



MATANUSKA-SUSITNA BOROUGH SCHOOL DISTRICT
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2019 ANNUAL REPORT

KEEPING SCHOOLS SAFE



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1.0 Purpose

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Recent school shootings have heightened attention to the need for schools to be prepared to prevent and respond to school violence.

This review provides a summary of various school safety protocols and procedures in place at all Matanuska-Susitna Borough School District (MSBSD) schools. The review outlines important strategies and initiatives that will continue to keep schools safe for students, staff, and the community at large. The efforts outlined within this review intend to prevent violence and crime in schools and establish a consistently safe and supportive environment that cultivates student success.

2.0 Review Outline

This review will begin by providing an overview of past efforts that MSBSD has taken to improve school safety and to inform the community on where we stand as a District today. The review highlights ongoing efforts to improve upon existing systems. Finally, the review will discuss potential future changes and efforts to continue the conversation about what else we can or should do as a District to improve school safety.

MSBSD is continuously evaluating processes, procedures, and needs and implementing incremental changes as appropriate. With this in mind, the review divides efforts into two areas: initiatives and programs that **prevent** school violence and those programs and plans that aim to **prepare** in the event of an incident.



Safe and Healthy Schools

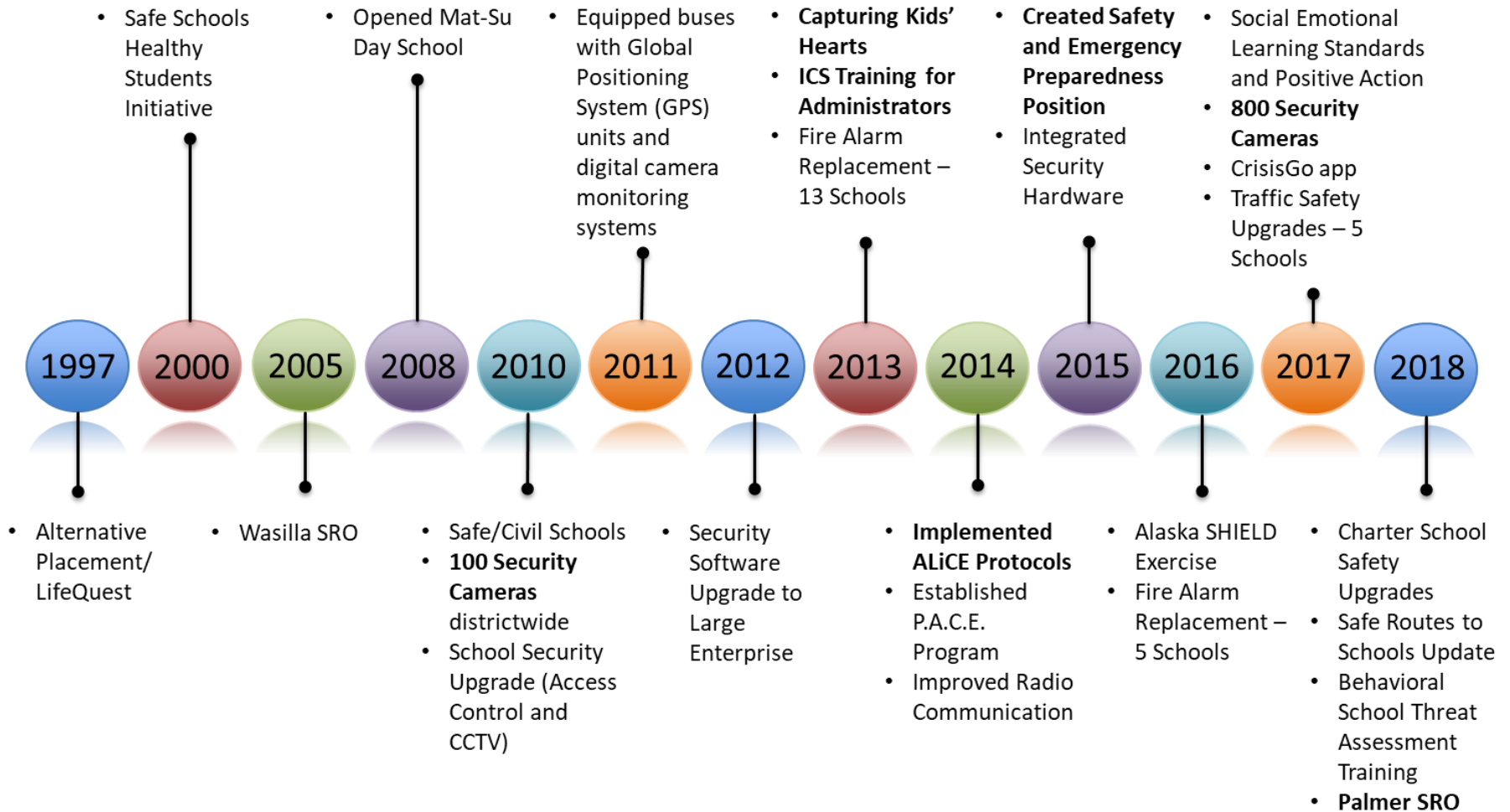


Figure 1: Safety and Security Efforts

3.0 Past Efforts

Figure 1 above illustrates a number of initiatives that MSBSD has undertaken over the past decade or so to improve safety in all schools. The figure highlights significant improvements at the District level and yet does not represent every advancement made in schools across the District.

In 2000, MSBSD formed a community coalition of youth agencies that applied for and was awarded a grant jointly funded from the Departments of Education, Justice, and Health and Human Services. For three years, community agencies partnered with MSBSD to operate a Juvenile Assessment Center, school within a school programs, and multi-hazard emergency planning for schools using a toolkit from FEMA. These efforts increased awareness and capacity for localized, ongoing, multi-faceted school safety planning as part of regular school operations.

