



WELCOME



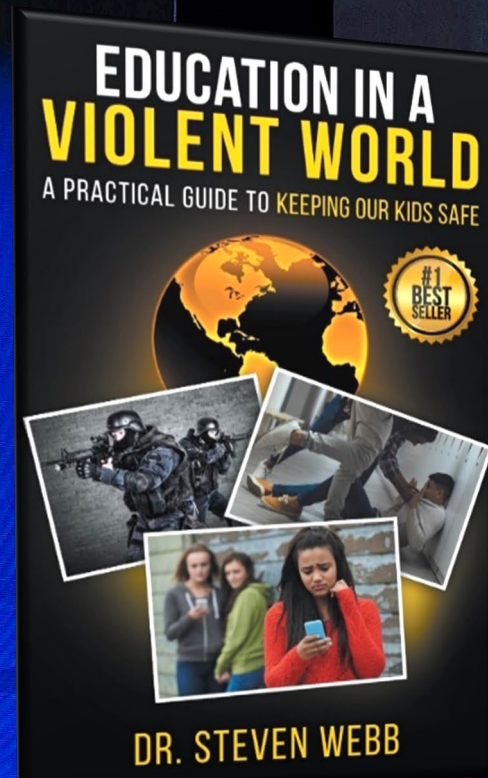
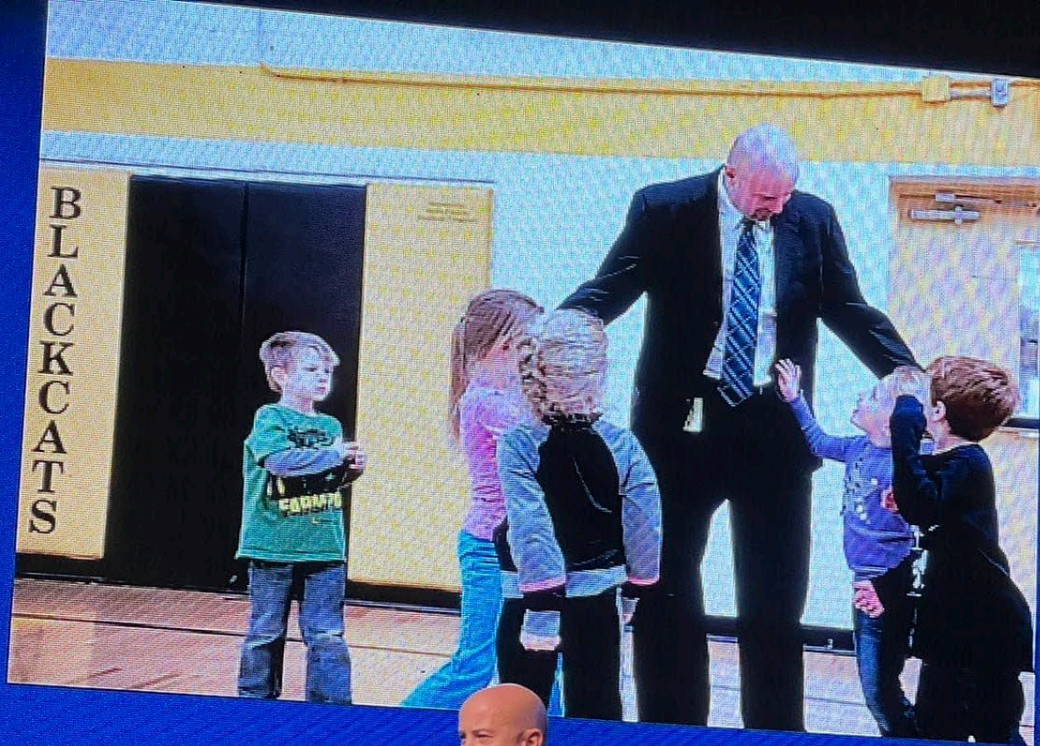
**Wednesday,
November 6, 2024**

