PSPR2 Seminar Series: Mass Casualty Impact and Recovery

AGENDA

- ❑ Introductions & Housekeeping
- ❑ Leading After a Tragic Event
- ❑ NASSP Principal Recovery Network: Guide to Recovery
- ❑ Retraumitazation through the Civil & Criminal Judicial Processes
- ❑ Case Studies: Preventing School Shootings
- ❑ Q&A
- ❑ Session Wrap Up

THE SESSION WILL BEGIN SHORTLY

PSPR2
SEMINARS FOR RESILIENCE

GH INTERNATIONAL

PSPR2 Seminar Series: Mass Casualty Impact and Recovery

CIVIL AND CRIMINAL JUDICIAL PROCESSES

PSPR2 SERIES OVERVIEW

The primary goals of the Private Sector Preparedness, Response, and Recovery (PSPR2) Seminar Series are to:

- Provide participants with critical infrastructure best practices at the owner and operator level on recovery and continuity resulting from a mass casualty event,

- Present and discuss best practices on phases of mass casualty event recovery, and

- Provide partners with planning resources and tools to assist with mass casualty impact and recovery.

SEMINARS FOR RESILIENCE

AGENDA

- ❑ Introductions & Housekeeping
- ❑ Leading After a Tragic Event
- ❑ NASSP Principal Recovery Network: Guide to Recovery
- ❑ Retraumitazation through the Civil & Criminal Judicial Processes
- ❑ Case Studies: Preventing School Shootings
- ❑ Q&A
- ❑ Session Wrap Up

PSPR2 Seminar Series: Mass Casualty Impact and Recovery

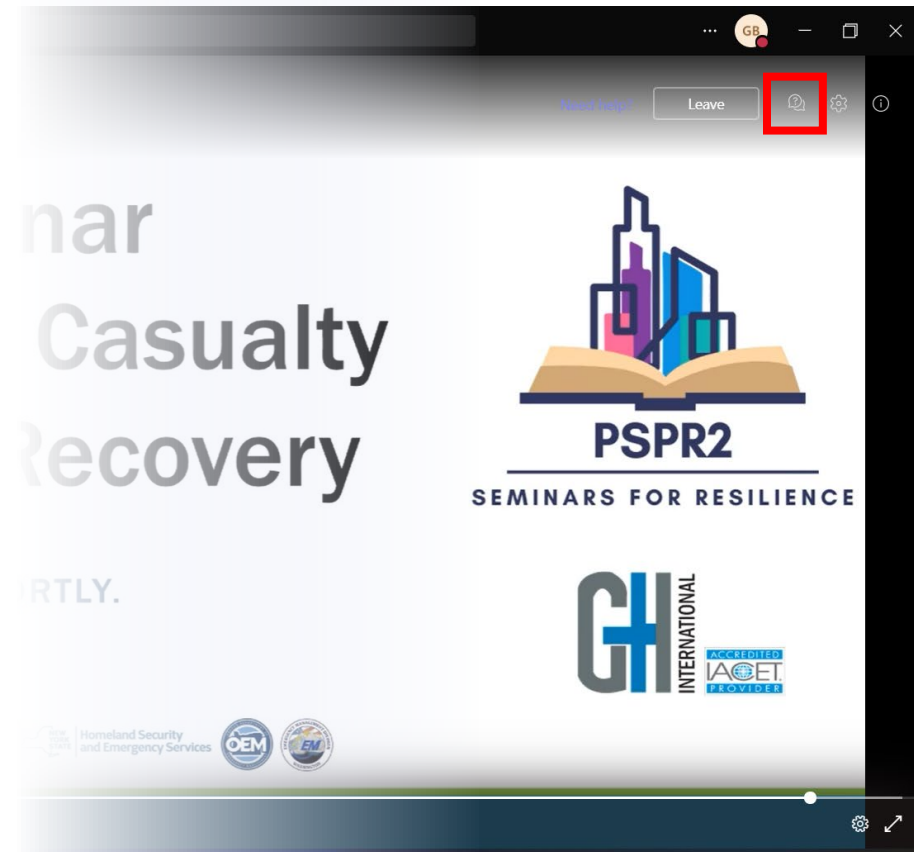## Civil and Criminal Judicial Processes

LEARNING OBJECTIVES

- Describe some of the ways "Re-Traumatization" can occur for survivors of Active Shooter Type events.

- Learn about the Principal Recovery Network.

- Learn about some of the tools available to anonymously report potential threats.

- Understand the benefits of conducting facility vulnerability assessments.

- Understand the role "target hardening" can play in deterring mass casualty type events.

HOUSEKEEPING

- Cameras and microphones are disabled

- Safari and Chrome users might experience connectivity issues; recommended to use Teams desktop or mobile application (*preferred*), Edge, or Firefox

- Please use the Q&A chat in the upper right corner

- Captions may not be enabled by your organization

- Session is being recorded and will be available via Vimeo soon on the PSPR2 Site: https://www.p4-hub.org/pages/pspr2

IACET CEUs

- G&H is accredited by the International Accreditors for Continuing Education and Training (IACET) and offers IACET Continuing Education Units (CEUs) for its learning events that comply with the ANSI/IACET Continuing Education and Training Standard. IACET is recognized internationally as a standard development organization and accrediting body that promotes quality of continuing education and training.

