Information Sharing Among Schools and Community Agencies

A NCSSLE Online Learning Event Emily Morgan and Nina Salomon, Council of State Governments (CSG) Gwen Willis-Darpoh, NCSSLE June 2, 2016





Information Sharing Among Schools and Community Agencies

Project Prevent Grantees

Elementary and Secondary School Counseling Grantees

Online Learning Event

June 2, 2016

Emily Morgan



Nina Salomon





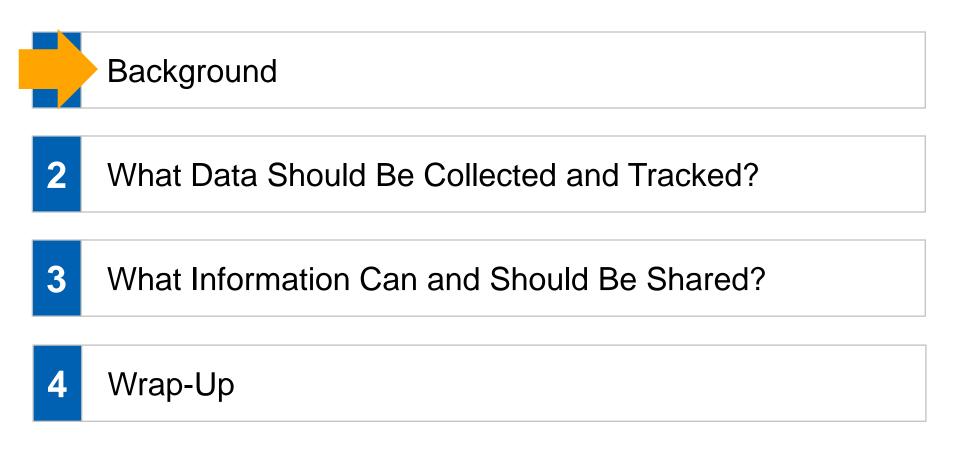


- This is a "Listen-Only" online event.
- Opportunities to participate include:
 - Polling questions
 - Chat boxes
- Shared materials will be emailed and posted online within a week after the event is over.

If you are having any audio or other issues, please contact ncssle@air.org and we will be happy to assist you.











How would you describe your level of understanding of information sharing among schools and community agencies?

High level of understanding

Moderate level of understanding

□ Very little understanding





In one or two sentences, please share your learning goal for attending the online learning event today in the chat box.



JUSTICE CENTER

Collaborative Approaches to Public Safety

National **nonprofit**, **nonpartisan** membership association of state government officials

Represents **all three** branches of state government

Provides **practical** advice informed by **the best available evidence**



Realizing top goals set by policymakers requires a strategy to improve school discipline



Make young people feel welcome and supported in school



Close the achievement gap between white students and students of color

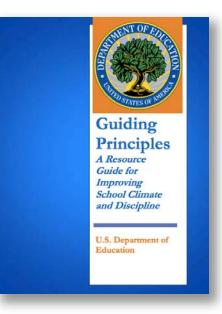


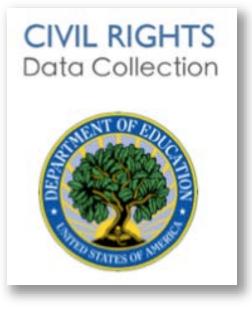
Improve high school graduation rates



Reduce the number of youth locked up in juvenile correctional facilities for minor offenses

Federal initiatives dedicated to improving school discipline and keeping kids in school

