

School Safety Roundtable

March 5, 2018

12:30 – 4:00



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Your Partner for Student Success

Today's Schedule

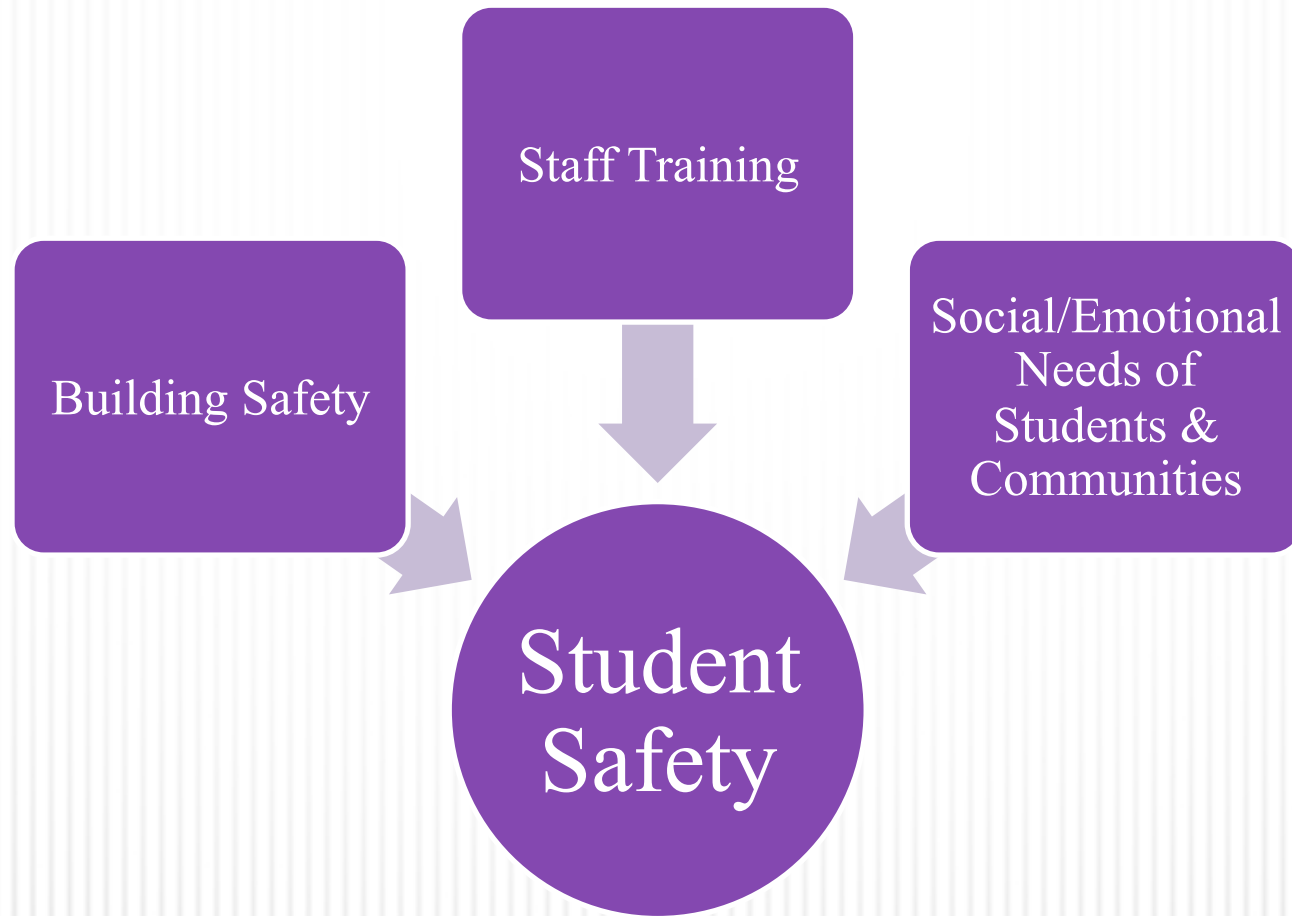
- ❖ Welcome and Why We Are Here
- ❖ Updates – What do we know and what we don't know
 - Data, Resources, Clayton's Experience
- ❖ Districts Share-out
 - 2 to 3 minutes on what their plans are at this time
- ❖ Small Group Work Set Up
 - Logistics and Topics
- ❖ Debrief Small Group Work

Welcome & Why We Are Here



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Your Partner for Student Success

Components of Student Safety



Data and Information around Aspects of School Safety

- ❖ There is a lack of data and information around important details and areas associated with student safety (regionally, statewide, nationally).
- ❖ Without data and information, it is hard for schools, districts, and communities to benchmark where they are at versus where they want to be.

