



Guidepost Report #2: Listening Session FAQs

The second investigative report from Guidepost was published on October 30, 2023. The Board of Education held 14 listening sessions with parents, staff, and community members during the week of November 6, 2023. Questions from those sessions are answered below. Some of the questions asked fell into categories covered in the district response to the Guidepost report which is also posted on our [website](#). Those questions are answered in that response under the following topics. Download the full response [here](#), and look up the topic area for answers to questions in that area.

1. Board Oversight
2. Policy Implementation and Monitoring
3. Delegation of Responsibility and Oversight of Policies and AGs
4. Policy and AG Review and Acknowledgement by Faculty and Staff
5. Training (Mandated Reporting, Threat/Suicide Assessment, Bullying, others)
6. Proposed Changes to Policies and AGs
7. District's Threat/Suicide Risk Assessment policies, practices, and protocols
8. Emergency Operations Plan
9. District Safety Committee
10. Student Searches for Weapons
11. Armed Security and SRO Presence in Oxford Buildings
12. ALICE (protocols, practices, and training)
13. Public Announcement System and Lockdown Alert Systems throughout buildings
14. Parent Involvement in Threat and Suicide Assessments
15. Review of Social Media during Threat and Suicide Assessments
16. Monitoring of Student Online Use at School
17. SAEBRS (Social Academic and Emotional Behavior Risk Screener)
18. Use of SAEBRS data and MTSS (Multi-Tiered Support System)
19. Student Reporting (OK2Say, see something/say something, awareness lessons)
20. PrePlan Live System (replaced with Edwards Mass Notification System)
21. Night Locks (training and mechanism for locked doors)
22. PowerSchool and Student Documentation
23. Safety Drills
24. Trauma Informed Support

Other FAQs are as follows:

FAQs

Why was Guidepost Solutions selected to do an investigation?

In May 2022, the Board hired the investigative firm Guidepost Solutions LLC through the Board's investigative counsel Varnum LLP, to jointly conduct an investigation, entirely independent of the Board and district. The Board asked to have the investigation address, the District's interactions with the shooter before the shooting; actions before, during and after the shooting; and school safety and security policies, guidelines, practices, and measures in place both at the time of the shooting and those in place during our investigation after the shooting. The Board also directed Guidepost to release the report publicly at the same time it was released to the Board.

What types of mental health and safety efforts did you implement even as the investigation was ongoing?

The district released a comprehensive Recovery Plan in August of 2022, which included both our mental health initiatives as well as our advanced safety measures. An abbreviated list is below:

Safety

- Reconstituted the District Safety Committee and worked collaboratively to develop an updated EOP
- Armed district security personnel at all elementary and secondary schools, providing continued oversight and training
- Comprehensive Threat Assessment and Suicide Risk Assessment Training for all staff directly involved with students
- Addition of a second district School Resource Officer
- Evolv weapons detection system at both Oxford High School and Oxford Middle School
- ZeroEyes weapons detection system installed at all district schools
- Mass notification systems installed district wide
- Weapons Detection Dog primarily located at high school but used district-wide

Mental Health

- Hired additional social workers, family school liaisons, psychologists and counselors
- Established a district-wide Mental Health Committee
- Brought in therapy dogs for students and staff, now have 12
- Implemented Social Emotional Learning programs for all age levels

- Established extensive partnerships with community organizations such as [All For Oxford Resiliency Center](#), North Oakland Community Coalition [NOCC](#), Oakland Community Health Network [OCHN](#), [EasterSeals](#) and [Oakland Schools](#) for additional supports and educational workshops for our staff, students and families

The most recent [update to the recovery plan](#) is located on our website. Please know our complete list of safety and mental health programs are not all disclosed to the public as it is not best practice for safety and security reasons.

When will the community be able to read the report?

Immediately. Guidepost Solutions released the report to the public and Oxford Community Schools at the same time. It is posted on their website, [GuidepostSolutions.com](#) and on the district website.

What if I have questions regarding the report?

There have been multiple opportunities for the community to ask questions of both Guidepost Solutions and the district.

