


Creating a Critical School Safety Plan

Campus Security & Life Safety Summit
Chicago, IL
May 7, 2019
Jerry R. Hughes

Supporting the Crisis Plan



Supporting the Crisis Plan

- ▶ Advocate
 - ▶ Strong Support from Leadership
 - ▶ Enthusiasm in Presentation –
 - ▶ Instill Confidence and the practice of “What if” Thinking
 - ▶ Foster a close relationship with 1st responders
 - ▶ Execute the Safety Drill Plan with Fidelity
- 

Supporting the Crisis Plan

- ▶ The Safety Drill Plan – PRACTICE – PRACTICE – PRACTICE
 - Required Drills –
 - Three (3) School Evacuation Drills
 - One (1) Bus Evacuation Drill
 - One (1) Law Enforcement Drill – school shooting incident (1st 90 Days)
 - One (1) Severe Weather Drill
- What is the adequate amount of practice for your students? Staff?
- Drill plan should provide the flexibility for the Principal or Safety Coordinator to schedule additional drill(s) to respond to any noted deficiencies



Access and Control Considerations

- ▶ The cornerstone of school safety and security
- ▶ Establish one main entrance, limiting all access to one door
- ▶ Maintain signage on doors directing visitors to main entrance
- ▶ Strong visitor screening protocols; sign-in and sign-out
- ▶ Establish limited use policy for all other exits
- ▶ Train all staff to greet and challenge strangers
- ▶ Cameras – Intercom – “Man Traps” – Staffed Posts



Communication in a Crisis



Communication in a Crisis



▶ **Building Communication – Announcing an Emergency**

- How are these announcements made?
- Can the announcement be made from areas outside the office?
- Who has the authority to announce an emergency situation?
- What is the back-up plan for your announcement procedure?



▶ **Emergency Notification Systems – Crisis Teams and 1st Responders**

- How are notifications being made and who is notifying?
- Who is being notified?
- How are 1st responder being notified?
- Have you considered technology for this purpose?



Communication in a Crisis

- ▶ **Mass Notification Systems – Notifying Parents and Community**
 - Time critical information – must react carefully but quickly
 - Assumption: Social media will be faster
 - When are notifications being made?
 - Coordinate messaging with public safety
- ▶ **Dedicated Communications Responsibility**
 - Before, during and after – a critical consideration
 - Who is thinking about communication early in the crisis?
 - How will we communicate with; students, staff, parents and the media



Important

Crisis Plan Development



Crisis Plan Development



- ▶ Develop a Collaborative Team
- ▶ Complete a Risk Assessment – What are the likely hazards?
- ▶ Consideration of a Climate Assessment
- ▶ Inclusion of NIMS and ICS
- ▶ Consider the functional needs of the whole school community
- ▶ Create an All-Hazard Safety Plan

All Hazard Plan: A plan comprehensive enough to meet the needs encountered in a variety of emergency situations from natural disasters To man-made threats

Crisis Plan Development

FEMA K-12 Guide

Planning Principles & Process

Step 1: Collaborative Planning Team

Step 2: Understand the Situation

Step 3: Determine Goals & Objectives

Step 4: Plan Development

Step 5: Plan Prep, Review, & Approval

Step 6: Plan Implementation & Maint.
Plan Content

Threat- and Hazard-Specific Annexes

1.) Info Sharing (FERPA/HIPAA)

