

**Student Safety and Security  
Board of Education Briefing  
October 7, 2021**

# Goal of Briefing

The purpose of this briefing is to inform the Board of Education of specific strategies and practices being implemented in our schools related to three key areas of safety and security.

The key areas include:

- Physical Safety and Security
  - Social, Emotional and Mental Health Supports
  - Behavior Management and School Culture and Climate Supports
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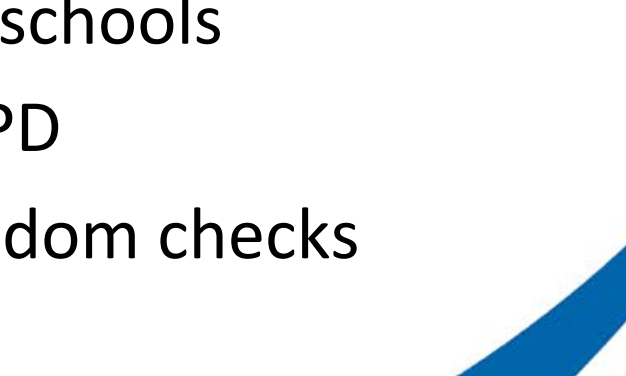
<b>Agenda Item</b>	<b>Time</b>	<b>Outcomes/Activities</b>
Welcome and overview	8:00-8:15	<ul style="list-style-type: none"><li>● Share purpose and provide overview of briefing</li></ul>
Physical safety and security updates	8:15-8:45	<ul style="list-style-type: none"><li>● Review current safety and security measures</li><li>● Review additional safety and security measures</li><li>● Discuss</li></ul>
Social, emotional, and mental health supports	8:45-9:15	<ul style="list-style-type: none"><li>● Review current student service supports, professional development, and student programs</li><li>● Discuss</li></ul>
Behavior and climate and culture supports	9:15-9:45	<ul style="list-style-type: none"><li>● Review the core discipline curriculum - MTSS Supports</li><li>● Discuss</li></ul>
Closing	9:45-10:00	<ul style="list-style-type: none"><li>● Final discussion and closing remarks</li></ul>

# Physical Safety and Security Measures

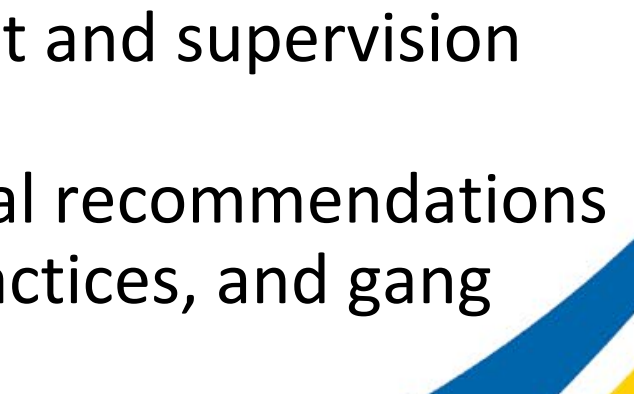
**Mr. Jonathan Wilson**  
Executive Director of Safety, Security and  
Emergency Management




# Current Safety and Security Measures

- Cameras in schools
    - Expedite HS Phase 2 - East, West, Reagan, Atkins, Career Center, and construction projects
  - Notification when any security device goes offline
  - Single point of entry system in elementary and control points of entry in middle schools
  - Expanding control points of entry systems in high schools
  - Strong collaboration with the FCSO, WSPD, and KPD
  - Working with the FCSO to schedule Hondo for random checks
  - Safety Drills (Monthly)
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# Additional Safety and Security Measures

