

A stylized, light blue lighthouse graphic is positioned on the left side of the slide. It features a tall, tapered tower with a small lantern room at the top. The lighthouse is set against a dark blue background that also features a faint, larger-scale lighthouse pattern.

The Big Five: A Comprehensive Approach to Emergency Management in Schools

A Countywide Approach to School Safety

Mason Henricks, LMFT
Manager, School Safety and Risk Prevention
San Mateo County Office of Education



Introduction



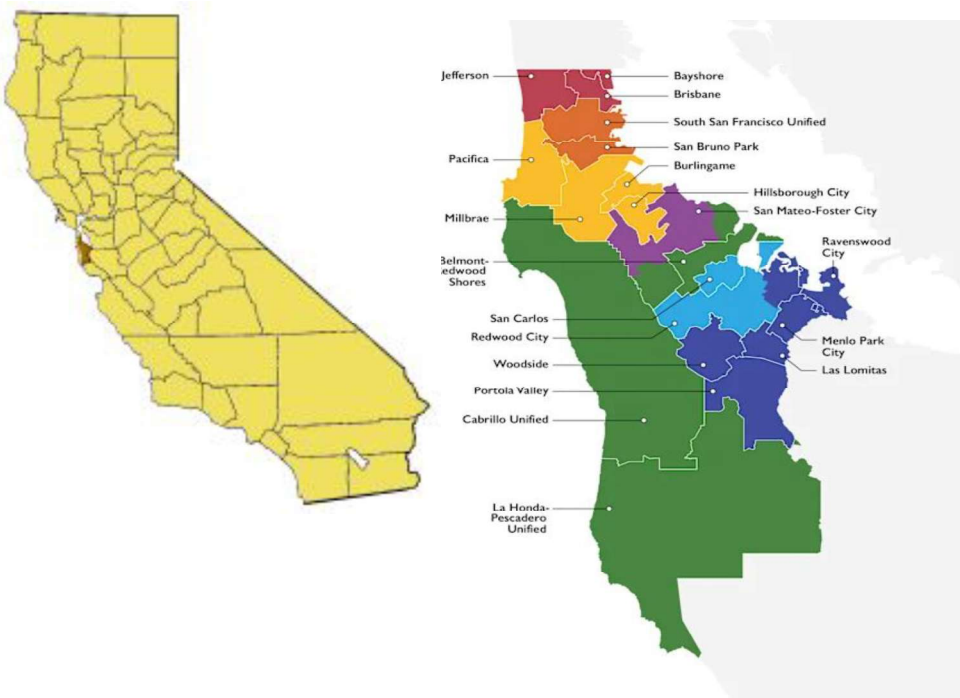
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San Mateo County Office of Education

- Big Five - Emergency Management
- Countywide Student Behavioral Threat Assessment and Management
- Comprehensive School Safety Plans
- Countywide Anonymous Reporting

San Mateo County, California



- **85,000 Students**
 - **23 School Districts**
- **185 Public Schools**
 - **15+ Charter Schools**
- **117 Private Schools**
 - **22,000 Students**
- **16 Police Departments**
- **12 Fire Agencies**
- **1 Standard Protocol for Schools**



History of The Big Five

“We cannot and **should not** turn our schools into fortresses. We need **resources** such as mental health supports and threat assessment teams in every school and community... [and] increased access to **well integrated service structures** across mental health, law enforcement, and related agencies.”

Connecticut School Shooting Position Statement: December 2012

The History of The Big Five

- Board of Supervisors
- Law Enforcement
- Fire Department
- Human Services Agency
- Juvenile Probation
- Behavioral Health & Recovery Services
- District Attorney
- County Attorney Office
- Schools Insurance Group
- Superintendents
- Director of Student Services
- County Office of Education



Information Sharing Agreement

- Promote a coordinated to improve the safety and welfare of youth utilizing the following structure:
 - Honorary Advisory Board
 - Steering Committee
 - Local Safe School Collaboratives
 - Provide information of individual cases, case planning and data
 - Develop policies, procedures and training opportunities that cooperatively assist in the lawful sharing of information
- 23 Superintendents
 - County Sheriff's Office
 - County Public Safety
 - Probation
 - Human Services Agency (CPS)
 - Behavioral Health Agency
 - Emergency Medical Services
 - Juvenile County Judge
 - 16 Police Departments
 - 14 Fire Protection/Departments

Coalition Work

The Big Five - Emergency Response Protocols

Student Threat Assessment Protocol

Suicide Prevention Toolkit

Student Sexual Assault Protocol

CSEC and Human Trafficking Protocol for Educators

Naloxone for Schools Toolkit

STOPit Anonymous Reporting

United for Youth



Following a Framework

SEMS **Standardized Emergency Management System**

CA Gov. Code requires Schools to use SEMS to coordinate emergency operations.



NIMS **National Incident Management System**

COEs must integrate SEMS and NIMS for coordinating between state and federal agencies during a disaster.



