

SCHOOL CLIMATE TASK FORCE RECOMMENDATIONS			
		Estimated Cost	Response Provided By:
Subcommittee 1:			
<i>How do we reduce the number of suspensions and expulsions of Guilford County Schools (GCS) students?</i>			
1.1 Assign one social worker (SSW) per school		\$5,339,077.42	Sharon Ozment
Current # of social workers = 43.70			
Number of additional SSW positions needed to assign one SSW per school = 81.30			
Average 2007-08 salary + fringe benefit costs for one SSW = \$64,570.94			
Cost to add 81.30 additional SSW positions @ average 2007-08 salary + fringe benefit costs = \$5,249,6127.42	\$5,249,617.42		
Cost to add a licensed SSW Supervisor = \$89,460	\$89,460.00		
1.2 Restructure/Structure ISS or Alternative Programs to include proactive support for students (social workers, counselors, technology, curriculum-based, etc.)			
1.3 Encourage increased use of Teen Court (i.e. simplify application process and increase use)			Tony Scales
<i>School Safety agrees that this is a needed alternative to the criminal justice system and has encouraged the utilization of Teen Court for the past two years. Teen Court eligibility is only for first time youth offenders who are pleading guilty to misdemeanors. School Safety will provide additional training to SROs on the utilization of Teen Court. The expansion of the Teen Court program can be addressed by the administering agency, One Step Further, Inc.</i>			
1.4 Establish a Centralized Mediation Center exclusive to GCS with both a teacher/student training component.			John Morris
<i>GCS was contacted by Leary Davis, the founding dean of the Elon University School of Law, about interest in establishing/developing a youth mediation program. Sharon Newsome Gaskin, Assistant Dean of Admissions @ Elon University School of Law communicated that Elon University School of Law has received a \$250K grant for this purpose. John Morris has connected Gaskin with GCS Hearing Officer Chesseley Robinson and GCS Diversity Officer Monica Walker so that GCS can begin working with Elon University School of Law to get this project up and running.</i>			
1.4.1 Establish discretionary funding to individual schools allowing principals to purchase security equipment and to employ additional personnel as needed to meet specific safety concerns.			
1.4.2 Fund two security (non-law enforcement) personnel for the high schools to increase campus safety and allow principals to provide leadership and support to individual staff members.			
Comparable Charlotte-Mecklenburg position = Behavioral Modification Technician			Sharon Ozment
Minimum (MIN) salary @ 10 MOE including fringe benefits costs =	\$38,611.96		
Mid range(MID) salary @ 10 MOE including fringe benefits costs =	\$48,916.16		
Maximum (MAX) salary @ 10 MOE including fringe benefits costs =	\$59,220.37		
cost to add 15 positions @ MIN salary + benefits @ 10 MOE =	\$579,179.35		
cost to add 15 positions @ MID salary + benefits @ 10 MOE =	\$733,742.44		
cost to add 15 positions @ MAX salary + benefits @ 10 MOE =	\$888,305.52		
cost to add 30 positions @ MIN salary + benefits @ 10 MOE =	\$1,158,358.70		
cost to add 30 positions @ MID salary + benefits @ 10 MOE =	\$1,467,484.87		
cost to add 30 positions @ MAX salary + benefits @ 10 MOE =	\$1,776,611.04		

