

AA

WAS ISTE Crosswalk

Linked to the NYS Teaching Standards and the Marshall Rubric

ISTE Standard	NYS Teaching Standard	Marshall
Facilitate Student Learning and Creativity		
1a. Promote, support, and model creative and innovative thinking and inventiveness. Examples: Encourage students to research, explore, and use new technology as a way to demonstrate their knowledge.	Element IV.2	C.b
1b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources. Examples: Have students create tutorial videos demonstrating tips and tricks for smart phone use and presenting at a local senior citizen group meeting.	Element III.5	C.g
1c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes. Examples: Allow students to show what they know by using a whiteboard app to demonstrate the completion of a math problem or summarize assigned text in their own words.	Element III.5	D.d
1d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments. Examples: Virtual field trips in the distance learning lab Google Hangout with students from another region Mystery Skype or Facetime Classroom Tweets	Element III.5	

<p>Develop and design digital age learning experiences and assessments</p>		A.h
<p>2a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.</p> <p>Examples:</p> <p>Encourage students to access class resources and materials on classroom google site, edmodo, or google classroom.</p> <p>Rather than doing a web image search, allow students to digitally draw (Google Draw) or take pictures for use in their presentations/projects.</p>		A.g
<p>2b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.</p> <p>Examples:</p> <p>Digitize student resources using tools like Edmodo and Google Classroom.</p> <p>Encourage students and parents to download the school plus app.</p>	Element II.6	A.i
<p>2c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.</p> <p>Examples:</p> <p>Provide students with a choice regarding the medium they use to present information.</p>		A.d
<p>2d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching.</p> <p>Examples:</p> <p>QR Code sight words flashcards station.</p> <p>Student poll or survey using google forms.</p> <p>Model Digital Age Work and Learning</p>	Element V.2	
<p>3.a Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.</p> <p>Examples:</p> <p>Replace paper-based student products (posters, binder portfolio) with digital products such as: google site as platform for portfolio, pic collage,</p>	Element 1.6	

<p>Use screencast-o-matic to record a short demo of new technology for students to refer to. Try a new presentation medium: Google Slides, Powtoon, Educreations, ShowMe, and iMovie.</p>	<p>Element III.5</p>	
<p>3.b Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation. Examples: Upload short homework helper videos to your classroom webpage.</p>	<p>Element III.5</p>	
<p>3.c Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats. Try new ways of communicating with parents including: pic collage, google newsletter, Smore.com, etc.</p>	<p>Element III.4, Element I.6</p>	<p>A,h</p>
<p>3.d Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning. Examples: Demonstrate a twitter search for resources and information Show students more advanced search engine techniques. Encourage students to use the twitter curator google add-on to collect information.</p>		
<p>Promote and Model Digital Citizenship and Responsibility</p>		
<p>4a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources. Examples: Lesson on accurate citations for electronic images and digital media.</p>	<p>Element VI.1</p>	
<p>4b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources. Provide students who do not have internet access at home with alternative strategies for accessing classroom resources. If some students struggle with using search engines, use qr codes to come up with a pre-determined websites so they can easily scan to access.</p>	<p>Element IV.4</p>	<p>C,h</p>
<p>4c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information. Examples: Discuss and model appropriate use of social media.</p>	<p>Element VI.1</p>	

<p>4.d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools.</p> <p>Examples: Connect with students from another country using Skype. Use google earth to explore landmarks and geography.</p>	Element III.5	
Engage in Professional Growth and Leadership		
<p>5.a Participate in local and global learning communities to explore creative applications of technology to improve student learning.</p> <p>Examples: Twitter as part of a professional learning network, participating in twitter education chats, tech-themed conferences,</p>		F-j
<p>5.b Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.</p> <p>Examples: Sharing a tech skill with others,</p>		F.g
<p>5.c Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.</p> <p>Examples: Discover and share new technologies with colleagues and students.</p>		F.g
<p>5.d Contribute to the effectiveness, vitality, and self renewal of the teaching profession and of their school and community.</p> <p>Examples: Share ideas with colleagues using digital mediums such as your classroom google site or twitter.</p>		F.g

BB

Comparing Rubrics with the NYS Teaching Standards

NYS Teaching Standards		Teacher Evaluation Rubrics (Marshall)
Knowledge of Students and Student Learning	Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.	A. Planning and Preparation for Learning (knowledge, anticipation, engagement, differentiation)
Knowledge of Content and Instructional Planning	Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.	A. Planning and Preparation for Learning (knowledge, standards, units, assessments, lessons, materials)
Instructional Practice	Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.	A. Planning and Preparation for Learning (materials) C. Delivery of Instruction (expectations, mindset, goals, connections, clarity, repertoire, engagement, differentiation, nimbleness, application)
Learning Environment	Teachers work with all students to create a dynamic learning environment that supports achievement and growth.	B. Classroom Management (expectations, relationships, respect, social-emotional, routines, responsibility, repertoire, efficiency, prevention, incentives)
Assessment for Student Learning	Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.	D. Monitoring, Assessment, and Follow-Up (criteria, diagnosis, on-the-spot, self-assessment, recognition, interims, tenacity, support, analysis, reflection)
Professional Responsibilities and Collaboration	Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.	E. Family and Community Outreach (respect, belief, expectations, communication, involving, homework, responsiveness, reporting, outreach, resources)
Professional Growth	Teachers set informed goals and strive for continuous professional growth.	F. Professional Responsibilities (attendance, language reliability, professionalism, judgment, above-and-beyond, leadership, openness, collaboration, growth)

Cc

Welcome to the Professional Development Calendar for 2018-2019

To add the Professional Development Calendar to your smart phone, iPad or other mobile device simply scan the QR Code below:



Quickly refer to your
PD calendar on the go!

WAJ Professional Development, Activity Period and Meeting Schedule

Week of September 10, 2018

MONDAY	TUESDAY	WEDNESDAY STEM Test Days	THURSDAY ELA/SS Test Days	FRIDAY Special Test Days
10	11	12	13	14
No PD	No Meetings	No Meetings CROP Begins 2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation.	No Meetings 2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation.	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation.
Notes: 9-10: PreK Students Begin 9-12: PTA Meeting 6:30 PM 9-13: BOE Meeting 7:00 PM 9-14: PTA Back to School BBQ				

WAJ Professional Development, Activity Period and Meeting Schedule

Week of September 17, 2018

MONDAY	TUESDAY	WEDNESDAY STEM Test Days	THURSDAY ELA/SS Test Days	FRIDAY Special Test Days
17 Faculty Meeting	18	19	20	21
2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation.	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation.	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation.	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation.	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation.
	2:45 - 3:15 Departmental Meeting ELA 9-12	2:45 - 3:15 Departmental Meeting ELA PK-2	2:45 - 3:15 Departmental Meeting ELA 3-8	
Notes:				
9-17/18: Lifetouch Photos				

WAJ Professional Development, Activity Period and Meeting Schedule

Week of September 24, 2018

MONDAY	TUESDAY	WEDNESDAY STEM Test Days	THURSDAY ELA/SS Test Days	FRIDAY Special Test Days
24 PD	25 3:15-4 PM Homework Club K-12	26 3:15-4 PM Homework Club K-12	27 3:15-4 PM Homework Club K-12	28 2:45-3:00 PM Teacher Professional Duties
2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation.	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation
	2:45 - 3:15 Departmental Meeting Math 9-12	2:45 - 3:15 Departmental Meeting Math PK-2	2:45 - 3:15 Departmental Meeting Math 3-8	
Notes: 9-24-9-28: Book Fair 9-26: Morning Program 8:15 AM 9-27: Title 1 Parent Meeting 5:30 PM; PK-12 Open House 6PM				

WAJ Professional Development, Activity Period and Meeting Schedule

Week of October 1, 2018

MONDAY	TUESDAY	WEDNESDAY STEM Test Days	THURSDAY ELA/SS Test Days	FRIDAY Special Test Days
1 No PD Olweus Committee Meeting 2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	2 2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	3 2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	4 2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	5 2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation
Notes: 10-3 PTA Meeting at 6:30PM 10-5: Senior Portraits				

WAJ Professional Development, Activity Period and Meeting Schedule

Week of October 8, 2018

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STEM Test Days	ELA/SS Test Days	Special Test Days		
8	9	10	11	12
Columbus Day No School	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation 2:45 – 3:15 Grade Level Data Meeting Pre-K (Conference Room)	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation 10:45-11:15 Grade Level Data Meeting Kindergarten (Conference Room)	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation
Notes: 10-10: Morning Program @ 8:15 AM 10-10: PSAT Exam 10-11: BOE Meeting @ 7PM 10-12: Five-Week Marking Period Ends				

WAJ Professional Development, Activity Period and Meeting Schedule

Week of October 15, 2018

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
15 PD	16	17	18	19
2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation
	2:45 – 3:15 Grade Level Data Meeting 12 th Grade (Conference Room)	2:45 – 3:15 Grade Level Data Meeting 11 th Grade (Conference Room)	2:45 – 3:15 Grade Level Data Meeting 10 th Grade (Conference Room)	
Notes: 10-17: Progress Reports mailed home 10-18: All List in Effect				

WAJ Professional Development, Activity Period and Meeting Schedule

Week of October 22, 2018

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
22 Faculty Meeting	23	24	25	26
2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation ASVAB Exam	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation
	2:45 - 3:15 Grade Level Data Meeting 9th Grade (Conference Room)	2:45 - 3:15 Grade Level Data Meeting 8th Grade (Conference Room)	2:45 - 3:15 Grade Level Data Meeting 7th Grade (Conference Room)	
Notes:				
10-24: Morning Program @ 8:15AM				
10-24: ASVAB				
10-25: Themed Concert 6:30 PM				

Professional Development, Activity Period and Meeting Schedule

Week of October 29, 2018

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
29 PD	30	31	1	2
2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation
	11:37-12:21 Grade Level Data Meeting 6th Grade (Conference Room)	11:37-12:21 Grade Level Data Meeting 5th Grade (Conference Room)	1:20-1:50 Grade Level Data Meeting 4th Grade (Conference Room)	
Notes: 10-31: PK-3 Halloween Parade @ 1:30 PM 11-1: AI List in effect 11-3: SAT Exam				

WAJ Professional Development, Activity Period and Meeting Schedule Week of November 5, 2018

MONDAY	TUESDAY	WEDNESDAY STEM Test Days	THURSDAY ELA/SS Test Days	FRIDAY Special Test Days
5	6	7	8	9
<p>No PD</p> <p>Olweus Committee Meeting</p> <p>2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation</p>	<p>2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation</p> <p>2:45 – 3:15 Grade Level Data Meeting 3rd Grade (Conference Room)</p>	<p>2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation</p> <p>10:55-11:25 Grade Level Data Meeting 2nd Grade (Conference Room)</p>	<p>2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation</p> <p>2:45 – 3:15 Grade Level Data Meeting 1st Grade (Conference Room)</p>	<p>2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation</p>
<p>Notes:</p> <p>11-5: Winter Sports Begin</p> <p>11-7 Morning Program @ 8:15AM</p> <p>11-7: PTA Meeting @ 6:30 PM</p> <p>11-7: All County Rehearsal @ Catskill</p> <p>11-8: BOE Meeting @ 7:00PM</p> <p>11-8: Veterans Day Assembly 1:15 PM</p> <p>11-9: All County Rehearsal & Concert @ Catskill</p> <p>11-9: First Quarter Ends</p>				

WAJ Professional Development, Activity Period and Meeting Schedule

Week of November 12, 2018

MONDAY	TUESDAY	WEDNESDAY STEM Test Days	THURSDAY ELA/SS Test Days	FRIDAY Special Test Days
<p>12</p> <p>Veterans Day Observance No School</p>	<p>13</p> <p>2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation</p>	<p>14</p> <p>2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation</p>	<p>15</p> <p>PK-12 10:30 Dismissal K-12 Parent/Teacher Conferences</p>	<p>16</p> <p>2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation</p>
<p>Notes:</p> <p>11-12: Veterans Day No School 11-13 Second Quarter Begins 11-15 Early Dismissal -P/T Conferences 12-7 PM 11-16: Report Cards Mailed Home</p>				

WAJ Professional Development, Activity Period and Meeting Schedule

Week of November 19, 2018

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>19</p> <p>Faculty Meeting</p> <p>2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation</p>	<p>20</p> <p>PK-12 1:00 PM Dismissal Emergency Drill</p>	<p>21</p> <p>Thanksgiving Recess</p> <p>No School</p>	<p>22</p> <p>Thanksgiving</p> <p>No School</p>	<p>23</p> <p>Thanksgiving Recess</p> <p>No School</p>
<p>Notes:</p> <p>11-19: AI List in effect</p> <p>11-19: Kindergarten Thanksgiving Feast</p> <p>11-20: Fall Awards Assembly 12:30 PM</p> <p>11-20: 1PM Dismissal PK-12 - Emergency Drill</p> <p style="text-align: center;">Happy Thanksgiving!!!</p>				

