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Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction



Outreach Division of School Improvement





IMAGINING
the possibilities.
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Outreach Vision: Creating an *equitable* and *high quality* system of learning focused on student-centered accountability. Providing grassroots levels of support and intervention to Indiana schools.

Outreach Mission: Regional Outreach Staff, Specialists, and Outreach Leadership *will serve all Indiana schools* within the Title I School Improvement Framework: Reward, Focus and Priority.



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Preparing to do the work...

- ✓ Connecting with other IDOE Departments
- ✓ Professional development/building background knowledge
 - July 8-11
 - July 15-18
 - July 22-25
 - Ongoing every two weeks at the IDOE
- ✓ Analyzing data to determine the TOP 5 schools in each region
- ✓ Creating an electronic Resource Binder for each coordinator
- ✓ Creating a brochure and media plan for three regional launches
- ✓ Planning regional summits in each of the 9 regions
- ✓ Establishing protocols to support priority and focus schools
- ✓ Determining a Beginning of the Year (BOY) needs assessment to evaluate growth and attainment of Outreach goals



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Outreach Coordinators:

IDOE staff will work from the Service Centers within each Region to provide levels of support for Indiana schools:

Reward: Schools requiring minimal support

Focus: Schools needing extra intervention

Priority: Schools needing a large commitment of time, resources, and intentional support to assist with challenges.



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REGIONS– THE NUMBERS

Region	Priority Schools	Focus Schools
1	19	23
2	4	19
3	4	21
4	8	15
5	6	12
6	25	25
7	15	42
8	6	25
9	46	48





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It is the IDOE's mission to improve services to schools and improve student academic growth and achievement.

- Help to identify and recruit community partners throughout the State to provide service, personnel, and support to Indiana schools.
- Serve as the bridge for community partners and Indiana educators.
- Differentiate supports and interventions by being responsive, supportive, and proactive and capitalizing upon the strengths of each school.
- Connect schools in need of services and support with other schools that can share resources and celebrations.
- Build successful community schools with equitable and high quality opportunities for all students by working together and utilizing our diverse talents.



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Outreach Coordinators will assist in the following ways:

- Creating and fostering partnerships with community organizations, schools, and service centers
- Arranging and/or providing professional development in best practices, curriculum instruction, and technical assistance to improve school quality and improvement
- Identifying and providing technical assistance to help remedy weaknesses in LEAs and schools in all areas of the School Improvement Process
- Assessing school culture, achievement, leadership and practice
- Empowering local communities to improve and direct their community schools
- Supporting Focus and Priority Schools
- Assisting with monitoring federal school improvement grants

A series of blue silhouettes of people in various stages of growth or learning are positioned along a green, upward-curving line that represents a hill. From left to right, there is a small child sitting on the ground, a person walking, a person walking with a backpack, and a person in a graduation cap and gown.

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Common Elements of **Successful Schools:**

Research and Experience

1. Shared Leadership

2. Instructional Guidance/Improvement

3. Curriculum: Aligned, Relevant, Rigorous

4. Student-Centered Learning

5. Parent and Community Involvement and Support

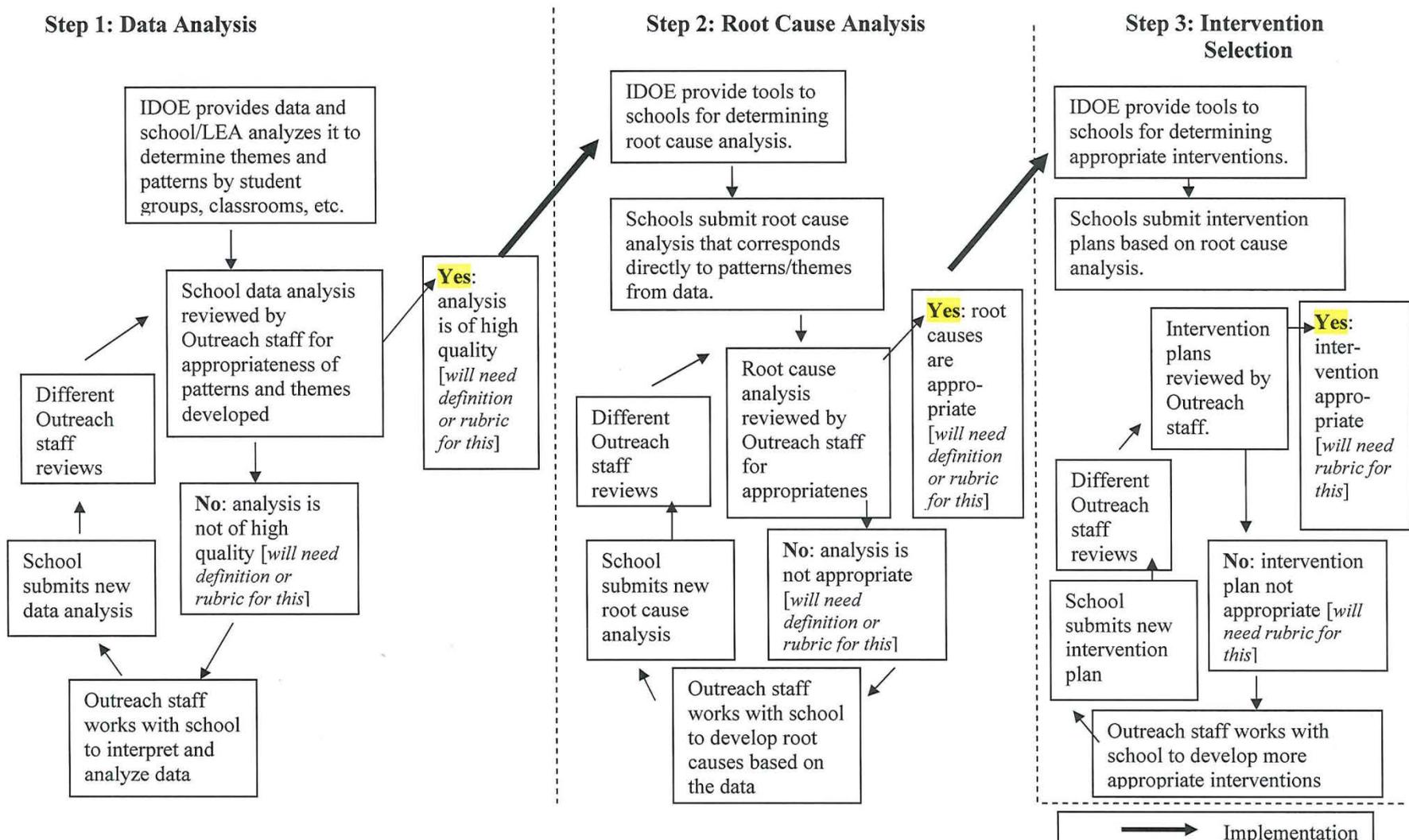
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Focus and Priority Schools Monitoring Protocols

