



Engaging Activities to Promote a Shared Ownership of Crisis Preparedness

CSSRC Safe School Summit 2023
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Your Presenters Today



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Learning Objectives

At the end of the workshop, you will...

OBJECTIVES



- ... have a greater awareness and knowledge of the NASP PREPaRE Workshop 1 model;
- ... have skills to support implementation of crisis preparedness activities that aim to create a shared ownership across school teams, educators, and staff;
- ... have skills to support implementation of crisis preparedness activities that promote sustainability and self-care practices as related to crisis response and recovery.

Warm Welcome: 6 Thinking Hats

White: What do we know? (data)

Red: Feelings, intuition, gut instincts (emotions)

Yellow: Benefits and logic (positive perspective)

Blue: Planning for action (planning)

Black: Caution and risk (risk assessment)

Green: Creativity (opportunity)



“No two crises are the same and therefore it is impossible to anticipate all situations. However, knowing what worked previously and what educators had wished were in place before an emergency, can help others before tragedy strikes.”

National Association of School Psychologists (NASP) PREPaRE Model



NASP PREPaRE Model

Specifically, the PREPaRE model emphasizes that members of a school crisis response teams must be involved in the following hierarchical and sequential set of activities:

- **P—Prevent** and prepare for crises

R—Reaffirm physical health & welfare, and perceptions of safety & security

E—Evaluate psychological trauma risk

P—Provide interventions

a—and

R—Respond to mental health needs

E—Examine the effectiveness of crisis preparedness

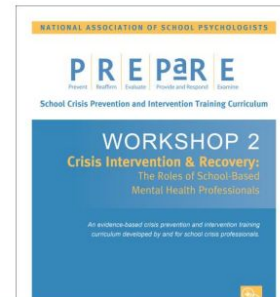
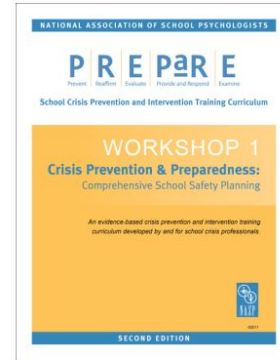
PREPaRE Workshops

Workshop 1: Crisis Prevention and Preparedness - Comprehensive School Safety Planning

- 6.5 contact hours

Workshop 2: Crisis Intervention and Recovery - Roles of School-Based Mental Health Professionals

- 13 contact hours



Importance of Shared Ownership in Crisis Preparedness and Recovery

- ❑ Build trust within and across communities
- ❑ Supports communication across individuals/systems
- ❑ Enhances collaboration
- ❑ Increases perceptions of physical safety
- ❑ Increases perceptions of psychological safety
- ❑ Sustainable and successful practices



Activities for Students, Staff, and Caregivers

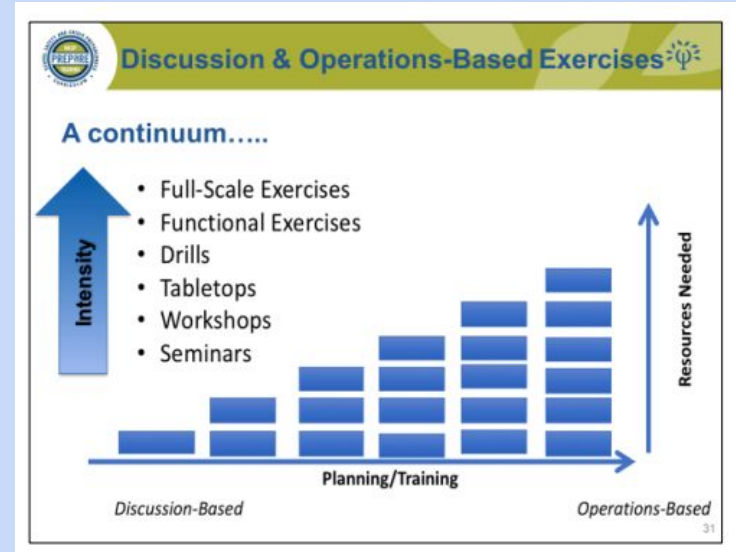
Why are activities importance?

