Safety and Security:
Creating Conducive Environments

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School District U-46

1) TRAINING FOR SCHOOL STAFF IN CRISIS MANAGEMENT, SAFETY AND SECURITY

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What helps teachers feel safe?

"There is a correlation between teacher's feelings of un-safety and student's anti-social behavior."

"Teachers reported the lack of proper training to deal with problem students and conflicts."

"Teachers lacked the skills to cope with problems constructively; they felt indecisive and powerless when confronted with problems."

Ventenburg, 2002

Professional Development Needed

Very few school districts provide comprehensive training to prepare school employees to manage agitated and escalated individuals.

Yet, school employees deal with and manage agitated and escalated individuals on a daily basis, hour by hour, minute by minute.

The vision:

School employees are first responders, emergency care givers, and crisis managers. Our mission is to train school employees to improve their skills, improve there self perceived ability to handle a crisis situation.

Outline

- Drill Procedures
- Crisis Management in a Safe and Nurturing School
  - Trauma Informed Care
- Emergency Response Exercises

Who is responsible for safety and security?

Safe and Nurturing Schools

Culture of mutual trust and respect is when:

- Students can tell an adult whenever they feel uncomfortable.

- Students trust that the adults will do the right thing.

- Adults listen to students and handle situations in a fair and responsible manner.

How do we communicate a supportive and nurturing environment?

What we say and how we say it matters

What we say – 20%

How we say it – 30%

Body language – 50%

Crisis Prevention Institute

School Safety Drills

Types of Drills

- Lockdown (1) – with students and staff, police should observe

- Secure Building (1) – with students and staff, police should observe

- Severe Weather (1) – fire should observe

- Fire (3) – One required with fire department

Lockdown

Purpose:

- Lockdown drills are prepared, planned and practiced for the worse case scenario – when a person inside the school poses a significant threat to others.

- **Lockdown can be used for any situation when stopping movement within the building is necessary, like a medical situation or unidentified suspicious or uncontrollable person.**

Drills:

- Lockdown drills are announced, planned and coordinated during the most controlled times of the school day.

- Unannounced lockdown drills are prohibited.

Lockdown and Crisis Management

Key Concepts – Create a barrier of time and space between you and danger.

- **Run - Moving away from danger**

- **Hide - Securing yourself from danger**

- **Fight – If directly confronted with danger**

Lockdown

Announcement: ***"This is a lockdown, move to your lockdown positions."***

- Repeat announcement on school 2-way radios.
- What are your action steps?
  - Lockdown in nearest room when inside
    - Lock the door
    - Turn off the lights
    - Remain out of sight from the inside door window
  - When outside – move away
  - No movement or sound
  - No attendance cards under the door
  - No cards on the window

SECURE BUILDING

Outside hazard or all other Situations:

- Secure Building announcements will provide more information as the threat is not as imminent.

- Teaching and learning can continue.

- Move back to your classroom, normalize, and continue activities inside.

  - You may be asked to stay in your classroom.

- Further announcements will provide directions and updates.

Severe Weather

Purpose:

- Finding shelter within the building.

- Maps in your classroom designate those areas.

- Shelter areas include but are not limited to:
  - A room or area with a short roof expanse
  - First floor or basement (if available)
  - Hallways
  - Bathrooms
  - Inner offices
  - Away from windows if possible

Fire Drills

Purpose:

- Exit the building as quickly and safely as possible.
- See the new maps in your classroom to help identify your route.
  - Assure you know an alternative route to exit.
- Take attendance outside, report to administrator.
  - Attendance is taken to determine if a search and rescue is required to locate unaccounted for students.
- Practice supervision of all students during a building evacuation drill as this starts the reunification process if necessary.
- Do not re-enter the building unless authorized by the principal.

Crisis Management
in a
Safe and Nurturing School

Safe and Nurturing School

We create the environment

Our Behavior affects their behavior

A Person in Crisis - Escalations

- Substantial research tells us that behavior escalations are likely the result of past trauma experienced.

  Trauma Informed Care, Crisis Prevention Institute

- A crisis results when an individual finds himself or herself unable to cope with a challenging situation.

  Critical Incident Stress Debriefing, Mitchel and Everly

- People take on their role in crisis.

  The Unthinkable, Amanda Ripley

A Person in Crisis - Escalations

Only one of two things can happen when we handle any type of escalation:

1 - We will make it better

or

2 - We will make it worse

Acute Stress Response

Resulting from experiencing or witnessing an event that causes the victim/witness to experience extreme, disturbing, or unexpected **fear**, **stress**, or **pain** (Gray, 1987).

Forebrain — **Responsible**

Feelings — Midbrain

Survival — Hindbrain

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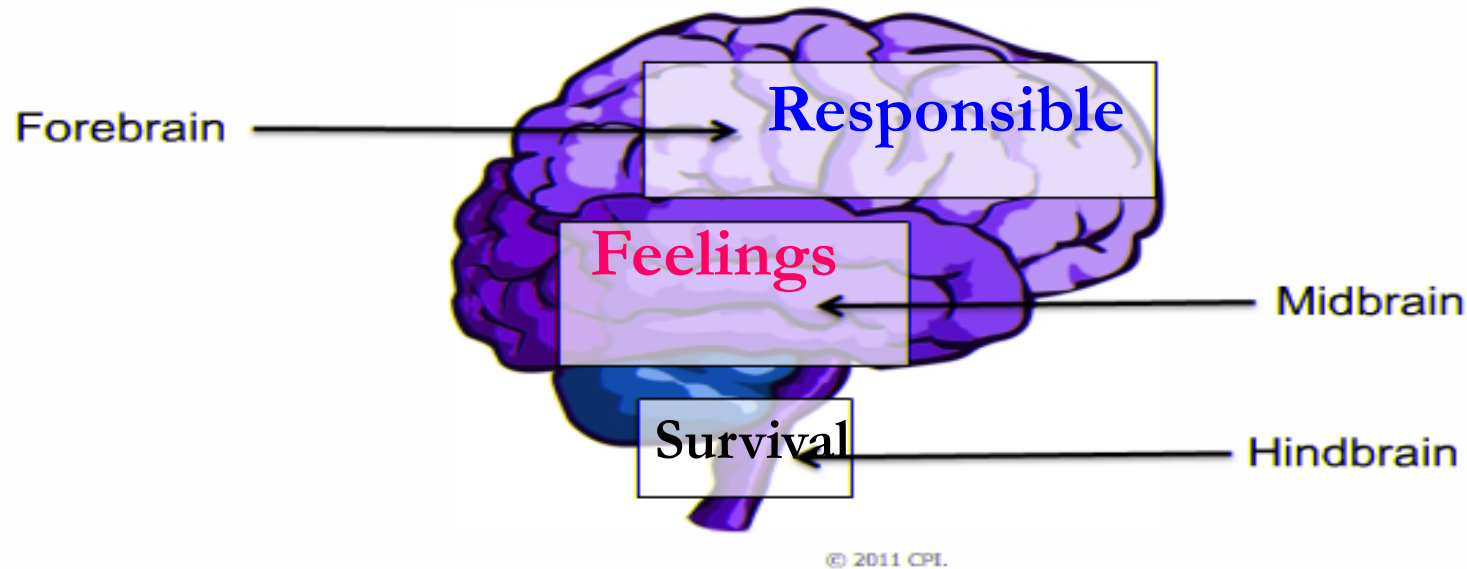
- Forebrain = Cerebral Cortex - The Thinking Brain
- Midbrain = Limbic System - The Emotional Brain
- Hindbrain = Brainstem - The Reptilian Brain

Antecedents to Escalations

Setting Events (Trauma) ➡ Antecedents (Triggers) ➡ **Behavior** ➡ Consequences

CPI – Trauma Informed Care

- Examples:
  - Student who watched domestic violence
  - Student who was sexually assaulted
  - Student who experienced grief and loss
  - Student who lives in severe poverty

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Emergency Response Exercises

Emergency Response Exercises

What happens in the first 30 seconds significantly impacts the outcome of any event.

