School Safety Summit

April 17, 2019

Opening Remarks

What work needs to be completed in order to ensure a school environment that is physically and emotionally safe?

bit.ly/schoolsafety2019

School-Community Connections

School-Community Connections

NEW YORK STATE | **Homeland Security and Emergency Services**

Esteves School of Education *of The Sage Colleges*

RCS Ravena Coeymans Selkirk CENTRAL SCHOOL DISTRICT

School Safety Summit, April 17, 2019

Our time together today will be filled with both new and familiar information. We want for you to leave with actionable plans.
Use this form throughout the day to record your thoughts based on what you have heard.

	Concerns with Current Reality	→ Questions, Needed Resources, Strategies	→ Successful Future Practice
Prevention			
Preparation			

Setting the Stage for School Safety

Dr. Lisa Patierne, Principal, Ravena Coeymans Selkirk High School

Renee Rider, Associate Commissioner, New York State Education Department

Craig Vedder, Sergeant, New York State Police

April 17, 2019

The Clay Buddha

Temple of the Golden Buddha

Think of Three Things

"I'm happy and grateful for…"

1. _____

2. _____

3. _____

Share

- "I'm happy and grateful for…"

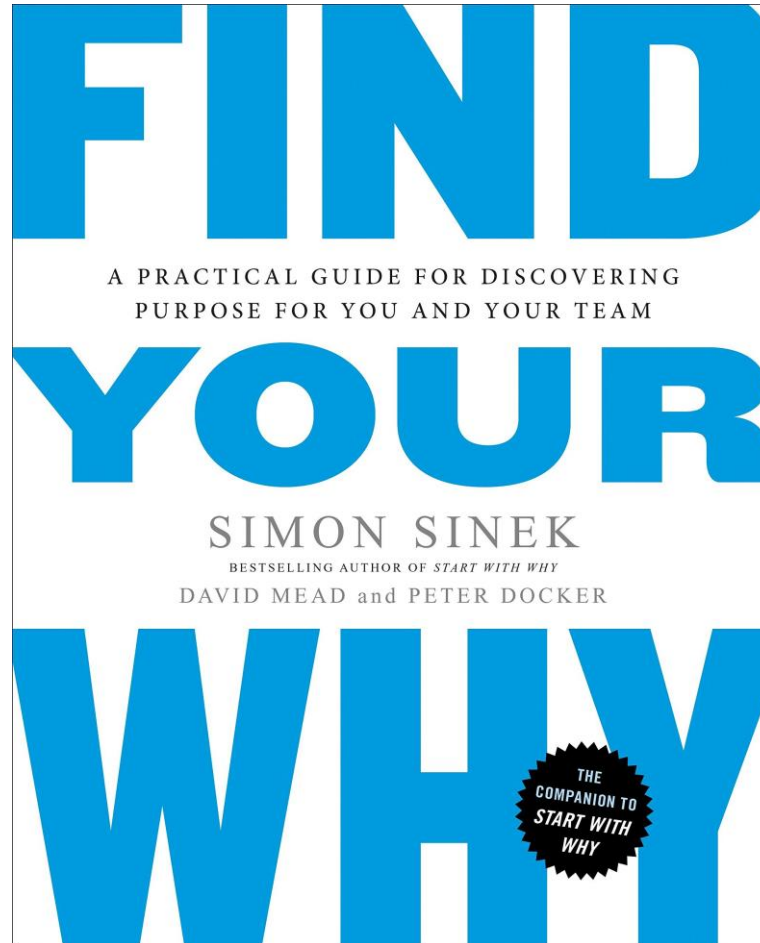- Share with the person next to you.

Objectives

- Gain greater clarity about school/community partnership.

- Become familiar with the four phases of emergency management and how it relates to schools.

- Understand a holistic approach to school safety.
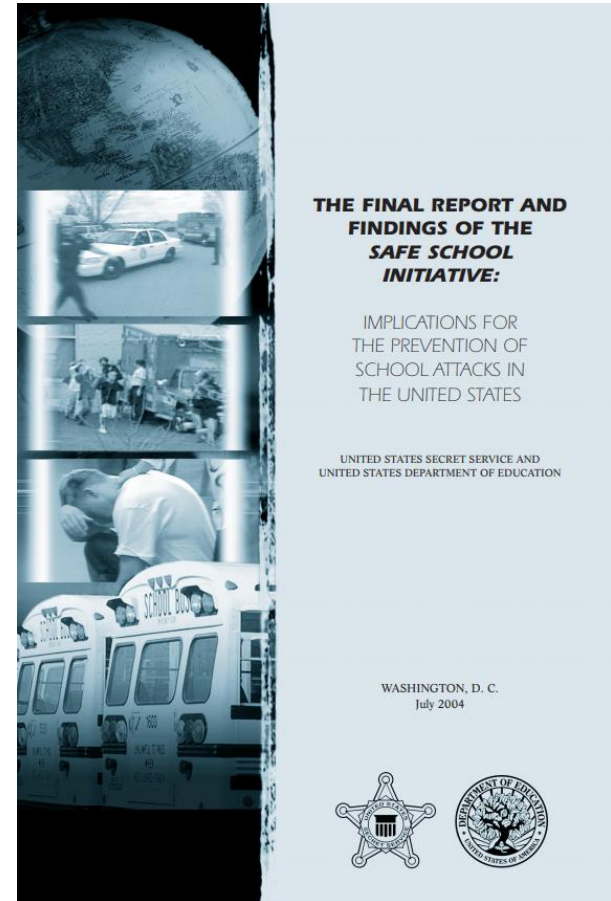
Comfort Zone

CHRISTINE LIN
@localnews9

https://www.youtube.com/watch?v=ZvRQ1StsYGw

10 Characteristics of Active Shooters

THE FINAL REPORT AND FINDINGS OF THE *SAFE SCHOOL INITIATIVE:*

IMPLICATIONS FOR THE PREVENTION OF SCHOOL ATTACKS IN THE UNITED STATES

UNITED STATES SECRET SERVICE AND UNITED STATES DEPARTMENT OF EDUCATION

WASHINGTON, D. C.
July 2004

(Vosekuil et al., 2004)

10 Characteristics of Active Shooters

1. These acts were rarely sudden or impulsive and prior to most incidents, others knew about the attacker's idea or plan.

2. Most did not threaten targets directly prior to attack.

3. There is no accurate or useful profile of a student attacker.

10 Characteristics of Active Shooters

4. Most attackers engaged in some type of behavior prior to the attack that caused others to be concerned, or gave some sign or indication that they needed help.

5. Most attackers had difficulty coping with significant loss or personal failures.

6. Many considered or attempted suicide.

7. Many felt bullied, persecuted, or injured by others.

10 Characteristics of Active Shooters

8. Most had access to and had used weapons prior to the attack.

9. In many cases, others were involved in some way.

10. Despite prompt law enforcement responses, most attackers were stopped by means other than law enforcement.

FBI Study
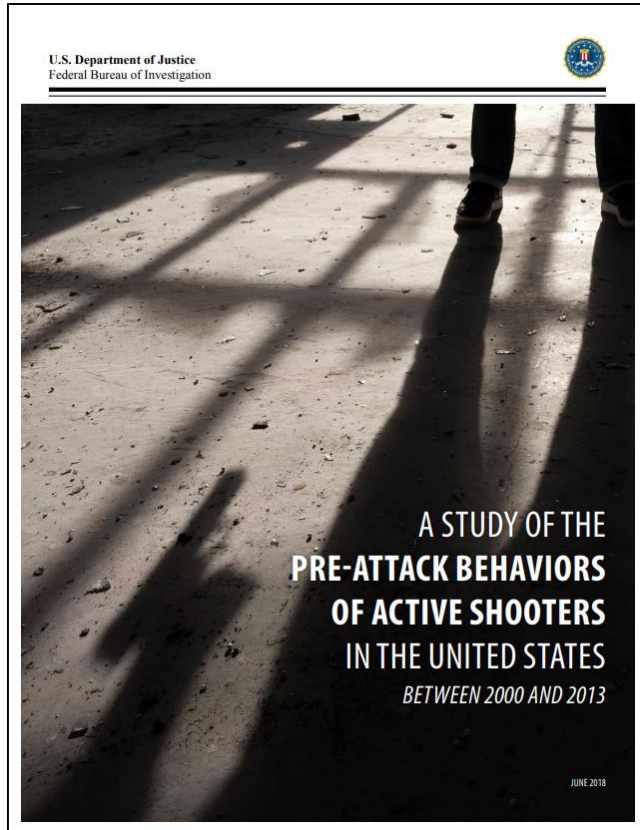
FBI Study

- By recognizing and reporting observable behavior, attacks can often be disrupted or prevented.

- 250 Active Shooter events in the U.S. between 2000-2017.

- 20.8% of these incidents occurred at schools.

- 88% of Active Shooters 17 and under leaked information.

FBI Study

- On average, 77% of active shooters spend a week or longer preparing.

- Approximately 25% of active shooters diagnosed with a mental illness.

- They typically experience multiple stressors (average of 3.6) in year prior to attack.

FBI Study

- On average, Active Shooters displayed 4-5 concerning observable behaviors (mental health challenges, problematic interpersonal interactions, leakage).

- For Active Shooters 18 and under, school peers and teachers more likely to observe concerning behaviors than family.

- Most common responses to concerning behavior was to communicate directly with individual (83%), do nothing (54%), or report to law enforcement (41%).

