



Comprehensive School Safety

May 14, 2025

Guiding Questions

1 What is the district's framework for safety and how is it implemented?

2 What safety measures have we successfully implemented this school year?

3 What are the next steps the district is taking in comprehensive safety?



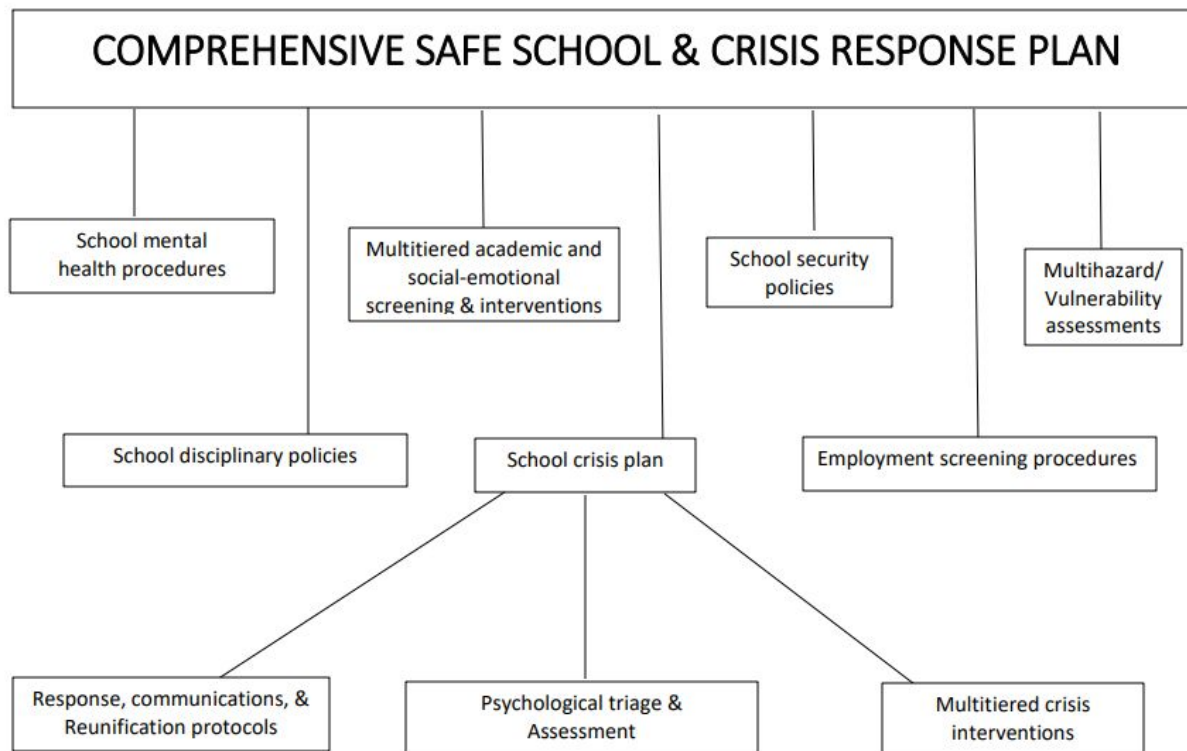
The Importance of Being PREPaREd



The PREPaRE Model

P	<u>P</u>revent and prepare for crises
R	<u>R</u>eaffirm physical health & welfare, and perceptions of safety & security
E	Evaluate psychological trauma risk
P <u>a</u> R	Provide crisis interventions and Respond to mental health needs
E	<u>E</u>xamine the effectiveness of crisis preparedness

Framework for School Safety, Prevention and Recovery



Prevention

SEL Website



MINDSET / RELATIONSHIPS / LEARNING

Growing social-emotional skills in our students is essential to school and life success.

- RELATIONSHIPS** / We believe meaningful teacher and peer relationships build school connectedness.
- Students are connected to school through meaningful teacher-student relationships.
 - Students are connected to school through positive peer relationships.
 - Students feel a sense of belonging to their school.

- MINDSET** / We believe teacher mindset and student mindset influence resilience, grit, and hope for the future.
- Teachers believe that all students can grow and learn at high levels.
 - Students believe they can grow and learn through effort, resilience and grit.
 - Students embrace lifelong learning and possess hope for the future.

- LEARNING** / We believe students learn and apply social-emotional skills in a variety of contexts.
- Social-Emotional Learning occurs in a variety of contexts and settings:
 - Integration of standards into classroom instruction
 - Problem-Based, Project-Based, Service-Based Learning
 - Application of skills through co-curricular programming
 - Direct teaching and modeling of social-emotional skills

- EMOTIONAL WELLNESS** / We believe the emotional well-being of every student should be nurtured and supported.
- Proactive instructional practices on wellness and emotional health
 - Responsive practices for at-risk students
 - Trauma-informed instructional practice

- BEHAVIORAL WELLNESS** / We believe behavior is shaped by providing clear expectations through direct teaching, modeling, monitoring and giving both positive and corrective feedback.
- Creating and maintaining a safe school environment
 - School-wide guidelines for success
 - Effective classroom management
 - Proactive behavioral practices