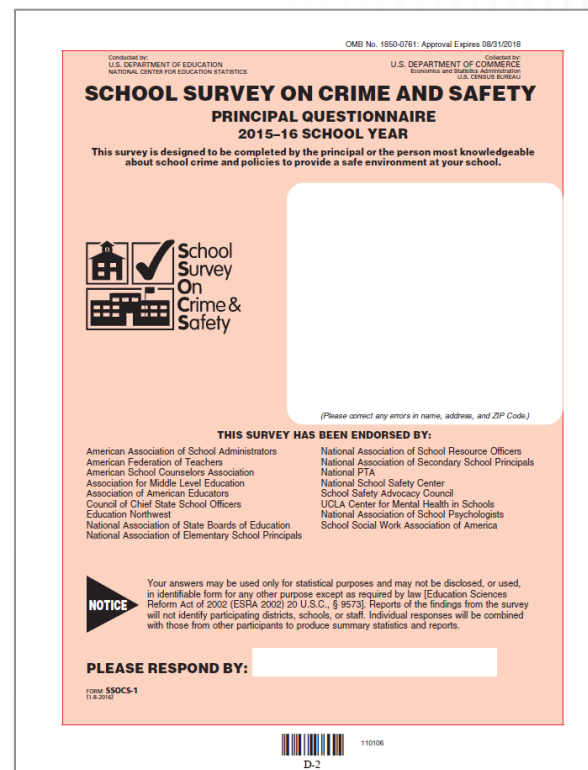
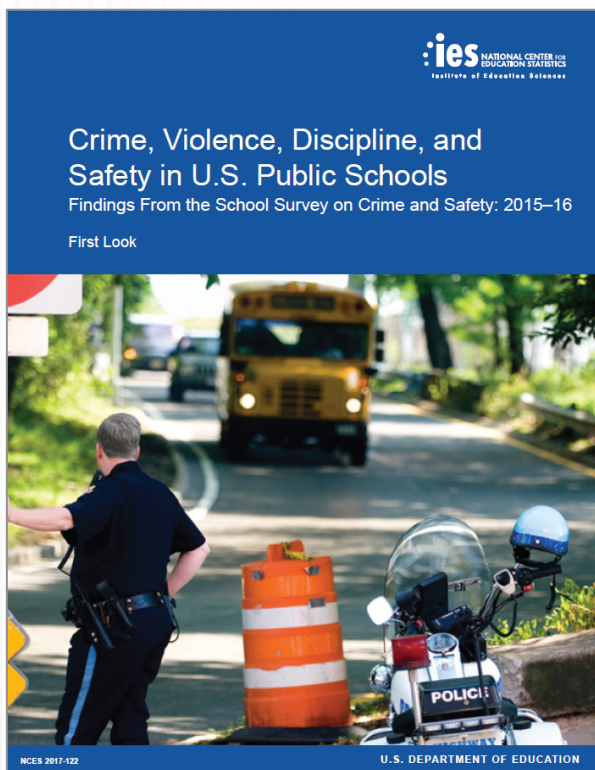
Number of Schools in the Region

County	ES	ML	HS	Total
StL City & Charters	72	16	22	110
StL County	173	45	39	257
St. Charles	49	15	13	77
Jefferson	36	13	12	61
Franklin	27	7	7	41
Lincoln	11	4	5	20
Warren	6	2	2	10
Gasconade	3	2	2	7
TOTAL	377	104	102	583



Possible instrument to use or that could serve as a resource for collecting data

<https://nces.ed.gov/pubs2017/2017122.pdf>



Areas covered in the School Survey on Crime and Safety

<https://nces.ed.gov/pubs2017/2017122.pdf>

- ❖ School practices and programs
- ❖ Parent and community involvement at school
- ❖ School security staff
- ❖ School mental health services
- ❖ Staff training
- ❖ Limitations on crime prevention

