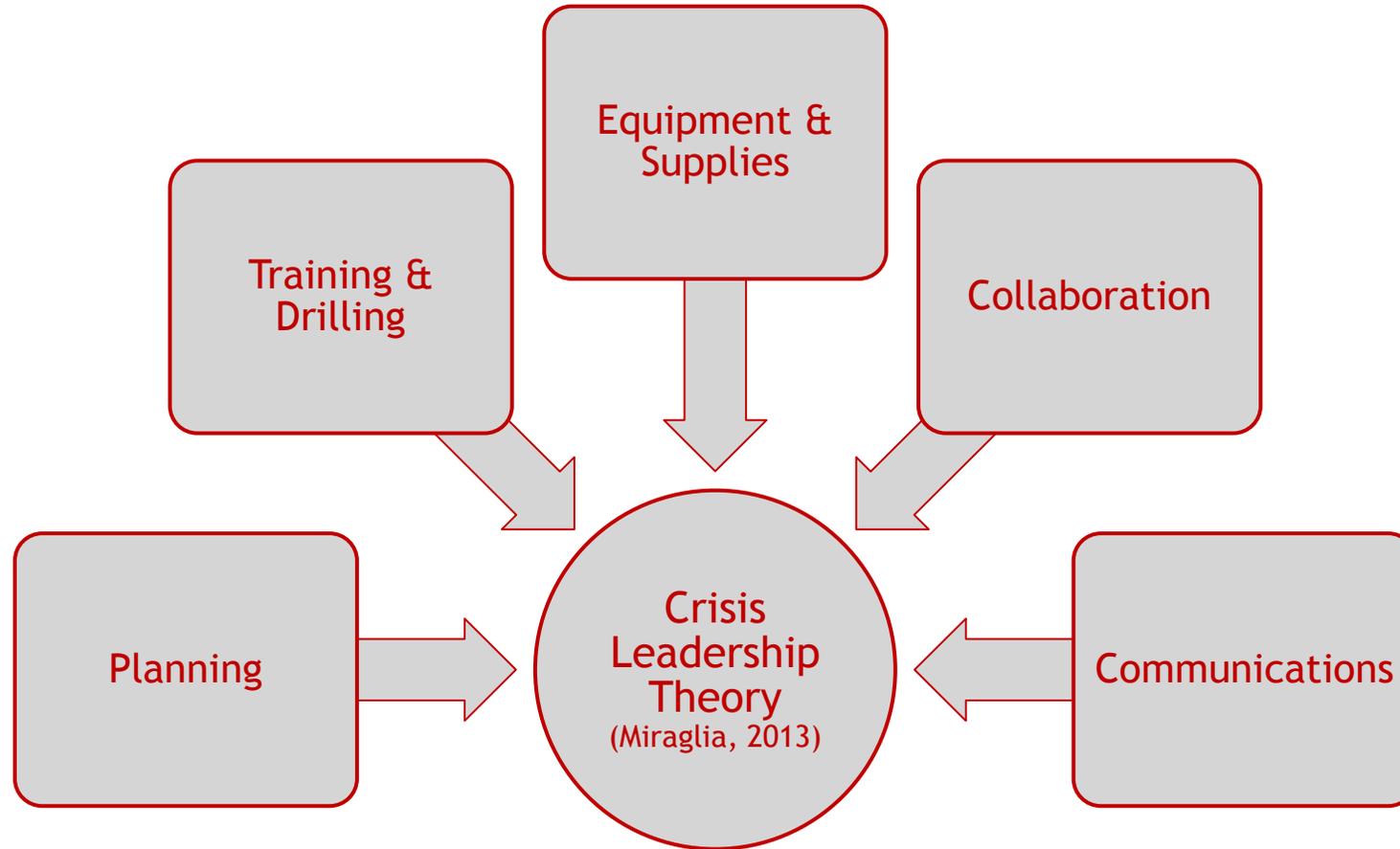


Hazard and Threat Management Crisis Communications for Schools



Training for School Officials

Five Components to Creating and Maintaining Safer and More Secure Schools



Planning

Emergency Planning

Seeger (2006) advised that planning helps emergency managers identify risk, correspond risk reduction efforts, and make more efficient decisions when responding to a crisis.



Training & Drilling

Emergency Training & Drilling

Existing research suggests that drills implemented according to best practices can increase students' knowledge and skills of how to respond in an emergency, without elevating their anxiety or perceived safety (National Association of Psychologists, 2013).



Equipment & Supplies

Emergency Equipment & Supplies

According to the United States Government Accountability Office (2009), many school districts face challenges due to a lack of necessary equipment and do not have the tools to support their emergency management plans.



Collaboration

Emergency Collaboration with Key Stakeholders

According to Alba (2011), national research on school emergency preparedness indicated that most school districts across the United States had written emergency management plans; however, a paucity was noted in the best practices regarding their refinement, evaluation, and practice with first responders.



