SCHOOL SAFETY

DISTRICT 33

DuPage Regional Office of
EDUCATION
Excellence in Education

NORTHERN ILLINOIS
SCHOOL SAFETY
ADMINISTRATOR ASSOCIATION
NISSAA
PARTNERSHIP · PLAN · PROTECT · PREVENT

ALIGNING SCHOOL SAFETY RESPONSE PROTOCOLS WITH COMMON TERMS, PLANS & ASSESSMENTS

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DISTRICT 33

West Aurora School District 129

Introductions

Fred Cadena

- **Director Facilities, Grounds, and Safety West Chicago District 33**

- **NISSAA, Northern Illinois School Safety Administrator Association - President**

- **Dupage County Safety Network Member**

- **DuSMART, Advisory Panel Founding Member**

- **Dupage County ROE Safety Specialist Assessment Contractor**

- **Illinois Fire Service Institute SSAVEIM Trainer**
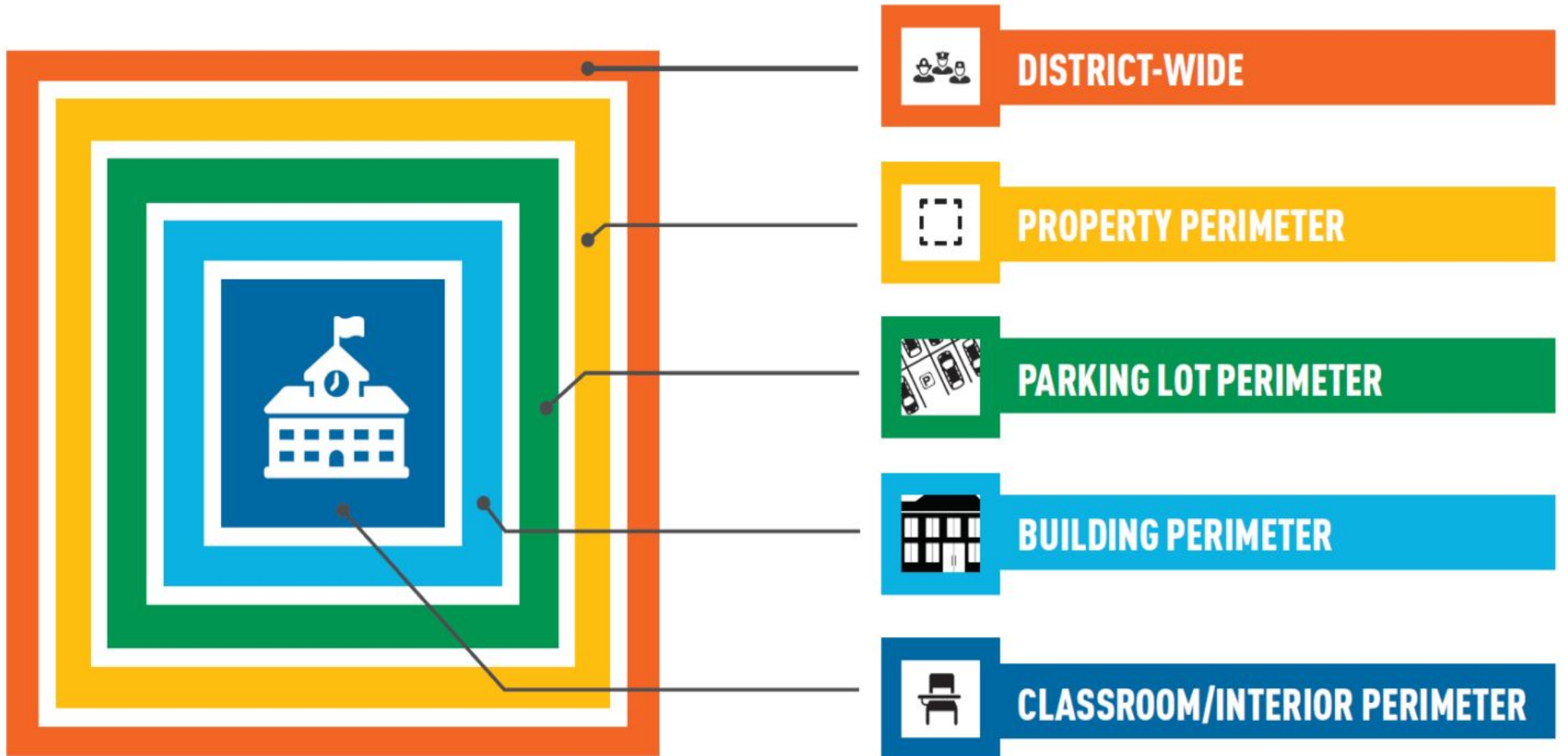
Introductions

