

Wisconsin School Safety Coordinators Association

Safety and Security Responsibilities

in a

21st CCLC

After School is Real School



WI DPI Disclaimer

The information and views shared during this presentation reflect those of the presenter(s) and do not necessarily reflect the requirements of the 21st CCLC grant or the views of the Wisconsin Department of Public Instruction.

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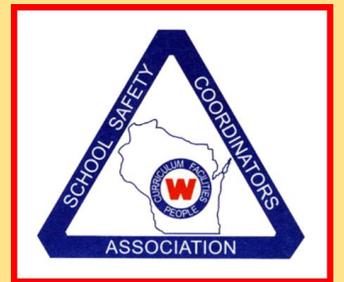


School Security Assessments

The Wisconsin School Safety Coordinators Association (WSSCA) has developed an assessment process to measure your school's and district's readiness and preparation to address school security within the five mission areas of *prevention, protection, mitigation, response, and recovery*

The WSSCA School Security Assessment is the first step to create a safe environment for students, staff, and visitors.

Have the 21 CLCC Programs been included?



Identify elements of school security in each of three major categories: *human action, technology, and infrastructure*.

Describe the relationship between specific elements to be assessed and best practices in school security

Evaluate data acquired through personal interviews and document reviews.



Wisconsin Statute 118.07 requires:

118.07 (4) (b) A school safety plan shall be created with the active participation of appropriate parties..... **Before creating or updating a school safety plan, a school board or governing body of a private school shall, in consultation with a local law enforcement agency, conduct an on-site safety assessment of each school building, site, and facility *that is regularly occupied by pupils*.** The on-site assessment shall include playgrounds, athletic facilities or fields, and any other property that is occupied by pupils on a regular basis.



Human Action

The first and most comprehensive element of our school security audit.

Human action has the most potential for ensuring a safe and secure environment.

It is the most cost-effective, responsive, and agile tool we have to make and keep our schools safe and secure.



Human Action



A. Climate

Rationale: School climate refers to the school's effects on students, including teaching practices; diversity; and the relationships among administrators, teachers, parents, and students. **School culture** refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share.



Human Action



A. Climate

Rationale: The **climate** of a **school** is the intuitive, **almost palpable, sense of safety and belonging** that people experience on site. It can be described as warm or cool, safe or unsafe. ... Beliefs and attitudes students bring to the **school** from their families and the community.



Human Action



B. Emergency Operations Plan (EOP)

Rationale: An emergency operations plan is a course of action developed to mitigate the damage of potential events that could endanger an organization's ability to function. Such a plan should include measures that provide for the safety of personnel and, if possible, property and facilities.



Human Action



B. Emergency Operations Plan (EOP)

Rationale: WI ss.118.07 (4) (e) Before January 1, 2019, and before each January 1 thereafter, each school board and the governing body of each private school shall file a copy of its school safety plan with the office of school safety.

Human Action

C. Preparation *and* D. Training

Rationale: Preparation and Training are the processes of planning and determining what actions will be taken in an emergency and determining who will respond.

Human Action

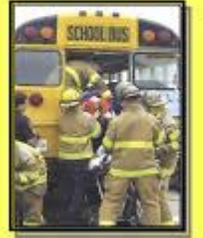
E. Teams and Roles

Rationale: Roles and duties assigned within a management system to enable effective and efficient incident management. Addresses the integration of facilities, equipment, personnel, procedures, and communications in an organizational structure.

Human Action

Crisis Drills

*An Essential Element of
the Crisis Plan*

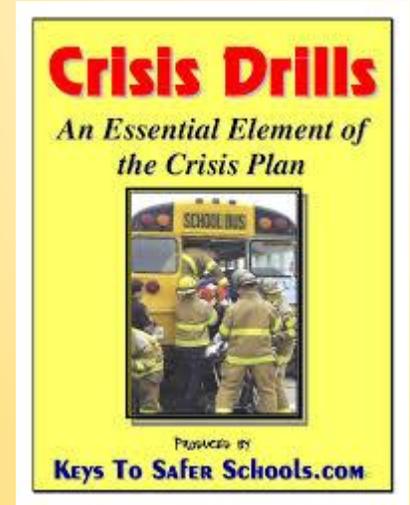


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F. Drills

Rationale:118.07 Health and safety requirements.
[\(118.07\(2\)\(a\)\)](#)(a) Once each month, without previous warning, the person having direct charge of any public or private school shall drill all pupils in the proper method of departure from the building in case of a fire, except when the person having direct charge deems that the health of the pupils may be endangered by inclement weather conditions.

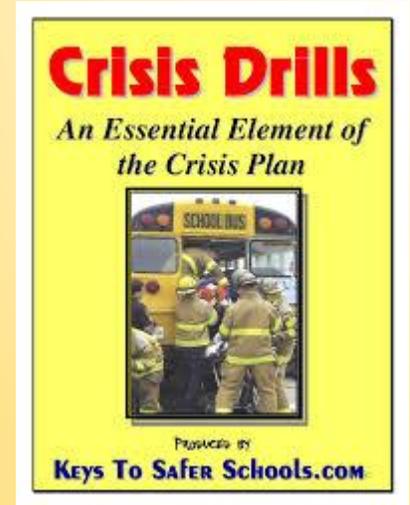
Human Action



F. Drills

Rationale:118.07 Health and safety requirements.
([118.07\(2\)\(a\)](#)) At least twice annually, without previous warning, the person having direct charge of any public or private school shall drill all pupils in the proper method of evacuation to a safe location **in case of a tornado or other hazard.**

