



Safe and Supportive Schools: A National Initiative

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Safe and Supportive Schools
Technical Assistance Center**

**California S3 Symposium
Garden Grove, CA
November 15, 2012**

About Safe and Supportive Schools Initiative



Safe and Supportive Schools
Engagement | Safety | Environment

The Safe and Supportive Schools Technical Assistance Center



- Funded by the U.S. Department of Education's Office of Safe and Healthy Students.
- Provides **training and support** to states, including 11 grantees funded under the Safe and Supportive Schools Program, their participating Local Education Agencies (districts).
- Provides **information and technical assistance** to schools, districts, communities, states and other federal grantees programs regarding the **conditions for learning**.
- Goal is **to improve schools' conditions for learning through measurement and program implementation**, so that all students have the opportunity to realize academic success in safe and supportive environments.

Safe and Supportive Schools Website



<http://safesupportiveschools.ed.gov>



Safe and Supportive Schools
Engagement | Safety | Environment

- Home
- Technical Assistance
- Events
- Topics & Research
- States & Grantees
- News
- About

Springboard

Roles

- School/District Administrators
- Teachers
- School Support Staff
- State Administrators
- Community & Family

Topics

- Engagement
- Environment
- Safety
- School Climate Measurement



Safe and Supportive Schools Grantees

Technical Assistance

Need help improving the conditions for learning in your school, district, or state? [Get Help](#)

Upcoming Events

Using Data to Identify Programmatic Interventions

Dec 14 4:00 pm - 5:30 pm ET
Dec 15 11:00 am - 12:30 pm ET

[Learn More](#)



[View Events](#)

Research

The U.S. Department of Education released a new report summarizing current approaches in the 46 states with anti-bullying laws and the 41 states that have created anti-bullying policies as models for schools. [Full report](#)

A National Institute of Justice (NIJ) study has found that school-level interventions reduced dating violence as much as 50 percent in 30 New York City public schools. [Full report](#)

State in Focus

Louisiana

In October 2011, the Louisiana Department of Education (LDOE) posted 2010-2011 School Climate Report Cards for the eight districts currently participating in the Safe and Supportive Schools initiative. These report cards can be viewed on the [LDOE website](#).



Partner Highlights

New Search Tool Helps Users Find Federal Grants to Fund Youth Programs

October 25, 2011

The Interagency Working Group on Youth Programs (FindYouthInfo.gov) has created an online Web tool that allows users to search for federal grant opportunities by youth topic or federal agency on Grants.gov. Grants.gov provides information...

[Full post](#) | [All posts](#)

News Clips

December 06, 2011

Youth Sexting Not All That Common, Reports Find

Illegal actions involving sexting befall a relatively small number of youth Internet users nationally, according to two reports from the University of New Hampshire. But the reports focus on transmission of videos and pictures, and don't address sexually explicit text-based messages.



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Safe and Supportive Schools Initiative

Funded Fall of 2010

IT'S SIMPLE.

**STUDENTS CAN'T LEARN IF THEY DON'T FEEL
SAFE.**

PERIOD.

KEVIN JENNINGS, 2011



In a Safe Supportive School



Every Student Feels Like...

- **They Belong.**
- **They are Valued.**
- **They are Physically and Emotionally Safe.**



