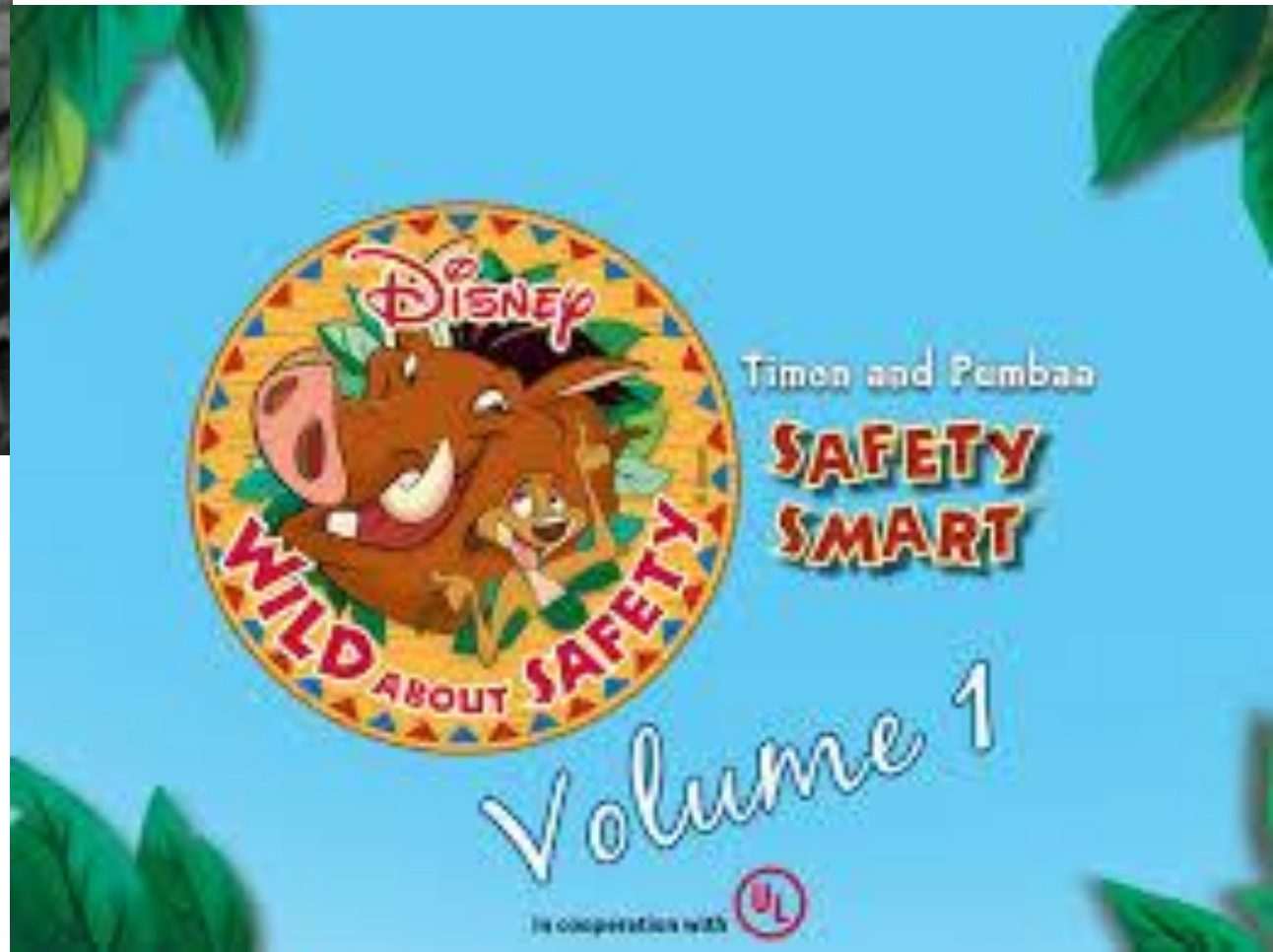




Fire Department

Why we brought LNTB to Pasco and how we are doing it.

The presentation notes follow the slide picture.