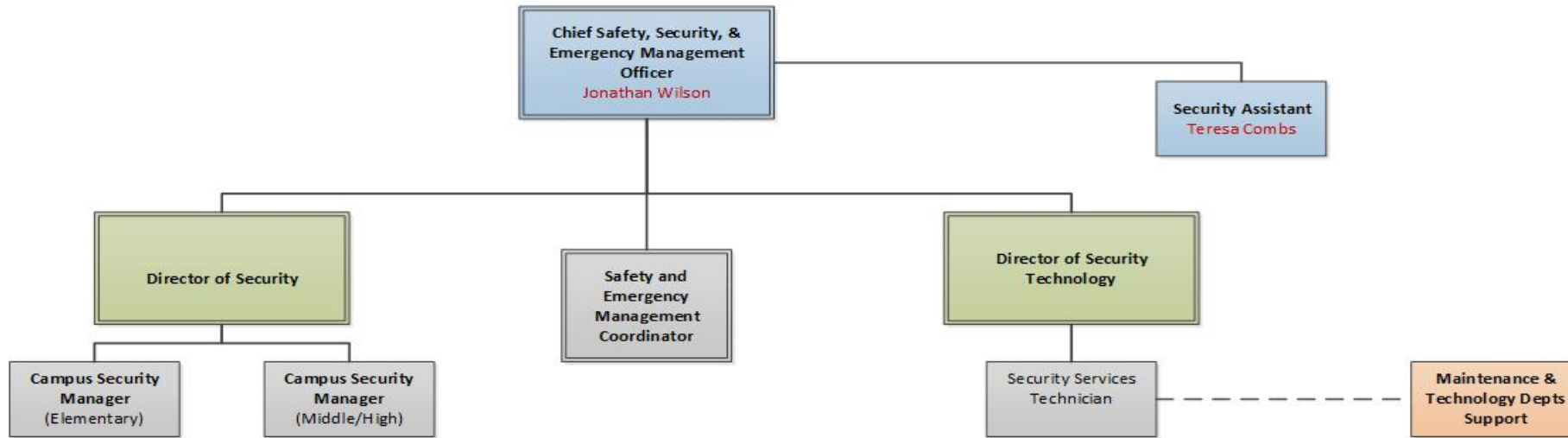
- Begin random wanding checks (controlled pattern) in schools (pilot program - 2nd nine weeks)
  - Begin implementation of clear book bags (pilot program - 2nd nine weeks)
  - Send district assessment team into specific schools to conduct school-wide assessment to determine needed resources and next steps to improve tier one behavior management and supervision practices and safety and security measures
  - Work with national security expert for additional recommendations
  - Provide intensive training in SEL, restorative practices, and gang intervention for school leadership teams
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# Additional Safety and Security Measures

- Implement Bully Patrol Teams at elementary schools
  - Implement Say Something Anonymous Reporting System (SS-ARS) teams for middle and high schools - **Begin 1/22**
  - Additional 800 MHz radios for district response
  - Work with Sheriff Department to implement gang intervention group to support schools
  - Meet with Principals
    - Review school-based safety plans
    - Plan appropriate school and district level training
- 

# Safety and Security Personnel Update


Item	Date	Status
One SRO in all traditional middle and high schools	07/01/2021	Completed
3-4 Behavior Assistants at Parkland	09/14/2021	In Progress
Two SROs in five specific schools	09/21/2021	In Progress
Enhancement of district Safety, Security, and Emergency Management team	09/20/2021	In Progress
3-4 Behavior Assistants at Mt. Tabor	Started 09/28/2021	In Progress
Dean of Students at Parkland and Mt. Tabor	Started 09/28/2021	In Progress