MSBSD safety infrastructure, emergency drills, and school safety protocols have all seen significant improvements over the past ten years. Under a 2010 voter approved safety/security bond, MSBSD installed electronic access control and intrusion detection systems districtwide. Additionally, under this bond project, MSBSD increased the number of security cameras on school campuses. Today, over 800 security cameras help keep Mat-Su schools safe by deterring crime and violence on school grounds.

In 2011, MSBSD required First Student to equip all school buses with Global Positioning System (GPS) units and digital camera monitoring systems. Similar to the enhancements made in school facilities, this equipment allows administrators the ability to quickly respond to student discipline issues and ensure a more positive riding experience for all students.

In 2013 and 2014, MSBSD focused its efforts on providing active shooter and incident management training to school principals. All principals were trained in the Federal Emergency Management Agency's (FEMA) incident command structure, preparing school leaders to serve as incident commanders and improve cooperation with outside agencies.

In 2014, MSBSD adopted the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocols for active shooter response training. ALICE training provides a framework for individuals and organizations on proactively addressing an aggressive intruder or active shooter event. ALICE provides options beyond the once traditional lockdown only approach. Improvements to the existing ALICE training model for the 2018-2019 school year will be discussed in section 4.0.



MSBSD’s emergency communications systems were further enhanced in 2014. To create redundancies and improve communications with outside agencies, MSBSD deployed emergency radios to all school sites. Schools were equipped with emergency radios programmed for the Alaska Land Radio Management (ALMR) System. The ALMR System is a collaborative partnership between public safety first responders serving citizens of Alaska. In addition to the ALMR radios, schools were issued site-based radios for administrators and key staff to support on-campus communications in the event traditional forms of communications are not available.

Finally, a new position was created in 2015 to help maintain a districtwide focus on all school safety and emergency preparedness efforts. The School Safety and Emergency Preparedness Manager works closely with schools, assisting with emergency drills and conducting facility inspections. This position also serves as MSBSD’s liaison with local law enforcement and emergency responders and coordinates training and activities with high school safety and security coordinators to improve the District’s capacity to support all schools.

4.0 Ongoing Efforts

Prioritizing Social and Emotional Learning in MSBSD

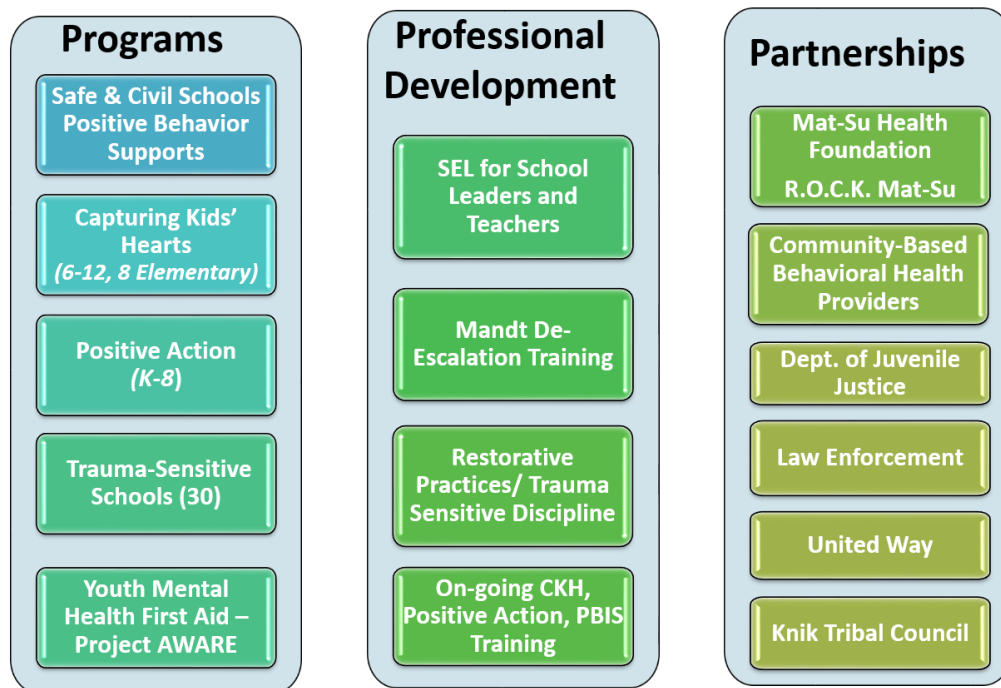


Figure 2: Social and Emotional Learning Framework

4.1 Prevention

Prevention efforts are structured in a multi-tiered system of support. Prevention starts with prioritizing the social and emotional health of all students and staff. If a student is not connected and successful,

the school provides interventions to increase the frequency of adult interactions for both supervision and support. Often schools work with community partners to make appropriate referrals. All schools respond to troubled students in a structured manner, starting with assessment, and followed by placement in the most appropriate setting. This could be a behavior support program in the school or a more restrictive setting off-site.

Social & Emotional Learning Core Competencies



Figure 3: Social Emotional Learning Core Competencies

Each dollar spent on Social Emotional Learning (SEL) can return the equivalent of \$11 in long-term benefits for students, families, and society according to a 2015 study from the Center for Benefit-Cost Studies in Education, Columbia University. SEL is a process of acquiring knowledge, attitudes, and skills related to five core competencies as depicted in Figure 3 above. SEL is taught explicitly through programs such as Positive Action, curriculum and standards, and general practices such as Positive Behavior Interventions and Supports (PBIS). SEL has been proven to decrease problem behaviors, improve student attitudes about self, others, and school, and increase student achievement. SEL develops job keeping skills, reduces discipline issues, and risk behavior (including drugs and violence), and increases academic achievement. See Figure 4 below for results from a study involving SEL.