WAJ Professional Development, Activity Period and Meeting Schedule

Week of November 26, 2018

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
26 PD	27	28	29	30
2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation
	2:45 - 3:15 Departmental Meeting -ELA 9-12	2:45 - 3:15 Departmental Meeting -ELA PK-2	2:45 - 3:15 Departmental Meeting -ELA 3-8	
Notes: 11-28: Morning Program @ 8:15 AM 12-1: SAT Exam				

WAJ Professional Development, Activity Period and Meeting Schedule

Week of December 3, 2018

MONDAY	TUESDAY	WEDNESDAY STEM Test Days	THURSDAY ELA/SS Test Days	FRIDAY Special Test Days
3 No PD Olweus Committee Meeting 2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	4 2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation 2:45 - 3:15 Departmental Meeting - Math 9-12	5 2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation 2:45 - 3:15 Departmental Meeting - Math PK-2	6 2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation 2:45 - 3:15 Departmental Meeting - Math 3-8	7 2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation
Notes: 12-7: All List Updated and in effect				

WAJ Professional Development, Activity Period and Meeting Schedule

Week of December 10, 2018

MONDAY	TUESDAY	WEDNESDAY STEM Test Days	THURSDAY ELA/SS Test Days	FRIDAY Special Test Days
10 PD	11	12	13	14
2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation
	2:45 – 3:15 Departmental Meeting- 5-12 Technology/Science	2:45 – 3:15 Departmental Meeting- PK-4 Technology/Science	2:45 – 3:15 Departmental Meetings – Social Studies 5-12	
		2:45 – 3:15 Grade Level Data Meeting PK (Conference Room)	2:45 – 3:15 Departmental Meetings – PE, Music, Art, Foreign Language, Special Education	
			10:45-11:15 Grade Level Data Meeting Kindergarten (Conference Room)	

Notes:

12-12: K-6 Winter Concert 6:30 PM

12-13: BOE Meeting @7:00 PM

WAJ Professional Development, Activity Period and Meeting Schedule

Week of December 17, 2018

MONDAY	TUESDAY	WEDNESDAY STEM Test Days	THURSDAY ELA/SS Test Days	FRIDAY Special Test Days
<p>17</p> <p>Faculty Meeting</p> <p>2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation</p>	<p>18</p> <p>2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation</p> <p>2:45 – 3:15 Grade Level Data Meeting 12th Grade (Conference Room)</p>	<p>19</p> <p>2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation</p> <p>2:45 – 3:15 Grade Level Data Meeting 11th Grade (Conference Room)</p>	<p>20</p> <p>2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation</p> <p>2:45 – 3:15 Grade Level Data Meeting 10th Grade (Conference Room)</p>	<p>21</p> <p>PK-12 1:00 PM Dismissal Emergency Drill</p>
<p>Notes:</p> <p>12-17: 5-Week Marking Period Ends</p> <p>12-19: Morning Program 8:15 AM</p> <p>12-19: 7-12 Winter Concert @ 6:30PM</p> <p>12-21: Progress Reports Mailed Home</p> <p>12-21: PK-12 1:00 PM Dismissal - Emergency Drill</p>				
<p>MERRY CHRISTMAS & HAPPY NEW YEAR!</p>				

WAJ Professional Development, Activity Period and Meeting Schedule

Week of December 24, 2018

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
24	25	26	27	28
Holiday Recess	MERRY CHRISTMAS!	Holiday Recess	Holiday Recess	Holiday Recess
			ELA/SS Test Days	Special Test Days

WAJ Professional Development, Activity Period and Meeting Schedule

Week of December 31, 2018

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
31	1	2	3	4
Holiday Recess	HAPPY NEW YEAR!	Holiday Recess	Holiday Recess	Holiday Recess
			ELA/SS Test Days	Special Test Days

WAJ Professional Development, Activity Period and Meeting Schedule

Week of January 7, 2019

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7 No PD 2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	8 2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	9 2:45 CROP / Dismisses at 4:00 for students and dismisses at 5:00 for students with parent transportation	10 2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	11 2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation
	2:45 – 3:15 Grade Level Data Meeting 9 th Grade (Conference Room)	2:45 – 3:15 Grade Level Data Meeting 8 th Grade (Conference Room)	2:45 – 3:15 Grade Level Data Meeting 7 th Grade (Conference Room)	
<p>Notes:</p> <ul style="list-style-type: none"> 1-7: AI List in effect 1-9: Morning Program @ 8:15 AM 1-9: PTA Meeting @ 6:30PM 1-10 BOE Meeting @ 7PM 1-10 through 1-11: Winter Sports Pictures 				

WAJ Professional Development, Activity Period and Meeting Schedule

Week of January 14, 2019

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
14 PD 2:45 CROP / Dismisses at 4:00 for students with transportation and dismisses at 5:00 for students with parent transportation	15 2:45 CROP / Dismisses at 4:00 for students with transportation and dismisses at 5:00 for students with parent transportation	16 2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	17 2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	18 2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation
	11:37-12:21 5 Grade Level Data Meeting 6th Grade (Conference Room)	11:37-12:21 Grade Level Data Meeting 5th Grade (Conference Room)	1:20-1:50 Grade Level Data Meeting 4th Grade (Conference Room)	
Notes:				

WAJ Professional Development, Activity Period and Meeting Schedule

Week of January 21, 2019

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
21 Martin Luther King Jr. Day No School	22 Regents Exams 2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation 2:45 - 3:15 Grade Level Data Meeting 3rd Grade (Conference Room)	23 Regents Exams 2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation 10:55-11:25 Grade Level Data Meeting 2nd Grade (Conference Room)	24 Regents Exams 2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation 2:45 - 3:15 Grade Level Data Meeting 1st Grade (Conference Room)	25 Regents Exams 2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation
Notes: REGENTS EXAMS January 22-25 1-22: AI List updated and in effect 1-23: Morning Program @ 8:15AM				

WAJ Professional Development, Activity Period and Meeting Schedule

Week of January 28, 2019

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
28 Faculty Meeting 2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation.	29 2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	30 2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation	31 2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for parent transportation	1 2:45 CROP / Dismisses at 4:00 for students with bus transportation and dismisses at 5:00 for students with parent transportation
Notes: 1-31: Second Quarter Ends 2-1: Third Quarter Begins (Second Semester)				

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Office of Teaching Initiatives

New Registration and Continuing Teacher and Leader Education (CTLE) Requirements for Classroom Teachers and School Leaders Holding a Permanent or Professional Certificate, and Level III Teaching Assistant Certificate Holders

The Board of Regents, at its March 2016 meeting adopted a new Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

These new Registration and CTLE requirements **do not** apply to holders of Continuing Teaching Assistant certificates and Pupil Personnel Services (PPS) certificates such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers.

Registration of Permanent, Professional and Level III Teaching Assistant Certificates

The following information is a general overview of the new registration and CTLE requirements. We will be updating this web page frequently with new information. Registration will be completed through your TEACH account. All certificate holders must maintain access to their TEACH accounts and keep all contact information current. Any change of name or address for a certificate holder must be updated by the holder in the TEACH system within thirty days of any such change. Any certificate holder who fails to inform the Department of his or her new address may be subject to moral character review.

Beginning on July 1, 2016 individuals who hold a permanent or professional certificate in the classroom teaching service or educational leadership service (i.e., school building leader, school district leader, school district business leader) or a Level III Teaching Assistant certificate prior to July 1, 2016, shall apply for initial registration during the 2016-2017 school year during his/her month of birth and shall renew his/her registration in the last year of each subsequent five-year period thereafter. For example, an existing professional certificate holder that works in a NYS public school and has a date of birth of 3/20 would register during the month of March 2017. Their first Registration period would be 3/2017 through 2/28/2022. Permanently or Professionally certified classroom teachers, educational leaders and Level III Teaching Assistants practicing in a New York State school district or Board of Cooperative Educational Services (BOCES) must register as indicated. Practicing means employed 90 days or more during a school year by a single applicable school in a position requiring certification. Classroom teachers and educational leaders that hold Professional certificates and Level III Teaching Assistants practicing in a New York State school district or BOCES will be subject to CTLE requirements in addition to Registration requirements.

Individuals who are issued a permanent or professional certificate in the classroom teaching service or educational leadership service (i.e., school building leader, school district leader, school district business leader) or a Level III Teaching Assistant certificate on or after July 1, 2016, will be automatically registered and the certificate holder shall re-register during the fifth succeeding birthday month thereafter and during each birthday month in the last year of each subsequent five year period. For example, when a new professional certificate holder is issued his or her certificate on 7/6/2016 and their date of birth is 9/20, their first Registration Period would be 7/6/2016 through 8/31/2021.

Any holder of a permanent or professional certificate in the classroom teaching service or educational leadership service (i.e., school building leader, school district leader, school district business leader) or a Level III Teaching Assistant certificates not practicing in a New York State school district or Board or Cooperative Education Services (BOCES)("applicable school"), may notify the Department that he/she is no longer practicing in an applicable school and change their registration status to "Inactive." At such time as the certificate holder may choose to resume practicing in an applicable school, the certificate holder shall register with the Department.

The following statuses will be used for purposes of Registration:

Registered: The certificate holder has notified the Office of Teaching Initiatives they wish to be registered. Individuals issued their first permanent or professional certificates in the classroom teaching service or educational leadership service or a Level III Teaching Assistant certificates issued on or after July 1, 2016 will be automatically registered.

Not Registered: The certificate holder has not notified the Office of Teaching Initiatives they wish to be Registered or Inactive.

Inactive: The certificate holder has notified the Office of Teaching Initiatives they do not wish to be registered and are not practicing in an applicable school.

Continuing Teacher and Leader Education (CTLE) Requirements

Holders of professional certificates in the classroom teaching service, educational leadership service and Level III teaching assistant certificate holders are required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in a NYS school district or BOCES.

The CTLE requirement may be completed at any time during the registration period. CTLE completed during a prior registration period may not be carried over.

Permanent classroom teacher and school leader certificate holders practicing in New York State school districts or BOCES will be subject to Registration requirements, but will not be subject to CTLE. Holders of Continuing Teaching Assistant certificates or Pupil Personnel Services (PPS) certificates such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers are not subject to Registration or CTLE requirements.

Acceptable Continuing Teacher and Leader Education (CTLE)

Acceptable CTLE must be taken from a sponsor approved by the Department.

Acceptable CTLE shall be study in the content area of any certificate title held by the individual or in

pedagogy, and include any required study in language acquisition addressing the needs of English language learners as described in section 80-6.3 of Commissioner's Regulations. Acceptable CTLE must be conducted through activities designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such activities shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

Measurement of Continuing Teacher and Leader Education (CTLE)

CTLE credit shall only be granted for CTLE acceptable to the Department and conducted by a sponsor approved by the Department.

For credit-bearing university or college courses, each semester-hour of credit shall equal 15 clock hours of CTLE credit, and each quarter-hour of credit shall equal 10 clock hours of CTLE credit. For all other approved continuing teacher and leader education courses, one CTLE credit hour shall constitute a minimum of 60 minutes of instruction/education.

Continuing Teacher and Leader Education (CTLE) Recordkeeping Requirements

CTLE certificate holders shall maintain a record of completed CTLE, which shall include: the title of the program, the total number of hours completed, the number of hours completed in language acquisition addressing the need of English language learners, the sponsor's name and any identifying number, attendance verification, and the date and location of the program. Such records shall be retained for at least three years from the end of the registration period in which the CTLE was completed and shall be available for review by the Department upon request. Completion certificates are not to be submitted to the Office of Teaching Initiatives unless they are requested.

Adjustments to the Continuing Teacher and Leader Education (CTLE) Requirement

An adjustment to the CTLE requirement, in terms of clock hours and/or the time for completing CTLE, may be granted by the Commissioner, provided that the CTLE certificate holder documents good cause that prevents compliance, which shall include any of the following reasons: poor health certified by a health care provider, extended active duty in the Armed Forces, or other good cause acceptable to the Department which may prevent compliance. The Department will not pre-approve adjustments prior to the conclusion of a five-year Registration period.

Continuing Teacher and Leader Education (CTLE) Language Acquisition Requirements

Holders of Professional English to Speakers of Other Languages certificates or Bilingual Extension Annotations are required to complete a minimum of 50 percent of the required CTLE clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

All other Professional certificate holders must complete a minimum of 15 percent of the required CTLE clock hours in language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

Level III Teaching Assistant certificate holders must complete a minimum of 15 percent of the

required CTLE clock hours dedicated to language acquisition addressing the needs of English language learners and integrating language and content instruction for English language learners.

