



OHIO'S SCHOOL POLICY WORKGROUP

HARNESSING THE POWER OF K-12 POLICIES FOR OUTER-LEVEL PREVENTION WORK



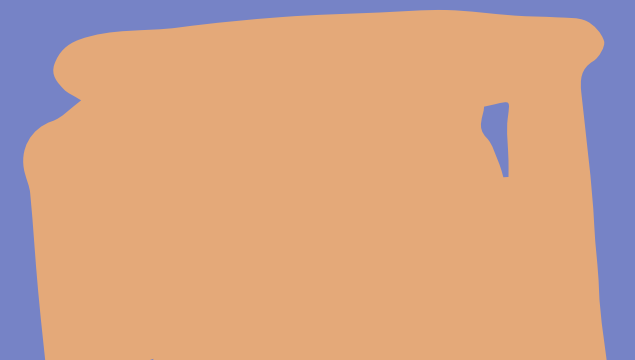
Maria Cole
Lisa Huendorf
Katie Swindler

TODAY'S GUIDE



We'll talk about:

- Who we are
- Why policy work is important to prevention
- Foundation & research for policy rubric
- Process for creating rubric
- Overview of rubric elements
- Rubric activity
- Successes & challenges
- Q&A






WHO WE ARE

Ohio's K-12 School Policy Workgroup

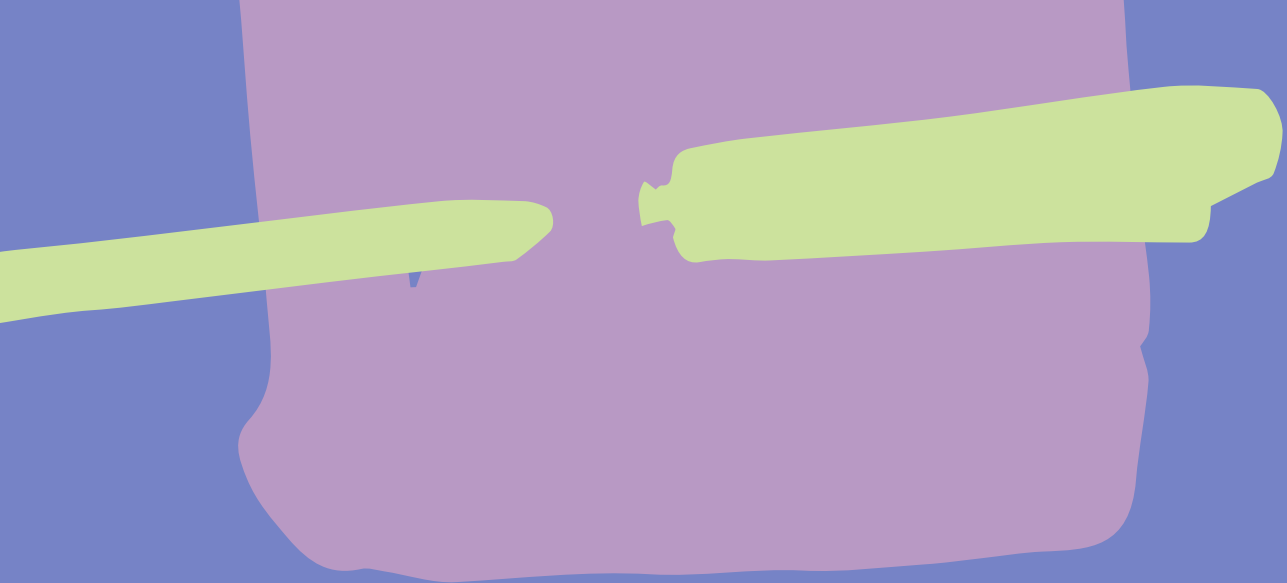
Our workgroup is comprised of preventionists around Ohio, convened by OAESV and the Ohio Department of Health. We are interested in creating societal level change toward violence prevention in K-12 schools. Our primary goal was to create a comprehensive policy rubric and guide to use while reviewing school policies.