- CEUs are earned by attending the entirety of a session and achieving a 70% or higher score on a post-webinar knowledge assessment. For every 10-hours of in-person or virtual classroom time, a learner can earn 1 CEU. Learners are eligible to earn .1 CEU for each PSPR2 session for a cumulative total of .9 CEU for the entire series.

- For questions about the PSPR2 CEU process, please contact G&H at training@ghinternational.com or +1 202-955-9505.

- For additional information about IACET or the ANSI/IACET Continuing Education and Training Standard, please contact IACET directly at info@iacet.org.

G&H Proprietary Interest Policy

It is the policy of G&H that if instructors have a vested interest in any product, instrument, device, or materials that may be used in this learning event, they must disclose this interest.

Further, if any instructors receive any share of the royalties or profits from product promotion or endorsement, the interest must be disclosed to the learner.

If there are any breaches of this policy, please contact G&H at training@ghinternational.com or +1 202-955-9505.

G&H Anti-Discrimination Policy

G&H is committed to providing working and learning environments free of sexual or any form of unlawful harassment or discrimination.

Harassment or unlawful discrimination against individuals on the basis of actual or perceived race, color, creed, religion, national origin, ancestry, citizenship status, age, sex or gender (including pregnancy, childbirth and pregnancy-related conditions), gender identity or expression (including transgender status), sexual orientation, marital status, military service and veteran status, physical or mental disability, genetic information, or any other characteristic protected by applicable federal, state or local laws and ordinances is illegal and prohibited by G&H policy.

If there are any breaches of this policy, please contact G&H at training@ghinternational.com or +1 202-955-9505.

The Guide to Recovery—Leading After a Tragic Event

Experiences from the Field

nassp.org/prn

Michelle Kefford

NASSP
National Association
of Secondary School Principals

- Principal- Marjory Stoneman Douglas HS (2019-present)
    - Enrollment- 3277 students
    - Broward County- (Parkland) South Florida

- Previous Positions
    - Principal- Charles W. Flanagan HS (Broward County, FL)- 2011-2019
    - Assistant Principal – Western HS and Boyd Anderson HS (Broward County, FL)- 2005-2011
    - Teacher- Marjory Stoneman Douglas HS – Biology- 1999-2005

How Did I Get Here?

- February 14, 2018
  - Parkland Resident
  - Previous teacher at Stoneman Douglas HS
  - Parent of students in Stoneman Douglas zone
  - Broward County Principal of the Year 2018
  - Florida Principal of the Year 2019
  - NASSP State Principal of the Year 2020

NASSP
National Association
of Secondary School Principals

My Journey

- Trauma training
- Recovery planning
- Building 1200
- Victims and families
- Under the microscope
- Trials
- Memorialization
- On-going recovery
- Re-traumatization

Michael Bennett

- Superintendent-Greenville CSD
  - Enrollment 1,100 Students
  - Rural Greene County- Upstate NY
- Previous Positions
  - Assistant Superintendent, Principal-Schodack CSD
  - Assistant Principal, Special Education Teacher, Coach- East Greenbush CSD
- Father, husband, community member

How Did I get Here?

- Feb 9, 2004
  - 6:00 am
  - 8:00 am
  - 10:35 am
  - 11:30 am
  - 4:30 pm
- Feb 10, 2004
  - Everything has changed

My Journey

- Highs and Lows
  - Recognitions
  - Trial
  - Public/Private
  - Life Change- New District

On going Recovery

- February 14th, 2018
  - Marjory Stoneman Douglas
  - Student voice
  - Mental Health
  - "Talks"
  - Article
  - What more can I do?

NASSP and the Invitation

- Late 2018
  - Phone Call
  - April Meeting
  - What are we going to do?
  - Support
  - Advocacy
  - Principal Recovery Network

