
A Leadership Challenge

What Leaders Need to Know About School Safety

AMSD ♦ April 13, 2018

About the Presenter

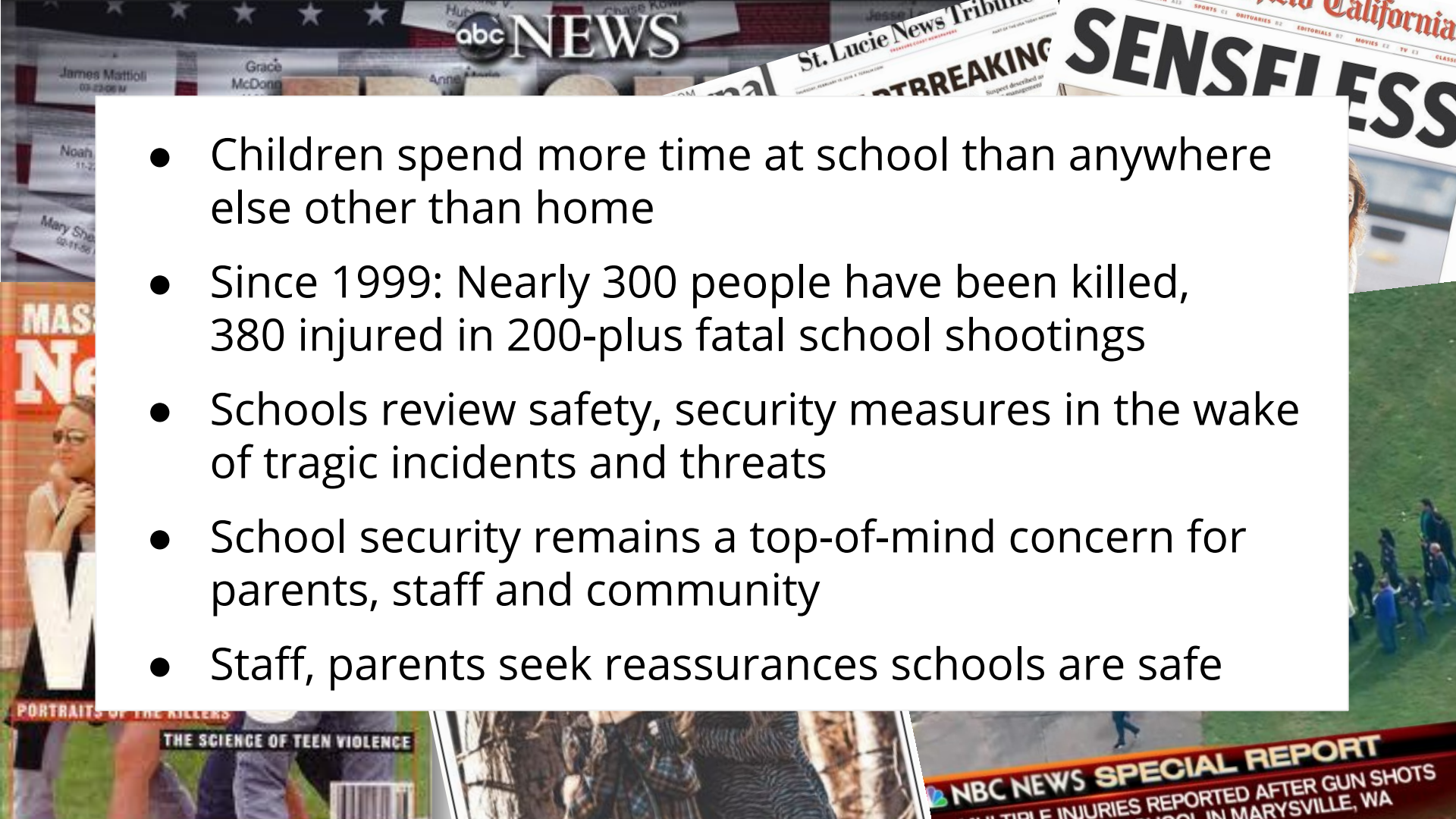
- ❖ Public Education: 28 years
 - Wisconsin, Colorado & Minnesota
- ❖ Emergency Management: 33 years
 - Broward County Public Schools (2018)
 - San Bernardino City Unified Schools (2017)
 - Sandy Hook Elementary School (2014)
 - FEMA Field Coordinator (Hurricane Katrina, 2005)
 - New York City Schools & NY Ed Commission (2001)
 - U.S. Bureau of Prisons (2001)
 - Active Shooter Drill in a School Setting (1993)
 - EMT (certified); Paramedic (student) assigned to WD Rescue/Ambulance Squad

