

SCHOOL SAFETY AND EMERGENCY MANAGEMENT FOR SROS



Presented by:
Sherry Colgan Stone, Ed.D.

COMPREHENSIVE SCHOOL SAFETY PLAN REQUIREMENTS



Contained in California Education
Code Sections **32280** through
32289

32282 – Sub-sections **A** through **J**
list specific areas that constitute a
complete Comprehensive School
Safety Plan



COMPREHENSIVE SCHOOL SAFETY PLAN REQUIREMENTS



- A. Child Abuse Reporting Procedures
- B. Disaster Procedures
- C. Policies for Suspension and Expulsion
- D. Procedures to Notify Teachers of Dangerous Students
- E. A Discrimination and Harassment Policy



COMPREHENSIVE SCHOOL SAFETY PLAN REQUIREMENTS



- F. The Provisions of a School-Wide Dress Code
 - G. Procedures for Safe Ingress and Egress
 - H. A Safe and Orderly Climate Conducive to Learning
 - I. The Rules and Procedures for School Discipline
- ****Hate Crime Reporting Procedures



CREATING A SAFE AND ORDERLY ENVIRONMENT – SECTION H



Component One: **People and Programs**

Creating a “Caring and Connected”
school climate

Component Two: **Place**

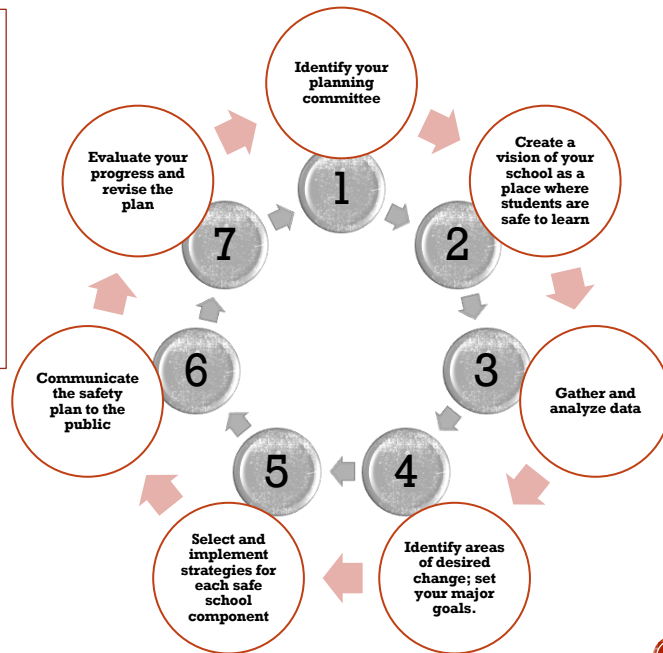
Creates a physical environment that
communicates respect for learning and
individuals



SO...WHAT IS YOUR PLAN?

The 7-Step Planning Process

Use it to create your
Safe Schools Plan



THE IMPORTANCE OF YOUTH VOICES PARTICIPATING IN THE 7 STEP PROCESS



- They are your eyes and ears on campus
- They represent the diversity of your school community
- All grade levels can participate and contribute
- It is expected that they are part of the planning committee and involved in every step

STEP #3

GATHERING AND ANALYZING DATA

Data: to assess needs and resources and evaluate results

Sources of data include:

- California Healthy Kids Survey (CHKS) and staff climate survey*
- Uniform Management Information Reporting System (UMIRS)*
- Crime data, law enforcement data
- Student and Parent Surveys and/or focus groups
- DataQuest*
- Threat and Risk Assessment
- Hazard and Vulnerability Assessment



STEP #3 GATHERING AND ANALYZING DATA

A great source of data comes from conducting a

Hazard and Vulnerability Assessment

and/or a

Comprehensive Safe School Audit



Hazards & Vulnerabilities

- **Structural Hazards**

- Type of structure
- Construction type

- **Utility Hazards**

- Gas
- Electric

- **Non-Structural Hazards**

- Suspended ceilings & light fixtures
- Portable room dividers
- Large panes of glass
- Bookshelves (and items on them)
- Office and classroom equipment
- File boxes and drawers
- Furnishings
- Electrical equipment
- Soft drink machines