2.) Psychological First Aid for Schools

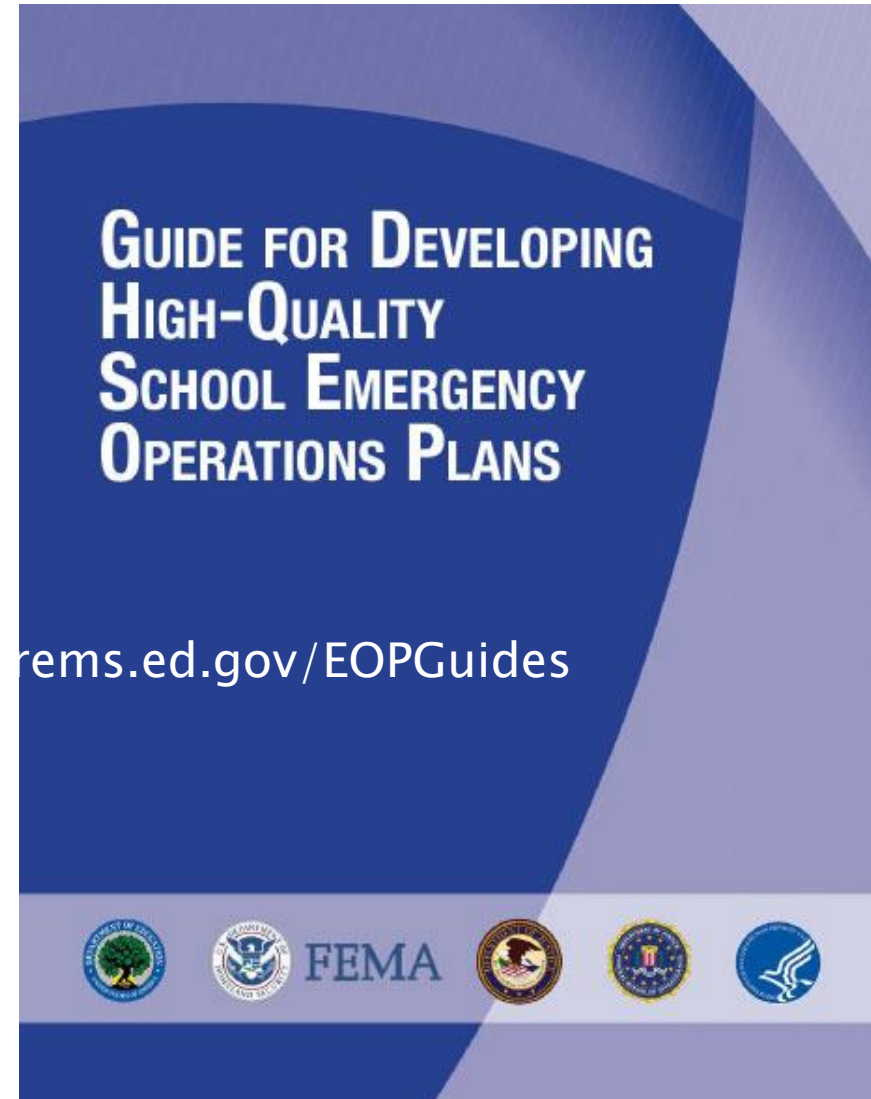
3.) School Climate and Emergencies

4.) *Active Shooter Situations*

Table 1: Assessment

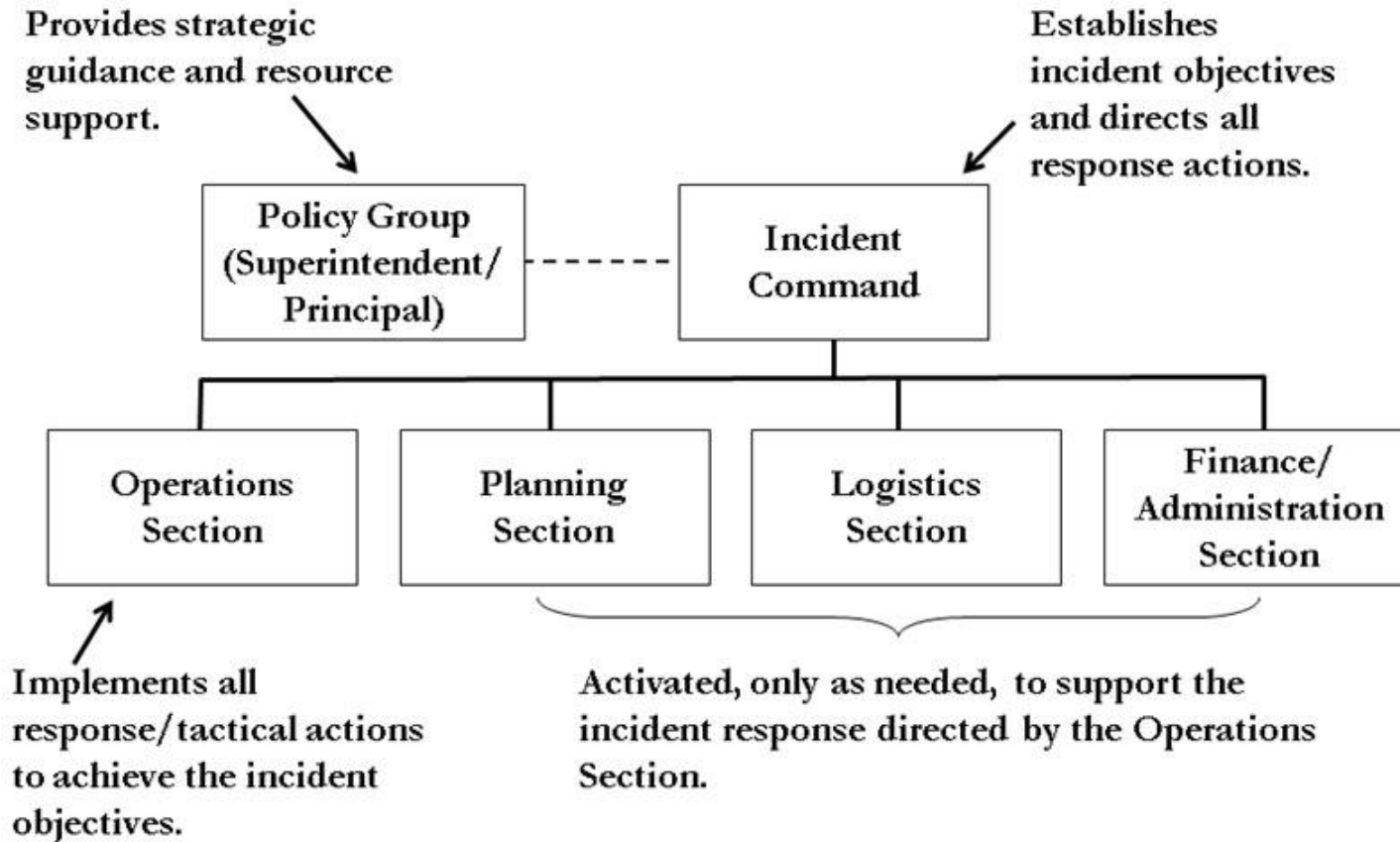
Table 2: Risk Assessment Worksheet

Table 3: Threat and Hazard Types



Crisis Plan Development – NIMS and ICS

Figure 1. School Incident Command System



Focus on Annexes

Focus on Annexes

- ▶ Don't over look the more likely events
 - Domestic/Custody Disputes
 - Order of Protection
 - Custody Agreements/Orders
 - DCFS Protocol –
 - Law Enforcement Involvement
 - Case worker interviews of Students
 - Parent Notification
 - Police Interviews

Guidelines for Interviews of Students at School by Law Enforcement Authorities

Revised January 2018

Published by a
Committee of the Illinois Council of School Attorneys¹

Cooperation between school districts and the various law enforcement agencies in a community is vital to school safety and the administration of justice. To these ends, school districts and law enforcement agencies shall cooperate with each other, within the confines of the law and consistent with their respective legal responsibilities.

