

The Team

Tenet 5 has three active subcommittees: All subcommittees will have student and family representation

Counseling

Bonnie Rubenstein, Chair, University of Rochester

Amie Nannini, Co-Chair, East teacher and RTA rep

Denise Quamina, East administrator

Sherylanne Diodato, East Head Counselor

Mary Ellen Dennis, URSON

Karen Mackie, University of Rochester

Jeanne Carlivati, PIRI

Cameka Hazel, University of Rochester

Tressa Newton, URM, Center for Advocacy, Community Health,

Education & Diversity

School Based Health Center

Kim Urbach, Chair, URSON

Logan Newman, RCSD Optics

Sangeeta Gajendra – Eastman Dental

Pam Herendeen, URSON

Patty Corbitt-Dick, URSON

Nellie Wixom, URSON

Rich Kreipe, URM

Susan Yussman, URM

Adrienne Morgan, URSMD-Center for Advocacy, Community

Health, Education & Diversity

Dahlia Merced, MCTP

Suzanne Piotrowski, UR

Sheila Driscoll, MCTP

Student & Family Support Center

Elaine Spaul, Chair

Mary Ellen Dennis, URSON

Rich Paufler, RCSD SFSC and Bente rep

Sherylanne Diodato, East Head Counselor

Paul Clark, CFY, Director of School Based Programs

Sue Gunther, MCC Liberty Partnership Programs

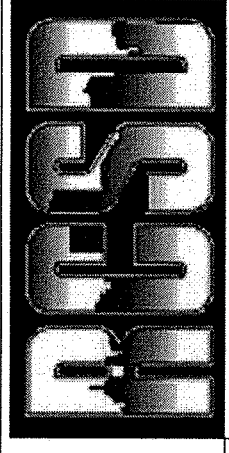
Sarah Dickinson, CFY Prevention Counselor

Charge to Tenet 5 Committee

- Develop process for implementation of a SSEDH individual plan for each student overseen by school counselors (domains include behavioral, academic, attendance, protective factors, social and physical health)
- Develop process/procedures for enrolling all students/families in the Health Center for entire 12 month period including extended hours and for weekly referral meetings
- Develop procedures for screening students in the areas of: drug and alcohol abuse, depression/anxiety, adolescent risk behaviors, and developmental assets
- Provide training for all staff including: Family of Five (in order for each student to be known by a designated adult), how to identify and refer students needing SSEDH support and informed crisis training
- Develop comprehensive model for social emotional developmental health including restorative practices (Safer Saner Schools Program)
- Develop formal orientation program for students, staff, parents, and community
- Provide a data analysis model incorporating all services provided to students

Tenet 5 – STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

We believe that focusing on social emotional developmental health will result in higher levels of academic achievement, self- efficacy, social skills, wellness, positive classroom behavior and a decrease in anxiety, stress and depression. Decades of research from meta-analysis of hundreds of studies of social and emotional learning programs have shown that happy, healthy students perform better in school. We believe that collaborative and restorative practices will build the culture at East and that if students are going to be respectful they must feel respected. We believe that each student should have an adult advocate and connections with a small group of students. We believe that all services should be aligned within a holistic community school model sensitive to context and culture.



