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Letter from Dr. Walter D. Finucane, Former Chapter President of Phi Delta Kappa, to Geraldine Ferraro

Geraldine Ferraro

Walter D. Finucane

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102-44 85th Drive
Richmond Hill, LI, NY 11418
July 12, 1984

Ms. Geraldine Ferraro
22 Deepdene Road
Forest Hills, N.Y. 11375

Dear Gerry,

Thank you for your letter of June 18, 1984 in regard to my inquiry concerning a position on your staff.

At that time you probably could not have dreamed that a short time later you would become the Democratic candidate for Vice-President of the United States. We are all very proud of this achievement and of the great Borough of Queens which has now produced Governor Cuomo, Congressman Addabbo and now the next Vice-President of the United States.

If you will recall, you honored the St. John's Chapter of Phi Delta Kappa in 1979 when you spoke to us on "Violence and Discipline in the Public Schools." I have enclosed a copy of a pamphlet which we published at that time for your review.

If we can now be of help to you and Vice-President Mondale in the coming campaign, please write or call and we will do whatever we can to be of help to you and Mr. Mondale.

This campaign should be truly exciting. I am looking forward to the possibility of becoming part of it.

Best Regards,

Walter D. Finucane
Walter D. Finucane, Ph.D.
Past President
St. John's Chapter
Phi Delta Kappa
212-849-7989

DR. WALTER D FINUCANE

CS,
51

July 12, 1984

Dear Congresswoman Ferraro,

Congratulations on your selection as the Democratic candidate for Vice-President. I would be very proud to assist you and Walter Mondale to defeat Ronald Reagan

Please let me know what I can do to be of help to you.

Best Regards,
Walter D. Finucane
(212) 849-7989



Phi Delta Kappa



SPECIAL PROGRAM

Violence and Discipline

In Our Schools

Introduction

Today, approximately fifty million students join with over two million educators in thousands of schools across the country to study and to learn. Each day, almost one-quarter of the population of the United States can be found in our public schools. The American people spend over \$60 billion each year to support a public education system that has graduated in excess of 60 percent of our adult population and has produced a literacy rate far greater than most other nations of the world. While it is appropriate to recognize our successes, educators must also be aware of our problems. One of the most pervasive conditions facing contemporary education is increasing violence in the schools.

During the six years that Sen. Birch Bayh served as Chairman of the Senate Subcommittee to Investigate Juvenile Delinquency, the committee conducted numerous hearings and received testimony from more than five hundred witnesses on a variety of topics, including the extent and causes of drug abuse, runaway youth, school drop outs, the confinement of youth in detention facilities, and programs to reduce juvenile delinquency. In July, 1976 the chairman released two volumes developed by the subcommittee. These two documents, **Nature, Extent and Cost of School Violence and School Violence and Vandalism: Models and Strategies for Change** contain more than sixteen hundred pages of testimony concerning the nature of violence in our schools and various programs that can be useful in reducing these problems. Sen. Bayh's investigation concluded that acts of violence were occurring with more frequency and intensity than in the past.

An NEA poll of teachers in the 1977-78 school year concluded that more than 60,900 teachers were physically attacked by students and that 17 percent of all educators polled are in constant fear of physical attack. The poll found that, during each month of the school year, 12 percent of all secondary teachers were threatened with attacks. Currently, most school systems are suffering from a financial drain from wide-spread vandalism, burglary, theft, arson, and assault.

In New York City, the problem is particularly acute. After an extensive probe of school violence, which included a series of public hearings and input from all segments of the educational community, the City Council of New York released a report of its findings in October, 1978 which concluded that:

"Despite being the nation's leading dollar spender on school security (\$7.3 million this year) in the 1976-77 school year with a similar security budget there was 2,420 assaults, 617 robberies, 2,420 larcenies, 858 bomb threats and arson type fires, 83 sex crimes, 1,198 charges of harassment, 772 incidents of disorderly conduct and 682 narcotics related offenses."

In general, the report found the Board of Education ineffective in its security efforts and reserved special criticism for its Office of School Safety, which had "failed in its attempt to reduce violence, vandalism, and disruptive behavior."

Although vandalism and violence are escalating in the public schools, educators do not have effective means to deal with the problem. Methods available to discipline a

student effectively are limited. The traditional methods of teacher-parent conferences, suspension, and exclusion from school are temporary measures which may remove symptoms but they don't eradicate basic causes of maladjustive behavior. Finally, school officials are reluctant to file a police report on a violent child who has attacked a teacher or another student.

"Every principal wants to run a nice, quiet school," Edward Muir, UFT's expert on school security stated in an article which appeared in the October 10th issue of the N.Y. Times Magazine. According to Muir, "The last thing a principal wants is to stir up the community with a court case of teacher vs. student. To avoid that, many incidents are either hushed up or played down."

The first step in organizing a plan of cooperative action to provide alternative ways of handling the problem of school violence occurred on Saturday, January 13th, when the St. John's Chapter of Phi Delta Kappa conducted a workshop on "Violence and Discipline in Our Schools" through a grant from the

organization's national headquarters.

Panelists examined: (1) how those responsible for establishing an effective educational environment—parents, students, teachers, and administrators—can achieve this goal; (2) what services and agencies are available to assist in dealing with problem students; (3) how teachers and community leaders can help with chronic problem children; and (4) what programs can be organized to curtail school vandalism.

The guest speaker at the luncheon was the Hon. John J. Santucci, Queens District Attorney, Congresswoman Geraldine Ferraro and Nassau County Deputy Attorney and Bureau Chief of the Family Court, Mrs. Pauline Balkin, participated as special guest panelists.

The program committee hopes that the work which has begun will provide the basis for additional study and the initiation of positive programs to motivate a community to seek viable solutions to this most complex problem.



Dr. Finucane, Past-President, St. John's Chapter, Phi Delta Kappa, introduces special guests: Queens District Attorney, John Santucci; West Islip Superintendent, Dr. Paul Kirdahy; School of Education Dean, Sr. Mary Sarah Fasenmyer; Congresswoman Geraldine Ferraro and Deputy County Attorney, Mrs. Pauline Balkin.