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- Children spend more time at school than anywhere else other than home
 - Since 1999: Nearly 300 people have been killed, 380 injured in 200-plus fatal school shootings
 - Schools review safety, security measures in the wake of tragic incidents and threats
 - School security remains a top-of-mind concern for parents, staff and community
 - Staff, parents seek reassurances schools are safe

NBC NEWS SPECIAL REPORT
MULTIPLE INJURIES REPORTED AFTER GUN SHOTS
IN MARYSVILLE, WA

The background of the slide is a collage of various newspaper clippings. Visible headlines include "NATION & WORLD", "make our schools any safer?", "DEBATE AT TIPPING POINT", "Can we make our schools any safer?", "20 kids killed, nation scarred", "DEBATE AT TIPPING POINT", "Newtown victims' may be", "TREET JOUR", "United by", "Archives for An", "sh laws", "Howarth's son, mourner is dead", and "Scott gets no".

Today's Reality

- A crisis is unpredictable, but not unexpected
- A crisis is complex with many facets
- Each crisis evolves over its duration, often spawning additional or secondary incidents; requires adaptability to approach and response
- Prompt action reduces collateral damage:
 - Length of incident
 - Moves situation to quicker resolution

We understand the importance of preparedness in emergencies. Crisis response and recovery plans should follow a model recommended by the U.S. Departments of Education and Homeland Security. We take every measure to ensure your child's safety and well-being before, during and after a crisis situation.

Prevention-Mitigation

- Reduce, eliminate risk to life and property
- Steps to promote a positive climate and culture

Recovery

- Restoring teaching, learning environment and social support systems



Preparedness

- Planning for worst-case scenario; all-hazards plan
- Training, drills to rehearse for crisis

Response

- Critical, coordinated steps to take in a crisis
- Plan: action, communication, care for victims & families

Are you ready?

Important decisions must be made before the crisis

- Structure, process & leadership
 - Building capacity to take on crisis by equipping staff with protocols
- Those empowered to respond must be allowed to decide, act
- Focus on response, not sources of threat
 - Stop thinking like a mechanic; start acting like a gardener
 - Time consuming to predict potential scenarios; Prepare, then ACT

Are you ready?

In a crisis, we react as we are organized and trained

- In high-stress, high-anxiety, high-fear events, cognitive function & manual dexterity are impacted in varying degrees
 - Fear & anxiety are hard-wired responses; designed to protect us
 - Acute Stress Response: Fight - Flight - Freeze
 - Normal coping mechanisms are overwhelmed
- People default to what they know and are taught
- The best safety practices are only as effective as the people who implement them

Are you ready?

Training & preparation are mission CRITICAL

- Creates the cultural condition to know what to do in the event of a real-world crisis
 - **Mental Simulation**
 - Simulates crisis situations
 - Pre-loads the brain for when it needs to call on a “trigger” to respond
 - Training enhances mental simulation
- Demonstrates the teamwork needed when responding to and recovering from a school incident

Are you ready?

- Situational awareness is critical: Ability to identify, process and comprehend critical elements that are impacting your organization or staff (simply, knowing what is going on around you)
- Knowing what to do can be the difference between chaos and calm, or even life and death
- “Cardiac Assessment” (intuition plays a key role)
- Be prepared ... bad stuff happens

Crisis Management Leadership

- Leadership is more about who you are than what you know
- An effective leader must act deliberately and quickly with honesty, high moral values and ethical standards
- **Leaders guide their teams through difficult, psychologically stressful and emotional experiences.**
- **Leaders set the tone by their example, conduct**
- **Positive words have enormous emotional power**

**A crisis hits leaders hard too.
Susceptible to trauma, psychological impacts**



Creating Safer Schools

Best Practices

Creating Safer Schools

- We cannot effectively predict where school violence may occur next. Being prepared now is proactive.
- There is no simple solution to school safety, and no single method, product or program in use today is fail-safe.
- New security-oriented design measures are often crisis driven. Focus on **YOUR** school vulnerabilities.

