SOCIAL, EMOTIONAL, HEALTH, MENTAL HEALTH, AND ATTENDANCE ISSUES

NEW YORK STATE BOARD OF REGENTS

JULY 17, 2017

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EVERY STUDENT SUCCEEDS ACT: SUPPORTING ALL STUDENTS

The Big Picture

New York State believes that the highest levels of learning can occur when students and educators learn and teach in environments that are safe, culturally and linguistically responsive, supportive, and welcoming to all.

To Ensure Learning for All, New York State will:

Support districts and schools in creating conditions that maximize all student learning, especially for youth of color, LGBTQ youth and youth with disabilities, through activities, policies, and strategies that reduce bullying, harassment, and the overuse of punitive and exclusionary responses to student misbehavior while promoting and understanding diverse cultural characteristics, positive disciplinary practices, improving school climate, and providing students with social-emotional support.

EVERY STUDENT SUCCEEDS ACT: SUPPORTING ALL STUDENTS

**To Ensure Safety For All Students, New York State will:**

Work with districts and schools to build positive school climates that are based on inclusive, equitable school cultures that recognize and foster student diversity

Other Sections:

- Strong Home-School Partnerships

- Robust School-Community Partnerships

- Access to a Well-Rounded Education

- Support for Migratory Students, Neglected and Delinquent Students, Youth in Foster Care or Homeless Youth

Embedded Throughout the ESSA Plan

Environments and Educators are Culturally and Linguistically Responsive
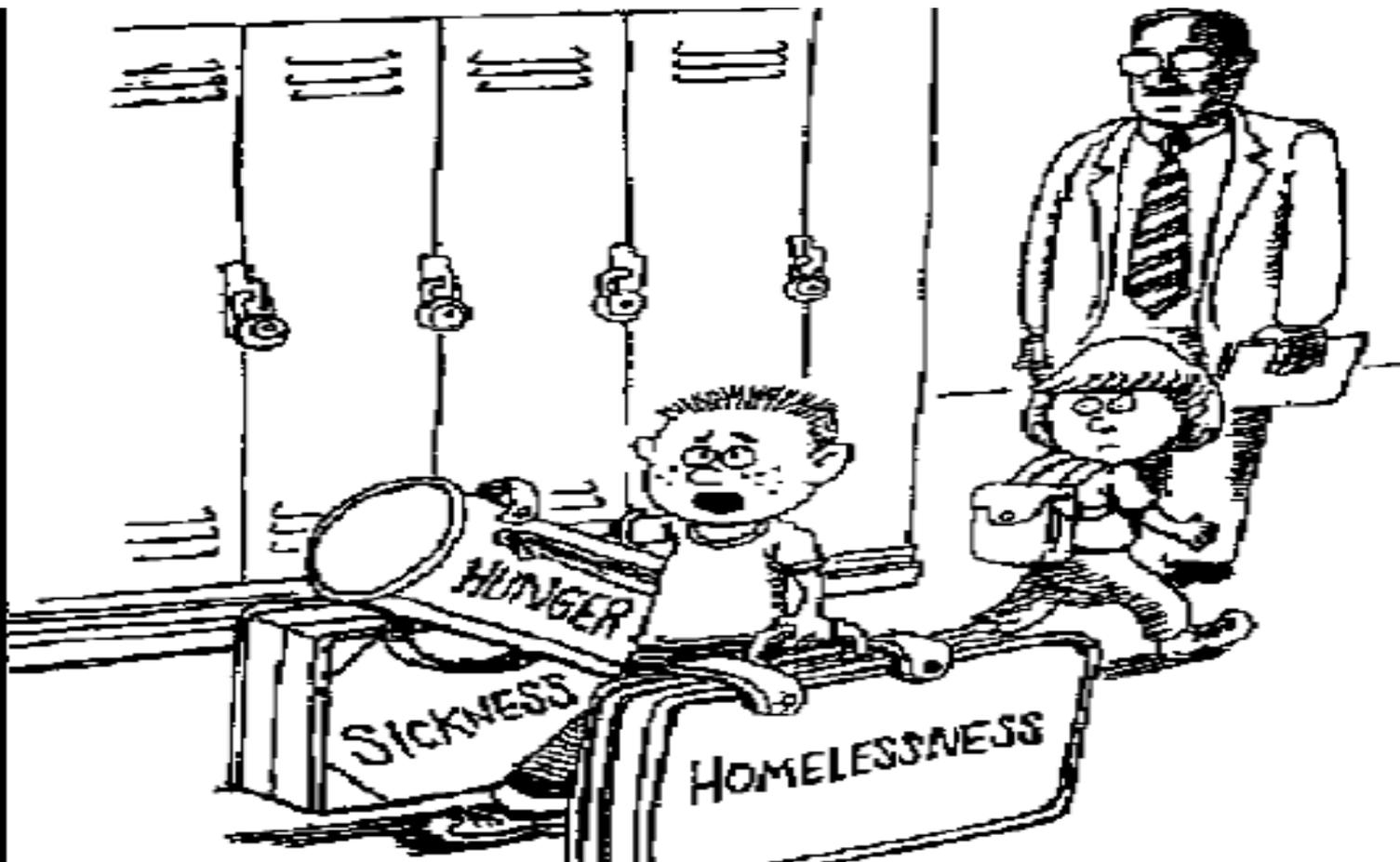
"Can someone help me with these? I'm late for math class."