Dr. Davis Conducts Discussion On Environment in the Schools



Chairman: Dr. Donald M. Davis, Assistant Professor, School of Education and Human Services, St. John's University

Recorder: Professor John E. Keaney, Nassau Community College, Garden City, N.Y.

Panelists: Dr. Richard Olson, Assistant Superintendent, Corrective Schools, Hartford, Connecticut

Mrs. Betty Silverman, Community School Board, District 25, Queens, N.Y.C.

Dr. Gayle Pescuma, Career Education Specialist, West Islip Public Schools, West Islip, New York

Mr. Warren Paul, Director, Citizens' Crime Prevention Project, Port Washington, New York

Mr. John Fabio, Supervisor, SPARK, Queens

Mrs. Penelope Cahn, Deputy County Attorney, Family Court, Nassau County, N.Y.

Miss Adena Bank, Student, MacArthur High School, Levittown, N.Y.

At the suggestion of the chairman, it was decided to focus attention on the ways in which those who are responsible for establishing an effective educational environment in our schools may achieve such a goal, and on how those who are responsible may be held accountable. Since there was a consensus on who was responsible for establishing the environment in question (administrators, boards, parents, etc.) it was deemed best to address ourselves to

the ways of accomplishing acceptable behavior in our schools.

Dr. Pescuma saw the problem as one of communication. She believed that the classroom teacher should reach out into the community to find resources and programs that already exist. That information should be relayed to the students. This requires teacher-initiated programs. However, teachers have limited time and energy to be devoted to such efforts, and therefore, must have supplemental aid from the total personnel of the school. This concentration of forces requires accurate and constant intercommunication among those involved. Cooperation and communication seem to be twin answers to creating an effective educational environment.

Mrs. Silverman emphasized the need for parents, as well as teachers, to listen to what children have to say. We must pay attention to, and analyze, their expressed opinions, their complaints and their questions. We must strive to achieve a close and accurate understanding of what they think. They must be approached positively. We must make time to devote to them, to find out what meanings may lie below the surface of what they say. We must probe to find out what they think and feel. We must show a keen interest in all that is important to them. If we can arouse interest in school's objectives, if we can give them an understanding and encourage acceptance of educational objectives, then we have a good chance of helping to establish a happy environment. Interested students do not vandalize or become disruptive.

Mr. Fabio suggested that we

recognize that the school is the place in which we should offer the student the opportunity to become acquainted with not only school society, but also adult society... the society that exists outside the walls of the school building. Mr. Fabio told of a visit to a school in Buffalo in which there were not only classrooms for the school children, but also, offices for community agencies that one would usually find outside in the neighborhood. Such agencies housed in the school were: senior citizens, public assistance, food-stamp distribution center and a child recreation office. This served to bring the outside world inside. It provided a more realistic world for the student who might see education as an isolated activity, the reasons for which might be obscure.

Dr. Pescuma addressed herself to the possibility that outside influences may affect the environment of the school. She gave, as an example, the case of a girl who was having difficulty relating to other students because she had a different set of values, these values inherited from her home and family. Because she came to school in other than the "modern dress," this girl was being subjected to ridicule by her fellow students. Her mother insisted that she dress according to the mother's tastes. It was through a teacher-parent discussion of the issue that alternate suggestions were proposed and the girl's problem mitigated. Dr. Pescuma believes that a teacher should permit herself to be available after school hours, within reason, to answer questions that a parent might propose because of a student having a problem that she has brought home from school. A teacher should be willing to help

students, even after "office hours". The teacher can be a source of alternative solutions, information and guidance. Guidance by the classroom teacher is a vital force in educating the student to handle both personal and academic problems. The teacher should remember that he is interested in educating the "whole child".

Dr. Paul reminded us that sometimes teachers forget that they can be effective counselors though not designated as "guidance counselors". They are the "foot-soldiers" of the school. The responsibilities of the teacher are a constant subject for discussion among administrators, parents, union representatives, and the public in general. Teachers must redefine their responsibilities. Much of their time is spent in peripheral activities (maintaining discipline, taking attendance, distributing notices, etc.) rather than in instruction of subject matter. Administrators must make attempts to lighten the burden of the teacher so that more time may be devoted to instruction. Teachers are becoming more and more locked into the classroom environment. They are becoming more and more insulated from the life-blood of the school. Teacher-training institutions should incorporate instruction in the broad field of school operation so that a teacher does not work in a vacuum, ignorant of the total picture. Again, as propounded by other panel members, there is a need for better communication among the components of the school.

Dr. Pescuma defined Career Education as a training in self-awareness. Career education is not to be confused with one of its subsidiaries, vocational education.

This training in self-awareness should start at the elementary level, be enhanced and developed as the student advances through the grades to the high school. It is in the high school that some momentous decisions have to be made... college, work, etc. Through career education the student becomes curious about educational options, occupational opportunities, and alternate roads he may follow after graduation. Students are encouraged to become inquisitive about not only their own interests, but also about the interests of others. Teacher guidance can be helpful in getting students to look ahead to the future, and to adopt a more mature attitude towards their school environment. The high school years are the years when students must be decision-makers. Their future education or occupation must be contemplated and many options surveyed and researched.

Miss Bank addressed our attention to the somewhat poor pupil-teacher relationship that obtains in the schools of her experience. She saw a remedy for this in more "rap" sessions between students and teachers, more patient listening to students, more efforts to understand what the students are trying to say. The environment in which the teacher was educated is not the environment of the student today. To achieve understanding, there must be better communication. Students are "turned off" when they are ignored, or dismissed as being immature or ignorant and inexperienced. Students will respect teachers who attempt to listen and to understand the students' problems and frustrations. Students will be more receptive to what the teacher has to offer if the teacher has the courtesy to listen to them.