The DuPage County State's Attorney's Office and Regional Superintendent of Schools participated in the original development of these guidelines to assist law enforcement authorities and school officials in determining when it is appropriate for law enforcement authorities to interview students while the students are at school or participating in school related activities. Special thanks to Tejas N. Shah of Franczek Radelet, P.C., for his work supplementing these guidelines with regard to Immigration and Customs Enforcement (ICE) activities. The goal of these guidelines is to provide law enforcement authorities, police liaison officers, and school administrators with specific guidance on interviewing students in the school setting, and to foster a cooperative relationship between all parties involved. These guidelines also include a section on the interview and examination of students at school by the Illinois Department of Children and Family Services (DCFS).

These guidelines should be supplemented with continued training to ensure that both students' rights and law enforcement's need for effective investigation are protected. School officials are encouraged to consult board legal counsel as may be needed to factor local considerations into the guidelines and to provide local law enforcement agencies in their jurisdiction with copies of their finalized guidelines to promote effective cooperation in implementing them.

Nothing contained in the *Guidelines* is intended to be taken as legal advice, nor is the document intended to be an exhaustive treatise on the topic. If you have questions, please contact IASB General Counsel Kimberly A. Small at 630/629-3776 ext. 1226 or IASB Assistant General Counsel Maryam T. Brotine at 630/629-3776 ext. 1219 or IASB Assistant General Counsel Debra H. Jacobson at 630/629-3776 ext. 1211.

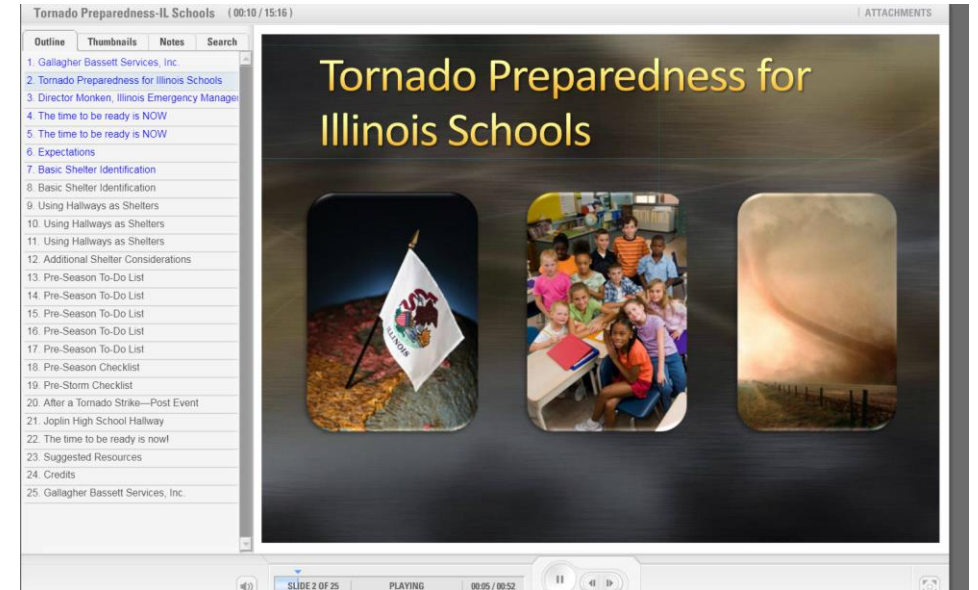
I. School Officials' *In Loco Parentis* Authority over Matters Relating to School Discipline

In all matters relating to the discipline in and conduct of the schools and the school children, school administrators, teachers, and other certificated/licensed educational employees stand in the relation of parents and guardians (*in loco parentis*) to the students.² *In loco parentis* status also applies to other persons providing a related service for a student, whether or not they are a certificated/licensed employee of the school. It also extends to non-disciplinary matters and to all activities connected with the school program, including athletic and extracurricular programs.³ School officials' *in loco parentis* status over students for school discipline purposes does not automatically mean that they "stand in the place" of a student(s) parent(s) and/or guardian(s) to allow law enforcement to question students at school for law enforcement purposes.

