

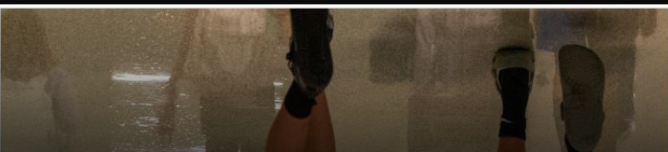


Saucon Valley School District

Safety and Security

A Complete Overview

Robert Frey, Jillian Brodhead



SVPANTHERS.ORG



Framework

- **Mental and Behavioral Health**
- **Health and Wellness**
- **Physical Safety**
- **School Climate, Culture and Community**
- **Operation and Emergency Management**
- **Law, Policy and Finance**

Understandings



- **School climate, safety and learning are not separate endeavors.**
- **Interdisciplinary collaboration and build a multitiered system of supports**
- **Begins with proactive school leadership**
- **Balance the needs for physical and psychological safety**
- **Remain grounded in the mission and purpose of schools: teaching and learning.**
- **Provide services that are needed, appropriate, and sensitive to unique student needs.**

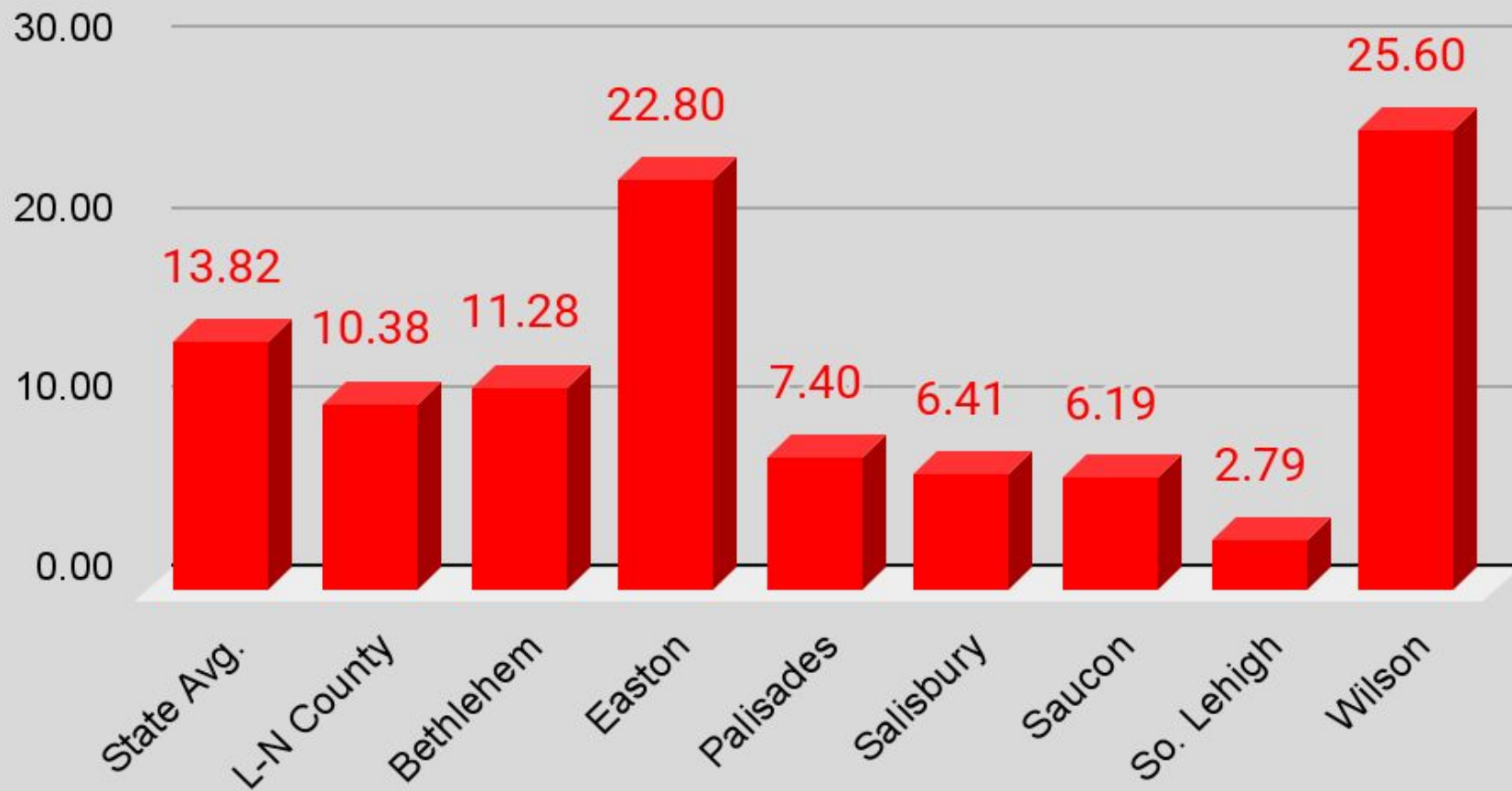
Data Review



2021-22 School Year through 2024-25 School Year



Incident Rate per 100 Students



Code of Conduct versus Non-Code of Conduct

What counts in each category?

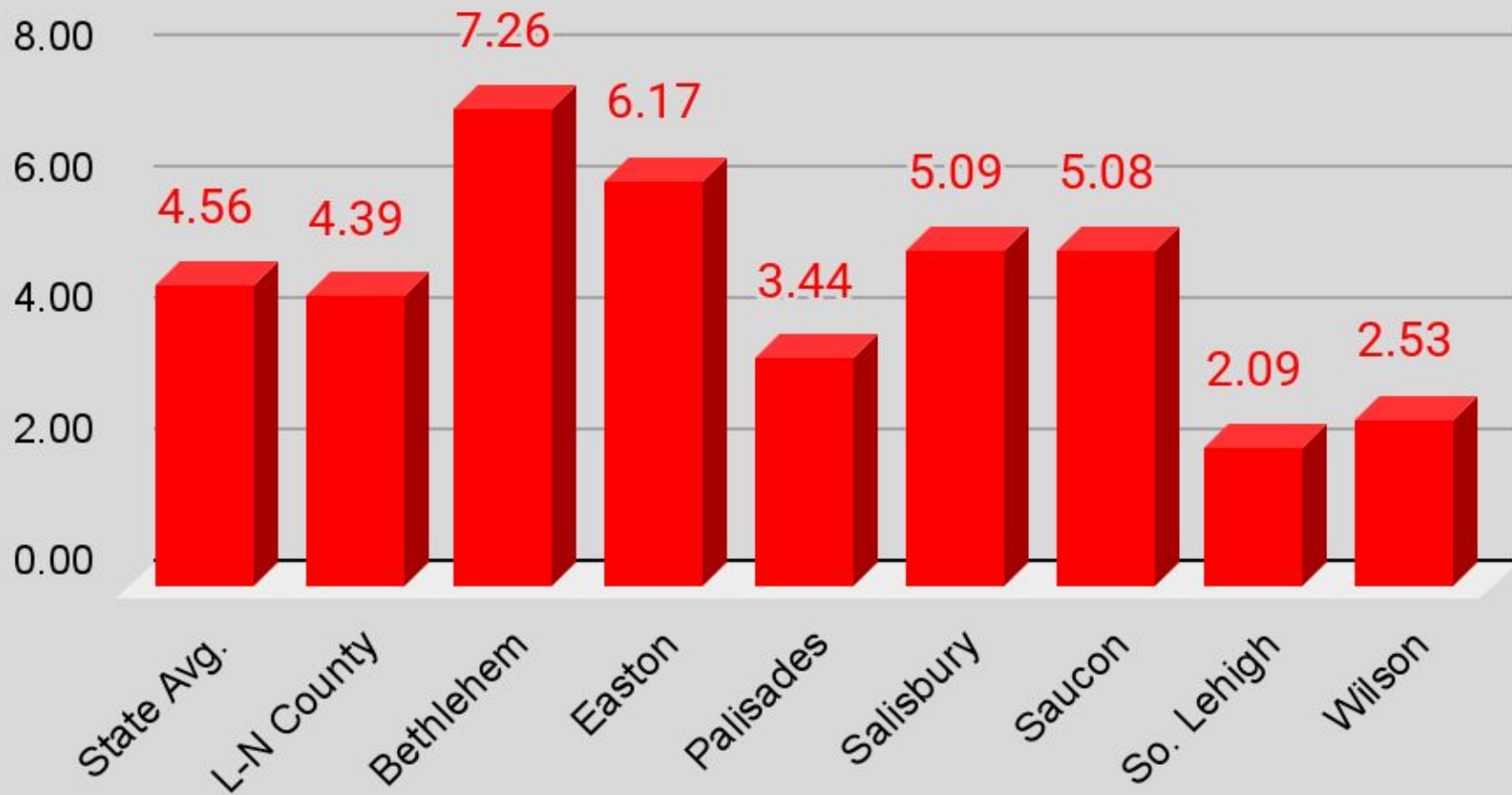
Code of Conduct

- **Any infraction that is deemed a violation of the school's code of conduct that does not meet the standard of a non-code of conduct violation. Code of conduct violations do not count towards school's safety rating**

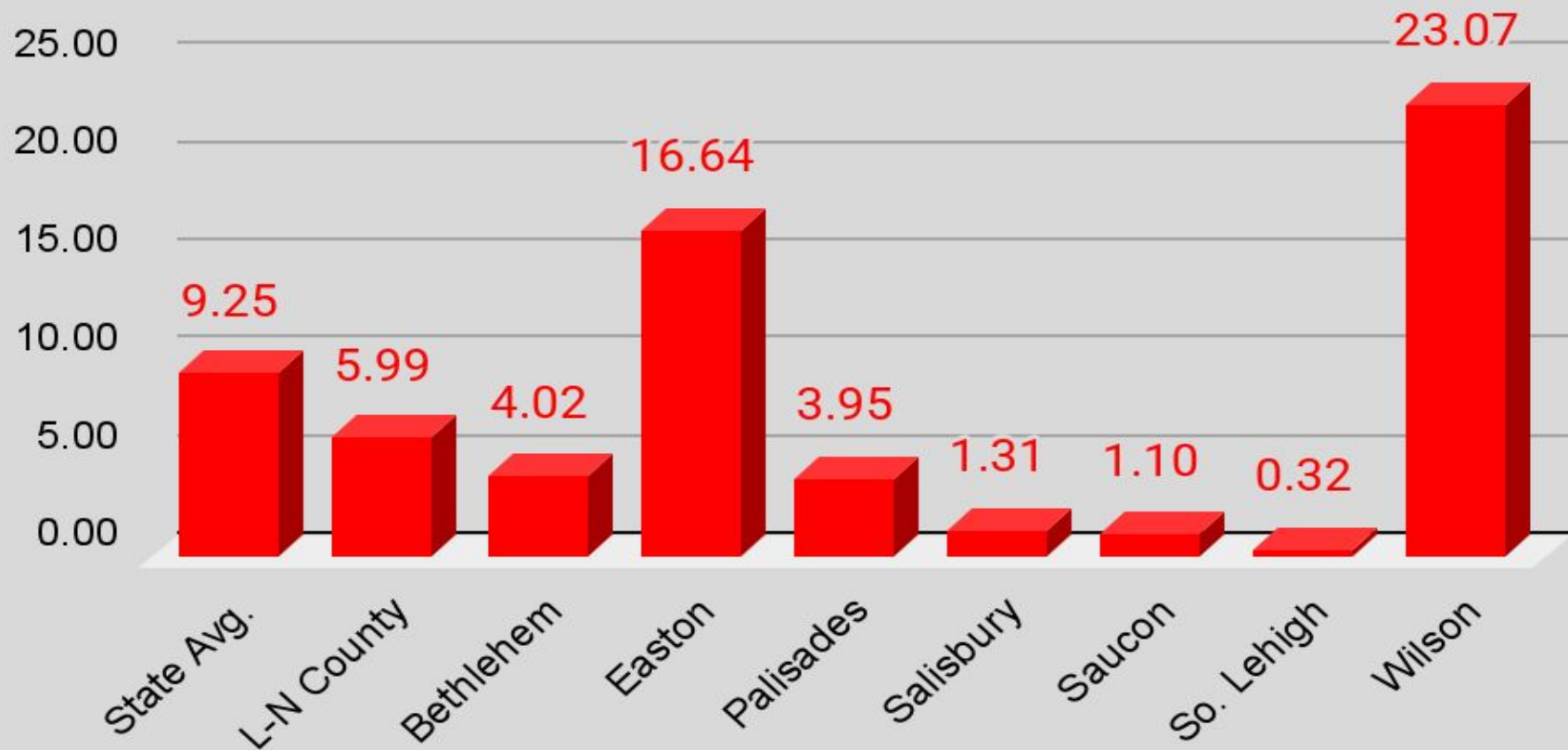
Non-Code of Conduct

- **Any infraction of nearly 50 reportable categories that meets the standard of a non-code of conduct violation. Non-code of conduct violations are factored in school's safety rating**