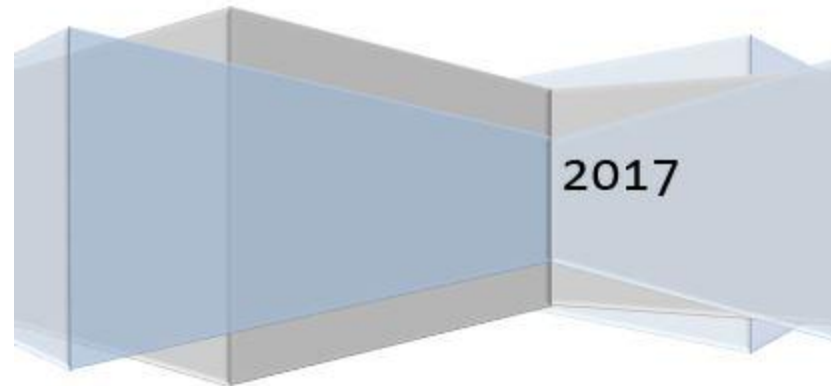
For as long as anyone can remember (30 plus years), PFD has done the EDITH program for local schools. Back in the beginning, it was 1st and 3rd grade. We would spend 2 weeks getting to all of the local elementary schools and teaching EDITH. We had a FF doing some type of assembly or presentation with a video (Insert Dick Van Dyke) Teaching students to Know 2 ways out, Feel the door, check for smoke and have a meeting place.

As time went on, we have grown from 10 schools in our area to over 20 today, with 2 more being built! We have had to change our plan a little bit!

City of Pasco

**Community Risk Analysis
and
Risk Reduction Plan**

Ben Shearer



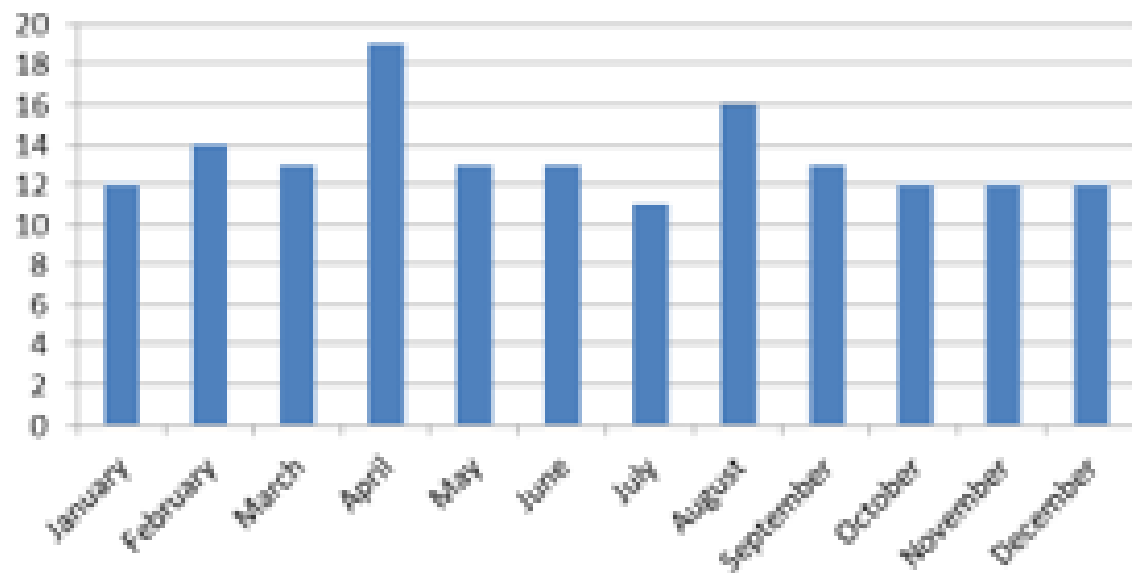
It was hard to prove that the EDITH program worked. There was no pre/post-study. We had no data to talk about at all. When we asked the third graders if they remembered doing the EDITH Program in First grade, they said yes. Still, they would not admit to actually practicing a home escape drill.

When we started our CRR program, of course, the first thing we did was to look at our data (as messed up as it is, like most departments). The one thing I found interesting was that we had very few injured children from fire due to not getting out of their homes. In fact, in my 30 years at PFD, we have had very few fires where we have had to rescue children or even adults. Most burn injuries have come from people trying to fight the fire themselves.

So why continue a program that does not seem to have a need or data to support it? I turned to our neighbor departments who do not have the same proactive program. Our neighbor departments have 1- 2 fires every year where a family barely escaped the fire, or where the FD had to get in to do a rescue.

So while I didn't have data that our program worked. I did have anecdotal evidence we were doing something right.

Cooking Fires by Month



We have a large Hispanic population. Many are 2 or more income households, where the children are latchkey kids. Also, in many of these homes, the children are tasked with helping with family chores. Many of these homes have no working smoke alarms.

