KENTUCKY CENTER FOR SCHOOL SAFETY

KCSS

For our children, for our future

22nd Annual Report

CALLOWAY

JEFFERSON

PROMOTING SAFE AND HEALTHY LEARNING ENVIRONMENTS
2020
ACROSS KENTUCKY

GARRARD

BUTLER

Greetings from
KCSS Executive Director Jon Akers

Few would argue that 2020 was a year unlike any other as nearly every aspect of life as we knew it before COVID was either interrupted, cancelled, or at least changed to some degree. As depicted throughout this report, our schools were no exception; their academic and extra-curricular routines were disrupted completely. We saw most districts discontinue in-person school attendance for many months, some returning only "intermittently" to a hybrid model where they could reduce the number of occupants in the school building at any one time by moving some of the course delivery online. Extra-curricular activities were halted entirely in most instances. In essence, there was no shortage to the number of hybrid models used by our school districts.

While the pandemic cannot be categorized as anything but devastating, Kentucky's educators (along with many school-serving agencies, like KCSS) may have still found ways to capitalize on the sudden necessity to connect with students under extreme, unprecedented circumstances. Yes, due to this unparalleled catastrophe, we may have learned even more about our students and the support they need during prolonged traumatic periods. Hopefully, we'll be able to use this additional insight during more stable times to aid them in addressing periods of heightened stress levels.

As an example, during 2020, my office began to hear from school leaders that some of their students, having been cut off from school and daily personal contact with peers and school staff, had begun to experience problems that they had not shown signs of experiencing before. Reportedly, these problems (most of which centered around students struggling academically and/or emotionally), were worsening. Some wondered aloud to us how widespread the problems might be and sought strategies to address them. Many described ways their respective staffs were honing familiar approaches and developing new ones to better connect with their students in the virtual environment. They also sought ways to better gauge their students' emotional and mental wellness.

After hearing from many school leaders with similar issues, KCSS began to explore ways to help. We convened a group of educators to collaborate and then devise a survey that could be used by schools to get a snapshot of their students' perception of virtual learning and the impact it was having on their lives. Specifically, it examined student perception of a lack of daily human interaction; how it was affecting them; and what, if anything, they thought could be done by their school to mitigate this deficiency. Then, upon school request, we made the survey available to (48) of Kentucky's public schools. Using this approach, the schools surveyed their students and staff members; KCSS tabulated the results; provided each with a summary of the predominant perceptions of their school community; and began a discussion with them to offer suggestions for improvement, revision and/or enhancement. (See pages 6,7 in this report.)

Today, many will agree that (on numerous fronts) the extra effort displayed by school staffs in 2020 was amazing. Suffice it to say that after over 40 years of working in and with schools, I have never been more impressed by what I witnessed in this regard over the previous 15 months. K-12 educators across the Commonwealth did their level best to provide quality instruction and emotional support (under the worst possible circumstances) to their students. Sure, it's true that each had a job to do and did it well, but it should be further recognized that they also clearly demonstrated their sincere devotion to their students and their general wellbeing. In my opinion, it is without question that our educators and support staffs deserve high praise for the herculean effort they put forth for our children during this most unusual time.

In addition to working with our schools on issues as they arose, KCSS was kept busy during the school year with many other activities, some of which you'll see illustrated in the following pages. Included among them is the streamlined threat assessment training (p.13) we provided to 50 school districts (to date) encompassing 235 schools. (I am thrilled that it is being so positively received.) KCSS also ventured into the virtual world even farther in 2020 by developing an app containing the KCSS emergency response flipchart. It is available in the Apple App Store or Google Play as well as on our website, www.kysafeschools.org (back cover).

As I close, I must express my appreciation to KDE for their diligence in regularly providing updates on the current trends/practices to address the pandemic and its impact on our schools. Additionally, we were all reliant upon and grateful for the guidance provided by Governor Beshear's office and the CDC throughout this time.

Finally, during the 2021 legislative session, the Safe Schools Allocation and the allocation for an additional mental healthcare professional received the same funding as was allotted the previous year. We are very thankful to the General Assembly and Governor for providing the schools with these much-needed funds. Also, I can never over express my gratitude to our school superintendents who have shown unwavering support to KCSS over these past 20 years.

As we look to the prospect of returning to "normal," in-person, activities, KCSS always remains available to assist our schools with any training they need or school safety issue they may have. Please feel free to contact me at any time.

KCSS Staff at EKU

Barbara Gateskill
Associate Director

Tiffany Hardin
Program Specialist

Lee Ann Morrison
School Safety Research Fellow

KCSS in Summary

KRS 158.442

The Kentucky Center for School Safety, created by Kentucky's General Assembly in 1998, continued its journey in 2020 toward helping to develop and improve Kentucky's school safety programs. Governed by a 15-member Executive Board (appointed by the Governor), KCSS strives daily to work with all of Kentucky's school districts whenever called upon by any segment of a school community.

Additionally, KCSS facilitates and advises Kentucky legislators, child-serving entities and collegial partners regarding all aspects of school safety in the Commonwealth of Kentucky. KCSS also works in conjunction with the Kentucky Department of Education (KDE) and the Kentucky Department of Criminal Justice Training (DOCJT), specifically the State School Security Marshal's Office. Two of its principal partners are the Kentucky School Boards Association (KSBA) and Murray State University (MuSU) pictured below.

