

We are not ready for a hearing

What is the purpose and products of the hearing?

The purpose is to gather parent input on the contents of the Code of Conduct. The product will be a newly amended Code.

- Years of crisis level short and long term suspensions
- Use of environmental data by the teachers' union, at contract negotiation time
- Beat downs at East
- Gangs at Monroe
- Student drag down the hall at Wilson

Tasks, which precede a hearing

- Public access to district environment data, assessments or evaluations of all components, example: 2007 evaluation of the Code of Conduct
- Head of Safety's proposal for District-wide school safety plan
- Superintendent's proposal for student discipline
- Superintendent's proposal for a mobile energy team
- Other related proposals
- Input for SBPT(s)
- Establish an area framework and move the components, dating from 1990's

Components of a complete review of the Code of Conduct

- District-wide school safety plan
- Building level emergency response plans
- Codes of conduct
- Teacher/principal authority
- Health curriculum/Violence prevention education
- Reporting/protections

District-wide School Safety Plan

Information below is from: **Guidance Document for School Safety Plans**

The University of the State of New York

The State Education Department

Albany, New York 12234

www.nysed.gov

April 2001

The District-wide School Safety Plan provides the framework for a school district to identify and implement appropriate strategies for creating and maintaining a safe and secure learning environment for all its students. Developed by the District-wide School Safety Team, the district's plan provides the overall guidance and direction for development of the Building-level Emergency Response Plan for each of the school buildings in the district. While the district-wide plan covers a broad scope of activities, including violence prevention, intervention and response, the building plans focus more directly on critical actions that must be taken to protect the safety of students and adults in the event of an emergency. Taken together, the district and building plans provide a comprehensive approach to addressing school safety and violence prevention, and provide the structure where all individuals can fully understand their roles and responsibilities for ensuring the safety of the entire school community.

The Task Force recognized that ensuring that schools remain safe places of learning requires a major strategic commitment. The effectiveness of any safety plan hinges on the ability of school administrators and their safety teams to assess the district's unique concerns and security needs, and to identify and implement appropriate strategies for creating and maintaining a safe school environment.

The intent of the legislation emphasizes that effective school safety planning works best when school administrators, school staff, students, parents and community members undertake an honest and critical appraisal of a school's safety program and security needs. Developing a school safety plan requires the conduct of a systematic assessment of school safety and security, followed by the development or modification of a school safety plan that addresses the problems and needs identified by the assessment. Only then can a school safety plan truly meet the needs of its school community.

Recognizing the critical need of data in decision-making, the New York State Center for School

Safety (NYSCSS) offers the following outline to consider in development of school safety plans for districts and schools that has been used successfully as a guide in many schools:

- **Data Collection:** What information does the school already have available? What else does the school need (internal and external sources)?
- **Data Analysis:** How can the school use this information to identify its needs?
- **Problem-Solving:** Based on the data, can the school identify what it needs to do?
- **Implementation:** Based on the research, what strategies are available that would be useful to the school community and address the identified needs?
- **Evaluation:** How does the school know its strategies have made a difference?

The Task Force also recognized that the key to success is a community’s ability to build a mechanism for true collaboration through involving law enforcement, schools, human services agencies, grass roots and faith-based community organizations, and parents and business people. Many districts across the State have established collaborative relationships in order to promote safer schools.

Guiding Principles

A school safety planning workgroup of key State agencies with expertise in school safety, violence prevention, and risk management developed a set of guiding principles for school safety planning. The principles are as follows.

- Schools should build on what is already in place. Many school districts and school buildings have already developed school safety and violence prevention plans. These should be used as the foundation for meeting the new requirements.
- Plans should be developed through an open process with broad community participation. Students, parents, teachers, school leaders, public safety agencies and other key partners should be involved in plan development in a meaningful way. Broad participation by community members will gain their acceptance and support of school plans.
- Planning should be comprehensive, encompassing activities from early prevention through crisis response. In addressing the intent of the law, schools should focus on a process-driven approach to planning rather than on a checklist of activities that must be done.
- Planning should be based on an assessment of data. School safety plans will be more responsive to particular school needs when data related to the school is used as a basis for planning.
- Plans should be user-friendly, easy to read, and understandable. The plans should be widely disseminated within the community to foster broad acceptance and participation.
- Plans should clearly define roles and responsibilities. It is crucial that all key people know their roles and responsibilities, as well as the roles and responsibilities of others in the event of a crisis situation.
- Plans should also include contingency provisions to enable implementation when key individuals are unavailable or not in a position to perform their roles.
- Staff development should be included in the planning process. For plans to be effective, staff and other involved individuals need to develop their knowledge and skills about the components in the plans and actions to be taken for implementing the components in appropriate situations.
- Plans should be coordinated with nonpublic schools and recognize the needs of special school populations. Students and staff with disabilities, limited English speaking students and other special student populations should be addressed in all plans.
- Plans should be continually reviewed and updated to remain current. Changes in personnel, local conditions and other factors necessitate periodic review and updating of plans to ensure their applicability to current conditions.