4.2 Multi-Tiered System of Support

A multi-tiered system of support includes school programs at all 47 MSBSD schools and two more restrictive environments. In MSBSD, we keep students safe through this comprehensive approach, monitoring data to determine effectiveness, and continually evaluating for improvement.

4.2.1 Tier 1 Support

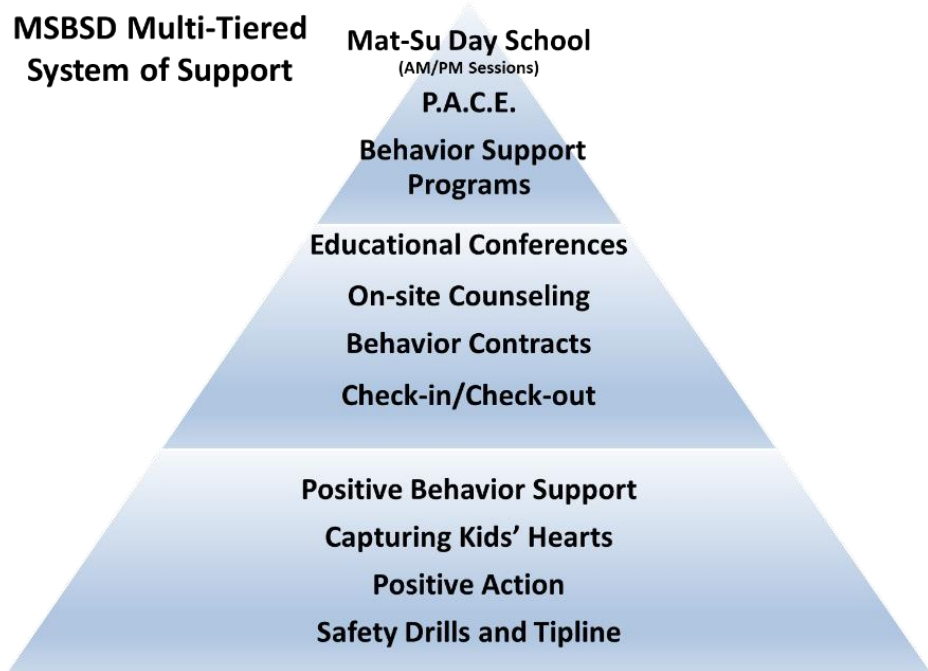
Positive Behavior Interventions and Supports (PBIS) is a school-wide system of support that includes proactive strategies for creating positive school environments and defining, teaching, and supporting appropriate student behaviors. PBIS is not a program, but rather a problem-solving approach that aims to prevent inappropriate behaviors by establishing clear

expectations, explicitly teaching appropriate behaviors, and reinforcing appropriate behaviors by providing frequent feedback to students on how well they are meeting the behavioral expectations. PBIS is an evidence-based approach that has been proven to decrease inappropriate behaviors and increase student achievement.

Safe and Civil Schools provides professional development, materials, and practical tools to help schools implement Positive Behavior Interventions and Supports (PBIS). The mission is to help adults create environments that are emotionally and physically safe. The framework fosters independence, integrity, confidence, self-control, kindness, and responsibility for all students. The elements of Safe and Civil Schools include:

- Foundations for school-wide positive routines and expectations
- CHAMPS and ACHIEVE for classroom management
- Start on Time for tardy prevention
- On the Playground for recess safety
- In the Driver's Seat for bus safety
- Smart Kids for intervention teams.

MSBSD has worked successfully with Safe and Civil Schools since 2010 to reduce discipline referrals and improve student safety.



Positive Action (PA) employs evidence-based classroom and whole school curriculum for kindergarten through eighth grades. PA integrates school, family, and community curricula that promote the positive development of the whole child (physical, intellectual, social, and emotional). PA has supplemental curriculum kits for preventing bullying, substance abuse, and violence. Students participate in three PA lessons a week.

Capturing Kids' Hearts

Capturing Kids' Hearts (CKH) is an adult training and mindset that supports four areas:

- Building relationships with all students and colleagues
- Creating a safe environment for learning
- Developing self-managing classrooms
- Increasing empathy for diverse cultures and backgrounds

MSBSD uses CKH practices with students, teachers, support staff, administrators, bus drivers, coaches, and substitute teachers to create safe and supportive environments that cultivate student success. MSBSD has experienced a decline in student discipline and increase in graduation rates since CKH implementation. Capturing Kids' Hearts started as a pilot project in 2013 with five schools. Currently all secondary schools and eight elementary schools implement this relationship-building model.

Trauma Sensitive Schools. In partnership with R.O.C.K. Mat-Su, 30 elementary, middle, and high schools had teams participate in professional development to integrate trauma sensitive practices at their site. Trauma sensitive practices include supporting all students by encouraging positive behaviors instead of condemning negative behaviors. Further, trauma sensitive practices cultivate safe and supportive learning environments where students feel safe to take academic risks, support their peers, and report at risk students/behaviors to a trusted adult.

Tipline. The MSBSD tipline provides students, staff, and the community an outlet to report any safety concern from bullying to drugs and violence. Reports can be made anonymously. The tipline is available via the MSBSD app.

4.2.2 Tier 2 Support

Check-in/Check-out. This process provides daily contact morning and afternoon with a trusted adult. The focus of the conversation is on student behavior, goals, and emotional support.

Educational Conferences. Free off-site assessments by a school psychologist with referrals made to the appropriate community resources. Students posing a risk to self or others are required to participate in an assessment prior to returning to school.

