occurs when there are three characteristics present:

1. There is a pattern of negative behaviors established, often including repeated aggression.
2. The behavior is a deliberate intent to harm or disturb the target/victim.
3. An imbalance of power is established. An imbalance of power occurs when a person feels threatened by someone's words or actions and their perception is that they won't be able to protect themselves.

How do we respond?

2015-2016 bullying data

- LCHS - 0 founded bullying incidents (4 founded harassment incidents)
- LCMS - 3 founded bullying incidents
- LCTH - 1 founded bullying incident
- LCKR - 0 founded bullying incidents

Process for dealing with bullying

- Complaint is received (can be electronic)
- Interviews are conducted
- Determination is made if incident(s) meet the definition of bullying (Vast majority of incidents likely labeled "bullying" are actually annoying and/or unkind behavior and one time events. They are addressed, but do not rise to the level of bullying.)
- Parents are contacted
- Instruction/consequence is provided
- Frequent follow-ups are conducted with bully and with victim

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What are we doing about it? What else should we do?

In mixed groups, brainstorm a list of actions or strategies that you know happen here at LC or should be considered to deal with bullying and harassment.

- Stand and separate into groups (students, parents, staff)
- Count off 1-5 within your group
- Gather by number at a table (all ones together, etc.)
- Brainstorm your list and record on the chart paper (I will collect these later)
 - two columns - "we do" and "should consider"

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Strategies to 'Prevent' Bullying/Harassment

- Guidance lessons on bullying and how to treat one another
- Teaching and reinforcing life skills in each classroom
- Defining bullying/harassment, communicating process
- Seminar and Titan Time lessons (Attitude, Perseverance, Respect, Integrity, Courage, Composure, Empathy, Tolerance, Sacrifice, Responsibility, Compassion, Leadership, Character, Bullying, Digital Citizenship, Common Sense Media)
- Respect Retreat, TeamMates Mentoring
- Continually communicating the process of reporting
- PBIS (Positive Behavior Intervention and Support) programming and professional development
- Data collection and analysis (behavior data, survey data)

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Have a cookie!

We will take a ten
minute break.



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Promote the well--being of students.

- Partner with community resources to address behavioral and mental health issues which interfere with learning.
- Ensure that school buildings and classrooms provide safe and positive learning environments for all students.
- Equip all staff with skills to effectively support the well-being of all students.
- Recognize and encourage a wide range of opportunities for parent, guardian and caregiver engagement and involvement in their children's learning.
- Support all students and staff in finding ways to be leaders and contributors to the school and broader community.

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Partner with community resources to address behavioral and mental health issues which interfere with learning.

Three year partnership

- Began October, 2014
- Partnership with:
 - Iowa West Foundation
 - Heartland Family Services
 - Lewis Central Schools
- Staff:
 - 3 Therapists
 - 1 School Based Case Manager
- Funding
 - IA West Foundation
 - Heartland Family Service
 - Lewis Central
 - Medicaid/Private Insurance

Program Components

- Screening
 - All students in grades 4, 5, and 6
- Assessment
 - Requires referral and parental consent
- Treatment/Therapy
 - Development of goals and services
- Teacher Training
 - Four 1 hour modules for all Prek-12 staff (Depression, Anxiety, Anger, De-escalation)
 - Additional training for counselors/key teachers
- Program evaluation

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Ensure that school buildings and classrooms provide safe and positive learning environments for all students.

- Camera/surveillance systems
- Key-card door systems, buzzers, etc
- Line-of-sight building renovation projects
- Bus safety, bus behavior
- Staff safety videos
- Digital citizenship
- PBIS programming (teaching positive behaviors)
- Safety drills (fire, tornado, intruder, etc.)

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Equip all staff with skills to effectively support the well-being of all students.

- Professional development for teachers through the mental health project in Trauma Informed Care, ACES, Depression, Anxiety, Anger, De-escalation
- PBIS training at LCHS and LCMS. Lead teams for PBIS are starting at LCTH and LCKR next year!
- CPI training and strategies to use with students exhibiting behaviors
- Training for bus drivers
- Kreft parent breakfast in the fall related to mental health
- Fast Forward, Five Star, Student Councils, volunteering opportunities, leadership opportunities, activity participation, etc.

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Intervene in timely and effective ways to help meet the needs of all students

- Provide for early screening and progress monitoring for struggling students in reading, math and behavior.
- Seek to increase time available outside of core instruction for intervention and enrichment opportunities.
- Investigate increased learning opportunities throughout the system (on-line, added courses, etc.) focusing on career preparation.

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Provide for early screening and progress monitoring for struggling students in reading, math and behavior.

Multi-Tiered System of Supports for Reading PK-5

- Screening occurs 3 times per year in grades PK-5 using state provided assessments.
- We are required to progress monitor students who are below benchmark weekly.
- Interventions are identified for all students below benchmark from two consecutive screenings.
 - Some of the interventions provided are comprehensive in nature and others are more specific based on specific student need such as comprehension, accuracy, and fluency.

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Provide for early screening and progress monitoring for struggling students in reading, math and behavior.

i-Ready Diagnostic Assessments in Reading and Math K-8

- Diagnostics occur 2-3 times per year in grades K-8. These are linked to the IA Core Standards.
- We piloted progress monitoring in math at the elementary level this year using the i-Ready growth monitoring assessment.
- Limited intervention materials are available within the i-Ready platform and many more are available.

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Seek to increase time available outside of core instruction for intervention and enrichment opportunities.

- Special Education and Title 1 provide 30 to 60 minutes of additional time outside of the core instruction
- All K-1 students supplement reading with iRead daily
- Some K-1 students practice foundational reading skills with paraeducators
- LC Alumni Foundation guests listen to student practice reading fluently
- All 2-5 students supplement reading with Lexia Core5
- K-2 Intensive Literacy Summer School for students identified as SD status in the winter
- LCMS Guided Study targets instruction around deficiencies in reading and math
- Independent reading has been a focus at the High School

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Other materials

- [Mental Health Initiative](#)
- [LCHS Bullying Prevention](#)
- [Lewis Central Website](#) - handbooks, board policies

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Thank you very
much for your
participation
tonight!

See you in three weeks!

May 31



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