

Campus Safety[®]

ONLINE SUMMIT

K-12 General Session Panel:
**Keeping Students and Staff Safe In An
Increasingly Charged
Environment**



Housekeeping

- Access to the presentation
- Q&A
- Evaluations
- Certificate of Attendance
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- Special Announcements

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CampusSafetyEvents



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CampusSafetyConference

Moderated by:



Robin Hattersley

Editor-in-Chief
Campus Safety
Magazine

Panelists:



Guy Bliesner

School Security Analyst
Idaho Office of School Safety
and Security

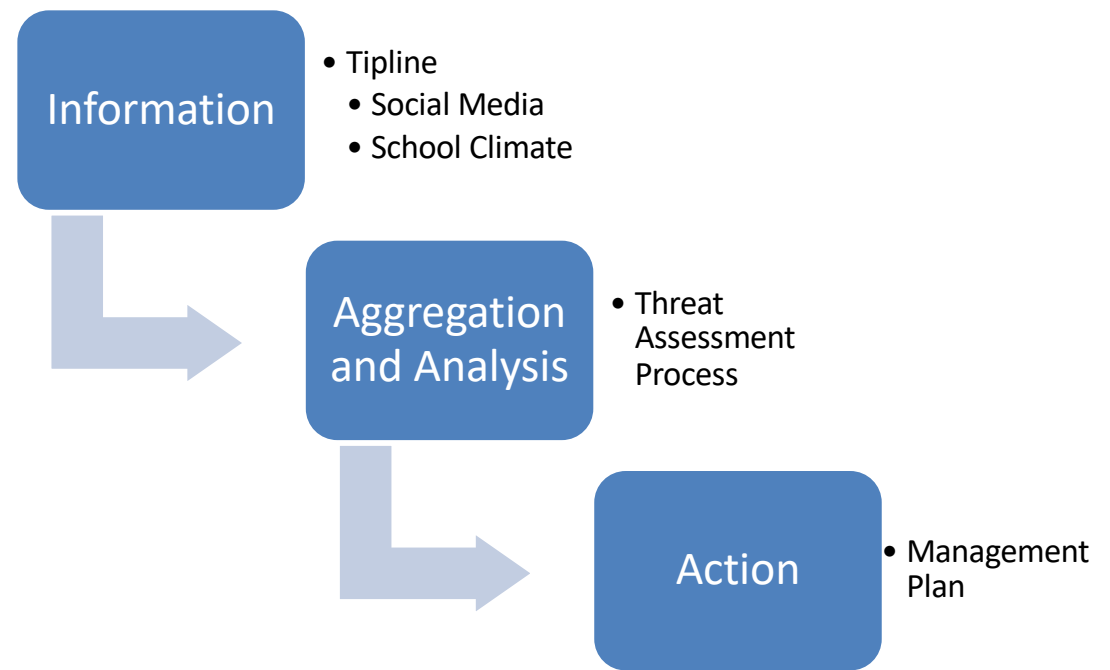


Gary Sigrist, Jr.

CEO and President
Safeguard Risk Solutions, LLC

Rigby After Action Report Discussion

- Preventing acts of targeted violence within K-12 schools requires means and methods for gathering information of concern, evaluating information of concern, and developing mitigation strategies based on the assessment of the behavior.



- **Pre-planned coordination between schools and local response agencies is critical to a smooth transition between onsite response efforts and first responders arriving on scene.**

School Resource Officer Program

Joint Reserve Deputy Program

School and District EOP Development

Community Emergency Planning

Maintenance of Effort

Rigby AAR - Lesson 3

- **Uniformly trained and exercised emergency response procedures result in fewer casualties during acts of targeted violence.**

Uniformity of training produces predictable responses.

Options based training is recommended but must include training on situational awareness and decision-making.

Maintenance of effort and uniformity increases resilient responses.

- **Clear communication is necessary for effective response and depends on adequate procedures, training, and tools.**
- Communication is a common point of failure in emergency response generally.
- Notification authority and ability should be pushed to the edge.
- A unified communication plan reduces confusion and misinformation.
- As facility use profiles change, communications needs to be reviewed and revised.

Rigby AAR - Lesson 5

- **The need for mental health support following traumatic events can easily exceed the mental health capacity of a local school, district, or community.**
- **The infrequency of high-impact events can compound the lack of resources with a lack of experience for those individuals tasked with beginning the recovery process.**
- Community coordination of service providers is critically important.
- Community support following an incident can be high but can also be overwhelming for school districts.
- Community, regional and state partnerships help to lighten the load for individual districts.
- A structured framework for crisis mental health support is a priority recommendation.

- **Physical site maintenance and logistical considerations after an act of school violence requires thoughtful planning to reduce additional trauma.**
- The complexity of school operations likely require some sort of post-incident access to gather personal effects.
- Planning assumptions often reflect period before the site is released back to the district.
- Reopening schools requires due consideration of logistics and in some cases appropriate separation of duties.