Creating Safer Schools

- Engage parents, students & stakeholders in a conversation about school safety. Understand what they value in terms of school safety, BEFORE spending resources.
- Training and preparation are the most critical components of a comprehensive safety and security initiative, when all else fails, these are the only measures that will increase chances of survival

Creating Safer Schools

- Most important prevention steps:
 - Promoting positive school climate and culture
 - Teaching and modeling prosocial behaviors
 - Intervention when antisocial behaviors occur, including Threat Assessment
 - Physical environment improvements: Crime Prevention Through Environmental Design (CPTED)
- Commit to improving & strengthening all aspects of school crisis prevention, preparedness, response and recovery.

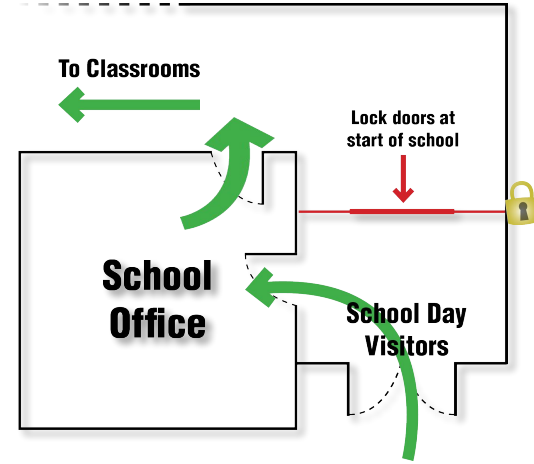
Safety Measures: Best Practices

Access Management System

- Funnels visitors to a single control point
- Visitors pass through office for identification, sign-in

Visitor Management System

- Computerized system to screen, authenticate visitors before accessing school



Controlling access with greater certainty is proactive, the first line of defense to keep students & staff secure

Safety Measures: Best Practices

Emergency Preparedness

- Emergency alarm systems
 - Panic/duress buttons puts school in safe condition
 - Personal panic alarm devices
 - Triggers for propped or breached doors
- Positive Alarm Sequence (PAS)
 - Delayed and staged evacuations
- Classroom door locks district-wide
- Access doors: Keyless entries (e.g. fobs, proximity readers, cards)

Safety Measures: Best Practices

School Guard Glass

- Windows, doors in school entry areas; ground-floor windows

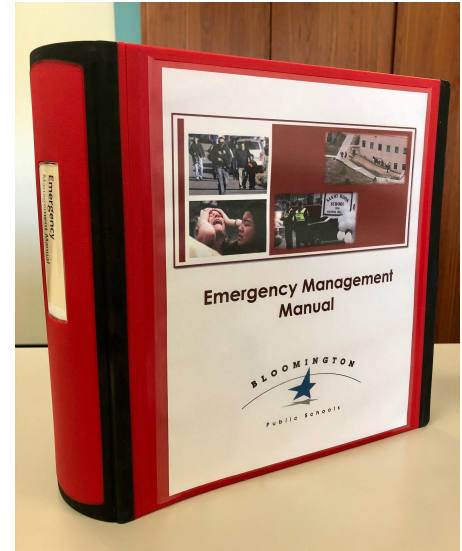
Video Surveillance

- Used to complement a comprehensive approach to school safety focusing on awareness, intervention and prevention, not just deterrence and detection

School or Fortress: How do we balance creating a safe school while maintaining a welcoming environment?

Emergency Management Manual

- Incident Command System
- School & District Emergency Response Teams
- Emergency Operations & Recovery Plan
- Training & Drills Plan
 - State-required 5-5-1 drills
 - Enhanced drills to replicate real-world
 - Table-top discussions
- Crisis Communications Plan
- Parent Reunification Plan



Incident Command System (ICS)

- Establishes common organizational structure, operating procedures
- One person in charge of decision-making; creates focused response and clear duties
- Provides for quick, effective performance
- Establishes a reasonable span of control
- Provides for effective coordination and transition of responsibility/authority with crisis responders



Incident Command System (ICS)