- **Twenty** Years Later
  - Released
  - Speaking Engagements
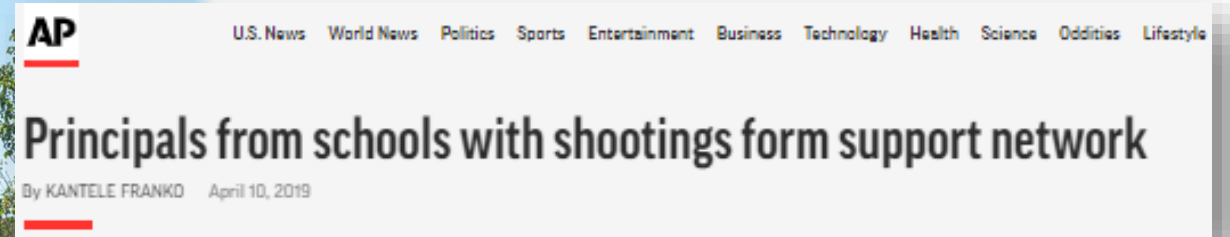 - Social Media Platforms (228,550 followers, 770 subscribers)
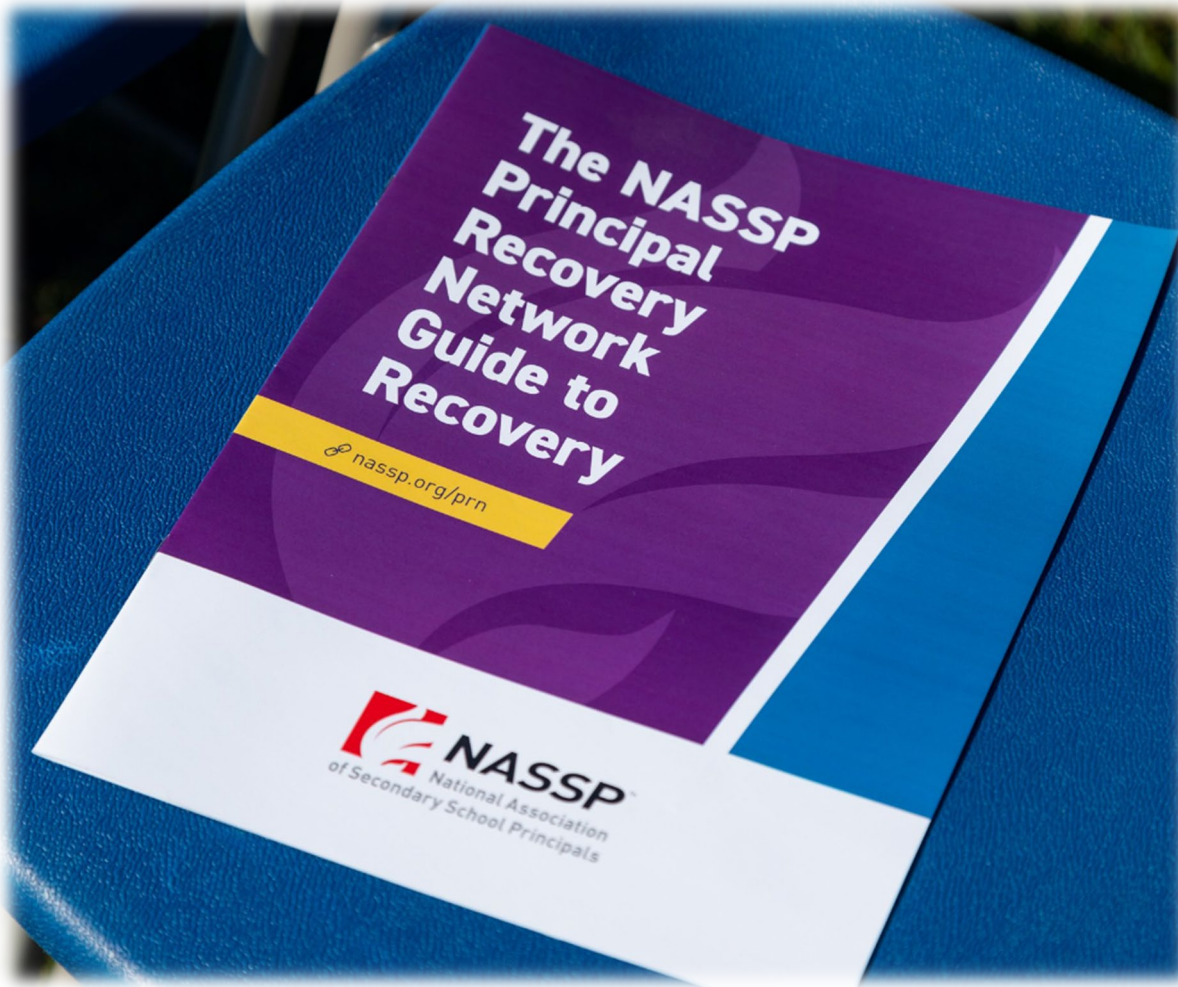 - Re-traumatization

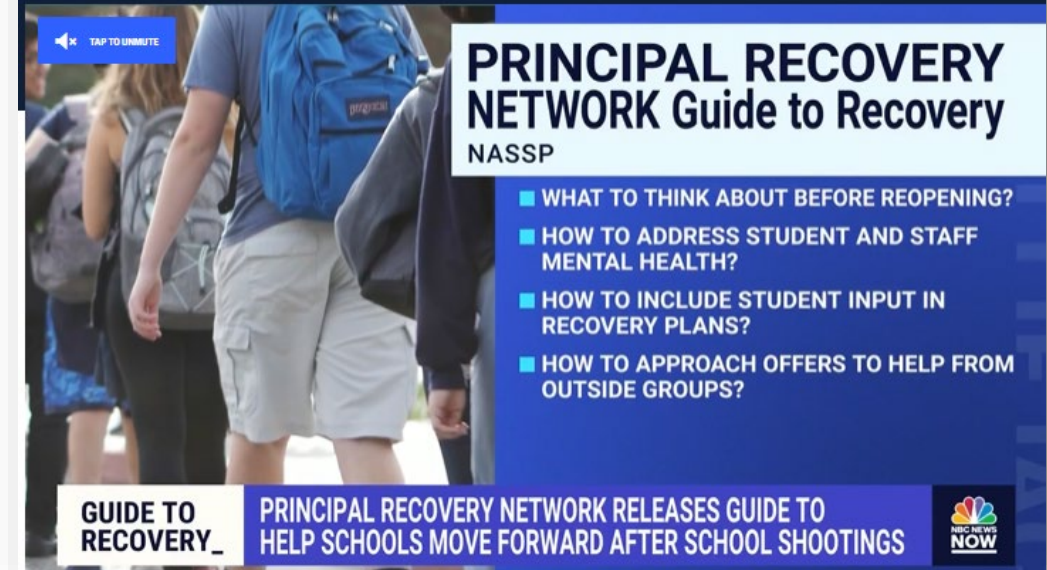NASSP Principal Recovery Network

Guide to Recovery

nassp.org/prn

National Association
of Secondary School Principals

The Principal Recovery Network

AP   U.S. News   World News   Politics   Sports   Entertainment   Business   Technology   Health   Science   Oddities   Lifestyle

