



Comprehensive School Safety

April 24, 2024

Guiding Questions

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

2 How are physical safety and emotional safety connected?

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

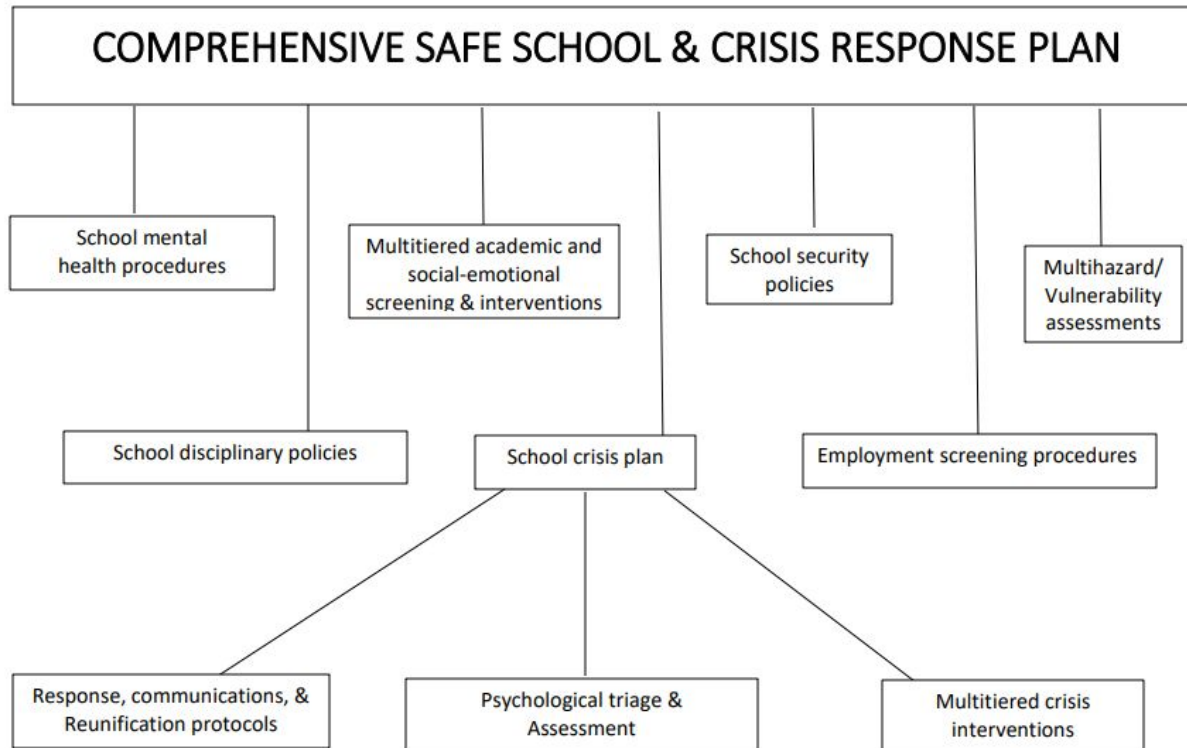




The PREPaRE Model

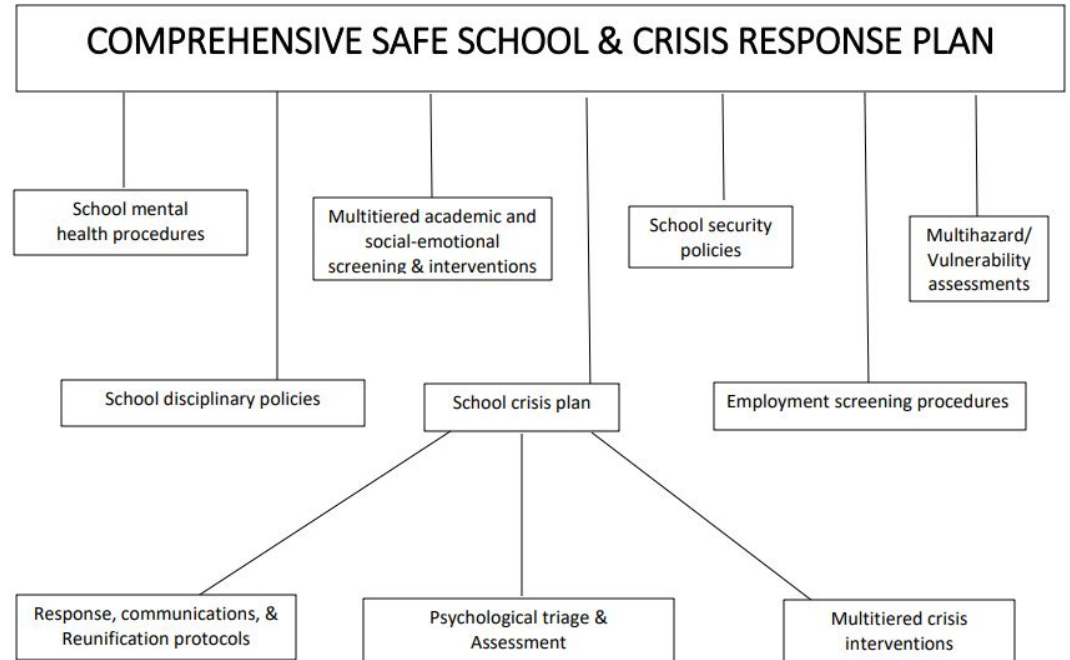
P	<u>P</u>revent and prepare for crises
R	<u>R</u>eaffirm physical health & welfare, and perceptions of safety & security
E	Evaluate psychological trauma risk
P <u>a</u> R	Provide crisis interventions and Respond to mental health needs
E	<u>E</u>xamine the effectiveness of crisis preparedness

