# "Next time we'll be ready"
## What's wrong with school crisis preparation today

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STAR-Center

2021 Conference

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# Financial Disclosure

There are no financial conflicts to disclose.

2

Let's examine the problems
(and resources)
in four phases.

3



# 1 PLANNING

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## Slide 5

**General mistakes made in planning**

### Relying on novices

Creating Emergency Operations Plans (EOPs) by forming a committee of inexperienced staff

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## Slide 6

### Welcome to EOP ASSESS!

https://rems.ed.gov/assessment/k-12/A_Demographic.aspx?lngPkID=118

This [free] tool is designed to help you assess your capacity to create and maintain a high-quality school or institution of higher education emergency operations plan (EOP) that considers a range of threats and hazards.

The tool contains questions that will assess your current understanding of your organization's plan, and help identify areas for learning opportunities, while also taking you through a planning process recommended by the U.S. Departments of Education, Homeland Security, Justice, and Health and Human Services.

Upon completing the self-assessment, your responses will result in a customized downloadable report containing a variety of additional resources and information relevant to your needs. This tool should take approximately 12-15 minutes to complete.

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## General mistakes made in **planning**

### Taking short cuts

- Substituting classroom protocols for an EOP
- Failing to pay attention to format and readability of response protocols

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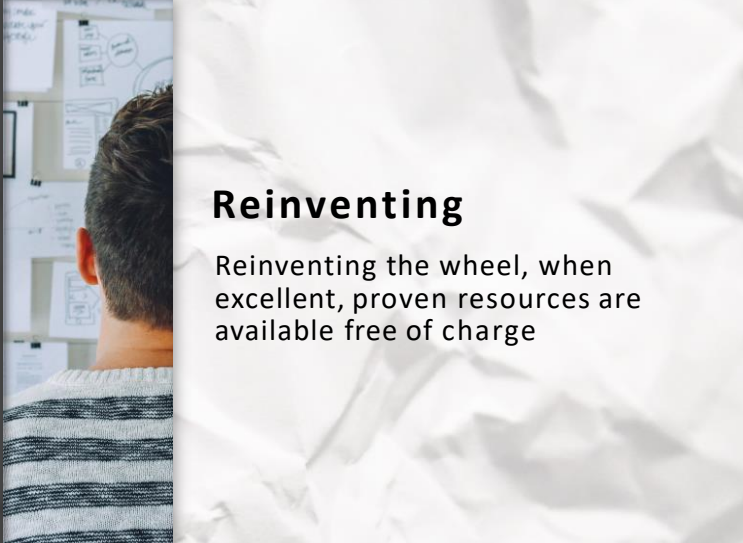**SERIOUS INJURY/ILLNESS**
*Updated by VSCPT June 2016*

Serious Injury or Illness can occur at anytime. It is important to keep the individual experiencing the serious injury/illness safe until EMS can arrive.

| √ | TIME | PRIORITY PROCEDURES |
|---|---|---|
| | | Call 311 |
| | | Contact the main office to inform the Nurse and the School Crisis Team |
| | | Administer first aid to level of training |
| | | Keep the victim calm and in place. Maintain open airway and administer CPR, if necessary |
| | | Immobilize victim if there is a potential for head, neck or back injury. Do not move victim unless immediate emergency situation dictates |
| | | Treat for shock; cover with a blanket |
| | | Check for medical alert tags, and prepare information for emergency responders |

| ROLE REQUIRED | INDIVIDUAL ASSIGNED TO ROLE |
|---|---|
| PRINCIPAL OR DESIGNEE | |
| SCHOOL COUNSELOR | |
| SCHOOL NURSE | |
| PUBLIC INFORMATION OFFICER | |

| √ | TIME | PRINCIPAL OR DESIGNEE |
|---|---|---|
| | | Call 311 or verify that 311 has been called |
| | | Contact parents |
| | | Contact superintendent |
| | | Debrief School Public Safety Team and staff |
| | | File incident report |