Tie Safe Schools into Ed Reform Agenda

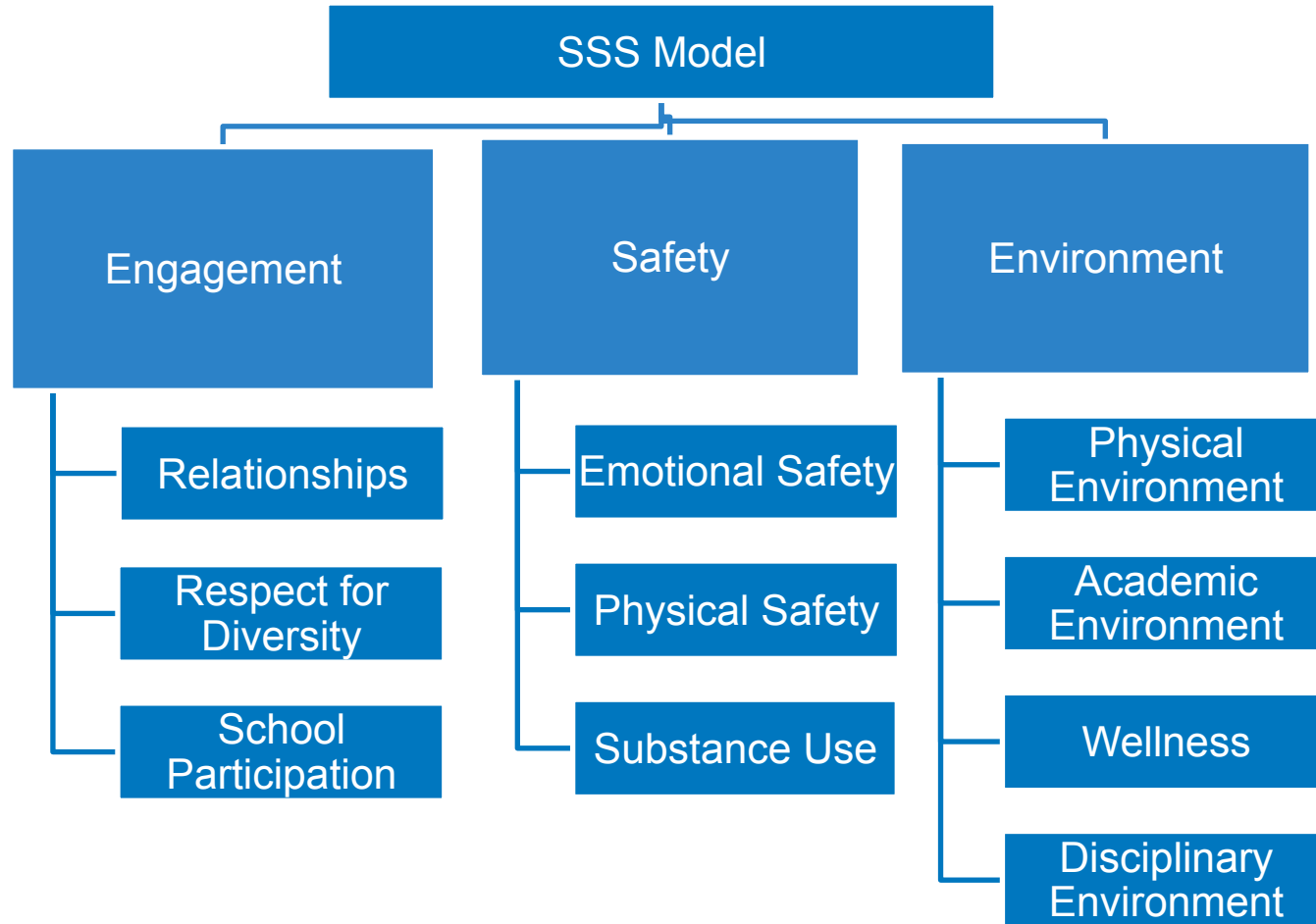


Build robust **data systems** that track student progress and improve practice.

Safe Schools: Measure school safety with the same rigor we measure academic progress

