

Safe & Supportive Schools Technical Assistance Center

Opening Webinar

October 10, 2019

Hosted by:



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity



Introductions – Who's on the call?

NYS Education Department

Michele Shahan, Gwyn Marschman

Grantee Sites

Safe and Supportive Schools TAC

Halley Eacker, Rebecca Shea, Kelly Valmore

NYS Center for School Safety

Tina Tierney



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Our Purpose

- Provide information on **grant funding**
- Outline opportunities for **professional development** and **technical assistance**
- Review **data indicators** for end-of-grant reporting
- Address **questions/clarifications**



Fiscal Update: 2019-20 Grant Year

- To date:
 - 13 grants have been encumbered and are pending disbursement by SED Grants Finance
 - 3 are waiting on revisions, signed originals or under review
- Grant funds are being distributed to districts with a 25% advance
- View status here: <http://www.oms.nysed.gov/cafe/reports/>
- Check with your district finance office for instructions on requesting reimbursement for the remaining 75% over the 2019-20 grant term



Fiscal Update: 2020-21 Grant Year

- The legislature has allowed SED to award a second year of funding to the current 16 Safe and Supportive Schools Grantees
- Year 2 is for the 2020-21 SY (July 1, 2020 – June 30, 2021)
- Workplan, Narrative and FS-10 for Year 2 activities due in Spring 2020
- Fiscal Questions: SchoolClimate@nysed.gov



Professional Development, Technical Assistance, and Coaching

The purpose of the Safe & Supportive Schools Technical Assistance Center is to provide differentiated support around the implementation of school climate initiatives.

Target the **skills and content** you identified as meaningful and important to your site's progress.

Build a **supportive network** of schools implementing similar practices.

Provide opportunities for you to **problem-solve with experts**.

Content Webinars

- Each **1-hour webinar** will include:
 - 30-40 min. of content (e.g. an exemplar, strategy, and/or tool)
 - 20-30 min. Q&A and discussion
- Participants are invited to **ask site-specific questions** and hear from other grantee schools implementing similar practices
- Resources (e.g. links, videos, templates) will be provided
- **Attendance is required to a minimum of two sessions.**
 - It is recommended that teams attend a full strand. Teams may divide attendance among various members. It is encouraged that teams attend additional sessions that may be relevant or beneficial.
- **CTLE credits** will be available for attendance to content webinars



Registration links will be sent via email in coming weeks

Fall/Winter 2019 Content Webinar “Strands”

Strand	Speaker/Presenter	Part 1	Part 2
Dig into Data: Reducing Exclusionary Discipline	Halley Eacker , Director, Safe and Supportive Schools Technical Assistance Center	November 6 3:30-4:30	December 18 3:30-4:30
Cracking the Code on Chronic Absenteeism	Sarah Jonas , Executive Director, Office of Community Schools at NYCDOE Sarah Peterson , Director of Research and Development, Office of Community Schools at NYCDOE	November 1 9:00-10:00	December 13 9:00-10:00
Implementing Restorative Practices	Lori DeCarlo , Superintendent, Randolph Academy	November 15 1:00-2:00	December 6 1:00-2:00

Tentative topics for Spring 2020: Trauma-informed classrooms, cultural responsiveness and equity, family engagement, restorative practices, and multi-tiered systems of support for SEL.



Newsletter

- Provide grantees with **important information** regarding grant requirements (e.g. upcoming events)
- **Supply resources** for administration, staff, and students
- **Celebrations** of grant activities



Look for a newsletter in your inbox
each month beginning in November!



