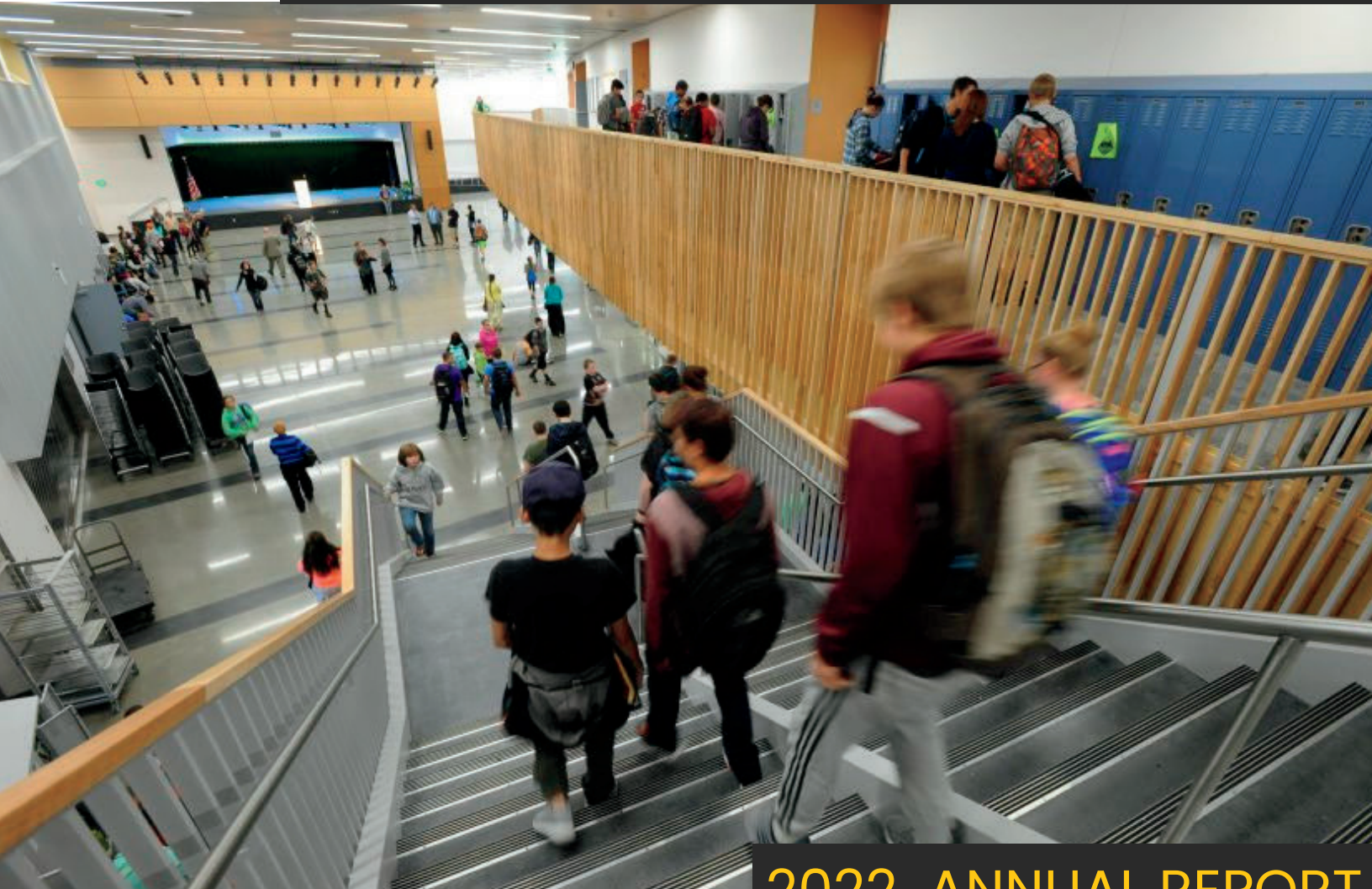


KEEPING SCHOOLS SAFE



2022 ANNUAL REPORT



MATANUSKA-SUSITNA
BOROUGH SCHOOL DISTRICT

501 N. Gulkana St., Palmer, AK 99645
907-746-9200
www.matsuk12.us

TABLE OF CONTENTS

1.0 Purpose, pg. 3

2.0 Past Efforts, pg. 4

3.0 Prevention, pg. 8
3.1 Prevention, pg. 8
3.2 Multi-Tiered System of Support, pg. 9

4.0 Preparedness, pg. 12
4.1 Preparedness, pg. 12
4.2 Response, pg. 14
4.3 Infrastructure, pg. 14

5.0 Five-Year Roadmap, pg. 16
5.1 Fiscal Year 2023, pg. 16
5.1 Fiscal Year 2024, pg. 18
5.1 Fiscal Year 2025, pg. 18
5.1 Fiscal Year 2026, pg. 19
5.1 Fiscal Year 2027, pg. 19

6.0 Conclusion, pg. 19

1.0 PURPOSE

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Recent school shootings have heightened attention to the need for schools to be prepared to prevent and respond to school violence.



This review provides a summary of various school safety protocols and procedures in place at all Matanuska-Susitna Borough School District (MSBSD) schools. The review outlines important strategies and initiatives that will continue to keep schools safe for students, staff, and the community at large.

The efforts outlined within this review intend to prevent violence and crime in schools and establish a consistently safe and supportive environment that cultivates student success.

This review will begin by providing an overview of past efforts that MSBSD has taken to improve school safety and to inform the community on where we stand as a district today. The review highlights ongoing efforts to improve upon existing systems. Finally, the review will discuss potential future changes and efforts to continue the conversation about what else we can or should do as a district to improve school safety.

MSBSD is continuously evaluating processes, procedures, and needs resulting in implementing incremental changes as appropriate.