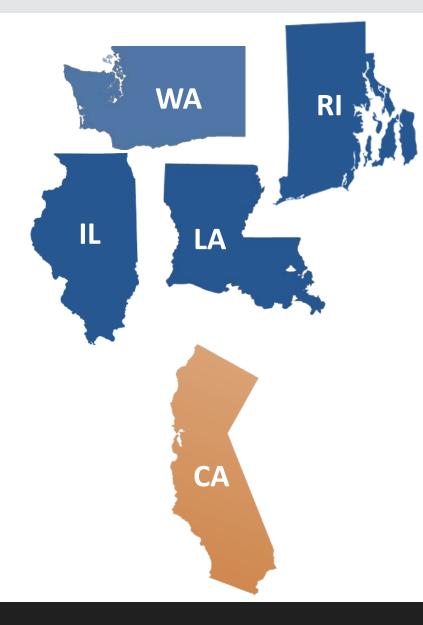




	ED School Climate Surveys
qu pa	esuring school climate is critical to school climate improvement initiatives because high ality school climate data allow you to understand the perceptions of the students, staff, and rents in your achool or district; monitor progress; make data-driven decisions; involve keholders; and adapt to shifting needs related to school climate.
im ad all	e U.S. Department of Education (ED) is dedicated to helping keep students safe and proving their learning environments. In particular, ED developed the new, high-quality, trabible ED School Climate Surveys (EDSCLS) and associated web-based platform that areas states, local districts, and schools to collect and act on reliable, nationally-validated out climate data in real-lime. The EDSCLS builds on two Administration initiatives: Presider
Ot	ama's Now is the Time Plan P, and his My Brother's Keeper Taskforce. P which
rea	commended IF that the Department work on the issue of school climate.
EC	School Climate Surveys (EDSCLS) platform is NOW available!
:	The EDSCLS web-based administration platform, including a suite of school climate surveys for middle and high school students, instructional staff, non-instructional staff, and parents/guardians, can now be downloaded free of charge . The platform processes data and provides user-friendly reports in real-lime. Education agencies administering the survey can store the data locally on their own data systems. The U.S. Department of Education will not have access to the data. 10211, ED will survey a naisonal-prepresentative sample of schools to create school
	In 2017, EU will survey a nationally-representative sample of schools to create school climate benchmark scores. These benchmark scores will be added to the platform's reporting functionality to enable comparisons between local and national scores.

Release of School Discipline Guidance Package Expansion of US Department of Education Civil Rights Data Collection Release of School Climate Measurement Tools

A growing number of states are taking action



Several states **introduced** and some have **passed** legislation to improve school discipline in the last few years

And others, such as CA have enacted **comprehensive reforms and policy changes** to tackle school discipline issues

Action is especially prevalent at school district level



Suspensions Drop in NYC Schools



'Restorative Justice' A New Approach To Discipline At School



Building Positive Relationships to Break the Schoolto-Prison Pipeline



As Schools Try More Progressive Forms of Discipline, the Focus is on Discussion

The School Discipline Consensus Report breaks new ground



Conditions for Learning

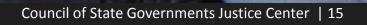
By creating welcoming, supportive, and secure learning environments, schools can reduce the likelihood that students will misbehave and improve educators' ability to manage student behavior. 308-305



Some students who are repeatedly involved in their schools' discipline systems may require additional supports and interventions including those that address unmet behavioral health, academic, or other needs.

School-Police Partnerships

Working collaboratively, schools and local law enforcement can ensure schools are safe and that students are not arrested for minor misconduct.

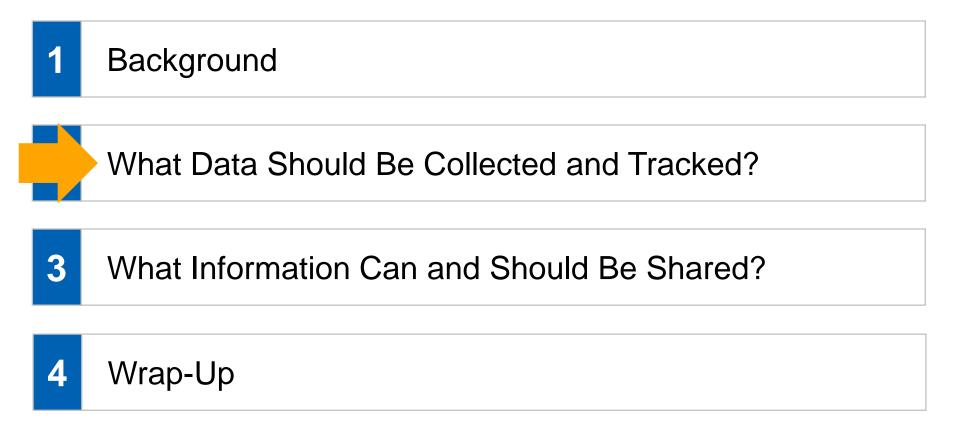




Courts and Juvenile Justice

Recognizing the negative long-term consequences of involvement in the juvenile justice system, every effort should be made to keep students in school and out of court, particularly through diversion of students who commit minor school-based offenses.









