



**NEW YORK STATE LOCAL WORKSHOPS
ON SCHOOL-JUSTICE PARTNERSHIPS:
KEEPING KIDS IN SCHOOL AND OUT OF COURT**

**WORKSHOP DETAILS AND
APPLICATION PROCESS**

**School Arrest Diversion—Memorandum of Agreement Workshop:
November 12-13, 2014**

**School Climate Workshop:
November 19-20, 2014**

Application Due by September 17, 2014; 11:59 p.m.



PERMANENT JUDICIAL COMMISSION on JUSTICE for CHILDREN

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Working to improve the lives and life chances of children involved with New York State Courts

The New York State Permanent Judicial Commission on Justice for Children (Commission)—chaired by **Judith S. Kaye, Former Chief Judge of the State of New York and Of Counsel at Skadden, Arps, Slate, Meagher & Flom LLP & Affiliates**—is leading a multi-tiered strategy (national, state, regional and local) with the encouragement and assistance from a diverse group of partners and supporters to promote school-justice partnerships – an emerging strategy to reduce the number of children entering the justice system by improving educational engagement and outcomes through innovative practices.

Defining our immediate goal, we coined the phrase *Keeping Kids In School and Out of Court*.

To learn more about these national, state and regional efforts, visit our website at <http://nycourts.gov/ip/justiceforchildren/school-justice.shtml>.

LOCAL WORKSHOP ORGANIZERS

NYS PERMANENT JUDICIAL COMMISSION ON JUSTICE FOR CHILDREN

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LOCAL WORKSHOP SUPPORTERS

The Commission, in partnership with the New York State Division of Criminal Justice Services (DCJS), is sponsoring these Local Workshops with funding from The Atlantic Philanthropies, DCJS and the New York State Juvenile Justice Advisory Group.

INTRODUCTION

WORKSHOPS WILL BRING TOGETHER LOCAL TEAMS FROM ACROSS THE STATE to focus on policy changes that will encourage the development of safe, respectful and supportive learning environments while holding students accountable for their behavior and reserving the use of punitive measures—including school suspension, summons and arrest—for the most egregious cases; address the over-representation of Black students and students receiving special education services of school suspensions and arrests.

Since the **SCHOOL-JUSTICE CONNECTION INVOLVES NOT ONLY COURTS AND SCHOOLS** but also many other government and community agencies and organizations, businesses, students and families, the Workshops require a multi-systems and multi-disciplinary approach in focusing on keeping kids in school and out of court.

The **WORKSHOP TOPICS** reflect emerging findings from research and newly released data; the demonstrated strategies associated with effective programs, policies and practices; and the legislation and laws that have evolved with the increasing understanding of the consequences associated with exclusionary discipline and court involvement. Based on these emerging policies, practices and laws from across New York and the nation, two workshops are being conducting in 2014 for local teams. Stay tuned for news about future topics and workshops.

SCHOOL ARREST DIVERSION—MEMORANDUM OF AGREEMENT

SCHOOL CLIMATE

The **FOCUS** is on alternatives to the reactionary policy and practices of exclusionary discipline that for the most part (but not solely) entangle middle and secondary students.

TO PARTICIPATE IN THE WORKSHOPS, there is an application and selection process.

The **LOGISTICS AND DETAILS** of the application process are on the next two pages. Descriptions of the workshops—including background, purpose, consultants and recommended team members—follow. Each workshop description also includes relevant **POLICY STATEMENTS AND RECOMMENDATIONS** from the Council of State Government Justice Center’s [School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System](#), and relevant **GUIDING PRINCIPLES AND ACTION STEPS** from the US Department of Education’s [Guiding Principles: A Resource Guide for Improving School Climate and Discipline](#), and may include **DISCUSSION POINTS** that were developed for the [New York State Leadership Summit on School-Justice Partnerships](#). These references are included as an aid that can assist in the topic discussion and planning but are not intended to reflect the direction of the Workshops or limit the scope of the workshops, discussions or future plans.

Here are just some of the **BENEFITS** of participating in the **Local Workshops**:

- ⇒ **RECEIVE IN-DEPTH TECHNICAL ASSISTANCE** from national experts on cutting edge ideas, policies and practices.
- ⇒ **BECOME IMMERSED** in an interactive and dynamic learning environment with leaders from across the state who share a common interest in keeping kids in school and out of court.
- ⇒ **RECEIVE GUIDANCE** on how to use the information to forge an action plan.
- ⇒ **DEVELOP WORKING RELATIONSHIPS** across local agencies, other jurisdictions and disciplines.

