

Campus Safety CONFERENCE 2021

Be Vigilant

SW Cares: A District-Wide Student Support Model



Mark Figueroa
Dawne Benavides
Sergeant Albert Alvarez
Southwest ISD
#BeVigilant



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About Me

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Mark A. Figueroa

Executive Director of Safety & Transportation
Southwest Independent School District

Mark Figueroa is the Executive Director of Safety & Transportation for the Southwest ISD in San Antonio, Texas. He earned a Bachelor's degree in Psychology from Southwest Texas State University in 1993 and received his Master's degree in Sport Psychology from Arizona State University in 1998. He has worked in public education for 22 years.

Mr. Figueroa began his educational career as a science teacher and coach at both the middle school and high school levels. He then had a calling to venture into campus leadership, serving first, as a high school assistant principal, then as a middle school principal for two district campuses. His next journeys led him into the district leadership positions of Director of Purchasing and Director of Operations, where safety and emergency management fell under his purview in both roles.

Over the past seven years, he has frequently collaborated with the Texas School Safety Center, the Region 20 Educational Service Center, local first responders, neighboring school districts and security consultants to build a comprehensive safety program for Southwest ISD.





About Me

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Dawne T. Benavides

Student Support Services Coordinator
Southwest Independent School District

Dawne Benavides is a Student Support Services Coordinator in the Southwest Independent School District. In this role, she has had the opportunity to work across campuses and departments to meet the needs of students with disabilities and ensure that strategies are provided to support the social-emotional issues facing this population.

Over the last 26 years, Ms. Benavides has worked in early childhood intervention, special education and support services to include Section 504, dyslexia and Response to Interventions (RTI). She is a graduate of the University of Texas at San Antonio, receiving a Bachelors in Interdisciplinary Studies, Early Childhood Education. Ms. Benavides also holds a Masters degree in Curriculum/Instruction and Educational Leadership.

In working as a member of the Southwest Cares team, Ms. Benavides advocates for students to receive a multi-tiered system of support in response to not only academic needs, but those manifesting in student behavior as well.





About Me

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Sergeant Albert Alvarez

SWISD Police Department
Southwest Independent School District

Sergeant Albert Alvarez has served in law enforcement for 25 years and is currently assigned as the Administration/Operations Sergeant for the Southwest ISD Police Department. He began his career in criminal justice in 1995 while employed with the Texas Department of Criminal Justice Division, serving as a correctional officer for seven years. Sergeant Alvarez then made the transition into school-based law enforcement, a position that he has been in for the past 18 years.

Sergeant Alvarez acquired his Associates Degree in Criminal Justice in July 2020, and will complete his Bachelor's of Applied Science degree in Justice Administration from Wayland Baptist University in July 2021. He currently holds certifications as a Master Peace Officer, Mental Health Proficiency Officer, Police Instructor and Field Training Officer.





About this Session

Session Takeaways

- An in-depth look at the implementation of a multi-disciplinary approach utilized at both the K-12 campus & district levels for:
 - Trauma Informed Care
 - Mental Health, Substance Abuse & Suicide Prevention
 - Threat Assessment
- Presenters will provide information in an open discussion format on:
 - Best Practices for Support & Interventions
 - Professional Development
 - Implementation Techniques



Compliance Requirements

Texas Senate Bill 11 (SB 11)

- 2005 SB 11 Version Requirements
 - Multi-Hazard Emergency Operations Plan
 - Safety & Security Audits
 - Safety & Security Committee
- 2019 SB 11 Additions
 - Trauma Informed Care
 - Mental Health, Substance Abuse & Suicide Prevention
 - Threat Assessment Teams
 - Safe & Supportive School Teams
 - District Staff & Substitute Required Trainings
 - Anonymous reporting tool for staff, students & community members



Trauma Informed Care (TIC)

- Each school district shall adopt & implement a policy requiring the integration of TIC practices in each school (TEC 38.036)
- Use available resources to:
 - Implement TIC practices by staff
 - Increase staff & parent awareness of TIC
- Provide counseling options for students affected by trauma/grief
- Provide research-based training to staff on TIC
- Must document & report on staff training
- Mandatory training for all new hires beginning 2020-21



