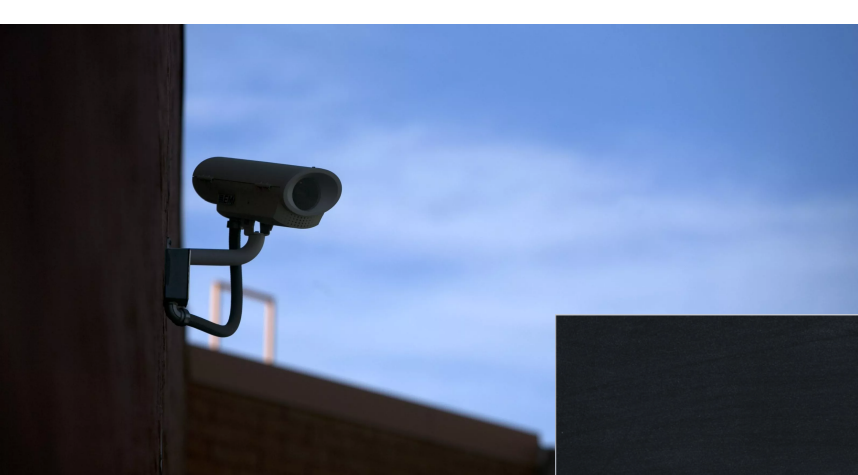


School Security Planning

PLANNING / MIND SET / LOCKDOWN PROCEDURES / STUDENT
DISCUSSIONS

John Meza
Director of Student Affairs & District Safety
Tempe Union High School District



