

BEYOND ASSESSMENTS:

Moving Forward from Findings of School Safety Assessments

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Schools

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ACAP-SOLUTIONS



- SOLUTIONS FOR SCHOOL SAFETY



OUR FINDINGS

SECTION 97C – COMPREHENSIVE
SAFETY **AND** SECURITY ASSESSMENTS

FINDINGS COMMON ACROSS DISTRICTS



OUR FINDINGS

- **EOPS – MOST DO NOT MEET THE REQUIREMENTS OF MCL 380-1308B**
- **MSP OFFICE OF SCHOOL SAFETY EOP TEMPLATE (2014) – DOES NOT INCLUDE ALL REQUIRED COMPONENTS**
- **BOARD OF EDUCATION POLICY/ADMINISTRATIVE GUIDELINES – CONCERNING GAPS BETWEEN STATED POLICY AND IMPLEMENTATION**

OUR FINDINGS

- **CLIMATE – ATTITUDE AND EXPECTATIONS @ SAFETY**

- **TRAINING – THE PREPARATION OF STAFF FOR EMERGENCIES**

- **UNDERSTANDING – THE DEPTH OF KNOWLEDGE ON SCHOOL SAFETY AND ABILITY TO APPLY IT**

- **BUILDINGS – THE AGE AND INTENT OF CONSTRUCTION**



EOP

THE REVISED SCHOOL CODE (EXCERPT) ACT 451 OF 1976

380.1308B EMERGENCY OPERATIONS PLAN; REQUIREMENTS; NOTICE; EXEMPTION OF CERTAIN INFORMATION FROM FREEDOM OF INFORMATION ACT; "SCHOOL BUILDING" DEFINED.

(EXCERPT) (3) THE EMERGENCY OPERATIONS PLAN DEVELOPED AND ADOPTED UNDER SUBSECTION (2) **MUST INCLUDE GUIDELINES AND PROCEDURES THAT ADDRESS AT LEAST ALL OF THE FOLLOWING:**

- (A) SCHOOL VIOLENCE AND ATTACKS.
- (B) THREATS OF SCHOOL VIOLENCE AND ATTACKS.
- (C) BOMB THREATS.
- (D) FIRE.
- (E) WEATHER-RELATED EMERGENCIES.
- (F) INTRUDERS.
- (G) PARENT AND PUPIL REUNIFICATION.

EOP REQUIREMENTS (CONT.)

(H) THREATS TO A SCHOOL-SPONSORED ACTIVITY OR EVENT WHETHER OR NOT IT IS HELD ON SCHOOL PREMISES.

(I) A PLAN TO TRAIN TEACHERS ON MENTAL HEALTH AND PUPIL AND TEACHER SAFETY.

(J) A PLAN TO IMPROVE SCHOOL BUILDING SECURITY.

(K) AN ACTIVE VIOLENCE PROTOCOL.

(L) CONTINUITY OF OPERATIONS AFTER AN INCIDENT.

(M) A VULNERABILITY ASSESSMENT.



MEMORANDUM

DATE: TO:

FROM: SUBJECT:

SEPTEMBER 29, 2022

LANSING

LOCAL AND INTERMEDIATE SCHOOL DISTRICT SUPERINTENDENTS PUBLIC SCHOOL ACADEMY DIRECTORS

KYLE L. GUERRANT, DEPUTY SUPERINTENDENT FINANCE AND OPERATIONS

EMERGENCY OPERATIONS PLAN REVIEW – MCL 380.1308B (PUBLIC ACT 436 OF 2018)

(EXCERPT) **AS OUTLINED IN MCL 380.1308B, THE DEVELOPED AND ADOPTED EOP MUST INCLUDE GUIDELINES AND PROCEDURES THAT ADDRESS THE FOLLOWING:**

- SCHOOL VIOLENCE AND ATTACKS
- THREATS OF SCHOOL VIOLENCE AND ATTACKS
- BOMB THREATS
- FIRE
- WEATHER-RELATED EMERGENCIES
- INTRUDERS
- PARENT AND PUPIL REUNIFICATION



MEMORANDUM (CONT.)

