



Guidepost Report #2

The Oxford Community Schools Board of Education hired the investigative firm Guidepost Solutions LLC through the Board's investigative counsel Varnum LLC, to jointly conduct an investigation that would address concerns and questions following the November 30, 2021, tragedy. This investigation was structured so that decision-making and the investigation process was independent of the Board and District personnel.

Two reports were generated by Guidepost Solutions LLC. The first report issued on May 8, 2023, addressed school safety and security policies, guidelines, practices, and measures in place at the time of the report. The second report released on October 30, 2023, investigated what occurred just prior, during and just after the tragedy on November 30, 2021.

The Board, leadership, and other personnel of Oxford Community Schools informed the public that it would take certain actions based on their observations. Those actions have been incorporated into the District Recovery Plan which is ongoing and reviewed several times during the school year.

The Board would now like to present the public with the enclosed document summarizing the updated remedial actions taken by the District which are incorporated into the District's Recovery Plan.

The District's ultimate goal has been to do everything possible to learn from the tragedy. District personnel and Board members remain committed to creating a safe, more secure, and supportive learning environment for our students and staff.

12-12-2023

Relevant Topics from Guidepost Report #2	Current Practice	Plan to Improve Current Practice
<p>Board Oversight</p>	<p>Through its policy committee, working with the Superintendent and other administrators as necessary, the Board has updated policies for 2022 and 2023 in partnership with NEOLA (a policy updating service). NEOLA presents proposed updates to policies to the District twice a year. The Superintendent works with the Board Policy committee on adopting and updating policies. The Board then votes on all policy updates. The Superintendent/Board Assistant monitors the policy updating process.</p> <p>The Superintendent is required to see that policies are implemented by the Superintendent contract and Board policy. Using the Michigan Association of School Boards (MASB) evaluation tool, "the Board evaluates the Superintendent on whether he/she is proactive in the determination of district needs and policy priorities and whether the Superintendent has a system in place to ensure timely administration of district policies." When reviewing the Superintendent, the Board is requiring reports on the implementation of both threat assessment and suicide assessment policies and protocols.</p>	<p>Beginning in the 23/24 school year the Board will audit current policies, review policies from other service agencies, and plan policy revisions going forward.</p> <p>The Board Policy Committee will work with the new Superintendent during the 24/25 school year on a plan to manage and monitor the implementation of Board policies.</p> <p>Beyond next school year the Board will ensure new board members are oriented to their role in policy development and management, through training from the Michigan Association of School Boards as well as sitting Oxford School Board members.</p>
<p>Policy Implementation and Monitoring</p>	<p>Responsibility for implementing Board policy is a requirement in the Superintendent's employment contract and part of the annual evaluation. The Superintendent will report to the board bi-annually on the implementation and compliance with critical policies, such as threat and suicide assessments and protocols</p>	<p>The Executive Director of School Safety will continue to discuss Board policy and Administrative Guideline (AG) updates as needed during BTAM team and principal meetings.</p> <p>The Executive Director of School Safety will</p>

	<p>The Executive Director of School Safety oversees threat and suicide assessments for the district, as well as facilitates all trainings and meetings. It is this position's responsibility to meet with school administrators to relay information and updates for threat assessments and suicide risk assessments.</p> <p>The Executive Director of School Safety also facilitates monthly Behavior Threat Assessment Management (BTAM) meetings with each school's team to review data and school/district trends, calibrate, and provide professional learning. The Executive Director of Safety, as well as the School Safety Administrator, review all cases in Navigate360 to ensure compliance.</p>	<p>continue to check all cases in Navigate360 and help BTAM teams strengthen and refine their practices.</p>
<p>Delegation of Responsibility and Oversight of Policies and AGs</p>	<p>Once the Board adopts the policy, the District Administration completes the Administrative Guideline (AG) for that policy, should one be required, as well as any forms or protocols that accompany said AG. These are then posted in the Board Book and online. District Administrators and Building Principals are informed of any new policy or AG. Each administrator is responsible to see that actions taken within their buildings or department comply with the policies and AGs.</p> <p>Currently the Superintendent's contract and job description clearly state that the Superintendent will oversee the implementation of board policies. The Superintendent assigns relevant policies and guidelines to Cabinet Members who oversee departments relating to</p>	<p>Regular and ongoing opportunities to review policies and AGs will be provided more frequently throughout the year.</p> <p>When it is determined that a policy has not been followed training and additional supervisory oversight will be provided as needed.</p>

	the specific policies and administrative guidelines.	
Policy and AG Review and Acknowledgement by faculty and staff.	The faculty and staff are required to certify each year that they read and reviewed po5350 (suicide risk assessment) and po8400 (threat assessment). Each are highlighted on the list.	<p>A review of policies will be done to determine if others need to be included in the required faculty and staff policy review and acknowledgement.</p> <p>A hard copy, as well as an electronic copy, will be provided for the 24/25 school year. These policies will be reviewed at staff meetings throughout the year.</p>
Training	<p>All staff, including contractors and substitute teachers must complete online Vector training in threat assessment, suicide awareness, mandated reporting, and bullying along with the state required trainings. Assessments are given after each online course and must be passed as an employment requirement.</p> <p>Training associated with the threat and suicide risk assessment policies rests with the Executive Director of School Safety and includes:</p> <ol style="list-style-type: none"> 1. Initial full BTAM training; 2. Columbia Lighthouse Project training (self-paced training); 3. Identified leads at the district and campus levels; 4. Open communication/consultation with Safety department on cases, as needed; 5. Monthly BTAM meetings. <p>As of November 13, 2023, all members of the Behavior Threat Assessment (BTAM) teams</p>	Require next annual Vector training for all staff to be completed prior to 24/25 school year and within two weeks of hire for new staff.

	<p>across the district are trained. The Executive Director of School Safety and School Safety Administrator are trainers for MiBehavior Threat Assessment Management (NTAC model).</p> <p>The applicable policies/AGs are routinely referenced and read during full and monthly Behavior Threat Assessment Management (BTAM) team trainings and meetings.</p> <p>Training for both threat and suicide risk assessment screeners and full assessments includes expanding understanding of the policy's "low" threshold to conduct an assessment where there are any "concerning communications or behaviors that suggest a person may intend to harm someone."</p>	
Proposed Changes to Policies and AGs	Any new or change in board policy or administrative guideline regarding threat or suicide assessment is brought to the attention of district administrators and principals by the Executive Director of School Safety.	Adopt new suicide policy and AG during 23/24 school year to include process for suicide screening prior to full assessment.
District's threat and suicide risk assessment policies, practices and protocols	Multi-disciplinary teams for threat assessments (at least one school administrator, at least one school-based mental health professional, and SRO) and suicide risk assessments (at least one school administrator, two school-based mental health professionals, and SRO) are required to check for access to lethal weapons and dangerous instrumentalities. This is completed for all threat assessment and	The District will continue to review and improve its current policies, practices and protocols as it relates to student safety

	<p>suicide risk assessment screeners and full assessments.</p> <p>The School Safety department has developed a thorough screening process for threat assessments and suicide risk assessments to ensure staff follow a consistent industry standard approach. Each report of concerning behavior is properly screened by a team of at least a school administrator, a school-based mental health professional (Masters level), and SRO. Each screening process includes a check for access to lethal weapons (threat assessment) and access to dangerous instrumentality including lethal weapons (suicide risk assessment).</p> <p>Suicide risk assessments include: ascertaining whether student has access to dangerous instrumentality; not leaving a student alone; discussing safety at home with parents including limiting student's access to dangerous items; asking parents/caregivers whether student has access to firearms and to recommend safe storage of such; clear guidance on when a student should be compelled to leave school with parents or guardian to secure mental health assistance.</p>	
<p>Emergency Operations Plan</p>	<p>The 2019 EOP was approved and updated as follows:</p> <ul style="list-style-type: none"> •Approved by the Board at the 12/5/2019 meeting •Updated in MEGS+ 12/16/2019 •Updated in MEGS+ 2/23/2022; amendment 	<p>The EOP will be updated, strengthened, and refined annually. It will be reviewed by the district safety committee and the Board in closed sessions before being approved in open session. Building/vulnerability assessments have been amended to include eight different</p>

	<p>filed 3/22/2022.</p> <p>The EOP was updated and reviewed by the District Safety Committee on 4/5/2023, and brought to the Board for review in closed session on 4/11/2023. The EOP was approved by the Board on 4/25/2023. This was updated in MEGS+ 5/24/2023.</p> <p>The EOP includes building/vulnerability assessments conducted by the Executive Director of School Safety and School Safety Administrator using the CISA tool.</p> <p>Memorandums of Understanding (MOU) are in place between businesses and Oxford Community Schools for reunification locations.</p> <p>Back-up personnel have been assigned for continuous VSS camera operation in order to better meet the INFORM updates as part of the ALICE protocol; buildings have assigned ALICE related duties to specific staff members; drills occurring this year do include situations inside the school as well as external; each building has their own emergency front office number and stickers on phones indicate what numbers, and if front office is compromised emergency notification would go to district ICS team as well as alerts over the radio.</p>	<p>assessment tools and will be conducted by the Executive Director of School Safety and the School Safety Administrator with each building principal.</p>
District Safety Committee	<p>The District Safety Committee acts as an advisory group to the EOP development providing a layer of expert oversight. The District Parent Safety Subcommittee serves as</p>	<p>Continue to work with community stakeholders to strengthen and refine the EOP to align with state law, state template, best practices, and industry standards.</p>

	a review group for the EOP adding parent perspective.	
Student searches for Weapons	<p>A student cannot be searched absent reasonable suspicion under the Fourth Amendment.</p> <p>Checking for lethal weapons is part of the threat assessment screener. This may include the SRO checking for registered weapons with both the parents/caregivers and questioning the student about access to lethal weapons. Within the full threat assessment, there are multiple required components where the team has to answer whether the student has access to lethal weapons.</p> <p>Checking for dangerous instrumentalities including lethal weapons is part of the suicide risk assessment screener. This is also a required component of the full suicide risk assessment that requires the team to inquire about access, and determine if a dangerous instrumentality is on or near the student.</p>	Continue to stay up to date on the federal and state requirements for student searches
Armed Security and SRO Presence in Oxford Buildings.	Armed personnel include SROs, School Safety Administrator, Security Specialists, and third party contracted security personnel who have clear expectations and responsibilities. No other employees are permitted to be armed while in the building. The SROs and the Security Specialists cannot be off campus at the same time. If the SRO has to leave a campus for any reason, the security specialist is required to stay at the school. The School Safety Administrator	Continue to enforce the safety department expectations for building security. This will require the district to plan ahead for budget constraints.

