New York State
COMMUNITY SCHOOLS
Technical Assistance Centers
Central/Western Region,
Binghamton University

Welcome!

We will get started Shortly

Disclaimer: The CW CSTAC Virtual Trainings are opportunities for open dialogue and thought-sharing among Community Schools colleagues. The views, opinions, and materials expressed and shared do not necessarily reflect the views of the NYS CSTAC and/or NYSED, nor does NYS CSTAC and/or NYSED promote any services/products discussed within this presentation

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New York State
COMMUNITY SCHOOLS
Technical Assistance Centers

Central/Western Region,
Binghamton University

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Community of Connection & Impact.

Session #4: November

We are planning to meet **1x per month** all year long.

- ~~August 28th~~
- ~~Sep 25th~~
- ~~October 30th~~
- ~~November 23rd~~
- December 18th
- January 29th
- February 26th
- March 26th
- April 30th
- May 28th
- June 25th

Come for some, all, none... and bring your friends!

ah cc

Our goals for this community

1. **Connection:**
   That you leave each session feeling more connected than when you came.

2. **Reflection:**
   That there is something each session that makes you say "wow, I hadn't thought about that, or in that way…".

3. **A Resource / Action Step:**
   This work only works if we do something with it. I want you to be able to take something tangible from each time together and do something with it.

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Creating a Communication List

Share resources, communication, connection, etc.

Consider using an Action Plan

August CoP Action Plan				
Action Step	**Target Audience**	**Format**	**Rationale** (Why is the action step important?)	**By When**
Connection:	☐ Student ☐ Staff ☐ Family ☐ Community	☐ In-person ☐ Virtual ☐ Both		
Reflection:	☐ Student ☐ Staff ☐ Family ☐ Community	☐ In-person ☐ Virtual ☐ Both		
Resources:	☐ Student ☐ Staff ☐ Family ☐ Community	☐ In-person ☐ Virtual ☐ Both		
	☐ Student ☐ Staff ☐ Family ☐ Community	☐ In-person ☐ Virtual ☐ Both		
	☐ Student ☐ Staff ☐ Family ☐ Community	☐ In-person ☐ Virtual ☐ Both		

Grounding

Think about a **value** that guides how you **show up** each day and the work that you do.

A **nod** to Brené Brown

"When you **are okay**, give what you can. When you are not, let's make a **plan**"

- Ali Hearn

What do you have?
What do you need?

A morning check-in that **everyone** should be a part of.

It’s Okay to Laugh

Last Month…

Moving towards a template

- What data will we use to determine who needs more?
  - From whom do we get this data?
- What is the "*more*" that we will give?
- Did we give what we said we were going to give?
  - And do what we said we were going to do?
- Is it working?
  - How do we KNOW that it is?

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The Name of Your School Here

Guide Towards Strengthening Your MTSS System During COVID (and beyond).

STEP 1 — TIER 1 SUPPORTS

Support for ALL students:

SUPPORT	FREQUENCY

STEP 2 — ESTABLISH CLEAR CRITERIA

Buckets of Data to Gather:

Thresholds for each:

STEP 3 — TIER 2 SUPPORTS

Tier 2 Supports for 5% - 15% of youth that provide:

- An increase in adult connection
- An increase in social skill development
- An increase in predictability and structure
- An increase in specific feedback from adults

SUPPORT	FREQUENCY

STEP 4 — FIDELITY CHECK

How will we know if we did what we said we were going to do?

What will be the system for collecting the data?

- Who collects it?
- How, or in what format?
- How often will it be collected?
- What team will look at the data and analyze it?
- Who will the data be reported out to? (staff, families, other key stakeholders?)

STEP 5 — MEASURE OUTCOMES

How will we know if what we are providing is working?

What data will we use to measure outcomes for students?

What will be the system for collecting the data?