Decision Making Tree for School Improvement Planning Process





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US Department of Education Turnaround Principles

School Leadership: Ensuring that the principal has the ability to lead the turnaround effort;

School Climate and Culture: Establishing school environments with a climate conducive to learning and a culture of high expectations;

Effective Instruction: Ensuring teachers utilize research-based effective instruction to meet the needs of all students;

Curriculum, Assessment, and Intervention System: Ensuring teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready standards that have been adopted;

Effective Staffing Practices: Developing the skills to better recruit, retain and develop effective teachers;

Enabling the Effective Use of Data: Ensuring school-wide use of data focused on improving teaching and learning, as well as climate and culture;

Effective Use of Time: Redesigning time to better meet student needs and increase teacher collaboration focused on improving teaching and learning; and

Effective Family and Community Engagement: Increasing academically focused family and community engagement.



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Monitoring and Support for Focus Schools

Site Visits from **IDOE Outreach/Title I Specialists** 1x yearly

- Review plans, data, root cause analysis and interventions
- Principal conversation with guiding questions
- Observation of classrooms
- Focus group of staff, students, parents
- Review ongoing progress toward interventions and turnaround principles
- Share updated progress report and rubric
- Determine next steps



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Monitoring and Support for Priority Schools

Site Visits from **IDOE Outreach/Title I Specialists** 4x yearly

- Monitor implementation of Improvement Plan
- Complete checklist of monitoring visit
- Review School Improvement Plans, data, root cause analysis, intervention selections
- Complete rubric with school leadership team
- Analyze Data



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Monitoring and Support for Priority Schools

Site Visits from **IDOE Specialists** 4x yearly

- Principal conversation with guiding questions
- Observation of classrooms
- Focus group of staff, students, parents
- Review ongoing progress toward interventions and turnaround principles
- Share updated progress report and rubric at each visit
- Determine next steps



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Monitoring and Support for Priority Schools

Site Visits from **IDOE Outreach/Title I Specialists** 4x yearly

- Other Support
 - Phone calls with IDOE (Title 1/Outreach)
 - Additional visits or differentiated support offered to schools
 - Coaching/professional development from IDOE staff



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How do we have the capacity to support Focus and Priority Schools?

2012-13 Office of School Improvement and Turnaround
5 Field Specialists visiting 133 Priority and 230 Focus Schools
363 Total 496 Visits/5 = 99.2 per person

2013-14 Outreach and Title I
16 Field Specialists visiting 133 Priority and 230 Focus Schools
363 Total 762 Visits/16 = 47.6 per person



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**Regional Coordinators
save time and money while
supporting more schools at a
deeper level**



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Evaluation...

How do we know it is working?

- Program Evaluation
- Principal Survey
- Community Partner Survey
- Improved Student Growth
- Feedback from Coordinators



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Outreach School Improvement Regional Summits



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Regional Summits

Thursday	12-Sep	2:30 Reg - 3:00 - 5:30	Region 9: CIESC	6036 Lakeside Blvd. Bldg #A	Indianapolis
Tuesday	17-Sep	12:30 Reg - 1:00 - 3:00	Region 8: Homestead H.S.	4310 Homestead Rd.	Fort Wayne
Tuesday	17-Sep	4:30 Reg - 5:00 - 7:00	Region 7: Plymouth High School Weidner School of Inquiry	#1 Big Red Drive	Plymouth
Wednesday	18-Sep	4:30 Reg - 5:00 - 6:30	Region 6: Merrillville HS Freshman Ctr	276 E. 68 Place	Merrville
Thursday	19-Sep	4:00 Reg - 4:30 - 6:00	Region 5: Jefferson High School	1801 S 18th St	Lafayette
Thursday	26-Sep	5:00 Reg - 5:30 - 7:30	Region 4: New Castle MS - Community Room	601 Parkview Dr.	New Castle
Wednesday	2-Oct	12:30 Reg - 1:00 - 3:00	Region 3: WCIESC	1 N. Calbery Way	Greencastle
Tuesday	1-Oct	1:00 Reg - 1:30 - 3:00	Region 2: Ivy Tech Community College Southeast	590 Ivy Tech Drive	Madison
Thursday	3-Oct	2:30 Reg - 3:00-5:00	Region 1: Vincennes University Jasper Campus	850 College Ave.	Jasper



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The IDOE is committed to supporting students, teachers, administrators, and school communities; serving as a bridge uniting Indiana educators with technical assistance, effective resources, and community partners for our Hoosier students!