Tenet 5 Meeting Minutes

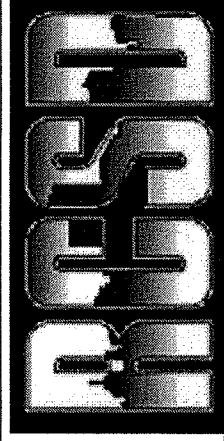
Date: 8-7-14

Name	Agency	Present	Phone	Cell	Email
Bonnie Rubenstein*	UR-Warner	Yes	275-5163	314-8535	brubenstein@warner.rochester.edu
Kim Urbach*	URSON	Yes	288-1390 x1062	766-3846	Kim_urbach@urmc.rochester.edu
Elaine Spaul*	CFY	Yes	271-7670		espaull@centerforyouth.net
Amie Nannini*	RCSD	Yes	288-3130	329-9695	Amie.nannini@rcsdk12.org
Denise Quamina	RCSD	No	288-3130		Denise.quamina@rcsdk12.org
Rich Paufler	RCSD	Yes	288-3130	259-7578	Richard.paufler@rcsdk12.org
Mary Ellen Dennis	URSON	Yes	288-1390	978-2594	Maryellen_dennis@urmc.rochester.edu
Sherylanne Diodato	RCSD	Yes	288-3130	802-9383	Sherylanne.diodato@rcsdk12.org
Karen Mackie	UR-Warner	Yes	275-9557	703-0089	kmackie@warner.rochester.edu
Paul Clark	CFY	No	271-7670		pclark@centerforyouth.org
Adrienne Morgan	UR-SOM	Yes	275-7203	355-8003	Adrienne_morgan@urmc.rochester.edu
Tressa Newton	UR-SOM	Yes	275-2928	206-1020	Tressa_newton@urmc.rochester.edu
Student Rep (TBA)	RCSD				

*(co-chairs)

Agenda Item	Discussion	Action Assigned	Timeline
1. Welcome and introductions and housekeeping	Members introduced themselves	Resend google drive link. Not all on gmail.	N/A
2. Review our Tenet 5 charge (see Charge to Tenet 5 doc)	Need more detail for final report due to state Dec 2014	Team members to review and refine	
3. Update on current status and work done thus far (see Comprehensive School Rubric for	Will be enrolling 6 th grade into new school. Some teachers have safety concerns. Teacher certifications may be impacted. 6-8 th will be lower school, there will be 9 th grade academy and then 10 th -12 th upper school. Total population will be about 1200 students. Over aged under credit students will be diverted to East Evening.		

Tenet 5)	Discussion about recent School Board vote to hold decision on 2014-2015 budget. Unsure if we will be able to get Americorp Volunteers but Jeannie Carlavati and Kit Miller will be willing to train in Restorative Justice. Important to have some hope and some planning for 2014 school year to build anticipation and positive climate. Continue Quamina's self care PD offerings Staff feels wounded. Would be good to do assessments of students perceptions September 4 th will be Beechwood Community mtg @ Ryan Center (school 33) at 7 pm. All invited and encouraged to attend.		
4. Set goals and timelines (see East PERT doc)	Discussion about things to do 2014 school year. Utilize rich resources of many colleges Use seniors to help with school climate and mentoring younger students. Need to develop budget by October	Subgroup meetings mid Sept. Full Committee meeting late Sept. Objectives and budget by Oct.	
5. Divide into subgroups and plan focus groups	COUNSELING - Bonnie, Sherylanne, Karen, Denise, Amie, Tressa SFSC- Elaine, Rich, Mary Ellen SBHC -- Kim, Adrienne	Set up meetings try to meet by mid September. Enlarge groups to include members from focus group list. Develop plan and budget by October	
6. Upcoming events and next meeting	Sept 4 th – Beechwood Neighborhood Mtg- School 33 Ryan Center 7pm Sept 10 th -Community Mtg- East Sept. 17 th – Student Mtg- East	Need note takers at each of these meetings.	
7. Questions ?	What will be different on day 1 – welcoming environment Give each student a flower ? Welcome each student by name Rising stars on walls in halls Exam care packages – granola bars, pencils Music, bubbles		



Tenet 5 Meeting Minutes

Date: 9-26-14

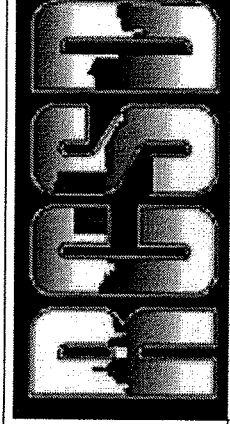
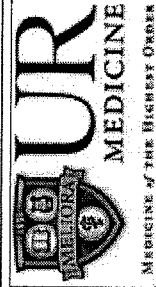
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Paul Clark	CFY	X	271-7670		pclark@centerforyouth.org
Adrienne Morgan	UR-SOM		275-7203	355-8003	Adrienne_morgan@urmc.rochester.edu
Tressa Newton	UR-SOM		275-2928	206-1020	Tressa_newton@urmc.rochester.edu
Keisha Hollomon	RCSD	X	288-3130 x 2109	719-5342	Keisha.hollomon@rcsdk12.org
Logan Newman	RCSD	X	288-3130 x 5107	766-4411	Logan.newman@rcsdk12.org
Sangeeta Gajendra	Eastman				Sangeeta_gajendra@urmc.rochester.edu
Jeanne Carlivati	PIRI	X	266-1186	260-8456	Pcarliv1@rochester.rr.com
Alana Sturgis	Student				
Mary Gilbert	RCSD	X	288-3130 x 4362	305-5956	Mary.gilbert@rcsdk12.org

