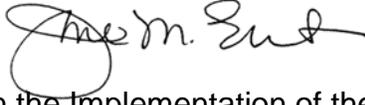




TO: P-12 Education Committee

FROM: Jhone M. Ebert 

SUBJECT: Status Update on the Implementation of the New York State Safe Schools Task Force Recommendations

DATE: June 1, 2017

AUTHORIZATION(S): 

SUMMARY

Issue for Discussion

This is a follow-up discussion item from the October 2015 Board of Regents meeting in which staff presented an update on the progress made in implementing several of the New York State Safe Schools Task Force recommendations.

Reason(s) for Consideration

Follow-up Discussion

Proposed Handling

This issue will come before the Regents P-12 Education Committee for discussion at the June 2017 meeting.

Background Information

Mass school shootings occurring at Columbine High School (1999), Red Lake High School (2005), Virginia Tech College Campus (2007), Sandy Hook Elementary School (2012), and Oregon Community College (2015) have claimed the lives of nearly 100 students and teachers and placed school climate and safety in the center of a national conversation. Immediately following the tragedy at Sandy Hook Elementary School that occurred in December 2012, the Board of Regents directed the Department to re-establish the New York State Safe Schools Task Force (Task Force)(see Attachment A).

A kick-off meeting of the Task Force was held on May 8, 2013, followed by a series of Workgroup meetings and a Student Forum to hear the student's perspective on issues related to school safety. During the 2014-15 school year, three workgroups (School Culture/Student Engagement; Data Use/Reporting; and Building Security/Infrastructure) met regularly to develop recommendations for the Department related to school safety. At the September 2014 Board of Regents meeting, members of the Task Force presented the full set of 36 recommendations in priority order to the P-12 Committee on Education (see Attachment B).

Since that time, Department staff have been working collaboratively with staff from other offices within the Department¹ as well as collaborating with school and district officials and personnel; education advocates and union representatives; community health, mental health, social services, and law enforcement personnel; and staff from the following State agencies: Division of Homeland Security & Emergency Services; State Police; Division of Criminal Justice Services; Office of Mental Health, Office of Children and Family Services, and Department of Health to implement the Task Force recommendations. Highlights of Regents items reported to the Board related to the Safe Schools Task Force recommendations are below:

- **May 2017:** Amendments to Commissioner's regulations were permanently adopted on school counseling.
- **December 2016:** Amendments to Section 100.2(gg) of Commissioner's Regulations related to Violent and Disruptive Incident Reporting (VADIR) and Dignity for All Students Act (DASA) reporting were permanently adopted.
- **May 2016:** Calculation of the School Violence Index (SVI) and a discussion of the VADIR and DASA reporting systems.
- **October 2015:** Update on certain Task Force recommendations which were being finalized at the time:
 - amendments to the school counseling regulations;
 - design and implementation of a statewide School Climate Index;
 - dissemination of strategies to support school climate frameworks that enhance the learning environment such as Positive Behavioral Interventions and Supports (PBIS);
 - statutory change and amended regulations regarding number of required fire drills and adding four lockdown drills each year; and
 - activities to improve school building emergency response planning, including automation of the school safety plans.
- **April 2015:** discussion about school climate and culture, and the creation of a statewide School Climate Index.

Status Update on Implementation of the Task Force Recommendations

The Department continues to make promoting school climate and safety, and implementing the Task Force recommendations, a priority. Two major themes were evident

¹ Accountability, Information and Reporting Services, Information Technology, Special Education, Bilingual Education and World Languages, Higher Education, Governmental Relations, and Facilities Planning.

throughout the Task Force recommendations: 1) promote and measure school climate rather than focus exclusively on measuring school violence, and 2) focus on Social Emotional Learning to help students learn the essential skills that affect every area of our lives, including how to understand and manage emotions, and how to establish and maintain positive relationships. The Department's progress to date on implementing the Task Force recommendations that focus on these two themes are being highlighted in this presentation.