Federal Commission on School Safety Final Report

December 18, 2018
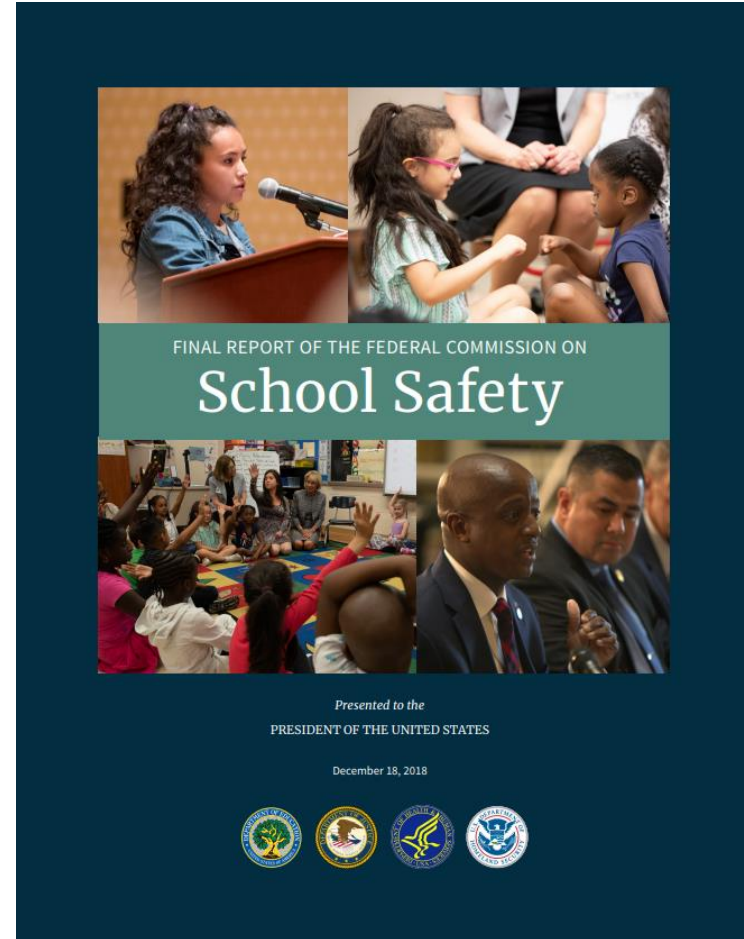
Findings

- Focus on prevention

- School shooters don't just snap

- Imperative to foster culture of connectedness

  - **Parkland:** Alleged shooter felt isolated, depressed, unable to connect with classmates

  - **Columbine:** characterized as depressed and reclusive

  - **Virginia Tech:** very isolated

  - **Sandy Hook:** locked himself in bedroom

- Social-Emotional learning key component

2G Collaboration

"Guardians of the Community"

"Gardeners of the Community"

Re-Established New York State Safe Schools Task Force

- In January 2013, the NYS Board of Regents re-established the NYS Safe Schools Task Force which was charged with making recommendations to the Board to improve school safety in New York.

- **Vision Statement:**

  - "School environments in New York State will effectively promote and protect the well-being of ALL students and personnel each day and into the future."

New York State Safe Schools Task Force

- **Safe Schools is a multi-faceted topic that takes a multi-pronged approach to be successful.**

- The Task Force formulated Three Workgroups:
  1. School Climate and Student Engagement
  2. Data Use and Reporting
  3. Building Infrastructure and Security

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New York State Safe Schools Task Force Advanced 36 Recommendations

- **Two themes were evident throughout the 36 Task Force Recommendations:**

  - <u>Promote and measure school climate</u> rather than focus exclusively on measuring school violence.

  - <u>Focus on Social Emotional Learning</u> to help students learn the essential skills that affect every area of our lives, including how to understand and manage emotions, and how to establish and maintain positive relationships.

http://www.regents.nysed.gov/common/regents/files/914p12d6.pdf=

What is School Climate?

"the way school culture affects a **child's sense of safety and acceptance**, and consequently is a critical determinant of their ability to focus on the task of learning".

Dessel, A. (2010) Prejudice in schools: promotion of an inclusive culture and climate. Education and Urban Society, 42(4), 407-429.

NYSED.gov

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A Positive School Climate

- **Increases**
  - Attendance
  - Achievement
  - Retention
  - Graduation Rates
  - Motivation to Learn
  - Psychological well-being
  - Teacher Retention

- **Decreases**
  - Absenteeism
  - Suspensions
  - Substance Abuse
  - Bullying
  - Negative effects of self-criticism and socioeconomic status on academic success
  - Teacher Burnout

**New York State
Center for School Safety**
https://www.nyscfss.org/

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Why Measure School Climate?

Research suggests that:

- The quality of the school climate may be the single most predictive factor in any school's capacity to promote student achievement;

- If we want achievement gains, we need to begin by improving the school climate.

Shindler, J., Jones, A., Williams, A.D., Taylor, C., Cardenia, H. (2016). The school climate-student achievement connection: If we want achievement gains, we need to begin by improving the climate. Journal of School Administration Research and Development 1(1), 9-16.

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# US Department of Education (USDE) School Climate Surveys
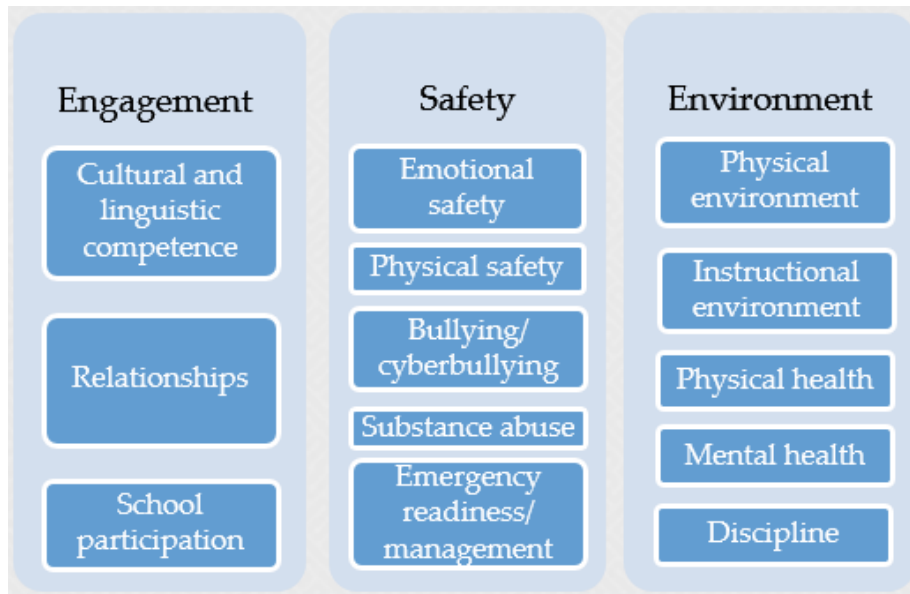
Implementing a Comprehensive School Climate Strategy

1. Develop a school climate mission statement and choose a School Climate Framework

2. Establish a Community Engagement Team

3. Administer the US Department of Education school climate surveys to students, staff (instructional and non-instructional), and parents

4. Generate reports that summarize the survey response data, review and analyze the survey data (and other pertinent data such as chronic absenteeism data, school discipline or violent incident data) with the Community Engagement Team

5. Create and implement an action plan with the Community Engagement Team to address areas of identified need
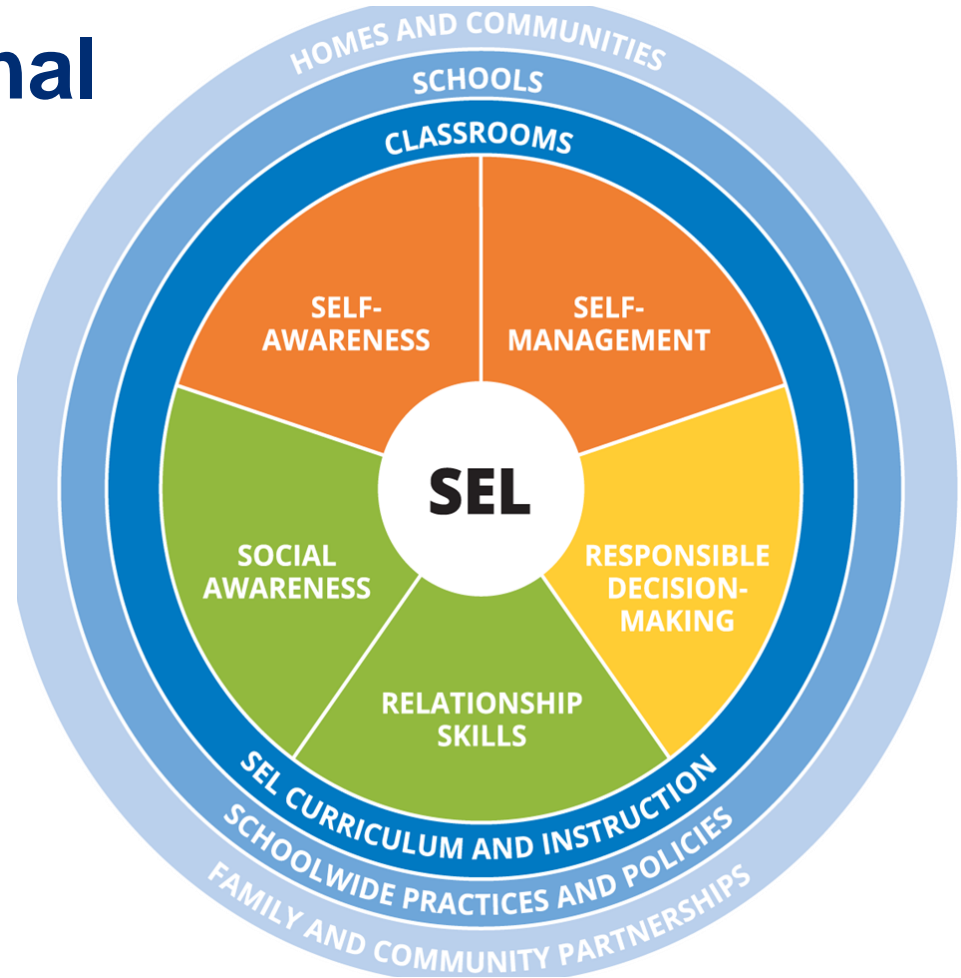
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Components of a School Climate Framework
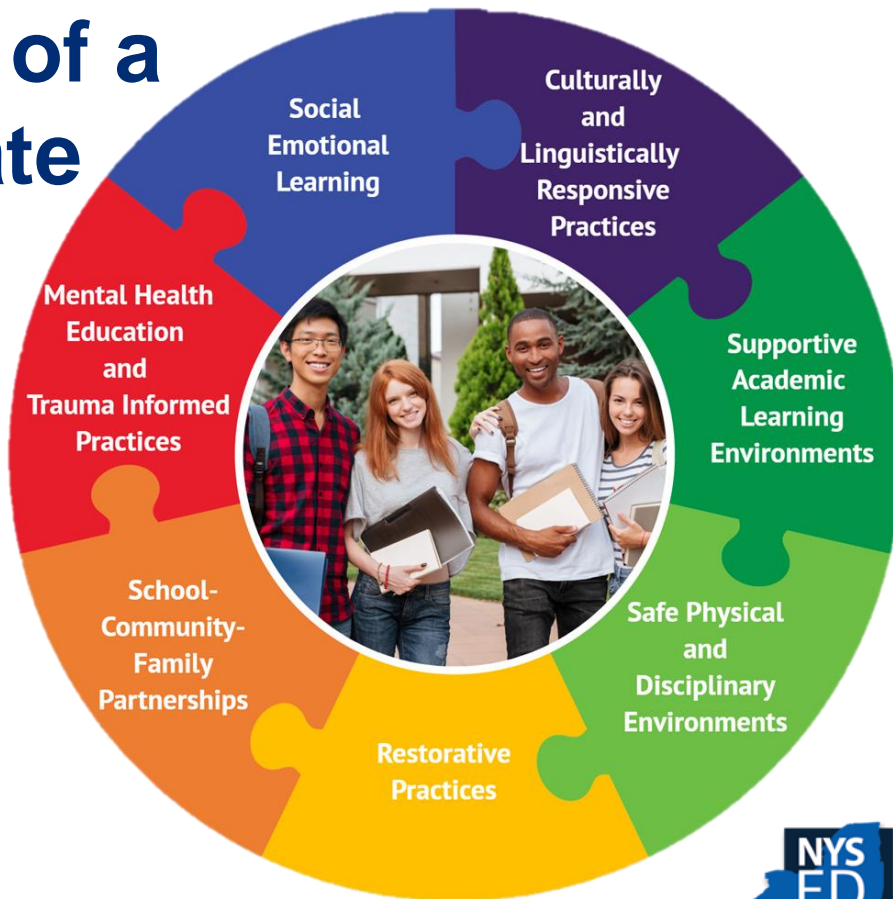
Social Emotional Learning

