

Re-defining the Role of School Councilors in K12 School Security

HOSTED BY THE IDAHO STATE DEPARTMENT OF EDUCATION

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Goals

We will provide an overview of the safety and security challenges currently facing the majority of Idaho's schools.

We will “bridge the gap” between current mental health practices and the need for proactive involvement in school security.

We will establish a framework for the effective involvement of mental health professionals working in schools.



In Loco Parentis, demands that the decisions are yours!

- *In Loco Parentis (in the place of the parent)
morally, ethically and statutorily!*
- We all know that Education is the common mission.
- Everyone in an education system is responsible for
student safety.

ISTVA Overview

Idaho School Safety and Security Stakeholders Group

- Idaho School Threat & Vulnerability Assessment
 - A holistic instrument assessing a broad spectrum of school safety and security indicators (465 specific touch points)
- Statistically valid, randomized study on 10% of Idaho schools
 - 75 schools in 41 districts, 18 high schools, 18 middle schools, 36 elementary schools, 3 K-12 schools
 - Stratified sample – ½ of sample schools from districts <4000, etc.
 - No district allowed more than 1 school in each type
- Completed within 3 months by a single team (commissioned Sept. 2013)
- Base-line assessment of conditions across Idaho schools as of January 2014.
- Results returned to State Dept. of Education Jan. 10, 2014

Common Operational Trends that Increase Vulnerability

- 24 of the 74 schools assessed have a multi-hazard EOP. 13 schools have an EOP that addresses the four steps of emergency response (mitigation, preparedness, response, recovery), and 18 schools have an EOP that adheres to ICS and NIMS principles.
- In 71 of 74 schools, entrance to the school was achieved through other means than the designated main entrance. Visitor policy and practice exhibited wide variance across the sample set, with only 8 of the sample schools requiring vendors/contractors/district staff to follow the school visitor policy.
- Building design, student load and staffing levels provide challenges to adequate supervision of students in hallways, restrooms and common areas.
- A major (>80%) portion of the sample schools demonstrated serious failings in communications abilities. (An operational axiom in Emergency Management is that without communication there is no command and control.)
- Lack of securable space throughout buildings is common (typified in lack of locking mechanisms on doors, student areas with no clear area of retreat, etc).

Staff and Student Training

- 11 schools have key staff trained in NIMS/ICS procedures
- 19 schools provide annual staff training in conflict resolution / problem solving, and 22 schools train staff annually for bullying prevention
- 29 have received training in recognizing suspicious people and behavior on campus
- 34 schools report that staff has been trained on recognizing student threats in notes, journals, classwork and conversation
- 41 of the school's office staff has been trained in threatening suspicious phone calls/bomb threats.
- 54 Schools have implemented a character education or social skills program school-wide
- 52 schools report that students have received training on bullying and conflict resolution
- 29 schools reporting that students have been specifically trained on issues of sexual harassment and gender respect
- 9 Schools report that their students have received specific training on dating violence
 - 25 schools report Title IX coordination for students and staff (Clery Act)
- 19 Schools have trained their substitute staff on emergency operations procedures

Safety and Security Domains that Demand Mental Health Planning

- School Climate and Culture: 36 of the schools assessed review and update Codes of Conduct annually. 66 schools have an available, published Student Code of Conduct. 68 schools publish/promote statements regarding the prevention of bullying, harassment and violence.
- Disciplinary Procedures: 49 of the schools assessed have developed systematic problem solving strategies. 68 of the schools have alternatives to suspension and/or expulsion. 62 of the schools have procedures that are known throughout the system by students, parents and staff.
- Parent and Student Involvement: (Parents are an integral part of the school's safety planning and policy development and student perspectives are represented. Students are actively involved with promoting a positive school climate, a large percentage are involved in extracurricular activities)
 - 5 Schools include parents and/or students in safety planning and/or policy development.
 - 42 Schools reported Student involvement in building positive climates.
 - 36 schools reported significant participation of students in extracurricular activities.

Health/Mental Health Practices

Though not directly addressed in the ISTVA, on-site nurse presence is one of the primary indicators of health and MENTAL health practices.

For those systems that have nurses on-site, or are regularly on campus, good health practices are well-known, consistent, and effective. As reported by counseling staff in two of the secondary schools, instances of STDs and pregnancy within the student population increased following the loss of a nurse regularly on campus. As noted under training, AED and CPR training is also lacking, another indicator of no regular medical presence on campuses.