According to the Kentucky Department of Education (as of 2/5/21), Kentucky's public schools consisted of:

Students	**647,987**
Teachers	**42,479**
Other Certified (excluding teachers)	**8,824**
Classified Staff	**46,455**
School Districts (excluding KSD & KSB)	**171**
Superintendents	**171**
Schools (excluding Ft. Campbell, Ft. Knox, & alternative programs)	**1,477**
School Buses	**9,520**

Elizabeth Abanathy &
Karen McCuiston at MuSU

Alicia Lombardi, Laura Cole,
Dan Orman at KSBA

Ben Wilcox,
Kentucky's School Security Marshal

Some KCSS Responsibilities and Services Include:

► Oversees and distributes Safe Schools Funds to each local school district and the Kentucky School for the Blind and the Kentucky School for the Deaf

► Evaluates existing school safety programs through conducting safe school assessments and other site visits

► After evaluating school safety programs, makes recommendations (considerations) to school/district

► Produces Annual Report as prescribed under KRS 158.442

► Establishes clearinghouse of information/materials on school safety, accessible to all school districts in the state

► Provides/Coordinates training, technical assistance, and program development to schools, law enforcement agencies, and communities throughout Kentucky

► Oversees KCSS operating budgets and contracts

► Analyzes school safety and discipline data reported by local school districts

► Promotes interagency efforts to address school discipline and safety issues in collaboration with other post- secondary institutions and juvenile delinquency prevention councils

► Conducts biennial survey of each of the state's public-school superintendents and principals regarding their level of satisfaction with KCSS services

► Works closely with Justice and Law Enforcement Training (JLET) throughout the state

► Independently studies current or trending issues that do or could impact school climate and culture

► Develops, updates daily, and maintains KCSS website (www.kysafeschools.org)

► Provides continuous updates of the Emergency Management Guide used throughout the state

The Safe School Assessment – High

Although it was a much shorter school year for in-person instruction, our work with the safe school assessments took our teams to each corner of our state, as well as numerous school districts in between them. In all, we still completed (92) safe school assessments in (51) different school districts during the 2019-2020 school year before the pandemic forced us to cease all in-person visits on March 16, 2020. (Many of the districts and schools we visited are represented by illustrations of school activities or their district logo in this Annual Report.) School districts that had been scheduled for assessments after March 16 were given priority scheduling for the 2021-2022 school year. KCSS has (95) assessments already scheduled and has established a waiting list for the following year.
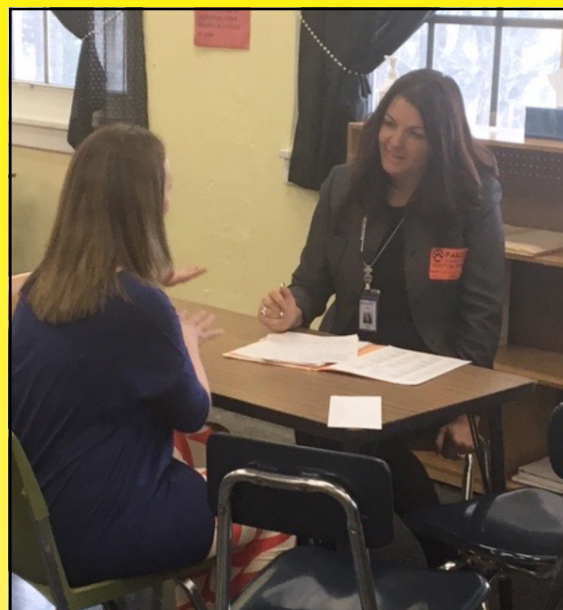
Dr. Robbins interviews staff member in Clay Co.

The Safe School Assessment is our signature service. To date, we have conducted over 1,200 in (172) Kentucky school districts and 889 different schools. Since we started offering this service to all of our districts during the 2002-2003 school year, the assessment has been in very heavy demand throughout the state and beyond from both public and private schools. In fact, each year we get more requests for assessments than we can fiscally accommodate, making it necessary for us to keep a running wait list.

MAYFIELD IND.

GARRARD

JEFFERSON

ly Demanded by Kentucky Schools

and counting…

The safe school assessment examines the climate and culture of a school by gauging the perceptions of its students, staff and parents toward their school environment. This general perception contributes greatly to the overall safety of the school, its campus and school activities. Most experts in education agree that there is little, if anything, that factors more heavily on school safety than the exisiting and growing relationships that exist between students, staff, and parents. During a safe school assessment visit, five assessment team members examine the school's "heart" ware (as we like to call it) through interviews while a sixth member checks the school's "hardware" by conducting a physical plant walkthrough - observing the main entrance, exterior doors, windows, locks, parking lot(s), equipment, playground(s) athletic fields, alarms, etc.

CHRISTIAN

KCSS views the high demand for assessments by school principals and superintendents as a very positive sign for school safety in Kentucky. It means to us that our districts are continually seeking objective review of their safety programs. Moreover, they clearly recognize that their programs can never be static; they must be in a constant state of flux, adjusting with the changing times, behavioral trends, and best practices to address them. School leaders frequently offer feedback on the assessment process, expressing that the service gives them an objective view on their safety efforts and significantly helps them in making needed adjustments.


