
Safety Updates

School Board Meeting
August 5, 2021

Plan Elements

People/Positions

Training/Communications

Systems/Relationships

Our Mission:

Every Learner. Every Day. Everyone.

People/Positions:

✓ = All Hired for 2021-2022 School Year

- ✓ • Care & Safety Assistants (CSA's)
 - 3 at Buford (1 new position, 2 existing positions)
 - 4 at CHS (all new positions)
 - 1 at LMA (existing position)

- ✓ • Social Worker/Social Emotional Support Counselors (as proposed in the FY 2022 Budget)
 - 1 per Elementary School (Walker will have 2)
 - 2 at Buford
 - 3 at CHS
 - .5 at LMA (offered - pending acceptance as of 7/30)

- ✓ • Restore CHS AP Position eliminated for FY20 (as proposed in the FY 2022 Budget)

- ✓ • Redefine existing operations supervisor position to include additional safety oversight responsibilities (**WELCOME MR. JASON LEE**)
 - CSA's will be hired & managed by the building principals - This position will support and coordinate training working with the Intervention & Support Supervisor and Mental Wellness Coordinator.
 - Crossing Guards will report to this position (shifting from CPD to CCS employment in FY 2022 - at least 2 additional need to be hired)

Positions (continued)

New Support Position for Facilities Safety & Operations - assists in monitoring campus/facility conditions and supporting the performance of duties of custodial, crossing guard and bus aid staff.

Hourly Staff Remaining to Hire as of 7/30/2021:

Crossing Guards - 5 transitioned from CPD (**at least 2 additional needed**)

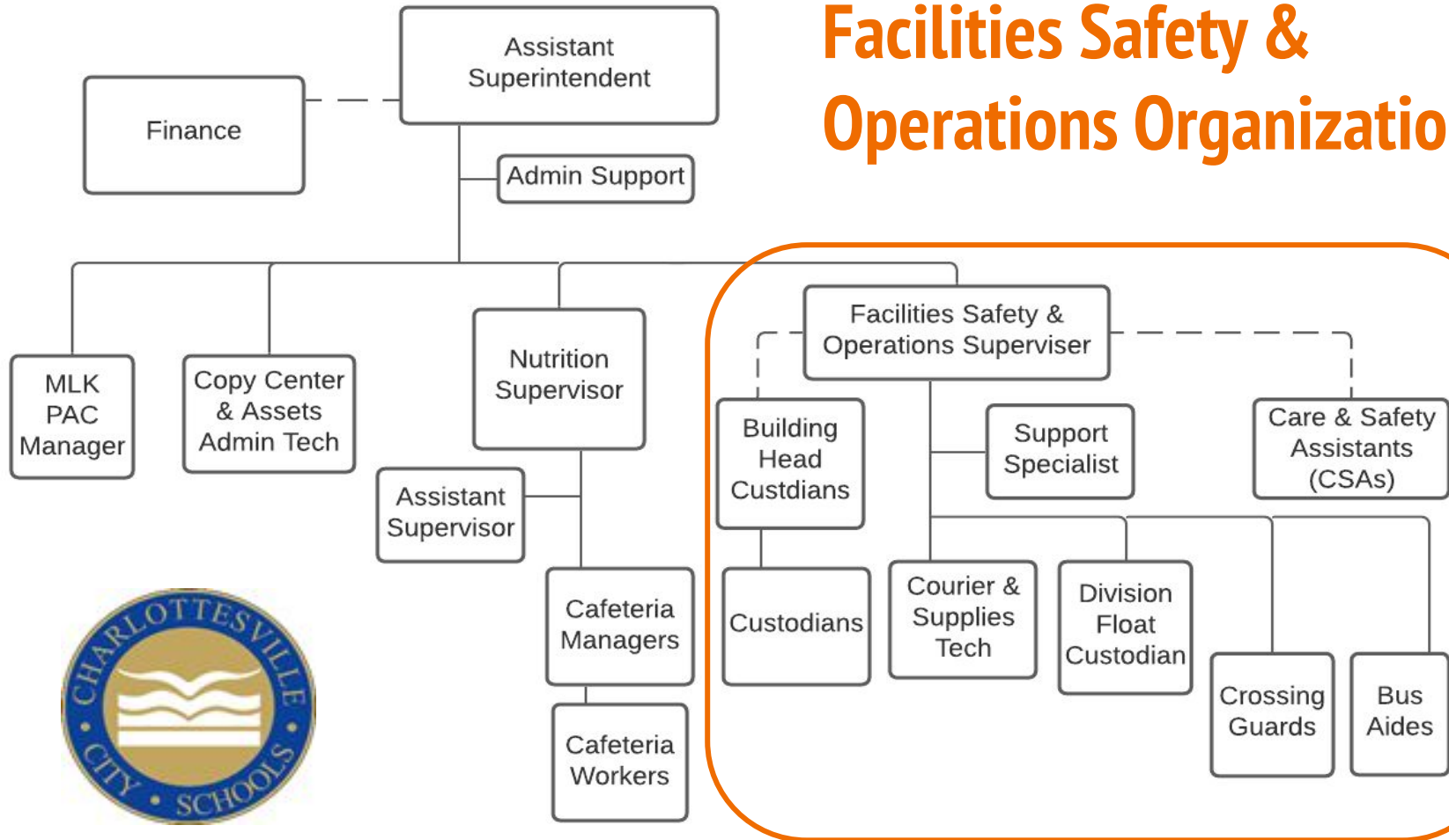
Community Bus Aides - Assist at large community bus stops and ride the bus to support safety & a positive rider experience for all (**up to 7 needed**)

Part-Time Positions (4 hours or less) @ \$15 - \$16 per hour

Visit charlottesvilleschools.org/jobs for more information!