NYS *DRAFT* ESSA PLAN INDICATORS RELATED TO TASK FORCE RECOMMENDATIONS

Tier I **State Reported** **Used for ESSA Accountability**	• **Chronic Absenteeism**
Tier II **State Reported** **Used for Diagnosis and Improvement**	• School Safety (violent incident counts or safety surveys) • Student Suspension Rates
Tier III **State Supported – Used by the School to Support Improvement**	• School Climate Surveys • Measures of Parent and Community Involvement

STRATEGIES THAT SUPPORT STUDENTS AND THEIR FAMILIES

❖ Social Emotional Learning

❖ Community Schools

❖ Restorative Practices

❖ Trauma-Informed Care

❖ Positive Behavioral Interventions and Supports

US Department of Education (USDE) Resources

RESEARCH ON MEASURING SCHOOL CLIMATE

Research suggests that:

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

- if we want achievement gains, we need to begin by improving the 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.

PROMOTING A SAFE & SUPPORTIVE SCHOOL CLIMATE

Measuring school climate is a crucial step in improving school climate.

To promote and measure school climate, schools and school districts:

a) Pick a framework i.e., Positive Behavioral Interventions and Supports (PBIS), Social Emotional Learning (SEL);

b) Establish a Community Engagement Team;

c) Administer the USDE school climate surveys to students, parents and school personnel;

d) Produce reports and analyze survey data and other pertinent data (chronic absenteeism data, school violence index) with the Community Engagement Team; and

e) Create an action plan with the Community Engagement Team to address areas of need.

EFFORTS TO REDUCE CHRONIC ABSENCE

District Name: ███████████
School Location: ███████████
School Year: 30-JUN-16
Data Refresh Date: Mar 5, 2016

Subgroup Name a	Attendance Days to Date b	Students Enrolled for at Least One Day During the School Year c	Number and Percentage of Students Who Were Absent						Average Number of Days Absent to Date	
			0 - 4% of Enrolled School Days Number d	0-4% of Enrolled School Days Percent e= (d/c) * 100	5-9% of Enrolled School Days (At-Risk of becoming Chronically Absent) Number f	5-9% of Enrolled School Days (At-Risk of becoming Chronically Absent) Percent g = (f/c) * 100	10% or More of Enrolled School Days (Chronically Absent) Number h	10% or More of Enrolled School Days (Chronically Absent) Percent i = (h/c) * 100	All Students j	Chronically Absent Students Only k
All Students	110	2,060	1,028	50 %	576	28 %	456	22 %	6.56	17.46
Female	0	1,012	504	50 %	279	28 %	229	23 %	6.70	17.74
Male	0	1,048	524	50 %	297	28 %	227	22 %	6.42	17.19
American Indian/Alaska	0	5	3	60 %	1	20 %	1	20 %	4.40	12