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

How this works:

- Facilitator will read scenario

- Individual reflection for 10 seconds

- Discuss action steps with one person – 1 minute

- Group discussion and procedure review - 3 minutes

- Final questions – 1 minute

- Each scenario is limited to 3 minutes

Number 1

During a normal school day while students are present, a woman, not wearing a name tag, is walking purposefully down the hallway. As she passes, you ask, "can I help you?"

She aggressively snarls, "get away from me" and keeps moving.

Steps to follow:

- Direct her to follow you to the office.

- Immediately notify the office.

- No code words - Tell it like it is.

- Request a lockdown if appropriate.

- Lock your classroom door if with a class.

- If not with a class, attempt to maintain visual contact with her.

Number 2

During school while teaching your class, 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.

- Tell students to move away from the window to the lockdown position.

- Notify office immediately and lock your door.

- Tell office exactly what you see, no code words.

- Request office to call for a lockdown.

- Call police on cell phone if possible.

Personal Competency

Managing Crisis

The skills you need – you have:

1. School employees have command presence
2. They understanding of human behavior
3. They have an excellent self-perceived ability to handle crisis

Remember the 3 B's:

- Be purposefully calm
- Breathe
- Plan "B" - Keep thinking and planning

Post Incident and Traumatic Stress:

- We must debrief our staff
- Staff must attend all debriefings
- Only the facts stop rumor and gossip

Leadership

After crisis preparation, the next best thing during a crisis is leadership: *The Unthinkable,* Amanda Ripley

- Teachers are experts in crisis management

- Teachers are experts in leadership

- Teachers are experts in human behavior

- Trust your instincts – they are right!

- Tell an administrator/police if something makes you feel uncomfortable!

2) SECURITY PROCEDURES, PRACTICE AND COMPLIANCE

Security Procedures

- Exterior doors must be locked at all times.

- Name ID badges required for all employees.

- Visitor access controls –

  - <u>All</u> must check in,

  - Be approved by the principal.

  - Provide identification

  - They must wear a name badge if approved.

- All visitors must have appointments to enter or staff must greet them at the door.

- Money storage in safe only – no exceptions.

- Classroom security – lock doors and windows when you leave for the day.

Security

Access to schools

- Limiting access points for staff and students

- Concentrate supervision before and after school

- Use safety vests for supervision personnel to increase visibility

- All procedures are written and signed off by all employees
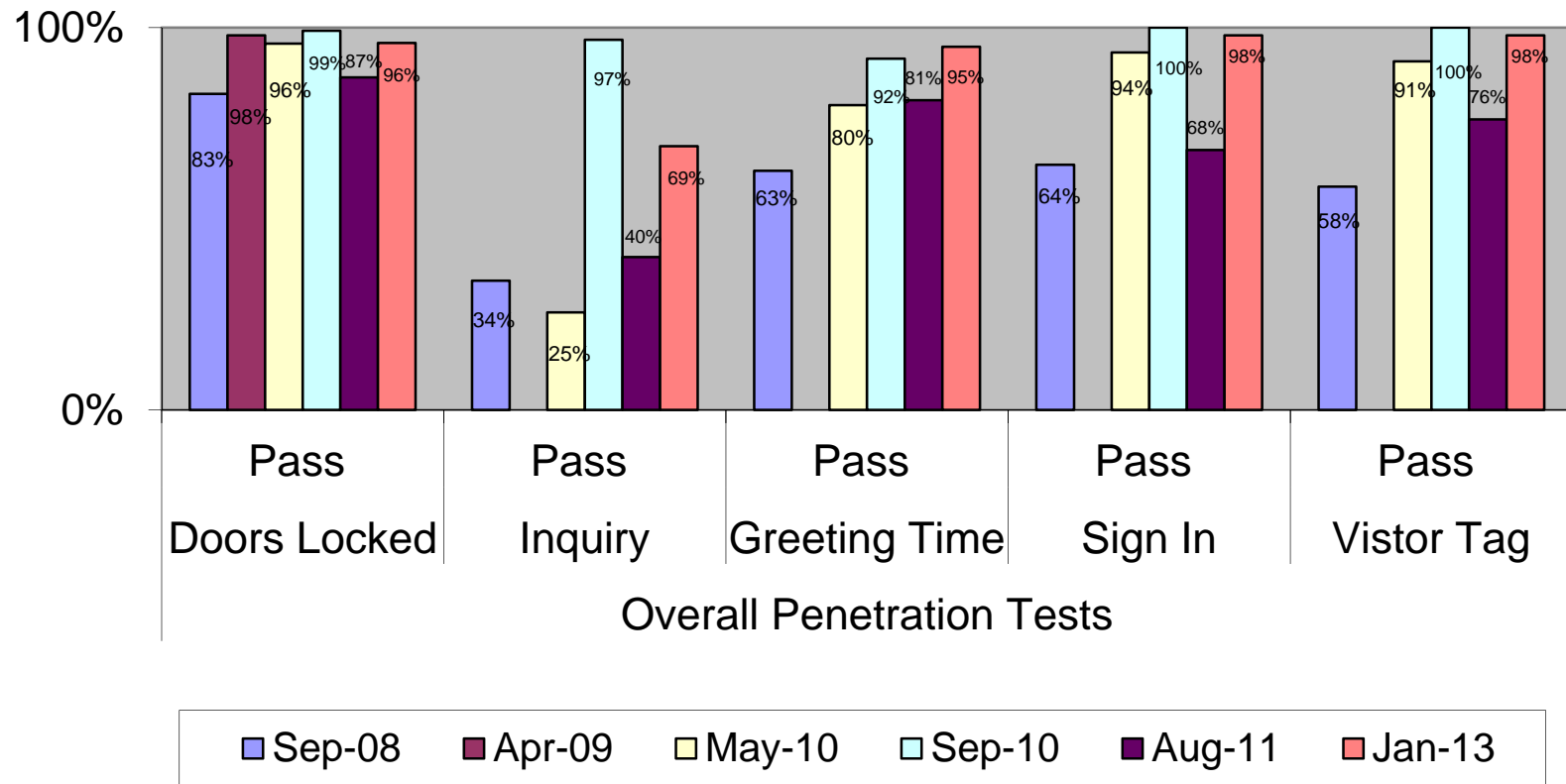
Security

Compliance Checks:

- Inspect what you expect
- Request police to walk the exterior and check for unlocked doors during the school day.
- Security penetration tests – send an unknown person to the front door to try and gain access. Use a 5 point pass or fail test to assess security.

Security

Five point security penetration test:

1. Is the front door locked?

2. Does the staff person use the intercom to inquire who is at the door before bussing in?

3. After inside, does the staff bring the visitor into the office within 30 seconds

4. Is there a visitor check in system?

5. Is the visitor required to wear a name tag?

Data on Security Penetration Tests

3) TARGET HARDENING THAT LOOKS LIKE A SCHOOL

What is the secret to CPTED?

It is the use of design to eliminate or reduce criminal behavior while at the same time encouraging people to "keep an eye out" for each other.

These are just a few of the ingredients that go into creating an effective CPTED environment for safer schools and safer communities.

http://www3.cutr.usf.edu/security/documents%5CCPTED%5CRaleigh.pdf

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CPTED

Natural Access Control

- Highlight the main entrance in the design and with signs.

- Install visitor parking signs.

- Require that visitors pass a "checkpoint" attended by those in authority.

- Limit the number of entrances and exits, both to the building and parking lots (2 or 3 doors).

- Keep bus drop-off areas, employee parking, and visitor parking separate from each other and from busy streets.

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CPTED

Territorial Reinforcement

- Include highly visible, architecturally appropriate signage in the design.

- Make sure to clearly mark the boundaries of the property.

- Keep parking lot surfaces in good condition.

- Clearly mark the parking spaces to convey a neat and orderly image.

http://www3.cutr.usf.edu/security/documents%5CCPTED%5CRaleigh.pdf

CPTED

Natural Surveillance

- Do not cover the entrance windows with posters and announcements which obstruct natural surveillance.

- Use lighting to prevent graffiti.

- Use standards to trim trees and bushes, increasing the ability to see.

- Think of increasing sight lines so less people are needed to supervise more space.

Other Target Harding Approaches

- Inspections - Request local police to inspect school property and provide recommendations.

- Visibility - Require all school personnel conducting supervision during school, after school or during activities to wear a safety vest.

