



## **Feedback from Community Conversation on Safety**

*May 19, 2023*

On April 12, 2023, OPRF High School held a presentation about school safety, followed by small group discussions where roughly 100 participants were asked to provide their questions and suggestions. We've divided these into two main sections below, each organized by topic, with answers to the roughly 50 questions that were submitted.

As you'll see beginning on page 12, we also received more than 50 suggestions for how to improve safety. Participants' ideas were thoughtful, forward-thinking, and, in some cases, complex to execute. We appreciate all of this input and want to consider the suggestions thoroughly—something that will take some strategic planning discussions over the summer to complete. As we did a year ago, we look forward to communicating our approach to the new school year early in the fall.

### **Questions**

#### **Data**

##### **What are the statistics on kids wearing IDs?**

We have not collected hard statistics on students wearing IDs. Observationally, we do have relatively consistent compliance, but every day students need reminders.

##### **How often does expulsion occur?**

In the past five years, we have had a total of one expulsion.

##### **Is there data about the correlation between grades and behavior?**

Yes. Since the 2016-2017 school year, our Pupil Support Services (PSS) teams have used the data-driven Early Warning Indicator system, which uses attendance, behavior/infractions, and grades to identify at-risk students and enable prompt and efficient intervention.

##### **Is there data showing that when school shootings happen, they're the result of an open door?**

We don't have national data to support this, but ensuring that doors are monitored and locked is a recommended best practice.

##### **How does OPRF compare to other schools?**

The type of disciplinary data included here is not tracked by the Illinois State Board of Education, so we do not have reliable statistics to know how we compare. Informally, both from conversations with colleagues from other districts, and from the professional experiences of those who now work at OPRF but used to work in neighboring districts, we have no reason to believe that OPRF is an outlier here.

**Is 10% of students committing all infractions a high or low number?**

As noted above, we don't have data comparing us to other districts. However, below is four years of data specific to OPRFHS. The current percentage of students with an infraction is in line with what we've seen historically.

School Year	Students with Infractions/ Total Number of Students	Percent of Students with Infractions
2018 - 2019	396/3,468	11%
2019 - 2020	371/3,484	11%
2021- 2022	348/3,458	10%
2022 - 2023 (as of April 26)	386/3,421	11%

**Is the rate of individual students committing more than one infraction increasing over time, especially since the implementation of the Behavior Education Plan (BEP)?**

No. Our data does not show that more students are committing repeated infractions since we implemented the BEP last school year. The two years prior, 2018-2019 and 2019-2020, show a very similar pattern of students committing multiple infractions compared to what we see now.

Number of Infractions Committed	Number of Students			
	2018-2019	2019-2020	2021-2022	2022-2023
1	231	230	207	239
2	65	41	64	54
3	26	32	31	34
4	13	16	13	14
5	12	10	6	14
6	6	8	9	3
7+	15	15	10	10

## **Consequences**

### **How can the school make the school community more aware that it is implementing consequences?**

In the communications audit we recently had performed by the National School Public Relations Association, stakeholders expressed a desire to know more about the consequences that are issued when there is a serious incident at the school. While we can't share specifics about the outcomes in a student case, what we *can* share are the potential consequences that will be issued based on the level of infraction according to our Behavior Education Plan. We're committed to doing this in future incident communications.

### **Do you use peace circles/peace warriors?**

Yes, we use peace circles as a restorative practice to address conflict. Our trauma interventionist currently leads these efforts.

### **What is the Illinois High School Association (IHSA) requirement for student athletes being removed from a sport?**

Discipline for actions that happen outside of a sporting contest is subject to the athletic code of conduct of each school. [Here is a link](#) to the athletics page on our website, where the Athletics Handbook can be found. The Athletic Code of Conduct is on page 5 of the handbook. When inappropriate actions happen at a contest, they are written up by the official. That report is sent to the athletic director, and the athlete is required to sit out the next contest. The severity of any infraction dictates the severity of the response.