DETAILS AND APPLICATION PROCESS

What is the Workshop time commitment?

Each workshop is a two day event: beginning at 2:00 p.m. on the first day and ending at 4:00 p.m. on the second day. Participants must commit to attend both days.

What is the cost of the Workshop?

Thanks to the generosity of The Atlantic Philanthropies, New York State Division of Criminal Justice Service and New York State Juvenile Justice Advisory Group, there is no cost to attend the workshop.

Are travel and expenses covered?

Travel, hotel and food during the workshops are provided. Per diem reimbursements are not provided.

- Dinner (day one), Breakfast and Lunch (day two) are provided.
- Transportation expenses to and from the workshop are reimbursed.
- Hotel accommodations are provided following Day One.

Where will the Workshops be held?

Workshops will be conducted at the Hilton Albany, in Albany, NY.

When will the Workshops be held?

Workshops will be conducted during fall 2014:

- School Arrest Diversion—Memorandum of Agreement: November 12-13, 2014
- School Climate: November 19-20, 2014
- Stay tuned for future topics and workshops.

Who can apply?

Applicants must apply as a team. Individuals will not be considered.

How many members are needed for a team?

The required number of team members reflects the multi-systems needed to address a topic and respectively varies by topic. These workshops identifies five or six participants who are considered crucial to address the topic and effect change. Teams should have no fewer than the required members and no more than ten members.

What is the recommended jurisdiction of a team?

The jurisdiction of teams can vary (e.g., county or school district) depending on the topic and approach. Teams should be comprised primarily of local representatives.

What is the recommended composition of a team?

A list of recommended team members is provided for each topic. Teams should also consider including a data analyst. Potential team members may also include other leaders and decision-makers, e.g., district attorneys, public defenders, law enforcement, court personnel, state advisory group members, mental health system, community members and philanthropic representatives, advocates, parents and students.

How many teams will be selected for each Workshop?

Each workshop will include between 80 and 100 participants. The number of teams will be based upon the number of team members of the selected applicants.

Can a team apply for more than one workshop?

Yes, applying for one workshop does not exclude a team from applying for another workshop.

DETAILS AND APPLICATION PROCESS

What are the expectations of the teams?

By the end of the Workshop, each team is expected to develop a plan of action to bring back to their jurisdiction.

What is needed to complete the application?

A primary contact team member needs to be identified and must complete the joint application online. Team members must be identified and committed to attend. Teams must provide contact information and a short bio for each member of the team and the following narratives (maximum 200 words per narrative):

- A goal statement detailing what your team hopes to gain from the Workshop;
- Description of how the composition of your team supports your goal for the Workshop;
- Description of the working relationship of your team members (prior relationship is not necessary);
- Description of efforts, if any, related to the topic that are currently in place;
- Description of challenges, if any, that have hindered efforts to date;
- Description of the team's jurisdiction (e.g., rural, urban, county, school district, demographics, special characteristics);
- Description of the data that is available or is currently being developed (e.g., school suspensions, arrests, summonses by race, ethnicity and special education status);
- Description of team's commitment to work together after the Workshop and acknowledge willingness to report on status of efforts at 6 and 12 months after the workshop; and
- Description of team's intentions to involve community and family in reform efforts.

How do teams apply?

Applications must be completed online at the applicable Workshop link:

School Arrest Diversion—MOA: <https://www.surveymonkey.com/s/NYSSchool-JusticeWorkshop-MOA>

School Climate: <https://www.surveymonkey.com/s/NYSSchool-JusticeWorkshop-Climate>

When are applications due?

Applications for either the School Arrest Diversion Workshop or School Climate Workshop are due by September 17, 2014, at 11:59 p.m.

What are the selection criteria?