Non Code of Conduct Incidents per 100

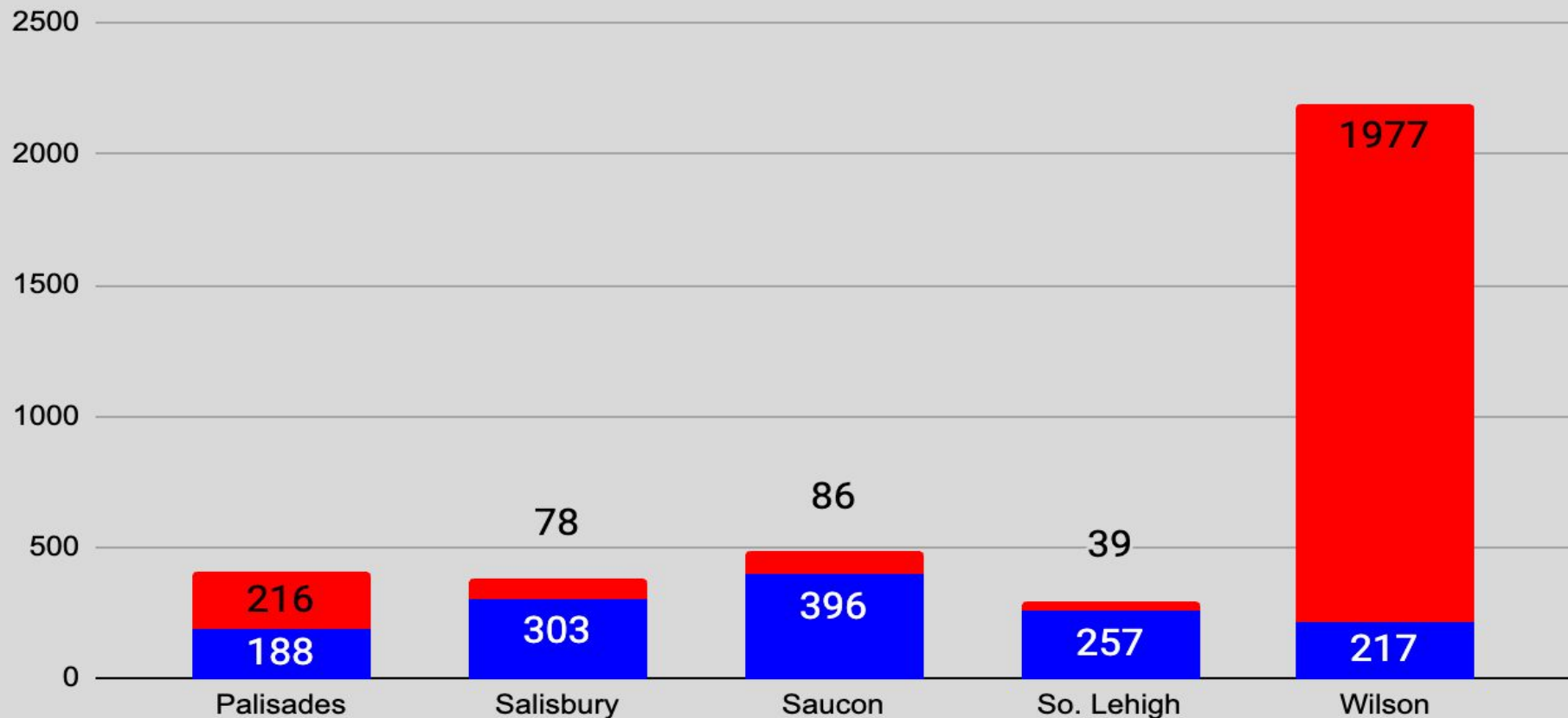


Code of Conduct Violations per 100 Students

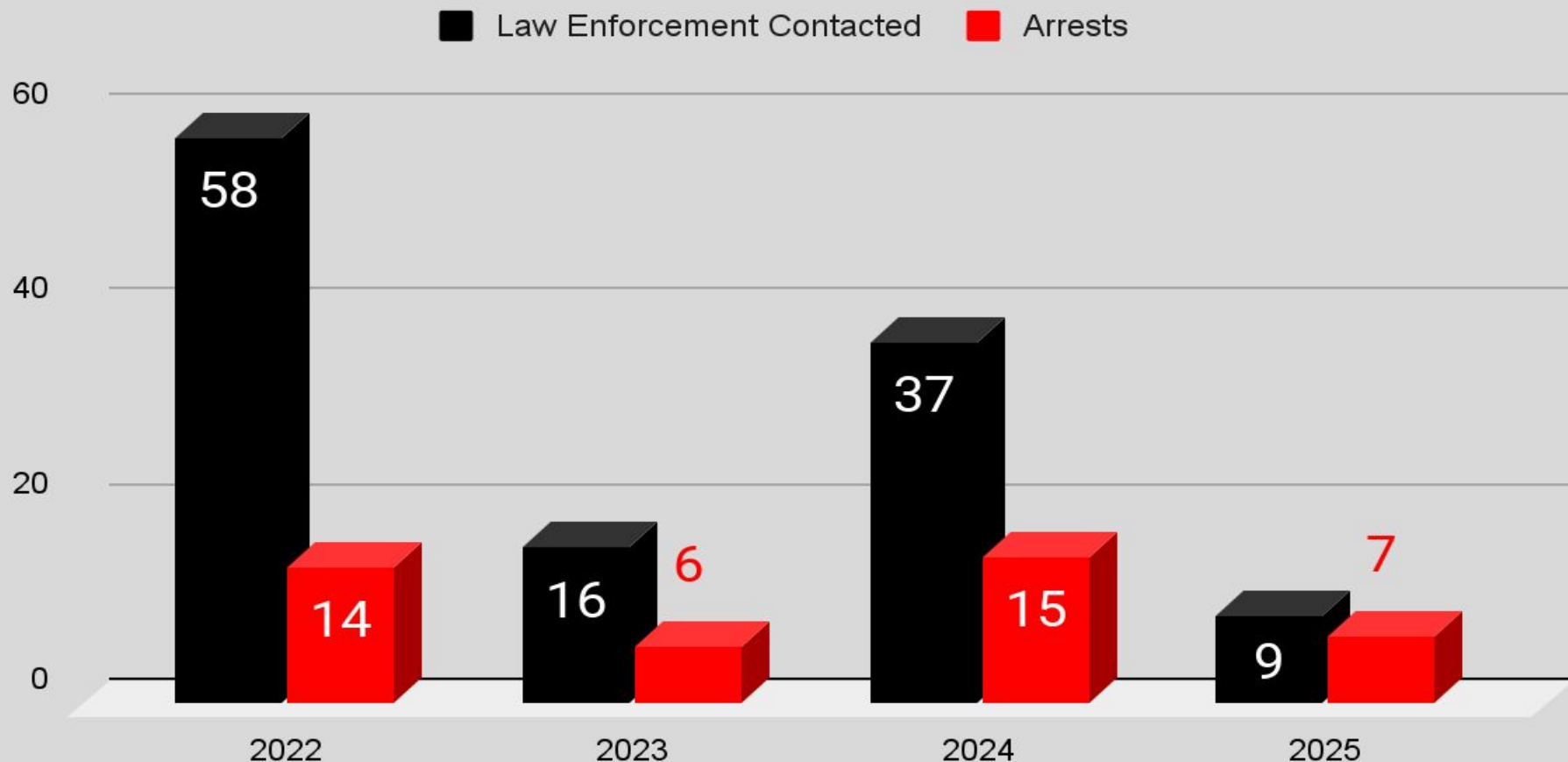


Non Code of Conduct Incidents and Code of Conduct Violations

Code of Conduct Violations Non Code of Conduct Incidents

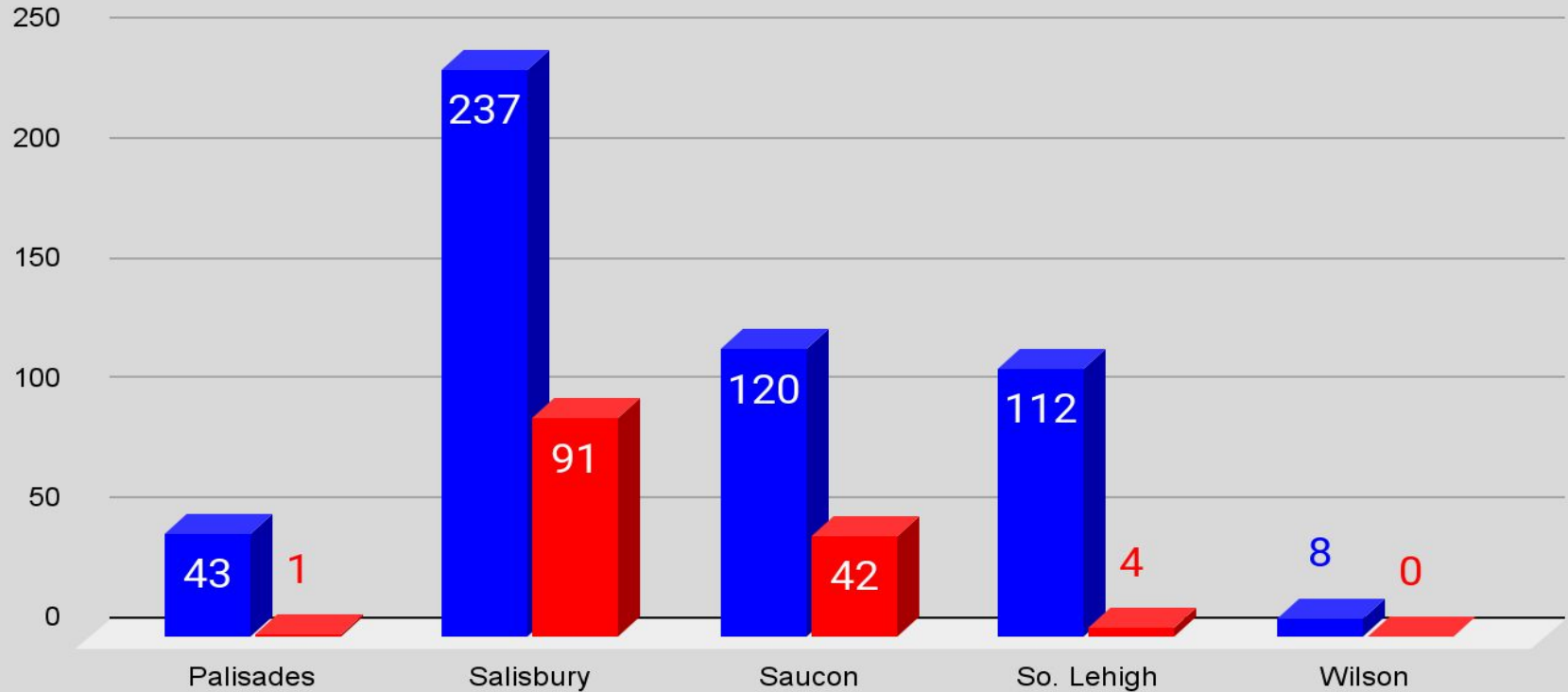


Law Enforcement Contacted and Arrests - Saucon Valley

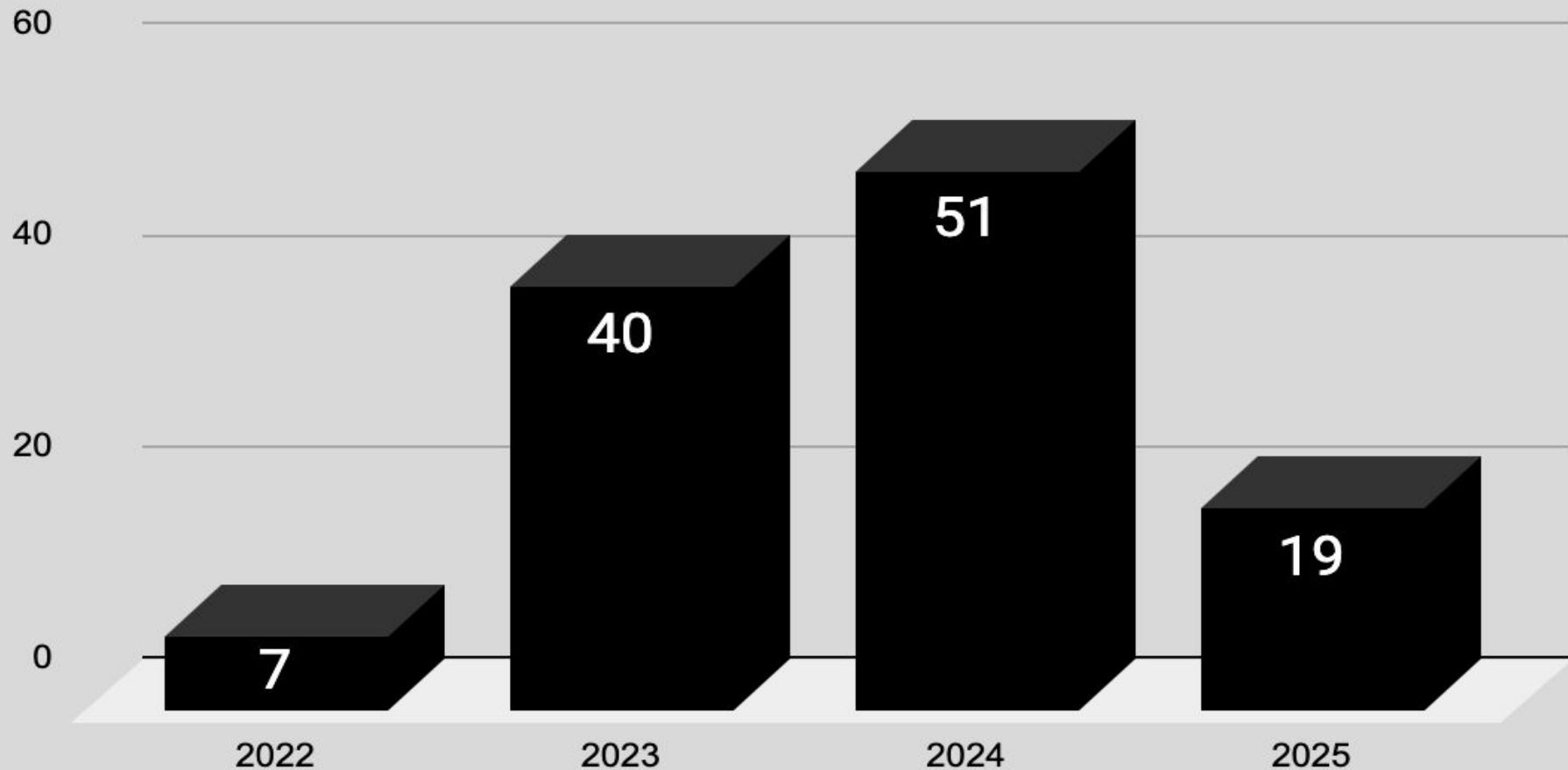


Law Enforcement Contacted and Arrests

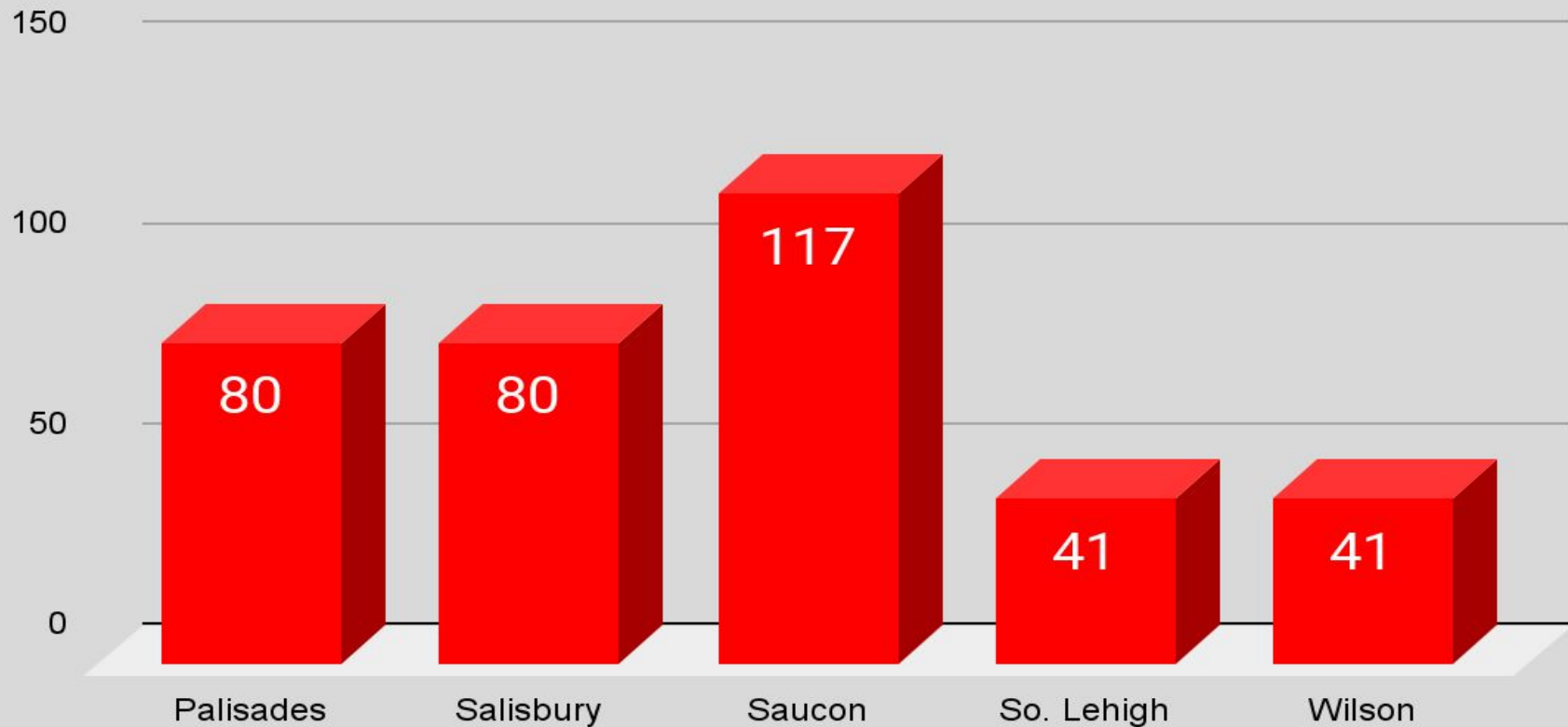
Law Enforcement Contacted Arrests



Physical Contact Violations - Saucon Valley



Physical Contact Violations



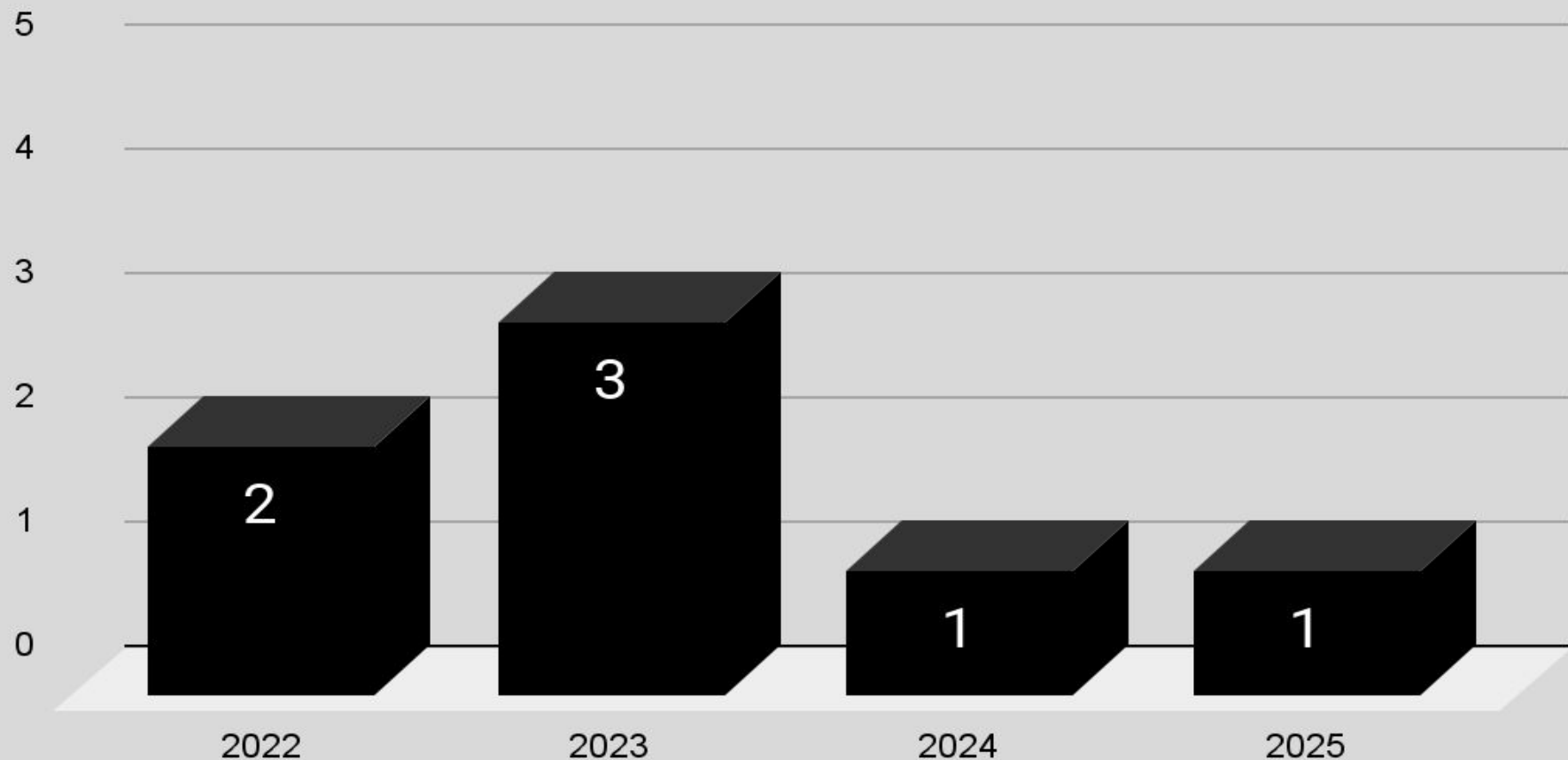
BULLYING - Definition

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students that is severe, persistent or pervasive and has the effect of doing any of the following:

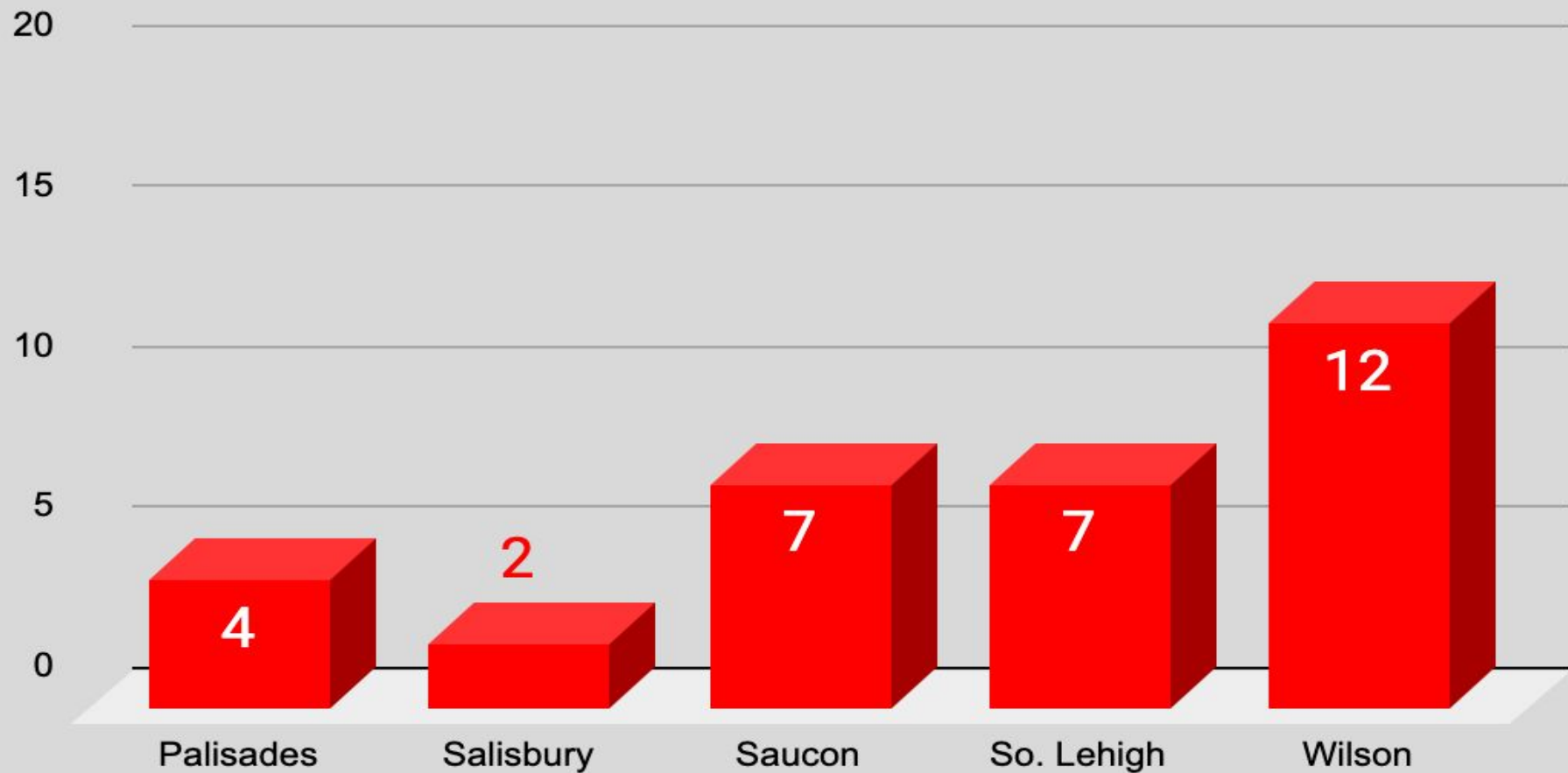
1. Substantially interfering with a student's education
2. Creating a threatening environment.
3. Substantially disrupting the orderly operation of the school.

*Often also demonstrates a real or perceived imbalance of power

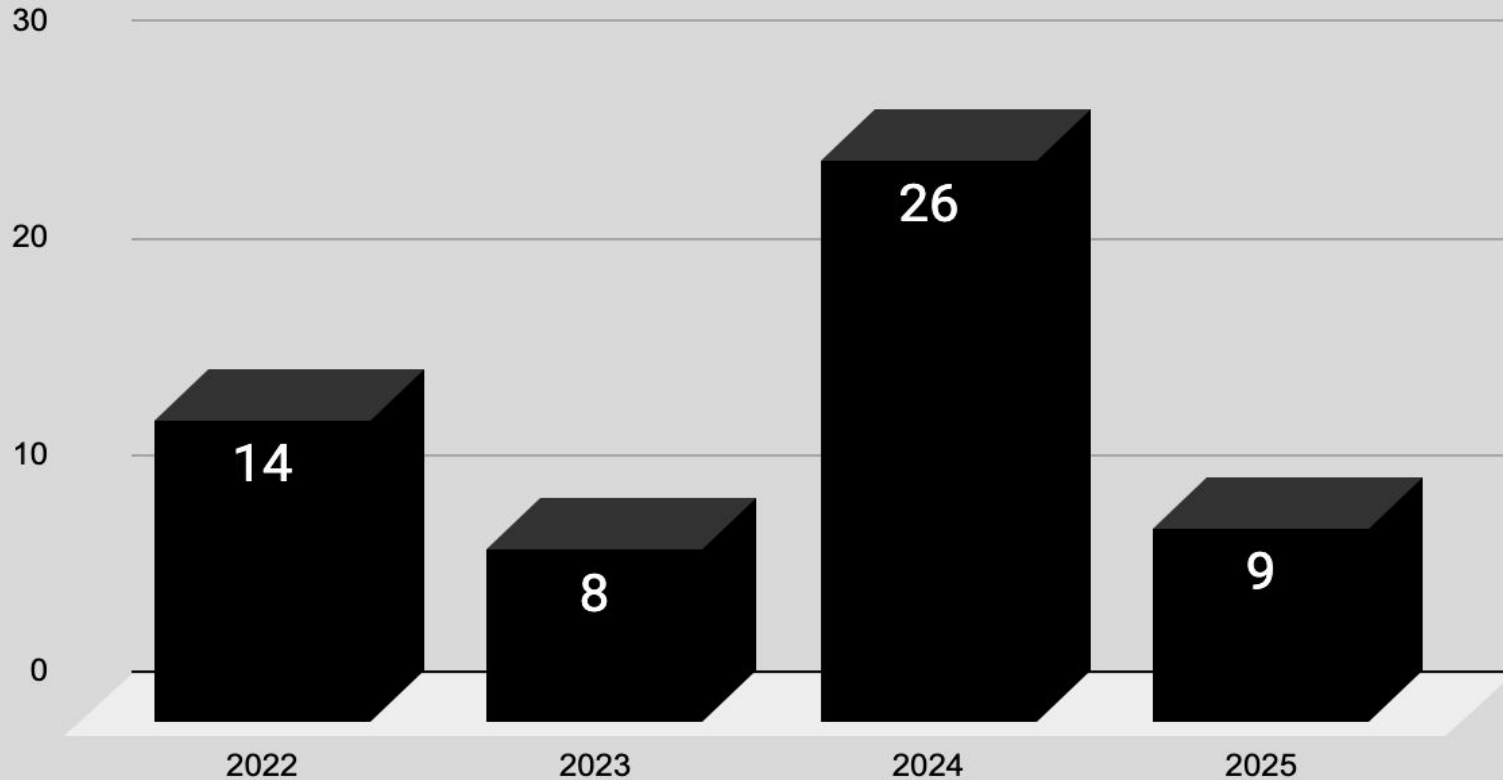
Bullying - Saucon Valley



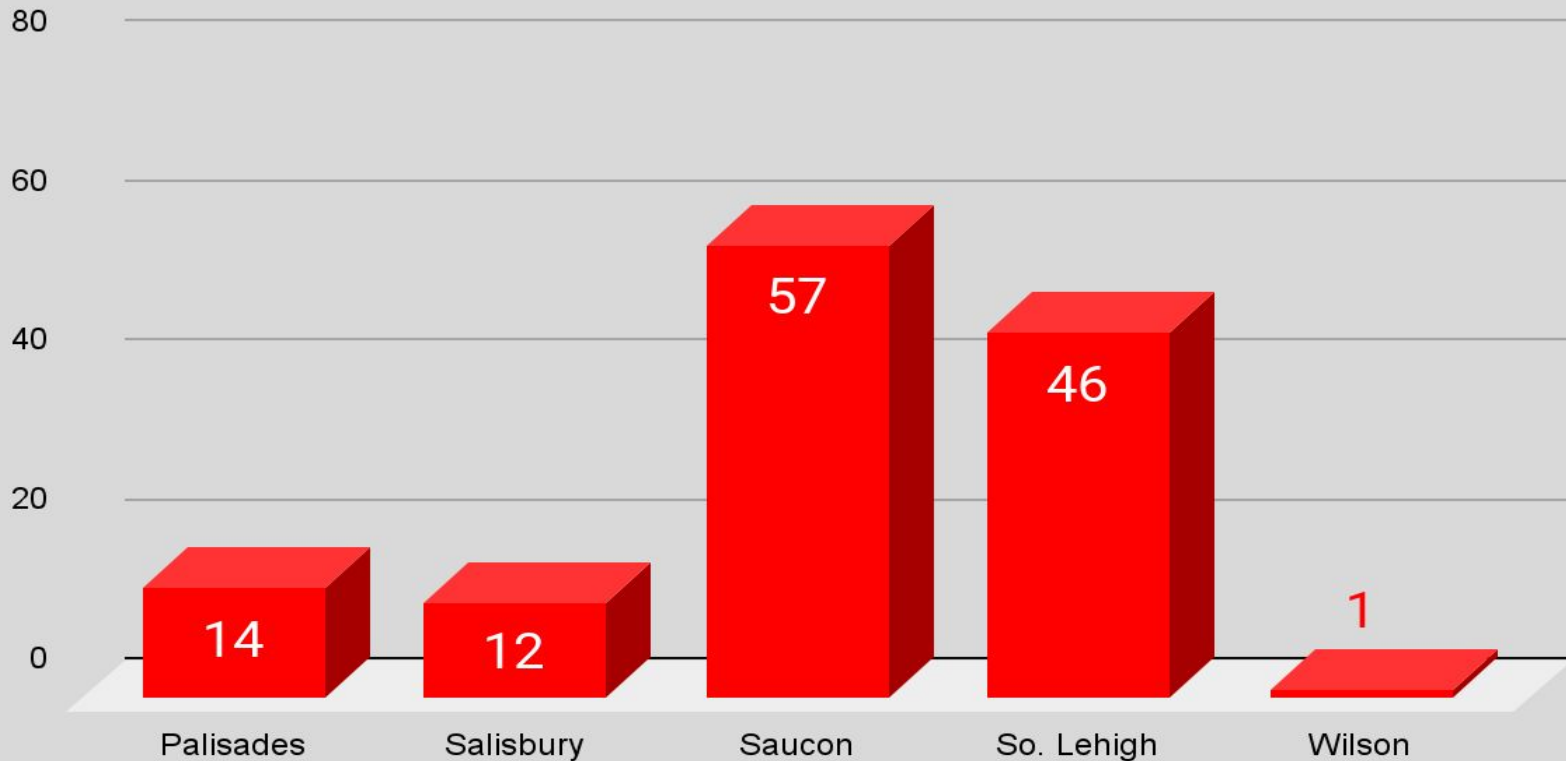
Bullying



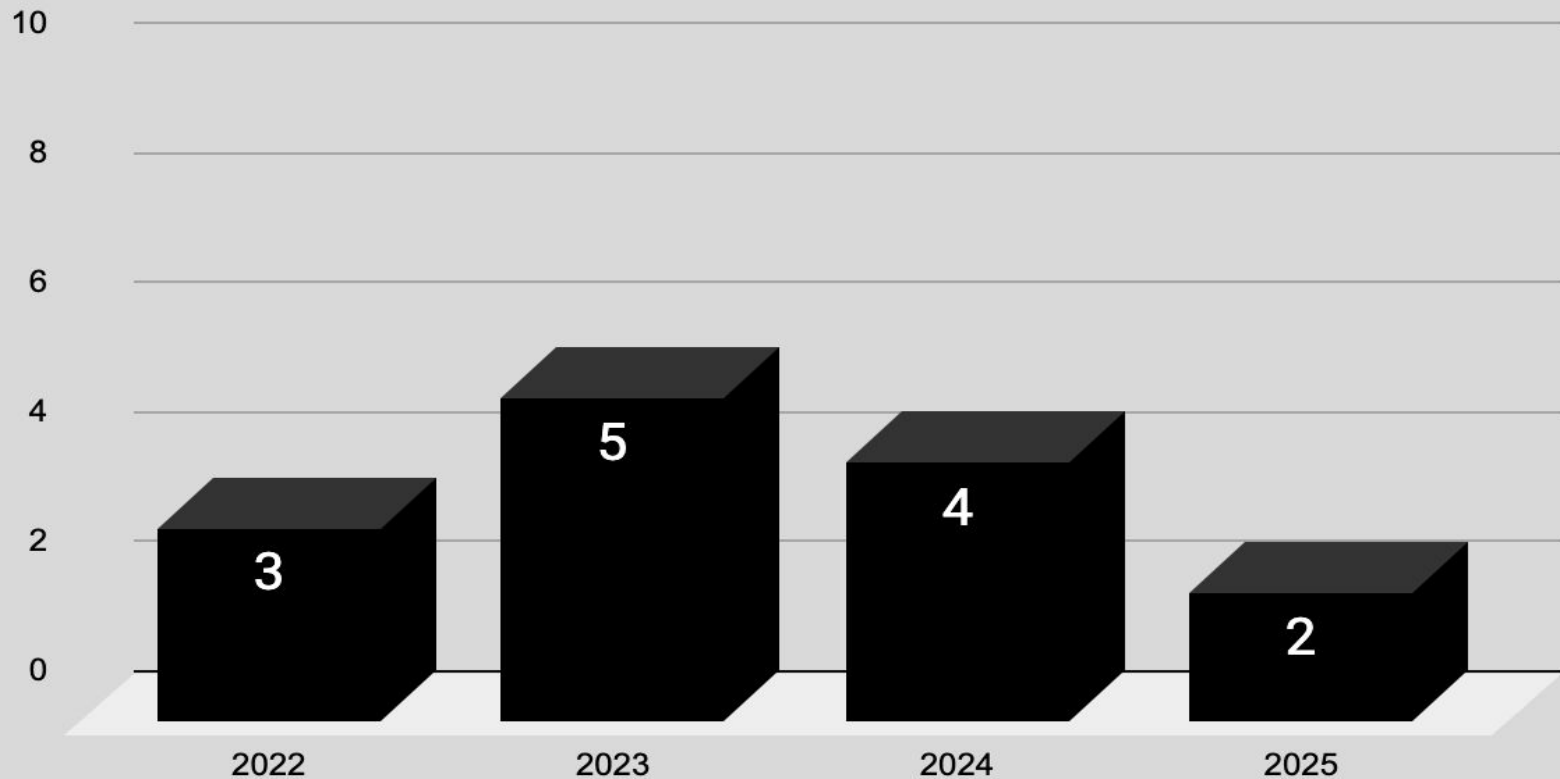
All Forms of Harassment/Intimidation - Saucon Valley