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Minimum (MIN) salary @ 12 MOE including fringe benefits costs =	\$40,903.83		
Mid range(MID) salary @ 12 MOE including fringe benefits costs =	\$51,894.99		
Maximum (MAX) salary @ 12 MOE including fringe benefits costs =	\$62,886.14		
cost to add 15 positions @ MIN salary + benefits @ 12 MOE =	\$613,557.51		
cost to add 15 positions @ MID salary + benefits @ 12 MOE =	\$778,424.80		
cost to add 15 positions @ MAX salary + benefits @ 12 MOE =	\$943,292.09		
cost to add 30 positions @ MIN salary + benefits @ 12 MOE =	\$1,227,115.02		
cost to add 30 positions @ MID salary + benefits @ 12 MOE =	\$1,556,849.60		
cost to add 30 positions @ MAX salary + benefits @ 12 MOE =	\$1,886,584.18		
1.5 Reduce class size to 17 or below in traditional schools.		\$41,444,575.38	Sharon Ozment
Current # teachers allotted to traditional schools =	3,433.00		
Number of additional teachers needed if allotments are based on 17:1 pupil:teacher ratio =	897.00		
Average 2007-08 salary + fringe benefit costs for one locally funded teacher =	\$46,203.54		
Cost to add 897 additional teacher positions @ average 2007-08 salary + fringe benefit costs =	\$41,444,575.38		
1.6 Provide direct district-level on-site support and opportunities for teachers regarding best practices and reading.		\$9,490,763.50	Beth Folger
> Five days of summer training for 6,000 teachers x \$75.00/day + fringe benefits for stipends =	\$2,598,300.00		
> 200 Trainers/Consultants x 5 days x \$1,000/day =	\$1,000,000.00		
> Add addition .5 Curriculum Facilitator (CF) position at elementary level (67 schools/2 = 33.50 positions @ average 2007-08 salary + fringe benefit cost of \$63,021 =	\$2,111,203.50		
> Employ 60 district-level coaches to work with teachers in small groups on preparation of specific classroom resources and implementation of professional development (PD) training. This results in an average of 100 teachers per coach. 60 positions @ average 2007-08 salary + fringe benefit cost of \$63,021 =	\$3,781,260.00		
1.7 Professional development for principals – instructional leadership and teacher empowerment.		\$200,750.00	Beth Folger
> Facilitative Leadership training = 122 principals + 120 assistant principals + 120 curriculum facilitators = 363 participants. Three days of training would be required for each participant provided through 55 total training days x \$2,000 per day for consultants/trainers =	\$110,000.00		
> Manuals and materials for 363 participants	\$90,750.00		
1.8 Increase number of after-school/extra-curricular activities available for students			
1.9 Implement district-level multicultural curriculum and practices			
1.10 Provide rigor, relevance, relationships (3 R's) training for all teachers and principals		\$2,610,000.00	Beth Folger
> Classroom Instruction That Works (CITW) training = 5 days x 6,000 participants = 30,000 30,000/30 participants per session = 1,000 x \$2,000 per day for trainer/consultant fees =	\$2,000,000.00		
> Manuals and materials for 6,000 participants x \$25 per training manual	\$150,000.00		
> Consultant coaching days = 120 schools x 2 days = 240 days at \$1,500 per day =	\$360,000.00		
> PDK Curriculum Audit =	\$100,000.00		

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1.11 Provide professional development for teachers/principals in the area of classroom discipline in diverse classrooms (PBS address this recommendation - see item 1.11.4 below for estimated cost figures)			
1.11.1 Teacher Awareness of Individual versus Collective Points of View			
1.11.2 Reaching Out to Families: Cross-Cultural Understanding between Schools and Families			
1.11.3 Developing a Culturally Responsive Classroom			
1.11.4 Fund and implement PBS district wide		\$3,486,970.00	Betty Anne Chandler
Cost to implement @ ES level = \$29,326 x 68 schools =	\$1,994,168.00		
Cost to implement @ MS level = \$31,066 x 24 schools =	\$745,584.00		
Cost to implement @ HS level = \$32,130 x 17 schools =	\$546,210.00		
District expense for coordinators =	\$201,008.00		
1.11.5 Evaluation			
1.12 Increase school-community collaboration (i.e., School-To-Work Programs; drug abuse prevention programs; after-school centers, parental involvement programs)			
Subcommittee 3:			
<i>(a) How do we improve the relationships between law enforcement utilized in our schools and minority communities?</i>			
3.1 SROs should host meetings every 6-8 weeks at community centers or other appropriate locations with parents and students community wide.			
3.2 Organize opportunities for open dialogue on what's happening in the schools and in the community; include school staff, parents and students.			
<i>School Safety agrees that SROs should participate in community law enforcement meetings on an as needed basis. Having separate meetings to discuss school related matters does not appear to be an effective tool unless school administrators, students and community leaders take an active role in organizing the meetings. Parents should be encouraged to attend school based meetings also.</i>			Tony Scales
3.3 Distribute the SROs roles and responsibilities, and periodically review them.			
<i>A standard operating procedure (SOP) for SROs has existed since 2001 and was revised in 2006 in cooperation with the School Safety Office and the three participating law enforcement agencies. The SOP is generic in nature due to policy variations among the three agencies. The SOP addresses the purpose and objectives of the program, as well as duties, responsibilities and qualifications of a school resource officer. This document has been distributed among the law enforcement agencies and at public meetings and is available to the public upon request. School Safety would recommend convening a work group to review this document to be more definitive and future posting of the document on the district web-site.</i>			Tony Scales
3.4 Recommend that "Guilford County Teen Court" or an equivalent be used district wide and expanded to give students more than one opportunity for its use at the discretion of the SRO for minor offenses. (see item 1.3 above for response)			