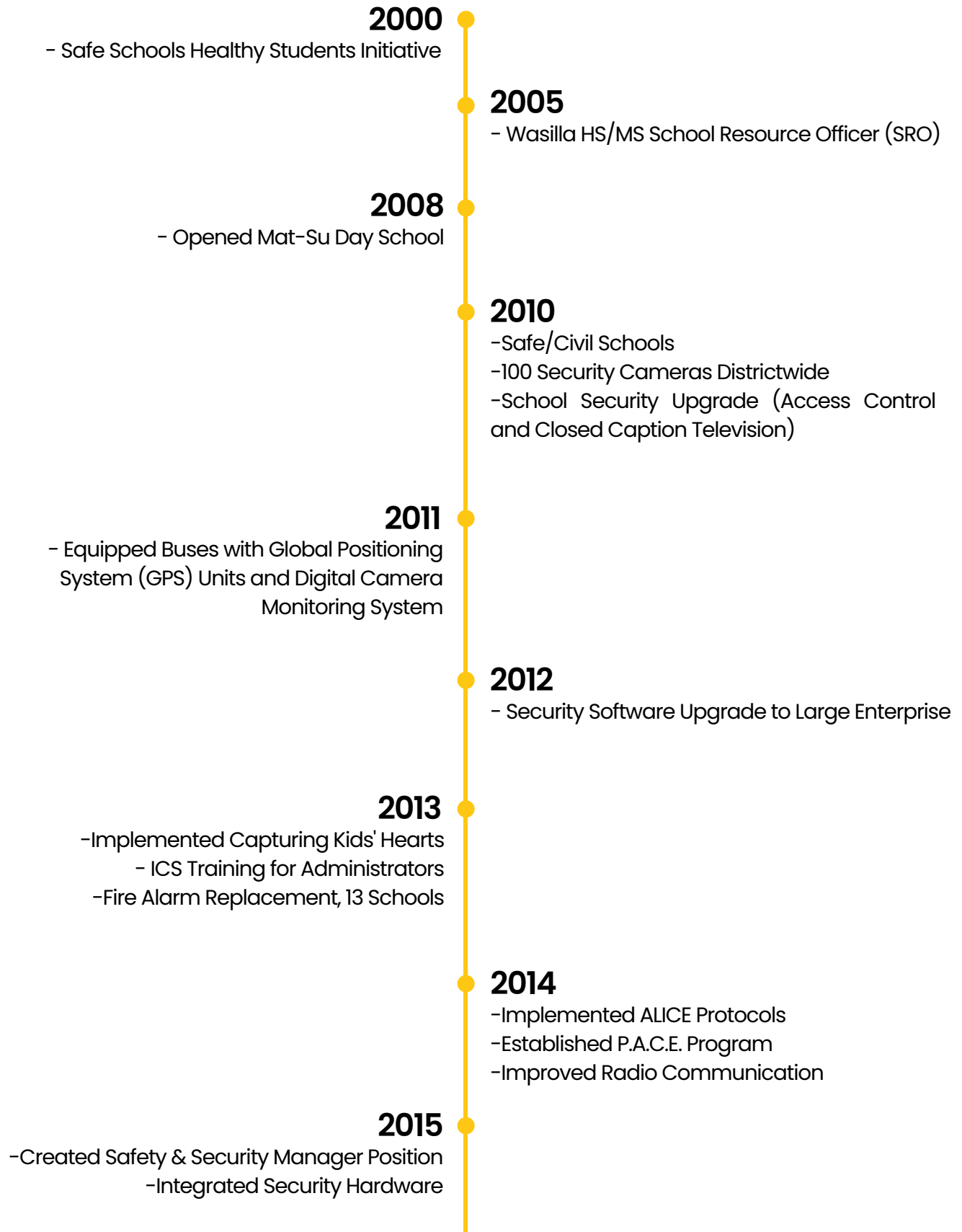
With this in mind, the review divides efforts into two areas: initiatives and programs that PREVENT school violence and programs and plans that aim to PREPARE in the event of an incident.