Exemption from the Continuing Teacher and Leader Education (CTLE) Language Acquisition Requirements

Classroom teachers, school leaders and Level III Teaching Assistants who are employed by a school district or BOCES with an approved exemption pursuant to section 154-2.3(k) shall be exempt from the language acquisition CTLE requirements prescribed in this subdivision for each such year that they practice in a New York State school district or BOCES with an approved exemption. Such exemption does not reduce the 100-hour requirement.

Continuing Teacher and Leader Education (CTLE) Requirements for National Board Certification Holders

A holder of a certificate in the classroom teaching service who achieves certification from the National Board for Professional Teaching Standards shall be deemed to have met the CTLE requirement for the registration period in which such National Board Certification is achieved; provided that the CTLE certificate holder continues to meet the applicable required CTLE requirements in language acquisition as described above.

Continuing Teacher and Leader Education (CTLE) Sponsor Approval

An entity seeking approval by the Department as a provider of CTLE shall submit an application on forms prescribed by the Commissioner, accompanied by a fee of \$600. At this time, the application is being developed. More information will be posted regarding the approval of CTLE providers in the next couple of weeks.

Any of the following entities may apply to the Department to be an approved sponsor of CTLE:

- school districts
- board of cooperative educational services
- teacher centers
- accredited New York State institutions of higher education
- institutions of higher education in other jurisdictions that are accredited by an acceptable accrediting agency and offer coursework that is directly related to the enhancement of practice, skills and knowledge of teachers, school leaders and teaching assistants
- professional organizations and unions
- government agencies
- any other entity approved by the Department

Notification of Name and/or Address Change

Any change of name or address for a certificate holder must be updated by the holder in the TEACH system within thirty days of such change. A certificate holder who fails to inform the Department of his or her name or address change may be subject to moral character review.

For more information see the [March 2016 Regents item](#)

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Continuing Teacher and Leader Education (CTLE) Language Acquisition Addressing the Needs of English Language Learners Requirements

Certificate Type	% of 100-Hour CTLE Requirement Devoted to Language Acquisition	Can Exemption* from the Language Acquisition Requirement Apply?
Professional Classroom Teacher other than English to Speakers of Other Languages	15%	Exemption may apply. Exemption does not reduce the 100-hour CTLE requirement.
Professional School Leader	15%	Exemption may apply. Exemption does not reduce the 100-hour CTLE requirement.
Level III Teaching Assistant	15%	Exemption may apply. Exemption does not reduce the 100-hour CTLE requirement.
Professional English to Speakers of Other Languages	50%	Exemption does NOT apply to holders of Professional English to Speakers of Other Languages certificates.
Professional Bilingual Extension Annotation	50%	Exemption does NOT apply to holders of Professional Bilingual Extension Annotation certificates.
Permanent Classroom Teacher other than English to Speakers of Other Languages	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
Permanent School Leader	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
Permanent English to Speakers of Other Languages	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
Permanent Bilingual Extension Annotation	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
Permanent Pupil Services (PPS) such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
Permanent Bilingual Education (PPS/Admin) Extension	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
<p>*Exemption: A NYS school district or BOCES may be granted a waiver from providing Bilingual Education Programs in languages other than Spanish and Chinese. Please see: http://www.p12.nysed.gov/biling/bilinged/NEWCRPT.154.html for additional information.</p>		

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McKinney-Vento Homeless Assistance Act, Subtitle VII-B

**Reauthorized December 10, 2015 by Title IX, Part A of the
Every Student Succeeds Act
(Effective October 1, 2016)**¹

SEC. 721. STATEMENT OF POLICY. (42 U.S.C. 11431)

The following is the policy of the Congress:

(1) Each State educational agency shall ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths.

(2) In any State where compulsory residency requirements or other requirements, in laws, regulations, practices, or policies, may act as a barrier to the identification of, or the enrollment, attendance, or success in school of, homeless children and youths, the State educational agency and local educational agencies in the State will review and undertake steps to revise such laws, regulations, practices, or policies to ensure that homeless children and youths are afforded the same free, appropriate public education as provided to other children and youths.

(3) Homelessness is not sufficient reason to separate students from the mainstream school environment.

(4) Homeless children and youths should have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging State academic standards to which all students are held.

SEC. 722. GRANTS FOR STATE AND LOCAL ACTIVITIES FOR THE EDUCATION OF HOMELESS CHILDREN AND YOUTHS. (42 U.S.C. 11432)

(a) **GENERAL AUTHORITY-** The Secretary is authorized to make grants to States in accordance with the provisions of this section to enable such States to carry out the activities described in subsections (d) through (g).

(b) **GRANTS FROM ALLOTMENTS—**The Secretary shall make the grants to States from the allotments made under subsection (c)(1).

(c) **ALLOCATION AND RESERVATIONS-**

¹ Unless otherwise noted.

`(1) ALLOCATION- (A) Subject to subparagraph (B), the Secretary is authorized to allot to each State an amount that bears the same ratio to the amount appropriated for such year under section 726 that remains after the Secretary reserves funds under paragraph (2) and uses funds to carry out section 724(d) and (h), as the amount allocated under section 1122 of the Elementary and Secondary Education Act of 1965 to the State for that year bears to the total amount allocated under section 1122 of such Act to all States for that year, except that no State shall receive less than the greater of--

`(i) \$150,000;

`(ii) one-fourth of 1 percent of the amount appropriated under section 726 for that year; or

`(iii) the amount such State received under this section for fiscal year 2001.

`(B) If there are insufficient funds in a fiscal year to allot to each State the minimum amount under subparagraph (A), the Secretary shall ratably reduce the allotments to all States based on the proportionate share that each State received under this subsection for the preceding fiscal year.

`(2) RESERVATIONS- (A) The Secretary is authorized to reserve 0.1 percent of the amount appropriated for each fiscal year under section 726 to be allocated by the Secretary among the United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands, according to their respective need for assistance under this subtitle, as determined by the Secretary.

`(B)(i) The Secretary shall transfer 1 percent of the amount appropriated for each fiscal year under section 726 to the Department of the Interior for programs for Indian students served by schools funded by the Secretary of the Interior, as determined under the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450 et seq.), that are consistent with the purposes of the programs described in this subtitle.

`(ii) The Secretary and the Secretary of the Interior shall enter into an agreement, consistent with the requirements of this subtitle, for the distribution and use of the funds described in clause (i) under terms that the Secretary determines best meet the purposes of the programs described in this subtitle. Such agreement shall set forth the plans of the Secretary of the Interior for the use of the amounts transferred, including appropriate goals, objectives, and milestones.

`(3) STATE DEFINED- For purposes of this subsection, the term `State' does not include the United States Virgin Islands, Guam, American Samoa, or the Commonwealth of the Northern Mariana Islands.

`(d) ACTIVITIES- Grants under this section shall be used for the following:

`(1) To carry out the policies set forth in section 721 in the State.

(2) To provide services and activities to improve the identification of homeless children and youths (including preschool-aged homeless children) and enable such children and youths to enroll in, attend, and succeed in school, including, if appropriate, in preschool programs.

(3) To establish or designate in the State educational agency an Office of the Coordinator for Education of Homeless Children and Youths that can sufficiently carry out the duties described for the Office in this subtitle in accordance with subsection (f).

(4) To prepare and carry out the State plan described in subsection (g).

(5) To develop and implement professional development programs for liaisons designated under subsection (g)(1)(J)(ii) and other local educational agency personnel—

(A) to improve their identification of homeless children and youths; and

(B) to heighten the awareness of the liaisons and personnel of, and their capacity to respond to, specific needs in the education of homeless children and youths.

(e) STATE AND LOCAL SUBGRANTS-

(1) MINIMUM DISBURSEMENTS BY STATES- From the sums made available each year to a State through grants under subsection (a) to carry out this subtitle, the State educational agency shall distribute not less than 75 percent in subgrants to local educational agencies for the purposes of carrying out section 723, except that States funded at the minimum level set forth in subsection (c)(1) shall distribute not less than 50 percent in subgrants to local educational agencies for the purposes of carrying out section 723.

(2) USE BY STATE EDUCATIONAL AGENCY- A State educational agency may use the grant funds remaining after the State educational agency distributes subgrants under paragraph (1) to conduct activities under subsection (f) directly or through grants or contracts.

(3) PROHIBITION ON SEGREGATING HOMELESS STUDENTS-

(A) IN GENERAL- Except as provided in subparagraph (B) and section 723(a)(2)(B)(ii), in providing a free public education to a homeless child or youth, no State receiving funds under this subtitle shall segregate such child or youth in a separate school, or in a separate program within a school, based on such child's or youth's status as homeless.

(B) EXCEPTION- Notwithstanding subparagraph (A), paragraphs (1)(J)(i) and (3) of subsection (g), section 723(a)(2), and any other provision of this subtitle relating to the placement of homeless children or youths in schools, a State that has a separate school for homeless children or youths that was operated in fiscal year 2000 in a covered county shall be eligible to receive funds under this subtitle for programs carried out in such school if--

`(i) the school meets the requirements of subparagraph (C);

`(ii) any local educational agency serving a school that the homeless children and youths enrolled in the separate school are eligible to attend meets the requirements of subparagraph (E); and

`(iii) the State is otherwise eligible to receive funds under this subtitle.

`(C) SCHOOL REQUIREMENTS- For the State to be eligible under subparagraph (B) to receive funds under this subtitle, the school described in such subparagraph shall--

`(i) provide written notice, at the time any child or youth seeks enrollment in such school, and at least twice annually while the child or youth is enrolled in such school, to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that--

`(I) shall be signed by the parent or guardian (or, in the case of an unaccompanied youth, the youth);

`(II) sets forth the general rights provided under this subtitle;

`(III) specifically states--

`(aa) the choice of schools homeless children and youths are eligible to attend, as provided in subsection (g)(3)(A);

`(bb) that no homeless child or youth is required to attend a separate school for homeless children or youths;

`(cc) that homeless children and youths shall be provided comparable services described in subsection (g)(4), including transportation services, educational services, and meals through school meals programs; and

`(dd) that homeless children and youths should not be stigmatized by school personnel; and

`(IV) provides contact information for the local liaison for homeless children and youths and the State Coordinator for Education of Homeless Children and Youths;

`(ii)(I) provide assistance to the parent or guardian of each homeless child or youth (or, in the case of an unaccompanied youth, the youth) to exercise the right to attend the parent's or guardian's (or youth's) choice of schools, as provided in subsection (g)(3)(A); and

`(II) coordinate with the local educational agency with jurisdiction for the school selected by the parent or guardian (or youth), to provide transportation and other necessary services;

`(iii) ensure that the parent or guardian (or, in the case of an unaccompanied youth, the youth) shall receive the information required by this subparagraph in a manner and form understandable to such parent or guardian (or youth), including, if necessary and to the extent feasible, in the native language of such parent or guardian (or youth); and

`(iv) demonstrate in the school's application for funds under this subtitle that such school--

`(I) is complying with clauses (i) and (ii); and

`(II) is meeting (as of the date of submission of the application) the same Federal and State standards, regulations, and mandates as other public schools in the State (such as complying with section 1111 of the Elementary and Secondary Education Act of 1965 and providing a full range of education and related services, including services applicable to students with disabilities).

`(D) SCHOOL INELIGIBILITY- A separate school described in subparagraph (B) that fails to meet the standards, regulations, and mandates described in subparagraph (C)(iv)(II) shall not be eligible to receive funds under this subtitle for programs carried out in such school after the first date of such failure.

`(E) LOCAL EDUCATIONAL AGENCY REQUIREMENTS- For the State to be eligible to receive the funds described in subparagraph (B), the local educational agency described in subparagraph (B)(ii) shall--

`(i) implement a coordinated system for ensuring that homeless children and youths--

`(I) are advised of the choice of schools provided in subsection (g)(3)(A);

`(II) are immediately enrolled, in accordance with subsection (g)(3)(C), in the school selected under subsection (g)(3)(A); and

`(III) are promptly provided necessary services described in subsection (g)(4), including transportation, to allow homeless children and youths to exercise their choices of schools under subsection (g)(3)(A);

`(ii) document that written notice has been provided--

`(I) in accordance with subparagraph (C)(i) for each child or youth enrolled in a separate school under subparagraph (B); and

`(II) in accordance with subsection (g)(6)(A)(vi);

`(iii) prohibit schools within the agency's jurisdiction from referring homeless children or

youths to, or requiring homeless children and youths to enroll in or attend, a separate school described in subparagraph (B);

`(iv) identify and remove any barriers that exist in schools within the agency's jurisdiction that may have contributed to the creation or existence of separate schools described in subparagraph (B); and

`(v) not use funds received under this subtitle to establish--

`(I) new or additional separate schools for homeless children or youths; or

`(II) new or additional sites for separate schools for homeless children or youths, other than the sites occupied by the schools described in subparagraph (B) in fiscal year 2000.