Dr. Olson directed our attention to the fact that only a small percentage of students are disruptive. The remaining students are more or less displeased by deviate behavior. Every group in society has a few bad actors, a few disruptive elements. Society must change its perception of the role of the school. Consider the fact that not too many years ago eighteen-year-olds were considered to be children. Now, eighteen-year-olds may vote, own and drive cars, be drafted, and enjoy other adult privileges. The eighteen-year-old today is more sophisticated, more knowledgeable, more mature than his counterpart of years ago. We may find this difficult to accept. To prevent undesirable behavior of students requires the total cooperation of all parties in the educational process, although, on the bottom line, the responsibility for school behavior rests with the school administrators. The attitudes of the public as to the roles of school personnel have been altered in recent years. We must also realize that isolated cases of disruptive behavior - even criminal behavior - serve to crystallize public attention. We must guard against letting the public conclude that such behavior is "typical" or "normal" in our schools.

Mr. Fabio believes that a feeling of ownership, of proprietorship, of pride in their school, could be fostered and developed in students. This would lead to a decrease in vandalism and destruction.

Miss Bank brought to our attention the difficulty that a student would have if he remonstrated with another student who was causing damage or creating a disturbance. There would possibly be real peril

and vindictive retaliation. Such confrontation with the offender would not be met with a cessation of misbehavior.

Dr. Olson feels that if the staff of a school makes an effort to patrol the school plant more frequently, so as to be seen by the students, there is a good chance that the disruptive-minded student would feel less secure.

Mrs. Silverman described the Plan for Safety in the New York City Schools. She also feels that the student government in a school can be appealed to take effective measures in controlling undesirable behavior on the part of students. She also recognizes that many problems are due to lack of finances. Teachers cannot always individualize instruction in classrooms in which the students' achievements range over a span of several years. Students need motivation. They must be given convincing reasons for studying the subjects in their curriculum. Do we need more curriculum changes? More work-study programs? Should there be introduced into the school more life-related options? We must reach out into the community for help. We might enlist the aid of student leaders to help maintain discipline. We may need more pupil personnel services.

Dr. Olson referred to the tragic incident that happened recently in a New Haven school, and the fact that it focused attention on a real need. This need had to be met immediately. No long-range program would have been adequate. And so, measures were taken immediately to prevent any such recurrence. Serious incidents, though not murder, were quite common in that school. It all pointed up the fact that

the time had come to no longer hide the criminal or near-criminal incidents that occur occasionally in our schools. Recognizing this fact, some states are introducing legislation to make reporting of violent behavior mandatory.

Dr. Pescuma related the story of a school superintendent demanding more security for his school even though he had never reported an incident of violent behavior in that school. Problems will not be solved by closing our eyes to them, or by keeping the public ignorant of them.

Ms. Penelope Cahn gave a most instructive resume of the functions of the courts in aiding the schools to maintain a good learning environment. When the school's resources are exhausted, the aid of the courts become sometimes necessary. Ms. Cahn spoke fluently of the part that Family Court, the Juvenile Aid Bureau, the Probation Department and other law enforcements officers may play in the resolution of school-

related behavior problems. Her presentation was most interesting to the audience because she opened up an area of information with which few teachers are sufficiently familiar. After her talk, many teachers revised their opinions of what the courts do or can do to settle student behavior problems. The courts' actions must be contained within the laws as written by the legislative bodies.

Reflection: The audience reacted most favorably to the presentations of the panelists. This was evident by the many questions that were provoked and addressed to the Panelists during the open discussion period. There was a strong indication that there would be continuing interest in the objectives of the workshop, and a strong possibility that some seeds of inspiration had been sown. It is hoped that the schools from which the representatives came will all experience a high degree of impact that will result in a decrease in vandalism and misbehavior.

Dean Fasenmyer Greets D.A. Santucci; Dr. Finucane, Dr. Tessier Join Talks



Dr. Anello and Panelists Report On Services to the Public Schools



**Chairman: Dr. James Anello,
Acting Deputy Superintendent,
District 21**

**Recorder: Mr. Glenn Mehrstens,
Director of Guidance,
MacArthur High School,
Levittown, N.Y.**

**Panelists: Mrs. Pauline Balkin,
Deputy Attorney and Bureau Chief
of Family Court, Nassau County,
New York**

**Mr. Charles Litow,
Drug Prevention Specialist,
Director, SPARK,
Hillcrest High School
Jamaica L.I., N.Y.**

**Mr. Anthony Hernandez,
Project Manager, Cities in Schools,
Julia Richman High School, N.Y.**

**Mr. Nelson Medina,
Programmatic Coordinator,**

**Cities in Schools,
Julia Richman High School, N.Y.**

Dr. James Anello, restated the topic and introduced the panelists. In his introductory remarks, Dr. Anello outlined the difficulties in dealing with one million school children in the New York City schools. He stated that only recently have those schools turned to community services for help with problem students. Recently, the schools have turned to alternative educational programs as a means of solving the problem of disruptive students. "The old solution was to suspend kids; and if they didn't return to the school, or were not picked up by community agencies, the principals would tend to forget about them. The principals would hope they would shift out to the job market."

"High school disciplinary problems start in the elementary school and this is where we have very few services," Dr. Anello stated.

"Our purpose today is to find out what agencies are out there to help us, and how they can help us," he concluded.

Mrs. Balkin pointed out that the family court is a Civil Court, and gave a brief description of the function of the Family Court. She has spent 10 years handling child abuse cases in Nassau County, N.Y., and has also been on the juvenile delinquency and PINS court calendar.

"Many times the judge in juvenile delinquency cases will call the Protective Services Agency of the Social Services Department and will find that there has been a serious problem in the household. The girl has been sexually molested for a number of years, or the boy has been beaten frequently.

One ally teachers and administrators should use is the Protective Services Hotline. The number is 800-342-3720 for Nassau County. In New York City the number is 212-431-4680. Call them and let them do the job of finding out what's going on with that child.