How well is your school or district doing with collecting data?

U We are doing very well.

U We are doing moderately well.

U We are not doing well.

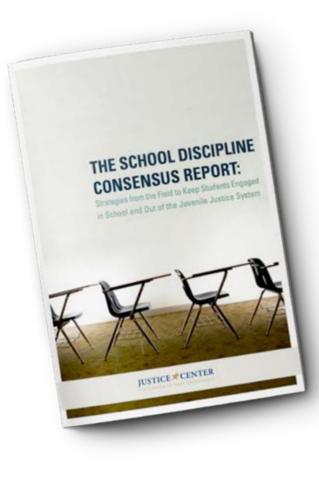




In one or two sentences, please share the biggest barrier your school or district has faced with data collection.



The Consensus Report provides recommendations for collecting and reporting multiple measures



DATA COLLECTION

TABLE 1. SCHOOL DISCIPLINE, CLIMATE, AND SAFETY DATA INDICATORS

Chapter	Objective	Data Collection for Assessment and Planning	Sources
Conditions for Learning	To assess school climate, conditions for learning, and student engagement, and to inform the development of school improvement plans.	 Standardized test scores Course grades/course completion Reading/literacy assessments Graduation/dropout rates Office referrals Out-of-school suspensions In-school suspensions/referrals to student planning centers or redirection rooms Expulsions Detentions Attendance/truancy Referrals to alternative placements Referrals to law enforcement Transfers to other schools that are not due to a change in the location of the students' primary residence Perceptions of safety, engagement, and positive climate 	 Campus-level electronic student data system School climate surveys

Key performance indicators on school discipline

- Number of students suspended in- and out-of-school and total number of suspensions
- Number of students expelled / total number of expulsions
- Location and date/time of the disciplinary event
- Number of students referred to alternative education and total number of placements
- Number of students with multiple disciplinary actions

Disaggregated by offense type, race, ethnicity, gender, special education, English language learner (ELL) status

Key performance indicators on school safety

- Number of law enforcement referrals/number of students referred
- Number of arrests from school and total number of students arrested
- Number of calls for service
- School-related court referrals and case outcomes
- Tickets issued on campus
- Weapons, drugs, etc. confiscated

Disaggregated by offense type, race, ethnicity, gender, special education/ELL status

Key performance indicators on school climate

- Student, parent, staff perceptions of school safety, engagement, and climate
- Attendance and graduation/dropout rates
- Academic performance and standardized test scores
- Alternatives to discipline and referrals to school-based diversion programs
- Office referrals and referrals to student planning centers
- Referrals to alternative placements and school transfers

Disaggregated by race, ethnicity, gender, special education/ELL status

Key performance indicators on targeted behavioral interventions

- Availability of and referrals to behavioral health services
- Referrals to student support teams
- Child welfare placement
- Student mobility status
- Special education referrals and data from IEPs/504 plans

Disaggregated by race, ethnicity, gender, special education/ELL status

Key questions for measuring the impact of school discipline system

- What data are currently tracked and has a baseline been established?
- Have **improvement targets** been identified for reducing these rates?
- What are key performance indicators that can be tracked to measure progress towards achieving these targets?
- How can these data be **collected** and by whom?



What types of data are your school or district currently collecting? (Check all that apply.)

School discipline data

School safety data

School climate data

Other (please share in the chat box)





In one or two sentences, please share how data are used to inform decision-making in your school or district.



