



NYSED *Uplifting All Students* Conference Frequently Asked Questions

These questions were collected from the March 19, 2025 *Uplifting all Students* Conference to request additional information provided from school district presenters. Responses below were provided by these school district presenters in collaboration with NYSED staff from the Office of Diversity, Equity, and Inclusion. These responses reflect initiatives/action steps taking place in the districts who presented during the conference and are not reflective of work taking place in all districts across the state.

1) Regarding the position of “Student Success Coach,” what does their day look like? What supports are put in place and how are they evaluating the work they are doing?

The Student Success Coach (who is funded as a “TOSA”- Teacher on Special Assignment) is present in the halls and in classrooms, in addition to meeting individually with students throughout the school day. The coach also meets regularly with teachers. The Student Success Coach works with individual students to help them advocate for what they need – sometimes this support is as simple as helping them compose an email to their teachers. Additionally, they collect and review available data including student attendance, grades, and involvement in clubs and activities. District leadership also reviews this data, in addition to communication logs between the coach and students, to determine what additional resources students may need. One of the identified district goals is to ensure that every child is connected to a club or activity, and this program helps to support this goal.

2) When can students attend remediation and support programs during their school day?

Students have “WIN” (What I Need) periods incorporated into their schedules. The WIN period for grades K-5 is an essential time dedicated to addressing the diverse needs of students including targeted intervention, Tier III Services, and enrichment services. For Grades 6-12, WIN is designed to provide students with a dedicated time for self-directed learning and personal growth. The initiative aims to help students set and achieve academic and social-emotional goals, equipping them with essential skills to prepare students for life in the world beyond school. Teachers are encouraged to exercise their professional judgment during the WIN period to provide the targeted supports that will best meet the needs of their students. This includes assessing individual needs and determining the most effective use of the allotted time.

3) What student management system can a district use to record student names?

There are a range of student information systems/databases that are used. For this district, a microphone feature provided access to record students' names. Access to the microphone feature can be limited to selected personnel, such as teachers and teaching assistants, if a district assigns this task to certain individuals or teams.

4) How can districts facilitate a range of student groups? Who runs the groups? When can they meet?

For high school groups in the district that presented on this topic, students lead discussions with overall coordination facilitated by a staff member, along with an Assistant Principal or partner within the community schools program (YMCA youth director, My Brother's Keeper Director, etc.). This varies depending upon the topic. For middle school groups, leadership is provided by an Assistant Principal, school counselor, or other staff. Depending on the topic, students may lead the forum, which is co-facilitated by adults. Meetings often take place during lunch periods.

5) How can higher education, specifically teacher and administrator prep programs, provide tools to support student success?

Additional information about higher education can be found on the NYSED Office of Higher Education webpage. The link is provided below:

<https://www.nysed.gov/higher-education>

6) Who are the community partners and how can a district invite them to participate in the stakeholder committee?

One strategy used is reaching out to community members who had previously asked to meet with district leadership to share concerns regarding lack of opportunities to collaborate with the internal school group of stakeholders. When the team was reorganized, leadership made sure that both internal and external team members were under the same committee title to foster a sense of belonging for the external community partners. One way that was shared to build relationships with external partners is through the Chamber of Commerce.

7) What protocols can be used to work through conflict management when engaging in community-building activities?

The CIS Protocol (Compass, Influencer, SCARF)—a strategic approach grounded in Adaptive Leadership Theory (Heifetz & Laurie, 1997)—was used. In this protocol, adaptive leadership is emphasized, noting that effective leaders need to adjust their style to meet the needs of their team, rather than relying on personal preferences. The CIS Protocol focuses on transforming conflict management into a structured, intentional process. It provides a framework for understanding team dynamics, aligning communication styles, and fostering trust.

The CIS Protocol helps teams resolve conflict by:

- Leveraging Complimentary Strengths – Using the Compass Activity, participants identify leadership styles that complement their own, helping them approach conflict in a way that resonates with others.
- Speaking to What Influences People – By ranking six types of evidence (facts, examples, narratives, comparisons, statistics, and testimonies), individuals gain insight into how to communicate persuasively.
- Tapping Into Motivation – By identifying their top SCARF drivers (Status, Certainty, Autonomy, Relatedness, and Fairness), team members can frame discussions in ways that encourage cooperation.

8) How do districts fund the stipends for those who participate in Student Support Teams? How do districts fund changes to their food services, including additional options and meals for athletics? How do districts fund transportation for after-school options for student and community engagement?

Districts shared that grant funding streams may be utilized for these programs. In addition, booster club donations have been used for some funding. Additional funding sources can be considered through conversations with district leadership.