2.0 PAST EFFORTS

MSBSD 2000 – 2015

SAFETY & SECURITY TIMELINE



2.0 PAST EFFORTS

MSBSD 2016– 2022

SAFETY & SECURITY TIMELINE

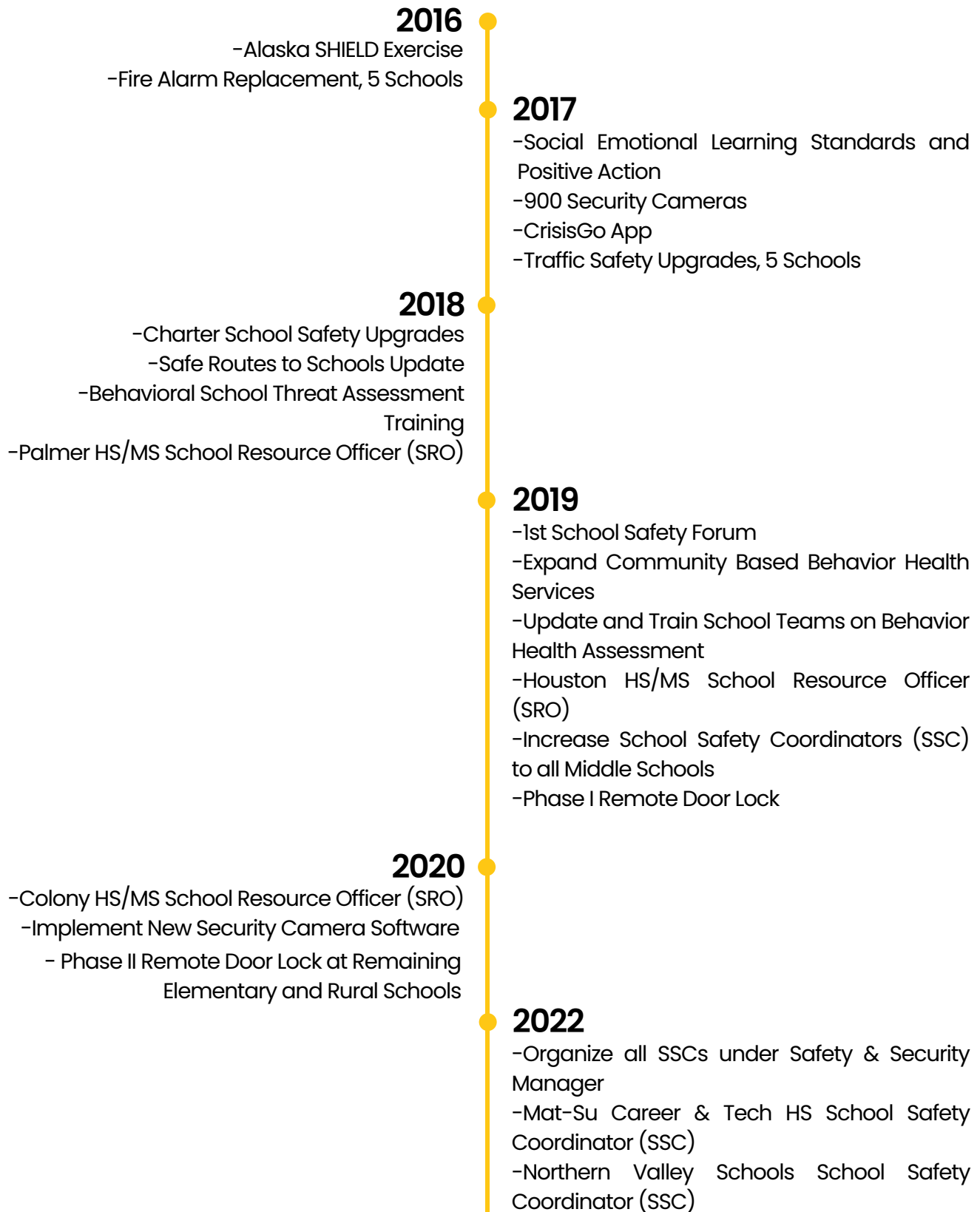


Figure 1: Safety and Security Efforts

2.0 PAST EFFORTS

Figure 1 on pages 4–5 illustrates a number of initiatives that MSBSD has undertaken over the past two decades to improve safety in all schools. The figure highlights significant improvements at the District level and yet does not represent every advancement made in schools across the District.

In **2000**, MSBSD formed a community coalition of youth agencies that applied for and was awarded a grant jointly funded from the Departments of Education, Justice, and Health and Human Services. For three years, community agencies partnered with MSBSD to operate a Juvenile Assessment Center, school within a school programs, and multi-hazard emergency planning for schools using a toolkit from the Federal Emergency Management Agency (FEMA). These efforts increased awareness and capacity for localized, ongoing, multi-faceted school safety planning as part of regular school operations.

MSBSD safety infrastructure, emergency drills, and school safety protocols have all seen significant improvements over the past ten years. Under a **2010** voter approved safety/security bond, MSBSD installed electronic access control and intrusion detection systems districtwide. Additionally, under this bond project, MSBSD increased the number of security cameras on school campuses. Today, over 900 security cameras with an upgraded video management system help keep Mat-Su schools safe by deterring crime and violence on school grounds.



In **2011**, MSBSD required First Student to equip all school buses with Global Positioning System (GPS) units and digital camera monitoring systems, providing video recordings with audio. Similar to the enhancements made in school facilities, this equipment allows administrators the ability to quickly respond to student discipline issues and ensure a more positive riding experience for all students.

In **2013** and **2014**, MSBSD focused its efforts on providing active shooter and incident management training to school principals. All principals were trained in the FEMA incident command structure, preparing school leaders to serve as incident commanders and improve cooperation with outside agencies.

In **2014**, MSBSD adopted the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocols for active shooter response training. ALICE training provides a framework for individuals and organizations on proactively addressing an aggressive intruder or active shooter event. ALICE provides options beyond the once traditional lockdown only approach.

MSBSD's emergency communications systems were further enhanced in **2014**. To create redundancies and improve communications with outside agencies, MSBSD deployed emergency radios to all school sites. Schools were equipped with emergency radios programmed for the Alaska Land Radio Management (ALMR) System. The ALMR System is a collaborative partnership with public safety first responders serving citizens of Alaska. In addition to the ALMR radios, schools were issued site-based radios for administrators and key staff to support on-campus communications in the event traditional forms of communications are not available.

2.0 PAST EFFORTS

A new position was created in **2015** to help maintain a districtwide focus on all school safety and emergency preparedness efforts. The Safety and Security Manager works closely with schools, assisting with emergency drills and conducting facility inspections. This position also serves as MSBSD's liaison with local law enforcement and emergency responders and coordinates training and activities with school Safety and Security Coordinators (SSCs) to improve the District's capacity to support all schools.

In **2017**, MSBSD launched CrisisGo, a new emergency planning and communications platform that puts emergency response plans and contacts on mobile devices and desktops for immediate use. This app provides administrators and staff quick access to emergency response procedures along with the ability to quickly report emergencies, call for help, and stay connected during a crisis.

To support school-based policing, the MSBSD has continued to add SRO positions beyond the initial placement of a police officer at Wasilla area schools in 2005.

In 2018, the Palmer Police Department added a SRO position, serving Palmer High School and Palmer Jr. Middle School. In 2020, the Wasilla Police Department added two additional SRO positions, providing coverage to Houston Jr/Sr High School and both Colony Schools.



MSBSD hosted its first annual school safety forum and tabletop exercise (TTX) with local and state responders and agencies involved in school safety in **2018**. During this forum, participants engaged in a TTX using a school violence scenario to coordinate with local and state law enforcement and first responders regarding key responsibilities in the event of a school violence incident. MSBSD intends to host these events biennially in the fall to provide school district updates to state and local agencies followed by a TTX with different scenarios. The purpose of this event is to grow interagency relationships and awareness, integrate and refine plans and procedures with key stakeholders, discuss roles, responsibilities, and responses, and discuss challenges in the current environment.