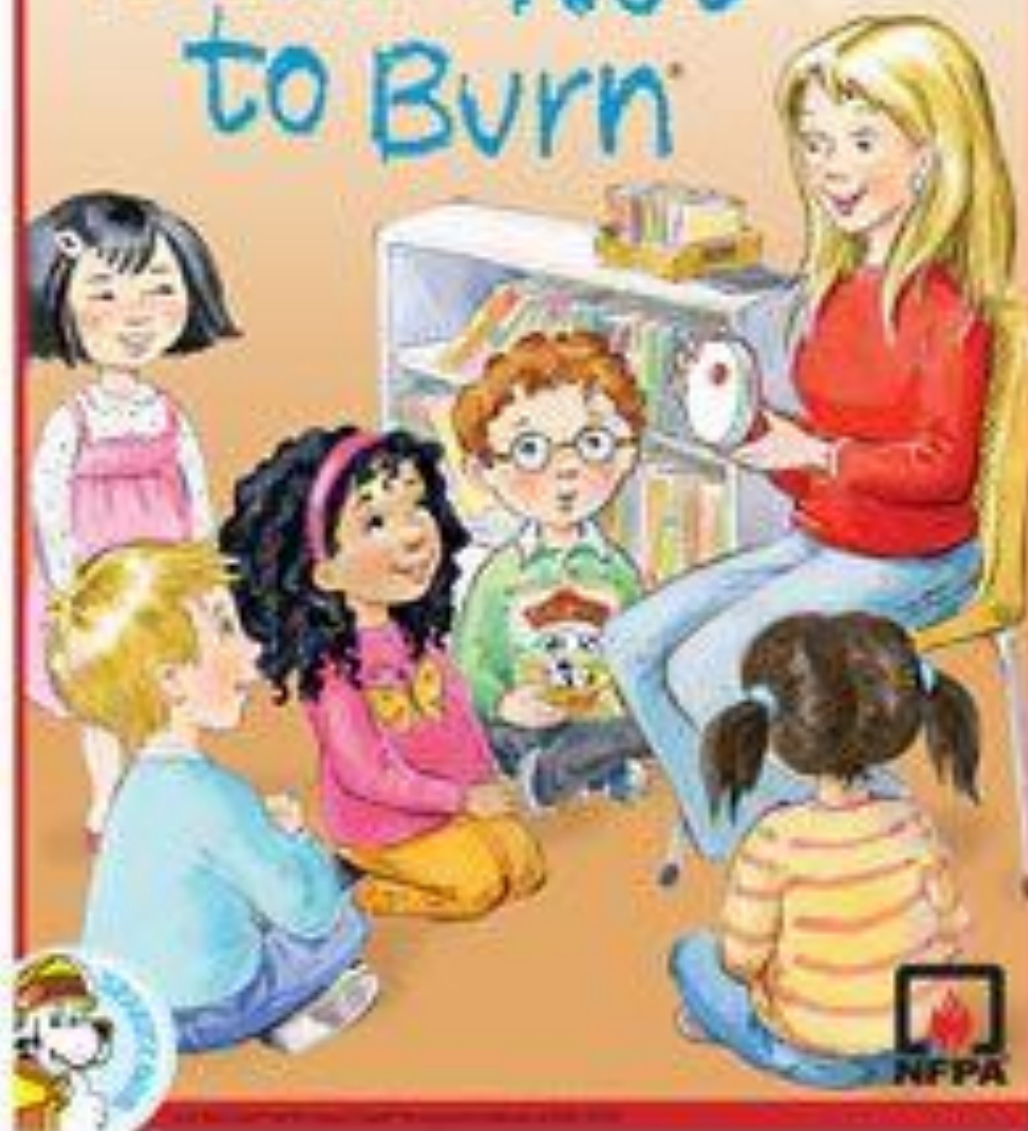
So looking to expand our education programs. We started talking to teachers about what it would take to get them to increase the time they are teaching about Fire Safety or teach anything at all.

What many told us was that they already were teaching some fire safety, but they had no idea what they were doing. And what they were teaching was a Hodge-podge of whatever they could find. Other teachers told us that they did not have time to teach anything that was not part of the standard curriculum.

So we went looking for something that matched the approved curriculum, was a standard message, and would not take time away from core curriculum requirements.

So, where do you think that took us?

Learn Not to Burn



As you already heard, LNTB meets all of those requirements.

It is easy to teach.

Meets curriculum.

Matches Standardized messaging.

It is FREE and Online.

It comes in English and Spanish.

I started talking about this to every Pre-school through 2nd-grade teacher I could find!

This is going to help us keep our community safe!

I offered teachers that I would come to the classrooms and be there when they teach the “Community Worker” lessons. I would bring my gear to that classroom and dress up in Turn-outs for the kids.

I got discouraged.

I could not get teachers to adopt the program.

I thought I had a perfect solution for them, why would they not teach it when they had been asking for it?

But, I had had some success, I just did not know it yet!



