

GENERAL RESOURCE FOR SCHOOL SAFETY

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1. “Comprehensive Safety Plan”

- a. A “**Comprehensive Safety Plan**” starts with a “**Comprehensive Risk, Vulnerability, and/or Threat Assessment**”.
- b. The “**Comprehensive Safety Plan**” must address the risks/vulnerabilities identified in the “**Comprehensive Risk, Vulnerability and/or Threat Assessment**”.
- c. A “**Comprehensive Risk, Vulnerability and/or Threat Assessment**” is more than a “**Facilities Assessment**”.
 - i. The “**Assessment**” must address and assess a broad spectrum of school programs as well as the many vulnerabilities that face our schools.
 - ii. These **include but are not limited to**:
 - 1) “Legal and/or Statutory Review”
 - 2) “Administrative Policies and Practices”,
 - 3) “Environmental Threats” or threats generated by the school community or environment in which the schools reside
 - 4) Risks posed by elements found in the support programs (*i.e.* Transportation, Food Services, ECA, *etc.*)
 - 5) Vulnerabilities relating to campus perimeters, natural disasters and manmade threats
 - 6) A complete “**Facilities Assessment**”.

2. **Active Attacker Event:**

- a. Many programs provide some directions on the “**Active Attacker**” phenomenon.
 - i. Schools may wish to examine and review several programs and then develop their own “**Active Attacker**” program from the options that are demonstrated in the various programs they have reviewed.
- b. In the ISP “**Unarmed Response to an Active Shooter Event**” program:
 - i. “**Prevention**” is the first consideration in the “**ISP nonlinear model**”!



- 1) The “**Response Options**” of “**Escape**”, “**Lockdown**”, and/or “**Fight**” are **nonlinear**.
 - a) The response options may be **exercised in any order** and/or **repeated**.
 - b) The **stimuli** or **conditions of the “Event”** will **dictate the most appropriate action** to be taken by students and staff. In other words, the situations, actions of the attacker and/or circumstances of the event should dictate the most appropriate “Response Option”.
- ii. **Education** and **practice** will increase your chances of successfully exercising the most appropriate “**Response Option**” found in your organization’s “**Active Attacker or Active Shooter**” program.
 - 1) **This same principle holds true for your overall “Comprehensive Safety Program”**.
 - a) **Education** and **practice** are **two of the most critical components** of a “**Comprehensive Safety Program**”.

c. Active Shooter/Active Attacker Resources

- i. The ISP “**Unarmed Response to an Active Shooter Event**” program may serve as a resource when reviewing your “active attacker” programs.
- ii. Please see the **Indiana State Police website** under “**Unarmed Response to Active Shooter Events > Schools**” for a **downloadable PowerPoint** and **Presenter Notes** on “Unarmed Response to an Active Shooter Event” for information.

3. Evacuation and Reunification

- a. It is critical to develop a comprehensive “**Evacuation and Reunification**” programs. (*Please see “**Considerations for Guardian/Student Reunification**” program on the **ISP website**).*

b. Evacuation

- i. Typically, evacuations are most effective when students and staff follow a secure path to a vetted and secured safe area.
- ii. “**Primary**” and “**Secondary**” paths need to be established ahead of time.
- iii. It is critical to involve the “**Transportation Department**” in the planning of the “**Evacuation Process**”.



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- iv. **Transportation, SRO and/or law enforcement** must be consulted as schools develop **“Evacuation and Reunification”** pathways and **processes**.
 - v. The ISP **“Considerations for Guardian/Student Reunification”** narrative may provide information that will assist in developing an effective evacuation and reunification process.
- c. **The “Reunification Process”**
- i. The **system for reunifying students with guardians** must have a **structure** that is **flexible, adaptable, and streamlined to rapidly carry out** the **“documented reunification process”**.
 - ii. **Practicing the “Evacuation and Reunification Process”** is **critical to success**.
 - 1) **Tabletop exercises** are beneficial in **vetting** the **“Evacuation Process”**.
 - iii. Please see the **“Considerations for Guardian/Student Reunification”** posted on the **ISP website**.
 - 1) **Critical Goals and Considerations:**
 - a) **Preparation:**
 - i) **Establish a process** to keep the **information** on the **“Master Guardian Authorization”** lists (cards) **up-to-date**.
 - ii) **Plan, develop, drill, test, and revise** the **“Comprehensive Reunification Plan”**.
 - iii) **“Debriefing Forms”** may be utilize to assist in this process.
 - iv) Establish a **“Mass Communication System”** that is **dedicated to providing emergency information only**.
 - v) **“Alternate Reunification Sites”** must be established that may be utilized if the primary is compromised.
 - vi) **“Copycat Attacks”, “Threats of Additional Shooter Attacks”, “Copycat Bomb Threats”, etc.** are events that often follow a catastrophic event.
 - (1) **Warning other buildings** in the corporation is a sound practice.