Communications

Emergency Communications Capabilities

Arguably, communications could be the most important process in the continuum of emergency management steps necessary to protect yourself and others from potential danger (Miraglia, 2016).



Five Components to Creating and Maintaining Safer and More Secure Schools

Planning	Training	Equipment	Collaboration	Communication
<ul style="list-style-type: none"> •Emergency Response Plans (BL & DW) •Risk Assessments and Security Surveys •School Safety Teams and Committees •Annual Security Reports 	<ul style="list-style-type: none"> •Emergency Drills •Tabletop Trainings •Emergency Response Team Training •Threat Assessment Team Training •Special Topic Security Training 	<ul style="list-style-type: none"> •Facility Hardening (e.g. classroom/office doors, locks, buildings, etc.) •CCTV Monitoring •Emergency Go Bags •First Aid/Trauma Kits and AEDs •Automated Assessment Programs 	<ul style="list-style-type: none"> •First Responder involvement •Community involvement •Parent/Guardian involvement •School Community involvement •Student involvement 	<ul style="list-style-type: none"> •Pre-Post Incident Communications •External Communications •Internal Communications •Public Information Communications •Crisis Management Communications

Liability and Duty of Care

Are School Officials Emergency Managers?



Plaza Towers Elementary School, Moore, Oklahoma

EF5 Tornado with winds estimated between 200 and 210 miles per hour kills 7 children on May 19, 2013



Sandy Hook Elementary School, Newtown, Connecticut

Mass murderer kills 26 at Sandy Hook Elementary School in quaint community on December 14, 2012



Franklin Regional High School, near Pittsburgh, PA

Twenty-two people injured after stabbing rampage
at high school just outside Pittsburgh on April 9, 2014



Madrona Elementary School Thousand Oaks, CA

April 4, 2016, 1 dead, 1 injured after explosion at Thousand Oaks elementary school. The victims were making rockets when a propane cylinder they were using exploded



Average Police Response Time

- ▶ According to American Police Beat (2014), the average response time for an emergency call is 10 minutes
- ▶ According to the FBI (2013), in a study of active shootings in the U.S. between 2000-2013, approx. 70% of incidents ended in 5 minutes or less



According to the National Weather Service (2016),
the average lead-time for tornado warnings is
13 minutes nationally



School Officials as Emergency Managers

School officials, as prescribed in emergency plans, will act as ***emergency managers*** responsible for the initial response to emergencies that might impact their school (Miraglia, 2013)



