

**BOARD OF EDUCATION  
SD NO. 40 (NEW WESTMINSTER)  
EDUCATION POLICY AND PLANNING COMMITTEE  
AGENDA**

**Tuesday, October 13, 2020**

**5:00 pm**

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7. Adjournment

6:00 PM



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New Westminster School District (SD40), October 2020

# Dyslexia BC

# The Beginnings of Dyslexia BC





Learning Disabilities (LDs) are specific neurological disorders that affect the brain's ability to store, process, retrieve or communicate information. They are invisible and lifelong.

- can affect different aspects of learning and functioning and can present in numerous combinations.
- can be compensated for through alternate ways of learning, accommodations and modifications.
- can occur with other disorders (AD/HD, etc.) and do run in families
- LDs are NOT



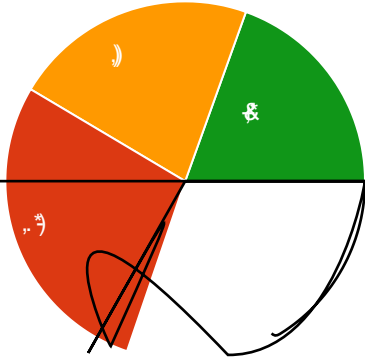
# Effects of having Dyslexia or an Learning Disability

- Self Esteem can be low.
- Depression.
- Anxiety and anxiety disorders (or even anorexia) may arise.
- Suicide.
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# How does Dyslexia BC Help?

- Provide parent information events (all over the province of BC)
- Provide professional development sessions to teachers
- Provide information to parents, teachers and students regarding learning disabilities
- Provide information to parents, teachers and students about where to go to get learning disabilities properly identified
- Provide appropriate material to parents and students so they can advocate with knowledge
- Provide information about remediation and the types of interventions
- Provide information about effective assistive technologies
- Provide support for parents that need to be heard by someone who has experience with the same problem





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# Our Current Context:

- Recent tragic killings of Black and Indigenous people during encounters/wellness checks with the police
- Discussion, protest and community action across the country and world
- George Floyd's tragic and public death further illuminated many of these situations
- Systemic racism, privilege, and equity have been brought to the forefront



- Communities are questioning the effectiveness and culture of policing
- Purpose of and need for, the Child and Youth Liaison Officer Program has become a focal point
- Some community members are advocating for the abolishment of the program



# NWPD Child and Youth Resource Unit:

- Support all schools in New Westminster
- 3 Child and Youth Liaison Officers
  - 2 of these officers are school-based:

# NWPD and SD #40 Partnership

Supporting students to learn in a nurturing and secure school and community environment, where they are engaged in experiences that create strong self-esteem, responsible behavior and a respect for the dignity and differences of others.

# Current Areas of Focus:

- Relationships: students, staff, admin
- Prevention
- Intervention
- Restorative Justice and student advocacy
- Safe School Environments

Build meaningful relationships with community partners to support our students and families

SD#40 Strategic Plan Goal



# The New West CYLO Program in Action

Regular check-ins at schools	Review & training with Lockdown Drills and Emergency Procedures

# Ongoing Police Presence in NW Schools

## Why?

Support student, staff and school safety:

- Emergencies
- Critical Incidents
- Violence Threat Risk Assessment
- Suicide Risk Assessment
- Lockdowns
- Elopement
- Online behaviour concerns
- Bullying

## Who?

Child and Youth Liaison Officers

- established relationships
- understand context of school community
- available on-site
- work in partnership with the other officers

Duty Officers (non - emergency)

Police and Emergency Response Teams

# Moving Forward

Program review through a trauma - informed lens:

- Connection to SD40 anti -racism policy work
- Stakeholder input through a facilitated process
- Update of the SD40/NWPD MOU, yearly review process
- Commitment from NWPD for continued training for CYLOs around trauma and racism
- Communication and education about the partnership
- Guiding documents:
  - NACTATR, ERASE Strategy, Trauma Informed Schools, Safer Schools Together

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School District No. 40 (New Westminster)



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## School District No. 4 (New Westminster)

The role of the CYLOs is to:

- Assist admin in emergency crisis planning, and support in critical incidents (e.g. tragic car accidents/other student or staff deaths where police may be involved) and in emergencies.
- Establish and maintain a close partnership with school admin to create a safe school environment, free from criminal activity.
- Be visible in the school community to build relationships with staff, students and parents/guardians.
- Work with counsellors/admin to support conflict resolution and incorporate restorative justice practices.
- Support in referrals to other services or agencies as needed.
- Connect with students in classrooms and other areas in the school.
- Prevent youth offending through close contact and positive relationships with students.

