

Collaboration for a Comprehensive Approach to School Policy Development and Implementation

Brandy Sutherland, Program Manager
Annie Kerrick, Attorney
CENTER FOR HEALTHY
Teen Relationships
a project of the Idaho Coalition Against Sexual & Domestic Violence

This project was supported by Grant No. 2011-TA-AI-K114 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this publication/program/exhibition are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.



Session Goals

Recognize what **existing school policies** are **implicated** by collaborations; and
Develop strategies to create policies that **promote collaboration** *between*:

Schools, Parent/Caregivers, Youth, Community Organizations, & Law Enforcement

- To support **youth empowerment**,
- Promote school **safety**,
- Comply with **legal requirements**,
- And, foster **healthy relationships!**



Work **together** to achieve **something great.**



“A **safe school environment**, free of . . . teen dating violence and sexual violence, **is possible** when all members of a community **work together** to affect change at many levels.”

- A Guide to Preventing Bullying, Teen Dating Violence, and Sexual Violence in Rhode Island Schools, pg. 6.



*Why include **School Influencers, Parents/Caregivers, Youth, and Community Providers** in policy development and implementation?*



So **everyone** is...
 prepared to **prevent**,
recognize & respond
 and **intervene** effectively
 to incidents of **abuse.**



Collaborating with Parents/Caregivers

- Why is collaboration with Parents/Caregivers important?
- What does collaboration look like?



Collaborating with Parents/Caregivers: Pre-Policy Development

Provide opportunities for Parents/Caregivers to learn about healthy relationships, teen dating violence, sexual assault, and stalking and how to build relationships with their children.

Help Parents/Caregivers make the connection!



Policy Development and Passage

- How can **Parents/Caregivers be involved** with policy development?
 - Policies that affect Parents/Caregivers?
 - Parents/Caregivers as policy champions?
 - Middle School vs. High School levels of involvement.



Developing Policies that Affect Parents/Caregivers

- **Notice of Policy**
- **Prevention** – craft flexible policies that recognize and support the importance of continued collaboration with and involvement of Parents/Caregivers as **INFLUENCERS**
- **Response** – certain policies must be in place to govern interactions with Parent/Caregivers while responding to incidents of violence



Promote prevention with Parent/Caregiver policies

Question for later - How can you ensure that Parent/Caregivers continue to be involved in *promoting healthy relationships* while *maintaining the school's ability to change* with the times?



Policy Implementation - Response

- **Student-centered** Parent/Caregiver involvement
 - When should Parents/Caregivers be involved?
 - What if students don't want Parents/Caregivers involved?
- **Intervention & response**
- Developmentally appropriate **Referrals** to service providers
- What about **confidentiality**?
- Parent/Caregiver **rights and responsibilities**



What does Parent/Caregiver Policy look like?

- Example of **Parent/Caregiver Engagement Policy**
 - See handout example
- Example of **Notice to Parents/Caregivers**
 - See handout example



Site Specific Example:
Engaging Parents/Caregivers



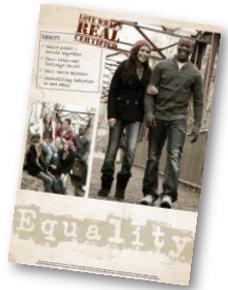
**SMALL GROUP WORKSHOP
20 minutes + report back**

- Which **policies are in existence** that will be used when the school works with **Parents/Caregivers** *anywhere* along the collaboration spectrum?
 - If you have policies that discuss Parent/Caregiver collaboration, **how do they read?** *Can they be improved?*
 - If you do not have policies about Parent/Caregiver collaboration, begin to think about **what those policies may look like.**



Collaborating with Students

- Collaborating **with students** to support policy **development and implementation**
- Student collaboration **within** policies
- Again– Middle School vs. High School



What Does a Policy Look Like?

- Example of Prevention Education Policy for Students
 - See handout example
- Note: “Encourage” Policies



Site Specific Example:
Engaging Students



SMALL GROUP WORKSHOP 15 minutes + report back

- Which **policies are in existence** that will be used when the school works with **students anywhere** along the collaboration spectrum?
 - If you have policies that discuss student collaboration **what do they say? Can they be improved?**
 - If you do not have policies about student collaboration begin to think about **what those policies may look like.**



Collaborating with School *Influencers*



- Policies on **training**
- **Prevention** policies
- **Bystander** policies
- **Response** policies



What Does a Policy Look Like?