- Request police to have a pre-plan of critical incident response for each building.

4) USING DATA - MEASUREMENT AND TRANSPARENCY DRIVE ACCOUNTABILITY

Data alert us to disturbing realities that can and must be confronted. Tracking data can tell us when we are making progress and when we need to adjust.

(Hargreaves and Shirley, *The Fourth Way*).

Inside threats, vulnerabilities, concerns:

1. Creating an environment when students tell you what they know- only if they trust you.
2. Why are students expelled?
3. Why are students out-of-school suspended?
4. How many fights and how many out-of-school suspensions for fighting do you have each year?
5. How many drug incidents do you have each year?
6. How many weapons come to school each year?
7. How do you define "At Risk"?

Setting Measurable Objectives

Measure the data for trends and areas of concern. Use this data to develop proactive and prevention plans.

Reduce OSS for:

- Decrease the number of students OSS by 15%
- Fighting by 15%
- Drugs/Alcohol by 15%
- Weapons by 15%
- Suspensions by 15%
- Decrease the number of drop outs by 15%
- Decrease number of at risk students by 15%
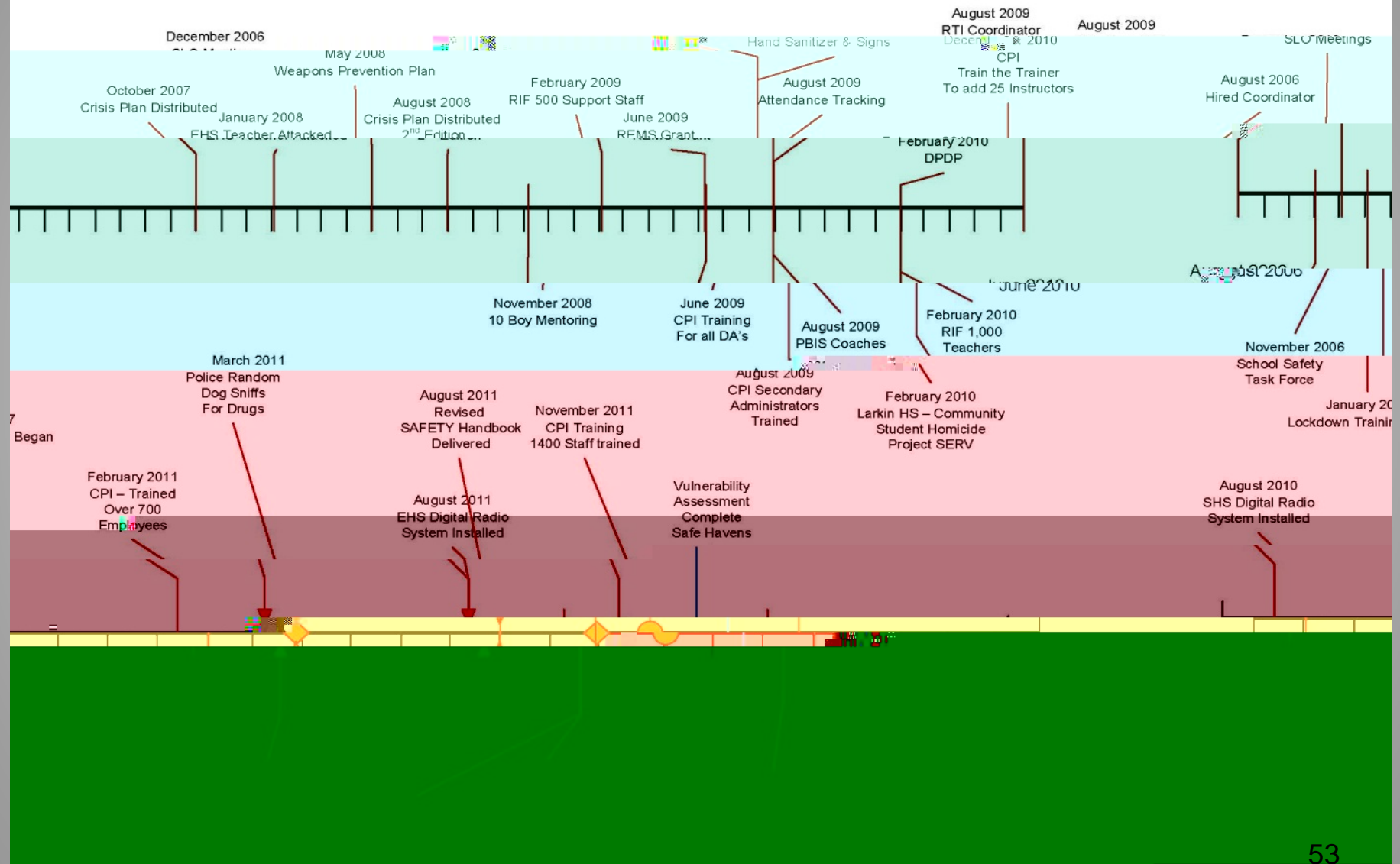
Out-of-School Suspensions

Repeated suspensions and expulsions predicted poor academic outcomes.

(Majority of Texas middle and high school students suspended or expelled: Repeated suspensions predict later involvement in Juvenile Justice System, 2011).
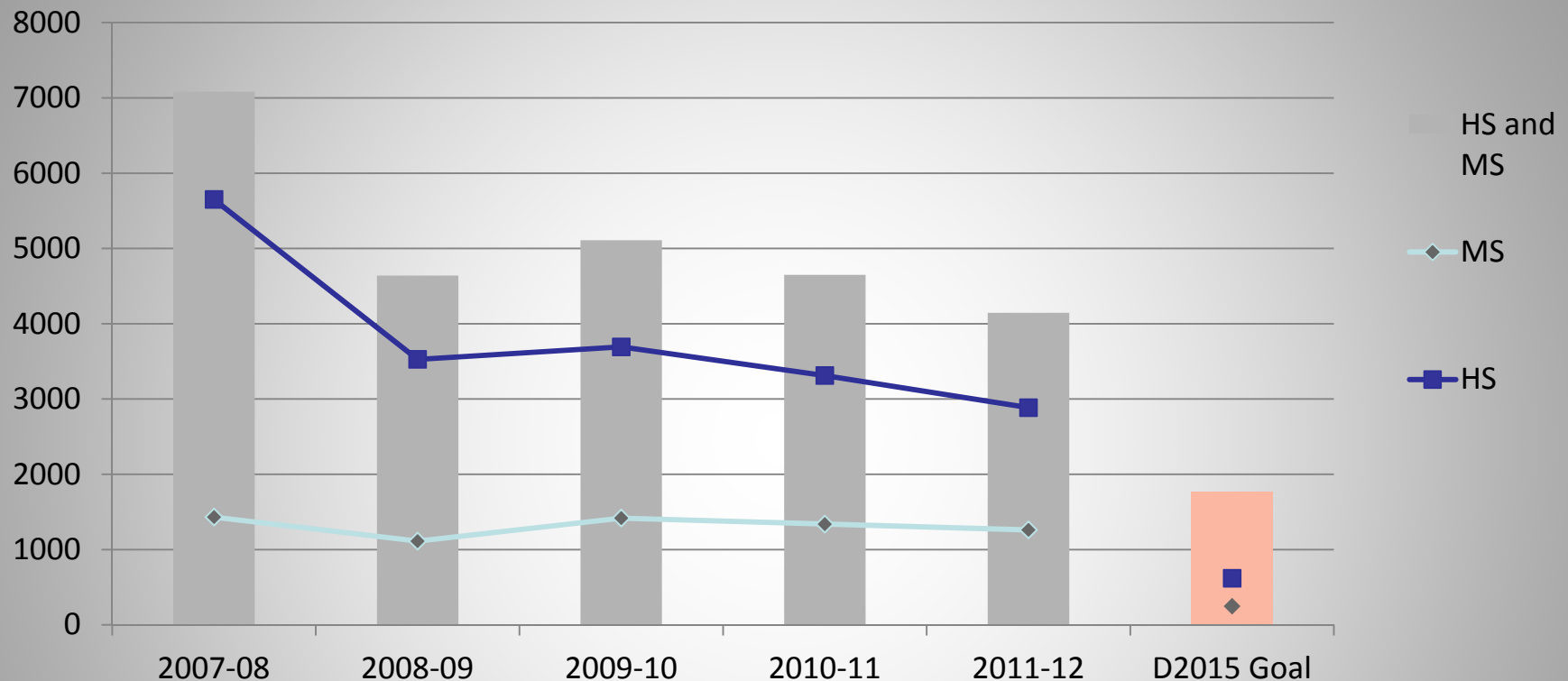
A child who has been suspended is more likely to fall behind in school, be retained a grade, drop out of high school, commit a crime, and become incarcerated as an adult.

