



3K - Enhancing School Safety: Physical Safety Measures & Considerations for Integrating School Resource Officers Within the PBIS Framework

Presenters:

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Keith Hullenaar and Mari Meador, University of Washington*

- **Topic:** School Safety
- **Keywords:** Systems Alignment, Policy



Strand Overview

3K - Enhancing School Safety: Physical Safety Measures & Considerations for Integrating School Resource Officers Within the PBIS Framework

Jennifer Freeman, University of Connecticut; Keith Hullenaar and Mari Meador, University of Washington

4K - Increasing School Safety Through Connection & Belonging, Part 1 of 2

Kelsey Morris, U.S. Secret Service National Threat Assessment Center; Susan Barrett, University of South Carolina

5K - Aligning Behavioral Threat Assessment & Management With the PBIS Framework, Part 2 of 2

Kelsey Morris, U.S. Secret Service National Threat Assessment Center; Kimberly Yanek, University of South Carolina



Learning Objectives

1. Understand the role of physical safety measures, including classroom procedures, communication systems, and entrance protocols aligned with PBIS principles, within a comprehensive school safety framework
2. Analyze considerations for conducting trauma-informed active shooter drills while supporting vulnerable student populations and maintaining effective family communication
3. Learn the best practices for integrating school resource officers effectively within PBIS frameworks through community-engaged and collaborative processes



Who's in the room?

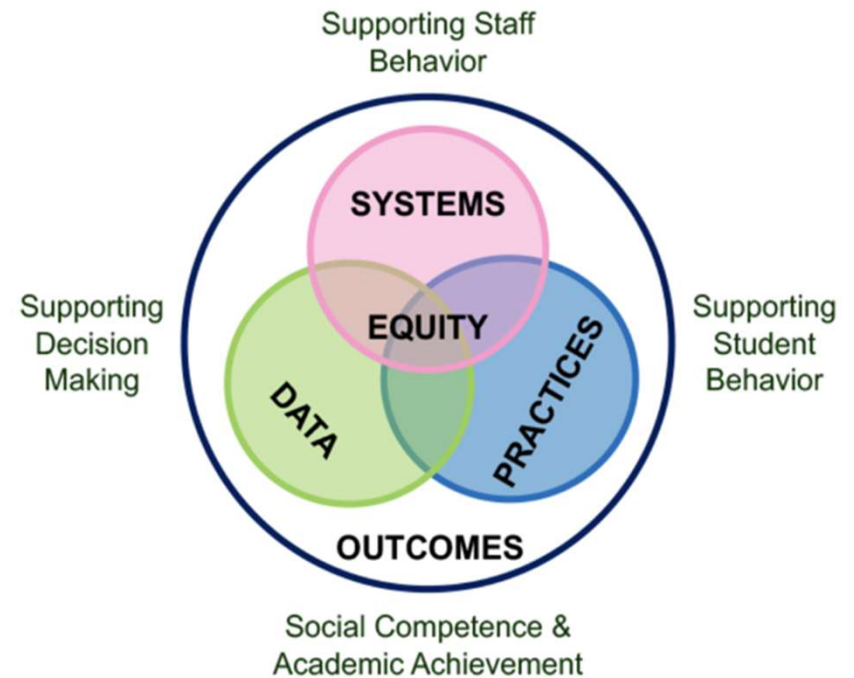


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Framework for Prevention

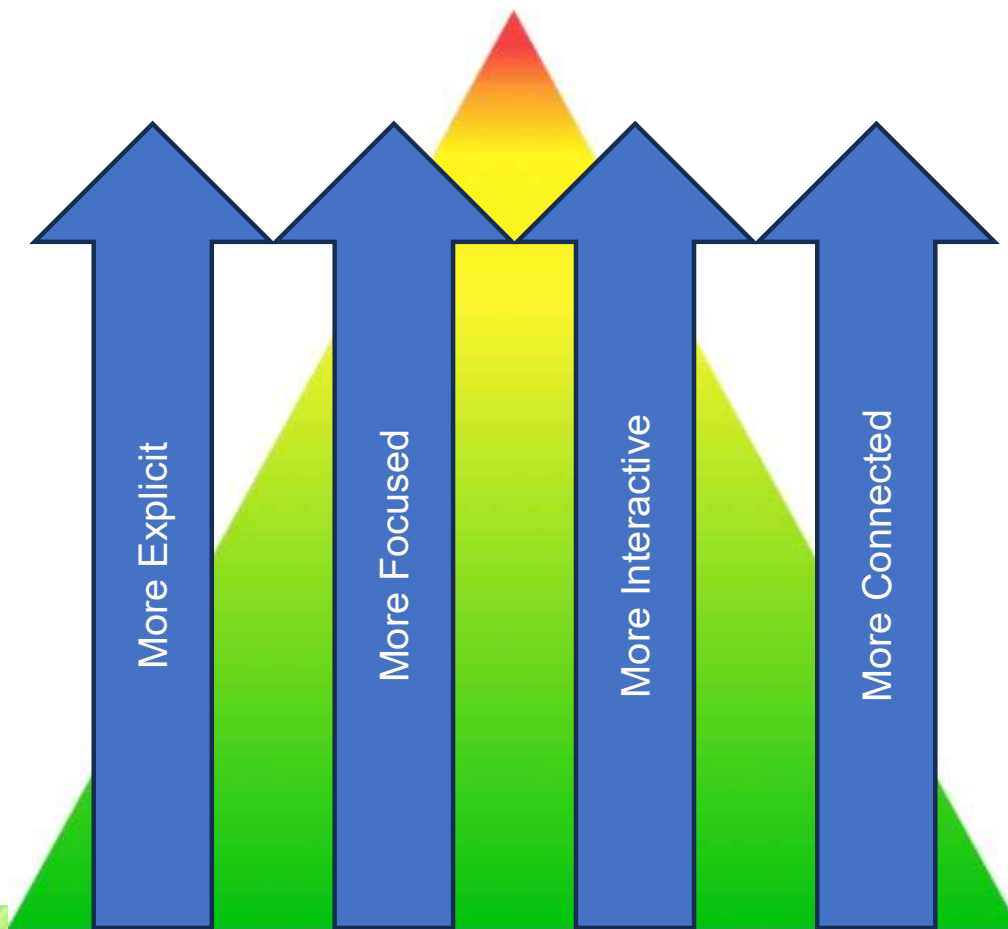
- Expanded leadership team expertise
- A continuum of partnerships with community service providers and emergency responders
- Ongoing two-way meaningful engagement with students, families, and staff