In **2020**, the District began equipping elementary and rural schools with remote door lock capabilities and video doorbells to protect against external threats. All cameras are integrated with the District's video management and access control systems. This infrastructure allows schools to keep doors locked during the day, admitting only those visitors that have been screened by the school's front office. A listing of safety and security infrastructure standards, including a brief summary of each system and its intended purpose, can be found on pages 14 and 15.

3.0 PREVENTION

PRIORITIZING SOCIAL AND EMOTIONAL LEARNING IN MSBSD

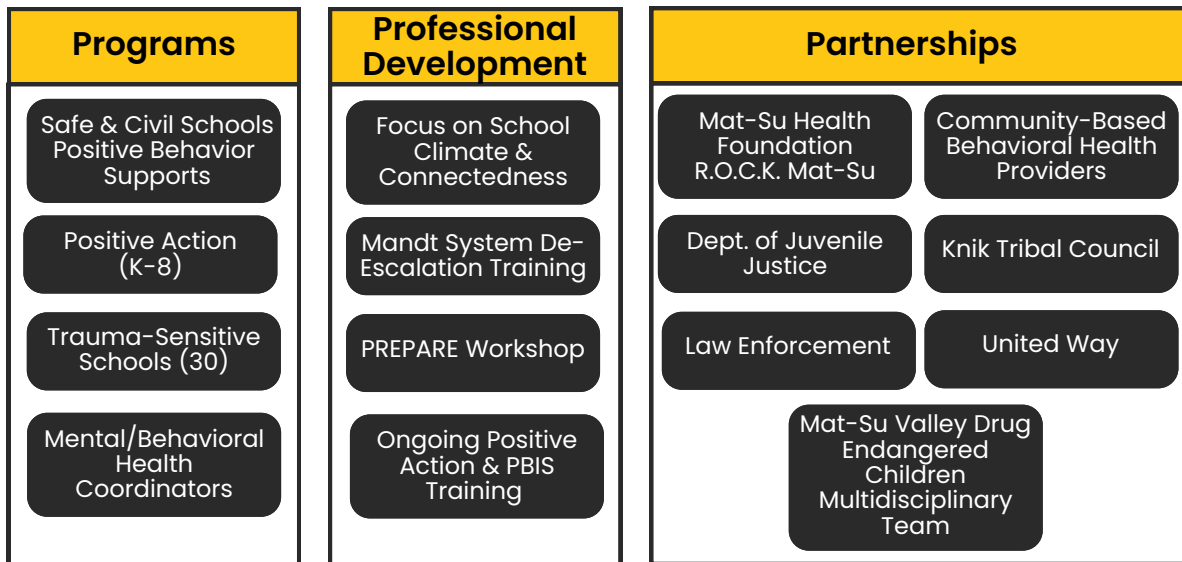


Figure 2: Social and Emotional Learning Framework

3.1 Prevention

Prevention efforts are structured in a multi-tiered system of support. Prevention starts with prioritizing the social and emotional health of all students and staff. If a student is not connected and successful, the school provides interventions to increase the frequency of adult interactions for both supervision and support. Often schools work with community partners to make appropriate referrals. All schools respond to troubled students in a structured manner, starting with assessment, and followed by placement in the most appropriate setting. This could be a behavior support program in the school or a more restrictive setting off-site.

SOCIAL & EMOTIONAL LEARNING CORE COMPETENCIES



Figure 3: Social and Emotional Learning Competencies

3.0 PREVENTION

3.1 Prevention, cont.

Each dollar spent on Social Emotional Learning (SEL) can return the equivalent of \$11 in long-term benefits for students, families, and society according to a 2015 study from the Center for Benefit-Cost Studies in Education, Columbia University. SEL is a process of acquiring knowledge, attitudes, and skills related to five core competencies as depicted in Figure 3. SEL is taught explicitly through programs such as Positive Action, curriculum and standards, and general practices such as Positive Behavior Interventions and Supports (PBIS). SEL has been proven to decrease problem behaviors, improve student attitudes about self, others, and school, and increase student achievement. SEL develops job keeping skills, reduces discipline issues and risk behavior (including drugs and violence), and increases academic achievement.

3.2 Multi-Tiered System of Support

A multi-tiered system of support includes school programs at all 47 MSBSD schools and two more restrictive environments. In MSBSD, we keep students safe through this comprehensive approach, monitoring data to determine effectiveness, and continually evaluating for improvement.

3.2.1 Tier 1 Support

Positive Behavior Interventions and Supports (PBIS)

is a school-wide system of support that includes proactive strategies for creating positive school environments and defining, teaching, and supporting appropriate student behaviors. PBIS is not a program, but rather a problem-solving approach that aims to prevent inappropriate behaviors by establishing clear expectations, explicitly teaching appropriate behaviors, and reinforcing appropriate behaviors by providing frequent feedback to students on how well they are meeting the behavioral expectations. PBIS is an evidence-based approach that has been proven to decrease inappropriate behaviors and increase student achievement.

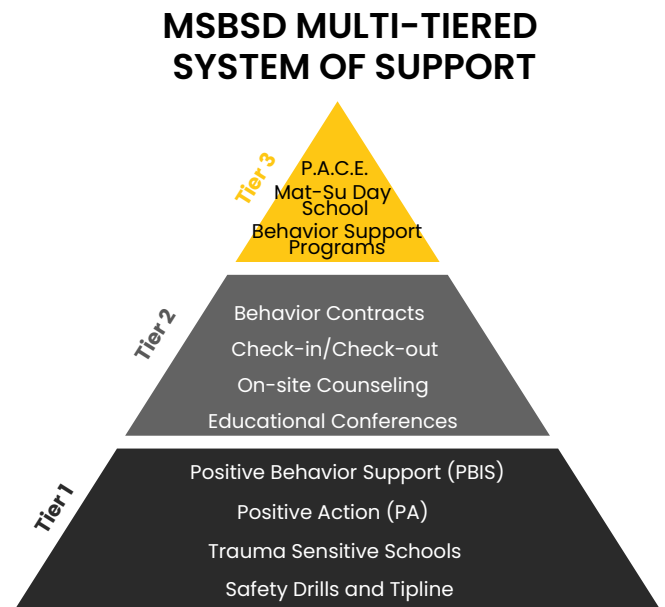


Figure 4: MSBSD Multi-Tiered System of Support

Safe and Civil Schools provides professional development, materials, and practical tools to help schools implement PBIS. The mission is to help adults create environments that are emotionally and physically safe. The framework fosters independence, integrity, confidence, self-control, kindness, and responsibility for all students. The elements of Safe and Civil Schools include:

- Foundations for school-wide positive routines and expectations
- CHAMPS and ACHIEVE for classroom management
- Start on Time for tardy prevention
- On the Playground for recess safety
- In the Driver's Seat for bus safety
- Smart Kids for intervention teams

MSBSD has worked successfully with Safe and Civil Schools since 2010 to reduce discipline referrals and improve student safety.

