

School Culture and Climate supporting Student Wellness and Achievement

- Integrated Curriculum
- Multi-Tiered System of Supports (MTSS)
- Student Discipline and Alternative Options
- School Safety and Culture

Presenters:

Curriculum and Instruction:

- Celia Banks

MTSS

- Kathyryne Kettle

Student Discipline and Alternative School Options

- Dr. Robin Barraza

School Safety and Culture

- John Heiderscheidt

U-46 Strategic Plan

Aspiration: We will educate the whole student by providing an enriched, high quality experience that empowers all graduates to be competitive members of the global society.

Priority 2: We will coordinate our efforts to provide a nurturing and safe learning experience and a flexible approach in meeting the academic, social, and emotional needs of each student.



Elementary Integrated Curriculum

May 2019

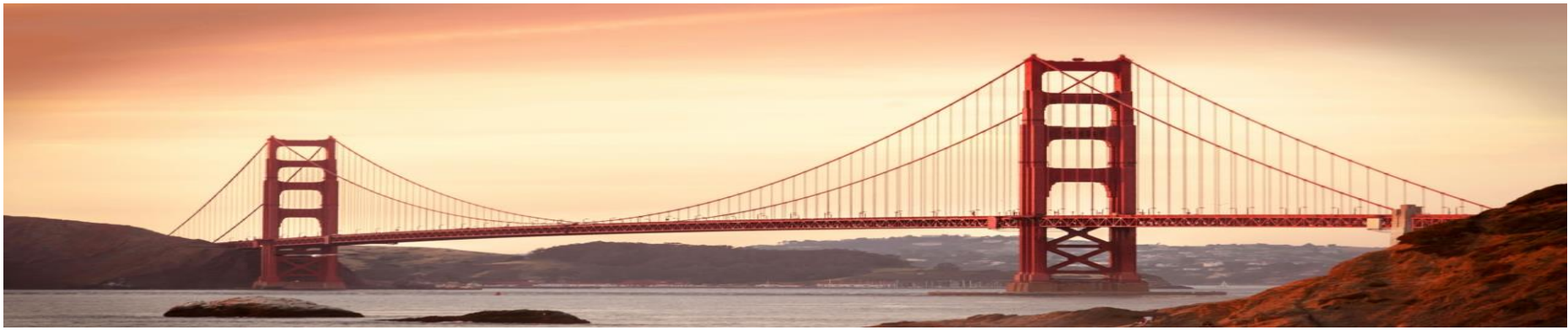


Celia Banks

Required Professional Development 2019

- Full day: Integrated Curriculum Stage 1 and ½ day Second Step Training (SEL resource)



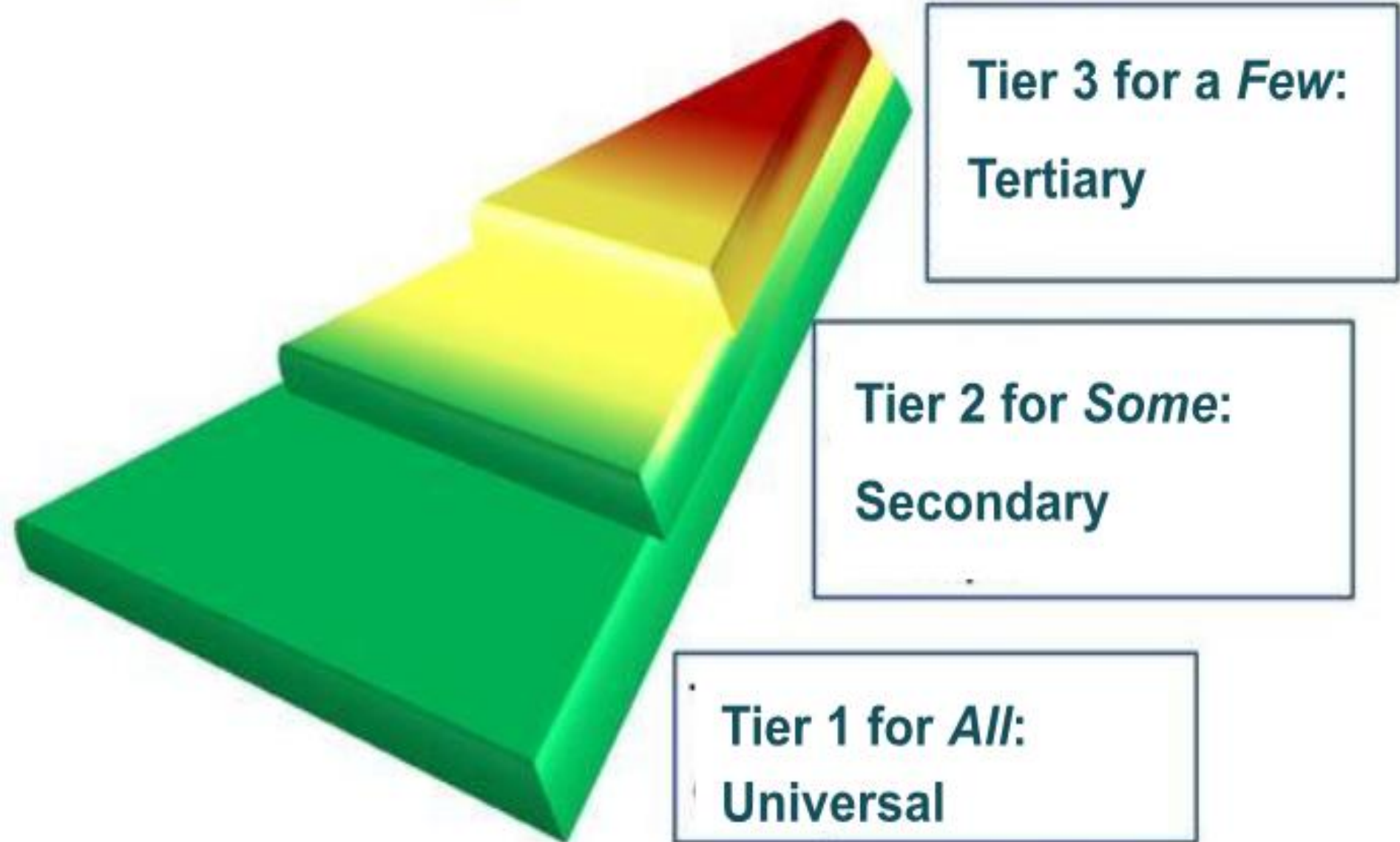


Multi-Tiered System of Supports (MTSS) (Academic and Behavioral)