This program is designed for leaders working in the school-justice fields who are positioned to effect meaningful change to keep kids in school and out of court. The strongest applicants will have:

- Demonstrated a commitment to keeping kids in school and out of court;
- Assembled a team that includes key system practitioners and policymakers possessing the needed experience and expertise;
- Demonstrated a capacity or recognized a need to collect and analyze data;
- Demonstrated a willingness to share existing data with workshop consultants;
- Demonstrated a willingness to report status of efforts at 6 and 12 months after the workshop;
- Demonstrated an interest in community and family involvement in reform efforts; and
- Demonstrated an understanding of the challenges that have hindered efforts to date and a commitment to overcoming those challenges.

When will teams be notified of the final selection?

The primary contact team member will be notified of the finalists by October 8, 2014.

Please direct any questions to the Commission at picjc@nycourts.gov.

WORKSHOP 1:

SCHOOL ARREST DIVERSION—MEMORANDUM OF AGREEMENT

Background

Although schools are generally safe places, the well-being of students and staff remains of paramount concern in every school across the nation. Elected officials, school leaders, and community stakeholders frequently look to local law enforcement to address this concern. At the same time, there has been increased scrutiny in recent years of the role of officers who serve schools, particularly how they address minor offenses committed by students, and how the presence of officers and their activities on the school campus impact the extent to which students and adults feel safe, secure, and welcome.

Source: Excerpt from Morgan et al., 2014 (p. xvi).

Schools and law enforcement share responsibility for school safety and must work together with complementary policies and procedures to ensure a safe learning environment for students. The Memorandum of Agreement (MOA) expresses the agreement of the parties for responding to non-emergency school disruptions. It strives to ensure a consistent response to incidents of student misbehavior, clarify the role of law enforcement in school disciplinary matters, and reduce involvement of police and court agencies for misconduct at school and school-related events.¹

Clayton County, GA was the first community to develop a collaborative written agreement to reduce school arrests and referrals. The effort was inspired by the core strategies of the Annie E. Casey Foundation Juvenile Detention Alternatives Initiative (JDAI) that includes bringing stakeholders together using a judicial leadership model to develop alternatives to detention.

Purpose

The purpose of this workshop is to set the ground work for a cross-systems agreement that encourages a more consistent response to school incidents and to reduce the number of referrals of students to court by establishing guidelines for the diversion of non-emergency disruptive behavior at school and school-related events by school and police personnel.²

The technical assistance team will work with stakeholders to organize and create a plan to develop a written agreement that will reduce school referrals to court. The team will also work with stakeholders to develop a plan of building a collective impact system unique to their community that is the "bridge" between the school system and community providers to refer chronically disruptive students for assessment and services to reduce student misbehavior and promote the likelihood of graduation.

Consultants

The Technical Assistance Team (from Clayton County, GA), lead by Judge Steven Teske, will include: School Superintendent, Chief of Police for Schools, Administrator of the Clayton County System of Care, Chief of Staff of Juvenile Court, and Applied Leadership Network Leader for JDAI.

Hon. Steven C. Teske, Chief Judge, Juvenile Court, Clayton County, GA, is a member of the State Bar of Georgia admitted to practice before the Georgia Court of Appeals, Georgia Supreme Court, U.S. District Court for the Northern District of Georgia, 11th U.S. Circuit Court of Appeals, and the U.S. Supreme Court. He has written several articles on juvenile justice reform, testified before Congress on detention reform and before several state legislatures on detention reform and zero tolerance policies. The Governor has appointed him to the Children and Youth Coordinating Council, Governor's Office for Children and Families, DJJ Judicial Advisory Council, Georgia Commission on Family Violence, and the Georgia Criminal Justice Reform Council. Teske is on the Board of the Coalition of Juvenile Justice. He has served on the Federal Advisory Committee for Juvenile Justice which advises the President and Congress on juvenile justice issues. The Governor recently appointed Judge Teske to the Criminal Justice Reform

Council established by Executive Order to recommend reforms in the juvenile justice system. He is a member of the National Council of Juvenile and Family Court Judges and past president of the Georgia Council of Juvenile Court Judges.

Recommended Team Members

The proposed team must include representatives from the first six required team members (with an asterisk) and may include up to four additional members.

1. School District Superintendent*
2. Family Court Judge and/or Criminal Court Judge*
3. Chief of Police Department and/or Chief of School Safety*
4. District Attorney and/or Presentment Agency*
5. Community Representative*
6. County Probation Department*
7. Attorney for the Child Representative
8. Teachers' Union Representative
9. County Department of Social Services

Please note: If a required team member is not able to attend, a designee can be submitted only if that person has been authorized to make decisions. Please acknowledge the substitution and indicate the appropriateness of the designee in the respective short bio on the application. *Also note*, priority will be given to teams with the required team members during the selection process.