Framework for School Safety, Prevention and Recovery

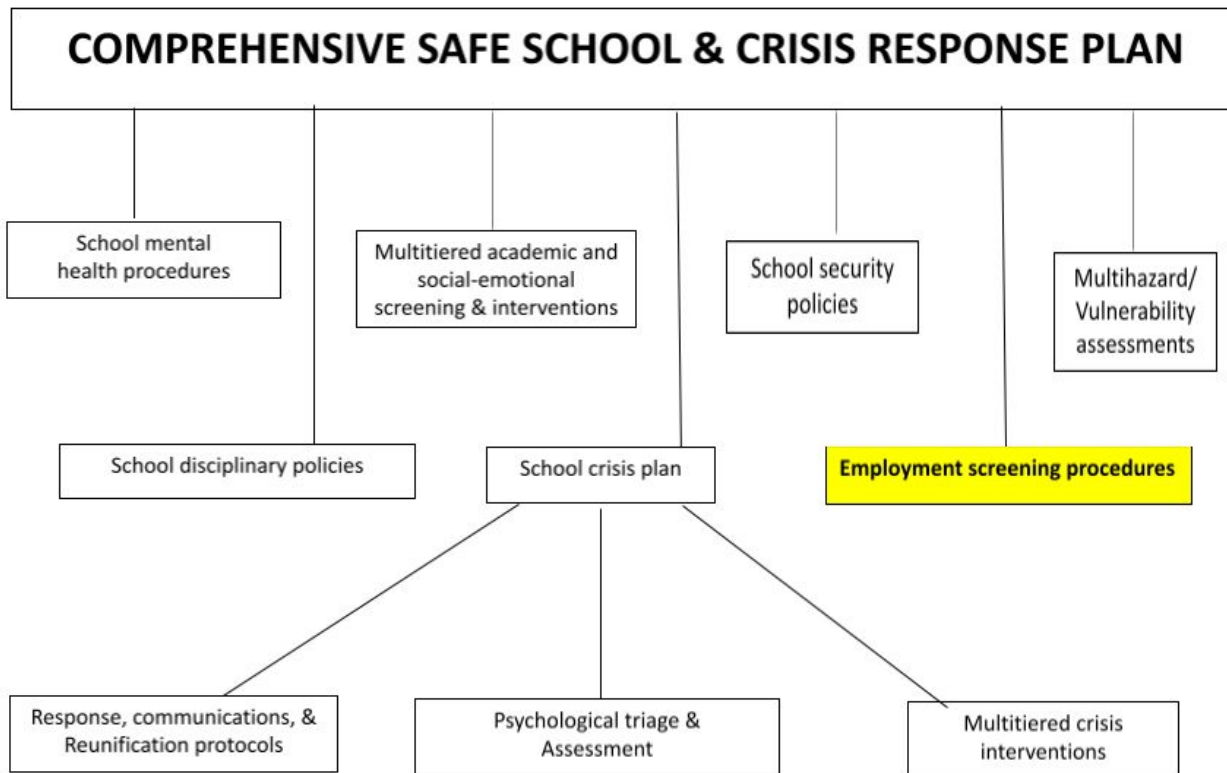


Progression of Presentation

- 1) Employment Screening Procedures
- 2) School Security Policies
- 3) Multi-Hazard Vulnerability Assessments
- 4) Multi-Tiered Academic and Social-Emotional Screening & Interventions
- 5) School Mental Health Procedures
- 6) School Disciplinary Policies
- 7) School Crisis Plan
- 8) Response, Communications and Reunification Protocols
- 9) Psychological Triage and Assessment
- 10) Multi-Tiered Crisis Interventions



