District Crisis Team Meeting  
Tuesday, Dec. 10, 3:30 p.m. - Windsor

**Present:**

Orlando Thomas, Windsor  
Amy Magers, Windsor  
Lisa Milkereit, Dr. Howard/CFT  
Jonathan Kosovski, Int’l Prep Academy  
Michael Sitch, Central  
Joe Williams, Central  
Abbey Brinkoetter, St. Matthew  
Tod Myers, CPD  
Lindsay Aikman, Centennial  
Jeanne Smith, Windsor  
Nancy Lorey, Windsor  
Amy Dean, Garden Hills  
John Lyday, Windsor  
Laurie Scott, Mellon  
Valerie Prescott, Barkstall  
David Brauer, Windsor

**CELEBRATIONS:**

- ROE has received a grant for doing threat assessment protocol trainings. Trainings will be held in February and late spring.
- The RFP (request for proposal) is open for purchasing new radios.
- There’s some legislation at the State level that has been introduced encouraging some safety grant money to come through, likely through ISBE. It can also be used for construction purposes.

**EMAILS TO DISTRICT CRISIS TEAM:**

Orlando shared an email sent to this team from Amy Aviram on behalf of six other parents/community members requesting this committee consider five recommendations for implementing ALICE drills in 2020-2021. Committee members reviewed the email and discussed as follows:

- Committee agrees the District will not exceed what is required by state law in terms of ALICE drills. Students will participate in only one law enforcement drill. The date and time of the drill will be announced.
- Committee discussed the components of the ALICE drills. We should continue to focus on ALERT and EVACUATE but also consider adding LOCKDOWN. Orlando proposed that we add the lockdown component to give teachers a chance to practice. Committee agreed to continue to review. Tod agreed we can discuss further in January. Do we already practice lockdown? Yes. We are supposed to practice a hard lockdown. Orlando stated the expectation is that districts practice a hard lockdown though it isn’t mandated by the State.
- Committee agrees to look at feedback and consider “best practices” guidelines. Who is to say that when a parent has opted their child out that the child is prepared in the event there is a crisis? We will check the legality of a parent opting out of everything. No, will not implement the parent opt-in request.
- Committee agrees to provide a 14-day notice of the date and time of the initial active shooter drill. If drill needs to be rescheduled due to weather, this 14-day advance notice will not apply. Schools can also include a scheduling notice in school newsletters going home.
Committee agrees to revise the secondary ALICE PowerPoint presentation shown to students. We will consider email requests but this committee needs to make the best decision possible. We may consider including parents in the secondary updating. Should teachers continue to present to students or should administration? Committee determined teachers should continue to be the ones presenting the information (consistency). Presentation should be kept simple. No teacher opt-out. We should ask in-house social workers to help with the revisions and can use ideas from multiple people including people in our community. We are moving through complex issues and it’s important to get ideas from people with various experiences. We can entertain ideas related to prevention. Community wants us to be prepared so should listen to outside opinion (from survivors, etc.).

Committee discussed the non-District survey that was distributed to parents. Orlando will ask the email writer if there was clarity in their communication that this was not District-driven and if the Listserv used was one the District uses. The purpose of this committee is for us to do the work of meeting our committee goals. Any meeting requests would need to be with Orlando or the Board of Education.

Parents who have been vocalizing concerns have met with Orlando and the Chief of Police on numerous occasions. Orlando has continued to offer to meet with them. We will consider any feedback on presentations and beyond.

Committee discussed the elementary ALICE PowerPoint presentation that was updated previously. Revisers considered many opinions in the updating process. It is age-appropriate. We respect our own in-house professional staff. Orlando will let Amy Arivan know that no changes will be made (to elementary) since multi-level, multi-position education professionals created it. Committee considered whether more parents should be added to the team revising the secondary presentation and we determined we have two parents (elementary & secondary) already on this committee so no more are needed. The committee is well-represented overall.

