

Safety and Security Integrating a Holistic Approach

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Who is responsible for safety and security?

We create the environment. Our behavior affects their behavior.

How we react and respond can only do one of two things:

- 1. Make it better, or**
- 2. Make it worse.**

Goals of Scenario Training:

- To provide plausible situations and scenarios.**
- To drive discussion of our responses to those critical events.**
- To discuss U-46 procedures as an “All Hazards” approach from the School Safety Handbook.**

What we do in the first 30 seconds of any event will significantly impact the outcome either positively or negatively.

Scenario training will improve your action steps during critical events.

What is needed from Operations and Technology to make this happen?

The goal of this exercise is to improve decision making and action steps within the first 30 seconds of any event.

How this works:

- **Facilitator will read scenario.**
- **Individual reflection for 10 seconds.**
- **Discuss action steps with one person - 30 seconds.**
- **Group discussion and procedure review - 4 min.**
- **Each scenario is limited to 5 min.**

Scenario 1

During the school day you hear a popping noise. The popping is repetitive. You have never heard a noise like this in your building. You listen and hear glass breaking and people screaming.

Lockdown

- Tell students or staff to move to lockdown positions.
- Call the office and report what you hear.
- Tell it like it is – no codes words.
- Request a lockdown.
- What are your action steps? Run, Hide, Fight
 - Lockdown in nearest room when inside:
 - Lock the door.
 - Turn off the lights.
 - Remain out of sight from the inside door window.
 - No movement or sound.
 - No attendance cards under the door.
 - No cards on the window.
 - Leave window blinds alone.
 - When outside – move away.
 - If you can't lockdown, move out and away.

Scenario 2

During the work day you smell smoke inside the building. You look out in the hallways and see smoke coming from a room down the hallway.

Smoke – Fire

- If there is a fire pull station nearby – pull it.
- If not, notify the office. Request the fire alarm activation.
- Gather the people around you and evacuate.
- Take attendance outside, supervise your students.
- Report your attendance .
- Administration should call the fire department after leaving the building. Any staff can call if they have seen or smelled smoke. The earlier information gets to the fire department the better.
- Do not re-enter the building until instructed by an administrator.
- During cold or severe weather, you must evacuate. Only the fire department can authorize re-entry in safe zones.
- Functional Needs Students – know where your evacuation chair is located, stair wells are areas of refuge.
- Severe functional needs students may need to shelter-in-place.
- Assure fire department knows where functional needs students are.
- Transportation will be notified to start an evacuation process.

Scenario 3

During a normal work day you are outside of the building. You are in your position doing your work so you may be alone, with other adults, or with students.

A police officer drives up. The officer says, "A man with a gun is in the neighborhood. Get everyone inside."

SECURE BUILDING

Outside hazard or all other Situations:

- A Secure Building is a pre-cautionary step.
- Move back inside the building.
- If you see anyone else outside tell them to do the same.
- Notify the office as soon as possible to announce a Secure Building – radios?
- Move back to your classroom, normalize, and continue activities inside.
- Take attendance to assure everyone is with you.
- Someone should check all doors to assure they are locked.
- Call District Safety Coordinator – Red Phone.
- Further announcements will provide directions and updates.

Scenario 4

During a school activity you hear students start to yell and see students gathered around each other. You then see two students fighting.

Handling a Fight

- Call for help – team.
- Use a distraction technique and yell for the students to stop fighting. Do not intervene alone.
- Use short, clear commands, using the students name.
- Direct students to leave the area. Remove the audience.
- When team arrives, work together to separate the students when there energy has decreased and you have the advantage.
- Thank the students for stopping and encourage them to make good choices.
- Separate the students in different areas ASAP.
- Move to a private location.
- Administrator follow up with Student Code of Conduct.
- Work on behavior change only when the situation is in control. Re-establish communication with the students.

Scenario 5

During school you look out the window and see a man about 25 years old walking outside of the building. You then notice what appears to be a gun in his hand.

Lockdown – Man with a gun

- Tell students to move away from the window to the lockdown position.
- Notify office immediately.
- Tell office exactly what you see, no code words.
- Request office to call for a lockdown.
- Call police on cell phone if possible.

Scenario 6

- During school a teacher calls to report the smell of natural gas. You move to the area and immediately smell a very strong odor of natural gas. You step outside and see a construction crew moving away from the backhoe. You hear a roaring sound.

School Evacuation

- Notify the principal of the need for evacuation of the area.
- Develop a plan to announce the evacuation to the staff without moving closer to the gas leak.
- Make the announcement and start moving students to a secondary shelter location.
- Call 9-1-1 to activate emergency services.
- Call additional administrators to assist.
- Function Needs students and transportation.
- Assigning an administrator to the Incident Command Post for police and fire communication/decisions.
- Notify parents as soon as possible of what is happening and request they do not come to school.
- When students are at location, determine food and water needs, bathrooms

What is needed from Operations and Technology to make this happen?