Safe Secure Schools

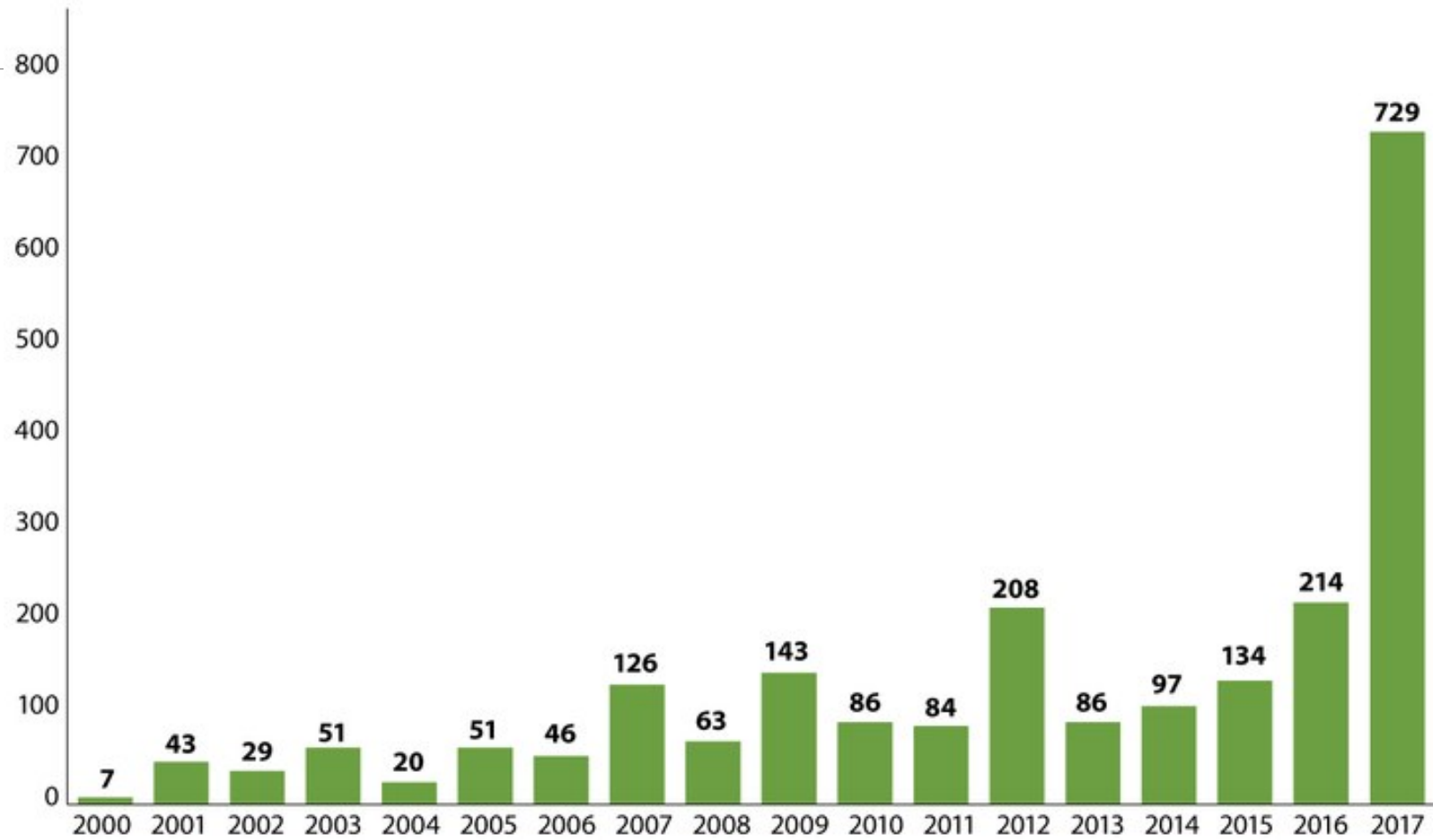


Tempe★Union
HIGH SCHOOL DISTRICT

*Emergency
Management Plan*



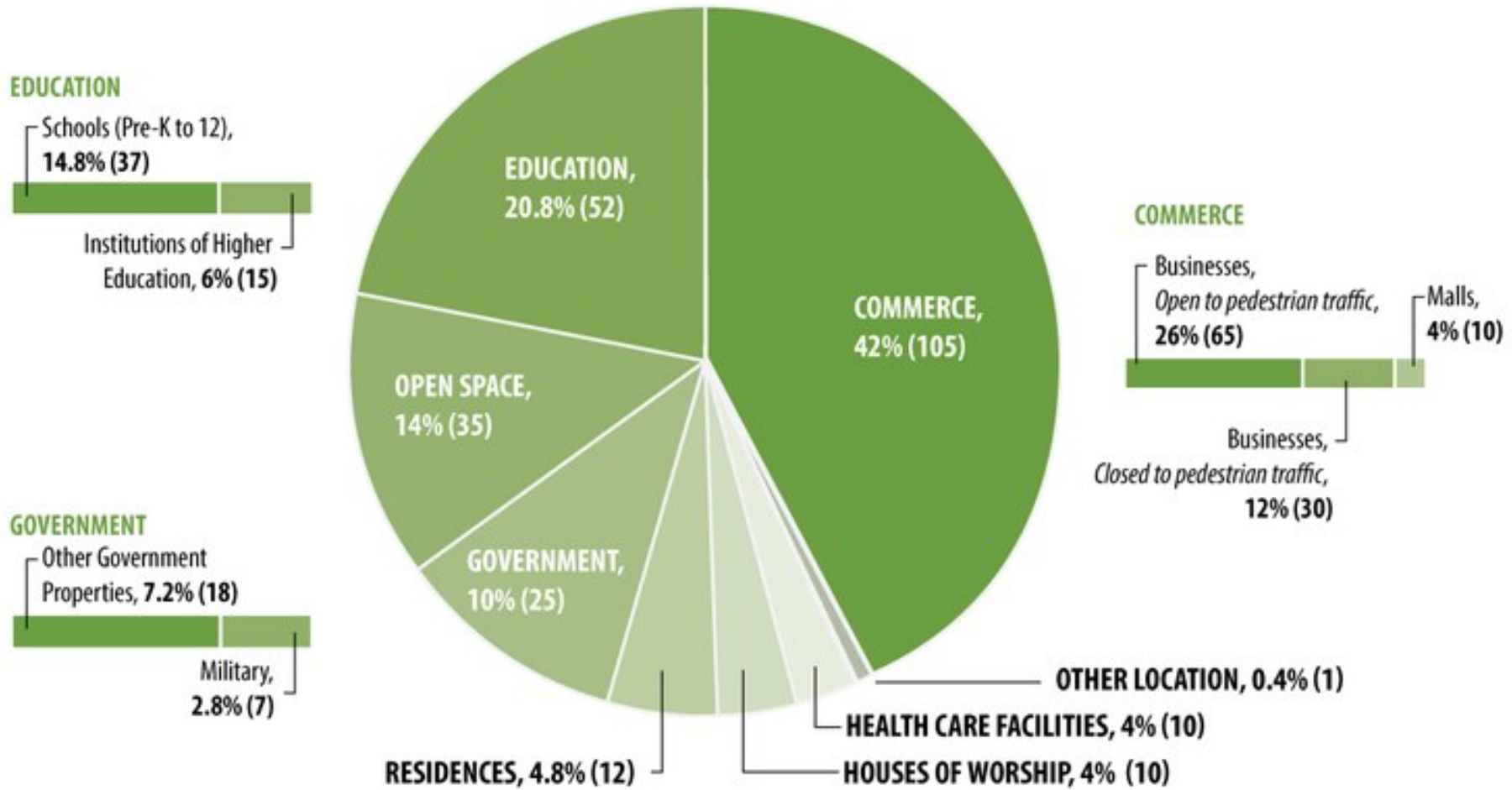
Quick Look: 250 Active Shooter Incidents in the United States From 2000 - 2017
Casualties Per Year