3.0 PREVENTION

3.2.1 Tier 1 Support, cont.

Positive Action (PA). PA employs evidence-based classroom and whole school curriculum for kindergarten through eighth grades. PA integrates school, family, and community curricula that promote the positive development of the whole child (physical, intellectual, social, and emotional). PA has supplemental curriculum kits for preventing bullying, substance abuse, and violence. Students participate in three PA lessons a week.

Trauma Sensitive Schools. In partnership with R.O.C.K. Mat-Su, 30 elementary, middle, and high schools had teams participate in professional development to integrate trauma sensitive practices at their site. Trauma sensitive practices include supporting all students by encouraging positive behaviors instead of condemning negative behaviors. Further, trauma sensitive practices cultivate safe and supportive learning environments where students feel safe to take academic risks, support their peers, and report at risk students/behaviors to a trusted adult.

Tipline. The MSBSD tipline provides students, staff, and the community an outlet to report any safety concern from bullying to drugs and violence. Reports can be made anonymously. The tipline is available via the MSBSD app.

3.2.2 Tier 2 Support

Check-in/Check-out. This process provides daily contact morning and afternoon with a trusted adult. The focus of the conversation is on student behavior, goals, and emotional support.



Educational Conferences. Free off-site assessments by a school psychologist with referrals made to the appropriate community resources. Students posing a risk to self or others are required to participate in an assessment prior to returning to school.

Mental & Behavioral Health Coordinators. These coordinators focus on crisis, educational, violence/conflict resolution, relationship building, and problem-solving interventions. Additionally, coordinators partner with community-based providers for grief counseling, acute care, substance use counseling, and mental/behavioral health therapy. The coordinators serve on the district crisis intervention and response team. Some coordinators continue to train staff in Youth Mental Health First Aid.

3.0 PREVENTION

3.2.3 Tier 3 Support

Positive Alternative for Continuing Education (P.A.C.E.). P.A.C.E. provides an alternative to suspensions with meals and transportation. Students engage in online learning for credit recovery and participate with site mentors to develop skills for academic, personal, and lifelong success. Students suspended for drug or alcohol use complete “Prime for Life”, an intervention for drug and alcohol abuse.

Mat-Su Day School. Mat-Su Day School offers behavioral, social, and emotional learning in a restrictive, therapeutic environment with an emphasis on academics. Students with Individualized Education Plans (IEPs) can attend the Day School while suspended. Evening classes are available for students currently expelled from school. Other students with IEPs are placed in this environment based on their need for support.

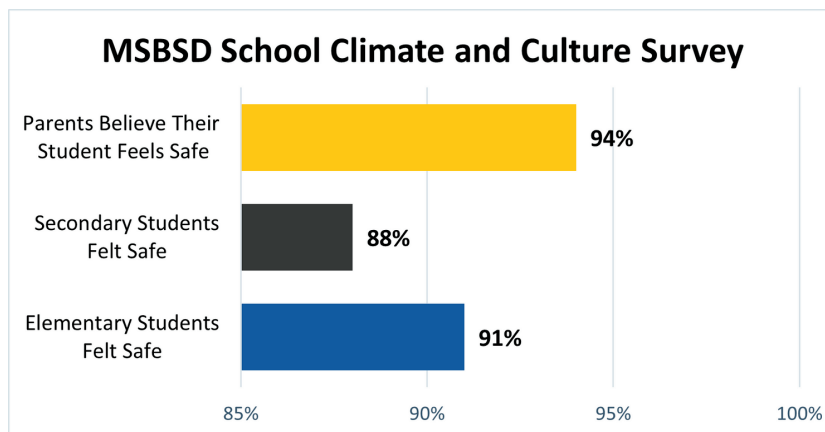


Figure 5: School Climate and Culture Survey

In March 2022, MSBSD completed a school climate and culture survey conducted as part of the district's accreditation process. Of the 2,411 parents surveyed, 94% of parents believe their student feels safe at school (up from 91% in 2018) and agreed that they were welcomed and treated with respect.

3.2.4 Behavioral Threat Assessment

In September 2018, each school site received team training to use the district's new Behavior Threat Management Protocol developed for the MSBSD Crisis Response Manual. The protocols were updated to align with a July 2018 report on best practices for threat assessment from the Secret Service Agency, and with support from Dr. Linda Kanan, co-author of Comprehensive Planning for Safe Learning Environments. The protocol is a team approach for responding to student statements or behavior that could pose a safety risk to others. The steps in the process are as follows:

1. Secure safety, as needed.
2. Assemble the school behavioral threat management team (Principal, school psychologist, SRO, case manager, counselor, etc.).
3. Gather a variety of information involving parents and school sources.
4. Organize and analyze the information using the Secret Service themes.
5. Use the information to determine the level of concern leading to the action plan.
6. Develop an action and support plan and determine a date to review the plan.
7. Document the threat assessment, keep appropriate records, and send a copy to the Office of Instruction.
8. Continue monitoring of the student and the effectiveness of the action and support plan. Revise plan, as needed.