"the process through which children, youth, and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

Dusenbury, L., Calin, S., Domitrovic, C., Weissberg, R.P. (2015). What Does Evidence-Based Instruction in Social and Emotional Learning Actually Look Like in Practice? A Brief on Findings from CASEL's Program Reviews, A Publication of the Collaborative for Academic, Social, and Emotional Learning.

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Social and Emotional Five Core Competencies

Social Emotional Learning: What We Teach

If a child doesn't know how to read, we teach.

If a child doesn't know how to swim, we teach.

If a child doesn't know how to multiply, we teach.

If a child doesn't know how to drive, we teach.

If a child doesn't know how to behave, we

……teach? ……punish?

Why can't we finish the last sentence as automatically as we do the others?

Impact of Enhancing Students' Social Emotional Learning

Better Academic Performance	Achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction
Improved Attitudes and Behaviors	Greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior
Fewer Negative Behaviors	Decreased disruptive class behavior, noncompliance, aggression, and disciplinary referrals
Reduced Emotional Distress	Less student depression, anxiety, stress, and social withdrawal

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NYS Social Emotional Learning: Essential for Learning, Essential for Life

- NYSED's Office of Student Support Services [Social Emotional Learning web page](#) offers the following resources:

    - [New York State Social Emotional Learning Benchmarks](#) for voluntary implementation (released in August 2018)

    - [Social Emotional Learning: Essential for Learning, Essential for Life](#) a framework explaining SEL concepts, and the need for and benefit of SEL in NY (released in August 2018)

    - [Social Emotional Learning: A Guide to Systemic Whole School Implementation](#), providing strategies and resources for districts and schools (released in March 2019)

    - [District-developed resources](#), aligning SEL competencies, academic standards, classroom activities, and general teaching practices

1st in the Nation to Require Mental Health Education in State Law

- In 2016, **New York State** became the 1st in the nation to require mental health education in schools by amending State Education Law as follows:

  - "… recognizing the multidimensions of health and its relation to mental health" and

  - "… to enhance student understanding, attitudes and behaviors that promote health, well-being and human dignity."

-Chapter 390 of the Laws of 2016 with an effective date of July 1, 2018

NYS ED .gov **New York State EDUCATION DEPARTMENT** Knowledge › Skill › Opportunity
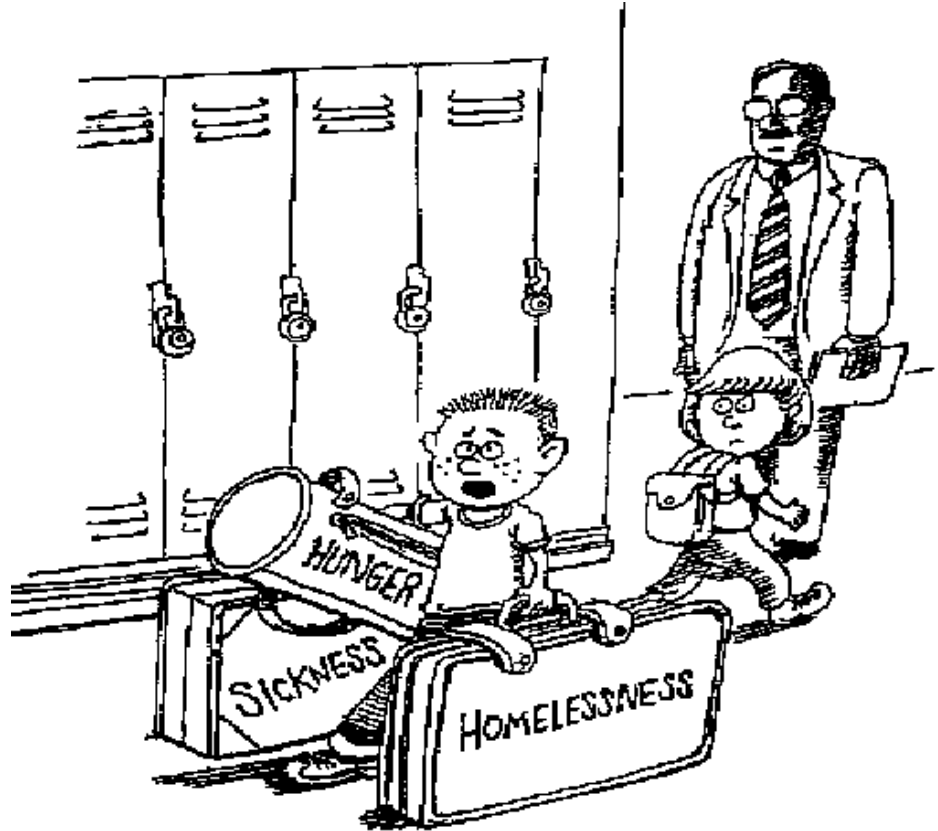
Mental Health Facts

- 22 percent of youths ages 13 to 18 experience some form of serious mental disorder - that is 1 in 5 students in a classroom.

- Only about 40 percent of those with a mental illness seek treatment, and half of those who do seek treatment wait an average of 10 years from the time they begin experiencing symptoms.

- According to the Centers for Disease Control and Prevention (CDC), "focusing on establishing healthy behaviors during childhood is more effective than trying to change unhealthy behaviors during adulthood."

https://www.nami.org/getattachment/learn-more/mental-health-by-the_numbers/childrenmhfacts.pdf
https://www.nami.org/getattachment/learn-more/mental-health-by-the-numbers/childrenmhfacts.pdf
https://www.mentalhealth.gov/basics/what-is-mental-health

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Resources

- New York State Center for School Safety - https://www.nyscfss.org/

- Approved New York State ESSA Plan - http://www.nysed.gov/essa/nys-essa-plan

- Measuring School Climate subtopics - https://safesupportivelearning.ed.gov/edscls/measures

- Social Emotional Learning: Essential for learning, Essential for life , Essential for New York - http://www.p12.nysed.gov/sss/sel

- Mental Health Education Literacy in Schools: Linking to a Continuum of Well-Being - http://www.nysed.gov/curriculum-instruction/mental-health

- Guiding Principles: A Resource Guide for Improving School Climate and Discipline - https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf

- Stolen Time: New York State's Suspension Crisis - https://equityinedny.edtrust.org/stolen-time/

- National Center on Safe Supportive Learning Environments - https://safesupportivelearning.ed.gov/

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Questions?

Prevention

Dr. Lisa Patierne, Principal, Ravena Coeymans Selkirk High School

Nick Ingle, School Resource Officer (Guilderland High School), Guilderland Police Department

April 17, 2019

Officer Nick Ingle

Prevention

- Social Emotional Health/Successful Students

- School Police Partnerships/SROs

- Threat/Behavioral Assessment

Explicit Instruction

Creating a Safe Space

Self Esteem

- 2/3 of Americans have low self-esteem

- Dr. Herbert Otto

- NJ Study (80/20/5)

- Study of 1000 Teachers/1000 Parents

Positive Self Talk

3 Essential Areas to Develop in Students

- Sense of Belonging

- Sense of Competence

- Sense of Worthwhileness

- Self Awareness

Self Esteem

Safe Schools = Successful Students

Success Starts Here

100% Responsibility

What are the three easiest things to do when we don't get the results we want?

