SAFE Teams
The Key to School Safety & Security

Professional Standards & Special Investigative Unit

SAFE Team Training
2006-2007

Working together to keep our schools SAFE
WELCOME

Please complete the Pre-Test (yellow sheet) on your desk.
WHAT IF . . . .

VIDEO

Presentation
What If Activity

What if… a community crime spilled over onto your campus?

In your table groups, read over the scenario and answer the questions that follow.

As we proceed through the training, think about changes that you might make to your responses based on newly acquired knowledge.
Experience and data show that exercise is the most practical, efficient and cost effective way to prepare for school emergencies, disasters, and critical incidents.
Preparedness Overview

The aim for all schools should be to develop a progressive exercise program.

There are two principal benefits of such a program:

1. Practicing your role and gaining proficiency in the crisis management plan.
2. Collaboration among schools and local emergency response agencies is improved.
Preparedness Pyramid

- Vulnerability Assessment
- Safety Plan
- SAFE Team/Training
- Emergency Drill/AAR
- Collaboration
Collaboration to Increase School Safety

School Staff

District Departments

Fire Department

Police Department

Community

Other Partners
Exercising Benefits

These benefits arise not from exercising alone, but from evaluating the exercise and acting upon these results.

Time for us to think outside the box.
Purpose

The SAFE Team training has been revised and developed to enhance school safety plans.

• Intended as a reference tool to assist in exercise planning.
• Based on a planning checklist that addresses exercise design steps as well as other key points in the preparation and evaluation of exercises.
Why did you decide to participate in this training?

What are two things that you feel you need to get out of this training?
Terrorism: International and National
Bethel, Alaska & Beslan
Terrorism: International

Beslan
Terrorism: National
Bethel, Alaska
Local Perspectives
Teacher Shooting

- MAY 2000
- NATHANIEL BRAZILL
- LAKE WORTH MIDDLE SCHOOL
Student Stabbing

• MICHAEL HERNANDEZ

• FEBRUARY 2004
  SOUTHWOOD MIDDLE SCHOOL
Broward Schools

- **NOVEMBER 2002**
  - PIPER HIGH SCHOOL
    - Student Stabbing

- **SEPTEMBER 2005**
  - ELY HIGH SCHOOL
    - Accidental Gun Fire

- **DECEMBER 2005**
  - MIRAMAR CHARTER SCHOOL
    - Bus Shooting
District Resources

- Emergency Drill Support
- Safety Plan Support
- Prevention Unit
- Bullying Presentations
- Youth Crime Watch
- Gang/Drug Presentations
TIME TO STOCK UP ON SCHOOL SUPPLIES.
School Requirements
2006-2007

- Assign School Incident Command System Team/SAFE Team
- Complete Site Assessment
- Complete *New On-Line* Safety Plan
- Conduct 1-2 Emergency Drills
- Improve Drill Response Times
Taking Charge of a Situation
Incident Command System
Organizing an Event

• In your table groups, think of a school event (i.e. graduation, field day, school dance, etc.) that requires many tasks to be done on time and in the right order.

• Briefly list the steps it will take to organize the for the event. What will need to be done and who will complete the tasks?
Unified Command System Summary

- The Unified Command System brings all the agencies and activities together.
- Many Response Organizations have roles and responsibilities during a critical incident. The following are the emergency responders:
  - Law Enforcement gathers intelligence, provides security, performs tactical operations, investigates, and controls perimeters and traffic.
  - Fire/Rescue is responsible for Hazardous Materials issues, decontamination, search and rescue, and fire suppression.
  - Health collects and disseminates information, performs laboratory functions, provides specialized expertise.
  - EMS performs initial triage, treatment and transport of victims.
INCIDENT COMMAND

• Schools must be prepared to ensure the care and welfare of students and staff during the first critical minutes after an incident WITHOUT outside assistance.