Employment Screening Procedures



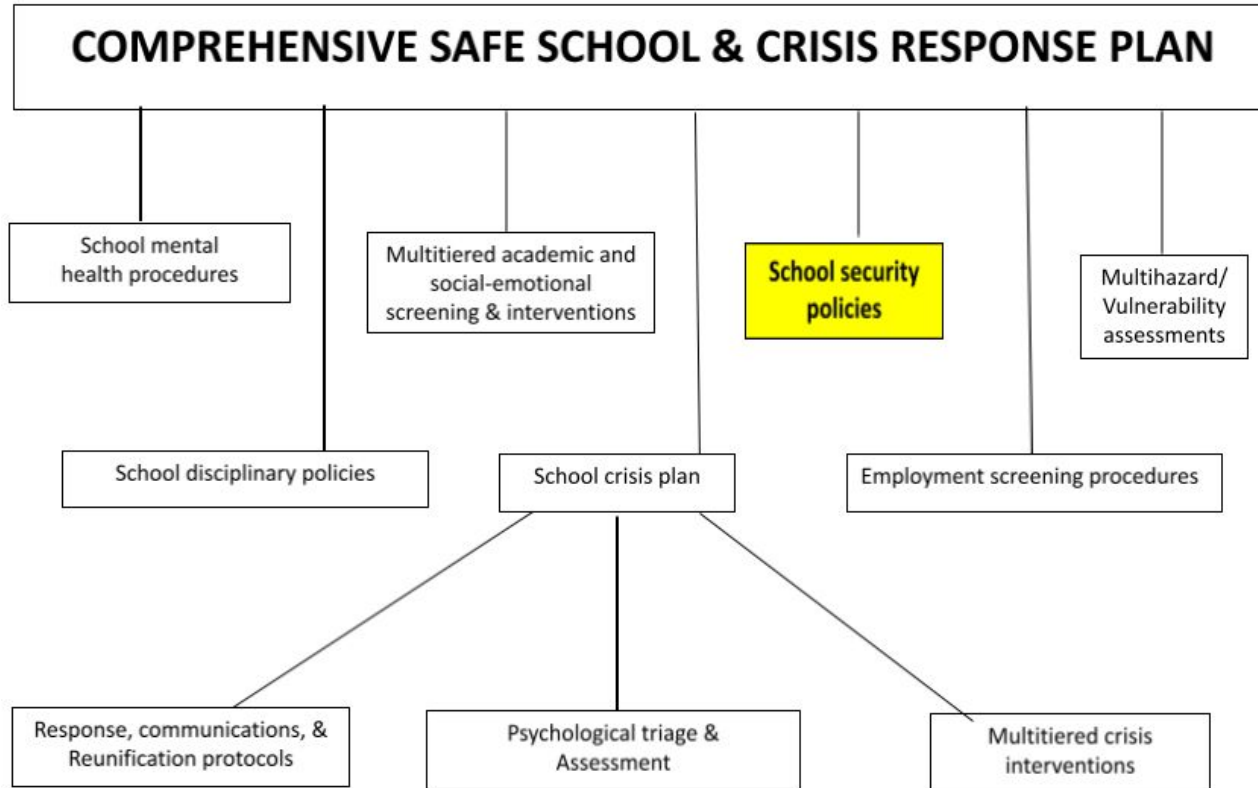
Employment Screening Procedures

- Board Policy–5:30 Hiring Process and Criteria
- When our kids walk into our schools they need great people who make them feel safe and secure
- Thorough Hiring Practices
- Excellent, Dedicated Staff - Connect with kids

The adults in this school make me feel safe. - D200 Student



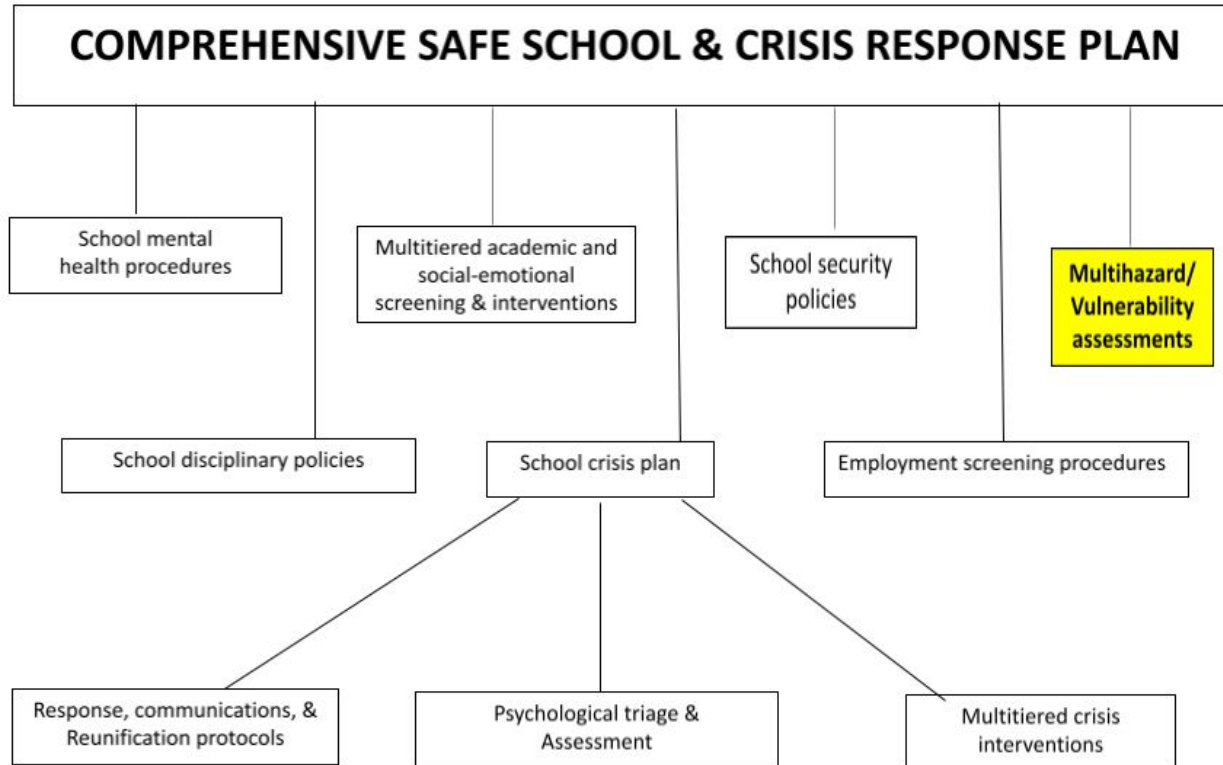
School Security Policies



School Security Policies

- Board Policies—4:170 Safety, 8:30 Visitors to and Conduct on School Property, 6:235 Access to Electronic Networks
- Secure Entrances
- Visitor Policies and Procedures
 - Verkada™ Visitor Management System
- Gaggle™
 - Scans email & Google Drive for students grades 6-12 for potential safety and mental health incidents
- Cybersecurity
 - Content filter & firewall block inappropriate content on student devices
 - Cyber Incident Response Plan
 - SOPPA requirements for third party tools protect student data and information
 - Phishing training for staff to protect sensitive student information
 - Digital citizenship efforts to keep students safe online