*(co-chairs)

Agenda Item	Discussion	Action Assigned	Timeline
1. Welcome and introductions and housekeeping	New team members Keisha, Logan, Sangeeta and Jeanne		
2. "What we believe" and "Our Charge"			
3. Warner Leadership Team updates	Laura Brophy has launched new website with East-UR EPO information and leadership teams.	Review website and send any corrections needed	ASAP

4. Sub-Committee Updates with budgetary requests	–Counseling-Jeanne gave updates on Restorative Justice. Will be 3 day training for core staff. Summer training. Sherylanne Met with counselors and they propose a full counseling department with department head and 1:150 ratio. Requesting 14 FTEs – 1 of which is for East Evening, 2 will be bilingual, 1 will be for college prep. Also requesting 3 FTE of clerical support. –SBHC- Will request 1 FTE health educator/drug and alcohol counselor. Coordinating with SON for grad students to help with community health projects. Working with Eastman Dental – dental clinic if new space approved. Sherylanne may have used dental chair to donate. Vision services- Logan is connecting with UR ophthalmology- Paul Burgett and Dr. Feldman. Logan has grant funding to purchase needed equipment. –SFSC – 2 coordinators – Keisha and Rich. CFY had contract approved in August but not yet executed. There are more agencies involved than in previous years. Big plans are for after school initiative. Discussed concerns with students being bused downtown if they stay afterschool.	Budget request for .5 FTE coordinator to be on site. \$25K for overall proposal Budget request to Warner team By 9/29 Budget request to Warner team By 9/29 Awaiting contract execution.	Budget request to Warner team by 9/29 By 9/29 By 9/29
5. Big Data	–Who ?? and How ?? Need for integrity and integration of information systems to make data driven decisions and measure outcomes. Need data on micro and macro level. This should be early discussion so that data systems can be designed around needs – attendance data, discipline data, academic data, health data, social emotional screening data	Bonnie to bring to Warner leadership team	Next Warner team meeting next week
6. Building Modernization Recommendations	RCSD – UR – FMP meetings happening now to design office spaces ? Need building level people to attend when appropriate. Increased footprint and co-location of health clinic and student support services.		

7. Questions ?	Will there be a negotiation for transportation of students ? ? yellow buses r/t city ? ? transport for after school ?		
8. Next Meeting	October 24 th at 2:30 pm		



Tenet 5 Meeting Minutes

Date: 10-24-14

Name	Agency	Present	Phone	Cell	Email
Bonnie Rubenstein*	UR-Warner	X	275-5163	314-8535	brubenstein@warner.rochester.edu
Kim Urbach*	URSON	X	288-1390 x1062	766-3846	Kim_urbach@urmc.rochester.edu
Elaine Spaul*	CFY		271-7670		espaul@centerforyouth.net
Amie Nannini*	RCSD	X	288-3130	329-9695	Amie.nannini@rcsdk12.org
Denise Quamina	RCSD		288-3130		Denise.quamina@rcsdk12.org
Rich Paufler	RCSD	X	288-3130	259-7578	Richard.paufler@rcsdk12.org
Mary Ellen Dennis	URSON	X	288-1390	978-2594	Maryellen_dennis@urmc.rochester.edu
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Tressa Newton	UR-SOM	X	275-2928	206-1020	Tressa_newton@urmc.rochester.edu
Keisha Hollomon	RCSD	X	288-3130 x 2109	719-5342	Keisha.hollomon@rcsdk12.org
Logan Newman	RCSD		288-3130 x 5107	766-4411	Logan.newman@rcsdk12.org
Sangeeta Gajendra	Eastman				Sangeeta_gajendra@urmc.rochester.edu
Jeanne Carlivati	PIRI		266-1186	260-8456	Pcarliv1@rochester.rr.com
Alana Sturgis	Student				
Mary Gilbert	RCSD	X	288-3130 x 4362	305-5956	Mary.gilbert@rcsdk12.org
Chuck Allen	County	X			
Margie Brumfield	RAS				
Cameka Hazel	UR Student	X			