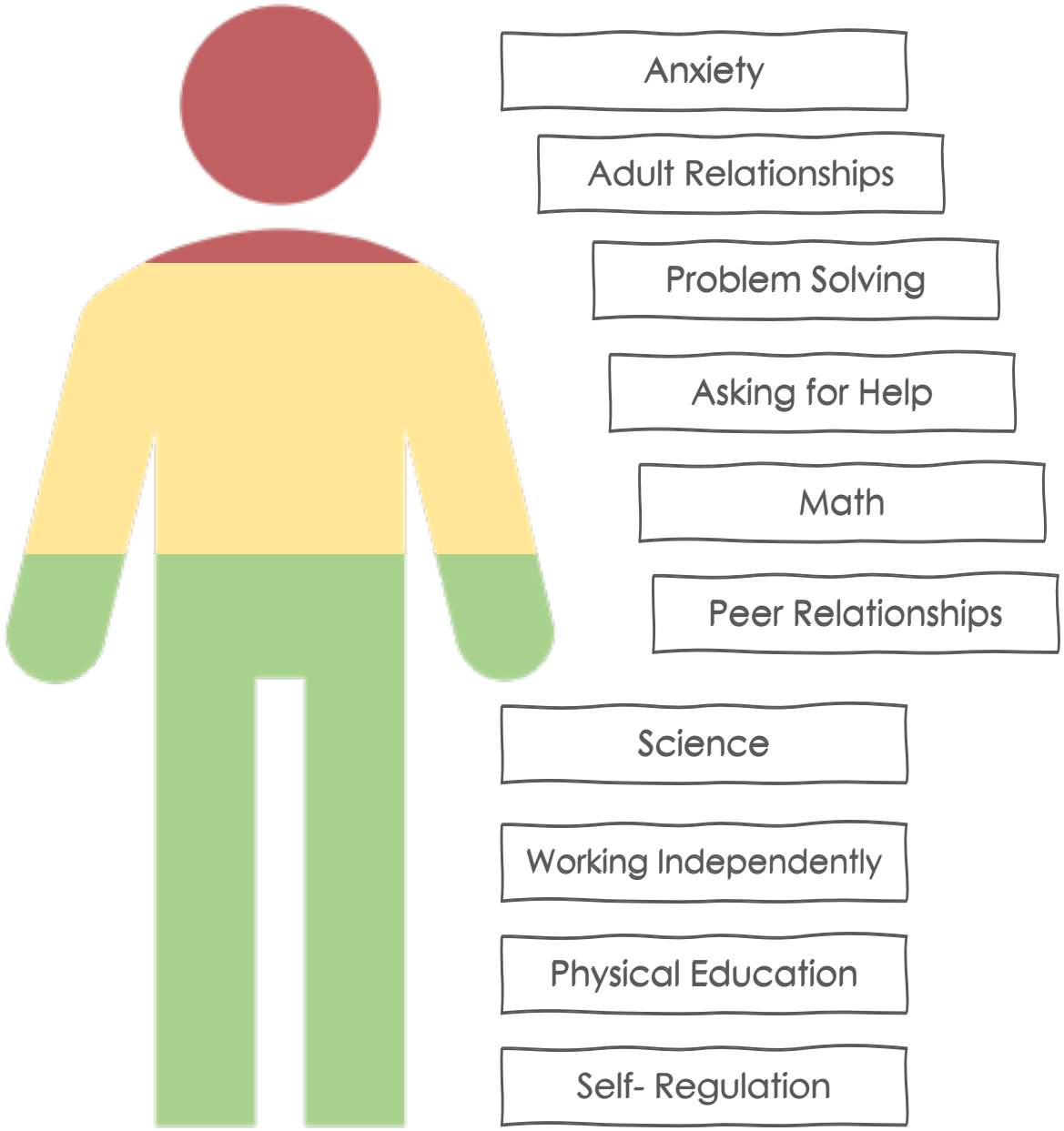
- Who collects it?
- How, or in what format?
- How often will it be collected?
- What team will look at the data and analyze it?
- Who will the data be reported out to? (staff, families, other key stakeholders?)

ali hearn coaching + consulting, 2020

"Don't get stuck. Get started."

-Ali Hearn

CLICK **We are not all one thing, all the time.** **BRICK**



5 Steps Towards Strengthening Your System

STEP ONE

STEP 1	TIER 1 SUPPORTS	**Identify the supports** ALL students are receiving in your building for in-person and remote learning to help strengthen social/emotional learning competencies and outcomes.	
		SUPPORT (examples)	**FREQUENCY**
		- Second Step as the core curriculum for developing social/emotional learning competencies.	Taught once a week on Mondays and reinforced throughout the week
		- All students participate in Community Building Circle (strengthening relationships and community)	The first 20 minutes of each day
		- All students directly connect with an adult for a check in on Monday and Friday (this can be the classroom teacher, an identified coach, etc. – *try to save* **clinician** *time for further up the triangle if possible*)	3 -5 minutes each day (Mon. & Fri.)