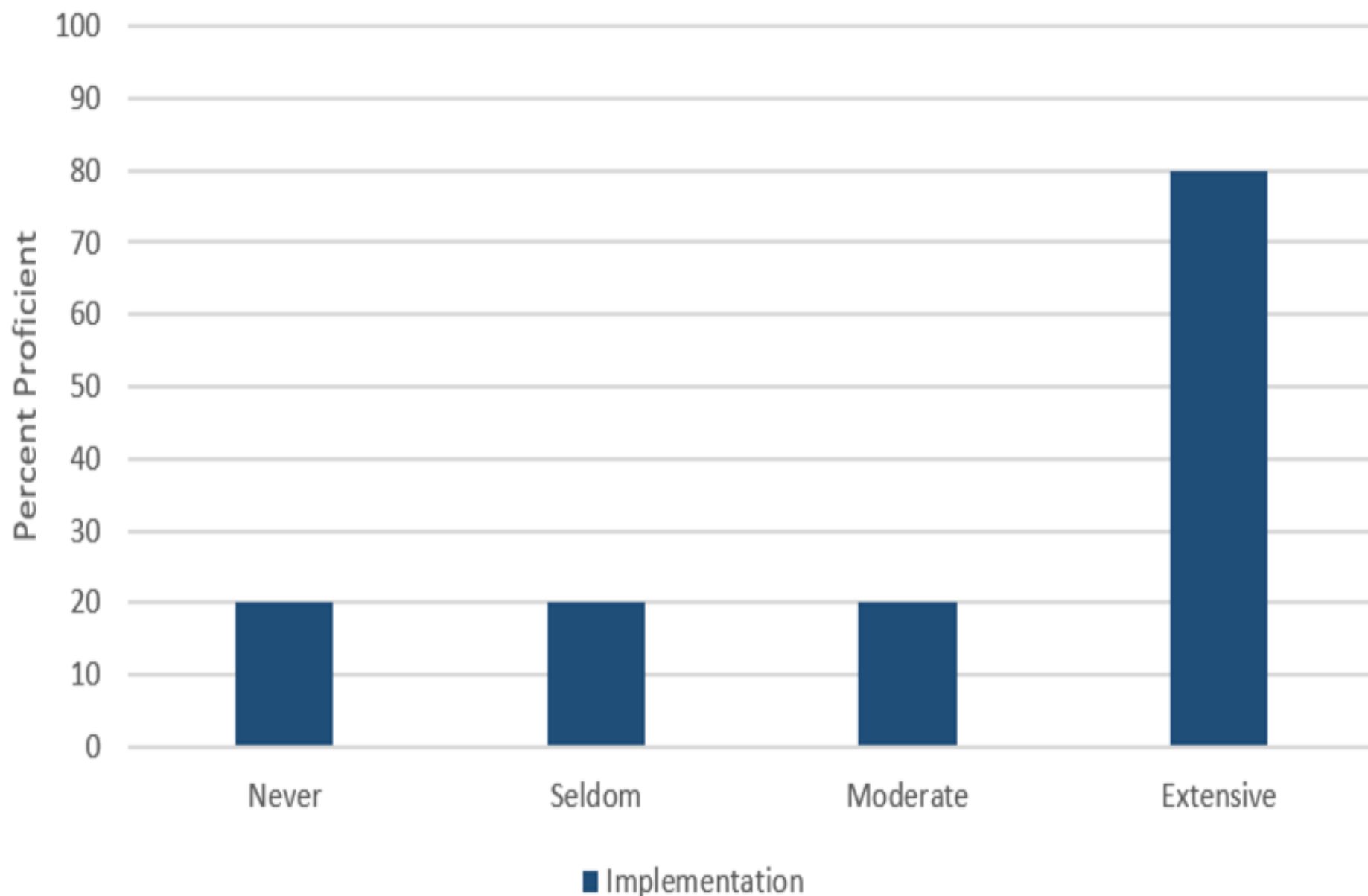
Katheryne Kettle

Assistant Director of Curriculum and Instruction/Multi-Tiered System of Supports (MTSS)

Continuum of Academic & Social-Emotional Learning and Behavior Support

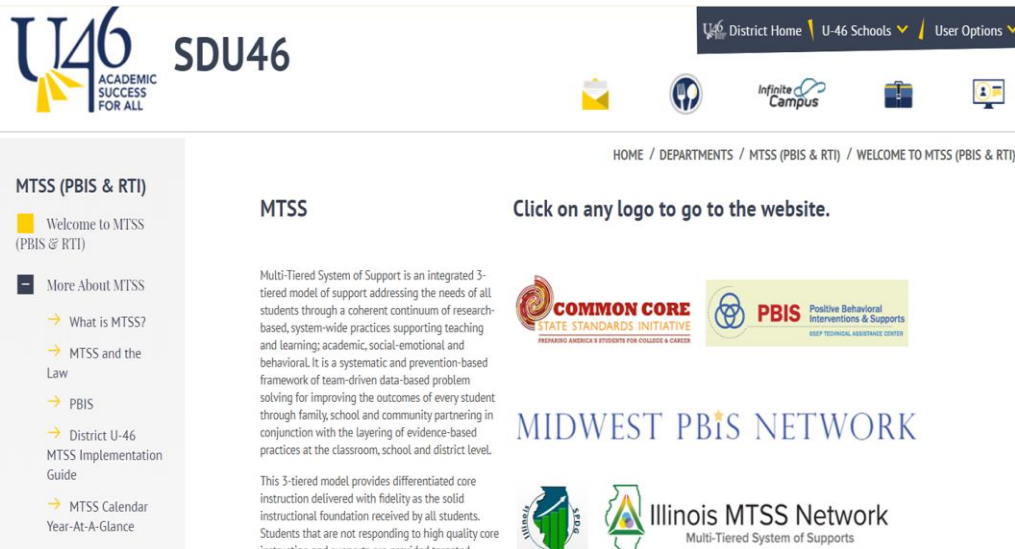


Non-Linear Path for School Improvement



Fidelity of Implementation with MTSS in U-46

- Reteaching MTSS Leads and MTSS Coaches in how to conduct MTSS meetings to ensure that the meetings are data driven with academic and behavioral decisions made based on the data. The Implementation Guide is the best resource for this work.



The screenshot shows the District U-46 MTSS website. The header includes the U46 logo with 'ACADEMIC SUCCESS FOR ALL' and 'SDU46'. Navigation links include 'District Home', 'U-46 Schools', and 'User Options'. A sidebar on the left lists 'MTSS (PBIS & RTI)' with sub-links: 'Welcome to MTSS (PBIS & RTI)', 'More About MTSS', 'What is MTSS?', 'MTSS and the Law', 'PBIS', 'District U-46 MTSS Implementation Guide', and 'MTSS Calendar Year-At-A-Glance'. The main content area is titled 'MTSS' and features a 'Click on any logo to go to the website.' section with logos for 'COMMON CORE STATE STANDARDS INITIATIVE', 'PBIS Positive Behavioral Interventions & Supports', 'MIDWEST PBIS NETWORK', and 'Illinois MTSS Network Multi-Tiered System of Supports'. A paragraph describes the Multi-Tiered System of Support as an integrated 3-tiered model.



