Whole-Child Safety Takes the Whole Community

Whole-Child
SAFETY

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Navigate**360**

A Framework to Ensure the Safety, Wellness & Success of K-12 Students

Navigate**360**

Building safer tomorrows.

Introduction

This is a call to action.

Whole-child safety takes the whole community. It's a shared responsibility that we as members of schools, businesses, cultural and religious organizations, governments, and most importantly, families must commit to so children can achieve their highest potential in an emotionally and physically safe environment.

Schools need our support.

In addition to current societal and continued post-pandemic impacts from the last two years, we've now encountered a particularly tragic increase in violence — with more than two dozen school shootings in the first 6 months of 2022 alone — making staff and students much less confident in being protected at school.

It has been proven time and time again that students can't reach their full academic potential unless they feel safe and supported within their homes and classrooms. Their basic needs — including physical, social and emotional safety — must be met before they are mentally equipped to pursue academic learning.

We must work together to address the whole child.

School safety requires a framework composed of technology, training, education and community engagement to meet the needs of the whole child. These layers of support must be focused on the safety, development and personal and academic success of students. With an ecosystem of holistic safety and wellness in place, K-12 schools are in a better position to promote the long-term development and success of our youth.

The Whole-Child Safety Framework includes insights from leading subject matter experts and supporting data. It is my hope that you will leverage this framework to help you understand how you can contribute to the success of our students. I also hope you will share this information with others and encourage ongoing discussion about how whole-child safety is approached in your community. If you have any questions, please do not hesitate to reach out: **wholechildsafety@navigate360.com**.

Thank you for taking the important step of downloading this framework. You are part of the solution, and we are all better together.

JP Guilbault
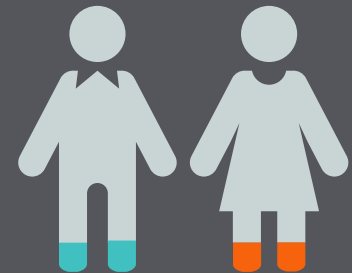Chief Executive Officer
Navigate360

17.2% of Students

Less than 2 in 10 students have the greatest confidence that their school is doing its best to create an atmosphere of physical safety.

12.5% of Students

Even fewer students have the greatest confidence that their school is doing its best to create an atmosphere of emotional safety.

10.9% of Teens

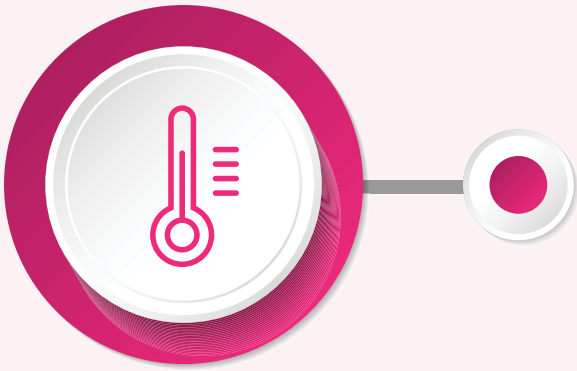Furthermore, few are confident that their school has a comprehensive plan for safety.[1]

1. December 2021 Navigate360 Zogby Poll

The Whole-Child Safety Framework

Schools, communities, families, government agencies, cultural organizations and solution providers must work better together to ensure every student feels safe — physically, socially and emotionally — within their school environment. These basic needs must be met before our children are mentally equipped to pursue academic learning.

With an ecosystem of holistic safety and wellness in place, K-12 schools are in a better position to promote the long-term development and success of children.

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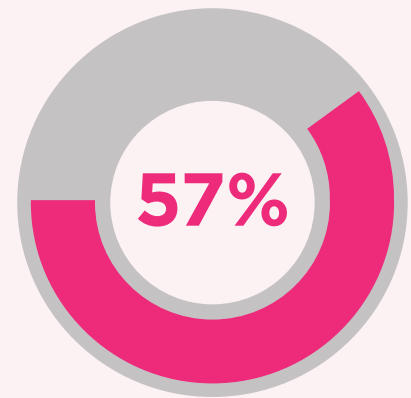**Emergency Preparedness & Response**
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School Culture & Climate

More than **57% of teens** are interested in educational content or short courses to help them manage stress and anxiety, and more than 55% want part of their curriculum to be spent learning about and working on their social-emotional wellbeing.[1]

1. December 2021 Navigate360 | Zogby Poll

57%

Students — and educators — are dealing with a lot these days. From living through a global pandemic that has led to learning loss and isolation to grappling with societal and economic uncertainties, members of your school community who lack the social-emotional skills necessary to navigate these stressors can fall behind academically as well as express signs of depression and anxiety. Addressing the social, emotional and mental safety of students and staff helps to improve academic performance and classroom behavior, and it curbs the risk of mental health issues escalating, ultimately preventing the potential for violence to self or others.