Notes of Caution

The school safety planning workgroup also developed a list of suggestions based upon their prior experience in similar planning efforts that may be helpful to schools. These include the following:

- Don't reinvent the wheel. Schools should build upon existing plans and activities, as well as draw upon the experiences of others who have developed and implemented effective plans.
- Leadership is needed throughout the planning process. School and community leadership needs to be continuously provided to build and maintain the momentum for effective planning.
- Effective planning takes time. The planning process must include adequate time in order to ensure broad participation and active involvement of key partners in the development of plans.
- Beware of "packaged products". The temptation to seek an easy solution by purchasing or obtaining an "off the shelf", prepackaged school safety plan should be avoided as a way to meet the new requirements.
- Consider formal agreements, if necessary. Changes in personnel, new organizational arrangements or other factors within the schools and/or partner agencies may necessitate formal agreements with periodic review and updates to ensure the viability of plans over time.

The Rochester City School District's Comprehensive School Safety Plan

Rochester city schools strive to provide a safe environment in which teaching and learning can take place without disruption.

In 1995, the Board of Education adopted the District's Comprehensive School Safety Plan, a focused, proactive approach to school safety that is continually modified with additional measures reflecting national strategies.

The plan has incorporated the following measures:

1996-97: Use of metal detectors begun in all middle and high schools; in-school suspension programs established at two middle schools (Charlotte, Monroe) and two high schools (East, Franklin); violence prevention curricula integrated with social studies, global studies, and English curricula in all high schools; computer identification systems installed at Marshall High School and Douglass Middle School.

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1997-98: Senior High Alternative Program of Education (SHAPE) opened for chronically disruptive and violent students in grades 9-12; Truancy Reduction Assessment Center opened in partnership with Rochester Police Department to locate truant students and reduce truancy; programs put in place in all schools to help students learn to resolve disputes peacefully; conflict management lending library established for all schools; in-school suspension programs expended to five additional schools; Safe School Passage program established in 11 school neighborhoods with community

support; Rochester Police Resource Officers stationed in all middle and high schools.

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1998-99: Additional attendance staff hired to work with schools to reduce truancy; additional intervention provided to 16-year-olds at risk of dropping out; Peaceable Schools program expanded to three additional middle schools, for a total of four schools (Douglass, Jefferson, Madison, Monroe) using the program to improve school order, safety, and academic achievement; SHAPE expanded to serve students in grades 7 and 8.

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1999-2000: Conflict resolution and violence prevention programs continued in all schools; principals and other school staff trained by New York State and Rochester police in managing emergency situations in their buildings; Safe School Passage program expanded to five additional school neighborhoods, for a total of 16; additional security cameras and door alarms installed in high schools; two walk-through metal detectors added to enhance hand-held scanning in middle and high schools..

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2000-2001: Confidential safety hotline, 262-TELL (8355), established to allow students to anonymously report threats and rumors of planned violence; nine additional School Resource Officers stationed in middle and high schools; collaborations with the faith community and community agencies, including the Lewis Street Center, SWAN, St. Mary's Hospital and others, expanded to provide after-school activities, health and counseling services, and academic support programs for students; national violence prevention training program begun for all schools in collaboration with city sector teams through the Neighbors Building Neighborhoods program, with training provided by Partners Against Violence Everywhere (PAVE); peer mediation and conflict resolution programs continued in all schools, grades K-12.

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2001-2002: Code of Conduct adopted, governing appropriate behavior, dress, and language in schools by students, staff, parents, and visitors; Emergency Operations Plan developed, providing instructions on emergency preparedness and response by District staff to protect the safety and well-being of students, staff, and visitors in the event of an emergency.

Measures in the safety plan are ongoing and are continued and expanded each year.

