01 A colorful handout, ready for paper

UNICEF | PDF page 1 | Complete page shown on both sides

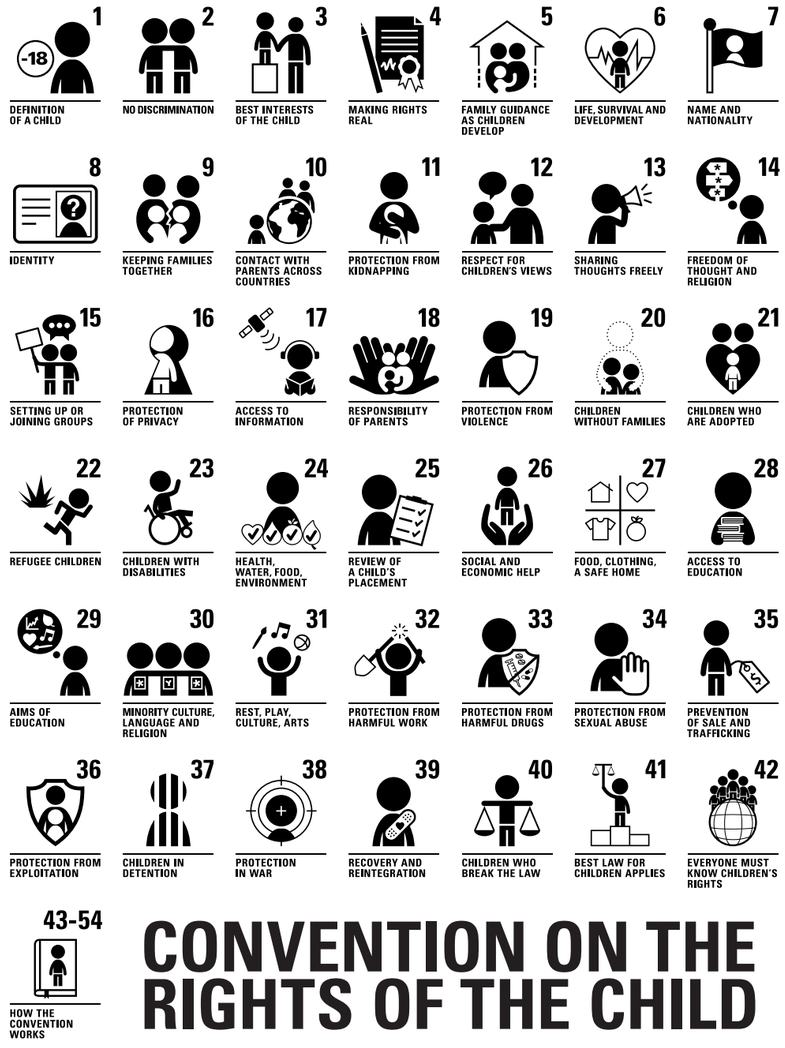
83%

LESS ESTIMATED INK COVERAGE

ORIGINAL



PRINTLIGHT / DEFAULT



Colored panels become white while the icons and labels remain visible.

Percent = reduction in summed CMYK coverage for this exact page, rounded to a whole percent; not measured cartridge use. Frozen October 23 benchmark; no crops or retouching.

Source: Convention on the Rights of the Child: children's version

OPEN ORIGINAL PDF

02 A lighter public-health poster

Centers for Disease Control and Prevention | PDF page 1 | Complete page shown on both sides

76%

LESS ESTIMATED INK COVERAGE

ORIGINAL



PRINTLIGHT / DEFAULT



Colored banners and the blue background clear; the five instructional illustrations remain.

Percent = reduction in summed CMYK coverage for this exact page, rounded to a whole percent; not measured cartridge use. Frozen October 23 benchmark; no crops or retouching.