Likewise, mental health practices across the state demonstrate an urgent need for support. While many schools (50) report a formalized Student Assistance Program, only 39 schools have training for faculty and staff to identify and work with potentially dangerous/disruptive students. As noted by this difference, the ability to effectively implement student support services is determined by the level of training a staff has received.

A particularly conspicuous need is a consistent mental threat assessment. Though 26 schools report to using a formalized mental threat assessment, no consistency was found between districts, and often no consistent measure was used between schools within a district.

Referrals: Processes & Resources

Expected Standard of Care (measured in assessment instrument)

School has a formalized Student Assistance Program.

School has a process to identify and serve students with at-risk and disruptive behaviors.

Staff are formally trained to identify and work with potentially dangerous students.

School has a mental health threat assessment process in place.

A well-developed network of service providers is available for student referral.

Observed Standard of Care (measured by observation)

50 of the schools assessed have a formalized Student Assistance Program.

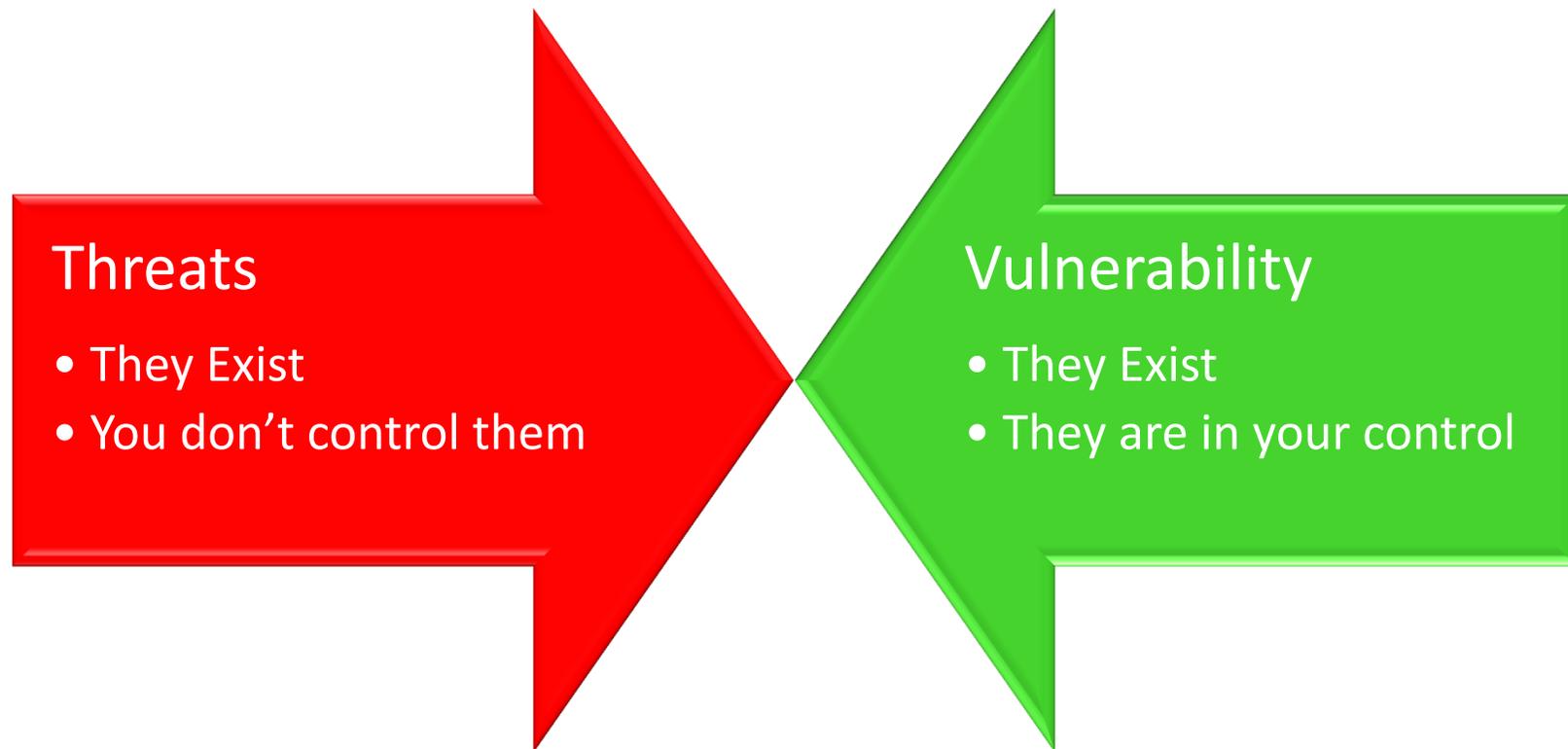
63 schools have an internal process to serve the needs of high-risk, at-risk students.