Restorative justice, for Dream Schools

Although restorative justice is an ancient concept (Zehr, 1990), the restorative perspective gained impetus in the 1970's and 1980's from the victims' movement, from experiences with reparative sanctions and processes, and from the rise of informal neighborhood justice and dispute resolution programs (Galaway and Hudson, 1990; Schneider, 1985).

Restorative justice is based on the following values and assumptions:

- All parties should be included in the response to crime—offenders, victims, and the community.
- Government and local communities should play complementary roles in that response.
- Accountability is based on offenders understanding the harm caused by their offenses, accepting responsibility for that harm, and repairing it (McLagan, 1992).

As a philosophy for the juvenile justice system, restorative justice guides professionals in the appropriate and equitable use of sanctions to ensure that offenders make amends to victims and the community. The restorative justice philosophy:

- Restitution and community service sanctions are used in this system. Without a restorative understanding, these sanctions may be viewed as bureaucratic in nature and may be used for punitive purposes.
- Links disparate practices and programs such as restitution, victim services, community service, victim-offender mediation, and dispute resolution as part of a restorative agenda for juvenile justice.

While retributive justice is focused on public vengeance, deterrence, and punishment through an adversarial process, restorative justice is concerned with repairing the harm done to victims and the community through a process of negotiation, mediation, victim empowerment, and reparation. In contrast to the individual treatment approach, which focuses on providing limited services to offenders, restorative justice is concerned with the broader relationships among offenders, victims, and the community (Lawrence, 1991; Zehr, 1990).

As a philosophical framework, restorative justice is neither punitive nor lenient in focus and provides a clear alternative to juvenile justice sanctioning and intervention based on retributive or traditional treatment assumptions. In Howard Zehr's view, restorative justice offers a different lens through which to view the problem of crime and provides a new outlook on the public's response to the harm that results when an offense is committed. Table 2 contrasts the assumptions of the new restorative paradigm with the old retributive paradigm.

Security Operations

Superintendent's Proposed Draft 2008-09 Budget

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Security Operations

Department Overview

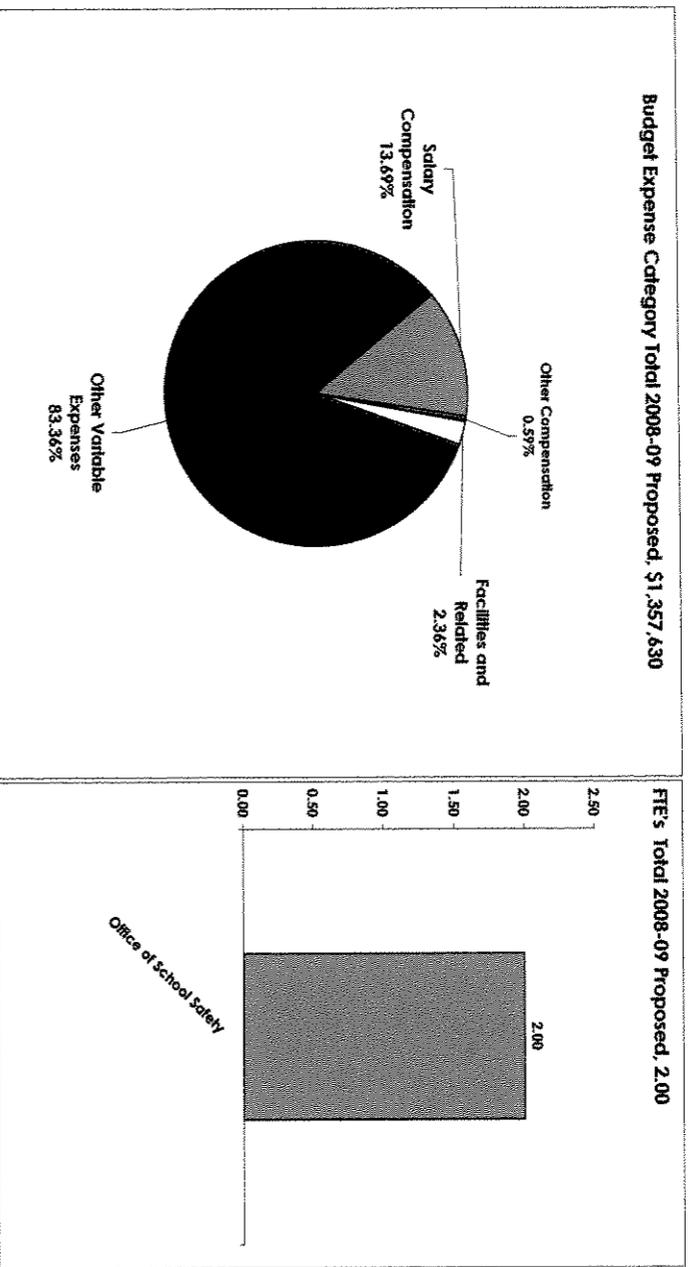
The Security Operations Department is responsible for providing every child a safe, efficient, and healthy learning environment. The Department provides leadership and development, along with policy and procedures, relative to the operation of security for the 39 elementary schools, 18 high schools and other District programs and facilities. In addition, the Department is responsible for emergency preparedness planning, coordination, policy development and implementation. The Department is responsible for the staffing and training of school security personnel. It also provides fingerprinting for all contractors, consultants and employees working in the District.