MTSS IMPLEMENTATION GUIDE District U-46 MTSS

Fidelity of Implementation with MTSS in U-46

- Monitoring the use of MAP Minutes templates, and providing feedback, as a way to provide structure to the MTSS meetings.

Data Team Monthly Meeting Multi-Tiered Action Plan (MAP)

School Name: _____ Meeting Date: _____

Attendees: _____ Parents/Community Members _____

Agenda Items:

-
-
-

Next Meeting Items:

Next Meeting Items:

-
-
-

Topic for Team Discussion	Data/Evidence Identifying Need	Next Steps		
		Action	Who?	When?
Review action items from previous meeting	Previous Meeting			
Review of data	Determine reteaching needs? <input type="checkbox"/> SEL DATA <ul style="list-style-type: none"> - Combo 4 - Average Referrals Per Day - Current Data - Trend Data <input type="checkbox"/> ACADEMIC DATA <ul style="list-style-type: none"> - - - 			

Fidelity of Implementation with MTSS in U-46

- Collection, and sharing with stakeholders, of data around
 - MAP minutes
 - Behavior interventions tracking
 - Academic interventions
 - MTSS Committee is monitoring the data and making recommendations for improvement

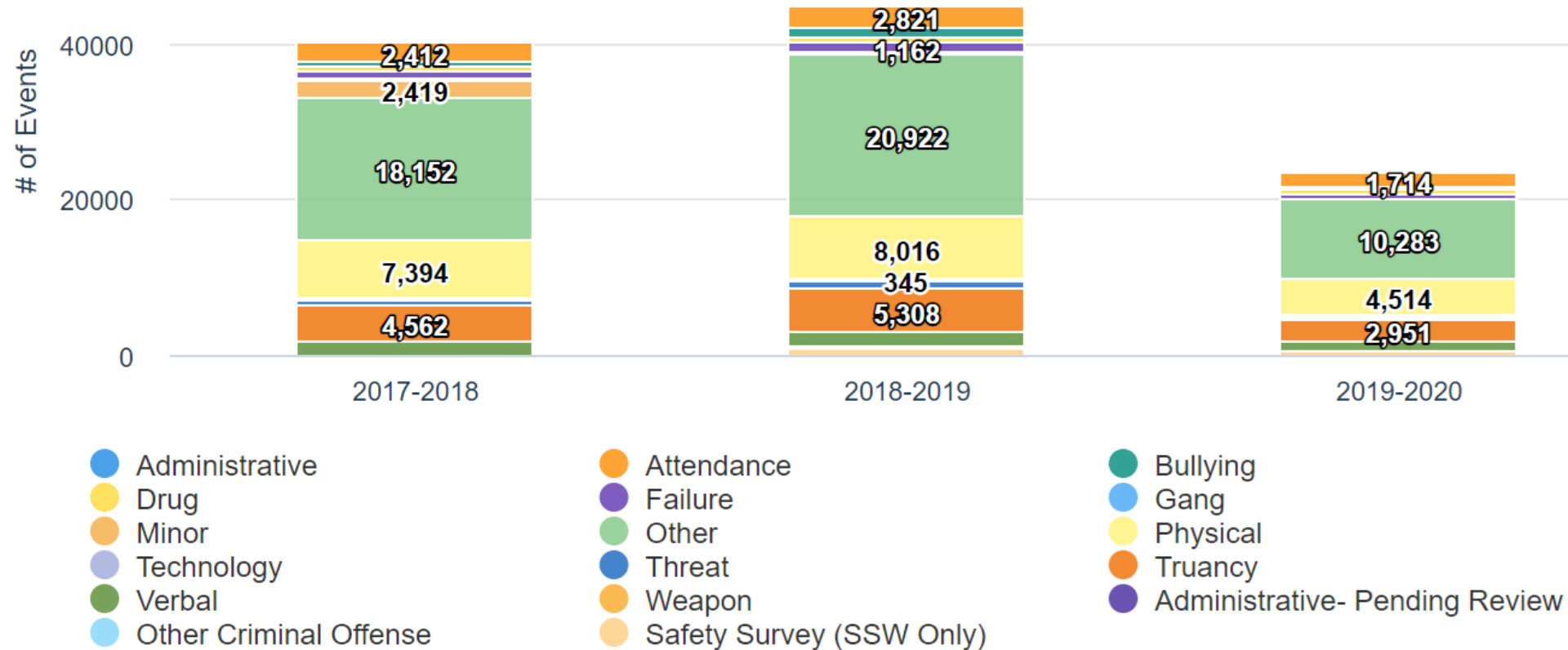
A	B	C	D	E	F	G	H	I	J	K	L
	MTSS Meeting Minutes Received										FY1920
Building	Time	August	Meeting Length	September	Meeting Length	October	Meeting Length	November	Meeting Length	December	Meeting Length
1											
Data Team	1x / 2hr							11/5/19	1.5hr		
Tier 1	1x / 2hr			9/24/19	1hr 15min	10/15/19	55min	11/7/19 11/19/19	55min 45min	12/17/19	40min
Tier 2/3	2x / 3hr			9/3/19	1hr 15 min			11/21/19	1hr		
2											
Data Team	1x / 2hr							11/6/19	1hr	12/4/19	2hr
Tier 1	1x / 2hr	8/15/19 8/29/19	1hr 1hr	9/12/19	1hr	10/10/19	1hr	11/14/19	1hr		
Tier 2/3	2x / 3hr			9/5/19	1hr	10/15/19 10/3/19	1hr 1hr	11/7/19 11/19/19	1hr 1hr	12/5/19	1hr
3											
Data Team	1x / 2hr			9/3/19		10/21/1 10/3/19	1hr 1.5hr	11/14/19	1.5 hr	12/5/19	2hrs
Tier 1	1x / 2hr			9/10/19	1hr	10/8/19	1hr	11/18/19	1hr		
Tier 2/3	2x / 3hr			9/9/19 9/23/19	1hr 1hr			11/11/19	1hr	12/9/19	1hr
<div> <div>+</div> <div>≡</div> <div>Elementary MAP ▾</div> <div>Elementary Data Collection T2 ▾</div> <div>Secondary MAP ▾</div> <div>Secondary Data Collection T3 ▾</div> </div>											