*(co-chairs)

Agenda Item	Discussion	Action Assigned	Timeline
1. Narrative for EPO	We do not need to write any additional narrative other than what we have submitted unless there are any missing areas. All members are asked to review the original planning document and send edits/comments/questions to Kim		

2. Budget update		For grades 6,7 and 8 will have 180 per class so budget will have 1 counselor and 1 SW per grade with grade-level split for counselors so counselor will stay with students. In grades 10, 11,12 the counselors will be in a suite and the split will be alphabetic. Asked for 3 counselors as well as clerical support. 2 counselors for 9th grade academy. The first time 9th graders will be on site then another 40 kids (who are 9th grade repeaters) will be located off site with some alternative programs. Also requested 1 FTE counselor for ATS and 1 for college and career counseling. East evening will also have a FT counselor and will be credit recovery. Small and compressed classes. Curriculum committee has requested bilingual counselors. Request is for 2 additional. Director of PPS – Pupil Personnel Services – admin for counselors, psychologists and social workers. Psychologist is IEP driven. There are currently 2. There are 7 social workers in the budget. 0.5 FTE for restorative justice to insure implementation in the building. 1 FTE for health education /drug and alcohol counseling Also requested lead agency coordinator for SFSC Bonnie met with architects – will have new health center within 3 years, no big changes to building in 2015. Discussion of separate cafeteria for lower school. Discussion about whether there is a need for daycare space. Will it be utilized. Daycare space proposed by CTE committee as childcare certification will be one of the programs.	
3. Sub-Committee Updates		--Counseling- See budget section --SBHC- Would like to impact school food. Vendor contract just renewed. Looking into contracts with vending machines. Conducted survey of students on school food. Results not yet available. Coordinating with URSON and SMD to provide screening and educational programming for upcoming	

	community and family events at East. Will coordinate with SMD for world AIDS day. -SFSC- Agency coordinator is still on hold. There are currently 2 coordinators and coordination is going well		
4. Comments/ Questions ?	New attendees - Anthony Andrews (representing Margie Brumfield), Kamika Hazel (UR student) Chuck Allen- Monroe County FACT Discussion about ease/difficulty with serving students when access to student info is limited due to privacy. Discussed using an Opt out model for enrolling new students into East for 2015. Students enrolled at East will be "enrolled" in all support services unless they specifically opt out. Data Czar – we will consult with when/if EPO is approved Family of five has changed to family of nine based on the numbers of students to staff. Discussion of integrated model of PBIS with restorative Justice. Discussion of options for tools to use for risk screening In 2015 – Lead principal will be selected in January Other Principals and staff selection in March No significant changes to the building facilities in 2015		
5. Next Meeting	Will reconvene after EPO decision		

Tenet 5 Counseling Subcommittee Meeting

September 11, 2014

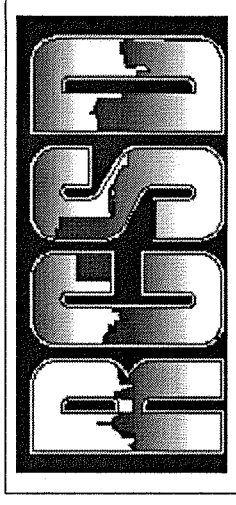
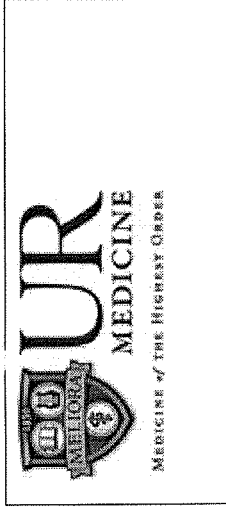
4:00 p.m.