Several of the initiatives being presented today are also included in New York State's *DRAFT* Every Student Succeeds Act (ESSA) accountability plan that was released for public comment on May 8, 2017 and will be officially submitted to U.S. Department of Education in September 2017.

The *DRAFT* Every Student Succeeds Act (ESSA) accountability plan includes three tiers of indicators. Below is a table that shows indicators that relate to the Task Force recommendations.

NYS ***Proposed*** State Accountability and Reporting System

	Description	Task Force Initiative
Tier I	Used for ESSA accountability determinations	<ul style="list-style-type: none"> Chronic Absenteeism
Tier II	State Reported, used for diagnosis and improvement	<ul style="list-style-type: none"> School Safety (violent incident counts or safety surveys) Student Suspension Rates
Tier III	State Supported, used by the school to support improvement	<ul style="list-style-type: none"> School Climate Surveys Measures of Parent and Community Involvement

Recent initiatives to promote school climate and safety, and implement the Task Force recommendations are described below.

1. Implementation of School Climate Surveys (Recommendations #21, 30)

Research has shown that results from school climate surveys that include input from students, school personnel and the community are an effective measure of school climate.² Survey results provide school administrators with pertinent information to help engage students, staff, and parents. It is also a good measure on whether students feel safe at school so they are ready and able to learn.

In the spring of 2016, the U.S. Department of Education (USDE) released valid and reliable school climate surveys that are free for schools, districts, and states to use. The surveys are designed for middle and high school students (grades 5 and up), school personnel, and

² National Center on Safe Supportive Learning Environments, <https://safesupportivelearning.ed.gov/edscls>

parents/guardians and may be implemented using the web hosting platform that USDE also provided. After the survey is administered, informational reports on the survey outcomes in the areas of engagement, safety, and environment are available to school administrators for their review and action.

Throughout the 2016-17 school year, the Department has implemented a testing pilot with six school districts (Buffalo, Niskayuna, Rochester, Schenectady, Skaneateles, and West Genesee) to administer the USDE school climate surveys. Discussions with superintendents and key staff from the six districts have been ongoing through the winter and spring. Department staff are gathering information, feedback, and concerns to determine the most efficient process for administering the surveys on a larger scale, and plan for a larger statewide pilot of the surveys in the 2017-18 school year.

2. *Development of a Statewide School Climate Index (Recommendation #2; and referenced in several other recommendations)*

Research suggests that the quality of the school climate may be the single most predictive factor in any school's capacity to promote student achievement.³ In order to increase student achievement, schools should begin by improving the school climate.

One of the top priority recommendations from the Task Force was to develop and implement a statewide School Climate Index (SCI), a multi-dimensional measure that allows schools to assess school climate and, where necessary, apply programmatic interventions aimed at improvement. Based on the Task Force recommendations, exploring best practices across the State and the nation, and feedback from the Board in October 2015, the Department designed the SCI to include the following measures at the school building level:

- Results of school climate surveys to students, parents, and school personnel;
- School Violence Index (SVI) using Violent and Disruptive Incident Reporting (VADIR) and Dignity for All Students Act (DASA) data; and
- Chronic absenteeism rates which were calculated for the first time in the 2015-16 school year from data reported by districts in the Student Information Repository System (SIRS).

Measuring school climate is a crucial step in improving school climate, and it encompasses a process that starts with choosing a school climate framework and establishing a Community Engagement Team. A school would convene the Community Engagement Team to review the results of the data that comprise the SCI, and other pertinent data, and

³ Shindler, J., Jones, A., Williams, A.D., Taylor, C., Cardenia, H. (2016). The school climate-student achievement connection: If we want achievement gains, we need to begin by improving the climate. *Journal of School Administration Research and Development* 1(1), 9-16.

begin to develop a school-level action plan that addresses areas that need improvement.