- Guidepost hosted three forums on November 2, 2023, where community members, families and staff can ask questions regarding the content of their report. Guidepost will also address questions submitted to them going forward.
- Fourteen meetings/listening sessions were held during the week of November 6, 2023 by the school board and superintendent for district families, staff, and the community to address questions and share the district's next steps as they continue to thoroughly review the report.
- This FAQ will continue to address commonly asked questions as they come to us and will be posted on the district website.

What if I find inaccuracies in the report?

If you find things in the report that you believe are inaccurate or confusing, please email your questions to Guidepost at AConnell@guidepostsolutions.com and cc the superintendent Vickie.markavitch@oxfordschools.org so the district has a record of questions submitted to Guidepost. To date only three individuals reported inaccuracies in the report to the district.

What are the district's current practices and policies for Threat Assessments and Suicide Risk Assessments?

- Multi-disciplinary teams for threat assessments (at least one school administrator, at least one school-based mental health professional, and SRO) and suicide risk

assessments (at least one school administrator, two school-based mental health professionals, and SRO) are required to check for access to lethal weapons and dangerous instrumentalities. This is completed for all threat assessment and suicide risk assessment screeners and full assessments.

- The School Safety department has developed a thorough screening process for threat assessments and suicide risk assessments to ensure staff follow a consistent industry standard approach. Each report of concerning behavior is properly screened by a team of at least a school administrator, a school-based mental health professional (Masters level), and SRO. Each screening process includes a check for access to lethal weapons (threat assessment) and access to dangerous instrumentality including lethal weapons (suicide risk assessment).
- Suicide risk assessments include: ascertaining whether student has access to dangerous instrumentality; not leaving a student alone; discussing safety at home with parents including limiting student's access to dangerous instrumentalities; asking parents/caregivers whether student has access to firearms and to recommend safe storage of such; clear guidance on when a student should be compelled to leave school with parents or guardian to secure mental health assistance.
- All staff, including contractors and substitute teachers must complete online Vector training in threat assessment, suicide awareness, mandated reporting, and bullying along with the state required trainings. Assessments are given after each online course and must be passed as an employment requirement. Training associated with the threat and suicide risk assessment policies rests with the Executive Director of School Safety and includes:
 1. Initial full Behavior Threat Assessment Management (BTAM) training;
 2. Columbia Lighthouse Project training (self-paced training);
 3. Identified leads at the district and campus levels;
 4. Open communication/consultation with Safety department on cases, as needed;
 5. Monthly BTAM meetings.
- As of November 13, 2023, all members of the Behavior Threat Assessment (BTAM) teams across the district are trained. The Executive Director of School Safety and School Safety Administrator are trainers for MiBTAM(NTAC model) and facilitate the training for Oxford Community Schools as well as districts across the state.
- The applicable policies/AGs are routinely referenced and read during full and monthly Behavior Threat Assessment Management (BTAM) team trainings and meetings. Training for both threat and suicide risk assessment screeners and full assessments includes expanding understanding of the policy's "low" threshold to conduct an assessment where there are any "concerning communications or behaviors that suggest a person may intend to harm someone."

What is the current process being followed in adopting and implementing Board policies?

Since February 2023, the district administration and Board have put greater attention on the process of adopting policies and creating administrative guidelines.

- The Board Policy committee receives all NEOLA policy updates as they come into the district. The committee works with the superintendent to review these policy updates, customize them to Oxford where appropriate, and then bring them to the board for approval. This happens 2-3 times a year depending on the updates received.
- Individual board members have had or are getting training from Michigan Association of School Boards (MASB) which includes policy development and implementation. The Board will work with the new superintendent and MASB in added training in this area.
- Along with the policies the superintendent works with the cabinet to create administrative guidelines for those policies that need processes, practices, and monitoring systems to be put in place in order to implement the policy. These are then posted in the Board Policy Book along with the policies.
- The current superintendent contract lists under duties “The superintendent agrees to comply with and fulfill the policies, rules and regulations as established from time to time by the Board of Education of the School District and to carry out its programs and policies during the entire term of this Contract.” Policy implementation is also part of the superintendent's annual evaluation.
- Staff are required to review and acknowledge critical policies which now include threat and suicide assessment policies. In addition, building level Threat Assessment teams review the implementation of these policies in their respective buildings monthly with the Executive Director of Safety and Security. Additional training for support staff continues. Beginning of the year training on selected policy related topics such as bullying, mandated reporting, threat and suicide awareness and assessments, harassment and Title IX is required of all staff. Selected policies are reviewed with principals and administrators, who then review them with their respective staff throughout the year.
- Multiple tools are used to assist in the monitoring of policy implementation: Navigate 360 for threat and suicide assessments, power school for disciplinary actions and record keeping, forms used in business and HR functions which are designed around policy itself, adoption requirements for curriculum and materials. Also, when we find a policy has not been followed, more training and supervisory oversight is put in place until compliance is assured.