**Department Organizational Chart  
2021-2022**

Approved 9/28/21

# Discussion Questions

- Do you have any questions about the information presented?
  - What additional thoughts do you have?
  - How do the strategies presented align to your thinking about best ways to support student safety?
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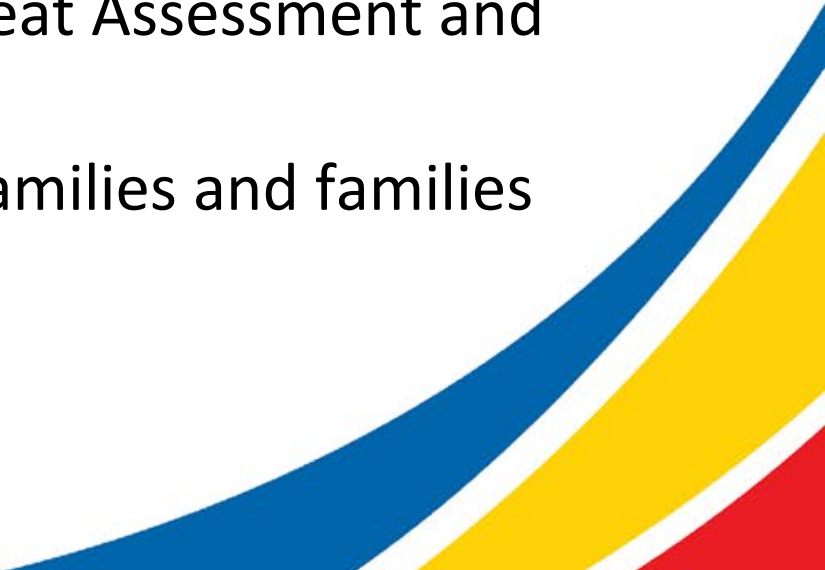
# Social, Emotional, and Mental Health Supports

Dr. Fredricca Stokes


Assistant Superintendent, Student Services



# Current Supports

- Student Services staff provide individual counseling, small group counseling, classroom guidance, and consultations to support the needs of students, families, and staff.
  - School-Based Mental Health Services are available to schools.
  - Student Services staff are trained in suicide risk screenings and assessments.
  - Student Services staff are trained in Behavioral Threat Assessment and Management.
  - District is providing parent sessions for Mt. Tabor families and families across the community
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# Upcoming Professional Development

- Trauma Resilience Training: **September 2021-June 2022**
  - Mental Health Training: 6 Hours of Training for administrators, teachers, and specialized instructional support personnel: **October 2021-June 2022**
  - Adult Social Emotional Learning: **December 2021-June 2022**
  - Youth Mental Health First Aid: **January 2022-June 2022**
  - Restorative Practices: **January 2022-June 2022**
  - School Crisis Prevention: **February 2022-June 2022**
- 


# Student Programs Starting

- Formal Mentorship Programs: **December 2021**
  - Peer Mediation Programs: **January 2022**
  - Save Promise Clubs: **January 2022**
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# Additional Student Services Personnel

Item	Date	Status
5 School Social Workers	September 2021	In Progress
5 School Counselors	September 2021	In Progress
5 School Psychologists	September 2021	In Progress
1 Mental Health Coordinator	September 2021	In Progress
5 Social Emotional Learning Coaches	September 2021	Completed
District Mentorship Administrator	October 2021	In Progress
5 Licensed Behavioral Health Providers	October 2021	In Progress

# Discussion Questions

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# Behavior Management and Culture and Climate Supports

