Update on the Implementation of the New York State Safe Schools Task Force Recommendations

New York State Board of Regents
May 2019

Presenters

- **Renée Rider, NYSED Associate Commissioner, Office of School Operations and Management Services**

- **Captain Scott Reichel, New York State Police**

- **Kathleen DeCataldo, NYSED Assistant Commissioner, Office of Student Support Services**

NYS Board of Regents Re-Established the New York State Safe Schools Task Force

- In January 2013, the NYS Board of Regents re-established the NYS Safe Schools Task Force which was charged with making recommendations to the Board to improve school safety in NYS.

- **Vision Statement:**

    "School environments in New York State will effectively promote and protect the well-being of ALL students and personnel each day and into the future."

Safe Schools is a **multi-faceted topic** that takes a **multi-pronged approach** to be successful**.**

The NYS Safe Schools Task Force formulated Three Workgroups:

1. School Climate and Student Engagement
2. Data Use and Reporting
3. Building Infrastructure and Security

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

The NYS School Safety Improvement Team

In 2013, the Governor established the New York State School Safety Improvement Team requiring the following State agencies to meet regularly to improve School Safety:

- New York State Police;
- New York State Division of Criminal Justice Services;
- New York State Division of Homeland Security and Emergency Services;
- New York State Education Department; and
- Governor's Office.

Actions Taken After Tragedies

Columbine High School – April 1999: NYS enacts Schools Against Violence in Education (SAVE) Legislation (focus on measuring school violence)

Sandy Hook Elementary School - December 2012: NYS Safe Schools Task Force develops 36 recommendations (focus on social emotional learning and promoting and measuring school climate)

Marjory Stoneman Douglas High School – February 2018: focus on hardening of schools, hiring of school resource officers, and suggestions to arm teachers

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Schools

Police

What has the School Safety Improvement Team done?

- Established a standard template for Building Level Emergency Response Planning

- Established a secure system for schools to submit Plans and recommended new submission dates

- Amendments to NYS Education Law §807 and 2801-a

Plan Due Dates

PUBLIC

- District-wide School Safety Plans:
  - Broad, overarching narrative written for public audience.
  - Includes Code of Conduct and Dignity for All Students Act (DASA).
  - Reviewed and adopted annually.
  - Posted to District website.
  - District must send the website URL to NYSED (via BEDS).
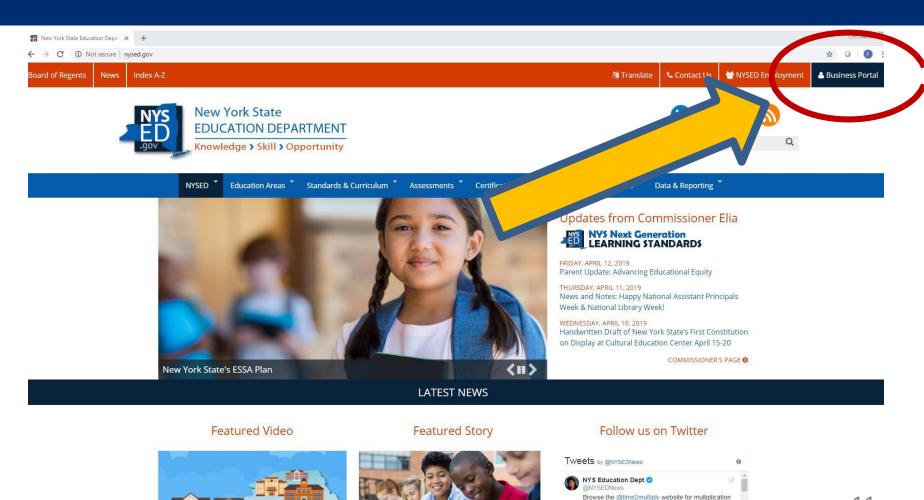
NEW YORK STATE | State Police

Plan Due Dates

School Building-level Emergency Response Plan

- Reviewed by Building-level team annually and adopted by the BOE by September 1 annually.

- Data entered into the NYSED Business Portal and submitted no later than October 15 each year (sent directly to the NY State Police).

- Each school should also submit their Emergency Response Plan to local law enforcement.