REMS: **Readiness and Emergency Management for Schools**

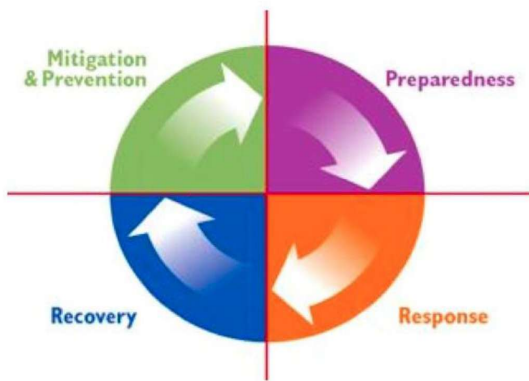




Mitigation & Prevention

Actions taken to eliminate loss of life, injuries, and property damage before an event occurs

- Anti-Bullying Policies/Positive School Climate
- Student Threat Assessment Protocol
- Visitor Screening Policy
- Anonymous Reporting System
- Hazard Mitigation School Safety Checklist
 - Safety Walkthroughs
 - Facility Management
- Site Emergency Plans
- Comprehensive School Safety Plan



Preparedness

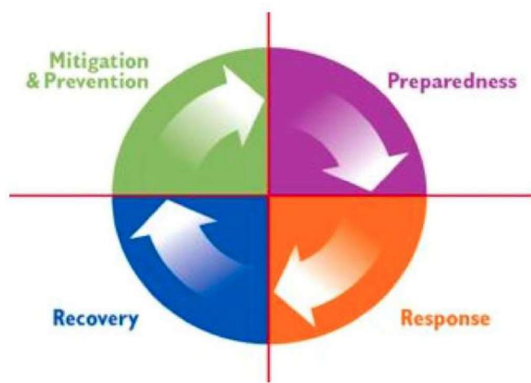
Occurs Before an Emergency Happens to Save Lives and Help Response and Rescue Operations

- Training staff and students on emergency response protocols
- Table Top Activities/Drills
- Stocking food, water, and emergency supplies
- Establishing Evacuation Locations
- Communicate to parents about Student Release Process
- Communications Plan
- Establish Site Incident Command
- Site Emergency Plan
- Comprehensive School Safety Plan

Response

Occurs During an Emergency

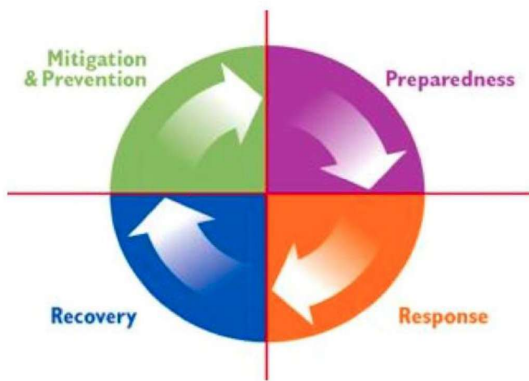
Putting Preparedness Into Action



- **The Big Five Response Protocols**
- **Hazard Response Protocol**
- **Site Emergency Plan**
- **Incident Command System**
- **Communication Guidelines and Contingency Plan**
- **Student Release Guidance**
- **Violent Threat to Schools Guidance**

Recovery

Occurs After an Emergency



- **Academic:** Adjusting school schedule, using temporary spaces, moving to distance learning if needed, **Instructional Continuity Plan**
- **Physical:** Assessing damage, cleaning the school buildings, resuming transportation and food services
- **Fiscal:** Paying vendors, restoring payroll and records
- **Psychological:** Providing psychological first aid, assessing and monitoring mental health of students and staff

Comprehensive School Safety Plan

- **In 1997 California SB 187 requires all schools to develop a Comprehensive School Safety Plan**
 - Requires schools K-12, Public and charter to update plan annually
 - Board Approved Annually
 - Plans include strategies to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel
- **Development of plan needs to include stakeholders**
 - Law Enforcement and Fire Department
 - Administrators
 - Teachers
 - Classified Staff
 - Parent and Student (when appropriate)
- **Schools must make plan readily available to the public**
 - Part 1 is Public Plan
 - Part 2 is Tactical (Non-Public)



Comprehensive School Safety Requirements

- Disaster procedures with adaptations for pupils with disabilities.
- Earthquake emergency procedures (Including drills)
- Fire drills
- School building disaster plans for the following situations may include but are not limited to:
 - Bomb threat
 - Bioterrorism/hazardous materials
 - Earthquake/Flood and other natural disasters
 - Power Failure/Blackout
- Procedures to prepare for active shooters based on specific needs
- Instructional Continuity Plan
- Procedures to respond to medical emergency
- Wildfire Communication and Evacuation Plan and Refuge Shelter Identification

Disaster Preparedness and Response in Schools: Recommendations

- Conduct age-appropriate lockdown, shelter-in-place, and evacuation drills that include all students and staff.
 - Practice drills throughout the year
- Create a crisis response box that includes maps, keys, student and staff emergency cards, and medical information.
- Create an emergency supplies kit.
- Establish reunification locations and procedures
- Conduct safety/security site assessments on a regular basis and after critical incidents