Connecting IS Protecting



Steve Webb

Superintendent
Goreville CUSD #1,
Goreville, IL



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Voices Unheard



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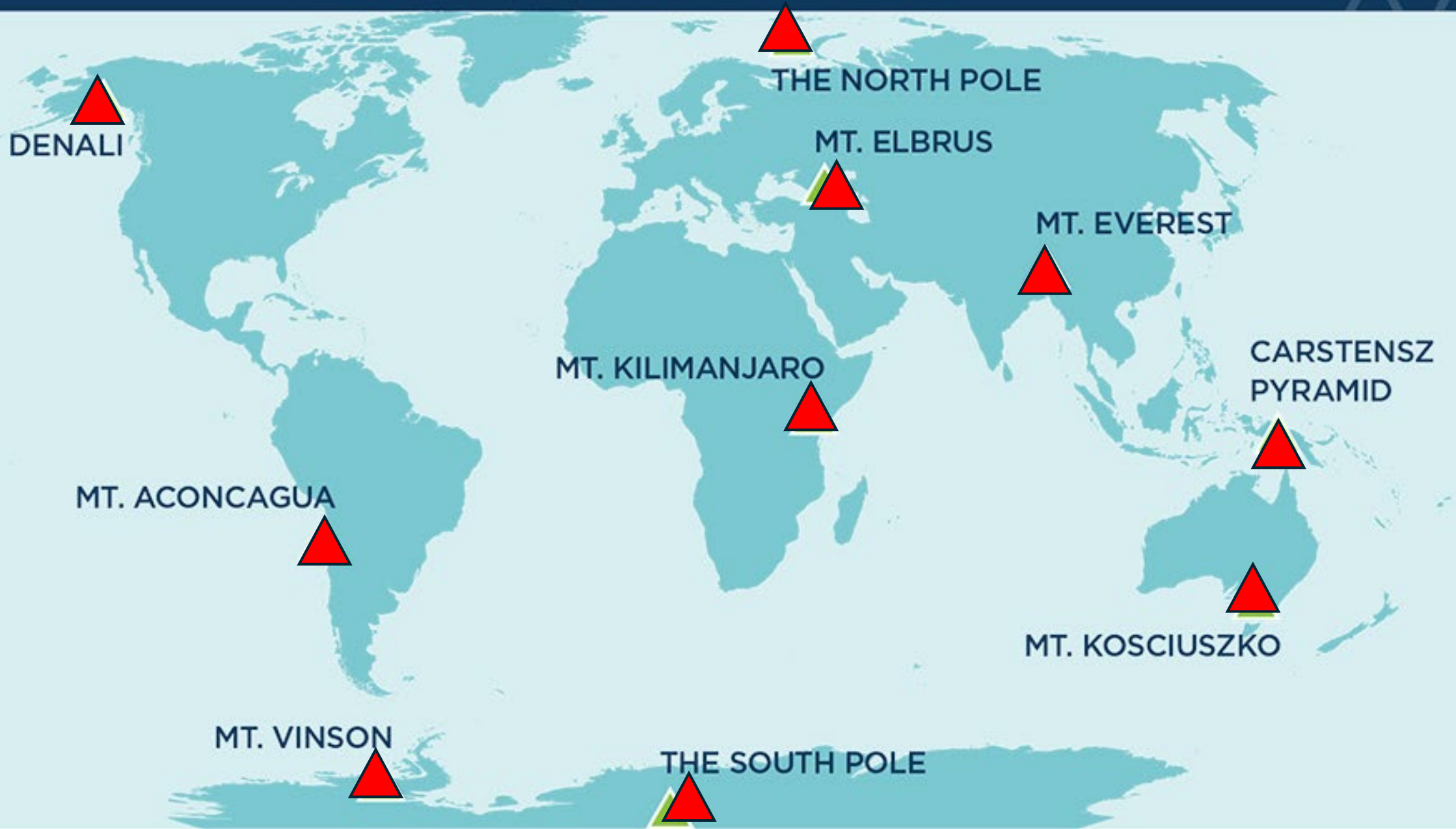
Former Chief Operations Officer for the Buffalo Public Schools, NY

Mt. Everest and School Safety



"Standing on top of a mountain isn't important; it's about the journey...and the lessons you learn along the way." -- Alison Levine







SUMMIT 29,035 ft.

CAMP IV 26,000 ft.

CAMP III 24,500 ft.

CAMP II 21,300 ft.

CAMP I 19,900 ft.

Kumbu Ice Fall

BASE CAMP 17,700 ft.

Lessons Learned from climbing the mountain

Image Landsat

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District Safety

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CAMP IV 26,000 ft.

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BASE CAMP 17,700 ft.