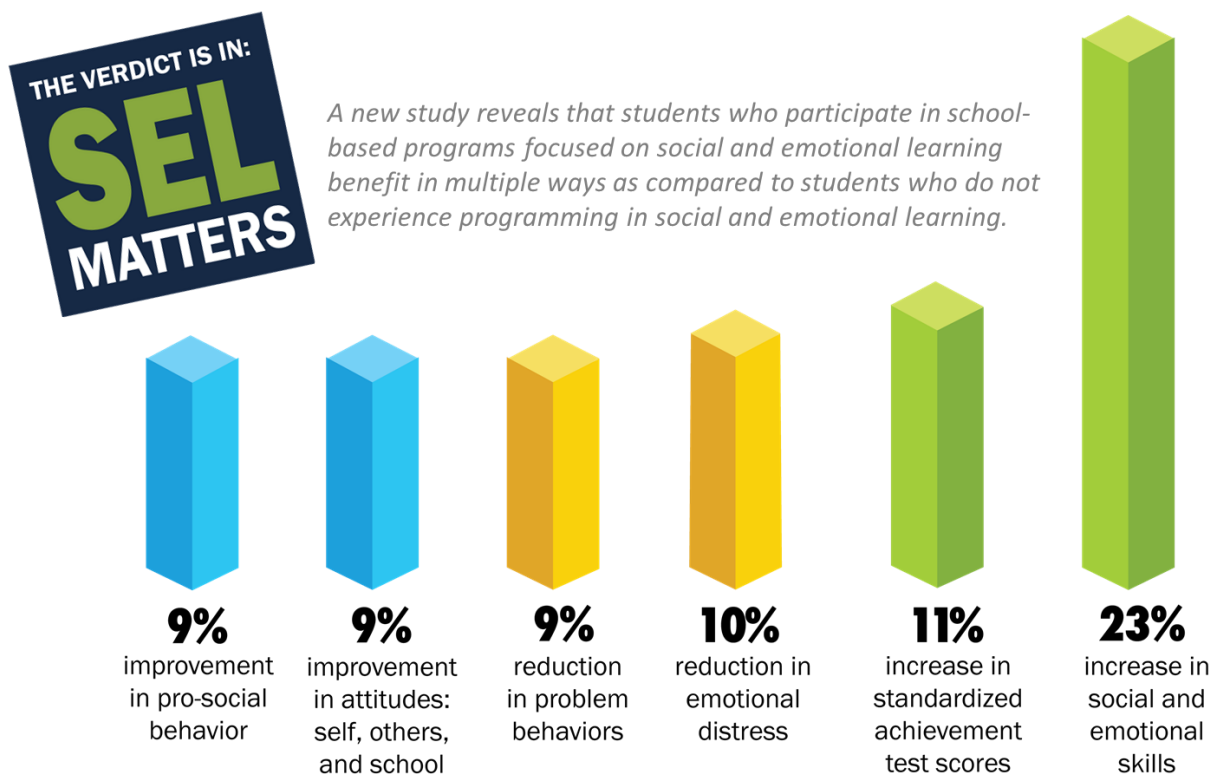
Project AWARE is a grant for the purpose of improving mental health and making schools safer. The grant started in fiscal year (FY) 15 and ends in FY 19. Three AWARE counselors focus on crisis, educational, violence/conflict resolution, relationship building, and problem-solving interventions. Additionally, counselors partner with community-based providers for grief counseling, acute care, substance-use counseling, and mental/behavioral health therapy. Project AWARE counselors serve as Youth Mental Health First Aid trainers. Youth Mental Health First Aid is a course designed to teach lay people methods of assisting a young person who may be in the early stages of developing a mental

health problem or in a mental health crisis. Since the beginning of the grant, over 800 Mat-Su Borough community members have been trained in Youth Mental Health First Aid.

4.2.3 Tier 3 Support

Positive Alternative for Continuing Education (PACE) provides an alternative to suspensions with meals and transportation. Students engage in online learning for credit recovery and participate with site mentors to develop skills for academic, personal, and lifelong success. Students suspended for drug or alcohol use complete “Prime for Life”, an intervention for drug and alcohol abuse.

Mat-Su Day School offers behavioral, social, and emotional learning in a restrictive, therapeutic environment with an emphasis on academics. Students with Individualized Education Plans (IEPs) can attend the Day School while suspended. Evening classes are available for students currently expelled from school. Other students with IEPs are placed in this environment based on their need for support.



Source: Duriak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D. & Schellinger, K.B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A meta-analysis of school-based universal interventions. *Child Development*, 82 (1), 405-432.

Figure 4: SEL Outcomes

MSBSD recently completed a school climate and culture survey conducted as part of the District’s accreditation process. Of those surveyed, 98% of elementary students felt safe at school along with 96% of secondary students. Of the 3,265 parents surveyed, 91% of parents believe their student feels safe at school and agreed that they were welcomed and treated with respect.

4.2.4 Behavioral Threat Assessment

In September 2018, each school site received team training to use the District's new Behavior Threat Management Protocol developed for the MSBSD Crisis Response Manual. The protocols were updated to align with a July 2018 report on best practices for threat assessment from the Secret Service Agency, and with support from Dr. Linda Kanan, co-author of Comprehensive Planning for Safe Learning Environments. The protocol is a team approach for responding to student statements or behavior that could pose a safety risk to others. The steps in the process are as follows:

1. Secure safety, as needed.
2. Assemble the school behavioral threat management team (Principal, school psychologist, SRO, case manager, counselor, etc.).
3. Gather a variety of information involving parents and school sources.
4. Organize and analyze the information using the Secret Service themes.
5. Use the information to determine the level of concern leading to the action plan.
6. Develop an action and support plan and determine a date to review the plan.
7. Document the threat assessment, keep appropriate records, and send a copy to the Office of Instruction.
8. Continue monitoring of the student and the effectiveness of the action and support plan. Revise plan, as needed.