Kevin Triplett

- **DuPage ROE - Safety Specialist**

- **Retired Aurora Police Sgt**

- **West Aurora SD#129 - SAFETY OFFICER**

- **NISSAA - Liaison**

Topics

- Layers of School Safety
- Achieving Alignment
- Standard Response Protocol - Common Terminology
- Common Terminology Resources
- In an Emergency Take Action
- Classroom Action Guide
- Rapid Emergency Response Systems
- Law Enforcement Drill
- Run Hide Fight/Alice
- Mandated Drills
- Opportunities for training
- School Safety and Security Audits/Assessments
- [Safety Video](#)

LAYERS OF PROTECTION

DISTRICT-WIDE

PROPERTY PERIMETER

PARKING LOT PERIMETER

BUILDING PERIMETER

CLASSROOM/INTERIOR PERIMETER

Different Layers Of School Safety

DISTRICT LAYER
Policies/Practices
Communication Coordination
Emergency Operation Plan
Resource Allocation

BUILDING LAYER
Closed Campus
Visitor Management
Window Film
Secured Vestibule
Electronic Access

PROPERTY LAYER
Access To Property
Video Surveillance/Monitoring
CPTED/Lighting
Signs/Wayfinding

CLASSROOM - INTERIOR LAYER
Communication Systems
Classroom Locks
Staff Training
Emergency Supplies

PARKING LOT LAYER
Fence between playground and parking lot
Bollards, visitor parking Signage

District Layer

The District Layer of school safety refers to the broadest and most comprehensive level of safety management. This layer encompasses the entire school district or educational organization. At this level, strategies and policies are developed to ensure the safety and security of all schools within the district. Key components of the District Layer include:

- **Policy Development:** Developing and enforcing consistent safety policies, including those related to access control, visitor management, and crisis response procedures, throughout the entire school district.
- **Communication and Coordination:** Establishing communication channels and coordination mechanisms with local law enforcement, emergency services, and other relevant agencies to ensure a swift and organized response to crises.
- **Emergency Operation Plans:** Developing district-wide emergency operation plans that address various types of potential threats, such as natural disasters, intruders, or health emergencies. These plans should establish the framework for coordinated response and recovery efforts.
- **Resource Allocation:** Allocating resources, personnel, and funding to support safety initiatives, including staff training, security equipment, and technology systems.

Property Layer

The Property Layer of school safety focuses on safeguarding the physical infrastructure of individual school properties. This layer is vital in preventing unauthorized access, addressing safety hazards, and maintaining a secure environment. Key elements of the Property Layer include:

- **Access To Property:** Implementing access control measures, such as fencing, gates, and controlled entry points, to limit and monitor who enters the school property.
- **Surveillance and Monitoring:** Installing security cameras, alarms, and sensors to detect and respond to unauthorized or suspicious activities on the school grounds.
- **CPTED:** Crime prevention through environmental design. Ensuring that the physical environment is free from hazards, such as secure playground equipment, proper lighting, maintained landscape/vegetation and proper maintenance of facilities exterior. The goal of applied CPTED principles is to prevent crime by designing a physical environment that positively influences human behavior.
- **Parking and Traffic Management:** Developing policies and infrastructure for safe parking and traffic flow to minimize congestion and protect pedestrians and students.

