



*Five Star*  
LEADERSHIP  
ACADEMY

**Friday, Nov. 16, 2018**  
**Agenda**

**8:45**      **Coffee & Networking**

**9:00**      **Welcome**

Jackson Dreiling, *Parent and FSLA Alumnus*

**9:10**      **Safety and Security Overview**

Pat Hamilton, *Chief Operating Officer*  
Chris Wilderman, *Director of Safe & Sustainable Environments*  
Jeff Genger, *Emergency Preparedness Manager*

**10:40**      **Break**

**10:50**      **School Counseling and Mental Health Overview**

Sarah Hunter, *Suicide Prevention and Crisis Recovery Specialist*  
Anjela Schwab, *K-12 Coordinator of Counseling*

**11:30**      **Closing**

Stick around from 11:30-12:00 noon to hear about the passing  
of ballot issue 5C and what it means for our schools!



# IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

## LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

### STUDENTS

Move away from sight  
Maintain silence  
Do not open the door

### TEACHER

Lock interior doors  
Turn out the lights  
Move away from sight  
Do not open the door  
Maintain silence  
Take attendance



## LOCKOUT! SECURE THE PERIMETER.

### STUDENTS

Return inside  
Business as usual

### TEACHER

Bring everyone indoors  
Lock perimeter doors  
Increase situational awareness  
Business as usual  
Take attendance



## EVACUATE! TO ANNOUNCED LOCATION.

### STUDENTS

Bring your phone  
Leave your stuff behind  
Follow instructions

### TEACHER

Lead evacuation to location  
Take attendance  
Notify if missing, extra or injured students



## SHELTER! HAZARD AND SAFETY STRATEGY.

### STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

### TEACHER

Lead safety strategy  
Take attendance





# SAFETY & SECURITY: Types of Action

## LockOUT



Building is locked and students are brought inside as a precautionary measure based on activity in the area.

Examples:

- Law enforcement activity such as serving warrants in a nearby location
- Report of dangerous wildlife in area

**ACTION:** Monitoring

**How will you know?**

- Email to parents

Further communication as needed if the situation impacts daily operations.

**Please remain at home** until receiving further communication.

## LockDOWN



Building is put on lockDOWN due to danger inside or very near the building. All students and staff are in lockDOWN – Locks, Lights, Out of Sight.

Examples:

- Threat inside the school
- Emergency or dangerous situation very near the building

**ACTION:** Active with district and emergency responders

**How will you know?**

- Phone call (auto dial) to parents
- Text to parents (if opted-in)
- Email to parents

Updated communication as situation progresses and as needed.

**Please remain at home** until receiving further communication.

## Evacuate



Students and staff are moved to a new or safe location due to a situation in or near the school building.

Examples:

- Gas leak in the school
- Unsafe situation near school affecting release times

**ACTION:** Active with district and emergency responders

**How will you know?**

- Phone call (auto dial) to parents
- Text to parents (if opted-in)
- Email to parents

Updated communication as situation progresses and as needed.

**Please remain at home** until receiving further communication.

## Shelter



Students and staff are instructed to take safe shelter due to a situation in or near the school.

Examples:

- Tornado, earthquake or other natural events

**ACTION:** Active with district personnel and emergency responders as needed

**How will you know?**

- Email to parents

Further communication as needed if the situation impacts daily operations.

**Please remain at home** until receiving further communication.

## Reunification



As a result of any of the above scenarios, students may need to be reunified with parents through a controlled release at the school or a reunification at a new location.

We want to reunite students with parents as soon as possible during an emergency situation. We will work with police and fire agencies to determine when it is safe to reunite students and parents. These situations often take time and planning to ensure you and your child are reunited safely.

Here are some tips for your role in a reunification:

- 1 STAY HOME
- 2 STAY INFORMED
- 3 BE READY

Watch a video on your role during a reunification at [www.adams12.org/safety](http://www.adams12.org/safety)

Visit [www.adams12.org/safety](http://www.adams12.org/safety) to learn more about district safety protocols, update your contact information and sign-up for text message alerts.

The safety of your child is our top priority. In order to have a successful learning environment, it is absolutely necessary that students and staff of Adams 12 Five Star Schools are safe. The following is a guide for parents to understand our process and to help maintain safe and secure schools in our district.



## **LOCKOUT:** Secure the Perimeter.

During a lockout the perceived **DANGER IS OUTSIDE** of the school. School administrators, faculty, and staff move all students and activities inside and ensure the building perimeter is secured - building and windows locked. The district encourages staff to have greater situational awareness while maintaining normal classroom activities with minimal interruption or distractions.



## **LOCKDOWN:** Locks, Lights, Out of Sight.

During a lockdown the perceived **DANGER IS INSIDE** or very near the school building. When a school goes into lockdown, a "Security Alert" broadcasts inside and outside the school via the public address system. Students and staff are trained to follow lockdown protocols on a yearly basis. The expectation is that classroom doors are locked and secured, lights are turned off, and students and staff move to a safe location. Students are encouraged to remain quiet. Students and staff are released by district or emergency personnel.