- ❑ Provides a narrative
- ❑ Builds trust
- ❑ Ensures systems work
- ❑ Shared ownership
- ❑ Considers the unique needs of all
- ❑ Mitigates trauma impact

Humanizes the work!

Activities for Students, Staff, and Caregivers

1. **Seminars:** Informational sessions (e.g., review EOP, roles, and responsibilities)
2. **Workshops:** Teach skills, share information, and obtain perspectives, test ideas, policies, and procedures
3. **Table top exercises:** In-depth problem-solving practices with hypothetical scenarios, identifies areas to improve
4. **Emergency drills:** Practice emergency response procedures, can involve community agencies
5. **Functional exercises:** Practice response protocols with realistic crisis simulation, test functional or threat hazard specific annexes
6. **Full scale:** Most complex, simulates emergency in real-time, deploys all necessary resources , requires collaboration across agencies and organizations



Activities for Students, Staff, and Caregivers

Seminars: Informational Caregiver Nights & Classroom Discussions

- ❑ Provide information pertaining to school procedures
- ❑ Standard Response Protocol
- ❑ Review the school's Emergency Operations Plan
- ❑ Provide opportunities to ask questions
- ❑ Identify gaps in services (e.g., medical needs, physical needs, mobility needs, learning needs, cultural considerations, etc.)



STUDENT/PARENT REUNIFICATION

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a Reunification and may be necessary due to weather, a power outage, hazard or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved.

Because a reunification is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

NOTIFICATION

Parents may be notified in a number of ways. The school or district may use its broadcast phone or text message system. In some cases, students may be asked to send a text message to their parents. A reunification text message from a student may look something like this: "The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID."

PARENT/GUARDIAN EXPECTATIONS

If a parent or guardian is notified that a reunification is needed, there are some expectations that parents or guardians should be aware of. First, bring identification. That will streamline things during reunification. Second, be patient. Reunification is a process that protects both the safety of the student and provides for an accountable transfer of custody from the school to a recognized custodial parent or guardian.

WHAT IF A PARENT CAN'T PICK-UP THEIR STUDENT?

When a parent can't immediately go to the reunification site, students will only be released to individuals previously identified as a student's emergency contact. Otherwise, the school will hold students until parents can pick up their student.

WHAT IF THE STUDENT DROVE TO SCHOOL?

There may be instances where a student may not be allowed to retrieve a vehicle from the parking lot. In these cases, parents are advised to recover the student. In some circumstances, high school students may be released on their own.

HOW IT WORKS

For students, the school asks that students be orderly and quiet while waiting. Students may be asked to text a message to their parents or guardians. Students are also asked not to send other text messages either in or out of the school or reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

REUNIFICATION CARDS

For parents, there are a couple of steps. If a parent is driving to the school, greater awareness of traffic and emergency vehicles is advised. Parents should park where indicated and not abandon vehicles. Parents are asked to go to the Reunification "Check In" area and form lines based on the first letter of their student's last name. While in line, parents are asked to fill out a reunification card. This card is perforated and will be separated during the process. Some of the same information is repeated on both the top and separated bottom of the card. Parents are asked to complete all parts of the card. In the case of multiple students being reunified, a separate card for each student needs to be completed.

BRING ID TO CHECK IN

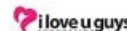
During check in, identification and custody rights are confirmed. The card is separated and the bottom half given back to the parent.

From the "Check In" area parents are directed to the "Reunification" area. There, a runner will take the bottom half of the card and take it to the Student Assembly Area to recover the student or student(s).

Parents should be aware that in some cases, they may be invited into the building for further information.

INTERVIEWS AND COUNSELING

In some cases, a parent may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, parents may be pulled aside for emergency or medical information.