Building Layer

The Building Layer of school safety focuses on the security measures and practices within each school building. It aims to create a safe and secure environment for students, staff, and visitors. Key features of the Building Layer include:

- **Access Control Systems:** Implementing access control systems, such as electronic key cards or biometric scanners, to restrict access to certain areas within the building and ensure that only authorized personnel can enter.
- **Intrusion Detection:** Installing intrusion detection systems, such as alarms and motion sensors, to quickly identify and respond to unauthorized access or suspicious activities within the building.
- **Emergency Response Equipment:** Providing emergency response equipment, such as fire extinguishers, first aid kits, and communication devices, to facilitate a rapid response to various types of emergencies.
- **Lockdown Procedures:** Developing and practicing lockdown procedures to secure the building and protect occupants during a security threat.
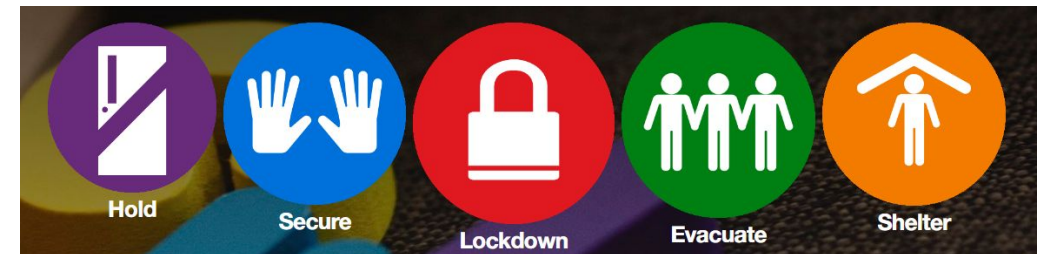
Classroom/Interior Layer

The Classroom/Interior Layer of school safety is the most specific and focuses on individual classrooms and interior spaces within a school building. This layer aims to protect students and staff inside the building during an emergency. Key components of the Classroom/Interior Layer include:

- **Safe Zones:** Designating specific locations within classrooms or interior spaces as safe zones during emergencies, such as areas with reinforced doors and windows.
- **Emergency Kits:** Providing classrooms with emergency kits that contain essential supplies, such as first aid items, flashlights, and communication devices.
- **Communication Systems:** Ensuring that classrooms have reliable communication systems to request assistance or report emergencies to the central security team or first responders.
- **Lockdown Protocols:** Training students and staff on lockdown protocols specific to the classroom or interior space to maximize safety during an active threat situation.

Each of these layers plays a critical role in ensuring the safety and security of students, staff, and visitors within a school environment. By addressing safety measures at each layer, educational institutions can better prepare for and respond to a wide range of potential threats and emergencies.

Here Is The Plan to Achieve Alignment

Assessment of Current Protocols:
- Review and assess the existing school safety response protocols to identify areas where common terms and terminology can be incorporated.
- Identify any ambiguities or jargon that may hinder effective communication.

Gather a Stakeholder Team:
- Form a team of key stakeholders, including school administrators, teachers, security personnel, local law enforcement, and emergency responders.
- Ensure representation from all relevant departments and agencies involved in school safety.

Common Terminology Development:
- Work with the stakeholder team to develop a list of common terms and definitions that can be used across all school safety protocols.
- These terms should be simple, easy to understand, and consistent with established emergency management terminology.

Training and Education:
- Develop training materials and conduct workshops to educate all school staff, students, and relevant external agencies about the common terms and their meanings.
- Ensure that everyone understands the importance of using common terminology during emergencies.

Integration into Protocols:
- Revise and update the school safety response protocols to incorporate the common terms and definitions. Ensure that these are consistently used throughout the documents.

Communication Plan:
- Develop a communication plan that outlines how the common terms will be disseminated and used during emergency situations.
- Consider using laminated reference cards with common terms for staff members to keep on hand.

Here Is The Plan to Achieve Alignment Continued

Testing and Drills:
- Conduct regular safety drills and exercises using the common terms to practice their use during real-life scenarios.
- Use these drills to identify any issues or confusion in the terminology and address them promptly.