**POLL: HOW MUCH EXPERIENCE DO
YOU HAVE WORKING ON K-12
SCHOOL POLICIES?**





OUR FOUNDATION

EXPERT GUIDANCE

Anti-oppression workshops: Dr. Shemariah J. Arki, Dr. Tyffani Monford Dent, Carmen Bolivar LCSW, Amanda Houpt MPH, Sirajah Raheem MPH, and Dr. Sherrae Mack
District level policy work: Dr. Sharon Wasco

RADICAL FEMINIST THEORY

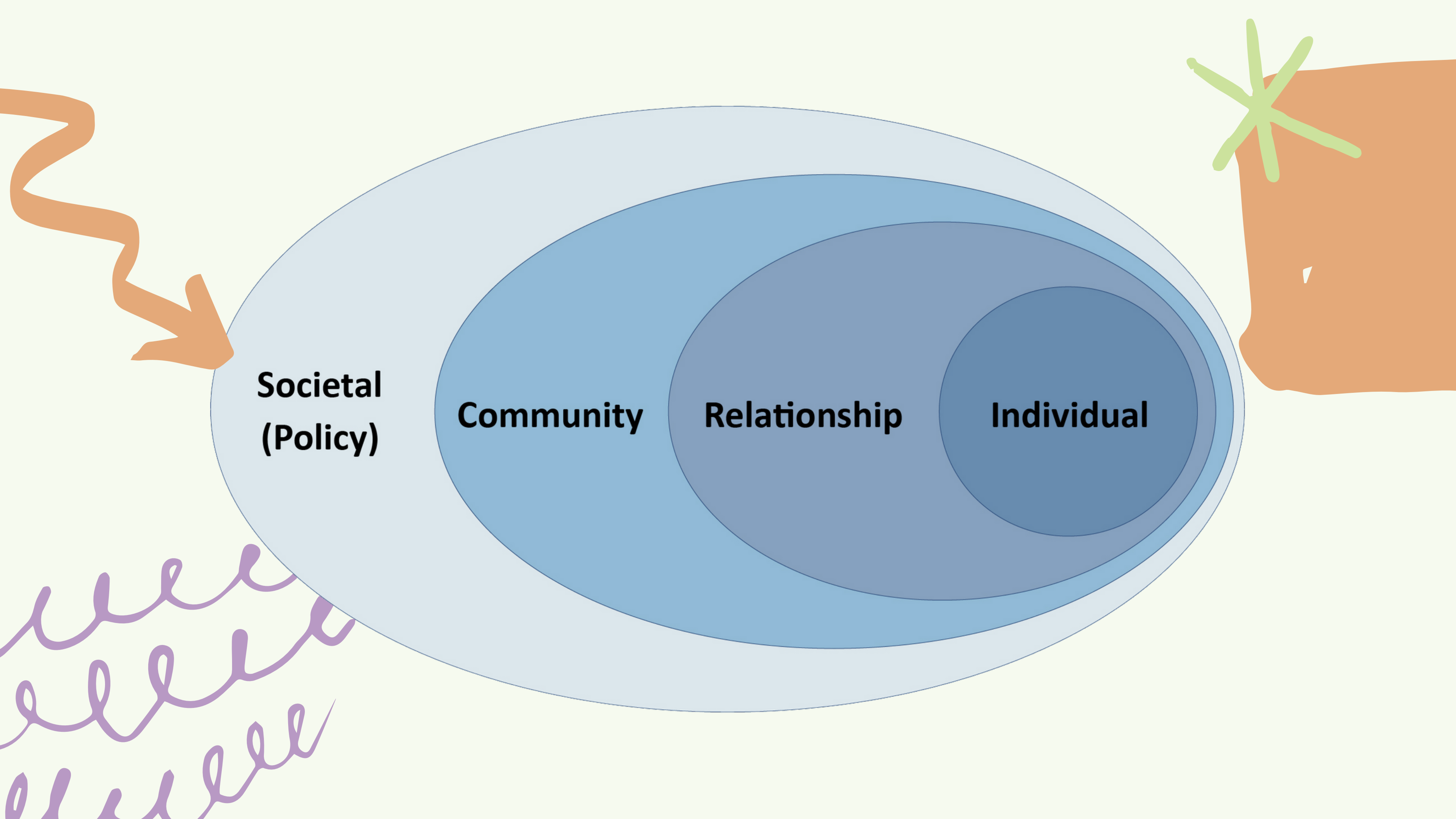
As Angela Y. Davis said, "radical simply means 'grasping things at the root.'" Pull out the roots of inequity, allow justice to flourish. Honor the work that has gotten us here.



