

# Strategic Planning Subcommittee on Safe Learning Environment

**Tuesday, April 10, 2024, 4:00-5:00 PM**

**Library, Portsmouth Middle School**

**Team Members in Attendance:** Leah Tuckman, Senior Associate at Great Schools Partnership; Pip Clews, School Board member; Chris Burke, District Wellness Coordinator; Shawn Donovan, PHS Assistant Principal; Byron Matto, School Board member; Aadit Noble, PHS Student.

AI-Generated Meeting Summary, Outline, and full transcript as Created by Otter AI

This is followed by the current draft document from the team.

## Summary

The meeting summary discusses strategies proposed by a subcommittee to increase mental health support in schools. Key points discussed include increasing the number of social workers, collecting student well-being data over time, implementing a Primary Person Model to connect students with supportive adults, and looking at ways to integrate social-emotional learning into the advisory curriculum. There was also a discussion about potentially hiring a Diversity, Equity, and Inclusion Director and creating a microaggression reporting system for students. Implementing these strategies, exploring ways to incorporate restorative practices and raising marginalized voices were the main topics of discussion.

## Outline of Discussion

### **Strategies for increasing mental health support in schools.**

- Leah Tuckman introduces herself and assumes leadership role due to unable participant.

- Leah Tuckman praises subcommittee's progress, discusses strategies with group.
- Leah Tuckman, Chris Burke, Pip Clews and Byron Matto discuss potential strategies for increasing the number of social workers in schools, including partnerships with universities and gathering data to define trends.
- Speakers agree that selecting multiple pieces of data at different times or seasons can help monitor against a baseline result, and establishing a cadence of data collection can be a critical step.

### **Student well-being, data collection, and action steps.**

- Leah Tuckman and Chris Burke discuss the importance of monitoring student wellbeing and academic performance simultaneously.
- Leah Tuckman discusses the Primary Person Model, a professional development program for connecting students with adults that has been used in Springfield Public Schools as well as dozens of districts throughout New England. This connects nicely to already established Action Step 2.A.3.
- Speakers discuss implementing a student wellness survey, considering questions, data collection, and participation.

### **Implementing SEL curriculum in middle school.**

- Wellness Coordinator Chris Burke advocates for implementing primary person model to ensure sense of belonging for all students.
- Chris Burke suggests implementing SEL curriculum with freshmen and sophomores.
- Speakers discuss strategies for reducing stress in students.

### **Diversity, equity, and inclusion in a school district.**

- Leah Tuckman suggests hiring a Diversity, Equity, and Inclusion (DEI) director in Portsmouth to support action steps and hold leaders accountable.
- Chris Burke and Pip Clews agree that a DEI director would be helpful but Chris Burke notes that buy-in from top leaders is necessary for implementation.
- Leah Tuckman suggests creating a reporting system for microaggressions to address harmful incidents in schools. Aadit Noble agrees with the need for a reporting system.
- Speakers discuss the importance of addressing systemic issues to promote diversity and raise marginalized voices in the community.
- Speakers discuss the importance of a streamlined communication system that is user-friendly and translatable into multiple languages.

## Implementing social-emotional learning programs in schools.

- Chris Burke and others discuss implementing a microaggression reporting system in a school.
- Leah Tuckman suggests involving student ambassadors in implementing SEL curriculum.
- Parents and caregivers express concerns about curriculum and liaison role.
- Speakers discuss the importance of student voices being heard in addressing microaggressions.

## Restorative Practices.

- Pip Clews discusses the fact that Restorative Practices have come up multiple times in board meetings. Pip Clews states that her son's experience would have been quite different if Restorative Practices had been implemented in all Portsmouth schools.
- Leah Tuckman states the need for Restorative Practices professional development for all educators in the Portsmouth School District.
- Chris Burke discusses the need to select a Restorative Practices model or program.
- Shawn Donovan discusses the fact that a strong peer mediation program used to exist at the high school and that this connects nicely to the Restorative Practices model.

## Full Transcript

[https://otter.ai/u/yuzvhgPz7A-5nX\\_Dry0KPh3h6vc?utm\\_source=copy\\_url](https://otter.ai/u/yuzvhgPz7A-5nX_Dry0KPh3h6vc?utm_source=copy_url)

### Safe Learning Environment

Captain: Phil Davis

#### Coded Data Statements:

- Strong and supportive leadership and administration - School Culture
- Encouraging kindness & inclusivity - School Culture
- Reduce pressure & stress on students - Reduce Stress
- Staff-student relationships - School Culture and Reduce Stress and community
- SEL and supporting mental health - Reduce Stress and School Culture
- Sense of community among staff and students - School Culture
- Guidance/advisory programs to support students - Reduce Stress and School Culture
- Uplifting families and students in need - Community and Reduce Stress and School Culture
- Partnerships with families - Community and School Culture
- Opportunity to give back to the broader community - School Culture and Community

*We believe in creating an environment where students and faculty feel physically and psychologically safe through the fostering and support of a connected and inclusive community.*

**We do this by:**

- Providing guidance and support to every student and staff member in the district in the realm of staffing or services provided
- Reviewing policies, practices, and procedures around school culture, reducing stress, and connecting families and community
- Analyzing the data to inform practices
- Fostering our school culture, working to reduce stress, and building strong connections with families and community