What concerning behavior should parents be aware of and what should they report? How does it differ for age groups?

Any change in typical behavior for their child may indicate a possible concern.

Parents/guardians should be aware and report any concerning statements around harm (self or to others), mentions of weapons, knowledge of bullying, etc.. All of these are appropriate to be mindful of and report at any age.

Concerning Behaviors

1. Suddenly withdrawing from friends, family and activities
2. Grievance
3. Significant changes in behavior or appearance
4. Experiencing chronic loneliness or social isolation
5. Expressing persistent thoughts of harming themselves or someone else
6. Making direct threats toward a place, another person, or themselves
7. Bragging about access to guns or weapons
8. Recruiting accomplices or audiences for an attack
9. Directly expressing a threat as a plan
10. Cruelty to animals.

** NOTE: This isn't a complete list of all behavioral concerns. Exhibiting one of these signs doesn't necessarily indicate imminent violence. When concerned about troubling behaviors, tell a trusted adult or call 911 if there is an immediate threat.*

Suicidal Risk Warning Signs

1. Direct verbal threats
2. Indirect verbal threats
3. Sudden or dramatic change in mood
4. Anxiety and agitation, reckless behavior, rage and uncontrolled anger, desire for revenge
5. Increased alcohol or drug use
6. Giving away prized possessions
7. Withdrawal from friends, family, and activities
8. Refusal of help or belief that there is no help for them
9. Expression of death or suicide themes in writings, in art, or via social media
10. Disturbed sleep, decline in appearance and hygiene
11. Decline in academic performance

** NOTE: This isn't a complete list of all suicidal risk warning signs. Exhibiting one of these signs doesn't necessarily indicate imminent violence to self. When concerned about troubling behaviors, tell a trusted adult or call 911 if there is an immediate threat.*

Reporting

- If the concern is imminent — call 911
- Talk to a building administrator, SRO, or any trusted adult in the district about your

- concern—what you know, have seen, or fear may happen without intervention.
- [OK2Say](#) — confidential option

What personnel decisions will be made in light of the report's findings?

The district takes the performance of their employees seriously while following labor laws and contracts. In all cases, student well-being and safety is the most important consideration. Personnel issues and decisions are not discussed or acted upon in a public venue unless they require board action. Most personnel actions are under the authority of the superintendent.

Did district employees give interviews and provide information to the Sheriff's Department and Prosecutor's Office?

Yes. In fact, every individual that was asked by law enforcement and the prosecutor's office to be interviewed fully cooperated with such a process. In addition, every person who was asked to give a deposition during civil proceedings did so. It is our understanding that this information was made available to Guidepost for their report.

Why didn't the Board require people to interview as a condition of employment?

Given the fact that every employee requested took part in the civil and criminal proceedings, it didn't seem necessary to compel participation as a condition of their employment. The board and district strongly encouraged employee participation throughout the investigation. In addition, the prosecutor's office and law enforcement made information from their investigations available to Guidepost.

Will there be an addendum to the report?

In terms of investigating school based activities around the tragedy, the report has met expectations. In terms of information relative to the actions of other agencies, the board is not in a position to administer investigations.

How will the district go forward in handling and being accountable for issues brought forward by the Guidepost Report?

For both Guidepost Report #1 and #2 the district has published its actions taken to date and those yet to be taken. Carry through and progress on these actions are reported to the board quarterly via both the Recovery Plan and the specific responses to the Guidepost reports.

Does the superintendent have access to depositions and has she read them?