| √ | TIME | SCHOOL COUNSELOR |
|---|---|---|
| | | Coordinate grief-counseling if needed. Work with counseling resources to initiate grief-counseling plan as determined by need and severity of the situation |

| √ | TIME | SCHOOL NURSE |
|---|---|---|
| | | Collect first aid kit and proceed immediately to victim(s) |
| | | Coordinate first aid until emergency medical services arrive |
| | | If opioid overdose is suspected, consider administering NARCAN |

| √ | TIME | PUBLIC INFORMATION OFFICER |
|---|---|---|
| | | After consultation with Incident Commander, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support |
| | | Respond to media questions after consulting with Incident Commander |

### Format can save valuable time in a crisis.

https://schoolsafety.vermont.gov/planning/vermont-school-crisis-guide

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General mistakes made in **planning**

**Reinventing**

Reinventing the wheel, when excellent, proven resources are available free of charge

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ONLINE COURSES

Our online courses guide users on federally recommended information and processes for high-quality emergency operat development and related topics in comprehensive emergency management. Course participants can take notes and dow checklists, and reference guides as they navigate through informative course modules.

Click on a course title to view the expected duration and course objective.

- Developing Emergency Operations Plans (EOPs) K-12 101
- Developing Emergency Operations Plans (EOPs) IHE 101
- School EOPs In-Depth: Developing a Bereavement and Loss Annex
- School EOPs In-Depth: Developing a COOP Annex
- School EOPs In-Depth: Developing a Food Contamination Annex
- School EOPs In-Depth: Planning for Infectious Diseases
- School EOPs In-Depth: Planning for Large Events

https://rems.ed.gov/trainings/CoursesHome.aspx

REMS
TECHNICAL ASSISTANCE CENTER
WEBINARS
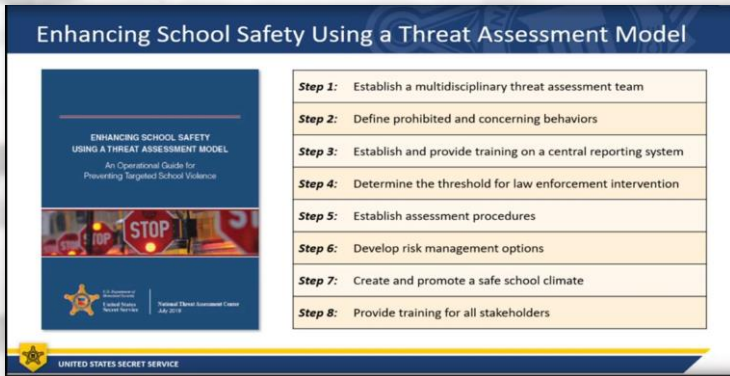
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**General mistakes made in planning**

**Failure to adopt an evidence-based threat assessment model**

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Enhancing School Safety Using a Threat Assessment Model

ENHANCING SCHOOL SAFETY
USING A THREAT ASSESSMENT MODEL

An Operational Guide for
Preventing Targeted School Violence

United States Secret Service · National Threat Assessment Center · July 2018

| Step 1: | Establish a multidisciplinary threat assessment team |
| Step 2: | Define prohibited and concerning behaviors |
| Step 3: | Establish and provide training on a central reporting system |
| Step 4: | Determine the threshold for law enforcement intervention |
| Step 5: | Establish assessment procedures |
| Step 6: | Develop risk management options |
| Step 7: | Create and promote a safe school climate |
| Step 8: | Provide training for all stakeholders |

UNITED STATES SECRET SERVICE

https://www.secretservice.gov/sites/default/files/reports/2020-10/USSS_NTAC_Enhancing_School_Safety_Guide.pdf

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2 CRISIS TEAM TRAINING

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General mistakes made in *crisis training*

Over-reliance on law enforcement

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**General mistakes made in crisis training**

**Failure to include multiple hazards**

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**General mistakes made in crisis training**

**Choosing only one or two types of training, while ignoring the others.**

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## Recommended Training Sequence

1. Review and discuss the crisis plan
2. Engage in tabletop exercises and debriefings
3. Conduct drills on specific crisis incidents, as well as annexes
4. Implement simulations
5. Regularly schedule short refresher training

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**EXERCISES**

https://schoolsafety.vermont.gov/exercises

**"What If" Wednesday**

The "What if Wednesday" school safety initiative is designed to stimulate a conversation about school emergency preparedness. Participants should read the summary of the "fictional" school safety incident and then answer the multiple choice question with the appropriate response action to be taken for the specific emergency.