Source: Federal Bureau of Investigation, 2017

Quick Look: 250 Active Shooter Incidents in the United States From 2000 to 2017

Location Categories



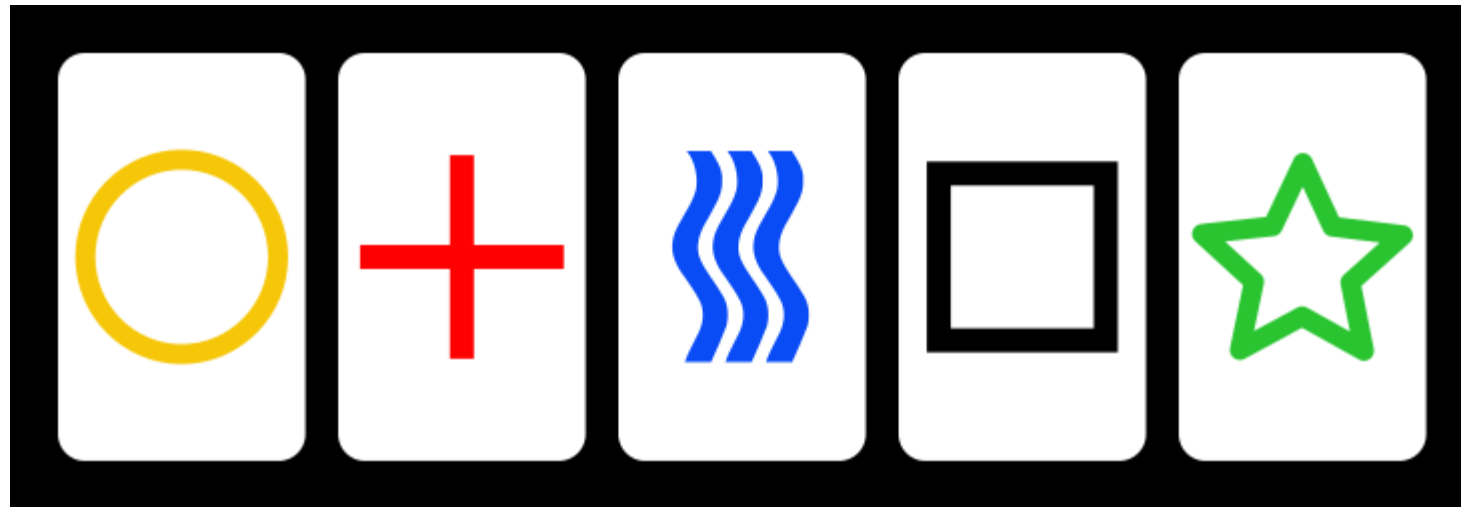
Source: Federal Bureau of Investigation, 2017

Situational Awareness

Situational Awareness is the ability to **identify, process, and comprehend** the critical elements of information about what is happening. It is knowing what is going on around you.



Situational Awareness



Situational Awareness

Our gut feeling

- We are often socialized to ignore these signals, Why?