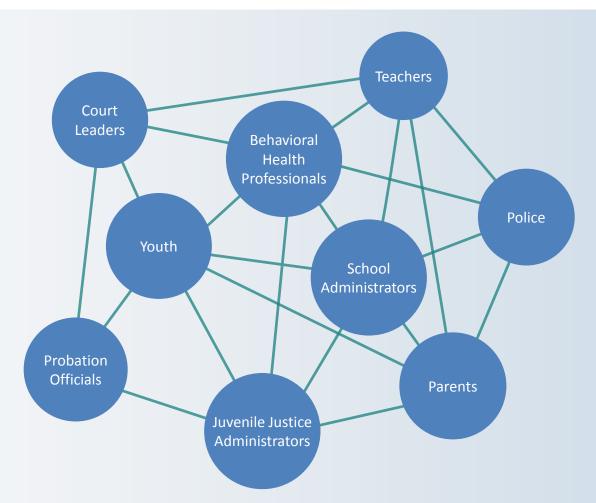
Recommended strategies to improve data collection

BRING relevant stakeholders together	EXAMINE best practices
STANDARDIZE	Use data to inform
data codes and	POLICY &
definitions	PRACTICE

Bring people together to review relevant data

Assemble key stakeholders

committed to improving school discipline, climate, and safety, and use data to identify the greatest needs within the jurisdiction



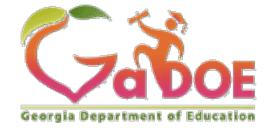
Examine best practices: Wisconsin Dashboard Model

District View		What percentage of students were suspended or expelled?
School Show Schools	Year:	2012-13 • <u>2011-12</u> • <u>2010-11</u> • <u>2009-10</u> • <u>2008-09</u> • <u>2007-08</u> • <u>2006-07</u> • <u>2005-06</u> • <u>2004-05</u> • <u>2003-04</u> • <u>2002-03</u> • <u>2001-02</u> • <u>2000-01</u> • <u>1999-00</u> • <u>1998-99</u>
District Madison Metropolitan	School Type:	All Types •Elem •Mid/Jr Hi •High •El/Sec •District Summary
	Show:	Suspensions • Expulsions
	View By:	All Students •Gender •Race/Ethnicity •Grade •Disability •Economic Status •English Proficiency
<u>Change school or</u> <u>district</u>	Compare To:	Prior Years •State •Selected Districts •Current District Data
District Home Page	Change s	elected districts
<u>District Home Fuqe</u>		Suspensions by Race/Ethnicity Madison Metropolitan
		2012-13 Compared to Selected Districts
Hide Numbers	30%	Summary - All School Types Combined
Read about the data	07%	
Read about the data	₩ 24%	
Scatterplot	pallo 24%	
Glossary		
Download Options	stu 18%	
Download Options	5 12%	
	5 12% ··· 10 9% ··· 10 9% ···	
	9 6% ···	
	<u>م</u> 3%	
	0%	
		Amer Indian Black Pacific Isle Two or More Asian Hispanic White
		Green Bay Area Public 🔜 Madison Metropolitan
		Milwaukee

A number of states and districts are expanding data collection efforts







Standardize key definitions and codes

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION REMOVAL TYPES

Expulsion	removal from school grounds for purposes of discipline as imposed formally by the school board; violations of school district rules, threats against school property, endangers those at school
Out-of-school Suspension	removal from school grounds imposed by school administration; noncompliance with school district rule, threatening to destroy school property; endangers those at school
In-School suspension	temporarily removed from regular classroom for disciplinary purposes but remains under the direct supervision of school personnel; no IEP services provided
Placement in IAES – School Personnel	school personnel order the removal of the student with disabilities from current educational placement to an interim alternative education system; drug offenses, dangerous weapons offenses, causing serious bodily injury

CALIFORNIA DEFINITION OF LAW ENFORCEMENT REFERRALS IN STATE LAW

Referral to law enforcement	Communication between a school administrator, teacher or other school employee and a law enforcement agency, which communication
	 (A) Is initiated by the school administrator, teacher, or other school employee; and (B) Concerns behavior by a student that the school administrator, teacher, or other school employee believes may constitute a violation of the school conduct and discipline code or a criminal or delinquent offense and for which the school administrator, teacher, or other school employee requests an investigation or other involvement by a law enforcement agency.
Does not include	 (A) Contact with a law enforcement agency that is made for the purpose of education, prevention, or intervention regarding a student's behavior; or (B) Routine or incidental communication between a school administrator, teacher, or other school employee and a law enforcement officer.

Share and use data to guide policy and practice

Make data user friendly, accessible, and easily understandable

Provide customizable reports for various audiences focused on key metrics

Determine benchmarks and track trends over time to evaluate impact of programs and system

Conduct regular data analysis and collect anecdotal evidence

Use data to target technical assistance, allocate resources, and scale up best practices.