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IDOE Serves:

Public Schools – 1,933 (Students = 1,031,391)

Non-Public Schools – 310 (Students = 76,850)

Total Students – 1,108,241

McKinney-Vento Students – 13,418

Incarcerated Students – 731 mobilized (500 daily long-term)

Truant Students – 56,581

Suspended Students – 117,585

Expelled Students – 3,755

Students with Chronic Health Conditions – 425,000



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Enrollment – Public Schools

Grade	2012-13
Kindergarten	80,610
Grade 1	80,077
Grade 2	77,393
Grade 3	80,401
Grade 4	75,611
Grade 5	78,385
Grade 6	82,080
Grade 7	80,887
Grade 8	79,839
Grade 9	82,483
Grade 10	80,183
Grade 11	78,592
Grade 12	74,850
Total Enrollment	1,031,391

Enrollment – Non-Public Schools

Grade	2012-13
Kindergarten	6,365
Grade 1	6,440
Grade 2	6,637
Grade 3	6,571
Grade 4	6,305
Grade 5	6,374
Grade 6	6,257
Grade 7	5,836
Grade 8	5,527
Grade 9	5,302
Grade 10	5,175
Grade 11	4,948
Grade 12	5,113
Total Enrollment	76,850



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Student Services

511 IAC 4-1.5

- (h) “Student services” means:
 - (1) educational and career services;
 - (2) student assistance services; and
 - (3) health services.

<http://doe.in.gov/sites/default/files/student-services/student-services-rule.pdf>



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STUDENT SERVICES - Educational and Career Services



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Educational and Career Services

511 IAC 4-1.5-4

School corporations **shall** at the secondary level and should at the elementary level, provide educational & career services; coordinated by a **certified school counselor**.

***Indiana's School Counselor Ratio 620:1 (ASCA recommends 250:1)**

- Services include:
 - Admission and orientation
 - Study skills and tutoring
 - Achievement testing
 - Advising and scheduling
 - Career services, including career education, information, assessment, planning, and placement



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Educational & Career Services

- Professional development, customer service/technical assistance, & resources:
 - Graduation/postsecondary plans
 - College & Career Awareness & Readiness
 - Creating a college-going culture
 - First generation college students
 - 21st Century Scholars and other scholarship and financial aid, specifically for low income students
 - Identifying students to take rigorous courses (challenging at-risk youth to take advanced courses)
 - Academic, college, & career advising



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Educational & Career Data

- Indiana's high school graduation rate: 88.4% (2012)
- 2012 Graduates:
 - 18.1% General Diploma
 - 49.6% Core 40
 - 32.3% Honors
- 84.9% passed the IREAD-3 in 2011-12
- 71% passed ISTEP+ in 2011-12
- 70.6% passed the ECAs in 2011-12
- 14.8% of 2012 Indiana graduates passed an AP exam
- 89% of 10th graders registered for the PSAT in 2011
 - 76.3% of IN PSAT test takers did not meet the "college ready" benchmarks
- Number of industry certifications issued, AP and dual credit courses passed



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Educational & Career Data

- College readiness, access, and completion
- Indiana ranks 42nd nationally in higher education attainment and 41st in personal per capita income.
- The lifetime earning potential of a student who doesn't complete higher education is more than \$1 million less than an individual with a college degree.
- 31% of 2011 Indiana high school graduates needed remediation in college.
- Learn More Indiana Student Plans Survey <http://www.asainstitute.org/rsc/welcome-all.html>

Four-year Public Colleges:

4 yr. graduation rate: 28%

6 yr. graduation rate: 53%

Two-year Public Colleges:

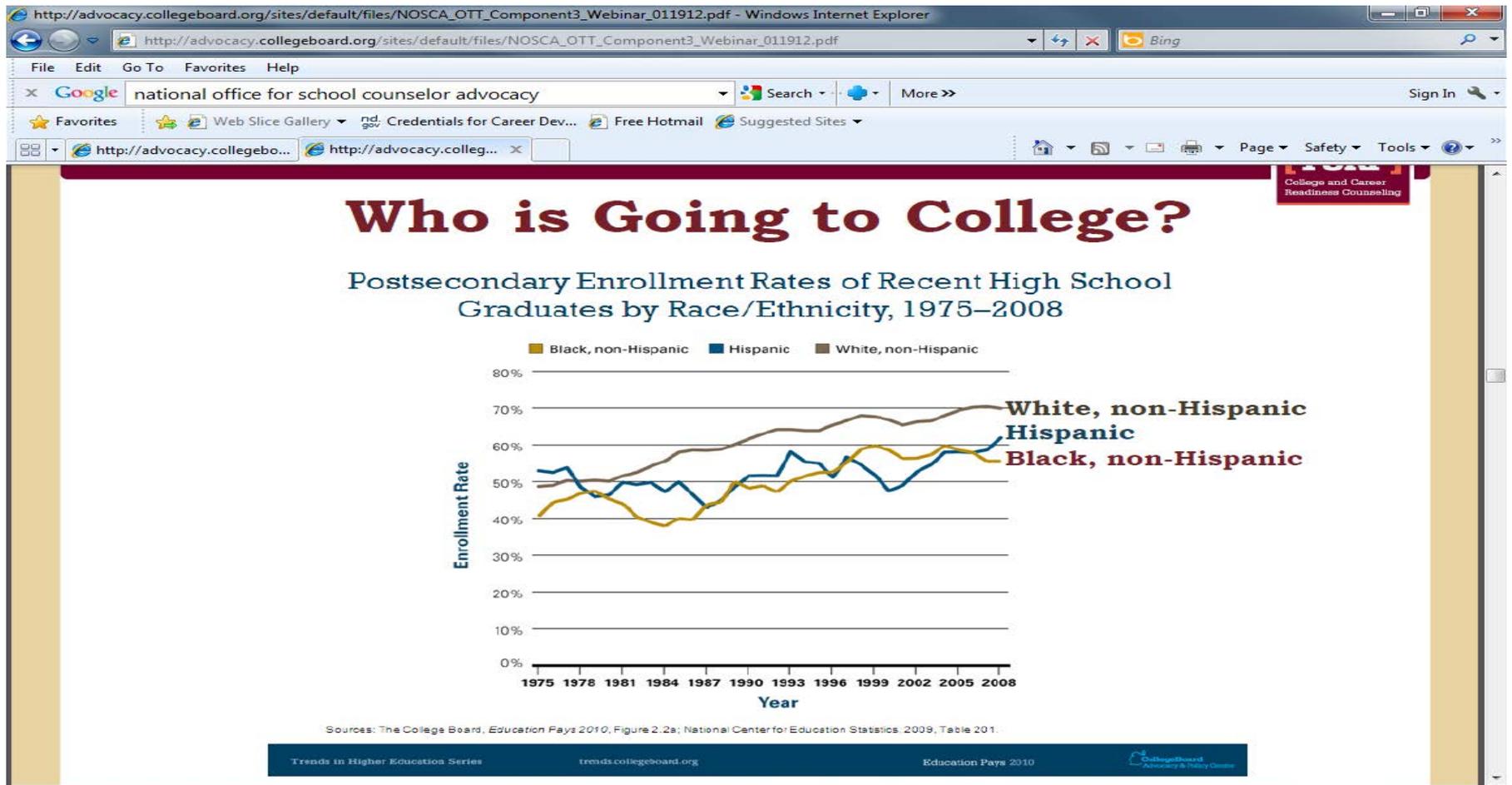
2 yr. graduation rate: 4%

3 yr. graduation rate: 12%



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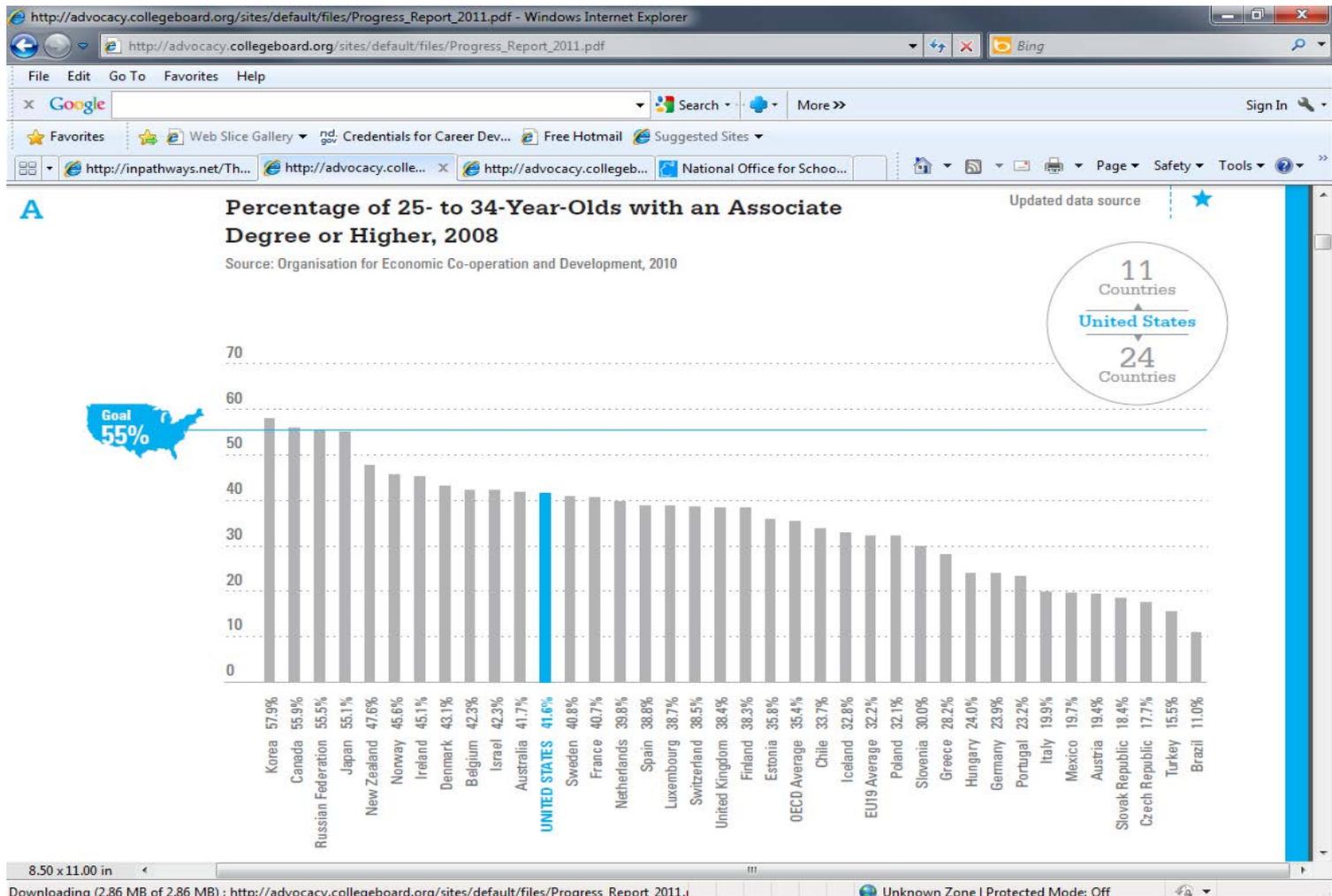