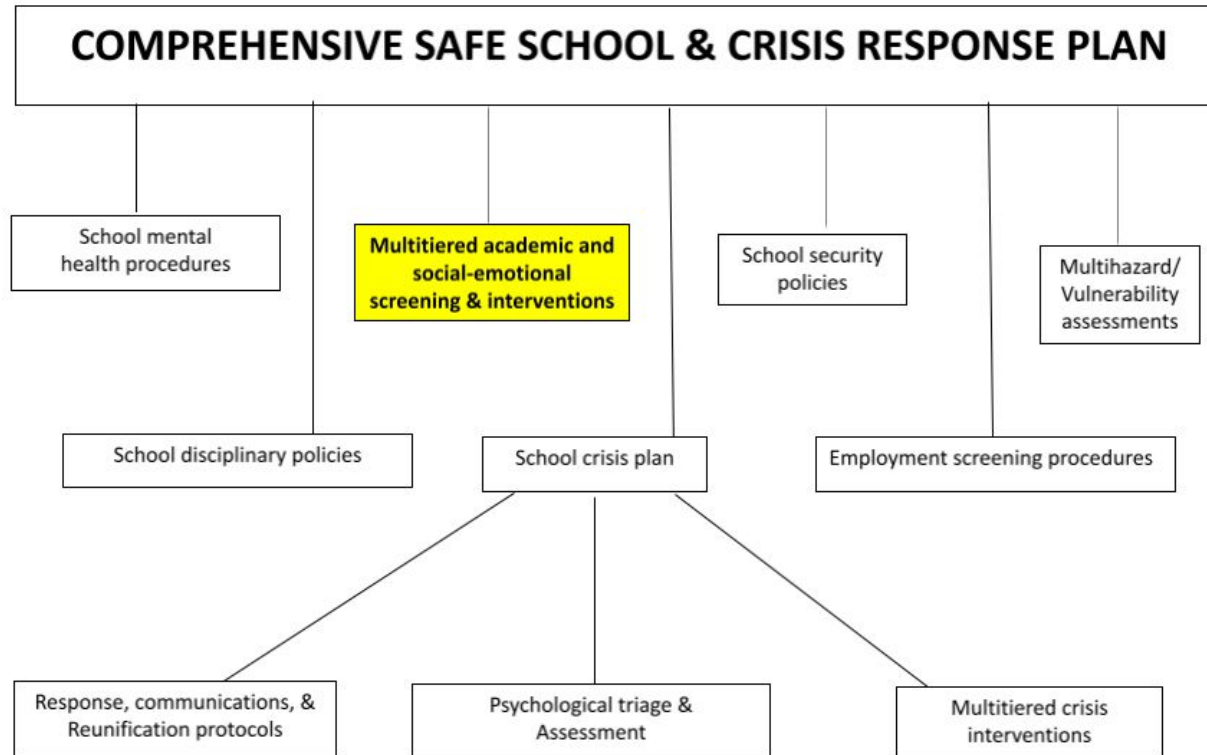
Multi Hazard / Vulnerability Assessments



Multi Hazard Vulnerability Assessments

- Board Policies: 4.170 Safety, 4.150 Facility Management and Building Programs
- Assess for potential hazards within and outside of school
- Review safety procedures/drills
 - ALICE-1 Piece of overall responses/drills
- Life Safety-Yearly ROE Inspections
- Review emergency communication procedures in a school building
- District Safety Committee
 - Oversee and Vet Processes
 - Table Top Exercises
 - What/How
- Homeland Security/FBI
 - Lock Your Doors
 - Know Your Kids
 - Execute Your Safety Assessments

Multi-Tiered Social-Emotional Intervention and Screening



Multi-Tiered Social-Emotional Screening

Screening	Question to be answered
Trusted Adult Survey	Does the student have a trusted adult in our school?
Co-Curricular Mapping	Is the student involved in their school environment?
Attendance Monitoring	Is the student attending school on a regular basis?
ASQ	Does the student have behavioral concerns entering preschool or kindergarten ?
SAEBRS	Is the student at risk for Social-Emotional Behavior?
EWS Review	Is the student at risk for attendance, behavior or academic issues?
B-SAD	Is the student at risk for depression or suicide?

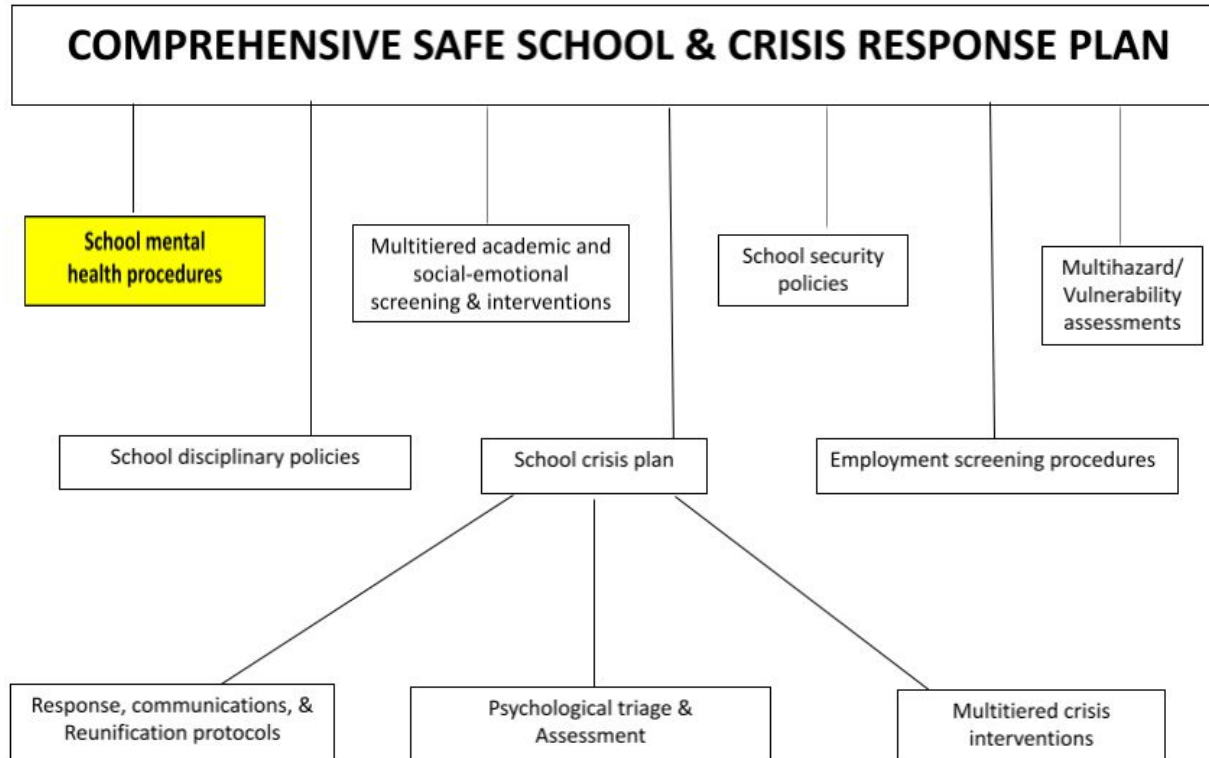
Board Policies: 6.65 Student Social and Emotional Development, 7.190 Student Behavior, 7.290 Suicide and Depression Awareness, 7.70 Attendance and Truancy