DISCUSSION POINTS: SCHOOL ARREST DIVERSION—MOA

Over the last 20 years, there has been a marked increase in the use of police personnel and school safety officers nationally and in New York's schools. The recent events in Newtown have increased the call for police personnel in schools to protect students and school personnel. Research has demonstrated, however, that an increase in the use of law enforcement and school safety personnel has resulted in an increase of referrals of students to the justice system for school-related and often minor incidents. Research shows the presence of police or other law enforcement personnel can increase anxiety and contribute to the criminalization of low-income students, students of color and students with disabilities.³ Disproportionate rates of arrest and referrals to the juvenile courts and detention system in turn lead to push out and incarceration later in life.⁴

- Should there be a graduated approach to student misbehavior that requires a series of positive interventions *before* a referral to the justice system can be used for student misbehavior that could be deemed a violation of law?
- What types of student misbehavior should not result in an arrest?
- How is information that clarifies school-based officers' roles and responsibilities communicated to school and police agency staff, and other stakeholders?
- How can school leaders ensure that staff are following policies about when to involve officers in addressing student misconduct?
- How can police ensure that officers are adhering to policies and guidance on responding to minor offenses?
- Should schools, police and courts collect and report school-related incidents, disaggregated by sex, race, ethnicity and disability, in the following categories: School arrest? Issuance of summonses in school? Referrals to family court for PINS and juvenile delinquency and adult criminal court based upon school arrest?

When and Where

When: November 12-13, 2014

Where: Hilton Albany, 40 Lodge St, Albany, NY 12207

**THE SCHOOL DISCIPLINE CONSENSUS REPORT:
STRATEGIES FROM THE FIELD TO KEEP STUDENTS
ENGAGED IN SCHOOL AND OUT OF THE JUVENILE JUSTICE SYSTEM**

RELEVANT POLICY STATEMENTS AND RECOMMENDATIONS

SCHOOL-POLICE PARTNERSHIPS

POLICY STATEMENT. School districts and individual schools engage in a collaborative process with law enforcement, the school community, and other stakeholders to consider the most appropriate school-police partnership.

RECOMMENDATION 1: Review the types of school-police partnership models being used in the district or jurisdiction and examine additional options to engage with law enforcement.

RECOMMENDATION 2: Involve a diverse group of stakeholders and review multiple data sources to evaluate the need for officers on a school campus to maintain school safety while contributing to a supportive learning environment and minimizing students' involvement in the juvenile justice system.

POLICY STATEMENT. Educators and school officials do not call on officers to respond to students' minor misbehavior that can be appropriately addressed through the school's disciplinary process, and officers use their discretion to minimize arrests for these offenses when possible.

RECOMMENDATION 1: Ensure that policies clearly define officers' roles and the criteria for when to engage police in non-emergency situations that will help minimize arrests while addressing victims' needs.

RECOMMENDATION 2: Train teachers, administrators, staff, and police about when to directly involve officers with student misconduct on campus and about available alternatives to arrest.

RECOMMENDATION 3: Collect and analyze school-based arrest and referral data to help determine whether school and police personnel are adhering to policies regarding the involvement of officers and responses to student misconduct.

POLICY STATEMENT. Written agreements formalize key elements of the school-police partnership that are periodically reviewed and refined based on data and feedback from a diverse group of stakeholders.

RECOMMENDATION 1: Understand the legal issues that school-based officers and other police personnel serving schools encounter.

RECOMMENDATION 2: Ensure that school-police information-sharing principles advance school safety goals and facilitate the provision of services and supports to students, without increasing stigmatization or violating privacy mandates.

RECOMMENDATION 3: Outline in writing officers' roles and authority as defined through the collaborative process for determining the parameters of the school-police partnership.

For a complete list and description of Policy Statements and Recommendations, see Morgan, E., Salomon, N., Plotkin, M., and Cohen, R. 2014. *The School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System*. New York: The Council of State Governments Justice Center. Available online at http://csgjusticecenter.org/wp-content/uploads/2014/06/The_School_Discipline_Consensus_Report.pdf. See Pp.183 to 268.