(The Advancement Project (2000). Opportunities Suspended: The Devastating Consequences of Zero Tolerance and School Discipline)

U-46   Time Line to Prevention

December 2006

August 2009
RTI Coordinator

August 2009

SLO Meetings

December 2010
CPI
Train the Trainer
To add 25 Instructors

May 2008
Weapons Prevention Plan

Hand Sanitizer & Signs

October 2007
Crisis Plan Distributed

January 2008
EHS Teacher Attacked

August 2008
Crisis Plan Distributed
2nd Edition

February 2009
RIF 500 Support Staff

June 2009
REMS Grant

August 2009
Attendance Tracking

August 2006
Hired Coordinator

February 2010
DPDP

November 2008
10 Boy Mentoring

June 2009
CPI Training
For all DA's

August 2009
PBIS Coaches

February 2010
RIF 1,000
Teachers

June 2010

August 2006

November 2006
School Safety
Task Force

March 2011
Police Random
Dog Sniffs
For Drugs

August 2011
Revised
SAFETY Handbook
Delivered

November 2011
CPI Training
1400 Staff trained

August 2009
CPI Secondary
Administrators
Trained

February 2010
Larkin HS – Community
Student Homicide
Project SERV

January 20
Lockdown Trainin

Began

February 2011
CPI – Trained
Over 700
Employees

August 2011
EHS Digital Radio
System Installed

Vulnerability
Assessment
Complete
Safe Havens

August 2010
SHS Digital Radio
System Installed

Out-of-School Suspensions for all Reasons - Secondary Schools

Overall OSS for Secondary Schools
D2015 Goal is 75% lower than 2007-08

- OSS dropped 10.8% for the year as compared to 2010-11
- OSS for high schools dropped 12.9%
- OSS for middle schools dropped 5.8%
- Since 2007-08, the use of OSS is down 41.5%

Out-of-School Suspensions for Fighting - Secondary Schools
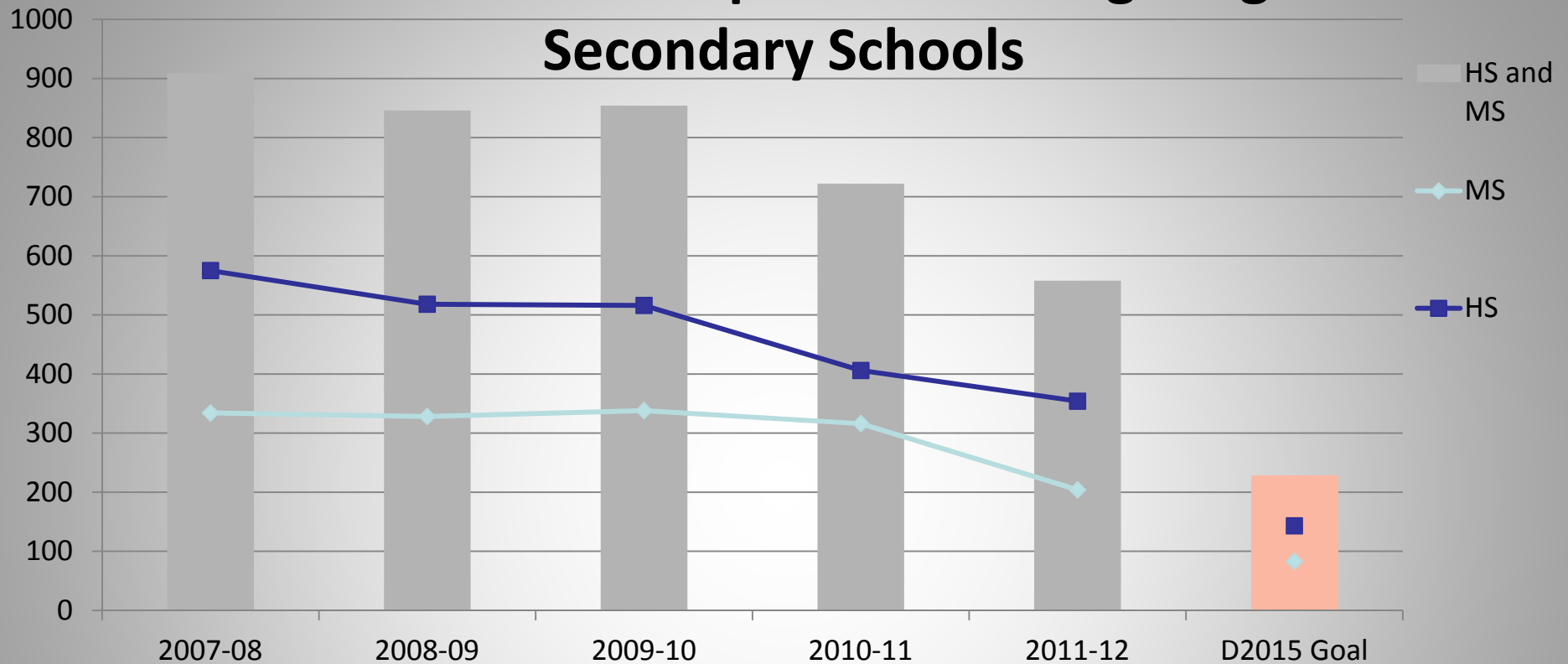
OSS for Fighting – the number of OSS (not students or actual fights) D2015 Goal is 75% lower than 2007-08

- Overall OSS for fighting has dropped 38.6% since 2007-08.
- This year OSS for fighting dropped 22.7% as compared to 2010-11.
- High School OSS for fighting dropped 12.8% as compared to 2010-11.
- Middle school OSS for fighting dropped 35.4% as compared to 2010-11.
- CPI Training began during the 2009-10 school year.