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Security Operations Management Financial Discussion and Analysis

Division/Department Overview

The Security Operations Department is responsible for providing every child a safe, efficient, and healthy learning environment. The Department provides leadership and development, along with policy and procedures, relative to the operation of security for the 39 elementary schools, 18 high schools and other District programs and facilities. In addition, the Department is responsible for emergency preparedness planning, coordination, policy development and implementation. The Department is responsible for the staffing and training of school security personnel. It also provides fingerprinting for all contractors, consultants and employees working in the District.



Budget Expense Category	2007-08		2008-09		Budget Change Fov/(Unfov)	Budget % Change Fov/(Unfov)
	Amended FTEs	Amended Budget	Proposed FTEs	Proposed Budget		
Salary Compensation	2.00	\$179,000	2.00	\$185,880	(\$6,880)	(3.8%)
Other Compensation		\$8,000		\$8,000	\$0	0.00%
Cash Capital Outlays		\$0		\$0	\$0	0.00%
Facilities and Related		\$32,000		\$32,000	\$0	0.00%
Other Variable Expenses		\$1,131,750		\$1,131,750	\$0	0.00%
Technology		\$0		\$0	\$0	0.00%
Totals	2.00	\$1,350,750	2.00	\$1,357,630	(\$6,880)	(0.5%)
Net FTE Change Fov/(Unfov)		0.00		Net Budget Change Fov/(Unfov)		(0.51%)

Business Services 2008-09 Draft Budget

Security Operations Management Financial Discussion and Analysis

Change by Expense Category	Fav/(Unfav)	Comments
Salary Compensation	\$ (6,880)	Increase of \$7K due to contractual salary increases.
Other Compensation	\$ -	
Cash Capital Outlays	\$ -	
Facilities and Related	\$ -	
Other Variable Expenses	\$ -	
Technology	\$ -	
Total	\$ (6,880)	

	Departments				Budget Change	Budget % Change
	2007-08 Amended FTEs	2007-08 Amended Budget	2008-09 Proposed FTEs	2008-09 Proposed Budget		
Department Budget						
Office of School Safety	2.00	\$1,350,750	2.00	\$1,357,630	\$ (6,880)	(0.5%)
Totals	2.00	\$1,350,750	2.00	\$1,357,630	\$ (6,880)	(0.5%)

Budget Change	Fav/(Unfav)	Comments
Office of School Safety	\$ (6,880)	Please refer to the Change by Expense Category section of this report for discussion of budget changes.
Total	\$ (6,880)	