`(F) REPORT-

`(i) PREPARATION- The Secretary shall prepare a report on the separate schools and local educational agencies described in subparagraph (B) that receive funds under this subtitle in accordance with this paragraph. The report shall contain, at a minimum, information on--

`(I) compliance with all requirements of this paragraph;

`(II) barriers to school access in the school districts served by the local educational agencies;

`(III) the progress the separate schools are making in integrating homeless children and youths into the mainstream school environment, including the average length of student enrollment in such schools; and

(IV) the progress the separate schools are making in helping all students meet the challenging State academic standards.

`(ii) COMPLIANCE WITH INFORMATION REQUESTS- For purposes of enabling the Secretary to prepare the report, the separate schools and local educational agencies shall cooperate with the Secretary and the State Coordinator for Education of Homeless Children and Youths established in the State under subsection (d)(3), and shall comply with any requests for information by the Secretary and State Coordinator for such State.

`(iii) SUBMISSION- The Secretary shall submit the report described in clause (i) to--

`(I) the President;

`(II) the Committee on Education and the Workforce of the House of Representatives;

and

`(III) the Committee on Health, Education, Labor, and Pensions of the Senate.

`(G) DEFINITION- For purposes of this paragraph, the term `covered county' means--

- `(i) San Joaquin County, California;
- `(ii) Orange County, California;
- `(iii) San Diego County, California; and
- `(iv) Maricopa County, Arizona.

`(f) FUNCTIONS OF THE OFFICE OF COORDINATOR- The Coordinator for Education of Homeless Children and Youths established in each State shall--

`(1) gather and make publicly available reliable, valid, and comprehensive information on--

- (A) the number of homeless children and youths identified in the State, which shall be posted annually on the State educational agency's website;
- (B) the nature and extent of the problems homeless children and youths have in gaining access to public preschool programs and to public elementary schools and secondary schools;
- (C) the difficulties in identifying the special needs and barriers to the participation and achievement of such children and youths;
- (D) any progress made by the State educational agency and local educational agencies in the State in addressing such problems and difficulties; and
- (E) the success of the programs under this subtitle in identifying homeless children and youths and allowing such children and youths to enroll in, attend, and succeed in, school;

`(2) develop and carry out the State plan described in subsection (g);

`(3) collect data for and transmit to the Secretary, at such time and in such manner as the Secretary may reasonably require, a report containing information necessary to assess the educational needs of homeless children and youths within the State, including data necessary for the Secretary to fulfill the responsibilities under section 724(h);

`(4) in order to improve the provision of comprehensive education and related services to homeless children and youths and their families, coordinate and collaborate with--

- `(A) educators, including teachers, special education personnel, administrators, and child

development and preschool program personnel;

`(B) providers of services to homeless children and youths and their families, including public and private child welfare and social services agencies, law enforcement agencies, juvenile and family courts, agencies providing mental health services, domestic violence agencies, child care providers, runaway and homeless youth centers, and providers of services and programs funded under the Runaway and Homeless Youth Act (42 U.S.C. 5701 et seq.);

(C) providers of emergency, transitional, and permanent housing to homeless children and youths, and their families, including public housing agencies, shelter operators, operators of transitional housing facilities, and providers of transitional living programs for homeless youths;

`(D) local educational agency liaisons designated under subsection (g)(1)(J)(ii) for homeless children and youths; and

`(E) community organizations and groups representing homeless children and youths and their families;

`(5) provide technical assistance to and conduct monitoring of local educational agencies in coordination with local educational agency liaisons designated under subsection (g)(1)(J)(ii), to ensure that local educational agencies comply with the requirements of subsection (e)(3) and paragraphs (3) through (7) of subsection (g);

(6) provide professional development opportunities for local educational agency personnel and the local educational agency liaison designated under subsection (g)(1)(J)(ii) to assist such personnel and liaison in identifying and meeting the needs of homeless children and youths, and provide training on the definitions of terms related to homelessness specified in sections 103, 401, and 725 to the liaison; and

(7) respond to inquiries from parents and guardians of homeless children and youths, and (in the case of unaccompanied youths) such youths, to ensure that each child or youth who is the subject of such an inquiry receives the full protections and services provided by this subtitle.

`(g) STATE PLAN-

`(1) IN GENERAL- For any State desiring to receive a grant under this subtitle, the State educational agency shall submit to the Secretary a plan to provide for the education of homeless children and youths within the State. Such plan shall include the following:

`(A) A description of how such children and youths are (or will be) given the opportunity to meet the same challenging State academic standards as all students are expected to meet.

`(B) A description of the procedures the State educational agency will use to identify such

counselors to advise such youths, and prepare and improve the readiness of such youths for college.

`(2) COMPLIANCE-

`(A) IN GENERAL- Each plan adopted under this subsection shall also describe how the State will ensure that local educational agencies in the State will comply with the requirements of paragraphs (3) through (7).

`(B) COORDINATION- Such plan shall indicate what technical assistance the State will furnish to local educational agencies and how compliance efforts will be coordinated with the local educational agency liaisons designated under paragraph (1)(J)(ii).

`(3) LOCAL EDUCATIONAL AGENCY REQUIREMENTS-

`(A) IN GENERAL- The local educational agency serving each child or youth to be assisted under this subtitle shall, according to the child's or youth's best interest--

`(i) continue the child's or youth's education in the school of origin for the duration of homelessness--

`(I) in any case in which a family becomes homeless between academic years or during an academic year; and

`(II) for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or

`(ii) enroll the child or youth in any public school that nonhomeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

`(B) SCHOOL STABILITY- In determining the best interest of the child or youth under subparagraph (A), the local educational agency shall--

`(i) presume that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth;

`(ii) consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or (in the case of an unaccompanied youth) the youth;

(iii) if, after conducting the best interest determination based on consideration of the presumption in clause (i) and the student-centered factors in clause (ii), the local educational agency

determines that it is not in the child's or youth's best interest to attend the school of origin or the school requested by the parent or guardian, or (in the case of an unaccompanied youth) the youth, provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal under subparagraph (E); and

`(iv) in the case of an unaccompanied youth, ensure that the local educational agency liaison designated under paragraph (1)(J)(ii) assists in placement or enrollment decisions under this subparagraph, gives priority to the views of such unaccompanied youth, and provides notice to such youth of the right to appeal under subparagraph (E).

`(C) IMMEDIATE ENROLLMENT-

(i) IN GENERAL.-- The school selected in accordance with this paragraph shall immediately enroll the homeless child or youth, even if the child or youth—

(I) is unable to produce records normally required for enrollment, such as previous academic records, records of immunization and other required health records, proof of residency, or other documentation; or

(II) has missed application or enrollment deadlines during any period of homelessness.

`(ii) RELEVANT ACADEMIC RECORDS.—The enrolling school shall immediately contact the school last attended by the child or youth to obtain relevant academic and other records.

`(iii) RELEVANT HEALTH RECORDS.— If the child or youth needs to obtain immunizations or other required health records, the enrolling school shall immediately refer the parent or guardian of the child or youth, or (in the case of an unaccompanied youth) the youth, to the local educational agency liaison designated under paragraph (1)(J)(ii), who shall assist in obtaining necessary immunizations or screenings, or immunization or other required health records, in accordance with subparagraph (D).

`(D) RECORDS- Any record ordinarily kept by the school, including immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained--

`(i) so that the records involved are available, in a timely fashion, when a child or youth enters a new school or school district; and

`(ii) in a manner consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g).

`(E) ENROLLMENT DISPUTES- If a dispute arises over eligibility, or school selection or

enrollment in a school--

`(i) the child or youth shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals;

`(ii) the parent or guardian of the child or youth or (in the case of an unaccompanied youth) the youth shall be provided with a written explanation of any decisions related to school selection or enrollment made by the school, the local educational agency, or the State educational agency involved, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions;

`(iii) the parent, guardian, or unaccompanied youth shall be referred to the local educational agency liaison designated under paragraph (1)(J)(ii), who shall carry out the dispute resolution process as described in paragraph (1)(C) as expeditiously as possible after receiving notice of the dispute; and

`(iv) in the case of an unaccompanied youth, the liaison shall ensure that the youth is immediately enrolled in the school in which the youth seeks enrollment pending resolution of such dispute.

`(F) PLACEMENT CHOICE- The choice regarding placement shall be made regardless of whether the child or youth lives with the homeless parents or has been temporarily placed elsewhere.

`(G) PRIVACY.—Information about a homeless child's or youth's living situation shall be treated as a student education record, and shall not be deemed to be directory information, under section 444 of the General Education Provisions Act (20 U.S.C. 1232g).

`(H) CONTACT INFORMATION- Nothing in this subtitle shall prohibit a local educational agency from requiring a parent or guardian of a homeless child or youth to submit contact information.

(I) SCHOOL OF ORIGIN DEFINED- In this paragraph:

(i) IN GENERAL.-- The term 'school of origin' means the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool.

(ii) RECEIVING SCHOOL.—When the child or youth completes the final grade level served by the school of origin, as described in clause (i), the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

`(4) COMPARABLE SERVICES- Each homeless child or youth to be assisted under this subtitle shall be provided services comparable to services offered to other students in the school selected under

paragraph (3), including the following:

`(A) Transportation services.

`(B) Educational services for which the child or youth meets the eligibility criteria, such as services provided under title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) or similar State or local programs, educational programs for children with disabilities, and educational programs for English learners.

`(C) Programs in career and technical education.

`(D) Programs for gifted and talented students.

`(E) School nutrition programs.

`(5) COORDINATION-

`(A) IN GENERAL- Each local educational agency serving homeless children and youths that receives assistance under this subtitle shall coordinate--

`(i) the provision of services under this subtitle with local social services agencies and other agencies or entities providing services to homeless children and youths and their families, including services and programs funded under the Runaway and Homeless Youth Act (42 U.S.C. 5701 et seq.); and

`(ii) transportation, transfer of school records, and other interdistrict activities, with other local educational agencies.

`(B) HOUSING ASSISTANCE- If applicable, each State educational agency and local educational agency that receives assistance under this subtitle shall coordinate with State and local housing agencies responsible for developing the comprehensive housing affordability strategy described in section 105 of the Cranston-Gonzalez National Affordable Housing Act (42 U.S.C. 12705) to minimize educational disruption for children and youths who become homeless.

`(C) COORDINATION PURPOSE- The coordination required under subparagraphs (A) and (B) shall be designed to--

(i) ensure that homeless children and youths are promptly identified;

`(ii) ensure that all homeless children and youths have access to, and are in reasonable proximity to, available education and related support services; and

`(iii) raise the awareness of school personnel and service providers of the effects of short-

term stays in a shelter and other challenges associated with homelessness.

(D) HOMELESS CHILDREN AND YOUTHS WITH DISABILITIES.—For children and youths who are to be assisted both under this subtitle, and under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) or section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), each local educational agency shall coordinate the provision of services under this subtitle with the provision of programs for children with disabilities served by that local educational agency and other involved local educational agencies.

(6) LOCAL EDUCATIONAL AGENCY LIAISON-

(A) DUTIES- Each local educational agency liaison for homeless children and youths, designated under paragraph (1)(J)(ii), shall ensure that--

(i) homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;

(ii) homeless children and youths are enrolled in, and have a full and equal opportunity to succeed in, schools of that local educational agency;

(iii) homeless families and homeless children and youths have access to and receive educational services for which such families, children, and youths are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act (42 U.S.C. 9831 et seq.), early intervention services under part C of the Individuals with Disabilities Education Act (20 U.S.C. 1431 et seq.), and other preschool programs administered by the local educational agency;

(iv) homeless families and homeless children and youths receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services;

(v) the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;

(vi) public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;

(vii) enrollment disputes are mediated in accordance with paragraph (3)(E);

(viii) the parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin, as described in paragraph (1)(J)(iii), and is assisted in accessing transportation to the school that is selected under paragraph (3)(A).

(ix) school personnel providing services under this subtitle receive professional development and other support; and

(x) unaccompanied youths—

- (I) are enrolled in school;
- (II) have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including through implementation of the procedures under paragraph (1)(F)(ii); and
- (III) are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (20 U.S.C. 1087vv) and that the youths may obtain assistance from the local educational agency liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid described in section 483 of such Act (20 U.S.C. 1090).