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Out-of-School Suspensions for Drugs, including Alcohol
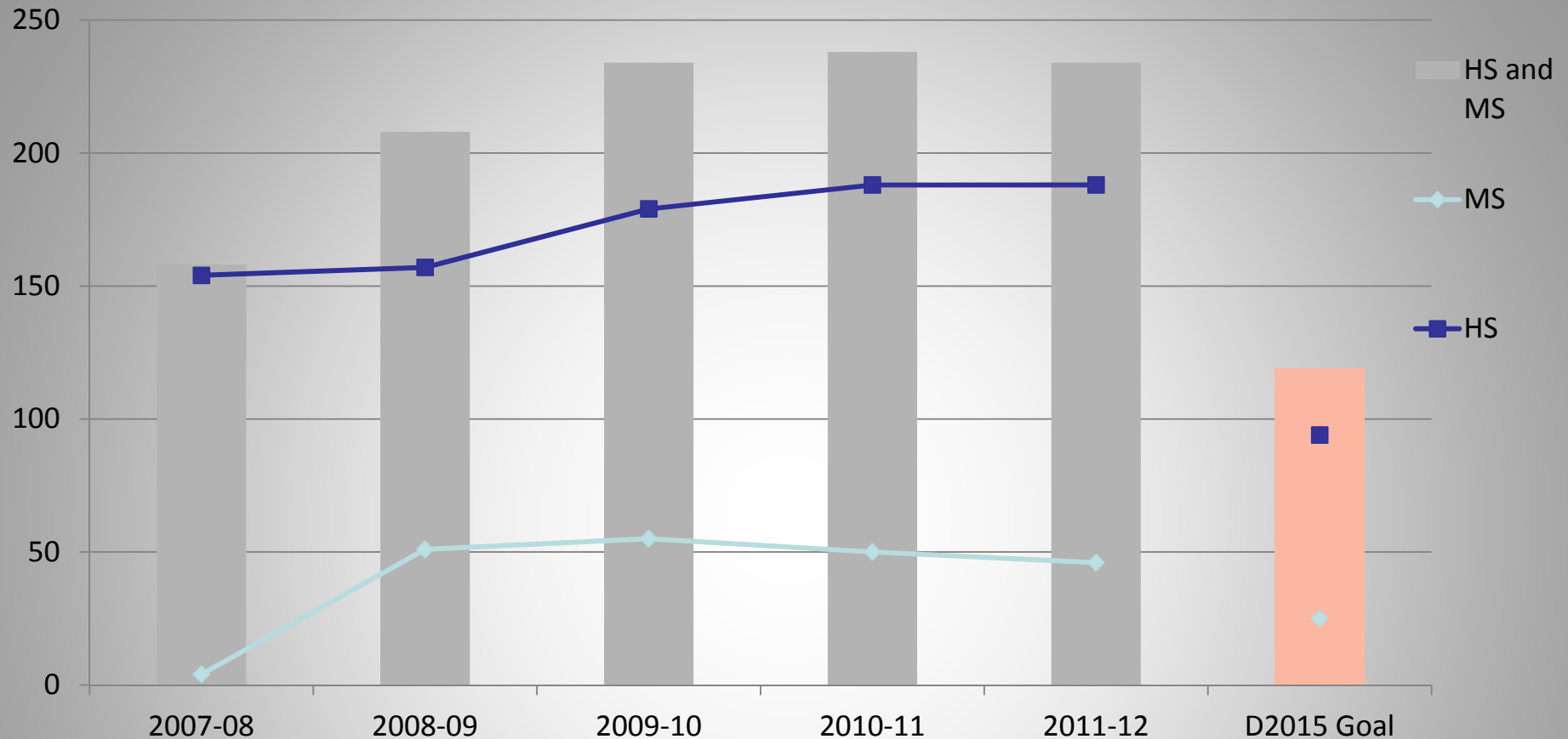
OSS for Drugs, including Alcohol - D2015 Goal is 50% lower than 2010-11

- Overall, this is the first decline in OSS for drugs/alcohol since 2007-08 with a decrease to 2009-10 levels.
- HS Random Police K-9 sniffs began 2009-10 and MS K-9 sniffs were implemented Spring 2011-12
- High School remained the same at 188 and did not increase for the first time since 2007-08.
- Middle school dropped 8%.

Out-of-School Suspensions for Weapons
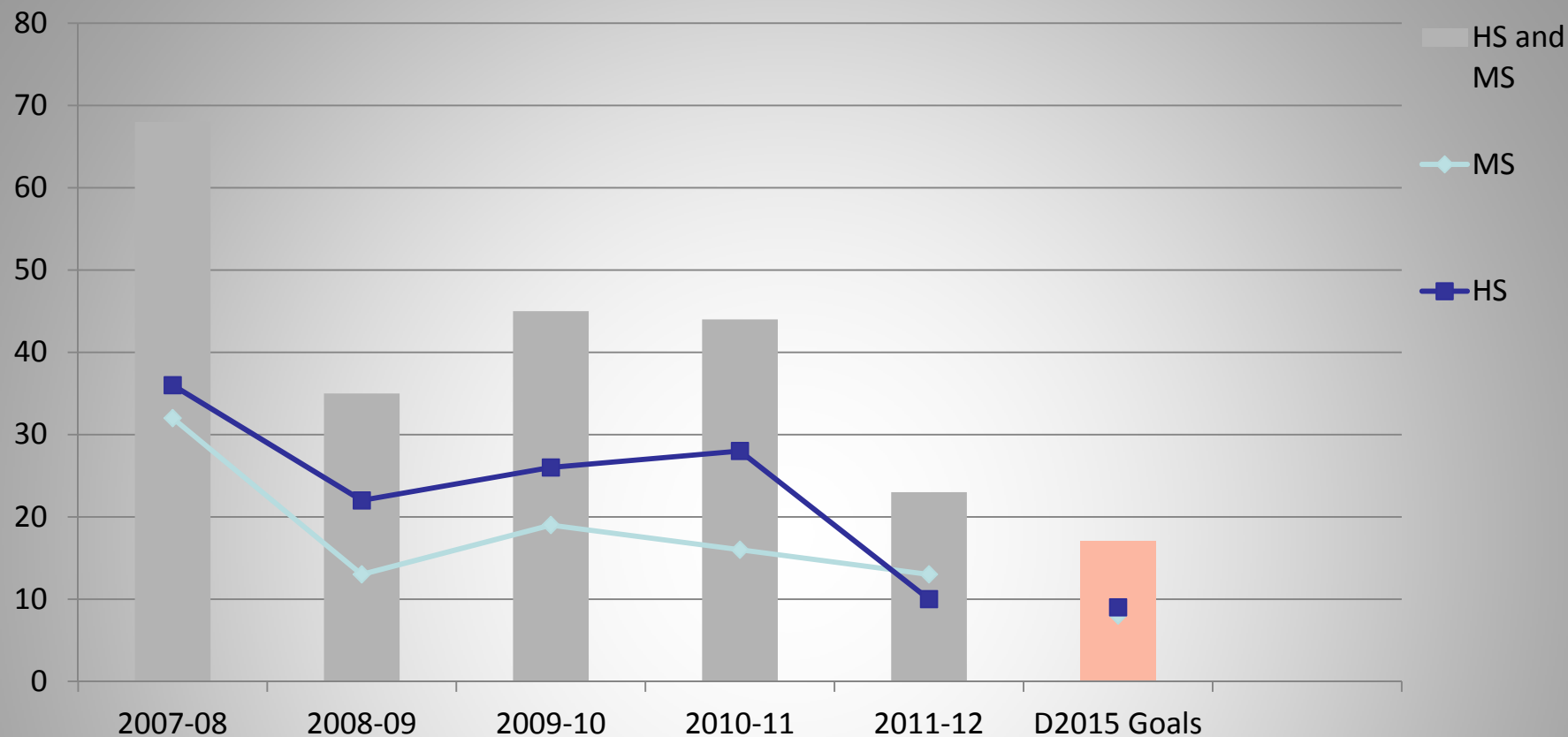
OSS for Weapons - D2015 Goal is 75% lower than 2007-08

- HS Random weapons classroom checks implemented Spring 2007-08.
- Overall since 2007-08, OSS for weapons in secondary schools dropped 69.1%.
- 2011-12 OSS for weapons dropped 52.3% as compared to 2010-11.
- High schools had a 64.3% drop from 2010-11 and have dropped 72.2% since 2007-08.
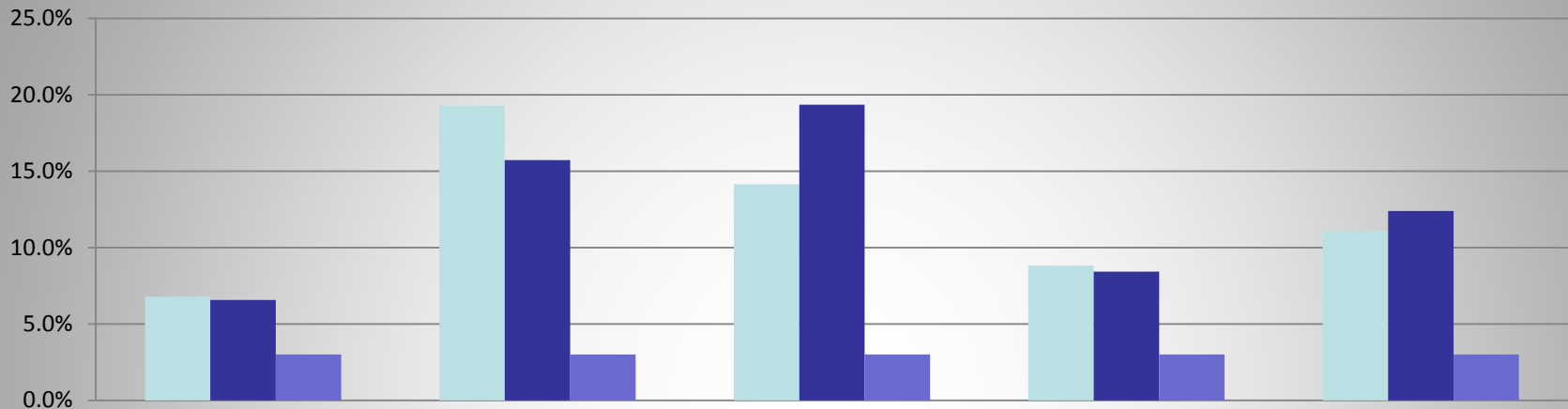- Middle schools declined 18.75%