Activities for Students, Staff, and Caregivers

Seminars: Informational Caregiver Nights & Classroom Discussions

- ❑ Include videos that provide an overview of what procedures look like
 - ❑ [LINK](#)
- ❑ Consider district-developed videos and other resources
- ❑ Consider including testimonials of how people felt safe during drills, an understanding of why we have drills, etc.
- ❑ Remember to humanize the work



Activities for Students, Staff, and Caregivers

Workshop Activity: Survey Using *Kahoot*

- ❑ Conduct a ***Kahoot*** (or other survey) with the various populations of your school community; consider what questions may trigger; have a plan for how to support questions
- ❑ Why this activity?
 - ❑ Supports perspective taking
 - ❑ Reflect on prior vs current experiences
 - ❑ Consider influences of experiences such as generational changes, geographic differences, shifts in current events, etc.
 - ❑ Avoid assumptions but rather ground in the human experience
- ❑ Use those results in engage in a planning discussion to inform next steps
 - ❑ What was accessible then versus now (e.g., mental health in schools, drills, crisis response/recovery training and models)
 - ❑ Develop an action plan

Activities for Students, Staff, and Caregivers



Activities for Students, Staff, and Caregivers

Workshop and/or Table Top Activities: Scavenger Hunts

- ❑ **Natural Access Control:** Effective use of controlled access to buildings (e.g., exterior intercom systems, double-entry doorways, visitor management system, door locks to classrooms)
- ❑ **Natural Surveillance:** Effective use of monitoring (e.g., supervision during unsturced periods of the day, clear view through windows, maintained shrubbery)
- ❑ **Territoriality:** Sense of belonging and sense of pride associated with school community (e.g., property maintained and cleaned, positive school messaging)



Activities for Students, Staff, and Caregivers

- ❑ **Natural Access Control** - Host a trivia game with staff or caregivers (e.g., where you check-in, hours of operation, number of entrances, is there an intercom, where do you park, etc.)
- ❑ **Natural Surveillance** - Invite staff to play “hide and seek” during a staff meeting - keep track of all areas that are a barrier to supervision - identify a response plan
- ❑ **Territoriality** - Student scavenger hunt for items in their classroom that supports their school pride - then take the class with improving the “feel” of the classroom (e.g., extend activity to a student governing body)



Activities for Students, Staff, and Caregivers

Let's take a minute and review our room

- 1) What do you see that appears warm and welcoming?
- 2) What helps make you feel safe in a virtual setting?
- 3) What might you see in someone's room that supports your perception of safety?



Activities for Students, Staff, and Caregivers

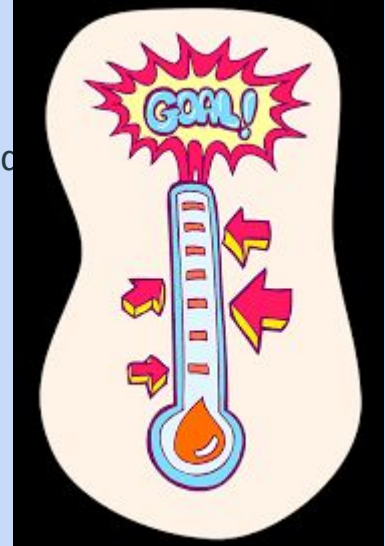
Emergency Drills: Implemented by District Teams

Class by Class Competition

- ☐ Design a a point chart for classes to compete for compliance with emergency o requirements
- ☐ Make sure there are roles for staff and students (parents if participating)
- ☐ Provide a reward for quarterly outcomes
- ☐ Follow by a discussion of outcomes to revisit roles/responsibilities

Example points:

- ☐ Which classroom reports to designated area first?
- ☐ Which staff member completes attendance first?
- ☐ Which classroom doors were locked?
- ☐ Which classroom lights were off?