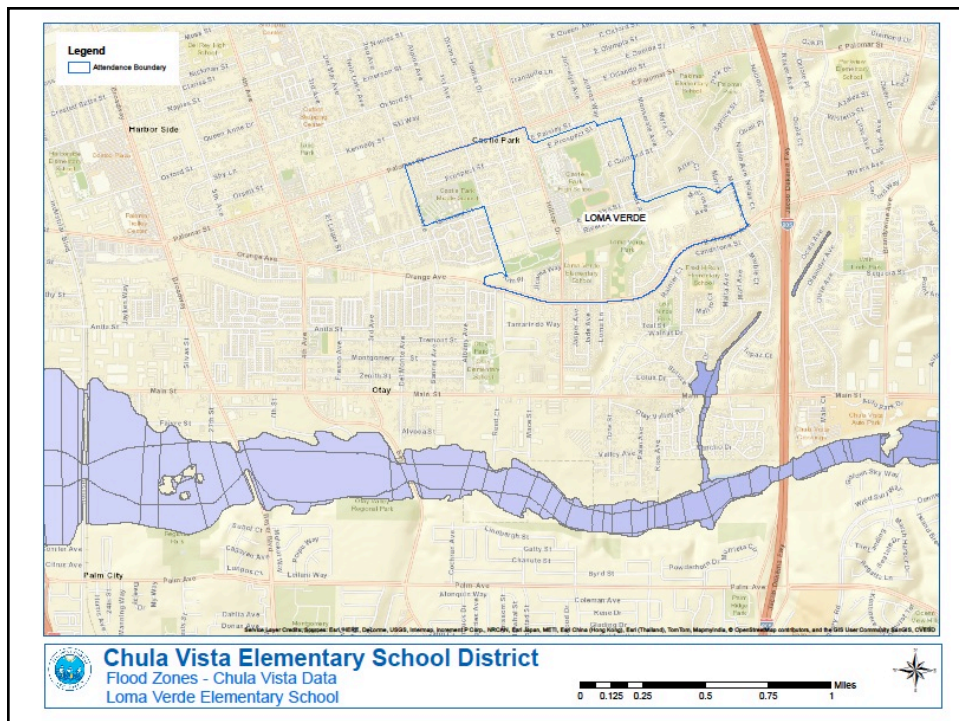
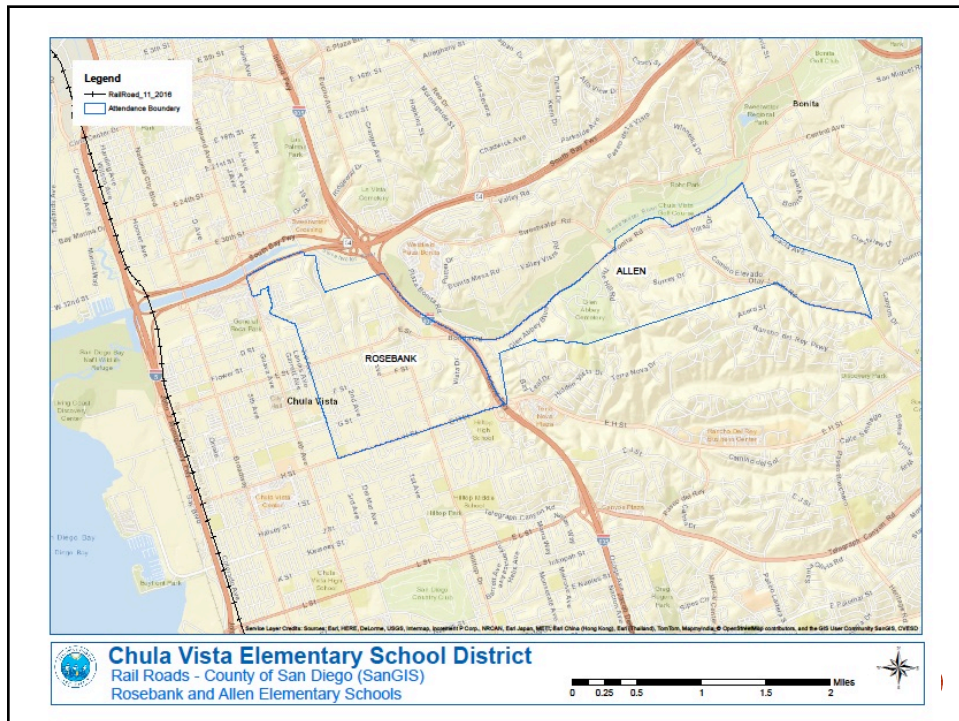


