Praesidium Safety Equation

Board Study Session

October 27, 2026

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Agenda

- Welcome & Introductions
- Implementation and Baseline Assessment Update
- Discussion

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Praesidium Safety Equation

Purpose: Building and Maintaining a System of Prevention

- Two-year, proactive effort to strengthen systems that prevent misconduct and protect students.
- Our objectives include consistent practice, early identification of concerns, and organizational accountability.

Student safety depends on more than good intentions, individual judgment, or responding well when something goes wrong.

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Praesidium Safety Equation

8 Essential Components

Policies	Screening and Selection	Training	Monitoring and Supervision
Clear expectations and boundaries that define acceptable behaviors in an organization	Safe hiring and placement practices that discover and consider everything before giving access	Role-specific prevention and response--how do we give employees and volunteers the information and skills they need to keep students safe	Visibility, oversight, and early intervention -- clear structures to supervise adults
Internal Feedback Systems	**Consumer Participation**	**Responding**	**Administrative Practices**
Easy reporting and pattern recognition to help us identify gaps -- using data for improvement	Student and family voice, access, and trust -- ensuring our consumers and families know our policies and procedures	Consistent triage, investigation, support, and follow-up -- how we respond within the first 24-48 hours	Leader ownership, data, learning, and accountability -- from the board down, how leadership's work is supporting safer environments

What We've Done So Far

- Completed initial Praesidium training and adopted the prevention framework.
- Developed a two-year implementation approach.
- Convened a cross-functional steering committee to guide the work.
- Developed the baseline assessment framework and work plan. Planning for website pages (mid Nov).
- Presented enhanced boundary invasion training for District Leadership Team

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Point of Emphasis

from Enhanced Boundary Invasion Training

- Our responsibility is not to determine whether a colleague has engaged in misconduct before saying something.
- We are professionally obligated under district policy to raise a concern with our administrators any time we observe behavior that makes us suspect or question whether a boundary is being crossed.
- The reporting threshold for boundary violations to administration is very low.

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The Baseline Assessment:
Three Questions

1. What do we currently have in place?
2. How consistently is it practiced?
3. Where are our greatest risks or opportunities for improvement?

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How We Will Evaluate Practices
4-Level Rubric

Level	Description
1 - Not Established	Practice is absent, informal, or dependent on individual judgment
2 - Developing	Expectations exist, but implementation is inconsistent or incomplete
3 - Implemented	Clear expectations are generally implemented consistently
4 - Embedded and Monitored	Practices are consistently implemented, evaluated, and improved using data

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What Will the Assessment Look Like in Practice?

Example A — Training

Do all categories of staff receive appropriate training? Can they recognize early boundary concerns and accurately identify when and how to report them?

Evidence: Training content, completion data by employee group, and understanding of reporting expectations.

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What Will the Assessment Look Like in Practice?

Example B — Internal Feedback Systems

If different people report relatively minor concerns involving the same adult over time, can we recognize a developing pattern?

Evidence: Reporting channels, case tracking, cross-department referrals, and samples of closed matters.

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What Will the Assessment Look Like in Practice?

Example C — Monitoring & Supervision

Are there settings in which concerning adult-student interactions could occur repeatedly without detection?

Evidence: Supervision plans, one-on-one interaction expectations, extracurricular/field trip oversight, and incident patterns.

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Work Plan and Timeline

Launch and Organize — October/November
Confirm assignments, plan methods.

Gather Evidence — November/December
Review records, selected data, existing procedures, and various input.

Evaluate Findings — December/January
Apply rubric, examine inconsistencies, identify strengths and areas of risk.

Prioritize Improvements — January/February
Identify quick wins, longer-term improvements, ownership, and next steps.

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And After the Assessment?

Year 1 | Assess & Build	Year 2 | Implement & Embed
• Launch steering committee, build shared understanding • Complete district wide baseline/gap assessment • Prioritize highest-risk and highest-impact improvements • Revise policies, protocols, and systems • Continue leadership training and early implementation	• Provide broader role-specific training and communication • Implement revised protocols, supervision, and reporting systems • Use feedback and trend data to monitor implementation • Adjust systems based on what we learn • Reassess progress across all eight operations

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DISCUSSION

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