

THE

SAFETY

NET

Office of Continuous Improvement & Support Division of Student Success Alternative Learning Branch

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New Missing Children Process

Kentucky schools, in collaboration with the [Kentucky State Police \(KSP\)](#) and the [Kentucky Department of Education \(KDE\)](#), play an integral role in facilitating the return of missing children to their homes. These two agencies have been working with Infinite Campus (IC) in order to automate the process so that school officials no longer have to flag student records.

When a child is reported missing, a report is entered into [the National Crime Information Center Database \(NCIC\)](#) by a law enforcement officer. A new update now allows Infinite Campus to interface with the NCIC database to automatically generate a missing child flag on student records. This system then emails a computer-generated notification to the principal of the child's school and an IC process alert is sent to the Missing Child user group for the district. A KDE representative reviews an error log which identifies students who could not be matched with an IC record and then manually corrects the record.

In order for this process to be successful, two tasks need to be completed and kept up to date in IC. First, the principal's name and email must be correctly entered into IC. Second, appropriate users should be assigned to the Missing Children user group in IC.

Two laws, [KRS 156.495](#) and [KRS 158.032](#), specify what KDE and Kentucky schools MUST do when a child is reported as missing. Principals, in particular, play a critical role in this process. The email sent to the principal details what needs to be done.

Is your district in compliance with the laws?

When a principal receives a notification of a missing child, s/he should IMMEDIATELY contact [Paige Craig](#) or [Shayla Overturf](#) or call (502) 564-1020 with any information regarding the student's whereabouts if any of the following occurs:

- Someone in the school or district knows of the student's whereabouts;
- The identified student is currently present at the school or in the district; or
- An individual or another school requests the student's records.
- IMMEDIATELY contact [Victoria Fields](#) if your school is not the student's last known school of enrollment to ensure that the correct school/principal can be notified.

When the student is located, the flag will be automatically removed from the student's record. If a student is reported missing and then subsequently reported found within 24 hours, the system will only generate a Missing Children Notification of Cancellation to the school. The initial Missing Child Notification will not be sent. The system will automatically create a missing child flag with a start date and end date with the date the file was received.

Please note that the [Family Educational Rights and Privacy Act \(FERPA\)](#) is a federal law that protects the privacy of student education records. However, FERPA is not intended to be an obstacle in addressing emergencies and protecting the safety of students. Missing children and runaways should be considered as an emergency situation, and school officials should contact law enforcement immediately if any of the above situations occur.

Additional resources and guidance can be found on [KDE's Missing Children webpage](#). Protecting these children is a team effort with schools being on the front line and able to provide the most useful information needed to locate the missing.



Safety Briefs

FBI Releases Study of Pre-Attack Behaviors of Active Shooters

This study was completed and released by the [Federal Bureau of Investigation \(FBI\)](#). “This report, covering active shooter incidents in the United States between 2000 and 2013, examines specific behaviors that may precede an attack and that might be useful in identifying, assessing, and managing those who may be on a pathway to violence.” You can access the report [on the FBI's website](#).

“Juuling” is Popular among Teens

This video comes from [PBS News Hour](#). “The use of these e-cigarettes like the popular Juul brand is spiking among youth, but parents often aren't even sure what they are and many teens mistakenly believe there are no serious health risks.” View the video [on Education Week's website](#).

Prep Talk: “Rethinking School Safety”

This Prep Talk was organized by [Federal Emergency Management Agency \(FEMA\)](#). This Prep Talk is done by Michele Gay and “relays her personal experience as the parent of a child killed in the Sandy Hook tragedy in 2012. She highlights some of the simple solutions that students and staff needed during the crisis at Sandy Hook, and presents Safe and Sound Schools’ Framework for Comprehensive School Safety Planning and Development: Emergency Management, Community Engagement, Physical Safety, Mental and Behavioral Health, Climate and Culture, and Health and Wellness.” You can access the video [on FEMA's website](#).

Prep Talk: “Safety is Personal: Lessons Learned as a Survivor of the Virginia Tech Tragedy”

This Prep Talk was organized by [Federal Emergency Management Agency \(FEMA\)](#). Kristina Anderson “begins with her experience of the Virginia Tech shooting in 2007 when she was shot three times. She translates her experience into a focus on the importance of threat assessments in schools to identify and mitigate potential threats. She explains that it’s important to improve physical safety, but it’s just as important to encourage people to monitor their environment and to build a supportive culture in a school.” You can view the video [on FEMA's website](#).

Helping Children and Youth Who Have Traumatic Experiences

This report comes from the [Substance Abuse and Mental Health Services Administration \(SAMHSA\)](#). The report based on data from Health Resources and Services Administration’s (HRSA) National Survey of Children’s Health (NSCH) provides national and state level estimates of key measures of child health and well-being. You can view the report [on SAMHSA's website](#).

Pursuing Social and Emotional Development through a Racial Equity Lens: A Call to Action

This report is provided by [The Aspen Institute](#). “The field needs to identify ways in which equity and social, emotional, and academic development can be mutually reinforcing. To accomplish this requires examining issues of race directly.” You can view the report and sign up to endorse the call to action [on The Aspen Institute's website](#).

Implicit Bias, Part 2

Addressing Disproportionality in Discipline: A Prospective Look at Culturally Responsive Positive Behavior Intervention and Supports is provided by the [National Association of School Psychologists \(NASP\)](#). [Part one](#) was previously provided on NASP’s website. Part two is [also available on their website](#).

Your Safe Schools Team:

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