

Board Narrative

Crisis Prevention & Preparedness: Comprehensive School Safety Planning 2018-19

Background

In January 2018, the SBUnified Board of Education approved a new Safety Coordinator position to manage safety projects and initiatives, coordinate safety training, and serves as an informational resource to faculty, staff, and administrators. In July, 2018 Kelly Moore assumed that role. This report serves to provide the Board of Education with an overview of plans to assess and enhance comprehensive school safety planning in our district.

Crisis Prevention

The PREPaRE school crisis management model emphasizes that the key to crisis prevention is ensuring that there is a balanced focus of physical and psychological safety. Physical safety is accomplished through the concept of *Environmental Design* including *natural surveillance* (e.g., student supervision, cameras, proper lighting), *territoriality* that demonstrates school pride (e.g., clean school grounds, murals, banners, clearly marked buildings and boundaries), and *natural access control* (e.g., visitor control procedures, line of sight into bathrooms, properly locked doors). Psychological safety is accomplished through the presence of programs and initiatives that improve school climate and resilience such as restorative approaches to student behavior, suicide prevention, and social emotional learning. By adopting PREPaRE's conceptual framework, SBUnified's efforts in 2018-19 will be focused on assessing the physical structures of the school environment as well as the programs that support the emotional and behavioral well-being of students and staff (Reeves et. al, 2011).

Crisis Preparedness

When Moore began his work with the district in July, 2018, his first order of business was to conduct an assessment of each site's comprehensive school safety plan to determine whether or not they met these goals. This assessment revealed that the current plans are robust, but were in need of direction, re-organization, and standardization. As a result, the school safety plan template was restructured and standardized to include three parts:

1. Comprehensive School Safety Plan components as required by EC 32280-89;
2. Emergency Operations Plans (A framework for standard response on all campuses); and

3. Functional Appendices to address Standard Response Protocol for hazard specific incidents.

Schools and districts must comply with California *Education Code (EC)* sections 32280–89 by annually revising and updating comprehensive school safety plans through a collaborative process that includes gathering input from staff, parents, students, and community leaders before being approved by school site councils. In addition, the district must consult with law enforcement agencies to ensure that the plans are effective and current. Each school's plan must be approved annually by the Board of Education on or before March 1 (California Department of Education Website, September 18, 2018).

The goals of school safety plans in SBUnified are to:

- Ensure common language, vision, and training
- Address both physical and psychological safety
- Ensure legal requirements are met
- Include input from key stakeholders
- Align district and school safety initiatives and plans
- Distribute responsibility for sustaining safety efforts
- Encompass crisis response plans
- Link district and school safety initiative and plans

A *Standard Response Protocol (SRP)* provides clear responses that are age appropriate and put everyone on the same page through district standardization. SRPs allow students to learn the correct response early in their educational careers and carry this knowledge throughout their educational career. SRPs also provide our emergency responders with the expectation that all schools in SBUnified are aligned and use common practices.

An *Emergency Operations Plan (EOP)* provides a district standardized framework for responding to specific hazards. This framework establishes guidelines and terminology so that all schools are aligned and understand the roles and expectations of individuals on school sites. The EOP also gives direction to school teams on how to interact with our emergency responders before, during, and after an incident. EOPs are meant to be living documents that are continually being updated based on lessons learned, changes in best practices, and individual district/school necessities.

Once again, it is not a matter of if, but when a school will deal with a crisis. As such, *Drills and Training* are essential pieces of the crisis preparedness work undertaken by

our district. In 2018-19 we are conducting monthly scenario based drills, which have a standard focus for the entire district (Appendix A). This allows us to more easily document the specific type of drill we are conducting. It also allows us to quickly address common improvement opportunities at a district level and ensures that all of our schools are focusing on the entire spectrum of responses, rather than just one or two drills. Finally, the scenarios embed variables within the drills. This teaches school staff to become more aware of threats and risks, and take the most appropriate action for each particular situation.

After every drill, exercise, or incident each school will conduct an *After Action Review* (AAR) be completed (Appendix B). The AAR is a process improvement practice that assists us in making improvement more quickly and aids in the standardization process.

Planning,drills and exercises are the first steps in training. This will be an on-going and evolutionary process.