- Triage, Screening,
- School climate/sense of belonging
- Attendance, behavior, course performance (ABC) data
- Fidelity of implementation for school safety practices



- Foundation of **connection and belonging**
 - Evidence based
 - Aligned to documented need
 - Fit with context and culture

A Continuum of Practices for Prevention



- Coordinated referral and communication systems with community providers and families
- Intensive individualized supports
- Behavioral threat assessment and management
- De-radicalization supports

- Triage procedures
- Interventions to support students exposed to traumatic events (TF CBT, peer support groups)
- Student led advocacy and affinity groups that focus on anti bullying and health relationships

- Safe, positive, predictable environments that foster a sense of belonging for all
- Proactive family and community communication systems
- Physical safety and emergency preparation procedures
- Conflict resolution skill building
- Digital literacy skill building
- Gun safety awareness
- Universal systems for reporting concerns

School Safety Resources



Implementing Physical Safety Measures Effectively at Schools

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graph TD; A[Implementing Physical Safety Measures Effectively at Schools] --> B[Implementing Physical Safety Measures Effectively at Schools: Communication Systems]; A --> C[Implementing Physical Safety Measures Effectively at Schools: Classroom Safety Procedures]; A --> D[Implementing Physical Safety Measures Effectively at Schools: Outdoor and Entrance Safety Procedures];
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**Implementing Physical Safety Measures Effectively at Schools:
Communication Systems**



**Implementing Physical Safety Measures Effectively at Schools:
Classroom Safety Procedures**



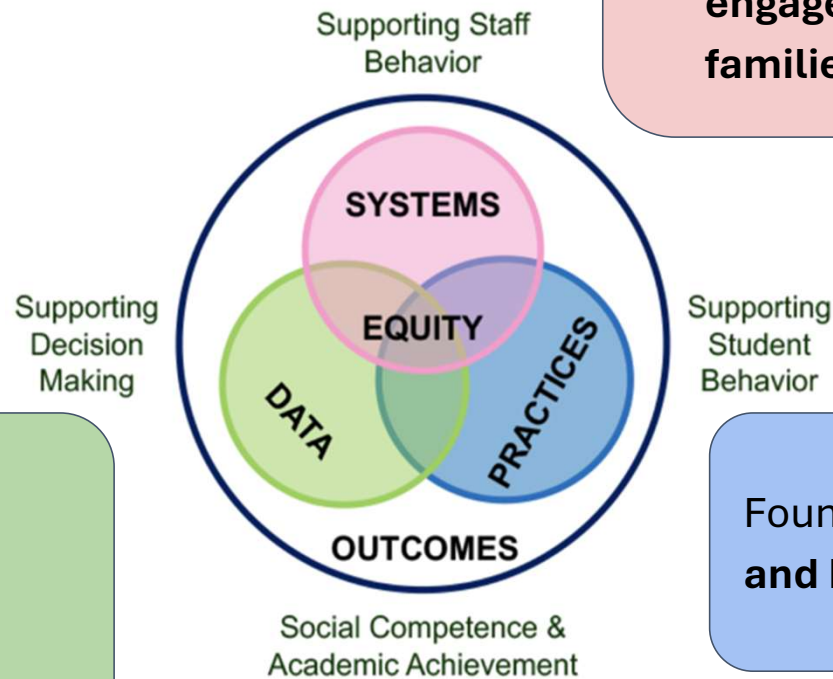
**Implementing Physical Safety Measures Effectively at Schools:
Outdoor and Entrance Safety Procedures**



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Implementing Physical Safety Measures Effectively at Schools

- **Team** based leadership
- Partnerships with community service providers and emergency responders
- Ongoing **two-way meaningful engagement with students, families, and staff**



- Assess local conditions
- Monitor **fidelity** of implementation for safety practices

Foundation of **connection and belonging**

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Outside Doors and Gates

- Limit unauthorized access to school grounds and building
 - Close and lock outside doors or gates unless actively monitored by a staff member
 - Create a staffing schedule and build in back up plans!
 - Use a single point of entry if feasible
 - If not feasible consider clearly marked entry points for students vs visitors
 - Use intercom/video buzzers at doors to allow staff to screen visitors
 - Install double door airlock entry where possible
 - Conduct regular safety checks to ensure doors are closed and locked and entrance procedures are followed
 - Store master keys in a secure location – ensure multiple staff and local law enforcement have access

A photograph showing the lower halves of several students walking, carrying backpacks of various colors like blue, pink, and black.

Implementing Physical Safety Measures Effectively at Schools: Outdoor and Entrance Safety Procedures

Visitor Policies and Signage

- Establish clear policies that allow staff and students to easily identify a possible security breach
 - Post visitor expectations including sign in, ID, and wearing ID badges
 - Develop post and teach clear expectations for large events
 - Require all staff including part time and subs to wear ID badges
 - Consider visible student ID for secondary students
 - Post classroom numbers so visitors and first responders can identify specific locations as needed
 - Engage students in age-appropriate ways in demonstrating care for each other and their community by implementing outdoor and entrance safety procedures consistently (e.g., teach students to help monitor entry and exit procedures or visitor policies).
 - Regularly monitor visitor and ID policies



Implementing Physical Safety Measures Effectively at Schools:
Communication Systems

Communication Systems

- Establish clear communication systems with both students and staff within the school and with law enforcement during an emergency.
 - Clearly define internal notification procedures (e.g., who can initiate and when they should initiate, and what channels should be used)
 - Clearly define external procedures for notifying law enforcement and the community
 - Clearly communicate what response actions should be taken (e.g., shelter in place, evacuate)
 - Define procedures for staff and students if a fire alarm is activated during an active shooter situation
 - Formally teach and practice communication procedures during drills
 - Ensure PA systems can be heard in all areas of campus
 - Ensure individuals can communicate with admin or law enforcement while remaining hidden
 - Consider portable communication devices – and develop systems to keep them charged and powered on!
 - Provide strong WiFi or ensure cell service in all areas of campus
 - Consider a campus wide alert system so all staff students and families can receive accurate and up to date information



Implementing Physical Safety Measures Effectively at Schools:
Communication Systems

Cameras and Recording Devices

- Cameras may aid law enforcement response or other first responder partners if a shooter is on school grounds.
 - District teams must balance safety with privacy
 - Consider the use of cameras in locations that allow visibility to all relevant locations
 - Use cameras that stream in real time – if there is a delay clearly communicate this with law enforcement
 - Consider cameras that record continuously rather than motion activated
 - Develop clear policies that define what data is shared and under what circumstances
 - Develop policy surrounding the use of video systems in consultation with students, their families, and educators so that uses of the video systems are widely understood and privacy concerns are considered in the development of the policy.



