

**Iowa Judicial Branch
Children’s Justice Education Collaborative
School Participation Workgroup
Iowa Judicial Branch Building, Room 216
3/9/2016 Minutes
1:07 PM - 2:30 PM**

Present: Tracey Parker, Thomas Mayes, Beth Rydberg, Kristie Oliver, Bess Wood, Andrea Dencklau

Staff: Sarah Vandenberg Van Zee

Agenda Topic	Key Decisions & Discussion	Decision/Follow-Up
<p>Theory of Action Template</p>	<p>Thomas shared his work on the Theory of Action Template which helps to provide concrete recommendations/asks in a straightforward and specific manner. Recommendations/asks that are implemented to help children in care will end up helping all children</p> <p>In his template handout, Thomas provided recommendations/asks for Big Theme One: Staying and Getting in School. The recommendations/asks indicated a specific action, which outcome the action applied to (from the Gap Analysis), who would be the actor for the specific action, a tentative deadline, and rationale/evidence on the need for the action. Thomas framed deadlines around the State Board of Education Meetings and acknowledged that these may change depending on the agencies involved and the implementation of ESSA.</p> <p>Specific actions developed thus far:</p> <ul style="list-style-type: none"> • Review (and revise if necessary) sample attendance policies <ul style="list-style-type: none"> ○ Some revisions may include: <ul style="list-style-type: none"> ▪ What is an excused vs. an unexcused absence? <ul style="list-style-type: none"> • Is court attendance excused? • Is jury duty excused? ▪ Should students be suspended for truancy? • Adopt joint guidance to inform “best interests” decisions about school stability <ul style="list-style-type: none"> ○ Each agency has their own definition of “best interests” • Define by rule the term “immediate and appropriate enrollment” • Provide technical assistance to schools on differing ways to “appropriately” enroll students <ul style="list-style-type: none"> ○ Potential examples include: <ul style="list-style-type: none"> ▪ Distance Education ▪ 28E Agreements ▪ Awarding/accepting partial credits 	<p>Workgroup members agreed to move forward with using this template to outline recommendations/asks.</p>

	<ul style="list-style-type: none"> • Address “immediate and appropriate enrollment” and “stability/continuity” in the DOE Title I Plan under ESSA • Provide sample LEA-DHS MOAs to implement Fostering Connections <ul style="list-style-type: none"> ○ Perhaps these could be housed as part of the Title I Plan (DOE) to help encourage schools to develop MOAs with DHS <p>Ruth and Beth plan to refer to the Maryland Guidelines for their assigned outcomes. The Maryland Guidelines are good policies for exclusionary discipline. DOE could potentially implement the Maryland Guidelines on their own without involving the Legislature.</p> <p>Tracey is assigned to the “normalcy” outcome under Big Theme Three: Youth Focus, which is very broad. She was unsure how to move forward. Workgroup members suggested that her group may want to recommend the Directors conduct an environmental scan around each issue to better understand what is going well in these areas and what needs to be improved. Each department and person involved in a case has their own definition for “normalcy” (e.g., foster parents, child, providers, DHE, DOE, JCS, etc.). It would be helpful to learn what all of these definitions are.</p> <p>The workgroup also discussed pairing PBIS with discipline codes. Workgroup members wondered what states/areas are doing school-wide PBIS as well as or better than Iowa.</p> <p>Implementing the changes recommended by this workgroup may result in a culture shift similar to when “one judge-one family” was implemented. Workgroup members wanted to take the provisions of Special Education but broaden them out to all students (similar to what Maryland did). This could be done via professional development and guidance (e.g., a “universal design for learning”).</p> <p>The workgroup would also like to bring the recommendations/asks to other stakeholders to get an all-around perspective of what these actions may mean or require. The workgroup also discussed sharing the template with each agency’s respective legislative liaisons for feedback.</p>	
<p>Other Discussion</p>	<p>ESSA is being implemented in Title I Plan (DOE) and Title IV B (DHS); however, it these are very long documents that few people pay much attention to. Departments are negotiating rule making this summer. In order to ensure ESSA changes are implemented, Title I Plan (DOE) and Title IV B (DHS) need to be actionable. Directors have the ability to leverage these Plans.</p> <p>Nathan Kirsten is going to be invited to the workgroup. Members were encouraged to think about who else needed to be around the table.</p>	

<p>Next Steps</p>	<p>To further develop the template form, Thomas will add:</p> <ul style="list-style-type: none"> • Space for workgroup members to put their thoughts/reactions • Space for the other 2 Big Themes • Space to indicate who is doing the action well already • Space to indicate cost (time/\$\$/etc.) estimates on a high/medium/low basis • Space to indicate whether or not the action would require an appropriation (if we cannot do the action WELL with existing resources) • Space to indicate whether or not the action is a federal requirement <p>Thomas will revise the template today and send it to Sarah who will forward it out to the Workgroup.</p> <p>Everyone must provide their feedback and additions to the Tri-Chairs by COB on 3/18. Everybody must read and react to all themes, focusing on children in care.</p> <p><u>Outcome assignments:</u></p> <ul style="list-style-type: none"> • Big Theme One: Staying and Getting in School <ul style="list-style-type: none"> ○ Thomas: Maintain successful school stability whenever feasible (eliminate unnecessary school moves) ○ Thomas: Ensure immediate and appropriate enrollment when school changes do occur ○ Bess, Daniel, Thomas, and Jane: Encourage school attendance • Big Theme Two: Encourage Student and Teacher Behavior to Support School Participation <ul style="list-style-type: none"> ○ Beth and Ruth: Decrease need for office referrals and suspension/expulsions ○ Beth and Ruth: Increase positive school behaviors (and decrease criminal behavior) • Big Theme Three: Youth Focus <ul style="list-style-type: none"> ○ Tracey, Terri, and Andrea: Support a sense of “normalcy” for students ○ Thomas and Andrea: Provide youth meaningful participation in school planning and experiences. <p>Tri-Chairs will review and finalize the template revisions to present the document at the 3/23 Tri Chairs Meeting.</p>	
<p>Next Meeting</p>	<p>TBD</p>	<p>This meeting will be scheduled after the 3/23 Tri-Chair Meeting.</p>