
Integrating School Safety into Drill and Exercise Methodology: A Comprehensive Approach to Year-Round Preparedness

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Introductions

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By the End of this Session:

- Attendees will have tools and knowledge necessary to:
 - Enhance their school's safety protocols
 - Foster a culture of preparedness
 - Ensure the safety and well-being of all students and staff

Four Areas of Emergency Preparedness



Understanding the Role of Drills and Exercises in School Safety Planning

- How someone reacts during a crisis or emergency depends on how well they have been trained.
- Practice of emergency procedures through drills and training can reduce confusion, panic, and even serious injury for both staff and students.
- Practice of emergency procedures provides opportunities to see areas that need improvement with the facility and/or staff training.

Act 29- Drill Requirements

- Six Drills Egress/Evacuation Drills are required annually
 - At least one should be a relocation drill

*****To align with trauma-informed best practices, the AOE recommends that egress and relocation drills should not be announced with specific details about the date and time of the drill. Instead, the AOE and VSCC recommend that egress and relocation drills should be announced several days before the drill with a general statement that a drill will be held in the coming days, no later than "X" day.

- 2 age appropriate, trauma-informed, Options-Based Response to Violent Intruder drills each school year, one drill per semester.
- 2 bus evacuation drills annually; one each semester

Types of Drills

- Options Based Drill- Response to an armed assailant or intruder
- Egress Drill (Fire Drills)
- Relocation
- Bus Evacuation (all students)

Key Components of Effective Options Based Drills

- The state encourages all schools to adopt Run, Hide, Fight.
- All drills MUST be announced to parents/guardians “not later than one school day before an options-based drill is conducted”
- You should not list the time however, keep the notice board
- Follow-up the drill with a communication to families that a drill was completed.
- [Survey staff](#) to learn about their and their students’ experience during the drill

Standard Response Protocol



<https://iloveguys.org/The-Standard-Response-Protocol.html>

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT!



HOLD!
In your room or area.
Clear the halls.

STUDENTS

- Clear the hallways
- Remain in room or area until the "All Clear" is announced
- Do business as usual

ADULTS

- Close and lock the door
- Account for students and adults
- Do business as usual



SECURE!
Get inside.
Lock outside doors.

STUDENTS

- Return to inside of building
- Do business as usual

ADULTS

- Bring everyone indoors
- Lock outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



LOCKDOWN!
A.L.I.C.E.

STUDENTS

- Move away from sight
- Maintain silence
- Do not open door

ADULTS

- Recover students from hallway if possible
- Lock classroom doors
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



EVACUATE!
A Location may be specified.

STUDENTS

- Leave stuff behind if required to
- If possible, bring your phone
- Follow instructions

ADULTS

- Lead students to Evacuation location
- Account for students and adults
- Notify if missing, extra or injured students or adults



SHELTER!
Hazard and safety strategy.

STUDENTS

- Use appropriate safety strategy for the hazard

ADULTS

- Lead safety strategy
- Account for students and adults
- Notify if missing, extra or injured students or adults

HAZARD	SAFETY STRATEGY
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold



Select the Standard Response Protocol for this Scenario - Turn and Talk with your neighbor

It is the afternoon lunch period at 12:00 p.m. and students and staff have packed the hallways in preparation for their next class.

A man in his 40's is seen entering the school through the main door. He is recognized as a teacher at the school who has been out sick for the last several days. It is also known that he is in a personal relationship with another teacher at the school.

He walks directly to the classroom where his significant other teaches, as students are preparing for the start of the class.

He enters the classroom and pulls out a semi automatic handgun. He begins waving the gun around the classroom and is heard yelling at the math teacher, that he does not want their relationship to end, and she is either going to be with him or with no one.

The teacher tells the students to run, at which point he closes the door to the classroom. He then locks it from the inside and stands in front of it, preventing anyone from leaving.

As students become more and more upset, he fires a round into the ceiling to get them to quiet down and tells them to get into their seats. One of the students attempts to disarm him, at which point the gun discharges and the bullet strikes the student in the leg.

Select the Standard Response Protocol for this Scenario - Turn and Talk with your neighbor

A staff member runs into the nurse's office and yells out that a student is unconscious in the gymnasium.

The staff member doesn't know any details because she was not there when it happened.

She did overhear someone say that they were playing volleyball and one student was hit in the head and fell to the floor.

Select the Standard Response Protocol for this Scenario - Turn and Talk with your neighbor

On Monday, September 30th, the administrative assistant in the main office takes a phone call. A non custodial parent of one of your students is on the phone stating that he is changing the after school plan for his child from taking the bus to mom's house to him picking up the student. The administrative assistant informed that father that he did not have rights to changing his child's after school plan. He became very angry and said "I am coming to school to get my daughter. You are not going to stop me from seeing my kid!"

Select the Standard Response Protocol for this Scenario - Turn and Talk with your neighbor

It is December 17th at 9:35 am. It is 45 degrees outside.

Several teacher and some students are reporting a foul smell coming from the area near the boiler room. A light colored haze begins to fill the hallway near this location. Some students are complaining that their eyes are watering and they feel a burning sensation in their throats.

At 9:50 am, the facilities manager informs the front office that the boiler has malfunctioned and smoke is filling the boiler room and beginning to spill out into the hallways.

Integrating Safety Planning into the School Calendar

Plan, Plan, Plan- Best Practices

- Annual work plan from the district level for schools
- Agree to a calendar as a district when certain drills will be perform
 - Include District and building based safety team meetings on calendar
- District Spreadsheet to collect drill information
 - Doing drills at roughly the same time across the district allows for opportunities to debrief them monthly as a District Safety Team

Some Considerations Should Include:

Staff Presence During Drills

- Children's threat perceptions are often influenced by adult behavior. Effective drills should include staff members who inspire calm and confidence in students.

Developmentally Appropriate Participation

- Drills must be tailored to students' developmental levels, physical abilities, and individual needs. Consideration should be given to students with prior traumatic experiences, special needs, and various temperaments.

Some Considerations Should Include (continued):

Involvement of Mental Health Professionals

- **Before the Drill:** Train staff to recognize common trauma responses.
- **During the Drill:** Adults should monitor participants and remove anyone showing signs of trauma.
- **After the Drill:** Provide access to mental health support for both staff and students, as needed.

Communication Plan

- Establish a communication plan that gives participants advance notice about drills and allows for feedback.

Focus on Safety and Learning

- All drills must prioritize both physical and psychological safety while ensuring that students and staff acquire the necessary knowledge and skills.

Incorporating Lessons Learned into the Process

Hot Wash or After Action Protocol

- This is difficult, people respond differently to situations. This is meant to be an objective review of the process. Not casting any blame.
- What was supposed to happen?
- What was the reality?
- What did not go well?
- What should be changed/followed-up on?
- Create a set of action items.

Engaging Students, Staff, and Parents in School Safety Efforts

Share Information with Families at the start of the year

- [Vermont Anonymous School Safety Tip Line Poster](#)
- [Back to School Emergency Response Guide](#) for Parents and Guardians
- Members of school based safety team and frequency of meetings
- Coordination between school based safety team and district safety team

Case Studies and Best Practices

Table Top Scenarios

- [Fight On School Grounds](#)
- [Severe Weather - Ice Storm](#)
- [Bus Accident](#)
- [Custodial Interference](#)
- [Medical Emergency](#)

Q & A

Takeaways from the Session

References

[Best Practices and Considerations: Armed Assailant Drills in School](#)

[2.5 Training and Drills](#)

[Vermont School Safety Center](#)