

School Safety Task Force Situation Appraisal

ITEMS IMPLEMENTED AND IN PROGRESS

- Improve the communication system for all issues identified under the communication theme
- Public awareness of what is allowed to be shared (during shelter in place & lockdown)
- Utilize parent square
- More frequent updates on situations when they occur
- Communicate clear and consistent discipline practices that are uniformly enforced throughout the district
- Consistency in responses to external and inter responses across schools
- Communication can come via all intercoms working within the school, texts and notifications to the masses made more efficient by making sure phone numbers are updated, testing these systems constantly to ensure they work
- Standard protocol for responding
- Punishment should be universal throughout the school (reevaluate how and when for disciplinary protocols)
- Provide training support that address the following topics: sensitivity, de-escalation, diversity and inclusion, safety protocols and restorative justice
- Utilize mental health clinicians, counselors, and behavior specialists to offer additional support
- Develop clear procedures for drills and emergency situations that are uniform within the district and clearly communicate them to ALL staff
- Increase security measures and increase patrols to monitor doors and unsecured locations
- Incentives to benefit current teachers and recruit future teachers (pensions, pay, etc.)
- Implement peer mentorship program and student programs like Upward Bound and Gear Up
- Secure all exterior doors with alarms and ensure locks are functioning
- Mental Health - wellness provider document individual services
- Communication organizational chart by functions with quarterly presentation
- Make sure all staff has universal keys to classroom doors
- Develop training for staff and students that address viable mental health resources
- More training of mental health resources for teachers/staff
- Establish a mandatory training portal outside of traditional professional training-
- Commitment from social workers to remain long term as well as commitments from administrators to keep them employed as well.
- Permanent librarians and other staff as well providing a consistent positive environment for students
- Having permanent social workers at each school since the switching out causes regression with the relationships and trust students build.
- Transparency between schools so that schools can learn what works and doesn't work from each other and to ensure consistency
- Communication on how a student was apprehended should be communicated thoroughly, no gray areas should be left
- Hire a substance abuse coordinator which would give students who may be struggling with addiction a safe space
- Have the task force meet again in 5 months to review what steps have been taken
- Black teacher recruitment plan for elementary, middle and high schools
- Teachers and administrators having a clearer understanding of IEPs and 504s
- Hire quality subs and train them properly (quality vs. quantity)
- SROs become resources and offer counseling



- Actual mental health professionals (eg. DMHAS) coming in providing mandatory yearly training (eg. motivational interviewing, implicit bias, OUCH training) / More training of mental health resources for teachers/staff
- Hire additional social workers, currently hired support staff should be able to do the work they are hired to do
- Training - determine who and how many individuals have taken the training within the allotted time frame

ITEMS NOT CURRENTLY IMPLEMENTED

- Publish standard operating procedures
- Clear backpacks for all students /Uniform policy updated to reflect only clear backpacks are allowed
- Control the cell phone use, responding to everything effectively and timely
- Site-based mental health provider/center must be permanent
- Monday and Friday mindfulness exercises
- Metal detectors to ensure no contraband/ Pilot program for Wallace & Crosby with metal detectors at all entrances
- Communication - weekly surveys of parents, staff and students
- Mental Health - student surveys
- Possible have 2-1-1 visit the middle and high schools monthly
 - 2-1-1 offers a variety of services including housing, food, transportation, etc.
- Surveys to students asking if they feel trustful and confident in the relationships with social workers. ('These surveys are done but the results should be transparent, shared with students, parents and staff to ensure all (especially students) know where the surveys go and how the data is used.)
 - ESS needs to change their required credentials, individuals should have at least 12 credits in college
 - Quarterly progress report on progress/items found
 - ParentSquare sent to parents regarding ID and public announcement of board when all students have been issued an ID
 - Communication - public feedback using various methods impact of the change ideas
 - Survey of staff, students and parents in 5 months to gauge efficacy of the implemented strategies
 - Resources & Support - scorecard based on NAACP and WPS collaboration
 - Outline student advocacy training portal with specific rewards
 - Monthly updates to the board of the status of strategies
 - Once the Task Force determines which recommendations they will implement, the district will have updates on the status of the recommendation and provide updates to the board/public.
- School IDs for all middle and high school students that must be used to enter the school/ Provide student IDs that must be scanned to enter