- THREATS TO A SCHOOL-SPONSORED ACTIVITY OR EVENT, WHETHER OR NOT IT IS HELD ON SCHOOL PREMISES
- A PLAN TO TRAIN TEACHERS ON MENTAL HEALTH AND PUPIL AND TEACHER SAFETY
- A PLAN TO IMPROVE SCHOOL BUILDING SECURITY
- AN ACTIVE VIOLENCE PROTOCOL
- CONTINUITY OF OPERATIONS AFTER AN INCIDENT
- A VULNERABILITY ASSESSMENT

STATE BOARD OF EDUCATION

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BOARD OF EDUCATION POLICIES **AND ADMINISTRATIVE GUIDELINES**



EXAMPLE 1:

EMERGENCY OPERATIONS PLAN

(EXCERPT) **THE PLAN MUST INCLUDE GUIDELINES AND PROCEDURES THAT ADDRESS ALL OF THE FOLLOWING:**

- 1.school violence and attacks
- 2.threats of school violence and attacks
- 3.bomb threats
- 4.fire
- 5.weather-related emergencies
- 6.intruders
- 7.parent and pupil reunification
8. threats to a school-sponsored activity or event whether or not it is held on school premises
9. a plan to train teachers on mental health and pupil and teacher safety
- 10.a plan to improve school building security
- 11.an active violence protocol
- 12.continuity of operations after an incident
- 13.a vulnerability assessment

EXAMPLE 2:

THREAT ASSESSMENT

(Excerpt) The primary purpose of a threat assessment is to minimize the risk of targeted violence at school. This policy is designed to be consistent with the process for identifying, assessing, and managing students who may pose a threat as set forth in the joint U.S. Secret Service and Department of Homeland Security publication, Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence. The goal of the threat assessment process is to take appropriate preventive or corrective measures to maintain a safe school environment, protect and support potential victims, and provide assistance, as appropriate, to the student being assessed.

The threat assessment process is centered upon an analysis of the facts and evidence of behavior in a given situation. The appraisal of risk in a threat assessment focuses on actions, communications, and specific circumstances that might suggest that an individual intends to cause physical harm and is engaged in planning or preparing for that event.

The Board authorizes the Superintendent to create building-level, trained threat assessment teams. Each Team shall be headed by the Principal and include a school counselor, school psychologist, instructional personnel, and, where appropriate, the School Resource Officer. At the discretion of the Superintendent, a threat assessment team may serve more than one (1) school when logistics and staff assignments make it feasible.

The Team will meet when the Principal learns a student has made a threat of violence or engages in concerning communications or behaviors that suggest the likelihood of a threatening situation.

The Team is empowered to gather information, evaluate facts, and make a determination as to whether a given student poses a threat of violence to a target. If an inquiry indicates that there is a risk of violence in a specific situation, the Team may collaborate with others to develop and implement a written plan to manage or reduce the threat posed by the student in that situation.



EXAMPLE 3:

CRISIS INTERVENTION

The Board of Education believes that the employees, and students of the District, as well as visitors, are entitled to function in a safe school environment. In this regard, the Board has adopted policies related to conduct in the school setting as well as those that address various crisis situations.

The Superintendent shall promulgate administrative guidelines for responding to a crisis situation, developing a prevention plan, and providing effective intervention for students who may show warning signs that relate to violence or other troubling behaviors.



EXAMPLE 4:

STUDENT SUICIDE

(Excerpt) The Board of Education recognizes that depression and self-destruction are problems of increasing severity among children and adolescents. A student who suffers the psychological disability of depression cannot benefit fully from the educational program of the schools, and a student who has attempted self-destruction poses a danger both to himself/herself and to other students.

All school personnel should be alert to the student who exhibits signs of unusual depression or who threatens or attempts suicide. Any such signs or the report of such signs from another student or staff member should be taken with the utmost seriousness.

District staff shall receive professional development training in the risk factors, warning signs for suicide and depression and about the protective factors that help prevent suicide, as well as the available resources regarding youth suicide awareness and prevention. () Such training shall include the warnings signs of non-suicidal self-injurious behaviors.

Additional professional development training in suicide risk assessment and intervention shall be provided to counselors, psychologists, and school nurses.



EXAMPLE 4:

STUDENT SUICIDE (CONT.)