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- (2) Simply, **Expect and Prepare for “Copycat Events”!**
- vii) Develop a process for resolving and / or locating **“unaccounted for students”**.
 - viii) **Teachers must keep “updated class list”** in their **“Go-Kits”** to be utilized to account for all students in the **“Reunification Groups”** at the **“Reunification Site”**.
 - ix) **“Up-to-date backup class lists (cards)”** may also be stored the **administration and/or guidance office “Go-Kits”**.
- 2) **Plan to manage and support the needs of students, parents, and staff at the reunification site.**
- a) **Staples, basic medical supplies, etc.** may be stored at the site and/or transported to the reunification site in the various **“Go-Kits”!**
- 3) **Staffing of the “Reunification Site” must be sufficient to support the various arriving populations (students, parents/guardians, staff, law enforcement, health care professionals, etc.)**
- 4) **Various Go-Kits must be created.**
- a) **Go-Kits** must have **critical information** that will assist in **accounting for evacuated students** and the **components that will support them** for an extended period of time (**nutritional, medically, etc.**).
 - b) **Go-Kits** should be constructed to **meet the unique needs of the population** the kit is **intended to support**.
 - c) **EMT, health care providers, school nurses, special needs teachers, ESL staff, educators, etc.** must be involved in the construction/assembly of the Go-Kits.
 - d) A **common mistake** is to develop a **general “Go-Kit”** for all student populations.
- iv. Again, **“Tabletop Exercises”** are **extremely helpful in testing and practicing the evacuation and reunification process.**
- 1) Each corporation should create **tabletop exercises** that can be conducted with representatives from all parties involved in the evacuation and reunification process.



4. Copycat

- a. As soon as the “School Community” and general public receives notification of any crisis event, **you can expect “Copycat” threats to emerge**. This may occur in the form of a bomb threat, active shooter threat, false fire alarm, *etc.*
- b. The threats may be directed to any corporation building or location.
 - i. A **secondary threat** nearly always follows one of these catastrophic events.
 - 1) This is the reason why it is critical to vet and secure an “**Evacuation Site**” prior to moving students to the site.
 - a) Simply, if you must move students a second time due to a threat, the confusion will be multiplied.
 - ii. **In addition: Perpetrators are becoming more sophisticated in their approach. With that in mind, we must be prepared for a secondary attack at the Reunification Site. This is not a new strategy. It has been attempted in other school attacks.**
- c. In advance of an event, you must have primary and secondary sites that can rapidly be vetted and secured.
- d. A “**Memorandum of Understanding**” must be established with the owner of the evacuation site if the site is owned by an entity other than your organization.

5. Impact on Other Facilities in the Corporation

- a. In addition to “Copycat” threats:
 - 1) **Other Buildings in the Corporation will be impacted by the event.**
 - a) In **other school buildings** in the corporation, **parents will want to pick up their children early**.
 - i) “**Dismissal Procedures**” in other buildings must be established in advance.
 - ii) Procedures must be in place to assist in dismissing children to their guardians.
 - (1) **A complication may develop if all other buildings in the corporation are in “Lockdown”.**



(a) With that in mind, **corporation dismissal protocol** must be in place to be **consistent corporation-wide**.

iii) **Remember: Individuals other than the guardian** may show up to **pick up students in other buildings**.

b. Resources to assist in the review of the corporation's reunification policies may be found:

i. See the **ISP website: "Considerations on Guardian/Student Reunification"**.

6. Media Coverage

a. Provide the media with **accurate and salient information**.

i. **This will assist in informing and calming all members of the school community**.

b. It is recommended that you set up a site away from the crisis event and away from the **"Reunification Site"**.

i. See the **"Considerations for Guardian/Student Reunification"** information posted on the **ISP website**.