To promote and measure school climate using the SCI, schools and school districts take the following steps:

- a) Pick a framework i.e., Positive Behavioral Interventions and Supports (PBIS), Social Emotional Learning (SEL);
- b) Administer the USDE school climate surveys to students, parents, and school personnel;
- c) Analyze reports, survey data, and other pertinent data (chronic absenteeism data, school violence index) with the Community Engagement Team; and
- d) Create an action plan with the Community Engagement Team to address areas of need.

The SCI would provide school administrators with a full picture of a school's climate based on multiple measures aimed at engaging students, school personnel, and the community.

3. Develop Social Emotional Learning Resources for Schools (Recommendation #5)

The School Culture and Student Engagement Workgroup of the Safe Schools Task Force recommended that the Department review and update the Social Emotional Development and Learning Guidelines that were adopted by the Board in 2011, entitled [*Educating the Whole Child/Engaging the Whole School: Guidelines and Resources for Social and Emotional Development and Learning in New York State*](#). The Workgroup met several times over the past year to address this recommendation and, as a result, developed a draft white paper entitled, [*Social Emotional Learning: Essential for Learning, Essential for Life*](#).

In the summer of 2016, the Department used the draft white paper as a reference when responding to a funding opportunity by the Collaborative for Academic, Social, and Emotional Learning (CASEL), a national organization that provides funding to states to focus on social emotional learning. New York State's successful application provides an opportunity for the Department to participate as a member of the Collaborating States Initiative Community of Practice (CSI) with representatives from the following states: Arkansas, Connecticut, Kansas, Michigan, New Jersey, Ohio, Oregon, Rhode Island and Wisconsin. These nine states share best practices on embedding Social Emotional Learning (SEL) within academics.

Social Emotional Learning is the process through which individuals acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel

and show empathy for others, establish and maintain positive relationships, and make responsible decisions. These are essential skills that affect every area of our lives, including family and friendships as well as school, community and workplace.

CASEL helps states establish SEL as a key component of meeting the State learning standards. Building on this work, the Safe Schools Task Force's Student Engagement and School Culture Workgroup has also developed K-12 SEL Benchmarks, a rubric for schools to self-assess their level of implementation, and a guidance document for implementation. The Workgroup is currently working with NYC and nine upstate school districts (Greece, Fulton, Lake Placid, Oneonta, Monticello, Commack, Niskayuna, Schenectady, and Berkshire UFSD) to develop sample templates for the implementation of SEL integrated into academic content areas.

4. Provide Resources for School Staff on Trauma Informed Care (Recommendation #4)

One out of four children attending school has been exposed to a traumatic event that can affect learning and/or behavior.⁴ Trauma can impact school performance and learning, and cause unpredictable or impulsive behavior as well as physical and emotional distress. It is critical to develop capacity and create trauma-sensitive schools that help children feel safe so they can learn.

Department staff are working collaboratively with staff from agencies, including the SUNY Albany School of Social Welfare, Girls for Gender Equity, NYS Office of Children and Family Services, NYS Division of Criminal Justice Services, and the NYS Office of Mental Health, among others, to provide professional development to school staff in trauma-informed practices. In addition, Department staff are working to develop guidance and technical assistance materials for schools to assist them in creating trauma-sensitive schools.

5. Provide Resources for School Staff on Restorative Practices (Recommendation #11)

Recent research has demonstrated that student suspensions and expulsions do long term harm, and students who are suspended are disproportionately likely to drop out of school, and in adulthood be unemployed, reliant on social-welfare programs, and imprisoned.⁵

To be successful in implementing a positive school climate in all schools, we must evaluate current school discipline strategies, move away from zero-tolerance discipline policies, and encourage the use of restorative

⁴ National Child Traumatic Stress Network Schools Committee. (October 2008). Child Trauma Toolkit for Educators. Los Angeles, CA & Durham, NC: National Center for Child Traumatic Stress

⁵ Justice Center: The Council of State Governments, Breaking Schools' Rules: A Statewide Study on How School Discipline Relates to Students' Success and Juvenile Justice Involvement (July 2011).