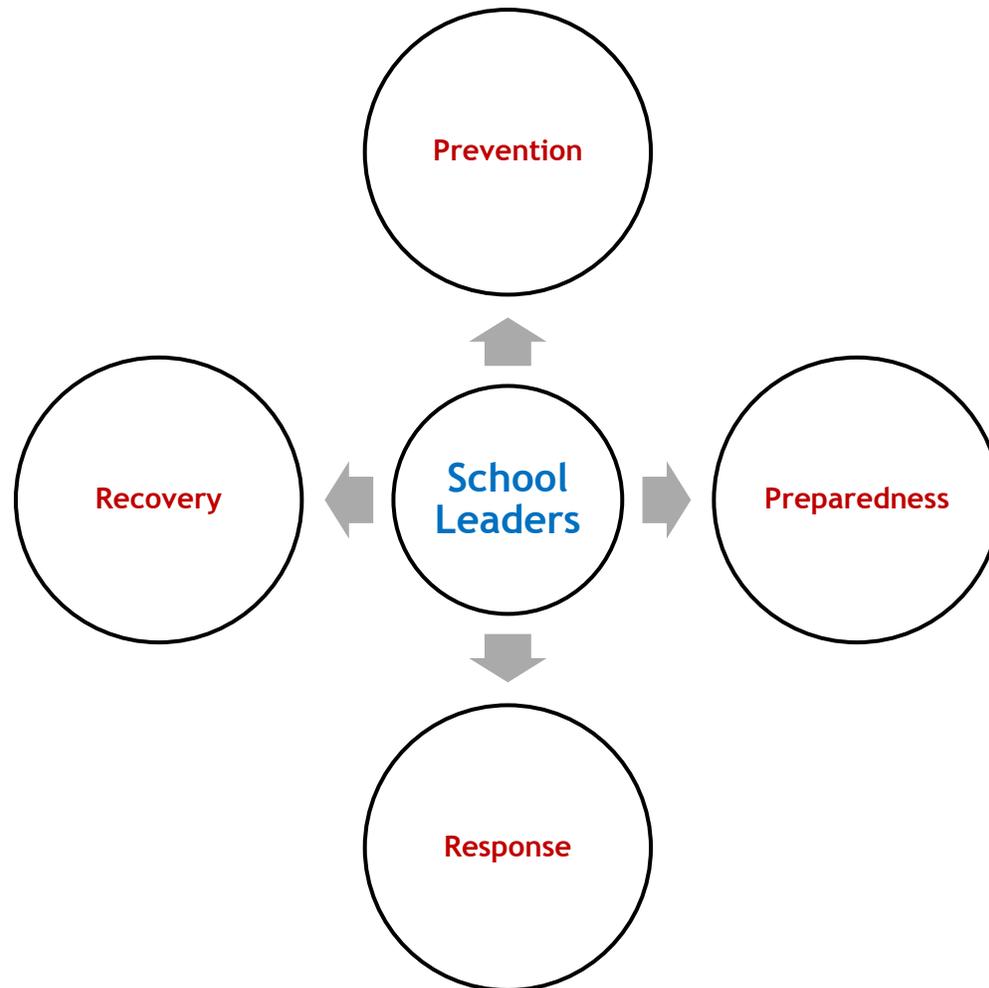
Liability and Duty of Care

Who Are School Officials

For the purpose of this training, **School Officials** include: School Administrators, Principals, Assistant Principals, Teachers, Teachers Aides, Monitors, Para-Professionals, Custodial Staff, and Security Personnel (whether school employees or privately contracted) that work within a school environment. This includes both paid and volunteer workers.



What are the Responsibilities of School Leaders in Terms of Safety and Security



Prevention-Mitigation - Keep something “bad” from happening or make it less severe

Preparedness - Ensure the school is ready for natural and human-caused hazards, threats, and emergencies

Response - Take appropriate short-term actions to protect everyone at school

Recovery - Assist the school community back to a sense of normalcy following an incident

What is the NIMS

The National Incident Management System (NIMS) is the United States' single, comprehensive system for managing domestic incidents and is suitable for all schools and educational institutions to implement throughout all phases of school emergency management.