**Programs,
Practices,
Staffing,
Training**

- ❖ Frequency of crime and violence at school
- ❖ Number of incidents
- ❖ Disciplinary problems and actions

**Discipline
Events**

- ❖ School characteristics

**Building
Demographics**



Survey Areas by Safety Concepts

Building Safety	Staff Training	Social/Emotional Needs of Students & Communities
<ul style="list-style-type: none">❖ School practices and programs❖ School security staff❖ Limitations on crime prevention❖ Frequency of crime and violence at school❖ Number of incidents❖ Disciplinary problems and actions	<ul style="list-style-type: none">❖ Staff training	<ul style="list-style-type: none">❖ Parent and community involvement at school❖ School mental health services




Sample Questions by Survey Area

School practices and programs

School Practices and Programs		YES	NO
1. During the 2015–16 school year, was it a practice of your school to do the following? * If your school changed its practices during the school year, please answer regarding your most recent practice. * Check "Yes" or "No" on each line.			
a. Require visitors to sign or check in and wear badges	110	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Control access to school buildings during school hours (e.g., locked or monitored doors)	112	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Control access to school grounds during school hours (e.g., locked or monitored gates)	114	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Require metal detector checks on students every day	116	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Perform one or more random metal detector checks on students	120	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Equip classrooms with locks so that doors can be locked from the inside	121	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Close the campus for most or all students during lunch	122	1 <input type="checkbox"/>	2 <input type="checkbox"/>
h. Use one or more random dog sniffs to check for drugs	124	1 <input type="checkbox"/>	2 <input type="checkbox"/>
i. Perform one or more random sweeps for contraband (e.g., drugs or weapons *), but not including dog sniffs	126	1 <input type="checkbox"/>	2 <input type="checkbox"/>
j. Require drug testing for athletes	128	1 <input type="checkbox"/>	2 <input type="checkbox"/>
k. Require drug testing for students in extra-curricular activities other than athletics	130	1 <input type="checkbox"/>	2 <input type="checkbox"/>
l. Require students to wear uniforms	134	1 <input type="checkbox"/>	2 <input type="checkbox"/>
m. Enforce a strict dress code	136	1 <input type="checkbox"/>	2 <input type="checkbox"/>
n. Provide school lockers to students	138	1 <input type="checkbox"/>	2 <input type="checkbox"/>
o. Require clear book bags or ban book bags on school grounds	140	1 <input type="checkbox"/>	2 <input type="checkbox"/>
p. Have "panic button(s)" or silent alarm(s) that directly connect to law enforcement in the event of an incident	139	1 <input type="checkbox"/>	2 <input type="checkbox"/>
q. Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency	141	1 <input type="checkbox"/>	2 <input type="checkbox"/>
r. Provide a structured anonymous threat reporting system (e.g., online submission, telephone hotline, or written submission via drop box)	143	1 <input type="checkbox"/>	2 <input type="checkbox"/>
s. Require students to wear badges or picture IDs	142	1 <input type="checkbox"/>	2 <input type="checkbox"/>
t. Require faculty and staff to wear badges or picture IDs	144	1 <input type="checkbox"/>	2 <input type="checkbox"/>
u. Use one or more security cameras to monitor the school	146	1 <input type="checkbox"/>	2 <input type="checkbox"/>
v. Provide telephones in most classrooms	148	1 <input type="checkbox"/>	2 <input type="checkbox"/>
w. Provide two-way radios to any staff	150	1 <input type="checkbox"/>	2 <input type="checkbox"/>
x. Limit access to social networking websites (e.g., Facebook, Twitter, YouTube, Instagram) from school computers	151	1 <input type="checkbox"/>	2 <input type="checkbox"/>
y. Prohibit use of cell phones and text messaging devices during school hours	153	1 <input type="checkbox"/>	2 <input type="checkbox"/>

*Please use the definition on pages 2 and 3.

6

 110502

FORM BSOCs-1 (1-8-2016)

D-7

Parent & Community Involvement

9. What is your best estimate of the percentage of students who had at least one parent or guardian participating in the following events during the 2015–16 school year?
 * Check one response on each line.