Student Engagement

Trauma Informed Care

Restorative Practice

Redesign Education Plan

Student Behavior

Gangs

Mental Health

English Language Learners

Alternative Ed

Special Education

Technology Integration

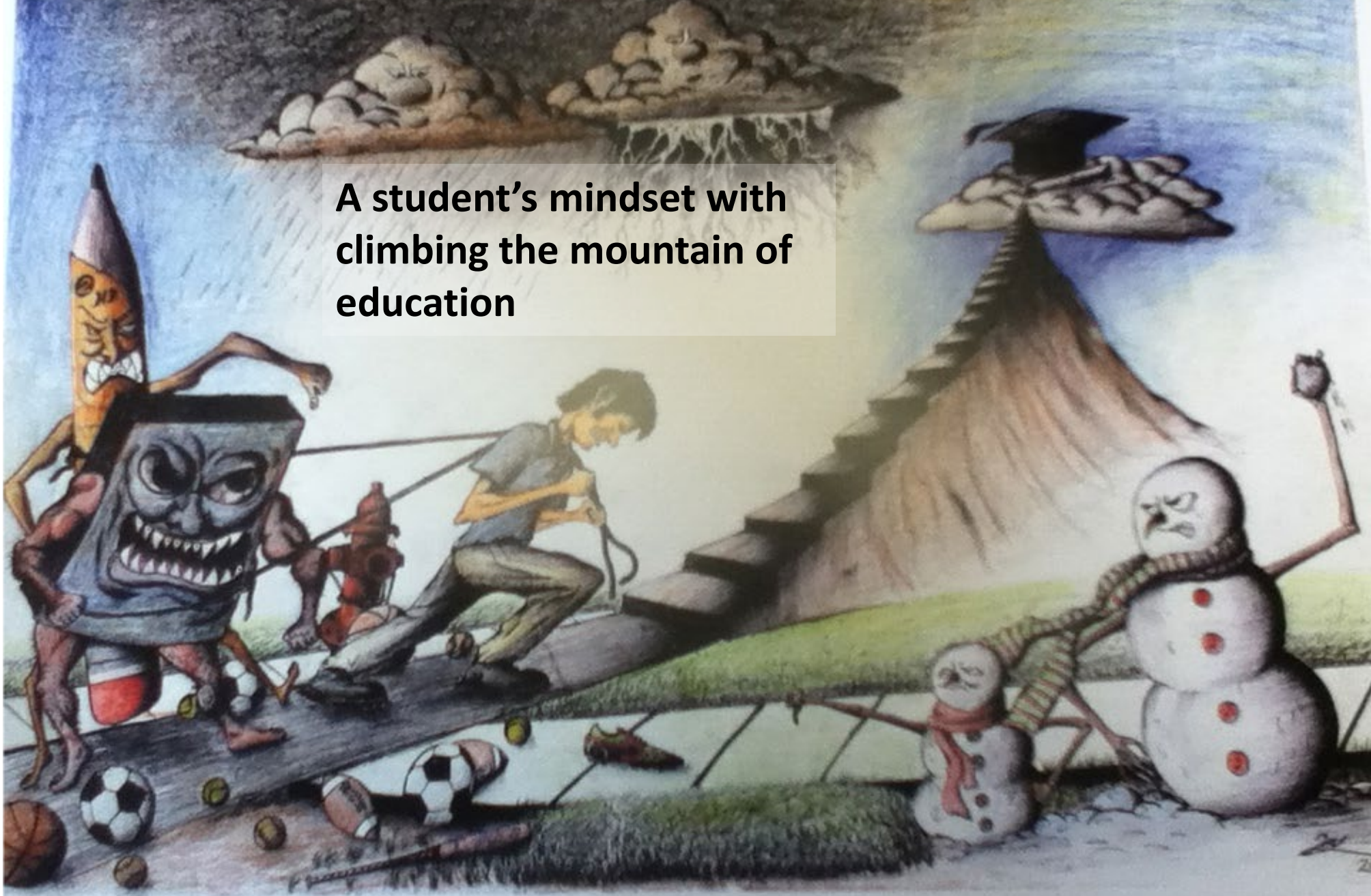
Lock Downs

All Emergencies

Challenges



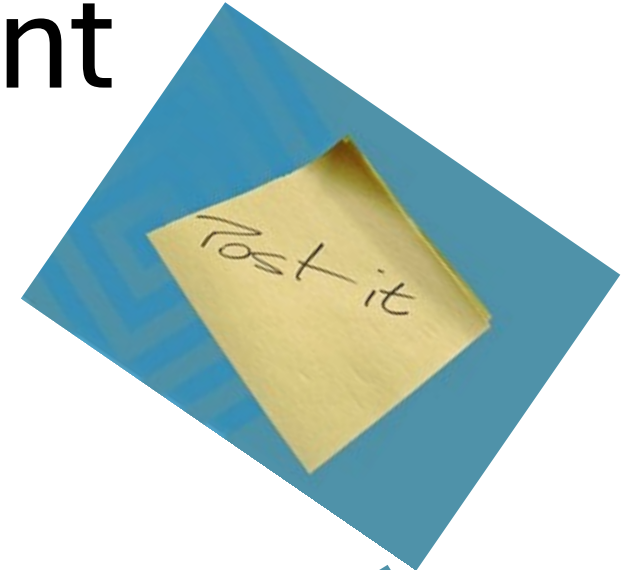
A student's mindset with climbing the mountain of education