Blame

Complain

Make Excuses

Prevention

- School/Police Relations

- School Resource Officer as Advisor - Connections

Leadership

Relationship

Trust

Partnership

"School shootings and other forms of school violence are not just a schools problem or a law enforcement problem. They involve schools, families, and the communities. An adolescent comes to school with a collective life experience, both positive and negative, shaped by the environments of family, school, peers, community, and culture."

- National Center for Analysis of Violent Crime

Train Together

- Government has sounded the alarm with the allocation of millions of dollars for training of first responders, including school administrators, in area of domestic and international terrorism

Partnership

Share Resources

Partnership

- Teaching

Flagship

- What new ideas can you bring that make your school great?

12th Grade Transition

Reunification Plan
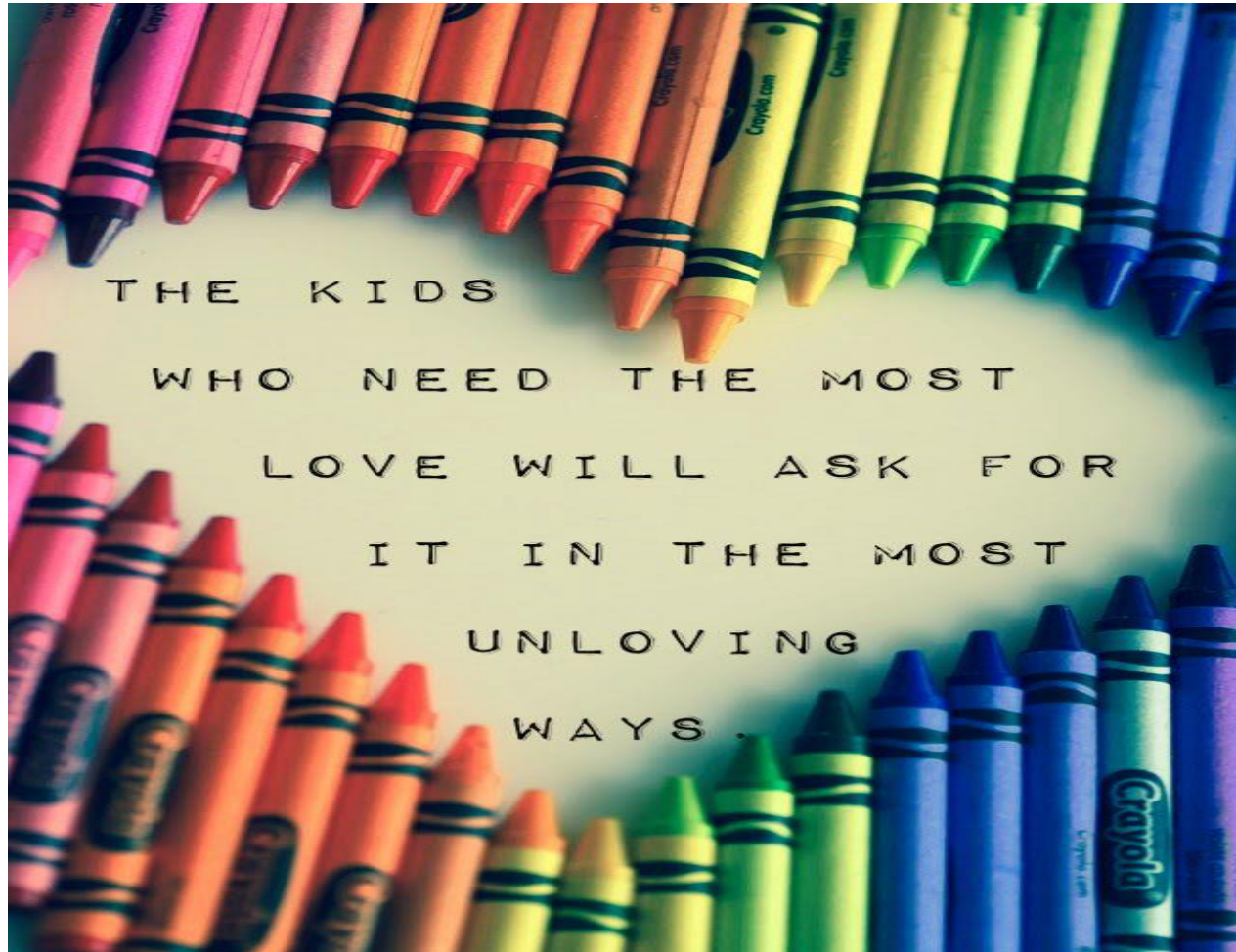
A Tale of 2 Dollars

https://www.youtube.com/watch?v=b9Auw0MzW50

THE KIDS WHO NEED THE MOST LOVE WILL ASK FOR IT IN THE MOST UNLOVING WAYS.

Threat Assessment

Safest Schools

- Plans to prevent violence

- Identify people at risk

- Intervene with risk concerns

- Respond to violent acts

- Recovery from an event

Psychological Safety

- Everyone must be encouraged to report any information about a situation that may be potentially violent or harmful to any person

Create a Central Reporting Mechanism

- Establish one or more reporting mechanisms

- Provide training and guidance:

  - Student, Staff, Teachers, SRO's

  - Recognizing concerning behaviors

  - Roles and Responsibilities in reporting

  - How to report

- Respond immediately

- Option for anonymity

Create a Central Reporting Mechanism

- Reports will be:

  - Acted upon
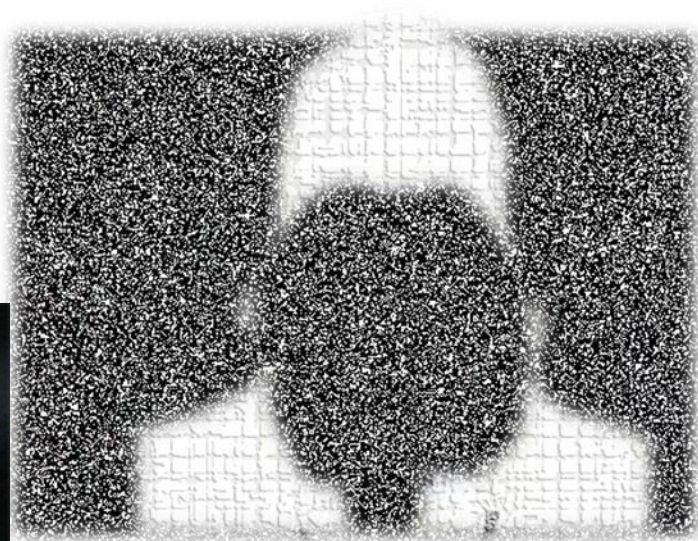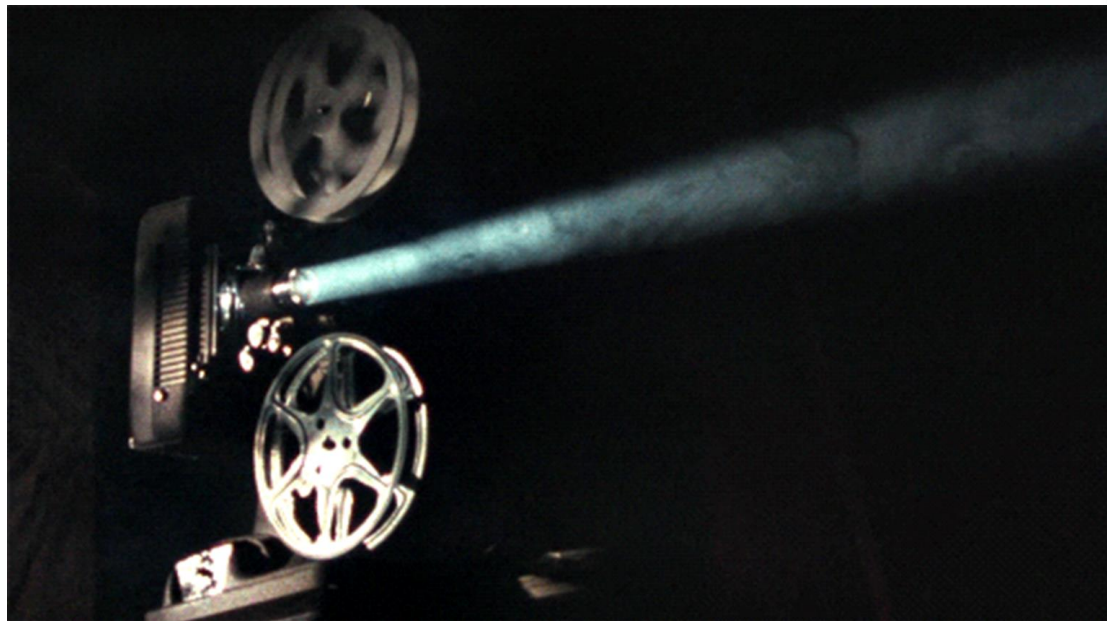
  - Kept confidential

  - Handled appropriately

Oooh, I'm telling on you!