Yes, and she has read selected depositions.

Is there a plan in place to share the findings of the reports and our experiences with other districts?

Now that both reports are done and we have responded to them with action plans, yes, they are being and will continue to be shared with other districts. Currently Oxford sits on the Oakland County Schools Safety Committee where these issues are discussed monthly. Board members have and will continue to meet with State and Federal representatives. Specific components of our Recovery Plan actions have been requested by other districts and provided. The Executive Director of Safety and the Chief Emergency Manager of Oakland County are working together to form a school safety group for area districts to collaborate with each other and first responders. This will be put in place by spring.

Will budget shortfalls impact what the district is currently doing in the areas of safety, security, and mental health support?

To some extent, yes. Every resource put in place is being studied relative to current needs. Safety and mental health services in our buildings that directly support student well-being have the highest priority for remaining. This is true for academic support as well. Later this winter, the board will receive an amended budget and updated financial forecast. During that presentation some budget cuts will be discussed.

Why did the District split the listening groups into specific categories?

The desire was to keep listening sessions small to enhance two-way dialogue and to allow parents and staff at different schooling levels to focus on their unique concerns.

Were the families of Justin, Tate, Hana, and Madisyn offered their own meeting on the report?

Yes. Guidepost met with them individually and the district offered to meet with them as well.

Will there be ongoing support for students, staff and families across the district for those who continue to be impacted beyond the 3 years?

Yes. The Three Year Recovery Plan is now the Continuous Recovery Plan. Support systems are being embedded into programs and services throughout Oxford schools, and specifically at the high school with a focus on current 11th/12th grade students. Partnerships are built with community agencies who can provide clinical therapeutic intervention for those who need such. Multi-tiered systems of support are provided by school personnel, monitored and managed, with student progress followed.

Isn't one counselor for 600 students too many?

Yes. Oxford High School has 6 counselors for about 1650 students which makes a counselor's caseload about 275 students.

Who has the authority to implement a zero-tolerance policy?

The Board of Education and administration, within the limits of legal requirements and restrictions related to zero tolerance. As of 2017, State of Michigan Law 380.1310 requires a school district to consider 7 factors before implementing suspension or expulsion. The 7 factors include a student's age, student's disciplinary history, seriousness of the offense, whether the student has a disability, whether the violation threatened health/safety, whether to use restorative practices and whether lesser intervention is appropriate.

How will the district support staff and teachers that were impacted by the events of November 30th?

Many supports are in place through agencies with which the district partners, through an Employee Assistance Program, and a provision for necessary time off. A District Wellness Committee, supported by Human Resources, works within each building to identify staff needs and add support programs/activities to address those needs. Periodic staff surveys also inform the district. This is addressed in the recovery plan. Additionally, the district provides support for staff in preparation and response to potentially activating events (both anticipated and unanticipated). Supports include providing resources and time and space for staff to self-regulate during their workday. Providing district, county, and community mental health professionals for support. Facilitating/providing staff lunches for gathering as a school community and sustaining connectedness. Facilitating restorative listening circles for staff to have a safe platform for expression and be heard on specific topics. Partnering with community providers, to facilitate staff workshops, teaching self care during difficult circumstances.

How do you plan to reach out to the class of 2022?

Outreach efforts occur in partnership with the Resiliency Center and other community providers. Communications have occurred with universities and colleges, where we know we have students attending, these communications are made to foster support at those institutions. The district does not have an established system to manage OCS alumni post-high school. When potentially activating events have occurred, the district has provided resources for families and alumni to formally gather and process how they are impacted and what services are available to support their social, emotional, and mental health. District communication, including social media, PeachJar, and the district website regarding these events are examples of communication platforms for OCS alumni.

How are classes that were in the building on November 30 being supported and having a voice?

Specific classes (class make-ups) from November 30, 2021 have not continued as a “cohort.” The district has and continues to manage student data regarding highly impacted students based on several factors including what classroom students were physically in at the time of the tragedy. Many of these students have accessed or have been offered school based resources and support through community agencies/partnerships. Currently ALL services through the Resiliency Center are intended for these students.

How are we reaching out to the special needs community?