Attuned to Signs of Danger

Need for Vigilance

Concern is sometimes viewed as a weakness, but it can be a gift

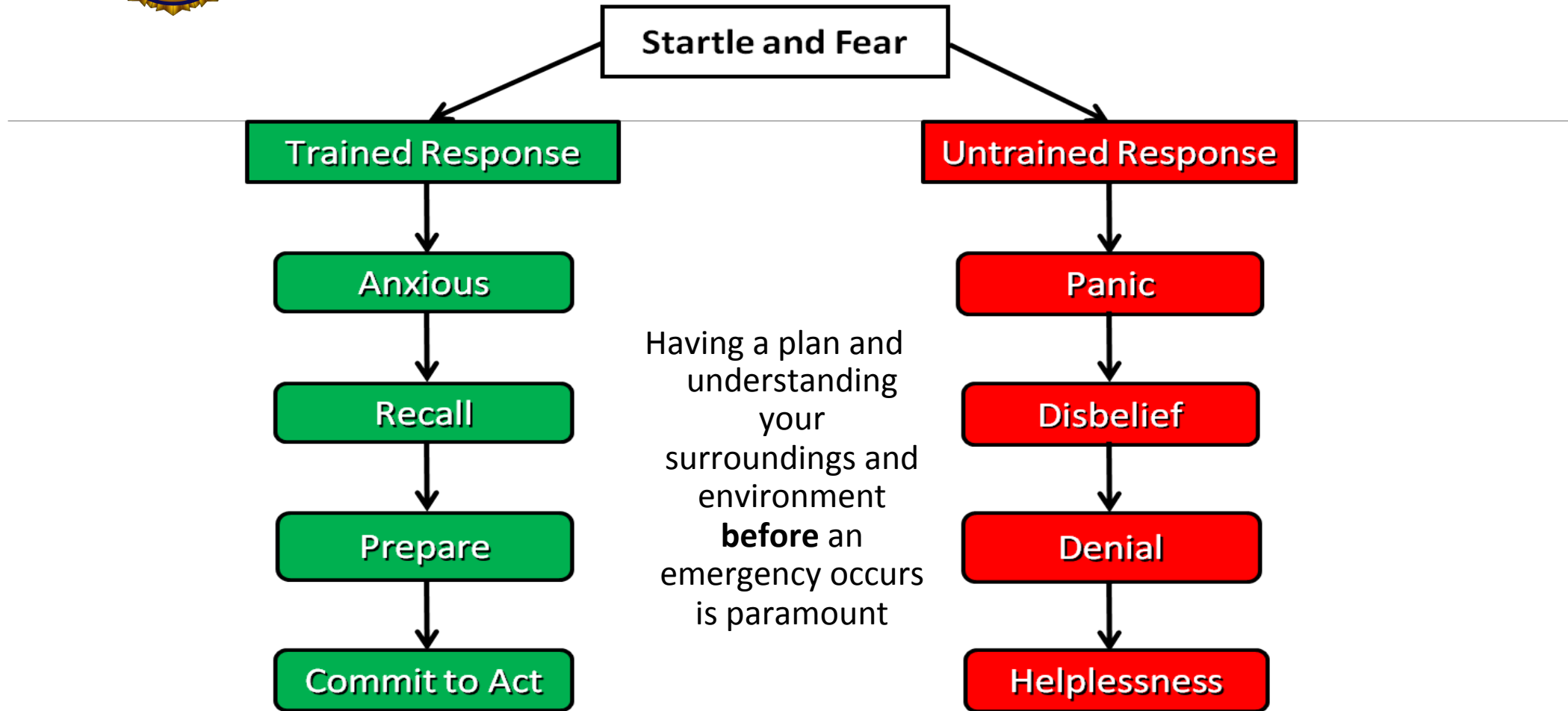


Red Flags to Look For

- Body language that indicates a potentially dangerous situation, such as:
 - A red/flushed face
 - Vocal extremes (either very loud or very soft)
 - Heavy breathing
 - Hands balled into fists
 - Standing in a bladed stance (at an angle, as if to shoot a weapon)
 - Protruding veins
 - Seemingly unaware of current surroundings
 - Thousand-yard stare (blankly staring off into the distance)
 - Pointing at chest, and invading personal space.