Column b includes the cumulative number of instructional school days to date for this school year (the total number of school days that students were expected to attend school).
Column c is the cumulative number of students who were enrolled in this school to date for at least one day during the school year.
Columns d to i include the count and percentage of students absent less than 5%, 5-9%, and 10% or more of enrolled school days based on: the number of instructional days that have occurred to date for this school year, the number of days that each student has been enrolled, and the number of days that each student has been absent.

SIRS-361 Summary
Mar 10, 2016

- 1 of 4 -
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EFFORTS TO REDUCE CHRONIC ABSENCE

Best practices for school-level interventions to reduce chronic absenteeism include, but are not limited to:

- positive, prevention-focused attendance policies and strategies that promote a culture of good attendance;
- recognize and reward improved attendance through tiered prevention strategies;
- ongoing monitoring of attendance data by staff dedicated to this function;
- use of weekly or bi-weekly attendance teams directed to reduce absences among students who are chronically absent (miss ten percent or more of enrolled days) or at risk of becoming chronically absent (miss between five and nine percent of enrolled days);
- reach out to families when their children begin to show patterns of excessive absence;
- integration of school mentors; and
- ongoing, communitywide public awareness to increase parents' understanding about the detrimental impact of excessive absences.

EFFORTS TO REDUCE CHRONIC ABSENCE

When I miss school, my opportunities disappear...

Actions Needed to Solve Chronic Absence

Early Supports and Interventions

Key Concepts

- **Focus is on chronically absent students**: Early supports and interventions are focused on students who are chronically absent or at risk of being so.

- **SIRS is used to identify students**: These students are identified using the New York State Education Department chronic absence reports available to school staff through SIRS.

- **A data-guided approach is used**: Early supports and interventions are guided, not driven, by the data.

Actions Needed to Solve Chronic Absence

- Build awareness
- Use data to inform actions
- Engage and recognize successes
- Use early supports/interventions

SOCIAL EMOTIONAL LEARNING (SEL)

Collaborative for Academic, Social, and Emotional Learning (CASEL):
The Department received a grant that provides opportunities for states to establish SEL as a key component of meeting the State learning standards.

Students Learn Skills through the following Five Competencies:
- self-management,
- increasing self-awareness,
- building positive relationships,
- making responsible decisions,
- increasing social awareness

SEL has had a significant impact on reducing at-risk behaviors including substance use, emotional distress, anxiety, social withdrawal, and mental health problems

Liberty Partnerships Program:
Students complete a social emotional assessment which is used to develop a personal learning plan that encompasses short and long term goals for the student's journey to high school graduation and then on to college or career pursuits.

MENTAL HEALTH AND WELL-BEING

Education Law § 2801-a: Requires Schools to Train School Staff in Mental Health

- Requires that each district submit certification to NYSED that all district and school staff have undergone annual training on the emergency response plan, and that the school safety training include components on violence prevention <u>and mental health.</u> In effect for the 2016-17 school year.

Mental Health Education Bill –Requires that All Students Learn about Mental Health in Health Education

- Requires schools to ensure their health education programs include mental health, along with alcohol, drug, and tobacco abuse, and the prevention and detection of certain cancers. Effective date – July 1, 2018

MENTAL HEALTH AND WELL-BEING

- **Resources for Schools:** http://p1232.nysed.gov/sss/documents/MentalHealthResourcesforEducators.pdf, including warning signs for mental health problems and what educators should look for in student behavior, as well as local, state and national resources.

- **School-Based Health Centers**: operated by NYSDOH, provide a wide range of health services that, in partnership with schools, can result in improved academic outcomes.