* How will we know if we did what we said we were going to do?
* How will we know if it's working?

Fidelity and Outcomes **EXAMPLE** at
STEP ONE

What will be the system for collecting the data?

- Who collects it? **Classroom Teachers**
- How, or in what format? **CLOSEGAP App.**
- How often will it be collected? **Daily**
- What team will look at the data and analyze it? **Tier 1 Team**
- Who will the data be reported out to?
  Staff, families, other key stakeholders

5 Steps Towards Strengthening Your System

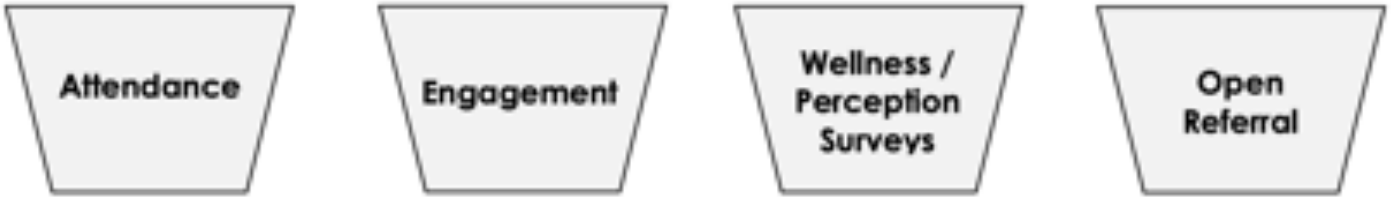
STEP TWO

STEP 2 — ESTABLISH CLEAR CRITERIA

Identify multiple data points (imagine buckets) that will help to identify which 20% of youth will need *higher levels of support than what Tier 1 can provide.*
(5%-15% will end up receiving Tier 1 plus Tier 2 supports, and 1%-5% will receive Tier 1 + Tier 2 + Tier 3 supports).

- This data is gathered regularly so decisions can be made quickly. Previous data points may have included *grades, attendance, referrals, nurses' office visits, etc.* In the **remote learning setting**, new data points will be necessary to identify youth who need more support. Consider old methods of data collection, but also consider *using some of the following* ***examples*** *of buckets of data.*

Examples:



- Once your buckets (or filters) are created to help identify **which** youth will need more support, it is critical to create the ***thresholds*** of how to meet criteria for each data bucket.
  - *(**For example**, once a student is absent for 5 days, or not turning in 2+ assignments a week, or only sharing a Zoom camera 1x per week, or the wellness survey reports 2+ days feeling "empty", etc.)*

5 Steps Towards Strengthening Your System

STEP THREE

STEP 3

TIER 2 SUPPORTS

Identify the interventions offered to help meet the needs of youth not responding to the core level of support delivered at Tier 1 (**step 1**). These Tier 2 interventions may need to look different during remote learning than in person-learning. Either way, the critical features do not change.

Interventions should provide:

- An increase in adult connection
- An increase in social skill development
- An increase in predictability and structure
- An increase in specific feedback from adults

SUPPORT	FREQUENCY
- Increased connection time with a preferred adult	- Five minutes ***daily***
- Small group for skill development focused on executive functioning skills	- One time a week
- Guided study/advisory class time, for specific academic and social/emotional skills to be taught and supported	- 40 minutes a day during intervention class period in the schedule

5 Steps Towards Strengthening Your System
STEP FOUR

STEP 4	FIDELITY CHECKS	**How will we know if we *did* what we said we were going to do?** - Once we install an intervention / process into our system and identify which youth will receive the support, it's important to develop the mechanism for ***checking*** to ensure the support was delivered effectively. The data you ***use*** to measure this is negotiable, however the need to gather it is not. **Consider:** observational data, surveys, reflection data, exit slips, student reports/reflections, etc. There are many different tools and assessments that help to measure fidelity of implementation. **What will be the system for collecting the data?** - Who collects it? Classroom teachers - How, or in what format? - How often will it be collected? - What team will look at the data and analyze it? - Who will the data be reported out to? (staff, families, other key stakeholders?)