	<p>backfills as needed.</p> <p>We also have third party contract security, with at least one armed security person at every campus, including all elementary buildings. Should one of them need to be absent, the contracting firm sends a replacement and if that is not possible, the School Safety Administrator backfills as needed at the elementary level.</p>	
ALICE	<p>Each building is responsible for assigning specific responsibilities within ALICE depending on the situation (with the understanding that assignments may change).</p> <p>Each building CRISIS team needs to identify people at each school (with back-ups) to be on the cameras. At the high school, two staff are assigned to camera coverage and there is one central office backup should either of them be out of the building. At the middle and elementary buildings, there is one person assigned to camera coverage, one backup person is housed at the high school with full access to other building cameras, and one backup is at the central office. There is ongoing training on the camera system for those identified as responsible.</p> <p>School ALICE response teams are the ICS/CRISIS team members. Training for all must include protocols for internal and external threats. Scripts are to be developed and included in ALICE guidelines and training.</p>	<p>Continued training and regular practice on navigating the cameras for those identified as responsible.</p> <p>Continued training and information sharing with students and parents on ALICE protocols</p> <p>The district is investigating third party providers for camera monitoring, and is also looking at AI overlays to the camera system, which would enhance camera monitoring. AI programs to assist with weapons detection and facial recognition are also being investigated.</p> <p>The School Safety Administrator will work with a subcommittee to revise the ALICE training videos for students.</p> <p>Navigate360 and ALICE will have new training videos for staff and students for 24/25 school year.</p>
PA and Lockdown Alert	Mass notification system is installed with visual	Testing for the mass notification system is

<p>Systems</p>	<p>and audio alert mechanisms. The testing is <u>ongoing</u>. As the mass communication system also serves as a PA system, training on coordinating the use of both is ongoing. PA system in bathrooms, band room and courtyards at OHS have been improved.</p> <p>Mass notification system installed in all schools across the district, including bathrooms and courtyards.</p> <p>Training this year includes bathroom and courtyard instructions within student lessons given in secondary school advisories or elementary classrooms</p>	<p>ongoing with Eagle Security.</p>
<p>Parent Involvement in Threat and Suicide Assessments</p>	<p>Once a screening process begins the students cannot be left alone. If parents/guardians refuse to take the student home, the student is to remain with an adult the rest of the school day. If the student remains suspicious of being a threat to self or others, and the parents continue to be unavailable or cooperative in getting the student recommended help, then the school will engage with first responders to make the determination of best placement.</p>	<p>The District will work with law enforcement to further resolve the problem that schools and law enforcement face when parents do not cooperate in picking up their children or taking them to recommended services. When the child is left with either agency, liability issues arise and both institutions are left with custodial responsibility they are not equipped to handle.</p>
<p>Review of Social Media during Threat Assessments and Suicide Assessments.</p>	<p>The Executive Director of School Safety, Security Technician, and OMS/OHS Academic Deans have completed both Basic Digital Threat Assessment and Advanced Threat Assessment Training through Safer Schools Together. These trainings allow for the above named staff to apply the principles of Behavioral Threat Assessment to Digital Threat Assessment by searching within commonly</p>	<p>Continue to attend professional learning opportunities to address trends in an evolving internet, AI, and social media landscape.</p>

	<p>used platforms; utilizing boolean operators, people search engines, and access cached data; validating the source of images and video; learning best practices for online navigation and ensuring privacy safeguards; identifying concerning trends and create awareness to ensure safety and mental wellbeing; gathering public social media data with geolocation relevance; and documenting digital findings to name some areas.</p> <p>As part of the data collection process for threat assessments and suicide risk assessments, one of the team members will reach out to technology to pull emails as needed. Technology department will pull materials as requested from Behavioral Threat Assessment Management (BTAM) teams.</p> <p>When concerning activity is seen, it will be reported to law enforcement, as well as being considered as part of an ongoing threat assessment.</p>	
<p>Monitoring of Student Online Use at School</p>	<p>Continue to use GoGuardian Beacon and Gaggle.</p> <p>Student Google Drive documents are not available for all staff to view until the student shares/submits the assignment. However, once a document has been opened and saved in a Google Drive, Gaggle can "read it" and will alert to any concerning writing. Those assigned to responding to Gaggle will be alerted.</p>	<p>Continue to use Gaggle and GoGuardian Beacon to monitor concerning online searches and student work.</p> <p>Continue to strengthen and refine our practices to adapt to ongoing technology changes.</p>

	<p>The district Gaggle team (Mental Health Professionals) includes fifteen professionals that are assigned to one-week rotations where they respond to volatile student incidents (including threat and self-harm) after school hours (24 hours per/day).</p>	
<p>SAEBRS (Social, Academic, and Emotional Behavior Risk-Screener)</p>	<p>SAEBRS data is a data point reviewed by the team completing threat and suicide risk assessments in Navigate360. SAEBRS results alone do not equate to running a threat or suicide risk assessment ,but is a piece of information that the team can access and review.</p>	<p>Continue to refine the use of SAEBRS</p>
<p>Use of SAEBRS data and MTSS</p>	<p>Being a Trauma Informed school community requires having a Multi-Tiered Systems of Support (MTSS) framework to respond to student needs.</p> <p>The OCS MTSS is intended to monitor the academic and behavioral health of our system through frequent check-ins and multiple data points such as reading, math, attendance, SAEBRS, etc. From these data points, interventions and supports may be planned and implemented. Examples of initiatives that are part of the MTSS Framework include academic and behavioral interventions such as Positive Behavior Interventions and Supports (PBIS), Restorative Practices (RP), Bully Prevention.</p> <p>SAEBRS (Social, Academic, and Emotional Behavior Risk-Screener) is administered</p>	<p>Regular continuous improvement of our interventions to be sure we are providing a best practice tiered response to information such as SAEBRS. Continued use of this information as one data point in a holistic view of students.</p>

	<p>multiple times a year. After each administration window, school teams review the data. At the elementary level, the school team is made up of the building principal, FSL, and classroom teacher. At the middle school level, the team is comprised of administrators and counselors. At the high school, the Student Relations Team (SRT) reviews SAEBRS data. The SRT includes a assistant principal, two counselors and an FSL. The data is reviewed to determine which students need support whether in small group or individual support. Families of students who are identified needing support are contacted. Students identified with elevated needs have check-ins with a counselor and may be referred to outside supports. Students identified with some risk have the opportunity to participate in a tier 2 intervention for example a Second Step SEL lesson, Cognitive Behavioral Intervention for Trauma in Schools (CBITS), check-in/check- out, circles, etc.</p> <p>OCS intervention staff, such as Reading Specialists and Family School Liaisons, receive training and consultation to effectively review student data and strengthen interventions by evaluating the success of interventions provided to support student success.</p>	
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<p>Student Reporting</p>	<p>The District continues to provide lessons for students in advisory about reporting concerning incidents, whether it is anonymous, to an administrator, or using OK2Say.</p> <p>At all buildings, staff continue to reinforce to all stakeholders - see something, say something. Several different avenues for reporting are provided to students at all buildings/departments.</p> <p>At grade level meetings during the first week of school expectations are shared for students to report concerning behavior or concerns of others' well-being.</p> <p>Freshman class meeting from 2017-2022, involving Judge Judy Nicholson - where she discussed 'destructive decisions'. This included expectations for students to help keep building and others safe by reporting to teachers, counselors and administration.</p>	<p>Continue to encourage all students that if they "see something, say something" and report concerning behavior to administrators, local law enforcement, and/or OK2Say. Lessons for student reporting will be reviewed and updated at all schools.</p> <p>Staff awareness will be raised relative to reporting not only when in school, but when school is not in session. Lessons and messaging will occur throughout the year.</p>
<p>PrePlan Live System</p>	<p>The PrePlan Live system is no longer in use anywhere in the district. Currently the district's communication tool enabling individuals to take quick action is the Edwards Mass Notification System. This system has multiple functions which the district is installing over time and training accordingly.</p>	<p>The current system continues to be evaluated as its use is expanding. In addition, AI applications that overlay existing cameras will be sought to provide additional functions along with the mass notification system in use.</p>
<p>NightLocks</p>	<p>Teachers and students practice using NightLocks at the beginning of the year and during drills throughout the year.</p>	<p>Staff and students will continue to practice with the Nightlocks.</p> <p>Roll out OCS specific safety training for</p>

	<p>The School Safety department is developing specific training for substitutes and parent volunteers that is an overview of safety in the district. Currently all substitutes have campus specific training that does include NightLock instruction.</p> <p>The School Safety department has purchased extra removal tools to be placed in multiple areas across all schools. These tools are in secured locations and containers. They are not openly available to anyone, only to designated/trained staff.</p> <p>All students, teachers, substitutes, and other staff are trained on all aspects of the lockdown protocol.</p>	<p>substitutes and volunteers.</p> <p>Continue to review and refine practices.</p>
<p>PowerSchool and Student Documentation</p>	<p>OCS will continue to refine and strengthen our documentation practices. A designated team is currently developing guidance for documentation in PowerSchool, including counseling logs, discipline, threat assessments, suicide risk assessments, etc. Input is currently being collected from school administrators, school-based mental health professionals, and teachers to help develop the process.</p> <p>Documentation in PowerSchool of teacher referrals to counselors is also under study, as is clarity around what is "an incident."</p>	<p>Complete the guidance document for documenting in PowerSchool. Provide ongoing professional learning opportunities to ensure the staff who use PowerSchool understand the process for proper documentation.</p>
<p>Safety Drills</p>	<p>Safety Drills, including those for active shooter situations, are conducted as required by the State of Michigan using trauma-informed</p>	<p>Continue to conduct drills as required by the State of Michigan using trauma-informed approaches. Continue to allow staff and</p>

	<p>approaches. During Drills at the District, staff and Students practice using the NightLock tools.</p>	<p>students to practice using the NightLock tools.</p> <p>Prepare for training on the Mass Notification System.</p>
<p>Trauma-Informed Support</p>	<p>The district used local expert resources to support and deal with the trauma of the tragedy during the initial four months after the tragedy.</p> <p>The District continues to consult with the Department of Justice, Office for Victims of Crime Training & Technical Assistance Center, and other school districts that experienced school shootings to manage and support its students, families, staff and community.</p> <p>OCS created a wellness department to support the increased mental and behavioral health needs of students, families, staff and community, including the following programs and services which continue today:</p> <ul style="list-style-type: none"> •Student mental health wellness programs, including forming community partnerships with providers; •District Social/Emotional curriculum and the district MTSS framework; •Guidance counselor and Family School Liaison services; •Gaggle monitoring of student mental health through early warning detection; •Redeveloping crisis teams utilizing the PREPARE crisis response model; •Bully prevention and restorative practices; •The Oxford Wildcat Pack (OWP); •Community partners including All for Oxford Resiliency Center and North Oakland Community Coalition. 	<p>The district will check with the State and Federal agencies to determine how to ensure quicker onsite support in the future.</p> <p>OCS will administer a self-assessment on where it is meeting trauma informed standards and where work is yet to be done. The district in it's partnership with the Office for Victims of Crime Training & Technical Assistance Center (OVC TTAC) is identifying an organizational self-assessment</p> <p>OCS will continue to expand and align initiatives including PBIS, SEL, Restorative Practices and evidence based/research informed MTSS interventions to improve the behavioral and mental health of children.</p> <p>OCS has developed a Parent University initiative to provide parents and community members a range of educational opportunities that including academic focus, parenting skills, suicide prevention/awareness, BTAM, bully prevention, self-care/wellness and other psycho-educational topics. OCS will continue to explore how to increase parent engagement and participation.</p>