Activities for Students, Staff, and Caregivers

Full Scale Exercises

- ❑ Start with a seminar opportunity, practice reunification with school community and agencies, conduct a debrief (classrooms), end with a community event that promotes connectedness
- ❑ Active shooter drills - optional
- ❑ Other ideas

Considerations

- ❑ Funding
- ❑ Time
- ❑ Trauma impact



Activities for Students, Staff, and Caregivers

Resources to Inform Practices

- ❑ [PREPaRE Workshop 1 & 2](#)
- ❑ [5 Preparedness Missions](#) (informing the work)
- ❑ [I Love U Guys Foundation](#)
- ❑ [FEMA- National Incident Management System](#)
- ❑ [Colorado Division of Homeland Security and Emergency Management Recovery Resources](#)
- ❑ [CDPHE Disaster Recovery Guide for the Public](#)
- ❑ [CDE National and Local Disaster Resources](#)
- ❑ [US Department of Education-REMS Technical Assistance Center](#)
- ❑ [Co-Train Preparing and Conducting Tabletop Exercises](#)
- ❑ [CSSRC Crisis Response Guidelines for K-12 Schools and Institutions of Higher Education \(IHEs\)](#)
- ❑ Colorado Safe Schools Resource Center offers training, resources, and consultation!!

Lessons Learned

Importance of Communication

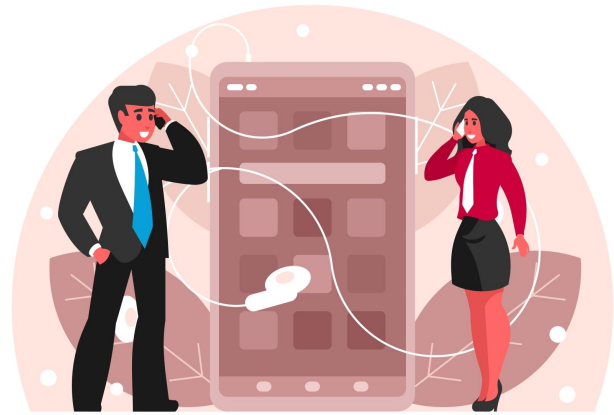
Importance of Preparation

Importance of Policies/Procedures

Importance of Implementation

Importance of Evaluation

Humanizing the work!



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Moving Forth

Adjusting and Adapting to Lessons Learned

- ❑ It's not a sprint, it's a marathon
- ❑ Consideration of other events (natural disasters, perceptions of crisis, etc.)
- ❑ Shifting response for different populations (rural, urban, exceptionalities, disabilities, cultural considerations, etc.)
- ❑ Monitor the “fit” test - burnout, competencies, commitment
- ❑ Building capacity to sustain best



Expanding Scope of Practice

Action Steps for Attendees

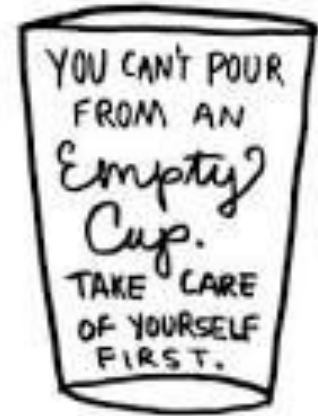
- ☐ Take a deep breathe
- ☐ Is this a good “fit” for you?
- ☐ Get trained
- ☐ Clarify your role in your school/district
- ☐ Ask questions

Pause
Breathe
Resume

Expanding Scope of Practice

Resource for Attendees

- ❑ [Self-Care Assessment](#)
- ❑ [Mindfulness in Schools](#) - review literature
- ❑ [Your own emergency self-care worksheet](#)
- ❑ [Example self-care apps](#)
- ❑ [Self-care bingo](#) to identify what you have in common with others (staff meetings, back to school night, student activity)
- ❑ Keep it fun!



Questions



Feedback



Optimistic Closure

In your current school or district, what is....

- ❑ One thing to start doing
- ❑ One thing to stop doing
- ❑ One thing to keep doing



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