- Welcome/introductions
- Input from Counseling Staff at East
 - Need to report to one school leader instead of many
 - Need training on restorative practices—do things “with” others not “to” others—need to have restorative conversations—need training on peacemaking circles. School leaders also need discipline training in using restorative practices.
 - Everything is rooted in how we treat each other
 - Have to affirm staff
 - It is important to train students (Student Voice makes a difference)
- Review of Research from New Zealand
- Hold people accountable for what they say they are going to do
- School Climate is everything! All in, All the time
- Next steps, next meeting

Tenet 5 Counseling Subcommittee Meeting

October 17, 2014

- Introductions
- Review Counselor Input
 - After meeting with counselors at East, the following are their recommendations
 - In order to have an integral role in the Family of Five (or Nine depending on staff available) and other counselor functions, recommend caseloads that are divided alphabetically across grades 10-12 in order to develop positive relations with students. Because of their unique position, counselors have the ability to see the whole picture and provide long-term personal relationships with students and their families, ensuring smooth student transitions from every grade level. This will provide consistency for building family connections.
 - Deliver and improve school counseling curriculum—involving a cross-trained team approach. Experience has shown that the whole team approach is necessary and logistically imperative.
 - Need professional development in Restorative Practices (including peer mediation, peace circles, etc.) Need training in post-secondary options and training or certification to do comprehensive profile report screenings.
 - Need to be physically located in a counseling suite to facilitate collaboration.
 - Need clerical support (3)
 - Need two counselors per grade level 6-12—total of 14 counselors
 - Recommend a college counselor position within the College Prep Center
 - Recommend two additional bilingual counselors to meet the needs of our bilingual students
 - Need an additional counselor for the East Evening School
 - Overall, counselors feel that not only is their focus on social-emotional but they believe they are integral parts of other areas of the development of the “New East”—they will be engaged in all other tenets in addition to Tenet #5
- Dr. Rubenstein will report back to Warner Leadership and Budget Team with the above recommendations.



Tenet 5 SBHC Initiatives

Date: 10-8-14

Name	Agency	Present	Phone	Cell	Email
Kim Urbach*	URSON	X	288-1390	766-3846	Kim_urbach@urmc.rochester.edu
Pam Herendeen	URSON	X	275-5693		Pam_herendeen@urmc.rochester.edu
Patty Corbett-Dick	URSON		275-5440		Patricia_corbett-dick@urmc.rochester.edu
Nellie Wixom	URSON	X	275-4761		Nelli_wixom@urmc.rochester.edu
Rich Kreipe	URMC		275-7844		Richard_kreipe@urmc.rochester.edu
Susan Yussman	URMC	X	273-4912		Susan_yussman@urmc.rochester.edu
Adrienne Morgan	URSMD		275-7203	355-8003	Adrienne_morgan@urmc.rochester.edu
Dahlia Merced	MCTP	X	325-8130		dahliamctp@yahoo.com
Suzanne Piotrowski	UR		279-4825		Suzanne_piotrowski@urmc.rochester.edu
Sheila Driscoll	MCTP		325-8130		Sheila_mctp@hotmail.com
Student Rep (TBA)					

*(co-chairs)

Agenda Item	Sub Topics	Discussion and Evidence Base	Action/Timeline
1. Update on current status and work done thus far	Warner leadership team items: Capital projects----- Start times----- Community Forum----- Technology/ Big Data-----	Building renovation as part of FMP is in planning stages. Still unsure of what renovations will be made. Kim will attend planning meetings. Warner team is reviewing student start times and will make recommendations. Poorly attended. ? if more are planned There is a UR initiative on big data.	?? No dates yet NA NA Pam will FU with Irena