Colors of Awareness

White	Unprepared and unready to take action.
Yellow	Prepared, alert & relaxed. Good situational awareness.
Orange	Alert to probable danger. Ready to take action.
Red	Action Mode. Focused on the emergency at hand.
Black	Panic. Breakdown of physical & mental performance.



S.J. Romano and .A. Rugala, Workplace Violence: Mind-Set of Awareness (Spokane, WA: Center for Personal Protection & Safety, 2008).

Emergency Planning

Emergency Response Plans (ERP)

- Review and ensure they are applicable to your site
- Templates are available on ADE & FEMA websites
- Are they known, are they used?

Emergency Planning

Six Key Areas Of Emergency Planning & Incident Management

- **Prevention**
- **Protection**
- **Mitigation**
- **Preparedness**
- **Response**
- **Recovery**

Emergency Planning

Prevention

- Consists of actions that reduce risk from human-caused incidents. Prevention planning can also help mitigate secondary or opportunistic incidents that may occur after the primary incident.
 - Discipline
 - Collaborative approach to school safety and positive youth development
 - Bullying
 - Situational Awareness Training
 - Crime Prevention Through Environmental Design (CPTED)



Emergency Planning

Protection

- Reduces or eliminates a threat to people, property and the environment. Primarily focused on adversarial incidents, the protection of critical infrastructure and key resources (CIKR) is vital to local jurisdictions, national security, public health and safety and economic vitality.
- School Resource Officers
- Lockdown Equipment
 - Working?



Emergency Planning

Mitigation

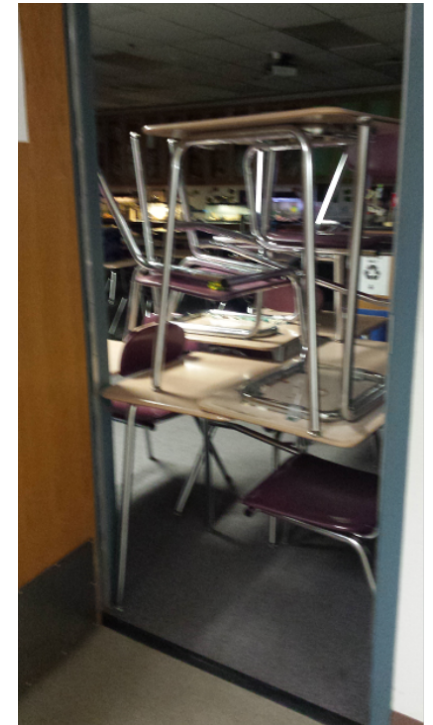
- Mitigation activities are those which eliminate or reduce the probability of a disaster occurring. Also included are those long-term activities which lessen the undesirable effects of unavoidable hazards.
 - **Community Collaboration** & Partnership with Safety Partners
 - Communicate with Parents and Media
 - **Monthly School Safety Team Meetings**
 - Semi-Annual District Emergency Response Team Meetings
 - Annual Safety Inspection / Assessment of Facilities
 - Annual Emergency Plan Review
 - Analyze Hazards / **Vulnerability Assessments**

Emergency Planning



Preparedness

- Preparedness activities serve to develop the response capabilities needed in the event an emergency should arise. Planning and training are among the activities conducted under this phase.
- Establish Up-To-Date Emergency Management Plan for District
- Establish Up-To-Date School Safety Plan for School Sites
- Establish Communications Plan
- Establish Clear Descriptions of Alarms and Signals
- **Establish Student-Parent Reunification Plan**
- **Exit Plans**
- Acquire and Distribute Classroom Emergency Supplies
- **Training**
- **Conduct Practice Drills**
- **Conduct Tabletop Practice Exercises with District Emergency Response Team**



Expert: Staff needs training on basic life-saving medical care

JUNE 19, 2018 BY CAROL WARNER — LEAVE A COMMENT



Without a doubt, the number of school shootings – so far – in 2018 has been overwhelming. Yet it underscores the importance of providing basic life-saving training to faculty and staff.

Fact is, police officers arriving on an active shooter scene won't stop to help the injured because the first priority is to apprehend the shooter to mitigate loss of life. But educators can help save lives by providing basic care to the wounded when possible.

Major bleeding how-tos

Seeing a lot of blood can be scary, but that doesn't mean the victim won't survive.