Principals from schools with shootings form support network

By KANTELE FRANKO   April 10, 2019

National Association of Secondary School Principals

The Guide to Recovery

nassp.org/prnguide

Preventing School Shootings

▸ Information Gathering/Exchange
▸ Threat Assessment
▸ Location/Target Evaluations
▸ Target Hardening
▸ Crisis Response Training, Practice, Exercises

Module I
Community Engagement/Information Sharing

◦ Citizen Monitoring and Reporting

  • Community Websites

  • Neighborhood Apps

  • Anonymous Reporting Procedures

◦ "Leakage"

◦ Social Media Monitoring

School Shootings (Prevented) – Case Studies

◦ **Case Study #2: <u>Student</u>** – Co-conspirator called her favorite teacher and warned him not to go to school the next day – " I didn't want him [her teacher] to die."

Leakage

Proactive Information Gathering

▸ We know that potential shooters "leak"

▸ We know that others have awareness or information about the shooter's intentions

▸ We know that many mass shooters have an agenda and post information about their upcoming attack or a manifesto

▸ We know when we receive information and take the initiative to act, we can stop mass shootings

Here's what we need to do…

Connect Information Silos

Schools   Local   State   Federal

Key to Information Sharing – Formal Process

▸ Collect information/data
▸ Analyze information/data
▸ Respond
▸ Feedback Mechanism

This process must be formal and utilized by all participants. Passive information collection rarely works (ie. Referral forms generated by teachers and staff are more effective than anonymous tip lines). Schools must be proactive and work with their partners to gather, analyze and respond to information.

Missed Opportunities to Intervene

Case Study #3 Oxford High School – Oxford Township, MI

▸ One teacher saw Ethan Crumbley in class searching the web for ammunition

• Another teacher found a drawing of gun, a bullet, and a person who appeared to have been shot

• Ethan had recorded two videos and talked about shooting at school and killing people

• Wrote in his school journal about killing

School Shootings (Prevented) – Case Studies

◦ **Case Study #4: <u>Staff</u>** – Janitor, after receiving school safety training, found campus map with XX's–out classrooms and reported it. The Principal dismissed the report, but he then went to his friend who was a cop.

Social Media Monitoring at School

▸ According to a 2022 OJP publication, nearly 95% of teens have smart phones and participate on platforms including YouTube, Instagram, Snapchat, TikTok, Facebook and Twitter.

NOTE: Social media monitoring software is available to school districts throughout the country.

Tools for Anonymous Reporting

- Text messages
- Social media apps
- School reporting apps
- Websites
- Phone reporting systems

NOTE: Should be 24/7, capable of quick triage and response

School Shootings (Prevented) – Case Studies

○ **Case Study #5: Community Member** – Reported social media post on Facebook to law enforcement but told nothing they could do because even though it was disturbing there was not a direct threat and no crime. Citizen then contacted the Superintendent (who had been one of my students) and was concerned and contacted me. With assistance from staff, we conducted an in-depth social media search that revealed the entire plot including intended victims, offenders, weapons, etc. Superintendent then notified Police Chief who had officers waiting outside various suspect houses the next morning. Multiple students were arrested on weapons charges, conspiracy, etc. and the potential incident was averted.

Social Media Monitoring works…

CRIME ☆

Suspect arrested after video of shooting threat in Fort Worth goes viral, police say

Fort Worth Police Department ✓
on Friday

Earlier today, the Fort Worth Police Department was made aware of a viral video circulating on social media, in which an individual threatened to shoot multiple people on May 7th.

Multiple units from our department investigated swiftly and obtained an arrest warrant for a person of interest. The suspect was located and has been arrested.

At the moment, this incident is still being investigated. To preserve the integrity of the investigation we are unable to release any furthe... See more

Module II – Threat Assessment

A **threat assessment** is the formal process, established by an LEA, of evaluating the threatening, or potentially threatening, behavior of a subject, and the circumstances surrounding the threat, to uncover any facts or evidence that the subject or other actor is likely to carry out the threat.

