



TO: P-12 Education Committee

FROM: Elizabeth R. Berlin *Elizabeth R. Berlin*

SUBJECT: Update on the Department's Efforts to Improve School Safety, including Implementing the New York State Safe Schools Task Force Recommendations

DATE: April 25, 2019

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SUMMARY

Issue for Discussion

This is a follow-up discussion item from the June 2017 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 May 2019 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), Oregon Community College (2015), Stoneman Douglass High School in Parkland (2018) and Santa Fe High School (2018), have claimed the lives of hundreds of 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, 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. It became clear that school safety is a multi-faceted topic that takes a multi-pronged approach to fully address issues related to school safety. Therefore, the Task Force members divided into three Workgroups with very different focuses to develop recommendations for the full Task Force to endorse and the Department's consideration:

- 1) School Culture/Student Engagement;
- 2) Data Use/Reporting; and
- 3) Building Security/Infrastructure

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 Education Committee (see Attachment B). These recommendations have served as a Blueprint for Action in promoting school climate and fostering school safety in New York State. Each year the Department focuses on implementing a subset of the recommendations with the expectation that most or all will be completed within a five-year timeline.

Also in 2013, the Governor signed into law the NYS SAFE Act that included a provision requiring the creation of the School Safety Improvement Team (SSIT) to be comprised of the following five agencies -- Governor's Office, New York State Education Department, New York State Police, New York State Division of Homeland Security & Emergency Services and the New York State Division of Criminal Justice Services -- and requiring the SSIT to meet on a regular basis to improve school safety. Since 2013, the SSIT continues to meet regularly to help implement the recommendations from the New York State Safe Schools Task Force and address other issues regarding school safety raised by the respective agencies. In addition, Department staff have been working collaboratively with other key stakeholders, such as school administrators; education advocates and union representatives; law enforcement, community health, mental health, and social services personnel; as well as staff from other State agencies such as the Office of Mental Health, Office of Children and Family Services, and Department of Health to implement the Task Force recommendations, and to continue to consider the perspectives and expertise of all parties with a focus on school safety.

In 2018, the New York State Office of the Comptroller (OSC) conducted an [audit](https://osc.state.ny.us/audits/allaudits/093019/sga-2019-18s34.pdf) of the Department on school safety. The scope of the audit was to determine whether the Department is monitoring schools and districts to ensure they are complying with laws and regulations governing school safety planning. The audit can be found at the following link [audit](https://osc.state.ny.us/audits/allaudits/093019/sga-2019-18s34.pdf). (https://osc.state.ny.us/audits/allaudits/093019/sga-2019-18s34.pdf)

In September 2018, the Department successfully applied for approximately \$3 million in federal grant funds to improve the capacity of the Department to provide technical assistance and training to school personnel related to emergency response planning. These grant funds will assist the Department with continuing to implement the Task Force recommendations and address recommendations from the OSC audit related to school safety.

Status Update on Implementation of the Task Force Recommendations

The Department continues make promoting school climate and safety, and implementing the Task Force recommendations, a priority. Two themes became evident 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 are being highlighted in this presentation with a specific focus on these two themes. In addition, it is important to note that several of the initiatives being presented are also embedded in New York State's Every Student Succeeds Act (ESSA) plan.

Highlights of the initiatives that have been implemented over the past four years to promote school climate and safety, most of which were recommended by the Task Force, are listed below. Department staff and key stakeholders will provide more details during the Board panel presentation.

- Designed a system to measure school climate, rather than only focusing on measuring school violence, an integral part of the School Climate Index.
- Implementation of School Climate Surveys in over 100 districts in the 2018-19 school year.
- Developed a tool for schools to use to monitor chronic absenteeism and provided guidance on best practices to address attendance issues with students.
- Distributed Social Emotional Learning Resources to Schools.
- Provided Resources for School Staff on Restorative Practices, Trauma-Informed Practices and Mental Health.
- Established the Safe and Supportive Schools Technical Assistance Center (TAC).
- Aligned the data collection system for School Safety and Educational Climate (*formerly known as Violent and Disruptive Incident Reporting [VADIR] and Dignity for All Students Act [DASA]*).
- Revised the VADIR categories to reflect only the most serious incidents.
- Expanded emergency drill requirements to require four lock-down drills per year in addition to eight fire drills.
- Defined each of the emergency drills so schools across the State use the same language, e.g., lockdown, lockout, shelter-in-place, hold-in-place, and evacuate.
- Developed a standard, uniform Building-level Emergency Response Plan Template that is required for all schools to use.
- Created a secure portal for submission of the Building-level Emergency Response Plan Template.
- Provided professional learning opportunities for schools to incorporate positive school climate strategies into the school environment.
- Continue to discuss using *Run, Hide, Fight*, a nationally recognized model, for responding to intruders in a school setting.