Regardless of the location on the body:

- apply direct pressure
- use the palm on the bleeding area
- push hard, and
- don't let go.

It's important to tell staff that they don't need to worry about hurting the victim. He or she has already been hurt. But stopping (or greatly reducing) the bleeding can be the difference in life and death.



Emergency Planning

Response

- Response is the actual provision of emergency services during a crisis. These activities help to reduce casualties and damage, and speed recovery. Response activities include evacuation, rescue, and other similar operations.
 - Activate School Safety Team
 - **Activate Emergency Response Procedures**
 - **Determine the appropriate response**
 - Designate locations of on- and off-site command posts, media staging areas, and parent reunification sites, as details of emergency dictate
 - Deploy Resources
 - **Make Informed Decisions**
 - Activate Communications Plan
 - Work with community response partners
 - Document Incident
 - Account for Students and Staff
 - **Work with special needs individuals**
 - Hold After-Event Review / Briefing / Report
 - Accelerate the Recovery Phase



Emergency Planning

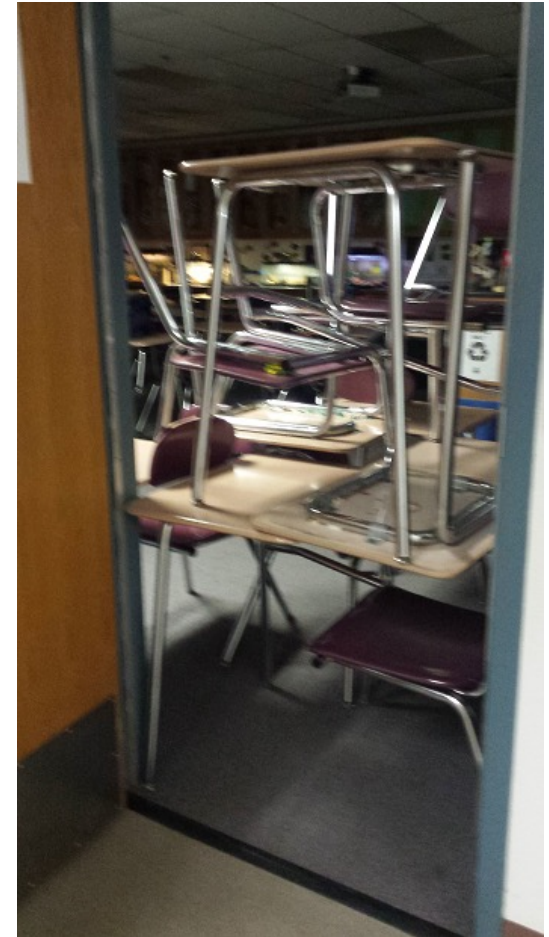
Recovery

- Recovery is both a short-term and long-term process. Short-term operations seek to restore vital services to the School and provide for the basic needs of students, faculty, and staff. Long-term recovery focuses on restoring the School to its normal pre-disaster, or an improved, state of affairs. The recovery period is also an opportune time to institute future mitigation measures, particularly those related to the recent emergency.
 - Physical / Structural Recovery
 - Business / Fiscal Recovery
 - Academic Recovery
 - Psychological / Emotional Recovery

Emergency Response Definitions

- **Full Lockdown:**

- A response that takes place if an **internal or external threat** is identified at the school. All school doors are locked, and windows are covered. If safe to do so, the School Safety Team is activated in the Emergency Operations Center (EOC).
- In classrooms, lights are turned off and students remain quiet and inactive. School staff is directed to place students inside the room away from the “line of sight” of any potential intruder. If possible, windows are covered and doors are barricaded. No entry into or exit from the school will be allowed until an “all-clear” announcement is made, or until entry is made by security or an administrator. Focus is on keeping unsafe/threatening person(s) out.