A strong foundation in social-emotional and wellness supports contributes greatly to the quality and character of a school's climate. A positive learning environment fosters favorable student development as well as the core values and expectations that give rise to feelings of social, emotional and physical safety.

School Culture & Climate includes:

+ **Social-Emotional Learning**

+ **Mental Health & Prevention**

+ **Intervention & Restorative Practices**

+ **Teacher Professional Development**

Subject Matter Expert:

Melissa Ragan
School Culture & Climate

The phrase "Maslow before Bloom" suggests that students' basic needs — including physical, social and emotional safety — must be met before they are mentally equipped to pursue academic learning. Research shows that children who have had SEL lessons in Kindergarten have a lower likelihood of being involved in juvenile justice, living in poverty, and abusing substances even 20 years later.[2] Additionally, students who participate in SEL interventions **increased their academic performance by 11 percentile points** compared to those who didn't participate.

SEL has been used in education for more than 30 years under a variety of names, including "emotional intelligence," "social skills," and "life skills." Whatever you want to call it, let's just acknowledge it. These foundational lessons encourage positive behavioral outcomes, preparing students with the knowledge, skills and attitudes to help them learn and thrive, both now and in the future. SEL teaches self-awareness, social awareness, decision making, self-management, relationship and communication skills, emotional control, and stress management, among other lifelong competencies.

SEL and mental health and intervention curricula formalize what many teachers have already instituted by providing a proven framework, offering expanded, research-based knowledge and skills with measurable outcomes. Educators are then able to take that data and curate specific resources for the student, their families, peers and teachers. The impact this has — a holistic, universal approach to mental health and wellness — empowers both teachers and students in individual interventions, producing impactful and immediate positive results in and out of the classroom.

2. Averdijk, M., Zirk-Sadowski, J., Ribeaud, D., & Eisner, M. (2016). Long-term effects of two childhood psychosocial interventions on adolescent delinquency, substance use, and antisocial behavior: A cluster randomized controlled trial. Journal of Experimental Criminology, 12, 21-47
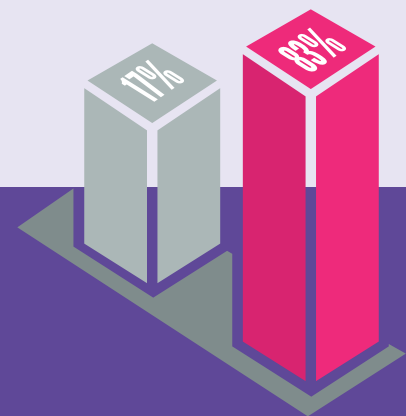
Physical & Cyber Safety

To ensure the physical safety and security of K-12 schools, a variety of factors must be evaluated regularly — from locks, alarms, signage, first aid kits and cameras to emergency operation plans and training to infrastructure and risks associated with weather or other natural disasters. Tools, technology and unbiased, expert knowledge all must be leveraged to gain a deep understanding of how schools are keeping students physically safe.

In addition to measures related to the physical structure of a school, cyber safety safeguards must be in place to protect students from online threats. Students today spend more time than ever in digital spaces, interacting with friends, peers and others — including strangers — through their devices. Leveraging appropriate and ethical technology to keep harmful content out of the hands of students and alert school staff about concerning behavior related to bullying/cyberbullying, harm to self, substance abuse, acts of violence and more is critical.

Physical & Cyber Safety includes:

+ **Risk Assessment**

+ **360-Degree Site Mapping**

+ **Visitor & Volunteer Management, including Background & Sex Offender Checks**

+ **Social Media Scanning**

+ **Cyber Security & Classroom Management**

17% 83%

Only **17.2% of students** have the greatest confidence that their school is doing its best to create an atmosphere of physical safety. [1]

1. December 2021 Navigate360 | Zogby Poll

One of the most important things — when you start looking at why you train, why you need technology to assist you, why you need things like risk assessments, emergency management systems and visitor management systems and tools to protect students from online threats — is the formation of a comprehensive security and safety program.

Take risk assessments, for example. They are foundational to school safety because they look at hazard and threat assessments, emergency operation plans, technology and infrastructure, prevention planning, recovery planning, as well as all of these things together.