There is no profile for a teen attacker
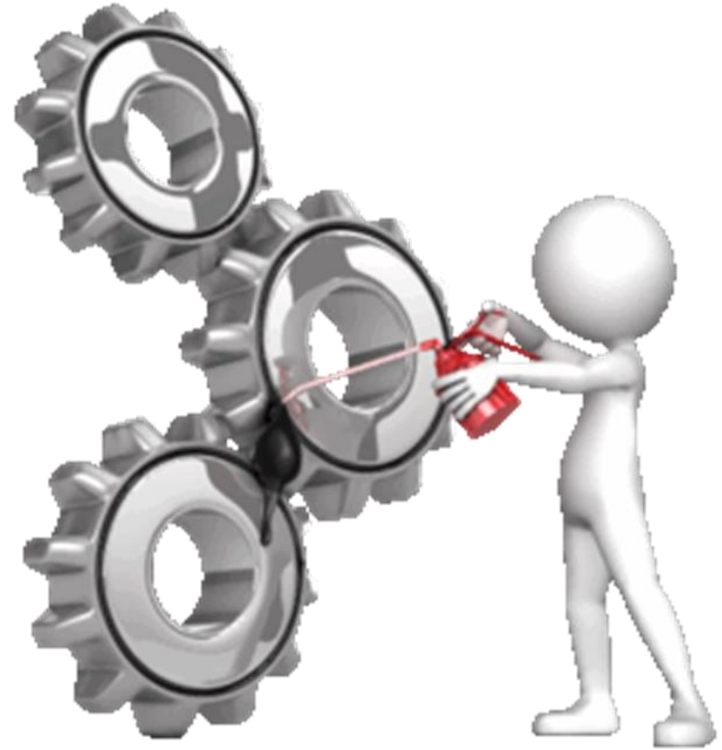
Andrew Hernandez

19.5-Life

Behavior Assessment Teams

Many Moving Parts

- Physical Security

- Emergency Management

- Violence Prevention / Social Emotional Behavior

Enhancing School Safety Using a Threat Assessment Model

- Threat Assessment Teams

- Behaviors

- Reporting

- Law Enforcement Procedures

ENHANCING SCHOOL SAFETY USING A THREAT ASSESSMENT MODEL

An Operational Guide for Preventing Targeted School Violence

U.S. Department of Homeland Security
United States Secret Service

National Threat Assessment Center
July 2018

Define Prohibited and Concerning Behavior

- Concerning behaviors occur along a continuum

- Threshold for intervention

- Concerning statements and actions

Lost in the Dark

Preparedness

Janice Severson, Project Coordinator, Safe Schools NY, New York State Police

Johanna Sullivan, Director of Office of Public Safety, New York State Division of Criminal Justice Services

April 17, 2019

preparedness noun

pre·pared·ness | \ pri-ˈper-əd-nəs 🔊 *also* -ˈperd-nəs 🔊 \

Definition of *preparedness*

: the quality or state of being <u>prepared</u>

NEW YORK STATE | State Police

The NYS School Safety Improvement Team

- In 2013, the Governor's Office directed NYSP, DCJS, DHSES and NYSED to re-establish the statewide school safety improvement team.

Federal Guidance

- First joint product of USDOE, DHS, FEMA, DOJ, FBI, and HHS.

- Released in 2013.

- Download the full guide at: www.rems.ed.gov

GUIDE FOR DEVELOPING HIGH-QUALITY SCHOOL EMERGENCY OPERATIONS PLANS

FEMA
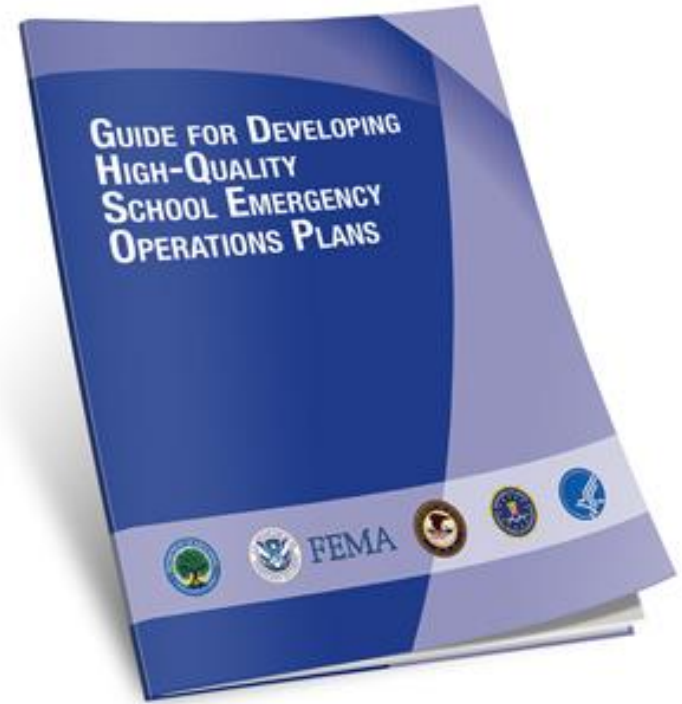
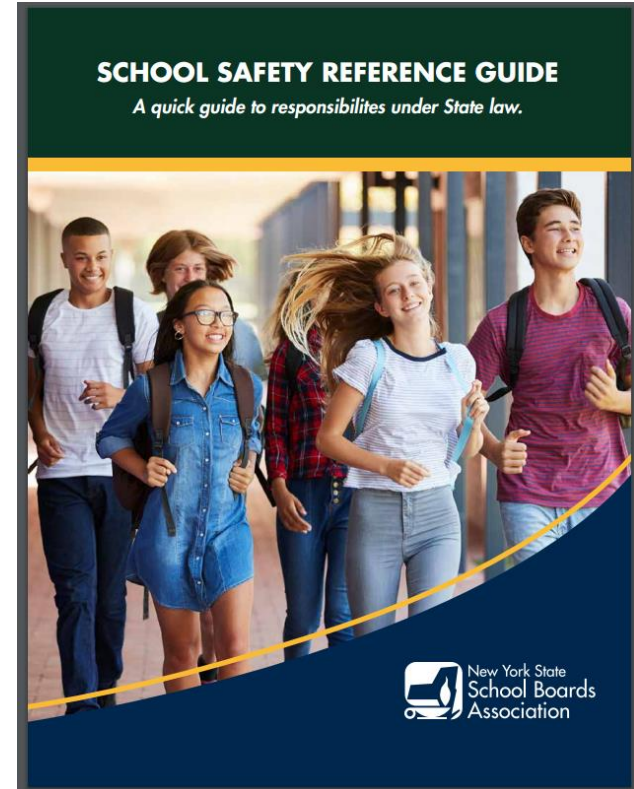# Integrate Federal Guidance and NYS EDU § 2801-a

Quick Guide to Emergency Response Planning Requirements in Education Law §§ 807 and 2801-a, and Commissioner's Regulation 155.17

District-wide school safety plans and building-level emergency response plans are designed to prevent or minimize the effects of violent incidents and emergencies and to facilitate the coordination of schools and school districts with local and county resources in the event of such incidents or emergencies.

Education Law §2801-a and Commissioner's Regulation §155.17 require schools and districts to create a number of different safety teams, including:

School Safety Reference Guide

- Another valuable tool

- Download at: www.nyssba.org

EMERGENCY Response

Insert Legal School Name

Insert 911 Address

Shelter-In-Place	Hold-In-Place	Evacuate	Lockout	Lockdown
Used to shelter students and staff inside the building.	Used to limit movement of students and staff while dealing with short term emergencies.	Used to evacuate students and staff from the building.	Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school.	Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.
• Listen for instructions about the situation and your actions. • Students in hallways should return to assigned classroom, if possible. • Classroom teachers, take attendance. • All other staff assist students, as needed. • Move away from windows, if situation warrants. • If instructed, move out of classroom to designated safe area. Stay together at all times. • Take Attendance. • Listen for updates.	• Listen for instructions about the situation and your actions. • Students in hallways should return to assigned classroom, if possible. • Classroom teachers, take attendance. • All other staff assist students, as needed. • Listen for updates.	• Listen for instructions about the situation and your actions. • Lead students to designated assembly or announced assembly area. Use secondary route, if necessary. • Bring attendance list and class roster. • Close the classroom door after exiting. • Take attendance when safe to do so. • If evacuating off site, take attendance before moving from and upon arrival at off site location. • Listen for Updates.	• Listen for instructions regarding the situation and your actions. • Lock all exterior windows. • Leave blinds/lights as they are. • Take Attendance. • After initial instructions listen for updates. • Classroom instruction continues as normal. • All outdoor activities are terminated. • Listen for updates.	• When you hear lockdown announced, you should move quickly to execute the following actions. • If safe, gather students from hallways and common areas near your classroom. • Lock your door. Barricade if necessary. • Move students to a safe area in the classroom out of sight of the door. • Leave windows, blinds/lights as they are. • Keep everyone quiet, silence cell phones. • Take attendance, if possible. • Do not communicate through door or answer room phone. • Do not respond to P.A. announcements or fire alarm. • Stay hidden until physically released by law enforcement personnel.

Mandated term

Mandated definition

Recommended actions

What has the Improvement Team done?

- Established a standard template for planning
- Established a secure system for schools to submit plans
  - Recommended new submission dates
- Recommendations for NYS EDU §807

What's the Difference

- District-wide Safety Plans:
  - Broad, overarching narrative written for public audience.
  - Includes Code of Conduct and DASA.
  - Reviewed and adopted annually.
  - Posted to District website.
  - District must send the website URL to NYSED (via (BEDS).

PUBLIC

What's the Difference | CONFIDENTIAL

- Building-level Emergency Response Plan
  - Reviewed by Building-level team annually and adopted by the BOE by September 1 annually.
  - Data entered into the NYSED Business Portal no later than October 15 each year (satisfies NYSP requirement).
  - Each school should ask local law enforcement how they would like a copy of the ERP.

NEW YORK STATE | State Police

Operation Safeguard

- NYSP posts school Building-level plans to eJustice.

- Law Enforcement throughout New York State can access the plan in case of an emergency.

NYS EDU § 807

- Each Building will conduct **12 Drills per School Year**:
  - **8** must be Evacuation Drills
  - **4** must be Lockdown Drills
- Between first day of school and Dec. 31:
  - Each Building will conduct 8 Drills
  - Any combination of Drill type allowed
- Between Jan. 1 to end of School Year:
  - Each Building will conduct 4 remaining Drills

Training Resources

- Multi-hazard Emergency Planning for Schools Course

- School Violence: Incident Prevention and Response Workshop

- School Violence/Active Shooter Guide – Under Development

- Behavioral Intervention Assessments - Under Development

Multi-Hazard Emergency Planning for Schools Course

- FEMA based with NYS mandates included
- Audience: Building-level Safety Team members
- 2 days
- Lecture, small group and Tabletop

School Violence: Incident Prevention and Response Workshop

- **Section 1:** School Violence Overview and Key Themes
- **Section 2:** Introduction to Behavioral, Intervention Teams (Threat Assessment)
- **Section 3:** Reacting to an Active Shooter: **<u>Run, Hide, Fight</u>**
- **Section 4:** Reacting to an Active Shooter: Interacting with First Responders
- **Section 5:** Where Do We Go From Here?

