



# Strengthening Services and Partnerships:

*A look into Unified Student Supports and  
the COVID-19 Response at IPS*

May 18, 2022

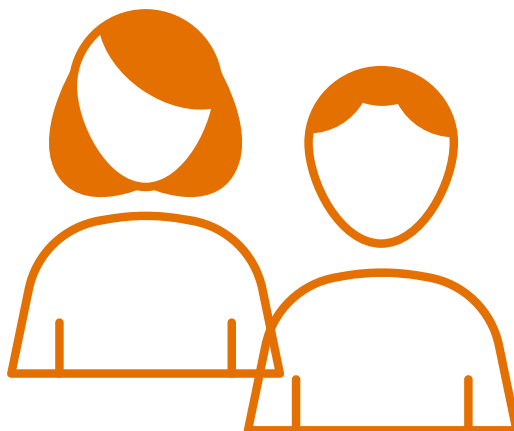
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Superintendent, Indianapolis Public Schools



# IPS: An Overview

**Mission:** IPS empowers and educates all students to think critically, creatively, and responsibly, to embrace diversity, and to pursue their dreams with purpose.



**Vision:** IPS is a family of excellent public schools in which every student has the opportunity to succeed and the power to create their own future.

## STUDENTS FIRST

We know that all students, regardless of circumstance, can achieve at the highest levels. Therefore, we strive for excellence by holding ourselves and our students to high expectations and ensure that we focus on the holistic needs of our students, setting them up for lives of choice and purpose.

## RACIAL EQUITY

We pursue our social justice mission by building diverse classrooms and teams, deploying our resources to ensure historically disadvantaged students get the opportunities they need to succeed, and ensuring our classrooms and work environment respects the dignity of all.

## CONTINUOUS IMPROVEMENT

We endeavor to get better and achieve more through hard work and continuous learning, both as individuals and as a system.

## INTEGRITY

We hold ourselves to the highest possible standards of professionalism and service and communicate with candor and care.

## COMMUNITY

We treat each other with love and respect, work effectively across lines of difference, and continuously foster the kind of supportive, inclusive community within IPS that we desire for our city.

Increase Access to  
Rigorous Curriculum &  
Instruction

Promote  
Racial  
Equity

Foster Authentic  
Engagement

Operate & Fund  
Strategically

**50%**

Overall Student  
Proficiency ELA + Math

**50%**

Black Student  
Proficiency ELA + Math

**50%**

Latinx Student  
Proficiency ELA + Math

**87%**

Student Graduation Rate

**43%** Black

**30%** Latino

**20%** White

**5%** Multi-Racial

**1%** Asian





**65%**

Low-income  
Students

**21%**

English Language  
Learners

**17%**

Students With  
Disabilities

**18,500**

Direct-Managed

**12,500**

Innovation

**48**

## IPS Operations Pre-K–12

- Grade Pre-K (1)
- Grades Pre-K–6/K–6 (24)
- Grades Pre-K–8/K–8 (15)
- Grades 7–8 (4)
- Grades 9–12 (4)

**20**

## IPS Innovation Network

- Grades Pre-K–6/K–6 (10)
- Grades K–8 (4)
- Grades 6–8 (2)
- Grades 9–12 (4)

**48**

## IPS Special & Alternative Programs

- 2–11 Newcomer's Program (1)
- K–12+ Special Education Programs (42)
- K–12+ Alternative Options (5)

**More than 3,700 total employees  
including nearly 2,000 teachers**

**26%**

of teachers identify  
as person of color

**66%**

of support staff identify  
as a person of color

**44%**

of leaders identify as  
a person of color



# COVID Response: A Look Back



- **Safety Non-Negotiables:**
  - Student and staff safety (clear protocols in alignment with best practice, PPE, etc.)
- **Academic Non-Negotiables:**
  - Prioritize in-person learning when possible and ensure ability to execute virtual/hybrid when necessary
- **Financial/Operational Non-Negotiables:**
  - Meet direct/immediate needs while planning for long term sustainability