(B) NOTICE- State coordinators established under subsection (d)(3) and local educational agencies shall inform school personnel, service providers, advocates working with homeless families, parents and guardians of homeless children and youths, and homeless children and youths of the duties of the local educational agency liaisons, and publish an annually updated list of the liaisons on the State educational agency's website.

(C) LOCAL AND STATE COORDINATION- Local educational agency liaisons for homeless children and youths shall, as a part of their duties, coordinate and collaborate with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths. Such coordination shall include collecting and providing to the State Coordinator the reliable, valid, and comprehensive data needed to meet the requirements of paragraphs (1) and (3) of subsection (f).

(D) HOMELESS STATUS.—A local educational agency liaison designated under paragraph (1)(J)(ii) who receives training described in subsection (f)(6) may affirm, without further agency action by the Department of Housing and Urban Development, that a child or youth who is eligible for and participating in a program provided by the local educational agency, or the immediate family of such a child or youth, who meets the eligibility requirements of this Act for a program or service authorized under title IV, is eligible for such program or service.

(7) REVIEW AND REVISIONS-

(7) An assurance that the local educational agency will meet the requirements of section 722(g)(3).

(c) AWARDS-

(1) IN GENERAL- The State educational agency shall, in accordance with the requirements of this subtitle and from amounts made available to it under section 726, make competitive subgrants to local educational agencies that submit applications under subsection (b). Such subgrants shall be awarded on the basis of the need of such agencies for assistance under this subtitle and the quality of the applications submitted.

(2) NEED- In determining need under paragraph (1), the State educational agency may consider the number of homeless children and youths enrolled in early childhood education and other preschool programs, elementary schools, and secondary schools within the area served by the local educational agency, and shall consider the needs of such children and youths and the ability of the local educational agency to meet such needs. The State educational agency may also consider the following:

(A) The extent to which the proposed use of funds will facilitate the identification, enrollment, retention, and educational success of homeless children and youths.

(B) The extent to which the application reflects coordination with other local and State agencies that serve homeless children and youths.

(C) The extent to which the applicant exhibits in the application and in current practice (as of the date of submission of the application) a commitment to education for all homeless children and youths.

(D) Such other criteria as the State agency determines appropriate.

(3) QUALITY- In determining the quality of applications under paragraph (1), the State educational agency shall consider the following:

(A) The applicant's needs assessment under subsection (b)(1) and the likelihood that the program presented in the application will meet such needs.

(B) The types, intensity, and coordination of the services to be provided under the program.

(C) The extent to which the applicant will promote meaningful involvement of parents or guardians of homeless children or youths in the education of their children.

(D) The extent to which homeless children and youths will be integrated into the regular education program.

`(E) The quality of the applicant's evaluation plan for the program.

`(F) The extent to which services provided under this subtitle will be coordinated with other services available to homeless children and youths and their families.

`(G) The extent to which the local educational agency will use the subgrant to leverage resources, including by maximizing nonsubgrant funding for the position of the liaison described in section 722(g)(1)(J)(ii) and the provision of transportation.

`(H) How the local educational agency will use funds to serve homeless children and youths under section 1113(c)(3) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6313(c)(3)).

`(I) The extent to which the applicant's program meets such other measures as the State educational agency considers indicative of a high-quality program, such as the extent to which the local educational agency will provide case management or related services to unaccompanied youths.

`(d) **AUTHORIZED ACTIVITIES-** A local educational agency may use funds awarded under this section for activities that carry out the purpose of this subtitle, including the following:

`(1) The provision of tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State academic standards as the State establishes for other children and youths.

`(2) The provision of expedited evaluations of the strengths and needs of homeless children and youths, including needs and eligibility for programs and services (such as educational programs for gifted and talented students, children with disabilities, and English learners, services provided under title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, programs in career and technical education, and school nutrition programs).

`(3) Professional development and other activities for educators and specialized instructional support personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youths, the rights of such children and youths under this subtitle, and the specific educational needs of runaway and homeless youths.

`(4) The provision of referral services to homeless children and youths for medical, dental, mental, and other health services.

`(5) The provision of assistance to defray the excess cost of transportation for students under section 722(g)(4)(A), not otherwise provided through Federal, State, or local funding, where necessary to enable students to attend the school selected under section 722(g)(3).

`(6) The provision of developmentally appropriate early childhood education programs, not otherwise provided through Federal, State, or local funding, for preschool-aged homeless children.

`(7) The provision of services and assistance to attract, engage, and retain homeless children and youths, particularly homeless children and youths who are not enrolled in school, in public school programs and services provided to nonhomeless children and youths.

`(8) The provision for homeless children and youths of before- and after-school, mentoring, and summer programs in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of educational activities.

`(9) If necessary, the payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youths in school, including birth certificates, immunization or other required health records, academic records, guardianship records, and evaluations for special programs or services.

`(10) The provision of education and training to the parents and guardians of homeless children and youths about the rights of, and resources available to, such children and youths, and other activities designed to increase the meaningful involvement of parents and guardians of homeless children and youths in the education of such children and youths.

`(11) The development of coordination between schools and agencies providing services to homeless children and youths, as described in section 722(g)(5).

`(12) The provision of specialized instructional support services (including violence prevention counseling) and referrals for such services.

`(13) Activities to address the particular needs of homeless children and youths that may arise from domestic violence and parental mental health or substance abuse problems.

`(14) The adaptation of space and purchase of supplies for any nonschool facilities made available under subsection (a)(2) to provide services under this subsection.

`(15) The provision of school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations.

`(16) The provision of other extraordinary or emergency assistance needed to enable homeless children and youths to attend school and participate fully in school activities.

`SEC. 724. SECRETARIAL RESPONSIBILITIES. (42 U.S.C. 11434)

`(a) REVIEW OF STATE PLANS- In reviewing the State plan submitted by a State educational agency under section 722(g), the Secretary shall use a peer review process and shall evaluate whether

State laws, policies, and practices described in such plan adequately address the problems of homeless children and youths relating to access to education and placement as described in such plan.

`(b) TECHNICAL ASSISTANCE- The Secretary shall provide support and technical assistance to a State educational agency to assist such agency in carrying out its responsibilities under this subtitle, if requested by the State educational agency.

`(c) NOTICE-

(1) IN GENERAL.-- The Secretary shall, before the next school year that begins after the date of enactment of the Every Student Succeeds Act, update and disseminate nationwide the public notice described in this subsection (as in effect prior to such date) of the educational rights of homeless children and youths.

(2) DISSEMINATION.—The Secretary shall disseminate the notice nationwide to all Federal agencies, and grant recipients, serving homeless families or homeless children and youths.

`(d) EVALUATION, DISSEMINATION, AND TECHNICAL ASSISTANCE- The Secretary shall conduct evaluation, dissemination, and technical assistance activities for programs designed to meet the educational needs of homeless elementary and secondary school students, and may use funds appropriated under section 726 to conduct such activities.

`(e) SUBMISSION AND DISTRIBUTION- The Secretary shall require applications for grants under this subtitle to be submitted to the Secretary not later than the expiration of the 120-day period beginning on the date that funds are available for purposes of making such grants and shall make such grants not later than the expiration of the 180-day period beginning on such date.

`(f) DETERMINATION BY SECRETARY- The Secretary, based on the information received from the States and information gathered by the Secretary under subsection (h), shall determine the extent to which State educational agencies are ensuring that each homeless child and homeless youth has access to a free appropriate public education, as described in section 721(1). The Secretary shall provide support and technical assistance to State educational agencies, concerning areas in which documented barriers to a free appropriate public education persist.

`(g) GUIDELINES- The Secretary shall develop, issue, and publish in the Federal Register, not later than 60 days after the date of enactment of the Every Student Succeeds Act, guidelines concerning ways in which a State--

(1) may assist local educational agencies to implement the provisions related to homeless children and youths amended by that Act; and

(2) may review and revise State policies and procedures that may present barriers to the identification of homeless children and youths, and the enrollment, attendance, and success of homeless

children and youths in school.

`(h) INFORMATION-

`(1) IN GENERAL- From funds appropriated under section 726, the Secretary shall, directly or through grants, contracts, or cooperative agreements, periodically collect and disseminate data and information regarding--

`(A) the number and primary nighttime residence of homeless children and youths in all areas served by local educational agencies;

`(B) the education and related services such children and youths receive;

`(C) the extent to which the needs of homeless children and youths are being met; and

`(D) such other data and information as the Secretary determines to be necessary and relevant to carry out this subtitle.

`(2) COORDINATION- The Secretary shall coordinate such collection and dissemination with other agencies and entities that receive assistance and administer programs under this subtitle.

`(i) REPORT- Not later than 4 years after the date of enactment of the Every Student Succeeds Act, the Secretary shall prepare and submit to the President and the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate a report on the status of education of homeless children and youths, which shall include information on--

`(1) the education of homeless children and youths; and

`(2) the actions of the Secretary and the effectiveness of the programs supported under this subtitle.

`SEC. 725. DEFINITIONS. (42 U.S.C. 11434A)

`For purposes of this subtitle:

`(1) The terms 'enroll' and 'enrollment' include attending classes and participating fully in school activities.

`(2) The term 'homeless children and youths'--

`(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

`(B) includes--

`(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals²;

`(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));

`(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

`(iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

`(3) The terms `local educational agency' and `State educational agency' have the meanings given such terms in section 8101 of the Elementary and Secondary Education Act of 1965.

`(4) The term `Secretary' means the Secretary of Education.

`(5) The term `State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

`(6) The term `unaccompanied youth' includes a homeless child or youth not in the physical custody of a parent or guardian.

²The deletion of “or are awaiting foster care placement” goes into effect on December 10, 2016 in every State except Arkansas, Delaware and Nevada, where the deletion is effective on December 10, 2017. The relevant statutory language is as follows:

(b) EFFECTIVE DATE.—

(1) IN GENERAL.—In the case of a State that is not a covered State, the amendment made by subsection (a)(1) shall take effect on the date that is 1 year after the date of enactment of this Act.

(2) COVERED STATE.—In the case of a covered State, the amendment made by subsection (a)(1) shall take effect on the date that is 2 years after the date of enactment of this Act.

(c) COVERED STATE.—For purposes of this section the term “covered State” means a State that has a statutory law that defines or describes the phrase “awaiting foster care placement”, for purposes of a program under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

'SEC. 726. AUTHORIZATION OF APPROPRIATIONS.

'There are authorized to be appropriated to carry out this subtitle \$85,000,000 for each of fiscal years 2017 through 2020.'



A Framework for Safe and Successful Schools

The author organizations and cosigners of this joint statement applaud the President and Congress for acknowledging that additional actions must be taken to prevent violence in America's schools and communities. We represent the educators who work day in and day out to keep our children safe, ensure their well-being, and promote learning. This joint statement provides a framework supported by educators for improving school safety and increasing access to mental health supports for children and youth.

We created these policy and practice recommendations to help provide further guidance to the Administration, Congress, and state and local agencies as they reflect upon evidence for best practices in school safety and climate, student mental health and well-being, instructional leadership, teaching, and learning. Further, the partnership between our organizations seeks to reinforce the interdisciplinary, collaborative, and cohesive approach that is required to create and sustain genuinely safe, supportive schools that meet the needs of the whole child. Efforts to improve school climate, safety, and learning are not separate endeavors and must be designed, funded, and implemented as a comprehensive school-wide approach. Ensuring that mental health and safety programming and services are appropriately integrated into the overall multitiered system of supports is essential for successful and sustainable improvements in school safety and academic achievement.

Specifically, effective school safety efforts:

- Begin with proactive principal leadership.
- Allow school leaders to deploy human and financial resources in a manner that best meets the needs of their school and community.
- Provide a team-based framework to facilitate effective coordination of services and interventions.
- Balance the needs for physical and psychological safety.
- Employ the necessary and appropriately trained school-employed mental health and safety personnel.
- Provide relevant and ongoing professional development for all staff.
- Integrate a continuum of mental health supports within a multitiered system of supports.
- Engage families and community providers as meaningful partners.
- Remain grounded in the mission and purpose of schools: teaching and learning.

Although the focus of this document is on policies and practices that schools can use to ensure safety, we must acknowledge the importance of policies and practices that make our communities safer as well. This includes increased access to mental health services, improved interagency collaboration, and reduced exposure of children to community violence. Additionally, our organizations support efforts designed to reduce youth access to firearms. Finally, many local school districts and state boards of education are considering policies that would allow school staff to carry a weapon. Our organizations believe that arming educators would cause more harm than good, and we advise decision makers to approach these policies with extreme caution.

We urge policy leaders to support the following guidance to promote safe and supportive schools. We look forward to working with the Administration, Congress, and state and local agencies to shape and enact meaningful policies that will genuinely equip America's schools to educate and safeguard our children over the long term.