**GUIDING PRINCIPLES:
A RESOURCE GUIDE
FOR IMPROVING SCHOOL CLIMATE AND DISCIPLINE**

RELEVANT GUIDING PRINCIPLES AND ACTION STEPS

GUIDING PRINCIPLE 1: CLIMATE AND PREVENTION

Schools that foster positive school climates can help to engage all students in learning by preventing problem behaviors and intervening effectively to support struggling and at-risk students.

ACTION STEP. Ensure that any school-based law enforcement officers' roles focus on improving school safety and reducing inappropriate referrals to law enforcement.

ROLE FOCUSED ON SAFETY. First and foremost, any school or district using school-based law enforcement officers should clearly define the officers' roles and responsibilities at the school as that of important partners in school safety efforts....

WRITTEN AGREEMENTS. Schools and districts should document the expectations for officers' roles through clear, written policies or MOUs between school administrators and law enforcement personnel....

TRAINING. To successfully implement these expectations, schools should ensure that school-based law enforcement officers receive rigorous training before the officers begin working on the school campus as well as continuing throughout their work at the school....

ALL SCHOOLS. The need to avoid using law enforcement to address school disciplinary issues also applies to schools that do not have law enforcement officers stationed on campus....

DATA COLLECTION AND CONTINUOUS IMPROVEMENT. ...schools should closely monitor any school-based law enforcement officer program to ensure that the program is meeting school safety goals and does not create any negative unintended consequences, and to assess the impact of other law enforcement involvement on campus....

For a complete list and description of Guiding Principles and Action Steps, see the U.S. Department of Education. 2014. *Guiding Principles: A Resource Guide for Improving School Climate and Discipline*. Available online at <http://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf>. See Pp. 5 to 11.

REFERENCES

¹ Language representative of the Connecticut Juvenile Justice Advisory Committee School/Police Just.Start Program Memorandum of Agreement template.

² Id.

³ Justice Policy Institute. 2011. *Education Under Arrest: The Case Against Police in Schools*. Washington, DC. http://www.justicepolicy.org/uploads/justicepolicy/documents/educationunderarrest_fullreport.pdf (accessed 3/27/13); Dignity In Schools Campaign-Los Angeles Chapter. 2010. *Solutions for Los Angeles School Police Department: A Blueprint for School Police Reform*. Youth Justice Coalition, Community Rights Campaign and Dignity In Schools. <http://www.thestrategycenter.org/sites/www.thestrategycenter.org/files/Solutions%20for%20LASPD%20-%202006%20-%20cover.pdf> (accessed 3/27/13).

⁴ Id.

WORKSHOP 2: SCHOOL CLIMATE

Background

The first step in building safe and supportive schools conducive to academic excellence and student success is to create positive climates. Such climates prevent problem behaviors before they occur and reduce the need for disciplinary interventions that can interfere with student learning.

The term “school climate” describes the extent to which a school community creates and maintains a safe school campus; a supportive academic, disciplinary, and physical environment; and respectful, trusting, and caring relationships throughout the school community.³

Research shows that creating a positive school climate can help districts, schools, and teachers meet key goals, including boosting student achievement and closing achievement gaps,⁴ increasing high school graduation rates,⁵ decreasing teacher turnover and increasing teacher satisfaction,⁶ and turning around low-performing schools.⁷ Positive school climates also enhance safety in the school and community by increasing communication among students, families, and faculty,⁸ and by reducing violence.⁹

Source: Excerpt from US Department of Education, 2014 (p. 5).

Purpose

The two goals of this workshop are to instruct all participating teams in a systematic and continual process of school climate improvement, and to formulate individualized and articulated district plans to create, sustain and evaluate a positive school climate. This workshop is designed to:

- Provide the basics of school climate improvement strategies.
- Train participants in how to effectively lead other staff and faculty in school climate improvement strategies.
- Provide recommendations for fair, just and supportive codes of conduct.
- Provide a sustainable model for continuous school climate improvement in the classroom and school community.
- Provide techniques and strategies to “turnkey” school climate improvement efforts to the other members of the staff and faculty.
- Offer strategies and systems for effective and democratic classroom management and school-wide discipline procedures that harness the power of students and engage them in school climate improvement efforts.
- Heighten awareness concerning equity issues as they pertain to the allocation of resources, power/privilege dynamics, staff collaboration and parental involvement.
- Introduce the notion of professional learning communities to enhance systemic change that can last over time.