Develop a Strategic Plan which includes the vision and mission statement:

SHARED VISION

A safe school is a place where learning can occur in a welcoming environment free of intimidation, violence and fear. We are dedicated to providing a safe environment for students so they focus on learning.

MISSION STATEMENT

The Safety & Security department is committed to the safety and security of students, staff, and visitors within our facilities.

By means of professional development and collaborative partnerships, the safety plan and emergency management efforts include prevention, preparedness, response, and recovery procedures relevant to potential natural and human caused crisis.

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Strategic Plan

1. Comprehensive Safety and Crisis Response Plan
2. Building Security Protocol – All buildings
3. Safety Drills and Accountability Compliance
4. Emergency Communications Systems
5. Professional Development
6. Severe Weather Safety Preparation and Response Plan
7. Community Safety Partnerships
8. Information sharing between law enforcement and your institution
9. Creating Safe and Nurturing Environments

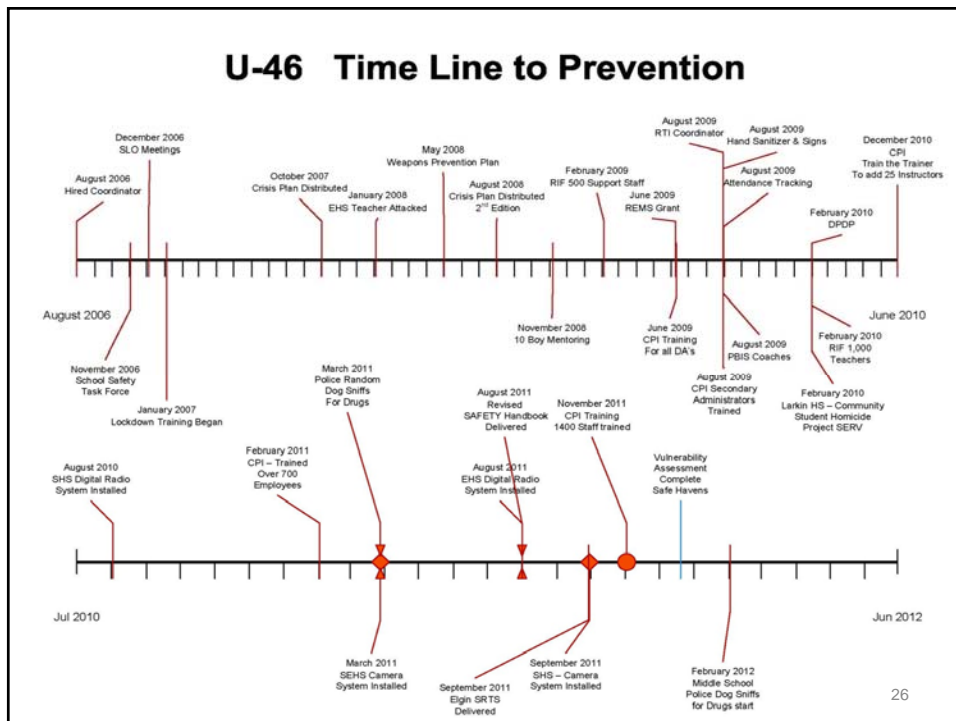
Using Data

Benchmarking with a time line

Are we doing what we intended to do?

And

Has what we did made any difference?



Appearances mean everything – How does the building and grounds tell your story

- Equipment. Is it working, have you tested it?
- Exterior appearance of the building and grounds.
- Interior appearance – what is the building saying to your customers?
- Annual Routine and checks.

Security – Perceptions send a clear message to your staff and families, what do your security practices say of your purpose?

- Perceptions mean everything. A security plan is only as good as those who lead it.
- Locked doors – why do they keep getting propped open?
- Visitor procedures – who said they could come in?
- Periodic checks – rounding is crucial
- Presence of employees – before and after school, during school events, how do parents know someone is watching?

**Team approach – First things first,
gain understanding; what are the
concerns of your staff and do you
understand their fears?**

- Develop methods during meetings and other staff encounters that help you understand how your staff or respond when confronted with escalating behavior or dangerous situations.
- Do you know how they will respond?
- How do you help in staff understanding of the response plan?
- Can you have a positive outcome from a conversation concerning a bad situation?

**Training – Start with the end in mind;
do you know how your staff will
respond during a critical incident?**

- Build resiliency and increase staff response to critical events by a regular routine of short, and plausible scenario-based situational training events.
- Each critical incident should be debriefed – take advantage of the opportunity to gain understanding and train your staff.
- Using staff meetings to effectively build resiliency – how to make best use of your time.