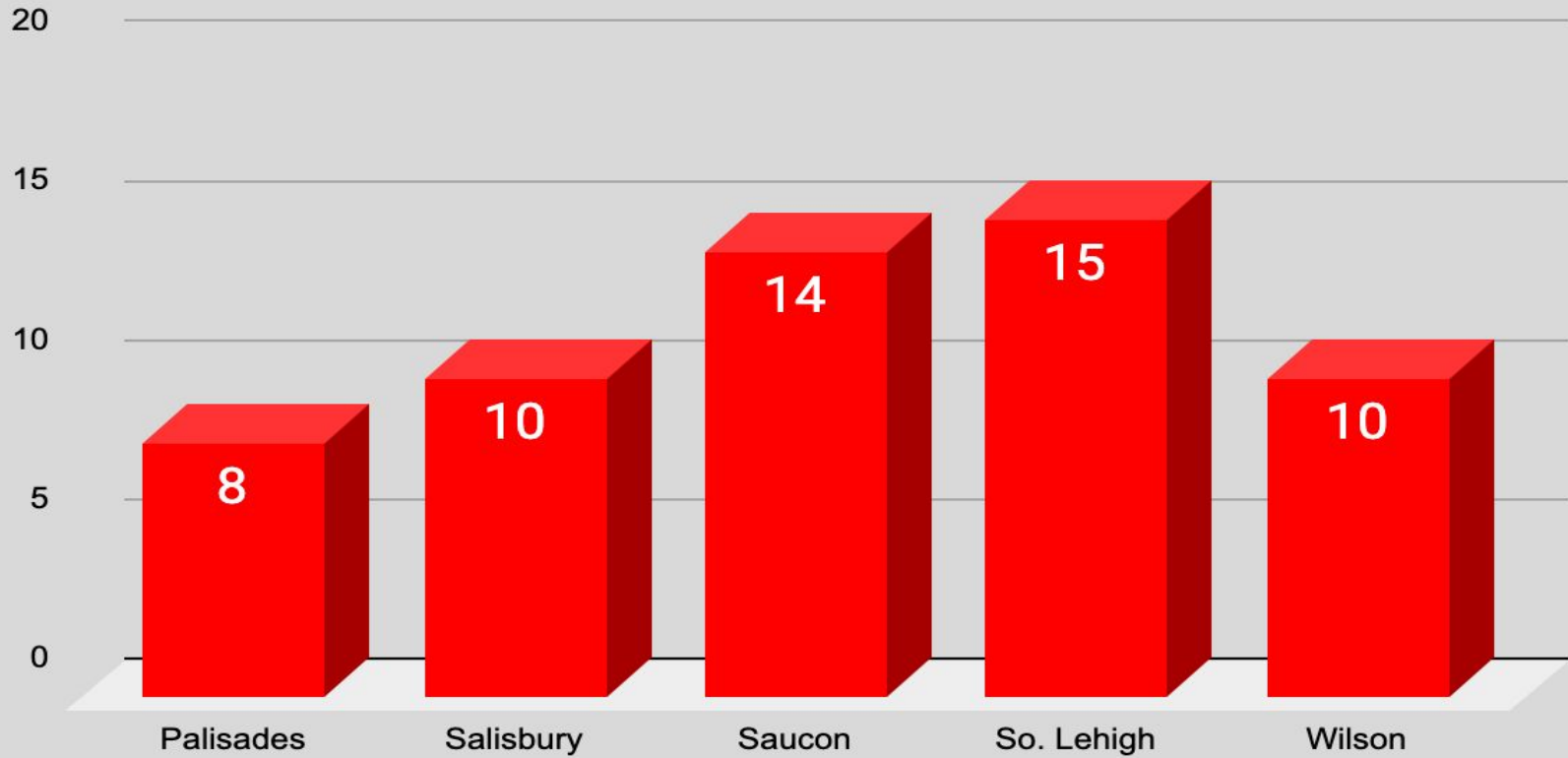
All Forms of Harassment/Intimidation



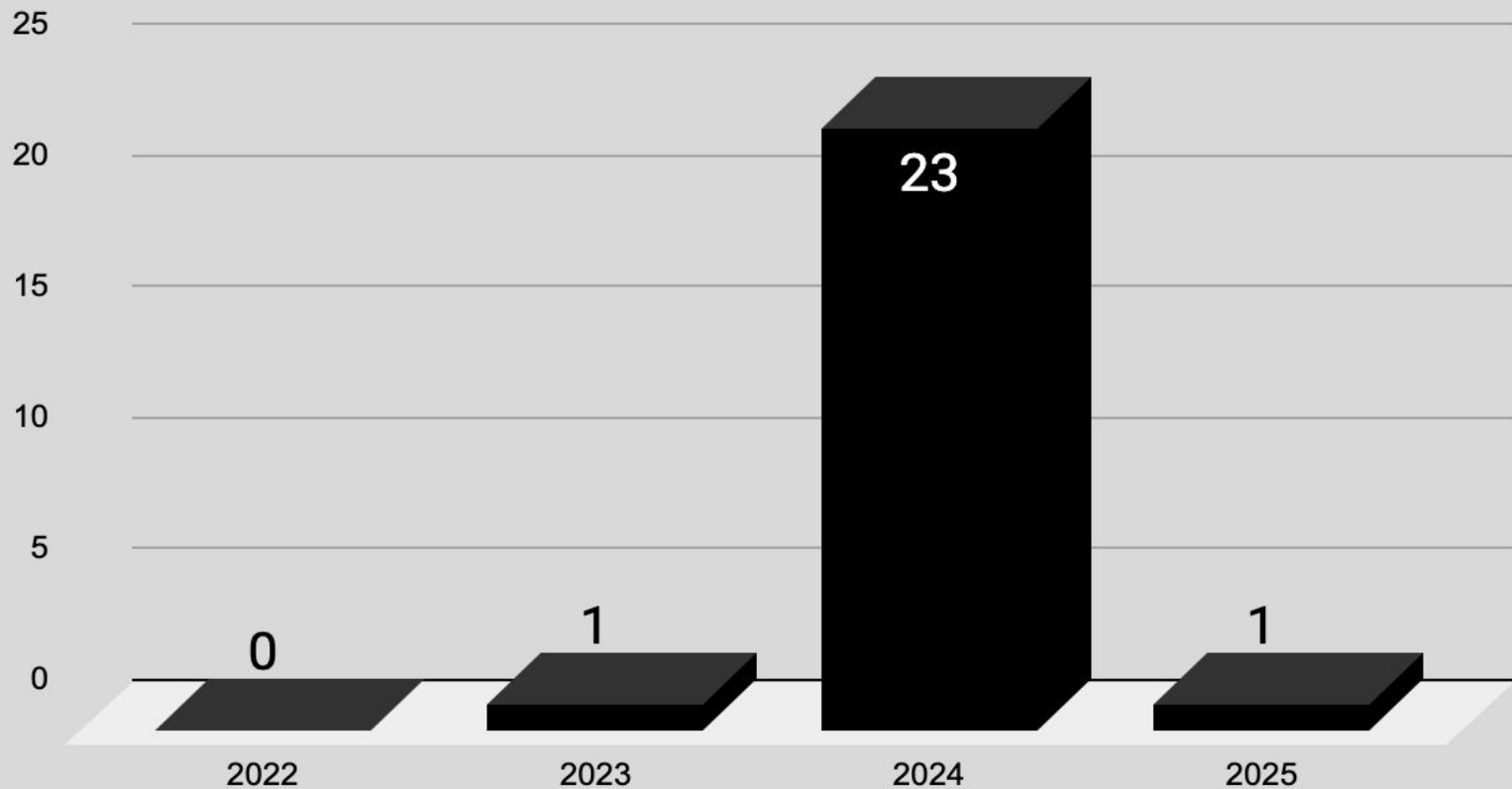
Possession of a Weapon - Saucon Valley



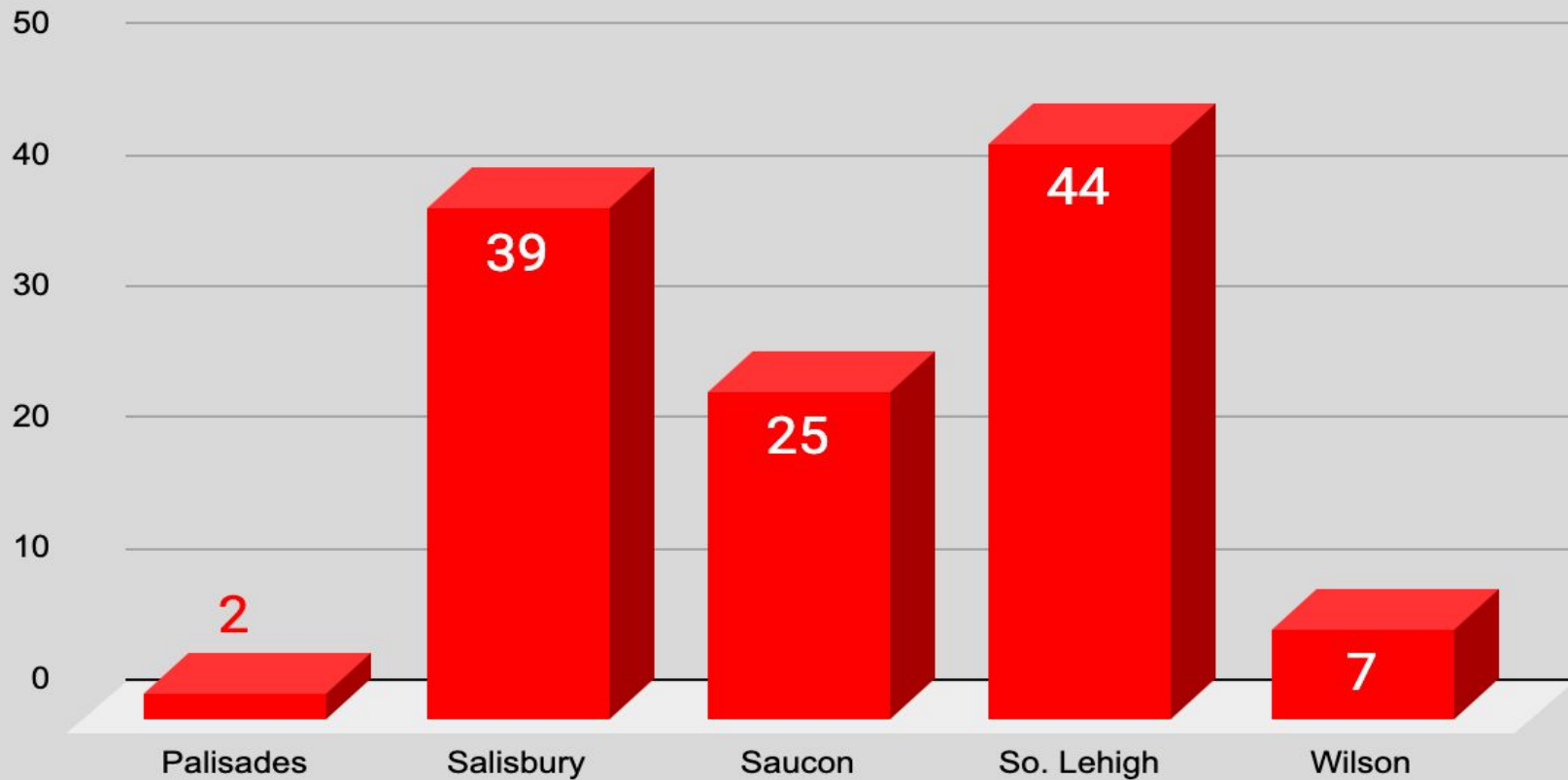
Possession of Weapon



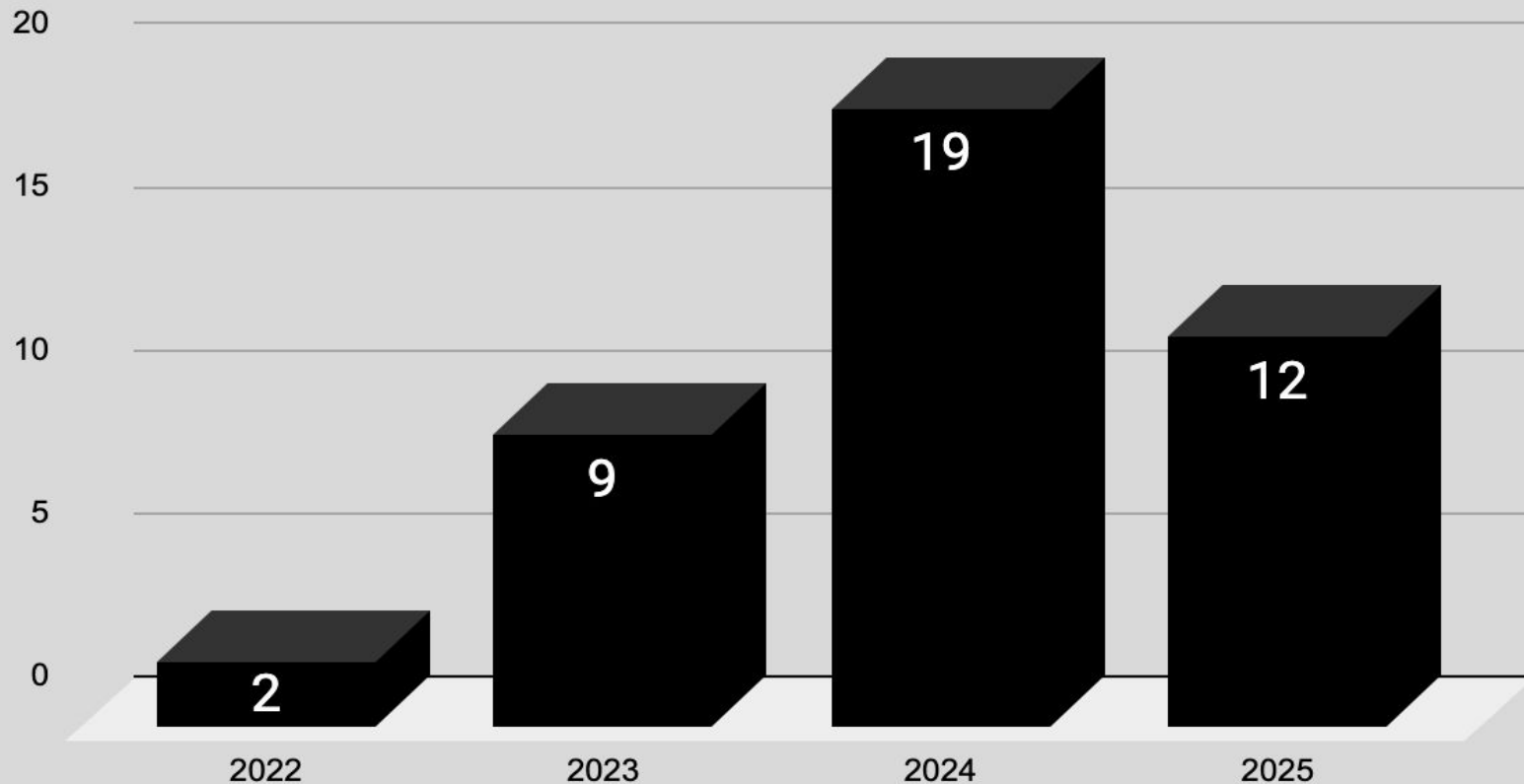
Disorderly Conduct - Saucon Valley



