WELCOME

We will spend this evening working in groups, please sit with your assigned group members.

Group One: Ricky Brown, Deitrich E. Williams, Nicole McDermott, Tatiana Portillo, Andre Wright

Group Two: Mische' Walden, Dan Davis, Simaya Hammon, Dontrell Smith, John Carlos Green

School Safety Enhancement Committee

Session 2

DME

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Agenda

- Welcome and Recap
- Review of Protective Factors
- Scenario-Based Small Group Discussion and Share out
- Compile Prevention Recommendations

Recap of Session 1

During our kick-off meeting earlier this month we:

- ✓Learned about each committee member and how they're connected to this work
- ✓Discussed the charge of the committee and our goals
- ✓Reviewed youth safety and school safety data trends

There were several highlights and major take-aways from our discussion:

- ✓A focus on families is critical. For example, families may need training on social media, support understanding the importance of attendance, and increased opportunities to be involved at school
- ✓Facilities matter. For example, some schools might need building upgrades and maintenance to ensure basic safety
- ✓Resources matter. For example, schools need adequate training and equitable funding to thrive

Recap: Understanding the factors that can protect youth from violence is critical

*The Center for Disease Control and Prevention (CDC) "protective factors" that may lessen the likelihood of youth violence**

Individual	Peer and Social	Family	Community
• Developed **social skills** and competences • High **educational aspirations** and **achievement** • Positive **social orientation**	• **Strong, positive relationships** at school • **School climates** with clear expectations, just discipline and supervision • Positive **peer group role models** • Involvement in constructive **activities** in and after school	• Ability to **discuss problems** with parents/guardians • **Presence of parent/guardian** during daily transitions, home routines • Perceived high **parental expectations** about school performance • Family use of **constructive strategies** for coping with problems	• Economic **opportunities** • Socially organized **neighborhoods** • Low concentrations of **poverty** • Low levels of **transiency**

* Adapted from CDC Violence Prevention, Risk and Protective Factors.

Recap: By considering the protective factors, we can determine the proper lever for lasting impact

Protective factors

Individual

Peer and social

Family

Community

Categories of Solutions

- Dedicated Staff and Personnel
- Staff Training and Capacity Building
- Programs and Services
- Policies and Protocols
- Communications Tools
- Physical Infrastructure

We will consider the best intervention levers in the context of three “modes”

Prevention mode

- What is needed to proactively identify and redirect students who may be at risk for becoming involved in unsafe activities, including acts of violence?

Intervention mode

- What is needed to address safety incidents that occur in and near schools?

Steady-state baseline mode

- What constitutes a steady state “safe school?”
- What resources and systems are needed as a baseline?

Scenario-Based Review of Prevention Efforts

In small groups, we'll read common school-based scenarios, review current prevention efforts and discuss possible recommendations that proactively identify and redirect students who are at risk of becoming involved in an incident of violence.

With your tablemates:

1. Review the scenario.
2. Consider how the threat of violence outlined could possibly be prevented.
3. Propose solutions that would prevent the described act of violence.
4. Determine if your proposed solution is a change to policy, programming, legislation, staffing, communications or infrastructure.
5. Detail the target group your proposed solution would impact.

Questions for Consideration on Possible Solutions

Remember to consider the immediate circumstance *and* the underlying, root causes as you develop solutions. Refer back to the CDC protective factors.

1. Who are the necessary **staff and personnel** that should be available to respond?
2. What **trainings, knowledge/information or competencies** do school staff need to be effective?
3. What **programs and services** should be available to the youth, staff, or family to prevent the situation from escalating?
4. What types of **policies** can prevent the conflict outlined here?
5. What should **communication** look like; both interagency and between schools, public safety agency partners and community members?
6. How could the **physical infrastructure of the school building** contribute to preventing a situation as described in the scenario?

Scenario 1

School staff overhear that a video of shoving between a male and female student is being circulated on social media.

School leaders are being warned that friends and family of the female student are planning on attacking the male student after dismissal, at the nearby bus stop.