The workshop consists of sessions that offer consistently practical and readily “use-able” materials and resources. Most of the sessions will involve experiential learning, high levels of participation and substantial amounts of group work. There will be suggested readings and resources shared well in advance of the workshop. However, there will be no need to prepare for any of the sessions specifically. The general themes and content of each session are as follows:

Day One: School Climate 101 and the Fundamentals of School Climate Improvement: Preparation and Classroom Management

- What do we mean by school climate/school culture?
- Recommendations for developing effective school climate policy.
- Methods of measuring and reporting on school climate.
- Implementing a 5 Stage School Climate Improvement Model to transform our school community.
- Exploring Restorative Discipline Approaches.

Day Two: Classroom Level and School Level Interventions to Foster School Climate Improvement: Student Engagement, Student Leadership and Service Learning

- A look at Federal and State Guidelines for school climate improvement.
- How do we know that our accountability measures are actually “moving the needle” in the areas of equity and reducing the inordinate number of suspension for students of color.
- The similarities and differences between school climate improvement efforts and PBIS.
- Promoting student voice and student engagement.
- Creating an Action Plan and Time line for school climate improvement efforts.

Consultants

Richard Cardillo is the Director of Education for the National School Climate Center (NSCC). Rich has over two decades of experience as a classroom teacher, rural community organizer, public spokesperson, founder and administrator for social emotional learning/character education programs, senior member of community-based organizations, fundraiser, college teacher in Perú and developer of community service learning programs. He is a native of New York, fluent in both Spanish and American Sign Language, and brings a social justice perspective and vision to his work. Richard coordinated all NSCC activities with the *Queens School Climate Improvement Program* at 4 NYCDOE elementary and middle schools. Additionally, Richard served on two separate subcommittees of a special task force of the New Jersey State Department of Education to create regulations for the new anti-bullying bill of rights enacted into law this past year. He is the past New York Regional Director of Peace Games (now Peace First), Director of Client Services at God’s Love We Deliver in New York and has been a classroom teacher in elementary, middle and high school. Richard received his Masters Degree from Columbia University. Richard also consults to the School Discipline Consensus Project that is supported by the Council of State Governments (CSG) Justice Center, and the US Justice Department. Presently, Richard is a Board member of the National Alliance for Academic Service Learning (NCASL) and Garden State Equality.

Jessica Savage, Esq. is the Policy and Legal Director at the NSCC. She consults to K-12 schools and school districts as well as state Departments of Education to develop school climate, bully prevention, and harassment and civil rights informed K-12 educational policies. She is a graduate of the University of Pennsylvania, where she studied psychology and the Biological Basis of Behavior, Georgetown University Law Center, where she received her J.D., and New York University, where she received a Master's degree in Education Policy and Social Justice. She has worked with a number of child advocacy organizations, including Children’s Rights, Inc. and the Children’s Defense Fund, and practiced employment law at the New York law firm, Liddle & Robinson, L.L.P. for five years. She is a member of the Bars of the State of New York and New Jersey, as well as the U.S. District Courts for the Southern and Eastern Districts of New York.

Recommended Team Members

The proposed team must include representatives from the first five required team members (with an asterisk) and may include up to five additional members.

1. School District Superintendent*
2. School Principal*
3. Head of School Safety or Security*
4. Parent*
5. School Guidance Counselor/Social Worker*
6. School Board President or designee
7. Teachers Union Representative
8. School Safety Agent
9. Student
10. Other Community Member or Advocate

Please note: If a required team member is not able to attend, a designee can be submitted only if that person has been authorized to make decisions. Please acknowledge the substitution and indicate the appropriateness of the designee in the respective short bio on the application. *Also note*, priority will be given to teams with the required team members during the selection process.

When and Where

When: November 19-20, 2014

Where: Hilton Albany, 40 Lodge St, Albany, NY 12207

RELEVANT POLICY STATEMENTS AND RECOMMENDATIONS**SCHOOL CLIMATE**

POLICY STATEMENT. School personnel work in partnership with students and their families; behavioral health, child welfare, and juvenile justice professionals; and other community members to assess and improve the school climate and conditions for learning.