### **If there is a conflict between two people, why does the victim get moved out of class? Why is the burden on the victim?**

There is no universal answer to this question. Anytime we need to separate students due to specific complaints, we consider each situation individually. In some cases, it may be the right course of action for a victim to be removed. In other cases, it may be best to move others. The goal is to make the environment safer for the individual(s) involved, and moves are made to accomplish this goal.

### **What happens when a student is suspended?**

In-School Reflection (ISR) has replaced In-School Suspension and takes place in our ISR room. Students who receive a consequence that includes ISR work with our two ISR facilitators to recognize the harm that has been experienced as a result of the action that brought them to that space, and they work on helping the student repair that harm with all involved.

Out-of-School Suspension is served outside of the school building, and students are under the supervision of their parent or guardian. Students participate in a reintegration meeting upon return to reacclimate back to school.

### **What is restorative justice?**

The Behavior Education Plan is founded on principles of restorative justice in education. At the center of this model is mindset, including the belief that all people are inherently worthy and want to be in strong relationships. We as a school are being supported in and increasing the use of a variety of restorative practices. As

a district, we work toward the transformation of school culture so that all members of the learning community, including students, teachers, staff, administrators, families, and community members feel they belong.

Restorative Practices focus on:

- Building and maintaining healthy relationships to create a caring culture where every member thrives.
- Engaging in repairing harm and transforming conflict.
- Establishing communities of reentry and support after harm in order to welcome, integrate, and support students after an extended absence or for individualized support to build a more equitable learning environment.

### **Is there a consequence for those who are filming a fight?**

Students are discouraged from filming fights, but there are currently no consequences for doing so. Adults do try to clear the area around the disturbance to discourage filming.

### **What is the conversation with students who carry weapons?**

Once the school becomes aware a gun is present on campus, the police immediately are called to the campus to assist. Weapons other than a gun found on students involve a conversation with the dean as well as a consequence, and the weapon is confiscated. Parents always are called and involved with any incident involving a weapon.

### **Can students take ownership of their learning spaces and discourage peers from acting out by calling them out when they do? How do we provide ongoing training to students on what acceptable behavior is?**

Students are encouraged to be good citizens in their learning environment and often solicit the support of teachers, counselors, deans, etc., to engage their peers in difficult conversations. Teaching our restorative practices provides models for students that lead to accountability and student ownership of academic and other school spaces.

### **There are so many community resources to respond to the person harmed--how is the school connecting to these resources?**

Deans work with our internal and external partners to generate connections for students and their families once the root cause is identified. We partner with a wide array of community resources for a host of different purposes. [At the bottom of this page](#) on our website are several dropdown menus with links to those agencies, including local groups, student mentor programs, mental health resources, and support for substance abuse.

### **Are kids acting out because they are frustrated academically?**

There are many reasons students engage in undesirable behaviors. Certainly students can feel overwhelmed by both academic and social expectations. Students also are impacted by community and family stressors. Social media is a major source --perhaps the most common source-- of frustration and conflict for many students. It is very rare that we learn of a student fighting due to academic pressures.

**How can we create a norm against filming fights? Should there be consequences for filming the fights?**

This is an interesting idea, and we'd be interested in seeing how we can make some progress here. Students are discouraged from filming any conflict within the academic environment, and adults often require students observed filming to delete materials from their devices. But because filming disruptions is such a big problem, identifying everyone who may be in possession of these materials is difficult. Our Huskie Habits provide students with attributes that identify what it means to have good character traits. We use this and other measures to continuously communicate to our students how we respect those around us. We can explore additional ways to discourage this behavior, and we welcome any ideas.

**Students have more anger; how do we help them manage the anger?**

We have instituted monthly all-school wellness days, where team members go into classrooms and complete a lesson on various topics to help improve our students' social-emotional capacity. Topics have included What Motivates You?, Managing Stress, Climbing out of Thinking Traps, Gratitude Challenge, and Reflecting on the Year. Please [click here](#) for a presentation we recently used to share some of these efforts.