I also set up the fire station tours for schools and groups. At the end of the tour, I would talk to the teachers about the **LNTB** program. Once in a while, I would find a teacher who was teaching the program, they just had not told me they were using it. When I asked why they didn't ask me to come help in the classroom. They stated it was easier to do it as part of the curriculum vs. taking a day and teaching the whole thing. If they had me come in to help, it would be more of a distraction. So I found out that teachers were using the program and breaking it down into the parts so that it was just part of the day. Not spending a whole day on the subject. Which is part of the lesson designs, teachers can use it how they want and need. As an example, in one lesson, there is a sorting game. Sorting hot and not hot objects. The teacher was not making a big point of fire safety, it was just the activity they were doing.

The problem is that I need to show the insurance rating bureau that we have multiple education programs across grade levels. But I had no proof the teachers were teaching the curriculum!

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About Pasco School District

[School Boundaries and Maps](#)[2018-19 Annual Report to the Community](#)[OSPI District Report Card](#)

PASCO SCHOOL DISTRICT #1

WWW.PSD1.ORG

2019-2020 DISTRICT OVERVIEW

Celebrating academics, diversity and innovation

23 Schools



16 ELEMENTARY SCHOOLS

3 MIDDLE SCHOOLS

4 HIGH SCHOOLS

1 K-12 ONLINE

19,312 Students



13.1%
SPECIAL
EDUCATION



33.6%
ENGLISH
LANGUAGE
LEARNERS (ELL)



41%
FREE &
REDUCED
LUNCH



6.1%
MIGRANT

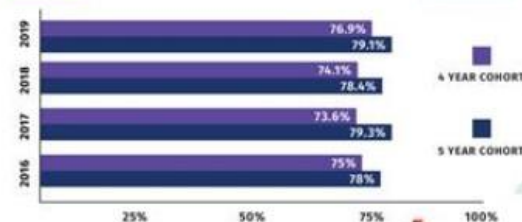
2,288 Employees



1,232
CERTIFICATED

1,056
CLASSIFIED/EXEMPT

PSD Graduation Rate



76.9%
OF STUDENTS
GRADUATED IN 2019

For more information on our district's organizational structure, click the button below.



The other teachers I talked to informed me that they would not teach anything that had not been approved through the school district curriculum committee.

I had no idea what that was going to entail!

Part of the process when you do a **CRR Plan** is to identify your partners, and the school district makes a perfect partner! But I am a FF who races across town and deals with emergencies the fastest way I can think of when I get there.

School systems do not move at "building on fire" speed! They are not tasked with solving life and death matters. They are tasked with methodically researching the curriculum. Creating learning environments where they can hopefully keep the student's attention for long enough to get them home with current relevant knowledge.

By the way do you see where it says that they have 16 Elementary schools? I told you we go to 20 each year? The school district has 16 Elem Schools, and there are 4 private schools in our response area we also present to! In 2019 we had 1500 3rd grade students go through our **EDITH** program.



Curriculum Management Cycle

Year	Step 1 Curriculum Evaluation and Development	Step 2 Implementation of Curriculum	Step 3 Implementation of Revisions
2015-2016	English Language Arts K-12 Mathematics K-12	Health 6-12	
2016-2017	Science K-12 Social Studies K-12 Music K-12 Physical Education K-12 Art K-12 World Languages 7-12 Technology K-12 Leadership 5-12	English Language Arts K-12 Mathematics K-12	Health 6-12
2017-2018	Social Studies K-8 HIV/AIDS 9-12	Science K-12 Social Studies 9-12 Music K-12 Physical Education K-12 Art K-12 World Languages 7-12 Technology K-12 Leadership 5-12	English Language Arts K-12 Mathematics K-12
2018-2019	Mathematics 7-12	Social Studies K-8 HIV/AIDS 9-12	Science K-12 Social Studies 9-12 Music K-12 Physical Education K-12 Art K-12 World Languages 7-12 Technology K-12 Leadership 5-12
2019-2020	Technology K-12	Mathematics 7-12	Social Studies K-8 HIV/AIDS 9-12

One of the things you already learned is that LNTB covers many different core curriculum subjects. So, when I tried to get to the curriculum committee to get them to approve the program, I was given this schedule of their cycle of subjects they were looking at. It might be hard to see on the screen, but there is no scheduled time for Fire Safety lessons. I kept getting around from the committee. So I had teachers asking for programs that were approved. I could not get LNTB approved, but I kept talking and trying to find the right people to talk to. Then I lucked out. I ran into 2 people.

PSD Super Retweeted



Pasco Schools @PascoSD1 · Jan 6

Pasco School District Superintendent Michelle Whitney invites you to join her for an informal discussion about Pasco Schools over coffee.