Disaster Preparedness and Response Recommendations County Offices of Education

- Provide training, support, and oversight
- Maintain policies and procedures on school safety
- Ensure that COE schools coordinate with partnering agencies in the development of CSSPs
- Require districts to certify that schools have compliant CSSPs
- Convene county-wide safety committee meetings and communicate with safety directors and coordinators in districts and schools
- Establish relationships with law enforcement, fire representatives, local business and community partners, and other stakeholders before the next emergency occurs.
- Host countywide trainings

The Big Five

- Multi-Hazard Response
- Standard - Simple Language
- “Think On Your Feet” Approach
- Clear Concise Instructions
- Updated Annually to Meet Compliance



What is The Big Five



Shelter In Place

For Environmental
Dangers



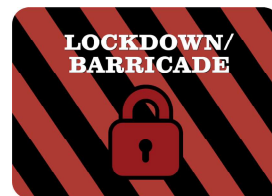
Drop, Cover, And Hold On

For Earthquakes,
Explosions or High
Winds*



Secure Campus

Police Activity Nearby
or Human Threat in
the Area



Lockdown/Barricade

Violent Intruder On
Campus



Evacuation

When Outside is Safer
than Inside

SHELTER IN PLACE



Shelter-in-Place

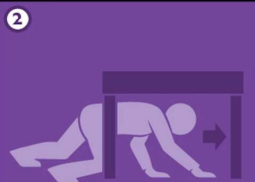
- External chemical release/hazardous material spills or leaks
- Inclement Weather
- Threats posed by wildlife
- Poor Air Quality: AQI above 150
- Medical Emergency
- Tsunami: Yellow and Green Zones
- Wildfire - When Evacuation is not safe



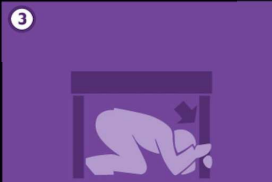
DROP, COVER, AND HOLD ON



DROP!



COVER!



HOLD ON!

Drop, Cover, and Hold On

- Earthquake
- Explosion
- High Winds

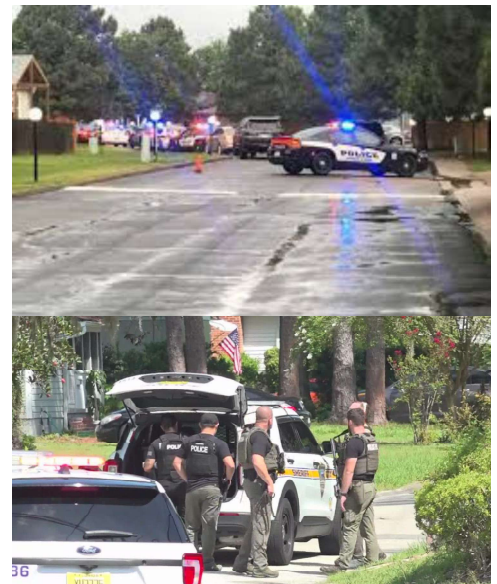


**SECURE
CAMPUS**



Secure Campus

- Human threat of danger in the area
- Violent threat to come onto campus
- Bomb Threat
- Police activity near campus
- Lockdown/Barricade at a nearby school
- Often initiated by Law Enforcement



Secure Campus - Staff Actions

- Students to return to assigned classroom immediately
- Close and lock the door/windows
 - External Building doors locked
 - Entrance gates closed/not locked
- Continue the class Instruction or activity
- Give students a chance to ask questions
- Provide updates to students
- Provide access to necessary breaks
- Be alert to the possibility that the response may elevate to **LOCKDOWN/ BARRICADE**



**LOCKDOWN/
BARRICADE**



Lockdown/Barricade

Violent Intruder On Campus



Think On Your Feet

Escape/Get Off Campus: Only attempt this if you are confident the suspect(s) is not in the immediate vicinity

Hide/Lockdown/Barricade: If unable to find cover inside a secure room, quickly seek out a hiding place on campus

Protect/Defend: There are documented instances where aggressive action on the part of the victims resulted in stopping the attacker

EVACUATION



Evacuation

- Bomb threat
- Chemical accident
- Explosion/threat of explosion
- Fire/Wildfire
- Tsunami
- Compromised Building
- To Initiate Student Release Off-Site



Look, Listen, and Leave

Before evacuation, take a moments to **Look** outside the door for any potential dangers.

Listen for anything unusual that might pose a safety risk.

Once it's determined the path is safe, evacuate (**Leave**) the office or classroom to the designated safe area.