• Regardless of the scope of crisis, a school must be prepared to have a command structure in place to effectively manage any incident.
INCIDENT COMMAND
KEY CONCEPTS

- The nature of an incident determines the level of activation and response
- One person in charge
  - May vary for different types of incidents
  - May change during incident response
- Responsibilities should be determined in advance
- Each person is assigned to report to one person only
- Common terminology is key. Everyone must learn to use the same words to communicate during a crisis.
Incident Command System
In the event of an emergency, SBBC will use a modified version of the Incident Command System (ICS) developed by the Federal Emergency Management Agency (FEMA) which is in compliance with the National Incident Management System (NIMS; Department of Homeland Security).
School Assistants for Emergencies (S.A.F.E.) Teams

This system:

• Assigns roles, responsibilities, and lines of communication to be used by emergency responders in a crisis.

SBBC uses this model to facilitate coordination with City and Broward County Emergency Responders.
SAFE Team Assignments

- School Incident Commander
- First Aid Coordinator
- Student Supervision Coordinator
- Facility and Materials Coordinator
- Student-Parent Reunion Coordinator
- School-Based Crisis Team Coordinator
Sample School SAFE Team

- Assistant Principal
  - First Aid
  - School Nurse
  - P.E. Coach
  - ESE Specialist
  - Resource Teacher
  - Incident Teacher on Planning

- Student Supervision
  - Curriculum Specialist

- Facility/Materials
  - Custodian
  - Cafeteria Staff

- Student/Parent Reunion
  - Guidance Counselor
  - Office Staff

- Principal
  - SAFE Team Leader
  - Assistant Principal
  - Assistant Principal
  - Behavior Specialist
  - Security Specialist

Special Considerations:
- Evacuation Coordinator
- Communications Coordinator
- Transportation Coordinator
- Evacuation Host-Site Coordinator
No “I” in Team

Together
Everyone
Achieves
More

TEAM WORK
School Site Assessment
Site Assessment

• Effective school safety should begin with a site assessment—a review of the physical facilities from the crime prevention through environmental design (CPTED).

• The site assessment represents a component-solving process. It attempts to identify key issues, concerns or problems faced by the school.
Key School Issues or Concerns

- The presence of gangs
- The condition and safety of the facilities
- Students’ drug or alcohol abuse
- Compliance with local and state laws
- The existence of schoolyard bullying
- Students attitudes and motivation
Conducting a Site Assessment

A site assessment is one component of a much larger school safety assessment. A school safety assessment is a strategic evaluation and planning tool used to determine the extent of a school safety problem. Various issues are examined to ascertain how they affect school climate, school attendance, personal safety and overall school security.
Conducting a Site Assessment

The safety assessment includes:

• An evaluation of the school safety plan and planning process:

• A review of crime prevention efforts with regard to environmental design

• A review of the emergency response plans

• A review of the health and medical services provided on campus by the school nurse or health center, as well as the local emergency medical facility serving the geographic area of the school
Conducting a Site Assessment

In preparation for the assessment process, several resources should be gathered for the assessment team to review. These materials include:

- A floor plan of school building
- A site plan showing the campus boundaries and access points
- School crime reports for the previous year (SESIR)
- Maintenance/work orders related to vandalism or graffiti
- List of students who have been sent to school as a condition of probation
- PTA newsletters that address safety and security
Conducting a Site Assessment

The assessment can be as broad or as narrow as the interest of the board and or/community. Keep in mind that education is a federal concern, a state function and a local responsibility. Therefore, such plans and assessment need to provide for an extensive amount of flexibility at the local level because safe school planning is about creating customized strategies and plans that respond to the specific needs of the local community.
Conducting A Site Assessment  
(Site Plan Checklist)

A site plan is a process of mapping a school campus and the areas that border the campus within a 1,000 foot range. The following components should be considerations in your site plan.

- Access points onto school facility (location and number)
- Mobile classroom units identified and labeled
- Site evacuation routes identified and labeled
- Location of utility pipes, tanks, etc. identified (ex. Propane gas tanks or natural gas lines)
- Potential incident command center locations (over 1,000 feet from school)

Refer to School Site Plans in Critical Resource Manual (chart #85)
School Safety Plans
2006-2007
Safety Plan
Old vs. New

Word Document
2004-2005

Online Plan
What does the Safety Plan Require?