Operation Safeguard

- NYSP posts school Building-level plans to eJustice.

- Law Enforcement throughout New York State can access their respective plan in case of an emergency.

EMERGENCY Response

Insert Legal School Name

Insert 911 Address

Mandated term

Mandated definition

Recommended actions

Shelter-In-Place	Hold-In-Place	Evacuate	Lockout	Lockdown
Used to shelter students and staff inside the building.	Used to limit movement of students and staff while dealing with short term emergencies.	Used to evacuate students and staff from the building.	Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school.	Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.
• Listen for instructions about the situation and your actions. • Students in hallways should return to assigned classroom, if possible. • Classroom teachers, take attendance. • All other staff assist students, as needed. • Move away from windows, if situation warrants. • If instructed, move out of classroom to designated safe area. Stay together at all times. • Take Attendance. • Listen for updates.	• Listen for instructions about the situation and your actions. • Students in hallways should return to assigned classroom, if possible. • Classroom teachers, take attendance. • All other staff assist students, as needed. • Listen for updates.	• Listen for instructions about the situation and your actions. • Lead students to designated assembly or announced assembly area. Use secondary route, if necessary. • Bring attendance list and class roster. • Close the classroom door after exiting. • Take attendance when safe to do so. • If evacuating off site, take attendance before moving from and upon arrival at off site location. • Listen for Updates.	• Listen for instructions regarding the situation and your actions. • Lock all exterior windows. • Leave blinds/lights as they are. • Take Attendance. • After initial instructions listen for updates. • Classroom instruction continues as normal. • All outdoor activities are terminated. • Listen for updates.	• When you hear lockdown announced, you should move quickly to execute the following actions. • If safe, gather students from hallways and common areas near your classroom. • Lock your door. Barricade if necessary. • Move students to a safe area in the classroom out of sight of the door. • Leave windows, blinds/lights as they are. • Keep everyone quiet, silence cell phones. • Take attendance, if possible. • Do not communicate through door or answer room phone. • Do not respond to P.A. announcements or fire alarm. • Stay hidden until physically released by law enforcement personnel.

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Standardized Terms Modification

- These are mandated terms and shall not be modified or deviated from.

- Modification such as "Soft-Lockdown" or "Hard-Lockdown" only creates confusion for both students and staff as well as responding law enforcement.

- Softening up a Lockdown is no longer a Lockdown!

KEEP CALM AND FOLLOW PROTOCOL

Run, Hide, Fight!

Take Action!!

RUN/ESCAPE
IF POSSIBLE

HIDE
IF ESCAPE IS NOT POSSIBLE

FIGHT
ONLY AS A LAST RESORT

Lockdown- Drills

- Each Building will conduct **12 Drills per School Year**:
    - **8** must be Evacuation Drills
    - **4** must be Lockdown Drills
- For Lockdown drills, you are drilling to get into lockdown quickly
- Drills help discover door hardware repair needs or replacement

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Training Resources

- Multi-hazard Emergency Planning for Schools Course (Division of Homeland Security and Emergency Services)

- School Violence: Incident Prevention and Response Workshop (New York State Police)

- NYS Center for School Safety

- NYSED's New, 5-Year Federal Grant to Provide Training to Schools in Emergency Preparedness and Safety

- School Safety Improvement Team members are collaborating currently to review School Resource Officer (SRO) Training curriculum

2019-20 State Enacted Budget Requires Memorandums of Understanding (MOUs) Between School Districts and Law Enforcement

The MOUs must:
- Define the roles and areas of responsibility of the following:
    - school resource officers,
    - law enforcement,
    - school personnel, and
    - security personnel

 and their involvement within a school.