The district has increased Special Education supports and programs district wide to meet the needs of our special education students and staff. Increased support include Psychologists, Teachers, Para-Professionals, and programs. Through our multi-tiered systems of support, all students are continuously monitored.

Why did the Board go to Guidepost to do the independent investigation and why did it cost so much? Why did they turn down the Attorney General’s offer to do the investigation?

The Board selected Guidepost to do the investigation because it wanted an independent third-party firm experienced in public agency investigations and the Guidepost proposal seemed to best meet that need. On May 17, 2022 at a special meeting of the board acted to employ,, and again on July 12, 2022 at a regular meeting acted to confirm Varnum Law, to assist with investigative matters, including the hiring of Guidepost to investigate the tragic occurrence of November 30, 2021. The investigation was multi-faceted, required review of many documents over time, a large number of interviews, review of dispositions, court testimony, and evidence from the prosecuting attorney. This investigation started May 2022 and the report was published October 2023. The costs were billed to the district on a monthly basis with invoices specifying the work. All costs were paid through a state grant allocated to the district for recovery efforts including safety/security, mental health supports, legal and investigative fees.

Why would an FSL or counselor not think to get an administrator?

The district has now incorporated protocols and practices ensuring the principal is included in any suicide or threat assessment or screening at the beginning of the process. The process requires not only the administrator, but a master level school-based mental health professional and the SRO. The teams are well-aware of reasonable suspicion and no suspicion searches, both of which are reviewed during the monthly campus meetings.

Have coaches been trained in threats and are they being trauma informed?

Coaches who are employed in other roles throughout the district have received threat and trauma-informed training/information based on their specific roles. Additionally, coaches complete the Vector training as the rest of the staff which includes threat assessment training. In-person training has not occurred for athletic coaches as of December 2023, but they are on the list to receive training by the end of the year. Coaches/Teams identified as highly impacted have received ongoing district support related to trauma informed recognitions, awards, and remembrances.

What safety training is provided to volunteers?

Currently the training is created and provided at the building level. The School Safety Department is creating a training which will provide an overall introduction to safety and security expectations for the district and will have that ready by the end of January.

What is the expectation for students in ALICE training?

Expectations differ with ages in terms of appropriate expectations. Students are introduced to 'counter,' but it is not practiced or expected until middle school. Students participate in presentations in their homeroom (Elementary) and advisory (Secondary) classes as well as drills throughout the year that comply with the requirements from the State of Michigan.

Why did the board take advice from their attorney?

Once lawsuits were filed, all aspects of this case were in the legal arena. All parties in such cases have attorneys and all parties follow their attorney's advice. It is a common and sound practice to utilize attorneys for many aspects of carrying out an organization's business. The District has several attorneys covering financial, personnel, special education, and other legal matters.

Now that the report and truth is out, what is the plan to bridge the huge divide in the community to help the healing begin?

The Board is making a concrete effort to improve and expand opportunities for dialogue with the community through community coffees and key communicator groups. District communication is being reviewed and improved in an ongoing effort. Surveys and polls are being used to gather wide community input on culture and climate of schools and other more specific issues as they come up. That community feedback is influencing district and school improvement plans, the Recovery Plan, and changing practices. Efforts continue to get the word out about all that has changed in the district over the last two years, especially in safety, security, trauma and mental health support.

Some teachers say safety/security can never be a #1 priority because teachers teach and safety/security is someone else's job. What are your thoughts on this?

This is not a prevailing sentiment of Oxford teaching staff. There is truth to the fact that teachers go to school and get licensed to teach which is why safety and security experts are brought into the schools to help deliver on safety and security issues. But we do not think teachers would ever say safety and security was not a priority equal to teaching and learning. Safety and Security is everyone's job.

Staff saw inaccuracies in the report and asked how inaccuracies will be reported.

The District asked anyone who saw inaccuracies to report them to both Guidepost and the district. The district received reports from two staff persons and one community person. To the district's knowledge, Guidepost responded to only one.

Why did the report not reflect all the external factors that should have been considered at the time (masking, COVID, in-person vs virtual learning)? Why didn't Guidepost look at what other districts were doing in these same areas?

Guidepost investigation was totally independent of district guidance. They followed an investigative course that they believed met requirements.