## COVID Safety by the Numbers

Masks on Hand for our First Day of School	Gallons of Hand Sanitizer on Hand for First Day of school	Total number of paid days covered by IPS for quarantine
<b>360,000+</b>	<b>2,924</b>	<b>3,223</b>

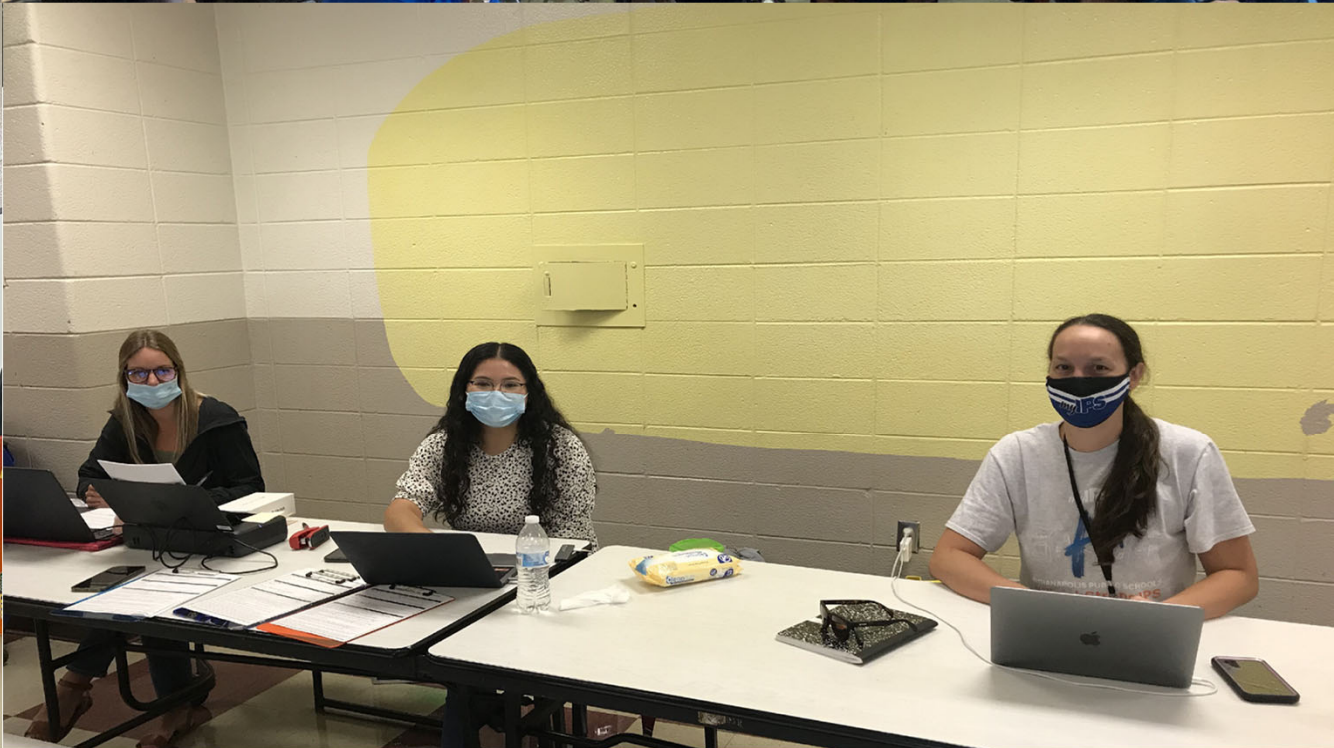


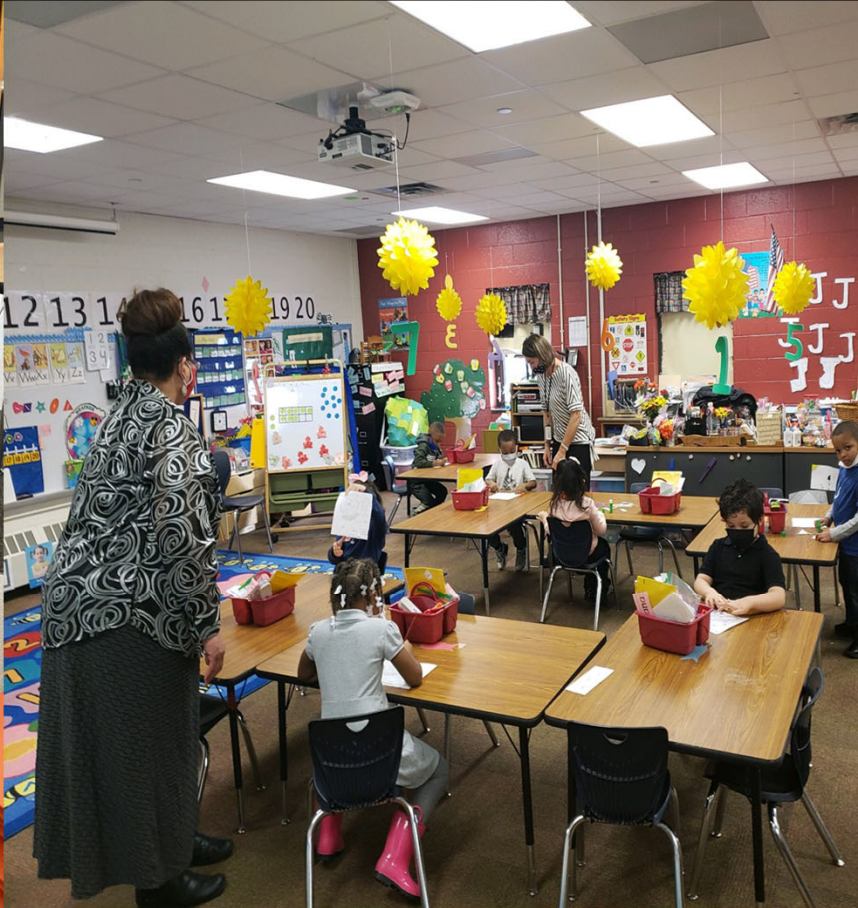
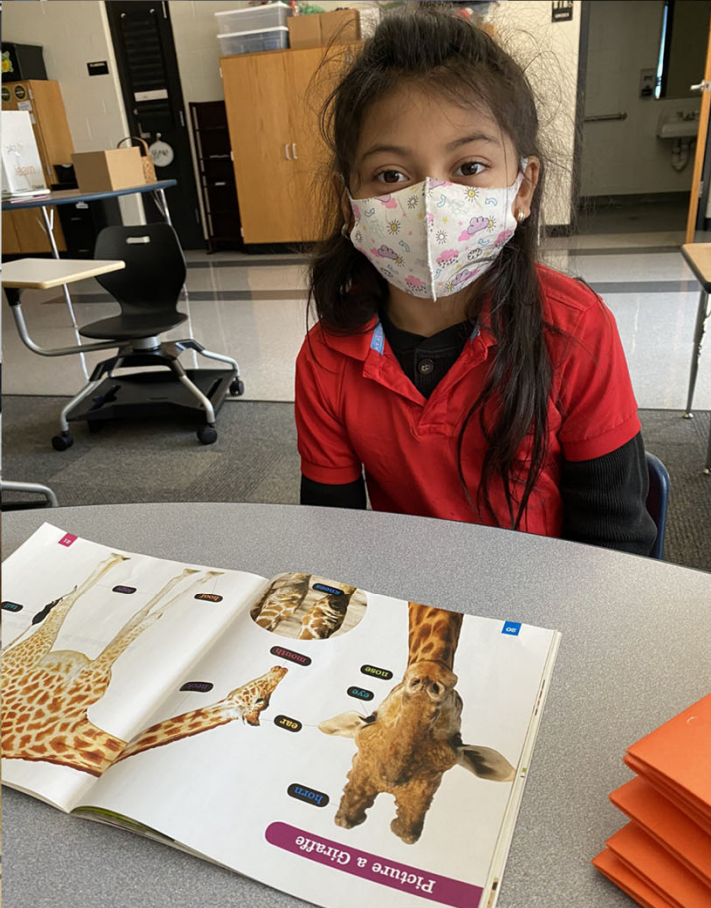
## Academic Strategy by the Numbers:

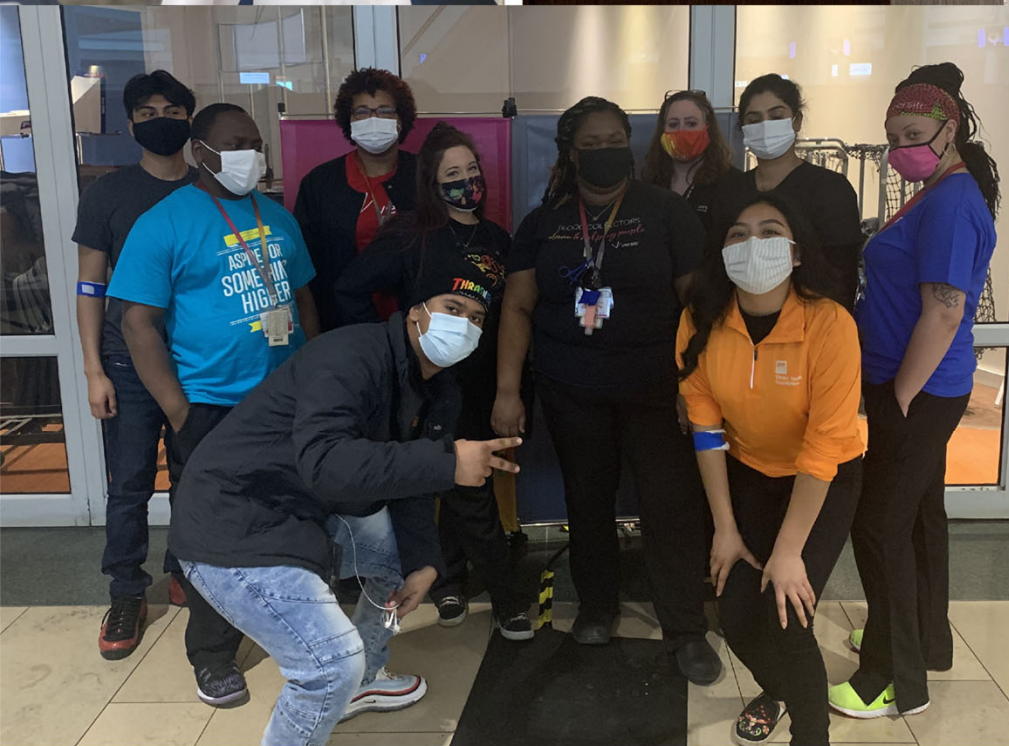
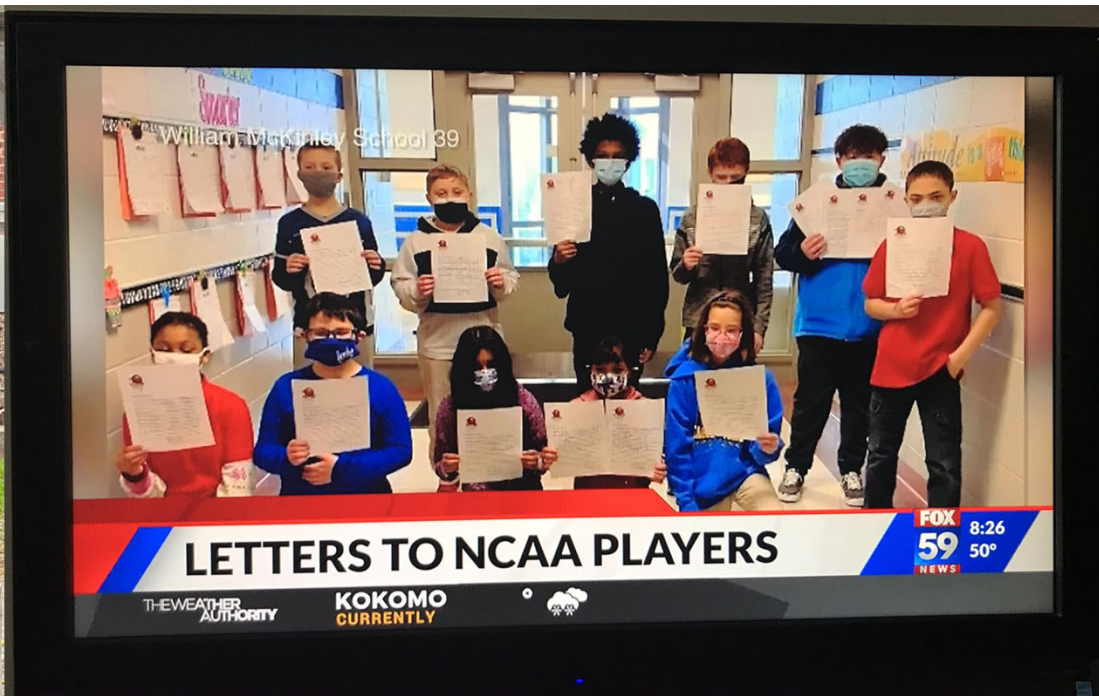
Transitions (from in-person/hybrid to full virtual)	IPS Learning Hubs	YOY Teacher Retention:
<b>4</b>	<b>4</b>	<b>85%</b>