- Clearly Delegate the Role of School Discipline to the School Administration

New York State Safe Schools Task Force
Data Use and Reporting Workgroup Recommendations

Safe Schools Task Force Recommendations about Violent and Disruptive Incident Reporting (VADIR)

- Refine incident categories **focusing on the most violent incidents** as the Department identifies schools as persistently dangerous, pursuant to federal requirements

- Align and **combine the reporting mechanisms for VADIR and Dignity for All Students (DASA)**

- Provide greater technical assistance to schools on data collection, use and reporting

Violent and Disruptive Incidents Categories Amendments to Commissioner's Regulation 100.2 (gg)

Streamlined VADIR Categories from Twenty to Nine

1. Homicide
2. Sex Offenses
3. Physical Injury
4. Weapons Possession
5. Material Incidents of Intimidation, Harassment, Menacing or Bullying
6. Bomb Threat
7. False Alarm
8. Drug Use, Possession, or Sale
9. Alcohol Use, Possession, or Sale

New York State Safe Schools Task Force

School Climate/Student Engagement Workgroup Recommendations

What is School Climate?

"the way school culture affects a **child's sense of safety and acceptance**, and consequently is a critical determinant of their ability to focus on the task of learning".

Dessel, A. (2010) Prejudice in schools: promotion of an inclusive culture and climate. Education and Urban Society, 42(4), 407-429.

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A Positive School Climate

- **Increases**
  - Attendance
  - Achievement
  - Retention
  - Graduation Rates
  - Motivation to Learn
  - Psychological well-being
  - Teacher Retention

- **Decreases**
  - Absenteeism
  - Suspensions
  - Substance Abuse
  - Bullying
  - Negative effects of self-criticism and socioeconomic status on academic success
  - Teacher Burnout

New York State Center for School Safety
https://www.nyscfss.org/

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Why Measure School Climate?

Research suggests that:

- The **quality of the school climate** may be the **single most predictive factor** in any school's capacity to **promote student achievement**;

- If we want achievement gains, we need to begin by improving the school climate.

Shindler, J., Jones, A., Williams, A.D., Taylor, C., Cardenia, H. (2016). The school climate-student achievement connection: If we want achievement gains, we need to begin by improving the climate. Journal of School Administration Research and Development 1(1), 9-16.

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Implementing a Comprehensive School Climate Strategy

Five –Step Plan:

1. **Choose a School Climate Framework** and develop a school climate mission statement

2. **Establish a Community Engagement Team**

3. **Administer** the US Department of Education **school climate surveys** to students, staff (instructional and non-instructional), and parents

4. **Generate reports** that summarize the survey response data, review and analyze the survey data (and other pertinent data - chronic absenteeism data, school discipline or violent incident data) with the Community Engagement Team

5. Create and **implement an action plan with the Community Engagement Team** to address areas of identified need

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Components of a Positive School Climate

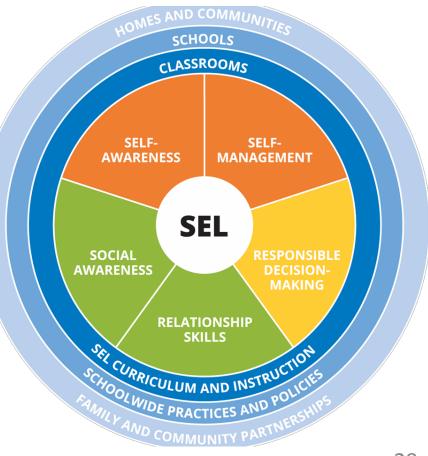# Social Emotional Learning: What We Teach

If a child doesn't know how to read, we teach.

If a child doesn't know how to swim, we teach.

If a child doesn't know how to multiply, we teach.

If a child doesn't know how to drive, we teach.

If a child doesn't know how to behave, we

……teach? ……punish?

Why can't we finish the last sentence as automatically as we do the others?

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New York State Endorsed Social Emotional Learning Five Core Competencies

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Example of Social Emotional Learning Benchmarks

Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.

The ability to recognize the thoughts, feelings, and perspectives of other individuals, including ideas and viewpoints that are different from one's own, and to empathize with others from diverse backgrounds, is central to forming and maintaining positive relationships at all life stages. Equally important to establishing positive peer, family, and work relationships are strategies and skills that enable one to adapt one's behavior in various settings, cooperate and collaborate with another person or in a group, communicate respectfully, and constructively resolve conflicts with others.