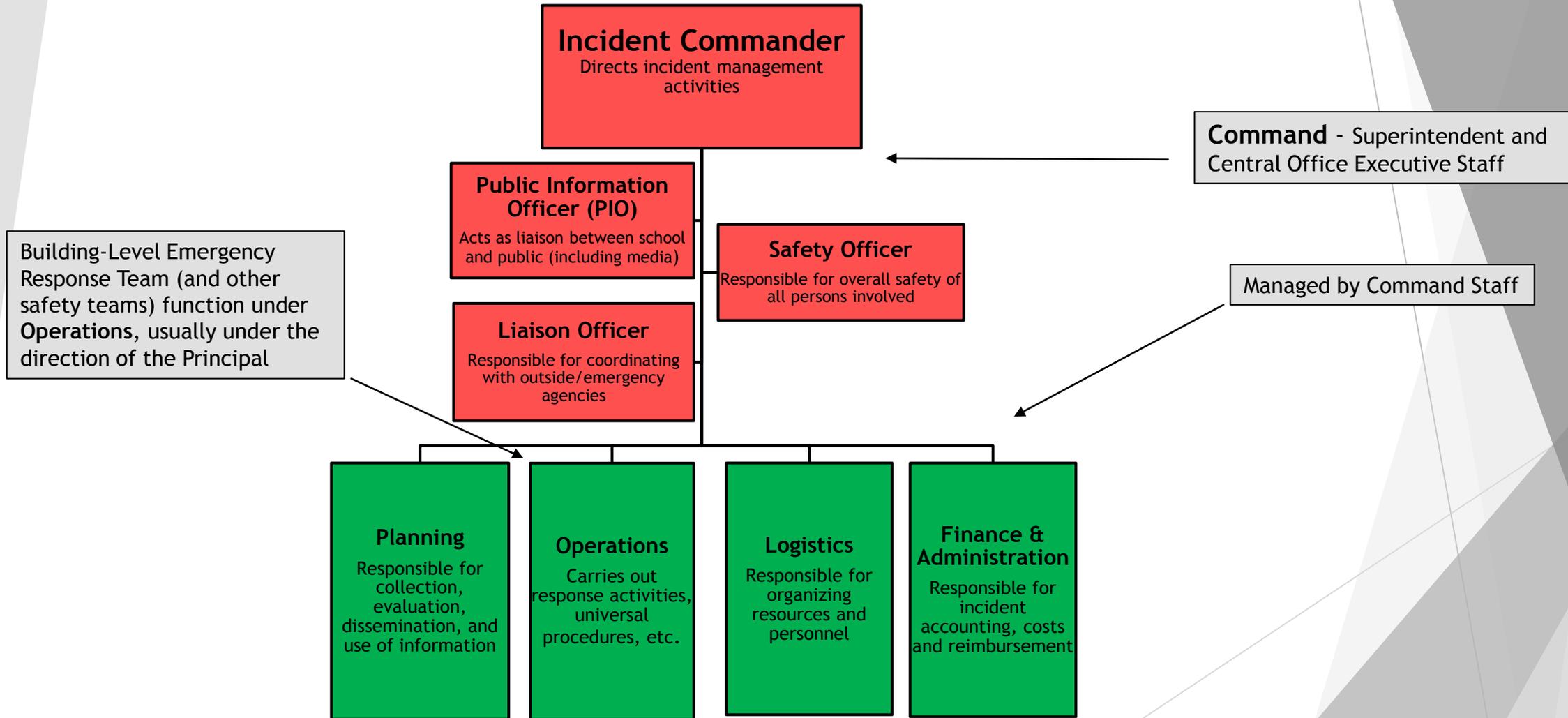


What is the ICS

The Incident Command System (ICS) is a component of NIMS and is a standardized, on-scene, all-hazards incident management approach that allows for the integration of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure. ICS enables a coordinated response among various jurisdictions and functional agencies, both public and private. ICS establishes common processes for planning and managing resources



School Incident Command System



Making Decisions and Crisis

Decision theory promotes the idea that, when applied in the context of crisis management, helps explore how school officials make decisions when confronted with a threat (Miraglia, 2013)

Crisis Decision-Making Process

1. Identify hazard or threat
2. Obtain necessary information
3. Develop a response strategy
4. Implement appropriate actions
5. Monitor and manage incident

Identify hazard or threat

- ▶ Recognize if something that is happening or could happen is dangerous to human life
- ▶ Decide if the event is going to directly or indirectly affect your school

Crisis Decision-Making Process

1. **Identify hazard or threat**
2. Obtain necessary information
3. Develop a response strategy
4. Implement appropriate actions
5. Monitor and manage incident

Obtain necessary information

- ▶ Attempt to confirm your first perception that a threat exists through available sources
- ▶ Remain objective when gathering information

Crisis Decision-Making Process

1. Identify hazard or threat
2. **Obtain necessary information**
3. Develop a response strategy
4. Implement appropriate actions
5. Monitor and manage incident

Develop a response strategy

- ▶ Based on information known and available at the time, plan to activate the appropriate protective procedures
- ▶ Keep in mind that situations are fluid and plans might need to be changed

Crisis Decision-Making Process

1. Identify hazard or threat
2. Obtain necessary information
3. **Develop a response strategy**
4. Implement appropriate actions
5. Monitor and manage incident

Implement appropriate actions

- ▶ Proceed with actions necessary to protect people from harm
- ▶ Provide guidance to stakeholders and follow procedures

Crisis Decision-Making Process

1. Identify hazard or threat
2. Obtain necessary information
3. Develop a response strategy
4. **Implement appropriate actions**
5. Monitor and manage incident

Monitor and manage incident

- ▶ Remain mindful of activities as they occur in real-time
- ▶ Continue making decisions most appropriate to circumstances by staying informed

Crisis Decision-Making Process

1. Identify hazard or threat
2. Obtain necessary information
3. Develop a response strategy
4. Implement appropriate actions
5. **Monitor and manage incident**