Student Behavior

Dr. Robin Barraza

Coordinator of Student Discipline and Alternative
School Options

Overall Number of Referrals



Most Frequent Offenses

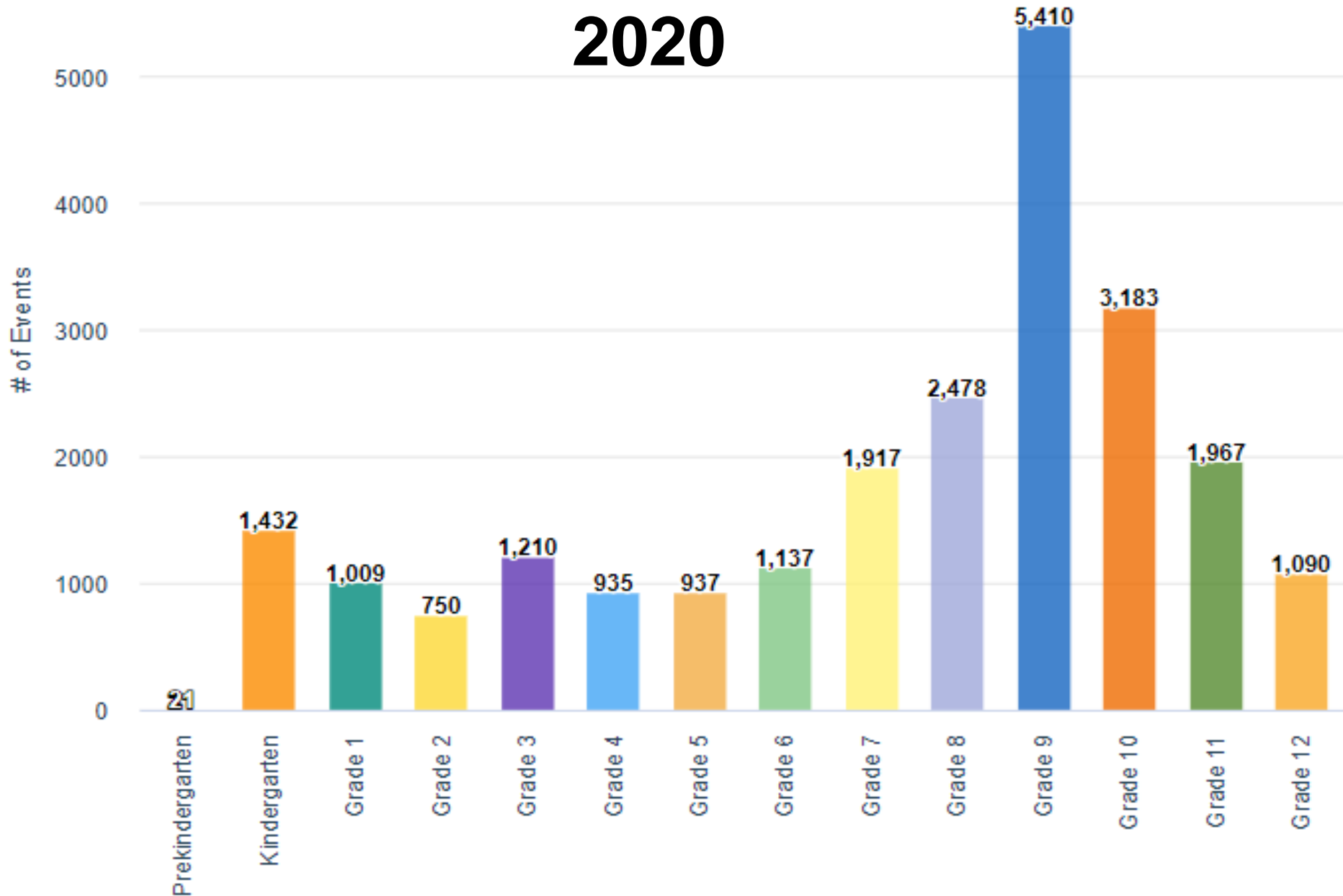
	2017-2018	2018-2019	2019-2020 (YTD)
Defiance/Disrespect	18,152	20,922	10,215
Physical	7,394	8,016	4,468
Attendance	2,412	2,821	1,711

Most Frequently Used Resolutions

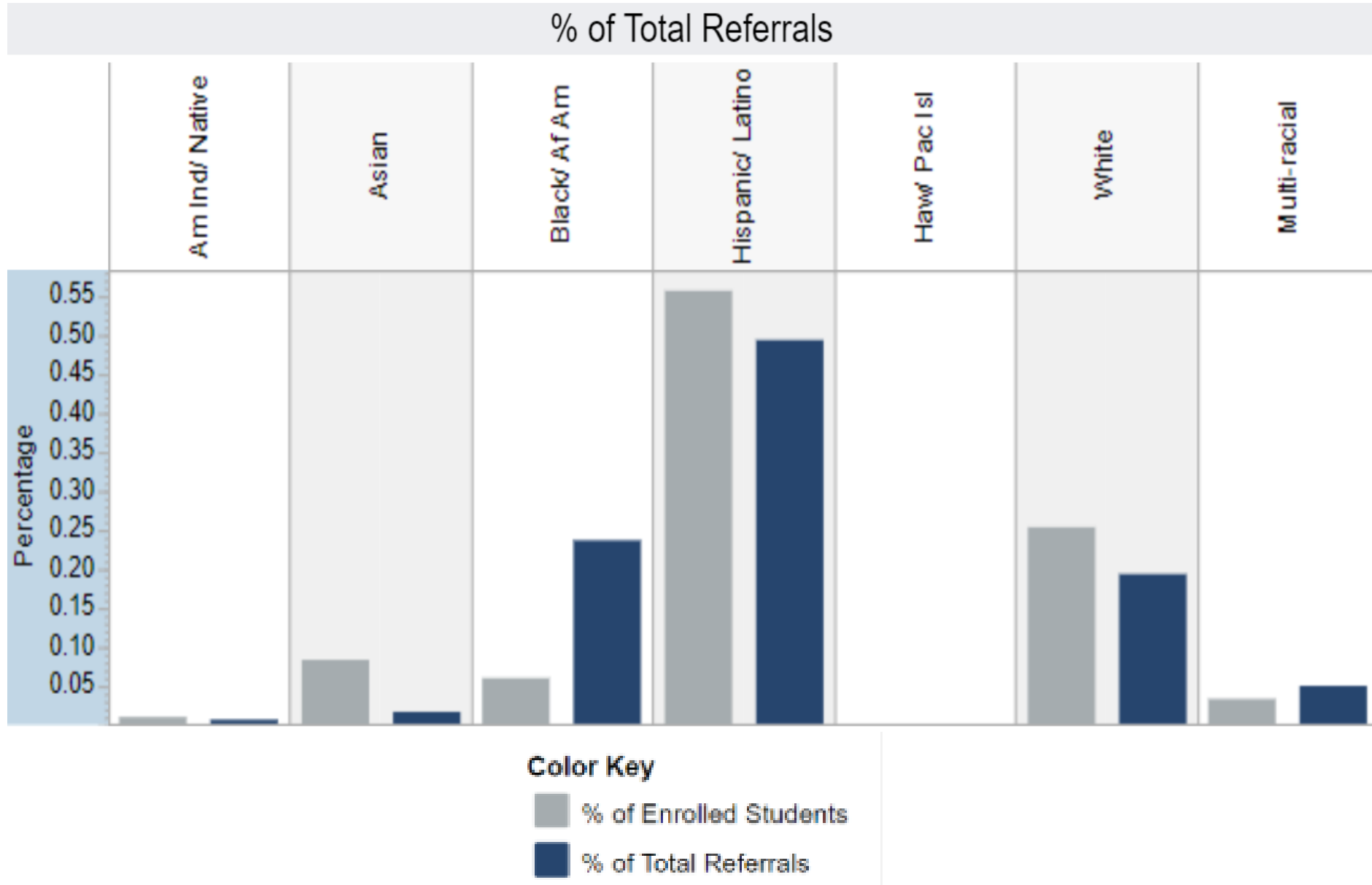
2017-2018 2018-2019 2019-2020(YTD)