Next Steps

The Department will:

1. Continue to meet with the School Safety Improvement Team to bring best practices on school safety into schools across the State.
2. By fall of 2019, seek feedback from the schools and school districts participating in the 2018-19 School Climate Survey Pilot with a focus on strategies to analyze the data collection, facilitate local Community Engagement Teams and develop local action plans to address identified needs and gaps.
3. During the 2019-20 school year, in coordination with the Safe and Supportive Schools Technical Assistance Center, provide technical assistance to schools across the State, in the implementation of a Comprehensive School Climate Strategy including creating action plans to implement with fidelity positive school climate frameworks, such as Social Emotional Learning, Trauma-Sensitive Schools, and Restorative Practices, and using data to measure school climate improvements.
4. Continue to implement the recommendations of the New York State Safe Schools Task Force and the School Safety Improvement Team.
5. Continue to discuss the inclusion of the *Run, Hide, Fight* emergency drill into the statewide protocol with consideration toward age appropriateness and potential side effects of emergency drills leading to more effective implementation in schools.
6. Continue to address the recommendations from the 2019 New York State OSC Report regarding improving school safety planning requirements.

Related Regents Items

[May 2018: Mental Health Education in Schools](http://www.regents.nysed.gov/common/regents/files/518p12ppca1.pdf)

(<http://www.regents.nysed.gov/common/regents/files/518p12ppca1.pdf>)

[May 2018, Introduction of New Guidance and Resources for Social Emotional Learning](http://www.regents.nysed.gov/meetings/2018/2018-05/meeting-board-regents)

(<http://www.regents.nysed.gov/meetings/2018/2018-05/meeting-board-regents>)

[June 2017, Status Update on the Implementation of the New York State Safe Schools Task Force](http://www.regents.nysed.gov/common/regents/files/617p12d1.pdf)

(<http://www.regents.nysed.gov/common/regents/files/617p12d1.pdf>)

[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 Counselors and Program Registration Requirements for School Counseling Preparation Programs](http://www.regents.nysed.gov/common/regents/files/517brca14.pdf)

(<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)
(<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)
(<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)
(<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)
(<http://www.regents.nysed.gov/common/regents/files/616p12a3.pdf>)

[May 2016, Violent and Disruptive Incident Reporting and Calculating the School Violent Index: 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)
(<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.pdf](https://www.regents.nysed.gov/common/regents/files/meetings/Oct%202015/1015p12d1.pdf)
(<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)
(<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)
(<http://www.regents.nysed.gov/common/regents/files/SafeSchoolsTaskForce.pdf>)

[June 2014, Safe Schools Task Force Update Presentation, NYS Safe Schools Task Force](http://www.regents.nysed.gov/common/regents/files/SafeSchools.pdf)
(<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)
(<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)
(<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 Rodriquez-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 Costagliola
30. New York City Department of Education, consultant	Connie Cuttle

31. New York Civil Liberties Union	Johanna Miller Lauren Frederico
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.	Implemented and Ongoing <i>Amendments to Commissioner's Regulations on School Counseling were adopted in May 2017. The Department continues to advocate for an increase in State Aid that could be directed toward additional pupil personnel services staff. In recent years, the enacted budget has included an increase in Foundation Aid Community Schools Set-aside funds which can be used for this purpose.</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	Implemented <i>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 Learning (SEL) as a key component of meeting New York State Learning Standards; revisit the SEL guidelines and move forward with developing standards and measures on an evidence-based framework for implementation.	Implemented <i>The Department released new guidance that was developed by members of the Safe Schools Task Force Student Engagement/School Culture Workgroup and with other states that were selected along with NYS by the national organization - Collaborative for Academic, Social Emotional Learning (CASEL).</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.	Implemented and Ongoing <i>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 were 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.	Implemented