Implementing Physical Safety Measures Effectively at Schools:
Communication Systems

Systems for Reporting Concerns

- Prevention efforts should include systems that allow school or community members to share concerns related to school safety.
 - Implement reporting systems in the context of a broader school climate plan
 - Ensure systems are available and accessible to all students, staff, families, and community members
 - Ensure information shared is monitored and concerns are immediately addressed by a well-trained and diverse multi-disciplinary team to ensure individuals in need of help or additional resources are adequately supported
 - Regularly monitor all communication systems



Implementing Physical Safety Measures Effectively at Schools:
Classroom Safety Procedures

Door Locks

- Door locks are vital during an emergency lockdown.
 - Ensure doors lock from the inside or install barricade devices
 - Consider inside locks for non classroom areas (e.g., gym, library, bathrooms)
 - Clearly define and teach procedures and practice during drills
 - Store master keys in a secure location – with multiple staff members and law enforcement access

A photograph of a classroom with several wooden tables and blue chairs arranged in rows. The room is brightly lit, and the floor is a light-colored tile.

Implementing Physical Safety Measures Effectively at Schools: Classroom Safety Procedures

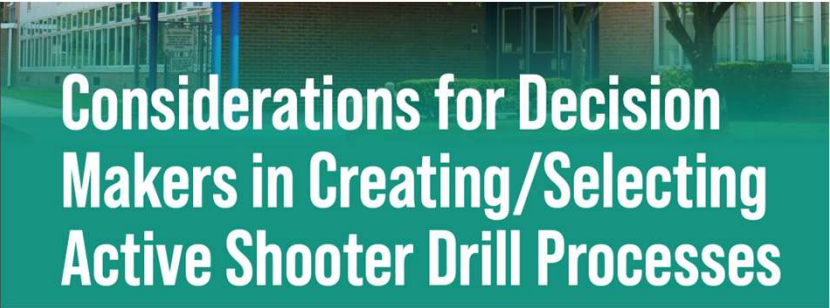
Safe Spaces

- Safe spaces (also referred to as hard corners) are areas in classrooms where students and staff are not visible from hallways, windows, or door openings
 - Identify and designate safe spaces in each classroom and non classroom setting
 - Ensure spaces are aligned with fire and other safety codes and consider placing communication systems near the designated space

Window Coverings

- Covering classroom windows can help keep students out of sight and safe during an emergency lockdown.
 - Consider covering all windows that provide a line of sight into the classroom in the event of an emergency
 - Use durable permanent or temporary coverings – but ensure temporary coverings are easily accessible
 - Consider window glazing or tinting
 - Ensure compliance with other fire and safety codes
 - Regularly monitor all classroom safety procedures

Active Shooter Drill Resources



**Considerations for Decision
Makers in Creating/Selecting
Active Shooter Drill Processes**



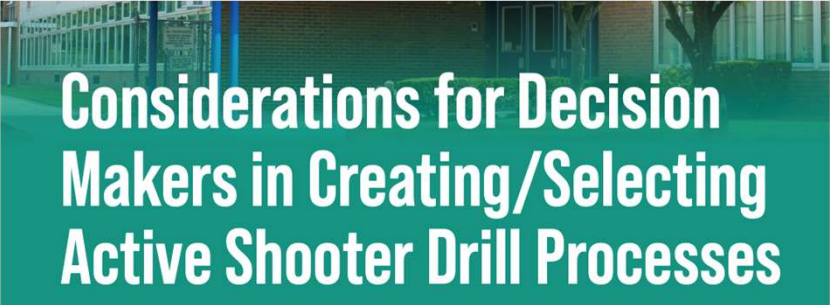
**Supporting Students Who
Need Additional Assistance
During Safety Drills**



**Communicating With Families
About School Safety Drills**



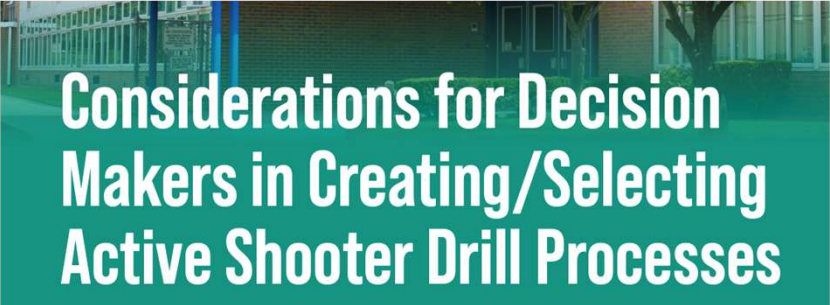
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Considerations for Decision Makers in Creating/Selecting Active Shooter Drill Processes

Considerations in Drill Planning

- Purpose:
 - How does this drill fit within our larger system of prevention?
 - What are the specific prevention or preparation needs identified for our school, and which are highest priority for this drill?
 - What are the legal requirements for the school and district that must be met during this drill?
- Participants
 - Given the identified purpose for the drill, who should be involved?
 - What are the student, staff, or community past experiences with violence that should be considered in the planning of this drill?
 - How do we best support students participating in this drill given the range of age, cognitive, physical, developmental, or awareness levels we have identified?
 - Are any drill modifications or additional supports needed for our students?



Considerations for Decision Makers in Creating/Selecting Active Shooter Drill Processes

Considerations in Drill Planning

Logistical Considerations:

- What is the optimal timing for this drill, including time of year, day of the week, and time of the day?
- How do the physical layout of school or campus and available communication systems impact drill procedures?
- What additional staff are available to support drill implementation?

Wellness Supports

- What previous experiences have staff had with these drill procedures?
- What training and coaching supports are available to support staff in implementing expected drill and debrief procedures?
- What are the range of supports that can be made available to support all students, some students with increased risk, and those needing individualized support?