Practice

- What are the messages you are sending from your safety and security practice and how do you practice?
- How do people perceive your leadership regarding safety and security by your actions.
- Understand that the timeliness of feedback, school safety drills, and messaging tell the story.
- Messaging - Telling the story
- Timeliness of drills
- Presence of personnel
- Annual steps to take – assure staff participation

Accountability – Set expectations and hold to them, for yourself, your staff and your families.

- Clearly defining your expectations according to procedures is at first a lot of work.
- This work pays off by holding staff accountable to those written procedures and expectations and will result in reducing victimization and intimidation at your school.
- This is a lot of work!?
- Why do I need written procedures?

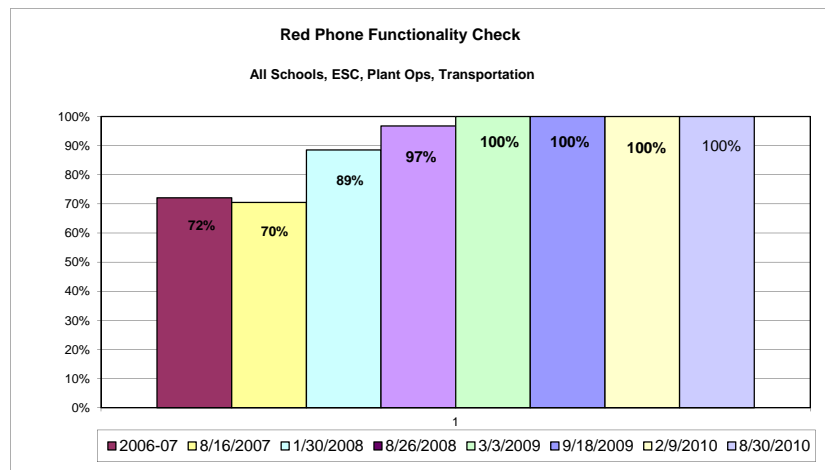
Partners

- Does your staff safe school action plan match those who were responding to help?
- Empower your safety partners, emergency responders, to help you help those you serve. Develop a routine of steps to take to effectively engage and empower your local emergency responders.
- Make it routine to receive critical comments from those charged with the responsibility of responding to your calls for help.
- Invite them in and seek their guidance.
- Request they attend all safety drills.
- Debrief all practice drills when they attend.

What can I control?

Communication

- Emergency phone system. A phone at each building separate from the school network phone system.
- Radios and a system wide radio network. A district-wide radio frequency with repeater that all schools could use in the event of an emergency.



Functionality Checks on Emergency Phone System

Security Systems

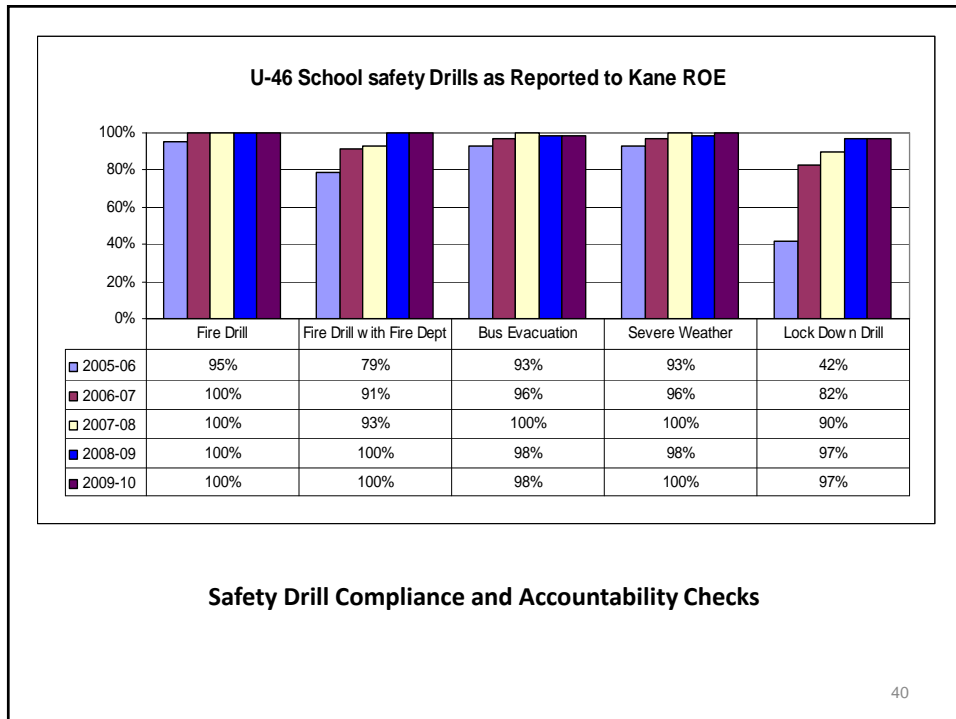
- Exterior door locks. Rekey all exterior doors to a new key system and limit the number of doors that have key access.
- Electronic access control. Easy systems to increase security while increasing efficiencies of full-time staff to access the building.
- Interior doors. Require all staff to lock and secure their work areas upon departure and use their own key to unlock the doors when they return to work. No longer have the custodian lock and unlock the stores.