Let's assume you bring a petition to the family court- a PINS petition on a child between the ages of 7 and 16. Often they have poor success in dealing with this PINS in school. We have, in Nassau County, an intake unit which can handle the case on an informal basis. The intake unit can refer the child's parents to various agencies for help; for example, crisis intervention, psychiatric or psychological centers. If intake finds these services cannot handle the case, they make a formal

petition to the court and it goes to the Family Court judge.

But you, the teacher, the principal, must cooperate and backup the petition. Bring original records to support the petition. No heresay! There must be witnesses. Come in with original records. Come in with the witnesses who saw him vandalize, etc.

We will get the finding for you. We will place that child on probation, in the shelter, in the jail, or whatever is necessary. But we need your cooperation. Also, we can ACOD a case, Acquittal on Contemplation of Dismissal, for a period of 6 months to one year with terms, conditions, and probation. The terms may be that there must be attendance at school everyday. If the boy or girl violates the terms or conditions, the case is brought in on a violation by the probation department, and then we get a finding. Also in Family Court, the probation department has an extensive program for restitution of whatever the damage has been.

Concerning the new juvenile laws in the state of New York juvenile delinquents who commit arson, rape, etc. go to criminal court as adults. In the past, the family court hearing such cases was limited to turning the child over to the Division for Youth. This gave a limit of 18 months incarceration. Now in criminal court violent offenders from 14 to 16 years of age can be given longer terms, up to 5 years.

If a child has been adjudicated twice in the family court, a 14 to 16 year old arsonist, for example, the third time the case automatically becomes a designated felony. The law is a lot tougher.

For example, we are not allowed to accept a confession of a child of 16

unless parents are present. Often, parents do not appear; therefore, the confession given to the police cannot be used."

Mrs. Balkin made several suggestions: "Don't be afraid to report a crime. Call the Juvenile Aid Bureau. They are police officers specially trained to handle the juveniles. They know their work. Get professionals to help you! Get the Protective Services Agency and the Juvenile Aid Bureau! It will make a big difference. And, word will get around your school.

Another point! The law states that PINS cannot be put in the children's shelter along with juvenile delinquents. But there are special places that they may be sent."

Mr. Charles Litow pointed out there must be preventive programs in the schools. He estimated that in one school he surveyed there were 300 to 600 out of 1,000 students who were involved in discipline problems which resulted in disruption in the classroom. He cited a booklet published in 1978 by the United Federation of Teachers, N.Y.C. on security in the schools. He stated that 26 out of the 27 pages discussed legal, procedural, and organizational considerations. "Only one page dealt with the issues of human relations and behavior, and how to deal with it," he emphasized.

"I perform a service in an urban high school. It is paid for by the State of New York, and the funds come from the Office of Drug Abuse Services started in 1971 to focus specifically on those young people who have had some drug or alcohol use.

We have discovered that the alcohol and drugs are symptoms of bigger problems which have to do

with home, family, or peer problems. If one could use techniques to get into those areas, one would uncover a wide range of home related problems.

The biggest problem one finds is that it is difficult to get the people involved to confront the problem and talk about it. Teachers, for example, do not want to label a child; therefore, they do not wish to talk about the child's problem. One teacher, unable to cope with a disruptive child, told the child she had 'bitchy' behavior, and the child walked out of the room. This left the teacher and the child frustrated. The problem was how to turn this situation around so that a working relationship could be established.

There was another situation in which a child was in the principal's office. His father was there, and the principal told the student that there's no point in your being in this school anymore. The child said, 'Yes, there is.' The principal returned with, 'Well, you're not going to finish school.' Then the child walked out of the room, and I was called down into this situation.

Some methods of handling situations like these may be found in a program developed by Thomas Gordon, University of Chicago. It is called *Teacher Effectiveness Training*. Also, one-half of William Glasser's books on *Reality Therapy* deal with people's behavior.

I recommend you identify those people on staff who perceive a need to work with the problem of behavior. Also, you may contact a human relations specialist. In New York City, there is the SPARK program. Outside the city, I am working with a consulting firm called *Peer Concepts* in Glen Cove. Also, you have to

make an inventory of the supportive agencies available in your particular area. For example, I use anything from family court to Catholic Charities, to local hospitals, to local offices of drug abuse services. I will use private and public counselling agencies.

The last thing you have to do is to get political support, and write some proposals. The City of New York has this program, SPARK. People get together and wrote a proposal and got funds to start SPARK. You are going to have to do these things.

There are models around similar to the N.Y.C. SPARK program. There is an alternative center in Manhattan called the DOOR. It has federal and state monies. It is between 18th and 19th Streets on 6th Avenue. The phone number is 691-6161. Go to see this model. These programs focus on people's behavior. Such focus has been emphasized in only the last 8 years. SPARK stands for School Prevention of Addiction for Rehabilitation and Knowledge."

Mr. Anthony Hernandez stated:

"The main object of the Cities in Schools project is to take existing services and integrate them within the school; for example, welfare, food stamps, housing, employment services, youth board workers.

In our program we take 120 ninth grade students and 40 tenth grade students. We divide these into homeroom classes of 40 with four supportive workers. Each supportive worker has ten students. To build a relationship with our students we must make home visits and are involved with recreational and educational activities in many schools. We try to build a trust be-

tween the students and staff. If, for example, one student in my case load has to go to Family Court, I go with the student and his parents to family court, or I would send my social worker to represent the student and the family.

Social workers are scheduled to go to kid's classes as educational assistants and to help with various problems. For example, if a student is sleeping in the back of the class, the social worker may find that a personal problem at home is causing this. The worker would counsel the student, and make a home visit to try to resolve the problem by finding a solution with the family--rather than just give advice."

Mr. Hernandez related the history of the development of the Cities in Schools concept from the 1960's through the early 1970's. Throughout this period the emphasis was on the use of external resources by the schools. "As these different concepts were tried, people felt that the focal point for help should be in the school, not out of the school."