Crisis Decision-Making Process

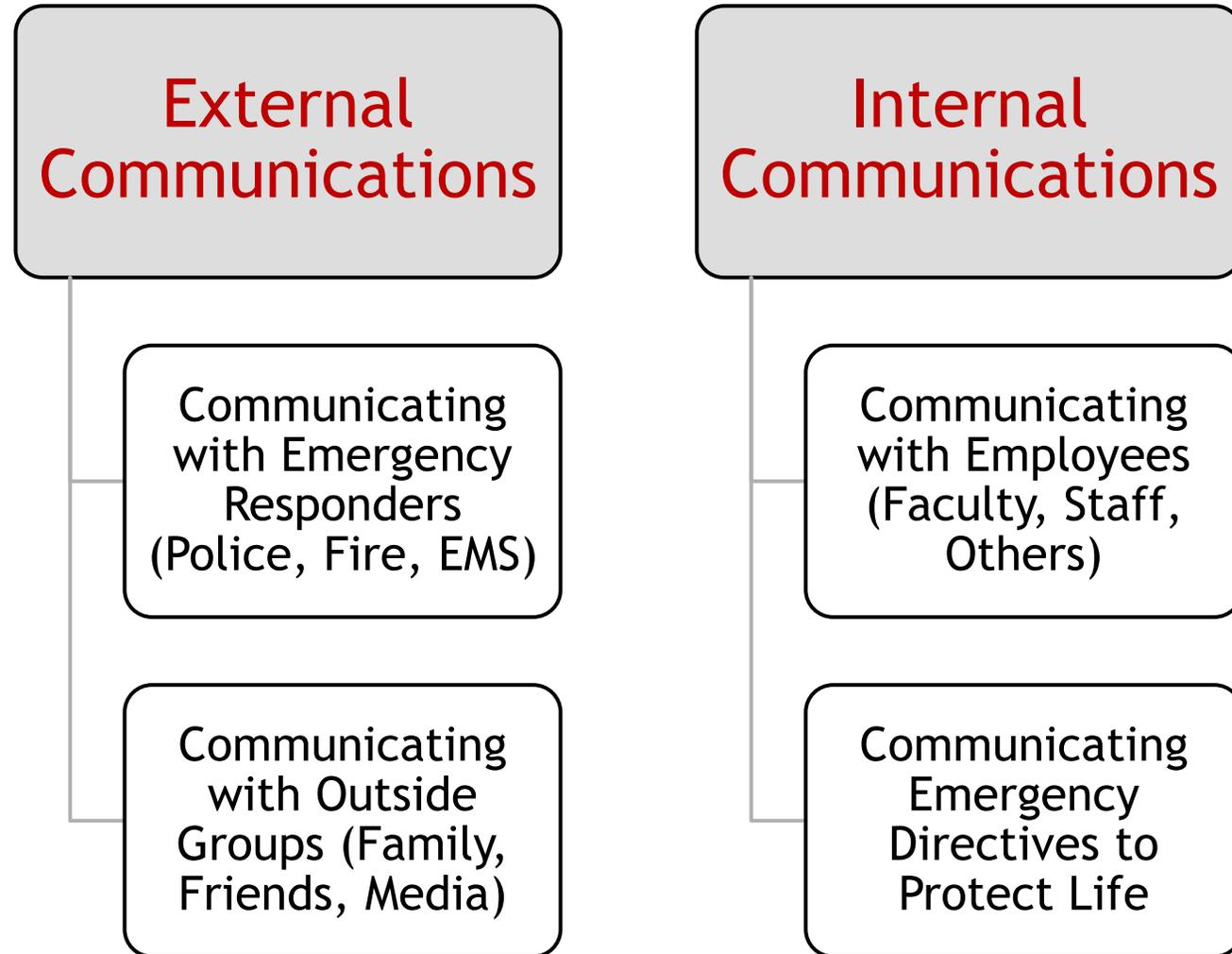


Crisis Decision-Making Process

(Communication is at the Center)



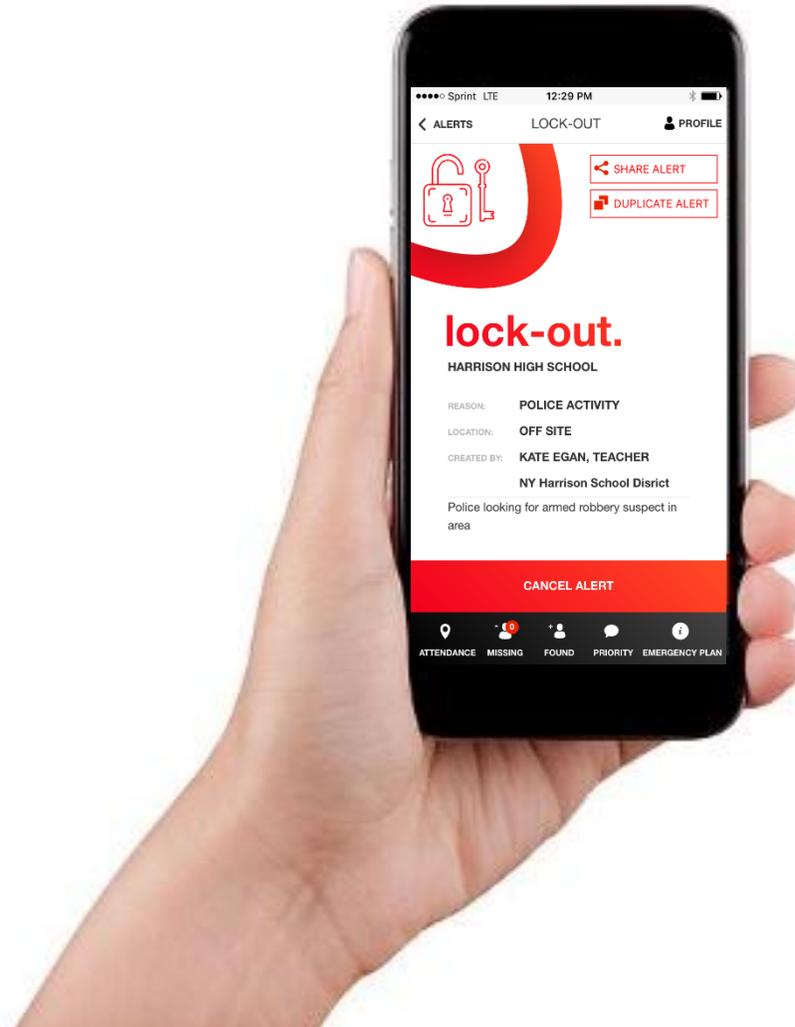
Two Categories of Communications



Methods of Communication

Modes / Devices

- ▶ Landline Telephones/Faxes
- ▶ Cellular Telephones/Text Messaging
- ▶ Computer Internet Emails
- ▶ Portable Radios (Walkie Talkies)
- ▶ Public Address Systems
- ▶ Radio / Television
- ▶ Emergency Alert Systems
- ▶ Emergency Strobe Lights
- ▶ Bull Horns
- ▶ Physical Messengers (Runners)