	Budget Request -----	\$50k for dental equipment and 1 FTE for health education / drug and alcohol counseling. Formal request to Warner team.	Request submitted 9/29. Awaiting decision
2. Review our Tenet 5 SBHC items (see Charge to Tenet 5 doc) and evidence base	a. Offer extended clinic hours after school for students	During sports season ? Students may not be able to stay due to transportation issues – don't want to transfer downtown. RN to BSN or NP students from SON could help with sports clinics. Need Supervision. Help from med and nursing students ?	Kim will coordinate dates with Pam to do trial run for next sports season. Shellie will check with adolescent fellow to help with risk screening. Has to oversee any medical students.
	b. Semi annual comprehensive risk screening for all students with tiered scoring system	Not addressed	
	c. Improve school nutrition and food service	School food was biggest student complaint at community forum. There were new mandates in 2013 – can be met and still have palatable food. Much food being wasted or fast food being purchased. Vending machines still have foods with little nutritional value. Difficult to produce meals with limited funds but could be much better. Need to vet vendors and find one willing to try new things. Salad Bars? Farm to school Healthy Vending options Dairy Council Food survey done last year with Monroe students. Many students not eating anything at all during the day. All calories being consumed after school. Not good for learning and focus	Kim to find out who controls the vending contract Kim to find out when foodservice contract is up for bid. Dahlia and Nellie to revise student food survey and will give to east students during student health fair on 10/16. Plan to gather data and rally to students to push for change at district level. Nellie to contact Dairy council about healthy vending options. ?pepsi and coke have healthy vending options.
	d. Offer wellness programs to school community – students and staff	Not addressed	

	e. Offer wellness programs to parents and larger community including health screenings	Will plan for next family fun night	
3. Next meeting			

Tenet 5 Student Social and Emotional Developmental Health Committee Meeting

August 7th, 2014

East High School Room A 100

9:00 a.m.

AGENDA

- **Welcome by Chairs (Bonnie Rubenstein, Elaine Spaul, Kim Urbach and Amie Nannini)**
- **Introductions**
- **Our Charge—Why are we here?**
- **Update on current status/process (see attached Comprehensive School Rubric for Tenet 5)**
- **Set our goals, timeline, and deadlines**
 - **Budget due to Steve by October 30**
 - **Richer, more detailed rubric of our work due in December**
- **Divide into subgroups and plan for focus groups (including student, parent voices)**
- **Upcoming Events:**
 - **September 10, 2014 Town Hall Meeting for the Community – evening**
 - **September 17, 2014 Town Hall Meeting for students-during the day**
- **Set next committee meeting/s**
- **Other comments/questions**

Tenet 5 Student Social and Emotional Developmental Health Committee Meeting

September 19, 2014

East High School Room A 100

2:15 p.m.

AGENDA

- **Welcome**
- **“What We Believe” and “Our Charge”**
- **How Can Warner Help Revitalize East’s comprehensive counseling program? (Action Research Study)**
 - **Feedback from East counselors**
 - **Assets and challenges**
- **Update on current status/process of EPO**
- **Budget Implications**
 - **FTE’s (counselors, college prep center, clerical, East Evening counselor, social workers, psy, SFSC, etc.)**
 - **Professional Development (spring, summer)**
- **Upcoming Events:**
 - **September 22, 2014 student feedback all day in social studies classes**
 - **September 24, 2014 Community Town Hall Meeting**
 - **September 26, 2014 full Tenet 5 Meeting**
 - **October 6, 2014 Professional Development Planning Meeting**
- **Set next counseling sub-committee meeting**
- **Other comments/questions**

All In—All the time

COMPREHENSIVE SCHOOL RUBRIC FOR DTSDE TENETS

Tenet 5 – Student Social and Emotional Developmental Health: The school community identifies, promotes and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