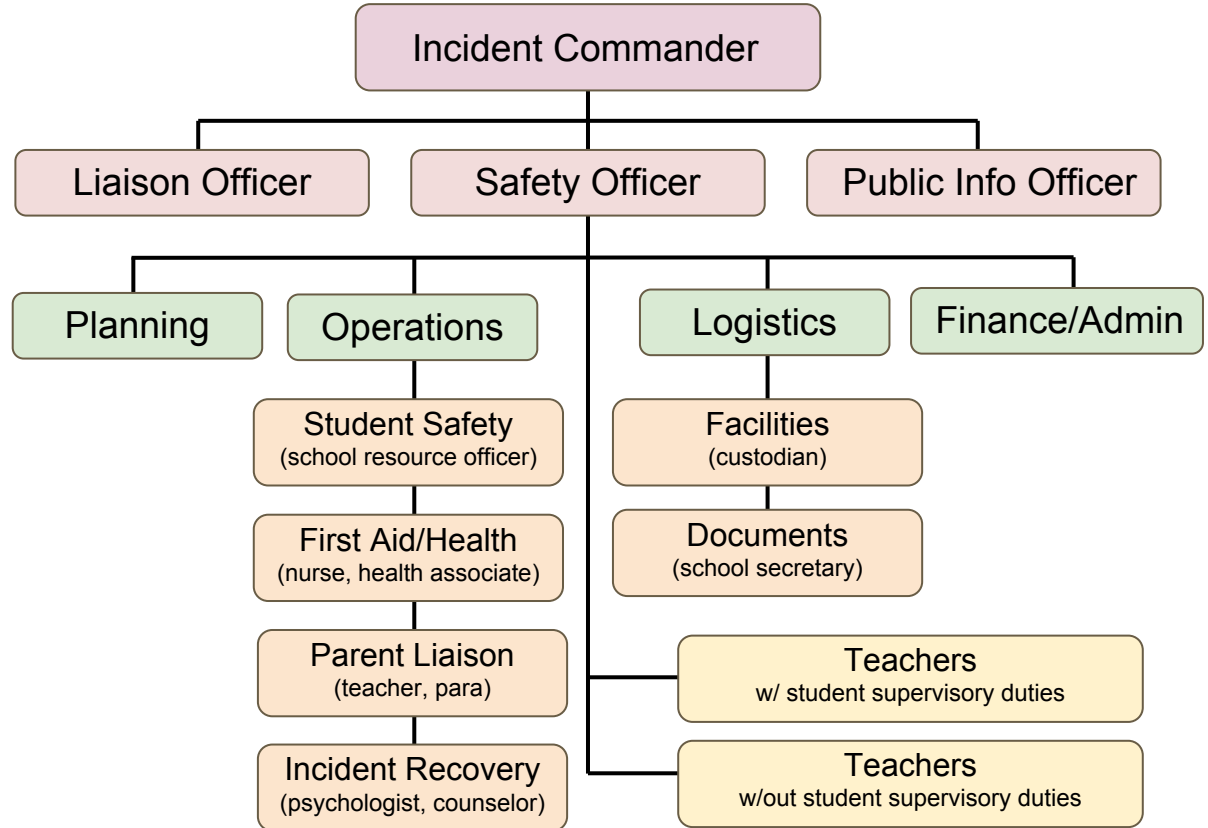
Command Staff

- ~ Information
- ~ Safety
- ~ Liaison

General Staff

Functional authority for:

- ~ Operations
- ~ Logistics
- ~ Planning
- ~ Finance/Admin



Emergency Response Guide

school safe conditions



★ Evacuation

1. Rescue anyone in imminent danger, if possible.
2. Follow fire routes posted in each room or EXIT signs to get outside.
 - a. Teachers must take class attendance list
 - b. Do not allow students to stop for coats, books, personal items, restroom use, etc.
 - c. Last person out of the room must close the door
3. Proceed to the designated assembly area outside, at least 100-ft away from the building.
4. Once outside, teachers take attendance using class list and report any missing, injured, or additional students in their assembled area to Building Emergency Response Team (BERT) member. The BERT member reports information to Incident Commander.
5. Remain in designated assembly areas until the "All Clear" is given.



★ Lockdown

1. Scan hallway quickly and move students, other occupants into the nearest room.
2. Close and lock all doors and windows, and lower window blinds immediately.
3. Turn off lights in room. Consider placing desks and/or table in front of door as a barricade.
4. Move all students and occupants away from windows and doors-- "out of sight."
5. Instruct students and occupants to remain QUIET, calm and alert, and TURN OFF cell phones.
6. Teachers take attendance using class list documenting any missing, injured or additional students/people in the room.
7. DO NOT ALLOW anyone to leave the room for any personal reason.
8. DO NOT OPEN the door for anyone. Police and fire have access to all rooms, spaces, if needed.
9. Keep phone lines open unless you need to report "critical" information via 911.
10. Never open doors during a lockdown, even in the event of a fire alarm. If another hazard event occurs, an announcement will be made via intercom.
11. Wait for further instructions from a BERT member, or local police/fire using proper identification, or "All Clear" announcement.
12. When police begin clearing classrooms and they come to a locked door, they will announce their presence and slide a card reading: "POLICE - OPEN DOOR WHEN INSTRUCTED." At this point, slip GREEN card under door.