Administrative Conference	13,839	16,043	8,430
In-School Suspension/Intervention	7,183	6,963	3,374
Administrative (Detention)	3,975	4,521	3,938
Out-of-School Suspension	1,977	2,245	1,086
Referral to SASS/Hospital	n/a	143	109

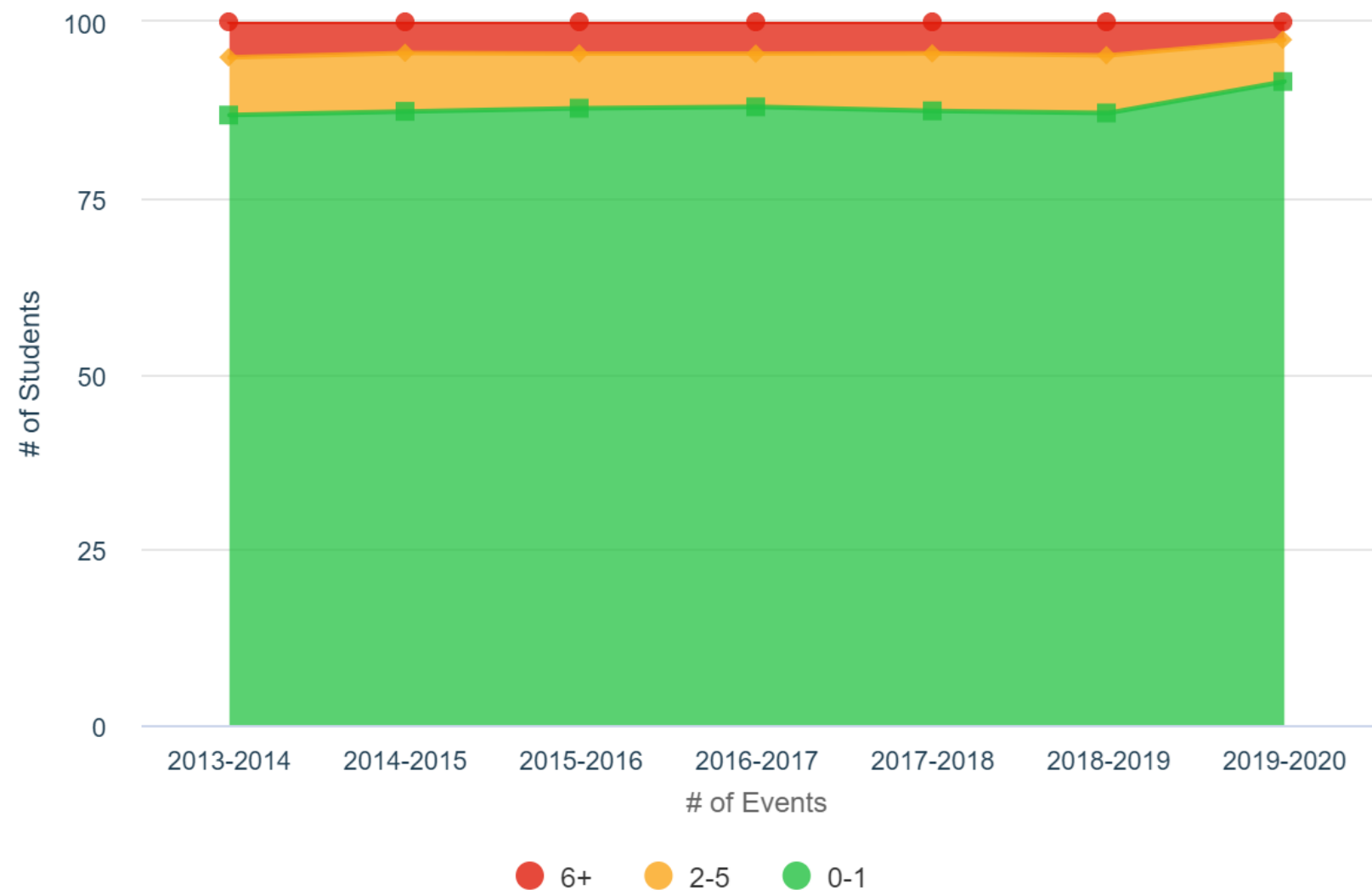
Referral Count by Grade YTD 2019-2020



Referrals by Ethnicity 2018-2019



Number of Students with Referrals



Discipline Referral Data Key Points

- Overall referral numbers increased in 2018-2019. On track to stay the same for 2019-2020
- Top disciplinary offense continues to be defiance/disrespect (relational)
- Disproportionality in discipline referrals is significant for African American students
- Ninth grade continues to be the grade level with the most referrals
- Use of ISI/OSS exclusionary discipline fairly stable over past two years
- Referrals to SASS for mental health crises are on track to increase by 30% in 2019-2020 over 2018-2019
- Approximately 90% of our students consistently have 0-1 referrals

Responses from Safety and Culture

- [Student Code of Conduct](#) revision to promote consistent application
 - Parent input through CAC Safety Committee
- Promote use of Restorative Practices through increased training opportunities in partnership with Kane County Juvenile Justice Council
- 3rd Millennium - online intervention courses for students and parents, available to all students grades 6-12
- CPI- Crisis Prevention Institute - building staff trained throughout school year
- Trauma Informed Practices - ACE interface trainings offered regularly throughout school year
- Social Emotional Response Team (SERT) investigates bullying reports, currently piloting bullying prevention initiatives, mentoring

New in 2019-2020

- Tactical Assessment Team
- Safety Council
- Monthly Meetings with Deans, Assistant Principals, and MTSS Leads

School Safety and Culture

John Heiderscheidt
Director of School Safety and Culture

Creating a Violence Prevention Plan through Threat Assessment

U.S. Secret Service

The Secret Service recommends these steps in conjunction with, and complemented by, a threat assessment approach designed to proactively intervene:

- Physical security measures
- Reporting tools
- Information sharing with law enforcement
- Home life factors - Adverse Childhood Experiences (ACEs)
- Bullying
- Mental Health
- Training
- School Climate and Culture



The threshold for intervention should be low, so that schools can identify students in distress before their behavior escalates to the level of eliciting concerns about safety.

