



MASTER PLAN

Broward District Schools

Police Department

School Emergency Preparedness

Program

SLT MEMBER: Jeff Moquin

OWNER OF PLAN: Anthony Williams

DEPARTMENT(S): Broward District Schools Police Department

Course Group #: 10454783

Introduction

Lessons learned from school emergencies highlight the importance of preparing school officials and first responders to implement emergency operations plans. By having plans in place to keep students and staff safe, schools play a key role in taking preventative and protective measures to stop an emergency from occurring or reduce the impact of an incident. – Guide for developing high quality school emergency plans. FEMA

The School Board of Broward County, Florida is committed to ensure that all students receive a quality education within a safe and secure learning environment. The development and implementation of a District Emergency Preparedness Program (DEPP) is an excellent part of the school's comprehensive staff development plan and acts to support the School Board of Broward County's goal: Continues Improvement and that students will attend a school that is safe, secure and conducive to student health and learning.

There are a number of state requirements and shared responsibilities regarding safe schools that underscore the need to reinforce an all-hazard approach to school emergency preparedness.

In accordance with the rules of the State Board of Education, **district school boards** operate, control, and supervise all public schools in their respective districts and are required to make a reasonable effort to provide a learning environment free from harmful conditions [230.03(2),FS], [230.23(6)(c,d), FS], [6B-1.006(3)a, FAC]. Rules require that a reasonable effort be made to protect students from harmful, unhealthy and/or unsafe conditions. [6b-1.006(3)a, FAC].

The **superintendent** acts as the executive officer of the district school board and is responsible for recommending rules and regulations for the control, discipline, suspension, and expulsion of students, as well as assuring that all laws and rules of the state board are observed [230.31,FS], [230.32 (3, 4), FS], [230.33 (8), FS].

The **principal** is in charge of the school. In accordance with district school board rules and regulations, the principal is required to develop student control policies for use by teachers, instructional staff, and school bus drivers [232.26, FS]. Principals in charge of secondary schools are required to develop and implement school security programs [228.088,FS], [232.25, FS], [232.26 (1),FS], [6A-a.0403, FAC].

Each **teacher or instructional staff member** has the authority for the control and discipline of students as may be assigned to him or her by the principal or designee [232.25 FS], [232.27, FS].

Section 1006.07(6), Florida Statutes, requires districts to conduct an annual self-assessment of their school district's safety and security program using the Office of Program Policy Analysis and Government Accountability (OPPAGA) School Safety and Security Best Practices.

In accordance with s. 119.071, *F.S.*, the district should take steps to ensure the confidentiality of security-related information. The district should identify those administrators and staff directly responsible for emergency response procedures, such as principals and school resource officers, and ensure that they have received copies of the safety plans. Districts may choose to disclose descriptive information regarding the safety and security plans to teachers, advisory councils, and the public. However, the district must still protect sensitive security information so as not to compromise the district's safety efforts.

In essence, maintaining a safe school environment is everyone's responsibility. *The School Emergency Preparedness Program Master Plan* was prepared with that in mind.

The School Emergency Preparedness Program Master Plan is site based. It is not the intention of the process to address every possible emergency. However, training is designed to provide an easily understood procedural approach to a representative sample of potential emergencies utilizing the Department of Education cycle of emergency preparedness: Prevention/Mitigation, Response, and Recovery. The exact timing of critical events is unpredictable. It is through the process of practice and in-service training that all staff as well as students, become familiar with effective decision making with regard to school emergency response. That decision-making experience is then transferable regardless of which critical incident occurs.

The School Emergency Preparedness Program is essentially professional development of collaborated Best Practices, which provides information to school board employees regarding the emergency preparedness cycle. This program will be provided to all specified school board employees. As a result, a culture of continuous improvement is nurtured.

The School Emergency Preparedness Program has been compiled from a variety of resources including– Broward District Schools Police Department, School Board Policies, Law Enforcement, Fire Suppression, Emergency Medical Service, and other governmental agencies/community organizations. It represents the collective experiences of many emergency professionals and community members who are concerned about school public safety and the most effective measures of resolving a school site incident.

Broward District Schools Police Department is always open to suggestions that will improve the quality of continuous improvement.