Define success broadly and track data over time



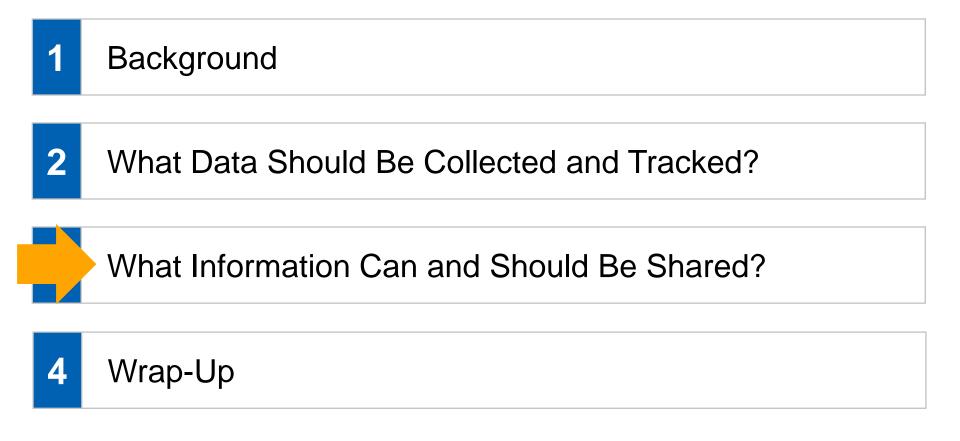
Do students feel **safer** in school?

Do students feel **welcome** in school?

Do students feel more **supported** and **positioned to succeed**?











Does your school or district currently have a process in place for sharing information with other agencies? Are there written agreements in place to facilitate this process?

Yes

No

Unsure

□No

Unsure



Core principles to guide information-sharing of student-level data

- ✓ **Students and families** should have information on privacy and consent.
- Student record sharing is limited to those "who need to know."
- ✓ How, when, and for what reason information can be shared is clearly articulated.
- ✓ Information should be safeguarded.
- Training should be provided so youth aren't labeled or stigmatized.
- ✓ Oversight mechanisms should be created to ensure students are treated fairly.
- People with access to information need to be aware of re-disclosure provisions.
- ✓ Information-sharing is governed by federal and state laws and local regulations.

Common challenges to sharing information



Technology incompatibility and inconsistent fields/coding

Mistrust about how the information will be used

Misconceptions about what information can be shared or lack of procedures for meeting the mandates of federal and state privacy laws and local regulations



What challenges has your school or district has faced regarding data sharing? (Check all that apply.)

Technology (e.g., incompatibility or inconsistent fields/coding)

Mistrust about how the information will be used

Misconceptions about what information can be shared

Lack of procedures for meeting the mandates of federal and state privacy laws and local regulations

Other (please share in the chat box)



Family Educational Rights and Privacy Act (FERPA) regulates sharing of student-level data



- Prevents the disclosure of student education records and personally identifiable data within education records to non-authorized individuals without consent
- Directory information can be shared without consent (name, date of birth, grade level, etc.)

Key FERPA exemptions to keep in mind

- School officials with a legitimate educational interest
- Health and safety emergencies
- Judicial Actions
- The Uninterrupted Scholars Act provides child welfare caseworkers with easier access to education records

Additional relevant Federal privacy laws



- Health Insurance Portability and Accountability Act (HIPAA)
- Federal Drug and Alcohol Confidentiality Laws – 42 CFR Part 2
- Child Abuse Prevention and Treatment Act (CAPTA)

Case example: Austin ACCESS Memorandum of Agreement

Austin ACCESS Austin Community Collaborative to Enhance Student Success Safe Schools/Healthy Students Initiative

Memorandum of Agreement

Mission Statement:

Austin ACCESS (Austin Community Collaboration to Enhance Student Success) mbrases the Thriting Goal of the Ready by 21 Youth Collaboration, composed of thirty Austin youth serving organizations—All youth are physically and mentally healthy, socially responsible, (help henselves and obers), and avoid visioner, substance abase, pregnancy, delinquency and other risk-compromising behaviors. Our mission is to secure the achievement of this goal by insuring ACCESS to schoolcommunity supports.