Training Contacts

- **Multi-hazard Emergency Planning for Schools Course**
  - NYS Office of Emergency Services
  - Training and Exercise
  - OEM.TRAINING@DHSES.NY.GOV

- **School Violence: Incident Prevention and Response Workshop**
  - NY State Police, School and Community Outreach Coordinators
  - www.troopers.ny.gov/Schools_and_Communities/

Janice Severson
New York State Police
School Safety Improvement Team
Project Coordinator
janice.severson@troopers.ny.gov

School Resource Officer Training

- DCJS seeks to establish SRO training standards and curriculum through Municipal Police Training Council (MPTC)

- MPTC

  - Governing body for police training in NYS

  - Establishes police training standards

  - Governor appointed members represented by Chiefs, Sheriffs, NYSP, NYPD, SUNY and Academia

  - DCJS Office of Public Safety serves as the staff arm to the council

NEW YORK STATE | Division of Criminal Justice Services

School Resource Officer Training

- **SRO Curriculum Development Process**
  - Establish a panel of subject matter experts
  - DCJS seeking a representative(s) from variety of disciplines
    - NYS Chiefs Association
    - NYS Sheriffs Association
    - NYS Juvenile Officer's Association
    - New York State Police
    - Law Enforcement Training Directors Association of NYS
    - DCJS Office of Youth Justice
    - NYS DARE Officer's Association
    - School Administration

NEW YORK STATE | Division of Criminal Justice Services

School Resource Officer Training

- **SRO Curriculum Development Process**
  - Research and Review existing SRO Curriculum
  - New York specific and national trends
  - Determine topics of instruction, training objectives, hours of instruction
  - Draft lesson plans
  - Pilot training course
  - Present to MPTC for approval

- **Goal**
  - Standardized curriculum and delivery across the state
  - Anticipated completion end of 2019 - early 2020

NEW YORK STATE | Division of Criminal Justice Services

School Resource Officer Training

Tentative Topics:

- Role of the School Resource Officer

- Implementing the SRO program

- SAVE Legislation and School Security Surveys (safety plans)

- Community Policing

- Communication Skills

- Adolescent Development – Understanding the Teen Brain

- Social Emotional Health

- School Administration and Police Partnership

- Special Education

- Legal Issues

- Contemporary issues – social media

- SRO in the classroom

NEW YORK STATE | Division of Criminal Justice Services

School Resource Officer Training

- **Recent training initiatives**
  - DCJS partnered with NYS Juvenile Officer's Association to provide SRO training
  - Training held in Schenectady, Suffolk and Erie Counties
  - 84 Officers completed the training

NEW YORK STATE | Division of Criminal Justice Services

Questions?

Response

Craig Vedder, Sergeant, New York State Police

Scott Reichel, Captain, New York State Police

April 17, 2019

Overview

- Response Readiness

- Situational Awareness

- Emergency Response Terms

- Run-Hide-Fight: In a School Setting

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Setting The Stage

What's Your Normal?

What You See

WHAT'S NORMAL TO ME COULD BE COMPLETELY FOREIGN TO YOU

What We See

NEW YORK STATE | State Police

Setting the Stage

- **BIO:** Raging hormones escalate conflicts
  - Mood instability
  - Peak around 18-21
- **PSYCH:** Inexperience & Immaturity
  - Under-developed wisdom >> bad judgment
  - Reckless & careless behaviors
- **SOCIAL:** age-specific developmental objectives
  1. Separate from family emotionally & physically
  2. Find membership in peer group
  3. Social media connections

The 4 Elements of Propensity

- **F** = Frequency
- **I** = Imminence
- **L** = Likelihood
- **M** = Magnitude

FILM it!

NEW YORK STATE | State Police

Situational Awareness

Levels of Situational Awareness
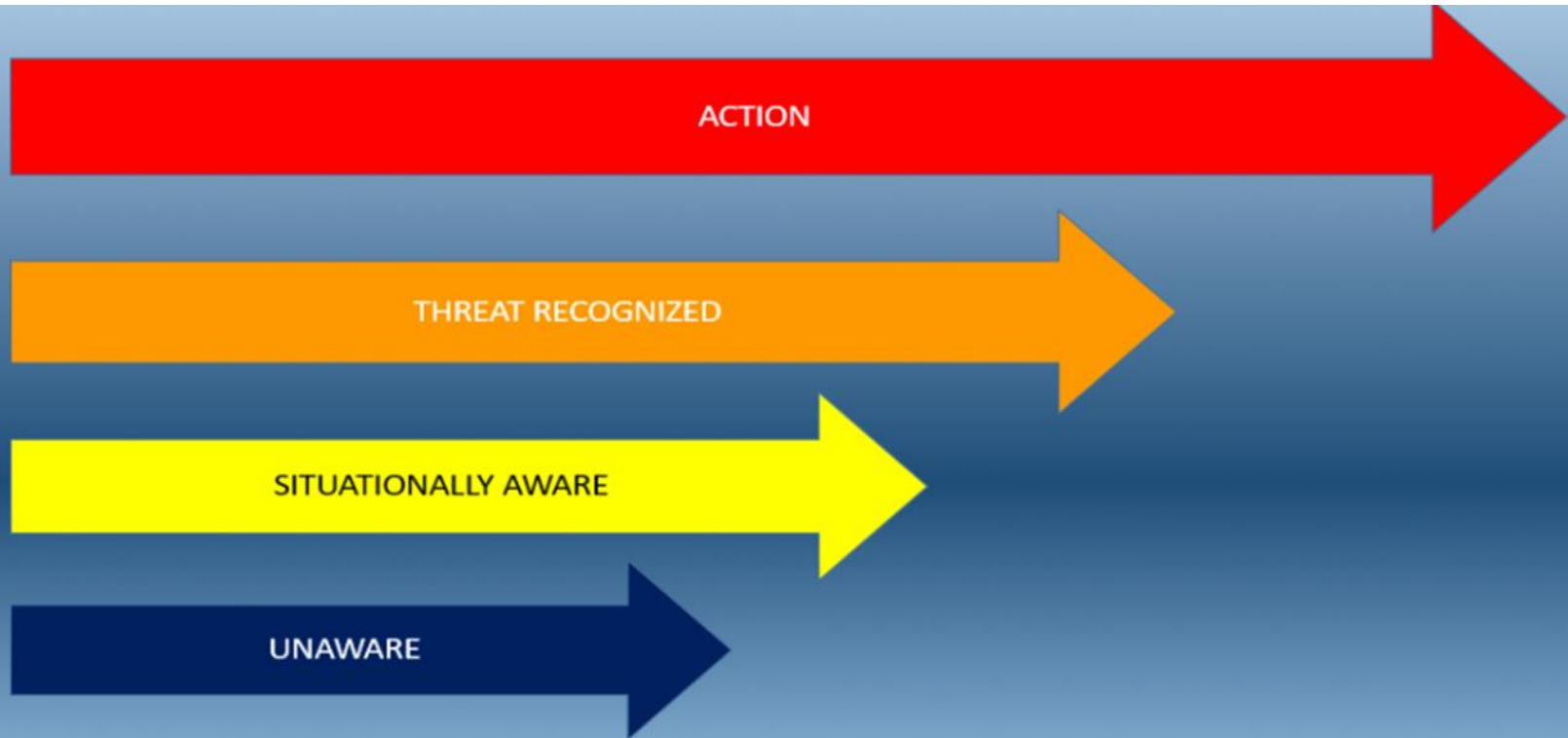
Situational Awareness

- Be aware of your environment
- Dangers (Physical) ⟷ Behavioral (Human)
- Take note exit(s) in your vicinity (All)
- Know the Response Terms (S.H.E.L.L.)
- Know the plan for your building
- Know how YOU will react

Standardized School Emergency Terms

Standardized Terms

- There are five mandated standardized terms used in response to emergencies in schools.

- These are used for protective action in an emergency situation:

  1. Shelter-In-Place

  2. Hold-In-Place

  3. Evacuate

  4. Lockout

  5. Lockdown

Easy to remember as
"S.H.E.L.L."

Shelter-In-Place

Used to gather students and staff inside a safe area of the building

- Generally used during an environmental hazard (Non-human hazard)

- Used for long term situations where dismissal is not practical

NEW YORK STATE | State Police

Hold-In-Place

Used to limit movement of students and staff while dealing with a short term incident

- Used in situations where the hallways need to remain clear

- Students remain at current location and do not move until further notice

NEW YORK STATE | State Police

Evacuate

Used to evacuate students and staff from the building

- Evacuation occurs when it is determined unsafe to stay inside

- Students and staff safely depart the building to prearranged locations

- Depending on the hazard/threat, evacuation may require leaving school grounds

Lockout

Used to secure school buildings and grounds during incidents that pose an imminent concern outside the school

- Lock all exterior entrances and windows during a Lockout

- Outside activities are moved indoors

- No visitors are allowed into the building

- Attendance is taken and class instruction continues

SCHOOL IS IN LOCKOUT
NO ONE IN OR OUT

NEW YORK STATE | State Police

Lockdown

Used to take <u>immediate protective action during incidents that pose an imminent danger</u> inside the school or on school grounds

- **Lockdown should not be used for communicated threats of violence (telephone, written, email, etc.), such as bomb threats**

- Lockdown is for severe and <u>imminent</u> acts of violence, or situations that have the potential to escalate to violence

- **<u>Must be initiated quickly</u>.** If potential or actual violence is perceived, individuals should self-initiate lockdown (DO NOT wait for permission or school administration to announce Lockdown)

Lockdown- Continued

- **DO NOT** respond to P.A. announcements

- **DO NOT** respond to the fire alarm, unless smoke and/or fire is visible and deemed a threat

- Those unable to Lockdown in a classroom should exercise **RUN-HIDE-FIGHT**

Lifting Lockdown

Lifting Lockdown

- It is important to pre-plan how Lockdown will be lifted.