Making Decisions and Stress

Most scholars agree that a major variable in any decision making process is stress (Miraglia, 2013)

Paton and Flin (1999) suggested that acute stress during a crisis can have positive and negative impacts on the decision maker

Klein (1997) described one kind of decision making as one made by someone experienced in managing crises. This is where the individual recognizes the situation encountered and, from previous experience, knows the course of action to take

Decision Making Abilities During a Crisis

School environments are generally safe and secure, therefore most school officials are not typically experienced in crisis decision making (Miraglia, 2013)

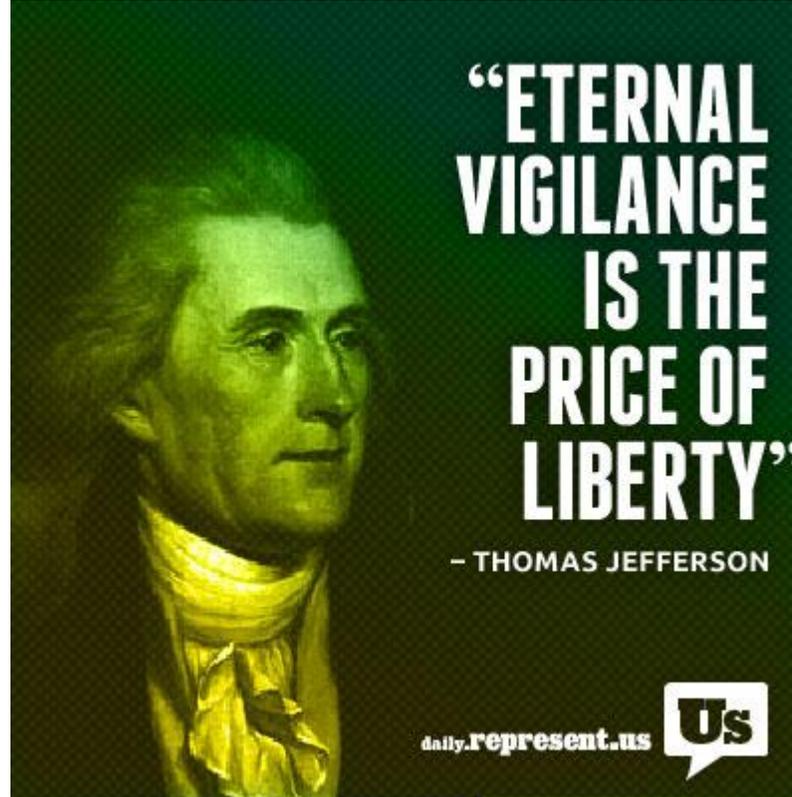
Considering the fact that most school employees are generally less experienced in crisis decision making, the groundwork is already in place for a more stressed decision making process when they are attempting to protect themselves and others from potential threats