Stop by for as long as you can and share your thoughts on Pasco Schools.

- Friday, Jan. 10
- 7:30-9:30am
- Starbucks, 2411 W. Court St.



2



10



The first person I set out to meet was this amazing School District Superintendent. She is not hard to find on certain days. This picture is from a recent event. She does these about 4 times a school year.

So I went to the coffee event at Starbucks and waited. When I got my turn to talk to her, I was direct and to the point. She knew of our 3rd-grade program, but I wanted to expand the offerings of a **FREE** curriculum to other grades, and who do I talk to to get the curriculum approved?

Much to my dismay, she would not give me names of who was on the committee, but she did introduce me to the gentleman who was kind of in charge of the agendas for their meetings. I supplied him and the Superintendent with all of the info on LNTB.

That fall, while I was doing our **EDITH** program at the schools, I always take the time to meet the principal of the school. Many times they would introduce us during our assemblies. I would talk to the principals about expanding our education program down to the lower grades. Some principals were excited about it, some just took my info and said they would talk to the teachers. One of the Principals was very excited about the program and mentioned that she was on the curriculum committee.

Through several more contacts with these 2 ladies, we were able to get the curriculum committee to approve the use of the program. They would not officially adopt or mandate it, but I took the approval as a win!



So I set out to start promoting the program every time I had a teacher's ear or a principal was standing in front of me.

Our SD has an early release on Wednesdays so teachers can do prep an Inservice time. I arranged at several schools to be there and do a presentation to the K through 2nd-grade teachers.

We also did a special training day for Preschool and Kindergarten teachers.

I waited for the phone calls and emails to come pouring in.

And I waited....

Last year while doing **EDITH**, I asked teachers at the schools why they were not calling and asking for help or not working on the program. Again I got 2 repeat answers. "I don't have time for new curriculum" or "I keep forgetting about it and just teach what I have always used."

And again, occasionally, I found teachers using the program that had not told me they were using it. I realized that unless they do the optional part of the lesson and have the FF come to the classroom, there is no reason to tell me they are using the program. So, I started thinking of ways I could get my foot in the door to get the teachers to do something new and also to make sure I had feedback from the teachers. So, I had no way to prove to the WSRB we had education programs.

Fire Prevention & Safety Grants - Grantee Award Year 2018

This page contains a list of Fire Prevention & Safety Grants (FP&S) grants awarded for Fiscal Year 2018. Eligible organizations are fire departments, national, regional, state, local, tribal and territorial organizations, and nonprofit organizations that are recognized for their experience and expertise in fire prevention and safety programs and activities. The intended audiences are AFG stakeholders, which include but are not limited to award recipients and the communities they serve..

Weekly Award Postings For Grantee Award Year 2018

- [FP&S Grantee Award Year 2018](#)
- [View Other FP&S Grantee Award Years](#)

Records are sorted in alphabetical order by Organization.

FY 2018 FP&S Grantee Awards

Show **10** entries

Search:

Organization	City	State	Program	Award Amount	Award Date
City of Pasco	Pasco	WA	Fire prevention and safety	\$39,223.81	9/06/2019
Pierce County Fire District No. 3	University Place	WA	Fire prevention and safety	\$110,495.24	9/06/2019
Town of Pulaski	Pulaski	VA	Fire prevention and safety	\$11,428.57	9/06/2019
Fairfax County Virginia	Fairfax	VA	Fire prevention and safety	\$68,507.62	9/06/2019

It took a couple of years and the help of a grant writer. But I was successful in getting an FP&S Grant. When it comes to AFG grants, you have to know what they are looking for and the words they want you to use. So we wrote an FP&S grant for doing an education program. And just to throw it out there, my grant also includes Sound Off with the Home Fire Safety Patrol, which has a smoke alarm install component. I added that program because we already do a smoke alarm program, but it is not a targeted program. In other words, we don't do many neighborhood campaigns. If you call us for help, we come and help. I also wanted to use the Sound Off program in the third grade to give more value to our EDITH program. Plus, with the smoke alarm install piece, I knew it had a better chance of being picked up for FP&S. And if you have ever been cornered by Mary-K, it is hard to say no to her! But I really did want to do it anyway. Much to our dismay, we were denied! When we followed up with **AFG** they said we were denied because even though we had a smoke alarm install component in the request, it was not titled as a smoke alarm install grant. So we went back and changed the title from Education to a Smoke Alarm install program using and education component. We also talked about doing smoke alarm installs as part of the **LNTB**, even though it is not listed in the program. Our grant talked about targeting teachers that teach the **LNTB**, for smoke alarm installs, on the premise that if they have had us come to their home, and had working smoke alarms, they would be more inclined to teach it. So if you are considering doing an **FPS** grant, remember the best chances for approval are including a smoke alarm piece and finding a way to make it a smoke alarm grant.