Technology

- Camera systems. Use camera systems that increased protection of the building and access control. These systems should be used to make the work more efficient and effective for staff. Cameras should be IP-based systems.
- Bandwidth. As you add on more security technology this will require additional bandwidth.

Procedures

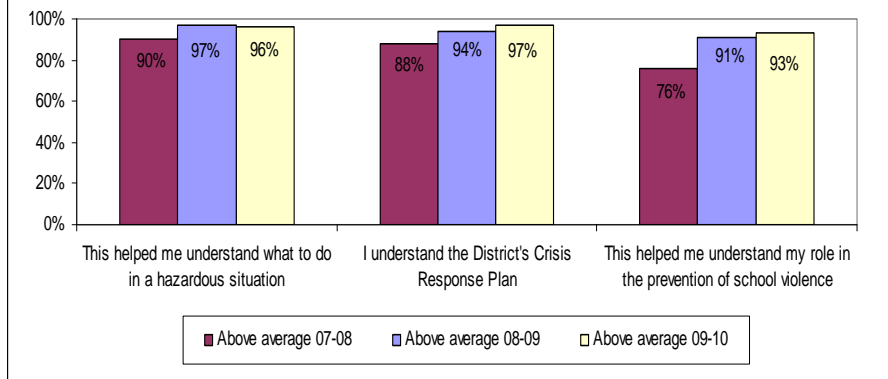
- Security plan. When the essential is a security plan and procedure guide book for all employees. This plan will provide clear and consistent expectations and procedures for all staff to follow.
- See example.



Training

- Train your staff. Use scenario training wherever possible to provide employees with an emotional context to procedures and process.
- Training is not an event, it is a process. Remember that during training typically only 10% is retained.
- Provided to each training event action steps that staff will take as a result of what they learned.

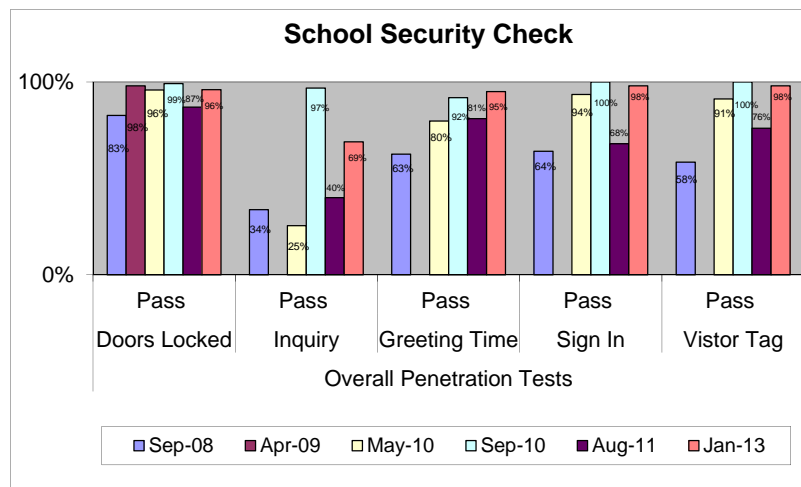
Annual Comparisons - Lockdown/Crisis Response Training - Staff Survey



Survey on Staff Response to the Training

Testing the System

- Inspect what you expect.
- Compliance checks are intended to test systems and procedures but typically employees will take it personally.
- Improving performance, procedure, and system efficiencies depends upon your approach and how you inform employees after each compliance check.
- Make it about the procedure and training, not about the people.



Data on Security Penetration Tests

Action Steps

- Do this now!
- List three steps you could take this year to improve your safety and security.
- Remember you can only control what you can control, so control the controlables.

Action Steps

- Commit to one of the three.
- Write it down and develop a plan.

Action Steps:

1. Define your mission and vision.
2. Use data to determine where you have been, where you are now, and where you want to be in 5 years.
3. Set measurable goals that can be measured.
4. Develop a strategic plan and stick to it.
5. Inspect what you expect. What are your inspection methods to strengthen staff attitude and approach?
6. Train your school staff, test the training.
7. Collaborate with outside emergency responders and train together every year.
8. Use scenario training in all settings to improve staff effective action steps during critical events.

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**Your time is valuable, I hope
I made good use of it.
Thank you**

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