"The current project started in Julia Richman High School in 1974. In 1978, we have personnel from city agencies. We have social workers who come from the HRA, and youth workers from the Youth Board. We can call in a representative from parks and recreation. We get involved in component meetings; that is, meetings of social workers, meetings of youth workers, etc. We also have general staff meetings when we deal with building concepts, ideas. etc. We also have family meetings where the four workers sit down and plan different types of activities for the school year."

Mr. Medina explained that, as a Programmatic Coordinator, he plans and programs activities for students which take place during and after school.

"I do this with two ideas in mind. We have a course which is a career course given to the students in the beginning of the year. In relating activities to career opportunities, we have taken trips to Con Edison, the telephone company, I.B.M., and other services. The other idea also in planning programs is to develop a personalization between the staff and the student. We do this by being involved in different types of activities in school as well as out of school."

"Many of the students have attitudes that, 'How can I develop a personal type of relation with a teacher, if I only see the teacher during school hours?' Well, we said if we take activities and program them also after school, you have a teacher involved with a student after school. Therefore, this gives the student more attention. The teacher and the student are involved in afterschool basketball games, paddle ball, ping pong, and various other types of sports. This helps develop a relationship where a student can hopefully open up to a teacher and discuss certain problems that a student may be having at home, or a personal problem the student may be having. Basically we have not only activities outside of school, but speakers coming into the school. Generally I like to plan to have speakers come from supportive services. Since most of our students are Black and Hispanic, they can relate better to the Blacks and Hispanics who work in supportive services."

Glenn Mehrstens concluded:

"Vandalism, discipline, affects all of the schools in all of the situations, be it urban or suburban. It affects all of the people in the school. We have to be involved. I hope you will bring back to your schools the fact that the principal, the dean of discipline, the assistant principal, and the teachers should not only be involved in his or her own situations, but also they should become involved in the discipline situations that touch them. Every member of the school should be aware of behavioral problems, and should be involved in some way. There has to be less working in a vacuum. The teacher handling discipline in the classroom by himself or herself, or the assistant principal handling discipline in his office are examples of this. There has to be more coordination. In most schools, the assistant principal has to get out of his office and has to contact those experts in the schools who can help work out the problems that the misbehavior created. My own experience has been that we should try to have coordination in solving a misbehavior problem. We bring the school experts together, be it psychologist, the teachers, be it the social worker, be it guidance counselor, be it a truant officer, be it a nurse.

We bring these people together to gather the facts of the misbehavior that took place. Then we develop a plan of action. After that we bring in the parents, and outside agencies. Bring in the parents as often as you can when the situation allows it.' I would suggest that after the initial fact finding experience, bring in the parents and discuss with them the facts, and discuss with them the

plans of action that you have developed.

Also, don't be inflexible at those parent meetings. You might have come up with a beautiful plan, but discussions with parents may reveal new information which may cause you to alter those plans. Finally, get away from departmentalization of problems. Get into communications, get into coordination, and get into involvement."

Dr. James Anello in summation stated:

"In speaking recently with a lawyer friend of mine, I stated that we educators stand in *loco parentis*. My friend said, "If you think you stand in *loco parentis*, you're loco." We really are facing difficult times. When it comes to discipline and discipline cases in the schools, and the legal aspects of them, you have to have witnesses, you have to have parents present; and sometimes I feel, you have to have a lawyer at your side. One of the things we should be considering is to have school districts consider getting a legal expert on the staff who would be available as soon as a case pops up. He should be able to get over to the school and sit with the principal so that things are done right and done carefully.

Having been in situations where you are in the heat of something and are deeply involved in it, and have to act quickly, you really need at that time a trouble-shooter from the district or some office who will come in and give you a hand, and to keep you from putting your foot in your mouth. You could wind up in more trouble than the person who is causing the problem.

One other aspect of it--most of the services and agencies are dealing

with the older child. The older discipline problem is more visible, and therefore, it gets more attention. We in the elementary schools have discipline problems. In my case, I have a Title One school. Out of the 800 students we have about 60 or 70 whom we might consider hard core, long-range discipline problems. And, every year we have been handling them the same way. You know, suspensions, and hollering, and getting the parent, in, etc. All the while keeping them in classes of 32, so that if one of the 32 wants to get attention he has to kick somebody to get it.

We finally decided this year to move all these cases in mini-classes. We have put a mini-class on each grade level. We have taken a maximum of 20 children from each grade and put them in one wing of the school. When we did this, we discovered the real problems of the misbehavior. The children were either immature, had learning problems, visual perception problems, and the like. These children were not bad, but were having a hard time.

These children in the lower grade were having problems in school because they were not having any success. So we developed a success-oriented program. We staffed these classes with teachers who have two qualities--consistently and follow-up, and who had the concept of success orientation. These teachers understand how to set up patterns of work. For example, we will not accept any page of work unless it is properly headed--name, right, date, etc. We concentrate on getting the child to set up his own routine. One object of these classes is to get the child out of it as soon as possible. We teach the kids how to operate in a

successful manner. Now, these are our most successful classes.

In the upper grades we use outside agencies to help with our older problem students."

After Dr. Anello's comments there was a question and answer period. During this segment of the session, Mrs. Balkin re-emphasized the use of Protective Services to bring a petition to court in cases of a serious nature.

Mrs. Balkin: "A family court judge has the right under Section 251 to remand the child to the medical center for psychological or psychiatric workups. In some cases when the judge feels it is warranted, and the parents are not cooperative, he may appoint a law guardian who will investigate, visit the home, and make a report on the case. Also, in Nassau County, every school district has an attorney. Call the school attorney. He should be available for help with problem cases. Also in Nassau you can call the Family Court-292-6038. We have Law Department. Ask for Mr. Mahon or Mr. Berger. Tell them of the problem in the school. You will get an answer."

Dr. Anello remarked:

"I'd like to mention the service which Mr. Santucci has in Queens (N.Y.C.). Mr. Santucci has a service where if a teacher or an administrator is involved in a case there is a **Witness Alert** service. If the case comes to trial on a certain day--only when the defense, the prosecutor, the judge, and the defendant are ready--at that time they will call the teacher to come to court. And the teacher's testimony gets primary concern so that he can return to school as soon as possible.