OK...



Here's the Plan...

The plan was simple- Get every preschool to Grade 2 classroom in our city to use the **NFPA** Learn Not To Burn curriculum!

I sat down and looked over the feedback from the teachers I had talked to and the presentations we had done.

The program is free and on-line. It meets all of the core curriculum guide-lines and even lists them as part of the lesson.

It can be taught as a unit or broke down into pieces.

What will it take to get teachers to use it?

I already mentioned that we were going to bribe teachers and school staff with coming to their homes and doing home safety visits.

I am also offering bribes to teachers in the form of gift cards to buy classroom materials.

But the part that I am really selling to teachers is the **EXTRAS**.

Materials

- Home Fire Drill Graphic Organizer
- Home Fire Drill Question Cards (double-sided)
- Home Fire Drill Worksheet

Procedure

1. Activate prior knowledge by asking students what they know about fire escape drills and if they have ever been a part of one.
2. Explain that the students will be learning about the importance of planning and practicing escape drills by answering the “five Ws and one H” (who, what, where, when, why, how).
3. Display and introduce the “five Ws and one H” Home Fire Drill Graphic Organizer. This graphic organizer can be displayed on a Smartboard, projected onto a screen, drawn on chart paper, or drawn on classroom board. It should be displayed in a place where it can remain up throughout the lesson so that new information can be added and students can easily reference what has been introduced.
4. Introduce the “five Ws and one H” double-sided Home Fire Drill Question Cards. Show the students each of the cards and then place the cards in a paper bag or other container that the students will not be able to see through. Explain that you will be playing a game in which they ask each other important questions about escape plans. The students will be coming up to pull out a question card, pose the question to the class, and begin discussion. As questions and answers are discussed, either the teacher or one of the students can record the information on the graphic organizer. Invite a student to come up and pull out the first card. The student should then ask the class the question on the card to begin the discussion. The teacher should guide the discussion when necessary to keep it on task and ensure that the necessary information is being covered. Complete this process until all questions have been asked. The question cards will be pulled out in a random order by students to keep them engaged and eager to participate in discussions, but the following information should be used when answering the questions (these answers are on the back of the question cards):
 - a. **Who** should practice a home fire drill? *Everyone in the home should practice home fire drills.*
 - b. **What** is a home fire escape plan? *A home fire escape plan is a plan to get out of the home quickly in case there is a fire.*
 - c. **Where** should you practice a home fire drill? *You should practice a home fire drill in each home where you sleep. It could include a family member’s home or a friend’s house.*
 - d. **Where** is a good example of a meeting place? *A meeting place is a place outside the home (e.g., a neighbor’s home, a special tree, a mailbox or a streetlight).*
 - e. **When** should you practice a home fire drill? *Everyone should practice home fire drills at least twice a year.*

The graphic organizer is a large rectangle divided into six sections. The title "Home Fire Drill Graphic Organizer" is at the top. The sections are labeled as follows:

Who?	Plan and practice your home fire drill.	When?
What?		Where?
Why?		How?

So each lesson has everything listed out for the teacher, including a materials list.

In the materials list is everything needed for the lesson. I decided that I would put together a kit of all the stuff they need to teach the lesson. There are a few things I could not find, or I decided that it did not make sense for me to provide. Like in some of the lessons, the teacher uses a red pen or paint. Every class has paint and pens, so I decided not to include things like that. I also chose not to include consumables, like the letter home. It is up to the teacher to print what they need for each class.

Things like flashcards and sorting sheets, pictures of hot and cold items, a smoke alarm, hot and cold packs, etc. And the books! Some of the things I got creative with. One of the lessons calls for Hula Hoops. I bought a rope and tied them into loops. This was cheaper and much easier to store.

I have a sample of the boxes here, and we can pull them out and look at them. There are a lot of laminated sheets. We spent a good portion of a day with 3 laminators running, trying to laminate all of the pages for the kits.

Each school will end up with one box for each grade level that the teachers will share.

If I end up making all of the kits for all of the schools, I will end up delivering around 100 kits! That includes all of the preschools and daycares.

What I am asking of
the teachers.

