Safety, Security and Student Wellness

Board of Education Meeting: October 8, 2024

Douglas County School District

Board of Education Ends

Global End Statement

All students will develop the knowledge, skills, mindsets, and dispositions needed to achieve their highest individual potential in a safe, accessible, thriving, and welcoming learning environment. These results shall be produced at a cost that demonstrates good stewardship of resources.

Ends-2
Mindsets and Dispositions

1. Students acquire the necessary self-leadership skills and interpersonal skills that enable them to become responsible and engaged members of society.

    1.1. Students develop their individual strengths, to support their social, emotional, and physical well-being.

    1.2. Students graduate as responsible and engaged members of society, contributing positively within their individual ability and interests.

EL 7 School Safety, Security, and Social-Emotional Wellness

The Superintendent shall not cause or allow any organizational circumstance that fails to equitably preserve, safeguard, and protect the physical, intellectual, and emotional safety, security, and wellness of students, staff, parents, guardians, volunteers, and community members.

System of Supports

What supports are in place to ensure a safe environment, support the behavioral, social and emotional needs of students and prevent bullying?

my DCSD
Douglas County School District

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Effective Communication, Collaboration and Partnerships

Local Law Enforcement

Emergency Response Agencies

Mental Health Professionals

Community Partners

Local Agencies

Douglas County Community

Safety and Security

Protect the Educational Environment

- Student, staff and visitor protection
- Emergency preparedness and planning
- Physical environment protection

Incident Management & Emergency Response Plans
- District and school-based
- Standard Response Protocol (SRP) aligned
- Required drills and monitoring systems

Safety Measures
- Standard systems: radios, cameras, visitor management, alarm, intruder, intercom, etc.
- Enhancements: key management, communication, alarm notification, pilot technologies

Safety & Security

Safety & Security Trainings Administrators and Staff

- Mandatory, on-going and enhanced safety trainings for administrators and staff
  - Standard Response Protocol, Child Abuse Reporting, Keeping Students Safe, Respect At Work, Harassment and Discrimination, Safety/Security Modules I & II and Reunification Training

Safety & Security Trainings for SROs

- Threat Assessments, School Response Protocol (SRP), Mandatory Reporter, Anxiety and Addressing Matters Involving Students with Disabilities; Mental Health and/or Crisis Intervention; NASRO, etc.

Traffic and Pedestrian Safety

Collaboration Between DCSD and Community Representatives
- Preparation and response
- Process for communication
- Mitigation and improvements
- Reporting issues

Douglas County School District
- Cabinet Leadership, Operations - Transportation, Safety & Security, School Leadership, Risk Management, Communications

Law Enforcement
- Based on Jurisdiction (DCSO, LPD, PPD, CRPD)

City & County Representatives
- Traffic Engineers

Traffic and Pedestrian Safety

Safety and Security Committee discussion in September

- High risk areas and safety actions

Action items for advocacy and partnership

- Assess the safety of routes, hazards, unsafe intersections
- Gaps in addressing challenges with pedestrian and bike/scooter safety

DCSD Developing a Traffic and Pedestrian Work Group

- Education to students and families on traffic and pedestrian safety
  - Alignment with Colorado Health Standards
  - Communication plans and campaigns
- Grant funding opportunities and partnerships
- Review and update School Safe Routes plans

Foundational Practices

Supportive Environments
- Consistent expectations, norms and routines
- Co-regulating and restorative practices
- Culturally responsive

Positive Developmental Relationships
- Teacher student relationships
- Trust building
- Family and community partnerships

Integration of Knowledge, Skills and Mindsets
- Intentional integration of academic content with mindsets, behaviors, and essentials skills

Tier 3 Intensive Intervention
Remediation/Acceleration

Tier 2 Intervention
Lagging Skills, Acceleration

Tier 1 Universal
CO Academic, SEW, Health, Essential Skills

Foundational Practices

Supportive Environments   **Developmental Relationsips**   **Knowledge, Skills and Mindsets Integration**