All the clubs, activities and sports make it easy for you to get connected. - D200 Student

Multi-Tiered Social-Emotional Intervention

Intervention	Description
School Connectedness	School-based work to connect students to school through staff members and co-curricular activities.
Attendance Improvement Plan	Comprehensive tiered strategies to monitor, respond, and proactively improve attendance.
Tier 1 Behavioral Plan and Framework	School and classroom expectations for an optimal learning environment.
Student Education Programs	Proactive learning programs that include, Assemblies, DARE, Internet Safety, Drug Prevention, and SOS.
Camp Kinder	Social skill camp to prepare at-risk students for kindergarten.
Behavioral Intervention Plans	Specific plan for a student exhibiting extreme behaviors.
Referral GPS	Referral service for ensuring access to outside mental health care.
Student Service Supports	Student support services to ensure students can access their education.
Emotional Wellness Program	Transition program for students returning to school after a hospitalization.
Student Discipline	Responsive action in compliance with our student discipline handbook.

School Mental Health Procedures



School Mental Health Procedures

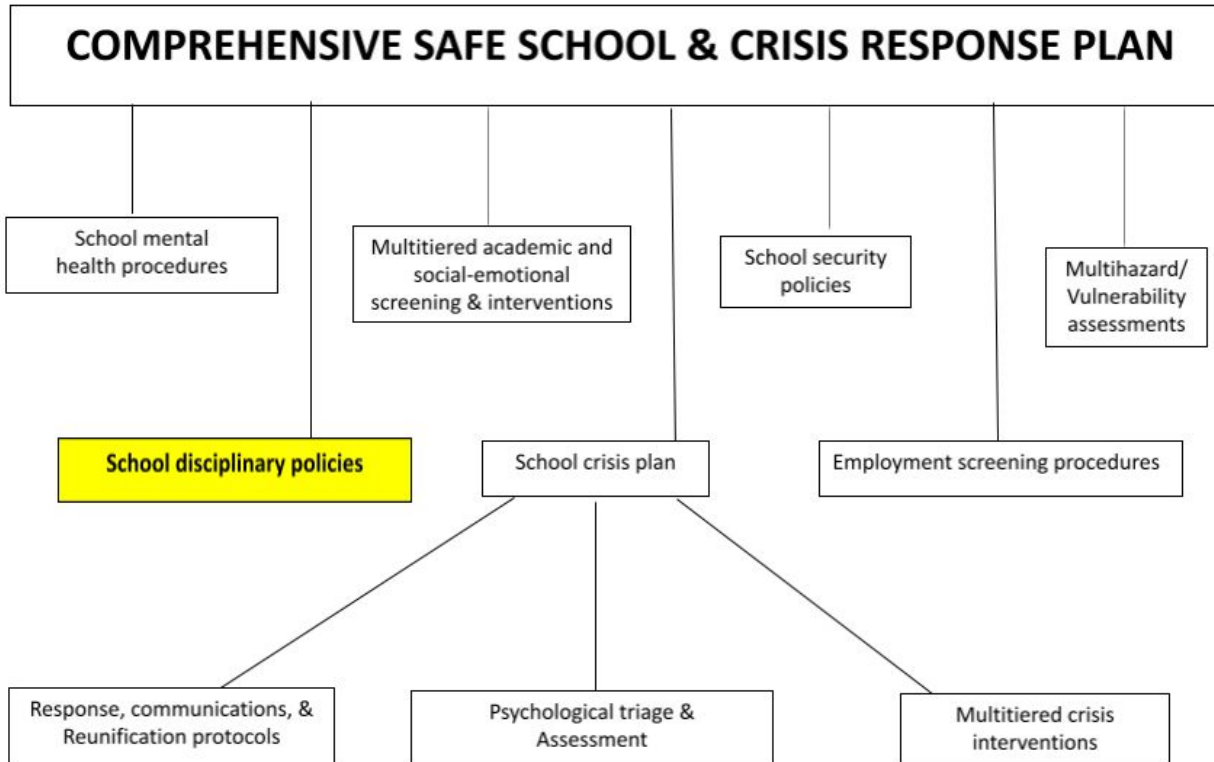
Mental Health Procedure	Question to be answered
Risk of Harm - Self	Is the student at risk of harming themselves?
Risk of Harm - Others	Is the student at risk of harming others?
Safety Evaluation	Is the student safe to be at school?
Access to Outside Mental Health Supports	Can we connect the student to outside mental health supports?