Every student at OPRFHS has an assigned social worker who is available to assist them with any personal, social, emotional need. We are closely examining our data to help us improve student mental health as well. When necessary, or at the student's or parent's request, we provide students with referrals for community resources that are equipped to address the student's needs.

**How can we support students who are not involved in a physical altercation to help students who are? Could seniors get credit for being back up to security guards or helping with safety?**

We do not want students to back up security guards for several reasons, including putting their safety at risk and opening them to potential retribution from their peers. However, students can be excellent resources for modeling appropriate behavior and alerting deans and security of pending conflict. We are looking to eventually include students having a role in our Peace Room by serving as peer mediators when appropriate.

**In the scenario involving a fight at dismissal time, was there an intervention prior to letting kids out for the day? How are social workers addressing students and conflict? How is the school addressing students who are heading into the crowd during a fight? How are we addressing students' reactions to the fight? How is ongoing conflict managed?**

There are a lot of questions here. Please see some of the earlier questions regarding filming of fights for some of the answers. Additionally, when team members are aware of pending conflict, we meet with the involved students to better understand the nature of the conflict and deploy the appropriate personnel to mitigate the outcomes. This can include involvement from deans, parents, social workers, trauma interventionists, safety and support personnel, behavior interventionists, and case managers. When we are aware of conflict, and have exhausted those supports, we will stagger the dismissal of involved students, require a parent to pick them up from the school, and/or schedule a meeting with parents of all involved students.

Our pupil support personnel are always available to meet with students who have been impacted by any act of aggression on campus. Conflict is natural. However, the way some students manage conflict is concerning. Social workers run group sessions that address student behavior around conflict resolution, anger management, decision making, impulse control, and self-regulation.

## **Parents**

### **If a parent hears about a fight or other incident before it happens, what should they do?**

Please alert the school right away. Contact the dean on your student's Pupil Support Services team ([here](#) is a listing of the teams and members) with the information you have, and we will investigate and sort through the details. The school greatly appreciates this type of partnership with parents to help keep all students safe.

### **How do parents know that they can report information to staff?**

Parents can always call their student's dean to report any concerns. OPRFHS also publicizes the use of our anonymous tip line. This information is shared at registration each year, and we can send out additional reminders during the year in the HuskiEmail. To report safety, or crime related concerns, such as bullying, drugs, online threats, fights, weapons, theft, etc., text 274637 and use the keyword OPRF at the beginning, followed by a detailed message.

### **How can we help parents amplify the need to engage on behalf of students? Can we have a parent liaison who can help us develop a profound degree of parent support?**

We currently have a community outreach/parent connection coordinator, Ty Garland, who works with parents and community partners in helping your students successfully navigate experience at OPRFHS. Please reach out to this person for any additional ideas or to see what else you can do to support our students. Mr. Garland's contact information [can be found here](#).

### **What does the school need from the parents and the community?**

The partnership we seek is for parents to hold high expectations for their child's engagement in school. This would include holding students accountable for attending school, completing the work that teachers assign, treating adults in the building with respect and civility, and holding students accountable when they do not meet the expectations. As suggested by several questions here, actively forbidding your students from recording altercations on the phones could be a significant help. The school would love to forge true partnerships with parents and community members where we can all join forces in establishing and promoting safe, responsible, and respectful behavioral agreements.

### **Can parents help manage the hallways?**

We need to make sure that anyone we bring into the building is trained, both to ensure their and our students' safety. We have had this question come up before, though, and we are open to exploring what might be possible. One intriguing example is the Dads on Duty program at a school in Shreveport, La., as seen on "60 Minutes." This team of fathers takes shifts throughout the school day to be eyes in the hallways, encouraging students to get to class and out of the hallways. The program helps personalize the experience of students when they see familiar faces from home within the school.