MARION

JEFFERSON

BOONE

During the time when only virtual instruction and learning were permitted in Kentucky's public schools due to the pandemic, KCSS offered all of our school districts the opportunity to survey their staff and students as to their perceptions of the remote instructional model being used by their respective schools. Forty-eight schools around the state took advantage of that offer, surveying their students and staff members as many worked and learned daily from home. An example of a section of the teacher survey is illustrated below. Responses from both groups included at least 80% of the total population at each respective school. Therefore, it appeared that respondents were eager to have the outlet for expression.
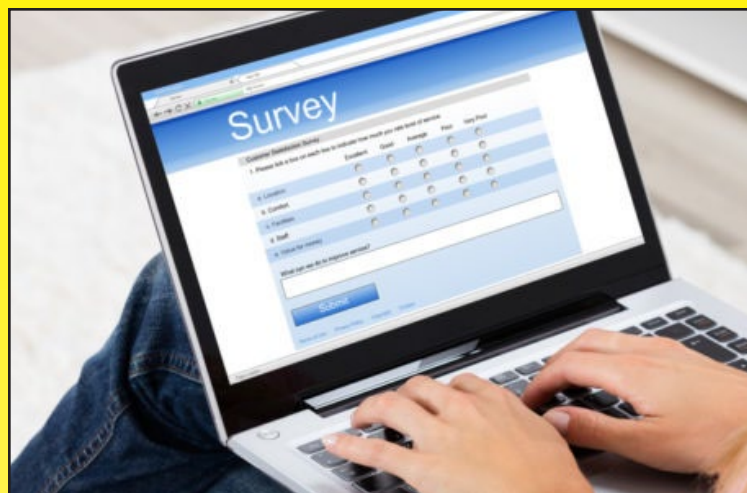
Teacher Perceptions of Student Wellness in the Online Learning Environment	Teachers					
	Yes		No		Unsure	
	#	%	#	%	#	%
I regularly speak with students about the importance of keeping to a regular academic schedule during virtual learning as this helps to reduce their stress.	42	95.5	2	4.5	0	0.0
The staff has been advised as to protocol for reporting concerning student behaviors in the virtual environment.	40	90.9	3	6.8	1	2.3
I have been alerted to look out for certain student behaviors in the virtual environment that may be concerning.	37	84.1	6	13.6	1	2.3
I have reminded students that "see something, say something" still applies in the virtual environment.	34	77.3	7	15.9	3	6.8
I know students who are afraid to participate in virtual learning.	6	13.3	35	77.8	4	8.9

Two common themes emerged from practically all of the student and staff surveys. They were: 1) many students were struggling emotionally with the isolation of virtual learning; 2) many students perceived that they were getting far behind academically which they indicated was very stressful to them.

As Coronavirus Pandemic Drags On, It's Taking Significant Toll on Mental Health of Children, Teens

December 3, 2020

(KY Forward News/KY Today) — A recent study reveals the number of mental health-related medical visits for children is rising. A CDC report released in late November shows that emergency department visits for children aged 5-11 were up by 24%, and for children 12-17 were up by 31% from the previous year.

"I am not surprised at all by these statistics. Many school-aged children were already mentally and emotionally 'limping in' to the pandemic," said Deana Caldwell, a school psychologist and behavioral specialist with the Estill County school system. "The latest data from the CDC says that 1 in 6 American school-aged children have a mental health disorder that severely impacts their ability to function. That doesn't count the young people who have anxiety or depression who don't have access to see a physician."

Caldwell says the pandemic showed that students' coping skills weren't as strong as assumed. "So, when the pandemic hit and we all went into quarantine, the social isolation, lack of routine and family-specific anxieties have naturally added to the stress of already having a mental health condition. Further, for those children without a diagnosed mental health condition, who were developing in mentally typical ways, all the above stressors have brought a realization that life really can change on a dime and not everything always works out perfectly," she said.

KCSS modified each perceptual survey to include questions about the respondents' perceptions relative to the following during all-virtual learning (not all-inclusive):

Students:

- Student wellness in virtual environment
- Frequency and quality of school communication
- Level of comfort with asking for extra help from school staff
- Level of comfort with Zoom/video communication for instruction
- Level of comfort with class work loads
- Level of general anxiety attributed to COVID and learning from home
- Home Safety
- Cyber Bullying
- Familiarity with reporting tool for bullying, harassment
- Familiarity with STOP! Tipline
- Supervision level of any school activity being conducted
- Provision of student services, including meals
- Availability of staff, such as counselor, psychologist, SRO, administration, FRYSC

Staff Members:

- Steps School had taken to address COVID, such as providing hand washing/sanitizing stations, encouraging social distancing and mask wearing, cleaning and sanitizing building, etc.
- Communication with students about availability of STOP! Tipline
- Locked school doors, surveillance system

- Knowledge of existence and availability of their Threat Assessment Team (TAT)
- Staff wellness in virtual environment
- School services
- Visitor procedures
- EOP
- Administrative Support
- Parental Support
- Level of comfort with Zoom/video communication for instruction
- School policy for addressing bullying in virtual environment
- Staff Morale

FAYETTE

In some districts, staff were either required or could choose to fulfill their work assignments from their schools each day. However, most required staff members to complete their responsibilities from outside the school campus, such as in their homes.

Parents:

- STOP! Tipline awareness
- COVID-related information received from school
- Communication with school staff during pandemic
- Perception of availability of trusted adult for your child(ren) at school
- Perception of staff willingness to assist your child(ren)
- Perception of teacher ability to maintain structure
- Access to Family Resource/Youth Services Center

- Access to school-provided meals
- Safety of after-school activities (if any)
- Requirements for visitors at school
- Distribution of suicide prevention information (middle and high only)

JEFFERSON

Strengthening School Safety Acro

Pursuant to KRS 158.4416, each local board of education must develop a plan for implementing a trauma-informed approach in its schools by July 1, 2021.