Technical Assistance and Coaching

- The SSS-TAC will reach out to check in with you and your teams **via Zoom/Conference call** on a monthly basis.
- We are available to provide the following:
 - Answer site-specific questions regarding **grant requirements** or implementation of **work plan**
 - Provide support regarding the use of **school climate frameworks**
 - Ongoing **needs assessment** for grantee sites
 - Provide individualized support to teams around **goals/objectives**
 - Monitor progress on **intermediate outcomes** related to indicators
 - Supply **resources** for administration, staff, and students
 - Provide **feedback** regarding specific practices or processes

Site Visits

- For the purposes of this project, a site visit is not evaluative.
- Instead, it is to provide **on-site technical assistance or coaching** of the elements discussed on the previous slide and to support the implementation of your action plans.
- If you would like to schedule for an SSS-TAC staff to visit your site, let us know and we'd be happy to organize it.

Resources and Tools

- The SSS-TAC will host materials and resources on their website, including:
 - Access to **SEL frameworks** and exemplars of application of guidelines into practice
 - **Evidence-based resources** around bullying, chronic absenteeism, violence prevention, and school climate
 - Evidence-based resources around **implementation science strategies** and **processes**



Data Indicators and Progress Monitoring

What data will be reported?

Indicator	Measured by
Suspension rate	The count of students suspended from school for one full day or longer as a percentage of enrollment
School Violence Index (SVI)	The count of weighted incidents as a percentage of enrollment
Chronic Absenteeism	Number of students missing 10% or more of school days
Drop out	Number of students (grades 7-12 and ungraded secondary students) whose last regular enrollment record indicated they dropped out of school
Incidents of bullying	Incidents of discrimination and/or harassment or incidents of cyber-bullying

Progress Monitoring

- The SSS-TAC will also monitor progress on the measurable goals and objectives in your work plans.



Who will participate in the conversation?

Team Leader or other active member(s) involved in the implementation of these initiatives, as well as administrator(s) and leadership, as needed.



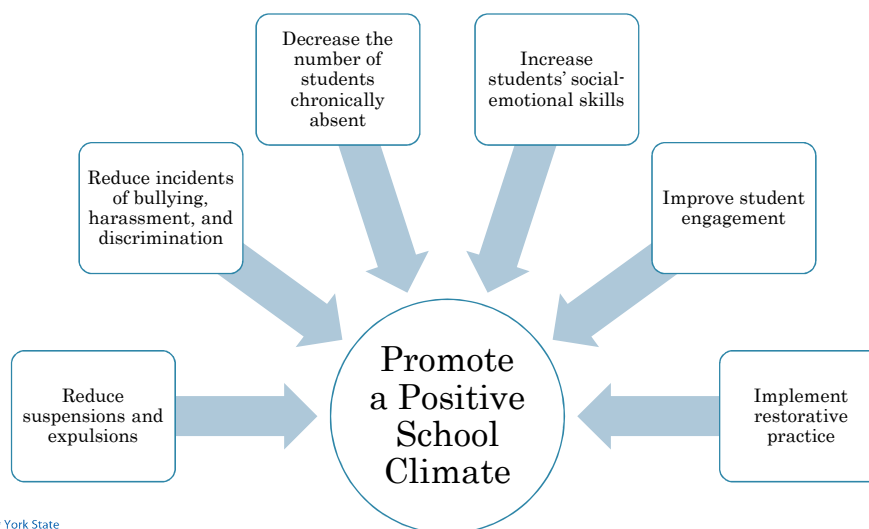
When will progress be monitored?

Monthly, during check-ins with the Team Leader and/or School Climate Planning Team.

