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What is Humanware?

- Humanware /SEL is an important part of the Cleveland Metropolitan School District's broader strategic transformation plan.
- Humanware/SEL addresses the *conditions for learning* so that all students are academically and socially equipped to succeed.
- Humanware/SEL uses evidence-based practices so that all the human resources in schools, families and community are functioning together to make sure our students are learning in safe, supportive and successful schools.

Humanware vs. Hardware

- Humanware is about providing students and staff with a caring environment where they can build strong relationships.
- Hardware is the metal detectors, x-ray machines, wands and security officers that keeps students and staff safe inside the Cleveland School buildings.
- Together, they create a positive environment that promotes significant social and academic growth.

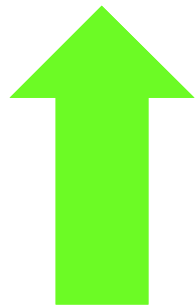
School Coordination and Support

Social & Emotional Learning Core Competencies



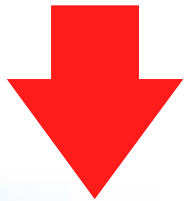
Why Socio-Emotional Learning?

Science Links SEL to Student Gains:



- Social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests

• And Reduced Risks for Failure:



- Conduct problems
- Emotional distress

What is a Student Support Team? (SST)

- Problem-solving group of school staff in each building that addresses any academic, emotional, behavioral and/or attendance challenges that a student may have
- SST Core Team is made up of a school administrator, teacher, and an assigned support staff member (e.g. school nurse, psychologist or counselor)
- The team meets weekly, at a minimum, to discuss the issues and challenges of students referred to the SST
- Goal of the team is to identify interventions and strategies that will produce positive results for students

How are SSTs involved in Humanware/SEL?

- Address academic and/or social-emotional barriers to learning, behavior and attendance
- Evidence-based
- Data-driven
- Multi-disciplinary
- Use problem-solving approach
- Monitor interventions
- Screen for “early warning signs”

PATHS

- Promoting **A**lternative **T**hinking **S**trategies (PATHS) program
- Adopted in CMSD in November 2009
- A well-researched classroom curriculum designed to facilitate the social-emotional development of students from Pre-K through Grade 5 in the areas of:
 - friendship
 - emotions
 - self-control
 - problem-solving

Class Meetings

- A vehicle for classroom-level problem solving and decision making
- Operated on a set of student and teacher generated norms of behavior
- Facilitated by adults and students
 - Initially facilitated by the teacher with the goal of moving toward student led meetings
- Inclusive, proactive and community-building approach to promote the well-being of all students and reduce negative outcomes for students

Format for Class Meetings

- 20 minutes
- Everyday
 - Part of the daily routine
- Best during the first period of the day, but works anytime
- Students and teachers participate
- Teacher facilitated and eventually student led
- Set guidelines for discussion points

Out of the Classroom Support: PATHS in the Planning Centers

THE PLANNING CENTER (A SAFE PLACE TO BE)

The Planning Center is located at each CMSD school and is managed by highly trained paraprofessionals. The goal of the Planning Center is to provide support and interventions for students, teachers and families with the goal of keeping students in school. The Planning Center promotes social/emotional learning in an individual or small group setting through evidence-based interventions. The PATHS Curriculum is an integral part of the work of the Planning Center.

PATHS in the Planning Center

A Safe Place to:

- STOP and CALM DOWN!
- Talk about how YOU see the problem, and how YOU feel about it!
- This is how we do it!



PATHS IN THE PLANNING CENTER

A Safe Place to:

- Make A Plan...so it won't happen again!
- This is how we do it!
- The Creation Station (Write it, Draw it, Rap it...)



PATHS in the Planning Center

A Safe Place to:

- MAKE A PLAN!
- What could've happened?
What would've happened?
What should've happened?
- This is how we do it! (Tell me the plan, write the plan, put the plan in motion!)



WHY PATHS WORKS IN THE PLANNING CENTER

- PATHS reinforces school-wide behavioral expectations and classroom rules
- PATHS empowers scholars to think before they react
- PATHS provides the PCIA with tools to assist scholars in a pro-social way. (*Less time on discipline, more time on task!*)
- PATHS assures our scholars that they are supported in their efforts to demonstrate socially-responsible behavior.



Getting the Community Involved

Student Quality Standards Documentation Process

A centralized system to introduce and maintain information is necessary to coordinate programs and services within the Cleveland Metropolitan School District (CMSD). The Department of Humanware (DHW) has developed a process that will meet the needs for accountability and coordination of internal/external services within CMSD. This process is also designed to accomplish equity in the distribution of services to students across the District. This process applies to both those external agencies already providing services in the CMSD and to those initiating services. It must be completed prior to the initiation of any new project and annually for recurring projects.