Scenario 1 Fact Sheet

Frequency of Incidents

- 18.8% of middle school students report experiencing e-bullying, a 5.1% increase from 2019 to 2021
- 7.2% of high school students report experiencing e-Bullying, decreasing by 3.4% from 2019 to 2021
- DCPS reports 32 "parent-involved issues/disruptions" at middle schools in SY22-23
- DCPS reports 37 "parent-involved issues/disruptions" at high schools in SY22-23
- In SY 21-22 there were 58 adult arrests on school grounds

Current Solutions: Examples

- School can lead the relevant students in a Restorative Justice (RJ) approach to de-escalation (177 of 240 schools on My School DC report using RJ; 40 schools are registered to receive OSSE's technical assistance and one-one coaching on RJ)
- School can work with their DBH clinician to meet with each student 1:1 when needed (note: due to staffing shortages, 67% of schools currently have a clinician)
- School leaders can text the MPD text line at (202) 340-7059 with information about a potential conflict at the bus stop, for MPD to coordinate with MTPD and the school
- School communities & residents can text 696873 to report incidents to WMATA; text 50411 to report incidents to MPD
- According to Flamboyan, 175 public schools in the District have been served by one of their family engagement programs, including the Family Engagement Partnership (FEP)

What we are hearing from students, staff and communities

"Social media... everyone has it so no one can stop it." **Ward 1 Student**

"Girls Group is where we talk, where we learn how to cope, also Boys Groups. You can confide in them, mediations help, we got to get things off their chest [in a] restorative circle." **Ward 5 Student**

"The District needs [to] address parent accountability by establishing a fine system or court involved system for non-compliant parents similar to the PG County Schools." **Ward 7 School Community**

"Our school has a three-three rule for discipline and safety for group incidents involving 2 or more students. One set of students get 3 days out of school time while the other group gets 3 days in school with Restorative Justice then they switch before doing a final group Restorative Justice (RJ) intervention. Appears to be a highly effective method for student re-entry and mediations." **Ward 7 School Leadership**

FOR DISCUSSION: Scenario 1 Worksheet

Solution Type	Possible Solutions	Impact on Protective Factors
Dedicated Staff & Personnel	OSSE requires all schools who want to promote Restorative Justice programming at their school to obtain an OSSE issued Restorative Practices 'Certification'	Individual Peer & Social
Staff Training & Capacity Building		
Programs & Services	Establish peer-peer mentoring groups where students can learn about how to maintain healthy friendships	Peer & Social
	Schools require students to undergo safe technology use training	Individual Peer & Social

FOR DISCUSSION: Scenario 1 Worksheet

Solution Type	Possible Solutions	Impact on Protective Factors
Policy	School leaders require all students to turn in their cell phones at the door before entering the school	Individual Peer & Social
	Discipline policy should include inappropriate cyber-activity as grounds for disciplinary action	Individual Peer & Social
	Schools establish a policy requiring a structured course of action in the case of peer-peer student conflict and families and students are asked to sign agreements at the start of the year	Family Peer & Social
	Schools establish a policy requiring all families to make an appointment before entering the school grounds	Family
Communications Tools		
Physical Building Infrastructure		

Scenario 2

A student who was previously suspended for 6 days due to peer conflict is returning to the school building tomorrow.

Social media and staff confirm there are still strong feelings among students and families.

The school is concerned that this student has neighborhood affiliations and this is a part of a larger ongoing conflict. Some students report they will not attend school due to fear of violence.

Scenario 2 Fact Sheet

Frequency of Incidents

- 4.24% of students are suspended for 6 or more days
- 16.7% of middle school students report not going to school because they feel unsafe
- 8.4% of high school students report not going to school because they feel unsafe
- Chronic absenteeism in June of 2023 for all LEAs was at 41%
- In SY 22-23, DCPS reported 13 incidents of gang-involvement