Nor, as discussed below, can school officials who are carrying out searches and other disciplinary functions to advance school policies claim a parent's immunity from restrictions of the U.S. Constitution's Fourth Amendment protection against unreasonable searches and seizures.⁴

Focus on Annexes

- ▶ Severe Weather Emergencies
 - Severe Thunderstorm Watch/Warning
 - Tornado Watch/Warning
 - Monitor closely during watches/warnings
- ▶ Selection of shelter locations
 - Must Use “Best Spaces Available”
 - Avoid the most dangerous locations
 - Relocate students from these areas during weather threats



- Delaying Release of Students During Weather Events
 - How will it be communicated?



Focus on Annexes

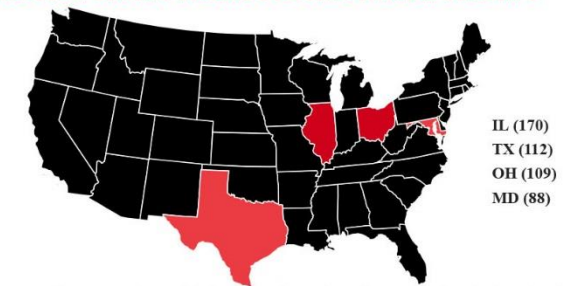
► Bomb Threats

- Call Taker Use Bomb Threat Checklist
- Assessment Teams, include 1st responders
- Evaluate the threat to determine level
- More detail generally means a higher level threat
- School leadership must decide on evacuation

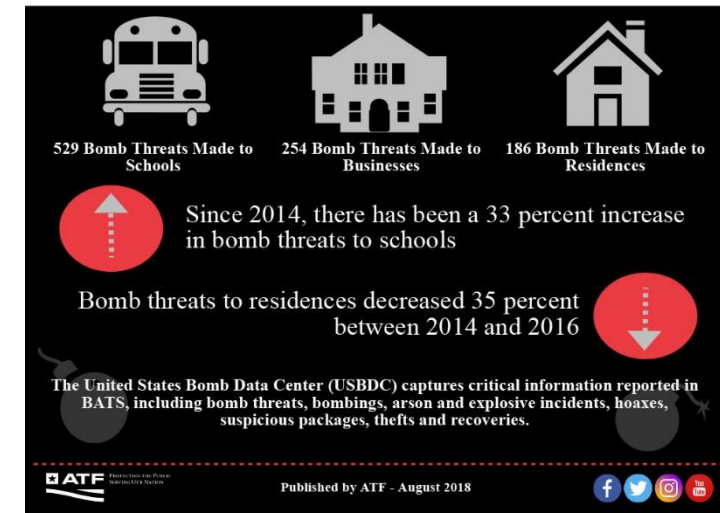


A total of 1,536 bomb threat incidents were reported in 2016

STATES REPORTING THE MOST BOMB THREATS IN BATS*



* Bomb/Arson Tracking System (BATS) is the national repository for arson and explosive related incidents reported to the U.S. Bomb Data Center from law enforcement / public safety agencies.





Problem-Specific Guides Series
Problem-Oriented Guides for Police

No. 32

Bomb Threats in Schools

Graeme R. Newman



Center for
Problem-Oriented Policing

FBI CLASSIFICATION OF THREAT RISK LEVELS

Low Level of Threat: A threat that poses a minimal risk to the victim and public safety.

- Threat is vague and indirect.
- Information contained within the threat is inconsistent, implausible or lacks detail.
- Threat lacks realism.
- Content of the threat suggests person is unlikely to carry it out.
- Threat is made by young child (under 9 or 10) and there is laughter in the background.
- The caller is definitely known and has called numerous times.

Medium Level of Threat: A threat that could be carried out, although it may not appear entirely realistic.

- Threat is more direct and more concrete than a low-level threat.
- Wording in the threat suggests that the threatener has given some thought to how the act will be carried out.
- There may be a general indication of a possible place and time (though these signs still fall well short of a detailed plan).
- There is no strong indication that the threatener has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility—an allusion to a book or movie that shows the planning of a violent act, or a vague, general statement about the availability of weapons.
- There may be a specific statement seeking to convey that the threat is not empty: “I’m serious!” or “I really mean this!”