5 Steps Towards Strengthening Your System

STEP FIVE

STEP 5	MEASURE OUTCOMES	**How will we know if what we are providing is working?** **What data will we use to measure outcomes for students?** - Consider the buckets from Step 2 as sources of data for progress monitoring. **What will be the system for collecting the data?** - Who collects it? - How, or in what format? - How often will it be collected? - What team will look at the data and analyze it? - Who will the data be reported out to? (staff, families, other key stakeholders?)

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ali hearn coaching + consulting, 2020

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Article

reflect and connect

When SEL is Used as Another Form of Policing

Communities for Just Schools Fund May 7 · 8 min read •

Photo credit: Beth Tate

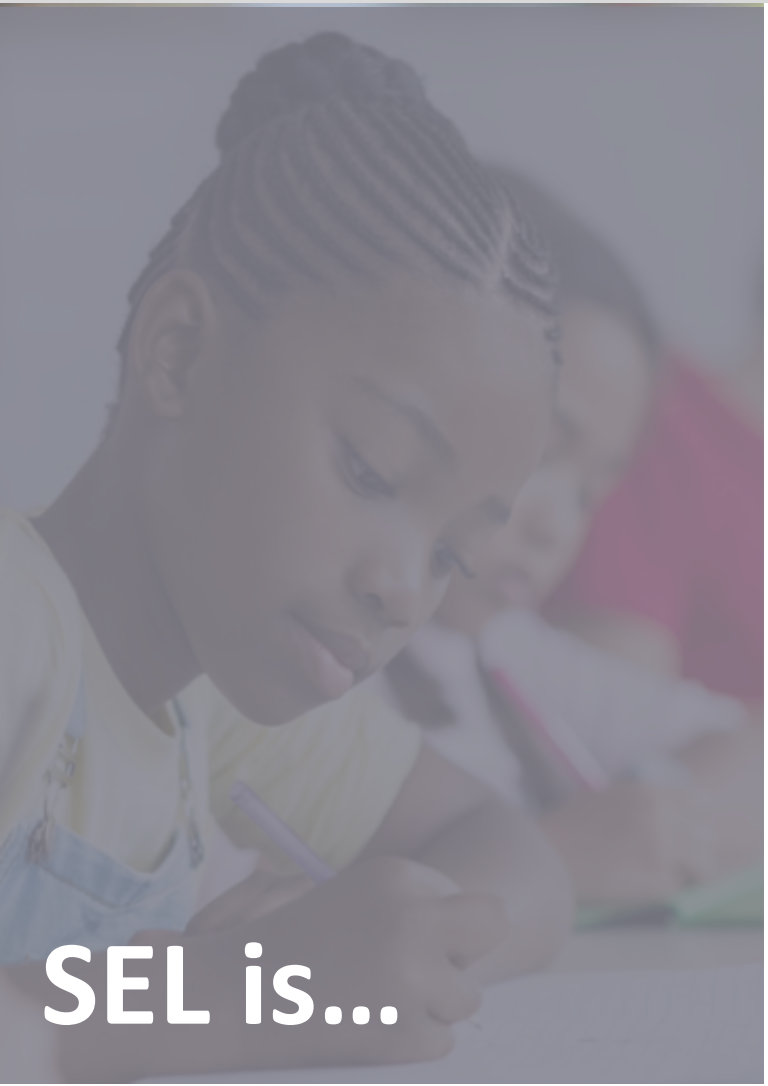
Schools across the country are adopting social-emotional learning (SEL) standards as an approach to creating school communities that are safe and positive climates for learning, as well as a foundation to set students up for success in school and in life. In theory, this is a step in the right direction — we want schooling spaces where students, families, educators, school staff, and all those who come into contact with the school building feel safe, affirmed, and supported. We want schools that foster emotional support between students, staff, and communities, where there's a trust-building approach rather than school hardening, and we want restorative justice, rather than the policing, punishment, and criminalization of Black and Brown students.