## Technology by the Numbers:

Total Chromebooks for 1:1	Total iPads for 1:1	Total Mifis for 1:1
<b>28,270</b>	<b>12,415</b>	<b>9,324</b>









A rapid-response, itinerant, wrap-around support team that assists schools in addressing the social-emotional well-being of students.

- Google Form submission
- Team response within 48 hours
- 30-day plan developed, and reviewed every 30 days



# COVID Response: Where do we go from here?

# RECOVERING & REBUILDING



Thirty people, 18 years old and younger, have been killed in the last 18 months.

Indianapolis recorded more than 250 homicides in 2021.

Sixty-seven kids, younger than 18, have been injured in shootings in the last 18 months.

596 non-fatal shootings in Indianapolis have involved 674 victims in the last 18 months.

Fifty percent of all diagnosable mental illnesses manifest by age 14; in the juvenile justice system, 70.4% of youth have been diagnosed with at least one mental disorder.

Twenty-five percent of children in Indiana have chronic physical or mental conditions that impact their ability to succeed in the classroom.

Less than 20% of students receive help for mental health issues - of those, 80% receive care in the school setting.

To date, 712 IPS students are McKinney Vento eligible.

This school year, there have been 27 requests for support from the USS Crisis Team.

More than 1000 IPS students have demonstrated a depressed affect or extreme disinterest in the learning environment.

## 1

**Strategic Plan Strategic Priority 1****Increase Access to Rigorous Curriculum and Instruction**

Support adults at all levels of the system to build safe, engaging, and socially and emotionally supportive learning environments for students that ensure access to high-quality curriculum and instruction.

The USS team helps to set the conditions for learning to be accessible, equitable, and individualized. help to:

- Mitigate environmental factors that derail academic progress.
- Set the standard for what inclusivity and equity look, feel, and sound like; and,
- Design programming and learning opportunities that build educators' capacity to leverage differences, skillfully bridge gaps, and prioritize individual need over the collective to ensure all children succeed.