- Example of Policy on Training for School Influencers
 - See example handout
- Example of Policy on Response & Reporting Incidents
 - See example handout



Site Specific Example:
Collaboration with School Influencers



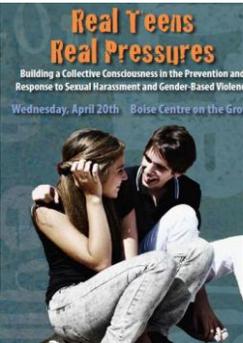
SMALL GROUP WORKSHOP
15 minutes + feedback

- Are there areas in your policies where you specifically **educate school influencers** on *dating abuse, sexual assault, and stalking behaviors*? If not, think about flexible ways to add this information to your policies.
- What **school influencers are responsible** to ensure action when abusive behavior is observed or reported and what are the next steps? How is this documented in your policies?
- What **existing policies are implicated** when school influencers become aware of abusive behavior? Can these policies be improved?



Collaborating with Community-Based Service Providers

- Health care providers
- Community mental health
- Domestic violence/sexual assault organizations
- Youth organizations
- Risk behavior organizations
- *Who else?*




Policy Development

- **Elements** to include in your policy
 - **Using local agencies** to inform school influencers, Parent/Caregiver, and youth education programs
 - Developmentally appropriate **Student-centered referrals** to local agencies
 - Complying with **confidentiality** and other requirements



Implementation

- **Agreements** on how referrals will be made
 - **Maintaining** successful collaborations
- Who will the convener be for on-going collaborations?**



What does Policy look like?

- Example of Policy on Response
 - See example handout
- Note: “Encourage” Policies



Site Specific Example:
Collaboration with Service Providers



SMALL GROUP WORKSHOP
15 minutes + feedback

- What community based service providers are you **currently collaborating** with – who is missing?
- Are there areas of your policies that **already discuss collaboration with service providers**? How can you implement collaboration with service providers into your policies?
- What **existing policies are implicated** when working with service providers (when specifically thinking about intervention/response)? Can these policies be improved?



Collaborating with Legal Professionals/Justice System

- School Resource Officer/Law Enforcement
- Courts (adult and juvenile, civil and criminal)
- Child Protective Services
- Probation/parole
- School District/School Board Attorney



Collaborating with Legal Professionals/Justice System

- **Good idea:** collaborate with certain agencies from *pre-policy development stage* to ensure **smooth working relationship and compliance** with laws when developing policy



Policy Development & Implementation

- **Role of School Resource Officers and other school-based law enforcement**
 - Prevent & respond to **criminal incidents** that effect the overall safety of the school environment
 - Conduct **investigations** of criminal incidents
 - Make **arrests** of individuals committing crimes on campus or involving the school community



Policy Development & Implementation

- **Elements** to cover in policy
 - When **reports** must be made (LE or CPS)
 - How to **support students** during legal process
 - **Response** of school **regardless** of LE response
 - **Information sharing**



What Does Policy Look Like?

- Example of Policy on Response
 - See example handout
- Also, will likely be covered more so in school protocol and procedures



*Site Specific Example:
 Collaboration with
 the Justice System*



SMALL GROUP WORKSHOP 15 minutes + feedback

- Which policies exist that govern interactions with law enforcement and the justice system?
 - Do your policies take into consideration **what type of abusive behaviors will be reported** to law enforcement and when?
 - **Who will report** or make that determination?
- Do you have areas in your policy where you outline **how to share information** with law enforcement and justice system professionals?
 - What other **policies/laws are implicated** when you share information with law enforcement/justice systems?
 - What if the request comes through a **subpoena**?



Wrap-Up

- Look for **creative** ways to incorporate healthy relationships training/curriculum into policy.
- **Collaborate with stakeholders** before policy, as a part of policy, and as an on-going evaluation of policy.
- Keep language specific, but **flexible** regarding collaborations.
- Develop **student-centered** response policy to ensure mental health and physical safety.
- Maintain federal and state **legal requirements** with collaborative partners.



Questions?

Brandy Sutherland, Program Manager
 208-384-0419, ext. 313
brandy@engagingvoices.org

Annie Kerrick, Attorney
 208-384-0419, ext. 309
annie@engagingvoices.org

**CENTER FOR HEALTHY
 Teen Relationships**

a project of the Idaho Coalition Against Sexual & Domestic Violence