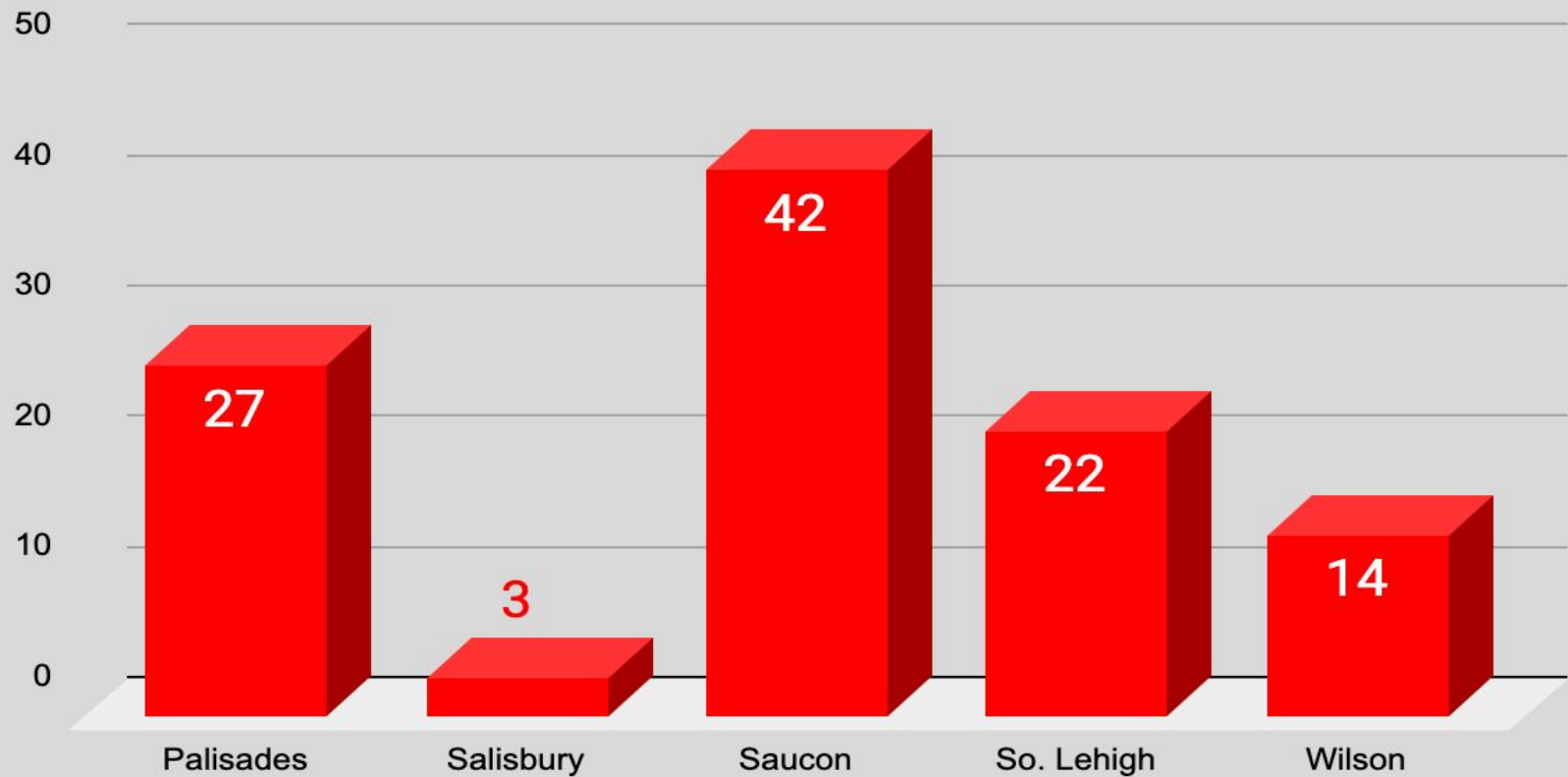
Disorderly Conduct



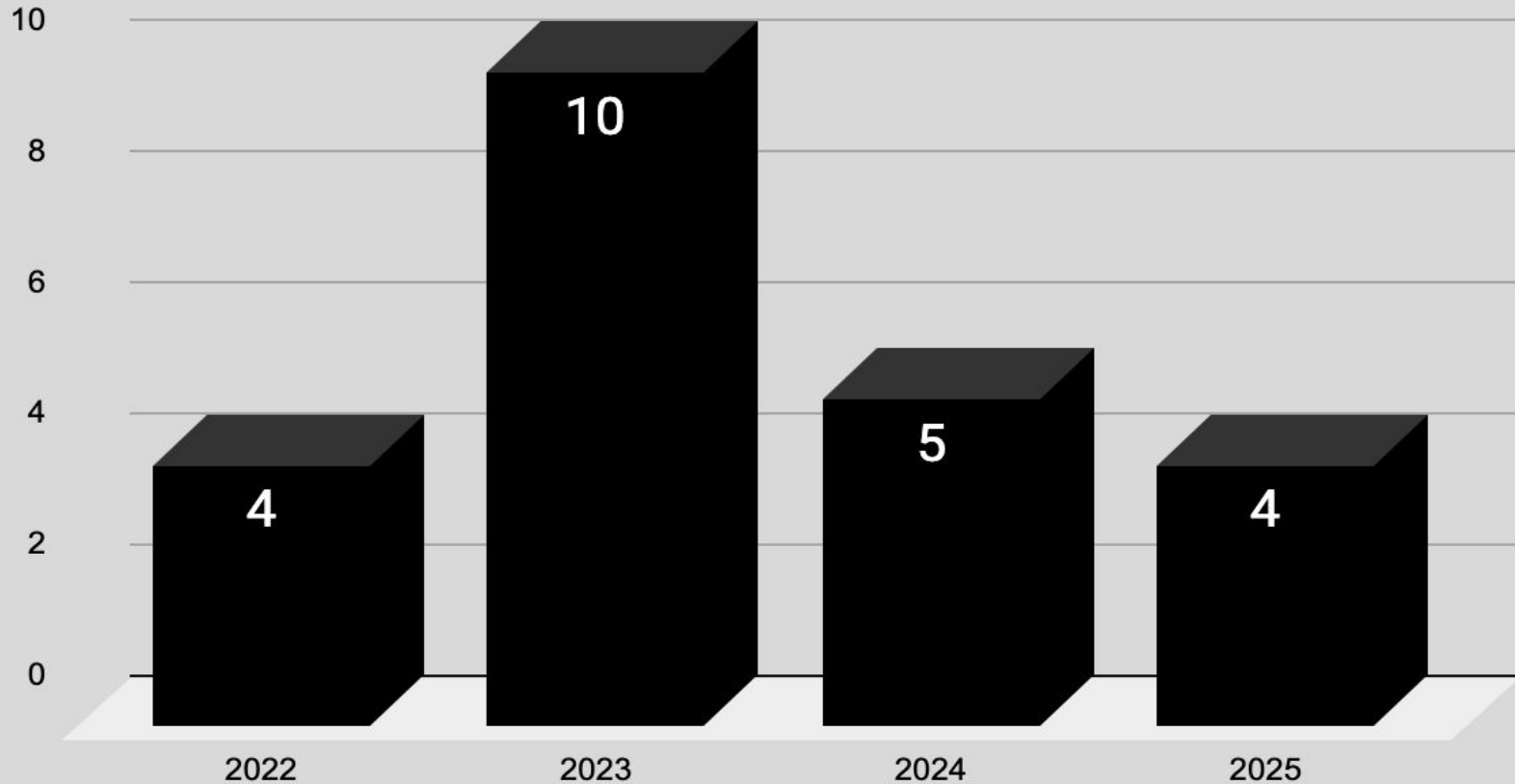
Threatening Student or School Official - Saucon Valley



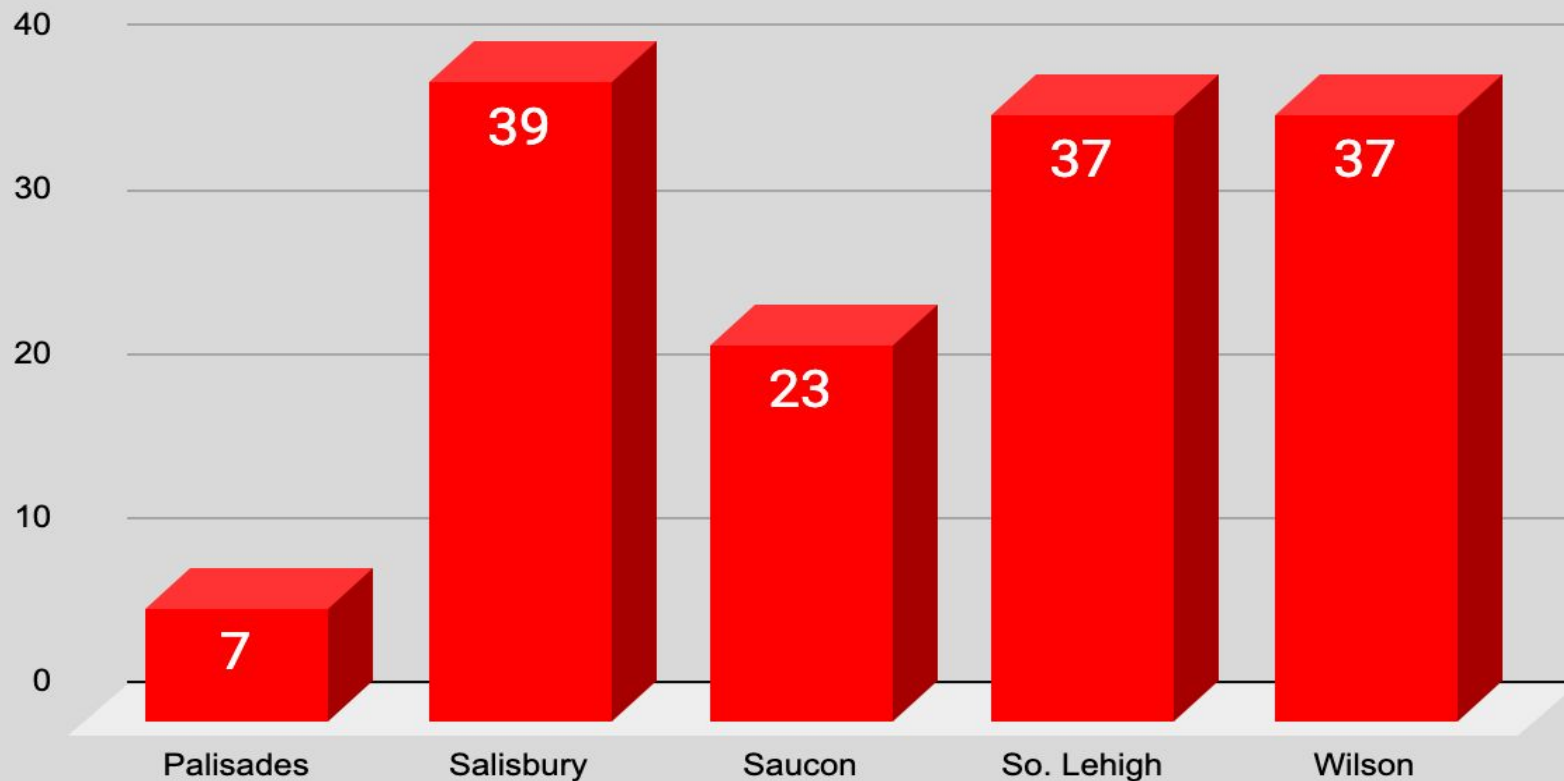
Threatening Student or School Official



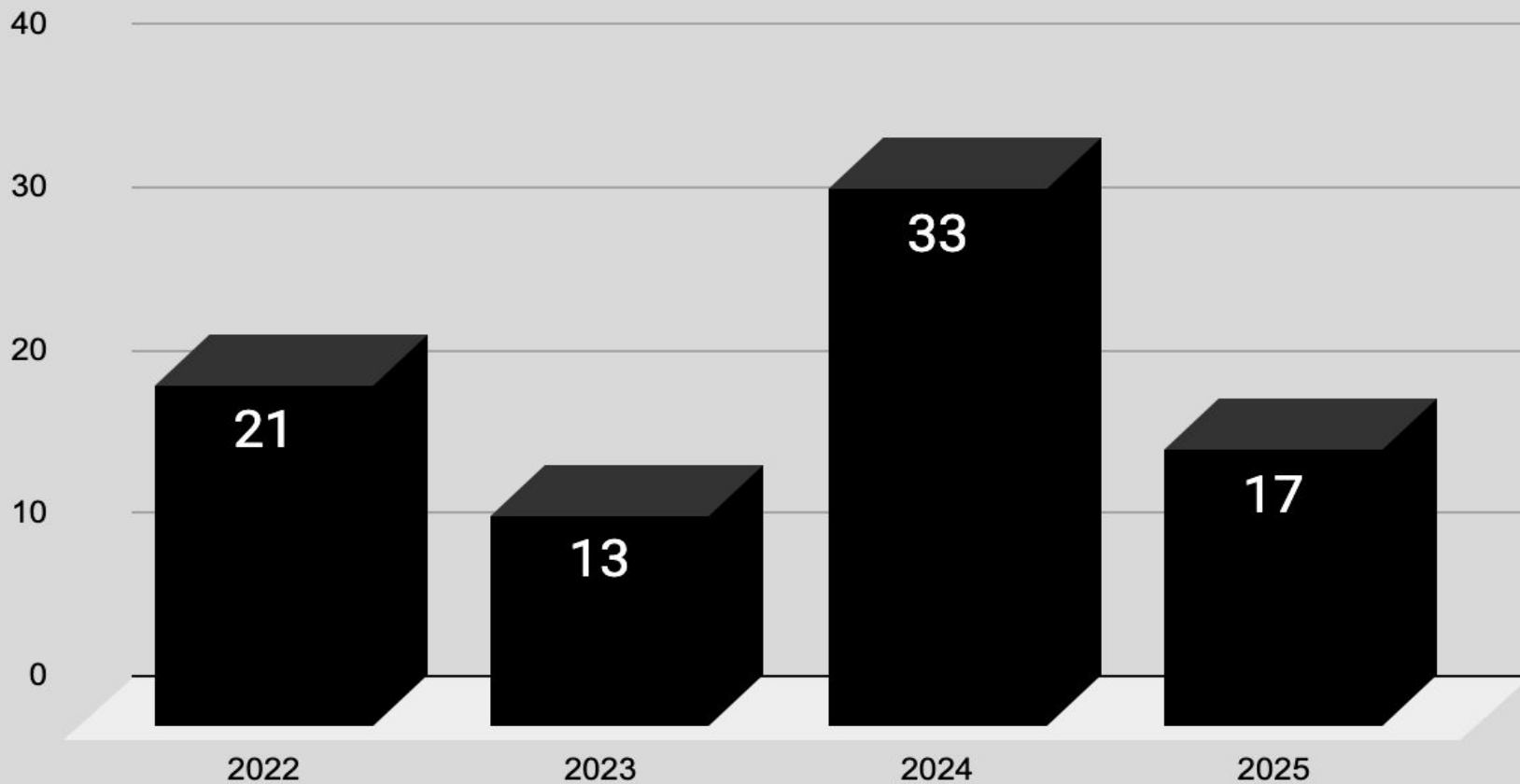
Possession or Sale of Controlled Substance - Saucon Valley