- On September 17 and 18 over 100 SBUnified staff were trained in the PREPaRE model which provides educators guidance on how to best fill the roles and responsibilities as members of school safety and crisis teams. One of the author's of this model, and a presenter at this training, was Dr. Shane Jimerson of UC Santa Barbara.
- We held a "Train the Trainer" class with our local fire, law enforcement, and EMS partners at the Sheriff's Training Bureau on September 20th. The purpose of this training was to standardize the response to all hazards at our schools, but the training specifically focused on Active Shooter Incident Management.
- A "Train the Trainer" class for the Standard Response Protocol (SRP) will be provided to 80 district staff (two from each school) on October 22nd. This will result in trainers at each school site who will the deliver SRP trainings to their colleagues. This training will be provided through the I Love U Guys Foundation. Introduced in 2009, the Standard Response Protocol is a proven enhancement to school safety planning. Thousands of schools in the US and Canada have adopted this program.
- Moore is working with local emergency responders to bring CERT training to our schools and the district. This training was most recently provided to our school sites in 2012.
- Moore is working to bring FirstCare Provider training to our local fire departments in hopes that they will make this part of their community outreach program to teach citizens about "Stop The Bleeding," a national program to create a more resilient community by equipping them to respond to traumatic conditions in a way that increase victims chances of survival.

- Frann Wageneck will coordinate with Dr. Jimerson to bring Workshop 2 of the PREPaRE model to the district. This workshop teaches participants how to prevent and prepare for psychological trauma that occurs following a crisis.

Appendix A

Drill Master Schedule 2018/2019

Date:	Type:	Goals:	Evaluation
August 2018	Evacuation/Fire	Traditional evacuation drills to designated safe zones. Initiate ICS.	Communications, orderly evacuation, student and staff accountability
September 2018	Lockdown	Locks, Lights, out of sight	Situational awareness, communications, ability to secure the facilities, students out of site and quiet, demobilization, release
Oct. 18, 2018 "Shake Out"	Evacuation	Drop, Cover and Hold On drill and evacuation	Communications of risk, securing the facilities, situational awareness, continue with normal operations, communicate release
November 2018	Lockout	The Introduction of the concept to staff and students: No one in or out, business as	Communications of risk, securing the facilities, situational awareness, continue with

		usual, increase in situational awareness	normal operations, communicate release
December 2018	Hold In place	No need to secure, but there is a need to hold students in the classrooms.	Communications, situational awareness, release
January 2019	Lockdown	Locks, Lights, out of sight	Situational awareness, communications, ability to secure the facilities, students out of site and quiet, demobilization, release
February 2019	Evacuation	Assess risk and decide to evacuate and where to evacuate to. Initiate ICS	Communications, orderly evacuation, student and staff accountability
March 2019	Shelter/Hold in place	No need to secure, but there is a need to hold students in the classrooms.	Communications, situational awareness, release
April 2019	Evacuation	Assess risk and decide to evacuate and where to evacuate to. Initiate ICS	Communications, orderly evacuation, student and staff accountability

May 2019	Lockdown	Locks, Lights, out of sight	Situational awareness, communications, ability to secure the facilities, students out of site and quiet, demobilization, release
June 2019	Lockout	The Introduction of the concept to staff and students: No one in or out, business as usual, increase in situational awareness	Communications of risk, securing the facilities, situational awareness, continue with normal operations, communicate release

Appendix B

DRILL EVALUATION
School Site:
Site Administrator:
Date and time drill was initiated:
Date and time drill was completed:
Name of person conducting drill:
Name of person evaluating drill:
Name of external evaluator:
AFTER ACTION REVIEW (AAR)
Identify those components of the Emergency Operations Plans that were exercised well (i.e., Crisis Communications, Student Accountability, etc.)
Identify those components of the Emergency Operations Plans that were exercised by identified as components which need improvement:
Identify areas within the drill that were identified as obstacles to executing a “real life” activation of the Emergency Operations Plan (PA system is not working or is complicated to work while in crisis; unable to operate radios due to “bleed over” from other campuses; or areas of the plan that are lacking: 1. 2.

3.

4.

5.

Provide an overall score (1-10, 10 being Highly Competent, 5 Competent, and 1 Not Competent) of your sites performance of the drill and how they relate to being prepared to respond to a “Real Life” emergency similar to the exercised during this drill and provide any additional relevant comments:

Not Competent

Competent

Highly Competent

1

2

3

4

5

6

7

8

9

10

Comments:

Name of person completing After Action Review

Site Administrator's signature of approval for the After Action Review

AAR Completed

Date:

Time:

