




**Department of
Education**

JOEL I. KLEIN, *Chancellor*

Creating and Maintaining Safe and Supportive Schools

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Taking a Systems Approach to School Safety, Climate and Culture

- Examining the linkages and interactions between the elements that compose the entirety of the system.
- Promoting analysis and action across the whole of a system, rather than just one part of it.
- Fostering a commitment to on-going review, evaluation and amendment (as needed) of policies and practices as a school responds to change.



Best Practices Standards – Looking at the Whole School

- School Physical Environment
- School Security Team and Security Procedures
- Entry and Exit Procedures
- Instructional Expectations and Practices
- Student Behavioral Expectations
- Hall Passing Procedures
- Cafeteria Procedures, Library Use and Office Hours
- Deans' Office
- Attendance Program
- Comprehensive Guidance Program
- Pupil Personnel Team
- Student Engagement/Student Life
- Substance Abuse & Violence Prevention and Intervention
- Health Support Services
- Parent Involvement and Community Outreach
- Campus Schools
- Detention Center
- Suspension Center



Looking at the Whole School

- No one individual or group of individuals is responsible for safety, school climate and culture
- Key stakeholders in the school community work together to identify and address the needs of the school
- Effective prevention and intervention efforts require on-going communication and data review



NYC DOE & NYPD Partnership

- The NYC DOE works in collaborative partnership with the NYPD's Division of School Safety
 - Monthly meetings between Central DOE and NYPD to review data and address mutual concerns
 - Regular meetings between borough based Safety Administrators and NYPD Precinct Commanders
 - NYPD DSS participation in school assessments
 - Daily contact to address emergencies
 - School Safety Teams include NYPD School Safety Agents and school personnel – AP Security, teachers serving as Deans, school aides serving in safety related assignments



The NY Citywide Standards of Discipline and Intervention Measures

■ Discipline Code Goals:

- Articulate clear behavioral expectations and the consequences if students do not live up to the standards
- Hold students accountable for their behavior in a fair and equitable manner
- Provide guidance interventions to reduce or eliminate recidivism

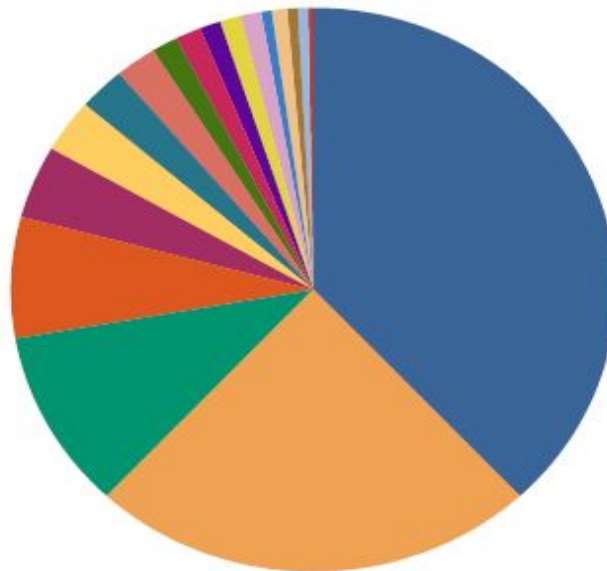


Using Discipline Code Data to Inform Practice

- Database Application for System-wide Reporting
- System-wide Access to and Dissemination of Data at the School and Central Levels
- Weekly Trend Analysis of Incidents by Type, Time of Day and Location
- Emergency Information Center and Reporting Mechanisms
- Daily Monitoring of and Response to School Incidents
- Review of Research and Current Practices

Using Behavioral Data

Location Pie Chart



Classroom	106
Hall	66
Scanning Area	29
Cafeteria	19
Entrance/Exit	12
Lobby	8
Office	7
Gymnasium	6
Auditorium	4
Close Proximity to the School	4
Elevator	3
Locker room	3
Staircase	3
Bathroom	2
Library	2
Other Room	2
Leaving Building	1
Walking route to/from school	1
Total:	278

Using Behavioral Data

2008-2009 Incident Analysis

Month	Level			Total
	3	4	5	
September	16	23	10	49
October	17	19	9	45
November	11	17	4	32
December	8	15	4	27
January	5	11	4	20
February	5	11	4	20
March	13	15	8	36
April	2	7	1	10
Total	77	118	44	239

Using Behavioral Data

Incident Analysis by Location

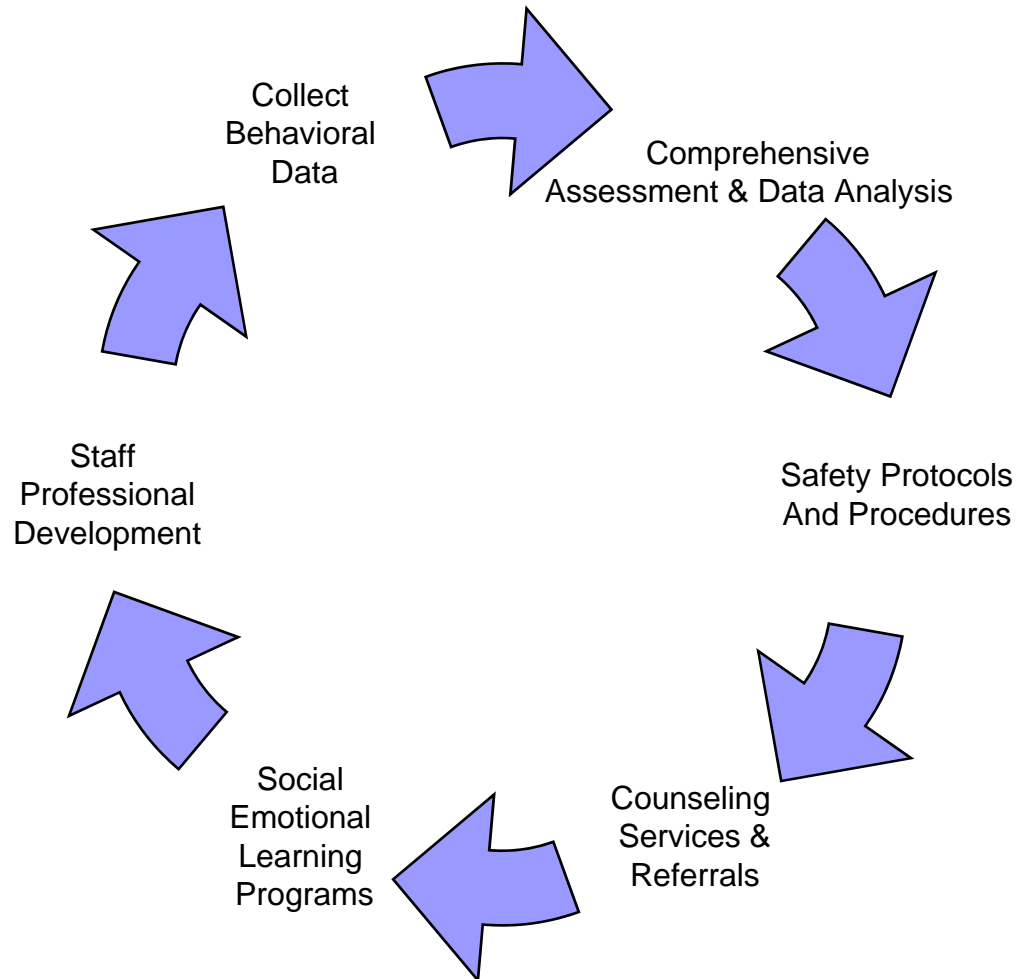
	2008-2009					Total
	1	2	3	4	5	
Classroom	17	3	40	41	5	106
Hall	9	2	15	31	9	66
Scanning Area	3	0	3	6	17	29
Cafeteria	1	0	2	14	2	19
Entrance/Exit	1	0	4	3	4	12
Lobby	2	0	4	0	2	8
Office	1	0	2	3	1	7
Gymnasium	0	0	1	5	0	6
Auditorium	0	0	3	1	0	4
Close Proximity to the School	0	0	0	3	1	4
Elevator	0	0	1	2	0	3
Locker room	0	0	0	2	1	3
Staircase	0	0	1	2	0	3
Bathroom	0	0	0	2	0	2
Library	0	0	0	1	1	2
Other Room	0	0	0	1	1	2
Leaving Building	0	0	1	0	0	1
Walking route to/from school	0	0	0	1	0	1
Total	34	5	77	118	44	278



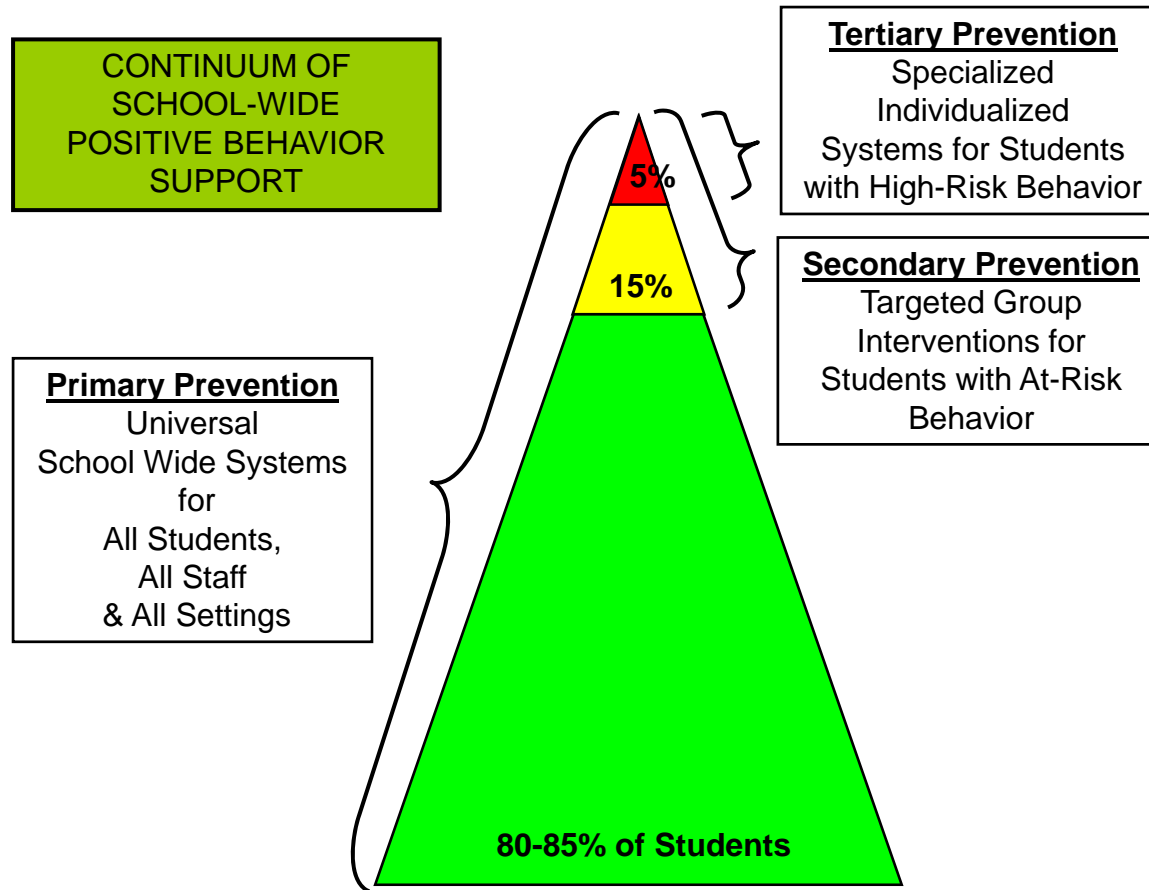
Linking and Aligning Four Components

- Four components with direct impact on school safety, climate and culture:
 - behavioral data collection and analysis;
 - school wide safety protocols/procedures, graduated discipline linked to guidance support services
 - staff professional development;
 - direct services to students –social emotional learning and counseling support.

Addressing School Needs



Addressing Student Need Levels





Social Emotional Learning (SEL)

- SEL develops fundamental skills for life effectiveness, including:
 - recognizing and managing emotions,
 - developing caring and concern for others,
 - establishing positive relationships,
 - making responsible decisions, and
 - handling challenging situations constructively and ethically.

Social and Emotional Learning (SEL)

- **Effective programs and approaches** are sequenced, active, focused, and explicit (**S.A.F.E.**), meaning they:
 - S**: use a **S**equenced set of activities to achieve skill objectives
 - A**: use **A**ctive forms of learning
 - F**: include at least one program component **F**ocused on developing personal or social skills
 - E**: **E**xplicitly target particular personal or social skills for development



SEL Research

- A meta-analysis of more than 700 positive youth development, SEL, character education, and prevention interventions.
- The reviews looked at the impact of SEL programs on:
 - students' (ages 5-18) SEL skills
 - attitudes toward self and others
 - positive social behavior
 - conduct problems
 - emotional distress
 - academic performance



The meta-analysis indicates that SEL programs:

- Are effective in both school and after-school settings and for students with and without behavioral and emotional problems.
- Are effective for racially and ethnically diverse students from urban, rural, and suburban settings across the K-12 grade range.
- Improve students' social-emotional skills, attitudes about self and others, connection to school, and positive social behavior; and reduce conduct problems and emotional distress.



The meta-analysis indicates SEL programs:

- Improve students' achievement test scores by 11 to 17 percentile points.
- School-based programs are most effectively conducted by school staff (e.g., teachers, student support staff) indicating that they can be incorporated into routine educational practice.

Lessons Learned

- Schools that are successful in addressing safety and student behavioral challenges are school communities that understand the connection between:
 - safety protocols/procedures, graduated discipline and student accountability
 - linking discipline with guidance interventions and supports
 - proactively providing professional development that builds the capacity of school staff to create, support and sustain a pro-social school climate and culture and
 - proactively providing direct services to students in social emotional learning
 - engaging in ongoing data analysis,

Lessons Learned

- School wide intervention and prevention strategies, staff professional development and direct services to students must be aligned and substantial;
- Professional development must be high quality and of ample duration
- SEL programming for students must be **SAFE**-sequenced, active, focused and explicit.
- To achieve sustainable long term results all components must be implemented.
- Disciplinary accountability and safety protocols/procedures without student supportive services (social emotional learning and counseling intervention) and related staff professional development results in temporary, short term gains.