Your school could score really well in emergency operation planning, but in another category like response and training, maybe they're not training on that plan as they should, which comes out in interviews with staff and other personnel. You don't want to have that gap show up in an incident — it could lead to increased liability, and it could lead to injuries and even possibly death.

Bottom line: You don't know what you don't know, and the ability to integrate equipment, technology, people and processes is a skill that school communities need to master in pursuit of a whole-child approach to safety.

# Threat Detection, Assessment & Intervention

Threat Detection, Assessment & Intervention includes:

+ **Behavioral Threat Assessment Training (CSTAG, NTAC)**

+ **Suicide Awareness & Prevention Curricula**

+ **Behavioral Threat & Suicide Case Management**

+ **Anonymous Tip Reporting**

+ **Social Media, Email, Chat & School-Owned Media Scanning (ex: G Suite)**

In an ever-changing environment containing new safety threats and hazards, simply responding after a critical event occurs isn't enough. Schools need proactive protocols in place to identify and address concerning behaviors before they escalate and support students who express intent to harm themselves or others.

Through the formation of multidisciplinary threat assessment teams and the application of tools and research built on evidence-based processes that support these teams' efforts, schools can detect, assess and apply customized intervention plans that meet the individualized needs of students in crisis.

Team training on an evidence-based model is vital to ensuring a common understanding of processes to follow, as well as proper response and documentation during in-the-moment situations in which individuals pose a threat of harm to themselves or others. This level of fidelity provides peace of mind and greatly reduces liability by increasing schools' standard of care.

60%

48%

40%
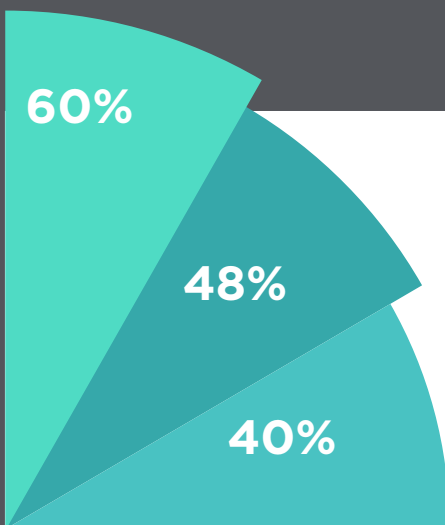
Nearly **60% of teens** reported personally knowing someone who has considered self-harm or suicide, with more than **40% reporting thoughts of self-harm or suicide** over the past year. Furthermore, almost half **(48.1%) do not feel their school has a good process in place** to work with students who pose a threat to harm themselves.[1]

1. December 2021 Navigate360 | Zogby Poll

Thom Jones
Threat Detection, Assessment & Intervention

Due to the declining mental and emotional health of youth as well as the many societal and post-pandemic impacts seen over the last two years, we've been met with a particularly tragic increase in challenging student behaviors, including severe aggression, self-harm and violence. With limited staff, limited resources and an increase in students requiring support, this is a tall task that can feel overwhelming.

Students whose mental health needs go unmanaged, whether as a result of the stigmas associated with seeking help or a lack of resources, are more likely to commit acts of self-harm or violence. The earlier schools can detect concerning behaviors and address them and properly intervene, the better positioned they will be to prevent the escalation of troubling behaviors and violence.

As part of a comprehensive prevention framework, schools must prioritize the tools and supports needed to detect and assess concerning behaviors and apply customized early intervention plans that meet the individualized needs of students in crisis and get them the support they need. With these universal student support measures in place, we can do our best to keep schools safe.

More than 55% of teens are interested in training centered on preparation for how to deal with an on-campus assailant/threat, and more than 58% believe this training is an essential life skill. [1]

1. December 2021 Navigate360 | Zogby Poll

55%

58%
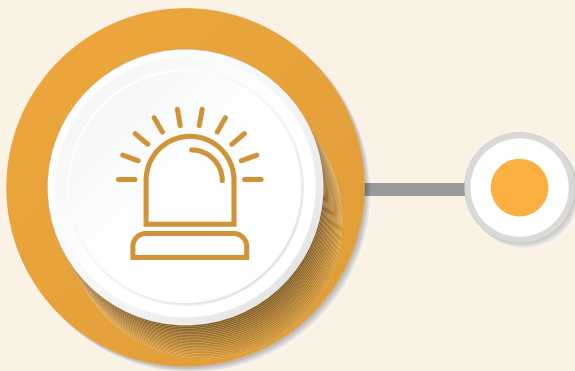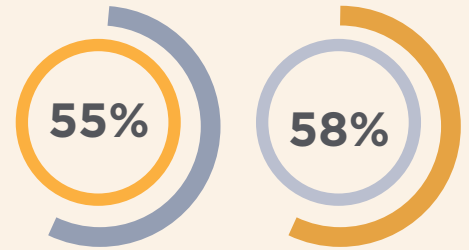
Emergency Preparedness & Response

A violent critical incident or natural event leading to physical harm to students or staff is the worst-case scenario for school leaders and school communities. In today's world, it can be challenging to stay on top of evolving threats.