<http://justicecenter.csg.org/resources/juveniles>

practices in schools. Restorative practices encourage healthy relationships between staff and students which minimize the occurrence of conflict. Traditional approaches have been to establish rules and punish offenders for violating rules. However, successful implementation of restorative practices results in reducing harmful behavior, repairing harm, and restoring positive relationships.⁶ Research shows that restorative approaches can transform student behavior and build healthy school communities.⁷

Department staff are working collaboratively with staff from other State agencies, including the Division of Criminal Justice Services, Office of Mental Health, and Office of Children and Family Services, among others, to provide professional development to school staff in Restorative Practices. In addition, Department staff are working to develop guidance and technical assistance materials for schools to assist them in developing and implementing policies that transition away from exclusionary discipline practices and move toward implementing restorative practices.

Next Steps

The Department will:

1. Implement a large pilot of the School Climate Index in 2017-18 with the expectation that it is fully implemented across school districts in New York State during the 2018-19 school year.
2. Conduct a panel presentation to the Board in the Fall of 2017 that comprises school superintendents, school personnel, and community members in local school districts who participated in the 2016-17 testing pilot of the School Climate Index to share lessons learned, with a focus on school climate frameworks, including restorative practices and trauma-sensitive schools, that guide schools in engaging students and fostering positive school climates.
3. Explore ways to add capacity to the Office of Student Support Services to assist schools and districts with the implementation of the School Climate surveys, including developing and disseminating guidance, resources, and training as well as providing technical assistance to school communities.
4. Continue to implement the recommendations of the New York State Safe Schools Task Force.

Related Regents Items

- **May 2017**, Amendment of Sections 52.21, 100.2(j) and Part 80 of the Commissioner's Regulations Relating to School Counseling, Certification Requirements for School

⁶ Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools A Guide for Educators

⁷ Restorative Practices in Schools: Research Reveals Power of Restorative Approach, Part I; March 2007; Abby J. Porter

Counselors and Program Registration Requirements for School Counseling Preparation Programs: <http://www.regents.nysed.gov/common/regents/files/517brca14.pdf>

- **December 2016**, Amendment of Section 100.2(gg) of the Commissioner's Regulations, Relating to the Uniform Violent and Disruptive Incident Reporting System (VADIR): <http://www.regents.nysed.gov/common/regents/files/1216p12a2.pdf>
- **September 2016**, Proposed Amendment of Section 100.2(gg) of the Commissioner's Regulations, Relating to the Uniform Violent and Disruptive Incident Reporting System (VADIR): <http://www.regents.nysed.gov/common/regents/files/916p12d2.pdf>; Amendment of Sections 155.17 of the Commissioner's Regulations relating to School Safety Plans and Fire and Emergency Drills: <http://www.regents.nysed.gov/common/regents/files/916brca15.pdf>
- **June 2016**, Proposed Amendment of Sections 155.17 of the Commissioner's Regulations relating to School Safety Plans and Fire and Emergency Drills: <http://www.regents.nysed.gov/common/regents/files/616p12a3.pdf>
- **May 2016**, Violent and Disruptive Incident Reporting and Calculating the School Violent Index: <http://www.regents.nysed.gov/common/regents/files/516p12d1.pdf>; Presentation, Violent and Disruptive Incident Reporting and Calculating the School Violence Index: <https://www.regents.nysed.gov/common/regents/files/P-12%20Violent%20and%20Disruptive%20Incident%20Report.pdf>
- **October 2015**, New York State Safe Schools Task Force: Status Update: <https://www.regents.nysed.gov/common/regents/files/meetings/Oct%202015/1015p12d1.pdf>
- **September 2014**, Safe Schools Task Force Recommendations: <http://www.regents.nysed.gov/common/regents/files/914p12d6.pdf>; Presentation, NYS Safe Schools Task Force: <http://www.regents.nysed.gov/common/regents/files/SafeSchoolsTaskForce.pdf>
- **June 2014**, Safe Schools Task Force Update: <http://www.regents.nysed.gov/common/regents/files/614p12d1.pdf>; Presentation, NYS Safe Schools Task Force: <http://www.regents.nysed.gov/common/regents/files/SafeSchools.pdf>
- **October 2013**, Safe Schools Task Force Update: <http://www.regents.nysed.gov/common/regents/files/1013p12d1%5B1%5D.pdf>
- **March 2013**, Safe Schools Task Force Update: <http://www.regents.nysed.gov/common/regents/files/313p12d1%5B1%5D.pdf>