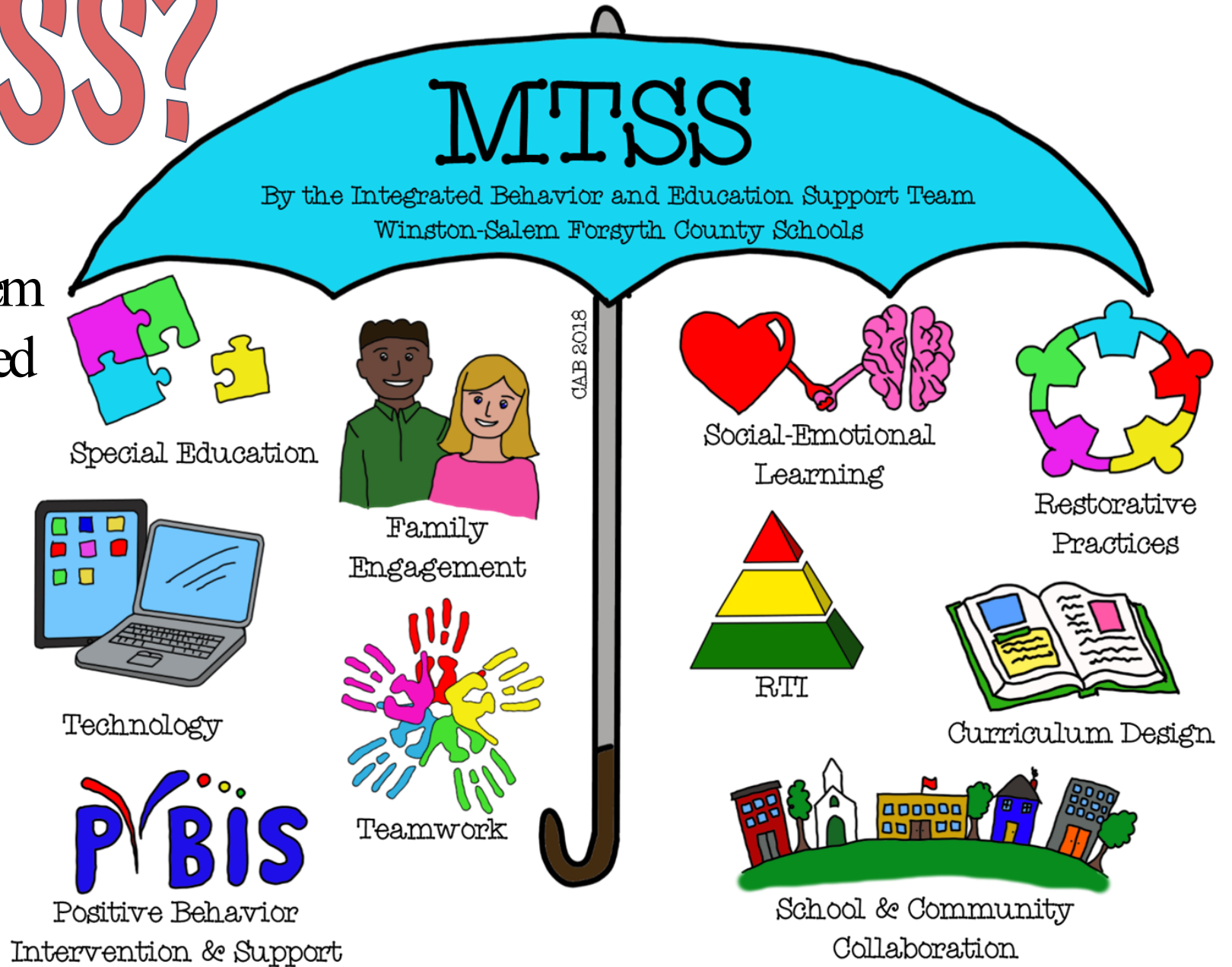
Shannon Dobson  
District Behavior Specialist