Source: Stop Germs! Wash Your Hands

OPEN ORIGINAL PDF

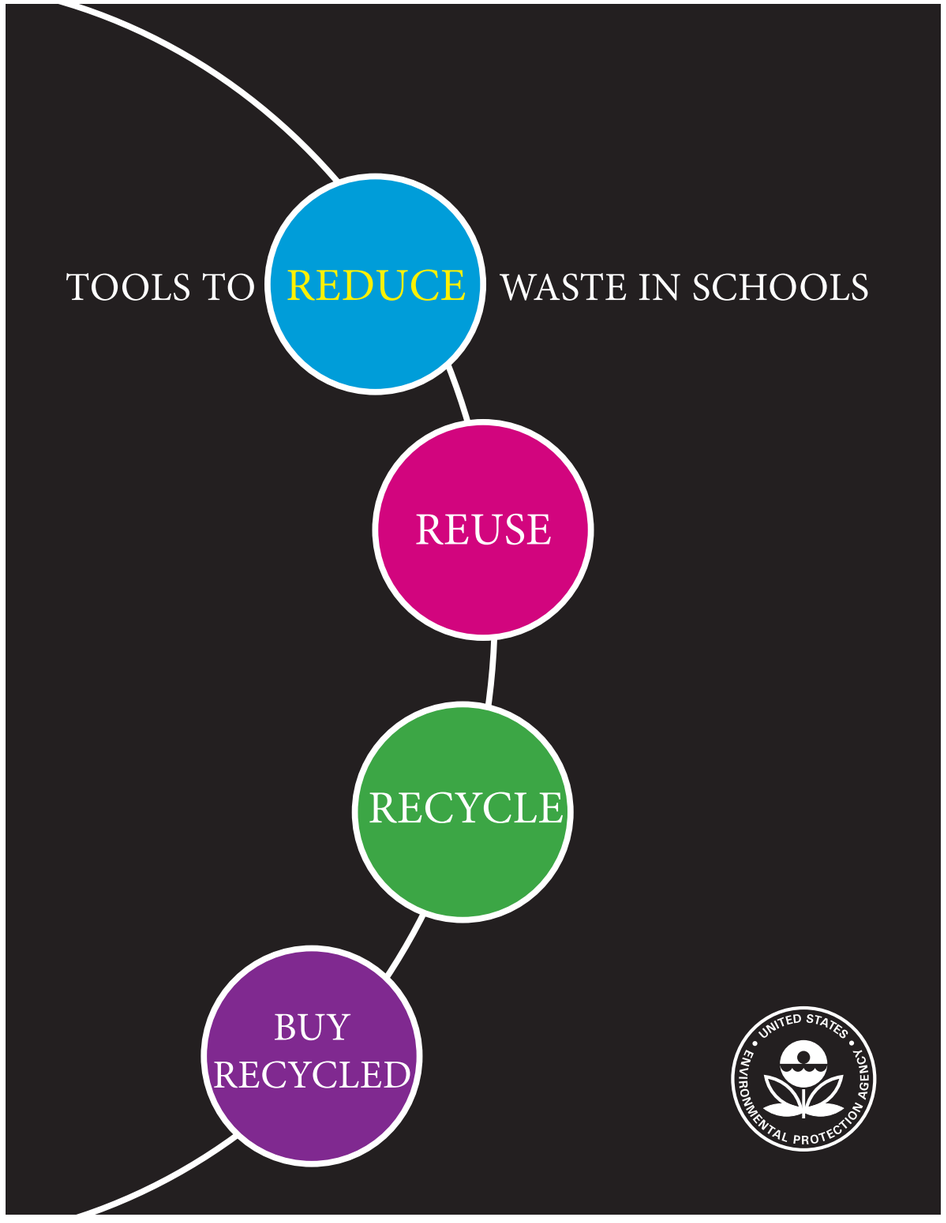
03 A dark cover becomes a white page

US Environmental Protection Agency | PDF page 1 | Complete page shown on both sides

83%

LESS ESTIMATED INK COVERAGE

ORIGINAL



PRINTLIGHT / DEFAULT



The large dark background clears while the colored circles, lettering and EPA mark remain.

Percent = reduction in summed CMYK coverage for this exact page, rounded to a whole percent; not measured cartridge use. Frozen October 23 benchmark; no crops or retouching.

Source: Tools to Reduce Waste in Schools

04 Keep the instructions; lighten the framing

World Health Organization | PDF page 1 | Complete page shown on both sides

49%

LESS ESTIMATED INK COVERAGE

ORIGINAL

PRINTLIGHT / DEFAULT

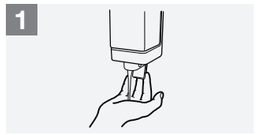
How to Handwash?

WASH HANDS WHEN VISIBLY SOILED! OTHERWISE, USE HANDRUB

Duration of the entire procedure: 40-60 seconds



0 Wet hands with water;



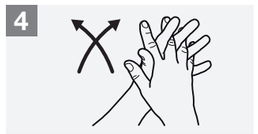
1 Apply enough soap to cover all hand surfaces;



2 Rub hands palm to palm;



3 Right palm over left dorsum with interlaced fingers and vice versa;



4 Palm to palm with fingers interlaced;



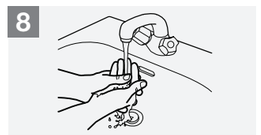
5 Backs of fingers to opposing palms with fingers interlocked;



6 Rotational rubbing of left thumb clasped in right palm and vice versa;



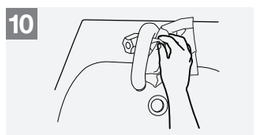
7 Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa;



8 Rinse hands with water;



9 Dry hands thoroughly with a single use towel;



10 Use towel to turn off faucet;



11 Your hands are now safe.

World Health Organization | Patient Safety — A World Alliance for Safer Health Care | SAVE LIVES Clean Your Hands

All reasonable precautions have been taken by the World Health Organization to verify the information contained in this document. However, the published material is being distributed without warranty of any kind, either expressed or implied. The responsibility for the interpretation and use of the material lies with the reader. In no event shall the World Health Organization be liable for damages arising from its use.

WHO acknowledges the Hôpitaux Universitaires de Genève (HUG), in particular the members of the Infection Control Programme, for their active participation in developing this material.

May 2009

How to Handwash?

WASH HANDS WHEN VISIBLY SOILED! OTHERWISE, USE HANDRUB

Duration of the entire procedure: 40-60 seconds

0 Wet hands with water;

1 Apply enough soap to cover all hand surfaces;

2 Rub hands palm to palm;

3 Right palm over left dorsum with interlaced fingers and vice versa;

4 Palm to palm with fingers interlaced;

5 Backs of fingers to opposing palms with fingers interlocked;

6 Rotational rubbing of left thumb clasped in right palm and vice versa;

7 Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa;

8 Rinse hands with water;

9 Dry hands thoroughly with a single use towel;

10 Use towel to turn off faucet;

11 Your hands are now safe.

World Health Organization | Patient Safety — A World Alliance for Safer Health Care | SAVE LIVES Clean Your Hands

All reasonable precautions have been taken by the World Health Organization to verify the information contained in this document. However, the published material is being distributed without warranty of any kind, either expressed or implied. The responsibility for the interpretation and use of the material lies with the reader. In no event shall the World Health Organization be liable for damages arising from its use.