All reports of risk that warrant a threat assessment are reviewed by the school site supervisor and an after action debrief is conducted with the Principal to monitor progress and provide support.

4.3 Preparedness

As previously discussed in section 3.0, Past Efforts, many processes, procedures, and systems are in place at MSBSD schools to ensure that students and staff are ready in the event of an incident involving school violence.

Figure 5 below illustrates MSBSD's emergency management framework, which includes preparedness, response and infrastructure.

Preparedness includes periodic, recurring site assessments by trained safety and security personnel. During the fall semester of each school year, safety and security personnel complete an annual site assessment of each MSBSD facility, typically alongside the building administrator (principal).

This assessment includes a review of all safety and security measures at schools including drills, communications equipment and various safety and security infrastructure at each site. Shortfalls are annotated and a follow-up is scheduled to address items noted during the inspection. All MSBSD schools complete monthly fire drills and ALICE, bomb, and earthquakes drills each semester. MSBSD employs safety and security coordinators at each large comprehensive high and a School Resource Officer (SRO) at Wasilla High School.

Emergency Management

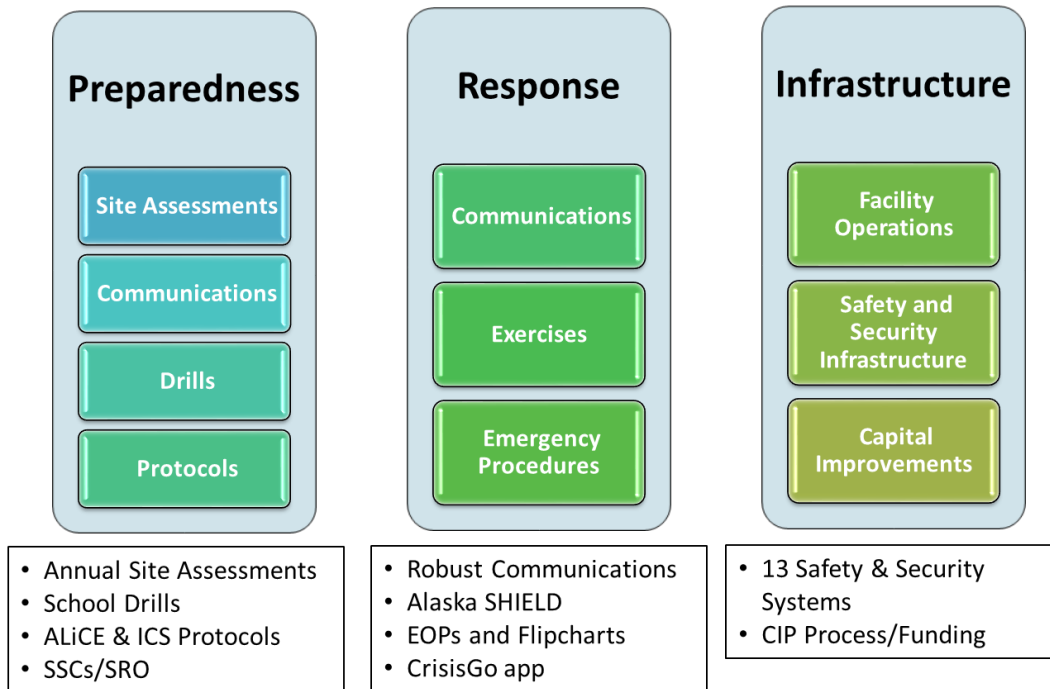


Figure 5: Emergency Management Framework

MSBSD incorporates emergency radio communications at each school site as previously described in section 3.0. All schools evaluate and update campus-specific Emergency Operations Plans (EOPs) annually. These EOPs include evacuation, shelter-in-place, and parent reunification plans. All schools have a crisis response team for emergencies that are critical to executing emergency drills. This past year, MSBSD launched a new emergency planning and communications platform that puts emergency response plans and contacts on mobile devices and desktops for immediate use. This app provides administrators and staff quick access to emergency response procedures along with the ability to quickly report emergencies, call for help, and stay connected during a crisis.

School safety infrastructure has significantly improved over the past decade. MSBSD implemented and maintains 13 major safety and security infrastructure standards across the district.

1. Keyless access control
2. Intrusion detection system
3. Magnetic holds
4. Duress and lockdown call
5. Security cameras
6. Addressable fire alarm and sprinkler system
7. Intercom
8. Automated external defibrillator (AED)
9. Radio communications
10. Interior roll-down gates
11. Exterior lighting

- 12. Security fencing
- 13. Pedestrian and vehicle gates

MSBSD also has an ongoing capital improvement process in place to address new safety and security needs. To help meet capital infrastructure needs, the School Board has authorized \$300,000 in safety and security upgrades over the past two years.

4.3.1 School Violence Preparedness

MSBSD implemented a new school violence training model for staff beginning in the 2018-2019 school year. As part of active intruder, ALICE training, staff utilize a blended learning approach with online learning in conjunction with school drills. This blended model supports training for new employees as well as annual recertification for all other staff as outlined in Figure 6 below. Additionally, MSBSD welcomes parents to come and see ALICE drills taking place in their child’s school.