1. Non-Instructional School Board Employees

#1 Desired Outcome: *Demonstrate knowledge and implementation of Broward County Public Schools emergency procedures through mitigation/prevention, response, and recovery best practices*

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Gathers current school safety procedures and School Environmental Safety Incident Reporting (SESIR) data to facilitate school safety plan</p> <p>Facilitates and supports school staff to independently identify threats</p> <p>Models collaborative knowledge to engage in practicing school safety procedures</p> <p>Identifies training needs of schools and collaborates with school personnel and administration to administer training</p> <p>Demonstrates knowledge of school emergency procedures</p> <p>Demonstrates ability to collaborate with first responding personnel</p> <p>Demonstrates ability to intervene and respond to critical incidents.</p>	<p>Gathers school procedures to share and develop school emergency plans</p> <p>Shares and discusses with colleagues the implications of following emergency procedures on professional practice and school safety needs</p> <p>Uses policies and procedures to predict and determine needs of school safety improvements</p> <p>Demonstrates ability to access district emergency resources.</p>	<p>Develops knowledge and skills to access emergency procedures</p> <p>Uses one or two references to understand school emergency procedures</p> <p>Guides others to support school safety procedures.</p>	<p>Unable to recall and locate school emergency procedures</p> <p>Unable to explain the connection between District emergency procedures and school implementation.</p>

1. Non-Instructional School Board Employees

#2 Desired Outcome: *Guides all school based staff to understand the relationship between District-wide safety, site facilities, and use of technology to promote school emergency preparedness.*

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Fosters partnerships with first responding agencies</p> <p>Facilitates and supports school staff to independently identify threats</p> <p>Models collaborative knowledge to engage in practicing school safety procedures</p> <p>Identifies training needs of schools and collaborates with school personnel and administration to administer training</p> <p>Demonstrates knowledge of school emergency procedures.</p>	<p>Gathers school procedures to develop and share school emergency plans</p> <p>Shares and discusses with colleagues the implications of following emergency procedures on professional practice and school safety needs</p> <p>Uses policies and procedures to predict and determine school safety needs and improvements</p> <p>Demonstrates ability to access district emergency resources.</p>	<p>Develops knowledge and skills to access emergency procedures</p> <p>Uses one or two references to connect through staff development</p> <p>Guides others to support school preparedness.</p>	<p>Unable to demonstrate knowledge of Fostering School- Law Enforcement Partnerships</p> <p>Unable to ask key questions about or demonstrate Knowledge of Crime Prevention Through Environmental Design (CPTED)</p> <p>Unable to demonstrate use of security technology</p> <p>Unable to demonstrate knowledge of school emergency codes</p> <p>Unable to demonstrate an appropriate response to a school emergency</p> <p>Unable to demonstrate protective and verbal interventions.</p>

1. Non-Instructional School Board Employees

#3 Desired Outcome: Extends collaboration to staff, colleagues, first responders, and the community in creating School-wide prevention and intervention strategies.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Understands and gains support for critical incident strategies</p> <p>Implements strategies to support characteristics of a safe school</p> <p>Conducts collaborative meetings to meet school safety needs</p> <p>Incorporates standards into school's safety programs.</p>	<p>Gathers School procedures to share and develop school safety strategies and interventions</p> <p>Shares and discusses with colleagues the implications of following emergency procedures on professional practice and school-wide prevention</p> <p>Uses policies and procedures to predict and determine prevention strategies.</p>	<p>Develops knowledge and skills to access emergency procedures</p> <p>Guide others to support school safety plan</p> <p>Uses one or two references to understand school emergency procedures.</p>	<p>Unable to explain why school wide prevention strategies are critical</p> <p>Unfamiliar with characteristics of a safe school</p> <p>Unable to demonstrate access to resources to minimize vulnerability to school violence</p> <p>Unable to demonstrate knowledge of how to plan for strategies that meet school safety needs</p> <p>Unable to use District web and print resources.</p>

Data Collection Plan

End Goal of Plan

Deliverable: 100% of schools will engage in the continuous cycle of improvement for school emergency preparedness.

What type of data needs to be collected?	What sources of data will help the investigation?	Are the data available or does new data need to be	Where are these data located?	Who will be responsible for collecting these data?	When will these data be collected?
Attendance	Sign in Sheets	Data is available	SAP	Trainers	At the end of each course
Demonstrate Knowledge	Completed	Data is available	Stored records	Program Manager	At the end of each course

Area of Impact	Formative Measures	Summative Measures
Individual Practices	Visitor management data performed at the school	Reports generated
Leadership Practice	Data test scores from trainings	
Collaborative Practices	Data from After Action Reports from school emergencies	
SAFE Team Practices	Data from After Action Reviews and Drill observation's	