★ Shelter-in-Place

NOTE: A Shelter-in-Place designation is initiated when an incident is occurring off school property and requires police or fire response. In the event of a Shelter-in-Place designation, please:

1. Gather all students into the building if outdoors.
2. Close all exterior windows and doors. Prepare for shutdown of HVAC system.
3. Instruction, class changes, and all normal INDOOR work activity may continue as scheduled, unless otherwise directed via intercom announcements.
4. Remain inside the building until an "All Clear" announcement.



★ Severe Weather

1. Proceed immediately to severe weather or "safe harbor" shelter locations as indicated on fire evacuation maps posted in each room.
 - a. Do not allow students to stop for coats, books, personal items, restroom use, etc.
 - b. Last person out of the room must close the door.
 - c. Once in severe weather shelter location, teachers take attendance using class list and report any missing, injured or additional students in the assembled area to a BERT member.
2. Instruct students to "duck and cover" with their backs to the wall.
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1. Staff should efficiently move students away from the incident location by returning to their classroom, or evacuating to another location/room in the school. Students may remain outside under supervision if the incident is inside the school.
2. Staff should scan hallway and move students, other occupants into the nearest room, and report these student(s) names to the office.
3. Instruction and all normal INDOOR work activity may continue as scheduled, unless otherwise directed via intercom announcements.
4. Remain at your location until an "All Clear" announcement.



Life Safety School Conditions

Urgent Incident Condition

School Safe Procedures

(Standard Response Protocols)