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Physical Security Measures

BASCO - Building Access Security Control Office

- Electronic access control (EAC)
 - All police departments have 24/7 all door access FOBs
 - Limited to 2 - 7 access points
 - Each with EAC, E-Key, and with camera monitoring
- The District monitors and supports:
 - Over 100 panic buttons - silent alarms
 - Over 600 cameras
 - Over 2,000 handheld and base radios being utilized within the district.



Lockdown Locks - All Schools Completed

- All classrooms, offices and single staff bathrooms

Lockdown Key

- Universal to all buildings and rooms
- All staff assigned a key when hired

Staff bathrooms

- Always closed and locked
- Lockdown key used to secure the door from the inside (removal of thumb turns)



Home Life Factors

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Home life factors we know as Adverse Childhood Experiences or ACEs

To improve school climate and culture we are working toward:

- Trauma Informed Communities of Care
- Adverse Childhood Experiences trained staff
 - ACE Interface Workshops by collaborative agencies
 - Staff self-care workshops
- Promote - May 15 - Trauma Informed Care Day

Address Bullying

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Protecting America's Schools

- Web based reporting tool

Bullying Reporting and Resources

Anyone can report a bullying incident via the online [U-46 Reporting Form](#).

- At school reporting
- Data review
- Social Emotional Response Team interventions

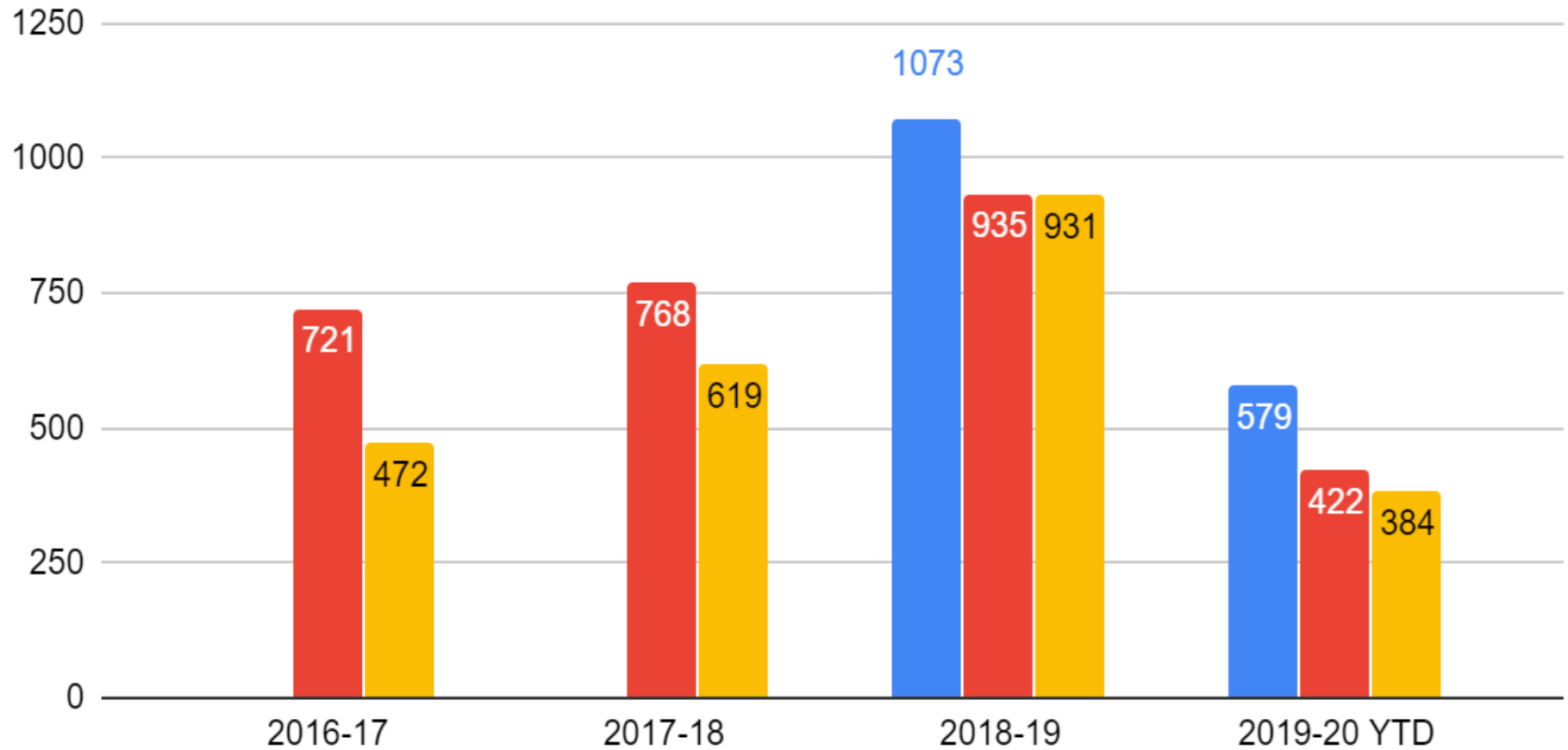
Mental Health Assessments

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- Student mental health at school
- Safety Survey - Threat or ideation of self harm
- Social Emotional Response Team assistance
- Transition plans and process
- Tactical Assessment Team development
 - Catapult Learning