Mental Health, Substance Abuse & Suicide Prevention

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- Each school district shall implement curriculum that addresses mental health issues (TEC 28.002) including:
 - Mental health conditions
 - Substance abuse
 - Skills to manage emotions
 - Building & maintaining positive relationships
 - Responsible decision-making
 - Suicide prevention including:
 - Risk factors
 - Warning signs



Threat Assessment

- **Composed of:**

- Administrator
- Mental Health Worker
- Law Enforcement
- Support Staff
 - Teachers
 - Special Education
 - Section 504
 - Bilingual/ESL
 - Restorative Practice Coaches
 - Juvenile Case Managers

- **Investigate & review:**

- Verbal threats
- Threats of self-harm
- Sexual assault/harassment
- Physical assault/fighting
- Possession/use of illegal drugs
- Bullying/cyberbullying
- Possession/use of weapons
- Dating violence/stalking



Threat Assessment

Responsibilities include:

- **Assessing** students that:
 - Make threats of violence
 - Exhibit harmful behavior to self or others
- **Collecting & analyzing** data to determine:
 - Level of risk
 - Appropriate level of intervention
 - Monitoring plan
 - Mental health referral
 - Discipline considerations
- **Provide guidance** on recognizing:
 - Harmful behavior
 - Threatening behavior
 - Violent behavior



District Board Policy

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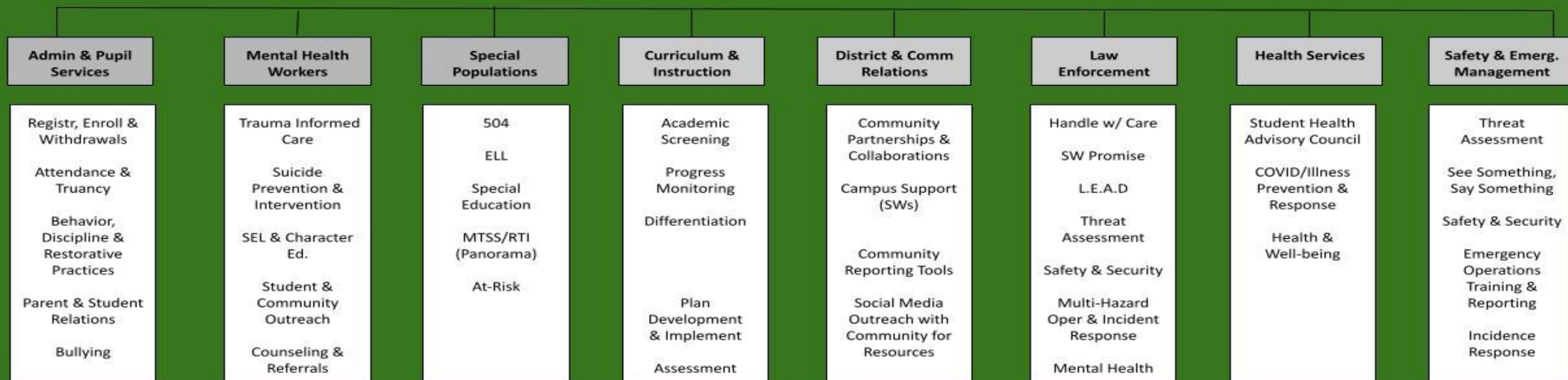
FFB (LEGAL) / FFB (LOCAL)

- The superintendent may establish a committee, or assign to an existing committee established by the district, the duty to oversee the operations of teams established for the district.
- A committee with oversight responsibility must include members with expertise in human resources, education, special education, counseling, behavior management, school administration, mental health and substance use, school safety and security, emergency management & law enforcement.





Southwest Cares





Mission

We will work together to identify the unique needs of all individuals to determine and apply the best possible interventions and supports from a variety of internal and external resources and programs. We will foster a school community that focuses on caring for and valuing others and nurturing relationships.

Vision

To be a district that effectively and comprehensively ensures the safety and social-emotional well being of all members of the school community through an equitable, compassionate and strategic coordination of services designed to remove barriers to academic, professional and personal success.