Student Quality Standards Documentation Process

- **Acronym Key**
- CA = Community Agency
- DHW = Department of Humanware
- CMSD = Cleveland Metropolitan School District

The Process

- DHW reviews submitted information. DHW contacts CA within a month to review accuracy of information and to schedule an appointment to discuss details of the proposed program/service and collaborations within the CMSD.
- DHW arranges a meeting with all appropriate CMSD staff and CA personnel to introduce/review the program. The group will identify appropriate school(s) to receive the proposed program/service.
- CMSD and CA finalize details of program/service.

The Process

Before CA Applies for Funding

- CA contacts DHW about providing services within CMSD.
- DHW gives the CA a referral packet within a week or the CA downloads the packet from CMSD's website.
- CA completes referral packet and returns it to DHW by fax
 - If CA would like to expand existing services they need to contact DHW.
 - If CA is already in CMSD and proposing a new program/service, they need to contact the DHW office.

The Process

- If needed, DHW arranges for CMSD letter of support for CA proposal
- CMSD and CA enter into a Memorandum of Agreement (this process should begin prior to funding being received by CA, but MOA need not be finalized until funding is awarded)

Scope of Work

Community Agency will:

- Provide information for CA contact person, including the name, title, phone, pager, e-mail, and fax numbers. All service providers must have appropriate licensure/certification for the service they are providing.
- Provide a detailed program/service description and documentation of evidence based, if applicable. If program is not evidence based please provide evaluation information used to measure/monitor the program/service.
- Identify CMSD objective(s) addressed (i.e. attendance, reduced discipline referrals, reduced office referrals, academics, etc.).
- Describe the program/service target population, agency capacity, time frame for delivery, funding plan, including whether the program/service is grant funded.

Scope of Work

- Identify CMSD objective(s) addressed (i.e. attendance, reduced discipline referrals, reduced office referrals, academics, etc.).
- Describe the program/service target population, agency capacity, time frame for delivery, funding plan, including whether the program/service is grant funded.

Scope of Work

- In consultation, with DHW, identify specific school(s) in which program/ service will be provided, as well as the days and times of delivery.
- Ensure that all personnel working directly with students receive a background check that complies with the CMSD's requirements.
- For prevention/intervention services delivered to students, complete CMSD's "Provider Service Review Form" for each student to whom services are provided and submit completed form to DHW.

Scope of Work

- Submit quarterly reports in the format provided by CMSD by deadlines established by DHW.
- Meet with and/or consult with DHW as circumstances indicate.
- Give at least one month's advance notice when requesting a letter of support from CMSD for continuing or future funding of approved program/service.

Department of Humanware will:

- Enter CA information into the database and keep database current.
- Provide CA with information for a contact person within DHW, including phone, pager, e-mail, and fax numbers.
- Ensure CA compliance with requirements of background checks.
- Meet with CA as circumstances indicate to improve/enhance service/program provision.
- Collect quarterly reports and otherwise regularly monitor CA provision of program/service.
- Provide letters of support when indicated by CA service history through the Office of Institutional Development.

Creating Parent Support for PATHS[®] Curriculum

Core Values of Family Engagement

- All parents have dreams for their children and want the best for them
- All parents have the capacity to support their children's learning
- Parents and school staff should be equal partners in the education of children
- The primary responsibility for building partnerships between home and school rests mainly with school leaders and staff

[Rita Pierson - My Mamma Said - YouTube](#)

Engaging Parents

According to the Flamboyan Foundation, “A strong body of research shows that students do better in school and in life when their parents are engaged in their education. Teachers are only with children an average 14% of their time, so it is essential that families reinforce messages about learning outside of school.” Family engagement contributes to:

- increased student achievement;
- higher graduation rates, reduced absenteeism and drop-out rates;
- better attitudes by students towards learning;
- better social skills and fewer conduct problems;
- better student-teacher relationships; and
- improved cultural competence and trust in schools.

The Joining Process*

- Welcoming
- Honoring
- Connecting



* Mapp, K.L. 2003. *Having their say: Parents describe why and how they are engaged in their children's learning.* School Community Journal, Volume 13, Number 1

CMSD Parent University

- Parent University is an opportunity for parents/caregivers to sharpen skills as their children matriculate through CMSD.
- Parent University provides parent/caregivers with information about their vital responsibility in shaping their children's lives.
- Sessions focus on child development, what children are learning in schools, advocacy, parent leadership and effective parenting skills.

CMSD Parent University

Parent University is held 3 times a year

- Back to School Fair/Youth Summit
- Fall Saturday Session
- Spring Saturday Session

Workshops focus on the academic and social emotional goals of the district.

Since its inception in Fall of 2011, over 4,000 parents and caregivers have participated.



PATHS in Parent University

- Workshops on socio-emotional learning are offered at each event
- Humanware staff present workshops on all components of Humanware including PATHS.
- In addition to Parent University, individual schools host workshops on PATHS and other components of Humanware.

Building a Strong Foundation for the Future