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APPENDIX A - LISTENING SESSIONS FEEDBACK

12th Grade OHS Families - 11/6/2023

Facilitators	Janet Schell, Laura Azoni, Sam Barna (Colleen Schultz)	
Number Participants	3	
Questions	Suggestions/Considerations	Keep Doing
<ul style="list-style-type: none"> ● Are the facilities going to be improved in terms of the alert system as mentioned in the report? (ie. speakers throughout the building and grounds)? ● Are security staff onsite all-day? ● What are the plans to ensure threat assessments are in force & continually reviewed/updated as needed? ● What/where is the status of the EOP? ● Why were people not compelled to comply as a condition of their employment? Who made that decision? ● Are we going to allow an update/addendum of the information that is not adequately represented in the report? ● What type of accountability is the district willing to put forth upon the information provided in the report - time frame? ● What is the district doing going forward so that these issues are handled (staff accountability, threat assessment, etc.)? <p>WRITTEN RESPONSES (VERBATIM)</p> <ul style="list-style-type: none"> ● What type of accountability is the district willing to put forth? Upon the information provided in the report.-time frame? ● What is the district doing going forward 	<ul style="list-style-type: none"> ● Increase transparency where we legally can. ● Build back trust. ● Proactive, not reactive communication (to avoid panic and rumors, “concrete” communication) ● Advocating for State level legislation (threat assessment, school culture, & wellness examples discussed) ● Need more 1:1 time between counselors and students ● Less bulk notification emails <ul style="list-style-type: none"> ○ Consider a listserv for topics - allow choice in topics ● Accountability statement from the Board of Education (some board members need to resign as some parents felt gaslighted) ● Dismiss staff that were named as responsible party ● Continue to improve mental health for students, some are still struggling <p>WRITTEN RESPONSES (VERBATIM)</p> <ul style="list-style-type: none"> ● More open communication + transparency with the community ● More help for teachers! Always ● More 1 + 1 with students from counselors. ● Advocating on a district level for policy 	<ul style="list-style-type: none"> ● Teachers are caring for students ● Implementing SEL and everything implemented within the recovery plan ● Don't advertise ● Keep pushing for transparency ● Visual presence of security officers in the buildings as kids feel safe ● Compassion/support from teachers ● Resiliency Center alliance <p>WRITTEN RESPONSES (VERBATIM)</p> <ul style="list-style-type: none"> ● Implementing SEL and everything implemented within recovery plan. ● Keep pushing for transparency ● Get people on the board that we can trust ● Open communication fr. Supt and Bd to OCS community ● Visual presence of security throughout bldg.

<p>so that these issues are handled (staff accountability, threat ass. etc.)?</p> <ul style="list-style-type: none">● Where/what is the status of the EOP?● Why were people not compelled to comply as a condition of their employment? Who made that decision?● Are we going to allow an update/addendum of the info that is not adequately represented in the report?● Are the facilities going to be improved in terms of alert system as mentioned in report? (i.e. speakers throughout building and grounds)● Security staff on site all day?● What are the plans to ensure threat assessments are in force & continually reviewed/updated as needed.	<p>+ legislation regarding threat assessment, school culture + wellness.</p> <ul style="list-style-type: none">● Dismiss staff that were named as responsible party● Call for resignation of board members that cannot be trusted● Admission of responsibilities● Additional support for kids who are still struggling● Do away with clear backpacks especially w/Evolv● Not announce who is the dog(s) that sniff out the Bldg	
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11th Grade OHS Families - 11/6/2023

Facilitators	Vickie Markavitch, Todd Barlass, Ryan Moore (Erin Reis)	
Number participants	25	
Questions	Suggestions/Considerations	Keep Doing
<ul style="list-style-type: none"> ● When will GP provide an amendment? <ul style="list-style-type: none"> ○ I question if the district will submit ALL questions to GP ○ The district should encourage the community to submit questions directly to GP ● Why did the BOE not compel staff participation? <ul style="list-style-type: none"> ○ Why was \$3 Million spent to not have 100% participation? ● Why does it take a month for the BOE to respond with an apology and acknowledgment of gross negligence? ● When will staff be fired who were named/involved? ● When will BOE members be removed who were responsible and new BOE members who have not acted since being elected? ● Does the Superintendent have access to the depositions and has she read them? ● Why was the OHS principal promoted, OHS counselors re-assigned? These were personnel changes due to the shooting 	<ul style="list-style-type: none"> ● The issue of authentic human connection needs to be explored and strengthened. ● A Public Apology needs to happen. (brought up many times by many parents) ● Specific employees that were found negligent need to be “on leave” (some parents) or fired (other parents). ● We need to work together with other districts and share our knowledge and help prevent bad things there too. ● Acknowledgment of Specific Failures is sorely needed. ● Action needs to be taken to address each acknowledgment. ● There is a systemic culture of denial and mistrust. A clear statement “This is what we did wrong” needs to happen. ● Teachers weren’t trusted, listened to or taken seriously in their reports and emails. ● Disciplinary response for issues was unaccountable, school code of conduct was ignored. 	<ul style="list-style-type: none"> ● Using Night Locks and training on their use ● Training that empowers students to defend themselves and empowers them to make decisions in the moment ● Anything that students say helped them in the moment of emergency and helped them after the fact. Continue doing what kids say helps. ● Our teachers are amazing. We love them and should continue to support them ● Teachers who reported the incidents to admin and brought pertinent information forward did well and should be celebrated and encouraged. ● Tracking systems that were in place for COVID were helpful and we could build off of that for developing practices of tracking students with mental health problems and potential violence issues. <p>WRITTEN RESPONSES (VERBATIM)</p> <ul style="list-style-type: none"> ● Coffee talks are a step in the right direction ● Security measures ● Most staff members have done an

<ul style="list-style-type: none"> ○ There needs to be accountability ○ When will the accountability issue be resolved? ○ Why weren't current personnel changes referenced in the report? ○ Are personnel decisions based on litigation and finances? ○ Why didn't the current superintendent make personnel changes? ● Why weren't past leadership decisions questioned by the current superintendent? <ul style="list-style-type: none"> ○ Blind trust got the community in this situation ○ Why wouldn't the current superintendent personally provide oversight for the 10-20 staff members directly involved with the incident? ● How often is Mandated Reporter training? ● When was the last Mandated Reporter training prior to the shooting? (Implying: Was there a lack of mandated reporter training prior to the shooting?) ● How did our human connection fail? (Human connection being defined as the interpersonal relationships, rather than policy and rules that would prevent a kid from slipping through the cracks... Why didn't students trust teachers, counselors, admin? Why didn't admin trust teachers, 	<ul style="list-style-type: none"> ● When teachers reported concerns about students, the response was undocumented and ignored. ● Teachers and counselors need a better way to communicate, share data and be able to put the pieces of the puzzle together. ● Teachers need to feel supported by admin (implying that) teacher history of reporting issues being dismissed or ignored created a culture of teachers not feeling supported and being expected to "deal with it" when bigger disciplinary issues arise, as if admin didn't want to address it and teachers were on their own. ● A cultural shift needs to happen, whereby teachers are made to trust admin and their response to requests for discipline or mental health support for students, staff need to feel SAFE to report out. ● Staff need to feel safe to speak out with mandated reporting and seeking consultations. ● Provide students with similar opportunities to ask questions, provide suggestions and affirm what they need the district to continue doing. ● Students deserve an apology from the district leaders. ● All current board members removed. ● Allow additional investigations into gross negligence ● Parents should stage a sit-in as a protest to certain people not being fired 	<p>amazing job building relationships with the kids. Keep it up-that is why the kids are still here (at least mine)</p> <ul style="list-style-type: none"> ● Dogs ● Therapy dogs ● Understand students may still need a little bit of a break on some assignments every once in a while. ● Night locks ● ALICE drills ● Keep driving out the source of toxic Admin. ● Supporting our kids ● Security guards in place @ all levels ● Thank you for all you are doing as admin and the board for faster communication. ● Night locks! But need to make sure all kids understand How they work-my student was in a room w/no teacher that day and the kids had to youtube how they worked. ● The love the teachers & administration are showing the students, including my daughter is incredible. We see you. Thank you. ● Implement Policy & Guidelines w/fidelity-Threat Assessment ● Apply for <u>grants</u> to <u>sustain</u> services ● Get professional guidance on how to implement plan & policy w/fidelity b/c current staff/Board cannot. ● No idea <u>WHAT</u> you're doing to offer a suggestion on what to continue. ● Please continue to help these kids feel safe and heard.
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counselors? Why didn't counselors and teachers trust admin?)

WRITTEN RESPONSES (VERBATIM)

- What's going to change based on the findings of the report. What is the school's threat assessment policy, has it changed since 11/30/21?
- When will the district/board offer an apology & acknowledge their role in the shooting?
- What steps are being put in place to address a culture that supports lack of training, accountability & lack of communicating within the high school/administration/board?
- Is there going to be more in depth training for staff on threat assessment?
- More communication between staff?
- My understanding is that the drills were put on hold after Nov 30th. Are the drills gonna be resumed even though students might be triggered?
- Why are certain staff members still in our district when they have been found to have made mistakes?
- Why didn't you force the staff to be interviewed?
- You keep telling us to trust the district, but how can we? My kids don't feel safe anywhere anymore.
- Why are some counselors known to have made serious mistakes still employed by Oxford Schools?