Decision Making Under Stress

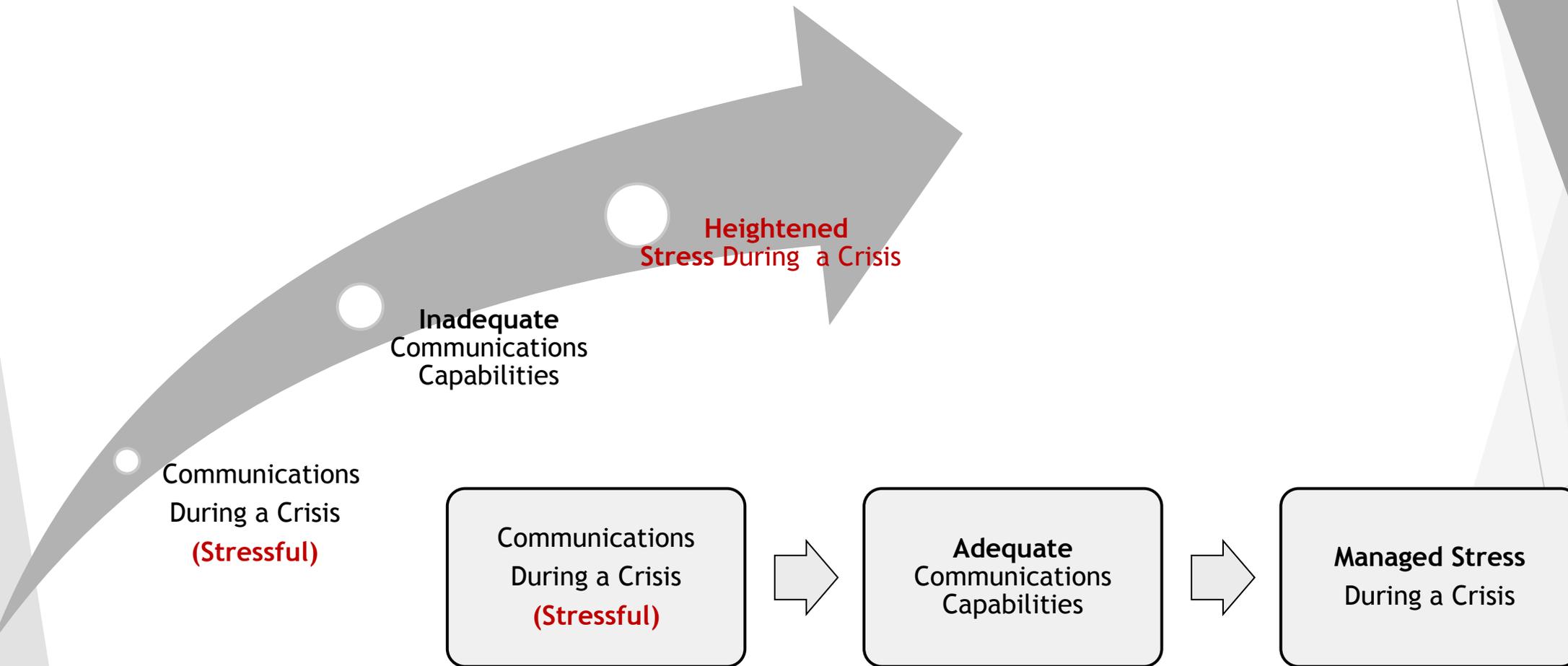
Decision making under crisis-induced stress requires, more than anything else an awareness of what's going on, and vigilance (Fink, 2000)

vig·i·lance

the action or state of keeping careful watch for possible danger or difficulties.



Adequate v. Inadequate Communications Capabilities



Simple Emergency Communications

Communicating during a crisis should not be overcomplicated. Simple, clear, and basic directives yield the best results. During stressful situations where people often panic, emergency managers must provide easy-to-follow instructions (Miraglia, 2016)

**KEEP
IT
SIMPLE**

Basic Protective Actions

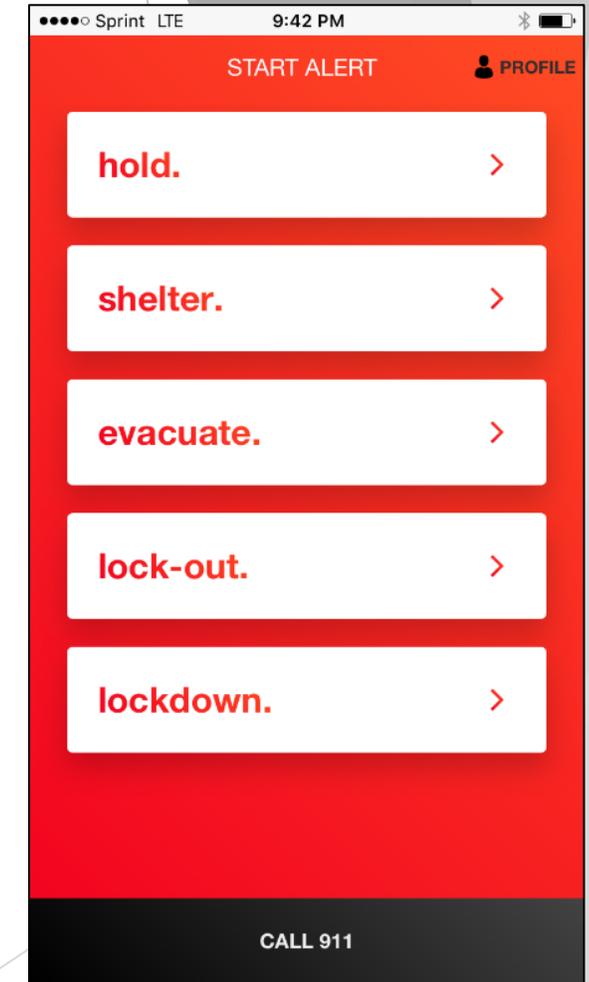
Hold-in-Place This directive is used to limit movement inside buildings and on the property so short-term emergencies can be dealt with

Shelter-in-Place This directive is used to move people inside buildings and to safe areas to protect from external threats