Evaluation Needs

- Were all planned elements of the drill conducted as planned?
- Were the primary objectives of the drill met?
- What implementation challenges were encountered?
- How were staff and students impacted by the drill? What additional supports might be needed?
- How can family and community feedback improve our procedures for the future?



Supporting Students Who Need Additional Assistance During Safety Drills

Before a Drill

All

- Notify students in advance of drills, include the purpose of the drill in age and developmentally appropriate terms
- Teach drill procedures explicitly by modeling procedures and providing guided practice
- Directly teach emotional regulation skills students can use if they become worried such as breathing techniques

Some

- Ensure notifications are communicated in a manner and language that students can understand
- Provide alternative or supplemental practice opportunities for students needing additional practice with either drill procedures or emotional regulation strategies.
- Immediately prior to the drill remind students of available supports

Few

- Develop individualized safety plans aligned to individualized plans (e.g., IEP or 504 plans) to address any mobility, communication, intellectual, language, sensory, or emotional regulation needs
- Ensure all notifications are communicated in a manner aligned to the student's individualized needs
- Ensure assigned staff member is known to the student and back up staff members are identified and trained on individualized plans



Supporting Students Who Need Additional Assistance During Safety Drills

During a Drill

All

- Assign non-classroom staff to classrooms to support student wellbeing
- Guide students calmly through the drill procedures
- Remind students they can use the emotional regulation strategies if needed.
- Regularly remind students that this is a practice and there is no immediate danger
- Limit duration of drill

Some

- Provide peer support or a buddy
- Ensure supplemental non classroom staff are known to students and familiar with student needs and support strategies
- Prioritize supplemental staffing for classrooms or areas of the school with greater student needs
- Model and provide guided practice with emotional regulation strategies during drill procedures
- Ensure all instructions or updates are communicated in a manner and language that students can understand
- Provide options to limit sensory experiences (e.g., headphones)

Few

- Follow individualized plans including any relevant components listed above and those determined by the students individualized team
- Increase intensity of supports as needed to support student wellbeing throughout the drill
- Ensure all instructions or updates are communicated in a manner aligned to the student's individualized needs
- Monitor effectiveness of plan



Supporting Students Who Need Additional Assistance During Safety Drills

After a Drill

All

- Briefly debrief with students, including both praise for completing drill procedures appropriately, feedback on any areas to improve, and opportunities for students to ask questions or share their emotional experiences
- Monitor students for signs of distress following the drill

Some

- Debrief with a preferred adult or mental health provider
- Ensure debrief is conducted in a manner and language that students can understand
- Provide check in opportunities for students needing follow up support following the drill

Few

- Debrief individually with student and provide planned follow up supports
- Adjust plan as needed to improved student wellbeing and document and communicate any plan changes to student, family, and all relevant staff



Communicating With Families About School Safety Drills

Before a Drill

- Notify families prior to the drill including the purpose of the drill and the procedures students will be asked to follow, and resources for how families might discuss the drill with their child in age and developmentally appropriate ways
- Provide alternative options for families who choose to opt their student out of the schoolwide drill
- Provide opportunities for families to learn about drill procedures, ask questions, and provide feedback
- Inform families of the range of supports available and provide opportunities for families to request additional supports for their child
- Provide information about reunification procedures in the event they are needed
- Provide information describing how safety drills are part of a larger system of prevention and preparation
- Remind families on their role in violence prevention including accessing support, reporting concerns, and safe gun storage
- Ensure communications to families are offered in all relevant home languages and communicated in multiple formats (e.g., email, social media, website notifications)



Communicating With Families About School Safety Drills

During and After a Drill

During

- Provide guidance for family members or volunteers that may be in the building or arrive to the building during a drill

After

- Provide post drill communication to all families including the purpose of the drill and recognition of how the drill went
- Individualize post drill family communication for students with individualized safety plans
- Provide information on recognizing signs of distress and where to get additional support for their child if needed following a drill
- Provide reminders of reunification procedures in the case of an actual event
- Recruit family feedback on drill procedures and adjust plans as needed

School Law Enforcement in the US

~**23,400 sworn SROs** assigned to U.S. public K–12 schools (*BJS, 2023*)

Present in **34% of elementary schools** and **63% of secondary schools**—approximately a **50% increase** since 2005 (*SSOCS, 2022*)

Most employed by **local police (49%)** or **sheriffs' offices (32%)**; **19%** by **school district police** (*BJS, 2023*)



School Law Enforcement in the US

Program Structure

About **60% of SROs** are assigned to a single school; the rest cover multiple campuses.

Most lack **formal MOUs** defining SRO duties and school involvement

The **average SRO** is a **white male**, aged **35–49**, with **1–5 years of SRO experience**

U.S. Department of Justice
Office of Justice Programs
Bureau of Justice Statistics



November 2023, NCJ 307334

School Resource Officers, 2019–2020

Elizabeth J. Davis, *BJS Statistician*

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School Law Enforcement in the US

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Activities & Roles

41% made an arrest for disorderly conduct in the past year.

85% provide advice or mentoring to students or staff.

46% report participating in PBIS-aligned activities/training.



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What does research say about SROs?

National Institute of Justice Report

“Research does not support school policing as an effective strategy to increase safety, and it may be linked to harmful effects such as increased exclusionary punishment.”

Petrosino (2024)

“...more attention [should] be spent on strategies that could limit the potential for [SRO-related] harm to students, particularly inequitable impacts on Black and Brown students, in lower-income communities, and among students who have disabilities”



Why SRO-PBIS Integration Matters

Most US middle and high schools have SRO programs

Yet **less than half directly engage in PBIS** practices or training

SROs are a local safety choice and **some states REQUIRE** all schools to have SROs

SRO-PBIS Disconnect = fragmented systems and **missed opportunities to help students**



What the Literature Tells Us...

Key Finding

Training Gaps SROs need preparation in youth development and trauma-informed practices. Scheuermann et al., 2021

Role Confusion Undefined roles and weak MOUs can lead to inconsistent implementation and barriers. NIJ, 2022

Mental Health Response Limited capacity to manage student crises or coordinate with health professionals. Muller et al., 2020

What the Literature Tells Us...

Key Finding

Collaboration Potential Integrating SROs in PBIS and safety teams may strengthen prevention efforts. Eklund et al., 2018

Emerging Direction Relationship-focused models may improve safety and trust. Forber-Pratt et al., 2021



Voices from the field

Consensus Insights (from Interviews)

Shared Vision & Collaboration Successful integration starts with a joint commitment from school and law enforcement partners to prioritize safety *and* student support.