Prevention - Relationships and Mindset

- **Student - Teacher Relationships**
 - 96% of students surveyed report being connected to school through a trusted adult
- **Athletics / Clubs / Arts - Co-Curriculars**
 - 76% of HS students participated in at least one co-curricular activity
- **Belief in Students - Care**
 - Mindset Pillar of SEL Framework - Hire and Develop



Prevention - Behavioral Wellness

- **Supportive Environment**
 - 96th Percentile amongst all Illinois School Districts (Source 5Essentials)
- **Clear Expectations for Success**
 - Tier 1 Framework / Leadership Teams / Training
- **Student Discipline Support Team Meetings**
 - 11.3% at least one referral / 2.3% more than three referrals
- **Interventions When Necessary**
 - Range of Individualized Supports



Prevention - Emotional Wellness

- **Connectedness / Relationships**
 - Proactive Strategies and Mapping
- **Assessment and Action**
 - Risk Assessments / B-SAD / SAEBRS / Attendance / ASQ / Student Leadership
- **Supports and Interventions**
 - Student Services / Referral GPS / EWC / Individualized Programming



Prevention - Learning / Proactive Programming

- **Early Learners**
 - Jefferson / Head Start / Camp Kinder
- **Decision Making / Safety**
 - DARE / Internet Safety / Can't Do, Can't Say / Erin's Law / Health
- **Direct Instruction**
 - School-Wide Expectations / Classroom Expectations / Handbooks



Safe Schools Initiative



“Connection through human relationships is a central component of a culture of safety and respect.”





CUSD 200 SAFETY COMMITTEE

The **CUSD 200 Safety Committee** is dedicated to fostering a safe and supportive learning environment by guiding and supporting the district in implementing comprehensive school safety best practices.

LEAD Guide the district in comprehensive safety and crisis response planning.

- Develop the district and school comprehensive safety and emergency operations plans.
- Collect multi hazard and vulnerability assessment data at district and school levels.
- Work with district and school level administration to establish safety priorities.

PROMOTE Facilitate ongoing prevention, protection, and mitigation efforts.

- Engage and collaborate with district staff and first responders some of whom hold national training and certificates.
- Deliver ongoing resources, support, training, and coaching to district and school level staff regarding prevention programs and safety efforts.
- Review feedback regarding school climate and safety concerns.

ASSIST Provide schools with needed support.

- Help facilitate regularly scheduled crisis drills and exercises.
- Support crisis teams by providing consultation or direct response in an emergency.
- Facilitate communication between the district and community.

EVALUATE Assess prevention, protection, mitigation, response, and recovery activities.

- Monitor implementation of all climate, safety, and crisis preparedness efforts.
 - Facilitate district-level physical and psychological safety needs assessments.
 - Collect and analyze district data pertaining to safe schools and crisis planning initiatives.
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School Safety

Things We Can Control

Lock Your Doors

Know Your Kids

**Perform Your Threat
Assessments**

Know Your Safety Procedures



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CUSD 200 Safety-Related Accomplishments 24-25

- Nightlock Installation at the Elementary and Middle Schools
- PREPaRE Trainings
 - EOP Subcommittee Formed & Working
 - Crisis Team-Develop Functional Annexes (Mental Health)
- ALICE Trainings
- Creation of a [District Safety and Security Webpage](#)
- Creation of a District Safety Committee Framework and Purpose
- Improved Gaggle Reporting Process
 - Data Tracking
- Employment Screening Procedures



CUSD 200 Safety-Related Accomplishments 24-25

- BASP Video Doorbells
- Visitor Management System-Verkada
- South Side Tabletop Exercise
- In-District Full Scale Law Enforcement Drill-Franklin
 - Increased collaboration between Public Information Officers and Alyssa Barry
- Active Threat Response Conference Attendance-Hubble
 - Hosting again this summer
- Increased School Walkthroughs-WPD
- Neighborhood Roll Call Participation
- Monthly Safety Moments



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Next Steps - SEL

- Utilize Crisis Team to develop specific annex plans aligned to PREPaRE model
- Expand Student Leadership Groups to the elementary level
- Develop strategic partnership with Dupage Crisis Center to serve students' needs
- Expand Tier 1 Behavioral programming to include updated staff training and implementation assessment
- Integrate growth mindset professional development into staff learning plan
- Continue:
 - Attendance Improvement Plan
 - School Connectedness Work
 - Student Discipline Support Teams
 - Proactive Programming: SOS, DARE, Camp Kinder, Internet Safety, Parent Education
 - Balanced SEL Assessment Framework

Next Steps - Physical Security

- Nightlock Installation at both High Schools
- Continued Nightlock Training at all levels
- Middle School Capital Projects
 - New Camera System
 - Door Swipe Options
- All Staff Displaying Employee ID's

**A Physically
and
Emotionally
Safe
Environment**



**PEOPLE AND
RELATIONSHIPS**