Statements of Practice	Highly Effective	Strategies	Activities	Questions/Comments
5.2: The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health (SSEDH) and academic success. Impact: The implemented systems effectively address barriers to SSEDH and academic success.	a). The school leader, using a distributive leadership model, establishes a deliberate system, understood and followed by all staff members, that allows each student to be well known by a designated adult and positively reinforces academic success for all students. b) The school leader ensures that all staff members know and use a strategic and <u>comprehensive</u> system for referral and support for all students that includes research-based programs and practices intended to promote academic success, family engagement and students emotional health and wellness. c) The school leader ensures that all stakeholders strategically use data to identify areas of need, cultivates purposeful partnerships to promote student social and emotional health and academic achievement and leverages internal and external resources to support and sustain	a) Each staff member responsible for 5 student mentees. There is a block of time to meet with mentees every day. Counseling and advisory (no admin assignments) Staff members may also utilize volunteers (? Warner School MS Co. interns/students) SW school students) to help with students. b) Weekly referral meetings among all providers of support services. All students should be enrolled in health center. c) Training with staff on how to identify and when to refer students needing SSEDH support Administer validated screening tools to all students, during their mentee time. Use data from screenings to plan interventions and referrals.	a) Structured process for mentee work. Review attendance, school performance, community service projects, restorative justice practice. <u>Developmental Assets Career & Future Planning</u> CFY can do the training for restorative justice and also look at Teen Court. b) Identify evidence-based programs that address SSEDH needs. Students will be referred to specific programs identified. (ie Seven Challenges for Drug and Alcohol dependency) SBHC with extended hours, 12 month schedule, additional services (?dental) and available to community members after school hours and to graduates as well. <u>Craft</u> survey for drug and alcohol abuse RAAPS survey for adolescent risk screen Beck Depression inventory ? 40 developmental assets &	a) What is the total projected number of students and what grade levels will be housed here? 1200 students in grades 6-12 System to deal with mismatch between student mentees and their assigned adult mentor? Peer advisory groups have been highly effective. Advisory group as a peace circle. Ghandi institute No system for seeing which students engaged with which services. Need a database. Student management system should have a social-emotional component to track students. Need a case manager to track everything and "close the loop." What are legal ramifications especially for HIPAA. Data czar to handle results

	the system.		Student Self or Peer Referrals	
5.3: The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers and students. Impact: Students learn in a safe and healthy school community	a) There is a comprehensive and coherent curriculum or program that incorporates research-based practices aligned to the school vision that enables students to articulate a sense of belonging and ownership in their school community and facilitates the teaching of SSEDH. b) All stakeholders receive professional developmental support to consistently act upon a shared understanding of skills and behaviors that address the SSEDH needs of students linked to academic success and promote the school community's vision of a safe and healthy environment. c) There is a comprehensive plan to monitor and revise the professional development provided stakeholders to build adult capacity to facilitate learning experiences to support SSEDH.	a) Safer Schools Program – program of the International Institute for Restorative Practices (already an approved curriculum in NYS) b) Comprehensive School Counseling Model NYSSCA/ASCA b) training in restorative justice and trauma informed care, Mental Health First Aid for all staff, students and ?parents. c) Need staff to do this piece.		Elizabeth Meeker and Denise Quamina, Stephanie Bliss have started to do work in Trauma informed care. Info has been delivered in PDs and SLC but in reconfiguration all staff will have to reapply for positions and will have to buy in to the underlying curriculums. All staff must agree to implement all programs. Need to budget staff for implementation, training and data management.

5.4: All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning and fostering a sense of ownership for providing SSEDH supports tied to the school's vision. Impact: All school constituents are able to articulate how the school community is a safe learning environment that meets SSEDH needs.	a) The school community collaborated to develop and uses a plan that incorporates protocols and processes to communicate the important roles and contributions of all stakeholders. b) Across the school community, students, teachers and parents have a voice in the decision-making process for developing their school culture and work together and have active roles in ensuring the school's vision pertaining to SSEDH is achieved. c) The school community has implemented a system for monitoring and responding to SSEDH needs, which ensures that adaptive measures are implemented specific to individual student needs when growth is not actualized.	a) Interdisciplinary Leadership and Training Team established to decide: What's the information sharing about programs and how to access programs and who the people are and how to get in touch with them. b) Small group (by grade) monthly community dinners Family talk. Attention to Building Climate (e.g. school spirit activities, peer assistance, youth advisory to staff) c) Electronic health Records Start with defining parameters – what do you want to measure – what are the outcomes- how do we measure what is the stepwise approach. What does success look like. Individual Planning Component of Comprehensive SC Model	Need PR person Need plan to communicate everything Everything needs to be on website and facebook. Academy of Information Technology. Ms. Gross. Video announcements everyday What is the decision making team. (see 5.4a) Each student has an SSEDH Individual Plan developed and overseen by School Co. Dept (connected to academic success)	East Evening school Extended day for credit to get the attendance. Parent leader for each advisory group. Metals Café for meetings ? Also student leader and UR counseling leader Collect concerns, identify community resources, maximize use of parent expertise and contacts in community for student assistance
5.5: The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to SSEDH needs. Impact: Students have increased opportunities to become academically and socially successful.	a) The school leader, in collaboration with stakeholders, has a plan with systems and structures (time, space and resources) for how to collect, analyze and use a wide variety of data to address SSEDH needs. b) The school community uses a strategic plan based on data to deliver and monitor timely services and supports to students.	Data analysis plan – Who runs the overall leadership group. Who do agencies report to? Who do the counselors work with ? What do teachers collect/ contribute to the database? Need organizational structure. Identify what would increase opportunity for social success as increase in student life options		