IMPORTANCE OF OUTER LEVEL WORK

Target systems and policies that perpetuate oppression







What can policy do?



Create a Protective Environment

violence prevention and statement of care for members of community

Establish Support for Survivors

investment in the wellbeing of students, staff, and all other members of school community

Build an Equitable Environment


policies grounded in anti-oppression can remove some barriers to education equity and opportunity

Set Positive Social Norms

policies help communicate shared community values



PROCESS TO CREATE RUBRIC

- Member idea sharing to determine goals of Workgroup
 - Individual research done on a variety of evidence-informed articles and literature; report back to group
 - Create rubric outline with spaces for a rating scale, model policy language, and notes/ recommendations
 - Workgroup members sign up to populate elements, then peer review others' elements and resolve comments/edits
 - Final product separated into: Rubric (scale), Model Policy, Glossary, and Citations
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- **TITLE IX COORDINATOR**
- **PREVENTION LIASON**
- **SCHOOL PERSONNEL TRAINING**
- **PREVENTION EDUCATION / PROGRAMMING**
- **PARENT & FAMILY PROGRAMMING**
- **ANONYMOUS REPORTING**
- **SURVIVOR SUPPORT RESOURCES FOR STUDENTS**
- **SURVIVOR SUPPORT RESOURCES FOR FACULTY & STAFF**
- **POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)**
- **DEFINITIONS AND EXAMPLES OF POWER-BASED VIOLENCE**
- **SCOPE**
- **GENDER-INCLUSIVE LANGUAGE**

- **ACCOMMODATIONS AVAILABLE FOR SURVIVORS**
- **REPORTING PROCEDURES**
- **DISTRIBUTION PLAN**
- **NO ZERO-TOLERANCE LANGUAGE**
- **HATE CRIMES**
- **MANDATORY REPORTING**
- **DRESS CODES**
- **SCHOOL CLIMATE SURVEY DATA**
- **REMOVE POLICE IN SCHOOLS**
- **COMPREHENSIVE SEX EDUCATION**
- **TITLE IX**

RUBRIC

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IE 5: School has parent and family programming	School does not have parent and family programming	School offers informational documents regarding violence prevention and response, but no trainings	School facilitates one presentation at the beginning of the school year about prevention and response.	School offers several options for parent and family programming, but they do not offer them at varying times of the morning, day, and evening.	School offers many options for parent and family programming, and they offer them at a variety of times throughout the academic year.
The text of this section is: <div><input type="checkbox"/> accessible</div> <div><input type="checkbox"/> developmentally appropriate</div> <div><input type="checkbox"/> gender inclusive</div> <div><input type="checkbox"/> trauma informed</div>					
Notes and recommendations:					

MODEL POLICY

IE: 5	School has parent and family programming
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Model Policy:

Schools offer parents and families opportunities to learn more about:

- Sexual, interpersonal, and teen dating violence, bullying and harassment, healthy/unhealthy/abusive relationships, and consent
- School accommodations and resources for survivors of SIV, teen dating violence, bullying, and harassment

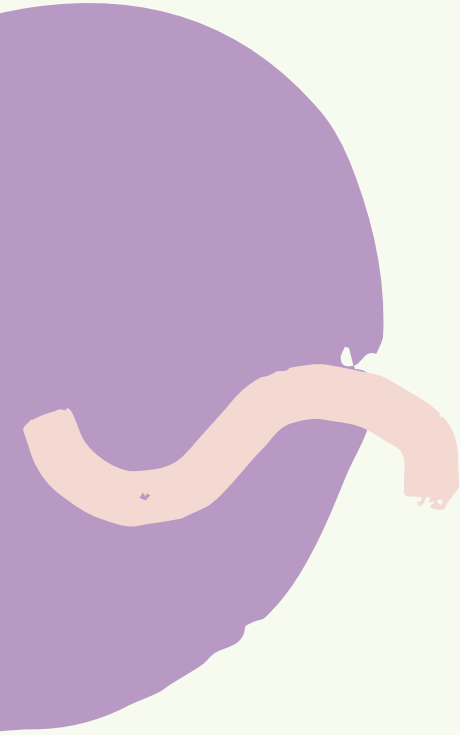
Schools post schedules of when and where these programs will be offered throughout the year

Example policy language:

“Parents shall be offered opportunities and educated to expand their knowledge and skills relating to healthy teen dating by participating in workshops, small group discussions, open houses, newsletters and events. These learning opportunities will be offered throughout the year, with workshops occurring at the beginning of every new term. Newsletter will be emailed out to parents every quarter.”