Role Clarity Clearly defined expectations—especially around discipline, crisis response, and mentoring—are critical to prevent role confusion.

Training & Learning Ongoing, shared training in PBIS, de-escalation, and youth engagement was seen as the most effective way to align school and SRO practice.



Voices from the field

Consensus Insights (from Interviews)

Relationship Building Positive relationships with students and staff are the foundation for trust, cooperation, and climate improvement.

Leadership & Communication Strong administrative backing and frequent communication between SROs, principals, and district teams sustain alignment and accountability.

Sustainability Challenges Turnover, limited time for joint meetings, and varying law-enforcement cultures create barriers to long-term integration.



Core SRO-PBIS Implementation Features

1. **Clear MOUs/MOAs** defining scope and responsibilities
2. Joint PBIS and MTSS **training**
3. **Leadership inclusion** in Tier Teams & District Leadership
4. Two-way **data sharing** systems
5. Ongoing coaching & **communities of practice**

Common Barriers

- 1) **Role ambiguity** (law enforcer vs educator)
- 2) **Turnover** of trained SROs
- 3) Differing **language and culture** between policing and education
- 4) Perceptions of **surveillance among students of color**
- 5) Limited **evaluation and monitoring data/procedures**
- 6) **Bureaucracy** (MOAs, DUAs, etc.)



From Reactive to Preventive SROs

Old Model → Respond after incidents; punishment-oriented, compliance focus

Integrated SRO-PBIS Model → Preventive, relationship-driven, embedded in **consistently applied** tiered student supports



PASCO SCHOOL DISTRICT

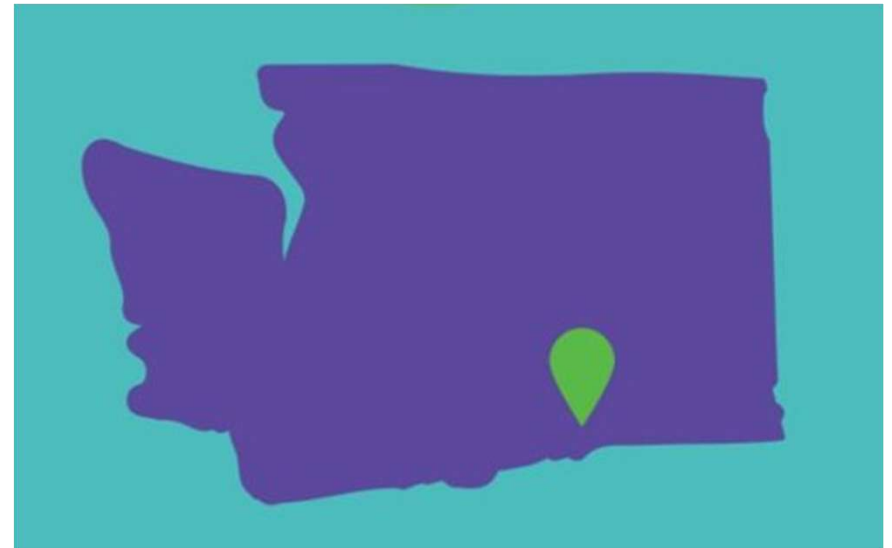
A district's journey integrating SROs



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WELCOME TO PASCO!

- PART OF THE “TRI-CITIES”
- 18,900 STUDENTS
- 25 SITES, VIRTUAL PROGRAM OPPORTUNITIES
- DEMOGRAPHICS:
 - 73.7% Hispanic / Latinx
 - 73.8% Low income
 - 34.9% English Language Learners
- FUN FACT:
 - We have the largest high school in the state at 3,000+ students



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Outrageous **OUTCOMES**



100% of 3rd graders will read on grade level in their language of instruction



100% of students will pass Algebra by the end of 9th grade



100% of 9th graders will end the school year on track for graduation



100% of students will graduate with a career path



100% of students will experience meaningful connections and hope for their future

← ALL STUDENTS ARE CAPABLE OF SUCCESS: **NO EXCEPTIONS** →

PASCO SCHOOL DISTRICT | 25-26 GOAL – MEANINGFUL CONNECTIONS

Enhance our efforts to support the mental health needs of all students in the Pasco School District by:

- **CONTINUING** the integration of school mental health into our district-wide MTSS-SEB (Interconnected Systems Framework).
- **REFINING** our procedures for identifying student social, emotional, behavioral, and mental health needs (universal screening).
- **EXPANDING** partnerships with community members and mental health service providers to improve student access to care.

