District Crisis Team Meeting  
Tuesday, Jan. 7, 3:30 p.m. – Center for Family Engagement

Present:
Orlando Thomas, Windsor  
David Brauer, Windsor  
Lisa Milkereit, Dr. Howard/CFT  
Jonathan Kosovski, Int’l Prep Academy  
Michael Sitch, Central  
Laurie Scott, Mellon  
Jessica Hines, Jefferson  
Lindsay Aikman, Centennial  
Jeanne Smith, Windsor  
Nancy Lorey, Windsor  
Tod Myers, CPD  
Amy Aviram, parent  
Todd Hitt, CFD

CELEBRATIONS
• It’s a new year! Great weather. New phones being installed in Central classrooms. New radios are being delivered to campuses. Waiting for frequency approvals then will have administrator channel, SRO frequency, and emergency line. Thanks to John Gutzmer. New radios is a huge benefit to District.
• A radio grant opportunity is available again (Mar.30 deadline). We’ll apply again. The big umbrella focus is stopping school violence. There is a large range of things that could be supported (action items) in this grant.
• Former District crisis team is now called District Trauma Team.
• Orlando, numerous social workers and administrators, will attend training with updated threat assessment information on Feb. 11 at ROE. It is the first of three trainings.

NEW CRISIS TEAM MEMBER
Amy Aviram (parent of SS and ED students) was introduced. She is a clinical social worker at U. of I and worked in D.C. (disaster response preparedness) previously. She was a community mental health liaison in Virginia which entailed trauma response and coordinating services for students.

RESOURCE LIST (UNITED WAY)
Committee reviewed the online resources for the 211 United Way resources site. 211 is an easy-to-remember, non-emergency telephone number provided by United Way that connects people with the help they need. 211 saves time and frustration through highly-trained specialists who match people to the right agency based on individual needs.
• Committee remembers talking at the last meeting about resources available to teachers and others in education as they consider needs of students/families. 211 brochures were shared with the committee.
• Orlando shared another online resource for services (Family Service Self-Help Center: http://selfhelp.famservcc.org) which the committee reviewed. It is physically located at 405 S. State Street, Champaign. It is the oldest non-profit social service agency in Champaign. Committee discussed using this as a resource on a tab on our District website.
• Can teachers or others in District suggest these resources to students and families? Orlando will check with our legal resources regarding any liability issues. Todd stated this organization has already been vetted and indicated CPD and CFD use this link.
What programs are currently publicized by District? (Goal-Getters? Y.E.S. Program?) David will identify if there are any District documents currently available, which highlight these resources. Community members are unaware of many programs that currently exist.

SOCIAL AND EMOTIONAL LEARNING (SEL)
Committee discussed proactive strategies at last meeting.

- Orlando sent out working document to administrators asking if Second Step was being used in their building and, if so, the duration of use. He will bring this feedback to our next meeting. We can discuss how often students should be exposed to this information. Middle and high schools currently indicate very limited exposure. How much open social time is there? How much time is there for social emotional learning outside of a formal curriculum (i.e., lunch, recess)? Does that vary by building?
  - At elementary, we make sure teachers get their duty-free lunch. Time is compressed. Is there flexibility in that time? There is 20-minute recess, 20-minute lunch – that’s the cap. Could we consider social workers going into cafeteria and outside at recess? Not every building has that opportunity due to limited staffing issues.
  - How do we use social workers at that time? They deal with crisis. How do we balance that with proactive measures? At middle school, there is an issue with space. At one school, Lunch Bunch happens at the sixth grade level, and each day students are pulled to meet with staff. Sometimes counselors meet with students during that time, too. Students can use that time to reorganize binders; they can talk openly. It’s working well for students. With renovations, hopefully there will be more space for unstructured student gathering and collaboration. It could provide for more student exploration. Some teachers open their classrooms to provide for space for gathering.
  - Social-emotional learning is an after-thought. How much time for reading? That’s what we value. How do we build in social-emotional learning? As long as we are valuing higher things, keep in mind, there’s a value system.
  - What does the District value in terms of teacher time? Could we consider other paradigms regarding educational time-measurement in the State? There are many different perspectives, teacher by teacher. Let’s be mindful of curricular needs if we are proposing things. We could consider Peoria’s model.
  - Orlando will get the SEL building feedback from Mike Lehr so that we can continue the discussion.
  - The district is working on visioning plan (focus groups with many different people). Let’s make sure social-emotional learning is part of the visioning conversation.

ALICE DRILL SURVEY RESULTS
Committee discussed ways to consider the ALICE drill student/staff survey results and how to create a plan for this upcoming school year. We will give parents a 14-day notice. Parents cannot opt in on drills but can opt out. It was suggested we not commit to only an alert and evacuate design in the future.

- The secondary ALICE Power Point overview will be revised.
• There were 470 responses from teachers. Not sure of the best way for us to identify “themes” from responses; many varied responses. Responses are very polarizing. Many people are against what we’re doing, many people in favor of what we’re doing. The survey provided an outlet with an option to write candid answers.

• We could continue to have drills looked as this year. Should they look differently by level? Fewer people at the high school level want intense trainings. Are we training our killers when we provide this information? Opens us up to internal threats? At the elementary level, we see external threats. There is more reluctance at secondary level to do trainings. Schools might need different things.

• Orlando can disaggregate survey results by school to help us. Middle school had very mixed answers.

• Orlando said fewer than 200 students opted out of the ALICE drills. Parents might change their mind about opting their child out depending on the type of drill. Survey was provided to students in fourth through twelfth grades. Do we (adults) personify angst about what students might feel? Did that come out in survey? At middle school, Jessica didn’t notice students saying they were scared. We talk a lot on this committee about what we’re doing to students. Might not know right now how students feel; might see more responses later from children.

• Was the drill realistic? Students are saying it was just like a fire drill. Maybe we don’t give students enough attention regarding what they want. This should be on the forefront of discussion.

• A parent survey given to IPA parents was conducted using PTA communication channels. The responses represented various views. One of the things shared were reactions from parents saying their children had nightmares after the drill. What might children say later that we may not be hearing right now? Parents not liking the drills could also be reflected through their children’s comments. Some thought we shouldn’t introduce “counter” strategies to elementary students. We need to consider the most vulnerable students’ needs when having this discussion.

• Committee heard there are no peer review studies regarding ALICE drills so we have no way to evaluate claims. In past school shootings, there were situations where students didn’t do what they could have done (Columbine) to be safer. We do have hard data in places where they did do things differently. Some lived, some died.

• Jonathan has worked at all school levels. In high school, we know we have more options now beyond ducking and covering students for protection. We’ve had the conversation about response. ALICE is the response when things happen. If there’s something else that people have to offer, the District can look at it. We’re using ALICE because if our children do NOT have strategies, we don’t have a plan when something happens. Do three-year-olds need a strategy? They need to listen to their teacher for direction. Orlando indicated this committee previously reviewed the Power Point student presentations for appropriateness.

• CPD attended the IPA ALICE drill. Students are told to listen to their teacher. It’s a learning process for everyone and a polarizing topic.

• Might be good to do a survey summary. How do we capture what is shared? Mike will try to summarize middle and high school survey results in a simple breakdown. Jonathan and Orlando will summarize the elementary survey results.
Committee members should bring their ideas for using survey data to NEXT CRISIS TEAM MEETING: Tuesday, February 4.