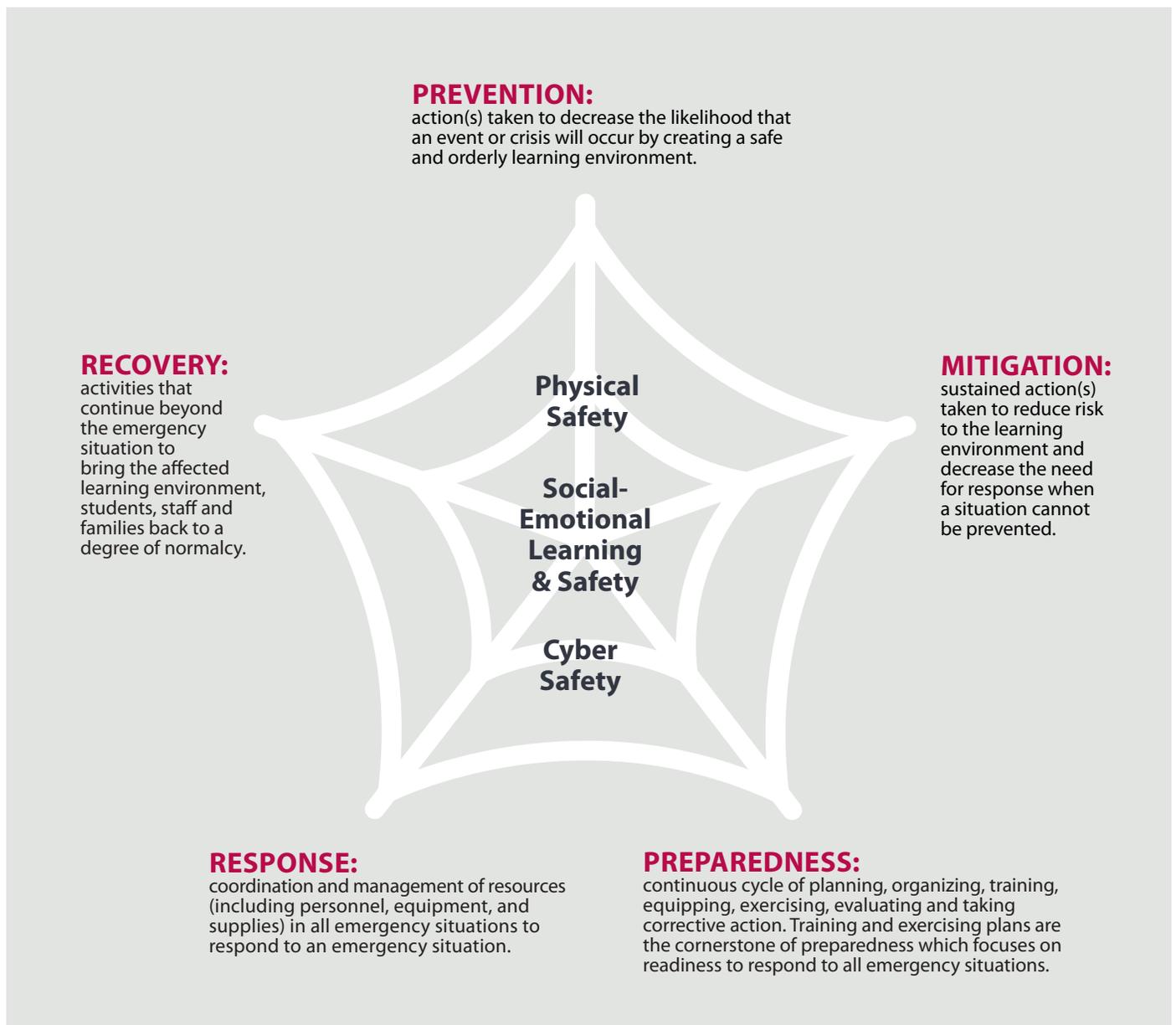# Web of Safety

In Adams 12 Five Star Schools, our first priority is providing for the safety and well-being of all students and staff in every classroom, every day. This includes promoting a safe and secure learning environment; providing evidence-based social-emotional curriculum and programs across all schools; and ensuring all students, staff and families have access to mental health resources.