- Consider methods that maintain attendance and get you back to the normal course of the day.

- School administration and law enforcement must make unified decisions together.

Lifting Lockdown

- Lockdown can be extremely uncomfortable and stressful.

- Lift lockdown as soon as possible.

- During on-going investigations, consider either early dismissal or down-grading to a Hold-In-Place to decrease the stress level and maintain attendance.

LOCKDOWN LIFTED AFTER 911 CALLS

NEW YORK STATE | State Police

Lockdown Drills

- Four Lockdown drills are required per school year.

- You are drilling to get into lockdown quickly.

- Drills help discover door hardware repair needs or replacement.

- Drills – Best Practices.

NEW YORK STATE | State Police

Standardized Terms

EMERGENCY Response

Insert Legal School Name
Insert 911 Address

Shelter-In-Place	Hold-In-Place	Evacuate	Lockout	Lockdown
Used to shelter students and staff inside the building.	Used to limit movement of students and staff while dealing with short term emergencies.	Used to evacuate students and staff from the building.	Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school.	Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.
- Listen for instructions about the situation and your actions. - Students in hallways should return to assigned classroom, if possible. - Classroom teachers, take attendance. - All other staff assist students, as needed. - Move away from windows, if situation warrants. - If instructed, move out of classroom to designated safe area. Stay together at all times. - Take Attendance. - Listen for updates.	- Listen for instructions about the situation and your actions. - Students in hallways should return to assigned classroom, if possible. - Classroom teachers, take attendance. - All other staff assist students, as needed. - Listen for updates.	- Listen for instructions about the situation and your actions. - Lead students to designated assembly or announced assembly area. Use secondary route, if necessary. - Bring attendance list and class roster. - Close the classroom door after exiting. - Take attendance when safe to do so. - If evacuating off site, take attendance before moving from and upon arrival at off site location. - Listen for Updates.	- Listen for instructions regarding the situation and your actions. - Lock all exterior windows. - Leave blinds/lights as they are. - Take Attendance. - After initial instructions listen for updates. - Classroom instruction continues as normal. - All outdoor activities are terminated. - Listen for updates.	- When you hear lockdown announced, you should move quickly to execute the following actions. - If safe, gather students from hallways and common areas near your classroom. - Lock your door. Barricade if necessary. - Move students to a safe area in the classroom out of sight of the door. - Leave windows, blinds/lights as they are. - Keep everyone quiet, silence cell phones. - Take attendance, if possible. - Do not communicate through door or answer room phone. - Do not respond to P.A. announcements or fire alarm. - Stay hidden until physically released by law enforcement personnel.

Standardized Terms Modification

- These are mandated terms and shall not be modified or deviated from

- Modifications such as "Soft-Lockdown" or "Hard-Lockdown" only create confusion for both students and staff as well as responding law enforcement

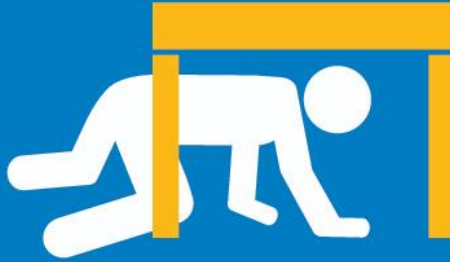- Softening up a Lockdown is no longer a Lockdown!

KEEP CALM AND FOLLOW PROTOCOL

NEW YORK STATE | State Police

Run, Hide, Fight!

Run, Hide, Fight!

Run, Hide, Fight!

Option Based Strategy

Scalable and Adaptable

Run, Hide, Fight!
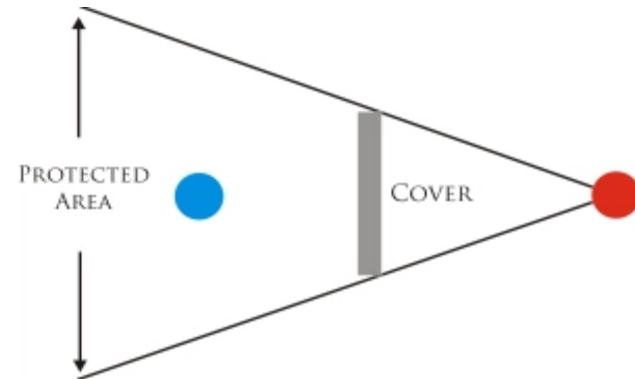
Age, Stage, and Ability Appropriate

Run, Hide, Fight!

Screaming and popping sounds

DEADLY DUO

Don't investigate, every second counts

Hide! (Lockdown)

- Avoid attackers direct line of sight!

- Avoid fear default!

- Cover vs. Concealment!

- Density stops bullets!

- Hide in plain sight – 55 gallon bags!

Hide! (Lockdown)

- Play dead – it can work!

- Elaine Dang survived the terror attack at Nairobi's Mall attack by playing dead

Run! (Evacuate)

- Make exterior access a top priority!

- Includes vertical direction!

- Look all directions – including up!

- Separation from the threat!

- Conscious and deliberate!

- Leave <u>all</u> belongings!

NEW YORK STATE | State Police
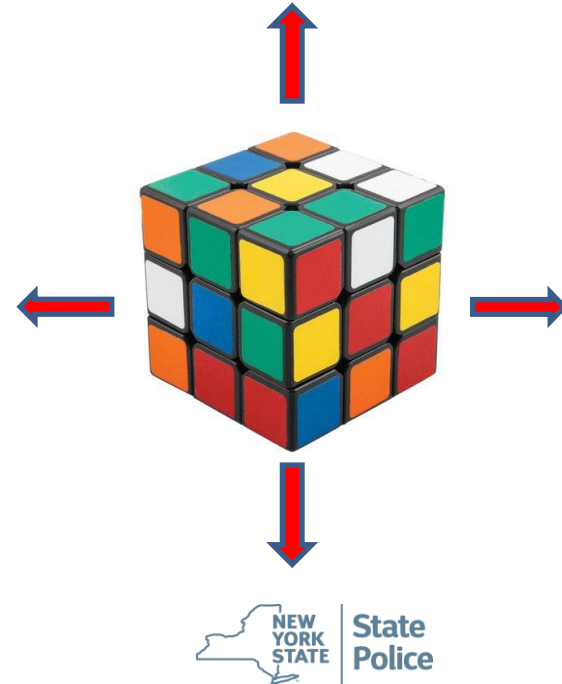
Fight!

- This decision was made for you!

- Cheat!

- Deny the attacker your life!

- It may be your only option!

- Aim for physical areas of weakness!

- Yell and scream for help when fighting!

Tools and Tips
Barricading Doors

Generates <u>time and distance</u> from the threat!

Tools and Tips
Barricading Doors That Swing In
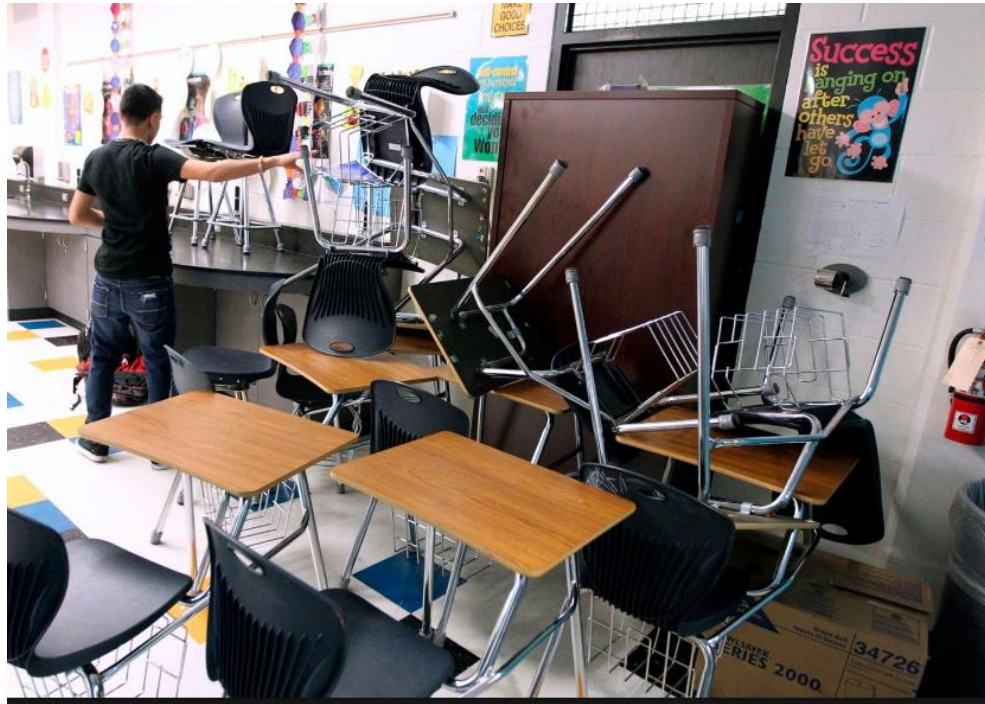
Tools and Tips
Securing Doors That <u>Swing Out</u>

Wires, cords, cables, and belts!

Tools and Tips
Barricading Doors That <u>Swing Out</u>

Wires, cords, cables, and belts!

When Law Enforcement Arrives
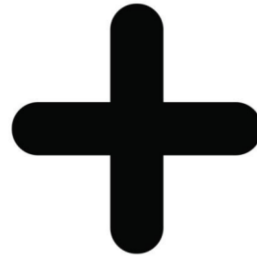
We will give directions

What's Next?

If you SEE or HEAR something, SAY something!