WHO acknowledges the Hôpitaux Universitaires de Genève (HUG), in particular the members of the Infection Control Programme, for their active participation in developing this material.

May 2009

Gray instruction panels and the colored footer clear around the handwashing illustrations.

Percent = reduction in summed CMYK coverage for this exact page, rounded to a whole percent; not measured cartridge use. Frozen October 23 benchmark; no crops or retouching.

Source: How to Handwash

OPEN ORIGINAL PDF

05 Quotation panels without solid color

Quakers in Britain | PDF page 6 | Complete page shown on both sides

48%

LESS ESTIMATED INK COVERAGE

ORIGINAL

Cultivating relationships

We group the practices of peace education according to four complementary aims:

- Individual wellbeing and development ('peace with myself');
- Convivial peer relations ('peace between us');
- Inclusive school community ('peace among us'); and
- The integrity of society and the earth ('peace in the world').

'Peace with myself': Taking care

A pedagogy for good relationships begins with young people's relationship with themselves, inviting them to explore what matters to them, what is good in them, what they need to be well, and what others may need from them to be well.

As the mental health of young people comes under increasing strain, students, parents/carers, and teachers are calling for a greater emphasis on wellbeing in formal education, an appeal that bears on both what is learnt and how. By integrating social and emotional learning into the school day and establishing an environment of collaboration and appreciation, peace education supports both students and staff to develop more self-aware, self-affirming relationships with themselves.

Research shows that when students perceive that their peers support them and that their teachers believe in them, they are more likely to develop their emotional literacy, empathy, and self-esteem. Schools that successfully enhance student wellbeing tend to see less disruption in the classroom and greater engagement in learning. Emotional health is also a powerful predictor of life satisfaction in adulthood, more so than is intellectual development, for example.

Sustainable Development Goal 4.7 aims by 2030 to ensure that citizens worldwide develop the knowledge and skills necessary to promote sustainable development, including through education for a culture of peace and non-violence.

'Peace between us': Working together

An essential task of education is to support young people to cultivate good relationships with one another, such that they learn to discern common needs, negotiate divergent wants, and handle conflicts when they arise. A measure of healthy peer relationships may be found in how welcome individuals feel at school, how appreciated by each other they feel, and how willing they are to care for one another, for example.

The UK should 'include the subject of peace education and human rights as a fundamental subject in the education system' and 'intensify its efforts to tackle bullying and violence in schools, including by teaching human rights, building the capacities of students and staff members to respect diversity at school, [and] improving students' conflict-resolution skills…'
UN Committee on the Rights of the Child

Of particular concern to parents/carers, teachers, policymakers, and especially students themselves, are the corrosive influence of bullying and sexual harassment on wellbeing and learning. Fights are also common in many schools, as are exclusive cliques and identity-based prejudice. A pedagogy for peace persistently encourages peer relationships of kindness and mutual appreciation. Facilitated learning in circles, for example, can cultivate more respectful patterns of relating while enhancing capacities for complex thinking, self-expression, active listening, self-discipline, and leadership, according to research.

When conflict arises, students are challenged and supported to handle it well, thus developing their emotional self-awareness and regulation, social skills, and accountability before others. Peer mediation schemes, in which students are trained to mediate their own conflicts safely, have been shown to be highly effective and popular among staff and students alike. The fairer relationships that result bring multiple benefits to young people, not least in stronger academic attainment.

PRINTLIGHT / DEFAULT

Cultivating relationships

We group the practices of peace education according to four complementary aims:

- Individual wellbeing and development ('peace with myself');
- Convivial peer relations ('peace between us');
- Inclusive school community ('peace among us'); and
- The integrity of society and the earth ('peace in the world').

'Peace with myself': Taking care

A pedagogy for good relationships begins with young people's relationship with themselves, inviting them to explore what matters to them, what is good in them, what they need to be well, and what others may need from them to be well.

As the mental health of young people comes under increasing strain, students, parents/carers, and teachers are calling for a greater emphasis on wellbeing in formal education, an appeal that bears on both what is learnt and how. By integrating social and emotional learning into the school day and establishing an environment of collaboration and appreciation, peace education supports both students and staff to develop more self-aware, self-affirming relationships with themselves.

Research shows that when students perceive that their peers support them and that their teachers believe in them, they are more likely to develop their emotional literacy, empathy, and self-esteem. Schools that successfully enhance student wellbeing tend to see less disruption in the classroom and greater engagement in learning. Emotional health is also a powerful predictor of life satisfaction in adulthood, more so than is intellectual development, for example.

Sustainable Development Goal 4.7 aims by 2030 to ensure that citizens worldwide develop the knowledge and skills necessary to promote sustainable development, including through education for a culture of peace and non-violence.

'Peace between us': Working together

An essential task of education is to support young people to cultivate good relationships with one another, such that they learn to discern common needs, negotiate divergent wants, and handle conflicts when they arise. A measure of healthy peer relationships may be found in how welcome individuals feel at school, how appreciated by each other they feel, and how willing they are to care for one another, for example.

The UK should 'include the subject of peace education and human rights as a fundamental subject in the education system' and 'intensify its efforts to tackle bullying and violence in schools, including by teaching human rights, building the capacities of students and staff members to respect diversity at school, [and] improving students' conflict-resolution skills…'
UN Committee on the Rights of the Child

Of particular concern to parents/carers, teachers, policymakers, and especially students themselves, are the corrosive influence of bullying and sexual harassment on wellbeing and learning. Fights are also common in many schools, as are exclusive cliques and identity-based prejudice. A pedagogy for peace persistently encourages peer relationships of kindness and mutual appreciation. Facilitated learning in circles, for example, can cultivate more respectful patterns of relating while enhancing capacities for complex thinking, self-expression, active listening, self-discipline, and leadership, according to research.