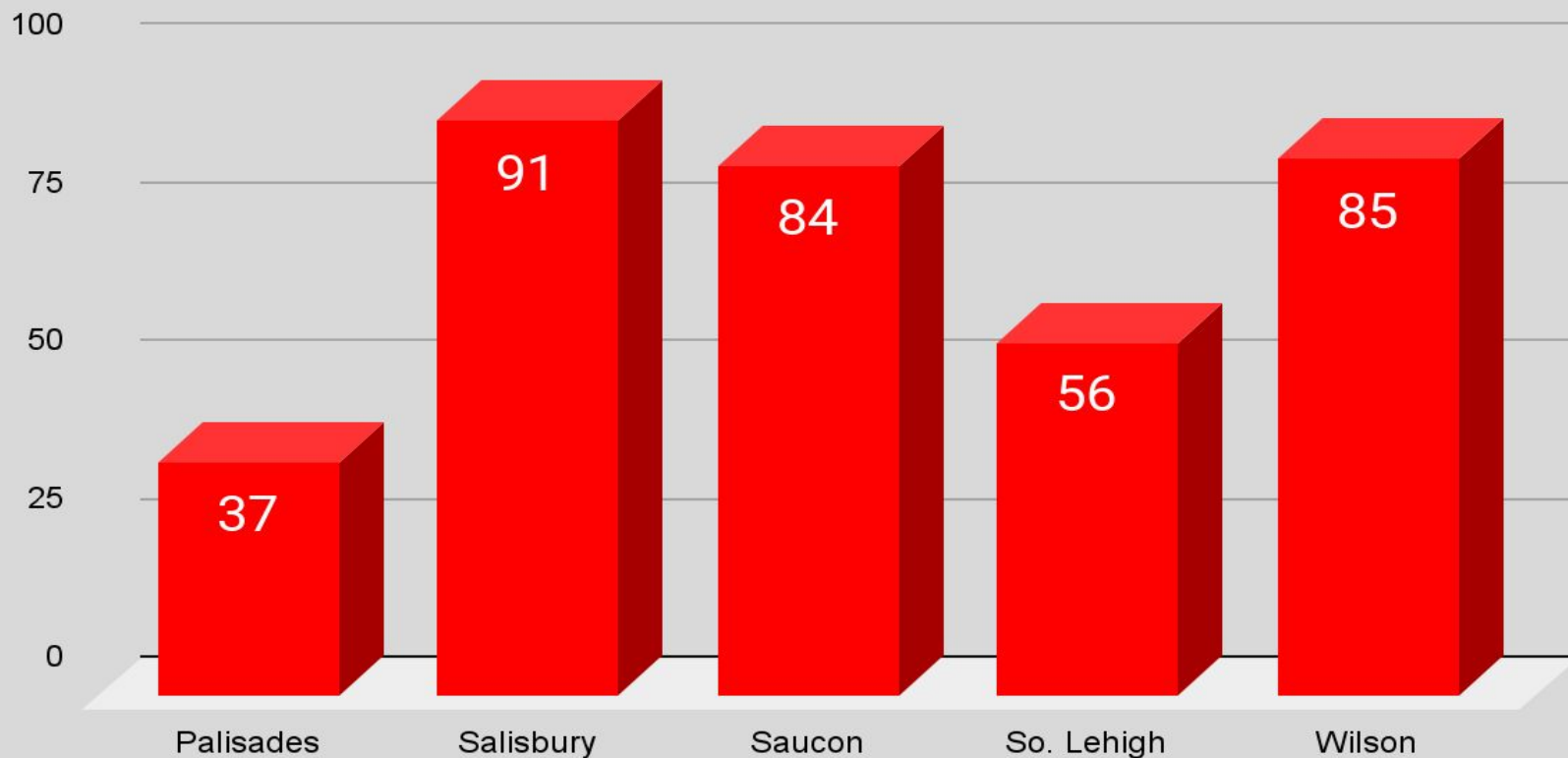
Possession or Sale of Controlled Substance



Possession of Tobacco and/or Vape Materials - Saucon Valley

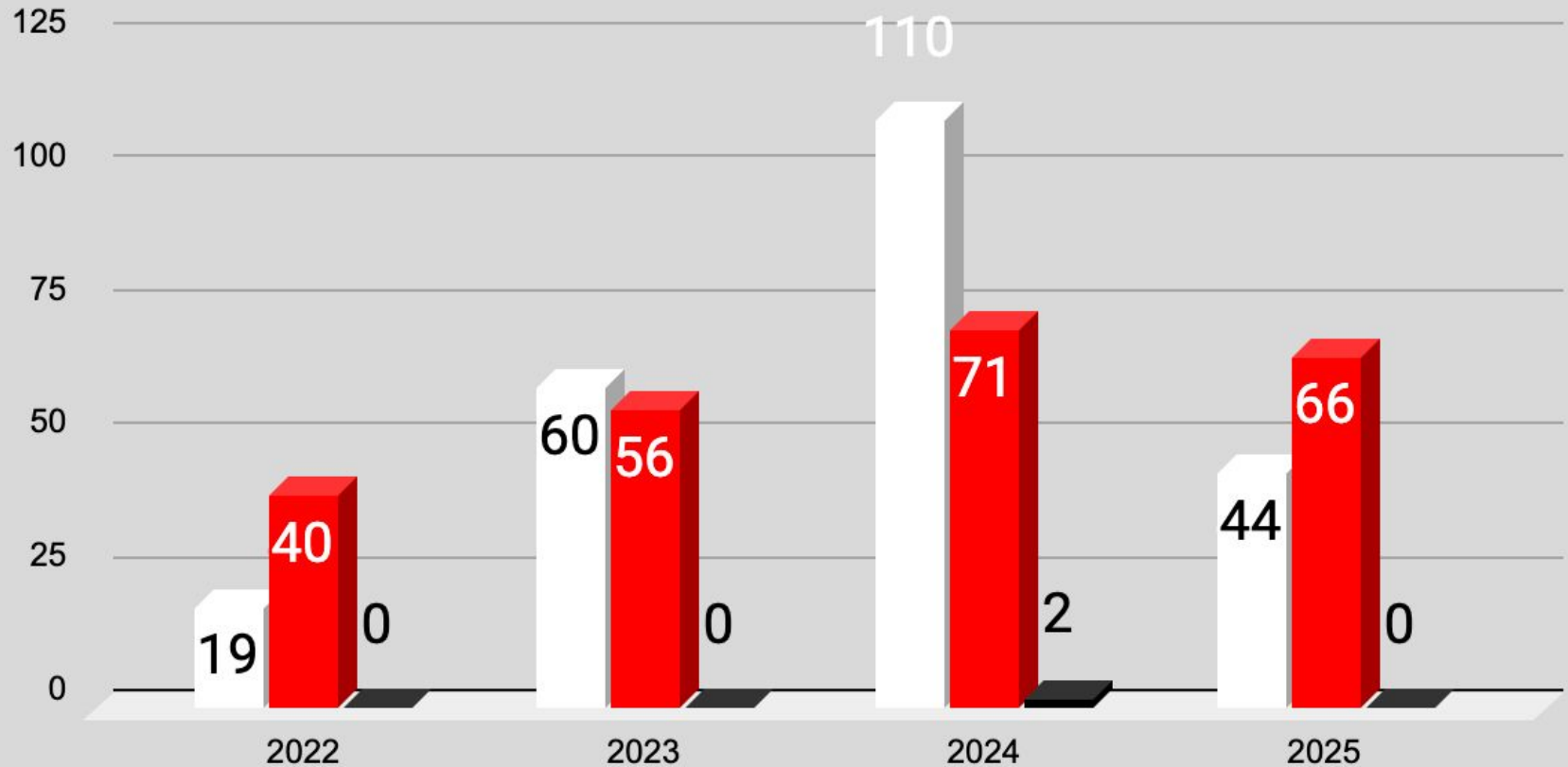


Possession of Tobacco and/or Vape Materials



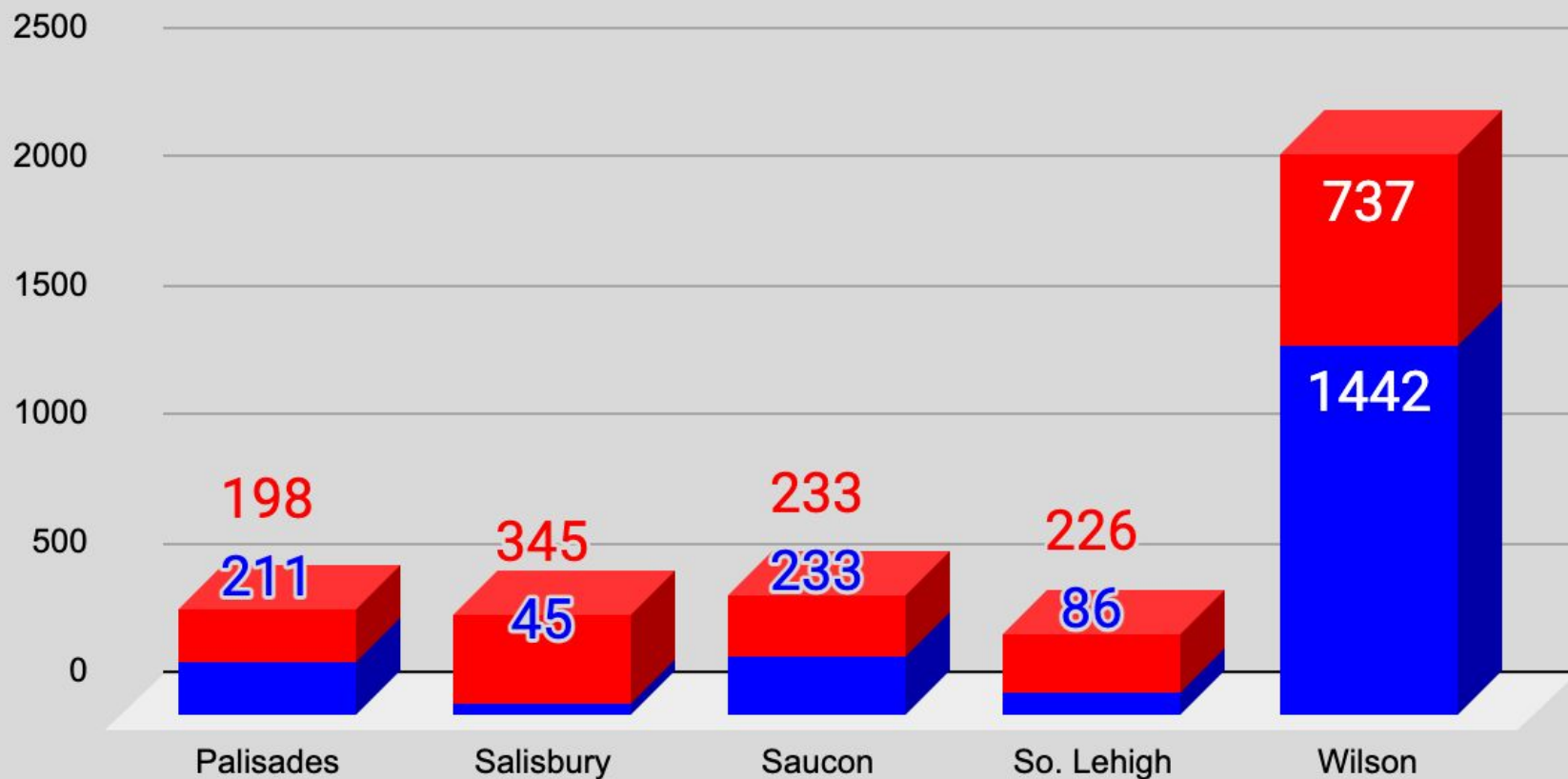
ISS, OSS and Expulsion

ISS OSS Expulsion



Suspensions : ISS & OSS

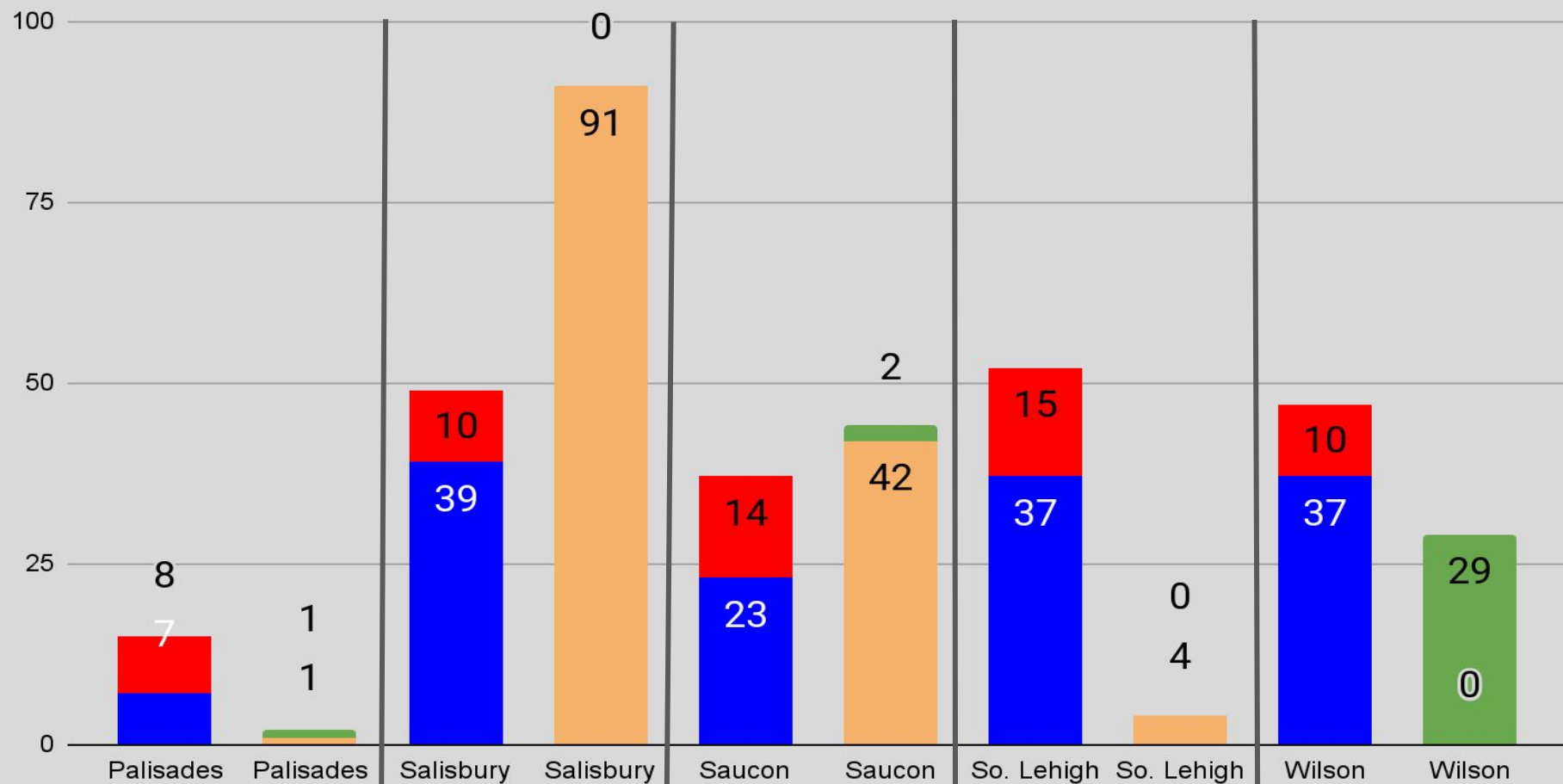
■ OSS ■ ISS



Expulsion (Any Type)



Expulsion Arrest Weapon Controlled Substance



Average State Safety Ranking - 4 Years - 699 Schools

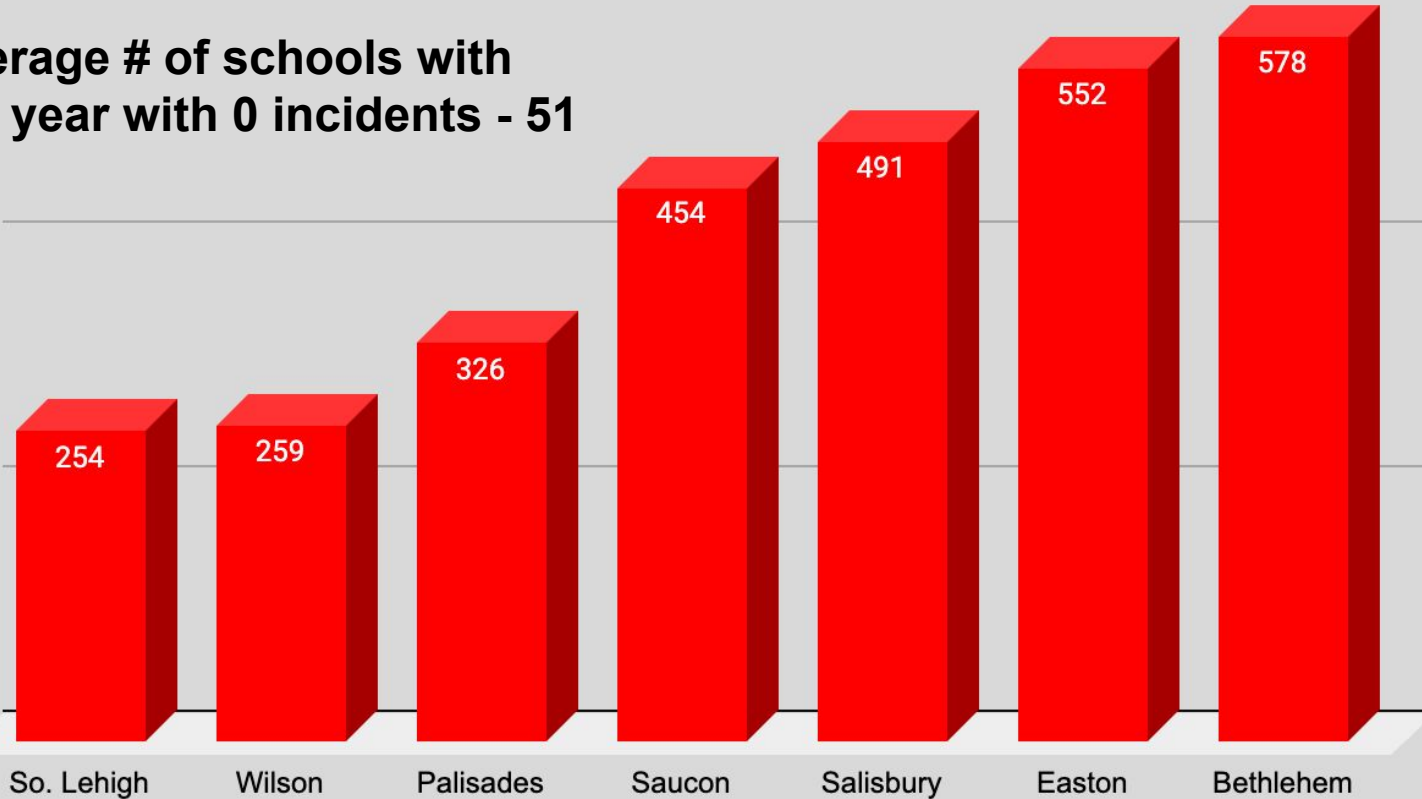
600

**Average # of schools with
per year with 0 incidents - 51**

400

200

0



Staff to Support Mental & Behavioral Health

- **LVHN**
- **Master's level Social Worker**
- **School Counselor devoted to mental health at SVHS**
- **Board Certified Behavior Analyst**
- **Caron Treatment Staff**

