

Fraser Public Schools

School Safety

A Community Conversation

Thursday, January 13th, 2022



Welcome and Introductions

Ms. Carrie Wozniak - Superintendent

Mr. Dan Waters - Director of Operations, Maintenance, and
Transportation

Ms. Jane Sturgell - Director of Special Education

Ms. Kristin Ledford - Director of Communications

Officer Scott Eovaldi - Fraser Police Department

Jason Russell - Secure Education Consultants (SEC)

Jim Birko - FPS Board President

Scott Wallace - FPS Board Vice President

Our Agenda - School Safety

- The importance of prevention
- How do we handle threats in schools
- How have we prepared our buildings and staff
- Taking action when an incident occurs
- Question and Answers



Oxford Tragedy

The Oxford incident is extremely tragic, and it has affected us all - including the entire country. We saw tributes throughout our country - from the University of Michigan, to the Detroit Lions and even the Minnesota Vikings had an “O” on their helmet.



School Safety is our number one priority

We are here today to reaffirm and review our practices.

There are two important considerations to remember:

1. Prevention - [Assessing Threats](#) and Creating a Culture of Safety and Belonging
2. Taking Action - When an Incident Occurs

Creating a Culture of Belonging



How do we handle a threat in school?



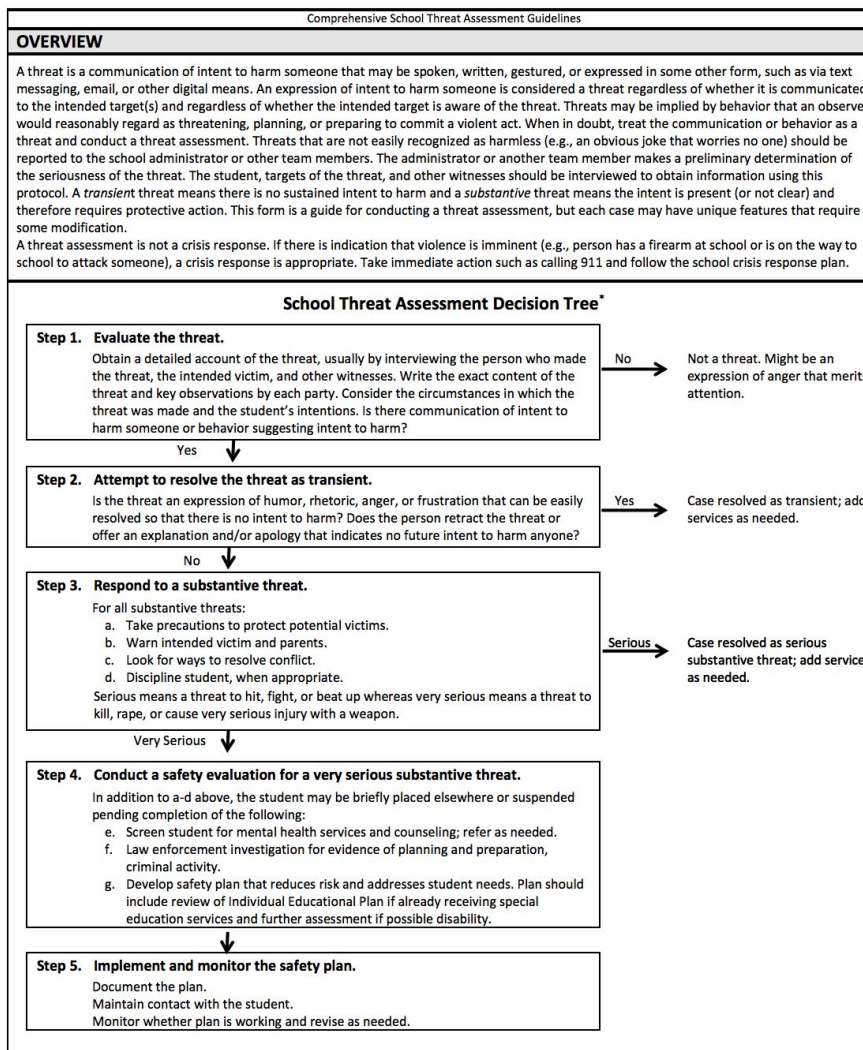
THREAT ASSESSMENT AND RESPONSE PROTOCOL

Adapted from the *Guidelines for Responding to Student Threats of Violence* (Cornell & Sheras, 2006)