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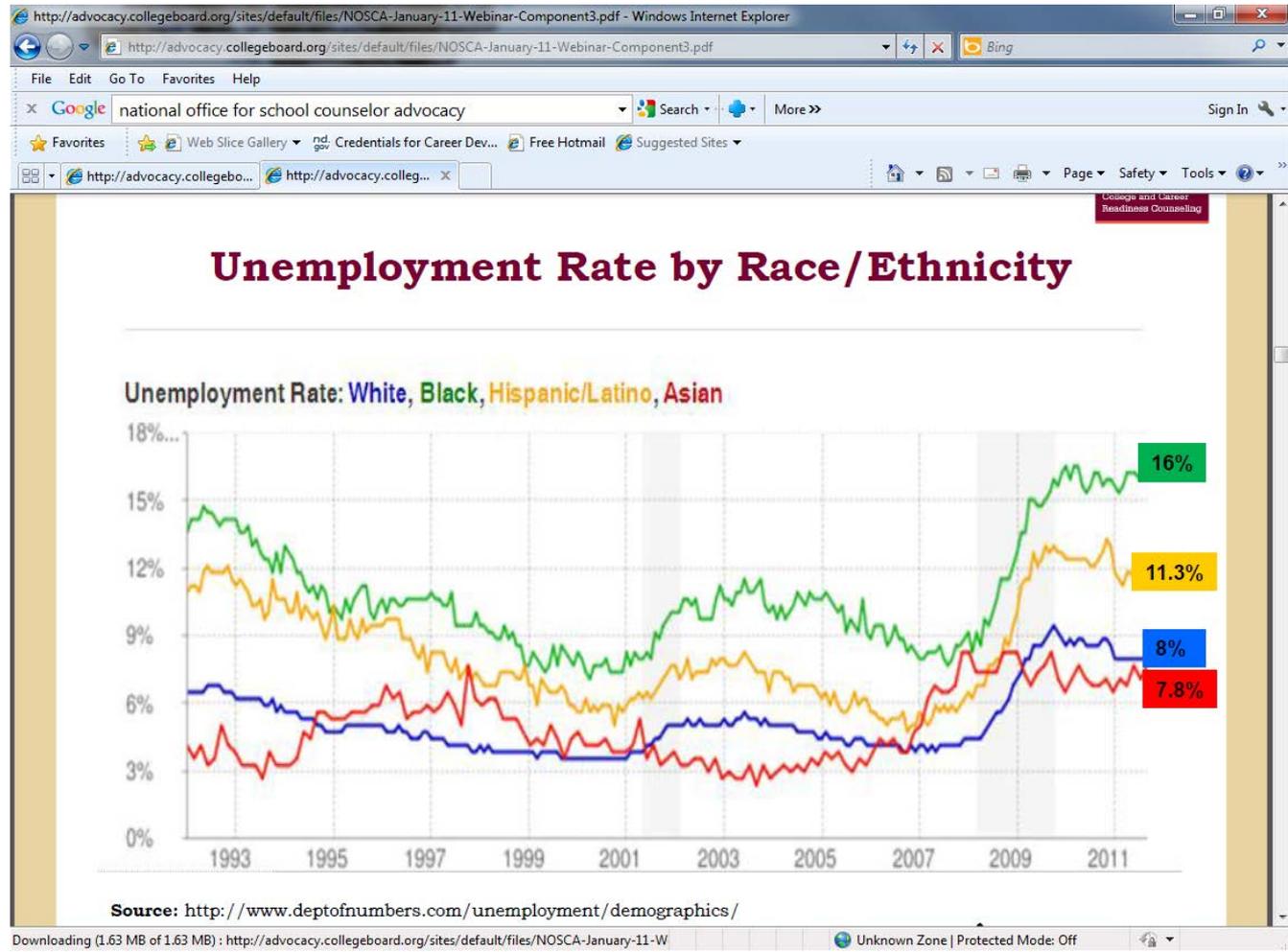
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A series of dark blue silhouettes of people in various stages of education (a child, a student, a graduate) are positioned along a green, curved line that represents a hill or a path. The silhouettes are spaced out along the curve, moving from left to right.

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STUDENT SERVICES – Student Assistance Services



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Student Assistance Services

511 IAC 4-1.5-5

- Services that prevent or alleviate problems that interfere with student learning (*required for accreditation – legal standard 7*)
- Sec. 5. (a) School corporations **shall** provide student assistance services at the elementary and secondary school levels.
- Student assistance services **shall** be coordinated by a:
 - (1) certified school counselor;
 - (2) certified school psychologist; or
 - (3) certified school social worker (master' s level).

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Student Assistance Services

(c) Student assistance services **shall include**, but are not limited to, the following:

- a. prevention,
- b. assessment,
- c. intervention, and
- d. referral



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Student Assistance Services

- Professional development, customer service/technical assistance, & resources:
 - Suicide prevention and intervention
 - Bullying prevention and intervention
 - Response to Instruction (RTI)
 - Crisis prevention, intervention, and response
 - PBIS
 - School climate
 - Behavioral interventions
 - School safety
 - Homeless youth
 - Assessment
 - Child abuse
 - 504 Plans



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Related Services

511 IAC 7-43-1

(g) Counseling services may include:

- (A) sharing career information;
- (B) administering interest inventories or other career assessment instruments;
- (C) providing assistance in career planning;
- (D) guiding the identification of and planning for a student's course of study designed to help the student achieve the postschool goals and outcomes; and
- (E) assisting the student to:
 - (i) understand and cope with a disability;
 - (ii) cope with a personal problem or crisis; and
 - (iii) develop and implement a behavioral intervention plan;

- (2) be provided by:
 - school social workers or school counselors...
 - .. other qualified professionals



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School Social Work Services

511 IAC 7-43-1 (t)

(1) may include:

(A) serving as a member of the educational evaluation multidisciplinary team with responsibilities that may include the preparation of a social and developmental history on a student;

(B) group and individual counseling with the student and family;

(C) working, in partnership with parents and others, on those problems in a student's home, school, and community life that affect the student's adjustment in the educational setting;

(D) mobilizing school and community resources to enable the student to learn as effectively as possible in the student's educational program; or

(E) assisting in developing positive behavioral intervention strategies;
and

(2) must be provided by a **licensed school social worker**.



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The McKinney-Vento Act

Key Points

- School access
- School stability
- Support for academic success
- Child-centered, best interest decision making
- Critical role of the local homeless education liaison



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Who Qualifies For Services?