### **How can parents prevent students from filming fights on their phone?**

This is an incredibly challenging issue. As a school, we are interested in exploring ways we can make headway here. Our recent cell phone policy does help us to address access to phones in the classroom, but during passing periods, such restrictions don't exist. For starters, we strongly encourage families to make their expectations that recording fights is simply unacceptable as clear as possible with their students. We eagerly welcome this support.

### **How can parents partner with the dean?**

Building relationships with parents, letting them know that we're on the same team, and that we're working on the same concerns **together** is vital to the role of the dean. When parents hear their students talk about things that may pose a risk to the safety of a student or compromise the flow of the school day, parents should encourage their students to connect with their dean. Parents also can reach out to a dean with any information they have obtained from their students. Parents can request meetings with their student's dean if they feel there are concerns for their student's safety.

### **How can parents get on-boarded with staff that their child would be working with?**

We encourage parents who are interested in connecting to email their student's teachers after the first week of classes to establish a partnership and mutual understanding of class/course expectations. This information is available in Family Access on your student's class schedule. Attending open house, parent-teacher conferences, and other school sponsored events is also an excellent way to connect with teachers and other members of the OPRFHS community who will come into contact with your student.

### **How can parents get their child to talk about things that are going on?**

Asking open-ended questions that require children to respond with details instead of yes or no are very helpful for encouraging actual conversation. It is also advisable to not assume that your child is aware of or involved in everything happening in the building. The building is large and most students are just going to and from spaces without anything out of the ordinary happening. When the child doesn't actually witness something, they can often feel pressured to repeat what they have heard from someone else and that is not always fully truthful.

What parents often feel is a bad thing is really a kid trying to grow up, be self-sufficient, and fully function on their own. Not wanting to speak in detail is an *extremely* normal part of adolescents' developmental process as they mature and want to separate from their parents. So begin by normalizing their reluctance, because it is "right on schedule." Make sure that the child knows that they can share anything with you but that it is also fine

if they want to share with a trusted adult at school too. If not someone in school, maybe a family friend, aunt or uncle they are close to, etc. When kids don't open up to parents, the first instinct is to hover and try even harder to get the child to open up when what probably needs to happen is the parent needs to give their child some space. Sometimes kids are trying to problem-solve and figure things out themselves—and that is a good thing. Commend your child and make it clear you are available for “consult.” Here are some good resources:

- [“Help: My Teen Stopped Talking to Me,”](#) Child Mind Institute
- [“Does Your Child Give You the Silent Treatment? 6 Rules for Getting Kids to Talk,”](#) Empowering Parents
- [“Foolproof Strategies for Getting Kids to Talk,”](#) Aha! Parenting
- [“How to Get Your Child to Confide in You,”](#) Strong 4 Life

### **What is the role of the dean? How can parents partner with the dean?**

Deans take the lead on addressing the student discipline concerns, leading the school's restorative practices, and monitoring student attendance in collaboration with the other members of the Pupil Support Services team. It used to be said that a child would never know their dean unless they get in trouble. That is no longer what we strive for. Our deans are another resource for students to tap into when they need assistance. Deans work closely with the counselors and social worker on their team and can serve as another trusted adult when a student needs help. Students can also see the dean if they are having any type of conflict with another person in the building.

## **Collaboration**

### **Are we having conversations with other schools that may be facing these same issues?**

Yes. OPRFHS is part of several professional groups. The West Suburban Conference principals meet monthly to discuss a variety of concerns, including culture, climate, and safety. We are a co-founder and member of the Minority Student Achievement Network (MSAN), where we attend monthly meetings and semi-annual conferences and workshops. We also communicate with other neighboring districts with similar student demographics to discuss strategies and best practices in managing efforts to address the concerns we share as an educational collective.

### **How can D200 better work with D97?**

Collaborating well with D97 and D90 is a goal of ours. We have recently signed an Intergovernmental Agreement (IGA) that now allows us to have broader communications between our two districts. This already has allowed us access to more information about student learning and development while they were at the middle school. Our meetings with our feeder districts also provide a healthy amount of inter-district collaboration about practices ranging from curriculum to student behavior.