Will there be locker use at the high school next year?

This decision is pending school administration and student input. Many high schools across the country have gone away from using lockers even before COVID. This will be something we work with the school to determine.

When did students begin carrying backpacks?

Students began carrying backpacks during COVID, when students stopped using lockers.

Can teachers get a review of laws like search and seizure along with other updates?

Yes. The district is getting its own update, including on search and seizure. We will, before the end of the year, publish a district update for staff on laws that reinforce or change our practices. We will also begin sharing legal updates that are sent to us by our legal firms.

For the drills that we do, can we review the exit protocols and have explanations as to why certain exits are chosen?

Yes, this should be requested of our Safety Department who will be glad to meet with building administrators and staff to review and explain and when needed revise such plans. Drills are routinely evaluated by the School Safety Department and debriefed with the building

administrators. Last year, we were awarded a grant where we received critical incident mapping and one of the revisions were appropriate primary and secondary fire evacuation routes. The routes on the new maps were determined based on proximity and where the experts (fire and police) suggest we use. As soon as those maps are completed by the company, we will provide those to each school and room.

What is the protocol for allowing a student to return to class after concerning behavior or drawings that lead to a threat or suicide screening or assessment?

Any concerning behavior that leads to a screening for suicide or threat assessment could have a re-entry or safety plan. During the screening and full assessment processes, the student will not be present in classes. These plans outline what must be done before a student returns to class. For a code of conduct violation, communication between the administrative office and teacher should occur so the teacher knows why/how the student is returning to class. These disciplinary practices, including those for special education students, the flow of information in PowerSchool, and how to share info within FERPA boundaries, etc., are being reviewed by a Districtwide focus group which will be formed and convened during January and February to ensure consistency across the district and to hear of concerns from staff with current practices. Based on feedback gained, practices may be reinforced or altered.

What can/should be communicated to teachers when a threat assessment occurs with one of their students?

Information shared with the teachers will be dependent on what they need to know based on the situation. This is a question being considered at the cabinet level, with feedback coming from the monthly meetings in buildings with threat assessment teams. We also have a PowerSchool committee looking at what can be improved in the communication loop around disciplinary issues recorded there. If teachers have thoughts on this, they should share them with Threat assessment team members in their building. Also watch for the announcement of a districtwide focus group where this will be addressed along with other disciplinary processes. Volunteers for this focus group will soon be sought.

How do we do a better job of getting information out to parents? Parent University is a good idea, but what do we do about low attendance?

This is an ongoing challenge. Building and District newsletters do not seem to be getting the job done. We are researching other means, such as short videos delivered via the website or virtual sessions. We are also going to explore offering childcare. Ideas are welcome. We will also continue our efforts with our Parent University as those that have attended have given rave reviews.

Does the district do exit interviews with people who leave the district?

Yes. Human Resources recently revised the exit interview to be more comprehensive and will be reporting data gained to the board annually.

Am I going to be held liable if I am a student's trusted adult and I don't know it?

Whenever we collect "trusted adult" information, we want to ensure staff are aware that they have been named as a trusted adult so they can make efforts to keep connected to the student and maintain a relationship. To our knowledge, there is no legal liability in being someone's trusted adult and not knowing it.

What are my responsibilities as a trusted adult?

Having students identify their "trusted adults" serves multiple purposes. It provides a perspective of climate and culture in a school, relative to student connectedness with adults. Being identified as a "trusted adult" does not represent added responsibilities, but an adult's ongoing relationships with specific students. Trusted adults can be a valuable resource to students throughout their school experience and represents the value of social connections even beyond the school community.

How are staff supported so they can fulfill responsibilities for threat assessments and still get their other work done?

We continually work to make the process more efficient without losing thoroughness. Using digital tools has helped and becoming more comfortable with the process is bringing efficiency. We will continue to work on this.

Are we measuring the number and effectiveness of the supports being provided to our highly impacted populations?

The district continues to provide and add effective evidence-based support for our students. Many of these supports and resources are measured through attendance, academics, social, emotional, and behavioral data.

How does this report affect the path forward?