Here are the phone numbers that were given to you earlier:

Hot Line 800-342-3720
in N.Y.C. 212-431-4680
The DOOR 691-6161
Law Dept. in Nassau
County 516-292-6038

Mrs. Balkin stated:

"I will mark all subpoenas to school, subject to phone calls, as I have done with doctors who must appear to testify. So, if you are to testify we will call you when the case is ready for hearing. But sometimes, it is helpful to talk to a teacher before he is to testify."

Dr. Wallace Outlines Program To Curb Violent Behavior

Chairman: Mr. Joseph W. Dickson,
Guidance Counselor, Division
Avenue High School, Levittown

Recorder: Mrs. Rosemary Varade,
Vice-President, School of
Education Alumni Association

Panelists: Dr. Arnold Wallace,
Assistant Principal, W. Tresper
Clarke High School, East
Meadow, L.I.

**Mr. Leon Bank, Psychologist,
Baldwin Public Schools**

**Mr. Robert Hughes, Probation
Officer, Nassau County
Mr. Thomas J. Mulcahey,
Teacher and Attorney**

**Congresswoman Geraldine
Ferraro, United States House of
Representatives, 9th Congressional
District**

Dr. Wallace suggested that the schools form work study programs and provide special activities for



students who can not be mainstreamed. Disruptive students would be moved into the special school. He suggested a dialogue between our expectations and what we can expect the child to achieve. These goals should be communicated to the parents. He concluded by noting that schools in suburbia are aware that a small percentage of students are disruptive.

Mr. Leon Bank began his discourse by stating that violence has been pervasive in our society and, therefore, in our schools as well. He discussed the traditional methods of dealing with problem children—detention, suspension, exclusion, referrals to counselors and other agencies—and concluded that administration is limited in its options and can no longer rely on these methods. Innovative programs which are preventive in nature should be developed. He suggested the following remedies:

1. Hot lines can be created to deal with runaways so that the child is apprehended immediately.

2. A “crisis classroom” should be established where a specially trained teacher deals with the problem in a rigid, controlled atmosphere. (He noted that a pilot program now exists in Glen Cove.)

3. Educators must adjust the environment of education to meet the individual needs of each student.

4. The mass media has presented the connection between a child who has been abused and the tendency for this child to act out his aggressions by attacking teachers and students.

Mr. Bank also noted that many teachers need help themselves because of the constant stress of a most difficult job. He suggested that teachers become aware of their inability to cope with some situations and to seek help when necessary. He mentioned a program in Chicago as worthy of consideration.

In conclusion, Mr. Bank stated that the approach must be changed from a punitive to a preventive one if anything is to be done about violence in our schools.

Mr. Hughes stated that society has a poor perception about the amount of violence actually present in the schools. He feels that the number of juveniles committing violent acts is small and recommends a book by Charles Silberman, *Criminal Justice-Criminal Violence*. His new book gives us his best judgement on how to reduce crime without turning law enforcement itself into a criminal denial of our basic rights. Mr. Hughes concluded that the picture is not as bleak as we think.

Mr. Hughes then made a brief summary of what has happened in Nassau County:

1. The number of PINS (Persons in Need of Supervision) referrals increases each year as do Juvenile Delinquency referrals.
2. The schools are turning more to the courts than in the past.
3. Nassau County Probation Department supervises more offenders who were on probation than in any prior year.

Commenting on the work being done by the Probation Department, Mr. Hughes stated: "We frequently look to the courts to solve all of society's problems and are disappointed when they don't. The Criminal Justice System is dealing with the symptoms of those social ills and should not be expected to work miracles of reform and prevention." Then, he made a few suggestions:

1. Don't be afraid to use the services of the courts.
2. Begin in first grade to identify potential problem children and help them as soon as possible.
3. Report violent acts in the early years. Offer a curriculum suited to the needs of these children.
4. Use community service agencies wherever possible to deal with

these young children. Get tough with problem children.

5. Follow up on referrals to deal with these young children.

He concluded by emphasizing the point that there should be a closer liaison between the courts and the schools.

Mr. Thomas Mulcahey stated that his experience as an attorney dealing with the court system in Suffolk County has been unsatisfactory, but he hoped that changes would occur soon. As an educator, he noted that in recent years children have become more physically aggressive.

He then suggested several approaches to resolve the problem:

1. Provide some physical outlet and encourage participation in sports- even for those with limited ability.

2. As early as possible, identify and deal with children who are violence prone.

3. Keep accurate anecdotal descriptions of all violent actions. These records are essential should a court referral be necessary at a later date. Evidence is essential. "You must have a record on the child to proceed against him."

4. Let people in the school system know about the past actions of the child. A cumulative, anecdotal record system is essential as a student moves through the school system so that each teacher knows in advance the strengths and weaknesses of each student.

5. Utilize peer and family pressure. People and parents should be aware of what is happening in the schools.

Congresswoman Geraldine Ferraro spoke about her work as the Bureau Chief of the Special Victims' Section of the Queens District Attor-

ney's office and of her career as an elementary teacher before she became an attorney, a prosecutor, and a member of the House of Representatives for the 9th Congressional District in Queens County.

Congresswoman Ferraro stated that she believed people who act out their aggressions are, or, at one time, were victims themselves. She, too, emphasized that teachers must not be afraid to work cooperatively with the prosecutors and the courts.

"Teachers must record, identify, complain, and be willing to testify in court, if necessary," she concluded.

As others had mentioned previously, Ms. Ferraro also urged early identification and cooperation with social agencies as essential elements of any program to control violent school behavior. In conclusion, she urged an interdisciplinary approach to the problem which would actively involve teachers, parents, counselors, administrators and the courts.