Evacuate This directive is used to evacuate people out of buildings or off the property away from threats

Lock-Out This directive is used to safeguard people from external threats. It differs from “shelter” as people will generally not be moved to predesignated safe sheltering areas

Lockdown This directive is used to secure people inside buildings and rooms from incidents that pose immediate danger to people inside the building or on the property



Emergency Communications

- **Pre/Post-Incident Communication** - Schools should ensure that they have adequate methods to communicate with stakeholders before and after an incident or event. This could include such things as: mass notification systems to use for school closures, delayed openings, and early dismissals, automated telephone calls, email/text blasts, press releases, and news letters.
- **External Communication** - Schools should ensure they have a designated person or persons that can speak publicly to the media, parents, and other external organizations, such as police and fire officials. Often times this individual is the district's Public Information Officer.
- **Internal Communication** - Schools should ensure they have a designated person or persons that can communicate internally within the district to administrators, faculty, staff, and students during emergencies. Sometimes members of the building-level emergency response team serve as "employee liaison" and "student liaison"
- **Emergency Management Communication** - Schools should ensure that they have adequate methods and redundancy when it comes to emergency management communications. This includes, but is not limited to: bullhorns, public address systems, landline telephones, cellular telephones, portable radios, and a hazard and threat management crisis communications mobile application system.



www.tapappsecurity.com

What Can School Leaders Do to Prevent-Mitigate Emergencies, Prepare for Emergencies, Respond to Emergencies, and Recover from Emergencies?

Do not fear this daunting task and important responsibility

Accept your protective role in the 21st century

Ensure your school's emergency communications capabilities are adequate



Safety is the opposite of fear

Dr. Matthew Miraglia

Session Two

Emergency Response Tabletop Exercises



Armed Threat - Phase 1

At 1:30 p.m., on a regular school day, a former student walks into the main lobby of the school. He pulls out a handgun, points it at the security monitor, and orders him to get on the floor.

Two students walking past the lobby see the armed student pointing the gun at the security monitor. They quickly run into a nearby classroom and frantically tell the teacher what they saw.



Armed Threat - Phase 2

Moments later, the security monitor refuses to get on the floor. The student opens fire, shooting him in the chest. The security monitor falls to the floor and is unresponsive.

The armed student then begins walking down a hallway and opens fire on students. A couple of students are wounded. The shots can be easily heard on the first floor.



Armed Threat - Phase 3

The shooter continues on his shooting rampage attempting to shoot anyone he comes in contact with.

Law enforcement resources have been notified and are responding to the school.



Armed Threat - Phase 4

Police arrive at the school approximately 5 minutes after being notified of the active shooter. They immediately make entrance into the school in an effort to neutralize the threat.

The shooter continues through the school seeking people to shoot.



Armed Threat - Phase 5

As police are searching for the shooter, he exits the school through the cafeteria and heads towards a group of students standing in the student parking lot.



Armed Threat - Phase 6

The students see the shooter heading their way and begin to run from the area. The shooter is able to shoot one fleeing student in the back. She falls to the parking lot wounded.

Approximately 2 minutes later, police engage the shooter in the parking lot. The shooter is shot and killed.



Severe Weather Threat - Phase 1

On a rainy afternoon, a faculty member returns to the school from her lunch break. As she pulls into the faculty parking lot, she notices what appears to be a funnel cloud forming in the sky above the athletic fields approximately 1,000 feet from the school.



Severe Weather Threat - Phase 2

Moments later, the tornado touches down. The faculty member is unable to safely make it to the school to take shelter.

She feels the need to notify the school so everyone can take protective action.



Severe Weather Threat - Phase 3

The tornado stays on the ground for approximately 4 minutes causing severe damage to the area. Numerous trees and power lines are down.

Fortunately, the tornado did not directly impact the area where the faculty member was parked inside her car.



Severe Weather Threat - Phase 4

The school administration activates their Incident Command System (ICS). Designated team members report to their respective command posts.



Medical Emergency - Phase 1

At approximately 2:30 p.m., a staff member observes a teacher collapse to the ground outside the school's main entrance. It appears that the teacher is having some sort of medical emergency.



Medical Emergency - Phase 2

While emergency responders are being notified, another employee (that is trained and certified) begins providing first aid to the victim. The situation is serious as the victim is not breathing and has a weak pulse.



Medical Emergency - Phase 3

The dismissal bell is about to ring. Numerous students will be exiting the building.



Final Thought

School officials are responsible for preparing schools to meet students' needs while facing the complex security challenges of the 21st century. In the event of a disaster, whether man-made or natural, deliberate or accidental, school officials must be able to make appropriate decisions and lead effectively in order to maintain safety at their schools. The actions of school officials before, during, and after a crisis will likely play a key role in the safe and effective delivery of education in the future (Miraglia, 2013).



www.clpsconsultants.com