Community Collaboration
1. Law Enforcement
2. Fire Department
3. Other Community Agencies

District Collaboration
1. SIU
2. Safety Department
3. Student Services/Psych Services
4. Risk Management

School Collaboration
1. SAFE Team
2. Teachers
3. Students
4. Parents
Safety Plan

On-Line

• Access plan through the Professional Standards & SIU Emergency Preparedness website.
  http://www.broward.k12.fl.us/emergencypreparedness/
• Login with your Log-in and Password
• Enter information relevant to your school site
• Submit each part/section
• Print documents (1 copy per SAFE Team member only)
• Review with all SAFE Team members
School Safety Plan
Components 2006-2007

- General Information
- Lockdown
- Off-site Evacuation
- Emergency Communication
  - Prevention Preparedness
  - Critical Incidents
- After School Activities
  - Post Emergency/Recovery
  - SAFE Team

- Campus/Building Information
- Security Monitoring
- Vault Information
- Limited Mobility Students
  - Administrator Signature
  - Collaboration Signatures & Recommendations
- Picture Upload
The Safety Plan is not to be released without written authorization from the School Board of Broward County Special Investigative Unit.

- Safety Plans contain sensitive information about emergency management.
- It is confidential information protected by law.
- Any retransmission or use of this confidential information may be in violation of the law.

Note: At the end of the year plans must be collected from SAFE Team members and destroyed. The new plan should be distributed to the team at the beginning of each school year.
Expectations

It is expected that every school will:

- Form a committee to review the new School Safety Plan template
- Conduct a School Site Assessment (Refer to CRM item #85 & #85a)
- Appoint staff to complete the school’s plan online
- Collaborate with local fire and law enforcement to solicit feedback/suggestions on the questions and issues in the plan
Expectations

It is expected that every school will:

• Submit the new School Safety Plan and results of the Site Assessment to SIU by September 29, 2006.

• Initiate, plan and complete an Emergency Drill with district (i.e. SIU, Safety Department, Student Services, Risk Management, etc.) and community agency involvement.
Safety Plan Reviews

• All Safety Plans will be reviewed by a SIU Prevention Team member

• Recommendations from fire and law enforcement will be provided

• Recommendations from district departments will be provided
Emergency Drills

School Safety
# Types of Emergencies

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Shooter</td>
<td>Weapons on School grounds</td>
</tr>
<tr>
<td>Biological</td>
<td>Hazard Materials</td>
</tr>
<tr>
<td>Bomb Threat</td>
<td>Bringing an explosive device on school grounds</td>
</tr>
<tr>
<td>Chemical Inside</td>
<td>Lab Custodial</td>
</tr>
<tr>
<td>Gas Leak</td>
<td>Propane, Ammonia, etc</td>
</tr>
<tr>
<td>Terrorist</td>
<td>Domestic and International</td>
</tr>
</tbody>
</table>
Usually you have two choices

Lockdown
Or
Evacuate
SBBC Standard
Emergency Codes

**Code Red** (No Movement)
Threat/Incident outside the facility (i.e. Drive-By-Shooter, Outside Disruption, Terrorist Threat that does not warrant a code.) The best course of action is to keep everyone in place – Lockdown.

**Code Yellow** (Limited Movement)
Threat/Incidents inside the facility (i.e. Gang Confrontation, Homicide, Kidnapping Mass Casualties, Riot, Large Group Trespassing). The best course of action is to keep everyone in
**SBBC Standard Emergency Codes**

**Code Brown** (Lock-down or Evacuate)
Threat/incidents within the facility, such as Accidental Chemical or Toxin Release, or Chemical, Biological, Radiological, Nuclear and High Yield Explosive
The best course of action is to implement a Shelter-In Place.