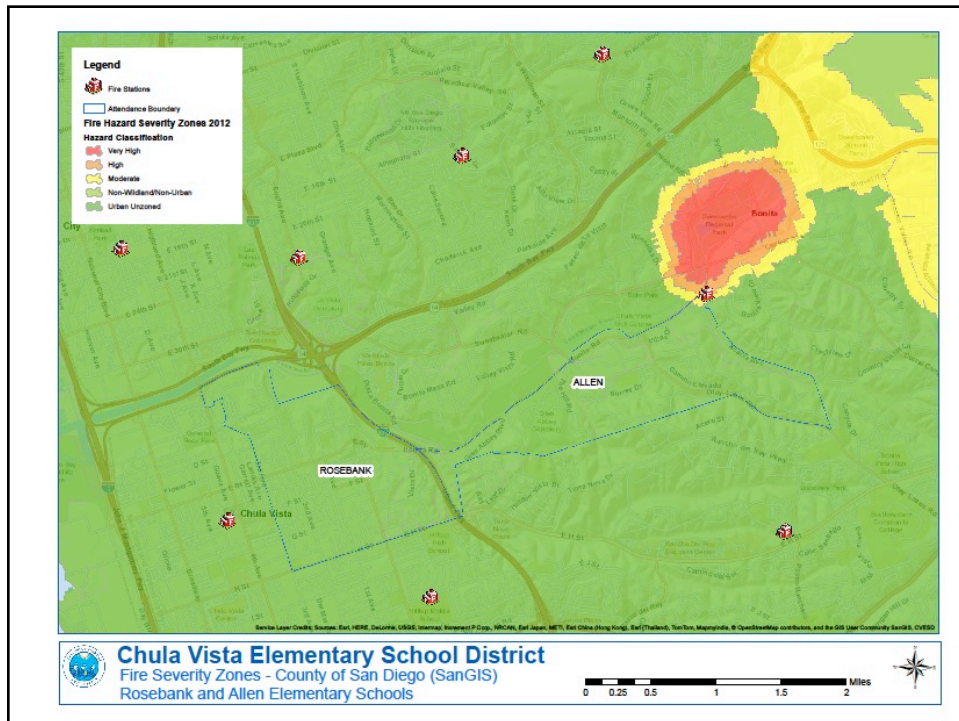
Hazards & Vulnerabilities

- **Community Hazards**

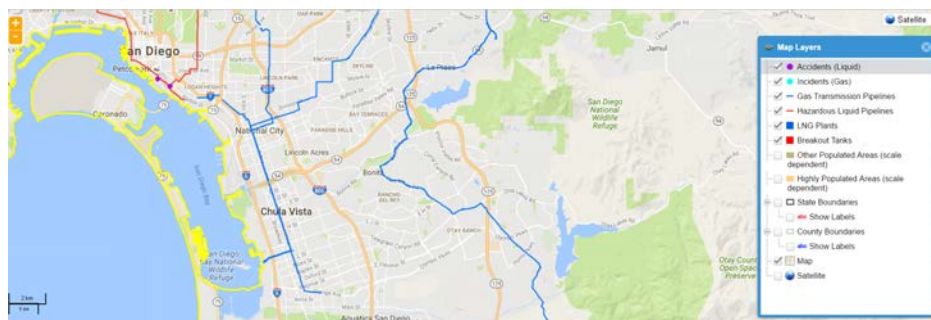
- Weather
- Commercial/industrial facilities
- Along transportation corridors (including flight paths)
- Patterns of ingress and egress
- Gang associated activity
- Intruder
- Thefts
- Arson
- 290 Registrants