- Parents deserve staff to stick up for them.
- There is a culture of "We did nothing wrong" from the district. That culture needs to be corrected with a "Here is exactly what we did wrong."
- There is a culture of "Stop reporting things" from former HS admin to students, parents and staff. Parents who brought things forward were villainized. Parents, Students and Staff need to be encouraged to bring things forward when they are concerned.
- Bullying needs more work and attention.
- Accountability = Fire those who are responsible for the tragedy.
- An Honest apology is needed even for the community and parents and students to move forward. Students especially need the acknowledgment of wrongdoing as a way to combat the way they've been made to feel Gas Lit.
- Students are feeling GAS LIT, like they are crazy for reporting.
- Deans, Counselors and Admin need to take students' reports seriously.
- Building human connections of trust is super important moving forward. Relationships.
- Parents have NO recourse to those who failed to protect kids and left the district. They're already gone... parents are feeling hopeless, helpless regarding recourse for the wrongs committed.

- Why was it not mandatory for all people directly involved in that day to respond to Guideposts requests for interview? Even if already involved in civil or criminal proceedings.
- Why was Mr. Wolf promoted after a clear lack of oversight of Board Approved Practices, and Processes? Why was this administrator promoted and not held accountable for the lack of oversight on threat assessments, staff practices, combined with the several other critical elements published in the third party investigation?
- Is there a plan in place to intentionally share the findings with other schools (districts) to help them identify their shortcomings?
 - More than it is public, but an intentional plan
 - Specifically the holes in the threat assessment
- Will any staff changes be made?
- Will improvements be made to existing PA system-add to courtyards/bandroom?
- Have additional security measures-night locks-been added to the bathrooms?
- Report added/addressed issues with ALICE-specifically someone watching cameras & tracking shooters movements reporting where shooter is. Has this been addressed??

- We should intentionally seek to engage other districts with what we've learned.
- BE MINDFUL of sharing our success. READ THE ROOM when celebrating this system or that technology to combat lax safety, because the community feels wounded from the LACK of safety, and this doesn't feel like a win, it feels more like a covering of a failure by trying to divert attention to something rather than acknowledging and really dealing with the issue.
- Students are getting pushback regarding their opinions and preferences in recovery and response.
- Students should have this same kind of meeting / opportunity to voice and be heard.
- Graduates (those who were students during the tragedy but no longer are) should be sought for their feedback and opinions.
- Ask the former students, what helped? What is helping? And then KEEP DOING WHATEVER THOSE STUDENTS SAY
- Proper threat assessments should be analyzed, team based approach should be used, 42 strong should be used, to help empower ALL students. Students should be empowered to help one another.
- SEL efforts should be a major focus.

- *Why are the employees directly named as negligent **not on leave** until determination of employment made.
- When can we expect a public apology?
- When can we expect the BOE & Admin to hold people accountable for their failure on Nov. 30, 2021 & leading up to it?
- Threat assessments-are all staff involved in these training sessions? Do staff know who to involve if there is an issue with a student?
- Why admin/staff didn't come forward and talk, 64% didn't come forward?
- When can we expect those responsible to be held accountable?
- When will the updated/published report w/ Q & A be provided?
- Were the families whose kids were killed also invited to their own meeting?
- How can we trust & why should we trust the Board & admin to be competent & be able to do an analysis w/fidelity when its the same poorly trained & inept people who are still here?
Heather/Mary/Wolf/Hopkins/Fine-they must go!
- Why did the district choose to prioritize litigation over doing what was best for our students and community?
- Why did you keep staff that failed to act appropriately on that day?
- Will those listed in negligence be removed from our district?

WRITTEN RESPONSES (VERBATIM)

- Release those directly involved in not following policies from employment immediately.
- Apologize to the community formally for hiding information because of legal reasons. 2 years is far too long to wait for the truth.
- Immediate apology & acknowledgement
- My daughter does not feel comfortable in crowded spaces, but she was told she couldn't eat lunch in a classroom. There should be an alternative.
- Treat your staff well-they are not okay and most of them are being forgotten. I was once told everyone has a story. I think that is true and I think the district needs to listen to every story. These kids have been traumatized and they are not the same kids that they were 2 years ago. It should be the district's job to listen to every story. They feel forgotten.
- Need to seriously investigate staff directly involved, especially those that made severely negligent choices or mistakes made.
- Terminate employment immediately of the counselor & dean of students that were most closely involved & had the most information about the Shooter & the concerns. Should have never been able to go back into the general population & it is outrageous that those two people are still being paid by our tax dollars!!
- Hold responsible parties accountable.
- Sports teams coaches training-to support athletes

- Are those staff members that were named (Ejak, Hopkins) others going to stay employed?
- Will a formal apology be written?
- What steps are we now doing to keep everyone safe? When is formal threat assessment training going to happen with all staff?
- Once 2025 graduates will safety measures?
- Will key players be made to talk to find missing pieces? Made by Board?

- Drop the student parking pass requirements for juniors & seniors. -My kid's quote "I have to pay \$35 to park my car for a fast escape at a school that can't keep me safe." -It's a poor appearance to students that were in school Nov. They feel the bus is not an option.
- "Assistant Superintendent of Curriculum."
- Continue/increase asking the students what they are needing and how they are feeling . Parents are loud but often are sharing what they think their kids want, but the kids don't feel like they are always heard or asked.
- Continue to develop training for volunteers and non-faculty coaches and advisors regarding suicide and warning signs.
- Continue to be communicative as to changes that will be made moving forward due to the report
- Staff the Evolv system during the evening event hours, i.e. walked through Evolv tonight for meeting, but no Evolv for Banda rama event, other evening events.
- Issue a public apology complete with why you are apologizing
- Terminate staff who were listed as at fault in failing their duties that day
- Ask BOE members who were seated Nov 30, 2021 to step down, as they too failed in their duties.
- I never hear back from my child's counselor or FSL, this should not be happening
- She should not be in the position anymore (Fine)!
- Listen to your teachers!

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| | <ul style="list-style-type: none">● Acknowledge failures & gross negligence● Accept responsibility <u>Publicly</u>● Apologize <u>Publicly</u>● Board Members Must <u>Resign</u>● <u>Remove</u> employees involved● Acknowledge obstruction of truth● Acknowledge missteps in the recovery plan and course correct.● Amend full report for completeness following Q & A sessions.● Why no apology after the GP Report.● How can we <u>trust the</u> board to hold a new SI responsible when they don't know how to? Gave Throne/ all 4s in evaluation.● Will EOP be signed and will you continue to have GP amend & include in the report?● Please reach out to students that are identified as being in need. High absenteeism/decline in academic performance.● Need proactive conversation to normalize feelings and emotions of the students preparing for the next stage of life.● Please make it a priority to select a superintendent without ties to Oxford. | |
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9th/10th grade OHS Families - 11/6/2023

Facilitators	Gary van Staveren, Ryan Reid, Pam Biehl, and Anita Qonja-Collins (Mary Hanser and Amanda McDonough)	
Number participants	6	
Questions	Suggestions/Considerations	Keep Doing
<ul style="list-style-type: none"> ● Is there a clear delineation between security personnel and their responsibilities? For example, noon aide versus non-security staff? ● Are non-security personnel allowed to continue to conceal carry? ● Was KP an armed noon-aide (she was not prepared for anything security related)? ● Why did the BOE members not ensure Superintendent and his team were implementing the Secret Service guided board policies for TA? (They are in charge of the superintendent) ● Why aren't the board members who were there being held highly accountable? ● What is being changed or implemented in order to create a checks and balance for board policy implementation and follow-through? What specifically is the process? ● How do we verify that a TA is being done? ● Accountability with specifics- who has been trained? What does it look like? How is the district showing us what has happened? ● Whose job is it to ensure all policies including TA are happening? How is it being communicated to the 	<ul style="list-style-type: none"> ● Checks and balances system that is shareable. Things are getting done. What is the evidence? ● Who are the safety committee members? Allow parent involvement in safety plan ● Introduce the SROs to the community (pictures, define role, contact information, etc.) ● During a sequence of unusual events (unusual times), can we implement an all hands on deck, zero- tolerance policy? Meaning every little thing gets checked up on. ● Change the name of the "Three Year Recovery" Plan to something more sensitive and less defined by time ● Consider ongoing supports for staff who remain; consistently assessing their needs ● Admin and staff need to verify a concern was received or heard and follow up with the student that reported it. For example, even simple things like cutting in the lunch line ● A similar meeting with victims families ● 3rd party presence to review and monitor the EOP, implementation of policies, TAs, SAs, etc. for a little while ● Pause on building another building ● Issue a prompt district response, 	<ul style="list-style-type: none"> ● Visible security measures (EVOLV, security guards) ● More trauma-informed meetings like this one ● We love our teachers! ● Great job educating our kids about OK2SAY- our kids have on their phones ● Dogs! ● More communication (when something goes on) ● Compassion, sincerity ● Q/As right away ● Classroom teaching- our kids are doing well! ● Strong volleyball season, Coach Noelle is amazing. Lots of bonding, "big sister, little sister across the teams/levels" ● Voice for the kids- you gave them opportunities to speak and reach out, you supported them which helped with hurt and pain and developed self-advocacy <p>WRITTEN RESPONSES (VERBATIM)</p> <ul style="list-style-type: none"> ● More Communication ● Communicating w/parents/students in the district ● SAEBRS (not a mental health measure)

community?

- Did individuals not like the principal or SRO and purposely not inform them? Why weren't they looped in?
- What are the cultural issues that prevented staff from participating?
- Can someone else review and look at the EOP? (Independent third party)
- Why can't we read it?
- How can I trust that what you are saying is being done?
- We have some new platforms (i.e. N360), but is the data being used? SAEBRS? Proactively? In a TA, SA?
- Will the projected budget cuts impact the security measures?
- What is the back-up plan for security (if they can't be there)?
- Why did we split the groups? (Feels a little like splitting the community)
- How do we work with incoming students on being sensitive and compassionate to the impact of the shooting on the building?
- Will there be ongoing supports for students, staff and families across the district for those who continue to be impacted (especially beyond the 3 years)?
- Personnel questions- when I read the report, I have specific questions for certain people. What do I do?
- Who has the authority to implement a zero-tolerance policy? What is zero-tolerance?
- The presentations at the BOE meetings do not accurately capture what is happening

WRITTEN RESPONSES (VERBATIM)

acknowledge the report, apologize to families, settle lawsuits with generous settlements (now seems like the right time)

WRITTEN RESPONSES (VERBATIM)

- Mary Hanser and Heather Shafer resign since they were part of the failures.
- Apologize to the families
- Take accountability
- Rename 3 year Recovery Plan it has to much of a connection to students who where in the building graduating out.
- Increase transparency-the independent report should not have cost more because the district did not adopt a policy of full transparency.
- Improved methods of responding to student reports to building admin of issues. At a minimum letting the student know that the report was viewed.
- Some sort of support for younger students to keep in mind the emotional needs of staff & teachers impacted.
- Permanent 3rd party presence for EOP & Threat Assessment (Monthly Meetings)
- Cabinet member solely resp security & mental health only
- -Cog. Beh. therapy group w/outside clinicians
- Embrace 42 Strong
- Settle lawsuits & apologize to the families

- SEL
- SRO
- Fortis
- OK to Say

- Why did the board members fail to make sure the Superintendent was accountable for security-Threat Assessment as described by the Secret Service?
- Why was the EOP not ready and the vulnerability report not ready and being referred and practiced to before Nov 30?
- Checks + balances-what is being done to ensure that a threat assessment policy is being used.
- SAEBRS-are these going to be evaluated in a timely and fashion. Have the previous years been gone through and added to student accounts
- Will the projected budget deficits impact the level of security measures currently in place?
- How can we be sure that the district is addressing the correct areas if there was little transparency in the report's fact-finding mission?
- Are non-security related personnel still allowed to conceal carry weapons on campus?
- Has the district implemented redundancies regarding security? Namely- can more than one member of the security team access video feeds for the building?
- Is the district improving the process of responding to teacher concerns regarding students?
- How will the district support staff & teachers that were impacted by the events of Nov 30th?
- District response/acknowledgement-Vickie alone decides who is fired?