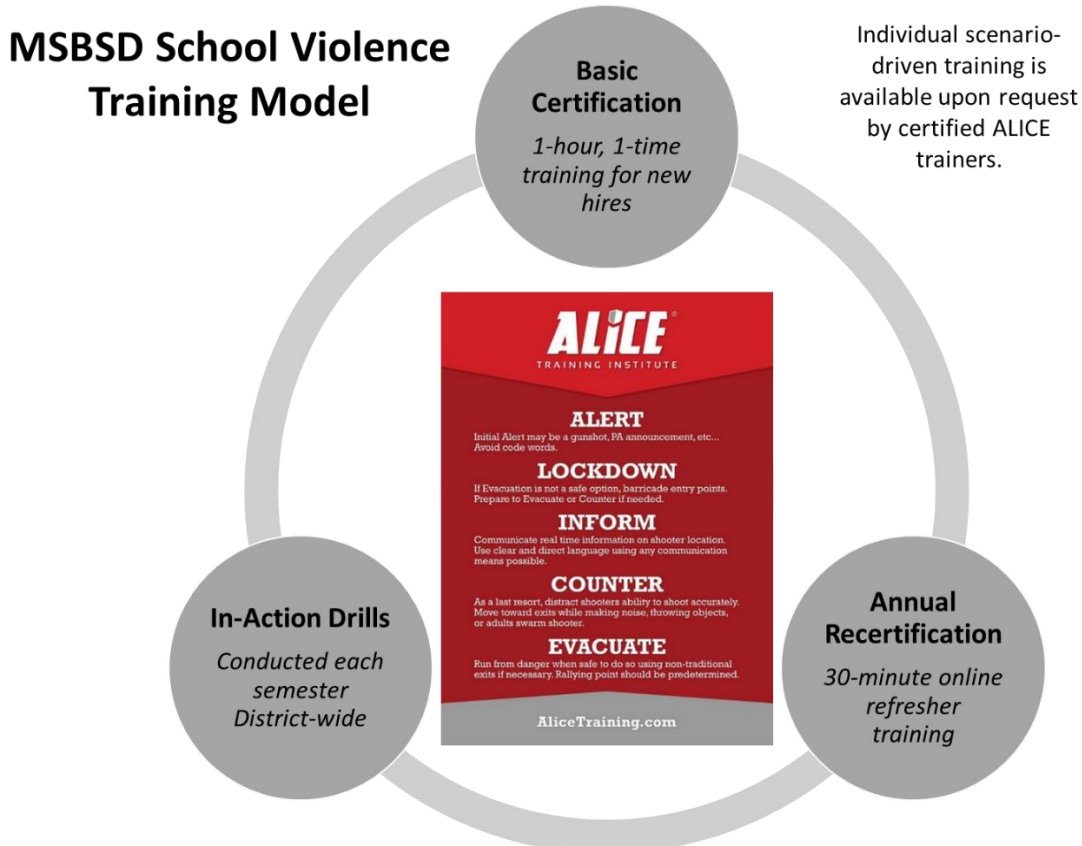


Figure 6: MSBSD School Violence Training Model

4.3.2 Annual School Safety Forum and Table-top Exercise (TTX)

MSBSD hosted its first annual school safety forum and TTX with local and State responders and agencies involved in school safety in September 2018. During this forum, participants engaged in a TTX using a school violence scenario to coordinate with local and State law enforcement and first responders regarding key responsibilities in the event of a school violence incident. MSBSD intends to host this

event annually in the fall of each year to provide school district updates to State and local agencies followed by a TTX with different scenarios each year. The purpose of this event is to grow interagency relationships and awareness, integrate and refine plans and procedures with key stakeholders, discuss roles, responsibilities, and responses, and discuss challenges in the current environment.

4.3.3 School Resource Officer (SRO) Program

MSBSD expanded the SRO program from the one officer currently serving at Wasilla High School to include an officer from Palmer Police Department (PPD) at Palmer High School (PHS) beginning with the 2018-2019 school year. PPD's officer assigned to PHS also provides support to all Palmer schools as required.

4.3.4 Incident Command System (ICS) 100 training for Principals

Every five years, all principals are trained on the roles and responsibilities for managing school crises with the latest updates to ICS-100 and best practices. The ICS is a standardized, on-scene, all-risk management concept. ICS allows it users to adopt and integrated organizational structure to match the complexities and demands of single or multiple incidents without being hindered by jurisdictional boundaries.

5.0 Five-Year Roadmap

As MSBSD Superintendent, Dr. Monica Goyette, stated, "While our mission is the education of all students, school safety is the number one priority for the District." This review has demonstrated that there are many efforts already in place to foster safe and healthy school environments for students. MSBSD remains committed to sustaining those efforts and best practices while continuing to make incremental improvements.

The District continues to emphasize the importance of prevention. This includes continued focus on curriculum, relationship building, and disciplinary procedures. Examples of programs include social emotional learning, specifically Capturing Kids' Hearts at the secondary level and Positive Action at the elementary level, and PBIS foundation teams at all schools with a focus on climate and connectedness. Figure 7 below illustrates additional key initiatives over the next five years. A description for each initiative is provided in the remainder of this section.