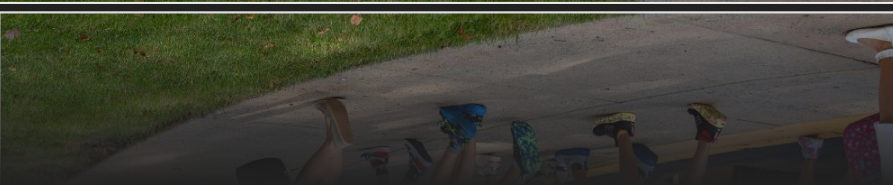
Health and Wellness

- **School Nurses**
- **Physical Education and Health Teachers**
- **Training on health management and related health conditions, and mandated reporting.**
- **Nutrition Awareness**
- **Updated Policies**



Physical Safety

- **Evaluation of current security measures**
- **Review of self-evaluation (Security Review/PCCD Grant)**
- **Evaluate communication system**
- **Strengthen relationships with public safety**
- **Staff ALICE training**



Operation and Emergency Management

- Emergency Plan
- Threat Assessment & Crisis Teams
- MTSS & SAP Teams
- Navigate Drills and Reunification

Law, Policy and Finance

- District policies continue to be updated, including health, behavior and safety.
- Continuous review of funding opportunities
- Refresher trainings for administrators on regulations



Climate, Culture and Community

- Professional Development for all staff
- Student participation in a variety of clubs and extracurricular activities.
- Rachel's Challenge, Olweus, PBIS
- ACE Program
- SPO and Security
- MOU with Lower Saucon Township Police, Hellertown Police and Fire-Rescue/EMS for response

Looking Ahead

Outcomes

- Positive, sustainable outcomes for students
- Integrated behavioral and mental health services

Continuous

- Evaluate physical security features of campus.
- Update SVSD policies.
- Review of staffing based on student need.

Tangibles

- Continue to update training for staff.
- Parent information series.
- Review strengths and gaps in existing services and supports.
- SVSD Pillars

Olweus Bullying Prevention Program (OBPP)

What is the Olweus Bullying Prevention Program (OBPP)? The Olweus Program is one of the most widely researched and best-known anti-bullying programs globally. It was developed by Norwegian psychologist Dr. Dan Olweus in the 1980s.

It is not just a curriculum but **a total systems change** program that operates on multiple levels:

- School-Wide
- Classroom
- Individual
- Community

Goals

- **Reduce** Existing Bullying
- **Prevent** New Bullying
- **Improve** Peer Relations
- Create a **Safe** Environment



About the Survey

- Basis for Comparison
- SVSD's Data Collection Period
- Original Database Size
- Sample Size Used
- Equal Grade Representation
- Grades 3-11



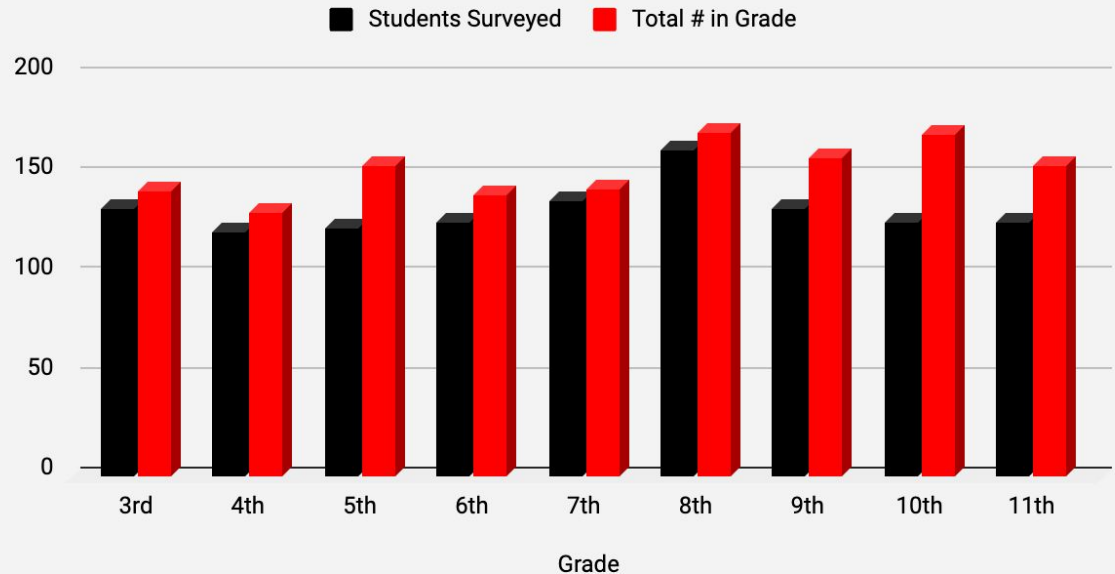
Who Participated?



Questions include:

- If students like school
- What their own personal friend situation is
- Their own experiences about bullying
- Whether or not they acted as a bully
- What they feel adults are doing about bullying

Students Surveyed and Total # in Grade





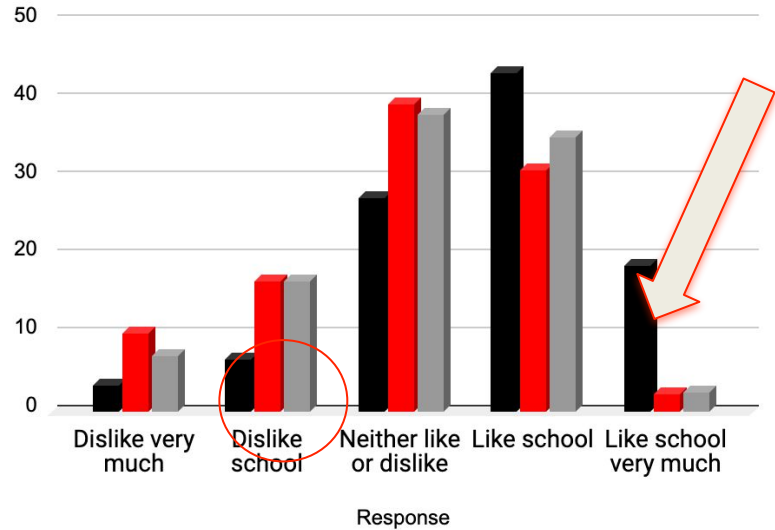
Gauging Sentiment

QUESTION: How much do you like school?

■ SVES (%)

■ SVMS (%)

■ SVHS (%)



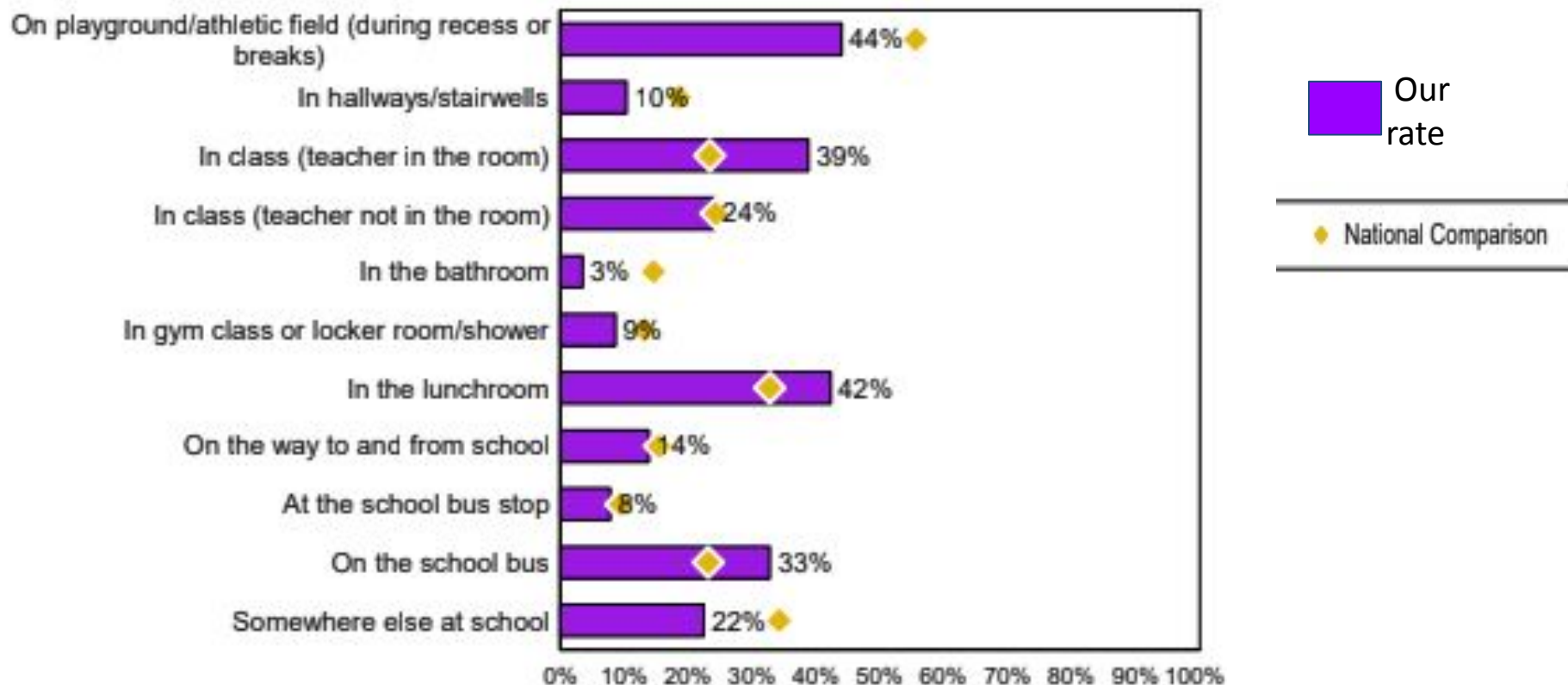
Definition of Bullying per Survey

This is what was read to each student prior to completing the survey: We say a student is being bullied when another student, or several other students

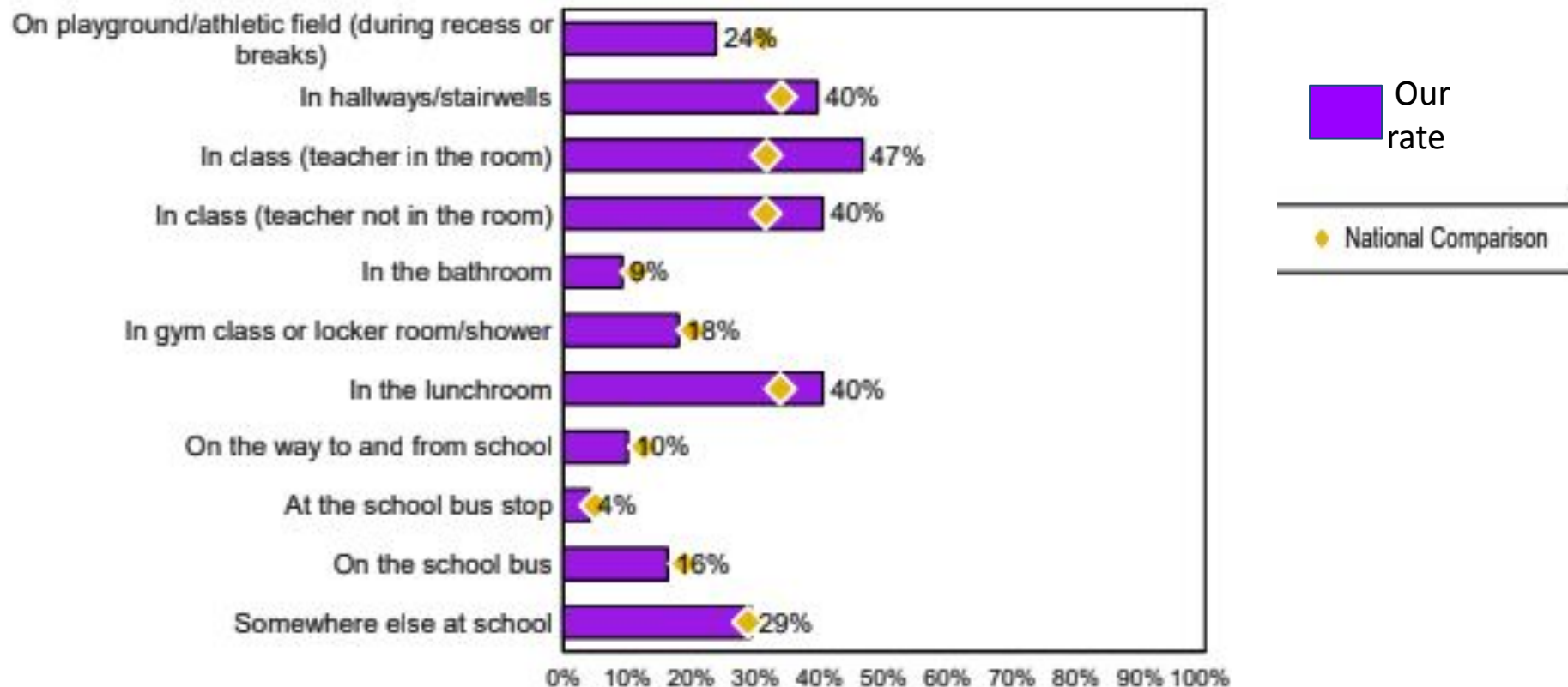
- say mean and hurtful things, or make fun of him or her, or call him or her mean and hurtful names
- completely ignore or exclude him or her from their group of friends or leave him or her out of things on purpose
- hit, kick, push, shove around, or lock him or her inside a room
- tell lies or spread false rumors about him or her or send mean notes and try to make other students dislike him or her
- do other hurtful things like that

When we talk about bullying, these things happen more than just once, and it is difficult for the student being bullied to defend himself or herself. We also call it bullying when a student is teased more than just once in a mean and hurtful way. But we do not call it bullying when the teasing is done in a friendly and playful way. Also, it is not bullying when two students of about equal strength or power argue or fight.