POLICY RECOMMENDATIONS TO SUPPORT EFFECTIVE SCHOOL SAFETY

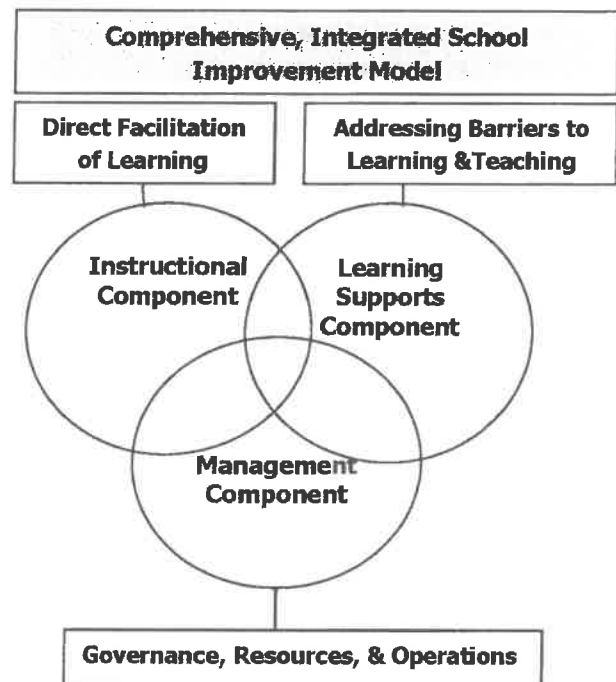
1. **Allow for blended, flexible use of funding streams.** The Department of Education should work with the Department of Health and Human Services and Congress to release guidance that gives schools' access to various funding streams (e.g., SAMHSA and Title I) to ensure adequate and sustained funding dedicated to improving school safety. One-time grants are beneficial in some circumstances; however, one-time allotments of money for schools are insufficient for sustained change to occur. Similarly, district superintendents must be able to anticipate the availability of future funding in order to collaborate with school principals to effectively plan for and implement meaningful changes that will result in positive, sustainable outcomes for students.
2. **Strive to improve staffing ratios to allow for the delivery of a full range of services, including school–community partnerships, and set standards that will help schools effectively and accurately assess their needs.** This will require providing additional funding for key personnel such as school counselors, school psychologists, school social workers, and school nurses.
3. **Outline standards for district-level policies to promote effective school discipline and positive behavior.** Although it has been briefly discussed in this document, we urge the Department to release guidance regarding effective school discipline policies. Far too many schools continue to use punitive discipline measures, such as zero-tolerance policies, that result in negative outcomes for students and contribute to the school-to-prison pipeline.
4. **Provide funding for continuous and sustainable crisis and emergency preparedness, response and recovery planning and training (utilizing evidence-based models).** The minimum standards include:
 - a. establishment of a school safety and crisis team that includes the principal, school-employed mental health professionals, school security personnel, and appropriate community first responders;
 - b. a balanced focus on promoting and protecting both physical and psychological safety;
 - c. a crisis team and plan based on the Department of Homeland Security's Incident Command Structure;
 - d. ongoing professional development for all school employees to help identify key indicators of students' mental health problems as well as employees' specific roles in implementation of crisis response plans;
 - e. professional development for school-employed mental health professionals and other relevant staff (e.g., key administrators, school resource officers) on how to implement effective crisis prevention, intervention, and postvention strategies, including the critical mental health components of recovery.
5. **Provide incentives for intra- and inter-agency collaboration.** All levels of government need to take preemptive measures to strengthen the ability of schools to provide coordinated services to address mental health and school safety. We urge the federal government to set the standard and issue guidance on how various government, law enforcement, and community agencies can work together to provide services to students and families. At all levels, we must remove the barriers between education and health service agencies. Schools serve as the ideal "hub" for service delivery; however, schools must be adequately staffed with school counselors, school psychologists, school social workers, and school nurses who can provide the proper services in the school setting, connect students and families to the appropriate services in the community, and work collaboratively with external agencies to ensure streamlined service delivery and avoid redundancy.
6. **Support multitiered systems of supports.** A full continuum of services ranging from building-level supports for all students to more intensive student-level services is necessary to effectively address school safety and student mental health.

BEST PRACTICES FOR CREATING SAFE AND SUCCESSFUL SCHOOLS

School safety and positive school climate are not achieved by singular actions like purchasing a designated program or piece of equipment but rather by effective comprehensive and collaborative efforts requiring the dedication and commitment of all school staff and relevant community members. Schools require consistent and effective approaches to prevent violence and promote learning, sufficient time to implement these approaches, and ongoing evaluation.

1. Integrate Services Through Collaboration

Safe and successful learning environments are fostered through collaboration among school staff and community-based service providers while also integrating existing initiatives in the school. Effective schools and learning environments provide equivalent resources to support instructional components (e.g., teacher quality, high academic standards, curriculum), organizational/management components (e.g., shared governance, accountability, budget decisions), and learning supports (e.g., mental health services). Rather than viewing school safety as a targeted outcome for a single, stand-alone program or plan developed by the school building principal alone, this model seeks to integrate all services for students and families by framing the necessary behavioral, mental health, and social services within the context of school culture and learning. Integrated services lead to more sustainable and comprehensive school improvement, reduce duplicative efforts and redundancy, and require leadership by the principal and a commitment from the entire staff (See Role of the School Principal, below.).



Source: National Center for Mental Health in Schools at UCLA and the National Association of School Psychologists (2010).

2. Implement Multitiered Systems of Supports (MTSS)

The most effective way to implement integrated services that support school safety and student learning is through a school-wide multitiered system of supports (MTSS). MTSS encompasses (a) prevention and wellness promotion; (b) universal screening for academic, behavioral, and emotional barriers to learning; (c) implementation of evidence-based interventions that increase in intensity as needed; (d) monitoring of ongoing student progress in response to implemented interventions; and (e) engagement in systematic data-based decision making about services needed for students based on specific outcomes. In a growing number of schools across the country, response to intervention (RTI) and positive behavior interventions and supports (PBIS) constitute the primary methods for implementing an MTSS framework. Ideally though, MTSS is implemented more holistically to integrate efforts targeting academic, behavioral, social, emotional, physical, and mental health concerns. This framework is more effective with coordination of school-employed and community-based service providers to ensure integration and coordination of services among the school, home, and community.

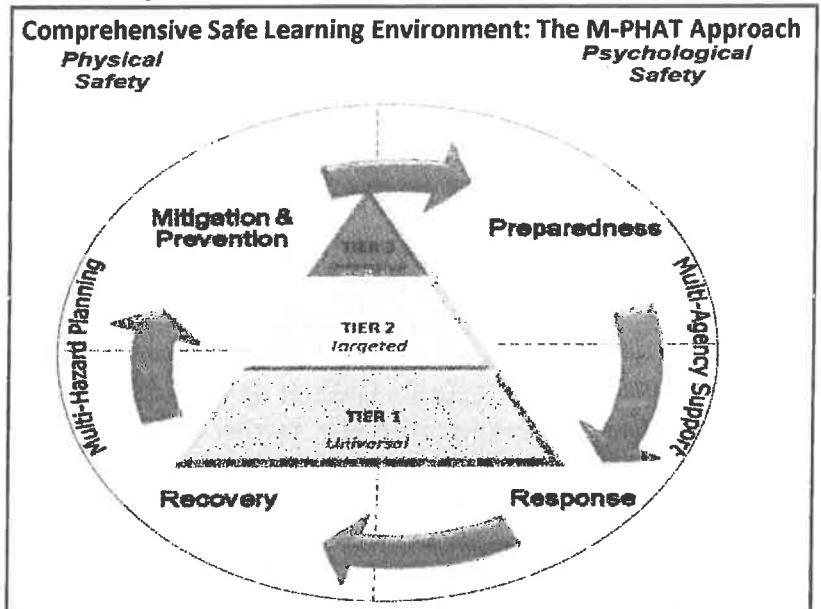
Effective MTSS requires:

- adequate access to school-employed specialized instructional support personnel (e.g., school counselors, school psychologists, school social workers, and school nurses) and community-based services;
- collaboration and integration of services, including integration of mental health, behavioral, and academic supports, as well integration of school-based and community services;

- adequate staff time for planning and problem solving;
- effective collection, evaluation, interpretation, and use of data; and
- patience, commitment, and strong leadership.

One approach to integrating school safety and crisis management into an MTSS framework is the M-PHAT model. M-PHAT stands for:

- **Multi-Phase** (prevention, preparedness, response, and recovery)
- **Multi-Hazard** (accidental death, school violence, natural disasters, terrorism)
- **Multi-Agency** (school, police, fire, EMS, mental health)
- **Multi-Tiered** (an MTSS framework)



Source: PREPaRE School Crisis Prevention and Intervention Training Curriculum. Adapted with permission from Reeves, Kanan, & Plog (2010).

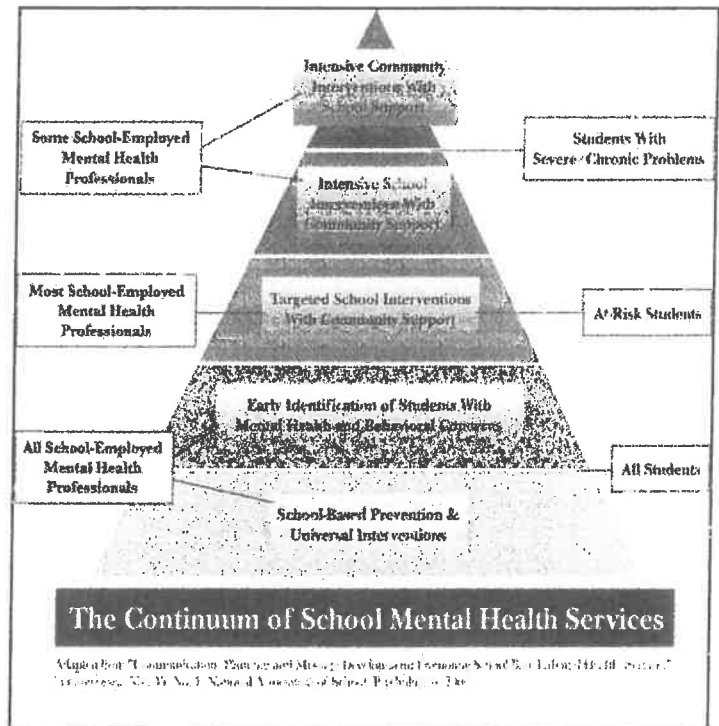
3. Improve Access to School-Based Mental Health Supports

Mental health is developed early in life and educators play a significant role in ensuring that students' experiences throughout their school careers contribute to their positive mental health. Access to school-based mental health services and supports directly improves students' physical and psychological safety, academic performance, and social-emotional learning. This requires adequate staffing levels in terms of school-employed mental health professionals (school counselors, school psychologists, school social workers, and in some cases, school nurses) to ensure that services are high quality, effective, and appropriate to the school context. Access to school mental health services cannot be sporadic or disconnected from the learning process. Just as children are not simply small adults, schools are not simply community clinics with blackboards. School-employed mental health professionals are specially trained in the interconnectivity among school law, school system functioning, learning, mental health, and family systems. This training ensures that mental health services are properly and effectively infused into the learning environment, supporting both instructional leaders and teachers' abilities to provide a safe school setting and the optimum conditions for teaching and learning. No other professionals have this unique training background.

Having these professionals as integrated members of the school staff empowers principals to more efficiently and effectively deploy resources, ensure coordination of services, evaluate their effectiveness, and adjust supports to meet the dynamic needs of their student populations. Improving access also allows for enhanced collaboration with community providers to meet the more intense or clinical needs of students.

School counselors, school psychologists, and school social workers all offer unique individual skills that complement one another in such a way that the sum is greater than the parts (See Roles of School Mental Health Professionals, below.) When given the opportunity to work collectively, they are ready and capable of providing an even wider range of services, such as:

- collecting, analyzing, and interpreting school-level data to improve availability and effectiveness of mental services;
- designing and implementing interventions to meet the behavioral and mental health needs of students;
- promoting early intervention services;
- providing individual and group counseling;
- providing staff development related to positive discipline, behavior, and mental health (including mental health first aid);
- providing risk and threat assessments;
- supporting teachers through consultation and collaboration;
- coordinating with community service providers and integrating intensive interventions into the schooling process.



Addressing Shortages: Fully providing effective, integrated, and comprehensive services requires schools to maintain appropriate staffing levels for their school-employed mental health professionals.