Rigby After Action Report Q&A

Board of Education Meeting Safety & Security

Planning for volatile BOE meetings

Preplanning means being prepared for the worst

- Use the Incident Command System
 - Risk Management
 - Not the time for tribal knowledge
 - Will be used in the civil trial
 - At minimum, use ICS 201
 - All four pages
 - Identify who can ‘Call the Ball’

INCIDENT BRIEFING (ICS 201)

1. Incident Name:	2. Incident Number:	3. Date/Time Initiated: Date: _____ Time: _____
4. Map/Sketch (include sketch, showing the total area of operations, the incident site/area, impacted and threatened areas, overflight results, trajectories, impacted shorelines, or other graphics depicting situational status and resource assignment):		
5. Situation Summary and Health and Safety Briefing (for briefings or transfer of command): Recognize potential incident Health and Safety Hazards and develop necessary measures (remove hazard, provide personal protective equipment, warn people of the hazard) to protect responders from those hazards.		
6. Prepared by: Name: _____ Position/Title: _____ Signature: _____		
ICS 201, Page 1		Date/Time: _____

Planning for volatile BOE meetings

Preplanning means being prepared for the worst



- Work with your first responders
 - Fire
 - Room Capacity
 - Fire Code
 - Law Enforcement
 - Special Duty
 - When to step in
- District Personnel
 - Enforcement

Planning for volatile BOE meetings

Preplanning means being prepared for the worst

- Communicate the plan with BOE members and the school administration
 - When do we evacuate the BOE room?
 - Where is the safe room?
 - Where is the emergency exit?
 - Secure parking



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Preplanning means being prepared for the worst

- After the meeting, conduct an AAR
 - What did we do well?
 - What will we do differently at future meetings?
 - Do we need to change our plans?
 - Do we need to change our training?

BOE Meetings Q&A

Mental Health

What are you seeing in schools?

- Mental Health became a priority after the Parkland Tragedy
 - Grant Funding in Ohio
 - Schools looked past hardware and software
- Mental Health & COVID-19
 - One more area of PTSD
 - Balance between test scores and emotional well-being
 - More awareness on not being 'okay'



How's the mental health crisis affecting teachers, safety officers? Self care issues? Missed homework by students on quarantine?

- School staff wellness programs
 - It's okay to not be okay
 - Specific training to help staff with coping skills
 - Put on your mask first
- Academics
 - Follow district protocols and plans
 - Serenity prayer
- Understanding family dynamics of students
 - Home resources
 - Skillsets of parents/grandparents/siblings

Are you seeing these same stresses in parents and other members of the school communities you interact with?



- Fear manifesting itself as anger
 - Will I have to miss work?
 - What are the rules regarding close contact?
 - Is my child safe at school?
 - Masking anger
- Loss of coping skills
- Students mimicking their parents

Any examples of promising practices?

- Technology is our friend
 - Work can be delivered for student absences regardless of a pandemic
 - P/T Conferences
 - Parents banned from school
- Technology will NEVER take the place of what teachers really deliver to students
 - The Three F's a Day
 - Mental health checks
 - The ability to move past 'fine.'

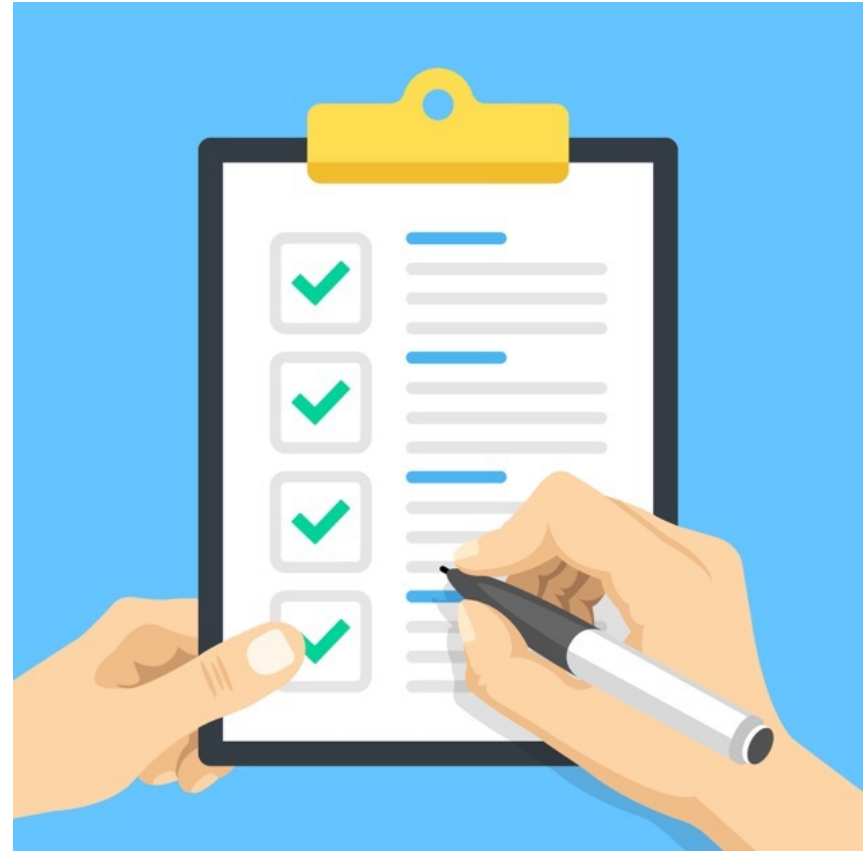
Threat assessment & management

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- What was set aside during pandemic?
- Revising & updating



The Future

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Reminders

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Contact Information

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