Handle with Care, specifically, is not mandated under the law. However, the State School Security Marshal's Office (under DOCJT) and KCSS have strongly encouraged state law enforcement agencies and all school districts in Kentucky to implement it over the last two years as it is an effective approach to address this requirement. Introduced in West Virginia in 2013, HWC teams law enforcement with schools to provide special care to students who have been subjected to traumatic experiences, particularly outside of the school setting. It is now being used by many school systems nationwide.

Stalled somewhat in 2020 due to the pandemic, State School Security Marshal Ben Wilcox pointed out (when asked about the status of the program): "Schools don't have a connection with the kids every day (now), and officers who assist on a call are another connection the schools can have with those kids, so we're advocating for the officers to keep reporting."

Reiterating Wilcox's message in 2020, Montgomery County Sheriff David Charles said, "Often, we deal with cases at night that involve children. A domestic, house fire, accident, where the children are temporarily displaced, or their night is disrupted. For example, if they had to go to the grandparents in an emergency situation, chances of them having their homework would be very small."

According to the Kentucky State Police website, there are currently (992) schools in Kentucky registered for this program. Between August 2019 and August 2020, Kentucky law enforcement agencies logged in 122 Handle with Care notifications, according to KSP Sergeant Billy Gregory. In April of 2020, KDE offered a guide through its website on the HWC initiative.

Message from KYSTATEPOLICE, POST 17

Please handle with care. The children referenced below were on the scene of a police action in the last 24 hours and could exhibit academic, emotional and/or behavioral problems as a result of exposure to a traumatic event.

SCHOOL NAME: Springfield Elementary
Smith, James
  Age 7, 2nd Grade
Smith, Sally,
  Age 8, 3rd Grade

How to Enroll:
► Contact the Kentucky State Police Post for your county;
► Ask for the Victim Advocate
► The Victim Advocate will provide contact information for staff members who will receive Handle with Care notification
► Questions: contact Danielle Perkins at KSP Headquarters, danielle.perkins@ky.gov , 502-782-1846

BULLITT

Statewide Tipline, Online Prevention (STOP)

Pursuant to KRS 158.4416 ... make available to each school district an anonymous reporting tool; allow the reporting individual to stay anonymous; require information reported to be immediately sent to administration of each school district and law enforcement agencies affected; require the Department of Education to develop and provide a comprehensive training and awareness program on the anonymous reporting tool...

EDMONSON

Feel Sad or Scared?
Get Help - Talk to a Grown-Up

Go to your school's website and click on the STOP logo   or   Text - Call - Scan the Code
866-EYE-ON KY - (866-393-6659)

Establishing and maintaining school safety underscores the practicality of having an efficient, anonymous reporting tool available to every child in every school in Kentucky. To help reduce school bullying and school violence, the Kentucky Office of Homeland Security (KOHS) partnered with the Kentucky Center for School Safety to roll out a statewide, anonymous Safety Tip line. A model for the tip line was initially implemented and monitored by KCSS from Murray State University; however, it has now been enhanced and is completely operated by KOHS.

The tips are routed to personnel chosen by each school. They may include the school principal, counselors, and school resource officers. While tips are anonymous, reporters are able to leave a phone number or an email address if they are comfortable with being contacted about their report. However, such identification is not required.

KOHS Executive Director Josiah Keats stated, "The STOP tip line has been an amazing asset for our schools and has helped them to address many issues that wouldn't have been reported otherwise. It's an important tool in their fight against bullying and school violence that helps keep our students safe."

MAYFIELD INDEPENDENT

KENTUCKY OFFICE OF HOMELAND SECURITY
READY AND PREPARED

Executive Board of Directors

Kentucky Center for School Safety

KCSS is guided in its work by a 15-member Board of Directors whose members are appointed by the Governor. KRS 158.441 stipulates its composition. The current board is rich in dedication to Kentucky's children and their schools. A glimpse of the passion they share is reflected in their educational pursuits, trainings and diverse experiences. During the pandemic, each quarterly meeting was held virtually. These Zoom images depict two of those meetings in 2020. Also pictured at the meetings are KCSS staff members Jon Akers (Executive Director), Barbara Gateskill (Associate Director), Tiffany Hardin (Program Specialist), Lee Ann Morrison (School Safety Research Fellow), and Sabrina Hounshell (Outreach Specialist).

6-17-2020

Membership Includes:

- Commissioner/designee of the Kentucky Department of Education (Jason E. Glass/Kelly Foster)
- Secretary/designee for Cabinet for Health and Family Services (Eric Friedlander/Jackie Richardson)
- Commissioner/designee of Department for Behavioral Health, Developmental and Intellectual Disabilities (/Wendy Morris/Vestena Robbins)
- Commissioner/designee for Kentucky State Police (Col. Phillip Burnett Jr.)
- Commissioner/designee of Department of Criminal Justice Training (Nicolai Jilek)
- Executive Director or designee of Kentucky Office of Homeland Security (Josh Keats)
- Representative from Kentucky League of Cities (Todd Kelley)
- Representative from Kentucky School Boards Association (Denise Adams)
- Representative from Kentucky Association of School Superintendents (Taylora Schlosser)
- Representative from Kentucky Association of School resource Officers (James Poynter)
- Representative from Kentucky Education Association (Stephanie Ives)
- Representative from Kentucky School Nurses Association (Patricia Ann Glass)
- Representative from Kentucky Association for Psychology in the Schools (Michelle Antle)
- Representative from Kentucky School Counselor Association (Amy Riley)
- Representative from Kentucky Parent Teacher Association (Cherie Dimar)