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<i>(b) How do we improve the classroom education component of the SRO program?</i>			
3.5	Develop a memorandum of understanding (MOU) or contract in order to minimize conflict.		
	<i>Currently SROs spend very little time in the classroom due to being involved in other safety related activities. School Safety agrees that there needs to be a structured educational component approved by the district and specific time allotted for the SRO to conduct classroom instruction on law related matters. There needs to be approved curriculum at both the middle and high school level as well as training and lesson plans for SROs.</i>		Tony Scales
3.5.1	SROs should be evaluated by their law enforcement supervisor and school administrator		
	<i>School Safety does not agree with this recommendation but does agree that input from the school administrator and the School Safety Office should be considered by the evaluating supervisor.</i>		Tony Scales
<i>(c) How do we increase the safety of our campuses?</i>			
3.6	Principals requested 2 security (non law enforcement) personnel for the high schools to increase campus safety and allow principals to provide leadership and support to individual staff members (see item 1.4.2 above for estimated cost figures)		
	<i>This approach has been successfully implemented at other school districts however, it should be noted that GCS is one of only a few major school districts that have only one SRO assigned per high school. A first step may be to assign additional SRO assistance to schools to increase the security levels which would lead to enhanced safety. Bottom line is that additional safety and security is required on all school campuses including the elementary level.</i>		Tony Scales
3.7	Fund and implement PBS district wide (see item 1.11.4 above for estimated cost figures)		
3.8	Enhance awareness of community dynamics and its impact on district schools accordingly; take socio-economics into account when re-districting (studies show positive results when economic diversity exists; i.e., Wake County School District)		
3.9	TRAINING: On-going for all school staff (Custodians, Cafeteria personnel, Bus Drivers, Teachers, Teacher Assistants, Administrative Assistants, Assistant Principals and Principals) on diffusing hostile situations, mediation, conflict resolution, awareness of culture (Race, Ethnicity, Economics)		
	> 2 days of conflict resolution training = 2 days x 10,000 employees = 20,000		
	20,000/50 participants per session = 400 training days x \$2,000 per day =	\$800,000.00	
	> Rental of facility to host training = 400 days x \$200 per day =	\$80,000.00	
	> Training held on non-teacher paid days would require \$75/day stipend per participant =		
	(\$75 per day + fringe benefits) x 2 days x 7,500 participants =	\$1,299,150.00	
3.10	Enhance staff awareness of today's youth (It's no longer 1985: youth today are many times dealing with adult issues); make online resources, curriculum and other training available to teachers, administrators and other school staff personnel		
3.11	Use suspensions to rectify unacceptable behavior: Re-implement "Educational and Counseling Options" where goals included counselors and social workers to evaluate a disruptive student's needs/talents in order to address it; to include an ISS licensed teacher whose sole responsibility is ISS; academic monitoring during ISS; and include parents for mutual goal setting. Enhance alternative programs for students in OSS and long term suspension, such as, New Light Baptist Church enrichment program		
3.12	Take advantage of the time a student is suspended by offering alternatives to maintain academic enrichment		

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3.13 SROs should host weekly meetings with student representatives: Breakfast meetings on site. Breakfast provided free to student representatives for their volunteerism			
<i>School Safety is supportive of this recommendation but would like to know more about how the breakfast meeting information/message will be disseminated. Will student representatives be granted a forum to present to the student body as a whole? Are SROs to be in attendance at breakfast meetings and student body meetings?</i>			Tony Scales
3.14 See <i>Student Human Relations Commission</i> initiative outline			
Cost to implement:	District-wide	Per School	
Printing (includes final report) =	(=20 high schools)		
Office Supplies =	\$7,250.00	\$400.00	
Miscellaneous =	\$6,000.00	\$150.00	
Meals (\$10 per person/meal * 370 participants)	\$3,000.00	\$200.00	
Transportation	\$4,400.00	\$220.00	
	<u>\$6,000.00</u>	<u>\$300.00</u>	
	\$26,650.00	\$1,270.00	
<i>Proposed budget developed by Yamile Nazar Walker, Greensboro Human Relations Administrator (District-wide = 20 HS = 15 traditional HS + 5 MCHS)</i>			
<i>(d) How do we address the growing gang concern?</i>			
3.15 Partner with local businesses and institute a fair and equitable "Co-op Employment" program for high school teens.			
3.16 Open school buildings to community non-profit initiatives that are consistent with school policy, programs and student led clubs			
3.17 Provide transportation for students participating in after school programs and clubs			
3.18 Enhance upon SCALES program to include intervention measures that will address students' needs			
3.19 Educate students on the consequences of gang membership and gang related activities (make it relevant to their futures)			
3.20 Establish a concise and all encompassing gang prevention and intervention policy			
3.21 Educate all school staff personnel on the history of gangs and why children are attracted to gang membership			
<i>Curriculum (GREAT Program and DARE) at the elementary and middle school levels that address gang activity would be beneficial to addressing this concern. Also the district has to continue efforts to address the gang issue by providing training to staff members and by partnering with community organizations who are currently involved in anti-gang efforts.</i>			Tony Scales