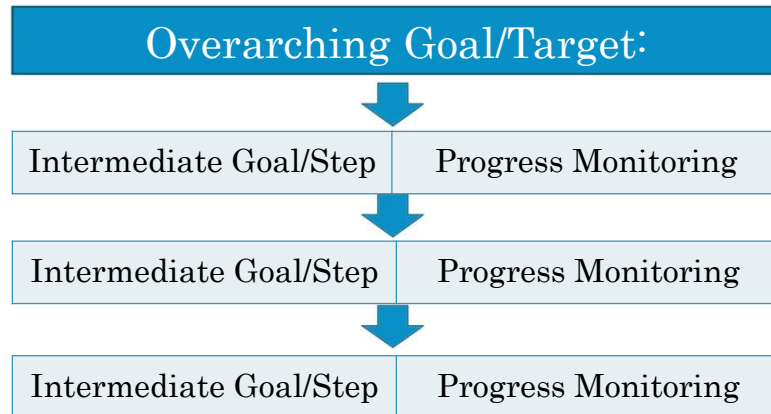
Checking In

- The SSS-TAC will check in with you via a scheduled Zoom/Conference Call or site visit
- Our conversations will be focused on:
 - Create S.M.A.R.T. long-term goals
 - Develop short-term objectives to meet long-term goals
 - Support self-assessment of practices and/or processes
 - Monitor progress with related data points

Create S.M.A.R.T. long-term goals.



Develop short term objectives to meet long term goals.



Support self-assessment of practices and/or processes.

- What steps do you need to consider?
- What stakeholders do you need to support? In what ways?
- Is it working? How do you know?
- What adjustments, if any, need to be made?



Long Term Goal

A **high-level result** of the initiative stated in general terms, such as reduced suspensions and expulsions.

Short Term Objective

A **shorter-range measurable change**, such as an increase in Grade 8 classrooms implementing restorative circles.

Practices and Processes

The **strategy or action steps taken**, such as staff receive a two-day workshop training in restorative practices and develop a plan to monitor progress.

Implementation Guide

Goal 1: Develop a School Climate planning team.

Guiding Questions:

1. Who are the key leaders in your school/community who should be included in planning?
2. Is there a team currently in place? If yes, does the existing team represent the staff? Community? Stakeholders? Parents? Students? Who needs to be added?
3. What are the roles and responsibilities of the team?
4. What resources or technical support is needed for the team to make informed decisions around school climate data, practices, and/or implementation?

Not in Place	In Progress	Fully Implemented
Team has not yet been established.	Team is in place. Still working on engaging all stakeholders and meeting regularly. Clear schedule and protocol are being developed but not implemented.	Team is in place with fully defined roles and responsibilities. Team meets regularly, following recommended procedures and protocols. Team is working to communicate with other important teams.

Action Components:

- A. There is a School Climate planning team that meets regularly, leads and monitors school climate efforts.
- B. Roles and responsibilities for each member are carried out as defined.
- C. Clear schedule and protocol for meetings and framework for agendas [e.g. PDSA cycle, team-initiated problem solving (TIPS)]
- D. The planning team aligns with other important teams (e.g. the RtI/PBIS team).
- E. The team is composed of a diversity of stakeholders representing the groups in the school community.
- F. Team members have sufficient knowledge, time, and support to engage in the work (e.g. technical support is provided to the team so that everyone can make informed decisions).

Possible Evidence:

- Team members – Roles and Responsibilities
- Team Calendar
- Team Meeting agendas, notes/minutes, attendance

Related Data Points

- School Climate Survey data
- Disciplinary actions, suspension and expulsion data (e.g. major/minor infractions)
- Surveys of staff and students
- Reports of bullying incidents
- Local attendance data
- Multi-tiered systems of support data (e.g. screening, tiered intervention data)
- Retention data

What's next?

- Materials and resources from this webinar will be available on our website
- Information regarding the upcoming content webinars will be available via a flyer that will be sent out with links for registration
- Please contact us at the SSS-TAC if you would like to schedule a site visit
- We will reach out in the coming weeks to schedule a time to check in and see how things are going

Thank You!

Contact the SSS-TAC:

Halley Eacker, Director, heacker@measinc.com

Rebecca Shea, Senior Staff Developer, rshea@measinc.com

Kelly Valmore, Senior Staff Developer, kvalmore@measinc.com

Visit us on the web:

Safe and Supportive Schools Technical Assistance Center

<https://www.nyscfss.org/sss-tac>

New York State Center for School Safety (CFSS)

<https://www.nyscfss.org/>

