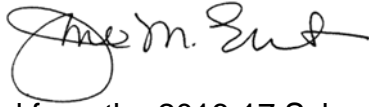





**TO:** The Honorable the Members of the Board of Regents

**FROM:** Jhone M. Ebert 

**SUBJECT:** Lessons Learned from the 2016-17 School Climate Testing Pilot and an Overview of Effective School Climate Frameworks

**DATE:** November 2, 2017

**AUTHORIZATION(S):** 

## SUMMARY

### **Issue for Discussion**

This is a follow-up discussion item from the June 2017 Board of Regents meeting in which staff presented an update on the progress made in implementing several of the New York State Safe Schools Task Force recommendations, including the components of the School Climate Index.

### **Proposed Handling**

This issue will be before the Board of Regents for discussion at the November 2017 meeting.

### **Background Information**

In January 2013, the Board of Regents directed the Department to re-establish the New York State Safe Schools Task Force (Task Force) immediately after the tragedy that occurred at Sandy Hook Elementary School in December 2012.

A kick-off meeting of the Task Force was held on May 8, 2013, followed by a series of Workgroup meetings and a Student Forum to hear the student's perspective on issues related to school safety. During the 2014-15 school year, three workgroups (School Culture/Student Engagement; Data Use/Reporting; and Building Security/Infrastructure) met regularly to develop recommendations for the Department related to school safety. At the

September 2014 Board of Regents meeting, members of the Task Force presented the full set of 36 recommendations in priority order to the P-12 Education Committee.

Since that time, Department staff from the Office of Student Support Services have been working collaboratively with staff from other offices within the Department and Task Force members<sup>1</sup> to implement the Task Force recommendations. Promoting and measuring school climate continues to be a priority and includes a focus on Social Emotional Learning to help students learn the essential skills that affect every area of our lives, including how to understand and manage emotions, and how to establish and maintain positive relationships.

At the June 2017 meeting of the Board of Regents, Department staff shared information about the implementation of the U.S. Department of Education's school climate surveys in six school districts in New York during the 2016-17 school year. At the November 2017 Board meeting, Department staff will be joined by representatives from two of the six districts who will discuss lessons learned from implementation of the U.S. Department of Education's school climate surveys and share information about implementing Social Emotional Learning (SEL), Restorative Practices and Trauma-Informed Approaches in schools that are evidenced-based and proven to be effective in improving student outcomes. They will also be joined by staff from the New York State Division of Criminal Justice Services (NYSDCJS), who assisted with the roll-out of training to schools on Restorative Practices, and the Director for the Social and Emotional Learning Center at the Children's Institute in Rochester.<sup>2</sup>

Representatives are:

- Laurence Spring, Superintendent of Schools, Schenectady City School District;
- Dr. Genelle Morris, Chief Accountability Officer/Chief Information Officer, and Ebony Bullock, Assistant Superintendent of School Effectiveness, Annual Professional Performance Review, and Data Driven Instruction, Buffalo City School District;
- Mark White, Deputy Commissioner for the Office of Youth Justice, NYSDCJS; and
- Elizabeth Devaney, Director of the Center for Social and Emotional Learning at the Children's Institute, Rochester (*formerly with CASEL*).

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<sup>1</sup> NYSED Offices – Student Support Services; Office of Counsel; Accountability; Information and Reporting Services; Information Technology; Special Education; Bilingual Education and World Languages; Higher Education; Governmental Relations; and Facilities Planning. Task Force members include school and district officials and personnel; education advocates and union representatives; community health, mental health, social services and law enforcement personnel; and staff from the following State agencies: Division of Homeland Security & Emergency Services; State Police; Division of Criminal Justice Services; Office of Mental Health, Office of Children and Family Services, and Department of Health.

<sup>2</sup>The Social Emotional Learning Center at the Children's Institute in Rochester provides training, professional development, capacity building and tools to support SEL implementation in schools.

## Related Regents Items

- **June 2017**, [Update on Status of the Safe Schools Task Force Recommendations](#)  
<http://www.regents.nysed.gov/common/regents/files/617p12d1.pdf>
- **May 2017**, [Amendment of Sections 52.21, 100.2\(j\) and Part 80 of the Commissioner's Regulations Relating to School Counseling, Certification Requirements School Counselors and Program Registration Requirements for School Counseling Preparation Programs](#)  
<http://www.regents.nysed.gov/common/regents/files/517brca14.pdf>
- **December 2016**, [Amendment of Section 100.2\(gg\) of the Commissioner's Regulations Relating to the Uniform Violent and Disruptive Incident Reporting System \(VADIR\)](#)  
<http://www.regents.nysed.gov/common/regents/files/1216p12a2.pdf>
- **September 2016**, Proposed Amendment of Section 100.2(gg) of the Commissioner's Regulations, [Regulations Relating to the Uniform Violent and Disruptive Incident Reporting System \(VADIR\)](#);  
<http://www.regents.nysed.gov/common/regents/files/916p12d2.pdf>;  
  
Amendment of Sections 155.17 of the Commissioner's [Regulations Relating to School Safety Plans and Fire and Emergency Drills](#)  
<http://www.regents.nysed.gov/common/regents/files/916brca15.pdf>
- **June 2016**, Proposed Amendment of Sections 155.17 of the Commissioner's: [Regulations relating to School Safety Plans and Fire and Emergency Drills](#)  
<http://www.regents.nysed.gov/common/regents/files/616p12a3.pdf>
- **May 2016**, [Violent and Disruptive Incident Reporting and Calculating the School Violent Index](#)  
<http://www.regents.nysed.gov/common/regents/files/516p12d1.pdf>;  
  
[Presentation, Violent and Disruptive Incident Reporting and Calculating the School Violence Index](#)  
<https://www.regents.nysed.gov/common/regents/files/P-12%20Violent%20and%20Disruptive%20Incident%20Report.pdf>
- **October 2015**, [New York State Safe Schools Task Force: Status Update](#)

<https://www.regents.nysed.gov/common/regents/files/meetings/Oct%202015/1015p12d1.pdf>

- **September 2014**, [Safe Schools Task Force Recommendation](#)

<http://www.regents.nysed.gov/common/regents/files/914p12d6.pdf>

[NYS Safe Schools Task Force Presentation](#)

<http://www.regents.nysed.gov/common/regents/files/SafeSchoolsTaskForce.pdf>

- **June 2014**, [Safe Schools Task Force Update June 2014](#)

<http://www.regents.nysed.gov/common/regents/files/614p12d1.pdf>

[NYS Safe Schools Task Force Presentation](#)

<http://www.regents.nysed.gov/common/regents/files/SafeSchools.pdf>

- **October 2013**, [Safe School Task Force Update October 2013](#)

<http://www.regents.nysed.gov/common/regents/files/1013p12d1%5B1%5D.pdf>

- **March 2013**, [Safe Schools Task Force Update March 2013](#)

<http://www.regents.nysed.gov/common/regents/files/313p12d1%5B1%5D.pdf>

## Next Steps

The Department will:

- 1) Implement a full-scale Pilot of the school climate surveys and the school climate index in the 2017-18 school year with the expectation that it is fully implemented across school districts in New York State during the 2018-19 school year.
- 2) Distribute model materials on Social Emotional Learning (SEL) to schools during the 2017-18 school year.
- 3) Explore ways to build capacity within the Department to assist schools and districts with the implementation of the school climate surveys and the index, including developing and disseminating guidance, resources, and training as well as providing technical assistance to school communities.