When conflict arises, students are challenged and supported to handle it well, thus developing their emotional self-awareness and regulation, social skills, and accountability before others. Peer mediation schemes, in which students are trained to mediate their own conflicts safely, have been shown to be highly effective and popular among staff and students alike. The fairer relationships that result bring multiple benefits to young people, not least in stronger academic attainment.

Magenta panels become white; reversed lettering becomes dark text.

Percent = reduction in summed CMYK coverage for this exact page, rounded to a whole percent; not measured cartridge use. Frozen October 23 benchmark; no crops or retouching.

Source: Peace at the Heart: A Relational Approach to Education in British Schools

06 A callout becomes part of the page

Quakers in Britain | PDF page 9 | Complete page shown on both sides

50%

LESS ESTIMATED INK COVERAGE

ORIGINAL

Introduction

This paper makes the case for peace education, as an approach to teaching and learning that puts relationships at its heart. It argues that an effective community of learning in schools depends critically on the conscious cultivation of healthy ways of relating in every aspect of their daily life.

Peace education begins with the hope that all members of the school community, including students, staff, governors/trustees, and parents, may learn to relate to each other and their society more consciously, fairly, and effectively. In particular, peace education aims to support students to develop the knowledge, attitudes, and skills they need to make sense of a challenging world, navigate it, and contribute to changing it.

Here, 'peace' is defined broadly. More than the absence of violence and war, peace is a common endeavour to build good relationships at every level of society and with the earth as our ecological home. As a guiding principle in schools, 'peace' is manifest in students and staff who learn to relate well to themselves, each other, and wider society, within a community of mutual support and accountability.

But a vision for schools as communities of wellbeing must reckon with multiple pressures, not least shifting policy agendas, overworked staff, and the many challenges that a troubled society brings into school every morning. Given these conditions, how can schools cultivate themselves as rich learning communities, in which students and staff are motivated to participate and able to do so?

This paper attempts an answer to this question. Through our own experience of peace education, we have seen young people grow in wellbeing and confidence, demonstrate leadership, and take critically conscious perspectives on their world. Young mediators have become community workers and peacebuilders, former gang members have become youth coaches, teachers have witnessed their relationships with students transformed.

Here, we present the range of peace education practices as a common, overarching commitment to all the relationships that constitute school life. We outline evidence of the many benefits to young people, school staff, policymakers, and society as a whole, and the closing sections discuss practical implications for schools and make recommendations for policymakers.

Peace education: A global mandate, a national duty

The Charter of the United Nations (UN) includes 48 mentions of 'peace', each time as a principle that member states are expected to honour and promote. The UN's educational arm, **UNESCO**, was founded to advance peace as a primary purpose of education.

The Convention on the Rights of the Child expects children to be 'brought up… in the spirit of peace, dignity, tolerance, freedom, equality and solidarity'. The treaty confers a duty on governments to direct education to 'the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples…'.[1] It also enshrines in law the right of every child to a voice in all matters that affect them.[2]

The UN Committee on the Rights of the Child has called on the UK to 'include the subject of peace education and human rights as a fundamental subject in the education system' and 'intensify its efforts to tackle bullying and violence in schools, including by teaching human rights, building the capacities of students and staff members to respect diversity at school, [and] improving students' conflict-resolution skills…'[3]

Sustainable Development Goal 4.7 aims by 2030 to ensure that citizens worldwide develop the knowledge and skills necessary to promote sustainable development, including through education for a culture of peace and non-violence.[4]

UNESCO's *World in 2030* survey of 15,000 people found that ecological degradation and violent conflict were the most pressing public concerns at a global level, and that two-thirds of those surveyed believe that the response at national level should prioritise education.[5]

PRINTLIGHT / DEFAULT

Introduction

7

This paper makes the case for peace education, as an approach to teaching and learning that puts relationships at its heart. It argues that an effective community of learning in schools depends critically on the conscious cultivation of healthy ways of relating in every aspect of their daily life.

Peace education begins with the hope that all members of the school community, including students, staff, governors/trustees, and parents, may learn to relate to each other and their society more consciously, fairly, and effectively. In particular, peace education aims to support students to develop the knowledge, attitudes, and skills they need to make sense of a challenging world, navigate it, and contribute to changing it.

Here, 'peace' is defined broadly. More than the absence of violence and war, peace is a common endeavour to build good relationships at every level of society and with the earth as our ecological home. As a guiding principle in schools, 'peace' is manifest in students and staff who learn to relate well to themselves, each other, and wider society, within a community of mutual support and accountability.

But a vision for schools as communities of wellbeing must reckon with multiple pressures, not least shifting policy agendas, overworked staff, and the many challenges that a troubled society brings into school every morning. Given these conditions, how can schools cultivate themselves as rich learning communities, in which students and staff are motivated to participate and able to do so?

This paper attempts an answer to this question. Through our own experience of peace education, we have seen young people grow in wellbeing and confidence, demonstrate leadership, and take critically conscious perspectives on their world. Young mediators have become community workers and peacebuilders, former gang members have become youth coaches, teachers have witnessed their relationships with students transformed.

Here, we present the range of peace education practices as a common, overarching commitment to all the relationships that constitute school life. We outline evidence of the many benefits to young people, school staff, policymakers, and society as a whole, and the closing sections discuss practical implications for schools and make recommendations for policymakers.

Peace education: A global mandate, a national duty

The Charter of the United Nations (UN) includes 48 mentions of 'peace', each time as a principle that member states are expected to honour and promote. The UN's educational arm, **UNESCO**, was founded to advance peace as a primary purpose of education.

