

Safe and Supportive Schools 

Safe and Supportive Schools

May 9, 2011 – Monthly Meeting


Agenda

10:30 Welcome and Roll Call

- Summer Institute - logistics and registration
- Readiness/Team Composition (*featuring Green Bay Unified School District*)


11:30 Conclude



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Welcome and Housekeeping

- Welcome and introductions
- Hold general discussion questions until the end
- Private chat box accessible via Q&A
- Introductions and topic discussions in alphabetical order by district.
- Please mute phone or computer mic when not talking to reduce background noise.
- Microphones will be un-muted during discussions.



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Participating School Districts

- Beloit School District
- Green Bay Area School District
- Janesville School District
- Kenosha Unified School District
- Madison Metropolitan School District
- Milwaukee Public Schools
- Racine Unified School District



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Participating School Districts (continued)

- Bayfield School District
- Bowler School District
- Brown Deer School District
- Greenfield School District
- Hayward Community School District
- Horicon School District
- Maple School District
- Mukwonago School District
- Saint Francis School District
- Superior School District
- Suring School District
- West Allis West Milwaukee School District




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Summer Institute Details

- June 21-22 in Madison at Crowne Plaza
- Designated for all non-MPS school teams participating in project
- Suggested team of 3 per district with 1 participating high school, and up to 5 team members for districts with multiple high schools
- June 23-24 in Milwaukee (details TBD)



Planning for the Safe & Supportive Schools Project Grant (S3PG)



GREEN BAY AREA
PUBLIC SCHOOL DISTRICT
All learning. All growing.

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Organizing our Teams

- **Our Beliefs**
 1. Our high school staff have a good understanding of what they need to provide a safe & supportive school.
 2. The school teams will be responsible for taking the planning process where they need it to go to meet the school's goals.
 3. Strategies and initiatives should come from the building level, with supportive coordination from the district level.
 4. If students believe they **belong** at school, they will take ownership so that school is a safe and supportive environment.
- **Started with the Principals**
 - ✓ Layout scope and sequence
 - ✓ Determine staff who are asked to be members of the S3PG
- **School Teams** met monthly January – April



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S3PG Team Membership

- Principals
- Associate Principals
- Teachers (Core; Electives)
- School Counselors
- School Social Workers
- Co-curricular Advisors
- Coaches
- Teachers who are also GBAPS Parents



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S3PG Team Meeting Agendas

- **January**
 - Introduce S3PG Scope & Sequence; discuss YRBS; additional school data required; brainstorming related to *"How would you spend your grant money to ensure students feel safe & supported at your high school?"*
- **February**
 - The Essential Question: *"How does this program, intervention or activity ensure an engaged student who feels safe in his/her school?"*
- **March** – joint meeting; all 4 high school teams
 - Sharing ideas; discuss similarities and differences between schools.
 - Presentation/overview of PBIS.
- **April**
 - Shared YRBS data related to the 9-questions.
 - Discuss programs/activities in place.
- **May**
 - **PBIS** Informational Meetings at high schools with some interest in the program.



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S3PG Team Ideas

Similarities

	East High School	Preble High School	Southwest High School	West High School
4	Survey students and parents about engagement; "What could we do to support involvement with school?"		Survey students on what programs or services would increase student engagement in school.	
5	Provide opportunities for EHS teachers to go to WMS to work w/ 8th graders to support a positive transition to HS; provide Freshmen Transition Program and/or activities	Summer school for incoming 9th graders-academics related	Summer transition program for 8th graders identified by LMS as at-risk	Summer camp opportunities both on and off the WHS campus
6	Cultural Fair with food, games & demonstrations; culturally responsive training for all staff and students. Provide translators for parents.	Culturally responsive programs for students and parents	Challenge Day; provide more opportunities to support this program or similar programs	Provide support for parents who need translators
9		Expand co-curricular activities to support the varying needs of students and parents who cannot afford co-curricular activities	Provide new & different co-curricular activities, e.g. fishing, hunting, archery	Host "theme" nights at co-curricular activities to engage more student/parent attendance
10	Assign mentors to students who are not involved/engaged in the EHS community; "DOTS" activity	Provide high school students as mentors for Future Hornets @ EMS and RSMS		Mentoring programs to include community members, alumni, AmeriCorps/Vista