	0–25%	26–50%	51–75%	76–100%	School does not offer	
a. Open house or back-to-school night	196	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Regularly scheduled parent-teacher conferences	198	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Special subject-area events (e.g., science fair, concerts)	200	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Volunteered at school * or served on a committee	202	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>


10. During the 2015–16 school year, were any of the following community and outside groups involved in your school's efforts to promote safe, disciplined, and drug-free schools?
 * Check "Yes" or "No" on each line.

	YES	NO	
a. Parent groups	204	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Social service agencies	206	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Juvenile justice agencies	208	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Law enforcement agencies	210	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Mental health agencies	212	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Civic organizations/service clubs	214	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Private corporations/businesses	216	1 <input type="checkbox"/>	2 <input type="checkbox"/>
h. Religious organizations	218	1 <input type="checkbox"/>	2 <input type="checkbox"/>

*Please use the definition on pages 2 and 3.

9

FORM BSOCs-1 (1-8-2016)

 110700

D-10

Sample Questions by Survey Area

School security staff

School Security Staff

11. During the 2015–16 school year, did you have any sworn law enforcement officers (including School Resource Officers) present **at your school*** at least once a week?

☛ Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.

610 1 Yes
2 No → [GO TO item 19 on page 12.](#)

12. Were sworn law enforcement officers (including School Resource Officers) used at least once a week in or around your school at the following times?

☛ Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.

☛ Check "Yes" or "No" on each line.

	YES	NO
a. At any time during school hours	612 1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. While students were arriving or leaving	614 1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. At selected school activities (e.g., athletic and social events, open houses, science fairs)	616 1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. When school/school activities were not occurring	618 1 <input type="checkbox"/>	2 <input type="checkbox"/>

13. Did any of the sworn law enforcement officers (including School Resource Officers) **at your school*** routinely:

☛ Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.

☛ Check "Yes" or "No" on each line.

	YES	NO
a. Carry a stun gun (e.g., Taser gun)	620 1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Carry chemical aerosol sprays (e.g., Mace, pepper spray)	622 1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Carry a firearm*	624 1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Wear a body camera	626 1 <input type="checkbox"/>	2 <input type="checkbox"/>

*Please use the definition on pages 2 and 3.

110809
FORM SSOCs-1 (1-8-2016)

10 D-11

School mental health services

School Mental Health Services

20. During the 2015–16 school year, were the following mental health services available to students under the official responsibilities of a licensed **mental health professional***?

☛ Check "Yes" or "No" for each type of service available to students, regardless of whether the service was used this school year.

☛ Please respond to each of these according to the definitions provided on pages 2 and 3.

	Service was available to students...					
	AT SCHOOL* by a mental health professional* employed by the school or district		AT SCHOOL* by a mental health professional* other than a school or district employee, funded by the school or district		OUTSIDE OF SCHOOL by a mental health professional* other than a school or district employee, funded by the school or district	
	YES	NO	YES	NO	YES	NO
a. Diagnostic assessment* for mental health disorders*	662 1 <input type="checkbox"/>	2 <input type="checkbox"/>	664 1 <input type="checkbox"/>	2 <input type="checkbox"/>	666 1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Treatment* for mental health disorders*	668 1 <input type="checkbox"/>	2 <input type="checkbox"/>	670 1 <input type="checkbox"/>	2 <input type="checkbox"/>	672 1 <input type="checkbox"/>	2 <input type="checkbox"/>

21. During the 2015–16 school year, to what extent did the following factors limit your school's efforts to provide mental health services to students?

☛ Check one response on each line.

	Limits in major way	Limits in minor way	Does not limit
a. Inadequate access to licensed mental health professionals*	674 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Inadequate funding	676 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c. Potential legal issues for school or district (e.g., malpractice, insufficient supervision)	678 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Lack of parental support in addressing their children's mental health disorders*	680 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e. Lack of community support for providing mental health services to students in your school	682 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
f. Written or unwritten policies regarding the school's requirement to pay for the diagnostic assessment or treatment of students	684 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
g. Reluctance to label students with mental health disorders* to avoid stigmatizing the child	686 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

*Please use the definition on pages 2 and 3.