The CYLO Program in Action in New Westminster Schools

<http://www.nwpolice.org/community-services/school-liaison-officers/>

The Need for Ongoing Police Presence in New Westminster Schools

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## School District No. 40 (New Westminster)

- Elopement
- Online behaviour concerns
- Bullying

In these situations, schools can be supported through the CYLOs, duty officers as assigned through non-emergency phone calls, or police/emergency response teams accessed through 911 calls. Sometimes all three of these levels of policing may be utilized. The benefits of having CYLOs in these situations are:

- their established relationships and connections with staff, students and parents/guardians
- their understanding of the context and culture of the school community
- their availability on-site.

### Moving For ward

The New Westminster School District would benefit from a review of the Child and Youth Resource Program through a trauma-informed lens. Considerations for this review should include:

- Connection to SD#40 anti-racism policy work.
- Stakeholder input through a facilitated process.
- Update of the SD#40/NWPD MOU, with an embedded yearly review process.
- Communication and education about the Child and Youth Resource Program to students, staff and the community.
- A review of key guiding documents:
  - o Trauma Informed Approach to Assessing the Creation, Organization and Utility of School Resource (Liaison) Programs: The North American Centre for Threat Assessment and Trauma Response (NACTATR) <https://nactatr.com/news/alert-sro-guidelines.html> (See Appendix A)
  - o ERASE Strategy (Expect Respect and a Safe Education) Ministry of Education, BC: <https://www2.gov.bc.ca/gov/content/erase>
  - o Trauma Informed Practice: <https://mytrainingbc.ca/traumainformedpractice/#relationship>
  - o Safer Schools Together: <https://saferschoolstogether.com/>





# Trauma-Informed Approach to Assessing the Creation, Organization

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# A Trauma-Informed Approach to Assessing the Creation, Organization and Utility of School Resource (Liaison) Officer Programs

## Preamble

School Resource Officer (SRO) programs are uniquely representative of the intersection between three institutions: schools, police and communities. Recent highly publicized events have highlighted how all major institutions including healthcare, law enforcement, education and their operations have had negative, disproportionate effects on people of color who live in communities of color. As a result, there has been a focus on how systemic racism is maintained in society within the organizations that are meant to protect and serve children and families. School Resource Officers have not been immune to that.

Assist school administrators in emergency crisis planning and building security matters. Provide a course of training for school personnel in handling crisis situations, which may arise at the school.

4. Be visible within the school community. Attend and participate in school functions. Build
5. Develop and implement classes in law related education to support the educational efforts of the staff. Work closely with teachers in designing and presenting law

## SECTION ONE

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and/or enforcement of school policies, they are likely to be met with opposition and defiance by Indigenous students and their families. A common error made by SROs is focusing solely on the student and not that of the family system when the hard truth is, officers will not bond with marginalized students without the overt or covert approval of the parents and grandparents. The families of our students are as vast and different as stars in the sky, inclusive of Two Spirited, Trans, and Non-Binary people who are most marginalized and deeply impacted by systemic racism. There is a painful history that needs to be respected and reconciled before relationships can be developed. For those school Principals and SROs that believe they are not part of that history and that students just need to respect their position of authority, you need to remember how authority, p

the teachers who had the biggest impact on your life. The odds are that they met two key criteria. First of all, they showed you that they cared about you as a person. These teachers no doubt had the ability to build relationships and did so by giving of themselves to make you want to do the same. The second characteristic relates to their competence, their ability to teach you concepts and ideas. An important point here is that the first skill-relationship building- amplifies the effect of the second (skilled teaching). You remember these teachers firstly because they cared about you, and because of that, they were able to impact your learning. It is captured in the



Many different questions can be part of a program evaluation, depending on how long the program has been in existence, who is asking the question, and why the information is needed.

In general, evaluation questions fall into these groups:

- x Implementation: Is the program being implemented as originally intended?
- x Effectiveness: Is your program achieving the goals and objectives it was intended to accomplish?
- x Efficiency: Is the program producing results with appropriate use of resources such as budget and staff time?
- x Cost Effectiveness: Do the benefits of the program exceed the cost of producing them?
- x Attribution: Can progress on goals and objectives be shown to be related to your program, as opposed to other things that are going on at the same time?