The Superintendent shall develop and implement administrative guidelines whereby members of the professional staff understand how to use an intervention procedure which includes the following:

Step 1 - Stabilization

Step 2 - Assessment of the Risk

Step 3 - Use of Appropriate Risk Procedure

Step 4 - Communication with Appropriate Parties

Step 5 - Follow-up



EXAMPLE 4:

STUDENT SUICIDE (CONT.)

The Superintendent shall implement instruction for students on the dangers of depression and suicide through age-appropriate programs. Such instruction shall focus on:

- A. awareness of the risks and warning signs;
- B. access to appropriate prevention services;
- C. prevention of suicidal behaviors among students.

Parents/Guardians shall be notified of any suicide prevention instruction provided their children using the communication method used for regular communication with parents in that particular building.

Throughout any intervention, it is essential that Board policies and District guidelines regarding confidentiality be observed at all times.



TOP ISSUES WITH SCHOOL SAFETY

- 1 – CLIMATE – The attitude and expectations of safety measures
- 2 – TRAINING – The preparation of staff for emergency response
- 3 – UNDERSTANDING – The depth of knowledge on school safety and ability to apply it
- 4 – BUILDINGS – The age and intent of construction



CLIMATE

1 – Allowed Access

2 – Open Doors

3 – Identification of Non-School Personnel

TRAINING

1 – Time – PD allotment once/yr ... or so...

2 – Provider Messaging

3 – Lack of practice



UNDERSTANDING

- 1 – Available Information
- 2 – Prioritization
- 3 – Governmental Reliance

BUILDINGS

1 – Age – Median 1967

2 – Construction – Materials focused on sound / fire

3 – Design – Firms & Contracts not incorporating security



COMPREHENSIVE SCHOOL SAFETY PLANNING (CSSP):

A MODEL GOING FORWARD



WHERE DOES CSSP COME FROM?

CORPORATE ESRM – ENTERPRISE SECURITY RISK MANAGEMENT

SCHOOL NEEDS ARE DIFFERENT

- Youth Population – Needs, Expectations, and Accountability
- Minor / Guardian relationship & Parental Rights
- Welcoming Environment (vs. Secure)
- Restricted Budgets
- Autonomy
- Mobility
- New Field



CSSP AND THE BASIS OF OUR WORK:

Multi-Disciplinary Team

- K-12 SCHOOL SECURITY: A GUIDE FOR PREVENTING AND PROTECTING AGAINST GUN VIOLENCE, 2018 (US DEPT. OF HOMELAND SECURITY)
- ENHANCING SCHOOL SAFETY USING A THREAT ASSESSMENT MODEL, 2018 (US DEPT. OF HOMELAND SECURITY AND US SECRET SERVICE)
- K-12 SCHOOL SECURITY: 12 FINDINGS FROM THE FIELD, 2018 (HANOVER RESEARCH)
- CONFRONTING SCHOOL VIOLENCE: A SYNTHESIS OF 6 DECADES OF RESEARCH, 2020 (NATIONAL INSTITUTE OF JUSTICE, OFFICE OF JUSTICE PROGRAMS, US DEPT. OF JUSTICE)
- BEHAVIORAL THREAT ASSESSMENT AND MANAGEMENT, 2021 (NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS)
- K-12 SCHOOL SECURITY GUIDE, 2022 (CYBERSECURITY AND INFRASTRUCTURE SECURITY AGENCY)

Hundreds of consultations across the US and Canada, with thousands of conversations



WHAT THE RESEARCH AND GUIDANCE IS SAYING...

...AND WHY WE BELIEVE THAT SCHOOLS MUST USE COMPREHENSIVE SCHOOL SAFETY PLANNING.

"School safety is a complex issue....(it) deserves thoughtful and comprehensive action..."

"School safety is a cross-functional responsibility."

"We support a more systemic approach to improve (school) security."

"Research and best practice guidelines...indicate that a collaborative, multi-disciplinary approach to behavioral threat assessment can mitigate a potential threat..."

"Each school is unique, there is no one-size-fits-all to physical (school) security."

"Taking a system-based approach...can help schools...prevent, respond, and recover from incidents."