Children or youth who lack a fixed, regular, and adequate nighttime residence, including:

- Sharing the housing of others due to loss of housing, economic hardship, or similar reason (“doubling up”)
- Living in motels, hotels, trailer parks, camping grounds due to the lack of adequate alternative accommodations
- Living in emergency or transitional shelters Abandoned in hospitals



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- Awaiting foster care placement
- Living in a public or private place not designed for humans to live
- Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or a similar setting
- Migratory children living in the above circumstances
- Unaccompanied youth living in the above circumstances





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HOMELESS DATA

Total number of Homeless Students Enrolled in LEAs

2009	10,364
2010	12,248
2011	13,418



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Homeless Students Enrolled in LEAs with or without McKinney-Vento Subgrants: 2011-12

<u>Ages 3 to 5: 2011-12</u>	122
<u>Grades 4 and 5: 2011-12</u>	2,709
<u>Grades 6 to 8: 2011-12</u>	3,023
<u>Grades 9 to 12: 2011-12</u>	2,841
<u>Grades K to 3: 2011-12</u>	6,175
<u>Total: 2011-12</u>	14,870



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Data

- Learn More Indiana – Student Survey: Guidance Needs
<http://www.asainstitute.org/rsc/welcome-all.html>
- 96.1% 2012 Attendance Rate
- Health & Mental Health Data
- Enrollment Data
 - 41% of Indiana students qualify for free meals, 8.1% for reduced meals (2012-13)
 - 5% of Indiana students are English Language Learners
 - 14.4% of Indiana students receive special education services
- Incarcerated youth
- DOE collected data: Discipline, bullying (new), arrest data(new), drop outs, mobility
- IYI Kids Count Data Book, Indiana Youth Risk Behavior Survey (YRBS) Data



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Suspension and Expulsion Data

2011-12

ISS - PUBLIC							
SEX	IND	BLACK	ASIAN	HISPANIC	WHITE	MULTI	ISLANDER
F	86	11498	116	4223	18758	2490	13
M	223	20542	556	8949	45489	5126	28

NONPUBLIC							
SEX	IND	BLACK	ASIAN	HISPANIC	WHITE	MULTI	ISLANDER
F	1	1	0	1	22	4	0
M	0	10	2	13	23	2	0

OSS - PUBLIC							
SEX	IND	BLACK	ASIAN	HISPANIC	WHITE	MULTI	ISLANDER
F	75	15608	63	2896	12462	2276	9
M	238	30308	298	7409	40022	5616	30

NONPUBLIC							
SEX	IND	BLACK	ASIAN	HISPANIC	WHITE	MULTI	ISLANDER
F	2	13	0	2	43	13	0
M	0	50	0	26	111	15	0

EXP - PUBLIC							
SEX	IND	BLACK	ASIAN	HISPANIC	WHITE	MULTI	ISLANDER
F	2	286	1	84	581	50	0
M	12	685	25	241	1643	140	4

NONPUBLIC							
SEX	IND	BLACK	ASIAN	HISPANIC	WHITE	MULTI	ISLANDER
F	0	0	0	0	0	0	0
M	0	0	0	0	1	0	0

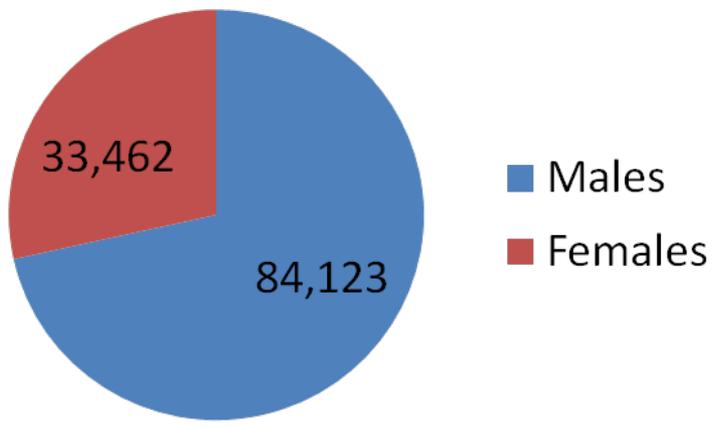


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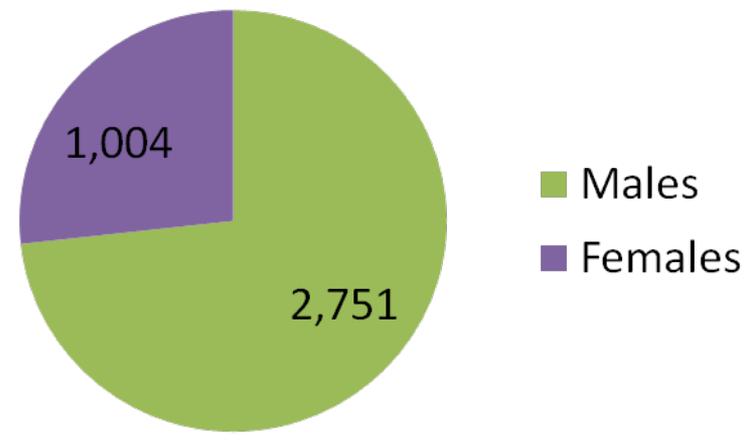
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Out of School Suspension



Expulsions





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Truancy Data

TRUANT STUDENTS	2011-12
PUBLIC	55,608
NON-PUBLIC	973

INDIANA

OVERALL RANK

30



THE ANNIE E. CASEY FOUNDATION



ECONOMIC WELL-BEING

DOMAIN RANK

26

Children in poverty

2011

23%

361,000 CHILDREN

WORSENERD

2005 17%

Children whose parents lack secure employment

2011

33%

527,000 CHILDREN

WORSENERD

2008 28%

Children living in households with a high housing cost burden

2011

31%

487,000 CHILDREN

WORSENERD

2005 29%

Teens not in school and not working

2011

9%

33,000 TEENS

WORSENERD

2008 8%



EDUCATION

DOMAIN RANK

34

Children not attending preschool

2009-11

60%

108,000 CHILDREN

IMPROVED

2005-07 61%

Fourth graders not proficient in reading

2011

67%

N.A.