All of these are appropriate evaluation questions and might be asked with the intention of documenting program progress, demonstrating accountability to funders and policymakers, or identifying ways to make the program better.

<https://www.cdc.gov/eval/guide/introduction/index.htm>

While we support the principles of program



## SECTION TWO

Readiness of School Boards and School District/Division leaders to Formally Consider a Trauma Informed Assessment with Racialized and Marginalized Students and their Parents or Caregivers

Individual School board trustees and school district / division leaders should consider the messages and dynamics presented in Section One of these guidelines. Each should consider their personal emotional response and their cognitive response to them. At the next meeting, they should openly share their perspectives and the level of emotional energy they believe they have to lead a trauma

are becoming part of the school family which generalizes into them becoming part of the overall community family. Although there should be flexibility in the roles open dynamic between students, staff, parents (caregivers), school administration and the SRO where the physical, emotional, cultural and racial safety of all are paramount.

## SECTION THREE

As noted earlier, these guidelines are meant to be helpful as both a prompt for discussion and to assist in the organization of a trauma-informed assessment of SRO Programs where necessary. The five phases below are recommendations to be understood by the authors that some communities are already well into a satisfactory review process and have an established plan while others have been looking for some guidance and may choose to use these guidelines as their primary template

### Trauma-Informed Assessment Five Phase Recommendation

Trauma-informed assessments are generative by design and are intended to engage participants in dialogue that supports them in sharing their experiences and perspectives as well as providing them with an active role in the design and restructuring of the SRO program where deemed necessary. The five phases of the Trauma-Informed Assessment (TIA) are grounded in trauma-informed leadership practices that understands that while SRO programs require clearly defining the function and role of SROs, the TIA process is also designed to lower systemic anxiety so a proper assessment can be conducted. Alongside this principle, is the understanding that no two





6. Closing statements from the Leadership Committee to conclude the meeting. Closing statements that are supportive to participants and reflect what has been said leaves participants knowing they have been heard. Where possible commitment statements back to you in (determine specific time) you will all receive a summary and the information will also be accessed at (insert link).
7. Having a visual road map (poster) where community participants can see what phase the committee is in and where they are going is important. For example, small posters can be placed in multiple community agencies, schools, police detachments to visual represent the work of the committee.

#### Phase 4 Information Sharing: Results and Actions

While the initial weight of initiation for the TIA process rests on Police and School Boards, each of the 5 phases of the Trauma Informed Assessment (TIA) requires consistent and clear communication from the Leadership committee as a whole. However, communicating the results of the TIA process during this phase is critical to sustaining any form of engagement with the community. This principle holds true when we talk about multiple agency communication. When multiple systems communicate only through their own channels, it results in lowering systemic and community anxiety. In other words, communicating the results of the TIA process through multiple systems anxiety, all while have little no impact on the citizens it is designed to serve. The following are some best practices associated with information sharing:

- 1.) Using you and your partners social media platforms: Strategically releasing media follow up on a regular and consistent basis



6.) Leadership should have regular internal communication with their staff regarding the TIA results and process. Depending on existing relationships, community members generally associate, first, with the organization (uniform) then the issue. All sub-systems within each partner organization must have the same congruent messaging where possible.

#### Phase 5 Continuous Commitment to Assessment

Any sustainable changes to an SRO program

- x sessions, an annual revisiting process with stakeholders
- x Opportunities for learning and/or training being offered to multiple stakeholders should also be emphasized as an effective practice to build collaboration and relationships
- x A kickoff event allowing for some joint learning and/or training with a group of stakeholders might be useful with follow up, facilitated break focus groups
- x Recommendation for a formal feedback loop based on any voice garnered as part of the collaborative, engagement process
- x Must provide and maintain clarity on the purpose of group engagement. Need to ensuring that school board and police partnerships are being responsive to the needs of the specific community/communities
- x Must continuously recognize the importance of building and/or nurturing relationships as an essential to maintaining constant dialogue and respectful conflict resolution.

SRO Trauma Informed Assessment: NACTATR on

## SECTION FOUR

### Multi-Tiered Consideration for School Police Community Programming

This section provides a complete and comprehensive School Resource Officer (SRO) Memorandum of Understanding (MOU). As noted earlier, the vast majority of SRO program overviews and job descriptions in Canada are very brief and often only one to two pages. For this school police collaboration. The template provided can also assist with developing more of a national standard for SRO programs

As well, we encourage school boards, police and communities to consider new ways of supporting students and families of racialized and marginalized communities. The image below represents three types of interconnected policing that builds on the SRO program. Where resources are available and community commitment is present, we support a robust SRO unit for all school divisions / districts with a smaller unit called Youth Resource Officers who are not confined to working school hours but can work evenings and weekends to better connect with parents and caregivers along with students who are attenders. The third unit is a diversity team(s) that is not school attached or student focused but instead works with stakeholders and all community members from racialized and marginalized communities.