**Video Exercises**

These exercises are designed to walk your School Crisis Team through an emergency based scenario and discuss the policy, plans and procedures that your school would use to address the situation. Throughout the exercise, you will be presented with questions that your School Crisis Team should answer prior to proceeding.

- Armed Home Invasion

    Scenario: A home invasion occurs about 1.5 miles away from your school and the suspect flees the scene with a handgun.
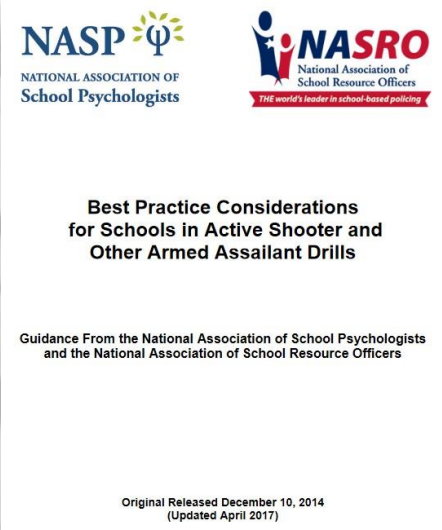
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**General mistakes made in crisis training**

Ignoring cautions in crisis training

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https://www.nasro.org/clientuploads/resources/Best-Practice-Active-Shooter-Drills.pdf

**NASP**
NATIONAL ASSOCIATION OF
School Psychologists

**NASRO**
National Association of
School Resource Officers
THE world's leader in school-based policing

**Best Practice Considerations
for Schools in Active Shooter and
Other Armed Assailant Drills**

Guidance From the National Association of School Psychologists
and the National Association of School Resource Officers

Original Released December 10, 2014
(Updated April 2017)

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**General mistakes made in** *crisis training*

**No refreshers [Aka: "Train and hope"]**

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**3** RESPONSE

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General
mistakes
made in
**response**

**Failure to implement and practice family reunification protocols.**

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https://iloveuguys.org/downloads/

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4 RECOVERY

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General mistakes made in **response**

Failure to adopt Psychological First Aid

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## Slide 29
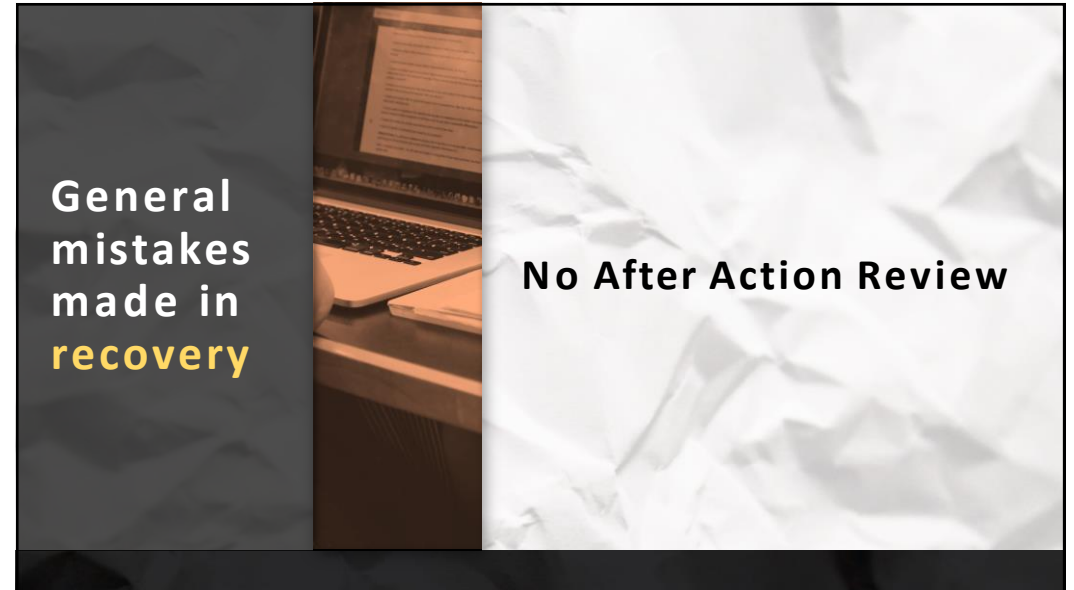
CORE ACTIONS

