Critical Incident Response for School Faculty and Staff: 2015

June 2015

Introduction and Purpose

- Training for school faculty & staff re: what to do in active shooter situation
  - 1999 training film contains actions/policies no longer accepted/outdated
  - 2014 training video better describes before/during/after actions needed during active shooter situation

- Practices in updated training provides more options to faculty/staff/students to mitigate active shooter situation

Objectives

1. Define the term active shooter.
2. Name some characteristics to look for in students that are congruent to the typical school shooter.
3. Name the steps can be taken to identify, mitigate and prevent an active shooter event.
4. Introduce and discuss the three new response actions teachers may utilize in a critical incident.
5. Introduce and discuss the new Lockdown Procedures for the classroom.
6. Introduce the new standard card notification system and why the changes were made to the system.

Who does this impact?

- This establishes a uniform response by schools all across the state

- Has ***ZERO*** impact on ***HOW*** law enforcement or first responders respond to critical incidents at the schools. Only changes what they will ***SEE*** once they are on-scene.

Active Shooter

Law Enforcement officials use the term "active shooter" to describe a situation where a person(s) participates in a random or systematic shooting spree in a confined or populated area.

- No pattern in selecting victims
- Can occur in schools, museums, daycares, rec facilities, malls, sporting events
- Active shooter situations are rare
  - 1 in 2.5 million chance of being victim of school shooting
  - Evolve quickly, end quickly (3-12 minutes)

Possible Indications of Future Violent Tendencies in Students

- Verbal or written communication suggesting idea or intent to attack (80% of school shooters tell at least one person)
- Does student possess capacity to follow through with threat?
- Student has experienced acute rejection/catastrophic loss
- Student has experienced chronic rejection by friends, teams, social groups

Steps to Identify, Prevent or Mitigate Active Shooter Event

- Know your students.
- Know your surroundings. “What if…?”
- Encourage anti-bullying behavior; urge intervention when needed.
- Treat ALL threats of violence against the school as valid until proven not to be.
- Pre-plan & practice your school’s emergency response plan.

NEW WAY OF THINKING FOR STAFF

- School Faculty and Staff HAVE to start thinking:
  - CRITICALLY
  - TACTICALLY

Three Response Actions/Review of Lockdown Actions & Changes

- Lock or otherwise secure your door.
- Turn out lights.
- Turn off televisions/other sources of noise.
- Move students out of view & away from doors/windows.
- Keep students quiet.
- If injured people are present or immediate medical care is needed USE THE RED CARD ONLY. SLIDE IT UNDER THE DOOR AND PUT IT IN THE WINDOW. NO OTHER COLORED CARDS SHOULD BE USED.

Changes to the COLOR CARD SYSTEM

- Use only the *red notification card to indicate injuries are in the room*. No other colored cards should be used.
- Plan was becoming too complex. Schools were overthinking it.
- By putting a green card out at onset of event, teachers were FLAGGING their room as occupied.
- Status may change in the room (ex.: medical emergency occurs following display of green card). Now you have two cards indicating two opposite things outside the door.

Card Changes cont'd:

- Schools within the same county often had different card systems.
- The event will be a Multi-Agency Response. (The card system used in this county should be the same system used in another county. Establishes STATEWIDE CONSISTENCY FOR SCHOOLS.)
- Substitute Teacher Issues
- Law Enforcement is only concerned with the red card anyway.

Changes to the Lockdown Procedure

- Do not worry about closing the window blinds/shades.
  - Law Enforcement has never liked this action taken by schools
  - Eliminates site into the room by law enforcement snipers
  - Limits vision out of the class at your surroundings
  - If a hostage situation occurs, suspects are more apt to pull shades down to limit LE site into the room. Will be quicker for LE to pick out room with possible trouble inside.

New Options for Response

- The new response types we will now discuss SHOULD NOT REPLACE common sense and/or experience.

RUN

- Students/staff should not typically deviate from Lockdown mode unless instructed by law enforcement.

- In extreme cases <u>WITH NO OTHER OPTIONS</u> and you face an imminent threat, the situation may dictate that you run.
  1. If you are outside on a practice field or parking lot.
  2. Instruct students clearly if you have them with you.
  3. Move them to a predetermined meeting location.

Exterior Meeting Points

HIDE

- Use if you cannot reach a secure classroom OR unable to secure your door. Barricade door with desks or filing cabinets.
- If you are on a field trip or outside the school.

FIGHT

- Use this response only as a LAST RESORT and ONLY if your life or the lives around you are in imminent danger.
- Use chairs, heavy objects or improvise a weapon to attack the shooter.
- If you use this option, stick with your decision and fight to survive.

Before, During & After the Emergency

BEFORE

- Encourage students/staff to participate in bullying prevention.
- Know your school's climate.
- Be aware of changes in students; report any of concern.
- Report suspicious behavior to police or your school resource officer.
- *PARTICIPATE IN TRAINING. YOU WILL PLAY LIKE YOU PRACTICE!*

Before, During & After the Emergency

DURING

- Use correct Lockdown procedures.
- If you choose another response, make sure you are EFFECTIVE.
- REASSESS after every action. Every action will cause a reaction.

Before, During & After the Emergency

AFTER

- Ensure your plans consider mass transportation for students/staff to a sister school.
- Include a parent reunification plan.
- Facilitate physical and psychological recovery for students/staff.

REUNIFICATION PLANS ARE A MUST

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