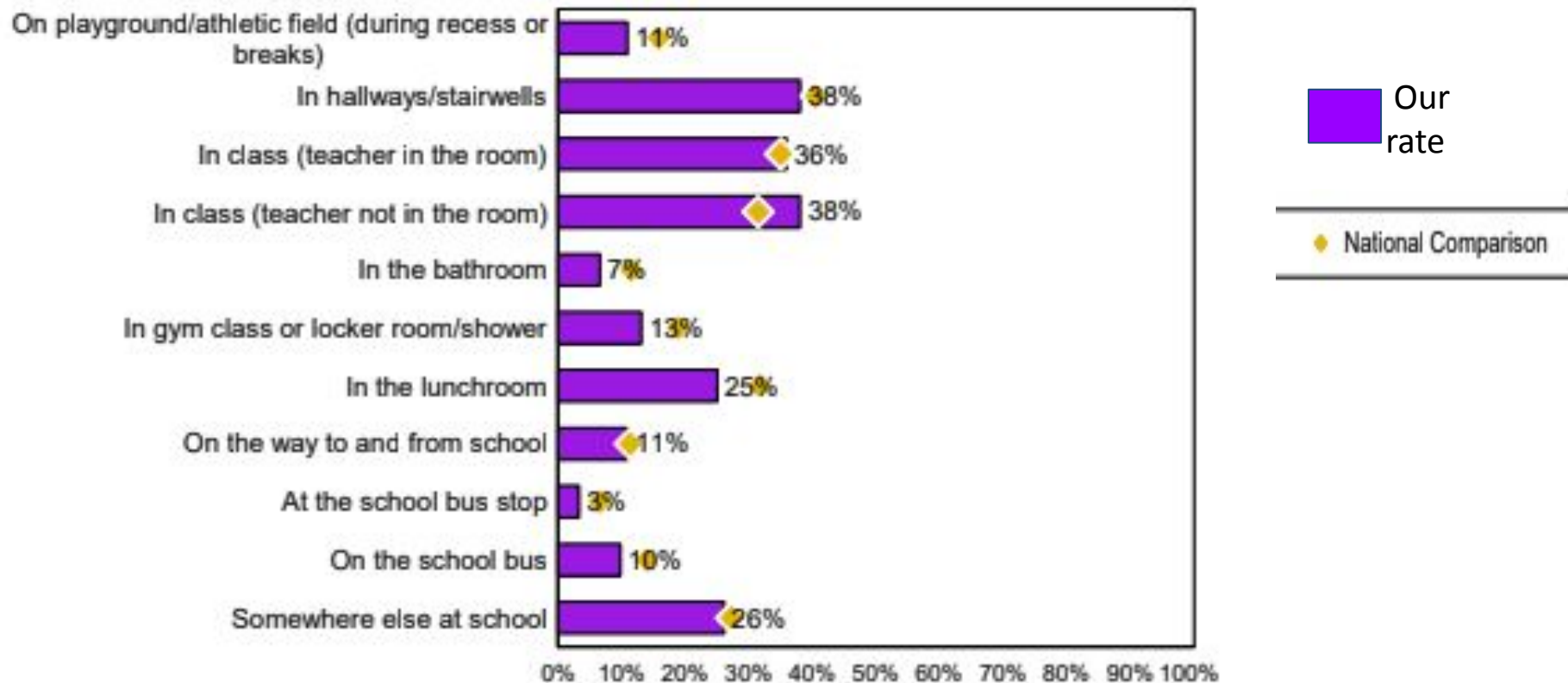
Where Bullying is Happening - SVES



Where Bullying is Happening - SVMS

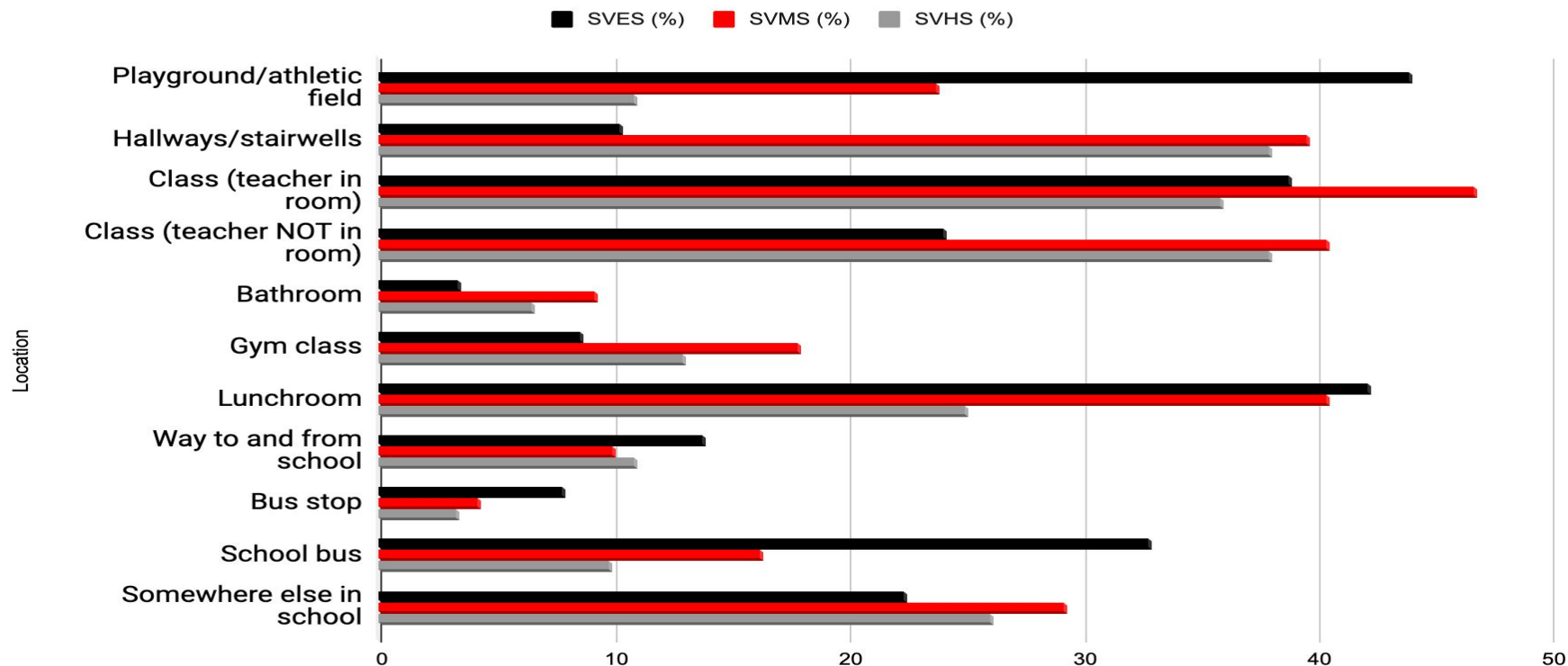


Where Bullying is Happening - SVHS



Where Bullying is Happening

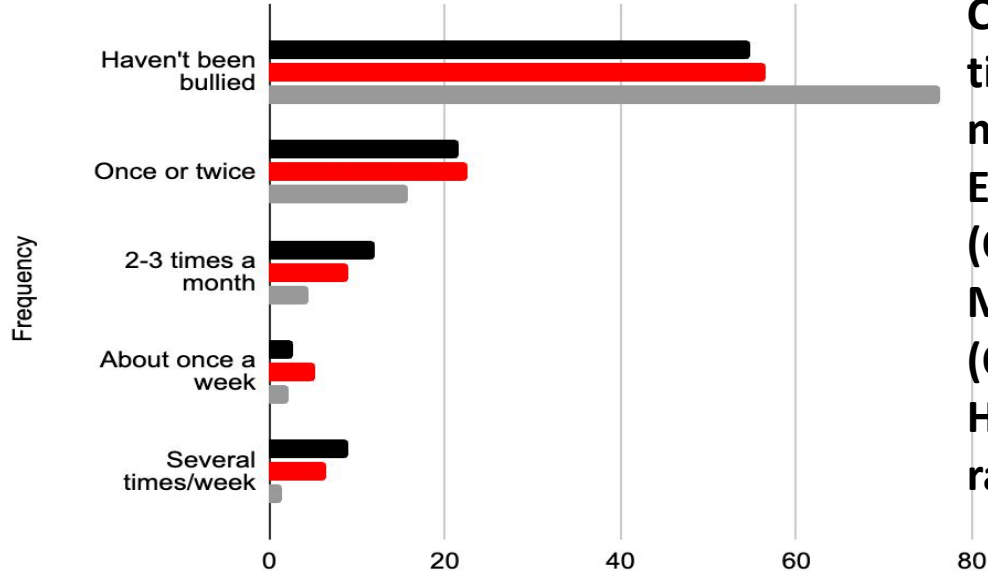
QUESTION: Where have you been bullied?



How often have you been bullied in the last couple of months?

Frequency of Bullying

- SVES (%)
- SVMS (%)
- SVHS (%)



National Comparisons of 2-3 times per month or more:
Elementary = 20.8%
(Our rate = 23.8%)
Middle = 15.1%
(Our rate = 20.9%)
High = 10.2% (Our rate = 8%)

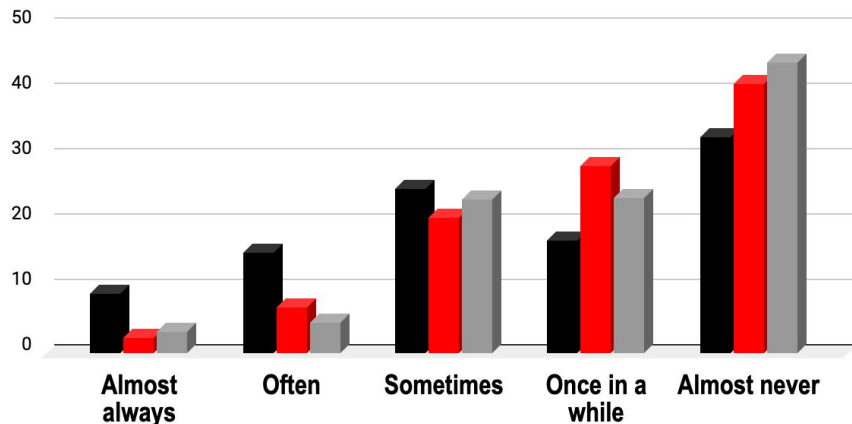
Teachers/Adults Stopping Bullying

Versus

Students Stopping Bullying

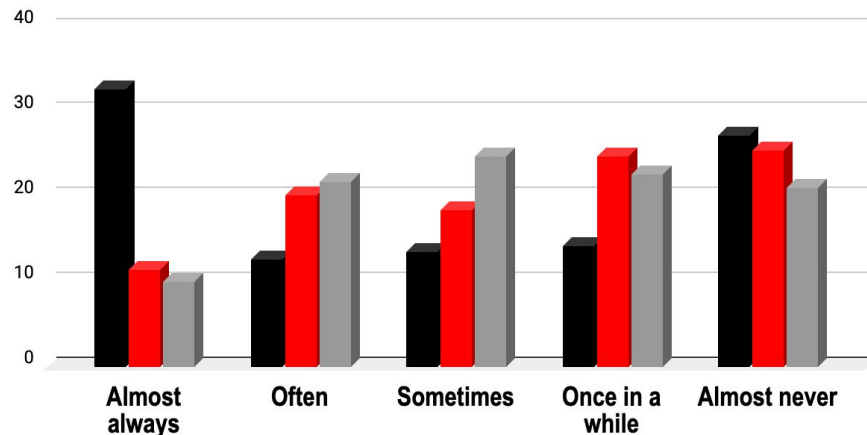
QUESTION: How often do students intervene?

■ SVES (%) ■ SVMS (%) ■ SVHS (%)



QUESTION: How often do teachers/adults intervene?

■ SVES (%) ■ SVMS (%) ■ SVHS (%)



National Comparisons of Often or Almost Always:

Elementary = 26.4% (Our rate 24.5%)

Middle = 18.5% (Our rate 9.4%)

High = 13.8% (Our rate 8.1%)

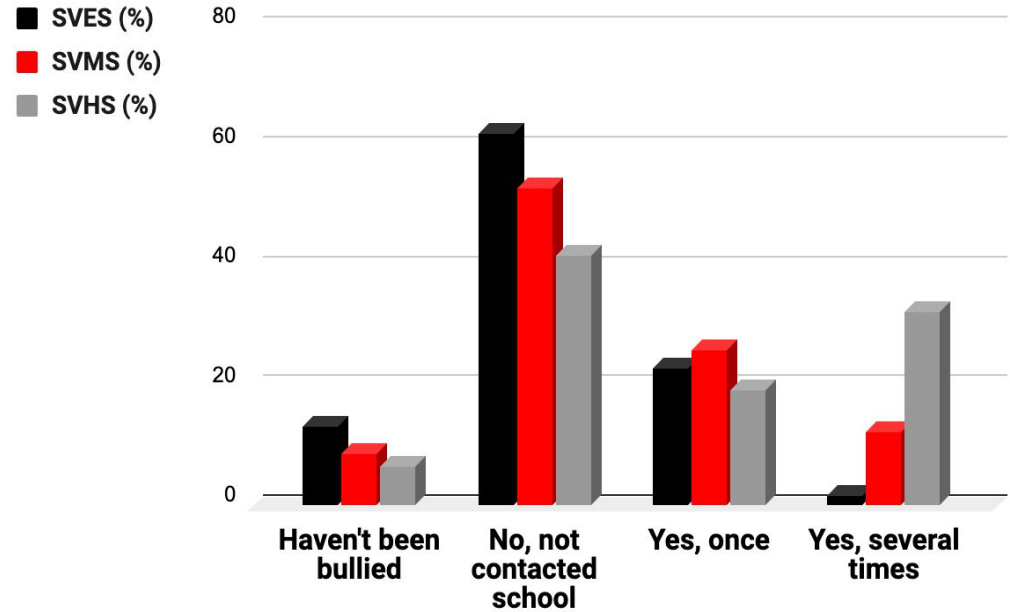
National Comparisons of Often or Almost Always:

Elementary = 48.1% (Our rate 45.3%)

Middle = 54.8% (Our rate 31.5%)

High = 33.7% (Our rate 31.7%)

Contacting the School - By Adult



National Comparisons of Once or More:

Elementary = 35.4% (Our rate 24.6%)

Middle = 35.9% (Our rate 38.3%)

High = 31.5% (Our rate 51.7%)

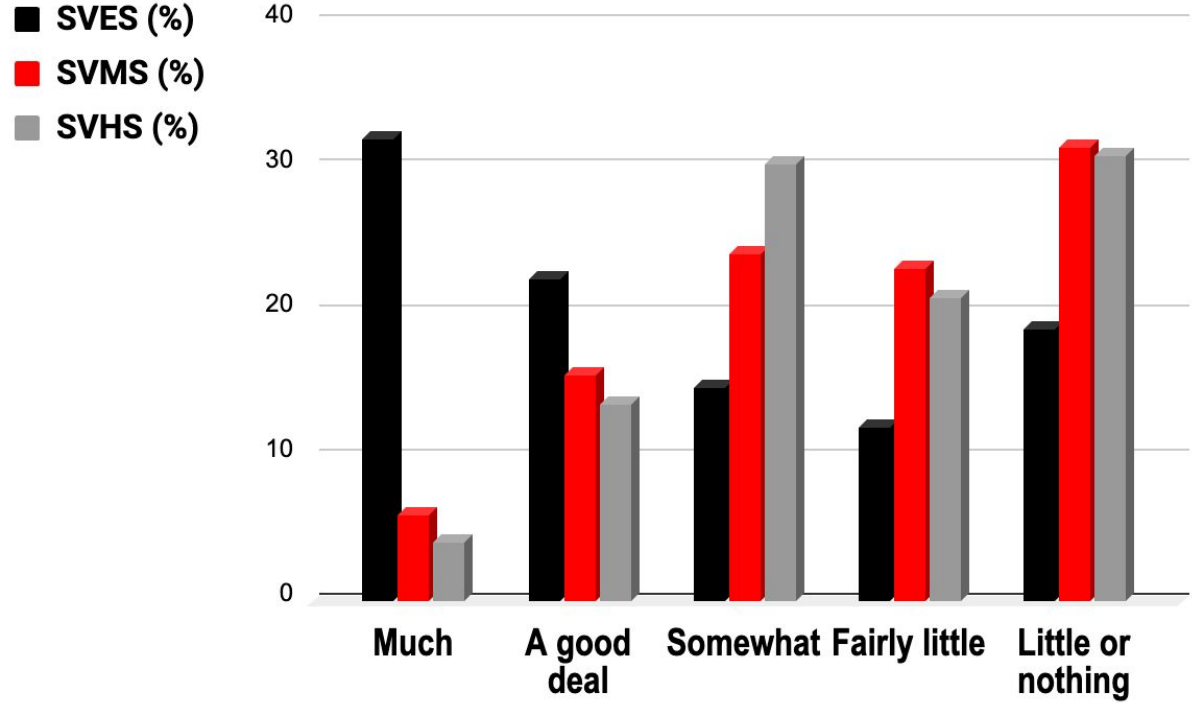
How much has teacher done to cut down on bullying?

National Comparisons of “Little or Nothing” or “Fairly Little”:

Elementary = 31.4% (Our rate 30.9%)

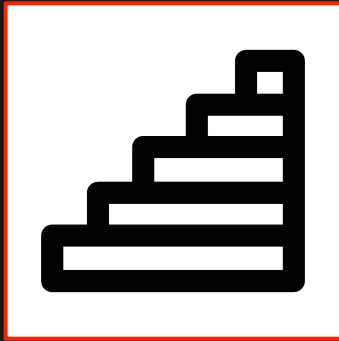
Middle = 39.8% (Our rate 54.4%)

High = 52.7% (Our rate 51.8%)



The Plan

Moving Forward



- Identify Olweus teams
- Training for teachers
- 2026-27 rollout
- Focus on school pillars and themes

The Pillars per Building

SVES

Responsibility, Respect, Self-Control/Safe, Kindness

SVMS

Growth, Teamwork, Creativity, Flexible Thinking, Leadership

SVHS

Accountability, Adaptability, Determination, Self-regulation



Thank you!

Get in touch



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