- Low
- Moderate
- High
- Imminent

THREAT LEVEL	LOW	MEDIUM	HIGH
Details of threat	Vague	Some specifics	Who, what, when
Access to Weapons	Difficult to obtain	Available, but must obtain	In-hand, close by, easy access
Time frame	No specific time frame	Some plausible details	Immediate

Threat Management System

▶ Campus level
▶ District level
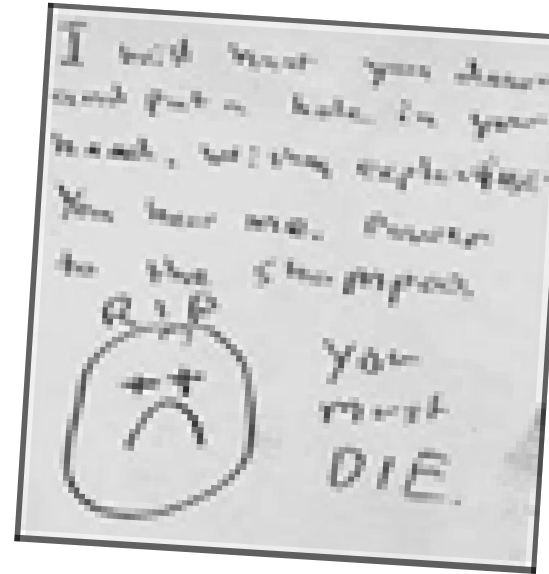▶ Threats – to individuals, officials, campus, district, other

Threat Management System

▸ Campus level – Triage by campus administrators, counselors and SRO's
- Quick evaluation of primary threat factors to determine if district level assessment is necessary
- Utilize quick assessment tool
- Once threat rises to a predetermined level automatically moved to district level assessment
- Records kept on campus level

Threat Management System

- District level – Full threat assessment with diverse district team of school. Law enforcement, social services and mental health providers
  - Complete examination of all threat assessment criteria, report and recommendations for services or sanctions
  - Utilize comprehensive threat assessment tool
  - Records maintained by district

Threat Assessment Factors

- Plausible details

- Specific details

- Emotional content

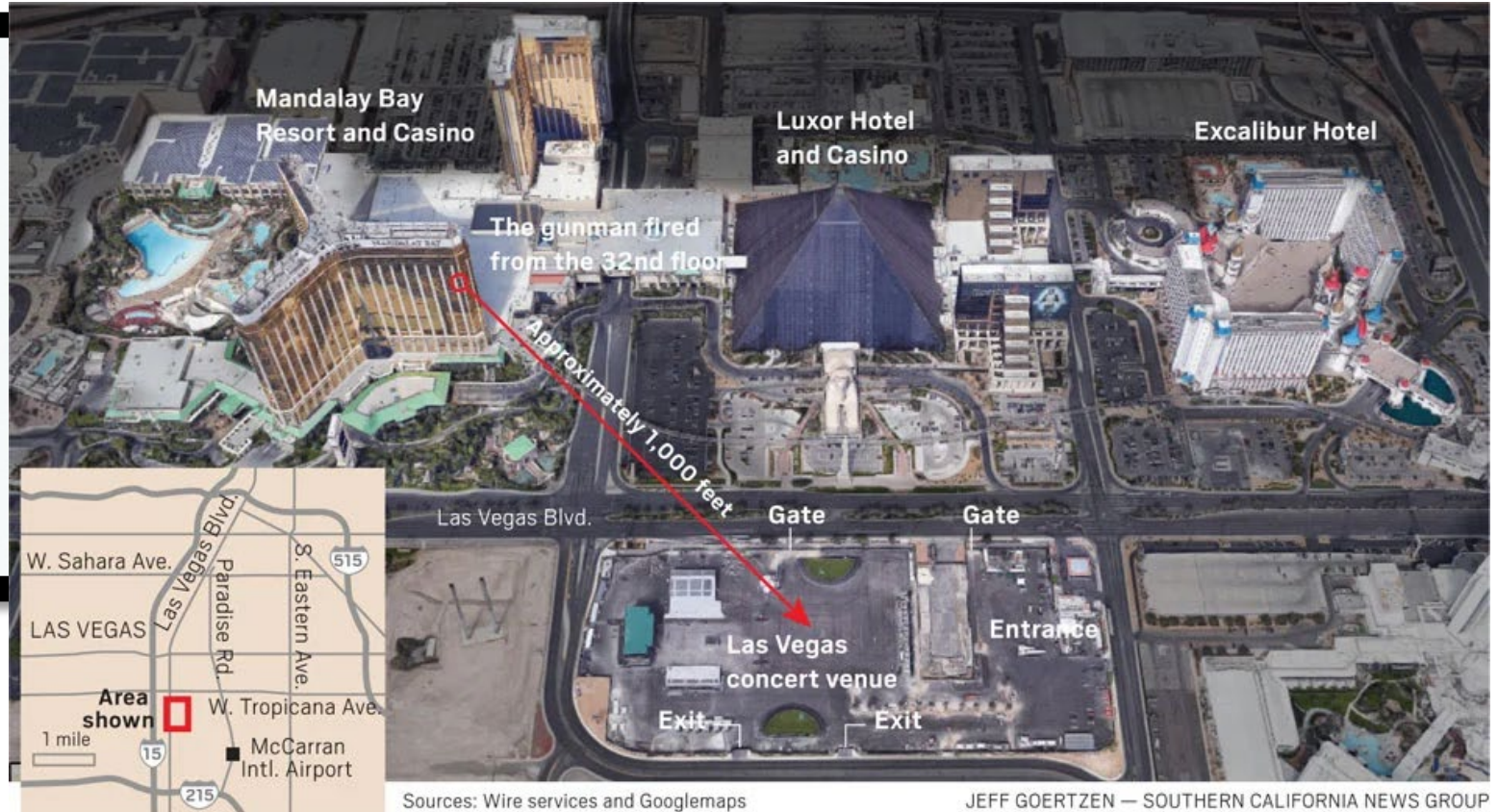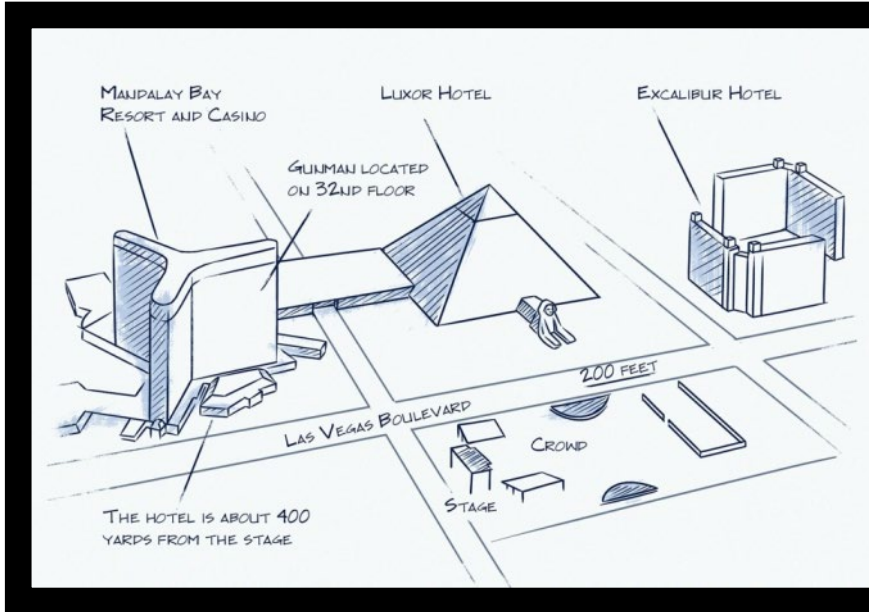- Precipitating stressors