KCSS MISSION STATEMENT

The Kentucky Center for School Safety's mission shall be to serve as the central point for data analysis, dissemination of information about successful school safety programs, research results, and new programs; and in collaboration with the Kentucky Department of Education and others, to provide technical assistance for safe schools across the Commonwealth of Kentucky. (HB 330, 1998)

10-1-2020

Justice and Law Enforcement

Most kindergarten through high school students and staffs are familiar with the multiple roles played by their school resource officer(s) daily. While it is true that they are positioned in schools to enforce laws, their presence goes so far beyond that. The relationships they develop with students in the schools they serve are hard to encapsulate in words, and the value of these relationships to those students and the overall level of school safety are immeasurable.

CONGRATULATIONS

Eileen Welch
Kentucky SRO of the Year
Fayette County

Dana Oak
KYASRO Administrator of the Year
Carroll County

Many subscribe to the belief that you simply have to work in or attend a school daily to fully appreciate all that SROs really do to contribute to a healthy learning environment. Nevertheless, rarely have their versatility and use of the triad approach (i.e., teacher, counselor, law enforcement) been more apparent than during the 2019-2020 school year when the vast majority of Kentucky's students were required to learn virtually from home. Despite having fewer in-person school days, illustrated here are several SRO-student interactions captured during this most unusual and atypical school year.

SRO CAMPBELL, CLARK CO.

SRO NADEAU, MAYFIELD INDEPENDENT

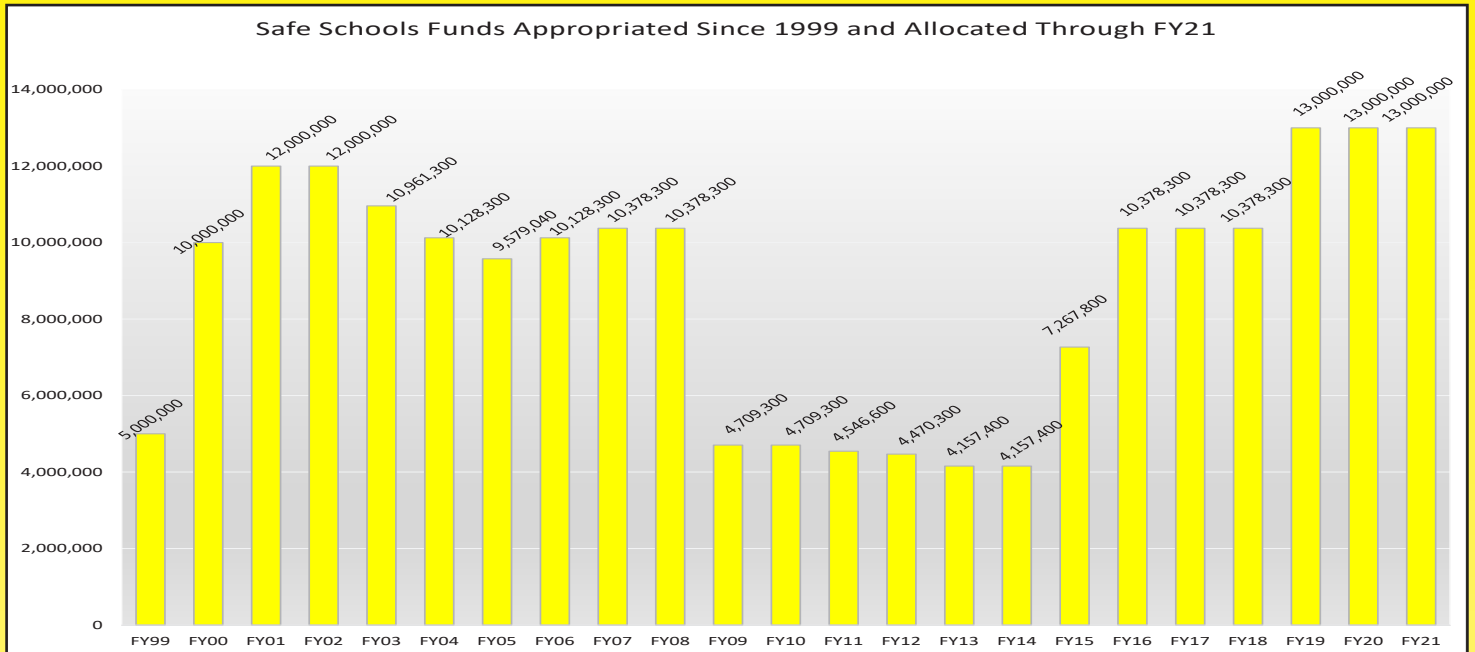SRO GRISIK, CAMPBELL CO.