Kevin Jennings, 2011

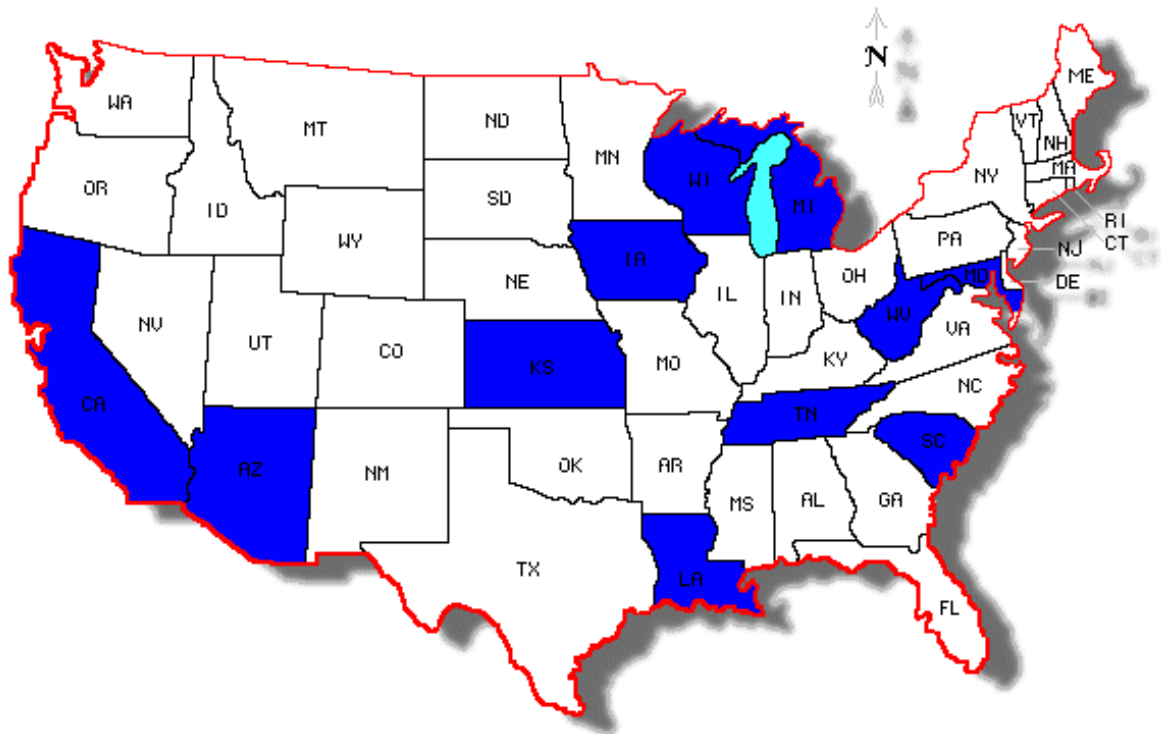
Safe and Supportive Schools



Safe and Supportive Schools SEA Grantees



Arizona
California
Iowa
Louisiana
Kansas
Maryland
Michigan
South Carolina
Tennessee
West Virginia
Wisconsin



A Closer Look at School Climate....



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Lessons Learned and Some of the Gaps



- **More initial stakeholder understanding of the **WHY** of school climate initiative**
- **The need for understanding system change vs. personal change and the steps involved in supporting that**
- **Integrating this initiative, its goals and outcomes with existing frameworks within schools**
- **Foundation discussions about schools role in all of this**
- **More teacher training and support for developing caring relationships, caring classrooms and positive discipline**
- **More frequent in-school communication about the cumulative impact of team-initiated activities**
- **Greater focus on connecting initiative outputs to student academic outcomes...marketing!**

Difficult Discussions



- **At some point, school staff need to have the difficult discussions about what they believe about behavior, discipline, punishment, school's role in teaching values, and in providing mental health supports for students.**
- **Also need to discuss how do they include other stakeholders in these efforts? Families, community members, students?**

Where Do You Intervene?



Provide
Individualized
Intensive Supports

Provide coordinated, intensive, sustained, culturally competent, individualized, child- and family- driven and focused services and supports that address needs while building assets.