39 schools have staff members who have been trained to identify and work with potentially dangerous students.

26 schools have some type of formal mental health threat assessment process.

36 schools have a well-developed list of service providers for student referral.

The Threat/Vulnerability Relationship in schools



The Elements of Your School



4 Pillars of your Operational Platform



The 5 D's

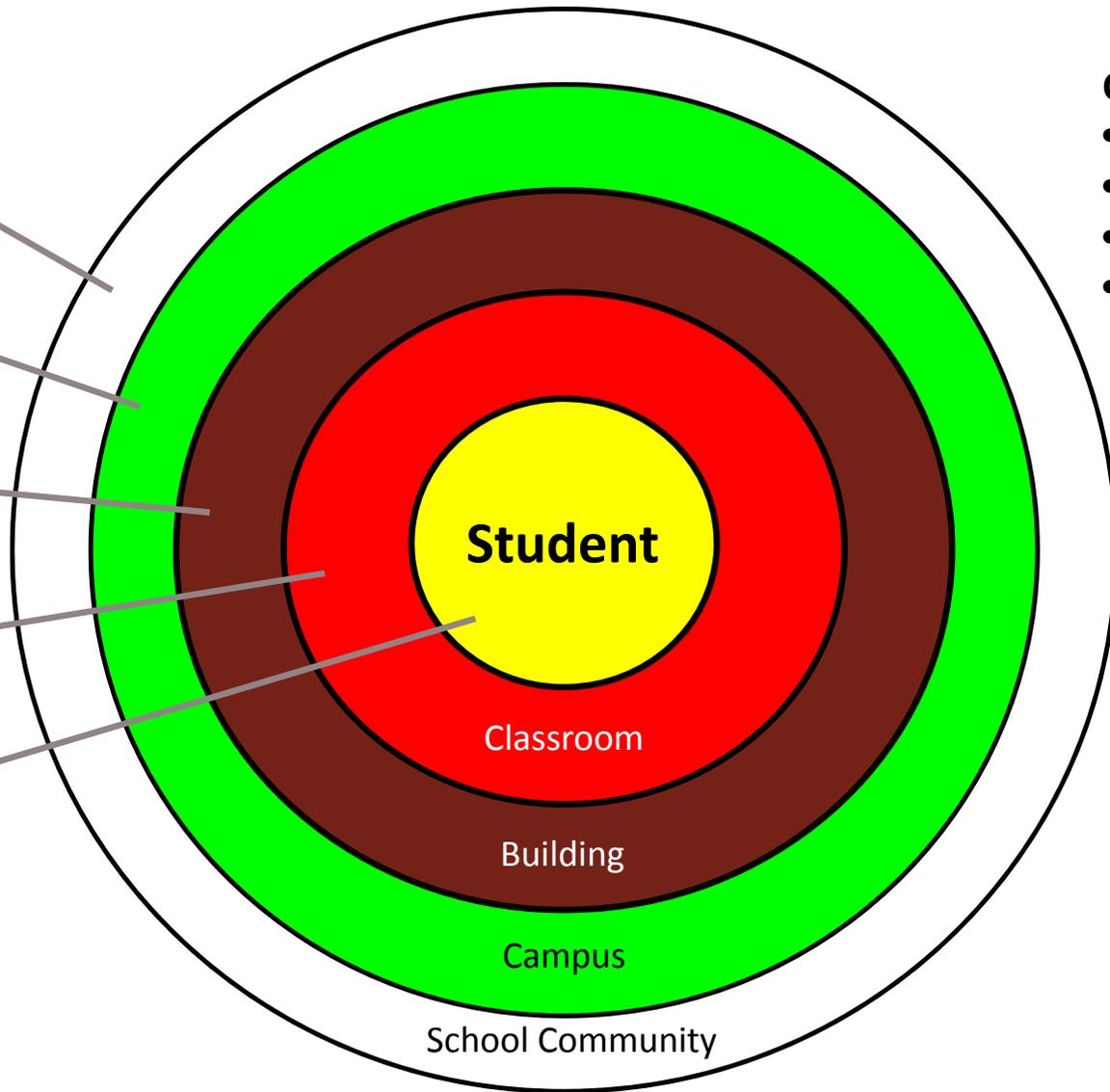
Deter

Detect

Delay

Deny

Defend



Consider when

- assessing
- planning
- purchasing
- implementing



Family Educational Rights & Privacy Act

- Schools may non-consensually disclose PII from education records in connection with a health or safety emergency.
- When an articulable and significant threat exists – anything from an active shooter to a hazardous weather event to a chemical spill – school officials are permitted to disclose PII from education records to appropriate parties, such as law enforcement, in order to protect the health and safety of students or other individuals.