Needs, Goals, Objectives, Activities, Partners' Roles, Outcomes, Measures The Austin ACCESS Logic Model summarizes the elements and their alignment with the rorosoal.

Authorized Representatives and Selection Rationale:

- Pased 10. Forgione, In., Ph. D is the Superimediant of AISD and a passionate leader in the district's development of the three-tered continuum of support services for students. This continuum, which includes both district and community services and initiatives, is argubic illustration of the effort to pool resources. Dr. Forgione leads his staff in orgonic collaboration and communities support for students. AISD obtactors work closely with the Mayor's Mertal Fleath Task Force Monitoring Committe, a broad-based community effort with the goal of making Austin/Tarsis Gounty a national model of a mentally health growmanty. To regione lead a year-long process with the formation of the AISD Community Stafety Task Force. Ite initiated the process saying, "I is one development of the student's more complete and the student in a high school hallway. Dr. Forgione lead a year-long process with the housd direct ommunity's ability to put in arms more and put and based dominant," Saidly in 2005 another student's more of put and a student direct and community's another material and and the student of the student direct and students. Leads the student's more of put and a school direct scale and the student's more of the student direct and and scale and the student's more and and and school direct scale in 2005 another student's more and and and school direct Committee on Clang Activity to seek solutions to this growing threat to Austin inner eight sudents.
- David Evans. Executive Director of Austin Travis County Mental Health Mental Retardation Center successfully extends the agency's services by actively participating with the Child and OverMonth Mental Health Hanning Partnership, an initiative composed of AISD and community stakeholders to leverage mental health services and supports. Centre staff members also work with the Crisiss Intervention Teams of the Austin Police Department and Travis County Sherff's Office to insure that mental health services are appropriately provided to children

Austin Community Collaborative to Enhance Student Success (ACCESS) – membership of **30 Austin youth-serving organizations**. Authorized reps are:

- AISD
- Mental Health
- Juvenile Probation Department
- AISD Police Department

SS/HS Initiative: Provide model of data and resource sharing, that will provide access to provider information and receiver services

Available at: <u>http://archive.austinisd.org/community/access/docs/ACCESS_Memorandum_of_Agreement.pdf</u>

Case example: Connecticut School/Police Memorandum of Agreement

Office of Shiry and Management 668 Capited Avenue, Hardinel, CT (96106-1179 www.exeptureg	Schools	Police
	Number and types of disciplinary actions	Number and types of school incidents for which police incident reports are written
disruptions. It strives to ensure a consistent response to incidents of student misleharior, clarify the role of law enforcement in shood law ofginaling matters, and roleace involvement of police and court agencies for misconduct at school and school-related events. The parties agree to the following principles upon which this agreement is founded. A. The vast majority of student misconduct can be best addressed through classroom and in- school strategies and matriaming a positive clamate whitin schools rather than by	Referrals to Police	Police actions on incidents
 involvement of the justice community. B. The response to school disruptions should be reasonable, consistent and fair with appropriate consideration of relevant factors such as the age of the student and the nature and sevenity of the incident. C. Students should be held accountable for their actions through a graduated response to misconduct that provides a continuum of services and increasingly more severe sanctions for continued misbehavior. D. Disruptive students should receive appropriate redirection and support from in-school and community resources griet to the consideration of suspension, explainon, movement of the police, or referrand to cont. E. Clarifying the responsibilities of school and police personnel with regard to non-emergency dynative behavior action of an efforted events permeters be best interests of the student, the school system, law enforcement and the community at large. 	* Aggregated and disaggregated by race, gender, ethnicity	

On a regular basis (at least quarterly), the School/Police Collaboration Team will meet to review relevant data analysis. At least annually, the Team will prepare a report of activities and make recommendations for improvements to the agreement and/or its implementation.