The finding of this report, and of the first report, from Guidepost inform us of areas that needed improvements. We have been making those improvements for the last two years, all of which are noted in our Recovery Plan, our responses to both Guidepost reports, and our District Safety Plan – all of which are also updated with the board quarterly. In addition, our building improvement plans, and our District strategic plan also include work around the issues identified in the reports. Our path forward is to continually improve practices around student safety, well-being and learning.

How is the district addressing culture and taking the pulse of district students, staff, and parents?

The district has reinstated a district wide culture and climate survey. It is completed anonymously by our stakeholders, collected and scored by a third party firm. This survey asks students, parents, and staff to rate the district on quality measures, communication, responsiveness, safety, discipline, and other culture metrics. The results of this survey are used by each school and the district in developing their continuous improvement plans. Longitudinal results will be maintained.

How will the district continue to respond to the report?

Know that we have not been waiting for the completion of this report to identify and implement changes. Beginning just days after the incident we initiated a full security examination and have already installed some of the country's most advanced security technologies. You can find actions already undertaken in our [Recovery Plan](#) and [Updates](#) and in our Response to this report itself all of which are on our district website.

As we engage the report, we remain focused on:

- A dedication to excellence in the work that we do.
- Responding with empathy and compassion for every person impacted by the tragedy.
- As a learning organization, the district remains committed to making decisions that ensure the wellbeing of every student and staff member within our district.

We will provide updates to you as soon as our is complete.

How do we apply FERPA (Family Educational Rights and Privacy Act)?

FERPA applies to anything in a student's record. It can't be released without parents or adult student permission. This includes identifying information or descriptions of events that might reveal a student's identity.

How do we communicate beyond board meetings?

The district communicates with stakeholders in a variety of methods to reach the Oxford community and beyond. These methods include:

- Emails
- Phone calls
- Text messages
- Quarterly newsletters sent to each household in the Oxford community

- Community coffees with the Superintendent and School Board members
- Key Communicators
- Website
- Social Media- Facebook, Instagram, Twitter and LinkedIn
- School newsletters shared via Smore
- Staff newsletter

How do we access wraparound services?

Wraparound services are available in all Michigan counties, made accessible through a network of Community Mental Health Service Programs(CMHSP) and their contracted providers. Referrals may be made by anyone (child-serving agencies, professional providers, community partners, educators, parents/caregivers, families, friends, etc.) on behalf of the child/youth.

In our community one way to make a referral for wraparound services can be by contacting Stacy Williams, Youth Assistance Case Worker for Oxford Addison Youth Assistance(OAYA) at Oxford Middle School. Oxford Community Schools, partners with the OAYA to provide wraparound services as a community-based program that strengthens youth and families and prevents or reduces delinquency, neglect, and abuse through community involvement. Youth Assistance initiatives are supported by a unique tri-sponsorship agreement between the Oakland County Circuit Court, local school districts, and local municipalities.

Are there things that I can do now in the event that I begin to feel activated by the report?

Where can I get help for my child, or myself, if needed?

As the report is released we want to share several suggestions from trauma therapists:

- It can be normal to feel activated when new information becomes available, either right away or as information sets in over time.

It is okay to create a plan that allows you to engage with people that will support you and help you to feel safe and calm.

- It is okay to turn off the news or disconnect from media to engage in activities that will allow our nervous systems to feel more relaxed.
- It is okay to focus on your needs and what you can control, this can help

The services below are available for anyone who may need them.

- [All For Oxford Resiliency Center](#)
- [Common Ground](#)
 - Call 1-800-231-1127 for free and confidential counseling, information and referrals.

- Go to the Common Ground Crisis Center in person located at 1200 N. Telegraph Road, Building 32E in Pontiac, Michigan. It is open 24/7.
- Call the suicide and crisis lifeline at 988.

Questions Not Answered in this FAQ:

- Questions about individual actions, motivations, and/or reasons for actions that can only be answered by the individuals involved.
- Questions about legal issues which need to be answered by the legal system.
- Questions about the report itself that require answers from Guidepost.
- Questions unrelated to the Guidepost report which were answered directly at the listening sessions.
- Questions about actions taken by past employees and board members no longer with the district for whom we cannot speak.
- Statements that are not questions.