111106

13 D-14

Sample Questions by Survey Area

Staff Training

Staff Training			
22. During the 2015–16 school year, did your school or school district provide any of the following for classroom teachers or aides?			
☛ Check "Yes" or "No" on each line.			
		YES	NO
a.	Training in classroom management for teachers	266	1 <input type="checkbox"/> 2 <input type="checkbox"/>
b.	Training in school-wide discipline policies and practices related to violence*	268	1 <input type="checkbox"/> 2 <input type="checkbox"/>
c.	Training in school-wide discipline policies and practices related to cyberbullying*	265	1 <input type="checkbox"/> 2 <input type="checkbox"/>
d.	Training in school-wide discipline policies and practices related to bullying* other than cyberbullying*	267	1 <input type="checkbox"/> 2 <input type="checkbox"/>
e.	Training in school-wide discipline policies and practices related to alcohol and/or drug use	269	1 <input type="checkbox"/> 2 <input type="checkbox"/>
f.	Training in safety procedures (e.g., how to handle emergencies)	270	1 <input type="checkbox"/> 2 <input type="checkbox"/>
g.	Training in recognizing early warning signs of students likely to exhibit violent behavior	272	1 <input type="checkbox"/> 2 <input type="checkbox"/>
h.	Training in intervention and referral strategies for students displaying signs of mental health disorders* (e.g., depression, mood disorders, ADHD)	271	1 <input type="checkbox"/> 2 <input type="checkbox"/>
i.	Training in recognizing physical, social, and verbal bullying* behaviors	273	1 <input type="checkbox"/> 2 <input type="checkbox"/>
j.	Training in recognizing signs of students using/abusing alcohol and/or drugs	274	1 <input type="checkbox"/> 2 <input type="checkbox"/>
k.	Training in positive behavioral intervention strategies	276	1 <input type="checkbox"/> 2 <input type="checkbox"/>
l.	Training in crisis prevention and intervention	277	1 <input type="checkbox"/> 2 <input type="checkbox"/>
*Please use the definition on pages 2 and 3.			



111205

FORM 880CB-1 (1-8-2016)

14

D-15

Limitations on crime prevention

Limitations on Crime Prevention					
23. To what extent do the following factors limit your school's efforts to reduce or prevent crime?					
☛ Check one response on each line.					
			Limits in major way	Limits in minor way	Does not limit
a.	Lack of or inadequate teacher training in classroom management	280	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b.	Lack of or inadequate alternative placement/programs for disruptive students	282	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c.	Likelihood of complaints from parents	284	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d.	Lack of teacher support for school policies	286	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e.	Lack of parental support for school policies	288	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
f.	Teachers' fear of student retaliation	290	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
g.	Fear of litigation	292	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
h.	Inadequate funds	294	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
i.	Inconsistent application of school policies by faculty or staff	296	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
j.	Fear of district or state reprisal	298	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
k.	Federal, state, or district policies on disciplining special education students*	300	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
l.	Federal policies on discipline and safety other than those for special education students*	302	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
m.	State or district policies on discipline and safety other than those for special education students*	304	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Frequency of Crime and Violence at School					
24. During the 2015–16 school year, have any of your school's students, faculty, or staff died as a result of a homicide committed at your school* ?					
306	1 <input type="checkbox"/> Yes				
	2 <input type="checkbox"/> No				
25. During the 2015–16 school year, has there been at least one incident at your school* that involved a shooting (regardless of whether anyone was hurt)? Please include those incidents that occurred at school* , regardless of whether a student or non-student used the firearm* .					
308	1 <input type="checkbox"/> Yes				
	2 <input type="checkbox"/> No				
*Please use the definition on pages 2 and 3.					



111007

FORM 880CS-1 (1-8-2016)

15

D-16

Sunshine Law Implications

- ❖ We believe the findings/results/reports could be closed under *section 610.021*.
 - Closed meetings and closed records authorized when, exceptions.
 - Except to the extent disclosure is otherwise required by law, a public governmental body is authorized to close meetings, records and votes, to the extent they relate to the following:
 - ✓ (18) Operational guidelines, policies and specific response plans developed, adopted, or maintained by any public agency responsible for law enforcement, public safety, first response, or public health for use in responding to or preventing any critical incident which is or appears to be terrorist in nature and which has the potential to endanger individual or public safety health. Financial records related to the procurement of or expenditures relating to operational guidelines, policies or plans purchased with public funds shall be open. When seeking to close information pursuant to this exception, the public governmental body shall affirmatively state in writing that disclosure would impair the public governmental body's ability to protect the security or safety of persons or real property, and shall in the same writing state that the public interest in nondisclosure outweighs the public interest in disclosure of the records;

<https://ago.mo.gov/docs/default-source/publications/missourisunshinelaw.pdf?sfvrsn=20>



Thoughts?