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- TITLE IX
- COMPREHENSIVE SEX EDUCATION



GENDER-INCLUSIVE LANGUAGE

Why is this element important to include in SLV school policies?



GENDER-INCLUSIVE LANGUAGE

- creates a system that supports and uplifts all students
- builds an equitable & empathetic school environment for all students
- recognizes students have different needs based on their unique identities
- creates a norm of inclusivity at school



NO ZERO-TOLERANCE LANGUAGE

Why is this element important to include in SIV school policies?



NO ZERO-TOLERANCE LANGUAGE

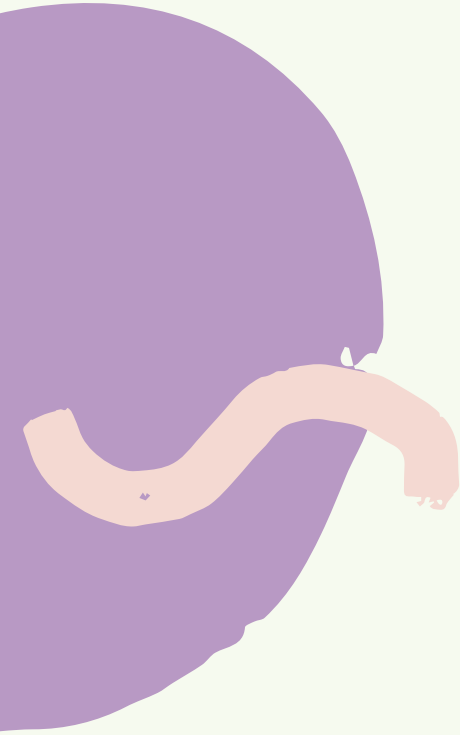
- creates a school environment less reliant on the carceral system
- builds a more equitable school environment & creates a protective environment for students
- allows schools to focus on staff-student bonds, creating healthier student ties to the school
- emphasizes that people can make mistakes and learn from them

DRESS CODES

Why is this element important to include in SLV school policies?

DRESS CODES

- removes dress codes that disproportionately harm girls of color and decrease education opportunity equity
- refuses to perpetuate rape culture and harmful social norms
- allows all students to feel comfortable, valued, and able to express themselves
- centers accountability and rejects victim blaming



REMOVE POLICE FROM SCHOOLS

Why is this element important to include in SIV school policies?



REMOVE POLICE FROM SCHOOLS

- reduce disproportionate affects on marginalized populations, particularly people of color
- create an environment free from fear and intimidation
- prevent youth falling into the school to prison pipeline
- focus on adapting and learning from behaviors
- move towards restorative/ transformative justice
- resources can go towards prevention and creating a culture of safety



COMPREHENSIVE SEX EDUCATION

Why is this element important to include in SLV school policies?




COMPREHENSIVE SEX EDUCATION

- sexual and reproductive health education helps prevent violence while providing valuable knowledge
- increase self-esteem and autonomy, especially in young women
- can include conversations around consent and LGBTQ+ relationships
- help all identities understand and gain empathy for others



CHALLENGES AND SUCCESSES

- what barriers have you met when trying to change school policy?
 - have you bypassed or overcome those challenges?
 - what successes have you had in changing school policy?
 - what advice would you give another preventionist?
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CHALLENGES AND SUCCESSES