Amazing Outcomes
Resultados Fenomenales

 MASTERY BY 3RD GRADE 100% of 3rd graders will read on grade level in their language of instruction. WE WILL: - EXPAND partnerships with families, providers, children providers, caregivers, and community organizations to ensure early literacy learning opportunities. - IMPLEMENT instruction aligned to the state learning standards using materials and frameworks focused on foundational skills for grades K-2. - IDENTIFY the needs of students early and accelerate learning through targeted interventions. - ENSURE all continuing education to ensure all teachers and staff are highly skilled.	 SUCCESS IN ALGEBRA 100% of students will pass algebra by the end of 9th grade. WE WILL: - DEVELOP a strong early math foundation through partnerships with families, providers, children providers, caregivers, and community organizations to ensure early math learning opportunities. - IMPLEMENT state learning standards using materials and frameworks focused on mathematical practices. - PROVIDE timely interventions to accelerate student learning. - TRANSFORM student engagement and performance in math by facilitating teachers' and leaders' mastery of mathematical practices and concepts.	 DOMINIO PARA EL 3º GRADO El 100% de todos los alumnos de 3er grado leerán a nivel de grado en su idioma de instrucción. NO SOTROS: - EXPANDEMOS las alianzas con familias, proveedores, proveedores de cuidado infantil, proveedores de cuidado infantil, proveedores de cuidado infantil, proveedores de cuidado infantil y organizaciones comunitarias para garantizar oportunidades de aprendizaje de alfabetización temprana. - IMPLEMENTAMOS los estándares de aprendizaje estatales utilizando materiales y marcos enfocados en las habilidades fundamentales para los grados K-2. - IDENTIFICAMOS las necesidades de los estudiantes a través de una intervención dirigida. - IMPLEMENTAMOS las prácticas docentes para asegurar que todos los maestros y el personal sean altamente capacitados.	 ÉXITO EN ÁLGEBRA El 100% de los estudiantes aprobarán álgebra para el final del 9º grado. NO SOTROS: - EXPANDEMOS una base sólida de matemáticas tempranas a través de alianzas con las familias, programas preescolares, proveedores de cuidado infantil, proveedores de cuidado infantil, proveedores de cuidado infantil y organizaciones comunitarias. - IMPLEMENTAMOS los estándares de aprendizaje estatales utilizando materiales y marcos enfocados en las habilidades fundamentales para el aprendizaje de los estudiantes. - PROPONEMOS intervenciones tempranas para mejorar el aprendizaje de los estudiantes. - TRANSFORMAMOS la participación y el rendimiento de los estudiantes en matemáticas facilitando el dominio de las matemáticas y de los estándares de aprendizaje y conceptos de matemáticas.
 GRADUATE WITH A CAREER PATH 100% of students will graduate with a career path. WE WILL: - IMPLEMENT career-based programs, personalized learning, strong feedback, and comprehensive high school and beyond plans to support all students to maximize their success. - DEVELOP a high school career schedule that is student-centered and creates pathways for meeting graduation requirements. - EXPAND partnerships with higher education institutions, community partners, and industry to offering courses with current standards for industry and post-secondary degrees.	 MEANINGFUL CONNECTIONS 100% of students will experience meaningful connections and hope for their future. WE WILL: - IMPLEMENT a robust and sustainable multi-system of support that attends to the social, emotional, and behavioral needs of all students. - PROVIDE all students a safe and positive learning environment that fosters community while addressing diversity, equity, and inclusive practices. - UTILIZE trauma informed practices and culturally relevant pedagogy to support student success. - ENGAGE students, staff, and community in opportunities that support the whole child.	 ESTAR AL CORRIENTE PARA LA GRADUACIÓN El 100% de los estudiantes de 9º grado terminarán el año escolar al corriente para poder graduarse. NO SOTROS: - ASEGUREMOS el dominio de los estándares profundos en lectura y matemáticas a través de alianzas con las familias, proveedores de cuidado infantil y organizaciones de la comunidad para maximizar el éxito del estudiante. - IMPLEMENTAMOS a los estudiantes en una experiencia personalizada alineada con los estándares estatales de aprendizaje utilizando materiales, recursos y un marco enfocado en las habilidades fundamentales para el aprendizaje de los estudiantes. - UTILIZAMOS los conceptos de apoyo temprano e intervenciones para ayudar a los estudiantes a tener un momento de éxito. - CONECTAMOS maestros, líderes y personal con estrategias efectivas e innovadoras para facilitar el logro de los estudiantes de preparatoria.	 GRADUAR CON UN PLAN PARA UNA CARRERA PROFESIONAL El 100% de los estudiantes se graduarán con un plan para una carrera profesional. NO SOTROS: - IMPLEMENTEMOS programas basados en los intereses, el aprendizaje personalizado, el rendimiento de los estudiantes en las pruebas de la Preparación y Más allá para ayudar a los estudiantes de 9º grado para maximizar sus logros. - DESEÑEMOS un calendario académico de la preparatoria que se centre en el aprendizaje y ofrece vías para cumplir con los requisitos de graduación. - EXPANDEMOS alianzas con instituciones de educación superior, socios comunitarios e industria al ofrecer los cursos con los estudiantes actuales para la industria y el futuro universitario.

A DISTRICT PRIORITY



Meaningful Connections and Hope

100% of students will experience meaningful connections and hope for their future.

WE WILL:

- **IMPLEMENT** a robust and sustainable multi-tiered system of support that attends to the social, emotional, and behavioral needs of all students.
- **PROVIDE** all students a safe and positive learning environment that fosters community while embracing diversity, equity, and inclusive practices.
- **UTILIZE** trauma-informed practices and culturally relevant pedagogy to support student success.
- **ENGAGE** students, staff, and community in opportunities that support the whole child.



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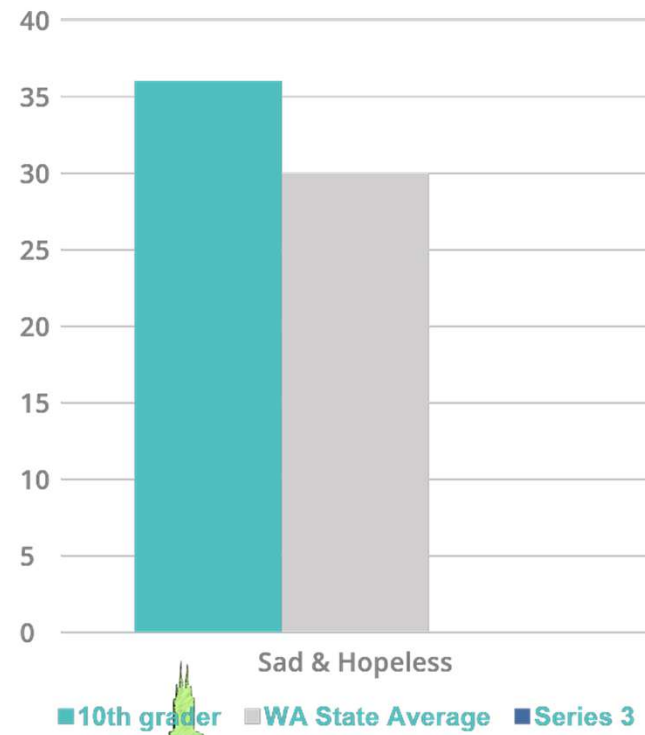
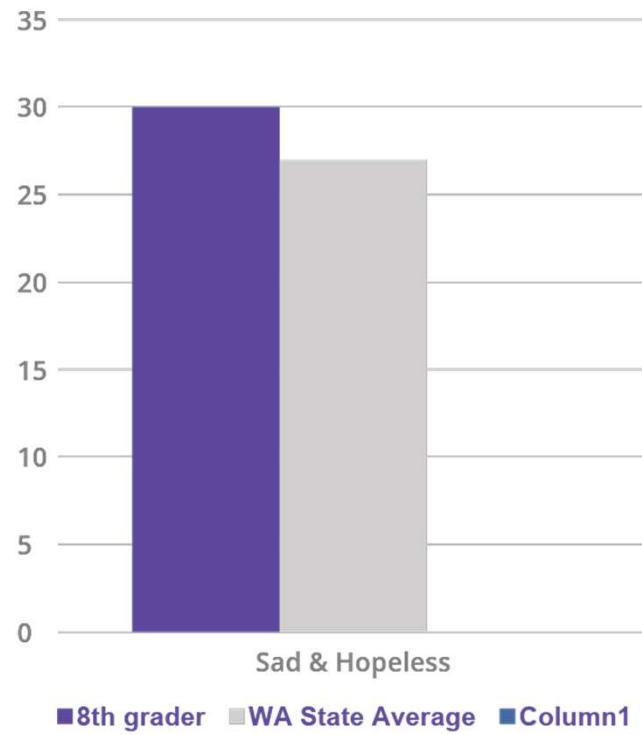
2023