Facilities Safety & Operations Organization



People - Care & Safety Assistants (CSA's)

Essential Duties:

- Regularly monitor hallways, common areas and all exterior doors to address any unauthorized visitors or intruders, unsafe or unexpected behaviors, and unsecured entrances.
- Assist school administration, staff and students to uphold the school's code of conduct and CCS safety policies
- Provide assistance/direction to visitors to the school
- Assist school administration with serious and routine incidents and security matters
- Build positive, prosocial relationships with students
- Serve as a liaison between students and school administration
- Identify situations between students and between students and staff that could escalate into conflict, and engage/intervene to de-escalate
- Resolve disputes between students using de-escalation techniques, encouraging positive communications and working to minimize conflicts

Training & Communications

Essential Knowledge & Core Trainings:

- **DCJS School Safety & Security Certification** - week of August 2nd for all CSA's and other relevant staff
- **School Policies & Safety Protocols**
 - Code of Conduct
 - CCS & CPD Protocols
 - Relevant School Board Policy
 - School Crisis, Emergency Management & Medical Emergency Plans
- **Crisis Prevention and De-escalation Techniques (Mandt)**
 - J. Lee re-certified as trainer for Tiers 1 -3 week of July 26th
 - All CSAs will receive training in Tiers 1 - 3
 - P. Farrell & J. Murphy re-certified/certified as trainers for Tier 1

After the DCJS training, all subsequent training is conducted by CCS trained/certified instructors prior to August 25th.

Training & Communications (continued)

Essential Knowledge & Core Trainings:

- **Mental Health & Stress First Aid**
 - School Mental Health Awareness Training - Basics in mental health, explanation of common mental health diagnoses and look-fors, and ways to support students who may be struggling with mental illness.
 - Stress First Aid - community collaboration with Region 10 and other community partners. Stress First Aid (SFA) is a framework to improve recovery from stress reactions, both in oneself and in coworkers. It was based on research supporting the value of key elements that are related to recovery from different types of ongoing adversity.
- **Restorative Justice in Education** - Partnership with Eastern Mennonite University's RJE program to provide Tier 1 and Tier professional learning in community building and restorative practices
- **Cultural Competence** in areas such as race and gender
- **Community Resilience Initiative (CRI)**: The key objective is to provide information about identifying and responding to trauma with evidence-based resilience strategies when working with an audience whose trauma history may not be known.

Training & Communications (continued)

- **Human Trafficking:** Asynchronous course offered through OnWatch (1PL hour). OnWatch™ is a survivor-led training designed to empower you to spot, report, and prevent sex trafficking where you live, work, and play.
- **Educator SEL:** Asynchronous course on Canvas (3 PL hours). Educators who have strong SEL skills show an ability to cultivate strong relationships, model SEL competencies, manage stress, and reduce burnout. We translate this research to action through practice and strategies that promote the same awareness, skill development, and embodiment that we aim to foster in students. This course is focused on the five high leverage practices and many activities are embedded throughout the course with hopes of staff engaging with each other and incorporating these practices into their daily work.
- **Rethink ED SEL** - Asynchronous course on Canvas (1 PL hour), mandatory for new staff to gain a basic understanding of the primary SEL curriculum used by the division, especially grades 3-12
- **Stewards of Children:** (2 PL hours) A child sexual abuse prevention training program that educates adults to prevent, recognize, and react responsibly to child sexual abuse. This evidence-based training teaches that adults are responsible for the safety of children.
- In addition, a continuum of professional learning is being developed for our **school mental health professionals (SMHP)** to ensure a consistent level of tier 3 training across schools and staff. These trainings are prioritized each school year according to both individual interest and division/school needs.

CCS & CPD Protocols

A collaborative effort with special thanks to the following committee members who remained engaged through the iterative process of reviewing and editing this document:

- Dave Chapman
- Ashley Cinalli-Mathews
- Kathryn Laughon
- Cleve Packer
- Deputy Chief Mooney

The diverse perspectives, expertise and care of these individuals was significant in shaping this outcome.

The Document Addresses:

Purpose & Guiding Principles

Roles & Responsibilities

Communications Requirements, Expectations & Procedures

Requests for Support Services (traffic, etc.)

School & Police Investigations

Reporting of Children Suspected to be in Need of Protection

Safety Audits

Review & Evaluation of Protocols and Performance

Procedures for Specific Scenarios

Other System Elements

- ✓ ● Policy Review & Updates
- ✓ ● Code of Conduct
- ✓ ● Classroom Flipcharts (edits complete - printing in process)
- School Crisis Emergency Management and Medical Response Plans (annual review & updates in progress)
- Schools First Responder Incident Report (report elements drafted)
- Handle with Care Program (in cooperation with first responders)
- Emergency Communication Systems/App (in cooperation with E911)
- Facility Security Systems Implementations & Maintenance (on-going in partnership with CCS Technology Team & City Facilities)

It takes a village.

It's essential for the CCS community and the Charlottesville community as a whole to work together to maintain safe & supportive schools for all students and staff to thrive!