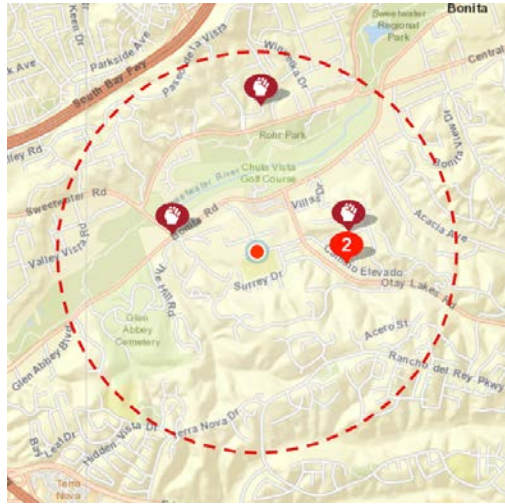


GAS AND LIQUID PIPELINES



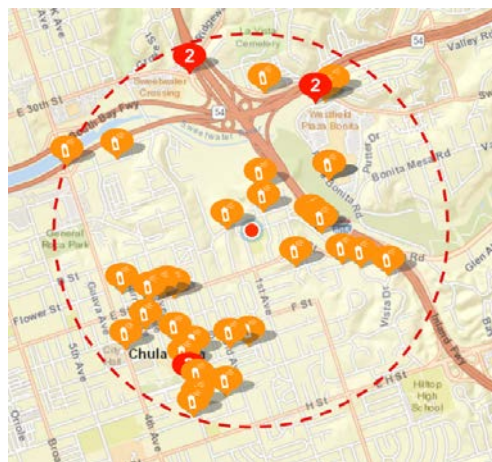
WHAT DOES THIS SHOW?

Over a 6 month span how many **reported assaults** occurred within a mile radius of Allen Elementary



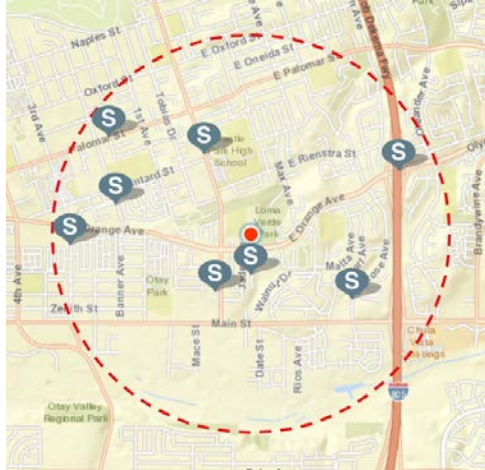
WHAT DOES THIS SHOW?

Over a 6 month span how many **reported acts of vandalism** occurred within a mile radius of Rosebank Elementary



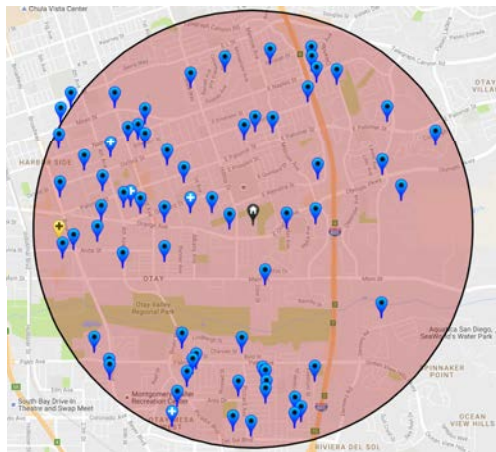
WHAT DOES THIS SHOW?

Over a 6 month span how many **reported sex crimes** occurred within a mile radius of Loma Verde Elementary



WHAT DOES THIS SHOW?

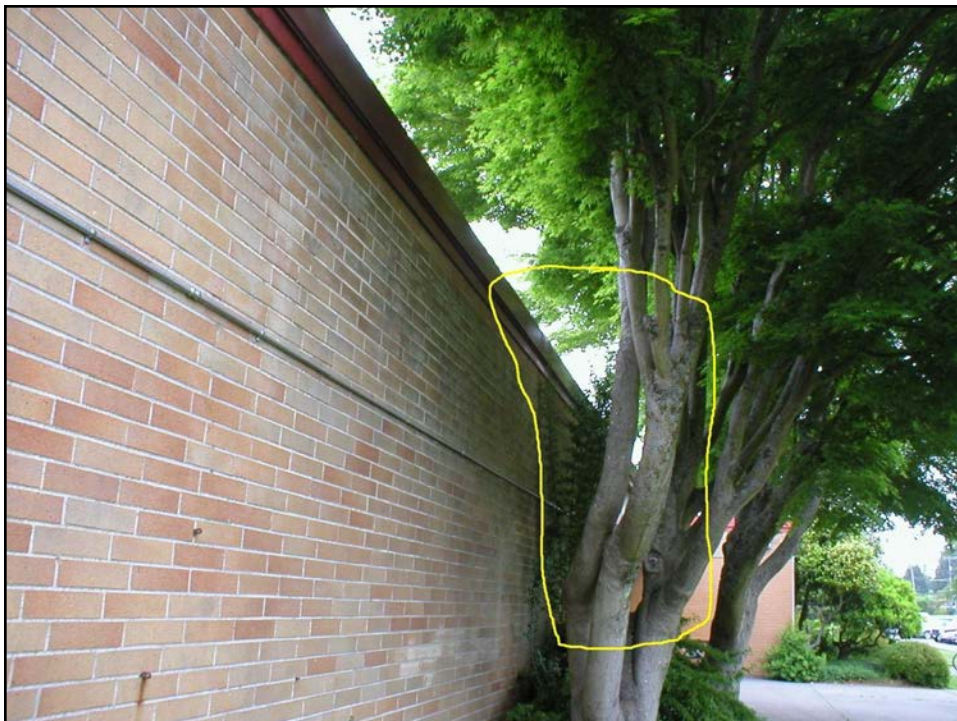
The number of **registered sex offenders** living within a 2 mile radius of Loma Verde Elementary