THE STATE OF **YOUTH MENTAL** HEALTH IN PASCO

<https://www.askhys.net/Hys/HysInformation>

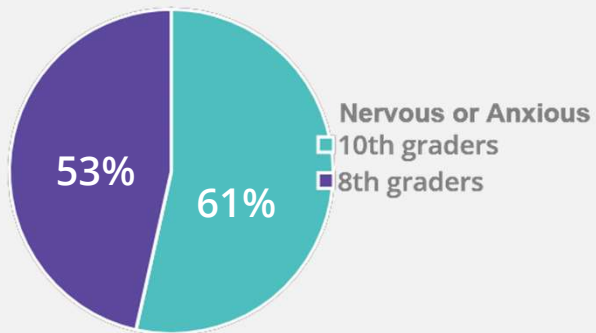
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RISING ADOLESCENT SADNESS: ABOVE-AVERAGE DESPAIR IN 8TH AND 10TH GRADERS



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Heightened Anxiety Trends Amongst Middle and High Schoolers



Concerning Levels of Chronic Worry Among 8th and 10th Graders



In 2023...

1 in 5 

youth in the Pasco School District
considered attempting suicide
(grades 8 & 10)



The alcohol use rate for
6th grade was three times
the state average.

The rate for 8th grade
students was twice *the state*
average.



Illegal drug use rate for **6th grade**
was **2x** the state average.

The rate for **8th-grade** students
was **3x** the state average.

6th graders reported marijuana usage rate
that was 2x the state average.

Students in 8th grade also
reported a rate of **25% higher**
than the state average.



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ALL HANDS-ON DECK

Let's broaden our definition of mental health.

Healthy organizations, healthy workforce and healthy students

People within a community helping one another

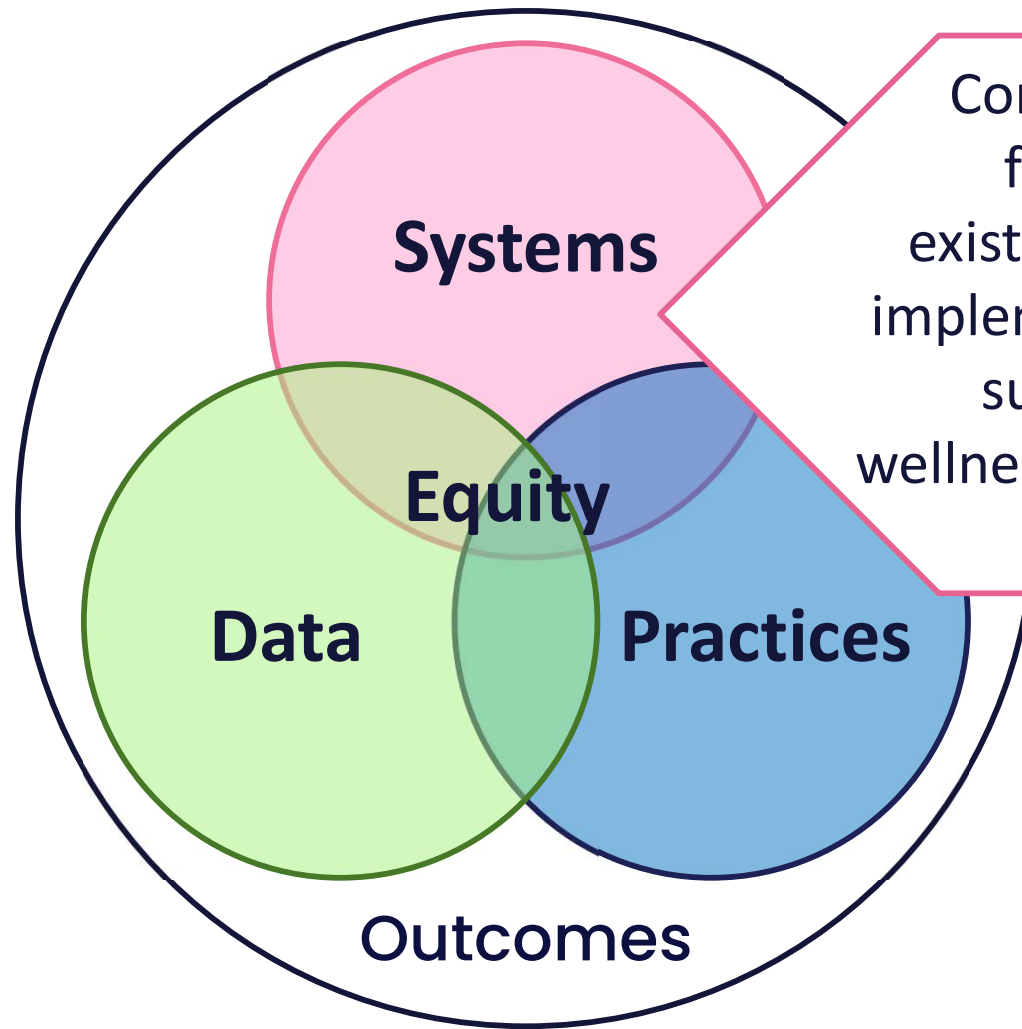
Educators are not mental health professionals, but they have a role to play (and may require professional learning, coaching, support to carry out that role)

There are simple strategies and systems that when used regularly, can enhance student mental health

EXTENDING TO SCHOOL MENTAL HEALTH

2025-26 GOAL:

- **ENHANCE OUR EFFORTS TO SUPPORT THE MENTAL HEALTH NEEDS OF ALL STUDENTS IN THE PASCO SCHOOL DISTRICT.**
 - Continue integrating School Mental Health into our existing District MTSS-SEB work/initiative (**Interconnected Systems Framework**).
 - Refine our procedures for identifying student social, emotional, behavioral, and mental health needs (**Universal Screening**).
 - Expand partnerships with community members and health providers to **improve student access to care---SROs!**



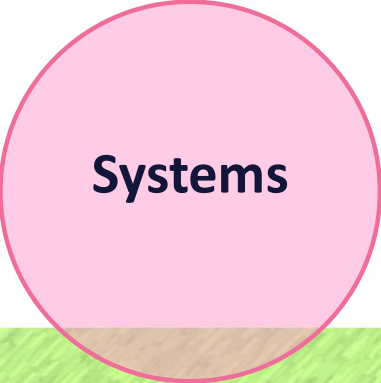
Continue to invest in ***systems*** to support high-fidelity implementation over time. Leverage existing leadership teams to guide planning and implementation, and consider effective means to support educators' professional learning and wellness given current resources, experience, and expertise.



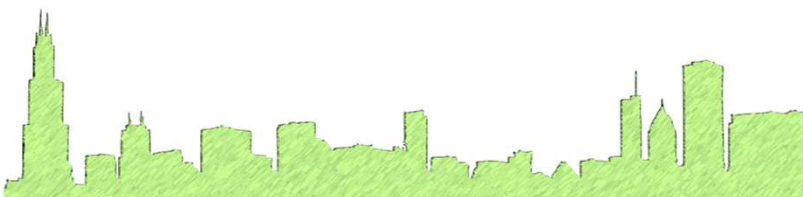
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Systems for SRO Integration

- MOU
- Integration of SROs & Probation Officers on District and School Leadership Teams
- Integrated, Inclusionary MTSS-SEBMH Training Attendance



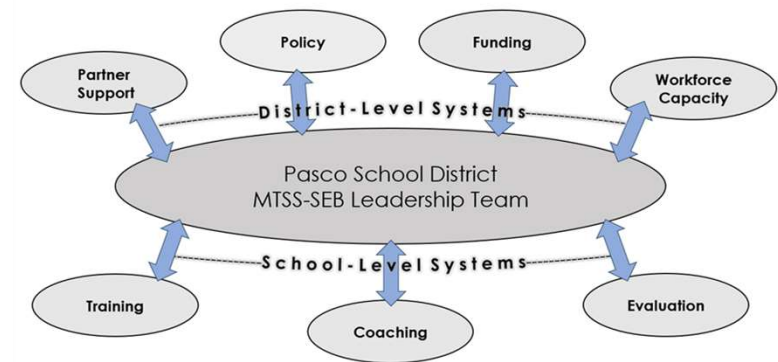
Systems



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SYSTEMS & READINESS

- Expansion of school-based mental health supports:
 - **School and District Staff**
 - School Social Workers
 - District Mental Health Coordinator
 - **Community Partnerships**
 - Mental health clinicians
 - Student Assistance Professionals
 - SROs
 - **Student Assistance Program**
 - Teletherapy sessions with a licensed clinician available for all students
 - No cost to families

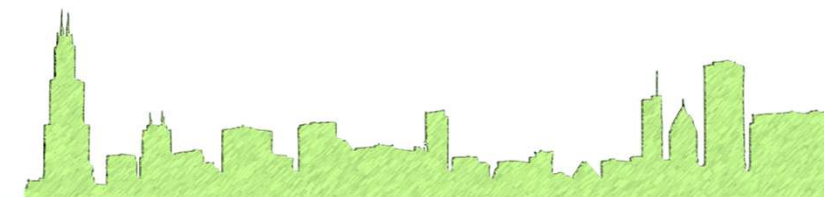


Practices for SRO Integration

- Warm greetings/greetings at the door
- Small groups
- Mentoring
- Prevention programs/lessons
- Identified as a next step through workgroup and interviews.



Practices

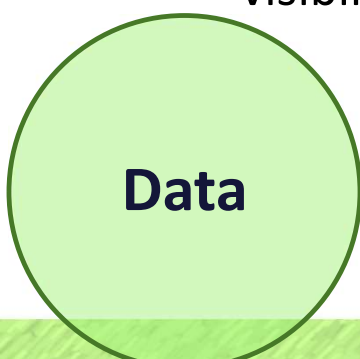


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Data for SRO Integration

Community-wide data:

- Safety and incident data (patterns of incidents reported to SROs)
- Crisis response data (frequency and types of calls for SRO assistance, documentation of de-escalation)
- Community and law enforcement liaison data (referral data to community programs)
- School climate contributions (school climate perceptions of safety and SRO visibility/approachability)



Data

SRO Integration Learnings

- Ensure the SRO role is clearly outlined, defined, and understood
- Actively engage SROs in co-designing PBIS practices and systems
- Ask SROs to assist in reporting team discussions & data
- Ask SROs to report community-wide data that can enhance our understanding of the Whole Child and community.
- Seek SRO feedback regarding school processes (data, systems, practices, and outcomes)



SRO Integration Next Steps

- District leaders collaborate with chief of police to update MOU
- Collaborate on hiring and placement of SROs
- Ensure active team engagement at the district and school levels
 - District workgroup from team
- District coaches collaborate with SROs to determine training and coaching needs
- Seek feedback on roles and responsibilities within practices (interviews)



District Workgroup

Convene a District Workgroup to Develop an Integration Toolkit:

Shared Vision & Current Landscape

- Establish shared goals for SRO integration
- Review current PBIS/MTSS framework and SRO role descriptions
- Identify alignment opportunities and gaps

Protocols & Practices

- Co-develop plans for clear protocols engaging SRO in common or exemplary Tier 1, Tier 2, and Tier 3 supports across school buildings

Toolkit Drafting & Resource Development

- Review and provide feedback on practical resources (checklists, role clarification guides, communication flowcharts) *drafted by UW*
- Revise and align resources with district PBIS/MTSS trainings, goals, and structures

Finalization & Implementation Planning

- Finalize toolkit materials
- Finalize an implementation plan to communicate to buildings
- Establish feedback and revision process



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10/22

3K – Enhancing School Safety: Physical Safety Measures & Considerations for Integrating School Resource Officers
Within the PBIS Framework

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