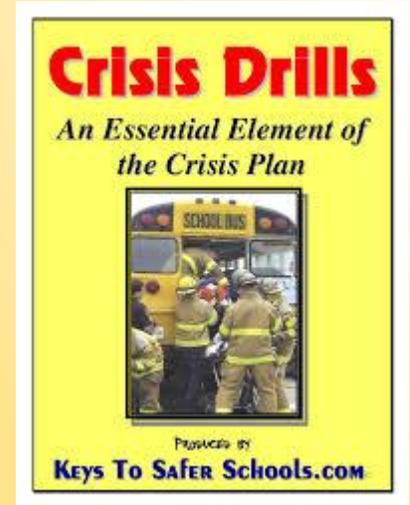
Human Action



F. Drills

Rationale:118.07 Health and safety requirements.
([118.07\(2\)\(a\)](#)) At least twice annually, without previous warning, the person having direct charge of any public or private school shall drill all pupils in the proper method of evacuation or other appropriate action **in case of a school safety incident**. The public and private school safety drill shall be based on the school safety plan adopted under sub. ([4](#)).

Human Action



F. Drills

Rationale:118.07 Health and safety requirements.

(118.07(2)(a)) **A safety drill may be substituted** for any other drill required under this paragraph. The school board or governing body of the private school shall maintain for at least 7 years a record of each fire drill, tornado or other hazard drill, and school safety drill conducted.

Human Action



G. Visitors and Deliveries

Rationale:(120.13(35)(a))

(a) A school board may adopt rules applicable to persons who enter or remain in a building operated by the school board, *including requirements that such persons identify themselves and sign in* when entering or remaining in the building or any specified portion of the building and designating time periods during which such persons may enter or remain in the building or any portion of the building.

Human Action

H. Threat and Risk Assessment

Rationale:

The primary purpose of a threat assessment is to **prevent** targeted violence.

Through the implementation of a threat assessment process, schools have an opportunity to build capacity for violence-reduction strategies that create healthy cultures of safety, respect, and emotional support for students and staff.

Technology

Hardware, software, and devices that assist in monitoring and recording access, movement, and data. It includes the varied means used to communicate in real time across distances.

Cameras, phones, radios, and visitor management systems: must be paired with human action.

Innovations and improvements are frequent, but more costly and less agile than implementing change in human action.

Technology



I. Communications

Rationale: Accurate real-time information is arguably the most important element in mitigating and responding to a crisis or critical incident. Two-way communication between people and places in a school is accomplished in multiple ways.

Technology



I. Communications

- Two-way radios
- PA systems
- Procedures



Technology

J. Monitoring and Surveillance

Rationale: In addition to the moral, ethical, and professional expectations we have to ensure safety, we are legally required to protect those on school property from risk and danger, and potentially liable if we don't.

(Premises liability, In Loco Parentis, Clery Act, General Duty Clause-OSHA)



Technology

J. Monitoring and Surveillance

- Location of cameras
- Personnel
- Number and type of cameras
- Retention period (forensics)
- Alarm systems
- Testing

Technology

K. Keys and IDs

Rationale: A first line of security. Keys and IDs and the control systems to monitor them are one of the most common “holes” in our security efforts.



Technology

K. Keys and IDs

- Master control system
- Auditing
- Consistent, universal display of IDs



Infrastructure

Our buildings and grounds.

Improvements and renovations for purposes of enhancing school security generally come at high cost. (Capital projects)

School and campus designs may not have been developed with best security practices in mind.

CPTED principles.

Infrastructure



L. Building Access

Rationale: “Applicants must that certify that both of the below security practices will be met:

a. All entrances to the school are locked during the school day; *and*

Infrastructure

L. Building Access

Rationale:

b. “A designated staff member is present to visually screen everyone entering the school through an unlocked point of access whenever an exterior entrance is unlocked prior to, during, or immediately after the regular school day.”



Infrastructure

M. General Interior, N. Gymnasium, O. Special Areas

Rationale: Discuss – what is the rationale? Is there a connection between facility appearance/upkeep and school security? If so, what?



Infrastructure

M. General Interior, N. Gymnasium, O. Special Areas

- Lighting
- Cleanliness
- Good repair
- Equipment and storage



Infrastructure



P. General Exterior

Rationale: “The on–site assessment shall include playgrounds, athletic facilities or fields, and any other property that is occupied by pupils on a regular basis.”

Infrastructure



P. General Exterior

- Territoriality: Fencing?
- Natural surveillance: Sight lines
- Access control (Roof tops)
- Doors and windows

**Thank you for attending.
Please contact us with any questions.**

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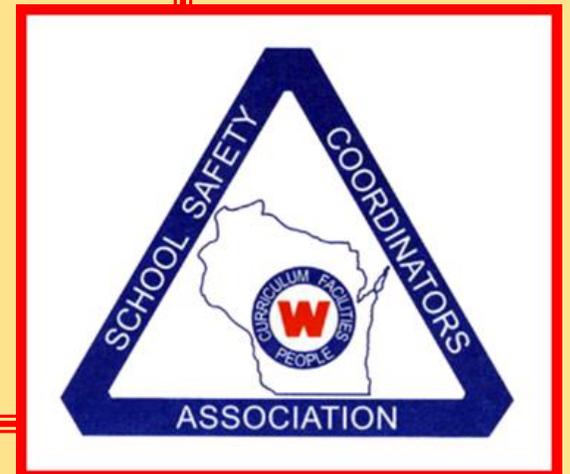
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Be Safe and Be Well



Session Evaluation



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Due this Friday, September 27