**Code Black** (Evacuate)
Bomb Threat (Bomb is detected or exploded), Gas Leak, Fire
SBBC Standard
Emergency Codes

**Code Green** “All Clear”
Return to classroom and resume normal activities

**Code Orange** (Evacuate)
When situation warrants beyond previous codes

**Code Blue**
Medical Emergency

All codes found on the Emergency Preparedness website
Public Announcement System vs. Radios
Emergency Drill Types

**Emergency Drills**

1) Tabletop Exercise: scenario based with staff and emergency agencies
2) School-Based or Off-Site Drills
3) Full Scale or Field Exercises
What is a Tabletop Exercise?
What is a Tabletop Exercise?

- A tabletop exercise is a low-stress meeting involving varied scenarios.
- It is designed to encourage discussion using problem solving and coordination.
- The level of group participation largely measures its success.
Tabletop Exercise Reasons

- Helps create a new plan, policy, or procedures
- New staff familiarization
- Practice problem solving
- Familiarize agencies (schools and others) with their roles and responsibilities
- Examine manpower capabilities and resource availability
- Assess interagency coordination capabilities
Scope of Tabletop

- Agencies
- Number of participants
- Personnel involvement
- Types of Action
- Degree of realism

Collaboration to increase school safety

Share involvement
Tabletop Requirements

- Exercise Experience
- Staff Preparation
- Preparation Time
- Skills
Tabletop Requirements

• Time Frame: 1-4 hrs.
• Materials: narrative, problem statements, maps & Safety Plans
• Physical Facilities: Round tables
How to Conduct the Tabletop

• A tabletop exercise is like a problem solving or brainining storming session.
• Problems are tackled one at a time and talked through, without stress.
• The idea is to resolve problems thoroughly instead of rushing from one problem to the next.
How to Conduct the Tabletop

*It is a matter of “quality not quantity”*

1. Setting the stage
2. Who is involved
3. Approaching the problems
Conducting a School-Based or Off-Site Drill
What is a School-Based or Off-Site Drill?

• A school-based or off-site drill is an activity that tests, develops or maintains skills in a single emergency response procedure (i.e. fire drill, evacuation off-site.).

• A drill usually involves actual field response, activation of emergency communications capability and the equipment that would be used in a real emergency.
Drill Rationale

- Tests single emergency response function
- Involves actual field response
- Enables a school to practice or test a single procedure or function under realistic conditions
## Drill Scope

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agencies:</strong></td>
<td>All school staff and students</td>
</tr>
<tr>
<td><strong>Number of Participants:</strong></td>
<td>Depends on procedure or function being tested</td>
</tr>
<tr>
<td><strong>Personnel Involved:</strong></td>
<td>Coordination, operations and response personnel</td>
</tr>
<tr>
<td><strong>Types of Action:</strong></td>
<td>Actual simulated response, decision making</td>
</tr>
<tr>
<td><strong>Degree of Realism:</strong></td>
<td>Realistic, hands on response actions</td>
</tr>
</tbody>
</table>
### Drill Requirements

- **Exercise Experience:** Orientation
- **Staff Preparation:** Understanding of functions being tested
- **Preparation Time:** One month
- **Skills:** Understanding of functions being tested
- **Time Frame:** 1 to 4 hours but could last longer
- **Materials:** Plan, being tested
- **Physical Facilities:** School facility or site where functions tested
- **Communication Facilities:** Radio, phone or other if appropriate
- **Support:** Involvement of school staff being tested
Orientation to staff

1. Review codes
2. Determine where the safety areas are located
3. Advise what items they can take with them to the safety areas. (i.e. class roster, cell phone, emergency folder, etc.)
4. Provide awareness information of how to protect oneself
5. Educate parents on how to obtain information regarding students during school emergency
6. Educate employees significant others on how to obtain information regarding them during a school emergency.
Full-Scale or Field Exercise Drills

Full-scale or field exercises are a more complex option for testing the total response capability of the community.

Field exercises:

- Simulate reality
- Include role-play and the deployment of field responders, equipment and resources.
- Require extensive planning and coordination, time, and commitment from community responders.

