

Table Analysis and Discussion 6/19/18

1. Campus Security Protocols/Security Training:

A. *Based on the information and discussion on campus security protocols and security training, please identify at least three areas for improvement.*

- For lockdown, fire drill, and hold protocols, teach and communicate standard procedures to Special Education teachers, substitutes, and students
- Make accessibility included in the planning (wheelchair, medical needs, etc.)
- In reference to shields, would a window shade do the same job (considering the door is not bulletproof)
- Different bells for when/where alarm is set-off
- Clear gray area for administration
- Parents need to collaborate with teachers and take ownership
- Can holds or lockdowns be in zones or areas rather than the whole school?
- Can instructions and procedures be passed along to parents (especially to Special Education parents whose students are non-verbal)?
- Mandatory online training for employees in addition to face to face training
- Increase the number of drills. Ex: More lockdown drills including during transition periods such as lunch, arrival, and dismissal
- Clarify the reunification process
- Subs should receive training
- Individualized backpacks with emotional support items such as headphones for autistic children, parent contact information/ID, and anything else that can be of assistance during a stressful time
- Provide more information as to what hold protocol entails. For example, if there is a fight in a hallway would the whole school go on lockdown or just a specific section?
- Conduct communication drills between teachers and staff and more training
- Better communication to students when there is a lockdown
- Color code the fire alarm light according to the campus protocol
- ID for reunification
- Provide lockdown training that's specific to their location in the building
- It may be safer to evacuate sometimes than to have a drill
- Educate parents and the community by creating a website, holding an orientation, and allowing for feedback
- Provide a plan for students who are in the exterior of the building, such as football players, and incorporate that into the drill

- Lock gates/stairs/elevators when appropriate
- Lockdown call with tactical evacuation of safe areas (per campus policy)
- Does lockdown override fire alarm? For example, do you remain in lockdown unless you see smoke?
- Consideration for the hearing/visually impaired
- Issue all substitutes a key when they report to work. Have them leave their license and they can pick it up when they return the key
- Conduct more than two drills a year and make sure they take place during inconvenient times, not only during normal class periods
- Provide mental health assistance to address the anxiety issues related to increasing lockdowns, drills, and increased security measures being taken on campus
- Come up with a plan in case the teacher is unavailable and/or not able to secure the room and students. Maybe the teacher can talk to the students during class if there is a situation where the teacher is down or out of the class during a lockdown.
- Change legislation for what is required for drills. Increase lockdown and decrease fire drills
- Provide clear protocol for when to implement the safety protocols
- Create protocol for communication with parents for events that don't fit the area indicated here
- Consider reunification zone based on high school/feeder school locations

2. Community Partnerships/Training/Techniques:

A. *Based on the information and discussion, please identify at least three areas for improvement in these areas.*

- Teach teachers how to use tourniquets
- Teach students basic first aid skills such as CPR and tourniquet, possible using an American Heart Association Grant
- BSL mandatory for all teachers
- Provide Stop the Bleed kits to all campuses. They expire every 5 years, perhaps just replace the perishables?
- Investigate programs like DARE to increase visibility of law enforcement and community partnership with law enforcement
- Provide equal amount of effort and funding to address mental health
- Use a moment of silence to reflect and spot problems with mindfulness
- Change rules regarding earbuds/headphones
- Offer opportunity for all staff to become CPR/EAD certified

- Increase number of police officers in the schools, especially 7:30 – 9:00 AM at elementary and middle schools as officers are not currently on duty at that time
- Require substitutes to attend full safety protocol training annually with a video for each emergency protocol as well as a competency test at the end of the training
- Start active shooter drills at the high schools
- Increase SLO presence. One at each Elementary and increase amounts at Intermediate schools
- Show the video to students or even create videos geared towards age of students
- Provide number to call if the bus driver is driving poorly
- Be wary of making protocols public
- Make tourniquets easily available
- Provide substitutes training that is specific to the campus they are assigned with an orientation or an information page handed to them upon checking in
- If a campus has no officers assigned explore the Marshall program or utilize Watch Dogs
- School bus drivers should attend Crisis Counselor training
- Expand CPR training to all teachers
- Hire bus monitors
- Provide office space for officers to take breaks or work on reports, etc.
- Create “pods” throughout the campus to house safety devices/equipment
- Offer first responder participation in lockdown drills to ensure consistency
- Expand Meet the Deputy
- PAL HPD mentoring program

B. Is there an “optimal” law enforcement coverage by level: elementary, intermediate and high school?

- 2 at Intermediate schools
- 2 per high school
- 1 per intermediate school w/3 assigned elementary campuses to split time between
- 2 to sub for each other (cross train w/partner campuses)
- 1 minimum, ratio of number of students – possibly more based on enrollment
- Utilize the Marshall program to gradually ease up to ideal numbers
- 3 per high school
- Look at partnerships to share officers based on location of campus
- 2 per intermediate
- Add 1 additional officer for each high school and floaters for the other schools plus a floater for the high schools

3. Communications

A. *Based on what you have learned, please recommend at least three improvements to the District's Crisis Communications Plan*

- Remind parents before the drill
- Language translations
- Use of Remind101 by staff to update and inform students
- Concern regarding volume of online threats and their validity
- "Car Alarm" syndrome with alerts
- Make sure students understand the severe consequences of posting threats on social media and that they understand the definition of threats and how serious they are
- Ensure application for school messenger is loaded and working on privately owned laptops and devices
- Restrict teachers at facilities in areas close to affected school from sharing information that will scare possible siblings or family members (need to know basis)
- Have the emergency web communication tool located on the CCISD.net homepage
- Establish written policy for staff members to limit outward communication and enforce silencing phone protocols until the "all clear" is given
- Add lessons on social media rumors to our digital citizenship lessons for students grades 6 – 12
- Encourage students to discuss communication plans with their family/parents and be proactive
- Develop an app for students with all information
- How secure is the desktop alert? Can it be hacked?
- How would the Silent Desktop work? Would monitors be turned off? What about subs?
- Texting students is a good idea
- Use social media quickly to correct miscommunication
- Give parents guidance/resources about how to keep calm and reassure students
- Help the district keep rumors at bay and to spread only accurate, authorized information
- Create graduated "threat" levels (such as green, yellow, red) which would allow school to proceed as usual with higher caution. This would mitigate public panic from when an official "hold" or "lockdown" is declared. The difference here is that it remains an internal alert, triggering increased entry point security, but otherwise school proceeds as normal

- For the 2018-2019 school year send a handout to parents to communicate to sign-up for text/phone/email alerts
- Set-up a table at back to school nights/orientations to ask parents to sign-up for partnerships

B. Based on what you have learned about the District's articulated communication matrixes, what could be added to enhance communications?

- Add digital/video threat to School Threat Matrix
- Allow parents to opt-in to the silent desktop alert
- Tell parents and community what you need, more than a matrix draft
- Educate students on protocols
- Inform parents how social media can contribute to panic
- Ask parents to be constructive on social media as not to cause unnecessary panic or alarm
- Create a large, highly visible "Parent Sign-Up" button on CCISD.net