Family Educational Rights and Privacy Act A Guide for First Responders and Law Enforcement

What is FERPA?

The Family Educational Rights and Privacy Act (*FERPA*) is a Federal law that protects the privacy of student education records. The law applies to all educational institutions and agencies (termed “schools” below) that receive funds under any U.S. Department of Education program. *FERPA* gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a postsecondary institution. Students to whom the rights have transferred are “eligible students.”

FERPA protects the rights of parents or eligible students to:

- *inspect and review education records;*
- *seek to amend education records;*
- *consent to the disclosure of information from education records, except as specified by law.*



What information can schools provide to law enforcement?

Generally, schools may disclose personally identifiable information (PII) from students’ education records to outside parties, including local law enforcement, only if the parent or the eligible student has provided prior written consent. “Education records” are defined as those records that are directly related to a student and maintained by a school or a party acting for the school, and include student records such as transcripts, disciplinary records, immunization records, and other similar records.

However, there are exceptions to the definition of “education records.” One of these exceptions is for school “law enforcement unit (LEU) records.” These records are defined as records that are (1) created by a LEU; (2) created for a law enforcement purpose; and (3) maintained by the LEU. These records are not protected under *FERPA* and can be disclosed according to school policy or as required by law. Education records that are in the possession of the LEU do not lose their status as education records and must continue to be protected under *FERPA*.



Health Insurance Portability & Accountability Act

- May disclose PHI to law enforcement without the individual's signed HIPAA authorization in certain incidents, including:
 - To report PHI to a law enforcement official reasonably able to prevent or lessen a serious and imminent threat to the health or safety of an individual or public.
 - To report PHI that the covered entity in good faith believes to be evidence of a crime that occurred on the premises.
 - To alert law enforcement to the death of the individual, when there is a suspicion that death resulted from criminal conduct.
 - When responding to an off-site medical emergency, as necessary to alert law enforcement to criminal activity.



Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule: A Guide for Law Enforcement

What is the HIPAA Privacy Rule?

The Health Insurance Portability and Accountability Act of 1996 (*HIPAA*) Privacy Rule provides Federal privacy protections for individually identifiable health information, called protected health information or PHI, held by most health care providers and health plans and their business associates. The HIPAA Privacy Rule sets out how and with whom PHI may be shared. The Privacy Rule also gives individuals certain rights regarding their health information, such as the rights to access or request corrections to their information.

Who must comply with the HIPAA Privacy Rule?

HIPAA applies to health plans, health care clearinghouses, and those health care providers that conduct certain health care transactions electronically (e.g., billing a health plan). These are known as covered entities. Hospitals, and most clinics, physicians and other health care practitioners are HIPAA covered entities. In addition, HIPAA protects PHI held by business associates, such as billing services and

others, hired by covered entities to perform services or functions that involve access to PHI.

Who is not required to comply with the HIPAA Privacy Rule?

Many entities that may have health information are not subject to the HIPAA Privacy Rule, including:

- employers,
- most state and local police or other law enforcement agencies,
- many state agencies like child protective services, and
- most schools and school districts.

While schools and school districts maintain student health records, these records are in most cases protected by the Family Educational Rights and Privacy Act (FERPA) and not HIPAA. HIPAA may apply however to patient records at a university hospital or to the health records of non-students at a university health clinic.



So, where do you start?