Board Policies: 4.190 Targeted School Violence Prevention Program, 6.65 Student Social and Emotional Development, 7.190 Student Behavior, 7.290 Suicide and Depression Awareness, 7.250 Student Support Services

Risk of Harm to Others

- Identification
 - Self-disclosure of recent or previous harm to others
 - Self-disclosure of thoughts of harm to others
 - Disclosure to a peer or on social media of thoughts or actions related to harm to others
 - Student writing related to harm to others
- Assessment and Response Plan
 - Two trained staff members from school student services team / administration complete assessment
 - Specific response protocols dependent upon threat classification
 - For Very Serious Substantive threats, student should be evaluated by an outside mental health professional qualified to conduct a Safety Evaluation (i.e. Hospital Emergency Room, District-contracted Psychologist)
- Post Assessment
 - Communication
 - Student Services
 - Safety Plan

School Disciplinary Policies



School Disciplinary Policies

- Student Handbook - Extensive Policies
- Board Policy 7:190-Student Behavior
- District Discipline Support Team Process
 - 5 Lab Data
- Student Leadership and Input Groups
- Goal of Student Discipline-Student learns from their choice and doesn't repeat the behavior/action

Students With Discipline Events (Non-Attendance) MS / HS

- 95% of middle and high school students have 0-1 discipline events.
- 89% of middle and high school students have 0 discipline events.

Students with 0 Discipline Events	89%
Students with only 1 Event	6%
Students with 2-4 Events	4%
Students with 5 or more events	1%

March 2024 Data

Currently standardizing 5 Labs process for elementary schools

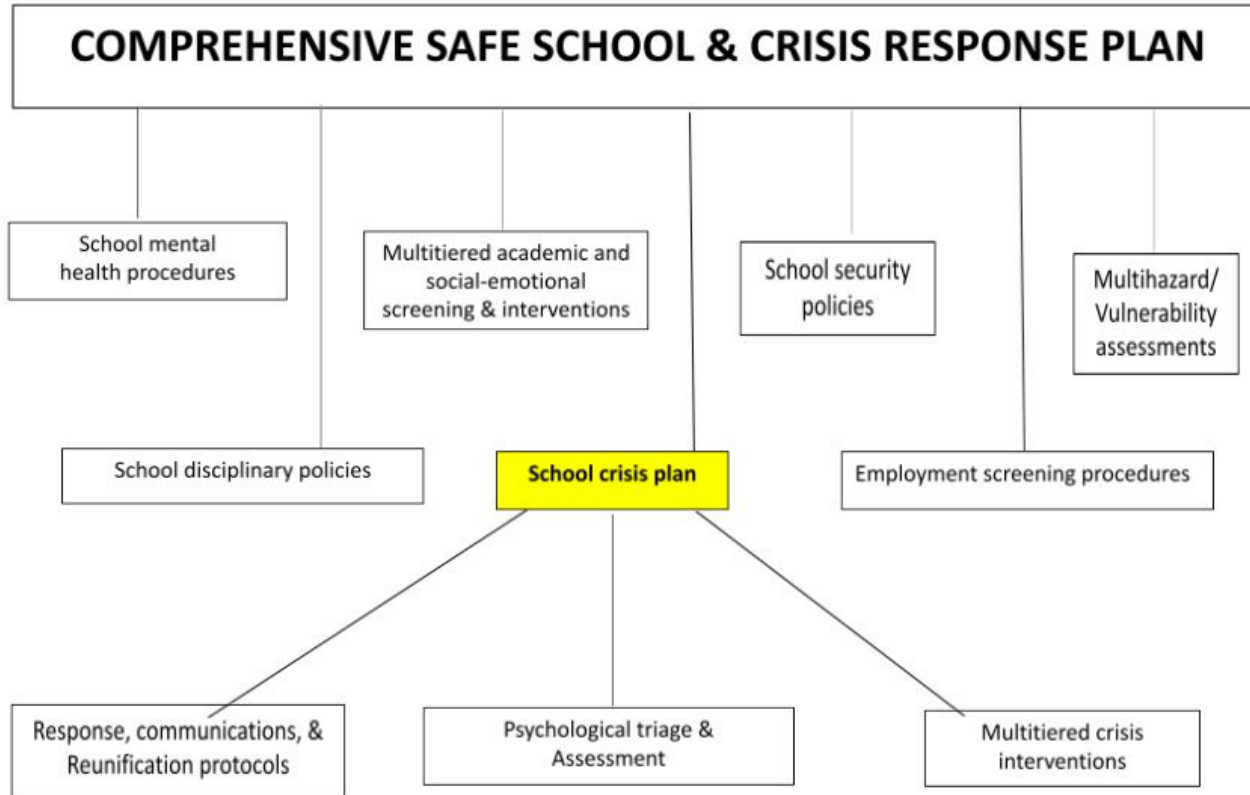
District Discipline Support Team

- Quarterly Meetings
 - Middle School
 - High School
- Purpose
 - Discuss processes to address student discipline
 - Share effective strategies
 - Identify areas of growth
 - Coding
 - Alternative to suspension ideas/programs

Student Leadership Input Groups

- Connection with adults in school is essential and most valued
- A feeling of physical safety
- The more connected, the safer students feel
- Staff show they care
- Student activities and clubs are very important and valued by students