- ❖ Would you have interest in doing a building-level survey across the region to gather data in key areas?
- ❖ What areas would you have interest in surveying on?
 - Programs, Practices, Staffing, Training
 - Discipline Events
 - School Demographics
- ❖ Potential timeline:
 - March/April – Form an advisory committee to provide input around the instrument and process.
 - April – Update at Superintendents’ Roundtable.
 - May – Hard copy of the survey instrument is received by building in district.
 - June – Building leader completes survey once the school year is finished. Submits survey by June 30, 2018.
 - July & August – surveys are entered into database, analyses are conducted, descriptive statistics are produced, district and building level reports produced and compiled into district report.
 - September – districts receive results for their buildings.



Resources

- ❖ NSBA – Navigating student walkouts and mass protests
 - <https://kasb.org/0228/>

- ❖ ACLU is offering informational webinars to inform students about their rights when protesting
 - http://www.wisconsin Gazette.com/news/aclu-offering-online-video-training-for-students-planning-protests-in/article_c222df54-1cbd-11e8-8827-73f953f71cca.html

- ❖ EdWeek Article on ways administrators can handle student protests and walk-outs
 - http://blogs.edweek.org/edweek/District_Dossier/2018/02/What_should_principals_do_amid_walkouts_and_protests_on_gun_violence.html



Walkout Information (Online)

March 14

- ❖ Enough: National School Walkout
- ❖ https://www.actionnetwork.org/event_campaigns/enough-national-school-walkout
- ❖ #ENOUGH

April 20

- ❖ National School Walkout
- ❖ <http://act.indivisible.org/event/national-school-walkout/>
- ❖ #NationalSchoolWalkout
- ❖ @schoolwalkoutUS



Schools Identified on Walkout Sites as Having Events

	March 14 th	April 20 th
Clayton	X	
Crossroads College Prep	X	
Eureka High*		X
Fort Zumwalt East		X
Fox High		X
Seckman High (Fox)		X
Francis Howell Central		X
Francis Howell North	X	X
Kirkwood	X	
Ladue Horton Watkins		X
Parkway Central		X
Parkway South		X
Parkway West	X	
SLU		X
Webster Groves	X	
Wentzville Liberty		X
Westminster Christian Academy		X

Additional Resources

- ❖ Managing Hot Moments in the Classroom
 - A guide for finding teaching opportunities when students bring up difficult issues or say things that offend others in the class.
 - <https://bokcenter.harvard.edu/hot-moments>
- ❖ Leading Classroom Discussion on Difficult Topics
 - A resource on intentional strategies to help students deal with difficult subjects and how professors can prepare for facilitating difficult conversations.
 - <http://cft.vanderbilt.edu/guides-sub-pages/difficult-dialogues/>
- ❖ Difficult Conversations: How to Discuss What Matters Most
 - A summary of Douglas Stone, Bruce Patton, and Sheila Heen (1999), *Difficult conversations: How to discuss what matters most*. They provide a step-by-step approach to having difficult conversations.
 - <http://www.fscanada.org/wp-content/uploads/2013/12/Difficult-Conversations- Summary.pdf>
- ❖ Difficult Dialogues
 - A presentation by Tasha Souza, PhD, Humboldt State University. Tools, strategies, and guidelines for having constructive conversations on challenging topics.
 - http://www2.humboldt.edu/diversity/sites/default/files/Difficult_Dialogues_Souza_Presentation_Slides.pdf



Clayton's Experience



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Your Partner for Student Success

District Share-out

Please take 2-3 minutes and share what your district's plans are at this time.

Break to Small Groups

Please be back in *Leadership* and be ready to share by ???



Small Groups Report