Drop Outs by Community – Zip Code
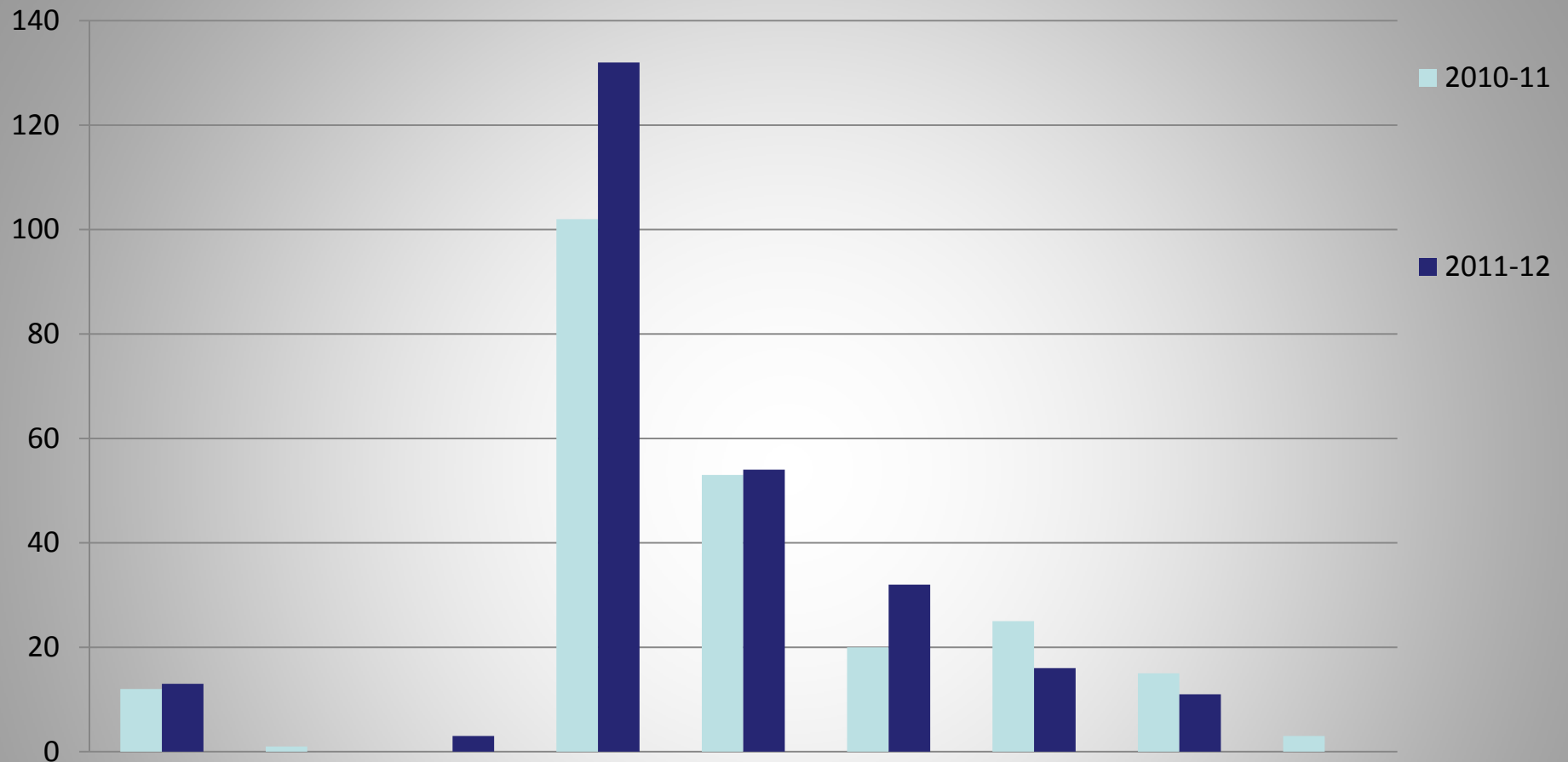
Drop Outs by Community

- Where drop outs live and the neighborhoods they will return to without an education.
- Dropouts were listed by zip code

Year End 2/5 Students by % per
High School - includes D2015 Goal

At Risk Students and the 2/5 Report: Failing 2 or more classes and absent more than 5 days for any reason

The persistent use of retention, after decades of evidence, suggests that retention is inversely related to student learning.

(Reeves, *Elements of Grading, 2011*)

Retention does not encourage work ethic and student responsibility but only creates older, angrier, and less successful students.

(Hattie, *Visible Learning,* 2009)

Retention has been found to have a negative effect (-0.16) on academic achievement in language arts, reading, mathematics, work-study skills, social studies, and grade point average.

(Hattie, Visible Learning, 2009, p.97)

U-46 School safety Drills as Reported to Kane ROE
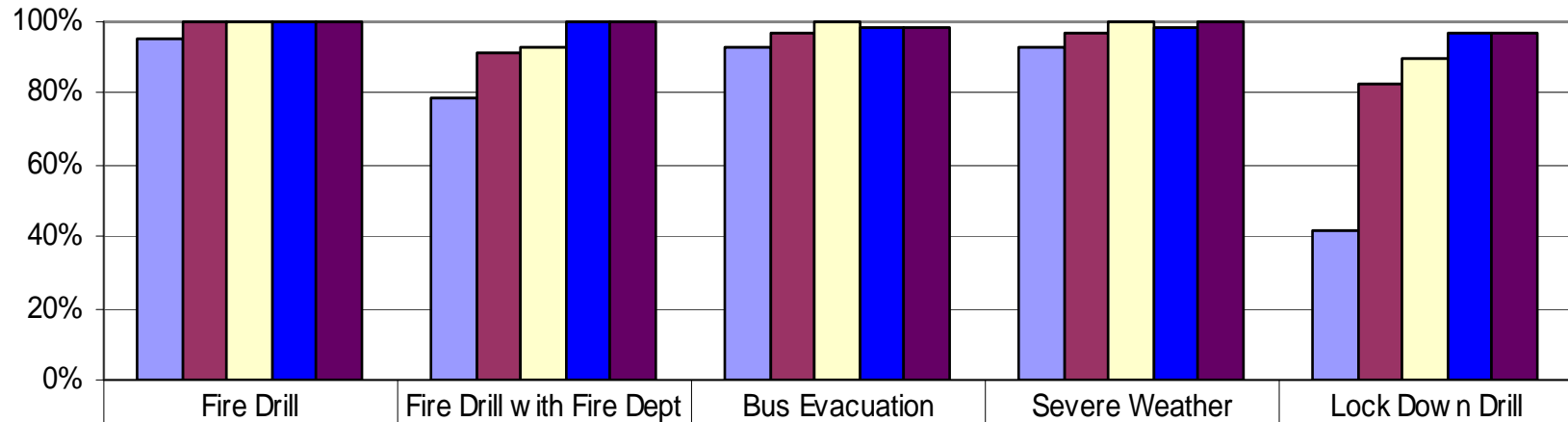
	Fire Drill	Fire Drill with Fire Dept	Bus Evacuation	Severe Weather	Lock Down Drill
☐ 2005-06	95%	79%	93%	93%	42%
■ 2006-07	100%	91%	96%	96%	82%
☐ 2007-08	100%	93%	100%	100%	90%
■ 2008-09	100%	100%	98%	98%	97%
■ 2009-10	100%	100%	98%	100%	97%