School Climate, Safety, and Security 5-Year Roadmap

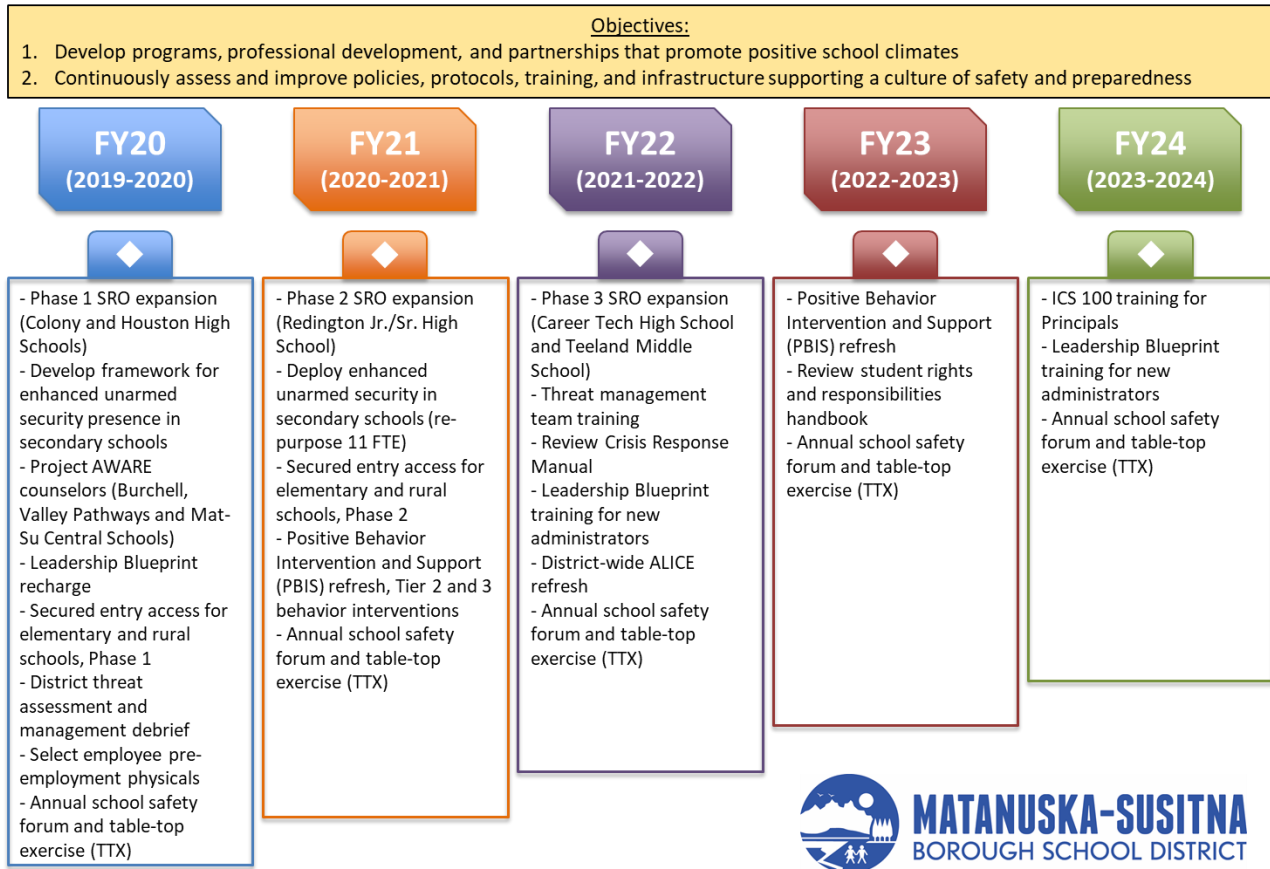


Figure 7. School Climate, Safety and Security 5-Year Roadmap

5.1 Fiscal Year 2020 (2019-2020 School Year)

5.1.1 Increased Security Presence in Secondary Schools

Beginning in the 2019-2020 school year, the District will continue expanding the School Resource Officer (SRO) program. During this school year, SROs will be employed at Colony and Houston Junior/Senior High Schools. This will also provide for SRO coverage at Colony Middle and Valley Pathways. In addition to deploying two new SROs, the District will be developing a new framework for providing an unarmed security presence in secondary schools across the District utilizing existing personnel. This restructuring will be implemented the following fiscal year. While both the SRO and in-house staff roles involve enforcing physical safety, these personnel are also active in building relationships with students and unpacking the social challenges they face.

5.1.2 Project AWARE Counselors

Full-time mental health counselors will be located at Burchell High, Valley Pathways, and Mat-Su Central Schools focusing on crisis, educational, violence/conflict resolution, relationship building, and problem-solving interventions. These previously grant-funded positions will be supported through a variety of

Federal programs and operating funds in order to continue their work with our most at-risk students. Additionally, these counselors will continue to serve as trainers for Youth Mental Health First Aid, a course designed to assist young people who may be in early stages of a mental health problem or in a mental health crisis. In the absence of a site-based counselor, the Project AWARE counselors can serve as a member of the behavioral threat management team.

5.1.3 Leadership Blueprint Recharge

Leadership Blueprint training ensures all district leaders know how to create healthy relationships and safe, productive cultures that lead to strong results. In particular, leaders learn and practice specific skills for building high-performing, self-managing teams, giving and receiving feedback, resolving conflict, and identifying and overcoming self-limiting behavior patterns. All new district administrators will participate in a full two-day training and all principals will participate in a one-day recharge every five years.

5.1.4 Secured Entry Access for Elementary and Rural Schools, Phase 1

MSBSD is improving infrastructure with the intent to better monitor and control entry points and times of access. The District utilizes badge reader technology for access control and keeps all but the main entrance locked during the majority of the school day. By installing a remote door unlocking system, elementary and rural schools' main entrances can be secured during the school day and allow staff to screen and grant access to parents, visitors, and volunteers. Doors would remain unlocked during drop-off and pick-up times. This strategy would ensure better positive control of school entrances. Phase 1 of this initiative would provide funding to install infrastructure at approximately 12 schools during FY20.

5.1.5 District Threat Assessment and Management Debrief

After using the behavioral threat management protocols adopted and implemented in fiscal year 2019, a thorough review will occur to determine if there are commonalities to the students and/or schools where the threats occurred. A district examination of all age-levels, locations, time of day, levels of supervision, communication method, and support plans put in place will occur. The goal would be to learn how students might be preventatively supported so threatening behaviors are eliminated.