Available at: http://b.3cdn.net/advancement/6000bf7319fcc5e333_xvm6b2l1j.pdf

Case example: Broward County Collaborative Agreement on School Discipline



BROWARD COUNTY COLLABORATIVE AGREEMENT ON SCHOOL DISCIPLINE

Data collected monthly, shared with the Juvenile Justice Advisory Board and the Eliminating the Schoolhouse to Jailhouse Committee, reported biannually to the public

- School-based arrests
- Referrals to law enforcement
- Filing of criminal complaints

Data is disaggregated:

- Location of arrest/school
- Offense
- Arresting agency
- Gender, age, race/ethnicity, disability, ESL status

Data **used to monitor** reductions in minor incidents handled by criminal justice system and reductions in racial disparities, and to monitor effectiveness of the Agreement and make necessary modifications

Available at: <u>http://b.3cdn.net/advancement/6000bf7319fcc5e333_xvm6b2l1j.pdf</u>

Case example: Sioux City Cooperative Agreement

Coordination among:

- Sioux City Community School District
- Police Department
- Juvenile Court Services
- County Attorney
- Department of Human Services

School superintendent, chief of police, and chief juvenile court officer will collect and share data to serve as the basis for decision-making:

- Number of redirection notices issued
- Number of youth participating in various student supports
- Number of youth referred to juvenile court services
- Number of youth who reoffend
- All disaggregated by offense type/severity, race, gender, time

Available at: <u>https://humanrights.iowa.gov/sites/default/files/media/1%20-</u> %20Cooperative%20Agreement%20between%20Sioux%20City%20School 2-18-11.PDF

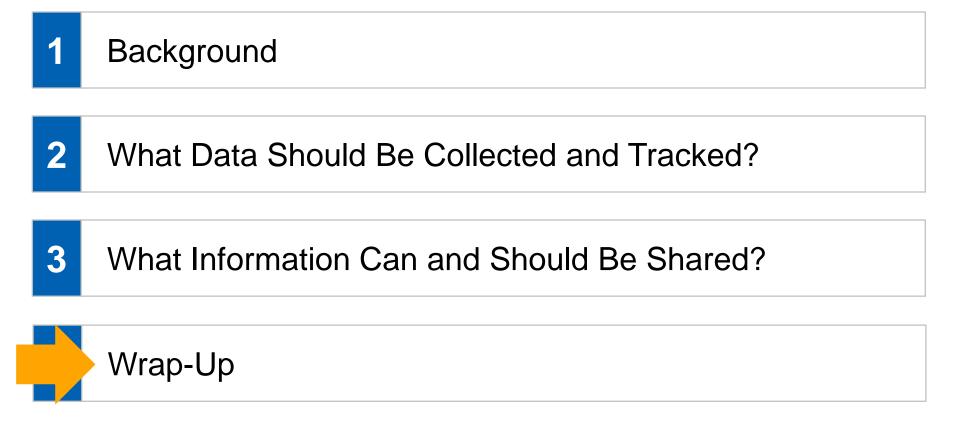
Who?

What?

Information sharing resources

- Navigating Information Sharing (NIS) Toolkit
 - <u>http://www.promoteprevent.org/content/navigating-information-sharing-toolkit</u>
- Models for Change Information Sharing Toolkit
 http://www.modelsforchange.net/publications/282
- Center for Juvenile Justice Reform Information Sharing Certificate Program
 - <u>http://cjjr.georgetown.edu/certprogs/informationshar</u> <u>ing/certificateinformationsharing.html</u>









- In one to two sentences, please share something that you can do in your role to apply what you have learned.
- Any questions? Please share in the questions chat box.





Thank you for participating in today's call!

 Join the Council of State Governments' distribution list to receive Justice Center project updates.

•For more information about this presentation, contact Nina Salomon (<u>nsalomon@csg.org</u>) or Emily Morgan (<u>emorgan@csg.org</u>).

If you have additional questions, feel free to contact your technical assistance specialist or NCSSLE (<u>ncssle@air.org</u>).

 If you have grant administration questions, please contact your Federal Project Officer(s) – Nicole White or Lisa Harrison and Loretta McDaniel.

The presentation was developed by members of the Council of State Governments Justice Center staff. The statements made reflect the views of the authors, and should not be considered the official position of the Justice Center, the members of the Council of State Governments, or the funding agency supporting the work. Citations available for statistics presented in preceding slides available on the Council of State Governments Justice Center web site.





Date	Events
July 12 2:00-3:00 p.m.	P2/ESSC Office Hour on Youth Mental Health First Aid
September 19 Time TBD	P2/ESSC Online Learning Event on Adapting Discipline Codes

