Office of Safety & Security

Department Demographics:

- 13 Police Authority Officers employed by PSD
- 7 DM Burr (Contract) Officers
- 1 Police Liaison Officer Stationed at Pontiac High
- 1 Chief of Security
- Metal Detectors at PMS & PHS at ALL entries
Number of Alcott & Rogers Suspensions

Alcott

Will Rogers
Number of Herrington & Whitman Suspensions
Number of Owen-Kennedy Suspensions

![Graph showing the number of Owen-Kennedy suspensions over months.]

- October 2019-20: 16
- November 2019-20: 13
- December 2019-20: 4
Number of 6th Grade Suspensions
Number of Middle School (7-8) Suspensions
Number of High School (9-12) Suspensions
Number of ITA Suspensions

**Elementary**

- Oct: 1
- Nov: 1

**Middle School**

- Oct: 2
- Nov: 2
- Dec: 4

**High School**

- Oct: 4
- Dec: 2
Fights District Wide

Data from September 9th until December 10th 2019

- Alcott – 3 students involved in (1) or more fights
- Herrington – 9 students involved in (1) or more fights
- Owen- Kennedy – 7 students involved in (1) or more fights
- Will Rogers – 14 students involved in (1) or more fights
- Walt Whitman – 20 students involved in (1) or more fights
- ITA –
- Pontiac Middle – 70 students involved in (1) or more fights
- Pontiac High – 31 students Involved in (1) or more fights
District-Wide Major Incidents

- **C17 - Poss. of Weapons**: 6 Incidents
- **C18 - Use of Weapons**: 2 Incidents
- **C14 - Physical Assault**: 42 Incidents
- **B02 - Cell Phone Issue**: 16 Incidents
- **C03 - Bullying**: 14 Incidents
District-Wide Suspension Demographics

**Rogers:**
Black – 83% of the Suspensions  
Hispanic – 8.33% of Suspensions  
White – 8.33% of Suspensions

**Whitman:**
Black – 90.63% of the Suspensions  
Hispanic – 6.25% of the Suspensions  
White – 3.13% of the Suspensions

**Alcott:**
American Indian – 11.76% of the Suspensions  
Black – 52% of the Suspensions  
Hispanic -25% of the Suspensions  
White – 11.76% of the Suspensions

**Herrington**
Black – 83.33% of Suspensions  
Hispanic – 16.67% of Suspensions

**Owen**
Black – 72.73% of Suspensions  
Hispanic – 15.15% of Suspensions  
White – 12.12% of Suspensions

**Pontiac Middle School:**
Asian – 0.50% of Suspensions  
Black – 82.91% of Suspensions  
Hispanic – 13.07% of Suspensions  
White – 3.5% of Suspensions

**Pontiac High School:**
Asian – 0.61% of Suspensions  
Black – 79.9% of Suspensions  
Hispanic – 17.27 of Suspensions  
White – 3.03% of Suspensions
What are our Challenges?

- **Truancy**: Ensuring that while students are in the building they are attending everyone of their classes and not skipping in other areas unsupervised.

- **Outside Issues**: Meeting the needs of our students who are experiencing issues at home and abroad after they leave our care.

- **Mental Health**: Ensuring that all of our students are receiving the proper support when they experience mental health challenges during the day.

- **Parental Support**: We need support from parents while they’re child is attending our schools. Especially during Parent-Teacher conferences and Town-Hall meetings. Updated contacts are needed for student information and emergencies.
**Improvements**

**DISTRICT WIDE**

- Installation of new cameras DISTRICT-WIDE that cover all areas of each school building.
- Additional PAO’s have been hired to support the safety of each school building.
- Training is being implemented for PAO on De-escalation Tactics beginning in January 2020.