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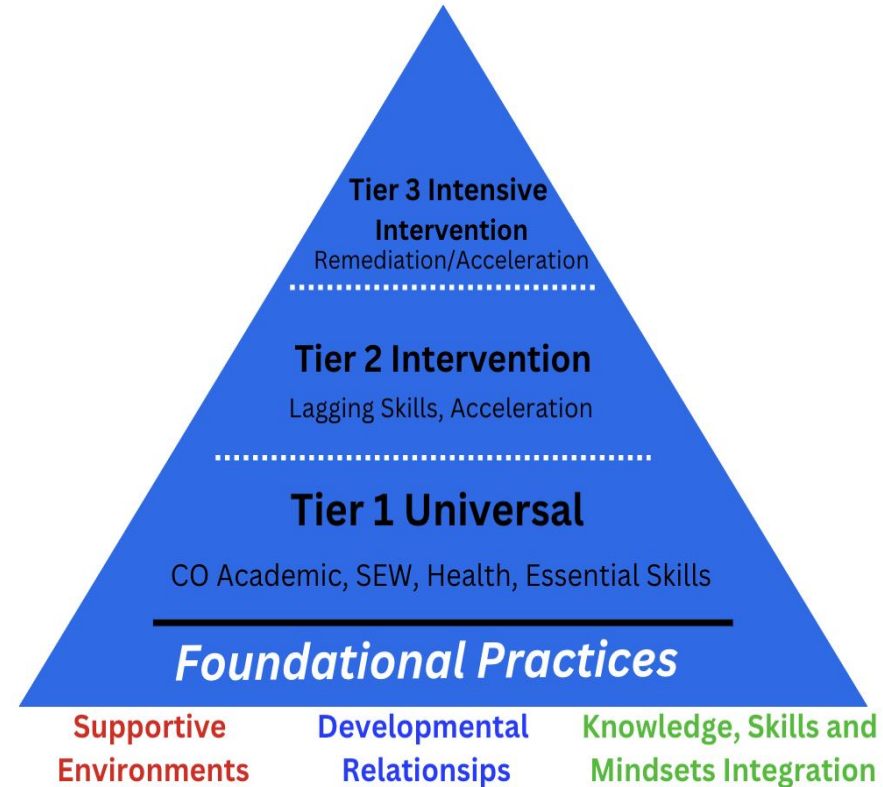
Universal Mental Health Prevention

Teaching and Learning
- K-12 American School Counselor Mindset and Behavior Standards *Alignment* and *Implementation*
- CO Comprehensive Health Standards Integration
  - **Counselors**: Universal lesson delivery on skills identified through school specific data
  - **Nurses**: Universal wellness lessons on healthy habits (sleep, cell phone, nutrition)
  - **Teachers, Administrators, PLS**: Foundational Practices training
  - **SROs and Campus Security**: Building Relationships and Co-Regulation training

Student Wellness Supports PreK-12
- Universal resource support on CO Social, Emotional Wellness Standards
- Signs of Suicide explicit instruction in grades 7th, 9th and 11th grades
- Substance use prevention middle schools
  - Prevention Nurses
- Colorado State University Prevention Research Collaboration
  - Staff training on supporting connection and belonging in schools

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Targeted Mental Health

Student Intervention

- Substance use intervention with mental health staff in Middle and High schools
- School Counselors, Nurses, Social Workers and Psychologists providing targeted intervention for identified students on social, emotional, and behavioral skills
- Community partnership with All Health therapists for identified students

System Supports

- Nurse and Health Assistant training on Youth Mental Health First Aid (daily wellbeing support in health rooms)
- Growth of therapy dog teams in schools to support students with emotional regulation, building empathy, and relationship skills; and during crisis response
- Continuation of Handle With Care Program to provide trauma informed care to students experiencing challenges outside of school

Safety

- Continuation of screening, assessment, and addressing safety needs throughout the district

Intensive Mental Health

Student Intervention
- Continued support and growth of school social workers and psychologists to provide meaningful services to students with disabilities
  - Targeted professional development based on feedback from school mental health staff
  - Coaching Cohort for clinical mental health who are re-specializing into school mental health roles
  - Community Partnerships
- Collaboration with community partners to provide comprehensive support for students and families

System Supports
- Continuation of district Traumatic Brain Injury Team to empower school staff to assist students during their recovery process
- Continuation of collaboration with Youth Community Response Team for students undergoing an individual safety crisis
- Addition of a Mental Health Coordinator to provide increasingly robust professional supervision to support both student and staff needs

Safety
- Psychological safety assessment and support
- Self-Injury, Suicide Risk Assessment, Threat Assessment and Safety Plans

Bully Prevention: Recognize, Respond and Report

Implementation of JICD-E Policy and JICD-R Regulation

- Bully Prevention Task Force
- DCSD Bullying Prevention Website
- Reporting Mechanisms:
  - Bully Prevention Reporting Form
  - Safe2Tell
  - Discrimination/Harassment Reporting Form
  - Next Steps: Screener & flowchart
- Student wellness and bully prevention lessons being impler

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Bully Prevention: Recognize, Respond and Report

- Bully Prevention Trainings (occurred in July, August and September)
  - All administrators provided training to their staff of supports available to students, as well as different means to report bullying in and out of schools
  - All students provided bully prevention presentation (K-12)
  - All district operated school administrators have been trained in bullying prevention, resources, and supports
  - Assistant Principals & Deans: Bully Prevention Lunch & Learn series (bimonthly)
- Discrimination and Harassment Training occurred at District Leadership Team and AP/Dean meetings
- Alignment of Code of Conduct and DCSD Behavior Matrix

Recognize
Respond
Report

DCSD Bullying Prevention

What does this look like, feel like and sound like in our schools?

Principal Perspective

Questions?

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School District

Learn Today, Lead Tomorrow

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