Southwest Cares Goals

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- Support campus Safe & Supportive School Teams in developing a sustainable approach to meet the needs of all students in a manner that mirrors the district model
- Ensure that campuses have the resources (e.g., trainings, staff) so that they can respond to student mental health emergencies, trauma & crises.
- Seek external programs & partnerships to support campus/district efforts
- Develop a scope & sequence for topics/trainings to provide to campuses
- Meet regularly to discuss issues involving students & their families that require a variety of supports



Support & Interventions

Southwest Cares student support teams are multi-disciplinary teams established on each campus to provide support to all members of the learning community in the following:

- Trauma Informed Care
- Mental Health, Substance Abuse & Suicide Prevention
- Threat Assessment
- Interventions, Prevention & Resources
- Training & Reporting



My mom works night shifts every single **day** . My dad gets up at 6am and gets **home** at 7pm. I wake up in the **morning** ,log into my **classes** and make three different breakfasts. Then I clean dishes. then I sweep,make beds,make lunch,water the plants, **help** my brothers and clean again. Once they're all done and my mom wakes up at 3pm,and I finish my **classes** at 4,I can finally have something to eat and rest. I'm exhausted every single **day** . I just want some understanding if I take **time** to turn things in or I don't long into a **class** or I don't participate because my brothers are screaming at the top of their lungs no matter where I am."

"My **mental health** has taken a huge toll during all of this. I was finally starting to get better and make some real progress, no anymore. School is my main stresser and it is not at all easy to keep myself going. I have breakdowns almost daily..."

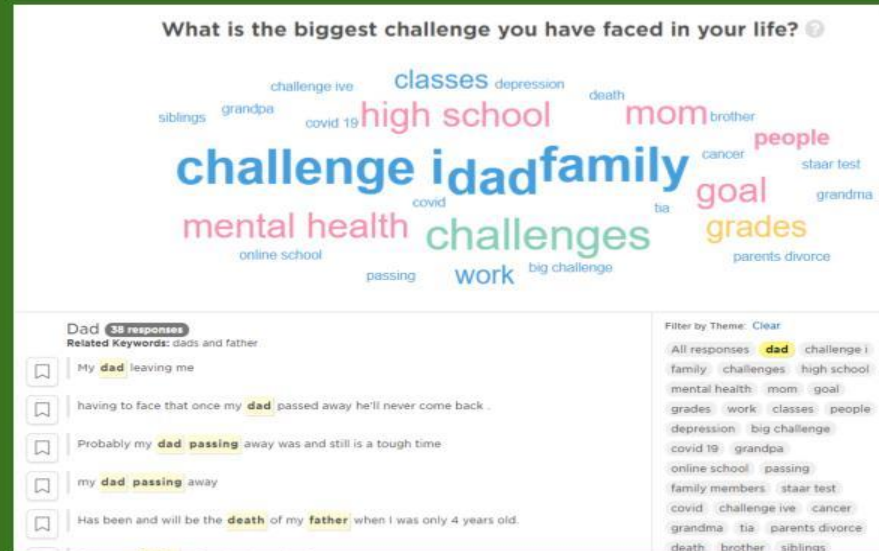
"That I'm a slow learner and it takes **time** for me to process to understand"