LEARN NOT TO BURN®
Knowledge
Test

11. Which one of these items is hot or could get hot?
 - a. Ice cream cone
 - b. Stuffed animal
 - c. Stove
12. What can you do to be safe around hot things?
 - a. Touch them
 - b. Stay 3 big steps away
 - c. Go near them
13. Why is it important to tell a grown-up if I find matches or lighters?
 - a. It is the grown-ups' job to protect kids from dangerous things
 - b. Grown-ups like to collect matches and lighters
 - c. So grown-ups can show the child how to use them
14. Things that get hot can cause _____.
 - a. Sleepiness
 - b. Hunger
 - c. Burns
15. Why is it important to stay 3 feet away from hot things?
 - a. So I don't have to help with chores
 - b. So I have a better view
 - c. So I protect my skin from burns
16. Which chore is safe to do at home for kids your age?
 - a. Stir food in the pot on the stove
 - b. Clear table after a meal
 - c. Take soup out of the microwave
17. When would you use stop, drop, and roll?
 - a. Clothes are on fire
 - b. Smoke alarm is sounding
 - c. Dog wants to play
18. Fire needs what 3 things to start and keep burning?
 - a. Water, fuel, oxygen
 - b. Fuel, heat, oxygen
 - c. Smoke, fuel, heat
19. When you stop, drop, and roll you are taking away the _____ from fire.
 - a. Oxygen
 - b. Fuel
 - c. Heat

The second-grade curriculum has a pre and post-test survey. I have developed a straightforward one for the other 3 curriculums. They are designed to be simple. I am not doing scientific research. I need to have something from the teachers showing that the program is being delivered. And I will need something for the grant to show the program was delivered.

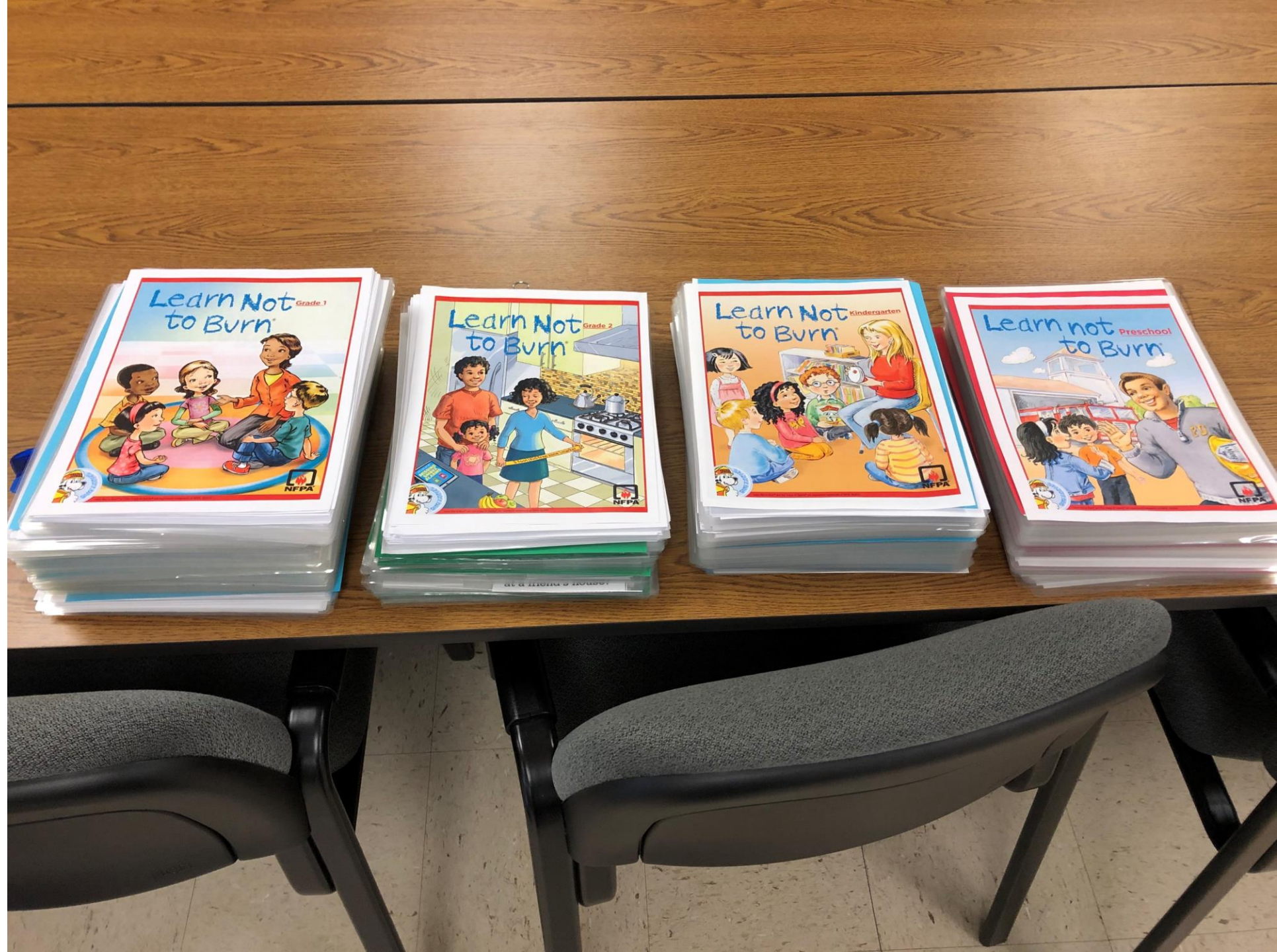
But I do have a longer-term goal as well. I am going to keep supporting the program and keep in front of schools and teachers so that I can save data for the next 4 years. I am hoping that I can track student groups as they go through the program. My goal is to show pre-test scores showing more information retention. It will not be scientific in any way because I will not have a way to track students. Only classes by years. The surveys I created are on the shared files that I gave to the conference.