School Crisis Plan

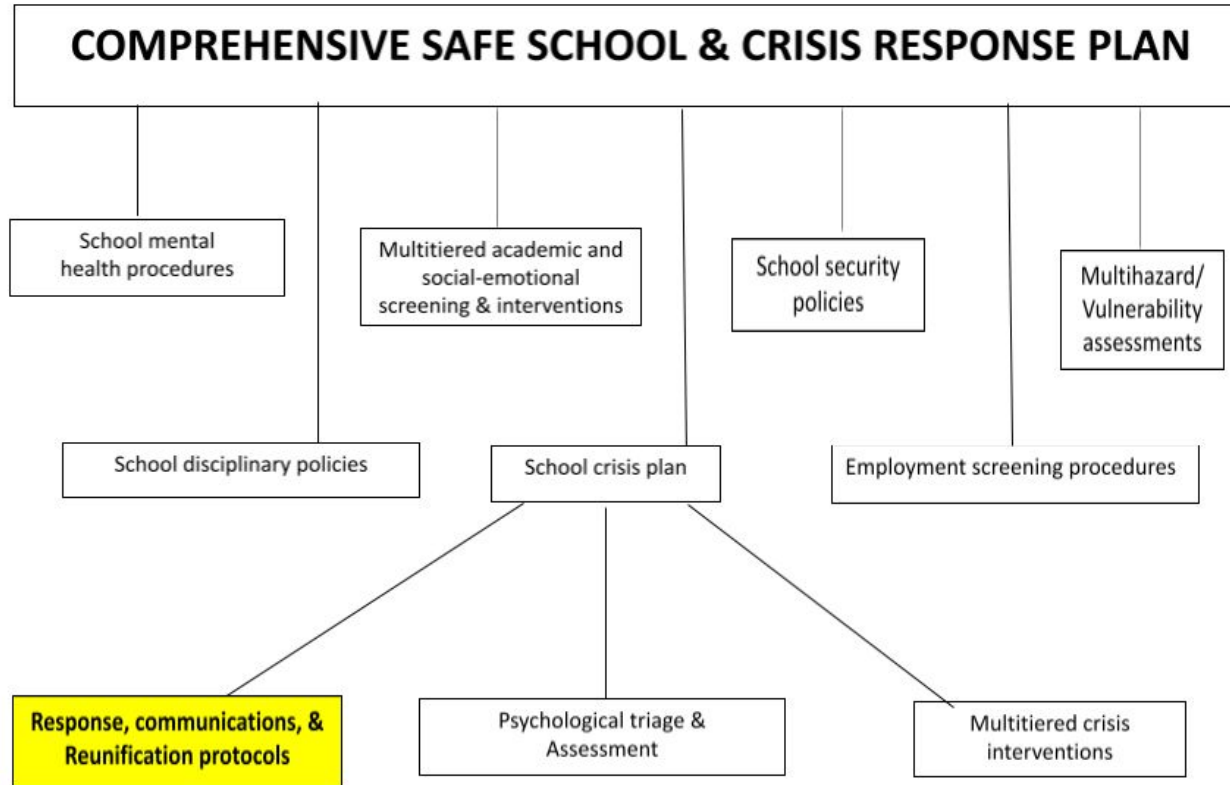


School Crisis Plan

- Emergency Operations Plan (EOP)
- Incident Command Structure
- Functional Annexes (drills)
- First Responders are involved in the development of drills/responses

Doing drills prepares you and makes you feel safe. - D200 student

Response, Communications & Reunifications Protocols



Response Protocols

Crisis Event Type + Impact Upon: Individual, Group, School Community

Unified Command Team

- Building-level ICS Team
- District-level ICS Team
- Community Responder ICS Teams (e.g., fire, police)

Regional-level

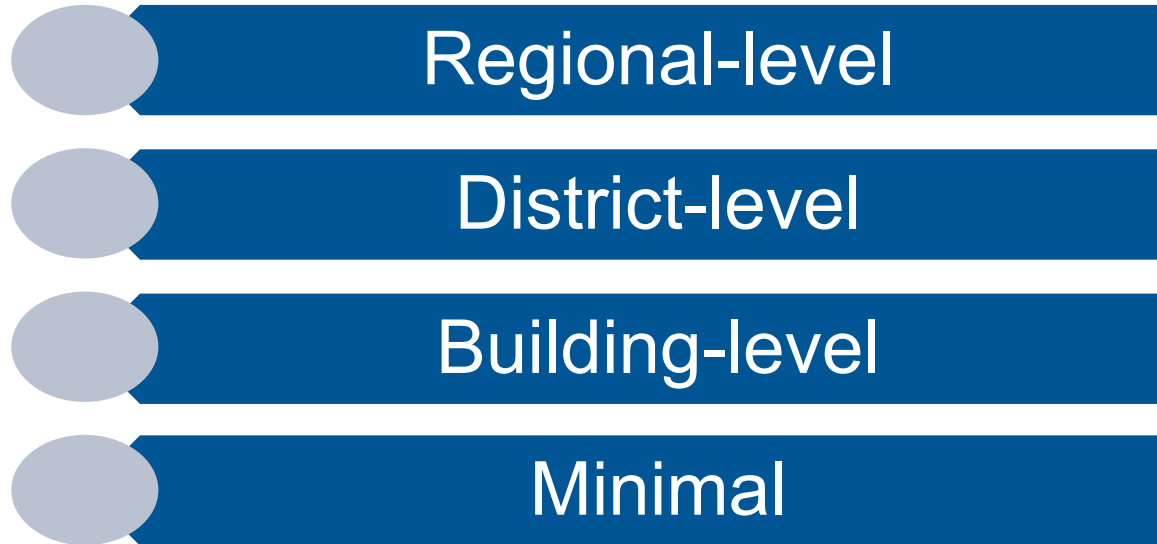
District-level

Building-level

Minimal

Communication Protocols

Crisis Event Type + Impact Upon: Individual, Group, School Community



Families Will Receive a Communication When...