NEW YORK STATE SAFE SCHOOLS TASK FORCE MEMBERS

Established in 2013

Organization	Representative
1. Advocates for Children	Kim Sweet
2. Albany City School District	Tony Albanese
3. Alliance for Quality Education	Marina Marcou-O'Malley
4. Association for Educational Safety and Health Professionals	Rick Shaw John Warneck
5. Berkshire Free Union School District	Greg Pasos
6. Children's Conference	Jim Cultrara
7. Children's Defense Fund New York	Melanie Hartzog
8. Children's Institute	Dirk Hightower Nancy Cook Elizabeth Devaney
9. Commission on Economic Opportunity	Colleen Talbot
10. Community Indicators Consortium	Maeve Powlick
11. Conference of Big 5 School Districts	Jennifer Pyle
12. Council of School Supervisors & Administrators	Alithia Rodriguez-Rolon
13. East Greenbush Central School District	Tim Malloy
14. Empire State Pride Agenda	Jonathan Lang
15. Empire State School Administrators Association	Chuck Mitchell
16. Erie Board of Cooperative Education 1	Sharon Comerford
17. Erie County	Scott Patronik
18. Every Person Influences Children (EPIC)	Michelle Urbaczyk
19. Fulton Central School District	Ryan Lanigan (District) Danielle Crisafulli (HS) Danielle Quinn (JHS) Carlo Cuccaro (Lanigan ES)
20. Gay, Lesbian & Straight Education Network (GLSEN)	Sarah Munshi
21. Genesee Valley Education Partnership, LeRoy	Kim McLaughlin
22. Healthy Schools Network, Inc.	Claire Barnett
23. Ithaca City School District	Timothy McDonald
24. Monroe County, Assistant District Attorney	Nicole Fantigrossi
25. Nassau County Assistant District Attorney Office	John Byrne
26. National Center for Security and Preparedness	Rick Mathews
27. Network for Youth Success	Kelly Sturgis
28. New York Association of School Psychologists	Kelly Caci Shauna Maynard John Kelly Pamela Madeiros Kitty Corsi
29. New York City Department of Education Office of Safety & Youth Development	Diane Costagiola
30. New York City Department of Education, consultant	Connie Cuttle
31. New York Civil Liberties Union	Johanna Miller Lauren Frederico

Organization	Representative
32. New York State Afterschool Network	Alli Lidie
33. New York State Assembly (Nolan)	Devra Nusbaum
34. New York State Assembly (O'Donnell)	Ann Horowitz
35. New York State Association for Pupil Transportation	Peter Mannella
36. New York State Association for School Attorneys	Kathy Ahearn
37. New York State Center for Rural Schools	Tomas O'Brien
38. New York State Center for School Safety	Tina Goodwin Segal Jim Dillan Kathy Oboyski Butler
39. New York State Council of School Superintendents	Robert Lowry
40. New York State Counselor's Association	Carrie Frost Joann Klein Suzi Stoller Dr. Kathleen Corbett
41. New York State Department of Health	Priti Irani Kitty Gelberg
42. New York State Division of Criminal Justice Services	Francis Wade Tom Andriola
43. New York State Intelligence and Strategic Information Sharing	Tony Perez
44. New York State Office of Children and Family Services	Tim Bromirski Viola Abbitt
45. New York State Office of Mental Health	Nancy Flanagan Donna Bradbury Doug Bailey
46. New York State Police	Janice Severson
47. New York State Probation	Patricia Aikens
48. New York State School Board Association	Kate Gaffney
49. New York State School Counselor's Association	Gloria Jean
50. New York State School Social Worker's Association	Hai-Ping Yeh
51. New York State United Teachers' Association	Bernice Rivera Terry McSweeney
52. Oceanside Central School District	Brendon Mitchell
53. Oswego Board Of Cooperative Education Services (BOCES)	Patricia Cerio
54. Parsons Child and Family Center	Joan Valery
55. Permanent Judicial Commission on Justice for Children	Kathleen DeCataldo
56. Putnam Northern Westchester Board of Cooperative Education	Deborah Hardy
57. Roxbury Central School District	Thomas O'Brien
58. Schenectady City School District	Joanne Wolcott
59. School Administrators Association of New York State	Jim Viola
60. New York State Education Department	Steve Marchant
61. SUNY Albany School of Education	Kevin Quinn Mark Barth
62. Troy City Schools	Casey Parker
63. Washington Saratoga Warren Hamilton Essex Board of Cooperative Education	Turina Parker
64. Webster Central School District	Neil Flood