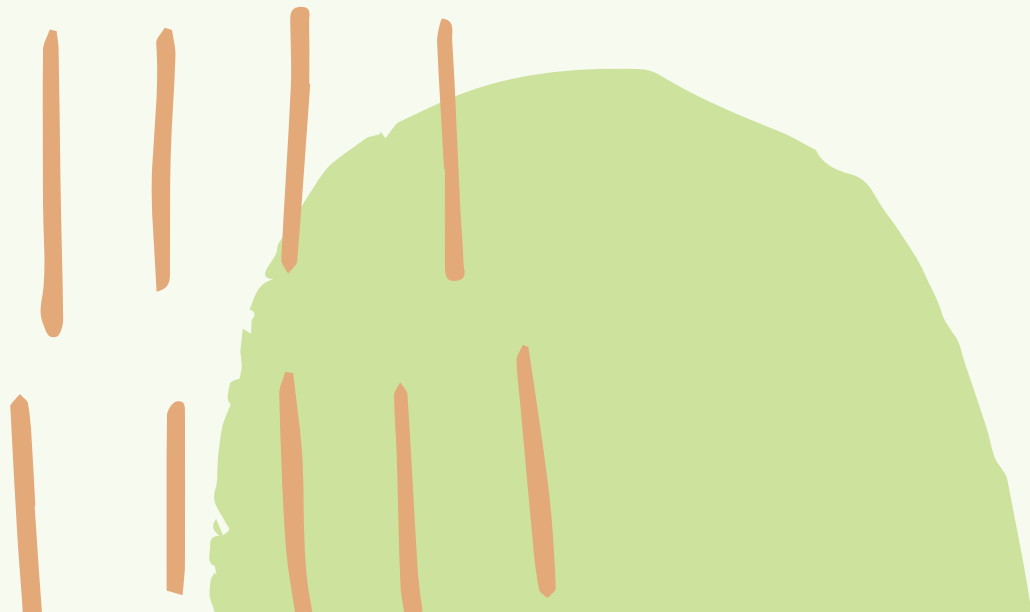
- What barriers have you met when trying to change school policy?
- How have you bypassed or overcome those challenges?

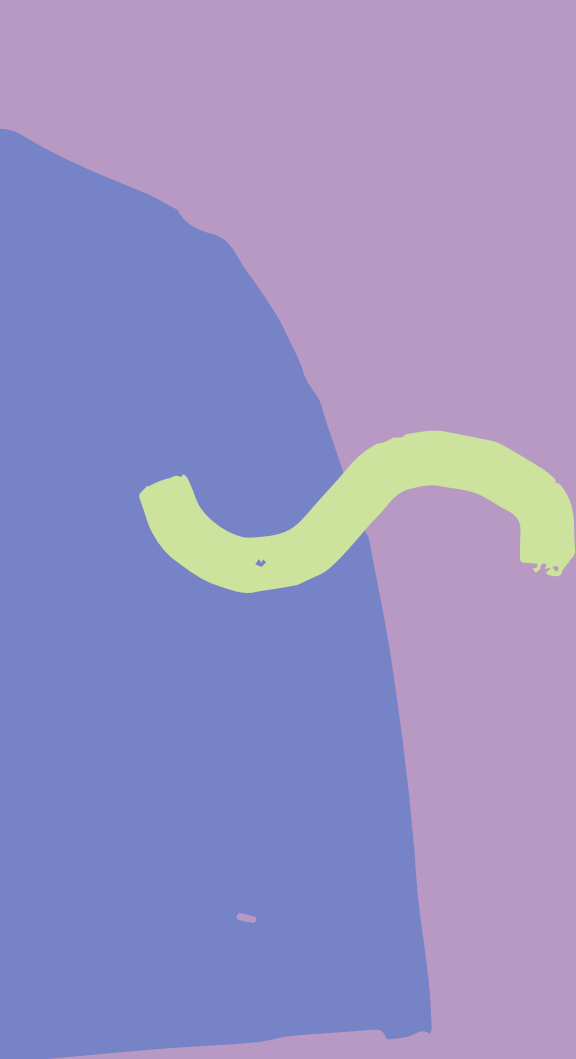




CHALLENGES AND SUCCESSES

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- What successes have you had in changing school policy?
 - What advice would you give another preventionist?