Changing the Fabric and Culture of a School Environment

Empowerment

Conscience Awareness



Changing the Fabric and Culture of a School Environment

Conscience Awareness

- Clear and present
- Create a two-way street for both Students and teachers
- Relationship building

Empowerment

- Not through delegation but through partnerships
- Everyone is part of a TEAM
- **EVERY VOICE IS HEARD AND USED FOR CHANGE**

The Foundations of School Safety



Kamela Patton

Former Superintendent
Collier County Public Schools, FL



7 Foundations of School Safety

Dr. Kamela Patton
President and CEO of Patton Solutions

What keeps you up?



Safety

Larger Size District =
more necessary systems

Sharing 7 Fundamental
Best Practices



Shoulder Partner

**What is a Best Practice your
district has regarding a
Fundamental Best Practice?**

Share several

1. Foundation – Classroom Assessment

- Basics are important
- Systems across all schools
 - Mobility of students
 - School levels
 - Provides consistency for both students and staff



Classroom Assessment

Teacher _____ Room # _____ Date _____

1. "Run option if applicable"
Does your classroom have a door to the exterior of the building: ___ Yes ___ No
If yes, where does it go (ex. To parking lot, field) _____
2. How many entry doors does your room have that need barricading _____
3. What way does door 1 open to right or left? _____ door 2 _____ door 3 _____
(Purpose whichever way door swing open heaviest to that side ex. filing cabinet)
4. Have you strategically placed furniture in your room to facilitate easy barricading of all doors:
___ Yes ___ No
5. What pieces of furniture will be stacked and where:
Desks _____ Chairs _____ Filing Cabinets _____
6. Which student seats/row will be assigned to which Code Red Task:
A. Rows _____ (closest to doors) stack furniture
B. Row _____ (closest to computers) to turn off monitors (eliminate light)
C. Row _____ (closest to blinds if applicable) to close blinds
7. Do you have a room inside your classroom big enough to hold your entire class (Bathroom, Storage ex.)
___ Yes ___ No If yes, about how many people can fit in this room _____
8. Where is your room number posted inside your room? _____
9. Where are evacuation maps clearly posted with primary and secondary routes of egress: _____
10. Portables: ___ (discuss situation and make decision ex. if, shooting stay in room, lye flat, bathroom)
11. Hard Corner location (no furniture in this area, maximize for student/teacher use)

Teacher Signature _____

Administrator Signature _____

Police/Appropriate Signature _____

Classroom Assessment

1. “Run option if applicable”

Does your classroom have a door to the exterior of the building:

___ Yes ___ No

If yes, where does it go (ex. To parking lot, field)

Preventive Measures

Stacking chairs, desks, etc.

- IF a door were opened, a shooter would **NOT** enter and just “move on”



Classroom Assessment

2. How many entry doors does your room have that need barricading _____

3. What way does door 1 open to right or left?

_____ door 2 _____ door 3 _____

(Purpose whichever way door swing open heaviest to that side ex. filing cabinet)

Classroom Assessment

4. Have you strategically placed furniture in your room to facilitate easy barricading of all doors:

___ Yes ___ No

5. What pieces of furniture will be stacked and where:

Desks _____ Chairs _____ Filing Cabinets _____

Classroom Assessment

6. Which student seats/row will be assigned to which Code Red Task:

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Classroom Assessment

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9. Hard Corner location (no furniture in this area, maximize for student/teacher use) _____

2. Foundation - Video for Staff and Students (ensure substitutes view video)

- Visuals provide consistency among schools/district
- Who is in the video – Superintendent and Sheriff/Police Chief
- Student recognition of Superintendent

Explaining the “Why?”

- The “Why” – students/staff will listen and do, but when they know the “Why” easier



WHY?

- Safety Director T-Shirt

Beyond the Traditional Classrooms

- Auditoriums
- Outdoors – PE, Recess
- Video showing what to do
 - Shown after the practice

Annually Reviewing Best Practices

New purchases

- Example Bathrooms – standing on toilets – self-flushing
- Example Video – police entering rooms – added visual of with guns

3. Foundation – Drill Schedules **(Requirement)**

Assistance for Principals – Busy people

1. Need to practice – all 7 periods,
not just 1st period – plan
2. 1st week of First and Second Semester –
stacking of furniture all 7 periods
3. Comments: Furniture will be ruined

Drill Schedule Elementary

DRILL SCHEDULE - ELEMENTARY

SCHOOL: _____

Directions: Please complete this chart by putting the date and time of your Code Red and Evacuation Drills and submit to: SchoolOperations@collierschools.com by August 10, 2018.