The Convention on the Rights of the Child expects children to be 'brought up… in the spirit of peace, dignity, tolerance, freedom, equality and solidarity'. The treaty confers a duty on governments to direct education to 'the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples…'.[1] It also enshrines in law the right of every child to a voice in all matters that affect them.[2]

The UN Committee on the Rights of the Child has called on the UK to 'include the subject of peace education and human rights as a fundamental subject in the education system' and 'intensify its efforts to tackle bullying and violence in schools, including by teaching human rights, building the capacities of students and staff members to respect diversity at school, [and] improving students' conflict-resolution skills…'[3]

Sustainable Development Goal 4.7 aims by 2030 to ensure that citizens worldwide develop the knowledge and skills necessary to promote sustainable development, including through education for a culture of peace and non-violence.[4]

UNESCO's *World in 2030* survey of 15,000 people found that ecological degradation and violent conflict were the most pressing public concerns at a global level, and that two-thirds of those surveyed believe that the response at national level should prioritise education.[5]

The blue callout clears while its text remains in the original position.

Percent = reduction in summed CMYK coverage for this exact page, rounded to a whole percent; not measured cartridge use. Frozen October 23 benchmark; no crops or retouching.

Source: Peace at the Heart: A Relational Approach to Education in British Schools

OPEN ORIGINAL PDF

07 Less color behind report text

National Governors Association | PDF page 4 | Complete page shown on both sides

67%

LESS ESTIMATED INK COVERAGE

ORIGINAL



their peers in 10 developed nations.[17] The Program for the International Assessment of Adult Competencies found that the United States trailed 17 developed nations in workplace skills, including that 57 percent of American adults ages 16 to 34 scored at or below the lowest of the three levels of proficiency on the assessment.[18]

These facts constitute a call to action to bolster the current and future economic competitiveness of American businesses and ensure prosperity for American workers and their family. Governors can work with industry to ensure that their citizens are prepared with the skills they will need in the future economy.

Progress to Meet the New Minimum: The America Works Initiative and the Talent Pipeline Policy Academy

Recognizing the critical need for states to meet the new minimum and to draw attention and highlight solutions to this issue, **Oklahoma** Governor Mary Fallin's 2013–2014 National Governors Association (NGA) Chair's Initiative focused on better preparing Americans to work in the new economy through improved postsecondary education and workforce training. The initiative, *America Works: Education and Training for Tomorrow's Jobs,*[19] raised awareness of the benefits for individuals, businesses and state economies when governors act to raise their population's educational attainment and better align their education and training systems with the future demands of employers.[20] Through conversations with researchers, experts and policymakers, America Works identified the existing mismatches across each state's talent pipeline where the supply of skilled workers was less than the predicted need of the labor market. The report identified four foundational elements and related promising state practices as a policy framework to help governors build strong state talent pipeline systems (see Figure 2).[21]

FIGURE 2: THE FOUR ELEMENTS OF STRONG STATE TALENT PIPELINE SYSTEMS

1. **COMMUNICATION.** Articulate and communicate the state's vision for an education and training pipeline that meets the needs of its economy.
2. **PUBLIC-PRIVATE PARTNERSHIPS.** Support and scale partnerships between industry and education to implement sector-specific strategies and career pathways.
3. **POLICY AND RESOURCE ALIGNMENT.** Align policy and the use of resources and incentives to support attainment of the new minimum.
4. **DATA AND ACCOUNTABILITY.** Integrate and use education and workforce data to inform policy, track progress and measure success.

Building on the America Works policy framework in 2014, the NGA Center for Best Practices (NGA Center) competitively selected 13 states to participate in the Talent Pipeline Policy Academy, an intensive technical assistance (TA) initiative to strengthen the connection between state education and training systems and the needs of the state's economy (see Appendix A on page). States identified and convened teams representing senior agency leadership from the governor's office, kindergarten through grade 12 education, postsecondary education, workforce development, economic development and other relevant partners. Each state's team developed a common understanding of the issues, created and implemented an action plan and ultimately changed how state agencies work together to better meet the needs of workers and businesses. Through facilitation–peer engagement and TA–the NGA Center helped the states make significant progress. Using the policy framework the NGA Center had identified and a structured action plan for implementation, states made strong gains in connecting their education and workforce systems to the needs of their economies, leading to systemic change (see Figure 3).

FIGURE 3: TALENT PIPELINE POLICY ACADEMY–RESULTS AT A GLANCE

- ✓ Every state authorized or established an entity to coordinate and align its priorities and plans across education, economic development and workforce development.
- ✓ States set clear goals, with nine states setting ambitious postsecondary attainment goals.
- ✓ Five states developed talent dashboards to answer key questions and share data in an actionable format.
- ✓ Every state increased its focus on engagement with industry, including 10 states that developed rigorous criteria to identify high-quality, industry-led partnerships.
- ✓ Each state engaged in asset mapping to track its current expenditures and make decisions about resources.
- ✓ At least three states passed legislation specific to strengthening their talent pipelines.
- ✓ Four states invested in strategic communications and marketing efforts to raise awareness.

PRINTLIGHT / DEFAULT

their peers in 10 developed nations.[17] The Program for the International Assessment of Adult Competencies found that the United States trailed 17 developed nations in workplace skills, including that 57 percent of American adults ages 16 to 34 scored at or below the lowest of the three levels of proficiency on the assessment.[18]

These facts constitute a call to action to bolster the current and future economic competitiveness of American businesses and ensure prosperity for American workers and their family. Governors can work with industry to ensure that their citizens are prepared with the skills they will need in the future economy.