Behavior Events

■ Safety Survey ■ Bullying - All ■ Threat - All



Behavior Events/Safety Survey

Threat of Harm to Self or Others Procedures

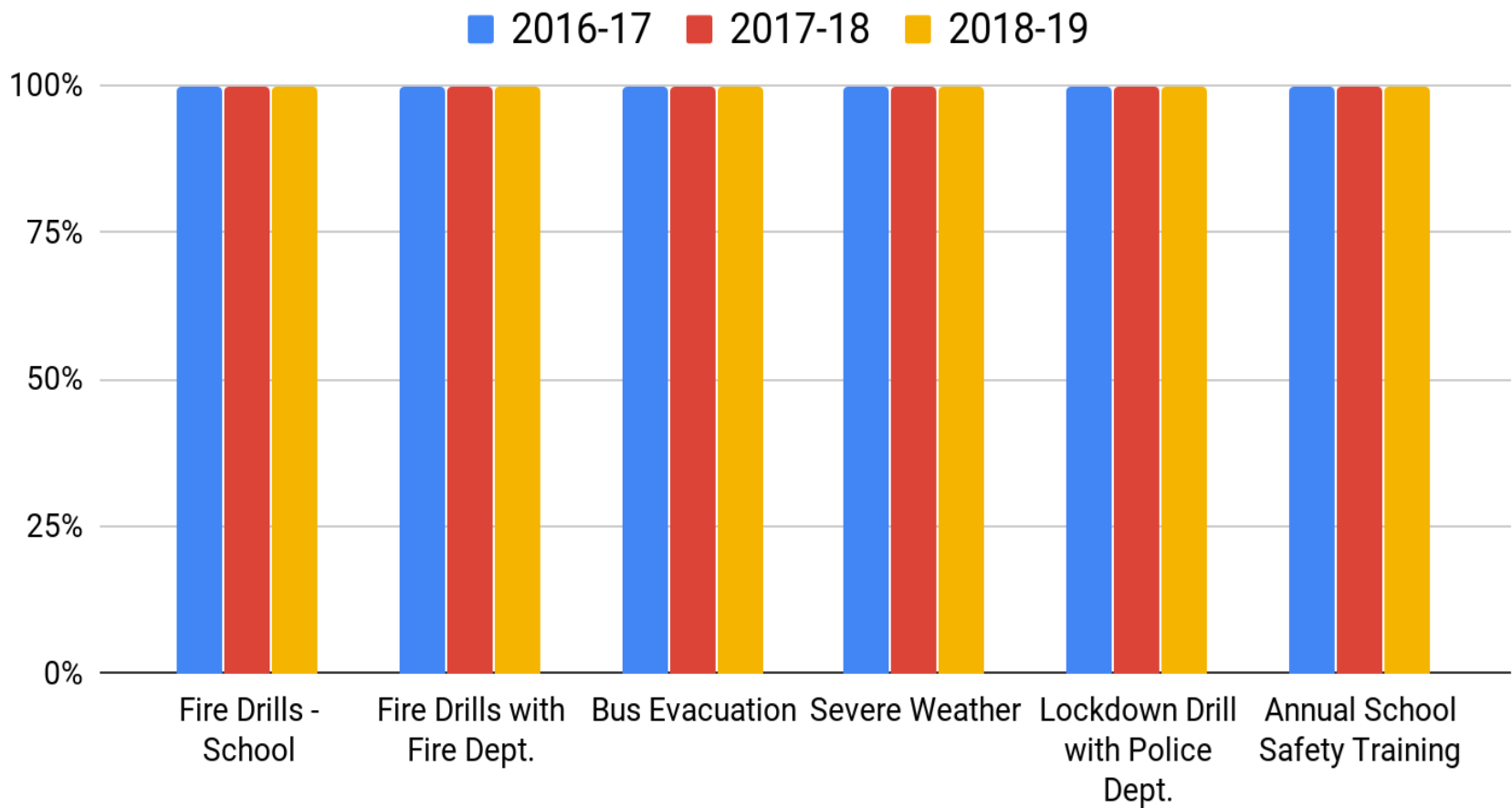
- Threat procedures were revised and improved
- Based on best practices
 - U.S. Secret Service
- Teams are defined and implemented at schools and at the district level
- Training for administrators
- Report forms include
 - Threat of harm to self - Safety Survey
 - Threat of harm to others - Threat Assessment
 - The student, parent, and police notified in all cases

Training for School Staff

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- Threat Assessment
- Advanced Threat Assessment
- Conducting a Safety Survey
- Annual Safety Drills - Run, Hide, Fight
- Advanced Run, Hide, Fight - ALICE Training

Annual School Safety Training Drills



School Safety Drill Act and U-46 Annual Safety Training


Classroom Action Guide

Teachers' Talking Points

Teachers teach students

Preparing Teachers

Helping teachers teach students


 URBAN ACTION CENTER 1001 N. 1st St., Suite 100 Chicago, IL 60610	CLASSROOM ACTION GUIDE SCHOOL: _____ CITY: _____ SCHOOL DISTRICT: U-45
<p>EMERGENCY NUMBERS</p> <p>Police Department Emergency Call 9-1-1 and tell the dispatcher where you are located</p> <p>District Notification and Reporting Contact: 847-931-2272</p> <p>RUN, HIDE, FIGHT</p> <p>Initiated when: Active threat inside the school building</p> <ul style="list-style-type: none"> • Inform others of the situation – no code words • Assess the situation – you have options <p>RUN – Run if you think you can safely get away</p> <ul style="list-style-type: none"> • Move out and away from the building • If outside, gather students and move away from the school building <p>HIDE – If you cannot safely run</p> <ul style="list-style-type: none"> • Lockdown or Hide in a classroom, office or staff bathroom • Lock and barricade the door • Prepare to fight • Lights off • Do not worry about window blinds • Move out of view from hallway windows • Take attendance • Do not display Red/Green Cards • Make plan "B" – sound the alarm • If the fire alarm sounds during the lockdown, evaluate the situation and plan an escape route <p>FIGHT – If fight is required, block the door, everyone fights as a team, defend yourself with whatever means possible</p> <p>EVERYONE NOTIFY POLICE – when safe, everyone calls police</p> <p><small>Additional Training: Federal Emergency Management Agency (FEMA) 10-807: Active Shooter: What You Can Do.</small></p> <p>SEVERE WEATHER (Tornado/high winds 70+ MPH)</p> <p>Initiated when: Weather requires relocating within the school to designated areas</p> <ul style="list-style-type: none"> • See Classroom Map for routing directions and designated shelter areas • Follow BLUE Line on Evacuation Map to designated area • Take severe Weather/Tornado position • Take attendance and notify an administrator of any missing/extra students • If the designated area is full, alternative approved shelter areas within the building include first floor: <ul style="list-style-type: none"> o Hallway (away from doors and windows) o Bathrooms and inner offices • MOBILE Classroom – If 50+ MPH winds, move to building <p>If outside, immediately return indoors and seek appropriate shelter.</p> <p>If the fire alarm is pulled, evaluate the situation and plan an escape route, if necessary.</p>	<p>HOLD-IN-PLACE (and Teach)</p> <p>Initiated when: Incident is occurring within the school, Medical, escalating student, non-life threatening issue.</p> <ul style="list-style-type: none"> • Stay put until instructed otherwise • Check hallway – let students/personnel in the nearest classroom • Lock classroom door • Do not permit anyone to enter or exit • Take attendance and stay where you are • Continue teaching and learning – normalize • Ignore bells to tell otherwise <p>If outside, collect students and maintain outdoor activity.</p> <p>If the fire alarm is pulled, evaluate your situation and plan an escape route, if necessary.</p> <p>SECURE BUILDING (and Teach)</p> <p>Initiated when: Hazard outside the school building. A Secure Building as a precautionary step.</p> <ul style="list-style-type: none"> • Move back to your area – normalize and continue activities inside • Take attendance, notify office of missing/extra students • All doors are locked; no one leaves or enters the building • If instructed, close blinds • Listen for further announcements, directions <p>If outside, collect students and move inside the building.</p> <p>If the fire alarm is pulled, evaluate your situation and plan an escape route, if necessary. Stop and access at all transitions.</p> <p>EVACUATION/FIRE ALARM</p> <p>Initiated when: Hazard inside requires relocating outside</p> <ul style="list-style-type: none"> • Upon alarm or notification, stop what you are doing, evaluate your situation, get everyone's attention • Conduct headcount of students/extra students • Take Red/Green Cards with Classroom Action Guide • Take Classroom Action Map, if needed • Gather students and announce: "Stop and Assess at Every Transition" • Lights off and close the door – do not lock • Evacuate using the primary or secondary route <ul style="list-style-type: none"> o Primary: Solid red line o Secondary: Dotted RED line o At each transition, evaluate the situation for smoke, fire or other danger • Take attendance once a safe distance outside • Hold either Red or Green Card: <ul style="list-style-type: none"> o Red Card: Injuries, Missing/Extra Students/Help o Green Card: All Accounted For/OK • If you saw smoke, fire or danger, immediately notify administration and the fire department • Supervise students and wait for instructions