**POLL: HOW LIKELY ARE
YOU TO BEGIN WORKING
ON K-12 SCHOOL
POLICIES?**



PILOT PROCESS

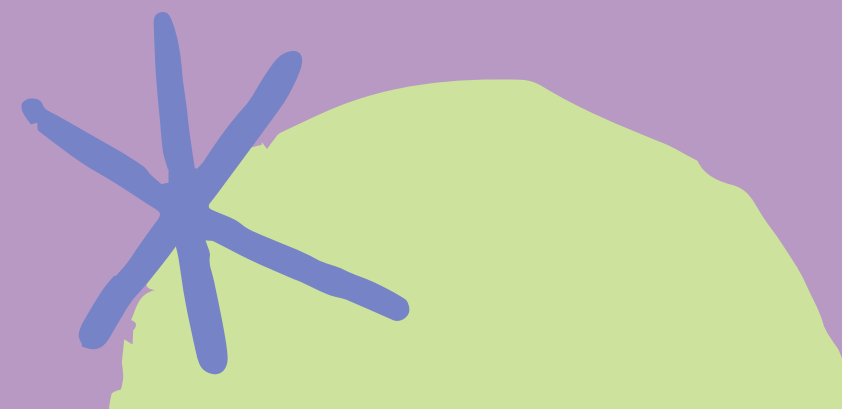
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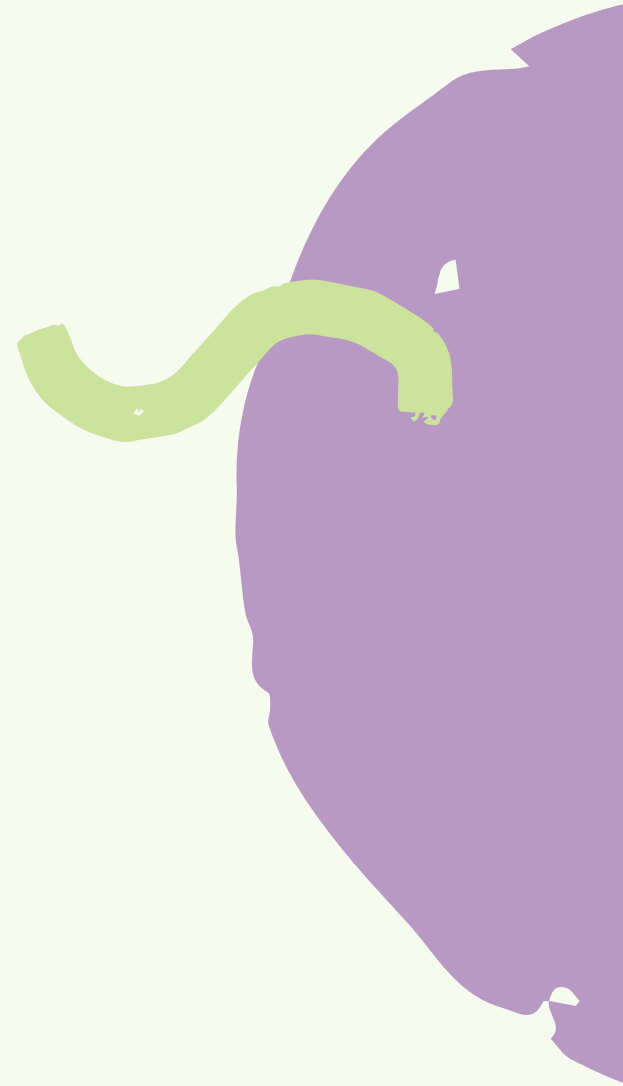
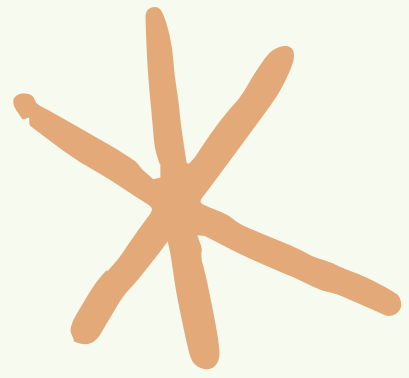
July 1 - September 1, 2021

Process:

- Use our rubric to conduct policy reviews with your local school(s)
- Fill out evaluation with feedback

Scan QR code to sign up to participate in the rubric pilot!





**WHAT QUESTIONS
CAN WE ANSWER?**





CONTACT US!

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