**How do we rally together to create a community and culture where everyone feels safe? Anything that can break down the school and make it feel smaller helps. A strength in the elementaries is that everyone knows each other; this becomes more challenging in the middle schools, then even more so at the high school. When families know each other, they talk and work it out.**



This question identifies a challenge of most large public high schools in our area. We do our best to personalize the environment in several ways. Our advisories, where students spend weekly time with the same group of peers throughout their four years here, are one such approach. As part of our restorative process, we also work with parents to engage in conversations with other parents to amicably resolve conflict between their students. These meetings are often facilitated by OPRFHS deans and social workers. Parents have also taken the initiative to work through their students' conflict without the influence of school personnel. Implementing programming that assists in developing a strong sense of community is a priority for OPRFHS administrators. We are intentional in our efforts to create a safe and welcoming environment for all students and have targeted small groups, advisories, and student activity organizations to ensure our efforts are more manageable and personable.

### **What is the connection with the police?**

We currently have an intergovernmental agreement with the Oak Park Police Department and District 97 that provides us with a specific police liaison who fields communications from the schools in a way to actively share relevant safety information among the groups.

### **How would police [in the school] impact students who have been victims of the police?**

Concern that police presence in the school could negatively impact some students is one of the reasons that the Board of Education voted to remove the school resource officer (SRO) from OPRFHS in 2020. Please see the answers provided above for how we have worked to productively engage the Oak Park police for the benefit of our students. We will continue to make efforts to build a positive relationship with OPPD so that all students feel safe and supported while at OPRFHS.

## **Building and Processes**

### **Can we practice drills more?**

We want to be careful with doing anything that is going to jeopardize student-learning time in classrooms. If we had signs that this were needed, we would certainly take appropriate steps; however, we have traditionally had very good compliance with the drills we conduct, and that includes this school year. Additionally, the required number of drills is mandated by State law. The hard lockdown drill has been known to cause heightened anxiety for some students due to the nature of the activity. So we make a concerted effort not to host more than the number legally required.

### **Can there be a “secret shopper” where someone tries to get into the school to see where the weak points are?**

Similar to the response above, we need to make sure we know exactly why we'd be doing this. Last school year we conducted a safety audit of our school, and the feedback we received led to many of the changes that we implemented this year and have planned for next year.

### **What happens when a student goes to a counselor or dean and says this happened to me outside of school—what kind of support is provided? Impression is that the school says we can't touch it.**

We can certainly provide support for students who need it, regardless of where an incident occurred. However, there are specific regulations in effect for when we can provide consequences to students, especially if those consequences would remove the student from school for any period of time. Those regulations are largely governed by Senate Bill 100. More information on that legislation can be found [here](#).

### **How are we preparing students for incidents such as sexual harassment that may happen again later?**

#### **How are we teaching them what to do?**

We work to prepare our students with an eye on both prevention and responsiveness. The required Health Education class includes safety education, mental wellness, alcohol and drug use and abuse, human growth and development, and human sexuality. As part of the required sophomore PE class, discussions and guest speakers address gender-specific topics such as healthy and unhealthy relationships, the influence of media on culture, sexual harassment, sexual assault, dating violence, bullying, Internet safety, and how to avoid violence and unsafe situations. Both genders are taught gender-specific self-defense skills using a nationally recognized rape and aggression prevention program taught by certified instructors. We've had presentations for juniors and seniors from Set the Expectation, a nonprofit dedicated to ending sexual and interpersonal violence, about consent, coercion, and bystander intervention; we're planning to make this an annual event.

As far as our process, we encourage students to report cases of sexual harassment to their assigned dean or social worker as they occur, and we have fliers posted throughout the school with this information. Social workers are able to address these sensitive issues with students and align them with advocacy groups both internally and externally as well as provide them with ongoing social work support. All students are discouraged from sharing content, such as inappropriate pictures, via social media outlets, text messaging and group chats.