When people think safety, one of three categories often come to mind - physical, social-emotional or cyber safety. Beyond this, it's important to understand how these categories work together collaboratively to ensure overall safety for all students and staff on a daily basis. One cannot be considered the only safety approach and together they create the district's web of safety.

PREVENTION:
action(s) taken to decrease the likelihood that an event or crisis will occur by creating a safe and orderly learning environment.

RECOVERY:
activities that continue beyond the emergency situation to bring the affected learning environment, students, staff and families back to a degree of normalcy.

Physical Safety

Social-Emotional Learning & Safety

Cyber Safety

MITIGATION:
sustained action(s) taken to reduce risk to the learning environment and decrease the need for response when a situation cannot be prevented.

RESPONSE:
coordination and management of resources (including personnel, equipment, and supplies) in all emergency situations to respond to an emergency situation.

PREPAREDNESS:
continuous cycle of planning, organizing, training, equipping, exercising, evaluating and taking corrective action. Training and exercising plans are the cornerstone of preparedness which focuses on readiness to respond to all emergency situations.

Every district safety category has five components: prevention, mitigation, preparedness, response and recovery.

	Physical Safety	Social-Emotional Learning & Safety	Cyber Safety
Prevention:	• Cameras at schools • Secured vestibules • School Resources Officers (SROs)	• Students have opportunities to cultivate and practice social-emotional competencies using evidence-based curriculums • School-based staff to support social-emotional well-being of all students such as school social workers, school counselors, school psychologists and social-emotional learning specialists • Prevention and Crisis Recovery Coordinators	• Firewalls and content filters actively protecting students, staff and infrastructure • Regular security updates across district network and devices, ensuring effectiveness of cameras and safety technologies • Continually improving integration of digital citizenship in our teaching
Mitigation:	• Threat Assessment and Management Training • Tabletop exercises • Law enforcement partnerships	• Community partnerships to support social-emotional needs of students, staff and families • Professional learning for staff on trauma informed practices, current best practices in mental health, child abuse and neglect, mandatory reporting, etc. • Additional services and supports for students to address identified needs	• Collaboration with school leadership to evaluate and eliminate cyber vulnerabilities in classroom technologies, labs, online learning systems, and digital curriculum • Annual training for staff and faculty around compliance with data privacy laws, district policies, and cybersecurity best practices

Preparedness:	• Incident Command System (ICS) used districtwide
	• School safety teams
	• Standard Response Protocol (SRP)
	   - LockOUT
	   - LockDOWN
	   - Hold
	   - Evacuate
	   - Shelter
		• Mental health providers and school counselors are available at each school
		• Annual training for school staff including crisis preparedness model PREPaRE, and Signs of Suicide
		• School-based Therapist from The Community Reach Center and partnerships with other local mental health agencies
			• Real-time follow up on threat assessment leads from emerging online student safety systems
			• Partnerships with federal and regional entities to better prepare for cyber incidents
			• Audits of district cybersecurity posture, and business continuity plan

Response:	• Superintendent Crisis Response Group • District Reunification Team and yearly training • Law enforcement partnerships	• School and District Crisis Response Teams • Suicide Risk Assessments • Superintendent Crisis Response Group	• Technology supports for effective crisis management and communication • Cyber incident response protocols to ensure district can continue to operate during a cyber or physical safety incident • Digital forensic work and digital behavioral analysis by cybersecurity team, in support of investigation of safety incidents
Recovery:	• After-action review process • Threat Assessment and Management process	• Continuity of care facilitated by mental health and counseling staff to return students to learning • Community partnerships, such as, Judi's House, Second Wind Fund, and Griffith Center • Student case management provided through Student Engagement Initiatives department	• Restoring district operations technology to a normal state after a cyber or physical safety incident • Post-incident review of cyber incident response protocols, district cybersecurity posture and business continuity plan

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