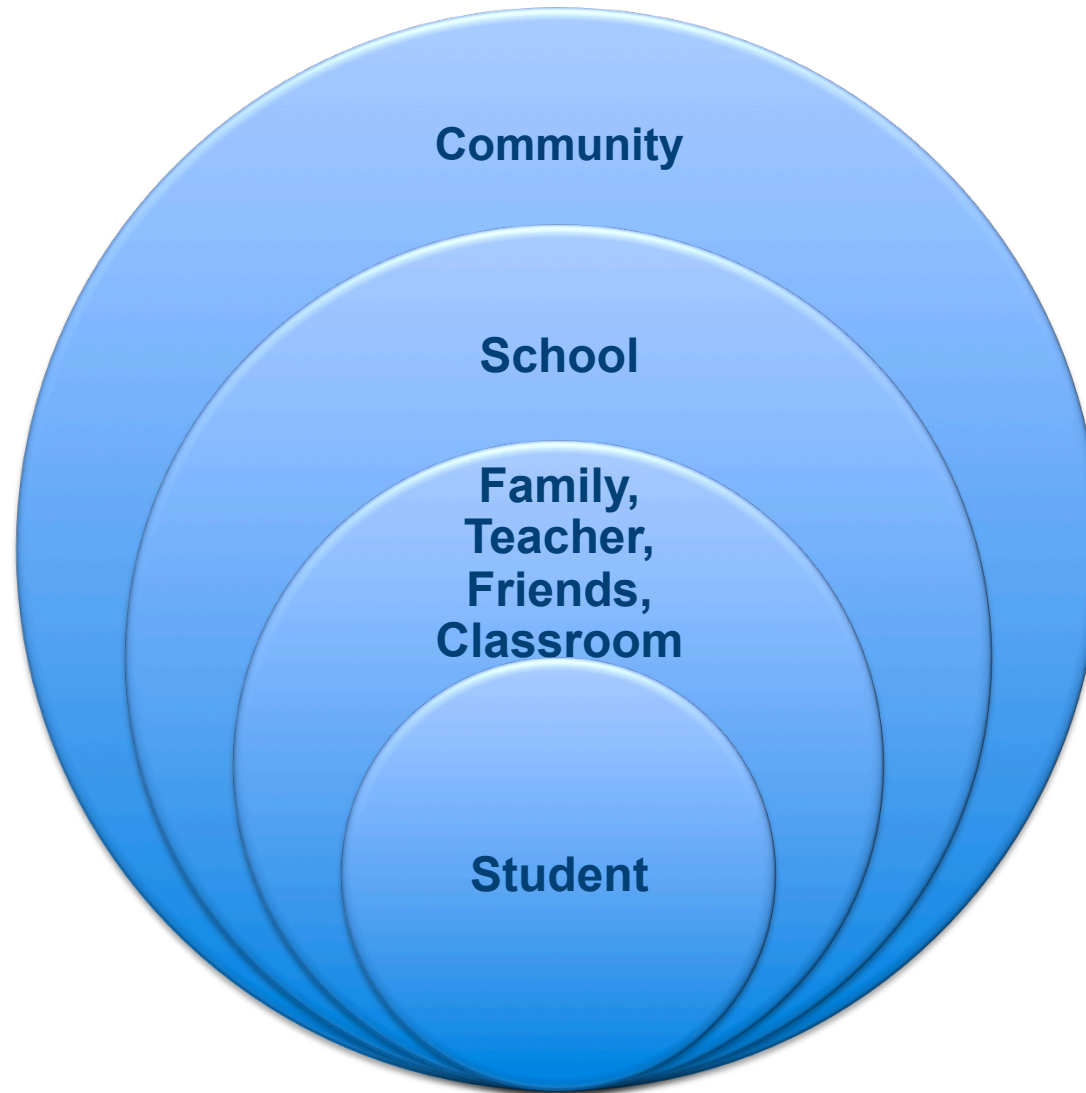
Intervene Early & Provide
Focused Youth
Development Activities

Implement strategies and provide supports that address risk factors and build protective factors for students at risk for severe academic or behavioral difficulties.

Build a School-wide Foundation

Universal prevention & youth social skill development approaches, caring school climate, positive & proactive approach to discipline, personalized instruction, cultural competence, & strong family involvement.

Where Do You Intervene?