The Big Five Goes Beyond

Resources For Any Situation

Additional Resources/Protocols/Guidance

- The Big Five Resources
 - Buddy Teacher List
 - Go Bag/Emergency Response Box Supply List
 - Emergency Planning Calendar
 - Staff Skills Survey
 - Incident Command Cards
- Student Release Guidance for Schools
- Trauma-Informed and Inclusive Practices Guidance
- Think-on-your-Feet Peet Books and Lesson Plans

Additional Resources/Protocols/Guidance

- Hazard Response Protocols
 - Chemical/Gas Leak
 - Power Outages
 - Air Quality
 - Heat Events
 - High Winds
 - Medical Emergency
 - Tsunami
 - Wildfire Sheltering/Evacuation Plan
- Violent Threat to Schools Response Guidance
- Decision Making Guide for School Closure
- CSSP: School Safety Planning Guide
- Template MOU for Off-Site Evacuation Site
- Hazard Mitigation Checklist
- Emergency Communication Guide & Templates
- Communication Contingency Planning

Wildfire Response 2026-2027

Refuge Shelter

All Schools are required to identify a refuge shelter location, within the school's boundaries, to be used in the event of an early evacuation order by local authorities to shelter-in-place when evacuation is unsafe. This refuge shelter location has capacity to hold all staff and students until the Shelter-in-Place is lifted.

- **Low/Moderate Fire Hazard Severity Zones:** Plan shared with the Jurisdictional Fire Department
- **High/Very High Fire Hazard Severity Zones:** Plan created in coordination with Jurisdictional Fire Department

Wildfire Communication and Evacuation Plan

- **High or Very High Fire Hazard Severity Zone** (Serving more than 50 Students)
- Communication and Evacuation plan: Used in the event of an early notice evacuation warning
- Required to be part of the 2026-2027 Comprehensive School Safety Plans
- Developed in Coordination with Jurisdictional Fire Department/Operational Agency

Wildfire Response Protocol & Decision Making Guide

Red Flag Warning Day
Wildfire Nearby
Evacuation Warning
Evacuation Order

WILDFIRE ACTIVITY LEVEL	LEVEL DESCRIPTION	SCHOOL ACTION	COMMUNICATION PROTOCOL
LEVEL 3 EVACUATION WARNING	Formal Evacuation Warning Issued for the Area	IF NO STUDENTS ON CAMPUS (Before/After School) Implement School Closure: • Implement School Closure • Turn away families as they arrive • Encourage them to Evacuate the area • Contact families for students arriving by foot/bike/bus – to pick up students and Evacuate the area – Do not let them leave on their own • If Transportation is available- Evacuate Students on Campus to Wildfire Off-Site Evacuation Location • Evacuate Non-ICS Staff • Incident Command Staff to Evacuate after last student released	• Communicate with Fire Department and Law Enforcement for guidance and support with evacuation • Notify District/SMCOE • Send out Communication to Staff and Families • Notify Community of School Closure • Notify Off-Site Evacuation Location of pending arrival of students/staff
	Calls for Evacuation of School by Student Release	IF DURING SCHOOL HOURS (Students on Campus) • Implement School Closure - Move to Remote Learning • Immediately Initiate Student Release Protocol • Do not allow students who arrived by foot/bike/bus to leave on their own • If Transportation is available – Transport Students to Off-Site Evacuation Location • Evacuate any remaining students to Off-Site Wildfire Evacuation Location • Evacuate Non-ICS Staff • Incident Command Staff to evacuate after last student released	Protocols/Guidance Needed: • Hazard Response Protocol for Schools • Emergency Communication Guide and Templates • Instructional Continuity Plan • Student Release Guidance for Schools

Wildfire Communication & Evacuation Plan

- Direct Contacts for Fire Department/Police Department
- On-Site Sheltering Refuge Location
 - Considerations
 - Supplies Needed
- Off-Site Evacuation Locations
 - Location Map/Evacuation Route Map
 - Considerations
 - Supplies Needed
- Mass Transportation Information
- Communication Contingency Plan
 - Primary Communication Methods
 - Alternative Communication Methods

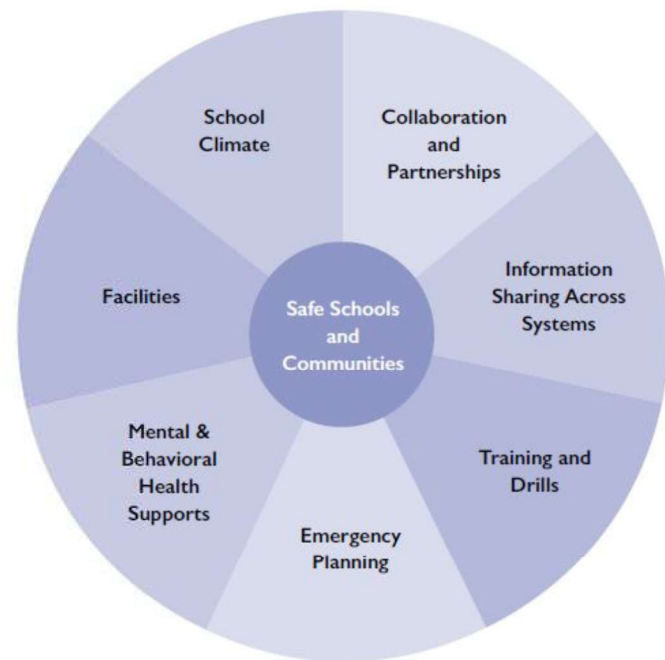


Communication Guidance

- Establishing Communication Center
- Communication Roles
- Using and Testing Communication Channels
- Working with the Media
- Communication After the Emergency
- How to Prepare Families Before an Emergency Happens
- Guidance/Templates to Use During an Emergency
 - Big Five Specific Language
 - Multiple Channels of Communication
- Communication Contingency Planning
 - Alternative Communication Methods
 - Satellite Messaging
 - Information Hubs
 - Remote Information Officer
 - Community Radio (Family Radio Station)