Progress to Meet the New Minimum: The America Works Initiative and the Talent Pipeline Policy Academy

Recognizing the critical need for states to meet the new minimum and to draw attention and highlight solutions to this issue, **Oklahoma** Governor Mary Fallin's 2013–2014 National Governors Association (NGA) Chair's Initiative focused on better preparing Americans to work in the new economy through improved postsecondary education and workforce training. The initiative, *America Works: Education and Training for Tomorrow's Jobs,*[19] raised awareness of the benefits for individuals, businesses and state economies when governors act to raise their population's educational attainment and better align their education and training systems with the future demands of employers.[20] Through conversations with researchers, experts and policymakers, America Works identified the existing mismatches across each state's talent pipeline where the supply of skilled workers was less than the predicted need of the labor market. The report identified four foundational elements and related promising state practices as a policy framework to help governors build strong state talent pipeline systems (see Figure 2).[21]

FIGURE 2: THE FOUR ELEMENTS OF STRONG STATE TALENT PIPELINE SYSTEMS

1. **COMMUNICATION.** Articulate and communicate the state's vision for an education and training pipeline that meets the needs of its economy.
2. **PUBLIC-PRIVATE PARTNERSHIPS.** Support and scale partnerships between industry and education to implement sector-specific strategies and career pathways.
3. **POLICY AND RESOURCE ALIGNMENT.** Align policy and the use of resources and incentives to support attainment of the new minimum.
4. **DATA AND ACCOUNTABILITY.** Integrate and use education and workforce data to inform policy, track progress and measure success.

Building on the America Works policy framework in 2014, the NGA Center for Best Practices (NGA Center) competitively selected 13 states to participate in the Talent Pipeline Policy Academy, an intensive technical assistance (TA) initiative to strengthen the connection between state education and training systems and the needs of the state's economy (see Appendix A on page). States identified and convened teams representing senior agency leadership from the governor's office, kindergarten through grade 12 education, postsecondary education, workforce development, economic development and other relevant partners. Each state's team developed a common understanding of the issues, created and implemented an action plan and ultimately changed how state agencies work together to better meet the needs of workers and businesses. Through facilitation–peer engagement and TA–the NGA Center helped the states make significant progress. Using the policy framework the NGA Center had identified and a structured action plan for implementation, states made strong gains in connecting their education and workforce systems to the needs of their economies, leading to systemic change (see Figure 3).

FIGURE 3: TALENT PIPELINE POLICY ACADEMY–RESULTS AT A GLANCE

- ✓ Every state authorized or established an entity to coordinate and align its priorities and plans across education, economic development and workforce development.
- ✓ States set clear goals, with nine states setting ambitious postsecondary attainment goals.
- ✓ Five states developed talent dashboards to answer key questions and share data in an actionable format.
- ✓ Every state increased its focus on engagement with industry, including 10 states that developed rigorous criteria to identify high-quality, industry-led partnerships.
- ✓ Each state engaged in asset mapping to track its current expenditures and make decisions about resources.
- ✓ At least three states passed legislation specific to strengthening their talent pipelines.
- ✓ Four states invested in strategic communications and marketing efforts to raise awareness.

4 • ALIGNING STATE SYSTEMS FOR A TALENT-DRIVEN ECONOMY: A ROAD MAP FOR STATES

Orange callout backgrounds clear. Default processing also simplifies the decorative top strip.

Percent = reduction in summed CMYK coverage for this exact page, rounded to a whole percent; not measured cartridge use. Frozen October 23 benchmark; no crops or retouching.

Source: NGA: Aligning State Systems for a Talent-Driven Economy

OPEN ORIGINAL PDF

08 A table with lighter shading

Duke University | PDF page 10 | Complete page shown on both sides

35%

LESS ESTIMATED INK COVERAGE

ORIGINAL

Professional Development Programs			
Program/Approach	**Overall Objectives**	**Description**	**Resources Needed**
Professional Development and Support for Teachers **More information starts on page 19.**	• Improve capacity of teachers to manage behavior and discipline within their classrooms and on the school campus • Enhance teachers' cultural understanding • Reduce student misbehavior and improve classroom and school climate	Many national professional development programs offer teachers training and support in behavior management. The My Teaching Partner program pairs a teacher with a coach for an entire school year. The teacher is videotaped, and the coach and teacher jointly reflect on the teacher's classroom interactions. The Classroom Assessment Scoring System can be used to keep data and foster improvement.	Trained coaches and instructional materials are needed to implement the MTP program. Teachers need time and institutional support to participate in the program. Financial resources are needed to implement teacher development programs.
Limiting the Role of School Resource Officers (SROs) **More information starts on page 21.**	• Improve capacity of SROs to differentiate school misconduct from criminal conduct • Improve SRO knowledge about adolescent behavior • Reduce referrals from school to juvenile and criminal court	A variety of national programs and curricula offer SRO training. The Denver Public Schools implemented a program to reduce court referrals by SROs. Strategies for Youth, a nonprofit organization that focuses on interaction between youth and law enforcement, offers information on this approach.	School boards, school staff, SROs, and juvenile court practitioners must jointly develop a plan for training and implementation of this strategy.
Objective Threat Assessment **More information starts on page 25.**	• Differentiate serious threats from threats that are unlikely to be carried out • Limit school exclusion to students who pose a serious threat • Allow school administrators a flexible approach to deal with threats, rather than a zero-tolerance approach	Within a school or district, a team is identified and trained to engage in threat assessment. Upon report of a threat, staff undertake a multi-step process to make a well-informed assessment of the likelihood that a threat will be carried out. Students whose threats are not likely to be carried out are not excluded.	Threat assessment team members, typically a school counselor, school psychologist, and School Resource Officer, need training. Team members also need time and support on an ongoing basis to carry out the threat assessment process.

