



Safe Supportive Learning

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NCSSLE Online Learning Event: Information Sharing Among Schools and Community Agencies

QUESTION AND ANSWER SUMMARY

On June 2, 2016 the National Center on Safe Supportive Learning Environments (NCSSLE) hosted an Online Learning Event to discuss information sharing among schools and community agencies. During the session, the presenters (**Emily Morgan** and **Nina Salomon**, the Council of State Governments Justice Center) received several questions from the audience. The Center has prepared the following Webinar Q&A Summary with responses to each question. For additional information, please email or call the Center (ncssle@air.org; 1-800-258-8413).

Please note the content of this summary was prepared under a contract from the U.S. Department of Education, Office of Safe and Healthy Students to the American Institutes for Research (AIR). This Q&A Summary does not necessarily represent the policy or views of the U.S. Departments of Education or Health and Human Services, nor do they imply endorsement by the U.S. Department of Education.

Question 1: In states that have been more progressive with data sharing, who have been the types of champions that have supported the efforts and brokered potential conflicts between local districts, state departments of education, and law enforcement?

A. **Nina:** What we have seen in certain states that have started to collect these kinds of data and made these kinds of agreements is that a lot of times the champions or brokers or the people who convene various stakeholders have been grassroots organizations that exist at the state or local level. For example, in Denver an agreement was signed between the Denver public school system and the Denver police department around roles and responsibilities, and that effort was spearheaded by Padres & Jóvenes Unidos, a local grassroots advocacy organization representing parents and students in the Denver and Colorado region as a whole. They were an organization that was able to help bring everyone to the table, but also broker those types of conflicts or disagreements that may arise. There are other states and localities where that has happened as well, where we see these intermediaries or local grassroots advocacy-type organizations really leading the charge in those efforts.

Emily: I think the judicial branch has also in several places been a champion for this work. Judge Teske has done such great work in school discipline across the judicial branch and state law

enforcement and local schools to really get clear on what the definitions are, what the offenses are that warrant law enforcement involvement, and really has been a champion in this area. Judges in Nevada have played similar roles. I also wanted to reference the scenarios that Nina mentioned in those resources that were presented earlier. They have some examples of what to do in certain scenarios and also who can be a champion and lead these efforts forward in different ways.

Question 2: How much progress do you see with mental health stakeholders being included in these efforts as opposed to schools and law enforcement?

A. **Nina:** Unfortunately I think a lot of the efforts that we see right now are collaborations with law enforcement and the juvenile justice system. In terms of behavioral health officials, it is mostly school-based behavioral health officials that are being included, but not necessarily treatment providers or other behavioral or mental health stakeholders. That is an area that we would like to find additional resources or examples that we can share with folks. It is not something we are seeing as much right now even though, as we all know, a lot of the youth that are coming into contact with police and juvenile justice systems have a behavioral health need, so these folks are incredibly important to include at the table.

Emily: I think you are exactly right. There have not been many engaged in this work. I will note the [School-Based Diversion Initiative](#) based in Connecticut, which sort of helps connect youth and students with mental and behavioral health providers as an alternative to arrest. We profiled them in the Consensus Report as a partnership example, but have not focused specifically about data collection and sharing among these different parties. I would imagine in order to provide the different treatment and services, information would have to be shared. We know they have seen really impressive results in Connecticut. I think it started as a pilot and expanded, so that might be one example to take a look at.

Question 3: Is it possible for a blanket permission slip to be developed whereby information can be collected for a variety of different reasons and with agencies being able to access information without having to fill out multiple forms? The same holds true with getting student and parent permission. Is there a blanket form that can be used so that they do not have to sign multiple forms?

A. **Emily:** I think that is a really important question and it would be really helpful for agencies. We have not looked into that specifically because of the legal items that would come into play there because of the different requirements by different agencies.

Nina: I have not heard that either and I think the only reason is the potential legal implications around – maybe not the parental permission because I think schools and districts in their annual privacy notification may have something like that for parental consent – but for sharing between different agencies. There are typically specific agreements or memorandums of understanding between different agencies rather than a uniform consent or blanket permissions just because of the various legal implications. Every agency has a legal department with different stipulations and so forth. I am not aware of that and I am not sure it is possible, but am happy to look into it more.