



# Emergency Response & Crisis Management Planning Guide



## PHASE I

### *Evaluate the District Need*

- Keys will assist the District in determining the need. This involves the SME/s interviewing the District's Administrative, Security, Support and Education staffs to identify the needs associated with being prepared from all angles of observation. These needs will be compared to the existing Plans and resources to determine if a gap exists and to recommend the training and/or services required to fill any gaps.
- Keys will work with the District staff to determine a time-line for implementing the training and programs required to reach the goals set above.
- Keys will present a Philosophy-theory based Training on Crisis Planning to designated individuals to insure that everyone understands where the District is and where the leadership intends to take them and how that will be accomplished over time in keeping with best practices. At this point a Drill-Training may be conduct to emphasis the needs of the district and to gain support and staff buy-in for additional training process.

Additional Requests: \_\_\_\_\_

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## PHASE II

### *Evaluate the Schools Needs*

- Keys will interact with Principals and their Crisis Teams from individual schools to determine the specific needs of each. Areas of interest will include Visitor policy and practices, Communications systems (internally and externally), Traffic flow and control issues, Parking, signage and others.

Additional Requests: \_\_\_\_\_

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## PHASE III

### *Assessing Safety and Security of Schools*

- Keys will conduct a complete physical security site inspection of each school and District facility. This survey will be done with students present and when students are not present.

Inspectors will interact with members of the District, sometimes before identifying themselves. This is manpower intensive, but necessary to be address all vulnerabilities. A comprehensive report will be provided reflecting vulnerabilities, strengths and recommendations for improvements. As an option, the District may narrow the scope of work by specifying certain schools as a percentage of schools, or specific items from the checklist.

- Conduct School Site Safety Survey on all facilities within district.
- Conduct School Site Safety Survey on 25% of facilities (*of your choosing*) and imply improvements needed to the entire school district.
  
- Keys will facilitate Town Meetings and other gatherings of stakeholders to discuss safety concerns and special issues that they may have. (*This is a preliminary meeting for stakeholders. A more specific meeting with stakeholders and first responders will take place in Phase IV*)
  
- Keys will provide both a written and formal presentation of the findings from the survey and meetings.

Additional Requests: \_\_\_\_\_  
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## **PHASE IV**

### ***Development of the Emergency Response and Crisis Management Plans***

- Keys will meet with decision-makers from the District and the Community to determine what actions are approved and what actions are not desired.
- Keys will conduct a coordination workshop with all first responders and the District Crisis Team to insure that everyone knows what the other will do in a crisis. The results of this workshop will be carried into a follow-on workshop with the Crisis Plan Development Team.
- All schools will be sent 30-45 prior to the Crisis Plan Development Team workshop a School Crisis Plan workbook. This workbook was designed to help schools work through; staff assignments, crisis policy decisions, recognition of staff specialty skills, staff duties, alternate evacuation site selection and more. This workbook is to be completed and brought to the Crisis Plan Development Team Workshop.
- Crisis Plan Development Team in a workshop will utilize a nationally used district template designed to help guide the team into the development of a cohesive plan. This will be followed by a representative sample of individual schools developing their own unique but standardized school crisis plan through the utilization of the School Crisis Plan Workbook. Each school will complete a Crisis Plan Template Workbook from which the Keys staff will then write and synthesize all plans into a single District wide Crisis Plan with each individual School Plan attached.

Additional Requests: \_\_\_\_\_  
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## **PHASE V**

### ***Staff & Crisis Teams Skills Training & Overview***

- Keys will conduct training of staff at all levels to insure that all District members know how to conduct an effective lockdown, set up a Command Post, provide Student Accountability, safeguard students, bus evacuation, interact with the media and more.
- Training for Key Crisis Team members (3 to 4 per school, All key district team members)
- Training for All Teachers, bus drivers, maintenance workers, cafeteria workers, custodial workers and others under the direct care of students. This may be broken into two training's, one for all teachers and the other for all additional individuals listed above.

Additional Requests: \_\_\_\_\_

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## **PHASE VI**

### ***Implementation Procedures***

- Keys will train District personnel in the conducting of drills that will exercise all the elements of the Crisis Plan. These drills may include:
  - Table-Top,
  - Command Post and
  - School or District wide Drills.
- Keys will setup, observe and control drills that the District conducts and then provide critique to improve areas of concern.
- Keys will train District personnel in how to conduct debriefings and why they are so essential.

Additional Requests: \_\_\_\_\_

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## **PHASE VII**

### ***Recovery Process***

- Keys will train District Crisis Recovery Teams so that they can help schools return to normal as quickly as possible.

- Keys will assist the District in developing Crisis Recovery Policy.
- Keys will assist the District in establishing linkages to State and Regional Teams specifically trained in aiding the district in the Recovery process.

Additional Requests: \_\_\_\_\_

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## ADDITIONAL TRAINING AVAILABLE TO POSSIBLY PREVENT A CRISIS FROM OCCURRING.

- Keys will train selected staff members as Trainers in [Assessing the Potentially Dangerous Student](#). This develops part of the prevention component of the Crisis Plan by establishing Risk Assessment Teams which were recommended by the Columbine Report and other reports. This program develops teams that may assess students (*utilizing a Nationally used Assessment Instrument, which is scored*) who are in need of some intervention and matches that student with available interventions to prevent a violent incident.
- Keys will train selected staff members as Trainers in [Bullying Stops When Respect Begins](#). This develops an additional part of the prevention component of the Crisis Plan by replacing bullying behavior with character based instruction in respect.
- Keys will assist the District in setting up a [campaign](#) to launch the [Bullying Stops When Respect Begins](#) program. This campaign will be District or Community wide and focus attention on what will be expected and how the program will run.
- Keys will develop District Trainers in our [Anger Management/De-escalation](#) program for the classroom. This training is also part of the prevention effort. Those who attend will learn;
  - \* *to focus on actions rather than the anger,*                      \* *how to interrupt the anger cycle,*
  - \* *how to align with and redirect a student's anger,*
  - \* *how to break-up a fight without becoming another victim, and*
  - \* *how to restrain a student using a Non-Pain Inducing Restraint Technique without causing pain, causing physical or emotional injury. (when there is no other option)*
- Keys will train District personnel (*especially Counselors*) in [Behavior Modification Planning](#). This is not an IEP but a plan to identify a specific disruptive behavior in a student and how to target that behavior for positive change. This will keep the student in mainstream classrooms and minimize the potential for more errant behavior.
- Keys will train staff in the development of an [Alternative Learning Environment Model](#) based on a level system. This system will provide theory, practical actions, forms and design for developing a program that will return students to the mainstream and reduce their recidivism rate. By learning positive, goal oriented behaviors these students are less likely to commit infractions that will result in a Crisis.