PRINTLIGHT / DEFAULT

Professional Development Programs			
Program/Approach	**Overall Objectives**	**Description**	**Resources Needed**
Professional Development and Support for Teachers **More information starts on page 19.**	• Improve capacity of teachers to manage behavior and discipline within their classrooms and on the school campus • Enhance teachers' cultural understanding • Reduce student misbehavior and improve classroom and school climate	Many national professional development programs offer teachers training and support in behavior management. The My Teaching Partner program pairs a teacher with a coach for an entire school year. The teacher is videotaped, and the coach and teacher jointly reflect on the teacher's classroom interactions. The Classroom Assessment Scoring System can be used to keep data and foster improvement.	Trained coaches and instructional materials are needed to implement the MTP program. Teachers need time and institutional support to participate in the program. Financial resources are needed to implement teacher development programs.
Limiting the Role of School Resource Officers (SROs) **More information starts on page 21.**	• Improve capacity of SROs to differentiate school misconduct from criminal conduct • Improve SRO knowledge about adolescent behavior • Reduce referrals from school to juvenile and criminal court	A variety of national programs and curricula offer SRO training. The Denver Public Schools implemented a program to reduce court referrals by SROs. Strategies for Youth, a nonprofit organization that focuses on interaction between youth and law enforcement, offers information on this approach.	School boards, school staff, SROs, and juvenile court practitioners must jointly develop a plan for training and implementation of this strategy.
Objective Threat Assessment **More information starts on page 25.**	• Differentiate serious threats from threats that are unlikely to be carried out • Limit school exclusion to students who pose a serious threat • Allow school administrators a flexible approach to deal with threats, rather than a zero-tolerance approach	Within a school or district, a team is identified and trained to engage in threat assessment. Upon report of a threat, staff undertake a multi-step process to make a well-informed assessment of the likelihood that a threat will be carried out. Students whose threats are not likely to be carried out are not excluded.	Threat assessment team members, typically a school counselor, school psychologist, and School Resource Officer, need training. Team members also need time and support on an ongoing basis to carry out the threat assessment process.

Header and cell shading lighten while the table structure and text remain.

Percent = reduction in summed CMYK coverage for this exact page, rounded to a whole percent; not measured cartridge use. Frozen October 23 benchmark; no crops or retouching.

Source: Instead of Suspension: Alternative Strategies for Effective School Discipline

09 Aged paper becomes white

Abraham Lincoln / Internet Archive | PDF page 7 | Complete page shown on both sides

57%

LESS ESTIMATED INK COVERAGE

ORIGINAL

PRINTLIGHT / DEFAULT

NOTE

The letters herein by Lincoln are so thoroughly characteristic of the man, and are in themselves so completely self-explanatory, that it requires no comment to enable the reader fully to understand and appreciate them. It will be observed that the philosophical admonitions in the letter to his brother, Johnston, were written on the same sheet with the letter to his father.

The promptness and decision with which Lincoln despatched the multitudinous affairs of his office during the most turbulent scenes of the Civil War are exemplified in his unequivocal order to the Attorney-General, indorsed on the back of the letter of Hon. Austin A. King, requesting a pardon for John B. Corner. The indorsement bears even date with the letter itself, and Corner was pardoned on the following day.

Yellow paper is whitened around the scanned printed text.

Percent = reduction in summed CMYK coverage for this exact page, rounded to a whole percent; not measured cartridge use. Frozen October 23 benchmark; no crops or retouching.

Source: Lincoln letters (1912)