Facilities Report: Hazard Mitigation Checklist

- Environmental Design: Fencing/Signage/School Mapping
- Visitor Management/Vendor Management
- Layers of Security
 - Layer 1: Public Street/Curb
 - Layer 2: Public Parking/Visitor Parking
 - Layer 3: Restricted Parking - Staff/Students
 - Layer 4: Enclosed School Grounds/Sidewalk
 - Layer 5: Restricted Visitor Entrance
 - Layer 6: Restricted School Interior
- Video Cameras/Locks/Locked Doors and Key Management
- Student Areas/Play Areas and School Interior Safety
- Policy Development/Enforcement
- Staff Development/Training
- And More....



Incident Command Cards

Expanded Incident Command **OPERATIONS SECTION**

OPERATIONS SECTION TEAM:

Security, Search and Rescue (Only if sufficiently trained to do so)

- Conducts initial damage assessment
- Provides light fire suppression and addresses secondary emergencies
- Secures facility/building after an **EVACUATION**
- Searches for missing students and staff
- Coordinates security needs and establishes traffic and crowd control

Medical

- Establishes onsite medical triage
- Provides and/or oversees the triage and medical care of students and staff
- Requests and distributes medical supplies
- Establishes morgue, if needed

Student Care

- Monitors and cares for students and staff at **EVACUATION** location prior to student release
- Distributes food and water to students as needed
- Monitors students and staff for referrals to crisis care or medical care

- **Command Staff Cards**
 - Listed duties and qualifications
 - Print/Laminate
- **Expanded Incident Command Cards**
 - Section Leaders
 - Section responsibilities
- **Incident Command Chart Template**

Student Release Guidance & Toolkit

Family Check-In Area	Role	Duties
Families check-in and provide identification for verification	Check-In Area Supervisor	Establishes and manages the check-in process. Supervises greeters, checkers, and flow monitors.
	Greeter/s	Helps coordinate check-in lines, explains process and assists families.
	Traffic Control/Flow Monitor	Assists in guiding traffic flow. Informs families on where to check in, where to park, and whether to stay in vehicle.
	Checkers	Verifies the ID of the person picking up the student. Verifies student is present. Directs family members to Waiting Area or Assistance Area.
	Security/Law Enforcement	Provides crowd and car traffic control and assists with uncooperative or upset family members.

- Considerations for on-site and off-site locations
- Roles and responsibilities for each area
- Flow chart for movement through process
- Step-by-Step actions
- Reunification Form
- Supply Lists
- Training Exercise

Violent Threat to Schools Guidance

THREAT RISK LEVELS

Threat Level	Description of Threat	Response Options
Low Risk - Poses a minimum risk to school site - Lacks realism - Probable motive is to cause disruption	- Threat is vague and indirect - Information contained within the threat is inconsistent, implausible, or lacks detail - Caller is definitely known and has called numerous times - The threat is discovered instead of delivered (e.g., a threat written on a wall)	- Assess and monitor the situation - Contact law enforcement - Conduct a partial or full search of school site - Conduct a Level 1 Threat Assessment
Medium Risk Threat could be carried out, although it may not appear entirely realistic	- Threat is direct and feasible - Wording in the threat suggests the perpetrator has considered how the act might be carried out - May include indications of a possible place and time - No strong indication the perpetrator has taken preparatory steps, although there may be an indirect reference pointing to that possibility - Indication the perpetrator has access to supplies and/or skills needed to carry through on threat - Increased urgency to the threat (e.g., "I'm serious!" or "I really mean this!")	- Assess and monitor situation - Contact law enforcement - Implement Secure Campus - Conduct full or partial search of school site
High Risk Specific and realistic, the threat appears to pose immediate and serious danger to the safety of others	- Threat is direct, specific, and realistic; may include names of possible victims, specific time, and location of device - Perpetrator provides their identity - Threat suggests concrete steps have been taken towards carrying out the threat - Perpetrator indicates they have practiced with a weapon or have had the intended school site under surveillance	- Assess situation - Contact law enforcement - Implement Evacuation - Conduct full or partial search of school site - Initiate school closure

- **Documenting the Threat**
 - Targeted Threat Checklist
- **Assessing the Threat**
 - Threat Risk Levels Chart
- **Responding to the Threat**
 - Secure Campus
 - Evacuation

