District Crisis Team Meeting
Tuesday, March 3, 3:30 p.m. – Windsor Building

Present:
Orlando Thomas, Windsor
David Brauer, Windsor
Lisa Milkereit, Dr. Howard/CFT
Jonathan Kosovski, Int’l Prep Academy
Michael Sitch, Central
Erin Ewoldt, parent
Amy Dean, Garden Hills
Valerie Prescott, Barkstall
Joe Williams, Central
Lindsay Aikman, Centennial
Jeanne Smith, Windsor
Nancy Lorey, Windsor
Tod Myers, CPD
Amy Aviram, parent
John Lyday, Windsor
Amy Magers, Windsor
Sara Sanders, Franklin
Margee Poole, Mellon

INTRODUCTIONS
Margee Poole introduced herself as a new member to the Crisis Team. She is the lead nurse in the District.

STUDENT PRESENTATION POSTING
The ALICE Drill student presentation revisionist positions (internal/2) were posted on the District website. These positions will address changes in safety drill law with special emphasis on the social-emotional needs of middle and high school students. Twelve hours are allowed for them to complete the presentation. They will have the elementary presentation as a sample. The final draft will be provided to this committee.

COMMUNITY PRESENTATIONS:
Two new School Resource Officers (SRO) were hired. Orlando recently attended excellent, 10-minute presentations (various topics) by these SROs, which would be beneficial for our parents, families, and community to hear. They will initially present four topics every other month next year to help meet our committee’s “proactive” goals.

- **Topics for first year:**
  - Social Media/School Threats (Aug.)
  - Mental Health (Oct.)
  - Stranger Danger/See Something, Say Something (Feb. 2021)
  - Youth Police Academy/Police Explorers (Apr. 2021)
- Parents don’t understand the many (48) social media apps students are using.
- Speakers are experienced in mental health.
- After the first year, we could decide to add additional presentations after evaluating the first year.
  - Orlando and Jeanne attended an ROE presentation regarding the impact cannabis has in schools – very informative. Mia Ray Langheim (Statewide Terrorism Intelligence Center/STIC) shared an excellent presentation. We might consider inviting her to speak here in year two.
- Could invite District staff to partner with police in presentations, if interested.
- Presentation locations would vary throughout community.
• Topics are of high interest, especially social media-related. School threats and behind-the-scenes events involving police, are often related to social media postings by students. We could post social media-related information on our website to support awareness of the consequences resulting from social media misuse.
• CPD and District could collectively speak to parents about protocol for handling and following up on threats.
• Could student school re-entry (after incidents) be an opportunity to offer this information?
• Offer childcare for these community events and invite District staff to attend.
• **Topics to consider for second year:**
  - Gang update
  - Weapons: Mace/pepper spray
  - Resources beyond Police Academy
  - Getting students involved in programs (i.e. Parkland programs for youth)
  - Drugs (Marijuana)
  - Interacting with police
• Need to reach out to parents. Does the District have a message about parent involvement and community engagement?
• Marijuana is everywhere now. A presentation about it would be valuable for staff, parents, students, etc. What do we do to disrupt the school-to-prison pipeline? Could parents help with that?
• Orlando met with the U.S. States Attorney regarding an impressive program called BLAST. Program mission is to provide students insight into opportunities and challenges associated with law enforcement as well as a forum to exchange information about officer risks and citizen viewpoints.
  - *Topics are* criminal justice overview, domestic violence, traffic stop simulation, use of force simulation, victim-witness advocacy.
  - Want to offer program to 35-40 students here in April and May at ILEAS.
  - Tiers of students include those who have an interest in law enforcement, students who have experienced negative impact with law enforcement, and those with no current knowledge of these law enforcement-related topics.
  - Could be long-term relationship; could build into current curricula.
  - Other topics for future might include safe storage of firearms, Foid card, Red-Flag laws.
  - Stranger danger is still relevant topic/concern.

**ALICE DRILL/SPED OPT-OUT DATA:**
Special Ed opt-out data was shared:
• Most of the teachers were concerned more about Lockdown than Evacuate, since mobility and health issues keep them in place. Although most respondents were in secondary schools, those that used presentations used the elementary version. Modifications would be needed.
• Jeanne shared Special Ed student opt-out data related to the ALICE Drills.

**ALICE PARENT TRAINING:**
• Two-hour parent training rescheduled on April 1 (prior mtg. canceled)
• Must sign-up/see District website
• Mentors scheduled to be trained this weekend but training was canceled due to low sign-up. (They can attend the April 1 parent training.)