Life Safety School Conditions

- Evacuation
- Lockdown
- Shelter-in-Place
- Severe Weather

Urgent Incident Condition

- Hold-in-Place

Emergency Response Guide

school safe conditions



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Life Sa

School Conditions

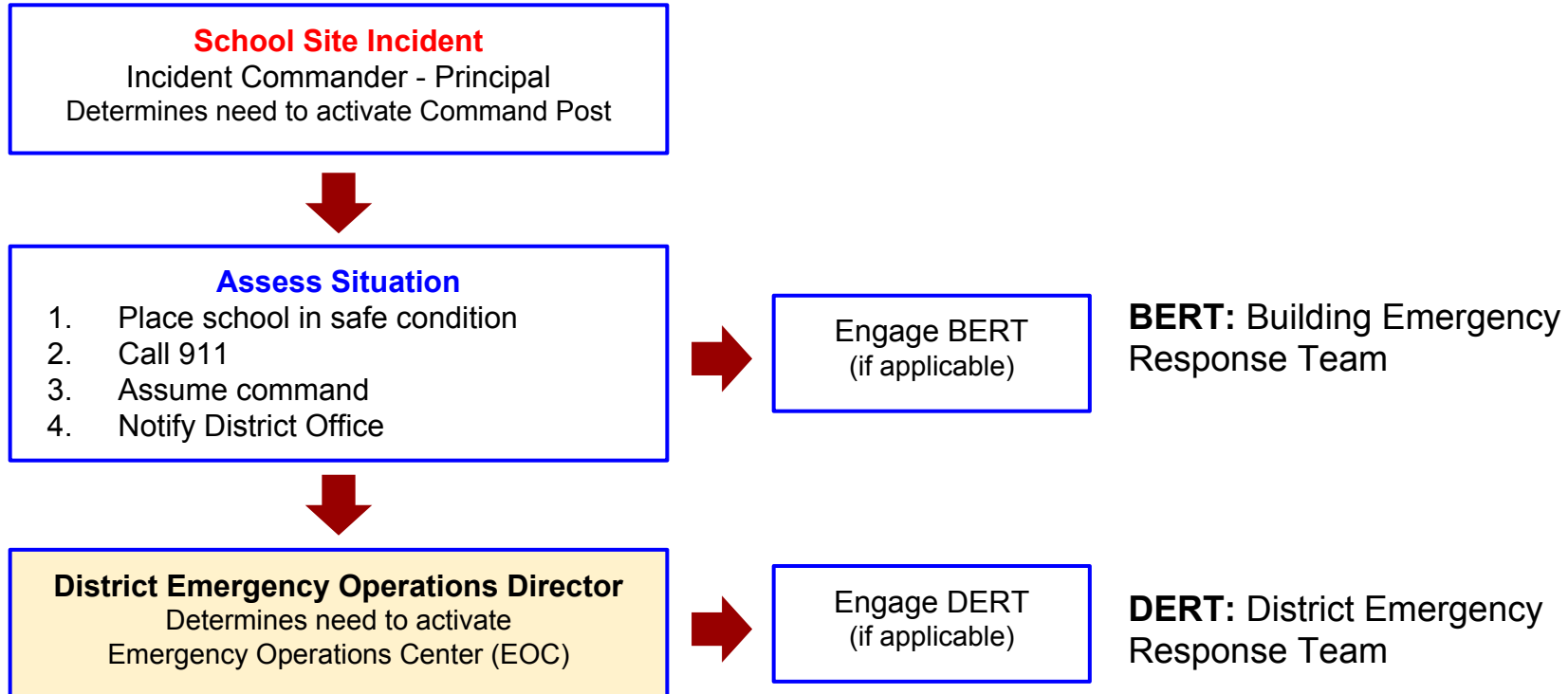
Urgent Incident Condition

School Safe Procedures

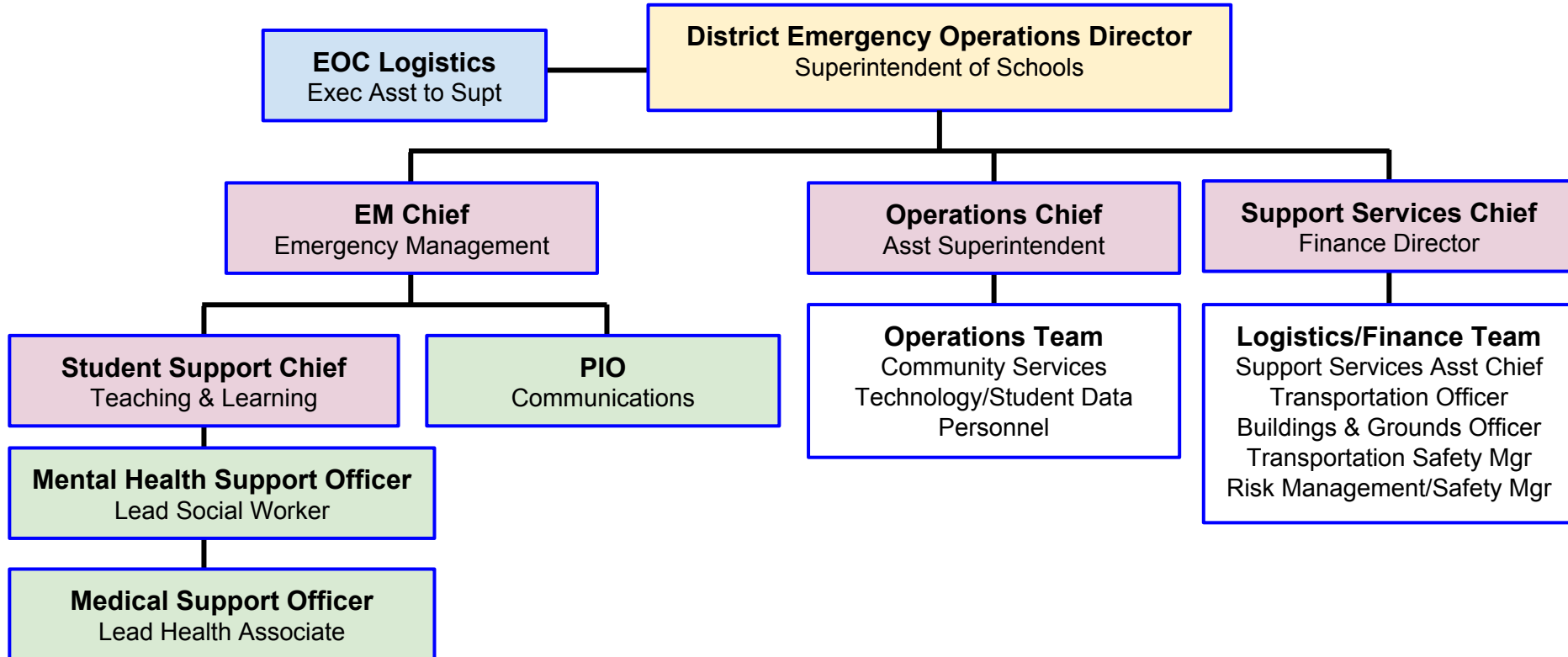
Fall 2018: Version 3.0

- If in an unsecured location with no place to hide, evacuate the building immediately. Avoid going to the usual "assembly area" used for fire drills.
- If OUTSIDE when a lockdown is initiated, move immediately away from the area.