NOTE: The greater the number of details, content and stressors significantly increases the likelihood that the threat is real.

Path to Intended Violence

▸ Grievance – perceived wrong

▸ Ideation – fanaticizes about attack

▸ Research/Planning – develops actual plan

▸ Preparation – secures/practices with weapons

▸ Breach – tests school security

▸ Attack

Module III – Target Location Assessment

Potential Victim Pool

- Is there a large victim pool?
- Is the target victim a group, or an individual?
- Public or private event
- Ease of access to potential target(s)
- Number of potential targets in same location

Public Location/Event

- Is the event in a public space?

- Is the event open to the public?

- Is access to the location restricted?

- Is access to the event restricted?

High Traffic Area – Numerous Ingress/Egress Points

Exterior

- Pedestrian traffic
- Vehicle traffic
- Access points

High Traffic Area (cont.)

Interior

- Pedestrian traffic patterns
- Victim pool choke points
- Elevators, escalators, stairs, hallways
- Victim pool gathering areas – reception room, lunch room

Risk Analysis

- Identify all potential hazards and threats to the schools, campus, personnel and special events

- Include rubrics for measuring potential hazards so they can be prioritized and properly addressed

- Include a process of ongoing review and implementation of corrective action

▶Risk analysis can be crucial in determining building, equipment, technology and personnel needs to ensure district safety and security

Hazard Analysis

▸ Examines specific hazards to the organization, institution or event

Hazard	Probability (0-9)	Severity of Impact - Life Safety (0-10)	Severity of Impact - Property (0-3)	Severity of Impact - District Operations (0-6)	TOTAL SCORE
Active Shooter (Attacker)					0
Chemical Plant Release					0
Communicable Disease					0
Cyber Attack/Ransomware					0
Earthquake					0
Flooding					0
Highway Accident/HAZMAT					0
Hurricane/Tropical Storm					0
Major Utility Loss					0
Pipeline Release					0
Severe Thunderstorm					0
Tornado					0
Train Derailment					0
Wildfire					0
Winter Storm					0

Special Event Planning

- Football games /sports

- Graduation

- Concerts

- Parades

Vulnerability Assessments

- To determine weakness of district, campuses and schools to deter an armed attack

- To identify specific areas which need to be addressed to reduce school vulnerability

- To prioritize identified needs

▸Vulnerability assessments provide a guide to address needs and strengthen target hardening activities

Module IV – Target Hardening

- Target Hardening Actions should be conducted after the risk, hazard and vulnerability assessments have been completed. These assessments should have identified specific areas where safety and security improvements are needed and where limited dollars can be best utilized.
- Target Hardening allows the organization, corporation, business, school, university, etc. to better protect its employees, visitors, students and staff from harmful events or activities
- Target Hardening can occur in old, new or future buildings to increase safety and security measures and reduce victimization

New Facility Planning

- Building Renovation

- New construction

- Building design

  - Stanchions in front

  - Frosted windows

  - Safe classrooms in every hallway

  - Storm shelters

Personnel

▸ Visible presence of teachers and administrators

▸ Additional manpower

◦ Security Personnel

◦ School Resource Officers (SRO's)

◦ Law Enforcement Officers

▸ Patrol vehicles on campus

Physical Deterrents

- Secured vestibules
- Controlled access points
- Locked exterior doors
- Physical barriers – exterior and interior, barricades, stanchions, etc.
- Metal detectors
- Lighting
- Fencing
- Motion Detectors and alarm systems

Technology

▶ Surveillance Cameras

▶ Technology utilization

- Geo-mapping of interior and exterior spaces
- Mass notification systems – external
- Student tracking
- Mass notification system – internal
- Alarm systems for secured areas
- Student ID systems
- Visitor background check and identification systems

Technology Benefits

Enhanced Safety and Security: Provides a comprehensive and technologically advanced system, significantly enhancing the safety and security of students, faculty, and staff. The real-time navigation for emergencies, geofencing for access control, and facial recognition for intruder detection ensure proactive threat mitigation and rapid response to potential security breaches.