**Acknowledgement** The sample MOU that follows and the United States Secret Service Safe School Initiative (SSI) referenced in these Guidelines are both projects of which our co-author Dr. William Pollack was also author and contributor. We wish to thank him for his many contributions. As well, the SRO MOU is adapted from its original released by Attorney General Maura Healey, the Executive Office of Public Safety and Security, and the Department of Elementary and Secondary Education, State of Massachusetts and we wish to thank them for their thoughtful work



x To establish a framework for principled conversation and decisionmaking by school and

how chiefs of different towns should work together, and with the Superintendent, to select the SRO).

The Chief shall consider the following additional factors in the selection of the SRO:

x



and the school community can work together, including how and when the SRO is available for meetings and how and when the school community can submit questions, shall include information on procedures for communicating with the SRO in languages other than English. The SRO shall also initiate communications with students and teachers to learn their perceptions regarding the climate of their school.

The SRO shall regularly be invited to and attend staff meetings, assemblies, and other school convenings. The SRO shall also be invited to participate in educational and instructional activities, such as instruction on topics relevant to criminal justice and public safety issues. **NOTE:** Some districts might add working with community partners on campaigns and messages in schools (e.g., to prevent substance use, vaping, and distracted driving).] If the District has access to a student rights training through a community partner, the school shall consider offering such a training to students, where practicable at the start of each school year. The SRO shall make reasonable efforts to attend such training. The SRO shall not be utilized for support staffing, such as hall monitor, substitute teacher, or cafeteria duty.

The Parties acknowledge that the SRO may benefit from knowledge of accommodations or approaches that are required for students with mental health, behavioral, or emotional



All students, parents, guardians, teachers, and administrators shall be informed of the complaint resolution system and procedures at the beginning of each school year. All procedures must align with the conflict resolution policies and procedures of the respective School Division and Police Service.

The Parties shall develop and implement a system that allows for the SRO and other Police Service officers to register concerns, including concerns about misconduct by teachers or administrators, that may arise with respect to the Program.

#### F. Annual Review of the SRO and the SRO Program

The Chief and the Superintendent/Director shall annually review the performance of the SRO and the success and effectiveness of the Program in meeting the Goals and Objectives. [NOTE: Some programs may wish to have more frequent reviews.] The review shall be conducted at the end of each school year in a meeting among the SRO, the Chief, and the Superintendent. A copy of the review shall be supplied to each attendee.

The Chief and Superintendent/Director shall jointly develop and agree in advance on the terms of any applicable collective bargaining agreements, for compliance with the goals, and objectives as set forth in Sections I and II. The review shall consider SRO efforts to prevent unnecessary student arrests, citations, court referrals, and other use of police problem-solving, prevention, and de-escalation and prevention activities.

The Chief and Superintendent shall provide a procedure for receiving feedback from the

### XIII. Roles and Responsibilities of the SRO and School Administrators and Staff in Student Misbehavior

The Parties agree that school officials and the SRO play important and distinct roles in responding to student misbehavior to ensure school safety and promote a positive and supportive learning environment for all students.

The SRO while functioning in a mentoring and "counseling" role to students in the course of their duties shall not serve as a school disciplinarian, as an enforcer of school regulations, or in place of appropriate school-based mental health providers, and the SRO shall not use police powers to address traditional school discipline issues, including violent disruptive behavior.

The principal or his or her designee shall be responsible for student code of conduct violations and routine disciplinary violations. The SRO shall be responsible for investigating and responding to criminal misconduct. The Parties acknowledge that many acts of student misbehavior that may be addressed through the disciplinary process. The SRO shall read and understand the student code of conduct for both the District and the school.

The principal (or his or her designee) and the SRO shall use their reasoned professional judgment

undertaking parallel disciplinary or administrative measures that do not interfere with a criminal investigation.

A student shall only be arrested on school property or at a school-related event as a last resort or when a warrant requires such an arrest. The principal or his or her designee shall be consulted as soon as practicable after an arrest. In the event of an investigation by the SRO that leads to the arrest of a student, the principal or his or her designee shall be notified in advance and offer them the opportunity to be present during the interview.