## Department Overview



## Systems that Inform, Instruct or Ensure

- School-based Health Services
    - 28 buildings have either an IPS-employed nurse or another health professional provided through the IU Health Business Solutions partnership (NP, RN, etc.)
    - 21 buildings have SBHCs
      - Partners: Eskenazi, HealthNet, Raphael, Shalom
  - COVID Response
  - Immunizations, Health Screenings, and Medical Transportation
- Protocol for Medical Transportation Requests
  - Care Coordination
    - [SchoolCare](#)
  - Comprehensive Needs Assessment
  - Health Services [Hub](#)
  - Immunizations Protocol
  - Telemedicine health services at Shortridge HS and Harshman MS in partnership with Raphael HC and HealthNet

## Department Overview



## Systems that Inform, Instruct or Ensure

- Social Services
    - School Social Workers
    - McKinney-Vento
    - Community-based MH Partners
    - Secondary Trauma Support for Staff
  - Climate & Culture
    - School Support Team
    - Principal, AP, Dean PD
  - Inclusive & Exclusive Discipline Practices
    - Expulsion Review Committee
    - Diversion Programming
    - Restorative Practices
  - Social Emotional Learning
  - Kaleidoscope
  - Crisis Intervention
- Attendance Handbook
  - Attendance Intervention Guide (Attendance Works)
  - Equitable Discipline PLC Protocol
  - Discipline Dashboard & Weekly OSS Report
  - Implicit Bias 6-Part Series
  - Student and Family Support Groups (MCPHD)
  - Kaleidoscope
  - Restorative Practices
  - Mind-Body-Medicine Cohorts
  - Schoolwide SEL Budgets
  - SEL Champions
  - Suite360 SEL/Mental Health Platform
  - Strategic Behavior Response: Top 5



## Examples of USS Investments in Tiered Supports

USS Position	Tier 1 - All	Tier 2 - Some	Tier 3 - Few
School Social Worker	Attendance Monitoring	Attendance Intervention 504 Planning <b>Support Groups</b>	Needs Assessment & Support Suicide Assessment (Columbita)
SEL Specialist/Champion	SEL Curricula Tech Asst SEL Integration PD	Targeted Teacher Coaching	Secondary Trauma Cohorts
Behavior Mentor / Behavior Supp Spec	Model Use of Research-based Behavior Interventions	Collaborate with School MTSS & Discipline Teams	One-on-One Student Support FBA/BIP
Kaleidoscope Behavior Specialist	<b>MTSS Collaborative Thought Partnership</b>	Coaching: Deescalation, Top-5 Discipline Incidents	FBA/BIP Development Support Student Observation
Kaleidoscope Social Worker	<b>MTSS Collaborative Thought Partnership</b>	Coaching: Trauma-Informed Care	Family Needs Support (shelter, food, clothing, etc.)
Special Education Specialist	School Support of SPED Programming Implementation	TOR Coaching (SDI/Behavior) SPED PLC Facilitation	Manifestation Prep <b>ISP Navigation</b>
School Psychologist	I-Team Facilitation	MET Assessments	<b>Individual Counseling</b> <b>Student Intervention Support</b>
IPS Nurses	Immunization Monitoring <b>Health Education</b> First Aid	Acute and chronic health support Medication Administration	Individual Health/Care Plans
Registered Behavior Technicians			AU Behavior Support
Board Certified Behavior Analyst		Support MTSS Teams with Replacement Beh Strategies	FBA/BIP Development Support Student Observation
USS Crisis Team			Comprehensive Crisis Response Threat Assessments

Exhaustive List Provided in the YES Framework

## IF

we build liberative systems that inform, instruct, and ensure,



## THEN

IPS will be best positioned to meet the academic, social-emotional, physical, and developmental needs of every student.