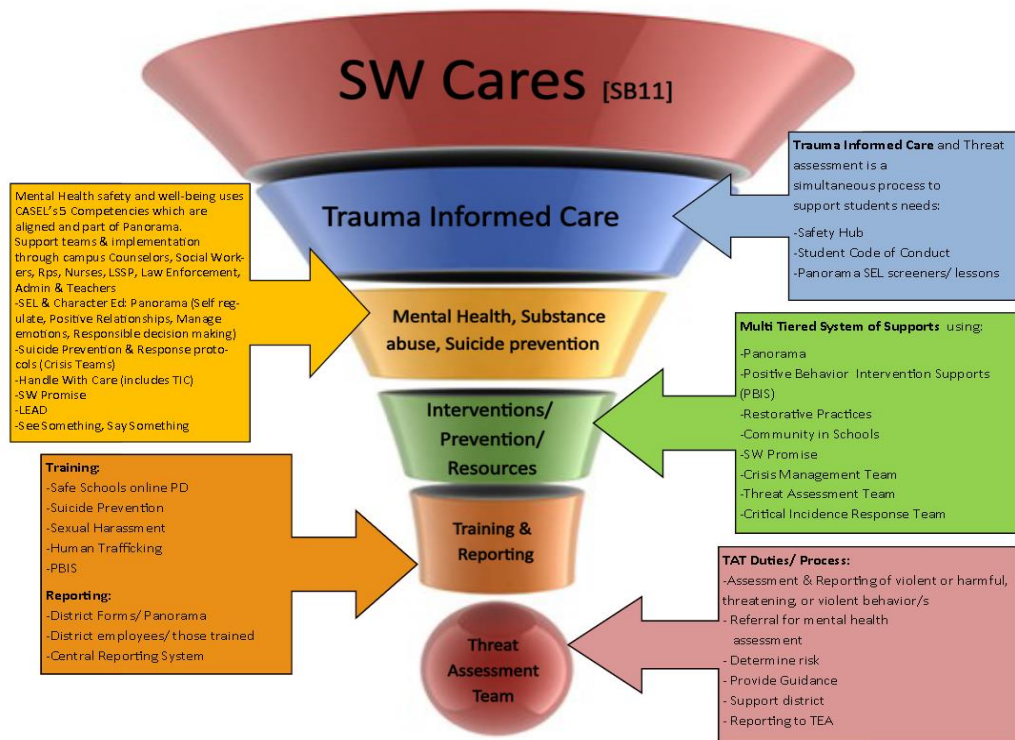
"i wish they knew how little bit of **time** i have to do **work** ...I have to do things right when i get **home** from practice or school and i have to **help** take care of my cousins and i am currently living at my grandmas **house** right now but i go to my parents