Emergency preparedness and response are vital to day-to-day operations, supporting school safety from prevention through reunification and recovery. These are the emergency operation plans, policies and procedures that allow districts to stay compliant, ensuring the training and all-hazards readiness of staff and students for drills and other exercises.

Emergency Preparedness & Response includes:

+ Continuity of Operations Plans (CoOPs)

+ Emergency Operations Plans (EOPs)

+ All-Hazards Planning & Training, including Active Shooter Response Training

+ Drill Planning & Management

+ Incident Tracking & Reporting

+ Compliance

+ Reunification

Joseph Hendry
Emergency Preparedness & Response

The national average law enforcement response time is 3 to 5 minutes. We also know that the average duration of a violent critical incident is 5 minutes long. I realized in my job as a law enforcement officer for 27 years that the most important thing was teaching people how to survive in an emergency until first responders arrived.

I had all this knowledge and all this skill, but I couldn't serve my people if they weren't there. And that realization hit me the most as a law enforcement officer — that I was not the solution. The people I was training were the solution — they were the real first responders.

That's what all the training, technology and planning does — it prepares for response. It helps everyone in the school community understand what to do before, during and after an emergency.

Incident Management & Recovery

Safety is not linear. Having and implementing a Continuity of Operations Plan (COOP) helps a school begin the long recovery process if needed. Within the days, weeks and months following a critical incident, conversations are certain to circle back to the pillars of support mentioned above, all focused on how to keep those affected feeling physically, socially and emotionally safe while preventing acts of violence from happening again.

Incident Management & Recovery includes:

+ Crisis Alerts & Communication

+ 911 communication, including Alyssa's Law-compliant silent panic alarms to reduce first responders' response time

+ Accountability & Reunification

+ Documentation & Reporting

+ Trauma Counseling

+ Ongoing Support Services

According to the National Child Traumatic Stress Network, students who witness school-based violent incidents may experience physical and emotional distress, a dip in grade point average, increased school absences and lower reading ability. In addition, they are at greater risk of dropping out of school altogether.

Subject Matter Expert:

Brad Spicer
Incident Management & Recovery

Unfortunately, children in today's world are certain to witness some measure of violence, whether it be on television, online or in person. Since school is where much of a child's time is spent, violent acts that take place there can be especially unsettling.

Traumatic events have a profound impact on a child's mental health and warrant a proactive and thoughtful response from school educators, parents and the community. As grim and upsetting details develop, so does the need to create safe spaces where violence, trauma, coping and recovery can be discussed in a healthy manner. These efforts must be long-term as there are lasting effects beyond the days, weeks and months that follow.

Challenges faced during recovery are likely to evolve as time progresses. Therefore, the approach educators and staff take in supporting students should be adaptable while still providing continuous triage and support.

Organizing a collaborative recovery team is critical to the success of any school recovery program. The purpose of such a team is to attend to the physical and psychological needs of students and staff and to utilize available resources to prevent further harm, advance recovery and re-establish confidence in physical, social and emotional safety for their school community.

# Thank You to Our Contributing Subject Matter Experts!
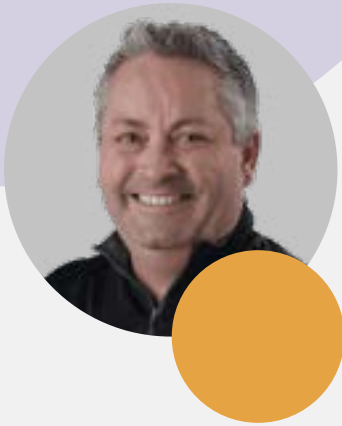
JP Guilbault, Chief Executive Officer Navigate360

JP Guilbault is a father of 5 and the leader of Navigate360's purpose-driven vision to create a world absent of fear and violence, where every person has the opportunity to reach their full potential and thrive. A proven technology visionary and community leader, JP sees transformational opportunities in school and community safety through customer-driven innovation, education and technology designed to break through role-based and data solos to holistically address mental health, bullying and suicide and to prevent self-harm and mass violence.