Current Solutions: Examples

- School leaders can contact their Safe Passage POC to flag student concerns or rumors of conflict. Safe Passage Ambassadors engage directly with the student and share any relevant details. In SY 23-24, there are 48 school sites receiving Safe Passage, Safe Blocks Programming.
- In SY 22-23 DCPS Contract Security had 366 staff assigned to schools, alongside 24 DCPS Special Police Officers, monitoring entryways and weapons abatement to support a safe school environment
- ONSE Leadership Academy provides direct services to 107 students in 3 high schools and 3 middle schools who are at-risk for becoming involved in violence including academic and socio-emotional support (DCPS and Charter)
- DYRS has Credible Messengers (trusted adults with shared life experience) at 5 middle schools, providing direct services to 20 students at each school, building rapport and encouraging constructive extracurricular engagement

What we are hearing from students, staff and communities

"Having bilingual and cultural competent security guards is important so students can feel confident to make reports of brewing conflicts without a language barrier. Also, having bilingual guards to be able to interpret hand signs, gang signs so they can anticipate conflicts before they happen" - **Ward 2 Student**

"Schools are a microcosm of the District – diversity, funding. Here I'm not boxed into providing services to students who have an IEP or 504. I am able to develop emotional regulation, men's groups...a lot of students and teachers are trauma heavy, so we have to look at the way we put mental health clinicians in our schools and how service delivery is offered. If a student has an issue, there are maybe 5 places we can call, and maybe I can get them in in January."
- **School Clinician**

"There is a lot of trauma, financial issues, lack of support for family. At the end of the day, we're supposed to teach, but now we've become something else. It's not our job description. It cannot be just on the teachers to provide safety measures." - **Charter School Teacher**

"I grew up in the generation that had Officer Friendly – that helped mold my perception of police. Social media is changing the narrative of the police. It's a touchy subject. There has to be some form of police engagement."
- **Community Resident**

FOR DISCUSSION: Scenario 2 Worksheet

Solution Type	Possible Solutions	Impact on Protective Factors
Dedicated Staff & Personnel		
Staff Training & Capacity Building	Require school leaders to provide gang prevention training for school staff at secondary sites to support in recognizing signs of involvement or recruitment	Community
Programs & Services	Schools require all students who were suspended for 3+ days to attend a therapeutic re-entry process offered by their school's mental health team	Individual Peer and Social
	Mental health agencies launch a public campaign encouraging youth to report and flag student accounts engaging in social media bullying/misconduct	Individual Peer and Social Community
	Stand up a youth gang-related intervention hotline managed by MPD for school and community members to flag when someone is being targeted or recruited for gang involvement	
	District provides temporary transportation or shuttle service to student facing immediate risk of danger	Peer and Social Family Community

FOR DISCUSSION: Scenario 2 Worksheet

Solution Type	Possible Solutions	Impact on Protective Factors
Policy	School leaders require Behavior Technicians to conduct mandatory check ins with returning students	Individual Peer and Social
Communications Tools		
Physical Building Infrastructure		

Scenario 3

Students will be returning to school shortly after an extended holiday break. Several school leaders in one area have heard rumors of neighborhood tensions and conflicts that did not directly involve their students.

They are concerned about escalation when students return to school on Monday.

School leaders are looking to connect with public safety agencies and violence prevention programs to avoid a conflict bubbling over at school.

Scenario 3 Fact Sheet

Frequency of Incidents

- At DCPS sites, in SY 22-23, there were 83 incidents of an active shooter in the neighborhood
- DMPSJ and DME have 8 identified Safe Passage priority areas within the District, which are neighborhoods identified as hotspots for crime
- In SY 22-23 DCPS Security recovered 32 firearms (or replicas)

Current Solutions: Examples

- Schools can register for DC alerts through HSEMA, NEXTDOOR and their District ListServ
- Schools can reach out to the MPD's School Safety Division to request a School Resource Officer be deployed to their school. In SY 23-24 there are 36 SROs on staff available for middle and high schools
- In SY 22-23 DCPS Contract Security had 366 staff assigned to schools, alongside 24 DCPS Special Police Officers, monitoring entryways and weapons abatement to support a safe school environment
- Schools can request MPD's Youth Intervention and Prevention Unit offer presentations/programming. The YIP Unit staffs 23 Officers dedicated towards positive youth engagement

What we're hearing from students, staff and communities

"Strengthen communication with parents. For example, a parent chat"- **Ward 8 Student**