Quick and Efficient Emergency Response: During emergencies, the platform's real-time exit route guidance and user tracking capabilities enable swift and efficient evacuation, reducing response times and minimizing risks to individuals on the school premises.

Accident Prevention and Optimization: The inclusion of accident reconstruction with heat maps helps identify high-traffic areas and potential safety hazards, enabling schools to take proactive measures to prevent accidents and optimize traffic flow, leading to a safer environment for everyone.

Data-Driven Decision Making: Generates comprehensive after-action reports, providing valuable insights into incidents, emergency response procedures, and security patterns. These data-driven reports enable schools to make informed decisions and continuously improve safety protocols.

Cost-Effectiveness and Scalability: The use of state-of-the-art Geomagnetic mapping & positioning technology eliminates the need for additional hardware deployment, making the platform highly cost-effective and easily scalable to cater to schools of varying sizes and budgets.

User-Friendly Interface and Mobile Application: The platform's user-friendly control room interface and mobile application empower school administrators, security personnel, and authorized users to access critical safety features seamlessly. This ease of use fosters efficient monitoring and response coordination.

Technology Benefits

Enhanced Intruder Detection and Security Monitoring: By integrating facial recognition with CCTV cameras, the system strengthens intruder detection capabilities, helping security personnel identify potential threats more effectively. This significantly improves overall security monitoring and threat response.

Community Confidence and Peace of Mind: Implementing th solution demonstrates a commitment to the safety and well-being of students, faculty, and staff. The presence of advanced safety measures fosters confidence within the school community and ensures peace of mind for parents and guardians.

Compliance with Safety Regulations: The platform's advanced safety features and real-time capabilities aid educational institutions in meeting safety regulations and guidelines set by governing authorities, strengthening their overall safety compliance.

Collaboration with Law Enforcement: The centralized control room and real-time tracking capabilities enable seamless collaboration with law enforcement agencies during emergencies, facilitating a more coordinated and effective response.

Proactive Prevention of Bullying and Harassment: The system's reporting features can help identify instances of bullying or harassment, enabling timely interventions and creating a safer and more inclusive learning environment.

Continuous Improvement and Adaptation: With access to data-driven insights and after-action reports, schools can continuously improve safety protocols, adapt to changing security needs, and stay prepared for evolving threats.

Visible Presence

- Case Study #7 – In Los Angeles, a potential mass shooting was averted when the offender was attempting to "breech" the facility and was confronted by a uniformed officer. The offender who was heavily armed and ready to attack decided not to commit the offense at that location.
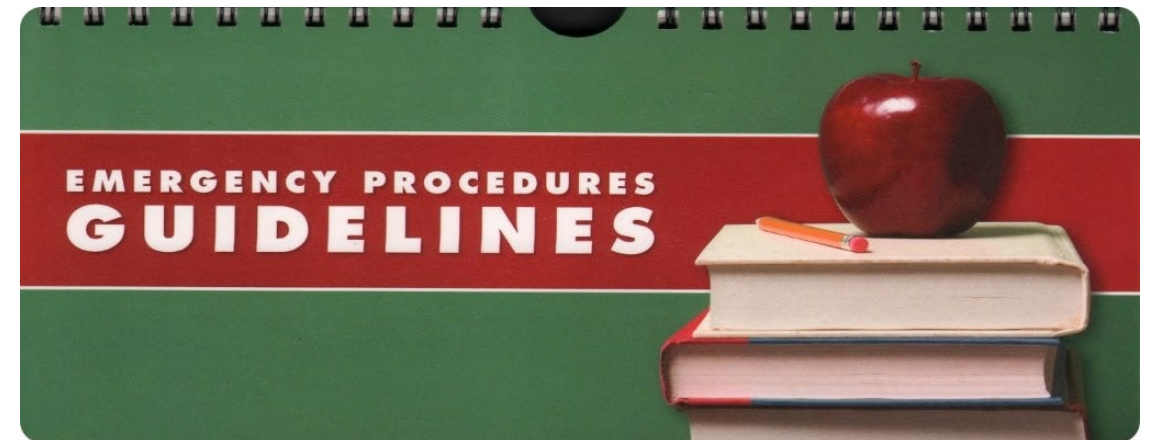
Module V – Crisis Response Training

Crisis Response Training

- **School Safety Drills**
  - Weather – location specific
  - Lockdown
  - Secure
  - Evacuation
- **Threat Assessment**
- **Campus Safety Teams**
- **Threat Assessment Teams**
- **Parent Safety Orientation**