- Barricade door with heavy objects; stay out of door frame, stay low and quiet.
- If no other options when confronted in a life-and-death situation, FIGHT BACK with any object possible.

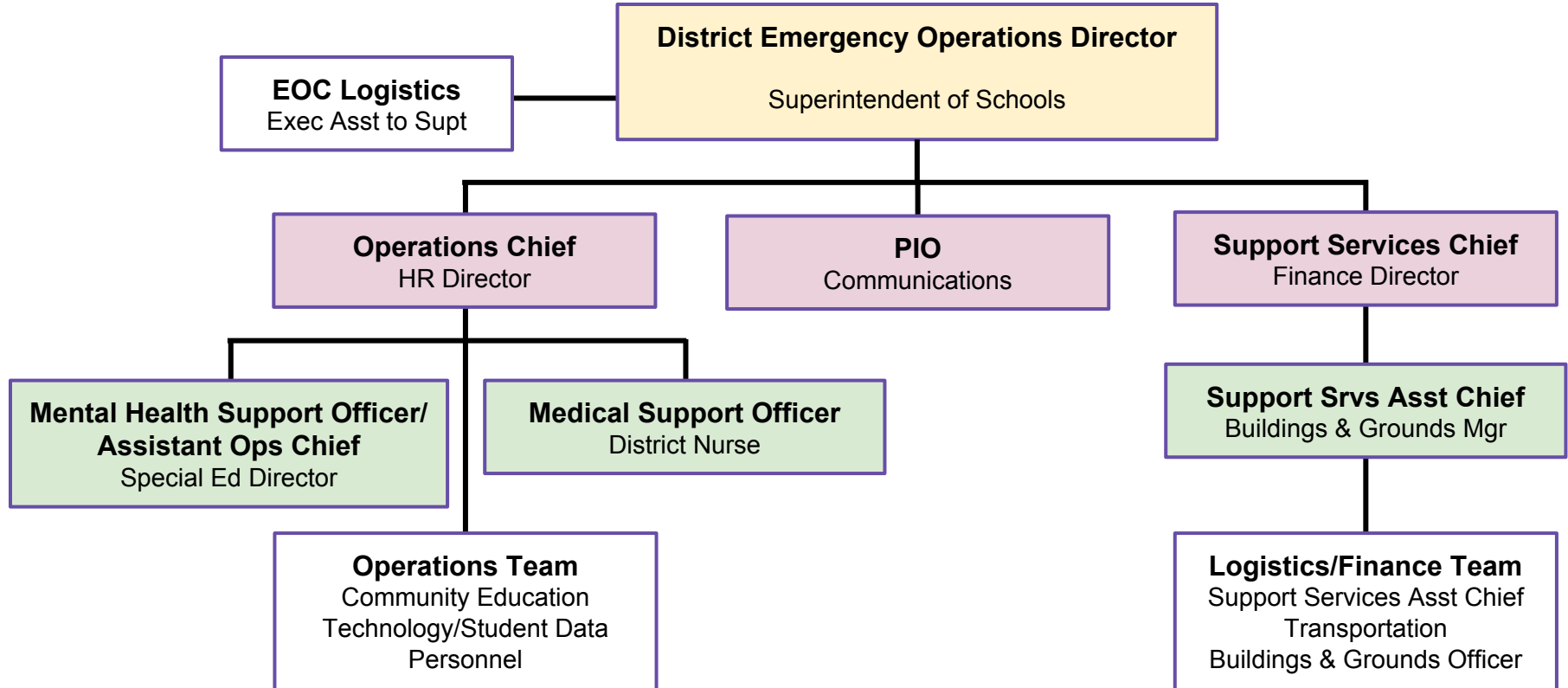
School Incident Flow Chart



Bloomington DERT Activation Flow Chart



Waconia DERT Activation Flow Chart



Staff Responsibilities

- Provide care & supervision of students; directing students in appropriate emergency procedures
- Follow crisis response procedures
- Follow the School Crisis Response Team lead
- Model behavior of calm & control
- Take attendance; report missing, injured students

“What happens when there’s a crisis on campus?”