Targeted Threat Checklist

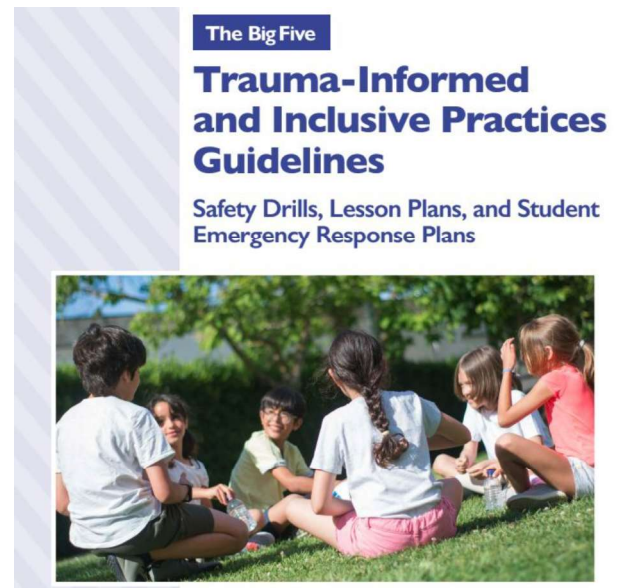
- Type of Threat
- Exact Wording
- Who is calling and where they are
- Location of Bomb
- Details about it bomb
- Violent threat details

TARGETED THREAT CHECKLIST

Information About Caller									
Caller's Voice:									
Calm	Nasal	Deep Breathing	Cracking Voice	Angry	Stutter	Disguised	Accent	Lisp	
Serious	Used Slang	Slow	Raspy	Incoherent	Joking	Rapid	Deep	Slurred	
Distinct	Soft	Ragged	Clearing Throat	Normal	Loud	Laughter	Crying	Frightened	
If the voice is familiar, who did it sound like?									
Caller's Language:									
Well Spoken	Educated	Foul	Taped Message	Read Message	Young Child	Young Adult	Middle Aged	Old	
Caller's Demographics:									
Male		Female		Unknown		Approximate Age:			
Background Sounds:									
Street Noise	Voices	PA System	Music	House Noises	Motor	Office	Animal Noises	Clear	
Static	Clear	Cell Phone	Long Distance	Factory	Machines	Kitchen Noises	Nature Sounds	Other	
Other Observations:									

Trauma-Informed

- **Trauma-Informed Approaches**
 - Grade Level/Developmental Level
 - Preparedness/Response/Recovery
- **Trauma-Informed Safety Drills**
- **Developmental Understanding of The Big Five**
- **Lesson Plans for Lockdown/Barricade Drills**
- **Inclusive Practices**
 - Preparedness Considerations for Staff
 - Response Considerations with Students
 - Recovery Considerations with Students
 - Student Emergency Response Plans
 - Comfort Bags



Student Emergency Response Plans Planning Document

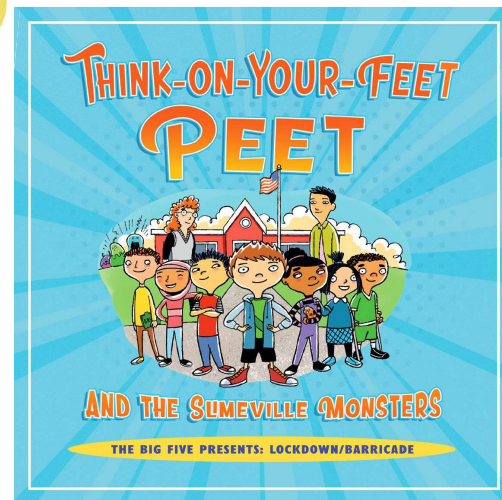
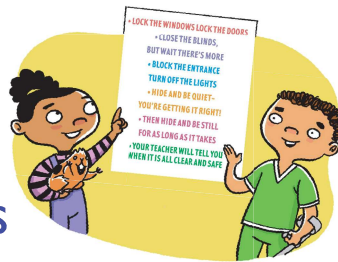
BIG FIVE RESPONSE	SUPPORT CATEGORY	POTENTIAL BARRIERS	EQUIPMENT, TECHNOLOGY, AND/OR MATERIAL SUPPORTS	PERSON RESPONSIBLE FOR ASSISTING STUDENT	TRAINING NEEDS FOR STAFF
EVACUATION	Transportation and mobility	Difficulty using stairs or long walking distances	Evacuation chair; buddy system; wheelchair-accessible routes	Assigned evacuation buddy; safety team leader	Evacuation procedures for mobility-impaired students
	Emotional, mental, and behavioral health	Student may freeze, hide, or panic	Visual schedule of steps; calming fidget tools; pre-evacuation practice	Classroom teacher or mental health professional	Role-playing evacuations; recognizing signs of panic
	Auxiliary communication	Difficulty hearing alarms or processing verbal directions	Vibrating alarm; visual strobe alarm; pre-recorded directions via tablet	Classroom aide	Alternative communication strategies during emergencies
	Medical needs	Needs regular monitoring or emergency medical support (e.g. diabetes)	Emergency medical go-bag; list of medical protocols with evacuation folder	School nurse or trained aide	Health procedures during movement or outdoor holding areas
	Security and supervision	May separate from group, not respond to name	Bright vest or wristband; designated adult to maintain visual contact	Behavior support aide or teacher	Student-specific supervision plans, group accountability strategies