5.1.6 Select Employee Pre-employment Physicals

Requiring pre-employment physicals for select job classifications will help ensure that employees can demonstrate they are fit to accomplish certain tasks in accordance with the job description. Ultimately, this helps to protect the employee from injury as well as the District from workplace injury costs. For example, an employee may be required to prove that they can lift a set amount of weight if doing so is part of the routine duties of that particular job.

5.2 Fiscal Year 2021 (2020-2021 School Year)

5.2.1 Increased Security Presence in Secondary Schools

Beginning in the 2020-2021 school year, the District will continue expanding the School Resource Officer (SRO) program. During this school year, an SRO will be employed at Joe Redington Sr. Jr./Sr. High School. This will also provide for SRO coverage for Dena'ina Elementary School and place an armed officer in the vicinity of Knik and Goose Bay Elementary Schools. In addition to deploying a new SRO, the District will

be implementing a new framework for providing an unarmed security presence in secondary schools across the District utilizing existing personnel. The restructuring of approximately 11 full-time equivalents (FTE), which includes existing Safety and Security Coordinators in high schools and tutor advisors in middle schools, will be implemented this fiscal year.

5.2.2 Secured Entry Access for Elementary and Rural Schools, Phase 2

MSBSD is improving infrastructure with the intent to better monitor and control entry points and times of access. The District utilizes badge reader technology for access control and keeps all but the main entrance locked during the majority of the school day. By installing a remote door unlocking system, elementary and rural schools' main entrances can be secured during the school day and allow staff to screen and grant access to parents, visitors, and volunteers. Doors would remain unlocked during drop-off and pick-up times. This strategy would ensure better positive control of school entrances. Phase 2 of this initiative is a continuation from the previous year and would provide funding to install infrastructure at the remaining 12 elementary/rural schools during FY21.

5.2.3 Positive Behavior Intervention and Support (PBIS) Refresh, Tier 2/3 Behavior Interventions

PBIS has been a focus for creating safe and civil schools in the MSBSD since 2010. Following a two-year refresh in 2019 for employing proactive, positive, multi-tiered strategies and techniques designed to create safe and orderly learning environments, the focus will turn to interventions for chronic misbehavior that is both disruptive and unsafe. Tier 2 interventions focus on reducing office referrals through providing more intensive systems of supervision and support. Tier 3 interventions seek to meet the needs of individuals who exhibit patterns of intense, unsafe, and disruptive behavior across multiple domains (school, home, and/or community).

5.3 Fiscal Year 2022 (2021-2022 School Year)

5.3.1 Increased Security Presence in Secondary Schools

Beginning in the 2021-2022 school year, the District will continue expanding the School Resource Officer (SRO) program. During this school year, an SRO will be employed at Career and Technical High School. This will also provide for SRO coverage for Teeland Middle School, Fronteras Spanish Immersion Charter School, and Mat-Su Day School.

5.3.2 Threat Management Team Training

Best practices for managing students who pose a threat to schools is an evolving process. Unfortunately, the frequency of school violence around the country is providing an opportunity to learn more about prevention and early intervention. Every three years, the Behavioral Threat Management Team at each school will have the opportunity to learn from an expert in the field, revisit warning signs, learn the most current U.S. Secret Service themes for assessing level of risk, and practice creating a support and monitoring plan.

5.3.3 Review Crisis Response Manual

MSBSD's Crisis Response Manual guides school administrators, counselors, psychologists, nurses, and others serving on a school crisis response team. As available services change and best practices evolve, it is prudent to assemble teams to review the manual and ensure best practices are being employed.

5.3.4 District-wide ALICE refresh

MSBSD adopted the ALICE (Alert, Lockdown, Inform, Counter, and Evacuate) protocol in 2014. In FY22, the intent is to provide refresher training for staff and reset the program. This training will re-certify staff members, ensuring that the District has qualified ALICE trainers, as well as incorporate the latest lessons learned from school violence events. Currently, the District utilizes online training to introduce the protocol to new staff, while current staff receive an annual refresher. Staff also conduct ALICE drills with students each semester in schools across the District.

5.4 Fiscal Year 2023 (2022-2023 School Year)

5.4.1 Positive Behavior Intervention and Support (PBIS) Refresh

As leadership in schools change and new principals are hired, it is good to intentionally sustain those practices proven to be positive and productive for school safety and student achievement. Every five years, all site foundation teams will be provided the opportunity to reflect on progress through looking at data, hearing from an expert, and refining their positive, proactive, multi-tiered strategies for maintaining a safe and orderly learning environment.

5.4.2 Review Student Rights and Responsibilities Handbook

All Principals benefit from the review of the student rights and responsibilities handbook as a training opportunity for ensuring all student discipline is equitable and according to policy. An updated Student Rights and Responsibilities Handbook reflects current societal trends and issues. This also fosters student leadership through empowering the Student Advisory Board to provide feedback and express desired changes.

5.5 Fiscal Year 2024 (2023-2024 School Year)

The fifth year of this roadmap includes a continuation of existing efforts. The intent each year is to continue to focus on increasing the effectiveness of individual efforts to better achieve overall outcomes.

6.0 Conclusion

Efforts to prevent school crime and violence and create safe school environments are varied and, in some cases, multi-tiered to help school officials respond appropriately to any threat. As described in the review and roadmap above, a range of strategies and interventions are required to address the many challenges schools face. Once implemented, many of these strategies and interventions require ongoing support in order to remain effective. Often they require a refresh or reset as training is the most important aspect of the District's safety plan. An important element to fostering an effective safety program is explaining the reasoning and rationale behind safety protocols and offering opportunities across the school year to promote safety awareness.

For information related to this review, please contact the District office at (907) 746-9200.