**FOR Pontiac High School**

- We have improved our Phoenix Intervention Center (PIC) to make sure that we provide support for our students with continual behavior issues.
- We have implemented (3) new lunch periods moving from the (2) we had previously to assist with the flow and management of students. This was put in place to provide a safe environment for students to eat without everyone being combined in a crowded area.
- A bus is now provided for O-TECH students to be transported in the morning to their campus. This ensures the safety of every-student in the program and helps us manage the attendance of those students.
- We have a tent outside that covers the entire Student Entrance in the morning with improved lighting so students can stay dry as they enter the building.
- We have improved the position of the metal detectors which allows more students to gain entry in the building and stay warm. We have a boys entry way and a girls entry way to provide additional support for everyone who enters.
**Purpose:** to assist in the daily student interventions at Pontiac High School. All interventions fit into one of the following **BEAM** categories:

- **B** - Behavior
- **E** - Emotional
- **A** - Academic
- **M** – Mentoring

**Outcome:** PHS has seen a major decrease in behavior incidents in classrooms, hallways, and throughout the building. The students have responded in a positive manner to each intervention by not repeating the same behaviors.

**Behavioral Specialist:** Ms. Triplett
Our main goal is to ensure that **ALL students** and **staff** are provided a safe learning and working environment in every district building.

We want to ensure that every student is treated fairly but also that they understand and follow the Code of Conduct in its entirety.

**Chief of Security** will consistently meet with **All Grade levels** to discuss student safety and security concerns on a daily basis.

**All Police Authority Officers** will continue to receive the proper training and mentoring that is needed to successfully perform their duties and responsibilities here in the Pontiac School District.
KELLEY WILLIAMS, SUPERINTENDENT
DR. DESHEIL ECHOLS- ASSISTANT SUPERINTENDENT
OF CURRICULUM AND INSTRUCTION
STEPHANIE NIMENE—MTSS COORDINATOR
MULTI-TIERED SYSTEM OF SUPPORTS

PRESENTER: STEPHANIE NIMENE
MTSS COORDINATOR
WHAT IS MTSS?

MTSS stands for Multi-Tiered System of Supports. This is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child. MTSS intentionally interconnects the education, health, and human service systems in support of successful learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. The MTSS framework provides schools and districts with an efficient way to organize resources to support educators in the implementation of effective practices with fidelity so that all learners succeed.

Michigan Department of Education, 2019
Multi-Tiered System of Supports

- Team-Based Leadership
- Comprehensive Screening and Assessment System
- Tiered Delivery System
- Selection and Implementation of Instruction, Interventions, and Support
- Continuous Data-Based Decision Making

MDE, 2019
MTSS ROLES AND RESPONSIBILITIES
WITH BUILDING PRINCIPALS AND STAFF

**Principal**

- Establish a school-wide commitment to instruction/intervention to meet the needs of ALL students
- Schedule for school-wide meetings and activities (PBIS, Data Review, Assessment, MTSS & SSN meetings)
- Provide support through SSN and MTSS Team
- Oversee and assure time for scheduled activities and meetings to occur
- Review school-wide data on a regular basis
- Act as MTSS Lead Facilitator for problem solving meetings
- Assure progress monitoring is taking place
- Identify your Tier 2 and Tier 3 students and staff concerns in meeting their needs
- Communicate progress of all students in each Tier to School Administrator(s) 1:1 meetings

**Staff**

- Document observations and evidence of student learning, behavior and social/emotional needs
- Administer school behavior screener
- Implement core instructional plan
- Provide differentiated instruction
- Apply professional development strategies
- Maintain parent communication on student progress
- Adhere to the procedures for Behavior Referral process
- Implement SSN ACTION PLAN for students as determined by SSN TEAM
- Administer and record progress monitoring
- Complete special education referral process (when necessary)
At-Risk Social Workers and Behavior Intervention Specialist will receive training in the following district-level positive behavior support systems in order to implement and model for staff.

**Introduction to Restorative Practices:**
January 8, 2019, 9:00 AM – 12:00 PM

**Refresher of Restorative Practices:**
January 15, 2019, 9:30 AM – 11:30 AM

**Introduction to Social Emotional Learning (SEL):**
January 22, 2019, 9:00 AM – 12:00 PM

**Refresher of Social Emotional Learning (SEL):**
January 29, 2019, 9:30 AM – 11:30 AM
HOW WILL WE KNOW THE PROCESS IS WORKING?

Analyze the following data:

- Suspension data
- Attendance data
- Referral data
- Building walkthroughs of the MTSS Coordinator
- Feedback from Central Office, Principals, At-Risk Social Workers and Behavior Intervention Specialist...

Adjust our process when necessary...
Questions?