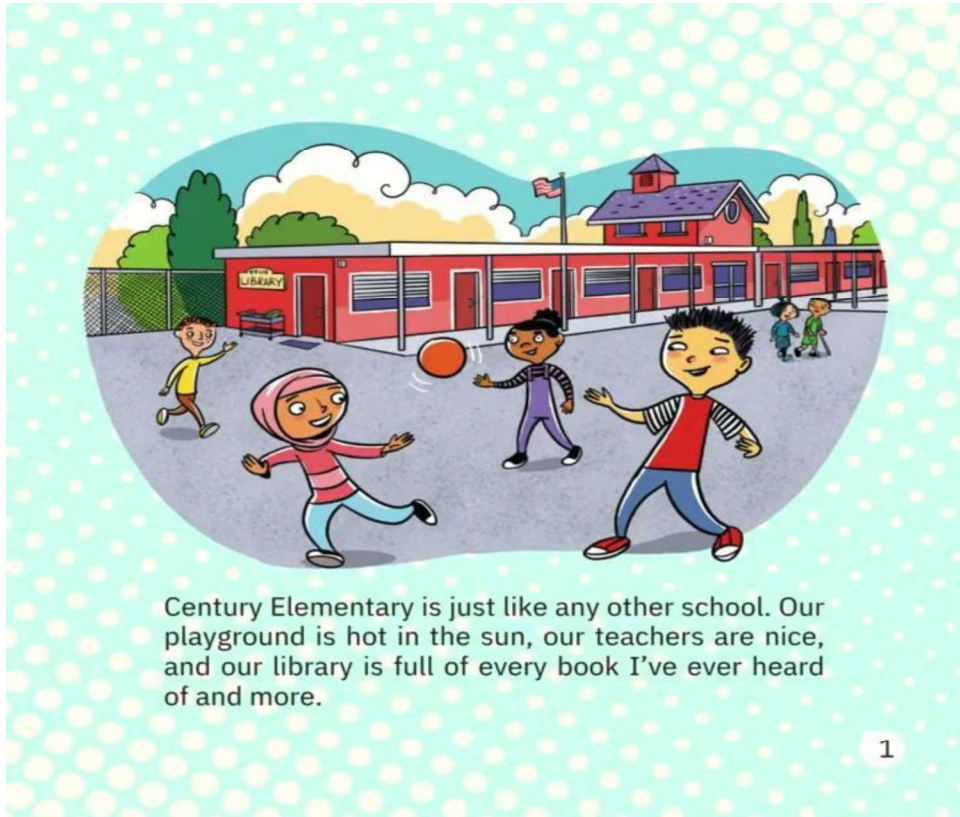
Student Emergency Response Plans

BIG FIVE IMMEDIATE ACTION	SUPPORT CATEGORY	ACTION ITEMS	PERSON(S) RESPONSIBLE
SHELTER IN PLACE	Transportation and Mobility		
	Emotional, mental, and behavioral health		
	Auxiliary Communication		
	Medical Needs		
	Security and Supervision		
DROP, COVER, AND HOLD ON	Transportation and Mobility		
	Emotional, mental, and behavioral health		
	Auxiliary Communication		
	Medical Needs		
	Security and Supervision		

Think-On-Your-Feet Peet:And The Slimeville Monsters

- Trauma-Informed
- Best Practice
- Meets Legal Requirements
- English and Spanish Books
- Digital Books and Video
- Replaces Lockdown/Barricade Drills
- Grade Level Lesson Plans, Activities and Debriefing Questions





Century Elementary is just like any other school. Our playground is hot in the sun, our teachers are nice, and our library is full of every book I've ever heard of and more.

Lesson Plans

TK-3rd Grade

Objective:

- Students will gain an introduction to and awareness of the Big Five
- Students will gain an understanding of what they need to do if there's an intruder on campus
- Begin to learn the Big Five language and the “Think on Your Feet” concept used when there is an intruder on school campus

Activity:

- Read the book a loud to the class
- Consider inviting guest readers, such as local first responders
- Use the Lesson Plan Slide Deck to guide discussion
- Have students engage in coloring the Activity Pages



Lesson Plans

4th & 5th Grade

Objective:

- Students will gain a more in depth understanding and awareness of the Big Five
- Students will gain a more comprehensive understanding of what they need to do if there is a violent intruder on campus
 - Escape/Get Off Campus
 - Protect/Defend
- Students will deepen their understanding of the Big Five language and the “Think on Your Feet” concept

Activity:

- Have students take turn reading the book aloud, using the book or the digital version
- Use the Lesson Plan slide deck to guide the discussion after reading the book
- Multiple activities to engage class in

- Where could you go if you needed to run off campus?
- Think of a few choices!