All reports of risk that warrant a threat assessment are reviewed by the school site supervisor and an after action debrief is conducted with the principal to monitor progress and provide support. In August of 2022, all Principals will take part in another training for Behavior Threat Assessment.

4.0 PREPAREDNESS

EMERGENCY MANAGEMENT

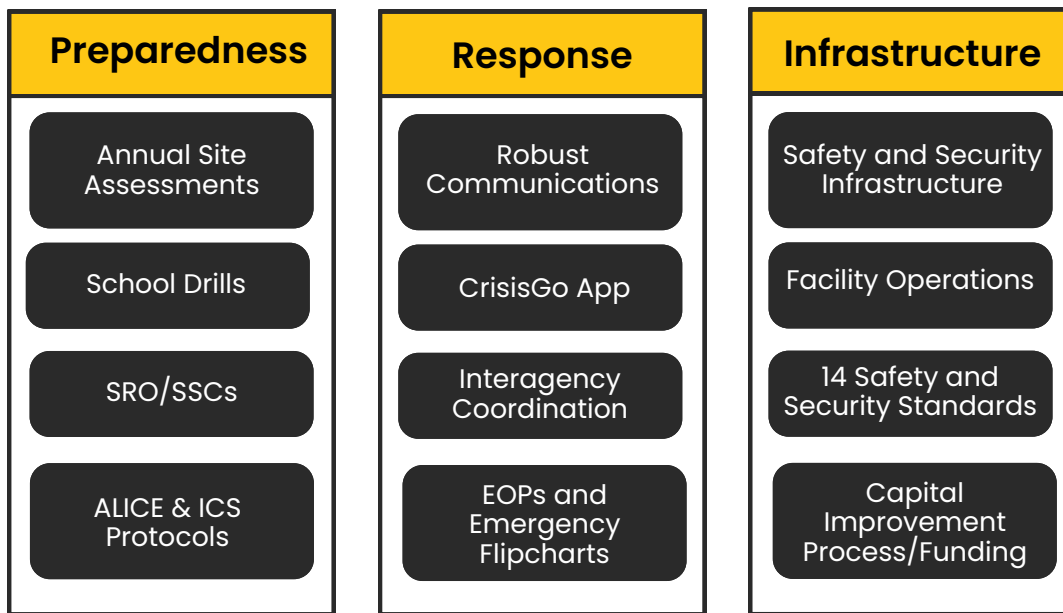


Figure 6: Emergency Management Framework

4.1 Preparedness

As previously discussed in section 3.0, Past Efforts, many processes, procedures, and systems are in place at MSBSD schools to ensure that students and staff are ready in the event of an incident involving school violence. Figure 6 illustrates MSBSD's emergency management framework, which includes preparedness, response, and infrastructure. Preparedness includes periodic, recurring site assessments by trained safety and security personnel. During the fall semester of each school year, safety, security, and facility compliance personnel complete an annual site assessment of each school, typically alongside the building administrator (principal).

This assessment includes a review of all safety and security measures at schools including drills, emergency shutoffs, communications equipment, and various safety and security infrastructure at each site. Shortfalls are annotated and a follow-up is scheduled to address items noted during the inspection. All MSBSD schools complete monthly fire drills and ALICE, bomb, and earthquake drills each semester.

MSBSD expanded the SRO program from one officer in 2005, to four officers in 2022. SROs are currently serving at Palmer High School, Colony High School, Wasilla High School, and Houston Jr/Sr High School. Each SRO provides support to neighboring district schools, drastically reducing incident response time. The District is actively planning and resourcing the potential expansion of the SRO program. In the spring of 2022, the District met with officials from the City of Wasilla, City of Palmer, and the Alaska State Troopers to expand SRO coverage at Joe Redington Sr. Jr/Sr High School and Mat-Su Career & Technical High School for the fall of 2023.

In 2022, MSBSD will be expanding the SSC program to twelve full-time positions, adding coordinators at Mat-Su Career & Technical High School, and Su-Valley Sr/Jr High School (covering northern schools, including Trapper Creek Elementary and Talkeetna Elementary). Additionally, SSCs will be part of an organizational change that allows the District to more efficiently organize, direct, and evaluate the program's support for all schools.

4.0 PREPAREDNESS

4.1 Preparedness, cont.

All principals are trained on the roles and responsibilities for managing school crises with the latest updates to Incident Command Systems (ICS)-100 and best practices. The ICS is a standardized, on-scene, all-risk management concept. ICS allows its users to adopt an integrated organizational structure to match the complexities and demands of single or multiple incidents without being hindered by jurisdictional boundaries.

MSBSD School Violence Training Model



Figure 7: MSBSD School Violence Training Model

MSBSD implemented a new school violence training model for staff beginning in the 2018–2019 school year. As part of active intruder, ALICE training, staff utilize a blended learning approach with online learning in conjunction with school drills. This blended model supports training for new employees as well as annual recertification for all other staff as outlined in Figure 7.

Additionally, MSBSD welcomes parents to come and see ALICE drills taking place in their child's school.

4.0 PREPAREDNESS

4.2 Response

MSBSD incorporates emergency radio communications at each school site as previously described in section 3.0. All schools evaluate and update campus-specific Emergency Operations Plans (EOPs) annually. These EOPs include evacuation, shelter-in-place, and parent reunification plans. All schools have a crisis response team for emergencies that are critical to executing emergency drills.

In addition to emergency radios, MSBSD maintains a mobile app for building administrators and other key personnel. This planning and communications platform, CrisisGo, allows administrators to quickly access emergency response plans, all checklists, and school maps. The app also provides the ability to report emergencies, call for help, and stay connected during a crisis.

With the purpose of growing interagency relationships and to stay informed critical response practices, the MSBSD will either be hosting the school safety forum and tabletop exercise (TTX) or participating in active scenario events (e.g. Alaska SHIELD Drill and The Great Alaska Shake Out). The District will be alternating between the school safety forum and active scenario events every year. Engagements will include school administrators, local law enforcement agencies, MATCOM Dispatch, and the Mat-Su Borough Emergency Services Department, along with other government authorities. This ensures that District officials remain informed of the most up-to-date incident command practices and can respond when necessary in an efficient and effective manner.