Business Services 2008-09 Draft Budget

Expenditure Summary (All Funds) Security Operations

	2006-2007	2007-2008	2008-2009	Var Bud vs Amend
	Actual	Amended	Proposed	Fov/(Unfav)
EXPENDITURES BY ACCOUNT				
Salary Compensation				
Teachers' Salaries	-	-	-	-
Civil Service Salaries	52,441	179,000	185,880	(6,880)
Administrator's Salaries	-	-	-	-
Teaching Assistants	-	-	-	-
Paraprofessionals Salary	-	-	-	-
Hourly Teachers	-	-	-	-
Sub Total Salary Compensation	52,441	179,000	185,880	(6,880)
Other Compensation				
Substitute Teacher Cost	-	-	-	-
Overtime Non-Instructional Sal	10,196	8,000	8,000	-
Teachers In Service	-	-	-	-
Sub Total Other Compensation	10,196	8,000	8,000	-
Total Salary and Other Compensation	62,636	187,000	193,880	(6,880)
Employee Benefits				
Employee Benefits	-	-	-	-
State Employee Retirement	-	-	-	-
State Teachers Retirement	-	-	-	-
Voluntary Separation Plan	-	-	-	-
ERI Incentive	-	-	-	-
TRI Incentive	-	-	-	-
Sub Total Employee Benefits	-	-	-	-
Total Compensation and Benefits	62,636	187,000	193,880	(6,880)
Fixed Obligations With Variability				
Contract Transportation	-	-	-	-
Special Education Tuition	-	-	-	-
Charter School Tuition	-	-	-	-
Insurance Non-employee	-	-	-	-
Sub Total Fixed Obligations	-	-	-	-
Debt Service				
Sub Total Debt Service	-	-	-	-
Cash Capital Outlays				
Cash Capital Expense	-	-	-	-
Textbooks	-	-	-	-
Equipment Other Than Buses	2,019	-	-	-
Equipment Buses	-	-	-	-
Library Books	-	-	-	-
Computer Hardware - Instructional	-	-	-	-
Computer Hardware - Non Instructional	1,368	-	-	-
Sub Total Cash Capital Outlays	3,387	-	-	-

Business Services 2008-09 Draft Budget

**Expenditure Summary (All Funds)
Security Operations**

	2006-2007	2007-2008	2008-2009	Var Bud vs Amend
	Actual	Amended	Proposed	Fav/(Unfav)
Facilities and Related				
Utilities	217	-	-	-
Supplies and Materials	-	27,000	27,000	-
Instructional Supplies	-	-	-	-
Equip Service Contr & Repair	-	-	-	-
Rentals	-	-	-	-
Facilities Service Contracts	-	-	-	-
Postage Printing & Advertising	152	500	500	-
Maintenance Repair Supplies	-	-	-	-
Auto Supplies	-	-	-	-
Custodial Supplies	-	-	-	-
Office Supplies	1,253	4,500	4,500	-
Sub Total Facilities and Related	1,622	32,000	32,000	-
Technology				
Computer Software - Instructional	-	-	-	-
Computer Software - Non Instructional	61	-	-	-
Subtotal Technology	61	-	-	-
All Other Variable Expenses				
Professional & Technical Serv	-	1,131,750	1,131,450	300
BOCES Services	-	-	-	-
Medicaid	-	-	-	-
Agency Clerical	-	-	-	-
Judgments and Claims	-	-	-	-
Miscellaneous Services	-	-	300	(300)
Grant Disallowances	-	-	-	-
Professional Development	-	-	-	-
Subtotal of All Other Variable Expenses	-	1,131,750	1,131,750	-
Total Non Compensation	5,070	1,163,750	1,163,750	-
Sub Total	67,706	1,350,750	1,357,630	(6,880)
Fund Balance Reserve	-	-	-	-
Grand Total	67,706	1,350,750	1,357,630	(6,880)

EXPENDITURES BY DEPARTMENT

Office of Security Operations - 57016	67,706	1,350,750	1,357,630	(6,880)
Security Operations - SCRTY OPS	67,706	1,350,750	1,357,630	(6,880)

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**Position Summary
Security Operations**

	2006 - 2007 Actual	2007 - 2008 Amended	2008 - 2009 Proposed	Var Bud vs Amend Fav/(Unfav)
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POSITIONS BY ACCOUNT

Salary Compensation				
Teachers' Salaries	0.00	0.00	0.00	0.00
Civil Service Salaries	1.00	2.00	2.00	0.00
Administrator's Salaries	0.00	0.00	0.00	0.00
Teaching Assistants	0.00	0.00	0.00	0.00
Paraprofessionals Salary	0.00	0.00	0.00	0.00
Hourly Teachers	0.00	0.00	0.00	0.00
Total Salary Compensation	1.00	2.00	2.00	0.00

Other Compensation				
Substitute Teacher Cost	0.00	0.00	0.00	0.00
Overtime Non-Instructional Sal	0.00	0.00	0.00	0.00
Teachers In Service	0.00	0.00	0.00	0.00
Total Other Compensation	0.00	0.00	0.00	0.00
Total Salary and Other Compensation	1.00	2.00	2.00	0.00
Employee Benefits				
Employee Benefits	0.00	0.00	0.00	0.00
Total	0.00	0.00	0.00	0.00
Grand Total	1.00	2.00	2.00	0.00

POSITIONS BY DEPARTMENT

Office of Security Operations - 57016	1.00	2.00	2.00	0.00
Security Operations - SCRTY OPS	1.00	2.00	2.00	0.00