



# United States Department of Education Long-Term Recovery School Emergency Response to Violence (SERV) Grant

**April 17, 2018**

**Cabinet Presentation**



# Executive Summary

A comprehensive, short- and long-term recovery effort is required to move our community forward...

- A. Why a Recovery Plan:** To put forth a recovery plan (RP) that addresses the short-term and long-term needs of students, staff, families, and schools in order to restore the District learning environment disrupted by the incident.
- B. Program Structure Best Practice:** Internally-led, cross function team of decision makers, leveraging key stakeholder's feedback and input.
- C. Setting the Foundation (Recovery efforts to-date):** Immediate response to Marjory Stoneman Douglas High School (MSDH), while laying the foundation for Districtwide recovery plan.
- D. Strategies Going Forward (Next Steps):** HB 7026, assessments and community engagement will inform recovery plan development and implementation.



# Engaged Multiple National and Local Experts to Better Understand and Plan for Our Path Forward

1. Dr. Lorrie Rodrigue, Superintendent, Newtown Public Schools, Connecticut (Sandy Hook)
2. Janet Robinson, Former Superintendent, Newtown Public Schools, Connecticut (Sandy Hook)
3. Vivian Ekchian, Superintendent, Los Angeles Unified Schools, Los Angeles, California
4. Jane Hammond, Retired Superintendent, Columbine High School, Colorado
5. Frank Di Angeles, Retired Principal, Columbine High School, Colorado
6. John McDonald, Security and Emergency Management, State of Colorado



## Engaged Multiple National and Local Experts to Better Understand and Plan for Our Path Forward (continued)

7. Richard Kaufman, Community Engagement and Emergency Management, Minnesota
8. John Nicoletti, Ph.D. ABPP, Police and Public Safety Psychologist
9. Dr. Roseann Canforo, Chief Communications Officer, Cleveland Metropolitan School District, Ohio
10. Tammy Reed, Communications Office, Miami Dade Public Schools, Florida
11. Jordan Barenburg, Communications Department, School District of Palm Beach County School District, Florida
12. David Schonfeld, National Center for School Crisis and Bereavement, California



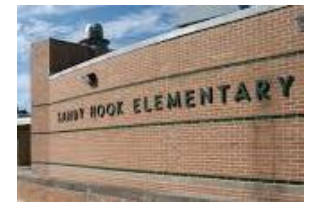
# Tragic Learning Insights (Sample List)

- You are not alone, it can happen anywhere.
- Allow MSDHS principal and staff to focus on school rather than media.
- Delay classes until memorial services completed.
- Allow community to support archiving memorials.
- Open safe spaces for students to gather.
- Dedicated communication Team to manage the media.
- Dedicated recovery team as this is a long term recovery.
- Dedicated document team for continuous updates and archiving.
- High engagement with mental health services. Include all impacted staff both instructional and non-instructional.
- Focus on all students and their individual recovery needs.
- Engage the bargaining units.



# Why a Recovery Plan

- Provides balance of grief support and trauma support
- Acknowledges that there are no easy answers and Broward County Public Schools needs to dedicate resources to a team with high level decision-making capabilities
- Provides resources for students and staff especially in six key recovery areas:
  - Mental health
  - Academics
  - Physical and structural support
  - Business support
  - School support
  - Communication support



# Program Implementation Guiding Principles Influenced by Real-Life Examples and Best Practices

Based on interviews and conversations with multiple sources, we have identified the following guiding principles for the establishment of the **Office of Student Support & Recovery**:

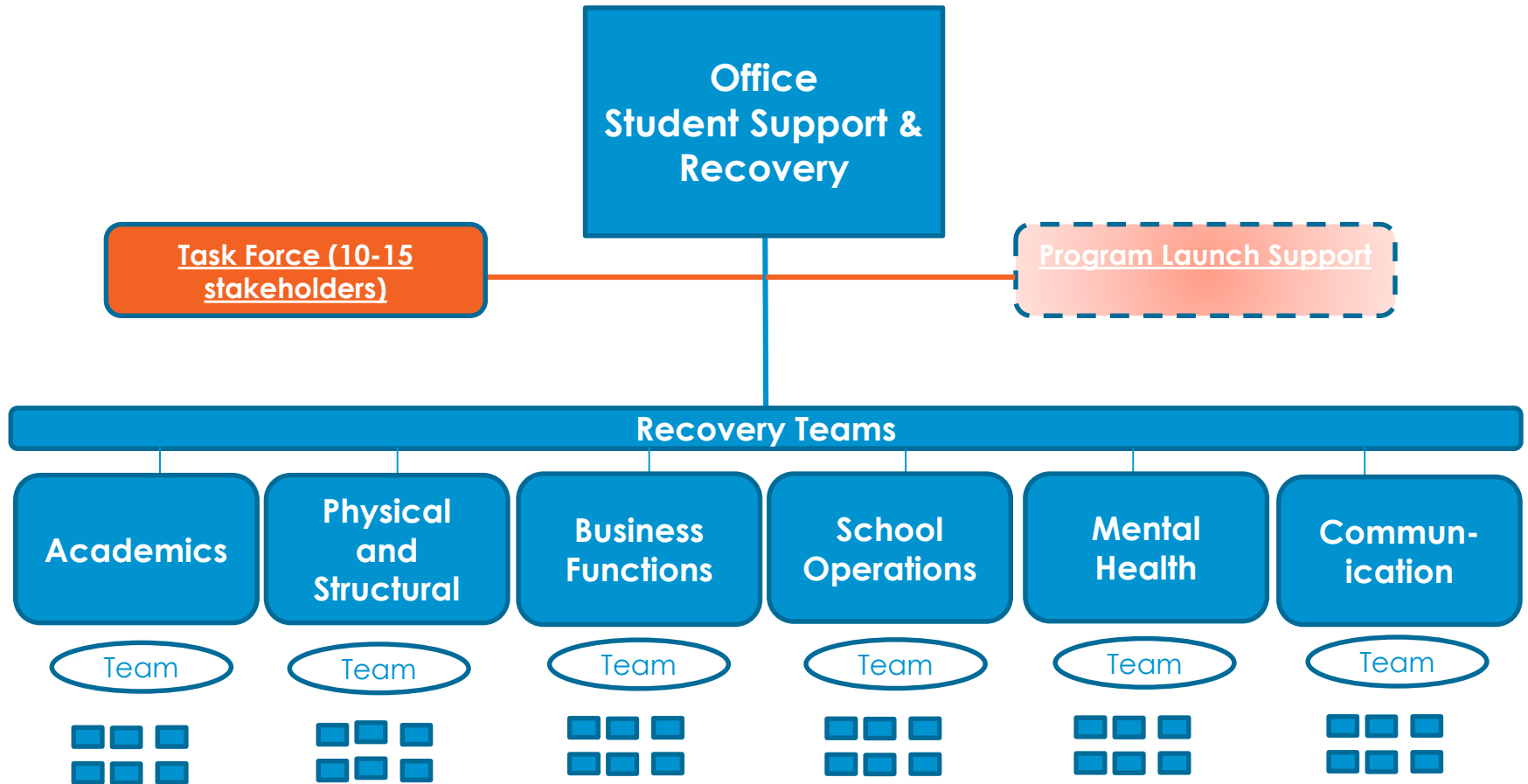
- Guidance and support from the top of the organization;
- The short-term components of the RP will emphasize recovery activities and services related to mental health, school safety, and communication;
- A tiered system of support maximizes the use of recovery resources based on demonstrated need;
- Rely heavily on external assessments, surveys, and feedback to develop detailed project/action plans;
- Plan implemented by a team with decision-making authority involving multiple functions.



**USC Suzanne Dworak-Peck**  
School of Social Work



# Program Structure – Best Practice





# Recovery Team Functional Areas of Discipline

## Academics

Including traditional academic and extra-curricular activities (e.g., music, art, physical education, electives)

## Physical and Structural

Including school security and safety

## Business Functions

Including financial operations, personnel, and grants

## School Operations

Including school operations, staffing, etc.

## Mental Health

Including social, emotional, and behavioral health

## Communication

Including instructional technology, technology innovation, public relations, and information dissemination



# Recovery Efforts to Date - MSDHS

## Short-Term Measures:

- Emergency response
- Grief Counseling Services for students, staff, and parents
  - Establishment of Resiliency Center
- Temporary facility repairs to resume operations
  - Damage to doors, frames, windows resulting from law enforcement clearing of school
- Modification of master schedule to account for the loss of Building 12
- Modification to school day and transportation schedule to transition back to standard school day
- Deployment of additional Special Investigation Unit and law enforcement resources
- Consolidation of entry points for student/staff arrival
- Implementation of a “clear backpack” policy
- Exploration of metal-detecting wands and metal detector installation



# Recovery Efforts to Date - Mental Health Recovery and Support

These services provide for differences in cultural practices of the diverse community served by Broward County Public Schools, and will be tiered to include:

- Tier 1: Wellness Initiatives
- Tier 2: Support Groups
- Tier 3: Individual Counseling

Training for clinicians, school and District support staff, teachers and parents will be offered for ongoing recovery and resiliency building.



# Strategies Going Forward

## Moving from Short- to Long-Term Recovery

- Establish a Recovery Planning Office/Team
- Assess short and long-term needs
- Map/align existing capacity utilizing internal and external resources
- Identify gaps
- Develop and Implement Strategies to obtain additional resources including additional SERV Grant opportunities and accessing the State School Safety Categorical Funding
- Provided ongoing and expanded services to students and staff
- Evaluate implementation and reset as necessary based on results, stakeholders input and community wide communication
- Develop monitoring, tracking and reporting mechanisms
- Review, revise, and update plan (Continuous)



# SPOTLIGHT: Project SERV Grant (USDOE)

- Funding from the United States Department of Education (USDOE)
- Focused on recovery
- Eligible expenditures include mental health assessments, referrals and services related to events that occurred at MSD
- Law enforcement and security costs
- Technical assistance on developing an appropriate response to crisis
- Temporary security measures
- Unallowable expenditures include permanent security measures, construction, operations under the Public Information Office, services normally provided by LEA and any activities for which other resources are available



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