However, these SEL conversations, practices, and curricula are too often based on white, cisgender, patriarchal norms and values which further enact emotional and psychological violence onto Black, Brown, and LGBTQ+ youth of color, in particular. The current narrative around SEL is that students must manage and regulate themselves and their emotions, conform and constrict their identities, and not express their fullest, most authentic selves. As school districts begin to devise plans for back-to-school, we must re-examine how we talk about and teach SEL.

https://medium.com/@justschools/when-sel-is-used-as-another-form-of-policing-fa53cf85dce4

Strengthening the Work- SEL

CASEL updated its definition and framework descriptions- October 2020



Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

casel.org

Strengthening the Work- SEL

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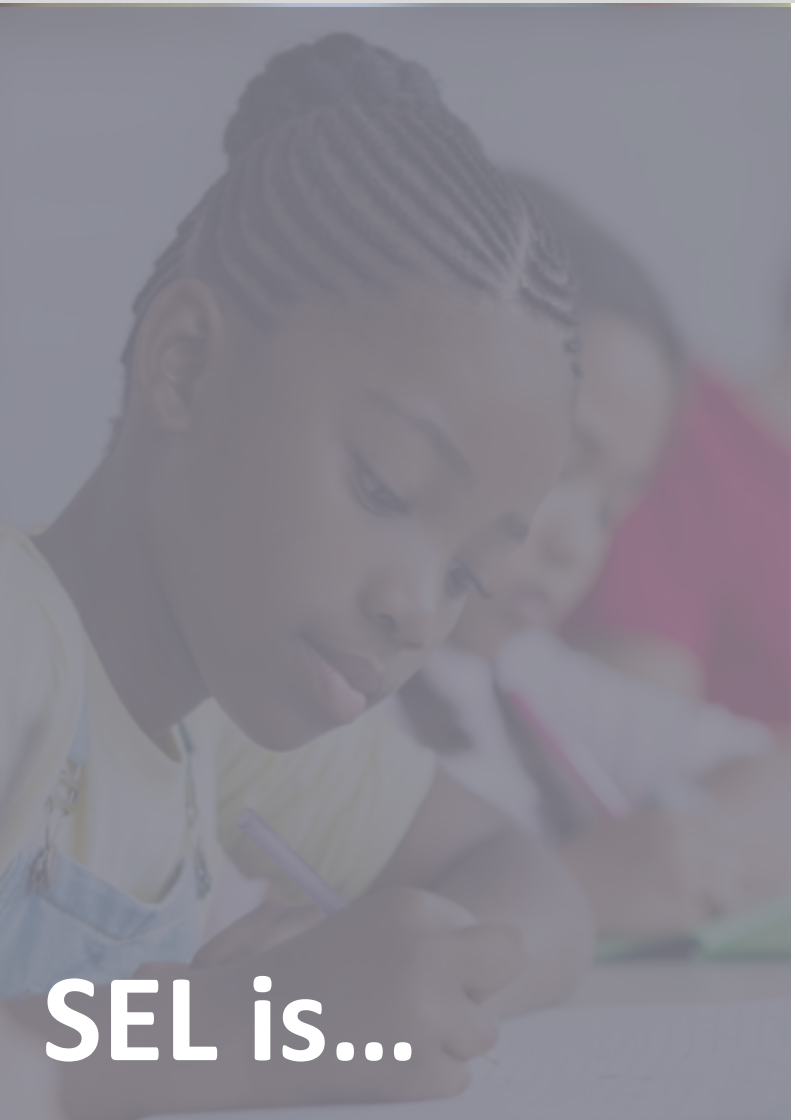

4 Key Points in Updated SEL:

1. Explicit commitment to equity and excellence that emphasizes Identity, agency, belonging
2. Highlight spaces & places where SEL can be promoted
3. A need to infuse SEL into curriculum/instruction, OST, discipline, student support services, PL
4. Reflect the role of ongoing assessment for continuous improvement

casel.org

CASEL's tools and resources:
Support high-quality SEL implementation

SEL District Resource Center

Resources from districts where SEL programs, practices, and policies are working to support high-quality SEL implementation.

https://drc.casel.org

Schoolwide Guide to SEL

Guidance for systemic SEL implementation in a school.

https://schoolguide.casel.org/

SEL State Resources

Sample policies and practices that support SEL.

https://casel.org/csi-resources/

SEL Roadmap for Reopening School

Illuminates a way forward with SEL that is centered on relationships and built on the existing strengths of a school community.

https://casel.org/reopening-with-sel/

SEL Assessment Guide

Guidance to choose and use an SEL assessment.

http://measuringsel.casel.org/assessment-guide/

Program Review Guides

Recommendations for selecting high-quality SEL programs.

https://casel.org/guide/

SEL Starts at Home

Resources to bring SEL into your home and community.

https://casel.org/in-the-home/