Safety Drill Compliance and Accountability Checks

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Lock Down/ Crisis Management Training at U-46 Schools
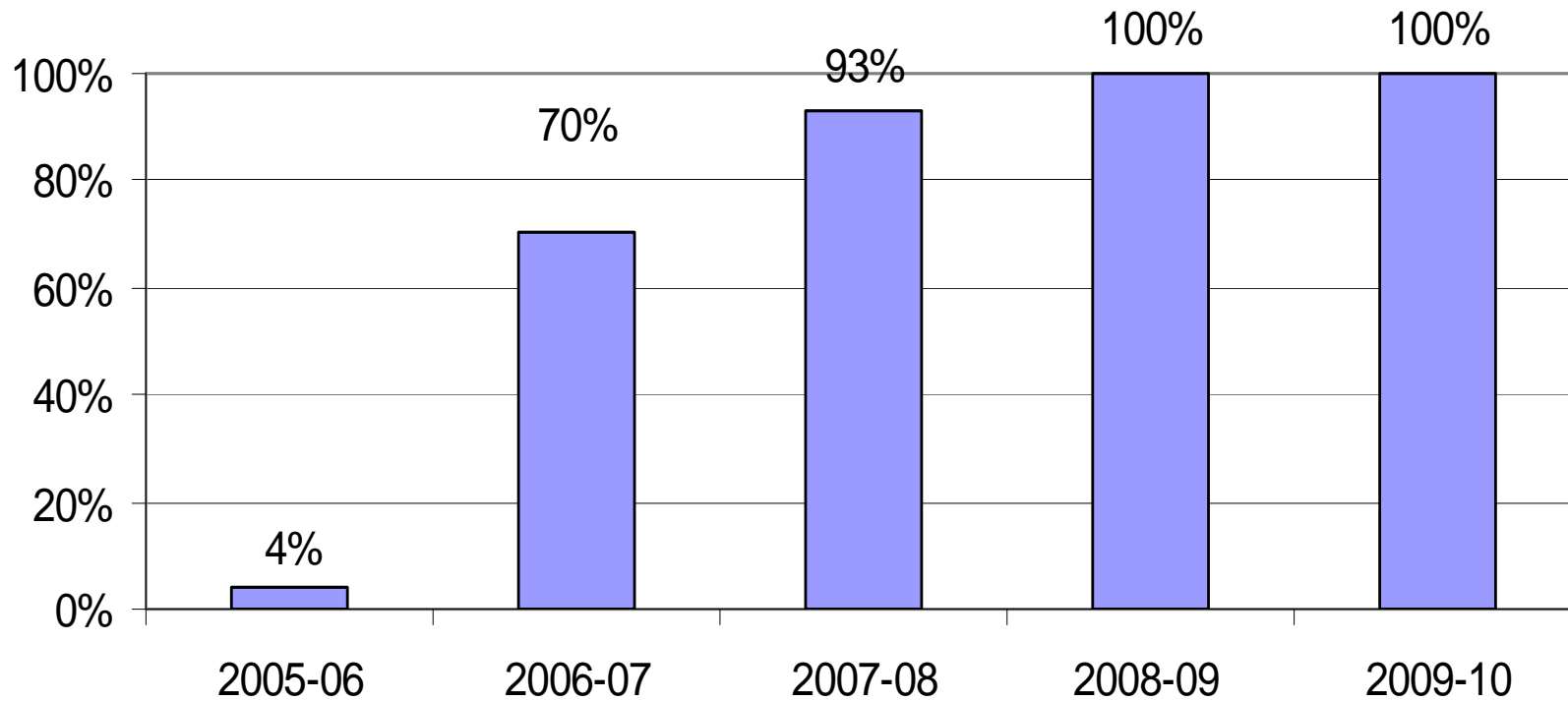
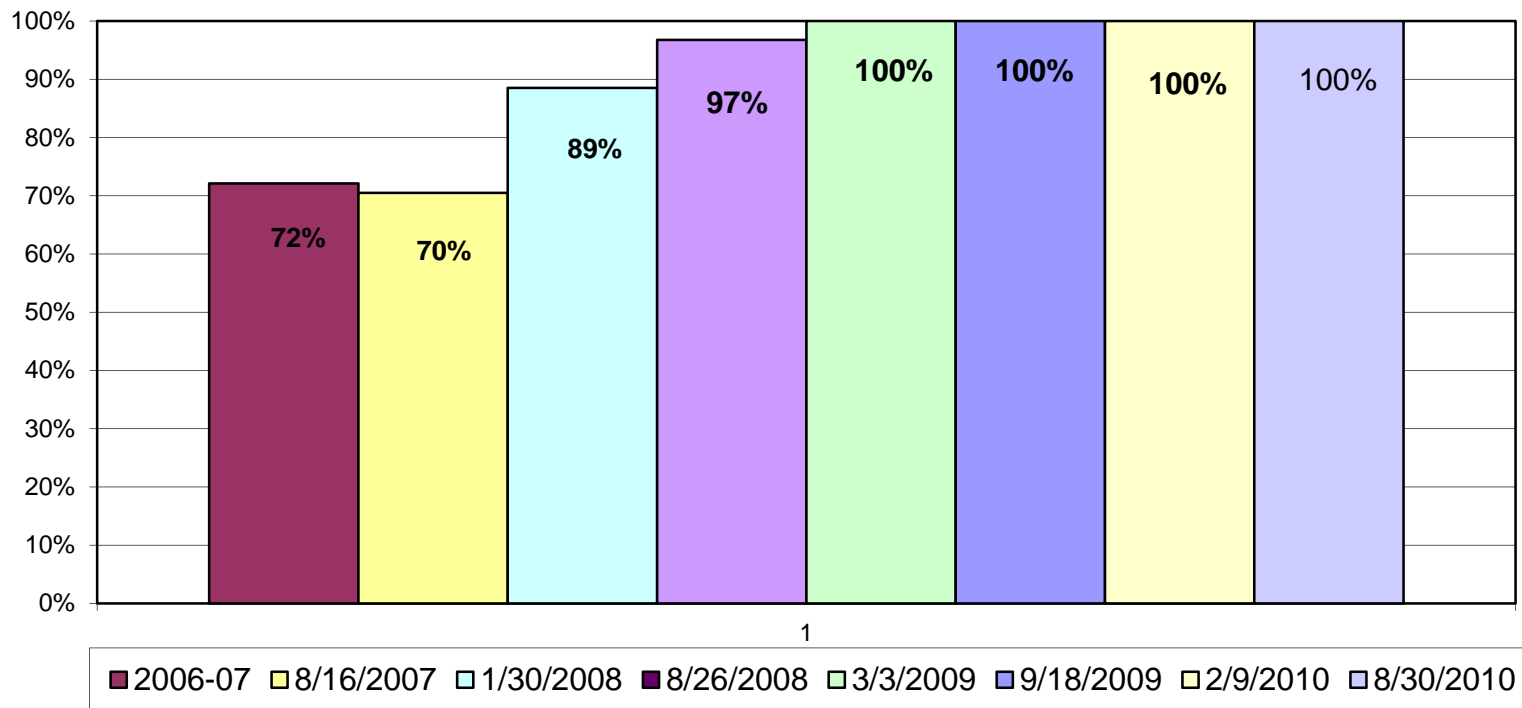**Professional Development on Annual Safety Training**

Annual Comparisons - Lockdown/Crisis Response Training - Staff Survey

This helped me understand what to do in a hazardous situation
I understand the District's Crisis Response Plan
This helped me understand my role in the prevention of school violence