IDENTIFY AND EVALUATE THREAT		
<p>A threat is an expression of intent to harm someone that may be spoken, gestured, or communicated in some other form, such as via text messaging, email, or other electronic means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended victim(s) and regardless of whether the intended victim is aware of the threat. This protocol does NOT address threats to damage property, threats made by non-students, fights with no threat, or verbiage such as slurs, insults, or verbal abuse that does not constitute a threat. Threats may be implied or stated in an indirect manner if a recipient would reasonably regard the behavior as a threat. When in doubt, treat the expression as a threat and conduct a threat assessment. Student threats shall be reported to the school administrator (principal, assistant principal, or principal designee) if they cannot be easily and readily resolved by other staff. The administrator makes a preliminary determination of the seriousness of the threat. The student, recipients of threat, and other witnesses shall be interviewed to obtain a specific account of threat.</p>		
<p>Student Interview: Do you know why I wanted to talk with you? What happened when you were (place of incident)? What exactly did you say? What exactly did you do? What did you mean when you said or did that? How do you think he/she feels about what you said/did? What was the reason you said/did that? What are you going to do now that you have made this threat?</p>	<p>Witness Interview: What exactly happened when you were (place of incident)? What exactly did (student) say or do? What exactly did you say? What exactly did you do? How do you feel about what he/she said/did? Why did he/she say/do that?</p>	
DETERMINE WHETHER THREAT IS CLEARLY TRANSIENT OR SUBSTANTIVE		
<p>Transient Threat: *Non-genuine expression or intended as joke or figure of speech *Non-sustainable intent to harm or temporary anger that is resolved *Conflict is resolved and ends with apology retraction, or clarification</p> <p>WHEN IN DOUBT, consider threat as substantive and assess further</p>	<p>Substantive Threat: *Specific plausible details such as a specific victim, time, place, and method *Threat has been repeated over time or related to multiple persons *Threat is reported as a plan or planning has taken place *Recruitment of accomplices or invitation for an audience *Physical evidence of intent to carry out threat (lists, drawings, written plan) *Student's age and capability of carrying out the threat *Student's history of aggressive behavior *Credibility of student and witness accounts</p>	
	DETERMINE IF SUBSTANTIVE THREAT IS SERIOUS OR VERY SERIOUS	
	<p>Serious A threat to assault</p>	<p>Very Serious Threat to kill, rape, or inflict severe injury or use weapons</p>
RESPOND TO TRANSIENT THREATS	RESPOND TO SERIOUS THREAT	RESPOND TO VERY SERIOUS THREAT
<p>*Contact student's parents if necessary *Notify intended victim's parents if necessary to prevent further problems *See that threat is resolved through explanation, apology or making amends *Consult with safety and security specialist/SRO if appropriate *Refer for conflict mediation or counseling, to resolve problem if appropriate *Follow discipline procedures *Develop Behavior Intervention Plan /behavior contract as appropriate</p>	<p>*Mobilize threat assessment team members as needed *Notify student's parents *Protect and notify intended victim and parents of victim *Caution the student about the consequences of carrying out the threat *Provide direct supervision of student until parents assume control *Consult with SRO or safety/security specialist *Refer for conflict resolution or counseling *Follow discipline procedures *Develop Behavior Intervention Plan/behavior contract *Consider mental health assessment</p>	<p>*Mobilize threat assessment team and follow procedures for Serious Threat, including protective action and notification of intended victim and parents of victim *Provide direct supervision of student until parents assume control *Notify assistant superintendent or designee consult with SRO or safety/security specialist for investigation of threat *Initiate immediate mental health assessment if emergency situation; otherwise notify parents of need for mental health assessment *Follow discipline procedures *Develop Behavior Intervention Plan/behavior contract</p>



The Process



*This 5-step decision tree is a revision of the original 7-step decision tree for the Virginia Student Threat Assessment Guidelines that retains the same information and procedures in a more condensed format.

How have we prepared our buildings and staff



School Safety has been and will always be a priority

Key points to remember:

- We do a great job keeping our buildings safe from outsiders who may want to enter and inflict harm.
- Metal detectors are not necessarily the answer.
- As a district, FPS has been very proactive about all our building occupants' safety.

Partnerships

Fraser Public Schools has partnered with:

- The Macomb County Emergency Management Team
- Our local police departments
- Hired an outside expert in school safety (SEC) to review all of our campuses.

SEC Team

They assisted us in developing our new updated safety protocols.

They trained our entire staff for many different scenarios.