Captain Scott Reichel
Division Headquarters
Field Command
scott.reichel@troopers.ny.gov

Technical Sergeant Craig Vedder
Division Headquarters
School and Community Outreach Unit- Program Coordinator
craig.vedder@troopers.ny.gov

April 17, 2019

Questions?

The Process of Recovery

Terrance Brewer, Retired Superintendent, East Greenbush Central School District

Michael Bennett, Assistant Superintendent, Schodack Central School District & Former Teacher at Columbia High School

April 17, 2019

Readiness and Emergency Management for Schools (REMS)

Severity of a Crisis and Recovery

*"The severity of a "crisis is directly related to its potential impact on a school district…its morale…its operations…its perception by key audiences …its ability to achieve its mission …**its ability to establish confidence in the organization and its ability to provide a healing process for the school and community.**"*

Recovery and Support

- Initial impact of the crisis

- Realization and assessment

- Counseling and support systems – internal and outside agencies

- Planning a return (if possible)

- Taking care of students, staff, families, and the community (short and long-term)

- The healing process (short and long-term)

- Transitioning to "a new normal"

Recovery Requires Rebuilding Confidence

- Clear, concise, and accurate information sharing with all constituent groups.

- Debrief for clear and accurate information:

  - What took place and when?

  - Who is involved?

  - What do we know?

  - What do we not know?

  - What do others know that we do not know?

Recovery Requires Rebuilding Confidence

- Recovery requires rebuilding confidence in the organization:
  - Clear, concise, and accurate communications
  - Know what you can, and "can not" discuss – "a criminal investigation"
  - Designate a **single spokesperson** to disseminate information
  - Accept responsibility where warranted

Columbia High School Incident – February 9, 2004

- **10:30am** – student Jon Romano enters the South tower at CHS with a gun, the weapon is discharged.

- **10:35am** – the school goes into a weapons alert and the building is locked down and locked out. Staff and students are to proceed to alert procedures and protocols.

- **10:35am** – police and EMS personnel are notified and report to CHS.

Columbia High School Incident – February 9, 2004

- **10:38am** – Superintendent's office notified of a weapon alert. Indication of a person in the building with shots fired.

- CHS safety team assessing security and safety of students and staff per safety plan and protocols.

- **10:40am** – emergency responders and police on site and take over incident command of CHS. (EG Police, Regional Response Team, Fire and regional/state police agencies). Building secured by police per safety plans and protocols. Outside perimeter secured by school personnel and police agencies.

Columbia High School Incident – February 9, 2004

- **10:43am** – student apprehended with weapon. Police establish crime scene and continue to search building and secure area.

- **10:45am** – Superintended notified that a student was apprehended. One faculty member injured an no students injured. Lockdown and lockout procedures continued until further notice per police. Director of Transportation request to have buses at CHS for transporting students and staff to alternate site on approval. Buses at CHS at 11:00am.

Columbia High School Incident – February 9, 2004

- **10:45am** – Superintendent notifies BOE of incident and calls media for press conference at 11:00am. School in district given preliminary information on incident and go to safety procedures.

- **11:15am** – Press conference held to explain preliminary incident at CHS. Media requested as to assist in notification of incident to parents and the community. Genet setup as internal command post with Genet auditorium as PR center.

- **11:15am-12:20pm** – CHS under security check and safety review with police and other response teams.

Columbia High School Incident – February 9, 2004

- **12:25pm** – Superintendent notified that students and staff could be transported to Goff for incident review and release to parents. Press and media asked to get information out to parents and the community to go to Goff MS for a 2:00pm release.

- **1:45pm** – Superintendent meets students and staff at Goff MS, discusses incident and releases students to parents at 2:00pm

- **3:45pm** – a second press conference held to discuss the incident at CHS. Police, District Attorney, and Superintendent respond to questions.

Columbia High School Incident – February 9, 2004

- A parent/community session to discuss the incident at CHS was established for 7:30pm at the Genet auditorium to discuss the incident at CHS.

- **7:30pm-10:00pm** – Superintendent, Police Chief Lavin, and BOE members listened to and responded to questions from parents, students, and community members. The SAVE/Safety committee would be convened in the near future to review the District's Safety plan.

Recovery Starts When the Incident Begins

- "Ka-Plunk!" Beyond the Crisis – The Healing Process

- "*Crisis can destabilize individuals and entire communities, but within that destabilization lie moments of opportunity as well*" (Cherie Lovre)

Setting the Stage for Organizational Recovery

- Plan with your community.

- Develop a recovery plan based on community priorities – what are the priorities?

- Develop clear communications on implementing changes.

- Engage outside agencies in planning and support (Counselors, Clergy, First Responders, Community Organizations/Businesses that specialize in crisis recovery).

Setting the Stage for Organizational Recovery

- Impact of criminal investigations and judicial process.

- Progress check and monitor the process (weekly, monthly, annually, impact of similar incidents).

- Keep communications open and on-going – learn how to speak the "language of loss".

Setting the Stage for Personal Recovery

- Assess what types of services and support are necessary for individuals as part of recovery (individuals response differently).

- Assign a "**trusted**" individual to serve as a contact for support to the people in need and monitor.

- Engage outside agencies in planning and support (Counselors, Clergy, First Responders, Community Organizations/Businesses that specialize in crisis recovery).

Setting the Stage for Personal Recovery

- Impact of on-going criminal investigations and judicial process.

- Progress check and monitor the process (weekly, monthly, annually, impact of similar incidents).

- Be aware of "triggers" that could set off personal trauma.

- Assess how to "Make Your Mess, Your Message" (Robbin Roberts).

Communication

Area	Function	Date
Call/Tip Line	Establish a call in process to notify school officials of potential problems	September 2004
CAN Response	Develop a multiple response process to notify parents and staff of emergency situations	Expand currently used procedure
Building Communications	Create an internal communication process to notify all building of emergency situations. Designate an administrator to activate the process.	Expand and modify May of 2004
Student Meetings	Develop a schedule for student meetings to discuss important issues within the school. The use of forums, assemblies and daily TV programs could be considered	Evaluate current process and expand

Physical Security

Area	Function	Date
Secure Entrances	Maintain a single point of entry to each school. Add a surveillance process at the entrance.	Expand current practice for all schools
ID System	Develop a student and staff ID process for school programs and activities.	Expand to student ID process September 2004
Video Monitoring	Implement a video monitoring system for each school. The system will assist in monitoring the interior and exterior areas of each school.	September 2004
Electronic Entry	Establish an electronic entry process to enter selected doors at each school. Staff will be provided a coded electronic device to enter school.	Expand to all schools September 2004

Human Support

Area	Function	Date
Additional Staff	Hire additional staff to monitor interior and exterior areas of the school. Train selected staff on security protocols and recognition of potential incidents.	Maintain staff support and add for September 2004
Counseling Support	Hire additional counselors for grades K-12 to assist with program training and family support.	September 2004
Mentoring Programs	Establish mentoring programs for students and staff.	Extend model at CHS to all schools

Drills, Practice, Training

Area	Function	Date
Diversify Training	Utilize outside agencies in the drills and practices for emergency situations. In the training of staff and students use outside agencies to assist in the programs.	Expand practices in September 2004
Ongoing Training	Develop a schedule to include training and in-service education with staff throughout the school year.	Expand training to a regular schedule in September 2004
Table-Top Exercises	Develop a schedule for school safety committees to practice emergency response to various situations. The committees should review evacuation procedures as part of the drills.	September 2004

Miscellaneous

Area	Function	Date
Staff Training With Experts	Develop staff and student training programs on areas such as: bullying, harassment, mentoring, diversity, and tolerance.	April 2004 and on-going training

Teacher, Coach, Father, and Hero

The Journey to Personal Recovery – Mike Bennett

- **Reflections:**

  - The initial incident

  - Family, friends, and school

  - Getting back to work

  - An 'transition' through work assignments

  - The 'triggers' of recovery

  - Finding a message and moving forward

National Association for Secondary School Principals: Principal Recovery Network

Beyond the Crisis – Healing and Establishing School-Community Credibility

- **Human Resources** not technology are the keys to preventing school violence (social workers, counselors, teaching, and support staff).

- **Inter-Agency** cooperation and information sharing is essential to making schools safe (policy shift for sharing of confidential information between agencies).

- **Taking Care of People** during the crisis and after the crisis. Monitoring behaviors and support systems (short and long term plans).

Beyond the Crisis – Healing and Establishing School-Community Credibility

- **Every Person** in a school setting must be connected to another person – no isolation.

- **Develop a Communication System** to let you monitor potential school safety issues (School Safety Helpline, web-based anonymous reporting)

- **Community Participation** in planning and reviewing the Safety Plans. What will your community support for safety interventions short and long term?

Policy and Mitigation

- School and community agencies (Police, Social Services, Outside Educational Providers) sharing information and working together.

- Transition plan for returning students from out-placements to a traditional school setting.

- Staff training to recognize changes in staff and student behaviors (emotional and social learning).

Policy and Mitigation

- Fund and maintain pupil services (Counselors, Social Workers) to students and staff in schools.

- Increase communication between school and community agencies on known critical issues (Schools, Police, CPS).

- Create a communication process to mitigate potential incidents using technology and social media.

  - What are your school policies on social media, technologies, and information sharing with outside agencies?

Resources: School Safety and Crisis Management

- Readiness and Emergency Management of Schools (NYS Center for School Safety, 2014).

- 10 Myths About School Shootings (MSNBC, 2007).

- Ten Crisis Rules of the Road (Sawchuk and Brown Associates, 2010).

- School-wide and Classroom Go Bags (NYS Center for School Safety, 2014).

Resources: School Safety and Crisis Management

- Long-term Fallout from School Crisis (The Counselor's Classroom, Vol. 4, Issue 16, 2004).

- Dignity for All Students Act (NYS Center for School Safety, 2014).

- Guidance for School Districts Creating a Safe Environment for Transgender and Gender Nonconforming Students (NYS Education Department, July 2015).

Questions?

Panel Discussion, Q&A, Feedback Session

April 17, 2019