Contact

John Matthews

john@csi1.org

www.communitysafetyinstitute

214-803-1581

Q&A

Please use the Q&A chat in the top right-hand corner.
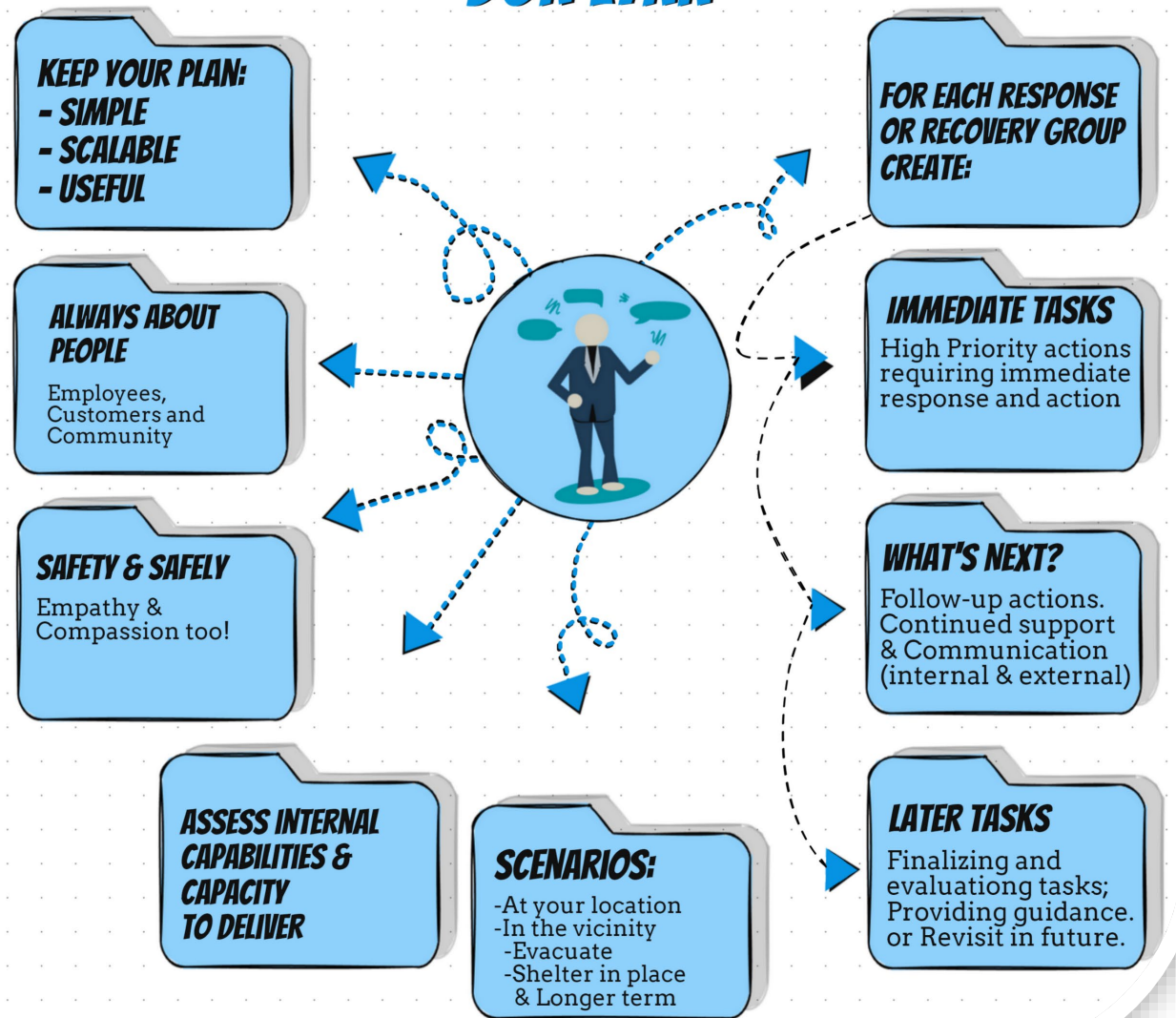
Lessons from the Seminar Series

__Planning for recovery__ is __recovery preparedness__; proactivity is essential.

- ✓ Recovery is about people; identify and plan for needs of vulnerable populations, as well

- ✓ Establish partnerships with public, private, and government entities … beforehand

- ✓ Lead with empathy and compassion; divide and conquer

- ✓ Train personnel, exercise and refine plans

- ✓ Run-Hide-Fight; It works

- ✓ Anticipate and treat memorials, vigils, and remembrances with care

- ✓ Proactively coordinate crisis communications and public information management

- ✓ Provide care for the care givers

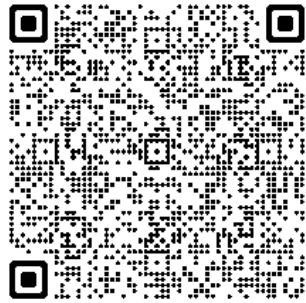> **_Failing to plan is essentially planning to fail_**

P3 – Public-Private Sector Partnerships

You would be amazed at what can be accomplish together!

THANK YOU FOR ATTENDING!

We look forward to seeing you at a future session.

Please take our post-session survey!
Scan this QR Code to access the short survey on your phone

PSPR2
SEMINARS FOR RESILIENCE

GH INTERNATIONAL | VIPC VIRGINIA INNOVATION PARTNERSHIP CORPORATION