**IDENTIFY HAZARDS AND VULNERABILITIES IN
YOUR SCHOOL AND SURROUNDING AREA SO
YOU CAN MITIGATE THEM.**



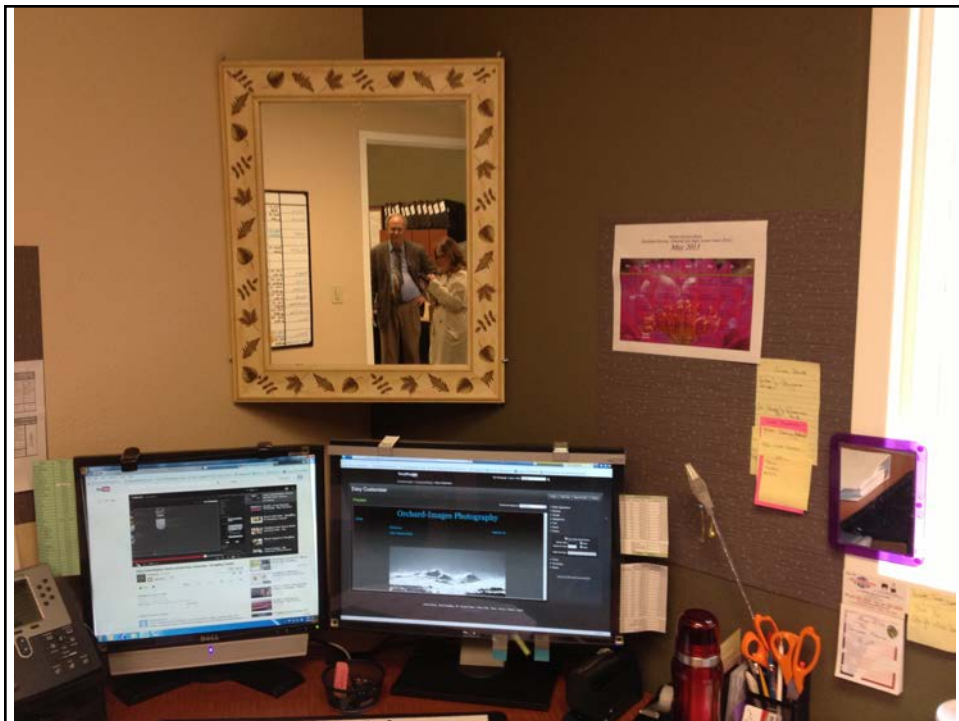


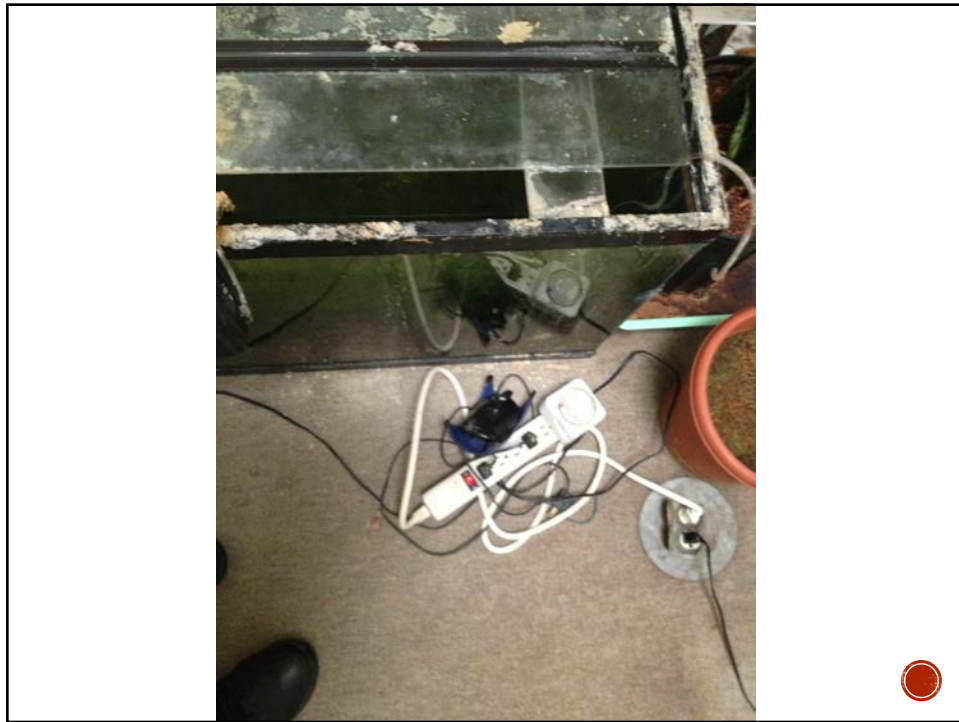








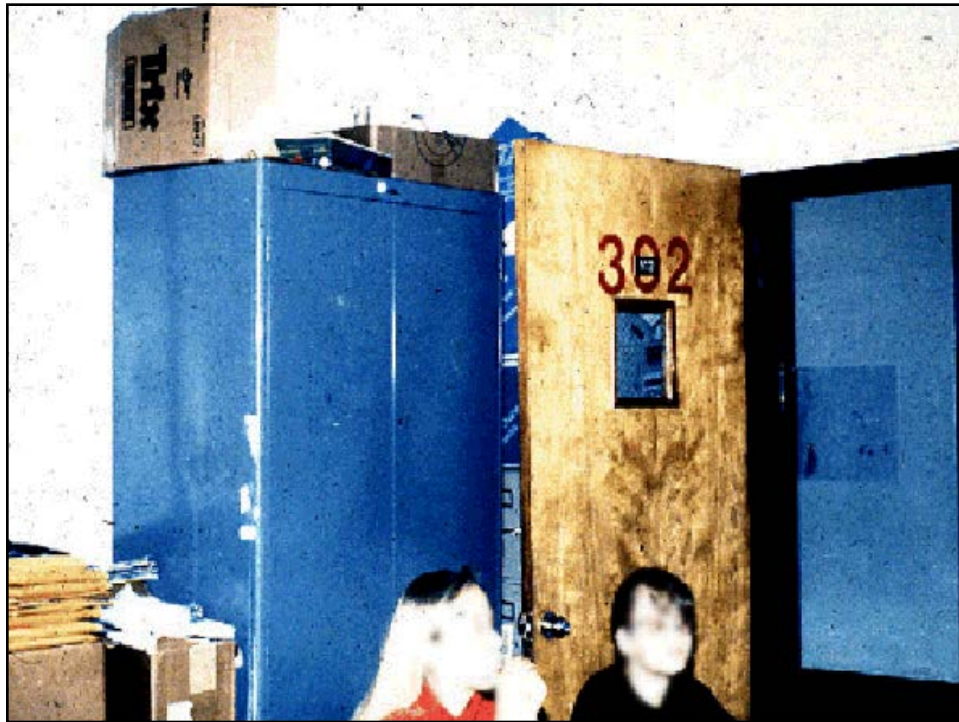














**ASSESS * PLAN * TRAIN
DRILL & EXERCISE * EVALUATE**



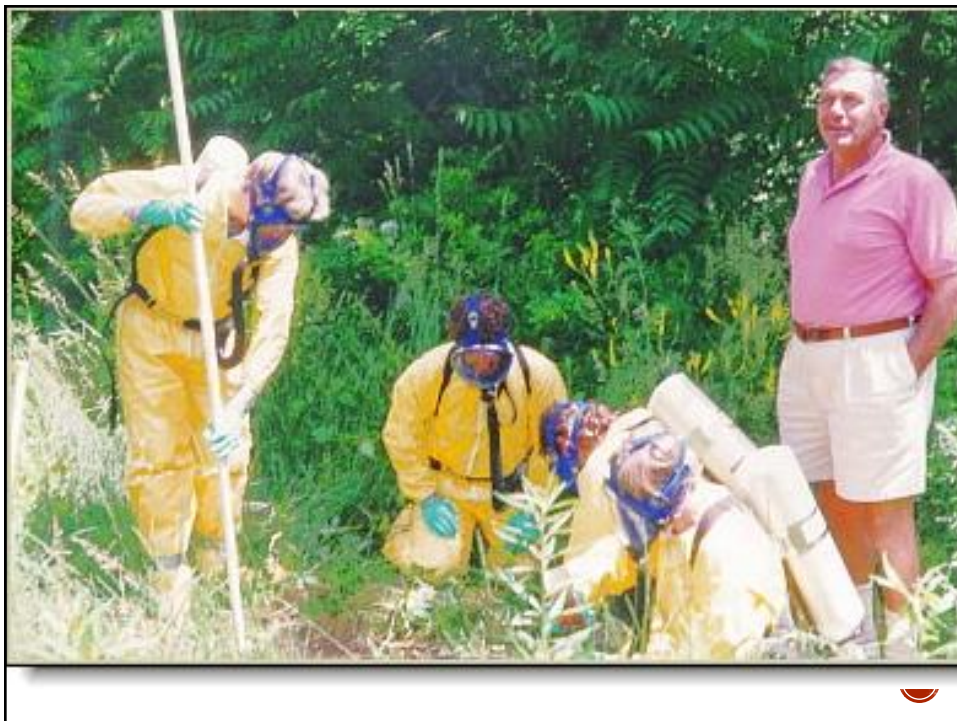