School Experiences Which Contribute to a Healthy School Climate and Academic Achievement



Protection

- Connection
- Safety
- Positive Relationships With Adults And Peers
- Caring Interactions
- Academic Challenges
- Academic Support
- Academic Engagement
- Positive Role Modeling
- Social Emotional Learning
- Positive Behavioral Supports
- Access to Needed Services And Supports

School Experiences Which Contribute to Poor School Climate and Low Academic Achievement



Risk

- Lack of connection
- Danger
- Teasing, Bullying, Gangs
- Negative Relationships With Adults And Peers
- Uncaring interactions
- Low expectations
- Academic disengagement
- Academic frustration
- Poor role models
- School-driven Mobility
- Reactive punitive approaches to discipline

School Climate Is Critically Important



Strengthening school climate and conditions for learning can help districts, schools, and teachers meet key goals, including:

- Boosting student achievement and closing achievement gaps
- Increasing high school graduation
- Decreasing teacher turnover and increasing teacher satisfaction
- Turning around low-performing schools

Citations ■ 1, 16-39

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Office of Safe and Healthy Students
Safe Supportive Schools Program



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Benefits of Improved School Climate



- Improved test scores
- Improved school safety
- Improved student attendance
- Reduced drop-out rate
- Improved working environment (student-teacher and peer relationships)
- Higher rates of teacher satisfaction

S3 Schools' Survey Data and Interventions



Safe and Supportive Schools
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SSS LEA Data(n=210): Identified Needs 2011



Table 1. Summary of Needs Identified from Survey Results in LEA Needs Assessment

	Students	Staff	Families	TOTAL
<i>For engagement, the top needs reported, in descending order, were:</i>				
• Support to improve student-student, student-adult, and/or adult-adult relationships	9	4	5	18
• Support to enhance respecting diversity	4	3	1	8
• Support to improve school participation and connectedness	4	3	0	7
• "Prevent conflict after school"	0	0	1	1
<i>For safety, the top needs reported, in descending order, were:</i>				
• Support to improve students' sense of emotional safety	9	5	1	15
• Support to address concerns related to substance use, such as alcohol, tobacco or other drugs	6	1	1	8
• Support to address physical safety issues	5	2	1	8
• Emotional and physical safety issues (depression, suicide prevention, mental health, dating violence)	2	0	0	2
<i>For environment, the top needs reported, in descending order, were:</i>				
• Support to address issues with the disciplinary environment	5	4	1	10
• Support to address concerns about schools' physical environment	4	3	1	8
• Support to address concerns related to wellness issues	3	1	1	5
• Support to address issues with schools' academic environment	1	3	0	4

Identified Needs 2012



Summary of Top Needs Identified from Survey Results in LEA Needs Assessment

	Students	Staff	Families	TOTAL
For <i>engagement</i>, the top needs reported, in descending order, were:				
• Support to improve student-student, student-adult, and/or adult-adult relationships	9	8	5	22
• Support to improve school participation and connectedness	8	4	7	19
• Support to enhance respecting diversity	4	2	2	8
For <i>safety</i>, the top needs reported, in descending order, were:				
• Support to address physical safety issues	6	7	1	14
• Support to address concerns related to substance use, such as alcohol, tobacco or other drugs	10	1	2	13
• Support to improve students' sense of emotional safety	8	1	4	13
• Emotional <i>and</i> physical safety issues (including bullying, general climate of violence, and antisocial behavior)	8	2	3	13
For <i>environment</i>, the top needs reported, in descending order, were:				
• Support to address issues with schools' academic environment	6	7	4	17
• Support to address issues with the disciplinary environment	7	4	4	15
• Support to address concerns about schools' physical environment	5	3	5	13
• Support to address concerns related to wellness issues	4	2	1	7

Strategies and Programs Being Implemented in Districts



11th grade college & career academy	Credit Recovery	Ripple Effects
12th grade college & career academy	Flex Scheduling	Positive Action
APEX	Freshman Academy	SAMHSA's Eliminating Barriers for Learning
Behavior Response to Intervention (RTI)	Freshman Transitions	SAP (student assistance program)
Botvin Life Skills	Olweus Bullying Prevention	Second Step
Breakaway—youth involvement	Parent Engagement training	Services and supports by community providers
Check and Connect/mentoring	Positive Behavior Interventions and Supports (PBIS)	Truancy & discipline interventions
Check In Check Out	Planning and training	Tutoring