- **Immediately follow protocols, don’t delay**
- **Consider**
 - Unknown creates a lot of anxiety, fear ... tell yourself, “Stay calm”
 - Lockdown may last a very long time
 - Law enforcement is in charge
 - Specific procedures to ensure situation is neutralized before beginning a methodical evacuation, taking care not to contaminate the area (investigation)
 - Bodily function; personal hygiene
 - Stay off cell phones
 - Follow police commands upon release/evacuation

Crisis is Over: Now What?

- **Post-event:** Critical Incident Stress Debriefing
 - Purpose: Restore equilibrium; reduces PTSD
 - Starting point of healing process (*psychological first aid*)
 - Provide incident updates
 - Assess emotional impacts on staff first (provide EAP or other counseling & recovery services); Staff lead, support student debriefing
 - Identify staff who went above-and-beyond in restoring systems
 - Debrief with leadership & Crisis Response Team
 - What worked?
 - What needs to be revised?
 - Have all employee needs been addressed?
 - What were our greatest challenges?

School Safe Conditions

“Okay, but what about arming staff or fighting back?”

- **U.S. Dept. of Education:** Run, Hide, Fight
- **Others:** ALICE (Alert, Lockdown, Inform, Counter, Evacuate); Evacuate, Hide/Shelter, Take Action
- **Consider**
 - Benefits & concerns
 - Research: Lockdown still most effective
 - Sometimes independent decisions will need to be made, as a last resort, to save lives
 - Children model adult behaviors; drill & practice

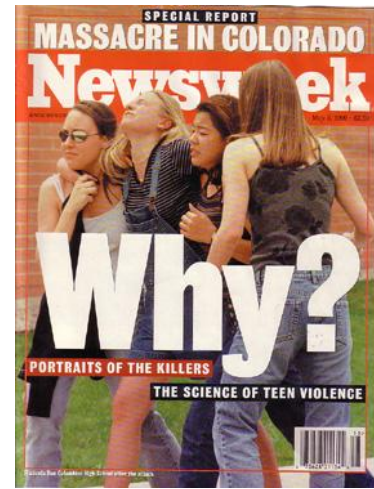


Communication is the foundation of any crisis planning, implementation, management and recovery effort

- If the top priority in a crisis is public safety, then the top objective for crisis communication should be to prevent harm to stakeholders
- The best time to let employees know what to do in an emergency is before it happens
- Crisis creates an information void; stakeholders abhor a vacuum



Lack of information
+ Short decision time
= UNCERTAINTY



- Stakeholders motivated to reduce uncertainty
- Uncertainty leads to increased information seeking
- Any information void is filled by someone
(usually ill informed, misinformed or motivated to harm system)

Why is crisis communication so important?

- People remember how a crisis was handled longer than the details of the incident ... especially employees
- Long-term damage to an organization is done before and after a crisis more so than during it
- Trust and credibility may be quickly and permanently lost
- Proactive crisis communications helps minimize damage, improve morale and encourage healing

Why is crisis communication so important?

- News media helps set community, region, national and world agendas
- News media has significant long-term impact on public perception and organizational reputation



The background of the slide is a blurred photograph of a crowded indoor event, possibly a school assembly or a public gathering. In the foreground, the back of a person's head and shoulders are visible, wearing a red shirt. To the left, another person is partially visible in a green shirt. The background shows a large hall with a high ceiling, where several people are standing and some appear to be holding cameras or recording devices, suggesting a media event or a significant public occasion.

Critical Crisis Comm Elements

1. Speed of communication

- First impressions = lasting impressions
- This is your best opportunity to set the tone for your school or system
- If you're not first to frame the incident, others will tell your story



Critical Crisis Comm Elements

2. Factual content of the message

- Get it right, repeat it, share w/ others
- Inform employees first (the best defense against inaccurate comments)



Critical Crisis Comm Elements

3. Trust and credibility

- How you react publicly is likely to define organization's success or failure in handling the incident
- Crucial to sustain support during & after the crisis



Thank You