SRO BRITTANI, MASON CO.
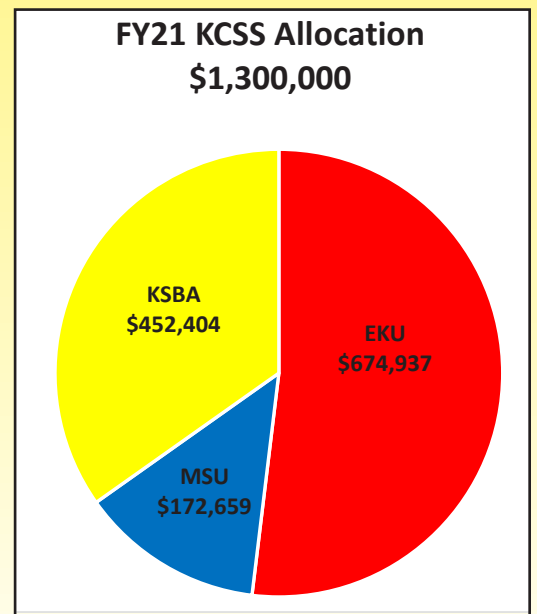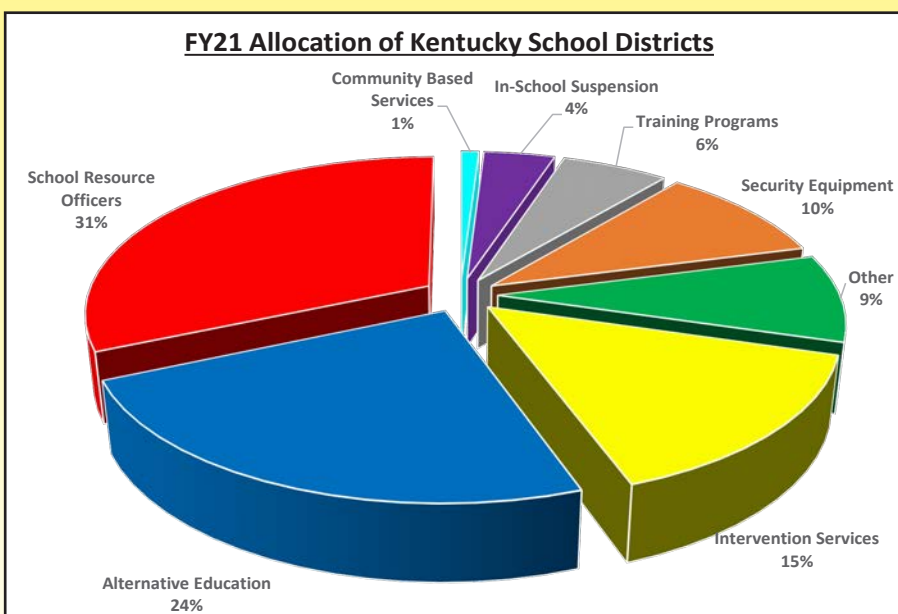

SRO ANDERSON, PULASKI CO.

SRO PETERSON, MCCRACKEN CO.

Safe School Funds

Safe Schools Funds Appropriated Since 1999 and Allocated Through FY21

Fiscal Year	Amount
FY99	5,000,000
FY00	10,000,000
FY01	12,000,000
FY02	12,000,000
FY03	10,961,300
FY04	10,128,300
FY05	9,579,040
FY06	10,128,300
FY07	10,378,300
FY08	10,378,300
FY09	4,709,300
FY10	4,709,300
FY11	4,546,600
FY12	4,470,300
FY13	4,157,400
FY14	4,157,400
FY15	7,267,800
FY16	10,378,300
FY17	10,378,300
FY18	10,378,300
FY19	13,000,000
FY20	13,000,000
FY21	13,000,000

BREAKDOWN OF SAFE SCHOOL FUNDS – The KY General Assembly has appropriated more than $200 million through the Kentucky Department of Education to support safe school efforts since 1999. In 2020, under House Bill 352, the KY General Assembly passed a one year appropriation of $13,000,000 for fiscal year 2020-2021. Funding is used by Kentucky school districts for safe school programs and services, and approximately 10% is retained for the Center for School Safety operations. Each school district receives a base allotment of $20,000 in addition to a per pupil amount based on the district's Average Daily Attendance (ADA).

FY21 Allocation of Kentucky School Districts

- Community Based Services 1%
- In-School Suspension 4%
- Training Programs 6%
- Security Equipment 10%
- Other 9%
- School Resource Officers 31%
- Intervention Services 15%
- Alternative Education 24%

FY21 KCSS Allocation $1,300,000

- KSBA $452,404
- EKU $674,937
- MSU $172,659

Trainings and Technical Assistance

FUNDAMENTAL TO SCHOOL SAFETY

KCSS and the Kentucky School Boards Association have been partners in providing robust and diversified safety training (along with school and district-specific technical services) to school communities throughout the state since 1998. In early March of 2020, in-person trainings and technical assistance visits were halted due to the pandemic.

Still, 2020 training data reflect the following participant numbers.

> Collaborative Partner Trainings - (9) over 356 participants
> State and Regional Trainings – (38) over 443 participants
> Technical Assistance – (5) over 60 staff members

THREAT ASSESSMENT TRAINING (Cost-free and Immediate)

The School Safety and Resiliency Act (KRS 158.4412), passed in 2019, required each district's School Safety Coordinator (SSC) to designate a school safety and security threat assessment team at each school consisting of two or more staff members to identify and respond to students exhibiting behaviors that could potentially pose a threat to school safety. The law also required that SSCs provide training to principals within the district on procedures necessary to complete the school security risk assessment.

To provide the training needed, KCSS contracted with two nationally renowned experts who specialize in the area of school-based threat assessment, Bill Modzeleski and Marisa Randazzo, to train a cadre of experienced, successful educators to become school-level threat assessment trainers themselves.