#### **Can there be more security in the hot spots?**

Yes. The posting of current Campus Safety personnel was recently realigned to ensure maximum coverage across the school day when the highest volume of students are present. This allows for spaces such as cafeterias and certain hallway locations to be better supervised. This will allow for quick responses to any disruptions. Additionally, with the approval from the Board to hire six more security officers, we have been able to cover more high traffic areas like near the restrooms on all four floors to curb high numbers of students in those spaces during unauthorized times.

#### **What are the safety procedures for access to classrooms during the class periods? Are the doors locked during the class period? Can teachers lock their doors during the passing period?**

Our primary safety and security measures are focused on supervision of our entrances and the hallways. Otherwise, all students are required to enter the classroom prior to the ringing of the bell with a picture student ID card. Students who enter the classroom after the bell must show up with a pass from an authorized adult as well as present their valid student ID card. Teachers may lock their doors during a class period, but it is not required. In an emergency situation, doors are locked.

### **Why is the front door the only one that is unlocked?**

The Main Entrance is no longer unlocked after 9:00 a.m. on a regular school day. All individuals must ring the doorbell for entry.

### **Are there enough hall monitors? Would that work or would these fights happen anyway?**

Most often when fights or significant verbal altercations occur in the hallways there is very little obvious indication shortly beforehand. As a result, we do not have any reason to believe that increasing security personnel will help to prevent the initial instigation of such instances. However, we do believe that the right amount of security personnel can help to quickly resolve the altercations. As noted earlier, we have also realigned our staffing schedule to bring campus safety personnel into the school building when students are present. Teachers are also assigned a supervisory period each day during the school year and some of those assignments include hall monitor/greeter duty for the period.

### **Has the OPRF population outgrown its capacity? Do we need a second high school, or a split campus? Middle schools are huge too.**

We are fortunate to be an incredibly well-resourced school. According to the state funding formula, our funding is 138% of what's needed to satisfactorily meet the needs of a school our size. We see these benefits in both the number of teachers, social workers, counselors, and many others who are here to help make this large school feel welcoming and supporting for our students. Regardless, we are always working to improve our effectiveness, efforts that have more to do with *how* we support our students, not whether the overall campus is too large.

## **Other**

### **Are there microaggressions toward students in class? Are teachers trained to address this topic?**

Microaggressions are part of our society in all spaces in some form or fashion. At OPRFHS, we are aware of this, and our teachers participate in bi-monthly CARE (Collaborative Action Research for Racial Equity) Team meetings, which gives them a safe space to analyze practices, relationships, processes, and interactions with their colleagues and students through a racial lens. The goal is to recognize both individual and systemic racial biases and eliminate them.

### **The principal is asking students where their IDs are, but is everyone else?**

Yes. We frequently send out reminders about the importance of wearing IDs through many channels, and we encourage all employees to remind students. Additionally, anyone who enters the building is required to wear an ID. This includes all "staffulty" and visitors who check in through the main entrance.

### **What is the In School Reflection (ISR) daily format?**

After reporting to the Reflection Center, students turn in their phones and complete an entry sheet. The Reflection staff then emails the student's teachers to request work for the day(s) they are there. In addition to completing academic assignments, students receive a variety of restorative services and interventions. This includes meeting with their social worker and/or our trauma-informed care specialist. Students are also

provided with a lunch and PE period. By the end of their time in ISR, students will determine how they can restore any harm that was caused and how to positively handle situations if they arise again. Students complete an exit ticket highlighting what they learned during their time in the Reflection Center.

**What are we doing to address the root of what's happening? There's a lot of talking happening instead of expulsion or suspension. Is the school equipped to have that much conversation? There's a lot of trauma that kids are bringing into school. Maybe we need additional social workers more than security staff.**

Fortunately, our school has nine social workers in the building. Understanding that our students have experienced trauma that affects how they show up in this space led us to hire a trauma-informed care specialist this school year, as well. With the outside agencies and resources we partner with, we do feel we have quite a bit of resources at our disposal.