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personal bedroom or office is often typical. If the dynamic of the residence is such that there is no reasonable expectation of privacy within the entire location, the chosen location for the behaviour may become a garage, shed or motor vehicle that affords privacy.

Likewise, in a school setting the locker is one of the first places to find drugs, weapons and other contraband. It is now standard practice in a school-based VTRA and/or police based VTRA to show a concerted interest in the locker and bedroom dynamic. Examination of these locations may help establish if there is any evidence that a threat maker is engaging in behaviours consistent with their threat.

The locker and bedroom dynamics are not exclusive because we find evidence of planning in these locations, we often find further evidence elsewhere including at school

The more committed an individual is to carrying out an offence without being caught, the more likely they may hide weapons, ammunition, floor plans, maps and other items elsewhere in the home and surrounding property.

School administration must check for initial evidence of planning as it relates to the locker

When such grounds exist and criminal charges are contemplated, it is necessary that



Boards of Education and Independent School Authorities are subject to personal information privacy laws and will undertake the collection of this information in compliance with the requirements of such laws, including by limiting collection to information that is relevant and necessary to address a risk or threat by ensuring that information is collected from online sources and is only obtained from open source sites. Information collected as part of a threat assessment may be provided to law enforcement authorities in appropriate circumstances.

Exigent circumstances requests can be submitted to social media companies (Facebook & Instagram, Twitter, Snapchat) to retrieve data in critical timeframes through their law enforcement portals. If you believe that you will be proceeding with charges, it is



The Parties also acknowledge that, from time to time, an emergency situation may arise that poses a real, substantial, and immediate threat to human safety or to property with the risk of substantial damage. School personnel having knowledge of any such emergency situation should immediately notify or cause to be notified both the Police Service (or the SRO if appropriate to facilitate a response) and the principal or his or her designee. This requirement is in addition to any procedures outlined in the policy manual.

Nothing in this section or this Agreement shall prevent the principal or his or her designee from reporting possible criminal conduct by a person who is a student.

## 2. For Non-Law Enforcement Purposes

Based on their integration as part of the school community, SROs may periodically perform a law enforcement role outlined in Section IV.

Student PII received by the SRO (or other Police Service employee identified in Section V.A.) that is not related to criminal conduct risking or causing substantial harm shall not be used to take law enforcement action against a student but may be used to connect a student or family with services or other supports. Prior to such a disclosure, whenever possible, the principal or his or her designee shall notify the parent, the student, or both, when such information will be shared with the SRO.



- x Cultural competency in religious practices, clothing preferences, identity, and other areas
- x Mental health protocols and trauma-informed care
- x De-escalation skills and positive behavior interventions and supports
- x Training in proper policies, procedures, and techniques for the use of restraint
- x Teen dating violence and healthy teen relationships
- x Understanding and protecting civil rights in schools
- x Special education law
- x Student privacy protections and laws governing the release of student information
- x Schoolspecific approaches to topics like bullying prevention, cyber safety, emergency management and crisis response, threat assessment, and social emotional learning

The SRO shall also receive certified basic SRO training on how to mentor and counsel students, work collaboratively with administrators and staff, adhere to ethical standards around interactions with students and others, manage time in a school environment, and comply with juvenile justice and privacy laws, to the extent that such training is available.

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The SRO shall attend a minimum of \_\_\_ identify number of ho}rhours of training per year. [The recommended minimum (-2(a)4(b)4(o)3(v)-3(e )-5(t)-4(ime )-4(sp))-ent in certifi}ed basic O traing



## SECTION V

- x Substance Use and Abuse – How it affects mental health and behavior in children, youth and adults.
- x Youth Crime Diversion and Prevention and the School to Prison Pipeline – Assessment and Early Interventions.
- x Social Media – Understanding and Assessing electronic communications that provide opportunities for preventing harm to self and others – early indicators of racialized and radicalized threat and hate based communication. Monitoring and tracking information for school safety.
- x School Law – the foundation for law enforcement practice is an understanding and awareness of the laws that govern the roles and responsibilities for sworn police officers in specific contexts. School Resource Officers must have knowledge of the laws at both the Provincial and Federal levels as well as Legislation and Case Law in effect since Columbine when school safety laws proliferated. These sources provide the context and rationale for school resource officer roles, responsibilities, practices and policies and overall school safety.