- **School-Based Mental Health Centers**: operated by NYSOMH, provide mental health services that can result in improved academic outcomes. Services may include:
  - Identification of children with behavioral and emotional health needs,
  - Individual, Group and/or Family Therapy;
  - Consultation with parents, teachers and providing crisis interventions;
  - Parent and Teacher trainings on mental health issues
  - Referrals to other community mental health programs/resources

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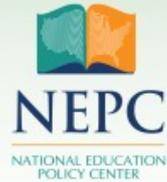
Community Schools

An Evidence-Based Strategy for Equitable School Improvement

Jeannie Oakes
Learning Policy
Institute
National Education
Policy Center

Anna Maier
Learning Policy
Institute

Julia Daniel
National Education
Policy Center

June 2017

National Education Policy Center

School of Education,
University of Colorado Boulder
Boulder, CO 80309-0249
(802) 383-0058
nepc.colorado.edu

Learning Policy Institute

1530 Page Mill Road, Suite 200
Palo Alto, CA 94304
(p) 650.332.9797
1301 Connecticut Avenue NW, Suite 500
Washington, DC 20036
(p) 202.830.0079
learningpolicyinstitute.org

THE FOUR PILLARS OF COMMUNITY SCHOOLS

Integrated student supports

Expanded learning time & opportunities

Family & community engagement

Collaborative leadership & practices

OUR RESEARCH REVIEW