Next Steps

- Additional Think-on-Your-Feet Peet Books
- Lesson Plans and Activities for all Immediate Actions
- Slide Decks for Families/Students in Spanish
- Preparedness Information/Training for Families at Home
- Additional Hazard Responses
- Big Five Flip Charts/Pocket Cards
- Big Five Staff Training Online Modules

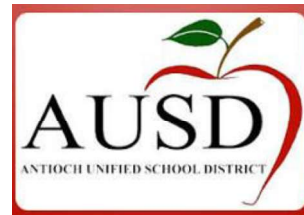
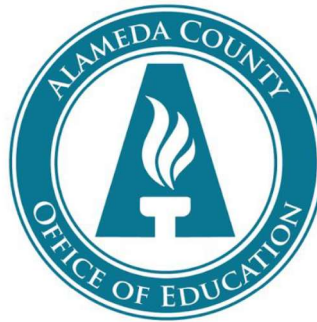
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Big Five Adoption

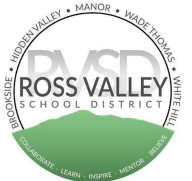
Benefits of a Coordinated Approach

The Big Five Outside of San Mateo

- Alameda County
- Contra Costa County
- Marin County
- Monterey County
- Santa Clara County
- State of Alaska



Castilleja



Benefits of The Big Five

- Consistent Communication
 - District PIO
 - Law Enforcement PIO
 - Media Reporters
- Multi-Agency Response
- Administrators/Staff Knowledge
 - Turn Over Rate
- Student and Family Understanding
 - Builds as they grow
 - Culture of Preparedness
- Equity Across Schools
 - Best Practices
 - Compliance
 - Small/Single School District Supports
- Reduction of Redundancy
- Ensures Compliance
- Updated Annually with New Requirements

Schools Can Focus on Students

Provide Annual Updates

- Collect Feedback and Suggestions from Districts, School Sites and Stakeholders
 - Expanding Inclusive Practices
 - Lesson Plans for Think on Your Feet
 - Table Top Exercises
- Maintain Compliance with New Laws
 - Wildfire Sheltering/Evacuation Plan
 - Medical Emergency
- Develop Protocols/Guidance Based on Need
 - Tsunami Protocol
 - High Winds/Heat Events
 - Violent Threat to Schools Guidance

Big Five Adoption

- Single District
- Multi-District Collaborative
- County/Region Wide
- Statewide
- Designed to Fit Training Needs
- Growing Network of Schools and Trainers



Adopting The Big Five

- Foundational Development/Stakeholder Engagement
- Planning/Preparation, Site Assessments and Material Branding
- Training & Implementation
- Cohort Collaboration, Coaching & Consultation
- Ongoing Support & Updated Training and Materials



Year One Adoption

- Steering Committee Development/Engagement
- Stakeholder Engagement
- Implementation Plan Development
- Training Scheduling
- Branding and Translation
- Train the Trainer Model
 - 2-Day of 3-Day Training
 - Big Five Overview/Additional Resources/Protocols Overview
 - Training Plan for Staff
 - 2-3 Cohort Meetings
 - Think on Your Feet Peet
 - Trauma Informed/Inclusive Practices
 - Student Release
 - End of Year Update Training.Planning Session
- Additional Overview Trainings with Stakeholders
 - All Site Administrators
 - Teachers/Classified Staff
 - Law Enforcement and Fire Departments
 - After School Programs/Community Partnerships

Year Two Adoption

- Train the Trainer Model (Cohort 2)
 - 2-Day of 3-Day Training
 - Big Five Overview/Additional Resources/Protocols Overview
 - Training Plan for Staff
 - 2-3 Cohort Meetings
 - Think on Your Feet Peet
 - Trauma Informed/Inclusive Practices
 - Student Release
 - End of Year Update Training.Planning Session
- Additional Overview Trainings with Stakeholders
 - All Site Administrators
 - Teachers/Classified Staff/Campus Supervisors
 - Law Enforcement and Fire Departments
 - After School Programs/Community Partnerships
- Update Trainings for Cohort I
 - New Protocols, Changes, New Laws
 - Mapping out Training Plan
 - Drill Scheduling
 - Tabletop Scenarios
- Tabletop Exercises
 - Cohort I and Law/Fire
- Specific Trainings
 - Student Release
 - Violent Threat to Schools
 - Multi-Hazard Incident
- Cohort Meetings, Coaching and Consultation

Year Three and Beyond

- Cohort 1 and 2 Meetings/Trainings
 - New Protocols, Changes, New Laws
 - Coaching on Implementation
 - Lessons Learned- Incident Debrief
 - Tabletop Scenarios
 - Deeper Dive into Specific Topics
- Tabletop Exercises
 - Cohort 1 & 2 with Law/Fire
- Specific Trainings for Cohort 2
 - Student Release
 - Violent Threat to Schools
 - Multi-Hazard Incident
- Cohort Meetings, Coaching and Consultation

Ongoing Support as Needed

- Annually Updated Branded Materials (subscription)
- Cohort Coaching and Consultation
- Support with Tabletop Exercises
- Annual Update Trainings for Cohorts
 - Changes, New Protocols, New Laws

Contact
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[Learn More About The Big Five](#)