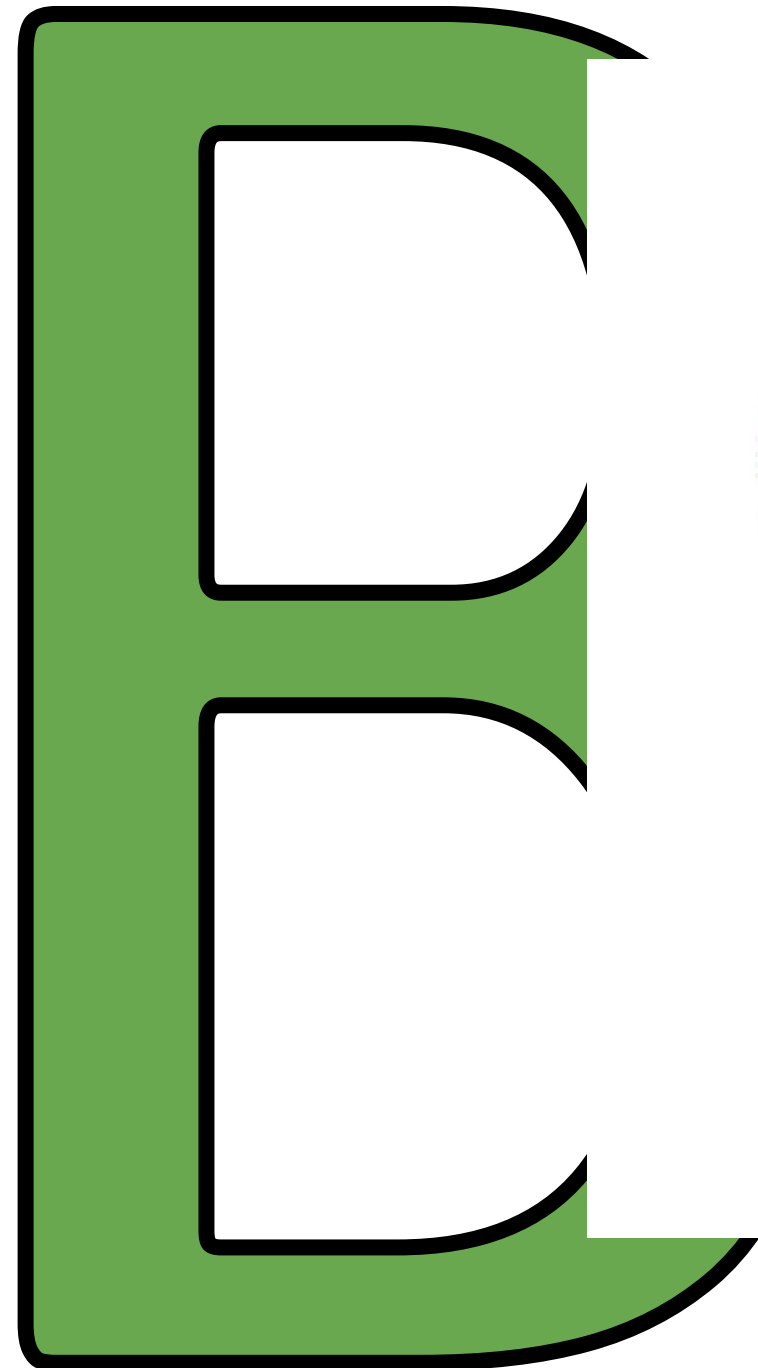


# What is MTSS?

systemic, continuous improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students.

**INCLUSIVE**  
**EQUITABLE**





**Intensive**  
Level Up  
25%

**Supplemental**  
Core + More  
% of students  
TER supports includes  
lemics & behavior

**Core Supports**  
students and subgroups  
academic & behavior benchmarks



# What are CORE supports?

The foundation for delivering regular, proactive support and preventing unwanted behaviors. Core supports emphasize

**PROSOCIAL** skills and expectations by **TEACHING** and acknowledging appropriate student behavior.

## Guiding principles:

- Effectively teach appropriate behavior to all children
- Intervene early before unwanted behaviors escalate
- Use research-based, scientifically validated interventions whenever possible
- Monitor student progress
- Use data to make decisions



Systems, data, and practices that impact everyone across all settings.