on the **weekend** and sometimes its stressful and i wish they knew that."

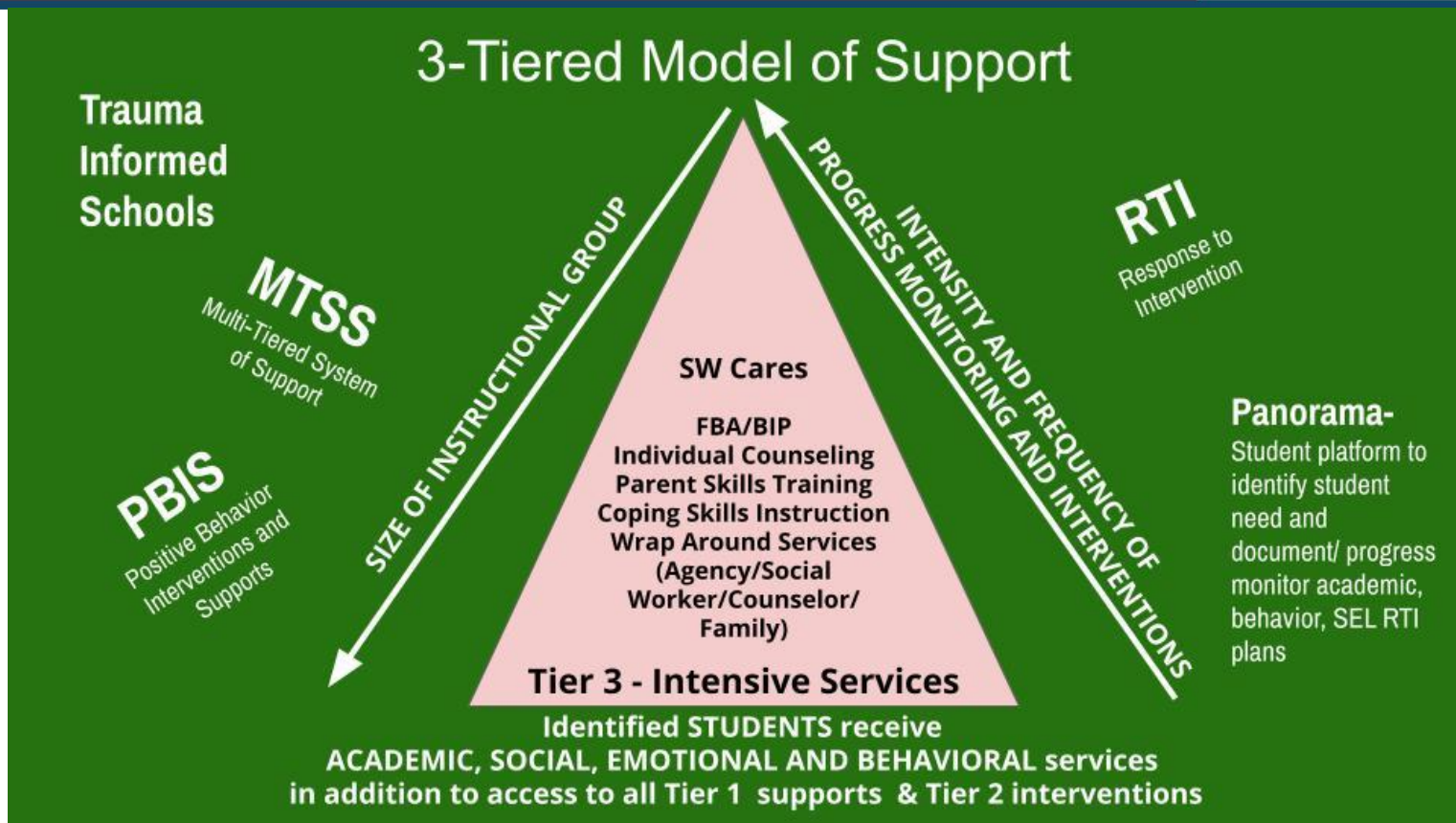
"That I **work hard** , but I get overwhelmed with my **home life** and struggle with mental health (depression) So if I start to fail it's not because I'm being lazy it's because I need help ."

Secondary Student Responses

Our Why...







3-Tiered Model of Support

Trauma
Informed
schools

MTSS

Multi-Tiered System
of Support

PBIS

Positive Behavior
Interventions and
Supports

SIZE OF INSTRUCTIONAL GROUP

SW Cares

Check In/Check Out
Mentoring by Campus
Social Skills Instruction
Holiday Care Package
Mental Health First Aid
Student Behavior Contract
Ripple Effects (LHS)
Panorama SEL Playbook

Tier 2 - Early Intervention

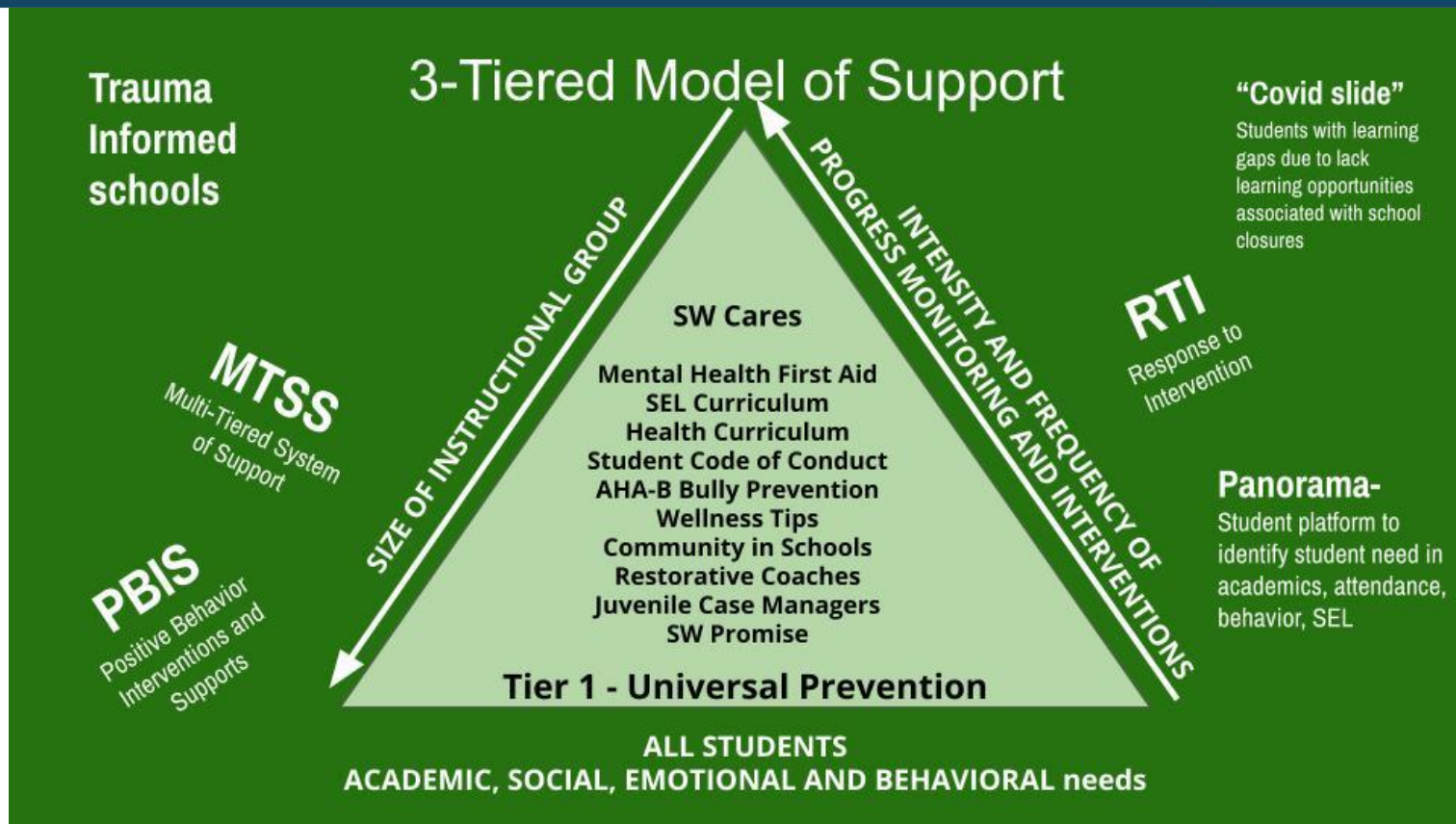
PROGRESS MONITORING AND FREQUENCY OF
INTERVENTIONS

RTI
Response to
Intervention

Panorama-

Student platform to
identify student
need and
document/ progress
monitor academic,
behavior, SEL RTI
plans

Identified STUDENTS receive
ACADEMIC, SOCIAL, EMOTIONAL AND BEHAVIORAL interventions
in addition to access to all Tier 1 support



Prevention, Intervention & Enforcement



- The SWISD Police Dept. Philosophy is based on a triad model where **Prevention, Intervention & Enforcement** are essential in keeping students out of the criminal justice system.
- **Prevention** – the act of hindering or stopping something from occurring or arising. The SWISD Police Dept. has implemented the L.E.A.D. program into our schools as a prevention tool.
- **Intervention** – the act of intervening with an outcome of a condition or process. The SWISD Police Dept. has implemented the P.R.O.M.I.S.E. program as an intervention tool for students who offend for the first time.
- **Enforcement** – the process of making people obey a rule or law. The last option in the triad.



- Too Good for Drugs is a school-based prevention program designed to prevent or diminish cigarette smoking, alcohol consumption & marijuana use among middle school children. The intent of the program is to reduce risk factors & enhance protective factors that strengthen resiliency in adolescents related to alcohol, tobacco & other drug use.
- Ten interactive scripted lessons (45 minutes for each lesson) that cover **Goal Setting, Decision Making, Social and Emotional Competency, Anger Management** & others.
- L.E.A.D. is one of the only K-12 proven, evidence-based curricula taught in the United States by police officers. The SWISD Police Dept. was the first law enforcement department in Texas to implement the program into Middle & Elementary Schools



P.R.O.M.I.S.E.

Who do we accept?

- Utilizing Texas Family Code Section 52.031 as a guide...**P.R.O.M.I.S.E** is a diversion program intended for juveniles between the ages of 10-16.
- Who for the first time have committed a class “A” or “B” Misdemeanor or a State Jail Felony offense. **However, this excludes charges involving weapons and/or violent offenses.**
- An example of offenses that are eligible for this program include, but are not limited to:
 - Possession of Marijuana
 - Thefts
 - Criminal Mischief
 - Graffiti
 - Truancy



P.R.O.M.I.S.E.

