

OHIO'S 2016 SAFE AND VIOLENCE-FREE SCHOOL CONFERENCE

School and Community Partnerships: What's Working to Reduce Harassment, Intimidation and Bullying

STRATEGIC PLANNING GUIDE

This document provides an overview of the Ohio Improvement Process for school and community professionals to plan for addressing the nonacademic/behavioral health needs of Ohio's students.

Stage 0 – Prepare for the Ohio Improvement Process. Identify what is in place in the following areas to reduce the nonacademic/behavioral health needs in your school or community.

- Collaborative processes/structures;
- Partners;
- Resource management;
- Decision making;
- Communication.

Stage 1 – Use data to identify the nonacademic/behavioral health needs in your school and community.

- What are the critical needs in your school?
- What data sources are in place to identify the critical needs in your school?
 1. Education Management Information System (discipline and attendance data) and grades;
 2. School data collection system;
 3. School counselor;
 4. Youth Risk Behavior Survey;
 5. School Health Profile;
 6. Local law enforcement data;
 7. Community-based organization surveys;
 8. School nurse or local health department data.

Stage 2 - Develop a focused plan. Develop goals, strategies and action steps based on nonacademic/behavioral health needs identified in Stage One.

- What processes and people are in place for developing a focused plan to address the critical needs for your school and community?
- What additional processes and people should be added to help develop a focused plan to address the critical needs for your school and community?

Stage 3 – Implement and monitor the focused plan. Implement strategies and action steps to achieve goals.

- What processes and people are in place to implement and monitor the focused plan in your school?
- What processes and people should be added to implement and monitor the focused plan in your school?
- What processes and people are in place to monitor the fidelity of implementation and the effect on changes in adult practice and student learning?

Stage 4 – Evaluate the focused plan. Gather and review implementation and impact data.

- What processes and people are in place to evaluate the focused plan in your school?
- What processes and people should be added to evaluate the focused plan in your school?
- What processes and people are in place to apply outcomes to the planning and implementation of future programs and services?

OHIO'S 2016 SAFE AND VIOLENCE-FREE SCHOOL CONFERENCE School and Community Partnerships: What's Working to Reduce Harassment, Intimidation and Bullying STRATEGIC PLANNING TEMPLATE	
<p>0. Preparation</p> <p>What structures/processes exist in your building/district/agency to address the nonacademic/behavioral health needs of your students?</p>	
<p>0. Preparation</p> <p>Who is or needs to be involved in decision making to support program development and implementation for the nonacademic/behavioral health needs of your students?</p>	
<p>0. Preparation</p> <p>Who is responsible for resource management in your building/district/agency to address the nonacademic/behavioral health needs of your students?</p> <p>How can you access resources for addressing these needs?</p>	
<p>0.Preparation</p> <p>What communication systems exist in your building/district/agency that can be used to share information with all staff members about addressing the nonacademic/behavioral health needs of your students?</p>	

OHIO'S 2016 SAFE AND VIOLENCE-FREE SCHOOL CONFERENCE School and Community Partnerships: What's Working to Reduce Harassment, Intimidation and Bullying STRATEGIC PLANNING TEMPLATE	
<p>1. Use of Data</p> <p>What are the student behavior problems in your school/community?</p>	
<p>1. Use of Data</p> <p>What data can you examine to determine the priority for addressing these behaviors?</p>	
<p>1. Use of Data</p> <p>What school/community partners are currently participating in addressing these behaviors?</p>	
<p>1. Use of Data</p> <p>What other possible school/community partners can support these behavior problems?</p>	
<p>2. Focused Plan</p> <p>If there is an existing school/community-focused plan, how was it developed?</p> <p>If there is <i>not</i> a plan or if the current plan does not include these problem behaviors, how can it be developed?</p>	

OHIO'S 2016 SAFE AND VIOLENCE-FREE SCHOOL CONFERENCE School and Community Partnerships: What's Working to Reduce Harassment, Intimidation and Bullying STRATEGIC PLANNING TEMPLATE	
<p>3. Implement and Monitor</p> <p>If there is an existing focused plan, how has it been implemented?</p> <p>If there is not a plan, how are the problem behaviors being addressed?</p>	
<p>3. Implement and Monitor</p> <p>If there is an existing school focused plan, has it been evaluated and what does the evaluation data show?</p>	
<p>4. Evaluate</p> <p>What needs to happen next for ongoing implementation and to address problem behaviors?</p>	
<p>4. Evaluate</p> <p>If there is not an existing focused plan, what needs to change to increase positive outcomes?</p>	
<p>CALL TO ACTION: In my role I can...</p>	