Universal Behavior Expectations

Behavior Matrix

Effective Instruction-~~Wide School~~  
expectations

Defining Classroom Man  
Office Managed

Precorrects

Ratios of Acknowledgem

Reinforcing Consequences

Corrective Consequence

Correction of Behavior Errors

Active Adult Supervision

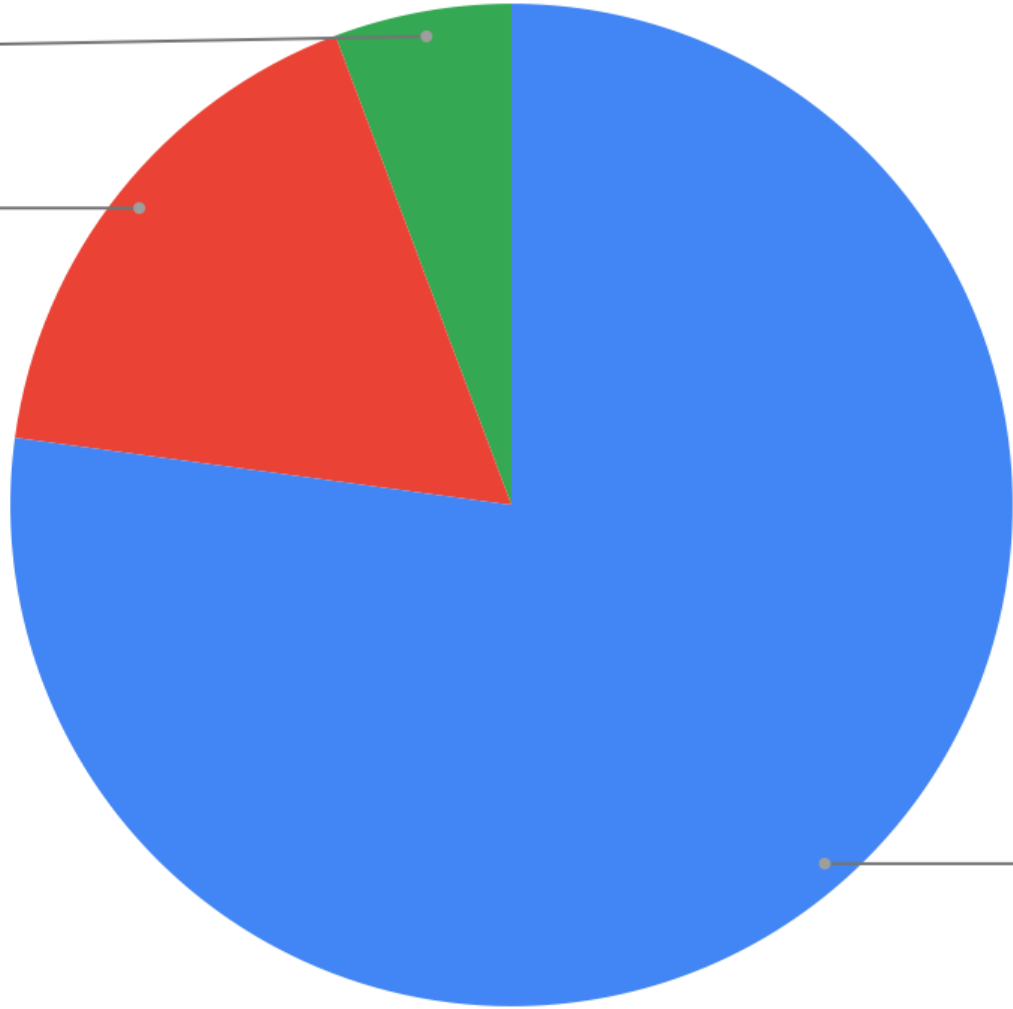
**Core behavior practices**

**For Adults**



Non-traditional  
5.7%

Middle  
17.1%

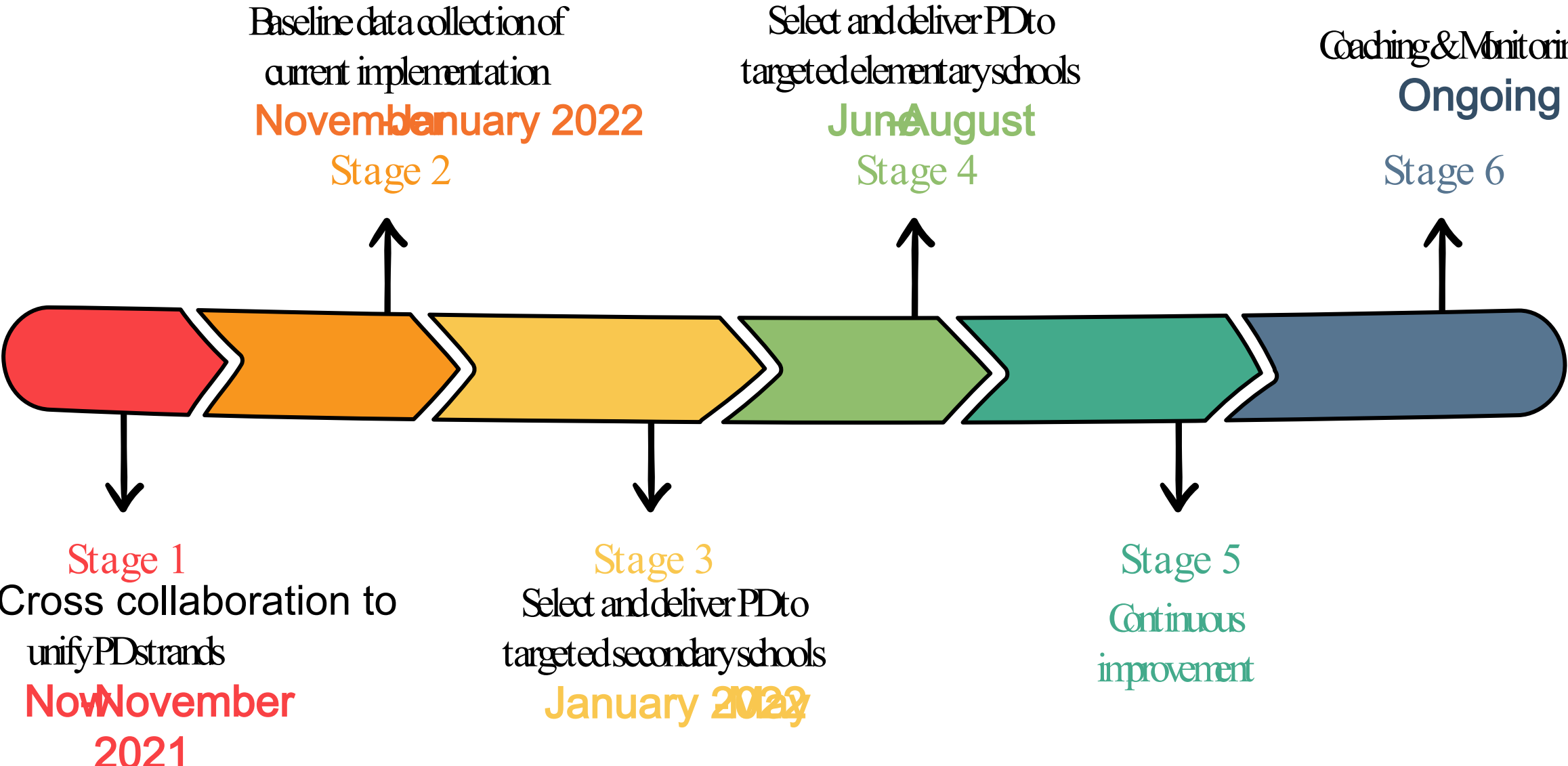


Elementary  
77.1%


## Schools Trained in PBIS

Elementary	27
Middle	6
High	0
Non-traditional	2

# Implementation Timeline



# Discussion Questions

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# Closing – Key Points

- Prevention, intervention, and suppression activities are needed to fix problems of violence.
  - Understanding the role of trauma is critical to helping our students be successful.
  - A restorative culture supports the psychological and physical safety and well-being of all school community members and the creation of an optimal learning environment.
  - Strong Tier 1 systems, data, and practices establish the foundation for delivering regular, proactive support, and preventing unwanted behaviors.
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