- There is a potential risk or threat to the safety and security of students and staff
- There is a change to normal school operations that will affect students/families
- Students may be impacted by a situation in the classroom, school, bus or nearby vicinity

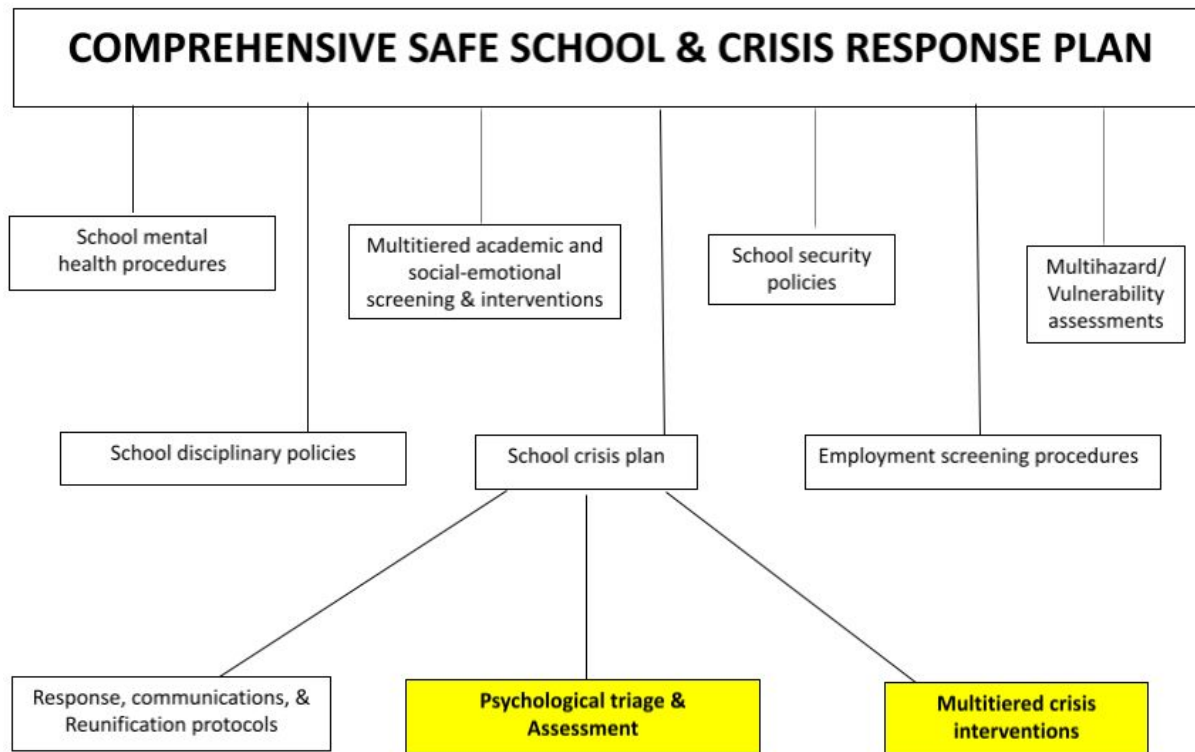
Information Not Included in Emergency/Crisis Communications

- Student/personnel information
- Any information that could potentially impede ongoing law enforcement investigations
- Information is not sent to all families in District 200 or a school if a situation is not considered to be a safety threat or disruption to normal operations beyond a certain classroom, bus or grade level, but is only sent to the families of students in the identified classroom, grade or bus

Mass Communications Review Process

- In most emergency/crisis communications, the information and communication is reviewed by:
 - Director of Community Engagement and Communications
 - Principal
 - Local Law Enforcement/Public Information Officer
 - Superintendent
 - Senior Leadership Team Members

Psychological Triage, Assessment and Crisis Interventions



Psychological Triage and Assessment

- PREPaRE Trained Team Members
 - Building
 - District
- Crisis Facts that Inform Psychological Triage
 - Physical Proximity
 - Emotional Proximity
 - Personal Vulnerability
- Match Intervention to Need

Year	Total Social Worker, Psychologist, Counselor, Emotional / Behavioral Wellness Coordinator
20-21	80.3
21-22	92.5
22-23	94.3
23-24	97.3

Multi-Tiered Crisis Interventions

Social Support

- Re-establish Social Support Systems

Psychological Education

- Empower, Survivors, Caregivers, and Teachers
- Informational documents
- Caregiver trainings
 - Classroom meetings
- Student psychoeducational groups

Psychological Intervention

- Classroom Crisis Intervention
- Individual Crisis Intervention
- Psychotherapeutic Treatment

Next Steps - Emotional / Behavioral Wellness

Emotional and Behavioral Wellness

- Continue to build strong student - staff relationships
 - Relationship Mapping
 - Co-Curricular Involvement
- Expand student leadership input group meeting frequency
- Expand student discipline support team meetings to elementary level
- Expand Crisis Support Teams in each school - PREPaRE
- Parent Education and Support Programming
 - Parent Education Series / Written Series / Wellness Symposium
 - Referral GPS
 - Home Behavioral Coaching and Support
- Internet Safety Education Programming
- Tier 1 Behavioral School and Classroom Leadership Teams

Next Steps - District Residency / Physical Security

What are we focused on right now?

1. District Residency

- Third Party Verification and District Follow Up - Online Registration

2. Physical Security

- Video Cameras
- Electronic Door Access
- Digital Panic Buttons
- Closed Circuit TVs systems
- Nightlocks

3. PREPaRE Training

**A Physically
and
Emotionally
Safe
Environment**



**PEOPLE AND
RELATIONSHIPS**