

A group of children walking to school, seen from behind. They are wearing various backpacks and hats. The scene is outdoors on a paved area with a crosswalk. The image is partially obscured by a blue circular graphic on the right side.

Community Advisory Committee (CAC) Presentation “Child Safety and Self-Advocacy”

November 13, 2024

Welcome and Overview



Purpose of the
Presentation

Planning for
Child Safety

Fostering Child
Self-Advocacy



Purpose of the Presentation

Planning for Child Safety

Understanding Safety Risks for Children with Significant Disabilities

Physical Safety:

Elopement, sensory processing challenges, and physical mobility concerns.

Emotional Safety:

Bullying, isolation, and communication barriers.

Environmental Safety:

Home, school, and community considerations.





Creating a Safe Environment

In the School Setting

At Home and in the
Community



In the School Setting

Safety measures in place

Communication between parents and school staff regarding safety concerns.

Emergency protocols and how they are adapted for children with disabilities.

What's New in Safety

- New Position-Bilingual-Community Safety Specialist
- New Communication app, “Parent Square”
- New Fencing completed at CHS, currently going in at FHS (Measure G, 2014)
- Threat Assessment Training for school site Safety Teams (ongoing)
- De-escalation Training for classroom staff (ongoing)
- Replacing outdated cameras (adding additional cameras)
- Campus Monitors safety vest
- Quarterly SRO Meetings
- Workplace Violence Prevention Plan (WVPP)



Safety Advisory Committee

Primary Goal

To keep all of our students, staff, and greater community safe through collaborating, coordinating, and improving our systems and practices in the following areas:

Policies & Practices

Training for Staff and Students

Facilities & Site Safety

SROs & Campus Safety

Emotional Safety

Secondary Goal

Educate all Safety Advisory Members about current safety practices

Comprehensive Safe School Plan

CSSP 2024-2025

Dates to Remember:

- **September – October:** School Safety team reviews and updates draft plan.
- **October – November:** Draft shared with staff and parents; includes at least one public meeting, possibly during School Site Council.
- **December 1st:** Submit plan to Coordinator of Safe Schools for final review.
- **January 3rd:** Submit to Superintendent for approval; forward to School Board by **February 1st.**



CatapultEMS

Emergency Management System



CatapultEMS

What is Catapult EMS?

Catapult EMS is an emergency management system to communicate with staff and give emergency responders access to realtime information in urgent school incidents such as lockdowns or evacuations. It can be used with any device connected to the internet.

The system offers:

- Instant and ongoing two-way communication with teachers, staff, district administrators and emergency personnel as needed during an emergency situation
- The ability to account for students and staff
- The ability for staff to “Report an Incident” such as a suspicious activity
- The ability for administration to investigate and act on incident reports
- Debrief with notes in the aftermath

Disaster Preparedness Drills

Disaster Drills

- Per California Education Code 35297, a DROP procedure means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows.
- At the beginning of the school year, the principal shall designate inside and outside assembly areas for disaster drills and assign responsibilities to members of his/her staff.
- A DROP procedure practice shall be held at least once each school quarter in elementary schools and at least **once a semester** in secondary schools.
- Elementary schools shall conduct drills involving the DROP procedure (Earthquake or Explosion) in the months of **October, December, February, and April**.
- Secondary schools shall conduct drills involving the DROP procedure in the months of **October and April**.

Preparedness Drills

When **building** and **training** a site safety plan, It is vital to consider several factors that impact students with disabilities.

- Mobility needs of students with orthopedic impairments
- Ability to follow directions for students with cognitive or social impairments
- Situational elements for students with supported toileting needs, using a lift, etc.
- Staff to student ratio, as programs are staffed for instruction, not emergency needs
- Identify staff needed to assist in an evacuation
- Special considerations for lock down such as window/door covers, when students can't stay quiet

Emergency Procedures

Evacuation Procedures:
Evacuation plans and
assembly points.

First Aid: Basics of first aid
for emergency situations.