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| <ul style="list-style-type: none">● EOP-secret● Safety committee meetings-secretive● Tim Throne glowing reviews● Deer head/bird head● SRO-was he not liked?● Cultural issues● Staff scared to talk-anonymous report mechanism | | |
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High School Families (district wide) - 11/9/2023

Facilitators	Vickie Markavitch, Sam Barna, Allison Willemin, Todd Barlass (Mike Whitney)	
Number participants	5	
Questions	Suggestions/Considerations	Keep Doing
<ul style="list-style-type: none"> • What will the security be like at the Drahner Rd. property once LOFT moves there? • How do you plan to reach out and care for specifically the class of 2022? • How are the classes that were in the building the day of the shooting being supported and having a voice? • How are you reaching out to the special needs community? • Streamlined Safety plan after a TA is conducted? • How are you monitoring TAs and SRAs? • Is the safety department notified for each screener and assessment? • What is the minimum number of people involved for a TA or SRA? • Why did OCS go through Guidepost for the independent investigation and why did it cost so much? • Will we be able to maintain safety measures that we know we need even with the budget deficit? • Do we have a mechanism for a locked door? • Why are certain people still working in the district? • Why wouldn't an FSL or a counselor not think to get an administrator? • What was happening that caused the 	<ul style="list-style-type: none"> • Support the classes that were in the building the day of the shooting (classes of 2022, 2023, 2024, 2025) • No one asked where the students were located in the building on the day of the shooting • All students who were enrolled at OHS on the day of the shooting are traumatized regardless if they were present at the school or not and all need to be cared for to address trauma • Follow-up with LOFT program students <p>WRITTEN RESPONSES (VERBATIM)</p> <ul style="list-style-type: none"> • If there is an incident of a disturbing action (like animal mutilation) and you can't identify who is responsible, there should be a process in place, for example the staff should be communicated to and be on high alert to help identify the student in mental crisis. • I don't know the legal reasons why some staff have not been released, but this is a good time to address this for community healing. Faster action is recommended. • Check Ins-class 22.23 etc. • Be transparent with how policies are 	<p>WRITTEN RESPONSES (VERBATIM)</p> <ul style="list-style-type: none"> • Supporting students & teachers • Security and technology improvements • For Alumni I would suggest putting together an FAQ sheet on suggestions to do. Many Alum may not have a direct issue but all are healing. • Please keep continuing to support the teachers in the high school after the class of 2025 has graduated. I know many parents/students feel relieved when their student leaves and graduates but remember the teacher will be there. • Including parents/community members • Working w/outside agencies • Having Evolv • ALICE training & night locks

school administrator to be so uninvolved?

- Are we sharing what we have learned and best practices with other districts?
- Are we reaching out to legislators regarding best practices, threat assessments, etc.?

WRITTEN RESPONSES (VERBATIM)

- What comes next?
- Why did the board choose Guidepost over the 3rd party investigation? It is disappointing about the cost and time revealing issues that were for the most part common sense.
- When will the district/board address the direct actions of individuals/mistakes made on 11/30? Because the answer in the FAQ #7 isn't good enough
- Accountability?
- Changes to ensure safety? Threat assessment protocol.
- So many "opted out" of Guidepost interviews. How can the report be completely accurate without these accounts?
- Have coaches been trained in threats? Being trauma informed?
- Why are those that played a role in 11/30 still employed? While I understand this problem cannot be shared amongst parents, it is a real concern of mine (shows flawed decision making).
- How are you checking to make sure all staff has a clear understanding of policy + procedure?
- Have you worked through safety planning measures since the 1st

being followed in a clear way.

- Teachers seem to be continuing to struggle-increased supports
- I usually share my feedback as I have it-so do not have much additional to add.
- Listen to students + TEACHERS
- ASK students what they need. I have heard the 11th & 12th feel unwanted & the school is pushing them out.
- Make the 64% who didn't talk, talk as part of their employment requirements-get all the FACTS
- Apologize to the community
- We need to be proactive not just reactive.

<p>guidepost report was issued?</p> <ul style="list-style-type: none">● Make sure questions + answers get added to the report-updated version● Are all staff (coaches, subs....) required to go through threat assessment training● Why are those who failed our children those few days still at the district, and/or promoted?!?		
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Middle School Families (district wide) - 11/7/2023 & 11/9/2023

Facilitators	Vickie Markavitch, Allison Willemin, Todd Barlass, Pam Biehl (Mike Whitney, Erin Reis, Amanda McDonough) (11/7/2023) Vickie Markavitch, Allison Willemin (Heather Shafer) (11/9/2023)		
Number participants	0 (11/7/2023) 0 (11/9/2023)		
Questions	Suggestions/Considerations	Keep Doing	

Elementary Families - 11/8/2023 & 11/9/2023

Facilitators	Vickie Markavitch, Sam Barna, Todd Barlass (Colleen Schultz) (11/8/2023) Vickie Markavitch, Sam Barna, Allison Willemin, Todd Barlass (11/9/2023)	
Number participants	2 (11/8/2023) 1 (11/9/2023)	
Questions	Suggestions/Considerations	Keep Doing
<ul style="list-style-type: none"> • What steps will be put in place in terms of follow-up to ensure policies are implemented? • What checks/balances are in place for policy implementation? • How does the BOE provide oversight? • What is the BOE procedure for updating policies? • What happens when individuals do not follow the policies? How are they held accountable? • What will be done with Shawn Hopkins to be held accountable, now that his actions are included in the report? • When will staff be placed on leave, until they are terminated? • Did we give professional referrals for Jill Lemond named in the report, who have moved on to better positions? Will the district recall those professional references? • I can't be confident this won't happen again if the district isn't "doing anything"...what action will follow through with this? • How can one counselor manage 400 students, when teachers only have 16-23? • PowerSchool: Pam Fine did a quick 	<ul style="list-style-type: none"> • ALICE/Safety training for volunteers • Tim Throne's videos were effective at making him personal to the parents and community <p style="text-align: center;">WRITTEN RESPONSES (VERBATIM)</p> <ul style="list-style-type: none"> • Additional training for regular parent volunteers • Open communication about what steps the board is taking • More policy trainings for the board • Drop Immunity • To have less hassle of "who's on first". Do staff members know what & who to go to for escalating issues? • Less reports of how are we doing & more get to know • More accountability & respect for kids & parents 	<ul style="list-style-type: none"> • Elementary students know what to do in an emergency situation - Nightlock, ALICE • I like the push with the SEL across the whole district. I like how students are being supported with this especially coming off of COVID • I like the universal training for all staff with Threat Assessment • I like the Parent Universities, the Math and TA ones in particular. • My Children are excited about PBIS receiving and receiving paw bucks • I appreciate opportunities for communication with the community, although now the districts need to do something(action). <p style="text-align: center;">WRITTEN RESPONSES (VERBATIM)</p> <ul style="list-style-type: none"> • <u>SEL</u> • Threat Assessment training across all staff • Parent University • Making time to hear parents' thoughts but act on them. I feel many are not heard due to repeated questions being unanswered.

search for discipline records and didn't find anything. Are there too many systems and platforms for documenting behaviors/discipline?

- Are staff comfortable reporting discipline and trained to enter consistently?
- Does the Gaggle/GoGuardian monitor Google Classroom?
- When did students begin carrying backpacks around, this has not been the case in earlier times?
- Why aren't earlier instances of weapons included in the report - pepper spray, gun in boot (from early 2000s)?
- What safety training is available for volunteers?
- What type of concerning behavior should parents report? What is developmentally appropriate versus threatening?
- Why/How are elementary kids engaged in concerning behavior that requires daily communication that goes to all parents?
- What is the expectation for students in ALICE training? Can students hide under desks?
- Is the inform part of ALICE going to be used?
- What is being done to make sure that things don't slip through the cracks?

WRITTEN RESPONSES (VERBATIM)

- Is there a plan to provide more complete, but simplistic guidelines and training on concerning behaviors and what to do in certain emergency situations (especially

parent-volunteers)?

- What plans are there to implement changes and training needed to coincide with current ALICE procedures to identify location(s) of a threat and help guide evacuation vs lockdown? Etc.
- What has been done to educate the board on their follow-up role?
- Whose job is it to determine what policies need to be updated annually and what is being done to make sure they are accountable?
- How does the board intend to ensure policies are being implemented?
- What is going to happen to staff that were found liable in the report?
- What processes are being put in place to ensure on a building level policies are being disseminated and implemented?
- Contract if violated
- What is happening in the current district to have more social workers etc. to help less than 400 kids a caseload so they don't get through the system w/out attention that's needed
- Are we training entry types in Powerschool so they're easily found w/ a search?
- W/online security through Google Classroom, are there ways to catch words or drawings between assignments that are "turned in" and made aware to teacher?