I:ontact & Engagement

REMEMBER:
- ❀ Work within a team.
- ❀ Protect survivors from harm.
- ❀ Be calm and compassionate.
- ❀ Listen and be flexible.
- ❀ Respect culture and diversity.
- ❀ Give clear and reliable information.
- ❀ Know local available resources.
- ❀ Help survivors help themselves.
- ❀ Know your limits.
- ❀ Take care of yourself.

NCTSN — The National Child Traumatic Stress Network — National Center for PTSD

PFA Mobile™ can be downloaded on mobile Apple and Android devices

This project was also funded by SAMHSA, US Dept. of Heath and Human Services
Illustrations by Dr. Bob Seaver

PSYCHOLOGICAL FIRST AID
Are you ready to respond?

GET P REPARED
GET F ocusEo
GET INTERA CTIVE

GET

PFA

www.NCTSN.org
learn.nctsn.org

Sa ety

Comfort

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## Slide 30

General mistakes made in **recovery**

No After Action Review

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https://rems.ed.gov/docs/2017Toolbox/CO_After%20Action%20Report.pdf

https://rems.ed.gov/docs/After_Action Reports.pdf

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**General mistakes made in recovery**

**Overlooking the need for alternative educational delivery**

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**General mistakes made in recovery**

**Staff support as an afterthought.**

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Secondary Traumatic Stress

NCTSN The National Child Traumatic Stress Network

https://www.nctsn.org/resources/secondary-traumatic-stress-educators
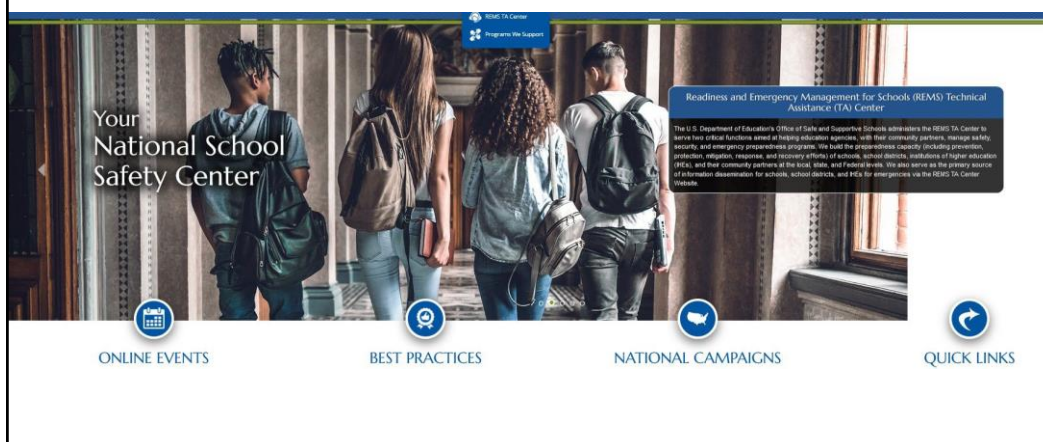
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## Re-start your crisis preparation journey here:



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