EMERGENCY PROCEDURES AT-A-GLANCE

Updated: Nov '24

Hold	Shelter-In-Place	Lockdown	Evacuation FIRE, etc.
<p><u>Adults/Staff:</u></p> <ul style="list-style-type: none"> • Move classes indoors • Lock the door • Report students presence and any injuries through Catapult • Monitor Catapult for updates • Continue teaching until "All Clear" • Do not allow movement in/out of classroom • DO NOT use Status Cards 	<p><u>Adults/Staff:</u></p> <ul style="list-style-type: none"> • Move classes indoors • Lock doors • Follow appropriate Hazard/Safety Strategies • Report students presence and any injuries through Catapult • Monitor Catapult for updates • Do not allow movement in/out of classroom • Use status cards at your discretion • <i>Continue teaching if possible</i> 	<p><u>Adults/Staff:</u></p> <ul style="list-style-type: none"> • RUN - Go to closest classroom or building. Consider leaving campus if safer to do so • Assist as many others as possible to do the same • Lock & barricade the door • Turn off lights, close windows and blinds • HIDE - Get out of sight, if possible use furniture to hide behind • Silence cell phones, DO NOT post on social media • Report students presence and any injuries through Catapult • Remain calm and quiet • DO NOT OPEN THE DOOR • Do NOT allow movement in/out of classroom • FIGHT - Locate items to use as "defense weapons" • Monitor Catapult for updates • Do NOT use status cards • Wait for Law Enforcement/ FCUSD Admin to unlock your classroom 	<p><u>Adults/Staff:</u></p> <ul style="list-style-type: none"> • Assemble students at the door • Open door and confirm no immediate danger • Lead students to evacuation location in single file line • Bring student roster AND red folder • Report students presence and any injuries through Catapult • Monitor Catapult for updates • Use status cards at your discretion
<p>Initiation of Hold might include:</p> <ul style="list-style-type: none"> • Campus Disruption • Potential Dangerous Activity in surrounding neighborhood • Animal on campus 	<p>Hazards might include:</p> <ul style="list-style-type: none"> • Earthquake • Hazmat • Weather <p>Safety Strategies might include:</p> <ul style="list-style-type: none"> • Drop, cover and hold • Seal the room • Consider evacuation 	<p><u>Students:</u></p> <ul style="list-style-type: none"> • Go to closest classroom or building • Consider leaving campus if safer to do so • Get out of sight • Maintain Silence - Silence cell phones • Do NOT post on social media • Do NOT Open The Door • Listen for further instructions 	<p><u>Students:</u></p> <ul style="list-style-type: none"> • Leave personal belongings behind • Follow Instructions <p><u>During Passing Period</u></p> <ul style="list-style-type: none"> • Go to your previous classroom's evacuation zone <p><u>During Lunch</u></p> <ul style="list-style-type: none"> • Listen for instructions
<p><u>Students:</u></p> <ul style="list-style-type: none"> • Return to/Remain in your classroom • Continue business as usual until "All Clear" <p><u>During Passing Period</u></p> <ul style="list-style-type: none"> • Go back to your previous classroom <p><u>During Lunch</u></p> <ul style="list-style-type: none"> • Listen for instructions 	<p><u>Students:</u></p> <ul style="list-style-type: none"> • Return to/Remain in your classroom • Follow Appropriate Hazard/Safety Strategies <p><u>During Passing Period</u></p> <ul style="list-style-type: none"> • Go back to your previous classroom <p><u>During Lunch</u></p> <ul style="list-style-type: none"> • Listen for instructions 		



BE THE SOLUTION

If you have any information regarding bullying, crime or misconduct at your district, call WeTip Anonymously.

3 WAYS TO ANONYMOUSLY REPORT

 CALL **844.916.2062**

 TEXT REPORT TO **844.916.2062**

 SCAN TO REPORT



SE HABLA ESPAÑOL

WeTip 2020

WeTip Video

- Anonymous 24/7 Call Center/Dedicated Hotline
- Two-Way Communication
- QR Code Reporting
- Web-Based Form Reporting/Monitoring
- WeTip is a reporting tool-should be treated like an email, phone call, witness statement, etc.
- *Used to request Mental Health Asst.
- *Formal reporting/monitoring of Workplace Violence Acts (WVPP)

What are your top 2 safety concerns?

Please take 3 minutes to discuss amongst your table, what your top 2 safety concerns for your student(s) are.

Volunteers to share out?

The background features a series of light gray, wavy lines that create a sense of depth and movement. Scattered throughout are several hexagonal shapes in various shades of gray, some solid and some outlined, adding a geometric and modern aesthetic to the design.

Fostering Child Self-Advocacy

What is Self-Advocacy?

1. Definition of self-advocacy in the context of significant disabilities.
2. The importance of fostering independence and self-confidence in verbal and nonverbal children.





Teaching Self-Advocacy Skills

1. Communication Supports
2. Collaborating with Schools on Safety Plans
3. Choice-Making Opportunities
4. Advocating for Basic Needs

- Assisted Communication
- Self-expression of needs, preferences, and emotions



Collaborating with Schools on Safety Plans

- Behavior Plans can address safety concerns, through prevention, intervention, and reactive strategies.
- Modifying safety protocols for your child with specific needs.
- IEP goals to develop safety strategies in young people.

Board Policy 4119.24
Maintaining Appropriate
Adult-Student Interactions

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030240&revid=nDLY21ljH6plusP0Waw2SGszw==&ptid=amlgTZiB9plushNjl6WXhfiOQ==&secid=muNUIKiR2jsXcslsh28JpBkiw==&PG=6&IRP=0&isPndg=false>



Takeaways to remember:

- Most people have good values around people with disabilities
- Most people get into work in schools to help children grow and thrive
- Most school employees vigorously protect students with disabilities

And also:

- Trust your gut. Listen to school staff and administration, and also listen to your gut if you're not sure.
- Teach children to report uncomfortable and problem situations to school administration.
- Distrust overly-generous offers of child-care.

Folsom Cordova Unified School District is your school and community partner in maintaining child safety in all settings.

Thank you!