Bill Modzeleski   Marisa Randazzo

The Threat Assessment Training (TAT) for them took place throughout July. As one participant would describe it afterward, "It was intense, but superbly informative and enlightening!"

As a result of the requirements for them under this act, SSCs reached out to KCSS for assistance, anxiously seeking more information on the threat assessment and the steps necessary to ensure that the teams in their respective districts had the tools necessary to be effective. KCSS promptly responded to their calls for help.

In August, KCSS announced its readiness to assist school districts and, upon request, individual schools wishing to receive training on the development and function of a school-based threat assessment team.

Secondly, KCSS highlights recommendations from the Kentucky Division of Behavioral Health, Developmental and Intellectual Disabilities (DBHDID) through the Cabinet for Health and Family Services (CHFS) for staff suicide prevention training. According to Kentucky Incentives for Prevention, suicide is now the leading cause of deaths among children ages 10-14 and the second leading cause among young people, ages 15-34. Therefore, KCSS views these recommendations as critically important for school staffs to consider when seeking to fulfill the mandates of KRS 156.095, which requires all school staffs to receive a minimum of 1-hour training in suicide prevention, either face-to-face, streaming or by video.

Recommendations for Suicide Prevention Training for School Staffs –DBHDID
(CHFS emphasizes that these rankings refer to the "components" of the training [mode of delivery, evidence-base, inclusion of review of policies and procedures] not the specific training.)

Video sessions without discussion as a group and/or without inclusion of a review of local policies and practices, such as:

GOOD

- ➲ **LivingWorks Start** (approximately $25/person, volume pricing available. https://shopusa.livingworks.net/discount/T-35159?redirect=%2Fproducts%2Flivingworks-start)
- ➲ **QPR Online Training** (approximately $30/person, volume pricing available. https://qprinstitute.com/individual-training)
- ➲ **Society for the Prevention of Teen Suicide - Making Educators Partners in Youth Suicide Prevention** (video, free, http://sptsuniversity.org/)
- ➲ **KDE/KET – Suicide Prevention Train the Trainer** (video, free, https://pd.ket.org/)
- ➲ **The Jason Foundation – Youth Suicide: "A Silent Epidemic"** (video, free, https://learn.jasonfoundation.com/courses/module-5/)

Face-to-face session with no review of local policies and procedures or online simulation modules, such as:

BETTER

- ➲ **Question, Persuade, Refer** (QPR)*
- ➲ **Sources of Strength** (adult portion, school does not need to be implementing Sources to utilize the adult training)
- ➲ **suicideTALK***
- ➲ **Youth Mental Health First Aid***
- ➲ **Kognito At Risk Simulation** (Approximately $34/person, volume pricing available)

Face-to-face session with a certified trainer*, including review of school's referral policies and procedures for identified students, such as:

BEST

- ➲ **Applied Suicide Intervention Skills Training (ASIST)*** (for staff identified for crisis team)
- ➲ **Lifelines Staff Training** (staff training included with youth prevention curriculum, $240/school; limited number of online subscriptions available at no cost; https://www.hazelden.org/store/item/503138)
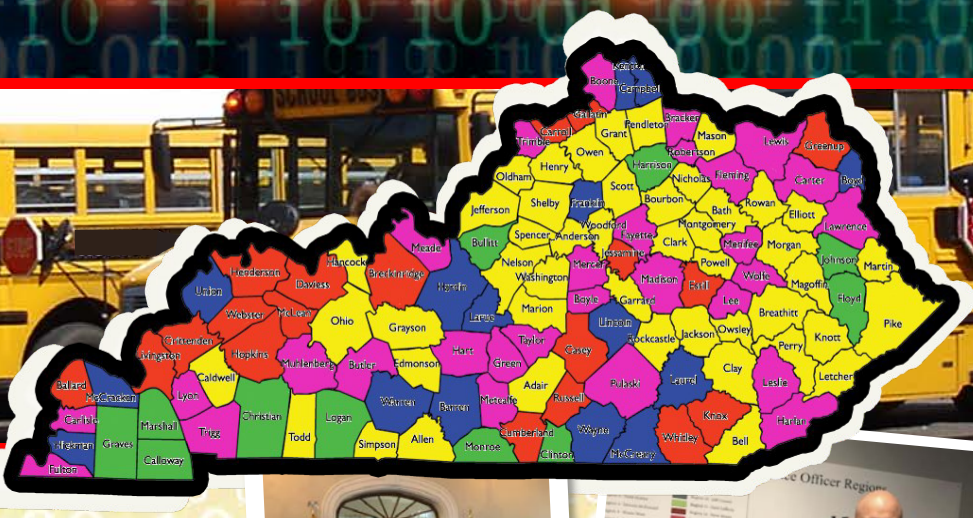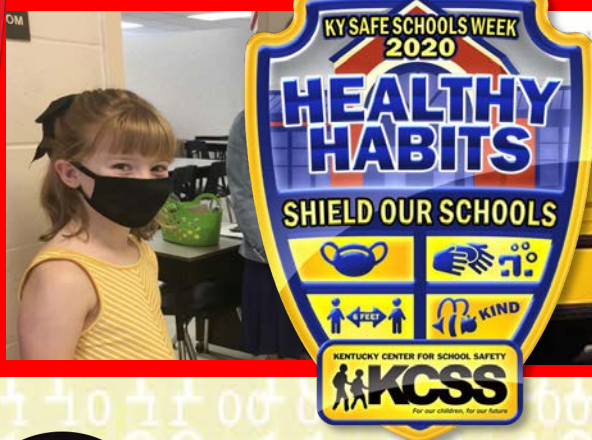- ➲ **Question, Persuade, Refer** (QPR)*