7. Assisting Families of the Injured

a. It is critical to have a presence at the **medical facility (hospital)** where the **injured are transported**.

b. Some organizations find it extremely helpful to have a **"Support Team"** that can provide support to the families of the injured.

c. The team may include counselors, clergy, educators, SRO, law enforcement, nursing/medical staff, *etc.*

d. This team can provide support by comforting the family members, transporting family members, contacting family/friends, dealing with the media, *etc.*

8. Legal Ramification

a. In our society, you can expect legal action.

b. It is often best to determine ahead of time who **"speaks for the corporation"**.



- c. Your legal counsel may elect to provide a brief “**Media Guide**” for responding to media inquiries.
 - d. An effective practice is to direct the media back to the PIO professionals.
 - e. You may wish to develop sample statements ahead of time that can be vetted by the legal counsel, corporation PIO, *etc.*
 - i. A practice to consider is to meet with local media ahead of time and establish a relationship and garner their assistance in developing these pre-written statements.
 - ii. Ask local media to provide a staff development or training activity ahead of a catastrophic event.
9. Community Meeting (Update)
- a. Plan a “Community Meeting” following the event.
 - b. The initial meeting should be held a few days after the event.
 - c. In the meeting:
 - i. You should provide a brief statement vetted by your legal counsel.
 - ii. You should reassure the “School Community Members” and/or the “Community” at large that **measures were and are in place to promote the security of all members of the community.**
 - 1) **It is important to reinforce that measures were in place that assisted in mitigating the impact of the crisis events.**
 - iii. You must take care not to disclose critical tactical information or confidential information.
 - iv. A list of facts may be discussed (Legal counsel should vet the information ahead of time).
 - v. You may want to provide an overview of “Future Plans” but do not give away tactical information.
 - vi. You may wish to provide an overview of the support programs for “Students, Parents, Staff and School Community Members” that are and will be provided by mental health professional staff, law enforcement, grief counselors, clergy, *etc.*



10. Organizational Debriefing (**Debriefing Forms**)

- a. Debriefing or “Hot Wash” Meetings should be held.
- b. You should provide “**Debriefing Forms**” that will serve to garner critical information on the event.
- c. These forms are simple but they will assist the organization in learning from the event.
- d. Anyone involved in the incident may complete a “Debriefing Form”.
- e. The “Form” simply requests individuals to:
- f. Describe the event.
 - i. Describe what action or response worked in the event?
 - ii. Describe what actions produced a positive or negative impact on the event?
 - iii. What advice can you give to others caught in a “**like event**?”

11. Suggested Program Revisions

- a. It is important to review all information gathered from the event.
- b. The information may be submitted to an “**Event Review Group**”.
 - i. This group reviews the information and makes recommendations to the “**Comprehensive Safety Plan Committee**” for their consideration.
- c. The goal is simple: **Improve** the “**Comprehensive Safety Plan**”

12. Suggestions

- a. Create an “**Intervention Team**”.
- b. Develop a “**Reunification Process**”. (See “**Considerations for Guardian/Student Reunification**” posted on the ISP website).
- c. Develop an overall corporation “**Communication system**”.
 - i. Designate an individual with a backup that will serve as the **PIO**.
 - ii. Only use the “**Emergency Notification System**” for “**Emergency Announcements**”.



- iii. Develop “**Prewritten Communication Letters**”:
 - 1) “**Press Releases**”, “**Letters to Parents**”, “**Incident Updates**”, *etc.*
- iv. Establish “**Media Staging Sites**” away from the event and reunification site.
- v. Use the media to communicate programs established to aid members of the school community and reduce anxiety.
 - 1) *i.e.* “**Reunification Information**”, “**Recovery Assistance Information**”, *etc.*
- vi. Conduct Community Informational Meetings

13. Tabletop Training Exercises

- a. Tabletop Exercise are helpful in examining information gathered from crisis events.
- b. Tabletop Exercises are especially helpful in applying the measures found in the “**Comprehensive Safety Plan**” to the circumstances of various crisis events.

14. Recovery

- a. Longer Term Recovery
 - i. Establish an ongoing mental/emotional health care and grief counseling program.
- b. Establish Protocol for “**Retrieval of Personal Belongings**” from the crime scene.
- c. Establish “**RE-Opening of Schools Protocol**”
- d. **Scams and Vendor Contact**
 - i. Make sure information is available to the general public relating the scams that often accompany many catastrophic events.
 - ii. Convey to the school community that many programs have viable components but if a program claims to have all the solutions, the program should be viewed with a healthy degree of skepticism.
- e. **Plan the Reopening of School**
 - 1) Reassure Students and Parents that the environment is safe.
- f. Establish **Anniversary Date Recognition Programs**