Resource Sharing:
- Share the list of common terms and their meanings with local law enforcement, fire departments, and other emergency response agencies.
- Encourage these external agencies to use the common terms when collaborating with the school during an emergency.

Feedback Mechanism:
- Establish a system for collecting feedback from staff, students, and external agencies regarding the use of common terms.
- Use this feedback to make continuous improvements to the protocols and terminology.

Documentation and Manuals:
- Update all relevant documentation, including emergency response manuals, safety posters, and handbooks, to include the common terms.
- Make these documents readily available and easily accessible to all stakeholders.

Regular Review and Updates:
- Set up a schedule for periodic reviews of the school safety response protocols and common terminology.
- Ensure that the terms remain up to date and relevant to the school's needs and local emergency management practices.

Community Involvement:
- Involve parents, guardians, and the wider community in understanding the common terms and their role in school safety.
- Conduct information sessions or workshops for the community to promote a shared understanding of the safety protocols.

Legal and Regulatory Compliance:
- Ensure that the use of common terms aligns with any legal and regulatory requirements related to school safety and emergency response.

Publicize and Promote:
- Promote the adoption of common terms in school safety response protocols through school newsletters, websites, and other communication channels.

SRP - Standard Response Protocol

Common Terminology

- Creates a common language between Educators and First Responders
- Creates a proper response for first responders
- Educators know what to expect from first responders

HOLD **SECURE** **LOCKDOWN** **EVACUATE** **SHELTER**

THE STANDARD RESPONSE PROTOCOL
A critical ingredient in the safe school recipe is the uniform classroom response to an incident at school. Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff.

Historically, schools have taken a scenario-based approach to respond to hazards and threats. It's not uncommon to find a stapled sheaf of papers or tabbed binder in a teacher's desk that describes a variety of things that might happen, and the specific response to each event.

SRP IS ACTION BASED
The Standard Response Protocol is based not on individual scenarios but on the response to any given scenario. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple: there are five specific actions that can be performed during an incident. When communicating these actions, each is followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders.

- **Hold** is followed by "In your Room or Area. Clear the Halls" and is the protocol used when the hallways need to be kept clear of people.
- **Secure** is followed by "Get Inside, Lock Outside Doors" and is the protocol used to safeguard students and staff within the building.
- **Lockdown** is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place.
- **Evacuate** may be followed by a location, and is the protocol used to move students and staff from one location to a different location in or out of the building.
- **Shelter** is always followed by the hazard and a safety strategy and is the protocol for group and self-protection.

These specific actions can act as both a verb and a noun. If the action is Lockdown, it would be announced on public address as "Lockdown! Locks, Lights, Out of Sight." Communication to local responders would then be "We are in Lockdown."

ACTIONS
Each response has specific student and staff actions. The Evacuate action might be followed by a location: "Evacuate to the Bus Zone." Actions can be chained. For instance, "Evacuate to Hallway. Shelter for Earthquake. Drop, Cover and Hold."

BENEFITS
The benefits of SRP become quickly apparent. By standardizing the vocabulary, all stakeholders can understand the response and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers, this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

The protocol also allows for a more predictable series of actions as an event unfolds. An intruder event may start as a Lockdown, but as the intruder is isolated, first responders may assist as parts of the school "Evacuate to a different building," and later "Evacuate to the bus zone."

TACTICAL RESPONSES
SRP also acknowledges that some school incidents involve a tactical response from law enforcement, and suggests consultation with local law enforcement regarding expectations and actions.

SEQUENCING THE ACTIONS
As you read through the Action Sections, you'll see that the actions can be sequenced as situations change and information is gathered. See page 29 for examples of how this can, and has, been done.

Common Terminology Resource

Standard Response Protocol

- ○ HOLD
- ○ SECURE
- ○ LOCKDOWN
- ○ EVACUATE
- ○ SHELTER

STANDARD RESPONSE PROTOCOL

HOLD
In your room or area. Clear the halls.