High Level of Threat: A threat that appears to pose an imminent and serious danger to the safety of others.

- Threat is direct, specific and plausible. For example, “This is John Smith, I’m fed up with Mr. Jones yelling at me. There’s a bomb under his desk.”
- Threat suggests concrete steps have been taken toward carrying it out, for example, statements indicating that the threatener has acquired or practiced with a weapon or has had the intended victim under surveillance.

Source: Adapted from O’Toole (n.d.)

Focus on Annexes



- ▶ **Evacuation:** Whenever it is determined that it is safer outside than inside the building.
- ▶ **Relocation:** When it is determined that immediate area around the school is unsafe move from evacuation to relocation
- ▶ **Shelter in Place:** Provides a refuge for all building occupants during an emergency such as severe weather or outdoors hazardous material release when evacuation is not safe.



Focus on Annexes

- ▶ **Reunification:** to ensure a safe and secure means of accounting for students and reuniting them with approved adults whenever school grounds is rendered unsafe and a remote site is needed.

- ▶ **Key Components**
 - Site/Location
 - Emergency Contact Information
 - Transportation
 - Notification/Communication
 - Security
 - Supplies
 - Crisis Intervention Services
 - Release process

Cops own the crime.
Fire owns the flames.
Schools own the kids.
Paramedics own the patient.

Focus on Annexes

- ▶ Behavioral Threat Assessment
 - Establish District Policies and Procedures
 - Create multidisciplinary Assessment Team
 - Individualized Assessment of Each Threat
 - Involves Key Interviews and Information Gathering
 - Threshold for intervention relatively low
 - Development of a Threat Management Plan
 - Provide training for all stakeholders

ENHANCING SCHOOL SAFETY USING A THREAT ASSESSMENT MODEL

An Operational Guide for
Preventing Targeted School Violence

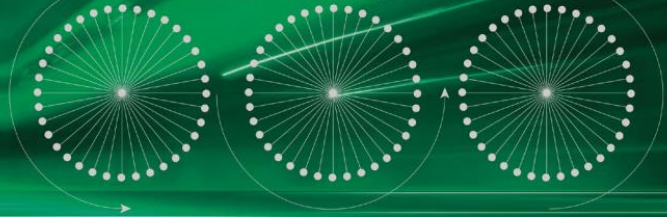


U.S. Department of
Homeland Security
United States
Secret Service

National Threat Assessment Center
July 2018

Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines

Second Edition (2016)



Examples of Transient Threats:

- Non-genuine expression
- Non-enduring intent to harm
- Temporary feelings of anger
- Tactic in argument
- Intended as joke or figure of speech
- Resolved on scene or in office (time-limited)
- Ends with apology, retraction, or clarification

Examples of Substantive Threats:

- Specific and plausible details such as a specific victim, time, place, and method
- Repeated over time or conveyed to differing individuals
- Involves planning, substantial thought, or preparatory steps
- Recruitment or involvement of accomplices
- Invitation for an audience to observe threat being carried out
- Physical evidence of intent to carry out threat (e.g., lists, drawings, written plan)