GPRA Measures for S3 Program for Year 2

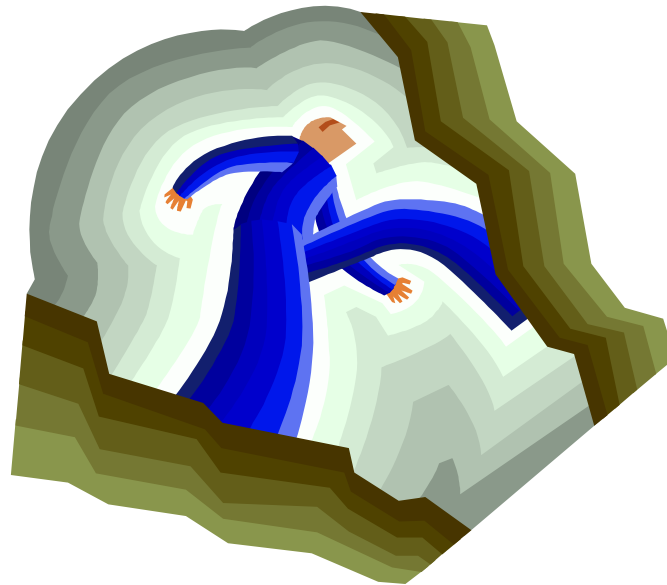


- **6 of 9 states reported decrease in reported substance use**
- **5 of 9 states reported decrease in reported # being harassed/bullied**
- **7 of 8 reported improved safety scores**
- **3 of 8 reported decrease in suspensions (4 reported increases)**

What Challenges Do Schools and Districts Often Face?



- Using school data to identify what types of interventions are needed
- Selecting the interventions that you will be able to implement to address your particular needs



Things to Consider



- **Your/staff attitude and beliefs** (experiences with behavior, discipline and punishment)
- **School policies and culture** (requires conversations to get some common agreements among school staff about what “they” believe about behavior, diversity, acceptance, respect)
- **Cultural competence and responsiveness** (students may not hear it the way it was intended based on their own experiences)
- **Students needs and experiences** (based on risk factors and environment)
- **The specific situation** (some are highly escalated and require safety first and conversation later)

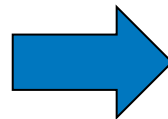
One Example: Triage Process in SS/RTI Teams



Regular Student Support Team Agenda

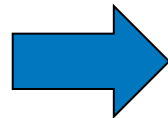
Student referrals are prioritized by need and intensity.....

Students with social , emotional needs



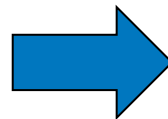
MH personnel sits in on part of team meeting to assist in the review of students who are experiencing SEB needs.

Students with academic needs



Appropriate staff present to review academic needs.

Review progress



Routine review of previous referrals for progress update and any additional interventions that may be needed.

Take aways from our work so far....



- **School climate impacts academic outcomes.**
- **The integration of school climate into the overall school improvement plan and implementation framework leads to sustainability.**
- **The value and impact of positive interactions between adults, students and the broader community on school climate.**
- **A responsive triage process that provides interventions and supports at multiple levels.**

Opportunities for New Center: Safe Supportive Learning Environments



- Provides **training and support** to states, including 11 grantees funded under the Safe and Supportive Schools Program, their participating Local Education Agencies (districts).
- Provides **information and technical assistance** to schools, districts, institutes of higher learning, communities, states and other federal grantees programs regarding the **conditions for learning**.
- *Goal is to **improve conditions for learning in a variety of settings, K-16 through measurement and program implementation**, so that all students have the opportunity to realize academic success in safe and supportive environments.
- *Additional content areas of bullying prevention, violence prevention and substance abuse prevention will be addressed.

Access Resources of the TA Center



Please visit our website at:

safesupportivelearning.ed.gov

Email us at: NCSSLE@air.org

Join us each month for our **School Climate, Data, and Implementation Webinar series**

Contact: swilliamson@air.org

Questions?