What are the Rules?

- The program consists of two phases: Phase 1 (Instruction) & Phase 2 (90-Day PROMISE)
- During the Instruction Phase: students and their parents are BOTH REQUIRED to attend six instructional classes. Students must complete all six of the classes before moving to Phase 2

Phase 2: 90-Day P.R.O.M.I.S.E. Period

- Increased monitoring by grades, attendance & conduct.
- Mandated weekly check in from the student by phone, a physical visit and/or other approved method. Contact made with parent monthly.
- Our goal here is to increase accountability, let the student know they are being watched & let them know that support is always there, if needed.

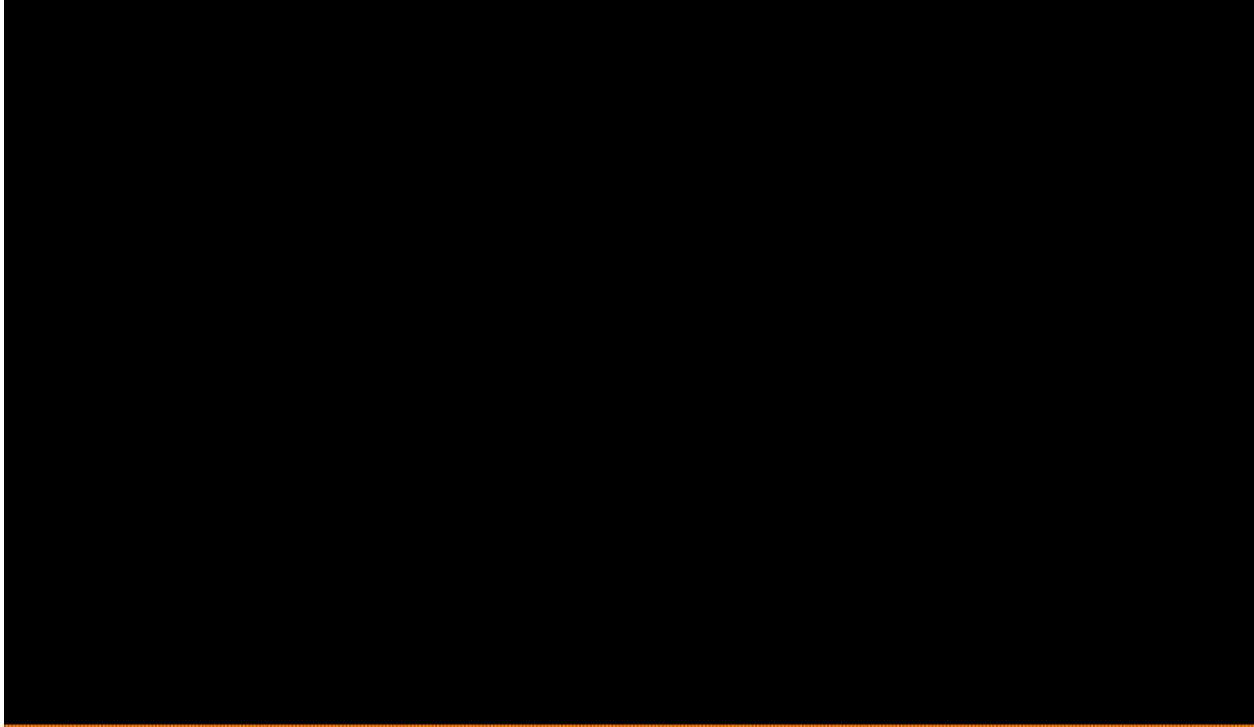


P.R.O.M.I.S.E.

What does it mean?

- P.** – Preventing
- R. – Recidivism
- O. – Opportunities
- M. – Mentoring
- I.** – Interventions
- S. – Support
- E.** – Education

See Something Say Something



Reminders

- Access to the presentation
- Evaluations
- Social Media

Contact Info

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