New Emergency Response Definitions

- **Modified Lockdown**

- A response that takes place if an **external threat** is identified near the school and if the threat does not immediately endanger the occupants of the school i.e. neighborhood problem or incident in the area.
- “Modified Lockdown” order is issued, directing all students, staff and visitors into their assigned areas or classrooms.
- Secure the building and safely shelter all students, staff and visitors to their assigned areas or classrooms, no barricading of doors is required.
School business and classroom activities may continue as normal.
- Keep students inside until advised otherwise and listen for special instruction, if given.
- Be prepared for full Lock-Down

Lockdown Procedures (The Plan)

- Identify and recognize where you are on campus? Are you in the cafeteria, are you in the halls, and are you near any classrooms? Find the nearest “SAFE AREA”.
- Hold your classroom door or SAFE AREA open and get as many student inside as soon as possible. If an imminent threat is seen, the doors will be locked as soon as possible so your actions of getting to a safe area as soon as possible is critical.
- Teachers, administrators or security are directed to lock all doors or other entry doors, to prevent anyone from getting into the classroom. Make sure doors to adjoining rooms are also locked. Most major exterior doors will automatically lock as part of the lockdown system.
- School staff is directed to place students inside the room away from the “line of sight” of any potential intruder. This means find concealment within the room you are in. This may mean against a wall, under a table, in a closet etc. Find the best place to hide where the intruder cannot see you.

Lockdown Procedures (The Plan)

- Be QUIET! Silence or turn off cell phones and remain quiet. Research of previous shootings have revealed an intruder will travel to “known” location of people and noise is a major contributor.
- Make sure lights are turned off and make the room look abandoned.
- **If Safe**; take attendance & e-mail your count to office as soon as possible for accountability purposes. This will only be done if safe to do so and quietly as possible.
- Stay in your safe areas until directed by law enforcement officers or an administrator to move or evacuate. Never open doors during a lockdown, even in the event of a fire alarm.
- If an evacuation occurs, all persons/classrooms will be directed by a law enforcement officer or administrator to a safe location.

Lockdown Procedures (The Plan)

Can you run? Is it safe? Know evacuation routes

Know your physical abilities

Students personal needs

- Students & Staff with disabilities

Fire Alarms & Evacuations

- Practice Good Situational Awareness
 - STOP
 - LOOK
 - LISTEN
 - ASSESS
 - Evacuate



Situational Awareness

Your Personal Plan



“In a moment of decision, the best thing you can do is the right thing. The next best thing is the wrong thing. The worst thing you can do is nothing.” --Theodore Roosevelt.

Student Discussion

What is a “Full lock down” or “Modified Lockdown”?

What do we do during a Lock Down?

Prepare your students

Make them feel safer, have a plan

Take drills seriously

Get ahead of the anxiety, make the students feel more in control

Give them a sense of competence



Student Discussion



- Be confident, your emotion and delivery counts
- You may identify students who are struggling with anxiety
- Articulate we are confident in our plan and school safety in our school.

Reiterate to the students that schools overall are a very safe place. We must strive as a team to be prepared and take all drills seriously. If we have a plan, practice our plan, we will be prepared!

Classroom Presentation

Emergency Procedures

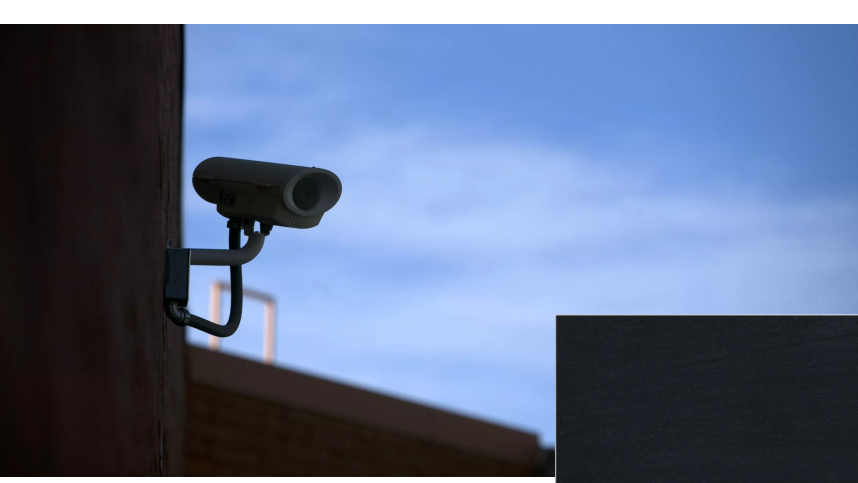
The Plan



Tabletop Exercise for Students

Handout





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*Emergency
Management Plan*



OPEN DISCUSSION