**What is the level of gang activity?**

To maintain a safe environment for all students, our staff are trained to carefully monitor student interactions. We have not experienced any significant gang activity in the building. If a student has a specific concern or observation, we encourage them to reach out to a school administrator.

## Suggestions

### Communication

- Increase awareness of:
  - Safety risk of students leaving via unauthorized doors.
  - The services that are available to students.
  - Dangers of vaping.
  - Different levels of behavior infraction and their consequences.
  - What constitutes appropriate/inappropriate touch.
  - Safe firearm storage.
  - Trauma-based interventions and what they are.
  - Safety drills and practices.
- Hold more community conversations like this one. Offer Zoom option, and record for those who can't attend.
- HuskiEmail tips about deans and safety.
- Parent onboarding packet.
- Talk about the risk of suicide for students who have access to guns.
- Display the Title IX fliers more prominently.
- Be more transparent with data. In the age of misinformation, release more info as a trusted source.
- Detail the conversation parents should be having with kids about violence and safety; give them points to repeat.

## **Parents**

- At the beginning of the school year, have parents sign a pledge of involvement.
- Demonstrate that parent involvement matters, then push that out to parents so that they can see that their involvement matters.
- Train parents in DBT (dialectical behavior therapy), a type of talk therapy for people who experience emotions very intensely.
- Hold small listening sessions led by counselors and social workers with parents of struggling students. Ask, "What is not working for you?"
- Ask parents to help staff the doors.
- Interested by the slide that showed students feel less supported by parents. Parents also went through the pandemic and are struggling. Parents need support.

## **School Resource Officer (SRO)**

- Multiple suggestions to bring back an SRO.
- Have several SROs and assign them to groups of students to build relationships, work together.
- Engage law enforcement. Do they have programs that can help reinforce the development of positive outcomes?
- Implicit bias training if an SRO comes to the building.
- The SRO needs to have special training to be able to connect with our students.

## **IDs**

- More positive reinforcement for wearing IDs.
- Use ID scanners throughout the building.
- Inform parents when their student isn't wearing their ID.
- Say less about your personal need to have students wear IDs; talk instead about how IDs help keep students safe.
- Greet students in the morning, not yell at them about IDs.

## **Students**

- Make more of a big deal of discouraging fight videos; show how traumatizing seeing these videos is.
- Outside interventions for repeated offenders (fighting).
- Need a better de-escalation process.
- Ask the kids what they want and need.

## **School**

- Block certain websites during the school day.

- Install discrete metal detectors.
- Have a better de-escalation processes.

## **Mental health**

- Provide mental health services to every student.
- Incorporate mental health practices at least weekly; can be small groups.
- Partner with [college?] psychology students as a resource for students who need mental health support.
- More funding for mental health, not security guards.
- More mental health counselors.
- Partner with outside agencies to support students: BAM, WOW, Champs Male Mentorship, Male Mogul Initiative, Reach Leadership Academy for Girls, Black Star, By the Hand.
- Make sure students are aware of mental health resources available at PDOP's new Community Recreation Center.

## **Staff**

- Have more people/the right people monitor high-incident areas.
- Teachers need ongoing training and support to manage student behavior and emotion.
- Would like to know more from teachers' and security's perspective about how they feel and what they need.

## **Sexual harassment**

- Offer parent university led by students, especially around sexual harassment, social media, porn, phones, how to respond to peer pressure.
- Do trainings about sexual harassment with male sports teams.
- Having Brenda Tracy or similar presenter speak to all grade levels, especially within sporting teams.
- Consider removing students from athletics if they are a part of a Title IX case.
- Take sexual infractions more seriously.
- Hold more educational events for students like Set the Expectation.
- The self-defense unit/speaker Brenda Tracy should happen earlier in the year. Sexual assault conversations need to happen in earlier grade levels, as many students may be struggling in this area.
- The community needs to establish a culture of raising kids to address sexual harassment and not perpetuate stereotypes.