RECOMMENDATION 1: Collect stakeholder perception and disaggregated school discipline data to formally assess and publicly report annually on the school climate and conditions for learning within the school.

RECOMMENDATION 2: Examine the data with representatives from all stakeholder groups to determine trends and identify areas for improvement that will strengthen all students' conditions for learning.

RECOMMENDATION 3: Engage relevant stakeholders, and outside experts if needed, in difficult discussions of underlying issues that may be contributing to patterns of disproportionality revealed in the data.

POLICY STATEMENT. School improvement plans include strategies for improving the conditions for learning and implementing alternatives to suspension and expulsion to manage student behavior.

RECOMMENDATION 1: Ensure that relationships among students and adults in the school are grounded in respect and trust.

RECOMMENDATION 2: In partnership with students, develop shared expectations for behavior, with adults modeling appropriate behavior and communicating expectations clearly, enforcing them consistently, and applying them equitably.

RECOMMENDATION 3: Engage students through instructional practices that are evidence-based, student-centered, developmentally appropriate, grounded in a real-world context, and that prepare them to be college and career ready.

RECOMMENDATION 4: Involve family and community members with connections to the school through regular and meaningful opportunities to participate in school-based activities and decision making.

RECOMMENDATION 5: Address physical facility conditions and school security procedures to ensure schools are safe and feel secure while also being welcoming and orderly.

For a complete list and description of Policy Statements and Recommendations, see Morgan, E., Salomon, N., Plotkin, M., and Cohen, R. 2014. *The School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System*. New York: The Council of State Governments Justice Center. Available online at http://csgjusticecenter.org/wp-content/uploads/2014/06/The_School_Discipline_Consensus_Report.pdf. See Pp. 35 to 70.

RELEVANT GUIDING PRINCIPLES AND ACTION STEPS

GUIDING PRINCIPLE 1: CLIMATE AND PREVENTION

Schools that foster positive school climates can help to engage all students in learning by preventing problem behaviors and intervening effectively to support struggling and at-risk students.

ACTION STEPS

(1) ENGAGE IN DELIBERATE EFFORTS TO CREATE POSITIVE SCHOOL CLIMATES.

To begin, and to complement the school's academic goals, each school community should identify its own goals for a positive school climate, including school discipline....

(2) PRIORITIZE THE USE OF EVIDENCE-BASED PREVENTION STRATEGIES, SUCH AS TIERED SUPPORTS, TO PROMOTE POSITIVE STUDENT BEHAVIOR.

To support appropriate student behavior, schools should implement prevention-based strategies that identify at-risk students and match tiered supports and interventions – universal, targeted, and intensive – to meet students' varied behavioral and developmental needs...

(3) PROMOTE SOCIAL AND EMOTIONAL LEARNING TO COMPLEMENT ACADEMIC SKILLS AND ENCOURAGE POSITIVE BEHAVIOR.

Social and emotional learning refers to the development of non-cognitive student competencies – including self-awareness, self-management, resilience, social agility, and responsible decision-making – which collectively support healthy interpersonal relationships, community participation, and the successful pursuit of individual goals¹⁵ ...

(4) PROVIDE REGULAR TRAINING AND SUPPORTS TO ALL SCHOOL PERSONNEL – INCLUDING TEACHERS, PRINCIPALS, SUPPORT STAFF, AND SCHOOL-BASED LAW ENFORCEMENT OFFICERS – ON HOW TO ENGAGE STUDENTS AND SUPPORT POSITIVE BEHAVIOR.

One of the most powerful tools for preventing disruptive student behaviors is the use of sound instructional strategies that motivate and engage students in learning¹⁷...

(5) COLLABORATE WITH LOCAL MENTAL HEALTH, CHILD WELFARE, LAW ENFORCEMENT, AND JUVENILE JUSTICE AGENCIES AND OTHER STAKEHOLDERS TO ALIGN RESOURCES, PREVENTION STRATEGIES, AND INTERVENTION SERVICES.

Carefully structured partnerships with local agencies can help schools to better support student needs and maintain safe environments....

For a complete list and description of Guiding Principles and Action Steps, see the U.S. Department of Education. 2014. *Guiding Principles: A Resource Guide for Improving School Climate and Discipline*. Available online at <http://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf>. See Pp. 5 to 11.

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