*These sessions can be provided at no cost to the school district.
Contact the Regional Prevention Center in your community to connect your school with trainers.
For more information or to request support related to suicide prevention for students or staff, please contact Beck Whipple at beck.whipple@ky.gov or 502-782-4548.
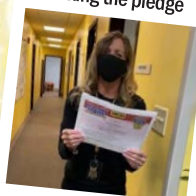
Safe Schools Week

SAFE SCHOOLS

KY SAFE SCHOOLS WEEK 2020
HEALTHY HABITS
SHIELD OUR SCHOOLS
KENTUCKY CENTER FOR SCHOOL SAFETY
KCSS
For our children, for our future

Resource Center Director Karen McCuiston, Murray State President Dr. Robert L (Bob) Jackson and Dr. Jack Rose

State School Security Marshal Ben Wilcox

About

Incorporating healthy practices daily, such as wearing masks, washing hands, social distancing and being kind (both in person and online) can become healthy habits as schools continue to strive for academic excellence and provide a safer place to learn. Safe Schools Week encouraged the practice of healthy habits and kindness in our school culture.

Stats and Facts

- **Provided Resources:** Curriculum, Toolkit, Posters, Media Campaign
- **Proclamation Signed by Governor Beshear**

Healthy Habits Pledge

Over 40,000 students and adults took the online

Principals participate in taking the pledge

KY SAFE SCHOOLS WEEK TOOLKIT

I WILL PLEDGE TO DO MY PART TO SHIELD OUR SCHOOL BY:

- ☑ I'll **mask up** and cover my face, when I'm in a public place.
- ☑ Frequently, I'll **wash my hands**, which keep them clean, that's my plan.
- ☑ I'll **keep space between others and me**, to help us stay germ-free.
- ☑ I'll **be extra kind everyplace**, virtual school and face-to-face.
- ☑ I'll **consider others** as I learn, everyone deserves their turn.

KY SAFE SCHOOLS WEEK 2020
HEALTHY HABITS
SHIELD OUR SCHOOLS
KENTUCKY CENTER FOR SCHOOL SAFETY
KCSS
For our children, for our future

Resource Center Director Karen McCuiston presents during KY Safe Schools Week

Dr. David Whaley, Dean of Murray State College of Education and Human Services

Murray-Calloway County SSW Proclamation Signing

Prepare and Practice

RESOURCE CENTER

At the on-set of the COVID Pandemic, KCSS launched a spring pledge to encourage safe, healthy practices. Although schools were virtual, students, educators, parents and community members participated in the COVID-19 Safety Pledge.

Over 9,000 took the online pledge!

KCSS Flipchart App
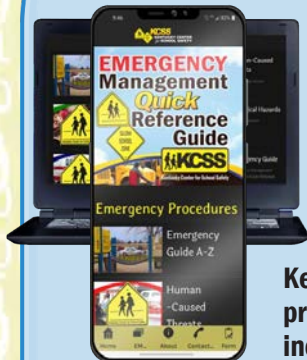
**Available on the App Store and on Google Play!**

Kentucky Center for School Safety provides this KCSS Flipchart, which includes emergency response procedures for K-12 schools.

This resource includes an alphabetical list of emergency response protocols and subsections for easy access to information when needed.

Type in "KCSS Flipchart" and download the app for free!
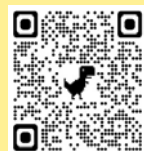
Lockdowns are designed to protect and secure students and staff from a variety of dangers in and around school. Once the school is secure the purpose is to keep the threat out or contained.

In an elementary school setting, lessening fears, stress or trauma associated with lockdowns/drills is the goal of planning lessons, discussions, parent communication and practice.

Working with seven western Kentucky school districts the Resource Center organized a focus group of highly skilled educators, school administrators and other safety personnel to devise lessons, suggestions and resources to lessen anxiety and stress in elementary students/staff during lockdown drills.

Elementary Lockdown Workbook and contents of a Classroom Response Kit can be found at: visit www.kycss.org.

New Website

SAFE SCHOOLS

Visit Kentucky Center for School Safety online:
www.kysafeschools.org

Promoting **SCHOOL SAFETY** Across the Commonwealth

Click on Top Navigation to Access KCSS Resources

Check our website for materials and resources on Kentucky Safe Schools Week coming the third week in October!

Handouts, PowerPoints, Resources, Brochures *and More*

The Resource Center is Housed at Murray State University College of Education and Human Services

SLOW SCHOOL ZONE

About

The KCSS website was revised and reconstructed to enhance the ease of use through redesign. The website provides relevant tools and templates to guide school administrators and teachers in the development of safe school plans. It encompasses a wide range of safety issues from bullying to violence prevention. The website is your one-stop shop for school safety resources and professional development materials.

Zoom board meeting checking out new website

Stats and Facts

- Website hits climbed to 1.5 million during October-SSW with an average of 12,500 daily page views for the year

- **Online Resources**
  Online Resources Web-published 51 additional materials with 527 pages/documents and 985 images

Social Media

Twitter: 2,406 Followers
239 Posts
Facebook: 749 Followers

VISIT: KYSAFESCHOOLS.ORG

KCSS SLOW SCHOOL ZONE **KENTUCKY CENTER** *for* **SCHOOL SAFETY**