6	<p>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</p>	<p>Partially Implemented <i>The Dignity Act Task Force was re-established in 2018 and developed recommendations for consideration. The Department is currently reviewing these recommendations.</i></p>
7	<p>Support implementation of theoretically grounded and evidence-based multi-tiered frameworks such as PBIS that are designed to:</p> <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 	<p>Implemented</p>
8	<p>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.</p>	<p>Implemented <i>Beginning with the 2016-17 school year, the Department moved up the annual deadline for submission of incident reports to address this recommendation.</i></p>
9	<p>Include non-certified school staff (aides, office staff, maintenance, transporters, food service, etc.) in School Violence Prevention training.</p>	<p>Implemented <i>State statute requires all staff including those listed in this recommendation to be trained on school violence prevention annually.</i></p>
10	<p>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.</p>	<p>Implemented</p>
11	<p>Form an inter-agency policy Workgroup that includes student representatives to examine student suspension policies and restorative justice practices.</p>	<p>Implemented</p>
12	<p>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 SEL needs or inclusion in Teacher/Administrator Training, and other support staff, both pre-service and in-service.</p>	<p>Implemented</p>
13	<p>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.</p>	<p>Partially Implemented <i>Currently working with the school Safety Improvement Team to implement new requirement for MOUs between School Districts and Law enforcement and SRO training.</i></p>

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.	Partially Implemented
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.	Partially Implemented <i>NYSED staff are currently developing the training.</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	Implemented <i>Workgroup was established and resources are available for schools on SEL and mental health education.</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.	Implemented
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.	Partially Implemented <i>SCI design has been completed and the Department is discussing ways to format for public reporting.</i>
19	Use PBIS training more regularly and appropriately.	Implemented <i>PBIS is promoted within SEL resources available on our website.</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.	Partially Implemented <i>A school climate index pilot program is currently underway for the 2018-19 school year and TA is being provided.</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.	Implemented
22	Expand School Safety Plans to include protocols for school busses/transporters, areas used by students outside the school building and activities outside of regular school hours.	Partially Implemented and Ongoing <i>SSIT will address after school activities and school bus/transporter issues.</i>
23	Provide opportunities for districts to pursue funding for hiring additional SROs.	Implemented and Ongoing <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 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.	Partially Implemented <i>Department staff are in the process of working with the SSIT to define the role of SROs and to distribute guidance to schools.</i>
25	Develop protocols for collecting, disseminating, and offering technical support to utilizing data, including data related to SEL 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.	Implemented
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 .	Implemented
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).	Implemented
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.	Implemented
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.	Implemented
30	Publish school climate surveys for schools, parents, teachers, and students to use.	Implemented
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.	Start Date to be Determined
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	Partially Implemented <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.	Partially Implemented and Ongoing <i>NYSED staff has conducted regional trainings for school and district staff with the Center for School Safety in summer 2017 and 2018.</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.	Implemented
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.	Implemented
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.	Implemented

STUDENT FORUM RECOMMENDATIONS

Listed in no particular order

1	Allow students or a student representative to participate in district governing bodies.	<i>This is a school district level decision, however, the Department encourages student involvement at all levels.</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 Every Student Succeeds Act (ESSA) Plan. The Department has convened an internal workgroup to identify best practices on Alternatives to Suspension.</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>This is included in ongoing DASA training to schools.</i>
4	The Dignity Act Coordinator (DAC) and the DAC's role should be better identified to the students.	<i>This is included in ongoing DASA training to schools.</i>
5	Annual orientations should include information on the DAC and school climate and start as early as middle school.	<i>This is included in ongoing DASA training to schools</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>The Department is supportive of this recommendation. In 2017, Commissioner's regulations on school counseling were amended to strengthen the role of the school counselor in schools. The Department continues to advocate for an increase in State Aid that could be directed toward additional pupil personnel services staff. In recent years, the enacted budget has included an increase in Foundation Aid Community Schools Set-aside funds which can be used for this purpose.</i>