Committee discussed whether we have the voice of gun-violence survivors. Orlando previously reached out to them and will do so again. Our committee can reach out to PTA Council for parent representation, if needed. If PTA Council recommends a parent for next year, we can consider. We will stick with our original plan for this team. Our original committee presentation highlights our committee goals. It can be provided to any new team member so he/she is very clear on the goals of this committee.

PREVENTATIVE STRATEGIES:
Committee began talking about outreach and preventative strategies at our November meeting. We can continue the conversation at this meeting and the next. There’s a difference between prevention and response. We began discussing prevention (overall) and community partnerships:

- Our past youth mental health first-aid trainings have been very helpful in learning to notice signs of struggle in youth. The course includes two four-hour sessions, which are time intensive. There is no shorter course. The District still has a few trainers. Orlando will ask Special Ed if we still have training materials and certification to do trainings.
- Committee considered existing prevention strategies we are using. We could speak with groups and community agencies and ask what they do. We could use a resource list as a
reference for student referrals. Laurie will do some research and check with United Way for a list.

- According to updated policy, any referral groups coming into our schools have to be approved by the District. Suggestions for any such groups would need to go through Dan Casillas (H.R.). We can look at this Board policy for clarification.

- One of the recommendations for violence prevention is mental health social work. The District has positions posted now for support staff that could be helpful in this regard. Outside agencies are really struggling to secure enough mental health providers. We don’t have the capacity in the professional community to handle all the needs. We ask ourselves what can be done to deal with the violence. In hindsight, what could have been done at Centennial after the more recent violent incident. What are the flags? Chronic attendance might be a flag. Students often see things and know things that they could share. Schools have nothing in place for students to share this information and things they see on social media. Tod stated that police follow-up with every person/student who makes a threat on social media. Is there a way police could know about it sooner? Police have difficulty tracking back to the person who first noticed something threatening. Joe indicated that they currently do not call parents to ask if they are aware of threats. At the secondary level, students fear retaliation and that is an impediment to students speaking up. More students have come forward this year with important information, which is likely due, in part, to increased conversations about what’s okay and what’s not okay, ALICE presentations, deaths due to violence in our community, etc.

- Preventative strategies used in tiered supports: What are we providing at pre-K, elementary, middle, high? Social workers at GH do the bullying curriculum and the child protection unit. Classroom teachers are expected to do Second Step at the Tier 1 level. At Barkstall, teachers teach all the secondary and body safety and bullying prevention.

- Tier 1/universal intervention for violence prevention is the Second Step curriculum for grades pre-K-8. Garden Hills uses the Zones of Regulation curriculum at a Tier 1 level. The concepts in Zones of Regulation could be taught at all levels, with modifications, but it is targeted to elementary students. Time is built into the master schedule for this every day at some schools but is not the case in every building; that could change. Providing training and support to teachers would be helpful. We should make sure our students are getting it at every level. What are our Tier 1 and Tier 2 students receiving for support? If waiting to provide necessary support until students reach Tier 3, it’s too late. There are many students in our District needing social work and we do not have enough social workers to provide it. Small conversations with students might make a difference in how students are supported. Should we consider including more social-emotional instruction, like Second Step? Elementary just started using health curriculum. Students at every level need social emotional curriculum. Only using with Tier 3 students is too late.

- Social-emotional curriculum (School-Connect) can be used in health class (one semester) in high school. Should we consider new concepts for health class since it’s a universal delivery method for freshmen students (Tier 1)? Could include more ideas much like Second Step. Second Step is also used at the elementary level. Elementary just started new mental health curriculum. Can change emphasis on current curriculum outside of adoption cycles. Middle school has health every year.
• Carolyn Bartolotta (curriculum) would be able to explain what social-emotional curriculum 6th through 9th grades are using.

TO DO:
• Orlando will get a list of agencies and organizations and descriptions of the work they do.
• Orlando will ask schools and Carolyn what social-emotional, research-based curriculum they are using currently.

NEXT MEETING: January 7