



The New York State Education Department

## Safe and Supportive Schools Technical Assistance Center

### Important Updates

#### Mental Health Awareness Month in May, Commissioner Rosa and Commissioner Sullivan release memo sharing resources



On April 16, 2021, the Commissioner of Education Rosa and Commissioner Sullivan of the Office of Mental Health released a letter to colleagues around the topic of mental health. This message comes in advance of Mental Health Awareness Month, which begins in May. A variety of organizations and news outlets have highlighted the impact of the pandemic on stress and mental health for both youth and adults. The two Offices have assembled a compilation of Recommended Resources for Mental Health and Suicide Prevention for NYS Schools, Families, and Students. Resources in the document include topics such as trauma-informed education, coping, parenting, wellness, supporting LGBTQ+ students and staff, bias and discrimination, as well as suicide and crisis resources.

[View the full memo and resources](#)



#### Take the Pledge to support Mental Health this May with MHANYS!

In honor of **Mental Health Awareness Month**, the Mental Health Association of New York State (MHANYS) has developed a toolkit of resources to learn more and start the conversation about mental health and wellness.

[To learn more, visit the MHANYS website](#)



#### Department of Health releases interim guidance for in-person instruction in K-12 schools

This April, the New York State Department of Health (NYSDOH) released interim guidance to support ongoing planning for in-person instruction. The guidance document provides updated guidance on the following key aspects: (1) Reopening of school facilities, (2) Monitoring of health conditions, (3) Containment of potential transmission, and (4) Closure of school facilities and in-person instruction.

[View the full guidance document](#)


### Resource Spotlight

Returning to School: Resources to create a sense of safety and belonging for students, staff, & families after COVID-19

Safe and Supportive Schools  
Technical Assistance Center

**SPRING 2021  
RETURNING  
TO SCHOOL**

Resources to create a sense of safety and belonging for students, staff, & families after COVID-19



In this guide, you'll find resources on topics related to school climate and safety when returning to in-person learning: social emotional learning, trauma-informed education, restorative practices, mitigation and safety planning.

Looking for a resource on a specific topic? [Reach out to our team](#) and we will connect you with web-based resources to support your program needs.

## Integrating Social and Emotional Learning throughout the School System: A Compendium of Resources for District Leaders (WestEd)

A new compendium guide was recently released by WestEd with resources for district leaders on integrating and aligning SEL with other frameworks and systems. The National Center on Safe and Supportive Learning Environments hosted a [webinar](#) to discuss on April 27th from 3:00-4:00.


[View the Compendium](#)

CENTER TO PROMOTE  
Social and Emotional  
Learning and School Safety  
WestEd

This guide was developed under the auspices of the Center to Promote Social and Emotional Learning and School Safety at WestEd, sponsored by State Office of Transitional Education.

### Integrating Social and Emotional Learning throughout the School System

A Compendium of Resources for District Leaders



**INTRODUCTION**

The compendium provides resources for district leaders to consider as they seek to implement evidence-based supports to ensure social and emotional learning (SEL) is fully integrated into the educational experience of their students, families, staff, and community. While targeted to the district level, many of these resources may be useful to school leaders as well.

**ABOUT SOCIAL AND EMOTIONAL LEARNING**

Social and emotional learning typically refers to the process in which individuals cultivate and apply the attitudes, beliefs, skills, and behaviors necessary to become fulfilled and engaged citizens. Through this process, they become capable of recognizing their emotions and reactions, setting and achieving their goals, interacting with others in culturally responsive ways, and cultivating their own identity and agency.<sup>1</sup>

SEL should be an integral component of every student's educational experience. First, all learning involves social and emotional aspects: students' social and emotional strengths and limitations advance or impede other aspects of their cognitive development and academic learning.<sup>2</sup>

1. Weisberg, R. P., Durkin, J. A., Dornier, C. E., & Galbraith, T. P. (2012). Social and emotional learning: Path, process and practice. In J. S. Barkin, C. C. Sommers, & R. Weisberg, (Eds.), Handbook of social and emotional learning: Research and practice (pp. 2-28). New York, NY: Guilford Press.

2. Jones, S. & Kahn, R. (2021). The Evidence Base for How We Learn: Supporting Students' Social, Emotional, and Academic Development. Washington, DC: The Aspen Institute National Commission on Social, Emotional, and Academic Development.

SELcenter.WestEd.org

## Additional Resources

[New York State Trauma-Informed Network](#)

[CASEL Social Emotional Learning Workshops](#)

[School Mental Health Resource and Training Center](#)

[Panorama 80 Example Questions for Student Check-Ins](#)

## Quick Reads



[Three strategies for improving school safety amid classroom returns \(K12 Dive\)](#)



[How can curriculum reflect the importance of mental health in returns to school? \(K12 Dive\)](#)

## Upcoming Events



## New York State Center for School Safety: Training Opportunity

The New York State Education Department and Center for School Safety are offering sessions for their free training, **Developing District-Wide and Building-Level Emergency Response Plans**, in May and June. This is a two-part virtual training that provides an overview of the planning principles and process recommended in the federal *Guide for Developing High-Quality School Emergency Operations Plans*. A review of NYS legislation will be provided, as well as guidance on meeting statutory and regulatory requirements related to District-Wide Safety Plans and Building-Level Emergency Response Plans.

Space is limited! For more information on how to register, view the following [flyer](#).

## Join the Safe & Supportive Schools TAC for our 4th Community of Restorative Practice, May 13th, 3-4pm

Each month, the Safe and Supportive Schools TAC and Lori DeCarlo, Superintendent of Randolph Academy, host a community of practice to exchange ideas and experiences around Restorative Practices. Each session includes a facilitated circle exploring major themes that are central to our work, including: building trust and community, establishing an RJ team, gaining buy-in and support, and guiding principles of Restorative Practices. Strategies and resources are shared to support implementation in your district or school.

*If you can't make it, this event occurs monthly. We'll be meeting again on June 10th!*

[Register Here](#)



### About the Facilitator

Lori DeCarlo is the superintendent of the Randolph Academy, a public school which supports, empowers, and educates children with various social-emotional and mental health needs. She leads in Restorative Justice training initiatives statewide, serves on the Western NY Regional Youth Justice Team, partnering with Erie County's Commissioner of Probation and funded by NYS Criminal Justice Services, and has presented at dozens of conferences, including those of the National School Boards Association, NYS School Boards Association, and NYS Council of School Superintendents.

[Visit Our Website](#)