LEARN NOT TO BURN®
KNOWLEDGE TEST SCORE
Summary Sheet

This form can be used to record student **Knowledge Test** scores before participating in the **Learn Not to Burn®** program. After studying all six fire safety behaviors, have students take the **Knowledge Test** again and record the test scores after the program. Converting the test scores to percentages will help you calculate the overall class knowledge gain.

[illegible]

This is the tally sheet from 2nd grade. I plan on using this sheet to track scores from classes with no names.



So is it working?

Well sort of.

We got off to a slow start with the timing of the FPS grant. Then our city finance department was in the middle of several transitions, so I could not spend any money related to the grant. I made several presentations at the beginning of the school year. Teachers were willing to put the program in place. However, since I could not spend money, I did not have the kits. So I lost my bribe potential.

As soon as I could, I started putting kits together. But then teachers were trying to get to the end of the semester. I have several teachers who are putting it in their 2nd-semester planning. Teachers seem to have 2 times a year when they put extra stuff in their curriculum planning. Early fall and Spring. We have lots of schools wanting FF to come and talk about fire safety in the Spring. Our push will be to tie our visits to the **LNTB**.

So we did capture the teacher's attention. I have more interest in the program. I started with 3 classrooms that I know are using it. Now I have 6, and many more waiting for their boxes.

Results

Student Name	# of Correct Answers Before Program	% of Correct Answers Before Program	# of Correct Answers After Program	% of Correct Answers After Program	%GAINED	Home Exit Drill
1	3	60%	5	100%	40%	Y
2	2	40%	5	100%	60%	Y
3	2	40%	4	80%	40%	Y
4	1	20%	5	100%	80%	Y
5	3	60%	5	100%	40%	Y
6	2	40%	5	100%	60%	Y
7	2	40%	5	100%	60%	Y
8	3	60%	5	100%	40%	Y
9	1	20%	4	80%	60%	Y
10	1	20%	5	100%	80%	Y
		0%		0%		
TOTAL	20	40%	48	96%	56%	

Of course, this is what everyone wants to know. So you can see for this school from a couple of years ago, there was over a 50 percent knowledge gain. And while there were mixed results on the home exit drill, I am not sure if that is due to a misunderstanding on what that really is, or students were told to go home and practice. So they told the teacher they did. It is one of those items I am still working on. To be able to track if families are actually practicing the home escape plan.

My grant goes through this school year, so I will not be able to follow up with grant money into the next school year. However, as I mentioned, it is my intention to keep doing the program. I will have supplies for any school that has not already go theirs. And I will start this spring by working with the school district to get into pre-session training.

I am also working at becoming a **STARS** certified trainer. **STARS** is a system in Washington for preschool teachers to get approved CU training hours. Not all preschools use it. But it is helpful for those that need it.



The feedback we have received so far.

The teachers like the box of supplies. Having the tangible stuff there for them to use is nice to have.

So far, no one has complained that things like paint or markers are not in the kit.

I have had several comments about how nice it is to have the reusable flashcards to save them the trouble of printing them out. The kits I have here are already cut out. But most of the sheets are printed and laminated, just like it prints from the pdf file. I laminate them, and the teachers get to do all of the cutting. Some of the stuff, I did cut out and laminate because they are folded. But if I do another run, I may reconsider that based on what feedback I end up getting.

Of course, teachers would like me to give them all of the arts and crafts supplies for each student. But I am trying to get them to adopt the curriculum like any other curriculum and not rely on me for everything.

Some of the teachers have asked to have us come in and teach the whole curriculum. I don't have the time to do it. I have worked with a few teachers to come to walk them through the first time. But I am not a teacher, and they find they are better at it than I am.

THANK YOU.

Ben Shearer – City of Pasco Fire Department

Facebook - @pascofire

SHEARERB@PASCO-WA.GOV

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