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S3PG Team Ideas

Differences

	East High School	Preble High School	Southwest High School	West High School
15	Provide "late bus" transportation to increase student involvement in co-curricular activities	Provide "late bus" transportation to increase student involvement in co-curricular activities	A class for 9th graders involving a 6-week rotation through all the CTE areas; experiential in nature	Smaller class sizes so teachers can really get to know students and build relationships w/ kids
16	Parent Resource Center/room w/ computers, information & resources		Lounge (canteen); students "earn" use by grades, attendance and/or behavior	
17	CELEBRATION Wall	Preble Support Program (PSP); check-in/check-out; universal language	Have a system in place to include students in impromptu conversations w/ an emphasis on staff/student collaboration	On-site school nurse and/or other community agency people to answer questions and provide support for students' medical needs

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What We Hope to Achieve

Transitions

- Increase student involvement in the transition and engagement process. (Example: Sports & Entertainment Marketing Co-op Students).
- **Family Night (May)** held at the high school for 8th graders and their parents (dinner, games, prizes; information sessions).
- **ROPES** – experiential ROPES course re-certified at the 4 high schools and staff trained.
 - Link Crew
 - 9th grade summer transition programs; summer school
 - Leadership training for staff and students
- Individual Graduation Plans completed semester 1 of grade 9
 - Supported by the 8th grade Individual Planning Conference
- **FUTURE** "Wildcats," "Red Devils," "Trojans," and "Hornets" Programs

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What We Hope to Achieve

Engagement

- Provide family/parent activities that parents WANT to attend, not activities staff believe parents SHOULD attend
- Provide an **open campus** – high schools are open into the evening and on weekends with planned activities, programs and services for families within the neighborhood participate in.
 - Family Dinners (planned and hosted by parents & students)
 - Include opportunities for mini-informational sessions on a number of topics
 - "Re-package" Parent/Teacher Conferences to make it easy for parents to attend; provide a positive experience so parents want to attend.
 - Computer classes (internet; resume writing; job searches; Parent Connect)
 - Health care screenings
- Opportunities to increase community partnerships with local agencies to provide access for families to support systems.

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What We Hope to Achieve

Engagement

- Safe and Supportive Schools begins in the classroom.
 - S3PG Teams have identified the classroom as the most important environment to build school safety and a sense of belonging.
 - Coaching for teachers to focus on individual student learning.
 - Building staff are the key to providing a safe & supportive school.
 - Involving parents in the classroom and learning process will support safe & supportive schools.

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What We Learned

- The process is just as important as the plan.
- A safe and supportive school focuses on LEARNING, not teaching.
 - Work with teachers to discover creative ways to engage the difficult to engage student through individual learning plans.
 - Offer instruction in a way to make students want to learn.
- Student AND parent/family involvement will be key in supporting a safe and supportive school environment.
- The S3PG Teams want to support staff within their buildings with a stipend to develop and implement ideas/programs/activities to support engagement and transitions.
- PBIS - lots of questions by staff that need answers.

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Thank you for giving us the opportunity to share with you the process we used in the planning phase of the S3PG!

Questions?

Barbara Dorff, Executive Director of Learning/Student Services,
badorff@gbaps.org

Kim Shanock, School Social Worker, S3PG Co-Coordinator,
kschanoc@greenbay.k12.wi.us

Lori Peacock, Career/Technical Education & Counseling Coordinator, S3PG Co-Coordinator,
lpeacock@gbaps.org

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Questions or Comments

For additional information contact

- Steve Fernan at steven.fernan@dpi.wi.gov
- Brian Weaver at brian.weaver@dpi.wi.gov
- Joan Lerman at joan.lerman@dpi.wi.gov
- Brenda Jennings at brenda.jennings@dpi.wi.gov