Questions and Answers

1. Q. Is there any legal liability for a teacher if a comment is recorded on a permanent record card?
A. No, provided that there is documentation of any allegation! Use care in use of terminology. Record, but don't make any judgements.
2. Q. What occurs when a youngster is 16 years old?
A. Not much can be one! The offender will often be sent to jail. It is frustrating because the student could have been helped early; however, psychological services cannot be provided without a parent's consent. Often parents will refuse

to allow their child to receive this help. If a child is brought through the court system, however, a judge can order that he or she receive these needed services. This is often helpful.

3. Q. Can any comments on permanent record cards be removed by the parent?
A. No! The only case where this could occur would be if a libelous statement has been made, or if there is no substantiation of the allegations included in the record.
4. Q. Who keeps these records in the school?
A. The records are in the child's cumulative record folder in the Guidance Office.
5. Q. Can a teacher be called upon to testify about what is contained in a folder?
A. Yes! If the teacher is involved in the specific incident which has been recorded, he/she can be required to testify.



Dr. Kirdahy Addresses Luncheon Audience

Panelists Report on Methods To Control School Vandalism



Chairman: Mr. Lawrence Burke, President, School of Education Alumni Association

Recorder: Mrs. Constance Baer, Secretary, School of Education Alumni Association

Panelists: Mr. Albert Renken, Principal, W. Tresper Clarke High School, East Meadow

Mr. Warren Paul, Director, Juvenile Justice and Youth Advocacy, Port Washington

Miss Arlene Nehlsen, Project Director, Citizen Crime Prevention, Port Washington

Mr. Charles Triolo, Director, KARE, Suffolk County

Mr. Charles Kephart, Co-Director, KARE, Suffolk County

Ms. Ann Irvin, Executive Director, Nassau County Youth Board

Mr. William Terenzi, Freeport, Youth Outreach Project

Mr. Charles Litow, Drug Education Specialist, Hillcrest High School, Jamaica.

Panel 4

Panel 4 What programs can be organized by boards of education, administrators, teachers, parents, community leaders, students, and public officials to curtail vandalism in our schools?

The chairman, Larry Burke welcomed everyone and introduced Dr. Albert Renken, Principal of W. Tresper Clarke High School, East Meadow. Dr. Renken addressed the panel and audience to the topic question by describing a program which was put into effect in his school district in response to specific acts of vandalism.

The program was rather simple and involved the following steps:

1. Once the school administrators realized that a serious problem did exist (ex. truancy, vandalism, etc.), the problem was presented to the public at large. Dr. Renken interjected the comment that this was hard since many people don't want to acknowledge problems in spite of the youngsters realizing it. (When flack is received, it's the school that bears the brunt.)

2. In this particular East Meadow School community, the school involved probationary measures, the court, and social agencies. The school had to take a stand by making youngsters aware of exactly where they stood.

3. Therefore, a set of rules and regulations (limits) were devised. The idea being, "If you don't know the rules, you can't play the game." An example of a guideline that was used was to check lockers. During the first year of the program, thirteen arrests were made for drug possessions.

4. The civic association was involved for alcohol users. The school administration essentially sent out a letter to local merchants, School Board, P.T.A., etc. The local merchants were asked not to sell during school hours. Children were made to realize that they would be the victims if they did not conform.

At the present time vandalism occurs only in the evenings. With the aid of county police, those wandering around without school-related activities are arrested.

Second speaker, Mr. Warren Paul, of the Juvenile Justice and Youth Advocacy of Port Washington, had intended to show a film about vandalism. In lieu of this, a briefly informative commentary was out-

lined by Mr. Paul. The problem of vandalism was identified as a personal crime. Therefore, the youngsters are getting involved in programs which will enable them to experience pride in their community. Through various projects, the youth involved in encouraged to contribute in some way to a worthwhile project. (For example, painting a public building, perhaps the school, etc.)

Ms. Arlene Nehlsen, who is currently the Director of Citizen Crime Prevention, Port Washington, explained that the program is funded by a HUD grant. Between 14 to 93 members belong as citizens not merely members of a group. From her experience with recent polls, the population for the most part, do not want punishment. Because of this, the notion of crisis-orientation centers seem more acceptable. The recurring theme that the citizens group deals with is that community crime prevention presupposes community in the true sense of the word. Through this group, peer counseling programs, restitution policies and meditation by lay citizens who employ a "no fault" clause deal effectively with the problems that arise in this Port Washington community.

The discussion now turned toward looking at vandalism in a community shopping mall from a brief description of an incident which sparked a new program, KARE- an acronym for Knowledgeable Action to Restore the Environment. Mr. Charles Triolo, Director of KARE, Suffolk County and Mr. Charles Kephart, Co-Director, told the panel and audience of how people in the community became interested in the environment as well as the problems of vandalism after a roof of a

building had fallen in and children were using it as a hang-out. Project KARE looked at the vandalism, went to the student body of the schools in the community and received input to devise curricula particularly concerned with the environment. The building was eventually demolished and program interest has led to positive, caring attitudes toward environment both by youngsters as well as adults (parents and merchants).

Ms. Ann Irvin, Executive Director of Nassau County Youth Board stated quite succinctly that as in her case, many communities are multi-ethnic, and this is not being recognized. There has to be an acknowledged recognition that each nationality contributes to the community. There has to be increased amount of volunteerism because, quite simply, there will never be enough funds to

have more programs created. Interested community-minded people will have to go out and look for others to recruit. Curricula, etc. need restructuring because people are basically willing to educate and volunteer, etc., for community service projects. In one Nassau County community, the senior citizens met with youngsters to speak of problems and needs. This kind of thing leads to a healthy appreciation of differences.

In closing, a member of the audience, Mr. Bill Terenzi, a street worker for project OUTREACH in Freeport, added that rules have to be on a person-to-person basis. Children have to have some input into it. The child, teachers and all other adults have to work together.

There were no questions asked publicly of the panel members, Mr. Larry Burke thanked everyone for their participation.

Conclusions

If problems of school violence are to be solved, teachers, administrators, parents, and law enforcement officials must work together. That is the basic message which emerged from the St. John's Chapter's workshop on "Violence and Discipline in the Schools."