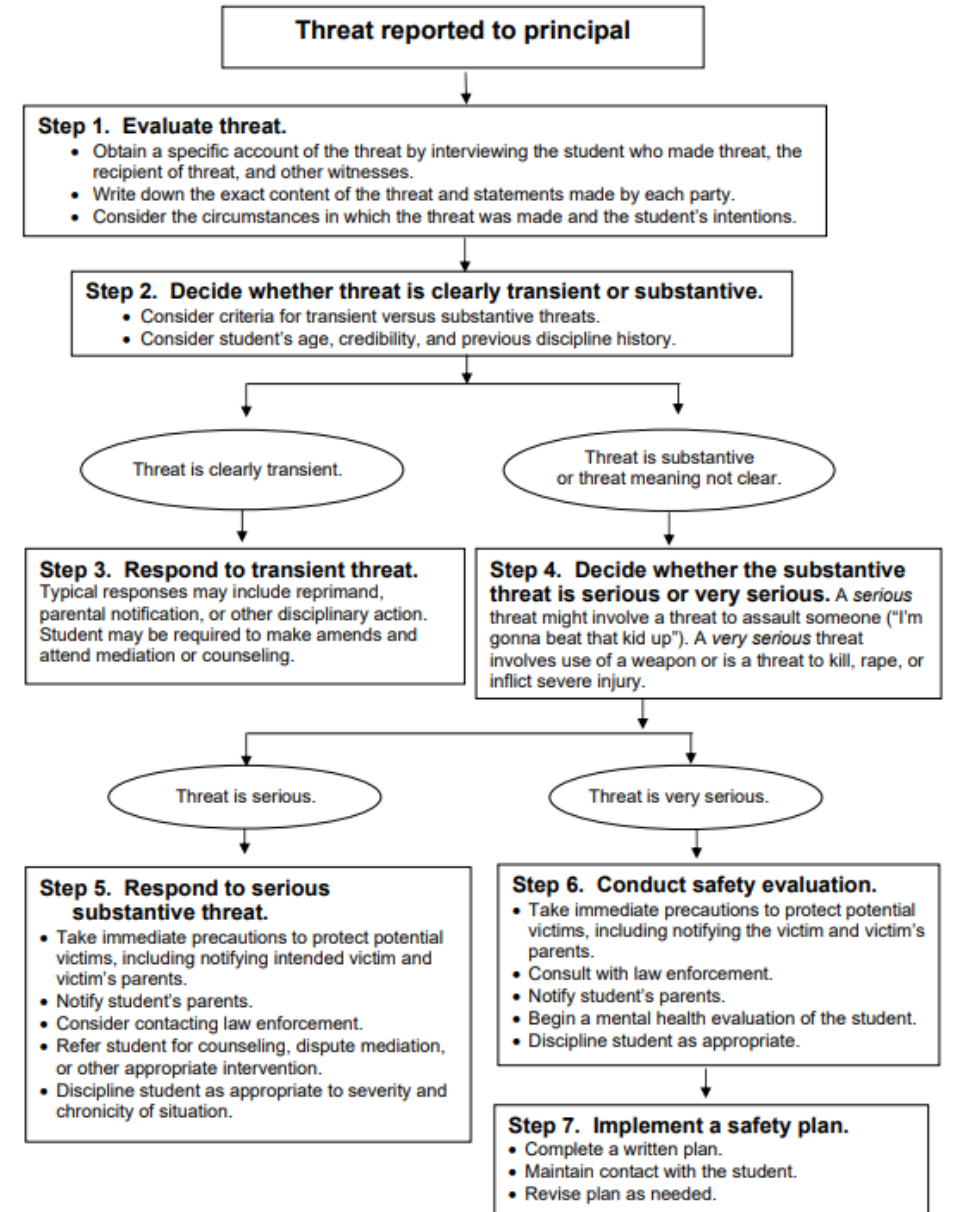
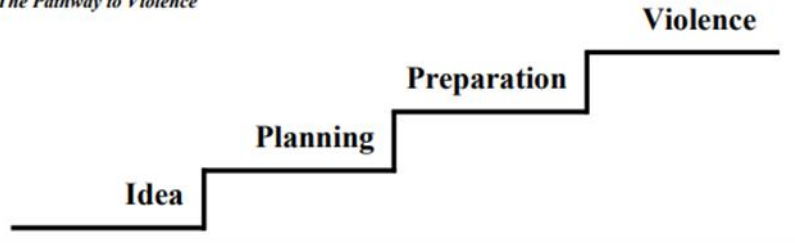


