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Standards for Comprehensive Healthy and Safe Learning Environments

Introduction

The following Standards, Expectations and Guidelines build on the foundation of the Iowa Teaching Standards 1, 4, 6 and 8; and address Healthy and Safe Learning Environments as defined in Iowa Administrative Code 281-14.16 (256). The standards, expectations and guidelines are intended to promote a comprehensive safe learning space for learners and school staff, and to promote the dignity, care, safety, welfare, and security of each child and the school community. The standards, expectations, and guidelines are based in the Department's continuous improvement process to enhance academic and social-emotional-behavioral health outcomes for all learners. These standards are not intended to be evaluative. They complement but are not a substitute for nor an amendment to the existing Iowa Teaching Standards. The standards may be considered as evidence and should be considered as part of the discussion in addressing the growth needs of a licensed professional within the Iowa Teaching Standards.

The Standards include:

- Standard 1: Demonstrates competence in proactive, supportive classroom management strategies to intervene early and minimize the escalation of identified behavioral health symptoms and other barriers to school success. IAC 281.14.15(4-5)
- Standard 2: Demonstrates competence in nationally recognized best practices in crisis response to de-escalate behaviors likely to result in bodily harm. (IAC 281.14.11(1a), IAC 281.14.9 and 281.14.10)
- Standard 3: Knows and understands the required notification and reporting related to Comprehensive Safe and Healthy Learning Environments. (IAC 281.14.9 and IAC 281.14.10)



Standards, Guidelines, Expectations and Criteria

STANDARD 1: Demonstrates competence in proactive, supportive classroom management strategies to intervene early and minimize the escalation of identified behavioral health symptoms and other barriers to school success. IAC 281.14.15(4-5)

Guidelines	Expectations and Criteria – The Teacher
<p>1.1. Establish a safe, predictable, consistent environment that promotes belonging and relationship development.</p>	<p>1.1.1. Understands the school's specific policies and procedures for creating learning environments that are safe and supportive.</p> <p>1.1.2. Implements evidence-based classroom management strategies that include:</p> <ul style="list-style-type: none"> • An effectively designed physical classroom • Predictable classroom routines • Posted positive classroom expectations • Prompts and active supervision • Varied opportunities to respond • Acknowledgments for expected behavior
<p>1.2. Replace inappropriate behaviors with skills.</p>	<p>1.2.1. Teaches and reinforces social-emotional-behavioral expectations and competencies.</p> <p>1.2.2. Integrates universal instruction of social-emotional-learning competencies.</p>
<p>1.3. Use a continuous improvement process to Implement evidence-based interventions.</p>	<p>1.3.1. Implements evidence-based interventions that increase in intensity as needed.</p> <p>1.3.2. Engages in data-based decision making to monitor student progress in response to interventions.</p> <p>1.3.3. Implement evidence-based social-emotional interventions to meet individualized classroom needs that promote the dignity, care, safety, welfare, and security of each child and the school community.</p>
<p>1.4. Practice proactive, preventative and positive discipline.</p>	<p>1.4.1. Applies evidence-based, trauma informed, culturally responsive approaches to student discipline.</p> <p>1.4.2. Applies positive discipline consistently and fairly, with focus on teaching rather than punishment.</p>
<p>1.5. Actively engage with families to support student learning and social and emotional well-being</p>	<p>1.5.1. Promotes family engagement as an instructional strategy.</p> <p>1.5.2. Engages families as partners in identifying appropriate supports for learner success.</p>



STANDARD 2: Demonstrates competence in nationally recognized best practices in crisis response to de-escalate behaviors likely to result in bodily harm. (IAC 281.14.11(1a), IAC 281.14.9 and 281.14.10)

Guidelines	Expectations and Criteria – The Teacher:
<p>2.1. Apply crisis responses that promote the dignity, care, safety, welfare and security of each learner and the school community.</p>	<p>2.1.1. Understands the district and school crisis response plan and protocols, and their role and responsibility within it.</p> <p>2.1.2. Recognizes the stages of an escalating crisis and has knowledge of evidence-based techniques to appropriately de-escalate the situation.</p> <p>2.1.3. Understands and complies with state and local policies regarding:</p> <ul style="list-style-type: none"> • the ban on corporal punishment • the ban on mechanical and prone restraint • the limitations on use of reasonable and necessary force • limitations on physical restraint • limitations on seclusion • limitations on classroom clears

STANDARD 3: Knows and understands the required notification and reporting related to Comprehensive Safe and Healthy Learning Environments (IAC 281.14.9 and IAC 281.14.10)

Guidelines	Expectations and Criteria – The Teacher:
<p>3.1. Follow required notification and reporting related to Comprehensive Safe and Healthy Learning Environments.</p>	<p>3.1.1. Understands the school's specific policies and procedures regarding the rules of Iowa Administrative Rules 281.14 to include:</p> <ul style="list-style-type: none"> • Training on recognizing and responding to incidents that are an imminent threat of bodily injury; • Student, parent/guardian, and staff notifications and parent follow-up requirements; • Reporting requirements for incidents of assault and violence resulting in injury or property damage; • Reporting requirements for referral and transfer to therapeutic classroom(s); • The school's specific crisis response plan for incidents of imminent threat; • Staff and student support following a crisis or significant event