People will do what they are last trained to do

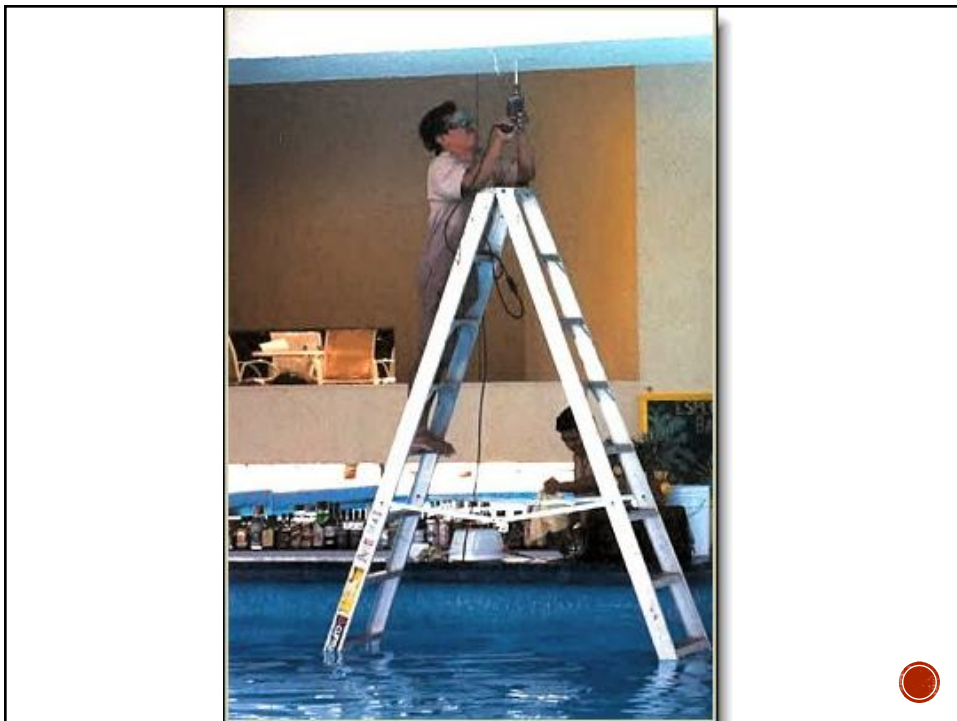


YOU HAVE A RESPONSIBILITY DURING A CRISIS....

Do You Have the Right Tools for the Situation?







WHAT ARE THE RIGHT TOOLS?

- A Plan – Comprehensive
- Emergency Preparedness/Crisis Kits
 - School
 - Classroom
 - Personal / family (home)
 - Personal / family (car)
 - Job Specific
 - Search and Rescue
 - Critical Incident Debriefing /Psychological Aftercare
- Training – including Exercises and Drills that follow and refine the plan.
- Communication / interoperability
- Partners in planning and exercising



ACTIVE SHOOTER OR TERRORIST INCIDENT

Teach teachers...



WHAT TO TEACH TEACHERS!