Grade Level	Early Elementary (K-3)	Late Elementary (4-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
A. Recognize the feelings and perspectives of others.	**2A.1a.** Recognize that others may experience situations differently from oneself. **2A.1b.** Use listening skills to identify the feelings and perspectives of others.	**2A.2a.** Identify verbal, physical, and situational cues that indicate how others may feel. **2A.2b.** Describe the expressed feelings and perspectives of others.	**2A.3a.** Hypothesize others' feelings and perspectives in a variety of situations and explain the reasons for one's conjecture. **2A.3b.** Analyze how one's behavior may affect others.	**2A.4a.** Analyze similarities and differences between one's own and others' perspectives. **2A.4b.** Use communication skills to gain understanding of others' feelings and perspectives.	**2A.5a.** Demonstrate how to express understanding of those who hold different opinions. **2A.5b.** Demonstrate ways to express empathy for others.
B. Recognize individual and group similarities and differences.	**2B.1a.** Describe the ways that people are similar and different. **2B.1b.** Describe positive qualities in others.	**2B.2a.** Identify differences among, and contributions of, various social and cultural groups. **2B.2b.** Demonstrate how to interact positively with those who are different from oneself.	**2B.3a.** Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it. **2B.3b.** Analyze the effects of taking action to oppose bullying and/or bias based behavior based on individual and group differences.	**2B.4a.** Analyze the origins and negative effects of stereotyping and prejudice. **2B.4b.** Demonstrate respect for individuals from different social and cultural groups.	**2B.5a.** Evaluate strategies for being respectful of others and opposing stereotyping and prejudice. **2B.5b.** Evaluate how advocacy for the well-being and rights of others contributes to the common good.

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Sample SEL Learning Activities and Teaching Practices, Grades 9-12 Social Studies

Social Emotional Learning Competency
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.[4]

Fostering Relationship skills may integrate with the following Social Studies Standards:
This is not an exhaustive list. Opportunities for alignment with other Social Studies standards may exist, and many standards may align with multiple SEL competencies.
NYS Social Studies Learning Standards
Standard 1,2,5; ID, MOV, CIV (http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-9-12.pdf)

SAMPLE SEL ACTIVITIES

- Lead a community service project so students can practice communication, assertiveness, problem solving, and helping others; at the same time, they are learning about the needs of their community.
- In preparation for presentations, teach lessons to develop speaking and listening skills (e.g., how to identify and prepare one's message, how to introduce oneself and be sure others are listening, how to speak loudly and clearly so that others can hear, etc.)
- Teach lessons to develop listening, including nonverbal behavioral to show you are listening.

1st in the Nation to Require Mental Health Education in State Law

In 2016, **New York State** became the 1st in the nation to require mental health education in schools by amending State Education Law as follows:

- "… recognizing the multidimensions of health and its relation to mental health" and
- "… to enhance student understanding, attitudes and behaviors that promote health, well-being and human dignity."

-Chapter 390 of the Laws of 2016 with an effective date of July 1, 2018

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Resources on the NYSED Website

1. Safe and Supportive Schools Grant Program:
   a. $1.6M for grants to schools - 16 School Districts received up to $100,000 to help measure and improve school climate
   b. Established a Safe and Supportive Schools Technical Assistance Center to:

   - provide on-site technical assistance to grantees and monitor the implementation of grantee school climate improvement plans; and

   - identify appropriate, evidence-based providers of programs in bullying and violence prevention and school climate improvement targeted for districts across the State

2. [School Mental Health Resource Training Center](#) in collaboration with the Mental Health Association of New York State (MHANYS)

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Resources on the NYSED Website

- Social Emotional Learning: Essential for Learning, Essential for Life, Essential for New York - http://www.p12.nysed.gov/sss/sel

- Mental Health Education Literacy in Schools: Linking to a Continuum of Well-Being - http://www.nysed.gov/curriculum-instruction/mental-health

- Guiding Principles: A Resource Guide for Improving School Climate and Discipline - https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf

- Stolen Time: New York State's Suspension Crisis - https://equityinedny.edtrust.org/stolen-time/

- New York State Center for School Safety - https://www.nyscfss.org/

- Approved New York State ESSA Plan - http://www.nysed.gov/essa/nys-essa-plan

- National Center on Safe Supportive Learning Environments - https://safesupportivelearning.ed.gov/

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