Community - 11/9/2023

Facilitators	Vickie Markavitch, Todd Barlass, Laura Azoni, Pam Biehl, Courtney Makowski, Ryan Reid (Amanda McDonough)	
Number participants	36	
Questions	Suggestions/Considerations	Keep Doing
<ul style="list-style-type: none"> ● When does the board plan to issue a statement of apology to the 4 families? (School was grossly negligent) ● How much longer do we plan to employ those who were grossly negligent on 11/30? ● If another 11/30 were to happen today, are staff trained to ensure that threat assessment would be completed appropriately? ● Do you think the reason that the people aren't speaking or weren't interviewed is because they are fearful of retaliation from the administration? ● Why did the BOE 2 times deny the Attorney General's offer? ● How do you know that these things are in place when only 35% people participated in the interviews? ● Who can make staff talk? What are 65% of the people protecting? ● Why did you listen and take advice from the attorney? ● Why did the EMS call take so long? 911 Dispatch failed ● If the board gets together to formulate a response, will that be in open session? The earliest then can be the next board meeting. ● If Kim Potts was made aware that she was the only armed person in the building, why 	<ul style="list-style-type: none"> ● The interviews with law enforcement/prosecutors did not ask about school procedures, only criminal aspects. The depositions were interfered with by the district's attorneys. This was not enough. It is offensive that anyone would refuse to participate in interviews. ● Humanity, compassion, empathy has been lost. ● Wolf doesn't need to work here anymore. Hopkins shouldn't be working with at-risk kids. ● It's poor optics to say we want answers, but then not make people participate as a condition of employment. ● The board works for and answers to the community. ● We would like BOE to authorize GP to make an addendum and include the feedback from these sessions. The chance here is to have a robust report that others can learn from. Make interviews a condition of employment. ● It is the job of the school to protect everyone in it, including the shooter. ● The district lost humanity. These students are undervalued. Oxford Strong became a joke. It's your turn to talk, it's time to talk about what happened, and it's time to make amends. ● We will never have the opportunity to have a listening session with those who need to be there. You (Vickie) now have the luxury of saying you weren't here. ● Acknowledge your failure and gross negligence of the district (the BOE, superintendent, 	<p>WRITTEN RESPONSES (VERBATIM)</p> <ul style="list-style-type: none"> ● Nothing! ● Improve processes and protocols to ensure my two children (and every child in Oxford Schools) are as Safe as possible. <ul style="list-style-type: none"> ○ Please don't insult us with the idea that they are more safe at this time. Thank you!! ● Threat Assessment ● Sharing info across Districts ● Keep having 2 way communication with all stakeholders

didn't she run toward the shooter?

- Do you think the families have had to wait too long for a response? Believe that they have had to fight too hard and too long
- Who gave you the advice not to talk to us (the 4 families)?
- How can these people continue to work here? Knowing that their presence here is causing more pain
- Who initiates the process for firing Wolf? And why haven't you started? What are you hiding behind? What reasons would you not do it?
- Has the board consulted a labor lawyer on this situation for these personnel? So the previous superintendent and superintendents did not consult a labor lawyer? Has the current superintendent consulted a labor lawyer?

WRITTEN RESPONSE (VERBATIM)

- If this were to happen again today do you feel confident your staff is adequately trained w/ threat assessment.
- The report came out just as parents have said for 2 yrs. Why can the school still not apologize?
- Do we think the reason staff isn't talking is because they are afraid of the backlash from their colleagues?
- How much longer do you plan to employ those that were grossly negligent?
- Now that the report and the truth is out, what is the plan to bridge the huge divide in the community to help the healing to begin?
- How can the district continue to employ people the report found to be negligent?
- How do you ensure the staff is competent in new trainings if they are just video

administration)

- Release any and all staff members involved (they should not be leading mental health committee or planning Wildcat Remembrance Day)
- Heather, Mary and Colleen need to resign. Colleen was privy to the failures and the board invited her back.
- You need to sum it in a message to these kids. You owe the kids something. This is an institutional failure. This is on you to figure it out.
- Lawyers spoke to all staff and told staff that the lawsuits will never go forward.
- SRO needs to be responsible for the building.
- Response needs to acknowledge that Justin was alive when Kim Potts opened the door, when SRO arrived - first and foremost you need to address our 4 children - it is the right thing to do.
- Telling the truth and saying sorry would not have required expert advice
- Since Wolf was promoted, it makes the situation even harder. The BOE should have made the recommendation to remove personnel.
- We disagree with GP's conclusion that the school responded appropriately with the deer head/bird head. The school was arrogant and said there was no threat. Discouraged people from reporting. We know that the student admitted to making and being a threat, and was removed for the threat and the school said there was no threat. No one listened to the kids, they told them to stop gossiping. MSP also provided a message to OCS to be on high alert for violence. No call to action to the community. There should have been a call to action and been on high alert. The district minimized the threat and concerns of the community. That needs to be addressed.
- We deserve a complete and comprehensive report.
- Even though there was no correlation between

trainings?

- Why haven't you apologized to the families?
- Why are Shafer and Hanser staying on the board?
- Why is Wolf still employed w/a promotion?
- Why is Hopkins still employed working with at-risk children?
- Why didn't Justin, Tate, Hana, Madisyn deserve a safe and secure school?
- Why did this report take two years?
- Why did you allow lawyers to speak for you?
- Why have you delayed & deflected admission of negligence?
- When will you authorize Guidepost to issue an update to their report that includes all the additional input and information gathered during these feedback sessions?
- When is school issuing reaction to report?
- Will board authorize Guidepost to expand scope to address additional items in update, such as EMT response?
- Will Hopkins and Wolf be let go?
- When will there be apologies? Not only from the board, but from admin as well?
- How do you expect the bullying to stop amongst staff members, when School Board members bully other board members openly at open board meetings?
- Are the people who were responsible for allowing the tragedy going to be held accountable?
- Some teachers say that Safety/Security can never be a #1 priority. They say they became teachers to teach and safety/security is someone else's job. What are your thoughts regarding this??

the deer head and bird head students, there may have been an influence.

- "Trust me" - don't use that word loosely.

WRITTEN RESPONSES (VERBATIM)

- FIRE those responsible
- Resign if Board member on 11/30
- LISTEN to parents & students
- End the good ol' boys club/culture
- Start listening to parents and other people. Please!
- Be more transparent with findings instead of spending millions of dollars to discover what we already knew!
- Outside review of current EOP
- Require cooperation w/ Guidepost to remain employed
- Justice
- Accountability
- Apology
- Resign
- Own what happened.
- Be accountable.
- Make amends.
- Put staff involved on leave or terminate
- Acknowledge role in gross negligence
- Apologize to all for epic failures
- Remove all staff involved
- Board members step down immediately
- Mandated reporting
- Communication w/Community
- Hopkins and Wolf should be let go.
- Focus more on reading, writing, and arithmetic vs many of the topics/investments that you have been over the last several years. This Focus should exclude SEL, DEI and restorative justice practices. They sound good, but are enabling much of the division we have in our community and nation today. The loss of "humanity" touched on this evening is also a product of SEL,

DEI, and restorative practices. Mary Hanser and Heather Shafer need to resign, as well as Colleen. Stop with the platitudes and speak from the heart. If the institution is sued and goes bankrupt then so be it. Acknowledge the gross negligence.

- Fire those responsible
- Have Heather and Mary resign from the board

Facilitators	Vickie Markavitch, Pam Biehl, Ryan Reid, Todd Barlass, Laura Azoni (Heather Shafer, Mary Hanser, Colleen Schultz)	
Number participants	25	
Questions/Feedback	Suggestions/Considerations	Keep Doing
<ul style="list-style-type: none"> ● Upset that those who did not participate were named ● Staff felt activated by emotive language in report ● Staff felt the report is biased ● How is the district tracking inaccuracies in the report? ● Will the district publish the inaccuracies? ● Will GP correct the report? ● GP did not name staff who were interviewed by law enforcement ● All staff cooperated with law enforcement ● GP did not refrain from editorializing the report ● The report does not reflect/acknowledge all external factors that should have been considered at the time (masking, COVID, in-person, virtual) ● How did GP consider the community's role in responding to concerning things? ● Some community members present as threatening and say false information to GP ● What should staff do if they receive harassing messages? ● As a district are we going to push back on the lies? 	<ul style="list-style-type: none"> ● Keep listening to staff and getting input from those with boots on the ground ● District openly and publicly support staff named in the report ● The district needs to defend more of what we are doing ● We would like to be valued and shown value ● Steps need to be taken to keep the staff who were here that day ● Do exit interviews ● Make decisions based on what is best for students and staff not on the opinions of certain groups ● <p>WRITTEN RESPONSES - VERBATIM</p> <ul style="list-style-type: none"> ● Stand up for your employees ● Defend against the attacks that are wrong ● Explain why there was such a low staff turnout to speak so that the community understands. ● We have been silent for 2 years while lawyers, former board members, the Prosecutor & Police have lied about us ● Do exit interviews as people leave to see what could have helped them stay. ● There seems to be an increase of incidences that those making decisions 	<ul style="list-style-type: none"> ● ALICE ● Keep our board ● Keep caring for teachers ● Keep SRT structure in place <p>WRITTEN RESPONSES - VERBATIM</p> <ul style="list-style-type: none"> ● Keep our board ● Outlast the storm ● ALICE ● Continue SRT structure <ul style="list-style-type: none"> ○ 1 AP ○ 2 counselors ○ 1 FSL ● Keep structure of teams (1 principal, 2 counselors, 1 FSL) ● SRT Teams! ● Listening to us who are implementing changes ie: TA's + SA's Thank You!!! ● Keep the structure of the SRT model in place ● Keep fine-tuning the threat assessment process....it's going well! ● Keep therapy dogs w/in the schools

- The report does not state law and how we were more prepared than other districts
- Why didn't the GP investigate or look at what other districts were doing?
- GP implies we were below standard but did not identify the standard
- Report did not note that TA is not required by state law
- Do we need a policy or language to protect staff from being interviewed as a condition of employment?
- What was the average length of time to complete an investigative report? (The assumption is our investigation took so long because people didn't cooperate)
- Are we clear on whose job threat assessment is now?
- Things that impact us should be communicated to us, like DriftNet

WRITTEN RESPONSES - VERBATIM

- Will you be correcting all of the errors in the GP report & will it be public?
- What are you going to do to keep staff who were here?
- Why was information not fact-checked by Guidepost before publishing?
- Why did they use language like "refused" to participate vs "declined?"
- How did we choose Guidepost?
- Is there a way to address the editorializing of the report?
- Will there be locker use next year? I have heard student conversations regarding this. They are still nervous.
- How are we responding to the verifiably false information in that report?
- Did a trained author write this report? It

seem "tone deaf." Please always think of all perspectives-those here that day and those that have come after

- At the elementary level, I heard teachers say that the way students were picked up by parents/caregivers was chaotic. Perhaps an emergency release policy would help.
- Gather input from staff when making decisions about changes in policy
- Keep up w/mental health needs
- Give staff a voice-we are the forgotten group when admin makes decisions. We make things run. Without us this district doesn't function. We need to be considered when decisions are made.
- Monthly SRT Teams together
- At least yearly meetings with the Mental Health teams across the District to ensure we are all on the same page with best practices.
- I can't miss the opportunity to say 504 Coordinator. It's even becoming common practice in districts with trauma.
- Continue communicating directly with staff. Open dialogue between all levels of employees to admin to board is essential.

is grammatically terrible-the emotive language was completely unprofessional

- Concerned about how Mental Health Services will be impacted by the budget. We have already been asked to do the impossible, I'm worried when things "slow" down, will we be expected to continue this pace with less?