SECURE
Get inside. Lock outside doors.

LOCKDOWN
Locks, lights, out of sight.

EVACUATE
To the announced location

SHELTER
Using the announced hazard and strategy.

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HOLD!

HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual

SECURE!

SECURE!
Get inside. Lock outside doors.

STUDENTS
Return to inside of building
Do business as usual

ADULTS
Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual

LOCKDOWN!

LOCKDOWN! Locks, lights, out of sight.

STUDENTS
Move away from sight
Maintain silence
Do not open the door

ADULTS
Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend

EVACUATE!

EVACUATE! (A location may be specified)

STUDENTS
Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS
Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults
Do business as usual

SHELTER!

SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room

ADULTS

Lead safety strategy

Account for students and adults

Notify if missing, extra or injured students or adults

IN AN EMERGENCY - TAKE ACTION

- Quick Reference
  - For both students and staff
  - Posted in all of our common areas
  - Explains what action teachers and students take

Classroom Action Guide

- Additional Quick Reference
  - Step by Step actions to take in any emergency situation
  - Posted in every classroom on the wall and in all emergency folders
  - Please take the time to get familiar with the document
  - See your administration for additional guidance

Rapid Emergency Response Systems

What are some systems that can be used?
Here are some examples of systems

- Blue Point
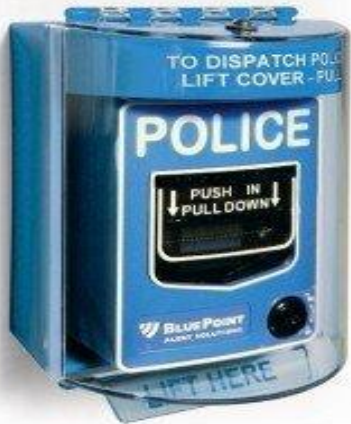
- Raptor Alert

Blue Point Alert System

What is The Blue Point Alert System?

- Blue Point is a Rapid Emergency Response System (RERS) that instantly notifies emergency responders and building occupants of an emergency situation, expedites a rapid response, and empowers people to make more informed decisions faster to save lives.
- Is activated when there is a current or imminent active threat inside or attempting to gain entry.
    - Active Shooter
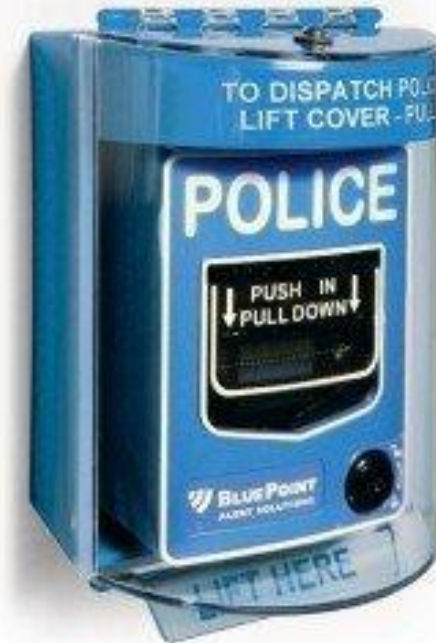
Raptor Alert

● The Raptor App contains 5 emergency options. Staff will be able to initiate an incident, be alerted and take proper action.

HOLD   SECURE   LOCKDOWN   EVACUATE   SHELTER

Raptor- Visitor Management

- **The Raptor Security System** is a visitor management system that is used to protect the students, faculty, and visitors at the schools. It reads the visitor's driver's license and compares that information to a sex offender database. It will alert school administrators if a match is found.
- Screens all visitors
- Tracks all visitors
- Helps us manage drills
- Used to reunite families

Law Enforcement Drill (Active Threat)

- 105 ILCS 128/20 C
  - Mutually Agreed upon date within 90 days of school starting
  - Law Enforcement will monitor and note any deficiencies
  - Simulations cannot mimic a school shooting event
  - Must be announced in advance to all students and staff prior to commencement of drill
  - Age-Appropriate, Trauma-Informed
  - School Administrators may use discretion and exempt students from participating
  - Parents must be given sufficient notification and allow parents to exempt their child from participation
  - Alternative method must be given to those that do not participate in the drill
  - Students must be allowed to ask questions (so, have an appropriate answer)

Run - Hide - Fight

Run

Leaving the area quickly is the best option if it is safe to do so

Hide

When you can't run, Hide silently in as safe a place if possible

Fight

As a last resort, fight. If you cannot evacuate or hide safely and only when your life is in imminent danger, take action.