4.3 Infrastructure

School safety infrastructure has significantly improved over the past decade. MSBSD implemented and maintains **14 major safety and security infrastructure standards** across the district.

1. Keyless Access Control System. This system is used to access District facilities and arm/disarm the intrusion detection system. Staff swipe their badges and enter a security code to arm and disarm the security system. This system allows for scheduling locking and unlocking of exterior doors District-wide. Additionally, the system tracks and logs card access. This reduces utility key costs and supports centralized management of third party access (e.g. facility use, contractors, etc.). This system is integrated with the duress and lockdown system.

2. Video Doorbell and Remote Lock/Unlock. This system allows schools to keep doors locked during the day, admitting only those visitors that have been screened by the school's front office staff.

3. Intrusion Detection System. This system is used to protect facilities against crime and vandalism. The system includes motion detection, open exterior doors/windows, and glass break sensors.

4. Magnetic Holds. Door magnets are used to release fire rated doors to create a barrier during fire alarm activation. When activated from a lockdown or duress station, the doors close and assist in securing the rest of the school.

5. Duress and Lockdown Call. A duress station activation: calls a third party monitoring company and the police; automatically activates the facility exterior strobe emergency indicator; remotely (automatically) locks exterior doors; plays a pre-recorded system announcement school-wide; and closes interior hold-open doors.

6. Radio Communications. Trunked radios are provided to each site as an alternate means of communication for administrators in an emergency situation. Line of sight radios are provided for two-way communications between administrators and staff in order to support both routine communications and emergency communications.



4.0 PREPAREDNESS

4.3 Infrastructure, cont.

14 major safety and security infrastructure standards, cont.

7. Security Cameras. The goal of the security camera system is to protect students, staff, facilities, and assets, observe, and record actions in and around a facility. A video system provides live and recorded video images. Additionally, it provides forensic evidence and staff training opportunities from recorded video images and the capability to audit compliance with policies/procedures and remotely view activity and history at a facility.



8. Addressable Fire Alarm and Sprinkler System. Fire detectors and devices are connected back to a central control panel. Each device has an address or location, enabling the exact detector that was triggered to be quickly identified by emergency personnel. These systems are deployed per National Fire Prevention Association (NFPA) Code.

9. Intercom. This system provides amplified communications for the entire school. System benefits include: emergency announcements are activated with a single press of a button, automated messages can notify everyone instantly throughout the facility, and a hands-free intercom allows staff to communicate from the office or a classroom.

10. Automated External Defibrillator (AED)/Stop the Bleed Kits. An AED is a portable device, installed in all schools, that automatically diagnoses life-threatening cardiac arrhythmias of ventricular fibrillation and ventricular tachycardia in a patient and is able to help the heart re-establish an effective rhythm through defibrillation. Schools are also equipped with Stop the Bleed Kits. These kits are designed to provide bystanders and initial first responders with quick and easy access to essential medical equipment for stopping life-threatening bleeding.

11. Interior Roll-Down Gates. Gates provide the means to partition and segment the building into multiple zones and allow for after-hour use of a portion of a facility without creating access to the entire interior of the facility.

12. Exterior Lighting. Lighting illuminates roads, driveways, and entries/exits for safer movement of vehicular traffic. It also illuminates sidewalks, pathways, and entries/exits for safer movement of pedestrian traffic. Lighting reduces areas of darkness and shadow around school grounds, discouraging lurking of unauthorized individuals and improving security camera monitoring.

13. Security Fencing. Fencing has many purposes: it defines the perimeter of school property; delineates the transition from public to private property; provides a physical barrier around play areas and sports fields to keep students within appropriate areas and simultaneously restrict access to unauthorized visitors, snow machines, and animals; funnels vehicular and pedestrian traffic to designated entries/exits; and, when combined with exterior pedestrian and vehicular gates, provides a physical barrier to entry.

14. Pedestrian and Vehicle Gates. Gates aid in restricting access to pre-defined scheduled hours, defines and provides the designated entries/exits, and combines with security fencing to provide a physical barrier to entry.

**MSBSD also has an ongoing capital improvement process in place
to address new safety and security needs.**

**To help meet capital infrastructure needs, the School Board authorized
\$400,000 in safety and security upgrades over the past two fiscal years.**

5.0 FIVE-YEAR ROADMAP

This review has demonstrated that there are many efforts already in place to foster safe and healthy school environments for staff and students. MSBSD remains committed to sustaining those efforts and best practices while continuing to make incremental improvements.

The District continues to emphasize the importance of prevention. This includes continued focus on curriculum, relationship building, and disciplinary procedures. Examples of programs include social emotional learning at the secondary level and Positive Action at the elementary level. Figure 8 illustrates additional key initiatives over the next five years. A description for each initiative is provided in the remainder of this section.

SCHOOL CLIMATE, SAFETY, AND SECURITY 5-YEAR ROADMAP

FY23 (2022–2023)	FY24 (2023–2024)	FY25 (2024–2025)	FY26 (2025–2026)	FY27 (2026–2027)
Increased Unarmed Security Presence in Secondary Schools	School Resource Officer (SRO) Expansion	Annual Interagency Coordination: School Safety Forum and Tabletop Exercise (TTX)	Annual Interagency Coordination: Active Scenario Training	Continuation of Existing Efforts
At-Home Internet Filtering	Annual Interagency Coordination: Active Scenario Training	Host all Principal Training for School Safety Topics	Host all Principal Training for School Safety Topics	
Incident Command System (ICS) Training for all Principals	Host all Principal Training for School Safety Topics	Provide ICS-100 Training for School Principals		
Behavioral Threat Training in Synergy				
Annual Interagency Coordination				

Figure 8: School Climate, Safety, and Security 5-Year Roadmap

5.1 Fiscal Year 2023 (School Year 2022–2023)

5.1.1 Increased Unarmed Security Presence in Secondary Schools

The District will continue expanding the School Safety Coordinator (SSC) Program to twelve full-time positions by adding coordinators at Mat-Su Career & Technical High School and Su-Valley Sr/Jr High School. The SSC assigned to Su-Valley Sr/Jr High School who will also provide coverage for Talkeetna Elementary and Trapper Creek Elementary. Additionally, SSCs will undergo an organizational change that will allow the District to more efficiently organize, direct, and evaluate the program.