Every district and school must be supported to improve staffing ratios. Unfortunately, significant budget cuts, combined with widespread personnel shortages, have resulted in reduced access to school-employed mental health professionals in many schools and districts. In these districts, school counselors, school psychologists, school social workers, and school nurses often have inappropriately high student-to-professional ratios that far exceed the recommendations provided by their respective professional organizations. Poor ratios restrict the ability of these professionals to devote time to important initiatives, including school-wide preventive services (e.g., bullying, violence, and dropout prevention), safety promotion, and sustained school improvement. Many districts go without prevention and early intervention services that effectively link mental health, school climate, school safety, and academics instruction. Partnerships with community providers or school-based health centers can provide important resources for individual students. However, community providers sometimes lack familiarity with specific processes in teaching and learning and with systemic aspects of schooling. Successful school-community partnerships integrate community supports into existing school initiatives utilizing a collaborative approach between school and community providers that enhances effectiveness and sustainability. Many schools have limited access to community supports making overreliance on community partners as primary providers of mental health services potentially problematic

District-wide policies must support principals and school safety teams to provide services in school-based settings and strengthen the ability of schools to respond to student and family needs directly. While working to improve ratios, districts can begin to move toward more effective and sustainable services by:

- Assigning a school psychologist, school counselor, or school social worker to coordinate school-based services with those provided by community providers.
- Ensuring that the school data being collected and resulting strategies are addressing the most urgent areas of need with regard to safety and climate.
- Providing training that targets the specific needs of individual schools, their staffs, and their students.
- Reviewing current use of mental health staff and identifying critical shifts in their responsibilities to bolster prevention efforts.

4. Integrate School Safety and Crisis/Emergency Prevention, Preparedness, Response, and Recovery

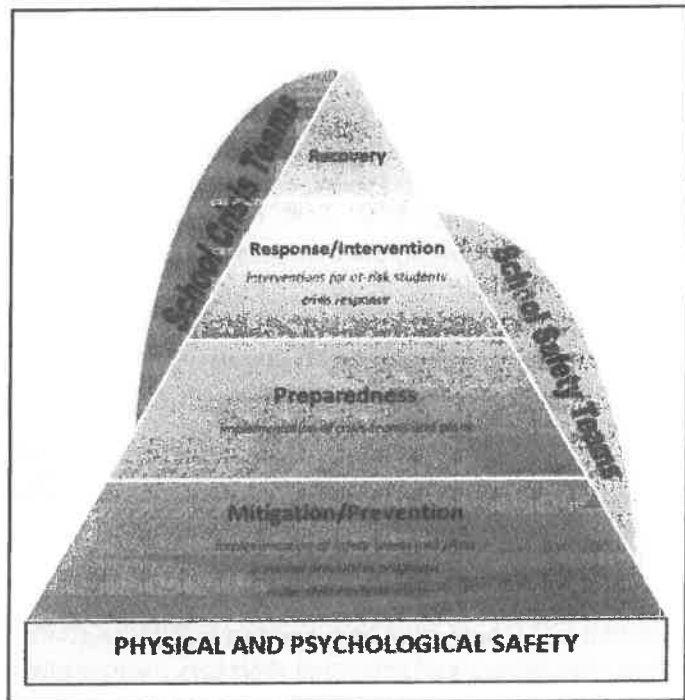
Schools must be supported to develop an active school safety team that focuses on overall school climate as well as crisis and emergency preparedness, response, and recovery. School safety and crisis response occur on a continuum, and crisis planning, response and recovery should build upon ongoing school safety and mental health services. School crisis and emergency preparedness training should encompass prevention/mitigation, early intervention (which is part of ongoing school safety), immediate response/intervention, and long-term recovery. These four phases are clearly articulated by the Departments of Education and Homeland Security.

Training and planning must be relevant to the learning context and make maximum use of existing staff resources. The safety and crisis team should, at a minimum, include principals, school mental health professionals, school security personnel, appropriate community stakeholders (such as representatives from local law enforcement and emergency personnel), and other school staff or district liaisons to help sustain efforts over time. Additionally, crisis and emergency preparedness plans must be consistently reviewed and practiced, which is more easily facilitated by an actively engaged team that links the school to the broader community. Active engagement of the team is often directly linked to appropriate staffing levels that allow time for collaboration and planning. Effective, engaged teams and plans:

- Contribute to ongoing school safety and improved school climate by supporting a school-wide, evidence-based framework that is appropriate to the unique school culture and context.
- Balance efforts to promote and protect physical and psychological safety.
- Minimize unsafe behaviors such as bullying, fighting, and risk-taking by providing quality prevention programming.
- Improve early identification and support for students at risk of harming themselves or others (e.g., threat assessment).
- Model collaborative problem solving.
- Provide for consistent, ongoing training of all school staff.
- Address the range of crises that schools can face with a focus on what is most likely to occur (e.g., death of a student or staff member, school violence, natural disaster).
- Improve response to crises when the unpreventable occurs.
- Ensure an organized plan that has appropriately assessed risks to the school and the learning environment and has been adopted by the school safety team to promote a return to normalcy following a crisis or emergency.
- Promote efforts for ongoing learning and long-term emotional recovery for every student and family.

5. Balance Physical and Psychological Safety

Any effort to address school safety should balance building security/physical safety with psychological safety. Relying on highly restrictive physical safety measures alone, such as increasing armed security or imposing metal



Source: PREPARE School Crisis Prevention and Intervention Training Curriculum. Adapted with permission from Cherry Creek School District. (2008). Emergency response and crisis management guide. Greenwood Village, CO: Author.

detectors, typically does not objectively improve school safety. In fact, such measures may cause students to feel *less safe* and more fearful at school, and could undermine the learning environment. In contrast, combining reasonable physical security measures with efforts to enhance school climate more fully promotes overall school safety. Effectively balancing physical and psychological safety entails:

- Assessing the physical security features of the campus, such as access points to the school grounds, parking lots and buildings, and the lighting and adult supervision in lobbies, hallways, parking lots, and open spaces.
- Employing environmental design techniques, such as ensuring that playgrounds and sports fields are surrounded by fences or other natural barriers, to limit visual and physical access by non-school personnel.
- Evaluating policies and practices to ensure that students are well monitored, school guests are appropriately identified and escorted, and potential risks and threats are addressed quickly.
- Building trusting, respectful relationships among students, staff, and families.
- Providing access to school mental health services and educating students and staff on how and when to seek help.
- Providing a confidential way for students and other members of the school community to report potential threats, because educating students on “breaking the code of silence” is one of our most effective safety measures.

Schools also should carefully weigh the unique needs of their communities when determining the need to hire additional security personnel or school resource officers (SROs). It is important to recognize that SROs differ from other school security personnel or armed guards. SROs are commissioned law enforcement officers who are specially trained to work within the school community to help implement school safety initiatives as part of the school safety leadership team. They should be integral participants in school life and student learning. Additionally, if a school determines that it needs to have an armed professional on school grounds, SROs are the *only* school personnel of any type who should be armed. (See Role of the School Resource Officer, below.)

6. Employ Effective, Positive School Discipline

School discipline policies are ultimately the responsibility of the school principal; however, all school staff play a role in their effective development and implementation. Discipline practices should function in concert with efforts to address school safety/climate. When positive discipline is incorporated into the overall MTSS, students feel respected and supported, positive behavior is continually reinforced, and school climate improves. Additionally, this structure allows for the use of restorative practices that seek to build positive relationships within the school community. In contrast, overly harsh and punitive measures, such as zero tolerance policies, lead to reduced safety, connectedness, and feelings of belonging, and have historically been unsuccessful at improving student behavior or the overall school climate. Additionally, utilizing SROs or other security personnel primarily as a substitute for effective discipline policies is inappropriate, does not contribute to school safety or students’ perceptions of being safe, and can perpetuate the school-to-prison pipeline. Effective school discipline:

- is viewed within the context of a learning opportunity and seeks to teach and reinforce positive behaviors to replace negative behaviors;
- is clear, consistent, and equitably applied to all students;
- employs culturally competent practices;
- safeguards the well-being of all students and staff;
- keeps students in school and out of the juvenile justice system; and
- incorporates family involvement.

7. Allow for the Consideration of Context

There is no one-size-fits-all approach to creating safe and successful schools. To be most effective, schools should assess the structures and resources already in place and determine what additional resources are

needed. Schools should provide universal, secondary, and tertiary interventions that are most appropriate and culturally sensitive to their unique student populations and learning communities. Additionally, decisions regarding appropriate security measures, including the use of SROs, should be determined by each school's leadership team and not via universal mandate.

8. Acknowledge That Sustainable and Effective Improvement Takes Patience and Commitment

School districts will vary considerably in their readiness to change and in their ability to accept the suggestions included within this document. Recognizing that sustainable change takes time both to improve acceptability and allow for full implementation will help set districts up for success rather than setting unrealistic goals. Efforts for change should not be abandoned if goals are not immediately met, as frequent programmatic changes lead to more resistance to change among school personnel in the future.

ROLES OF KEY LEADERSHIP PERSONNEL REGARDING SCHOOL SAFETY AND CLIMATE

Role of School Principals

Effective principals and assistant principals recognize the potential they have to create a school environment where teachers thrive and students achieve their greatest potential in a safe and nurturing school setting. As instructional leaders, principals maintain a constant presence in the school and in classrooms, listening to and observing what is taking place, assessing needs, and getting to know teachers and students. Principals set high expectations and standards for the academic, social, emotional, and physical development of all students. They bring together a wide range of stakeholders within the school community, take into account the aspirations, and work to create a vision that reflects the full range and value of a school's mission. Principals encourage the development of the whole child by supporting the physical and mental health of children, as well as their social and emotional well-being, which is reinforced by a sense of safety and self-confidence. High-quality early childhood education and learning experiences are crucial to an elementary level principal's shared vision to shape the school culture and instructional leadership. School leaders must mobilize the staff, students, parents, and community around the mission and shared values, as well as school improvement goals and set the parameters of high expectations for the school. Effective practice requires:

- building consensus on a vision that reflects the core values of the school community to support student safety and well-being;
- valuing and using diversity to enhance the learning of the entire school community;
- broadening the framework for child development beyond academics; and
- developing a learning culture that is adaptive, collaborative, innovative, and supportive by taking into account the contributions of every member of the school staff.

Roles of School-Employed Mental Health Professionals

Many professionals within a school help to support students' positive mental health. This includes school counselors, school psychologists, school social workers, school nurses, and other specialized instructional support personnel. For the purposes of these recommendations, however, we are focusing on the mental health professionals who should serve in critical leadership roles in terms of school safety, positive school climate, and providing school-based mental health services: school counselors, school psychologists, and school social workers. Their training and expertise help link mental health, behavior, environmental factors (e.g., family, classroom, school, community), instruction, and learning. Each of these professionals helps to create school environments that are safe, supportive, and conducive to learning. Each may deliver similar services such as counseling, social-emotional skill instruction, and consultation with families and teachers; however, each profession has its own unique focus based upon its specializations, which result in different, albeit interrelated, services. The specific services and expertise of individual practitioners may vary, but the following describes the core competencies and specialized instructional services of each profession.

School counselors have a minimum of a master's degree in school counseling. School counselors are generally the first school-employed mental health professional to interact with students as they commonly are involved in the provision of universal learning supports to the whole school population. School counselors have specialized knowledge of curriculum and instruction and help screen students for the basic skills needed for successful transition from cradle to college and career. School counselors focus on helping students' address their academic, personal/social, and career development goals and needs by designing, implementing, and evaluating a comprehensive school counseling program that promotes and enhances student success. School counselors work to promote safe learning environments for all members of the school community and regularly monitor and respond to behavior issues that impact school climate, such as bullying, student interpersonal struggles, and student-teacher conflicts. Effective school counseling programs are a collaborative effort between the school counselor, teachers, families, and other educators to create an environment promoting student achievement, active engagement, equitable access to educational opportunities, and a rigorous curriculum for all students.

School psychologists have a minimum of a specialist-level degree (60 graduate semester hour minimum) in school psychology, which combines the disciplines of psychology and education. They typically have extensive knowledge of learning, motivation, behavior, childhood disabilities, assessment, evaluation, and school law. School psychologists specialize in analyzing complex student and school problems and selecting and implementing appropriate evidence-based interventions to improve outcomes at home and school. School psychologists consult with teachers and parents to provide coordinated services and supports for students struggling with learning disabilities, emotional and behavioral problems, and those experiencing anxiety, depression, emotional trauma, grief, and loss. They are regular members of school crisis teams and collaborate with school administrators and other educators to prevent and respond to crises. They have specialized training in conducting risk and threat assessments designed to identify students at-risk for harming themselves or others. School psychologists' training in evaluation, data collection, and interpretation can help ensure that decisions made about students, the school system, and related programs and learning supports are based on appropriate evidence.