.
Evade the threat when possible

- Common Terminology - Lockdown - Locks/Lights/Out of Sight
- Participate in own survival
- Empowers individuals
- Individuals are different
- Not in any specific order

ALICE

Alert

 All are authorized to announce, no codes are used

Lockdown

Must include barricade training

Inform:

Use technology to provide play-by-play information

Counter:

Interrupt the skill set needed to shoot accurately

Evacuate:

Get away from danger if possible

.

Mandated Drills

- Three Fire Drills per year
- One Bus Evacuation per year
- One Law Enforcement Drill within the first 90 days of school
- One Severe Weather/Shelter in Place Drill per year.
- The ROE recommends all drills be completed by Nov 1.

Opportunities for Training

- I Love You Guys Foundation Reunification
- NIMS 100,200,700
- ASIM/SSAVEIM
- College of DuPage Homeland Security Training Center
  - Scenario based, active shooter and de-escalation training.

I Love You Guys Foundation

SRP/SRM Full-Day Train the Trainer Workshop

An Advanced Introduction to the Standard Response Protocol and the Standard Reunification Method

"Crisis isn't a choice, response is."

NIMS - National Incident Management System

What is NIMS?

- The <u>National Incident Management System</u> (NIMS) guides all levels of government, nongovernmental organizations and the private sector to work together to prevent, protect against, mitigate, respond to and recover from incidents.
  - Incident Command Teams
  - Create your Incident Command Teams
  - Complete IC- 100, 200 & 700 series for schools including administrators

SCHOOL SAFETY AND VIOLENT EVENT INCIDENT MANAGEMENT (SSAVEIM)

The Illinois Fire Service Institute's (IFSI) SSAVEIM Program is a grant funded program available at no cost to local EMS, Fire, police and school administrators.

This 8 hours course on Reunification
- Applies the Incident Command System to the Management of school shooting events.
- Reviews the Incident Command System for School Reunification.
- Identifies key concepts of Operations of Reunification.
- Opportunity of a demonstration via a tabletop exercise the management of an Active Shooter Incident.
- Identifies training opportunities for schools and local first responders on Active Shooter Incident Management and Reunification.

ILLINOIS
FIRE SERVICE
INSTITUTE

School Preparedness Workshop HSTI

Homeland Security Training Institute

The School Preparedness Workshop, part of the Emergency Management Academy Series, is designed to assist local (public and private) and regional school officials in understanding the requirements of the Illinois School Safety Drill Act, and the implication of those required efforts on overall community preparedness. Participants will also better understand their role in community emergency preparedness as they work to improve school safety.

Homeland Security Training Institute

School Safety Assessments

- Professional development for schools looking at all the layers of school safety in your district.
- Enhances the school safety climate and culture to ensure a safe and secure learning and working environment for all students and staff.
- Can be provided by Dupage R.O.E. School Safety Specialist Kevin Triplett

School Safety and Security Audits

- Enhances the school safety climate and culture to ensure a safe and secure learning and working environment for all students and staff.

What are some items you look for?

ARE YOU PREPARED TO DEFEND YOUR SCHOOL SAFETY POLICIES AND PROCEDURES?

Resources

NISSAA - https://nissaa.org/

Blue Point - https://bluepointalert.com/

COD Department of Homeland Security Training Center - https://www.cod.edu/hsti/

DuPage ROE -

I Love You Guys Foundation - https://iloveuguys.org/

NIMS - www.fema.gov

ASEIM/SSAVEIM - www.fsi.illinois.edu

Raptor - https://raptortech.com/