5.0 FIVE-YEAR ROADMAP

5.1 Fiscal Year 2023 (School Year 2022–2023), cont.

5.1.2 At-Home Internet Filtering

The District's official classroom management system is GoGuardian Teacher, which allows teachers to monitor student devices while class is in session. Additionally, the District has acquired GoGuardian Admin which ensures 24/7 web filtering for Internet content, blocking access to obscene or harmful material. GoGuardian Admin also provides for a simple to use app that allows parents/guardians to monitor their child's internet activity, limit hours for internet browsing, and provides for additional web filtering outside school hours.



5.1.3 Incident Command System (ICS) Training for all Principals

An emphasis will be placed on ensuring new principals complete ICS-100 training and that all principals will receive refresher training every five years thereafter. The ICS is a standardized, on-scene, all-risk management concept. ICS allows its users to adopt an integrated organizational structure to match the complexities and demands of single or multiple incidents without being hindered by jurisdictional boundaries.

5.1.4 Behavioral Threat Training in Synergy

Behavior Threat Assessment is a prevention and intervention tool designed to address threats of targeted school violence. School guidance comes from federal, state and professional literature. The multidisciplinary team process provides a flexible approach to violence prevention and allows a team to make reasoned judgements. The goal of the tool is to confront and manage concerning and disruptive behavior. The District intends to migrate the Behavior Threat Assessment protocol into Synergy, the District's Student Information System. This training will teach Threat Assessment teams the functionality of the tool in Synergy.

5.1.5 Annual Interagency Coordination: School Safety Forum and Tabletop Exercise (TTX)

The District intends to host a school safety forum and TTX biennially to provide school district updates to state and local agencies followed by a TTX. The purpose of these events is to grow interagency relationships and awareness, integrate and refine plans and procedures with key stakeholders, discuss roles, responsibilities, and responses, and discuss challenges in the current environment.

5.0 FIVE-YEAR ROADMAP

5.2 Fiscal Year 2024 (School Year 2023–2024)

5.2.1 School Resource Officer (SRO) Expansion

Beginning in the 2023–2024 school year, the District will complete expanding the School Resource Officer (SRO) program. During this school year, an SRO will be employed at Joe Redington Sr. Jr./Sr. High School and Mat-Su Career & Technical High School. The SRO assigned to Joe Redington Sr. Jr./Sr. High School will also provide coverage for Dena'ina, Knik, and Goose Bay Elementary Schools. The SRO assigned to Mat-Su Career & Technical High School will also provide coverage for Teeland Middle School, Fronteras Spanish Immersion Charter School, and Mat-Su Day School.

5.2.2 Annual Interagency Coordination: Active Scenario Training

The District intends to participate in an active scenario training (e.g. Alaska SHIELD, The Great Alaska Shakeout) biennially to provide “hands-on” training to school administrators and other government agencies. The purpose of these events is to provide realistic scenario training and refine plans and procedures with key stakeholders.

5.2.3 Host all Principal Training for School Safety Topics

Prior to each school year, the District will dedicate a Principals Meeting to cover new safety & security initiatives, review standard operating procedures (SOPs), and analyze emerging trends. This event will allow school administrators to collaborate with district administrators and local experts on techniques and best practices in keeping schools safe.

5.3 Fiscal Year 2025 (School Year 2024–2025)

5.3.1 Annual Interagency Coordination: School Safety Forum and Tabletop Exercise (TTX)

The District intends to host a school safety forum and TTX biennially to provide school district updates to state and local agencies followed by a TTX. The purpose of these events is to grow interagency relationships and awareness, integrate and refine plans and procedures with key stakeholders, discuss roles, responsibilities, and responses, and discuss challenges in the current environment.

5.3.2 Host all Principal Meeting for School Safety Topics

This event will allow school administrators to collaborate with district administrators on techniques and best practices in keeping schools safe.

5.3.3 Provide ICS–100 Training for School Principals

The ICS is a standardized, on-scene, all-risk management concept. ICS allows its users to adopt an integrated organizational structure to match the complexities and demands of single or multiple incidents without being hindered by jurisdictional boundaries.

5.0 FIVE-YEAR ROADMAP

5.4 Fiscal Year 2026 (School Year 2025–2026)

5.4.1 Annual Interagency Coordination: Active Scenario Training

The District intends to participate in an active scenario training (e.g. Alaska SHIELD, The Great Alaska Shakeout) biennially to provide “hands-on” training to school administrators and other government agencies. The purpose of these events is to provide realistic scenario training and refine plans and procedures with key stakeholders.

5.4.2 Host all Principal Meeting for School Safety Topics

This event will allow school administrators to collaborate with district administrators on techniques and best practices in keeping schools safe.

5.5 Fiscal Year 2027 (School Year 2026–2027)

The fifth year of this roadmap includes a continuation of existing efforts. The intent each year is to continue to focus on increasing the effectiveness of individual efforts to better achieve overall outcomes.



6.0 Conclusion

Efforts to prevent school crime and violence and create safe school environments are varied and, in some cases, multi-tiered to help school officials respond appropriately to any threat. As described in the review and roadmap, a range of strategies and interventions are required to address the many challenges schools face. Once implemented, many of these strategies and interventions require ongoing support in order to remain effective. Often, they require a refresh or reset as training is the most important aspect of the District's safety plan. An important element to fostering an effective safety program is explaining the reasoning and rationale behind safety protocols and offering opportunities across the school year to promote safety awareness.

For information related to this review, please contact the District office at (907) 746-9200.



**MATANUSKA
SUSITNA**
BOROUGH SCHOOL
DISTRICT