Facilitators	Vickie Markavitch, Ryan Reid, Allison Willemin, Pam Biehl, Todd Barlass (Erin Reis, Mary Hanser, Heather Shafer)	
Number participants	6	
Questions	Suggestions/Considerations	Keep Doing
<ul style="list-style-type: none"> ● Am I going to be held liable if I am a student's trusted adult and I don't know it? What are my responsibilities as a trusted adult? ● Can we review the exit protocols in place and provide the rationale behind why those exits were chosen? Can we make adjustments as necessary? (Drills) ● Can teachers get a review of the laws about search and seizure laws? ● Can teachers get a recap of the updates to laws? ● What are the processes for a special education student who is aggressive/violent? How do we protect their rights with the rights of everyone else in the classroom? ● How does the district interpret FERPA? ● How does the district access wraparound services? ● Why can't teachers know information about a student in their classroom? Especially if it impacts the student's life. We provide pieces to the puzzle. ● Did the author of Trigger Points offer to help Oxford? ● How do you communicate what you are doing? - Besides board meetings ● How do we explain to parents or other community members who don't understand that the process (TA, SA, 	<ul style="list-style-type: none"> ● If something is in the works (system changes), teachers should be in the know about what is happening (i.e., PowerSchool documentation, DriftNet) ● When a teacher sends a student to the office for extreme reasons, the teacher and team should be informed about what was completed - especially if they are returning to their class ● ALICE training for substitutes or at least a verification they have viewed the video ● More frequent and relevant training for all staff on emergency responses, security, mental health - practice these more realistically <ul style="list-style-type: none"> ○ Fear that training is not taken seriously by students ○ Haven't trained for the real life situation, especially for ALICE ○ Some staff have gone through real-life training with pretend firearms/bullets, and it was traumatizing even before 11/30 ● Students are seeing the same ALICE presentation year after year and are not taking it seriously; Need to adjust year to year ● Should not fall on the FSLs and counselors to develop ALICE advisory lessons ● Staff do NOT want to be caught off guard by an ALICE drill 	<ul style="list-style-type: none"> ● Threat assessments the way they are currently being done with fidelity ● SAEBRS - getting a pulse on how the student is feeling about themselves and comparing to how teachers view the student ● See efforts going in the right direction for making sure kids don't fly under the radar ● Making sure all kids have a trusted adult ● This is a powerful meeting with a variety of people (Superintendent, admin, professionals, BOE, teachers, sub, security) <p>WRITTEN RESPONSES (VERBATIM)</p> <ul style="list-style-type: none"> ● Night locks saved lives! Thank you! ● ALICE saved lives! Thank you! ● Threat Assessments ● SAEBRS ● SROs in OMS & OHS, teacher input of student SAEBRS + student input of self-assessment in SAEBRS, supporting multiple social

etc) is not always black and white?

- Focus on kids. Behavior management

WRITTEN RESPONSES (VERBATIM)

- What is the “playbook,” “flowchart” for allowing a kid to return to class after concerning behavior or drawings?
- Shawn allowed the Shooter to go back to class after teachers referred the Shooter to the office. What does our protocol say?
- What does “no tolerance” mean in our district?
- What do our state laws say about students with concerning behavior?
- Is Driftnet now fully operational in our schools?

WRITTEN RESPONSES (VERBATIM)

- When a teacher/faculty sends a kid to the office, he/she should have written or verbal documentation explaining the process/consequence/etc. *FERPA
- More frequent and more relevant training for staff, teachers, subs on security/mental health, suicide prevention, emergency response.
- More frequent & relevant training that engages students on the topics.
- Keep bldg subs in the loop on everything classroom teachers are in on.
- Emergency response drills (fire, lock-down, etc) that are serious, realistic. We must train as we fight.
- ALICE training for substitutes
- Threat Assessment (re-training/re-specifying) hierarchy of threats-1st on the scene team assesses whether low-level threats can be handled by small team, then step up to larger/thorough team-as to use our team’s time better.

workers in each building to lighten caseload, supporting WildCat Pack Emotional Support dogs, ALICE training for students + staff, Armed district security personnel students defining/stating trusted adult.

Elementary Staff - 11/8/2023

Facilitators	Vickie Markavitch, Pam Biehl, Ryan Reid, Todd Barlass (Mary Hanser, Heather Shafer, Colleen Schultz)	
Number participants	14	
Questions	Suggestions/Considerations	Keep Doing
<ul style="list-style-type: none"> • What can be communicated to teachers when a TA happens? • Who is on my building's threat assessment team? • What are our legal responsibilities for mandatory reporting and TA? • When I tell the principal, does the principal make the decision to do a TA? • What is the screening process? • Is security on TA or district SRO? • With the budget situation, how long will we have security in elementary buildings? • Is there a reason the district turned down the attorney general's offer to lead the independent investigation? • Love the idea of parent university, attendance is low, how do we get the information out to parents? • Is there a stigma around Lakeville due to the shooter attending elementary school there? <p>WRITTEN RESPONSES (VERBATIM)</p> <ul style="list-style-type: none"> • What do we do to show we are listening (as a district) <ul style="list-style-type: none"> ○ How are staff affected? There are fingers being pointed. Anyone losing jobs? Should they? 	<ul style="list-style-type: none"> • At the Elementary level, we (teachers) don't understand the TA process. We need clear communication and in-person training (not video) specifically explaining the steps, who is involved, and what information we are supposed to get back after the TA. • Clarify mandatory reporting - is it just abuse/neglect? What to do with "concerning information" - like drawings, threatening statements from students • Share the ways to report flowchart with staff (presented at BOE) • Clarify what is a threat - especially with lower elementary • Rafalski said call SRO if unsure • Clarity for all staff 'make a threat' vs 'pose a threat' • Work on conversation back to teachers, staff, within the limits of FERPA, to ensure the loop is closed on TA • Clarify what BTAM means for staff, and what they do at the monthly meeting • Part-time social worker is not enough, have full-time social worker in all elementary buildings • More visits from CO to Leonard • Videos, podcasts, social bites, social media • Make Parent University a family event - 	<ul style="list-style-type: none"> • Monthly BTAM meetings, Allison seeking input from staff - boots on the ground • Full-time FSL for every elementary • Building security, including their connections with kids <p>WRITTEN RESPONSES (VERBATIM)</p> <ul style="list-style-type: none"> • Conversations + information on how things work & chain of command • OK2Say • Night locks • Security • Extra behavioral support people-still very much needed. • Support from Spec. Ed • Security guard across all levels • Evolv system stays • Continued input from students • Continued recognition of student mental health • Full time FSL • Security measures in place should stay <ul style="list-style-type: none"> ○ Security guards ○ Computer monitoring systems • Security in buildings continued • Wellness Programs, Initiatives • Access to counseling when needed • Social Workers, full time to help students. (I don't want to go back to

- Are students at the high school allowed to be searched w/out parental consent?
- Can we have full time SW?
- Will we continue to have armed security in our buildings in the years to come? Budget constraints have been mentioned and it's really concerning.
- How are the threats being handled at elementary level?
 - We can't brush them off by saying they are too young
- The threats need to be taken seriously?
- I feel there should be more communication in the building when there are threats made. How can we do that? Especially when you are working directly with the child.
- Why did the district turn down the free AG investigation? The cost of this has a direct impact on kids, staff & resources. Does not seem fiscally responsible. Also not great that the district is the client.
- Will this report lead to any staffing changes?
- Where should staff be documenting ongoing student behavioral concerns. Parent contacts, meetings etc?
- Parent University is a good idea, but attendance is so low + almost not worth it. What else can be done to educate parents?
- Budget-long term will we be able to maintain all this?
- Why were staff not required to talk to Guidepost?
- Why did our district not have all staff be trained (somewhat) in threat assessment protocol prior to this year? (Vector trainings) Mandatory reporting guidelines/training?

food, childcare

WRITTEN RESPONSES (VERBATIM)

- Listen to your teachers. We have students at our buildings that have needs beyond our capabilities. Why is it taking so long to get them help-safety issues!
- Retirement incentives?
- Clear communication and in person training by C.O. staff regarding what a threat assessment looks like and our role
- More C.O. & board member presence in building to see what is happening. *Need to acknowledge & adjust policies based on grade level.
- Communication to staff more frequently regarding progress/updates
- More streamlined process for threat assessment communication to teachers of students involved-we often do not hear the end result
- Training beyond a video on threat assessment to all staff
- Training to keep us up to date on best practices.
- Possibly work at physical abilities of security guards
- Staff survey with suggestions on how to save money.
- Brief TA/SA training for staff. Many are still wondering what this looks like. Alison did this at OE when requested and it was helpful.
- Collaboration/regular whole district K-12 meetings with those doing threat & suicide assessments to build cohesion, collaboration, and a sense of support.

part time like we used to have).

- Have admin + board members visit our building and be a presence. It just doesn't happen. Communication/Follow Up
- Night locks/drills
- Security Programs
- Monthly BTAM meetings have been so helpful. We've never had regularly scheduled meetings with a central office admin like this and it's so appreciated. Her position is so valuable.
- At least 1 FSL per building-this has been invaluable in supporting kids and staff. Please don't reduce this.
- FSLs + Lessons
- Security Guards-cannot imagine not having them now
- We are doing a great job reopening our buildings to parents and rebuilding trust.
- Weapons detectors at H.S. (Evolv)
- Keep talking to the students. They need to know that you care and are willing to listen.
- Keep the dogs.