School social workers have master's degrees in social work. They have special expertise in understanding family and community systems and linking students and their families with the community services that are essential for promoting student success. School social workers' training includes specialized preparation in cultural diversity, systems theory, social justice, risk assessment and intervention, consultation and collaboration, and clinical intervention strategies to address the mental health needs of students. They work to remedy barriers to learning created as a result of poverty, inadequate health care, and neighborhood violence. School social workers often focus on providing supports to vulnerable populations of students that have a high risk for truancy and dropping out of school, such as homeless and foster children, migrant populations, students transitioning between school and treatment programs or the juvenile justice system, or students experiencing domestic violence. They work closely with teachers, administrators, parents, and other educators to provide coordinated interventions and consultation designed to keep students in school and help their families access the supports needed to promote student success.

Roles of School Resource Officers

The presence of school resource officers in schools has become an important part of the duty to protect students and staff on campus. Families and school officials in communities around the country benefit from a more effective relationship with local police as part of a school safety plan. Specialized knowledge of the law, local and national crime trends and safety threats, people and places in the community, and the local juvenile justice system combine to make SROs critical members of schools' policy-making teams when it comes to environmental safety planning and facilities management, school-safety policy, and emergency response preparedness.

In order to fully realize the benefits of the presence of local police, the SROs must be trained properly. Officers' law-enforcement knowledge and skill combine with specialized SRO training for their duties in the education setting. This training focuses on the special nature of school campuses, student needs and characteristics, and the educational and custodial interests of school personnel. SROs, as a result, possess a skill set unique among both law enforcement and education personnel that enables SROs to protect the community and the campus while supporting schools' educational mission. In addition to traditional law enforcement tasks, such as investigating whether drugs have been brought onto campus, SROs' daily activities cover a wide range of supportive activities and programs depending upon the type of school to which an SRO is assigned. This can include conducting law-related education sessions in the classroom, meeting with the school safety team, conducting safety assessments of the campus, and problem-solving with students or faculty. Trained and committed SROs are well suited to effectively protect and serve the school community. They contribute to the safe-schools team by ensuring a safe and secure campus, educating students about law-related topics, and mentoring students as informal counselors and role models.

ACTIONS PRINCIPALS CAN TAKE NOW TO PROMOTE SAFE AND SUCCESSFUL SCHOOLS

Policies and funding that support comprehensive school safety and mental health efforts are critical to ensuring universal and long-term sustainability. However, school leaders can work toward more effective approaches now by taking the following actions.

- Establish a school leadership team that includes key personnel: principals, teachers, school-employed mental health professionals, instruction/curriculum professionals, school resource/safety officer, and a staff member skilled in data collection and analysis.
- Assess and identify needs, strengths, and gaps in existing services and supports (e.g., availability of school and community resources, unmet student mental health needs) that address the physical and psychological safety of the school community.
- Evaluate the safety of the school building and school grounds by examining the physical security features of the campus.
- Review how current resources are being applied, for example:
 - Are school-employed mental health professionals providing training to teachers and support staff regarding resiliency and risk factors?
 - Do mental health staff participate in grade-level team meetings and provide ideas on how to effectively meet students' needs?
 - Is there redundancy in service delivery?
 - Are multiple overlapping initiatives occurring in different parts of the school or being applied to different sets of students?
- Implement an integrated approach that connects behavioral and mental health services and academic instruction and learning (e.g., are mental health interventions being integrated into an effective discipline or classroom management plan?).
- Provide adequate time for staff planning and problem solving via regular team meetings and professional learning communities. Identify existing and potential community partners, develop memoranda of understanding to clarify roles and responsibilities, and assign appropriate school staff to guide these partnerships, such as school-employed mental health professionals and principals.
- Provide professional development for school staff and community partners addressing school climate and safety, positive behavior, and crisis prevention, preparedness, and response.
- Engage students and families as partners in developing and implementing policies and practices that create and maintain a safe school environment.

SUMMARY

Modern-day schools are highly complex and unique organizations that operate with an urgent imperative: Educate and prepare all children and youth to achieve their highest potential and contribute to society, no matter their socioeconomic background or geographic location. Creating safe, orderly, warm, and inviting school environments is critical to ensuring that all of our schools meet this goal. In order to create this type of environment, schools must work towards integrating services (academic, behavioral, social, emotional, and mental health) through collaboration using a multitiered system of support. Schools should strive to increase access to mental health services, increase the number of school employed mental health staff, and ensure that measures to improve school safety balance physical safety with psychological safety. To further support student safety, schools must develop effective emergency preparedness and crisis prevention, intervention, and response plans that are coordinated with local first responders. We look forward to working with the Administration, Congress, and state and local policy makers to help ensure that all schools are safe, supportive, and conducive to learning.

GUIDELINES FOR EFFECTIVE PRACTICE

ASCA: <http://www.ascanationalmodel.org/>

- *ASCA National Model, 2008*

NAESP: <http://www.naesp.org/resources/1/Pdfs/LLC2-ES.pdf>

- *Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do, 2008*

NASP Professional Standards: <http://www.nasponline.org/standards/2010standards.aspx>

- *Model for Comprehensive and Integrated School Psychological Services, 2010*

NASRO: http://www.nasro.org/sites/default/files/pdf_files/NASRO_Protect_and_Educate.pdf

- *To Protect and Educate: The School Resource Officer and the Prevention of Violence in Schools, 2012*

NASSP: <http://www.nassp.org/school-improvement>

- *Breaking Ranks: The Comprehensive Framework for School Improvement, 2011*

SSWAA: <http://sswaa.org/associations/13190/files/naswschoolsocialworkstandards.pdf>

- *NASW School Social Work Standards, 2012*

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 National Association of School Psychologists (NASP): www.nasponline.org
 National Association of School Resource Officers (NASRO): www.nasro.org
 National Association of Secondary School Principals (NASSP): www.nassp.org
 School Social Work Association of America (SSWAA): www.sswaa.org

Endorsing Organizations:

National Organizations

American Association of School Administrators
 American Camp Association, Inc.
 American Council for School Social Work
 American Dance Therapy Association
 American School Health Association

Alberti Center for Bullying Abuse Prevention
 Born This Way Foundation
 Character Education Partnership
 Child Mind Institute
 Coalition for Community Schools

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International School Psychology Association
Mental Health America
Midwest Symposium for Leadership in Behavior Disorders
National Association of School Nurses
National Association of School Safety and Law Enforcement Officials

State Associations

Alabama School Counselor Association
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National Center for School Engagement
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National Federation of Families for Children's Mental Health
National Network of Safe and Drug-Free Schools
National Organizations for Youth Safety
Pride Surveys
Safe and Civil Schools
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Mental Health Resources for Educators

August 10, 2016

The 2016-17 enacted State budget included amendments to Education Law section 2801-a, including a requirement that staff annually receive training in the school emergency response plan and specifically requires training in mental health.

Educators play a critical role in the success of students, not just academically, but socially and emotionally as well. Knowing how to recognize the signs of crisis, emotional trauma and other related mental health issues is critical. The links below include useful resources for individuals and/or organizations with an interest in learning the signs of mental illness and how a school can help.

At the end of this document, you will find a one page summary from the U.S. Department of Health and Human Services, titled "What Educators Should Know." Information about warning signs and behavioral changes that may be an indicator of a problem, and ways that educators can help support their students and lead their classrooms to support student and family mental health are included.

General Mental Health Resources for Schools

- [New York State Office of Mental Health](#)
- [National Institute of Mental Health](#)
- An excellent source for *packaged* mental health training programs is through the [National Center for School Mental Health at the University of Maryland](#).
- [*A Framework for Safe and Successful Schools*](#), Developed by the American School Counselor Association, the National Association of School Psychologists, the School Social Work Association of America, the National Association of School Resource Officers, the National Association of Elementary School Principals and the National Association of Secondary School Principals.

Mental Health Resources for Schools by Topic

Suicide Prevention Center of New York (SPCNY)

- Brochure SPCNY's What Every Teacher Needs to Know- Recognizing Suicide Risk in Students
- Suicide Prevention Training Programs
- Postvention
 - Guidance on memorials after a suicide
 - Postvention Standards Manual: A Guide for a School's Response in the Aftermath of a Sudden Death
 - Additional Resources:
 - <http://www.preventsuicideny.org/#resources/ccjp>
 - Garra Lloyd-Lester, Assistant Director is a terrific resource for discussion about suicide prevention, suicide postvention protocols and training. His contact information is: 518- 402- 1156 Phone garra.lloyd-lester@omh.ny.gov

Local Resources for Schools

- ***The Early Recognition, Coordination and Screening Initiative*** – A New York State Office of Mental Health funded initiative to cultivate cooperative relationships with local primary care practices, schools and other community-based programs, to promote early identification through social emotional developmental screening and linkages to services. Many of the 37 programs are working with their local schools and provide education and training as well as screening and are a good resource for schools to provide training. Some Early Recognition programs are also involved with suicide prevention coalitions in their communities and some are trained to provide Mental Health First Aid training. This initiative is funded through December 31, 2016.
- **Mental Health Association of NYS (MHANYS)** offers training in Mental Health First Aid for Youth
- **Community Mental Health Promotion (CMHP)** –local Mental Health Associations that often work with schools to provide education and training
- **New York State Suicide Prevention County Coalitions** – the local coalitions that work with the NYS Suicide Prevention Center
- **National Alliance for the Mentally Ill / NYS – Parents & Teachers as Allies**, a 2-hour in-service program to help school professionals identify the early warning signs of early-onset mental illnesses in children and adolescents in schools.

Violence Prevention

- The Centers for Disease Control Guide to Community Preventive Service
 - School-Based Programs to Reduce Violence
 - Striving to Reduce Youth Violence Everywhere (STRYVE) – includes training, resources, links and information on funding sources

Trauma Informed Care

- [Adverse Childhood Experiences \(ACES\) 101](#)
- [Child Trauma Toolkit for Educators](#)
- [Child Trauma Toolkit for Educators \(Spanish version\)](#)
- [Monroe County Research to Practice Council White Paper on Creating a Trauma Informed System of Care](#)
- [Trauma and Learning Policy Initiative's guidance on Helping Traumatized Children Learn](#)

National Center for Child Traumatic Stress

- [A Checklist for School Personnel to Evaluate and Implement the Mental Health Component of Your School Crisis and Emergency Plan](#)
- [Resources for School Personnel](#)
- [School Resource List](#)

What Educators Should Know

(from the U.S. Department of Health and Human Services website:
<https://www.mentalhealth.gov/talk/educators/index.html>.)

You should know:

- The warning signs for mental health problems.
- Whom to turn to, such as the principal, school nurse, school psychiatrist or psychologist, or school social worker, if you have questions or concerns about a student's behavior.
- How to access crisis support and other mental health services.

What Educators Should Look For in Student Behavior

Consult with a school counselor, nurse, or administrator and the student's parents if you observe one or more of the following behaviors:

- Feeling very sad or withdrawn for more than two weeks
- Seriously trying to harm oneself, or making plans to do so
- Sudden overwhelming fear for no reason, sometimes with a racing heart or fast breathing
- Involvement in many fights or desire to badly hurt others
- Severe out-of-control behavior that can hurt oneself or others
- Not eating, throwing up, or using laxatives to make oneself lose weight
- Intense worries or fears that get in the way of daily activities
- Extreme difficulty concentrating or staying still that puts the student in physical danger or causes problems in the classroom
- Repeated use of drugs or alcohol
- Severe mood swings that cause problems in relationships
- Drastic changes in the student's behavior or personality

What Educators Can Do in Classrooms and Schools

You can support the mental health of all students in your classroom and school, not just individual students who may exhibit behavioral issues. Consider the following actions:

- Educate staff, parents, and students on symptoms of and help for mental health problems
- Promote social and emotional competency and build resilience
- Help ensure a positive, safe school environment
- Teach and reinforce positive behaviors and decision-making
- Encourage helping others
- Encourage good physical health
- Help ensure access to school-based mental health supports

Developing Effective School Mental Health Programs

Efforts to care for the emotional wellbeing of children and youth can extend beyond the classroom and into the entire school. School-based mental health programs can focus on promoting mental wellness, preventing mental health problems, and providing treatment.

Effective programs:

- Promote the healthy social and emotional development of all children and youth
- Recognize when young people are at risk for or are experiencing mental health problems
- Identify how to intervene early and appropriately when there are problems

Learn More about Ways to Support Your Students and Their Families

- Find how to assess mental health needs in your school and develop and implement a school-based mental health program
- Find tips for talking to children and youth after a disaster or traumatic event (PDF – 796 KB).
- Registered National Association of School Nurses can learn about their role in providing behavioral health services in schools through an online continuing education program