ALICE DRILLS/ADDING LOCKDOWN:
• Discussed whether to add lockdown (L) to next year’s ALICE drill, or continue with only A & E. No state expectation in that regard. Only some doing lockdown in ALICE drill.
• People on both sides of argument.
• If we include lockdown in drill, would that allow us to eliminate a separate lockdown drill? Already doing a lockdown drill in the spring.
• At high school, teacher feedback indicated talking about the drill with students was more valuable (meaningful conversation) than implementation. Evacuation is not realistic; walking orderly to the park. Students already know how to do this. Students and staff are tired of doing surveys. The lockdown should be included.
• Could there be meaningful conversation rather than doing A, L and E? While we agree dialog is important, our teachers and students need to have the empowerment to make decisions.
• New staff and principals need to have conversations but need to consider logistics (where to go). IPA will have K-8 students, so how would that be handled (young and older students)?
• School crisis teams should be involved in the decision; should talk to Orlando.
• Students have to rely on memory if it’s rehearsed.
• CPD signed off on every drill this year; requirements were met. CPD has the option to sign off or not. If they don’t sign off, it doesn’t mean we didn’t do the drill. ROE would accept that though doesn’t recommend it. CPD standpoint is one of moving forward. Is information getting out there?
• One member doesn’t feel we are moving forward. High school students know what to do in drills. Students are thinking about the crisis drill information. Can we still have the important conversations? Staff data indicated they were fine with the drill design. Very few people said they wanted to do more. Should we go back to data to see what we need to be discussing and have more conversations with students (follow-up) to ensure they feel more empowered?
• Staff can go back to their students to discuss continuing issues (locking doors, bottlenecks...). This committee could recommend that schools have continued feedback and ongoing discussions.
• A committee member indicated there is no evidence supporting ALICE drills saying it doesn’t make sense to double-down on strategies we hope are nice. Don’t need three year-olds subjected to this.
• How do we implement at the different age levels? We’re responsible for protecting students. If just doing a drill and everyone is evacuating, would older students (in K-8 school) still be in building? Administrators would have to know how to help those students. Could elementary level students go to evacuation sites next year? They could be done in a short amount of time.
• Are we doing a drill or simulation? Drills allow people to experience real-time situation. If classroom needs to lockdown, there’s a conversation with students, (i.e. Mr. K indicates we stay here.)
• If something were to really happen, the teacher will direct everyone, right? Yes, but not necessarily upper elementary. Maybe not middle. Elementary is stop/look/listen to teacher. Elementary students don’t know logistics or space.
• This committee could determine drill non-negotiables, then each school crisis committee could make decisions specific to their school.
• Elementary, middle, and high schools could have distinct (but consistent) drills across the District. Showing elementary students is helpful to them. Students want to know more about countering, too. Every elementary could do Alert and Evacuate (saying there is a gas leak) and move to the evacuation site. It could be done quickly. Need to consider Dr. Howard students whose evacuation site is Central.
• High schools could do Alert, Lockdown and talk through rather than evacuate. Could do during P.E. classes.
• If CPD makes an announcement that nobody leaves, what would you have done? What do you think we should do...stay? That gives everyone the opportunity to talk in their classrooms. Received good information from prior student discussions.
• What if the lockdown drill involved more open discussion about “what to do,” than just practice using a talk-through?
• Lockdown simply says no one leaves the classroom.
• Essential skills classrooms should be considered in future drill decision-making. We should make sure they consider their doors. Lockdown every time? Should consider investing in secure doors for their classrooms.
• Criteria for school crisis teams should include what their FLS classroom looks like. What are the medical needs of students? Should talk to staff about what their evacuation might look like.

(SEE ATTACHED LOCKDOWN PROTOCOL)

NEXT MEETING: Tuesday, April 7
Lockdowns Explained

LOCKDOWN GUIDE
Several potential crisis scenarios could require the student body and staff perform either a soft lockdown or a hard lockdown.

Soft Lockdown
(May apply to community incident, medical emergency, escalated situation in building)
• Gather students from the halls and/or have hall monitor escort to appropriate places
• If soft lockdown is called during passing period, ensure students follow their schedule
• Lock door to room
• Do not let anyone but emergency responders in the building
• Do not allow students to leave during class periods without an authorized escort
• Passing periods will occur as usual
• Close curtains/blinds
• Ensure all students are accounted for
• Continue to teach class, keeping students calm
• If fire alarm sounds during lockdown, await instructions from administrator unless you can personally verify need to evacuate
• Follow these procedures until lockdown has been lifted

Hard Lockdown
(May apply to situations where an immediate danger or threat exists and where restricted movement of students is necessary)
• Ensure students enter the closest classroom immediately
• Lock door to room
• Do not let anyone but emergency responders in the building
• Do not allow students to leave classroom
• Keep students in class until lockdown has been lifted (no passing periods)
• Close curtains/blinds
• Ensure all students are accounted for
• Keep students contained and calm
• If fire alarm sounds during lockdown, await instructions from administrator unless you can personally verify need to evacuate
• Follow these procedures until lockdown has been lifted

Recovery
• Conduct after-action review to determine need for procedural changes

Minor revisions 8/22/19