"It's time to stop our 'head in the sand' approach to school violence," said luncheon speaker John J. Santucci, Queens District Attorney. "We must accept the fact that school violence is there - and deal with it." Santucci outlined his office's efforts to help high school officials cope with student violence. Under the new Teacher Alert Program, a teacher who is a victim of an assault is put on "call"- and remains in school until he or she is needed to testify in court. Students benefit by the teacher's presence in the class-

room and the teacher doesn't spend a day in court only to find that the case has been postponed,

Santucci spoke of the need for punishment of violent students. "It becomes a horrible joke if a kid can go back to school saying, 'Ha, ha, you can't do anything to me.' For a student guilty of a minor infraction, the Second Chance Program offers an alternative and at the same time shows the student that his actions do have consequences. Santucci explained that under his program, the student must agree to stop his lawlessness, to pay for property damage, and to report to the court for a given number of days for work without pay.

Panelists in the workshop concluded that curtailing violence in the public schools must be preventive

and punitive. Recommendations to prevent anti-social behavior emphasized the following priorities:

1. The early identification of violence-prone children in the elementary grades is essential. The legitimate duties and responsibilities of the parent, the child, the school, and the community are philosophical and legal questions requiring careful study. The organization of alternative education programs as a means of meeting the needs of disruptive students may be required.

2. Classroom teachers at all levels must reach out into the community to locate resources and programs to aid the child. Agencies which provide services include drug and alcoholic prevention, senior citizens, public welfare, teenage employment, and several criminal justice services. Funded programs such as SPARK, DOOR, VISTA, Cities in the Schools, Peer Concepts, Community Youth Councils, and Outreach- to name a few- should become better known and their services utilized. The publication of a booklet giving information on the activities of these groups is being considered as a follow up activity by the committee.

3. Educators must open up lines of communications with students. Methods and materials which were effective in past decades will no longer suffice. The environment in which many educators received their training is not the milieu of the school today. To achieve better rapport with young people, there must be a desire for adults to listen to what youths have to say and to evaluate the motivations for their actions.

4. Educators must become more aware of their varying ability to

cope with stress. The availability of counseling for teachers who are having difficulties with the constant pressure of a most demanding profession is a field where little work has been completed. The establishment of services to aid teachers is worthy of further study.

Where preventive measures appear inadequate, law enforcement agencies can be of assistance to the schools. A school must not allow a small minority of violence-prone young people to deny to the majority their right to a good education. Participants in the workshop cited the following priorities:

1. Administrators must be encouraged to report and deal with all violent action in a school. Their trying to ignore or minimize the extent of anti-social behavior needs to be discouraged. Recognizing this reality, some states have passed legislation to make the reporting of all violent acts as mandatory. An unwillingness by some administrators to recognize and to cope with student violence has been cited by teachers and public officials as one reason for a lack of adequate discipline in many schools.

2. Teachers, too, must be willing to evaluate their performance regularly. Programs to acquaint teachers with new methods and materials must be sponsored. Continuing education is necessary.

3. The need for teachers to keep careful anecdotal records of the behavior of children, without interpretation, and the development of cumulative record files is essential. Record keeping should begin in the elementary schools. A system should be established to provide teachers with basic data on all children before they enter a class.

4. Educators at the workshop indicated their lack of knowledge of criminal law. Schools of Education should evaluate carefully the inclusion of course work in criminal law for all prospective teachers. Workshops for teachers in service to acquaint them with the laws which affect them would be most beneficial.

5. Although school security was not discussed at the workshop, recommendations that administrators should provide leadership in coordinating and directing of a school security program were discussed by Dr. Josephine Gemake, Assistant Professor of Education, St. John's University in the Winter issue of *Impact*, the official publication of the New York State Association for Supervision and Curriculum Development. Also, the Education Committee of the City Council of New York has made recommendations to restructure the Office of School Safety of the New York City Board of Education. While the use of security guards is not prevalent in Nassau or Suffolk, several school districts are beginning to consider this option.

6. School districts should obtain the services of an attorney who has special expertise in criminal law to provide on-the-spot advice to teachers and administrators. Also, a "hot-line" to the prosecutor's office, or the assignment of a detective from the local precinct to work directly with the school would be of value.

7. A committee of interested teachers, administrators, and public officials is being organized to develop model programs to implement some of the ideas discussed in the workshop. If you are interested in

assisting this committee, please contact Dr. Tessier or me for further information.

In retrospect, as we attended various workshops and spoke to participants, it became very clear that panelists and guests were well prepared and sincerely interested in resolving the problem of violence in the public schools. Although much work remains, it is our belief that enough seeds have been planted to reap a rich harvest. Members of the committee will continue to work closely with distinguished public officials, community leaders, educators, teacher, and parents.

We invite you to help us as an aroused, informed community is our best hope of resolving this pervasive problem. Plans to organize additional programs to implement ideas discussed in the workshop are now being explored with leaders in

This Is Phi Delta Kappa



St. John's Chapter Special Project



Dr. Finucane and Dr. Tessier confer with D.A. Santucci.



Congresswoman Ferraro and Dr. Kirdahy discuss the conference.

education, public service, and the community.

Your assistance would be most sincerely appreciated. If you have an idea or a program which you would like to share with the committee, or if you would like to assist us in any way, please contact a member of the committee. Address communications to Phi Delta Kappa, Special Project, P.O. Box 9, Levittown, N.Y. 11756.

Finally, we express our gratitude to the Hon. John J. Santucci, Queens District Attorney, Congresswoman Geraldine Ferraro, and Deputy County Attorneys, Mrs. Pauline Balkin and Mrs. Penelope Cahn, who

came to speak at St. John's because they believed that resolving the problem of violence and discipline in the public schools must become a top priority for all citizens. Certainly the committee shares their concern.

The committee shall continue to work diligently in cooperation with dedicated public officials, educators, students and community leaders to organize a model for cooperative action to curtail violence and vandalism in our schools.

Dr. Walter D. Finucane
Program Director
Dr. Joseph Tessier
Assistant Director

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