The 7 Cs – Delivery System Definitions

T & K Trotter, 2007

- 1. Counseling**
- 2. Consultation and Collaboration/Individual Appraisal**
- 3. Classroom/large group Instruction**
- 4. Coordination of Program**
- 5. Case Management/Advocacy**
- 6. Communications/Public Relations/Information**
- 7. Continuing Education/Professional Development**

Proactive Safety and Security Planning

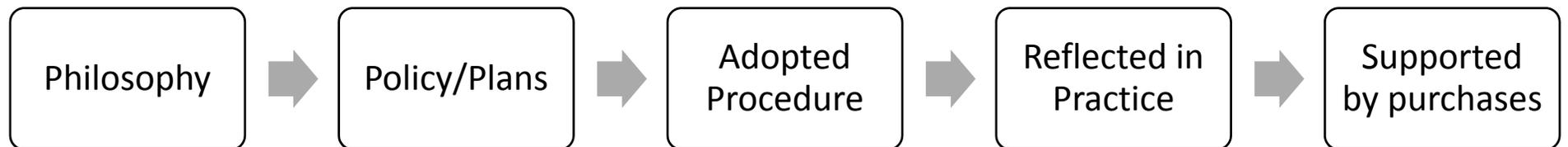
- Comprehensive character education programs
 - Most effective when planned as a K – 12 continuum
- Anonymous Reporting Systems
- School based Threat Assessment Team
 - Standardized Threat Assessment Screening Tool
 - A Commonly Accessible Clearinghouse for student information
- School Safety Mapping

Do your school's current policies, written procedures, practices and purchases address your school's threats and lower your school's vulnerabilities?

Are they workable, effective and sustainable?



Improving your safety and security profile



Establishing your philosophy

1. In an emergency operation what do you expect a classroom teacher to perform? (*philosophically we believe there are reasonably 4 command responses*)
2. In an emergency operation what do you expect an administrator to perform?
3. What do you practice?
4. How do you practice?
5. Who can call an emergency response?
6. How are emergencies communicated?

4 Command Responses

- Evacuation
- Reverse Evacuation
- Hall Check
- Lockdown



Planning Your Response Capability for a Violent Event

Always consider that any antagonistic situation can escalate into a violent event!

4 Command Responses

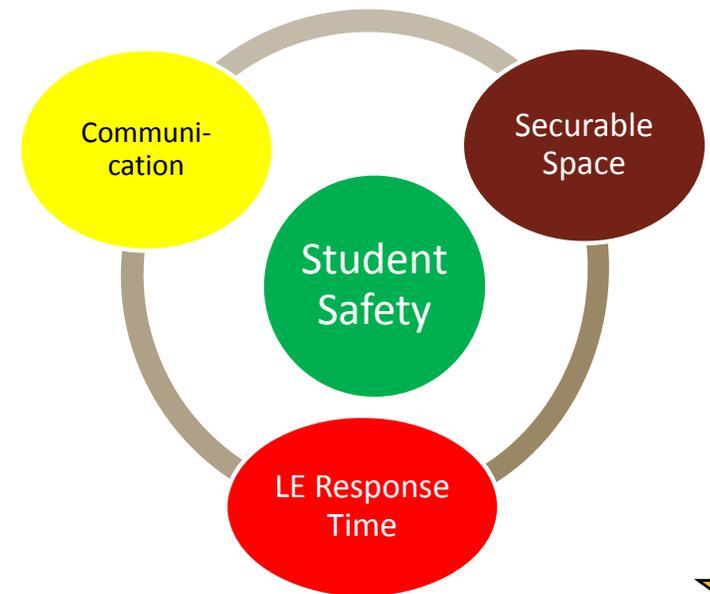
- Evacuation
- Reverse Evacuation
- Hall Check
- Lockdown

Communication will be a key element in creating a “circle of safety” when there is the possibility of a violent event.

In conjunction with communication, Securable Space becomes a primary component of the circle.

Finally, know and plan for the anticipated LE Response in your area!

Create a Circle of Safety



What about everything else?!

- Abduction
 - Seismic event
 - Flood
 - Evacuations during severe weather
 - Fire
 - Hazmat incident
 - Those hazards/threats particular to your school!
- 

Educators Eyes

School Safety, Security and Risk Management
for Educators, by Educators

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commonly observed trends

Lack of common vocabulary

- Threat and vulnerabilities

Lack of operational understanding

- between Educators and the First Responder Community
- Interactions are multi-agency

Lack of understanding and knowledge concerning School Safety and Security

- School safety and school security are used interchangeably (they are not the same!)
- School Safety and Security is *not* commercial or industrial
- There has been no common assessment to the process
- **While everyone is concerned, only schools have a statutory requirement to keep children safe**

The Bottom Line

1. Assess
2. Use assessment to drive planning and policies
 - EOP, Communication Plan, Security Plan, Mental Health Plan
3. Planning and Policies
 - Policies/planning must become operational reality through written procedures and practice
4. Purchasing should be driven by planning and policy



1. What are your school's threats? (*list*)

2. How vulnerable are your students?