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COURSE NAME:

OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION U.S. Department of Justice, Office of Justice Programs Conflict Resolution Fact Sheet

DESCRIPTION:

Created by the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, this fact sheet highlights four approaches to conflict resolution education: process curriculum, peer mediation, peaceable classroom, and peaceable schools. This explores each of these approaches and how they can be applied when working with youth.

<https://www.ncjrs.gov/pdffiles/fs9755.pdf>

COURSE NAME:

Early Prevention and Intervention for Delinquency and Related Problem Behavior

DESCRIPTION:

CRITICAL CRIMINAL JUSTICE ISSUES Department of Justice, Office of Justice Programs



COURSE NAME:

ADOLESCENT DEVELOPMENT: STRATEGIES WITH LAW ENFORCEMENT INTERACTIONS WEBINAR

DESCRIPTION:

The purpose of this webinar is to discuss adolescent brain development and how it affects youth behavior. The presenter will discuss youth thinking and behavior, strategies to improve police interaction with youth and legal considerations when interviewing or interrogating youth, as well as providing resources to improve interactions and outcomes when dealing with youth.

<https://www.theiacp.org/resources/webinar/adolescentdevelopmentstrategies-for-youth-and-law-enforcementinteractions>

COURSE NAME:

Mental Health First Aid

DESCRIPTION:

Mental Health First Aid is an 8 hour course that teaches you how to help someone who may be experiencing mental health or substance use challenges. The training helps you identify, understand and respond to signs of mental health or substance use challenges. This course is available for free on the National Mental Health First Aid website.

COURSE NAME:

POLICE BASED JUVENILE DIVERSION AND Adolescent Development

DESCRIPTION:

PARTNERSHIP UNIVERSITY Youth Development Institute (YDI) The Youth Development Institute is a series of online training courses for youth serving paraprofessionals and volunteers seeking to increase their knowledge and enhance their skills. This online course provides background on adolescent brain development, the role of self concept and self esteem in identity development, how youth respond to puberty, and what youth workers can do to be supportive during this time of change.

<https://www.partnershipuniversity.org/youth-development-institute-ydi-courses-descriptions-and-information#Adolescent>

COURSE NAME:

Policing the Teen Brain

DESCRIPTION:

STRATEGIES FOR YOUTH CONNECTING COPS & KIDS Juvenile Justice Training for Law Enforcement ^ & z [ • š Œ ] v ] v P } ( ( A E % Œ v [ μ v Œ Adolescent Behavior and builds their de-escalation tactics for interactions with youth. The foundation of this training is based on regional, agency, demographic Œ • μ i š Œ [ • v • X d Zhe Teen Brain W Œ o ] ] v P training program that provides officers with the information and skills they need effectively

<https://strategiesforyouth.org/sfysite/forpolice/http://strategiesforyouth.org/forcommunities/think-about>

COURSE NAME:

POLICE-BASED JUVENILE DIVERSION AND CARE, A Trauma Sensitive Toolkit for Caregivers of Children, Spokane Regional Health District

DESCRIPTION:

This fact sheet outlines what is considered as Adverse Childhood Experience, what exposure to childhood ACEs can increase the risk of children, and how to support the well-being of children.

[https://srhd.org/media/documents/12-3-CareToolkit\\_LowResolution.pdf](https://srhd.org/media/documents/12-3-CareToolkit_LowResolution.pdf)

COURSE NAME:

TRAUMA-INFORMED CARE PERSPECTIVES AND RESOURCES Georgetown University Center for Child and Human Development

DESCRIPTION:

Trauma-Informed Care: Perspectives and Resources is a comprehensive resource tool. This video comprises issue briefs, video interviews, and resource lists for implementation. The issue briefs provide an introduction and overview for each of the tools eight models. The comprehensive resources list support users in understanding how to build trauma informed systems and organizations.

<https://gucchdtacenter.georgetown.edu/TraumaInformedCare/>

COURSE NAME:

TRAUMA TRAINING FOR CRIMINAL JUSTICE PROFESSIONALS Substance Abuse and Mental Health Service Administration (SAMHSA)

DESCRIPTION:

The GAINS Center offers a variety of training on trauma-informed responses from criminal justice professionals about the impact of trauma and how to develop trauma-informed responses. This



# APPENDIX A

Excerpt from:

## THREAT ASSESSMENT IN SCHOOLS:

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**CHAPTER II**

**CREATING  
CLIMATES OF  
SCHOOL SAFETY:**

**A FOUNDATION  
FOR REDUCING  
SCHOOL  
VIOLENCE**

## Fostering a Culture of Respect

## Creating Connections Between Adults and Students

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