ATTACHMENT B

NEW YORK STATE SAFE SCHOOLS TASK FORCE RECOMMENDATIONS

Listed in priority order, based on a poll given to the Task Force members

	Recommendations	Status
1	Advocate for investment in and expansion of support staff in schools, including school counselors, social workers, psychologists, nurses and school attendance staff.	<i>Partially Completed Amendments to Commissioner's Regulations on School Counseling were adopted in May 2017; The Department continues to advocate with the Governor's office and legislature for an increase in State Aid that could be directed toward additional pupil personnel services staff</i>
2	The reporting process for Dignity for All Students Act (DASA) and Violent and Disruptive Incident Reporting (VADIR) should be combined and renamed into one system that is not punitive and is reflective of the school climate and can be used for prevention and intervention purposes. A new process and criteria should be developed for the Persistently Dangerous designation and a new set of definitions of incident categories for reporting using a School Climate Index.	<i>Completed Commissioner's regulations were adopted in December 2016 to revamp the system and align VADIR and DASA incidents. The Glossary of incident categories was also revised accordingly.</i>
3	Establish Social–Emotional Development and Learning (SEDL) as a key component of meeting New York State Learning Standards and revisit the SEDL guidelines and move forward with developing standards and measures on an evidence-based framework for implementation.	<i>Partially Completed The SEDL Guidelines adopted by the Board in 2011 have been revised by the Student Engagement/School Culture Workgroup. The Department is reviewing the updated version of these Guidelines and plans to release in the Fall 2017</i>
4	Assess and evaluate non-academic supports and a positive school climate as key to student achievement. Provide resources for professional development, technical assistance and individual student supports to the field and school community including parents and afterschool programs.	<i>Partially Completed The Department has added a report in SIRS so that schools and districts can access chronic absenteeism reports. Resources on Chronic Absenteeism have been released to the field. Resources on School Climate Surveys will be released to the field in the Fall of 2017.</i>
5	Examine all current federal and state data reporting requirements to develop a single comprehensive model data reporting system that incorporates already required reporting.	<i>Completed</i>