IMPROVED

2005 70%

Eighth graders not proficient in math

2011

66%

N.A.

IMPROVED

2005 70%

High school students not graduating on time

2009/10

23%

19,046 STUDENTS

IMPROVED

2005/06 27%

N.A. Not Available.



HEALTH

HEALTH

DOMAIN RANK

21

2005-07 61%

Low-birthweight babies

2010

8.0%

6,732 BABIES

IMPROVED

2005 8.3%

2005 70%

Children without health insurance

2011

8%

129,000 CHILDREN

IMPROVED

2008 10%

2005 70%

Child and teen deaths per 100,000

2010

28

485 DEATHS

IMPROVED

2005 35

2005/06 27%

N.A. Not Available.

Teens who abuse alcohol or drugs

2010-11

6%

31,000 TEENS

IMPROVED

2005-06 7%

FAMILY AND COMMUNITY

FAMILY AND COMMUNITY

DOMAIN RANK

30

Children in single-parent families

2011

35%

534,000 CHILDREN

WORSENER

2005 30%

Children in families where the household head lacks a high school diploma

2011

13%

202,000 CHILDREN

IMPROVED

2005 14%

Children living in high-poverty areas

2007-11

9%

151,000 CHILDREN

WORSENER

2000 3%

Teen births per 1,000

2010

37

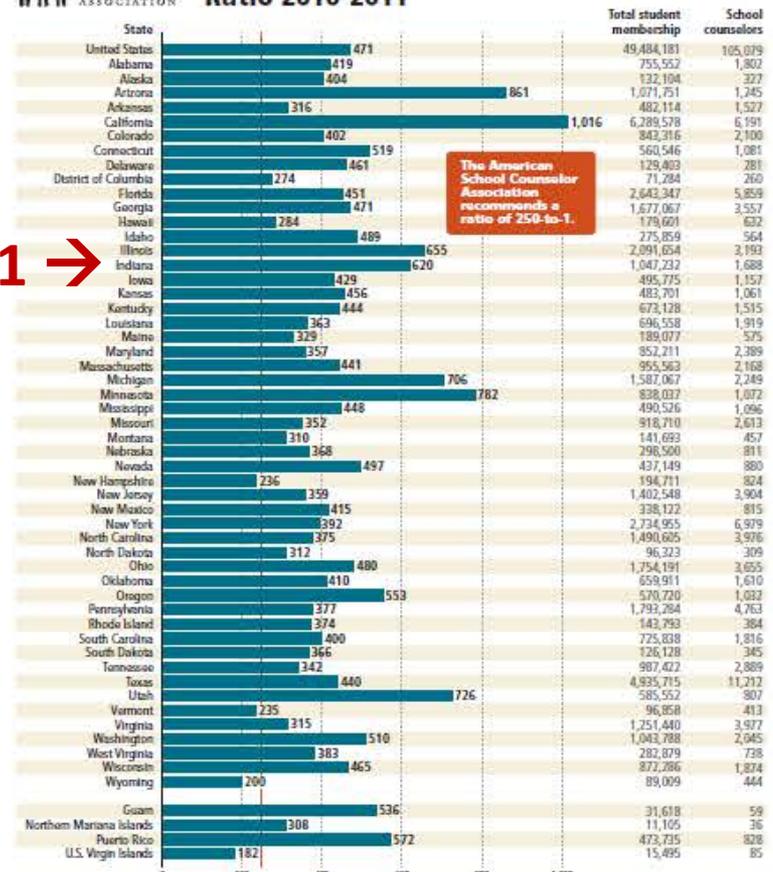
8,665 BIRTHS

IMPROVED

2005 43



Student-to-School-Counselor Ratio 2010-2011



The American School Counselor Association recommends a ratio of 250-to-1.

Indiana 620:1 →

SOURCE: U.S. DEPARTMENT OF EDUCATION, NATIONAL CENTER FOR EDUCATION STATISTICS, PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, STUDENT ENROLLMENT AND EMPLOYEE COUNTS FROM THE COMMON DATA OF PUBLIC SCHOOLS YEAR 2010-2011, 100-FLOOR



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STUDENT SERVICES – Health Services

A series of blue silhouettes of people in various stages of growth (a crawling baby, a toddler, a young child, an adult, and a graduate) are positioned along a green, upward-curving line that represents a hill. The silhouettes are spaced out along the curve, suggesting a path of development.

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Health Services

- Programs and services that promote and protect the health, safety, and well-being of students to assure a healthy environment that nurtures academic growth.
- 1 registered nurse for every 750 students enrolled in the corporation.
- School corporations **shall** provide health services at the elementary and secondary school level.
- A school corporation shall employ at least 1 registered nurse who holds a BS in nursing to coordinate health services.

A series of blue silhouettes of people in various stages of growth (a crawling baby, a toddler, a young child, an adult, and a graduate) are positioned along a green, upward-curving line that represents a hill or a path of progress.

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Health Services

- Health services include, but are not limited to, the following:
 - (1) Prevention,
 - (2) Assessment,
 - (3) Intervention, and
 - (4) Referral



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High School Youth Risk Behavior Surveillance - 2011