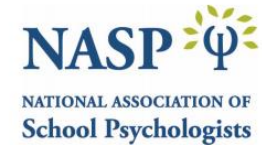
Figure 1: The Pathway to Violence



Focus on Annexes

- ▶ Active Shooter Response
 - Collaborate with 1st responder in plan
 - Lockdown vs Options Based Response
 - Train and Drill Based on the Plan
 - How will the situation be communicated in building
 - Who may provide the announcement

- Plan and react to delay the intruder

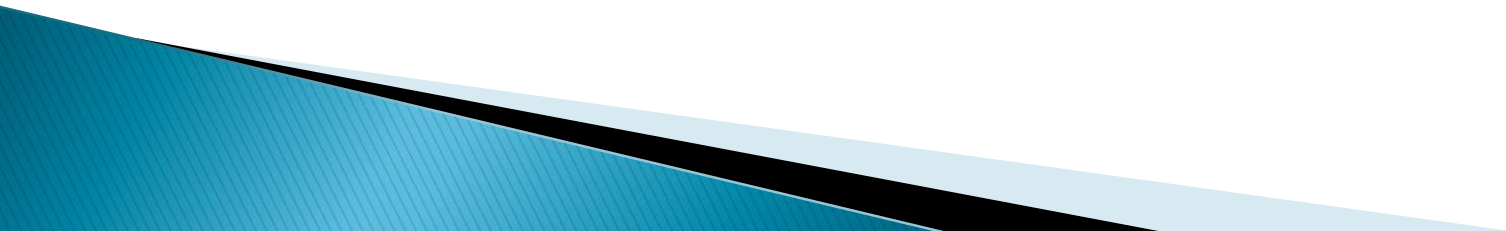


Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills

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

Original Released December 10, 2014
(Updated April 2017)

Continuous Evaluation and Reflection



Continuous Evaluation and Reflection

- ▶ Monitor time and efficiency of evacuation drills
 - ▶ Drill with 1st responders – then debrief
 - ▶ Review events with Safety Team as case studies
 - ▶ Review and consider publications recommendations
 - ▶ Expect your plan to be evaluated based upon the recommendations
-
- ▶ Evaluate Crisis Plan in a multi-disciplinary committee format
 - Required in the IL Safety Drill Act
 - Seek constructive criticism and suggestions



RESOURCE LIST

Tornado Preparedness – IL Schools

<http://www.gallagherpost.com/cflms/f/modules/Tornado%20Preparedness%20IL%20Schools/player.html>

Guidelines for Interviews of Students at School by Law Enforcement Authorities (and DCFS)

<https://www.iasb.com/law/ICSAGuidelinesforInterviewsofStudents.pdf>

Bomb Threat Guidance developed jointly by the FBI and DHS – 2015

<https://www.dhs.gov/sites/default/files/publications/dhs-doj-bomb-threat-guidance-brochure-2016-508.pdf>

NIMS Implementation for Schools

<https://rems.ed.gov/K12NIMSImplementation.aspx>

Reunification Protocols – The “I love u Guys Foundation

<https://iloveguys.org/>

Reunification Guidelines for School Administrators and Crisis Response Teams

<https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/reunification/reunification-guidelines-for-administrators-and-crisis-response-teams>

Recommendations of the Illinois Terrorism Task Force School Safety Working Group

https://www2.illinois.gov/ready/plan/Documents/ITTF_School_Safety_Working_Group_Recommendations.pdf

Final Report of the Federal Commission on School Safety December 18, 2018

<https://www2.ed.gov/documents/school-safety/school-safety-report.pdf>

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

https://www.nasponline.org/Documents/Research%20and%20Policy/Advocacy%20Resources/BP_Armed_Assailant_Drills.pdf

Threat Assessment Models

US Secret Service

https://www.dhs.gov/sites/default/files/publications/18_0711_USSS_NTAC-Enhancing-School-Safety-Brief.pdf

https://www.dhs.gov/sites/default/files/publications/18_0711_USSS_NTAC-Enhancing-School-Safety-Guide.pdf

Virginia Model

<https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/threat-assessment-model-policies-procedures-and-guidelinespdf.pdf>