Melissa Ragan, Chief Learning Officer Navigate360

Prior to joining Navigate360, Melissa worked as an educator before moving into curriculum and professional development for large educational publishers. Most recently, she developed social-emotional learning (SEL) programs for middle and high school students, authored SEL Professional Development for the United Nations, is part of the UNESCO working group for SEL, and is the co-author of the forthcoming book titled The Social Emotional Classroom.
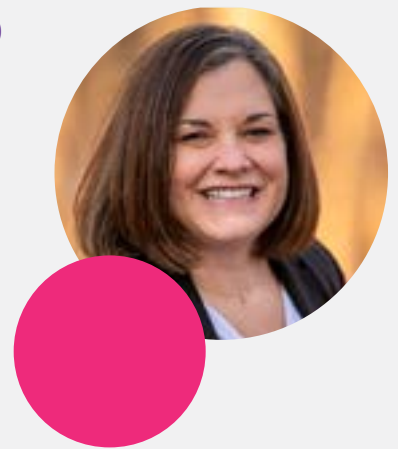
Brad Spicer, National Director of Safety Preparedness and Emergency Management Navigate360

With 24 years of military and law enforcement experience and a personal mission to help protect good people from bad things, Brad's focus has been on school safety since 2000. His background in incident management, protection and survival training has fueled the advancement of emergency management software platforms and training, helping numerous states and the nation's largest school systems identify risk and develop all-hazards preparedness and response plans. As the national director of safety preparedness and emergency management for Navigate360, Brad's focus and expertise further empower people, schools and communities to stay safe and thrive – physically, socially and emotionally.

Joseph Hendry, PSP, CLEE,
Senior Director, Onsite Services Navigate360

Joe was named by the Ohio Department of Homeland Security and Ohio Attorney General's Office as an expert in civilian and law enforcement response to active threats. He is an ASIS International member with PSP® certification appointed to the School Safety and Security Community Steering Committee. He served six years in the United States Marine Corps and 27 years with the Kent State Police Department. He is an A.M. Best Recommended Expert Service Provider for the insurance industry and holds a bachelor's degree in telecommunications.

Currently, Joe is a principal appointed to the Cross Functional Emergency Preparedness and Response (ACT-AAA) Committee for NFPA 3000 to write the national standard for civilian, law enforcement, fire service and emergency medical services. He was issued the classification of Special Expert by NFPA.

Thom Jones, Senior Vice President,
Threat Detection & Prevention Navigate360

A former middle school administrator with more than 19 years of experience, Thom brings extensive knowledge in school operations and safety needs to Navigate360. His proficiency in threat detection and prevention comes from close collaboration with today's leading experts, including Dr. Dewey Cornell, Dr. Scott Poland, Dr. Marisa Randazzo and countless practitioners at districts across the country. Thom brings together district needs and industry expertise to help shape the direction and development of impactful solutions designed to help create safe learning environments — physically, socially and emotionally.

Conclusion

This is a call to action.

Whole-child safety takes the whole community. It's a shared commitment that districts, community members, families, government agencies, cultural organizations and solution providers can make to improve safety within every school across the country.

From School Climate & Culture through Incident Management & Recovery, this 360-degree approach requires tools, technology and expertise to meet the needs of the whole child. These layers of support must be focused on the safety, development and personal and academic success of students. With an ecosystem of holistic safety and wellness in place, K-12 schools are in a better position to promote the long-term development and success of our youth.

We are all better together when working to enhance safety, wellness and success within our schools. Here are the next few steps you can take within your own community:

1. **Empower others with this information.** Share the Whole-Child Safety Framework with your friends, families, colleagues, coworkers — anyone that is part of your school community!
2. **Take the Whole-Child Safety pledge to show your support**. Once you have taken the pledge, you will gain access to materials that can be used in school buildings and across digital platforms like websites and social media.
3. **Use the hashtag #WholeChildSafety** to join the conversation on social media.

Navigate360
Building safer tomorrows.™

For 20 years, Navigate360 has been the most widely chosen safety partner in the United States, protecting more than 50,000 districts, schools, law enforcement agencies, businesses and houses of worship. We help communities nationwide mitigate and reduce acts of violence with solutions backed by research and developed by industry experts.

To learn more about the Whole-Child Safety Framework and how it drives the mission of Navigate360 as well as the long-term development of students, reach out to us. We're here to help!

#wholechildsafety

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