What Is The Problem?	Indiana	National
Rode With A Driver Who Had Been Drinking Alcohol	21.7%	24.1%
Carried a Weapon On School Property	3.7%	5.4%
In A Physical Fight On School Property	8.9%	12%
Bullied On School Property	25%	20.1%
Did Not Go To School Because Of Safety Concerns	4.9%	5.9%
Dating Violence (hit, slapped, or physically hurt)	11.3%	9.4%
Forced To Have Sexual Intercourse	9.8%	8%
Attempted Suicide	11%	7.8%
Suicide Attempt Treated By A Doctor or Nurse	3.9%	2.4%
Smoked a Whole Cigarette before Age 13 Years	11.1%	10.3%
Current Frequent Cigarette Use	8.1%	6.4%
Drank Alcohol Before Age 13 Years	17.6%	20.5%
Current Alcohol Use (at least one drink in the last 30 days)	33.4%	38.7%
Tried Marijuana Before Age 13 years	6.9%	8.1%
Current Marijuana Use (one or more times during the last 30 days)	20.0%	23.1%
Ever Took Prescription Drugs Without a Doctor's Prescription	21.4%	20.7%
Offered, Sold, Or Given An Illegal Drug On School Property	28.3%	25.6%
Had First Sexual Intercourse Before Age 13 Years	5.2%	6.2%
Ever Had Sexual Intercourse	51%	47.4%



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Indiana Superintendent of Public Instruction

Percentage of Schools that Required Teaching of 15 Health Topics Indiana 2012 School Health Profiles

Health Education Topic	Middle School	High School
Alcohol & Other Drugs	97.6	97.0
Asthma	72.0	70.8
Emotional and Mental Health	96.1	96.9
Foodborne Illness Prevention	82.3	86.4
HIV Prevention	94.4	97.9
Human Sexuality	86.5	94.7
Infectious Disease Prevention	92.0	93.7
Injury Prevention and Safety	91.2	86.3
Nutrition and Dietary Behavior	96.7	100.0
Physical Activity and Fitness	98.4	100.0
STD prevention	90.4	99.0
Pregnancy prevention	83.3	96.9
Suicide Prevention	70.4	92.7
Tobacco-use prevention	94.4	100.0
Violence prevention	96.8	94.9



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the possibilities.
MAKING THEM HAPPEN.



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Data Regarding School Health



A series of blue silhouettes of people in various stages of growth (a crawling baby, a toddler, a young child, a person walking, a person with a backpack, and a graduate) are positioned along a green, upward-curving line that represents a hill.

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Medications:

- Approximately **76,468** Indiana students take medications during the school day
- Additionally, another **52,087** Indiana students have emergency medications at school



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Emergency Medications:

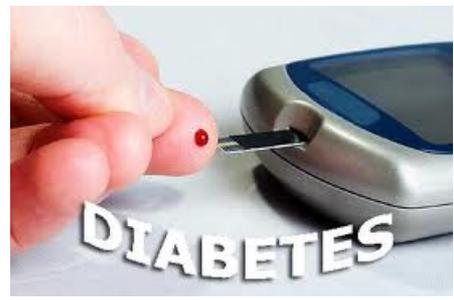
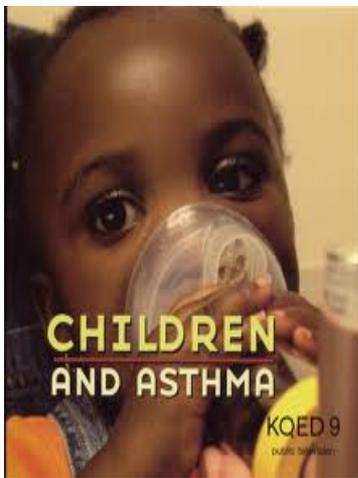
- Require an individual health plan and training of school staff to handle an emergency situation and administer emergency medication
- Examples include inhaler (asthma), epinephrine (severe allergy), glucagon (diabetes), and diastat (seizures)



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Approximately **38.3%** of Indiana students have a chronic health condition.





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This equates to approximately
425,000 Indiana students who
are in need of health services.

A series of dark blue silhouettes of people in various stages of growth (a crawling baby, a toddler, a young child, an adult, and a graduate) are positioned along a green, upward-curving line that represents a hill. The silhouettes are spaced out along the curve, suggesting a progression or journey.

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Chronic Disease Management Includes: asthma, environmental allergens, migraines, severe food allergies, stomach disorders, seizures, neuromuscular and orthopedic disorders, substance abuse, renal disease, diabetes and others.



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The CDC estimates that students with asthma miss an average of 4 days of school per year.

In Indiana, this would account for **405,000** missed school days per year due to asthma.



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Article 4: Crisis Plan

Sec. 7. Each school corporation **shall**, in concert with the emergency preparedness plan developed under 511 IAC 6.1-2-2.5, develop a **crisis intervention plan** for the school corporation and for each school in the school corporation.

- The plan, which should be developed by student services personnel in conjunction with school administrators and community crisis intervention personnel, shall include crisis management and intervention provisions.

Resources:

- <http://www.doe.in.gov/student-services/student-assistance/school-crisis-planning-intervention-and-response>
- <http://www.doe.in.gov/student-services/safety>



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Article 7: Indiana's Special Education Rule

511 IAC 7-40-2 Comprehensive and coordinated early intervening services

(b) In implementing comprehensive and coordinated early intervening services under this section, a public agency may carry out activities that include, but are not limited to, the following:

(2) Providing educational and **behavioral evaluations, services and supports..**



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INCARCERATED STUDENTS

- All incarcerated students between the age of 7 and 18 must receive educational services.
- There are 23 Juvenile Detention Facilities in Indiana. The average time of stay is 16 days.
- There are three male and one female IDOC Juvenile Correctional Facilities in Indiana. The average length of stay is 6 months.

A series of blue silhouettes of people are shown walking up a green, curved hill that represents a path or a journey. From left to right, there is a person sitting on the ground, a person walking, a person walking with a backpack, a person walking with a backpack, and a person in a graduation cap and gown.

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DATA

- 731 Students mobilized to incarceration during the 2012/2013 school year.
- On any given day, IDOC have about 500 youth incarcerated in long-term juvenile correctional facilities.



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Topics to be addressed:

- Re-entry from incarceration to school has been identified by JDAI as a continued problem
- The quality and consistency of educational services for youth in Detention Centers – there are not any standards that all Centers must follow, including amount of instructional time
- Disproportionality
- Absenteeism
- Mental health
- Literacy
- Student mobility
- Engaged adults in the education of their children