- Deter
- Detect
- Delay
- Defeat



Taken from Lt. Col. David Grossman

www.killology.com



OPTIONS BASED RESPONSE

- Escape
- Barricade
- Defend



Run, Hide, Fight ❖ Evade, Barricade, Overwhelm ❖ Run Out, Hide Out, Take Out



MY BARRICADING ATTEMPTS

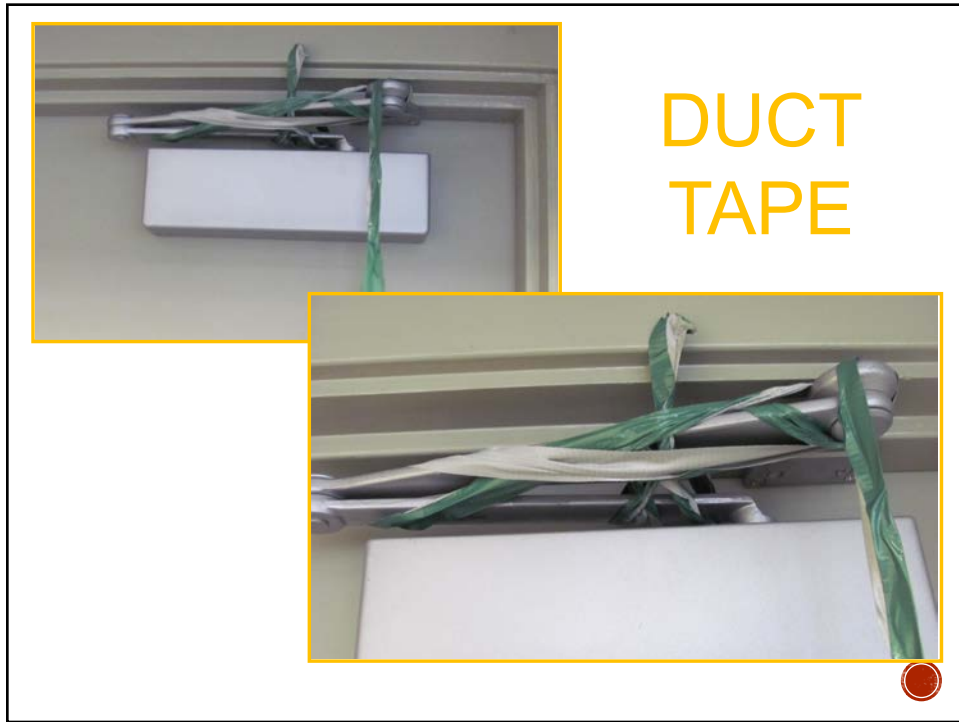


- All of these I implemented by myself.
- They all took under 1 ½ minutes (most under a minute) to put into place.
- They all would work for at least slowing down the active shooter, if not stopping him/her from entering.
- In a real situation, I would build multiple, overlapping, redundant forms of barricades
- If you have a plan....test your plan...don't assume it is going to work.



DOOR STOP



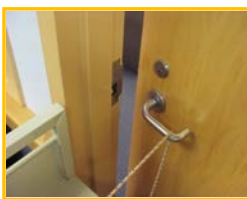




BANDAGE FROM FIRST AID KIT



DUCT TAPE & CART



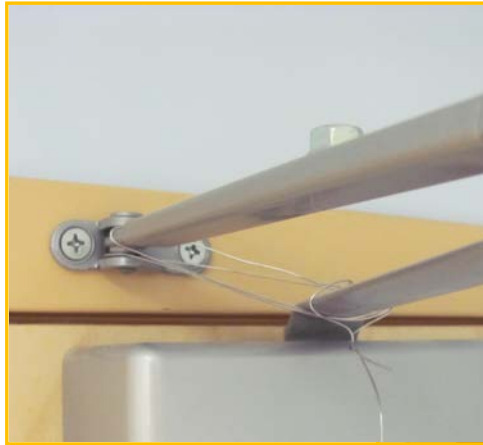


ROPE & TABLE



ROPE DOOR TO STATIONARY OBJECT





WIRE



VISUALIZE YOUR RESPONSE

- Basketball study
 - Three groups
 - Those that didn't practice at all
 - Those that practiced
 - Those that visualized making baskets successfully



KEY POINTS TO REMEMBER

- **THINK:** Make an assessment of the situation and decide on a course of action.
- **COMMUNICATE:** Let others know where the threat is, what to do or what you are doing.
- **MOBILIZE:** Do what you need to do and get others to do what they need to do.



SHERRY COLGAN STONE, ED.D.

(951) 833-6790

Website with Emergency
Preparedness Resources for
Schools

colganstone.com