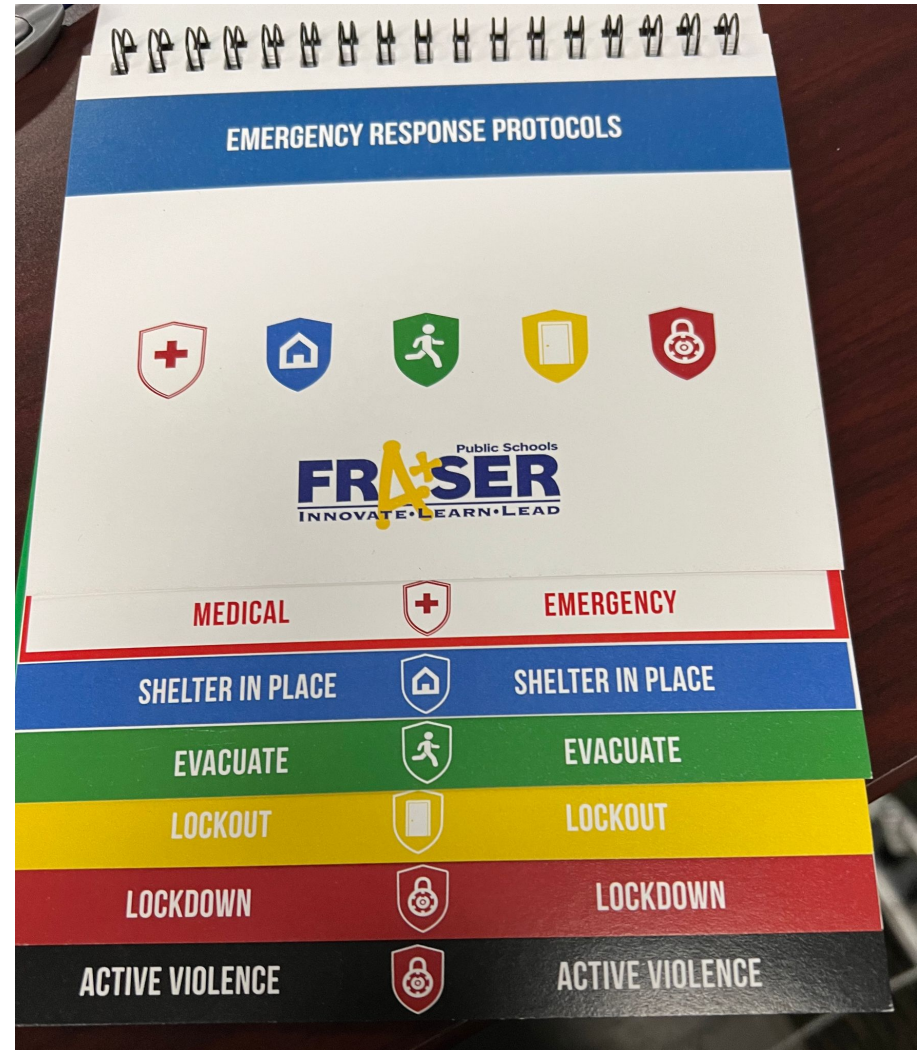
They are always a phone call away for support.

We have security cameras, Columbine locks, sally port entries, several building access systems including (card access / Aiphone intercom) and emergency buttons.



FPS Training Model

Our staff is trained and our students have opportunities to practice to practice these scenarios.



Taking action for an Active Violence



Secure, Evacuate, Confront

EMERGENCY RESPONSE LOCKDOWN

- SECURE:**
If evacuation is not possible, find a secure place to hide where the active assailant is less likely to find you or be able to directly engage you. Follow these recommendations:
1. Lock the door and barricade with all heavy furniture and equipment in the room.
 2. Silence cell phones and keep students quiet. Dial 911 so the operator can listen to what is going on, even if you cannot talk.
 3. Turn off any source of noise: Radios/TV/Learning devices.
 4. **USE COVER** (anything that will protect you from bullets): Full bookcase, masonry wall, heavy desk, etc. and stay low.
 5. **USE CONCEALMENT** (anything that will protect you from being seen): Darkness, desks, chairs, doors. Stay away from doorways and windows that can be seen through.
 6. Have a plan for an alternate means of escape if possible (through a window, adjoining room, etc.). Use your escape route as soon as you determine it will enhance your survivability. See **EVACUATE** below.
 7. Follow the instructions of any Police Officers /First Responders.
 8. Get ready to **EVACUATE** or **CONFRONT** if the assailant gains access.

- EVACUATE:**
If there is an accessible escape path, attempt to evacuate the premises, following these recommendations:
1. Have an escape route and plan in mind that will get you and your students out of danger.
 2. Assist children or others who cannot run to the best of your ability.
 3. Leave your belongings behind.
 4. Evacuate regardless of whether others agree to follow if you are not in charge of students.
 5. Prevent others from entering an area where the active assailant may be.
 6. Keep your hands visible.
 7. Follow the instructions of any Police Officers /First Responders.
 8. Do not attempt to move wounded people.
 9. Call 911 when you are safe.

ACTIVE VIOLENCE

ACTIVE VIOLENCE

EMERGENCY RESPONSE LOCKDOWN

- CONFRONT:**
If it is not possible to Secure or Evacuate and you are confronted face-to-face with an active ASSAILANT then you may choose to distract or try to incapacitate the ASSAILANT long enough to increase survivability chances for yourself and your students. Follow these recommendations:
1. Act as aggressively as possible against the assailant.
 2. Yell, create confusion, and distract the assailant in any way possible.
 3. Throw items at the assailant.
 4. Use improvised weapons (spray with a fire extinguisher, hit with objects, trip, block or hit with chairs and desks).
 5. Help others when possible if you see them attempting to incapacitate the assailant.
 6. Ensure students are evacuating as rapidly as possible from the active engagement area.
 7. Once started, commit yourself to the defensive physical actions.

Fraser Public Schools - We work closely with our local law enforcement agency.

- They have binders of every building floor plan and door numbers.
- They use our facilities for training.
- They tour our buildings during holidays and the summer months to familiarize themselves with our buildings.
- They have keys and access cards to all of our buildings along with 24/7 access.
- We have police emergency buttons that alert them immediately.



QUESTIONS



thanks!