## **Decision Makers**

In the unfortunate event of a school emergency, many people play a role in ensuring the safety of our students:

### **Local Law Enforcement and Fire Services**

Local law enforcement and fire services is in constant contact with district safety and security personnel. Law enforcement and fire services may be in charge of a particular situation and call for any safety protocol, or may be in an advisory role with district personnel.

### **District personnel**

District safety and security members, as well as district administration, may manage an emergency or call for any safety protocol. Communications Services works with school staff to communicate needed information or updates to parents and guardians. District personnel also includes our crisis response and crisis recovery teams, transportation, and other departments as needed.

### **School personnel**

Principals or staff may initiate any safety protocol based on a perceived threat. School staff will work with district safety and security personnel to ensure protocol and next steps.

### **Parents and community members**

Any parent or community member can call the school, district or local law enforcement to report any suspicious activity or perceived threat to the school or district. Safe2Tell provides a safe, easy way to report information about anything that is a concern to school or community safety. To anonymously report a safety concern please call 1-877-542-SAFE (1-877-542-7233) or go online at [safe2tell.org/submit-tip](https://safe2tell.org/submit-tip).

### **PARENT TIPS**

Visit [adams12.org/safety](https://adams12.org/safety) for tips on what to do during an emergency situation and how to talk with your child afterwards.

## **Adams 12 Five Star Schools**

### **School Counseling and Mental Health Resource Information**

#### **Five Star Leadership Academy**

#### **Mental Health Resources**

- [www.adams12.org/mental-health-resources](http://www.adams12.org/mental-health-resources)
  - Bully Prevention
  - Suicide Awareness and prevention
  - After a Crisis resources
  - Crisis and Support resource numbers

#### **School Counseling:**

- To learn more about School Counseling in Adams 12 Five Star Schools, please visit <https://www.adams12.org/departments/counseling>
- To contact your student's school counselor, please visit the school's specific website or call the school in which your student attends.

#### **ICAP (Individual Career and Academic Plan):**

- To view your students ICAP through Naviance, contact your student's specific School Counselor.

#### **Important Family Resources:**

- StopBullying.Gov (U.S. Department of Health and Human Services): This site provides information from various government agencies on how children, teens, young adults, parents, educators, and community members can prevent or stop bullying.
- Cyberbullying.org (Cyberbullying Research Center): The Cyberbullying Research Center offers resources for parents, such as cyberbullying warning signs to watch for; tips for how to prevent cyberbullying; what to do when your child is cyberbullied; and what to do when your child cyberbullies others.
- Safe2Tell 1-877-542-SAFE (7233) or [safe2tell.org](http://safe2tell.org): provides a safe and easy way to anonymously report any threatening behaviors or activities endangering themselves or someone they know.
- Colorado Crisis Support Line: 1-844-493-TALK (8255) or Colorado Crisis Text: text TALK to 38255
- Safe2Tell: 1-877-542-SAFE (7233)
- Trevor Project Hotline for Suicide Prevention for LGBTQ youth 866-488-7386
- Partnership at DrugFree.org- Parents Helpline 1-855-DRUGFREE (1-855-378-4373)

Adults can help children manage their reactions after a natural disaster. Follow these key reminders and visit [www.nasponline.org/natural-disaster](http://www.nasponline.org/natural-disaster) to learn more.



## Remain Calm and Reassuring

Children, especially young ones, take cues from adults. Acknowledge loss or destruction, but emphasize efforts to clean up and rebuild. Assure them family and friends will take care of them and over time things will get better.



## Acknowledge and Normalize Most Feelings

Allow children to discuss feelings and concerns, but don't force them to talk about the disaster. Listen, empathize, and let them know most initial reactions are normal. Be attentive to, and obtain assistance for, feelings and concerns that may suggest that the child (or anyone else) is in harm's way.



## Emphasize Resiliency

### Competencies

Help children identify coping skills used in the past when scared or upset.

### Strategies

Encourage prosocial behaviors and good physical health.

### Awareness

Highlight communities that have recovered from natural disasters.



## Strengthen Peer Support

Children with strong emotional supports are better able to cope with adversity. Especially among adolescents, peer relationships can decrease isolation and supplement support from caregivers who are experiencing their own distress.



## Take Care of Your Own Needs

You will be better able to help children if you are coping well. Take time to address your own reactions as fully as possible. Talk to other adults, take care of your physical and mental health, and avoid using drugs or alcohol to feel better.



## Seek Help for Prolonged Signs of Distress

With the help of naturally occurring social support systems, most children will be fine. However, some may have reactions requiring professional help. Consider getting professional support for children whose reactions continue or worsen after a week or more. Your child's school can be a great source of support.