6	Re-examine current mandates including the courses for Child Abuse/Neglect Identification, School Violence Prevention/Intervention, and DASA to determine needed changes to pre-service and in-service certification requirements. For example, revise and update the 2-hour School Violence Prevention course, which is required for teacher certification, such that it is complimentary to the new 6-hour required Training in Harassment, Bullying, Cyberbullying and Discrimination in Schools.	<i>In Progress</i> <i>The Dignity Act Task Force is being re-established to address this recommendation. We expect completion in the Winter of 2017-18</i>
7	Support implementation of theoretically grounded and evidence-based multi-tiered frameworks such as PBIS that are designed to: <ul style="list-style-type: none"> a. Enhance the learning environment for all students who have greater social, emotional and behavioral needs. b. Improve overall school climate, safety and support for students to improve academic achievement. 	<i>Partially Completed</i> <i>This is part of the School Climate Index pilot that is being conducted in 2017-18</i>
8	Design a user-friendly technology system for reporting incidents with prompts to aid accurate reporting. To include real time data available, give technical assistance to schools on data collection, use and reporting so it is a positive rather than punitive process.	<i>Partially Completed</i> <i>NYSED staff will be conducting regional training for school and district staff with the Center for School Safety in summer 2017</i>
9	Include non-certified school staff (aides, office staff, maintenance, transporters, food service, etc.) in School Violence Prevention training.	<i>Completed</i>
10	Revise New York State Statute 807 to include lockdown drills, armed intruder drills and other drills as part of the 12 annual fire drills currently mandated. Eliminate two of the currently required fire drills and require at least one lockdown drill.	<i>Completed</i>
11	Form an inter-agency policy Workgroup that includes student representatives to examine student suspension policies and restorative justice practices.	<i>Partially Completed</i> <i>Restorative Practices are included in the School Climate Index</i>
12	Convene a series of meetings among the offices of P-12, Higher Education, Professions and Teacher Certification to develop a “big picture” plan for identifying the rapidly increasing number of topics, especially in areas such as strategies for classroom management and identifying and addressing individual student SEDL needs or inclusion in Teacher/Administrator Training, and other support staff, both pre-service and in-service.	<i>Partially Completed</i> <i>SEDL training has been developed, anticipated rollout is Fall 2017</i>
13	Develop uniform training and qualification requirements for School Resource Officers (SROs) which will include training in restorative justice practices as well as social emotional learning. Issue a Department memo to clarify 211 waiver requirements for hiring retired law enforcement officers as SROs.	<i>Projected Start Date:</i> <i>2017-18 School Year</i>
14	Improve the ease of student reporting of safety issues not limited to bullying, harassment, discrimination, at-risk behavior and violence by providing opportunities for students to anonymously report incidents of concern.	<i>Partially Completed</i> <i>NYSED staff will be conducting regional training for school and district staff with the Center for School Safety in summer 2017</i>
15	Train school administrators (Train the trainer) on the new system to effectively use discipline data and give Pre-service training to all pertinent school personnel in the new PD designation system. Train school administrators, teachers and personnel on the new system to effectively analyze and use documents.	<i>Partially Completed</i> <i>NYSED staff will be conducting regional training for school and district staff with the Center for School Safety in summer 2017</i>

16	Develop a Workgroup across P-12 Offices with representatives from other agencies that include youth and student representatives to develop protocols for the collection and dissemination of data that can assist schools with meeting the non-academic needs of students	<i>Partially Completed This is included as part of the DRAFT Every Student Succeeds Act (ESSA) accountability plan.</i>
17	There should be a multi-year change process for schools designated as Persistently Dangerous. The Task Force should continue to collect additional information and assist the Department during this time of transition to a new reporting process.	<i>Completed</i>
18	Public reporting of data to the State and localities should lead to identification of school districts in need of technical assistance for improvement and referrals to additional resources to improve the school climate, making it a safer environment for students.	<i>Partially Completed SCI design has been completed and will be piloted in 2017-18</i>
19	Use PBIS training more regularly and appropriately.	<i>Completed PBIS is promoted within the SCI</i>
20	Continue use of the School Climate Index to assess school environment needs: such as technical assistance from Community Schools, NYS Center for School Safety, and/or the Department; types of support; and funding needs.	<i>In Progress SCI testing in 2016-17, with full pilot in 2017-18</i>
21	Gather survey data from other state and federal agencies to relate to the school's climate and safety to minimize duplication and to develop a fuller picture of school climate for policy makers.	<i>Completed</i>
22	Expand School Safety Plans to include protocols or school busses/transporters, areas used by students outside the school building and activities outside of regular school hours.	<i>Partially Completed NYSED staff will be conducting regional trainings for school and district staff with the Center for School Safety in summer 2017</i>
23	Provide opportunities for districts to pursue funding for hiring additional SROs.	<i>The Department continues to advocate with the Governor's office and legislature for an increase in State Aid, local decision making about how the funds should be spent would allow for funds to be spent on SROs if the district determined there was a need.</i>
24	SED to develop a guidance document regarding the role of the SRO and other security officials who work with school administration.	<i>Projected Start Date 2017-18 School Year</i>
25	Develop protocols for collecting, disseminating, and offering technical support to utilizing data, including data related to SEDL to assist schools in creating positive school climates while protecting individual student privacy. Survey the national and state field for effective school climate models, needs assessments and other measures of student well-being.	<i>Completed</i>