■ Above average 07-08   ■ Above average 08-09   □ Above average 09-10
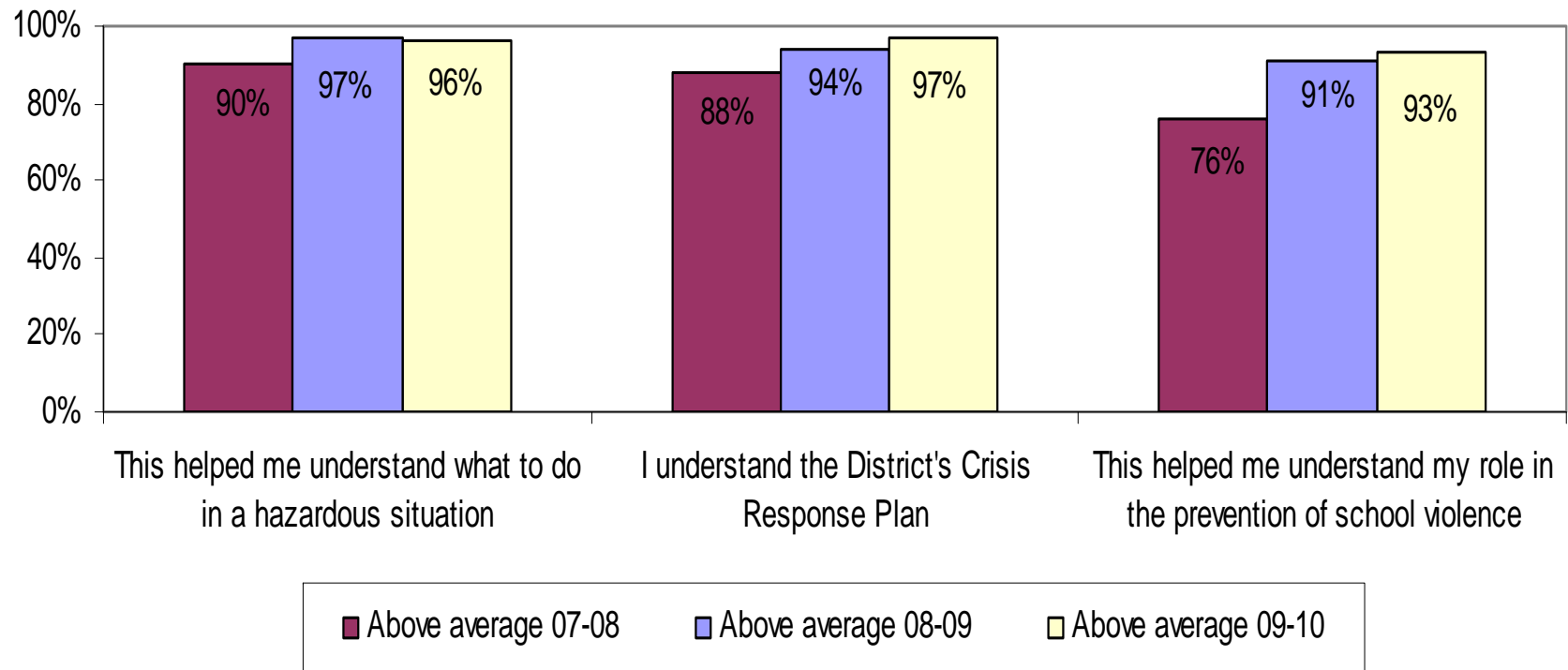
Survey on Staff Response to the Training

Red Phone Functionality Check

All Schools, ESC, Plant Ops, Transportation

Legend: ■2006-07 ■8/16/2007 ■1/30/2008 ■8/26/2008 ■3/3/2009 ■9/18/2009 ■2/9/2010 ■8/30/2010

Values: 72%, 70%, 89%, 97%, 100%, 100%, 100%, 100%

Functionality Checks on
Emergency Phone System

5) PARTNERSHIPS AND COLLABORATIONS THAT MAKE SCHOOLS SAFER

Partnerships with schools provided a groundswell of support toward community collaboration centered on schools as a network of people exchanging information and assisting one another.

Watson, Stone and Deluca, 1998

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.

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

Include partners

What do your partners know about your school vulnerabilities, outside and inside?

- Police
- Fire
- County Emergency Management
- Social Service Agencies
- Develop an Advisory Task Force that reports to all participant agency leadership.
  - Set agendas, set goals, debrief incidents together, agree to change

School Safety Advisory Task Force

Action steps:

- Schools request support from agencies
- Meet at minimum 3 times per year
- Review and collaborate on emergency and crisis response plans
- Develop a communication plan
- Secure an information sharing agreement
  - reciprocal reporting, when to share, with who?
- Require an annual summer training exercise
- Invite police and fire into the buildings

"Training and exercises promoted cross familiarization with roles and responsibilities, creating relationships of mutual understanding and trust."

Kemp, 2004

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

Thank you

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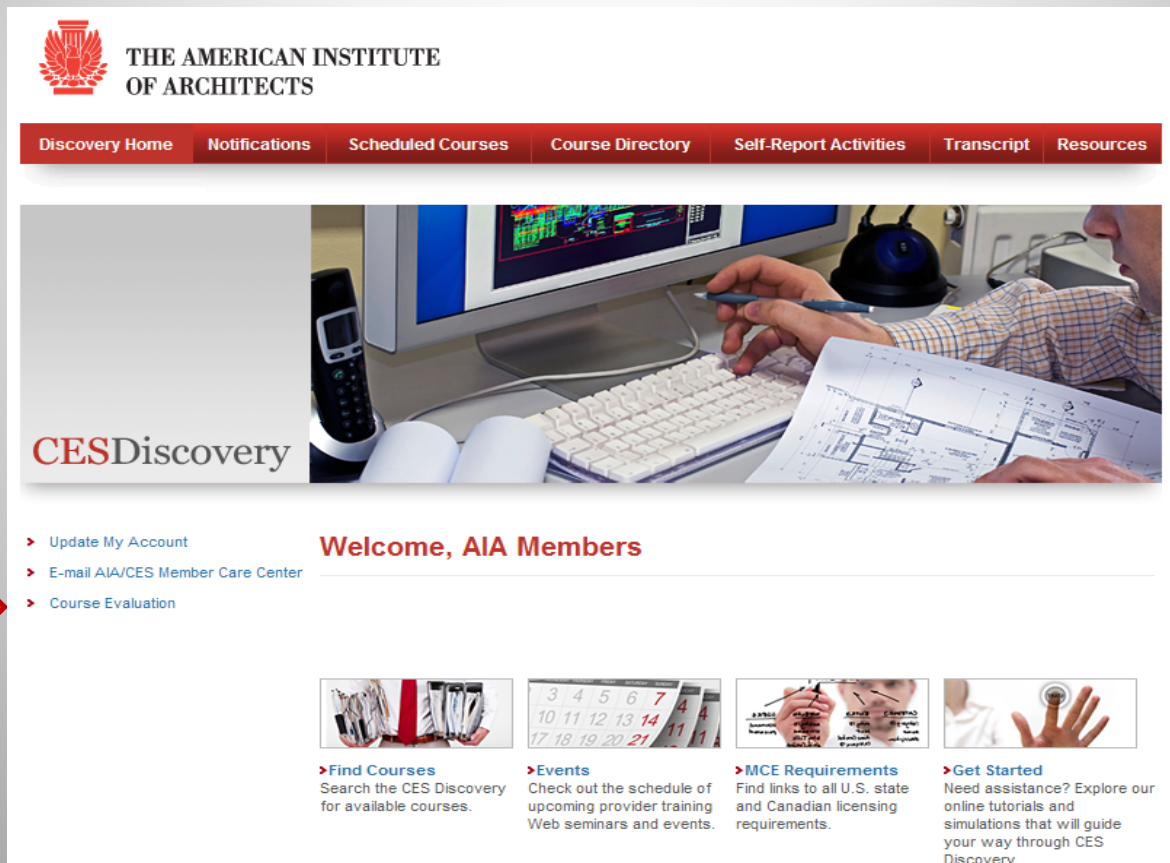
Learning Objectives

Optimizing Learning Environments
At the end of this program, participants will be able to:

1) Training – to provide an outline so participants can develop a training program for school staff that closes the gap of emergency experts and school personnel.

2) Security – to provide security procedures that work for schools and the steps needed to assure that employees are doing what you think is supposed to happen.

3) Target Hardening – to demonstrate how participants can use local resources to evaluate safety with methods scientifically proven to improve safety; Crime Prevention Through Environmental Design (CPTED). Involving your police departments the same way fire departments are involved with fire safety at your schools, architectural plan review, and having pre-plans for all hazards response.

4) Using data – participants will have an outline for using data metrics to evaluate school environments conducive for learning.

5) Partnerships – participants will develop an understanding of how partnerships work, the difficulty in establishing these relationships, and how to maintain partnerships that significantly contribute to safe and secure environments conducive for teaching and learning.

Course Evaluations

In order to maintain high-quality learning experiences, please access the evaluation for this course by logging into CES Discovery and clicking on the Course Evaluation link on the left side of the page.

Thank you for your time!

QUESTIONS??

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