"Taking a layered approach to security ensures that the system works..."

COMPREHENSIVE SCHOOL SAFETY PLANS INCLUDE:

- ❖ PERCEPTION DATA ON SAFETY FROM ALL STAKEHOLDERS
- ❖ SAFETY POLICIES AND PROCEDURES REVIEW
- ❖ ANONYMOUS TIP REPORTING
- ❖ MULTI-TIERED SYSTEM OF SUPPORTS FOR ALL STUDENTS
- ❖ AGE-APPROPRIATE CODES OF STUDENT CONDUCT
- ❖ EXPANDED ON-SITE BEHAVIORAL HEALTH SERVICES
- ❖ DISTRICT AND/OR BUILDING SPECIFIC PROGRAMS TO PROMOTE A SAFE SCHOOL ENVIRONMENT
- ❖ AN ESTABLISHED CALENDAR OF REVIEW/REVISE/TRAIN/PRACTICE FOR ALL CSSP COMPONENTS



COMPREHENSIVE SCHOOL SAFETY PLANS INCLUDE (CONT) :

- ❖ COMPREHENSIVE SAFETY ASSESSMENT
- ❖ ALL-HAZARDS EMERGENCY OPERATIONS PLAN
- ❖ EXPANDED AND ONGOING TRAINING FOR EOP, SAFETY DRILLS, ETC.
- ❖ BUILDING & DISTRICT CRISES RESPONSE TEAMS
- ❖ PRESENCE OF SAFETY PERSONNEL
- ❖ SYSTEM TO RECORD & SHARE STUDENT NEEDS & BEHAVIORS OF CONCERN
- ❖ MULTI-DISCIPLINARY THREAT ASSESSMENT TEAM/ASSESSMENT AND CARE TEAM
- ❖ REGULAR SAFETY DISCUSSIONS



FUNDING:

- **Per Pupil Safety Funding - \$214 per**
 - **Only limit is *Safety purpose***

- ***Proposed* - Mental Health & Safety Funding**
 - **MI House and Senate released School Aid Funding**

HOW ONE DISTRICT IS USING THE CSSP MODEL AND TEAM



USING CSSP TO:

- **Strengthen School Safety Planning**
- **Increase the likelihood that district/building policies will be implemented with fidelity**
- **Improve District Safety and Function while Reducing Liability**



STRENGTHEN SCHOOL SAFETY PLANNING

- 1. Involve Stakeholders and Increase Communication**
- 2. Using CSSP consultants in meetings**
 - a. Provide industry insight**
 - b. Share team knowledge**
- 3. Coordinate Personnel Across Agencies**



IMPLEMENT POLICIES WITH FIDELITY

1. Third-Party provision with expert creation
 - EOP Review & Training
2. Training TO specific policies
 - Team Coordination and Scheduling
3. Third-Party process verification and monitoring
 - Calendaring Components and Safety Discussions

IMPROVE SAFETY & REDUCE LIABILITY

- 1. Curriculum, Finance, now Safety**
- 2. Team Advice Pooling Decades of Information**
- 3. Third-Party Services**



Q & A



THANK YOU FOR YOUR ATTENTION!

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FUNDING FOR SCHOOL SAFETY



**SHOW ME YOUR
POCKETBOOK, I'LL TELL
YOU YOUR
PRIORITIES...**

**EDUCATION MONIES GO TO
THE EDUCATION PROCESS.
WHEN SCHOOLS WANT TO
ADDRESS BUILDING
ISSUES, IT GOES TO A
PUBLIC VOTE**

Kudos to Governor Whitmer and legislators of 2022 & 2023

United States

1995 – Oklahoma City attack on a Federal Building

1998 – Columbine attack on a High School

1995 – following quarter – 3 months – US allocates \$95 Million

2022 – 2023 budget allocates \$50 Million

2022-23 – US sends \$77.9 Billion to Ukraine aid

2023 – US budgets \$0.05 Billion to School Safety

(total education budget barely exceeds Ukraine aid)

State of Michigan

AP - \$5.1 Billion general surplus \$4.1 Billion School Surplus

State per pupil funding *SCHOOL SAFETY SPECIFIC* - \$214 each

\$15 Million for School Safety Assessments