**Subcommittee Meeting Dates:**

3/27 @ 5:00 PMS; 4/3 @ 4:00; 4/10 @ 4:00

**Data Sources:**

- YRBS Data
- Discipline Data
- Attendance Data

**Indicators of Progress:**

**Indicators of Success:**

**Goals:**

**Strategies**

**Action Steps**

2.A: Gather data on students and where they are around social emotional health and well being

2.A.1: Identify or create a data capture tool to assess student well being across the district and provide time in school to complete assessment  
2.A.2: Establish a cadence of data collection to monitor student well-being trends (Panorama can interface with Infinite Campus)  
2.A.3: Determine where students are connected to school/adults using a primary person model (clubs, activities, athletics)

2.B: Improve access to services outside of the school community needed to create a safer school environment

2.B.1: Increase the number of social workers in the district to a minimum of one per school (potentially through a partnerships with higher education institutions)  
2.B.2: Build relationships with students - ensuring that all students have trusted adults  
2.B.3: Connect student to community with a purpose (community service)

2.C: Provide internal services to meet the needs identified by the

2.C.1: Provide space/opportunities for students to decompress or reset based upon their current needs. Supervised unstructured gathering spaces.

data (2A)	<p>2.C.2: Increase student resiliency by implementing the SEL/Advisory curriculum to fidelity</p> <p>2.C.3: Implement the primary person model at every school to ensure a sense of belonging for each student</p> <p>2.C.4: Increase students' coping strategies by implementing the SEL/Advisory curriculum to fidelity</p> <p>2.C.5: Explore reinstituting Clipper Health Center</p>
2.D: Implement practices and or programming to address school climate and culture	<p>2.D.1: Increase opportunities for outdoor education by spending time outdoors and/or in nature</p> <p>2.D.2: Hire a DEIJ Director (talented in problem solving/interacts with community...etc.)</p> <p>2.D.3: Develop and implement a reporting system for students to be able to articulate concerns/harm</p> <p>2.D.4: Expand HR supports for staff</p> <p>2.D.5: Prioritize two way communication with families</p>
2.E: Physical School Safety	<p>2.E.1: Ensure continual review of existing policies/procedures around safety trainings districtwide</p>
2.F: Review and modify practices to reduce stress on students and families	<p>2.F.1: Identify stressors impacting students</p> <p>2.F.2: Address attendance policies in relation to mental health</p> <p>2.F.3: Review homework requirements and benefits</p> <p>2.F.4: Streamline communication platforms</p>
2.G: Implement Restorative Practices across the district	<p>2.G.1: Define Restorative Practices as a district</p> <p>2.G.2: Identify a sustainable model/program that fits the needs of the district</p> <p>2.G.3: Provide professional development for educators</p> <p>2.G.4: Review and revise district discipline policies</p> <p>2.G.5: Explore reinstituting peer mediation program</p>

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### Indicators of Progress:

### Indicators of Success:

### Goals:

### Strategies

### Action Steps

<b>1A:</b> Gather data on students and where they are around social emotional health and well being	<b>1A.1:</b> Identify or create a data capture tool to assess student well being across the district and provide time in school to complete assessment <b>1A.2:</b> Establish a cadence of data collection to monitor student well-being trends (Panorama can interface with Infinite Campus) <b>1A.3:</b> Determine where students are connected to school/adults using a primary person model (clubs, activities, athletics)
<b>1B:</b> Improve access to services outside of the school community needed to create a safer school environment	<b>1B.1:</b> Increase the number of social workers in the district to a minimum of one per school (potentially through a partnerships with higher education institutions) <b>1B.2:</b> Build relationships with students - ensuring that all students have trusted adults <b>1B.3:</b> Connect student to community with a purpose (community service)
<b>1C:</b> Provide internal services to meet the needs identified by the data (1A)	<b>1C.1:</b> Provide space/opportunities for students to decompress or reset based upon their current needs. Supervised unstructured gathering spaces. <b>1C.2:</b> Increase student resiliency by implementing the SEL/Advisory curriculum to fidelity <b>1C.3:</b> Implement the primary person model at every school to ensure a sense of belonging for each student <b>1C.4:</b> Increase students' coping strategies by implementing the SEL/Advisory curriculum to fidelity <b>1C.5:</b> Explore reinstituting Clipper Health Center
<b>1D:</b> Implement practices and or programming to address school climate and culture	<b>1D.1:</b> Increase opportunities for outdoor education by spending time outdoors and/or in nature <b>1D.2:</b> Hire a DEIJ Director (talented in problem solving/interacts with community...etc.) <b>1D.3:</b> Develop and implement a reporting system for students to be able to articulate concerns/harm <b>1D.4:</b> Expand HR supports for staff <b>1D.5:</b> Prioritize two way communication with families
<b>1E:</b> Physical School Safety	<b>1E.1:</b> Ensure continual review of existing policies/procedures around safety trainings districtwide
<b>1F:</b> Review and modify practices to reduce stress on students and families	<b>1F.1:</b> Identify stressors impacting students <b>1F.2:</b> Address attendance policies in relation to mental health <b>1F.3:</b> Review homework requirements and benefits <b>1F.4:</b> Streamline communication platforms
<b>1G:</b> Implement	<b>1G.1:</b> Define Restorative Practices as a district

Restorative Practices across the district	1G.2: Identify a sustainable model/program that fits the needs of the district 1G.3: Provide professional development for educators 1G.4: Review and revise district discipline policies 1G.5: Explore reinstituting peer mediation program
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