Studies of		Studies of		Total reviewed
• Comprehensive programs	→	• Each of the 4 pillars	→	• 125 original studies • 49 research syntheses
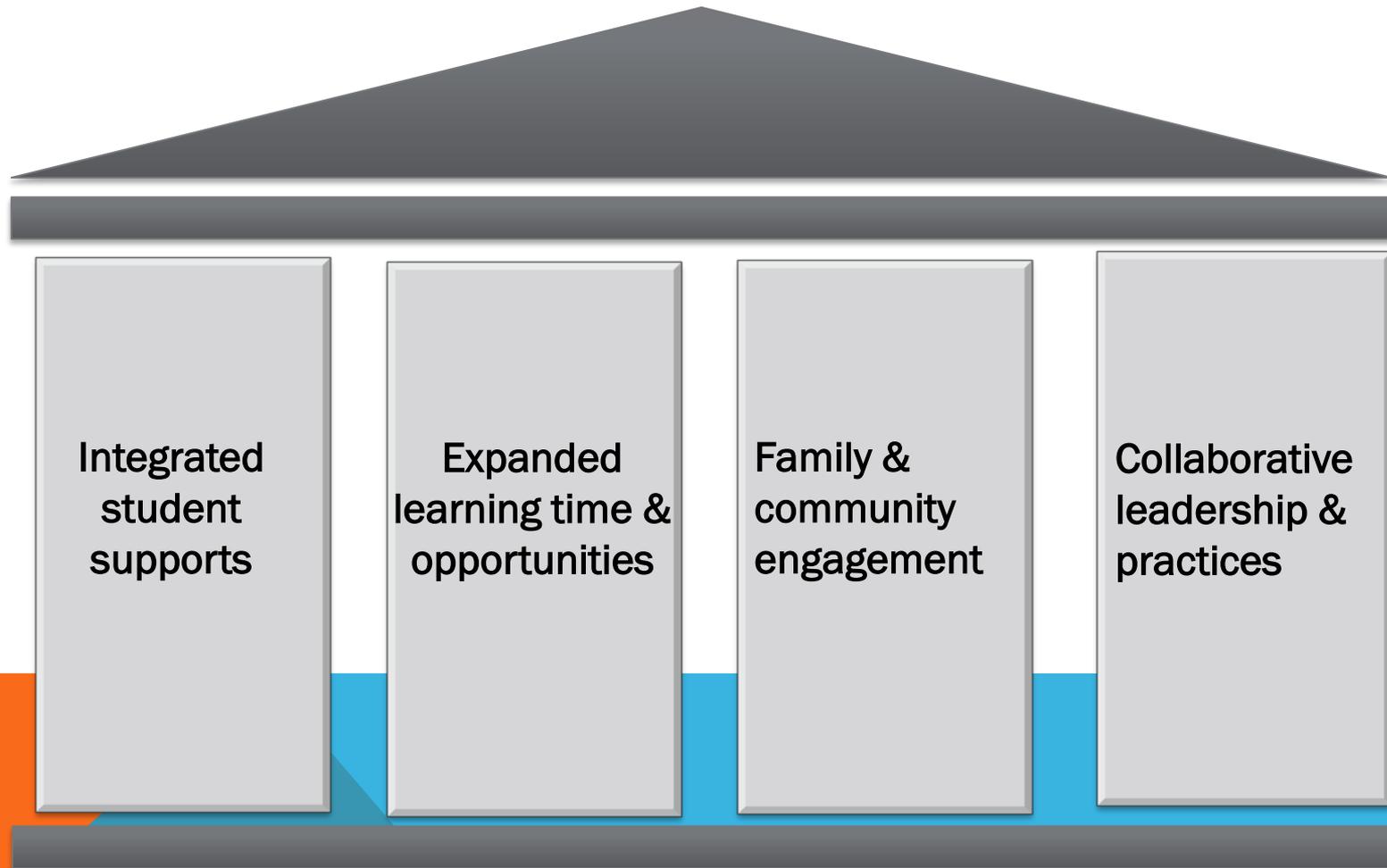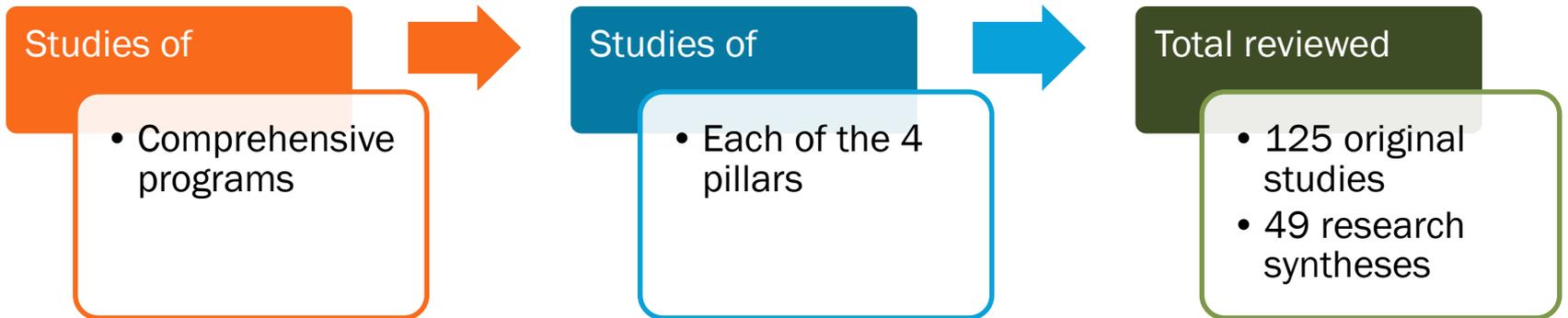
OVERALL FINDINGS

- Community schools meet the ESSA evidence standard for
  - comprehensive evaluations AND individual pillars
  - All four tiers of evidence

- A wide range of models yield benefits, including...
  - Increased academic achievement
  - Better attendance and high school graduation rates
  - Improved peer/adult relationships and attitudes toward school
  - Reductions in racial and economic achievement gaps

- Cost-Benefit savings of $10 to $15 for every dollar invested

COMMUNITY SCHOOLS:
NEW YORK STATE FUNDING

NY State has invested millions of dollars in Community Schools:

- The 2013-2014 and 2014-15 enacted State budgets provided funding for three years each for Community Schools - a total of 62 programs.
- The 2016-2017 enacted State Budget created a $75 million set-aside for Community Schools Grants for Struggling and Persistently Struggling Schools
- The 2017-18 enacted State Budget includes $150 million of Foundation Aid Set-Aside funds for Community Schools in approximately 230 school districts.
- In addition, local districts fund Community Schools strategies using tax levy dollars and no State funds