OPEN ORIGINAL PDF

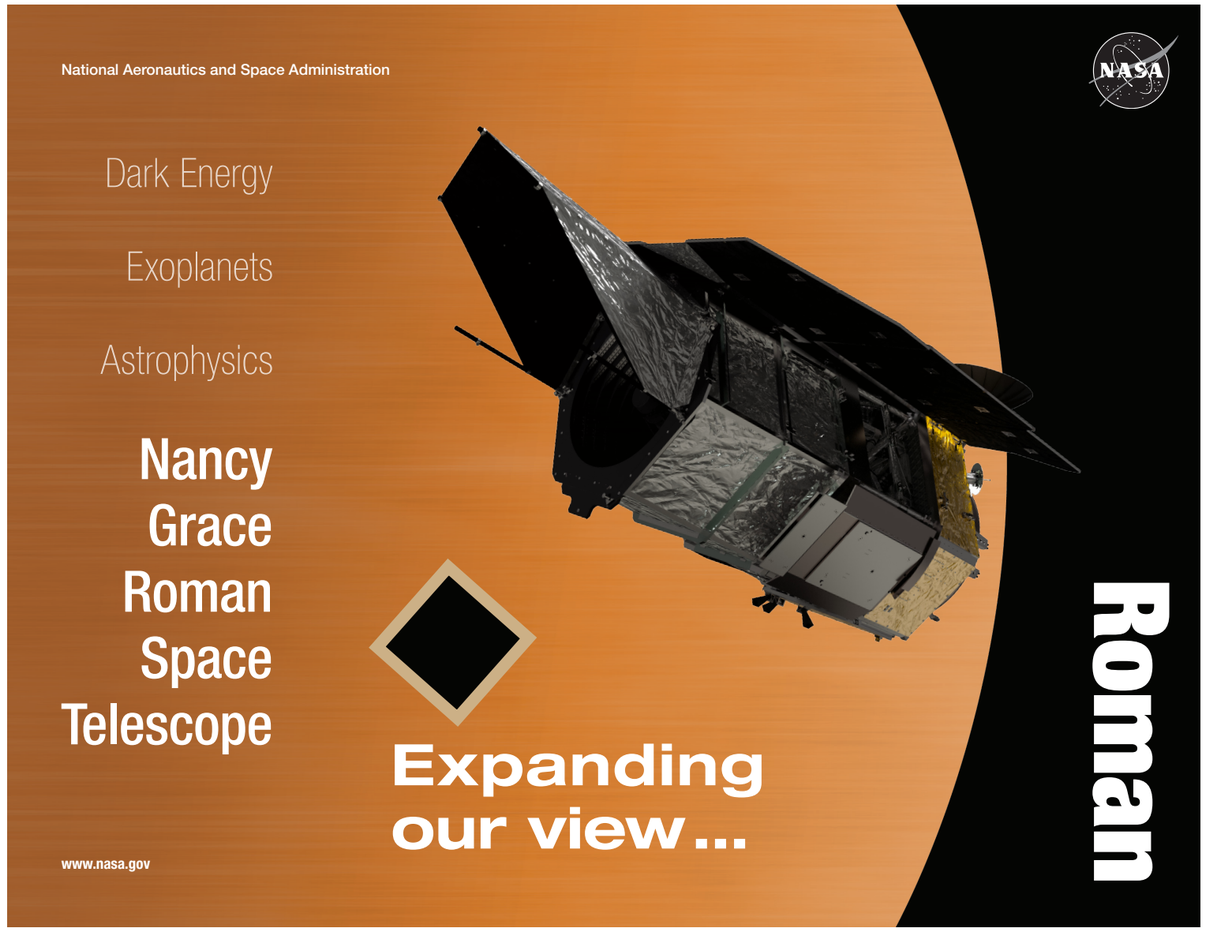
10 A brochure with large pictures omitted

NASA | PDF page 1 | Complete page shown on both sides

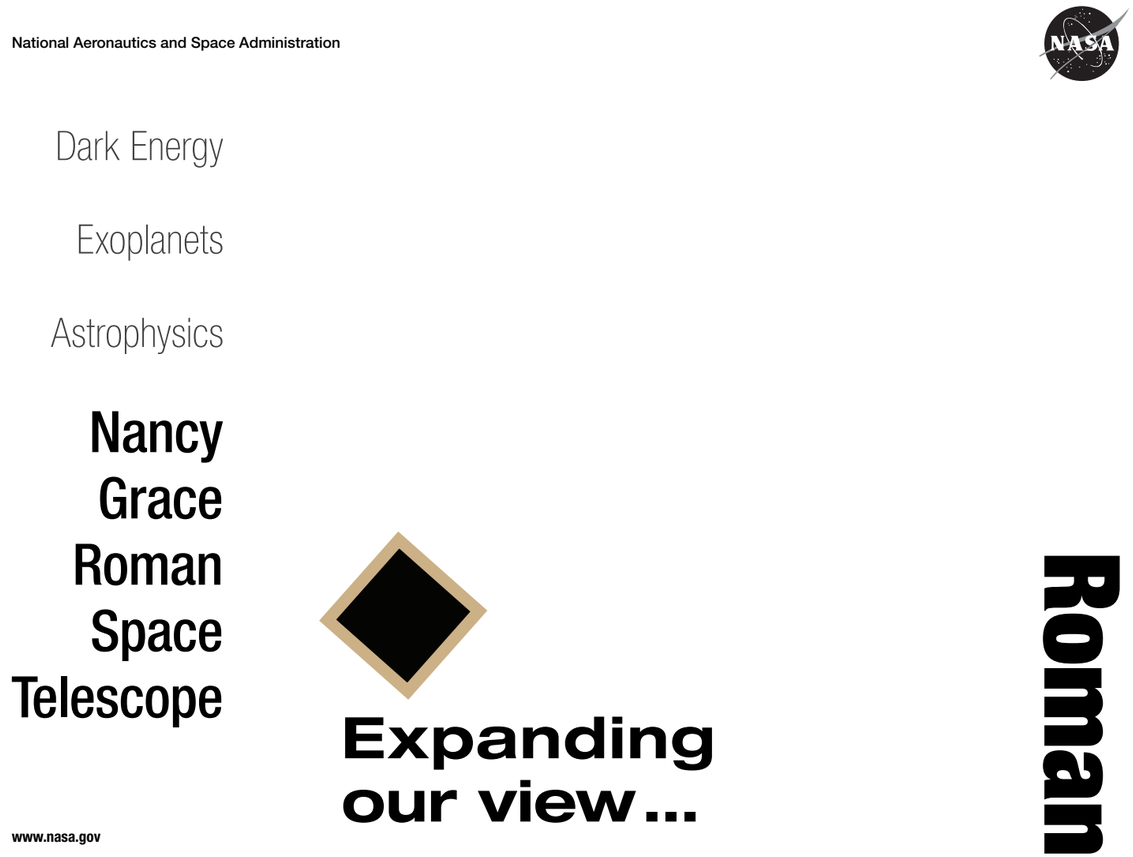
97%

LESS ESTIMATED INK COVERAGE

ORIGINAL



PRINTLIGHT / DEFAULT



Default picture omission removes the telescope photograph and much of the background. Use Keep pictures when imagery matters.

Percent = reduction in summed CMYK coverage for this exact page, rounded to a whole percent; not measured cartridge use. Frozen October 23 benchmark; no crops or retouching.

Source: Roman Space Telescope: Expanding Our View

OPEN ORIGINAL PDF