Safe and Supportive Schools Technical Assistance Center

What We're Reading

Human interaction, SEL in curriculum key to curbing cyberbullying

It's important to consider the connection between technological communication, digital citizenship, and social-emotional (SEL) skills. This article investigates how educators can encourage students to "think before you text."

Click here for the full article:
https://www.educationdive.com/news/human-interaction-sel-in-curriculum-key-to-curbing-cyberbullying/564451/

Website Launch

The SSS-TAC is excited to announce the launch of our new website!

Among the features you'll find on the website are recordings and handouts from each of our webinars; curated resources related to best practices, implementation, and data collection; an explanation of the supports and assistance provided by the TAC; and a tool that allows you to easily schedule time to connect with a TAC representative.

The tools and resources provided on the site are important components of the assistance we provide through the TAC, and we're looking forward to making this website a hub of connection and information as you continue work on your grant activities.

Explore the SSS-TAC site at www.nys-ssstac.org!

Quick Tip: Research suggests that **attendance nudges** —personalized messages that include information on the student's attendance—sent to families can reduce chronic absenteeism rates, even after just one round! For more information: http://www.inclasstoday.com/

Helpful Resources

Need ideas for engaging families in preventing and addressing chronic absenteeism? Check out the **Bringing Attendance Home: Engaging Parents in Preventing Chronic Absence Toolkit** from Attendance Works. This resource includes research, key principles, materials, videos, and a set of interactive exercises.

Available here:
https://www.attendanceworks.org/resources/toolkits/bringing-attendance-home/

Share Your Thoughts on Spring Webinars!

Please take a minute or two to tell us what you'd like to see for the Spring webinar line-up!

We worked hard to bring you expert speakers and thoughtful content for our fall and winter webinars, but as your needs change, we want to make sure that we continue to provide you with the most relevant, useful content possible.

The short, anonymous survey will help us understand what you're interested in learning, as well as your current levels of knowledge and need so we can target our speakers and content for the coming season.

Complete the survey at:
https://forms.gle/Msaj2rowHrp2T68y6

Mental Health for All

A study published in the *International Journal of Educational Research* explores the effects of teacher burnout. Findings suggest burnout can negatively impact school climate, collective efficacy, and sometimes leads to additional mental health concerns, such as depression.

What can staff do?
Teachers and staff can build communities of practice and utilize coping skills.

What can school leaders do?
Principals can reinforce efficacy beliefs, ensure a supportive working environment, and increase good relationships between school members.

What can policy-makers do?
State-level partners can improve field-preparation programs and build in prevention to reduce burnout in the change process.

Capone et al. (2019)

What constitutes a "welcoming school environment"?

A survey of parents and families in *Education and Urban Society* suggests:

1. Visible and accessible leadership

2. Questions/concerns addressed in a timely fashion

3. Positive emotional rapport

4. Greetings from office staff

5. Ongoing engagement in conversation

6. Encouraging participation in the classroom

7. Hosting/sponsoring events throughout the year

8. Taking action against bullying

9. Reducing language barriers

10. Resources available beyond what is required

Siegel et al. (2019)

Website:
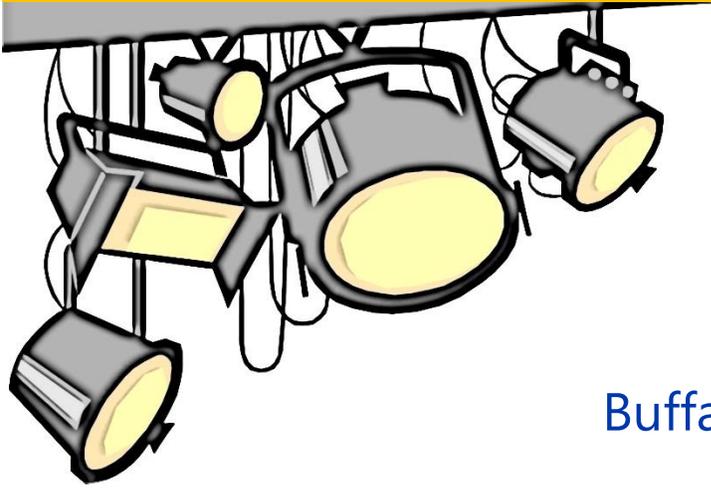www.nys-ssstac.org

Contact:
(518) 427-9840

Email:
nysssstac@gmail.com

Monthly Spotlight
on Safe & Supportive Schools

Buffalo Public Schools

This month's Spotlight highlights the work of **PS 197** and **PS 131**, who hit the ground running this school year with a clear vision of comprehensive and systematic support for students. Dedicated teams monitor student attendance, academic progress, behavior, and tiered interventions. Using data, they identify at-risk students and connect them with needed supports (e.g. tutoring, peer mentoring, anger management, and community-based services).

Monica Capozzi, a district coach, works closely with administration and staff as they expand their knowledge and use of evidence-based practices. Coaching is used effectively to support professional development, and build upon, scale up, and sustain what works.

Administration and staff in BPS schools understand that student leadership – "*voice and choice*" – is critical. They have invested in opportunities for students to mentor, gain social-emotional skills, collaborate with others, and share input for decision-making processes.

To address chronic absenteeism, schools use initiatives to motivate and incentivize students to arrive on time and attend regularly. Staff and student success is celebrated through awards ceremonies, school-wide events, and teacher appreciation.

At the district-level, efforts are sustained to address bullying through an Anti-Bullying Task Force.

Thank you to our BPS partners for your dedication to this work, and for sharing your successes with us!