<ul style="list-style-type: none">• When questions were asked at board meeting after board meeting about following the threat assessment protocol, why were we <u>not</u> told the protocol had <u>not</u> been followed?• Is there still a safe place for my daughter to go in the high school? She doesn't find her school counselor helpful and her trusted adult has left the district. Have you done exit interviews with the staff members who left to find out why they chose to leave?	<ul style="list-style-type: none">• Need to <u>significantly</u> improve our Powerschool documentation for suspension, parent meetings, discipline, student behavior concerns, and allow support staff to log. <u>ASAP</u>.• We need a <u>full time</u> social worker in each elem. Building.• In person T. Assessment Training• Lower class sizes in Elem Contract (contract # is too high)• Staff survey to get feelings on curr./initiatives/etc.• In-Person Training for T. Assessment• Use of weapons detector (Evolv) at after school activities. So many students feel it leaves them uneasy when anyone can walk in after school with no security measures. One security guard does not result in ease, especially inside events.• There are staff members at all levels that had children there that day. Reach out to them-they are not okay.• Allow people to be angry or sad-when they are cut off at meetings, it makes it worse.• Consistency for traveling teachers w/ threat assessments and info.	
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Facilitators	Vickie Markavitch, Allison Willemin, Ryan Reid, Todd Barlass (Colleen Schultz, Mike Whitney)	
Number participants	7	
Questions	Suggestions/Considerations	Keep Doing
<ul style="list-style-type: none"> ● Will there be future meetings for graduates? ● If first-hand information wasn't provided, how valid is that section of the report? ● Can you clarify - were depositions and testimony shared in entirety? ● What can be shared at this time regarding the district's response and timeline for response? ● Do you feel this report has created a bigger divide? More pushback? Has the report helped or hurt the view of the school in the community's POV? ● Shooter's parent information was included in the report, where did it come from? ● How can we best support our staff? <p>WRITTEN RESPONSES (VERBATIM)</p> <ul style="list-style-type: none"> ● Will you be having future meetings that will include alumni from the class of 2022 & 2022? Many of these alumni are away at college and won't be home until Christmas Break. ● How are admin supported to complete the # of threat assessments (so they can continue to focus on other duties)? (non-admin here) 	<p>WRITTEN RESPONSES (VERBATIM)</p> <ul style="list-style-type: none"> ● Remember that you are all doing your best in an awful situation. ● Continue Wellness ● Encourage leadership to self care. <ul style="list-style-type: none"> ○ Off topic-yes-but I worry about the district & it all starts at the top. 	<ul style="list-style-type: none"> ● Wellness - so touched by emails - tHRive newsletter ● You all are doing your best in an awful situation ● Feel heard, staff feel heard - you feel like you matter and your safe ● Predictable infrastructure in district - standing meetings ● Being able to thoroughly explain TA process to parents ● Vector trainings at beginning of the year <p>WRITTEN RESPONSES (VERBATIM)</p> <ul style="list-style-type: none"> ● Continue to communicate w/the staff. ● Security at door ● Require staff badges ● Will the wellness opportunities continue? Staff not only needs these practices but has come to rely on them.

<ul style="list-style-type: none">• What can be shared regarding a timeline of the district's response?• How long will our district have armed security?• In the report, I noticed some testimonies were not included/given. Is it still wise to give weight to the report (or parts of it)?		
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Transportation, OELC, and Maintenance Staff - 11/8/2023

Facilitators	Vickie Markavitch, Ryan Reid, Allison Willemin, Sam Barna, Todd Barlass (Mary Hanser, Heather Shafer)	
Number participants	12	
Questions	Suggestions/Considerations	Keep Doing
<ul style="list-style-type: none"> ● Where do we go from here? ● Knowing we have a deficit budget, are we being pushed from spending so much on safety that we are preventing other items - staff, curriculum, from being paid for? ● What happened to band and orchestra in 5th grade, was that a budget decision? ● What is the status of Drift Net? ● What is the status of clear backpacks? <p>WRITTEN RESPONSES (VERBATIM)</p> <ul style="list-style-type: none"> ● Where do we go from here? ● Lawsuits? ● I have chosen to not listen/read a lot of what is out there-it becomes overwhelming-Therefore I have no questions at this time ● When do we stop bringing the shooting up? When can we move on? ● All the funds for safety-hurting education -deficit? 	<ul style="list-style-type: none"> ● There are a lot of obligations for bus drivers, it is overwhelming for the staff to keep up with all of the training. Is there a way to streamline the training, the expectation? ● Training with OCSO - dangerous situations on a bus ● Modify ALICE for bus drivers ● Try not to pay too much attention to the sensationalism of the news online <p>WRITTEN RESPONSES (VERBATIM)</p> <ul style="list-style-type: none"> ● We all need to keep our heads up & keep moving forward. ● Try not to pay too much attention to sensational news lines. ● Keep having public meeting, question & answer, public & staff/"public relations" ● Staff seems to be overwhelmed with all the training modules required, is there a way to streamline this process-while understanding there is a necessity for training. ● No Clear Backpack 	<ul style="list-style-type: none"> ● Students report to drivers that they feel a lot better with the added security measures <p>WRITTEN RESPONSES (VERBATIM)</p> <ul style="list-style-type: none"> ● Increased Security Measures ● Keep focusing on safety and security throughout the district ● Giving support & resources to staff, students, & family ● Be consistent in keeping our students as safe as possible ● All the safety measures in place (if needed-can some go away?) ● Listening to people's concerns ● Listening to employee's concerns

Central Office Staff - 11/7/2023

Facilitators	Vickie Markavitch, Anita Qonja-Collins, Ryan Reid	
Number participants	19	
Questions	Suggestions/Considerations	Keep Doing
<ul style="list-style-type: none"> ● Does the report open us up to further litigation? ● Are there still cases pending? ● If the judgment goes against the district- is there a financial impact? ● How prepared are we financially to be able to settle? ● Would it have to be voted on by residents? ● If there is a settlement and it is court ordered, will that impact our budget and programming? ● How do the findings in the report affect our strategic plan? ● What will we do to practice TAs? (like drills) ● Are we measuring the current pulse of our students and staff? (backpacks, lockers, etc. are they ready) ● Are we measuring the supports the highly impacted are receiving? ● How do we hold people accountable for what has been communicated? <p>WRITTEN RESPONSES (VERBATIM)</p> <ul style="list-style-type: none"> ● How does the findings from this report affect the path forward? ● How will the new normal look? ie- lockers, backpacks-starting next year? ● Are we “measuring”/current pulse of 	<ul style="list-style-type: none"> ● Lean on the positive school culture and climate surveys to help provide perspective ● Positive word of mouth <p>WRITTEN RESPONSES (VERBATIM)</p> <ul style="list-style-type: none"> ● Follow through w/ Threat Assessments & Train those who it would affect. ● Communicate/Share (as much as possible) with CO staff so we aren’t hearing things from other staff or community. ● Squash negativity ● No thought is wrong 	<ul style="list-style-type: none"> ● The SEL work, it’s impactful ● Relationships (staff and students) ● Supporting staff ● Protocols that hold the tension between our mission and their needs (i.e. the 3 colored bracelets) <p>WRITTEN RESPONSES (VERBATIM)</p> <ul style="list-style-type: none"> ● Protocols for ways to navigate days of potential high emotionality as we work to move forward, holding the tension between where we’ve been and why we are here. ● Continue to create an uplifting positive culture for all staff. ● Continue with open communication with staff/families/community. ● Continue to share support to staff/families/community. ● SEL Supports-district/building level ● Suicide Policy/Guideline ● Nav. 360 ● Smaller sessions do help, but maybe do “invite only” ones for the parents who have something to say, but are hesitant b/c of the “louder” parents. Kind of like key communicators. ● To be honest & forthcoming/transparent ● Stop catering to those who do not want to learn from info and want to continue

students & staff?

- How can we fiscally maintain level of S/E supports & security?
- What is the major fault prior to 11/30? If it was threat assessment, if it were in place would the outcome have been different?
- If we saw the pictures and it was (2) days of concern what would have been done differently?
- Would backpack now be checked?
- Do we know for certain gun was not in the bathroom hidden?
- Will we always have the Evolv system in place?
- Will students always need to wear ID badges?
- Will we always have security on staff?
- How long will we continue clear backpacks? Will we use lockers again?
- How long can we afford the extensive security?
- Why didn't we require employees to cooperate with the Guidepost investigation? What do we say when asked this question?
- Why did the report take so long?
- Does this report open up more litigation to be filed against the school district, board, Admin, and staff?

- to not allow others from healing
- Alice Trainings
 - Schoolgate-check-ins at the office
 - ID Badges
 - Great communication from district
 - Observing Wildcat Remembrance Day
 - Open & Transparent Communication
 - Keep supporting staff in a way that meets them where they are at in their journey/recovery.
 - Remember to give each other grace when needed (or always)
 - Communication
 - Keeping the team included
 - The option of the resiliency center/counselors
 - The feeling of family/team
 - Stay positive

12.4.2023 District Safety Committee

Facilitators	Vickie Markavitch, Allison Willemin	
Number participants	25	
Questions about Guidepost Recommendations	Suggestions/Considerations	
<ul style="list-style-type: none"> - The district must ensure that appropriate documentation is kept in PowerSchool throughout a student's history in the district and that school staff have appropriate access to that information as they work with the student, including threat or suicide assessments. - How is documentation put into PowerSchool? Teacher contacts to a counselor asking that counselor to meet with a student are not documented in PowerSchool, even if the counselor/student meeting happens, unless the underlying behavior rises to the level of an "incident". 	<ul style="list-style-type: none"> - Threshold for screening process, clearly defining low concerning conduct - SAEBRS data process - Ensure information is logged into PowerSchool appropriately for the correct staff to view - Provide ongoing professional learning on documentation so the staff understand its purpose. - Oxford Community Schools philosophy about documentation - Revisit the policies throughout the year - Some departments would be better off with printed versions of the policies - print and sign open. - Offer a Q&A discussion over board policies - Update Suicide policy to include 2 school-based mental health professionals - Identified people for camera access - Investigate hiring an additional person to stay on cameras - Schools meeting to combine lessons for consistency, ongoing lessons - Make sure staff know their avenues for reporting - out of school, vacation, etc. - Updates to the EOP, Allison Willemin needs to be notified of staffing changes 	

12.5.2023 Parent Safety Subcommittee

Facilitators	Vickie Markavitch, Jim Vernier	
Number participants	6	
Questions	Suggestions/Considerations	
<p>What tools will be used to determine if policies are implemented?</p> <p>Is Board Policy Committee new? Who is on it?</p> <p>How does the Board monitor the implementation of policies?</p> <p>Should there be a specific time of year to keep up the policies?</p> <p>Is there a designated person on site to keep up with board policy adoptions?</p> <p>Are there consequences if administrators do not follow board policy?</p> <p>Are new employees and substitutes trained on threat and suicide assessment policies?</p> <p>Are armed security at elementary schools?</p> <p>When a parent refuses to take a student home, what options does the school have? What liabilities?</p> <p>How is SAEBRS currently being used?</p>	<p>More training for students and parents on ALICE, especially INFORM.</p> <p>Make sure PA and alert system is heard everywhere in the building including band rooms and bathrooms.</p> <p>ALICE training should be hands-on not just video.</p> <p>Board of Education policy oversight requires ongoing board training.</p> <p>Could Navigate 360 track bullying as well as threat and suicide assessments.</p> <p>Work with law enforcement, legislature, to determine what a school can do when a parent refuses to take student home.</p> <p>Night Lock removal tools are needed, but should be securely housed for designated staff only</p>	