School will be 6th – 12th Physicals barriers to separate schools with 2 principals and one lead Evidence Schedule for start times Agency needs to bring their own funding to the table. Need 2 ATS rooms – 6th-8th 9th-12th				

Tentative Restorative Practices Training Outline for East High School

Following, are the basic components that should occur in the first year of implementation: Much of the staff training would occur in the summer of 2015, but some would occur during the following school year.

- 3 day Peacemaking Circle training for key East High Staff (up to 20 people)-- Partners in Restorative Practices to provide 2 trainers, breakfast and lunch each day and all materials. \$1500 per day for a total of **\$4500**
- 3 hour restorative practices overview for entire staff-- PiRI to bring in 10 facilitators to be paired up with 10 East High staff who were trained in the 3 day training. The first hour will be a global overview for everyone, then the staff will be divided into 10 separate groups and each group will participate in a 2 hour relationship building circle with PiRI and East High co- facilitators. Cost: **\$750**
- Administrators and key support staff (up to 20 people) will participate in a 2 day restorative discipline training. PiRI will provide 2 trainers, breakfast and lunch each day and all materials. \$1500 per day for a total of **\$3000**.
- 3 one day Introduction to Circle training for staff. 12 people can be accommodated in each training. PiRI will provide 2 trainers for each, breakfast, lunch and all materials. Cost: \$1500 for each or **\$4500**.
- 16 hours of Peer mediation training for up to 20 students and 5 adults, along with 4 hours of coaching. PiRI will provide the training and all materials. Training will occur on the East High campus. \$1200 per day for training for a total of \$2400 and an additional \$300 for coaching for a total of **\$2700**.
- 5 one day Introduction to Circle Trainings throughout the year for 10 students and 2 staff members each time who have not yet been trained. PiRI will provide 2 trainers and materials. The trainings will occur on the East High campus. \$1200 for each day of training for a total of **\$6000**

- 2 hour parent overview during one evening in the fall of 2015; PiRI to provide the presenters. Cost **\$300**
- 1 hour staff development for all teaching and support staff on how to have a restorative conversation; PiRI will provide as many facilitators as necessary to divide the staff into manageable groups. Cost: **\$500**
- PiRI will provide coaches who will attend monthly meetings with key staff to help strengthen the program. Cost: **\$1350** for up to 9 meetings
- PiRI will facilitate up to 10 restorative justice conferences. Cost: **none**

Total cost for 2015-2016 School Year: \$23,600

To summarize, this includes:

- 1. An overview for the whole staff**
- 2. Training in restorative conversations for the whole staff**
- 3. Participation in a circle experience for the whole staff**
- 4. 20 key staff trained in the comprehensive circle model**
- 5. 20 administrators and support staff trained in how to use restorative discipline**
- 6. An additional 46 staff trained in how to facilitate a circle for relationship building**
- 7. 50 students trained in restorative practices**
- 8. 20 students and 5 adults trained as mediators**
- 9. A restorative overview for any number of parents**
- 10. Monthly coaching support**
- 11. Facilitation of up to 10 restorative justice conferences**