07/22/23

105-SC9-M003

Retention: One (1) School Year

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CLASSROOM ACTION GUIDE
 BUREAU, SAFETY & C.O. LINE
 BUREAU, DISTRICT 12-48

TALKING POINTS TO ADDRESS STUDENTS FOLLOWING A DRILL:

The Classroom Action Guide is the training tool for teachers to teach students about our safety procedures. What follows are talking points for staff to consider during this training and if students experience fear from our drill practice. Practicing safety drills is in the spirit of being prepared. When you are dealing with something potentially frightening, if you can get ahead of the anxiety, then kids feel more in control. Their confidence comes from your attitude and approach. They will know you have a plan taught in realistic terms which makes them feel safe. Education and empowerment are the keys to preparation and relieving fear.

Be straightforward about the low probability of one of these dangers happening at the school, though we want to ensure we have a solid plan. Drills are a test of the plan. You want to communicate that we are in charge, this is our school, and together we make it safe. Just like when there is a snow day, we have a plan; if there is a storm, this is our plan; if there is a fire, we have a plan, if there is someone who doesn't belong here, we have a plan to handle it. Students will then be prepared in and out of the classroom. Talking to students after the drill:

- Safety drills help prepare and teach us all about the proper and safe way to act in case of emergency
- Reiterate that although safety drills can be scary, they are necessary to help us be more prepared
- Remind to always remember to *Stop, Look, Listen* and assess when announcements are given
- Help students understand that they can help everyone by practicing seriously, and encourage them to be helpers with our procedures and helpers for others
- Ask questions to draw out feelings and hidden concerns:
 - "Did you feel scared or worried? Why? How could I help make our room safer?"

What to do if a student continues to struggle with safety drills:

- Find out what they are thinking, what they think they know, and what they are afraid of/worried about
- Recognize trauma reactions: could this be a reaction to past trauma?
- Contact an administrator for guidance, possibly involve the school social worker
- Notify the parent of the adverse reaction to the drill and make a preparation plan for next time

IN CASE OF EMERGENCY - USE THIS AREA TO TAKE ATTENDANCE AND NOTES

STAFF MEMBER NAME: _____ ROOM: _____

MISSING STUDENTS:

EXTRA STUDENTS:

SDS-SCM-M003

Retention: One (1) School Year

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07/22/19

School Safety Training Drills and Response Procedures

1. Evacuation - Fire - **Revision**
2. Severe Weather - Shelter inside the building
3. Secure Building - Situation outside the campus
4. Hold in Place - Situation on campus
5. Lockdown - **Revision**
 - a. No longer use the term - Lockdown
 - b. Run, Hide, Fight, Active Threat
 - c. Law Enforcement Training Drill

Partnerships in Safety



- U-46 Safety Council
- Northern Illinois School Safety Administrators Association
- Citizen Advisory Council
 - School Safety sub committee
- U-46 School Safety Advisory Task Force
 - Police, fire, administrators, parents, and community agencies
- School Resource Officers
 - SRO at all middle and high schools
- ATeam - Alignment Collaborative for Education
 - Trauma Informed Care
 - Illinois Education Association co-leads this work
- DuPage Protocol
 - Emergency Operations Plan (EOP) Collaboration
- CSHE - Coalition for a Safe and Healthy Elgin

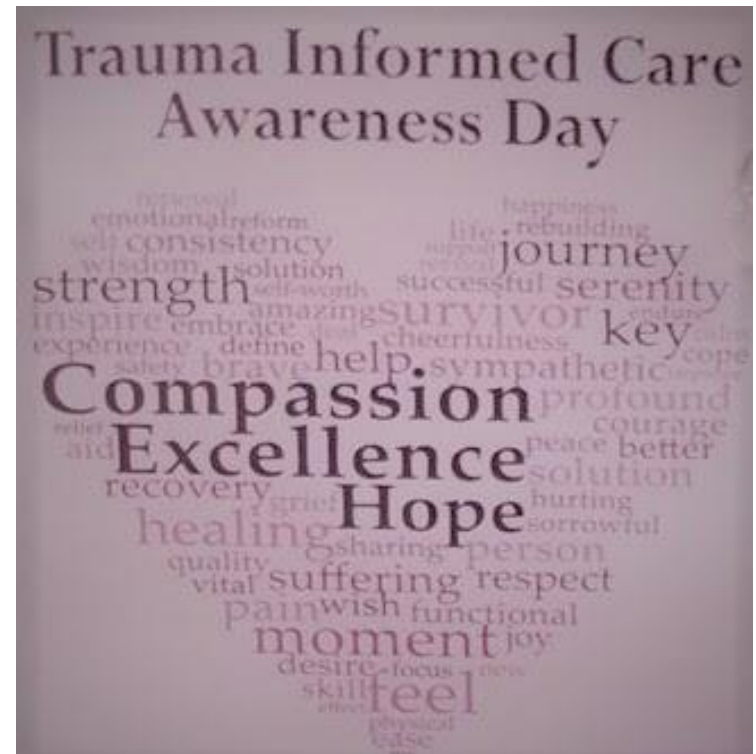


School Climate and Culture

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Connecting the dots...

- Integrated Curriculum
- MTSS and Interventions
- Self-Care for Staff
- See Something, Say Something



Next Steps:

- Continue the integrated curriculum
- Strengthen MTSS Interventions for behavior events to attain 90% fidelity for all schools
- Strengthen the staff, student, and parent/guardian participation in the Student Code of Conduct
- Training - using CPI, ACE Interface and Restorative Practices
- Align resources regionally