26	Develop guidance document to clarify and reinforce membership, roles, responsibilities and appropriate training for members of <i>emergency response teams</i> as defined in CR 155.17(c)(14) and <i>post-incident response teams</i> as defined in CR 155.17(c)(15). Chain of command system should be consistent with FEMA Incident Command System (ICS) model, see http://www.fema.gov/incident-commandsystem).	<i>Completed</i>
27	Issue a memorandum specifying that District-wide Safety Plans should be submitted electronically to the Commissioner with amendments on an annual basis to comply with 8 NYCRR 155.17(e)(3).	<i>Completed</i>
28	Districts will utilize a locally developed checklist or a checklist from the FEMA website: http://training.fema.gov/EMIWeb/emischool/EL361Toolkit/SampleFormsChecklistsExercises.htm to conduct an assessment to ensure buildings are safe for re-occupancy after a disaster or evacuation. This checklist should include review of environmental safety factors associated with violence.	<i>Completed</i>
29	Transition the carryover Persistently Dangerous schools that do not meet the criteria for removal into a pilot. Create tiers for remaining PD schools to reflect intermediate phases of improvement. Create tiers of technical assistance aligned with improvement phases.	<i>Completed</i>
30	Publish school climate surveys for schools, parents, teachers, and students to use.	<i>Completed</i>
31	Explore the development of a student-based unique identifier system for the purpose of sharing data to implement proper appropriate interventions and identification of state and local trends.	<i>Start Date to be Determined</i>
32	Include school transportation managers/directors as required members on districtwide and building-level school safety teams with the goal of expanding and enhancing bus drills, developing emergency response training to operators and aides, developing policies and practices related to school bus security and enhancing safety equipment for busses	<i>Partially Completed</i> <i>School transportation officials are suggested members of safety teams, but it is not required by law.</i>
33	Provide guidance for schools to encourage students to report school safety issues.	<i>NYSED staff will be conducting regional training for school and district staff with the Center for School Safety in summer 2017</i>
34	There should not be an announcement of newly identified Potentially Persistently Dangerous (PPD) or Persistently Dangerous (PD) schools. However, schools that have been designated in past years as PD should be allowed to petition for removal of their designation status.	<i>Completed</i>
35	Explore what data is already collected via what data bases and which data points are collected. Find ways in which to be sure that all parties are aware of data system and data points.	<i>Completed</i>
36	Issue a memorandum that district-wide safety plans will no longer be required to be posted on-line. Districts will still have the option to post district-wide plans on-line.	<i>Completed</i>

STUDENT FORUM RECOMMENDATIONS

Listed in no particular order

1	Allow students or a student representative to participate in district governing bodies.	<i>School district level implementation</i>
2	School districts should pursue Alternatives to Suspension (ATS) procedures and better incorporate them into disciplinary codes.	<i>Reducing exclusionary discipline is included in the School Climate Index and the DRAFT Every Student Succeeds Act (ESSA) accountability plan</i>
3	Integrate school rules, code of conduct, and school climate into school curriculum so that it is better understood by students and parents.	<i>In progress; Included in ongoing DASA training</i>
4	The Dignity Act Coordinator (DAC) and the DAC's role should be better identified to the students.	<i>In progress; Included in ongoing DASA training</i>
5	Annual orientations should include information on the DAC and school climate, and start as early as middle school.	<i>In progress; Included in ongoing DASA training</i>
6	There should be more school counselors in school buildings, who are better informed on school climate, so that students can turn to them when needed.	<i>Completed</i>