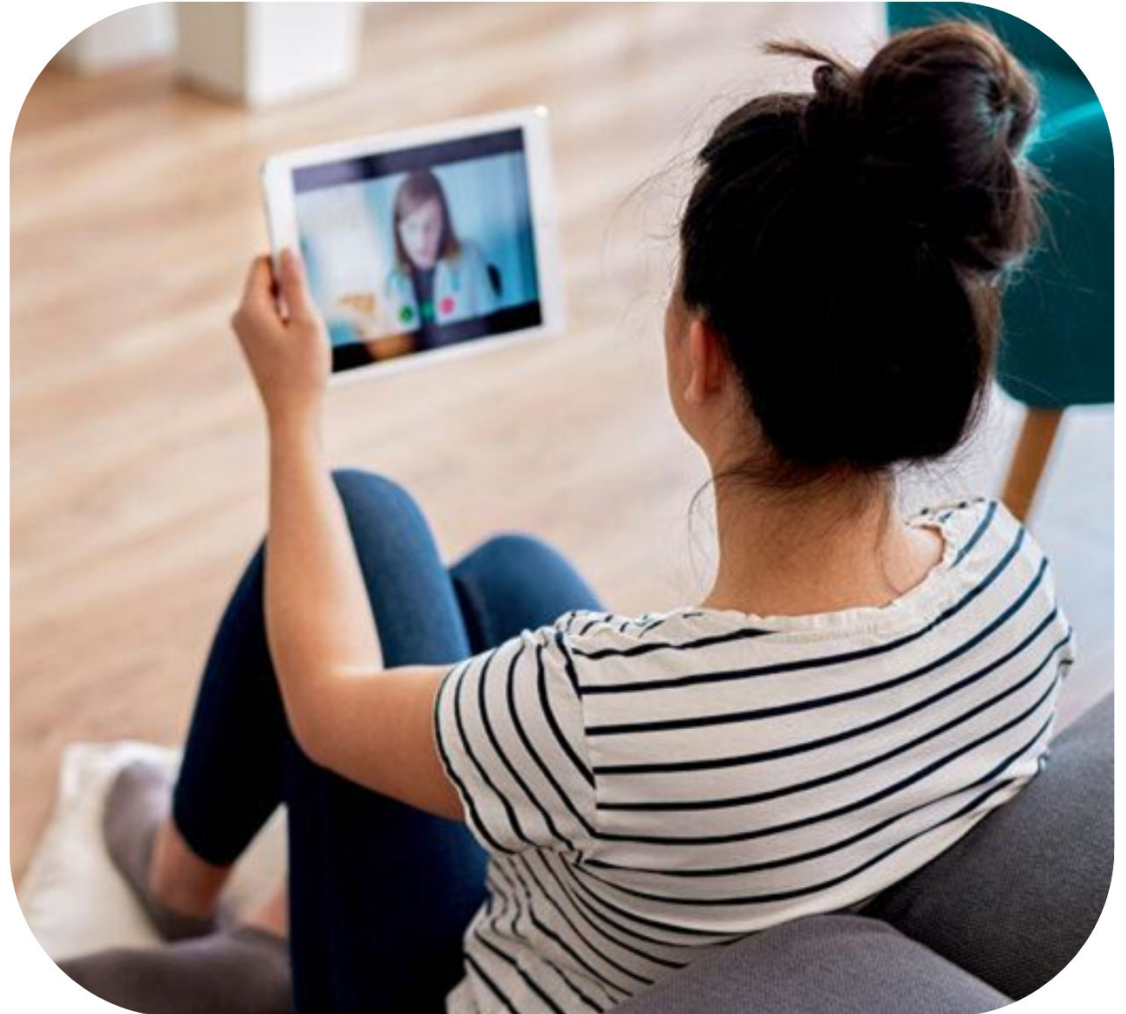
## RESULTING

in all IPS students having an opportunity to succeed and the power to create their own future.

IPS is using ESSER dollars to launch Talkspace, connecting our teachers, their partners, and their dependents age 13 and older with a therapist.

Teachers are matched with a therapist within 48 hours of registering and can access talk and text therapy sessions on demand.

Our teachers can schedule two therapy sessions per month, plus psychiatric care, at no cost to them.







Drawn from Dr. Lori Desautel’s book “Connections over Compliance,” the pilot (at Shortridge High School) implementation will provide a more restorative and supportive solution to the traditional discipline practices that are currently taking place in our secondary schools.

Strategies that provide students with a voice and choice that will lead to choosing the pre-taught self-regulation strategies instead of continuing to choose unhelpful and unexpected behaviors.





**Tailored interventions that meet the unique needs of students**



**Improved communication between school and home**



**Less barriers than mental health agencies**

*my*IPS