"Critical response - To establish a designated cluster of individuals to respond including a representative from DCPS, DBH, the respective Council office, DME and MPD. This cluster would also build in relationship building with the school by attending school functions and develop relationships with school staff. That way if an incident occurs, schools are less likely to be on defense and students would be more open to connecting for trauma related supports." - **Ward 4 School Community**

"Protect DC - should include gang and neighborhood supports like violence interrupters." - **Ward 7 School Leadership**

"In addition to the weapons abatement protocol, school leaders would like more of an MPD presence after major incidents that occur at schools (assaults, violent incents, large fights, neighborhood/gang incidents, murders etc.)" - **Ward 4 School Leadership**

"More flexibility for MPD to engage, intervene and make arrests. Including for allegations of chronic bullying and weapons abatement (currently simply having a gun is not an arrestable offence and not considered a crime of violence)". - **Community Resident**

FOR DISCUSSION: Scenario 3 Worksheet

Solution Type	Possible Solutions	Impact on Protective Factors
Dedicated Staff & Personnel		
Staff Training & Capacity Building		
Programs & Services	Schools begin increasing check-ins, peer groups and opportunities for students to reconnect after extended breaks	Individual Peer and Social

FOR DISCUSSION: Scenario 3 Worksheet

Solution Type	Possible Solutions	Impact on Protective Factors
Policy	Formalize MPD neighborhood-specific debriefs with school leaders prior to return from a holiday break	All
Communications Tools	Public safety agencies create a school-specific communication tool to directly connect with registered schools by neighborhood/area	Community
	Schools require families to be enrolled in a standardized family facing school notification tool	Family Community
Physical Building Infrastructure		

Timeline through February

Meeting One	Meeting Two	Meeting Three	Meeting Four	Meeting Five	Meeting Six
Nov. 7th	Nov 28th	Dec 19th	Jan 9th	Jan 23rd	Jan 30th
Kick-off and discuss common **objectives and goals**	Review and discuss **prevention efforts** and procedures	Review **intervention resources** and procedures for addressing safety incidents	Determine what constitutes a **steady state, safe school**	Review **proposed set of recommendations** for submission	

Targeted focus groups with youth and school staff

Community office hours

Closing

Thank you for your attendance and participation.

School Safety Enhancement Committee

Session Three will be held on **December 19th, 2023**

If you have any questions or concerns, please contact hillary.desir@dc.gov

FOR DISCUSSION: Scenario __ Worksheet (1/2)

Solution Type	Possible Solutions	Impact on Protective Factors
Dedicated Staff & Personnel		
Staff Training & Capacity Building		
Programs & Services		

FOR DISCUSSION: Scenario __ Worksheet (2/2)

Solution Type	Possible Solutions	Impact on Protective Factors
Policy		
Communications Tools		
Physical Building Infrastructure		

FOR DISCUSSION: Scenario __ Worksheet (1/2)

Solution Type	Possible Solutions	Impact on Protective Factors
Dedicated Staff & Personnel		
Staff Training & Capacity Building		
Programs & Services		

FOR DISCUSSION: Scenario __ Worksheet (2/2)

Solution Type	Possible Solutions	Impact on Protective Factors
Policy		
Communications Tools		
Physical Building Infrastructure		

Committee Members

1. **Ricky Brown**, Executive Director of School Safety and Security, District of Columbia Public Schools
2. **Dan Davis**, Student Advocate, State Board of Education
3. **John Carlos Green**, Community Engagement Manager, Public Charter School Board
4. **Simaya Hammon**, Banneker High School Student
5. **Nicole McDermott**, Senior Policy Advisor, Office of the Deputy Mayor for Public Safety and Justice
6. **Dontrell Smith**, District of Columbia Public School Parent
7. **Mische' Walden**, School Counselor, Johnson Middle School
8. **Deitrich E. Williams**, District of Columbia Public School Parent
9. **Andre Wright**, Assistant Chief, School Safety Division, Metropolitan Police Department
10. **Tatiana Portillo,** Roosevelt STAY Student