- Please ensure that a Code Red and Evacuation drill is conducted during each class period and during each lunch period.

*This is the tentative statewide tornado drill date. We will confirm this date/time.

Early Release Dates: 8/31, 10/16, 2/12, 5/24

No School for Students: 9/3, 9/10, 9/19, 10/15, 11/21, 11/22, 11/29, 1/2, 1/21, 2/18, 3/8, 4/19, 4/22, 5/27

MONTH	ACTIVE SHOOTER/HOSTAGE (CODE RED) DRILL		EVACUATION (FIRE) DRILL		TORNADO DRILL	
	DATE	TIME	DATE	TIME	DATE	TIME
August						
September						
October						
November						
December						
January					1/23*	10:00AM*
February						
March						
April						
May						
June						

Drill Schedule Secondary

DRILL SCHEDULE - SECONDARY

SCHOOL: _____

Directions: Please complete this chart by putting the date and period of your Code Red and Evacuation Drills and submit to: SchoolOperations@collierschools.com by August 10, 2018.

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MONTH	ACTIVE SHOOTER/HOSTAGE (CODE RED) DRILL			EVACUATION (FIRE) DRILL			TORNADO DRILL						
	DATE	PERIOD (circle)			DATE	PERIOD (circle)			DATE	TIME/PERIOD			
August		1	2	3	4	5	6	7	L1	L2	L3		
September		1	2	3	4	5	6	7	L1	L2	L3		
October		1	2	3	4	5	6	7	L1	L2	L3		
November		1	2	3	4	5	6	7	L1	L2	L3		
December		1	2	3	4	5	6	7	L1	L2	L3		
January		1	2	3	4	5	6	7	L1	L2	L3	1/23*	10:00AM*
February		1	2	3	4	5	6	7	L1	L2	L3		
March		1	2	3	4	5	6	7	L1	L2	L3		
April		1	2	3	4	5	6	7	L1	L2	L3		
May		1	2	3	4	5	6	7	L1	L2	L3		
June		1	2	3	4	5	6	7	L1	L2	L3		

4. Foundation - Student Cell Phone Numbers

Why?

- Bomb threat – evacuation to mall across street and then buses picked up to schools
- Students messages to parents, “If this is the last time I speak with you.....”
- Students should receive “real” information directly
 - In the absence they “made up” what they thought was happening

Concern from students

- Students did not want to provide cell number – thought would be used for constant student reminders
- Principals spoke directly to students at beginning of year grade/class level meetings
- Principals explained the “Why” +
- Stopped and did on the spot
- Even if half of the students – helpful +

5. Foundation - Stop the Bleeding Training

- Mitigating loss of life following a shooting
- Simply techniques
 - Tipping a head to the side not to choke
 - Using a teacher's tie and ruler – makes a tourniquet
- Training – Groups of Employees that are in all schools
 - PE teachers
 - Media Specialists
 - School site administrators

6. Foundation - Low Cost OR No Cost, High Impact

- All previous foundations have been **NO** cost

Example: Low Cost, High Impact

- Video Doorbell
- ID must be presented to enter
 - Be strong to withstand push back
 - ID migrant concern; register for school

Video Doorbells

- Where should video doorbell be placed?

Anywhere else?

- Kitchen - deliveries
- After school care – mostly not released from the front office where the Video Doorbell is
- **TRAIN – do NOT hold the door for others!**

7. Foundation - Train with Municipal/County Community Partners

- Sheriff/Police Chief
- Fire Chief
- EMS
- Others



Superintendent to organize and hold the meetings – coordinate date with top leaders

- “Why” potential turf wars – no one wants to tell the Superintendent not attending
- Be ready for a long “list” the district will need to do – **agree with all on priorities of the district**
 - Numbers on school rooftops of buildings for helicopters to easily see
 - Knox boxes for any emergency responders to get in
- **MOST IMPORTANT** – Drill as a collective team with one person from each entity
 - A great deal of coordination needed

Additional Foundations – Communications, Mental Health, Reunifications

- These topics are at this *School Safety Summit*
- Communication additional suggestion
 - Review who is developing the content
 - Example – Swatting Episode
 - Police will post
 - Upon notification from police
 - District “Repost” the police post

Solution Providers

- Look for what you need
- Be “open” to new solutions
- Review to see what can be incorporated into a new solution

Thank you.....

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