The community’s Office of Emergency Management typically directs this type of exercise.
Emergency Checklist

- Call 911
- Alert “Code”
- Assess - Evacuate or Lockdown
- Alert SAFE Team
- Notify Area Office
- Assemble command post (inside/outside)
- Emergency Kit

- Assign responsibilities
- Implement Safety Plan
- Direct parents to the Parent Reunification area
- Provide PIO-information
- Check Evacuation Staging Area
- Consider district crisis team
Planning Checklist

Pre-exercise Preparation

• Conduct a Site Assessment
• Complete School Safety Plan On-Line (Due September 30, 2006)
• Send letter to fire & law enforcement contact to request a review of the plan
Pre-exercise Training

• Familiarize all staff with school safety plan
• Instruct all personnel where to go and what to do in emergencies. (i.e. evacuation areas, safety areas, family reunification procedures, code systems, & SAFE Team members)
• Meet with emergency response personnel to familiarize them with school procedures
Review Evacuation Plan
During the Exercise

- Follow the steps outlined in the School Safety Plan each specific exercise.
- Conduct the exercise
- SAFE Team members document observations
Post Exercise

- Meet with SAFE Team and Emergency Response Personnel to debrief
- Share “what worked well” & “what did not”
- Complete the On-Line After Action Report
- Revise procedures in the School Safety Plan based on group feedback
- Share outcomes of the drill and changes with faculty and staff
After Action Reports
The After Action Report (AAR) is the key post exercise document developed in partnership with the principal and emergency drill coordinator, with contribution from sponsoring agencies, and key participant agencies.

Every school is required to complete an AAR upon completion of their emergency drill.
After Action Review (AAR)

This form is to be completed after any emergency drill (not fire or tornado) and submitted to the area superintendent’s office. A copy needs to be given to the Supervisor of the Special Investigative Unit no later than 30 days after the last critical incident.
Completing the *On-Line* After Action Report

The Online After Action Report may be found on the Professional Standards website.
S.T.A.R.
Security Tracking And Response

• High-speed, photo capturing, visitor, volunteer, mentor pass system designed to replace the manual visitor logbooks and generic visitor passes being used today by many schools.

• Jessica Lunsford Act - Requires background screening for all contractual personnel who are permitted access on school grounds when students are present or for those who have direct contact with students.
S.T.A.R.
Security Tracking And Response
Deny Entry Access Screen
Tabletop Exercise Practice
(30 min)

R.U. Ready High

Please read the scenario provided in your training packet.

In your table groups, answer each of the questions for the scenario.
### Resources

<table>
<thead>
<tr>
<th>SESIR Fall Training Dates</th>
<th>Employee Assistance Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>• September 9, 2006</td>
<td>Michelle Moore, Director</td>
</tr>
<tr>
<td>• October 10, 2006</td>
<td>(954) 797-4755</td>
</tr>
<tr>
<td>• October 31, 2005</td>
<td>Psychological Services</td>
</tr>
<tr>
<td>• November 14, 2005</td>
<td>Lane W. Roosa, Director</td>
</tr>
<tr>
<td>• December 5, 2005</td>
<td>(754) 321-2460</td>
</tr>
</tbody>
</table>

For more information on SESIR training go to: web/dropoutprevention
# Special Investigative Unit Websites

**Department**

[http://www.broward.k12.fl.us/siu/](http://www.broward.k12.fl.us/siu/)

**Emergency Preparedness**

[http://www.broward.k12.fl.us/emergencypreparedness/](http://www.broward.k12.fl.us/emergencypreparedness/)

**Professional Standards**


(Password Protected)
Follow-up Instructions

1. Complete the Post-Test online

2. Conduct a tabletop exercise with all of your SAFE Team members using one of the scenarios and the questions that have been provided.

3. Complete the Follow-up assignment online
Any Questions
Professional Standards &
Special Investigative Unit
7720 W. Oakland Park Boulevard
Sunrise, FL 33351
754-321-0725

Dr. Joe Melita, Executive Director