

Best Practices and Considerations for
Implementation of Active Shooter Drills
Kenneth S. Trump, Ed.D.
NASEM Panel - July 11, 2024

7/11/24



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Questions
about school
safety drills

- Definitional and language issues
 - What is a safe school?
 - What do we call the threats?
 - What do we call the drills?
- Varying state mandates
- Age, developmental and special needs concerns
- Fidelity of implementation of drills - and other aspects school security and emergency preparedness

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Today's
contextual
challenges for
school safety

- Intense time constraints
- Overwhelmed with noise
- High ambiguity, uncertainty, anxiety
- Don't know what to say, when to say it, and how to say it

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Advocates, Activists, Experts, & Opportunists: Who is Giving School Safety Advice?

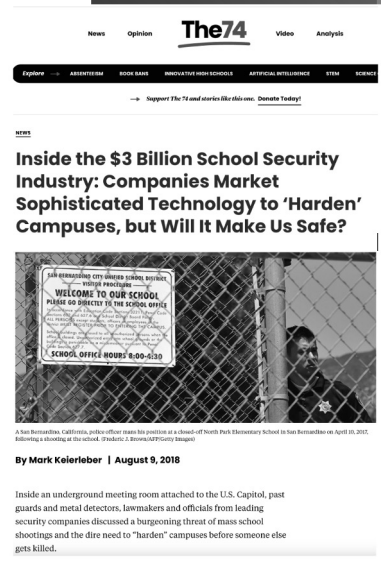
Advocates	Activists	Experts	Opportunists
<ul style="list-style-type: none"> • Supports or recommends policy or cause • Single-incident, high-profile incidents 	<ul style="list-style-type: none"> • Campaign for a political or social change • Speak, lobby, campaign, demonstrate 	<ul style="list-style-type: none"> • Comprehensive and authoritative knowledge or skill • Education, training, and experience 	<ul style="list-style-type: none"> • Overnight experts • Charlatans • Hardware, vendor, and tech vendors

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Security hardware, product, and tech vendors in a food fight for school security dollars

- Two faces of security vendors
 - Primary job: Sales
 - “Business development” (sales) staff presenting as school security experts
- Hiring higher profile previously independent school safety faces and former educators to enhance vendor credibility
- Pay to play - buying access to ed conferences, school safety conferences
- “Non-profits” driven by vendors
- Vendor-defined “standards” to force upon educators



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Shiny Object Syndrome

The Perfect Storm

- Uptick in violence and guns
- Increased parental and media pressures
- Intense pitches by security product and tech vendors
- Availability of federal pandemic relief funds and state grants

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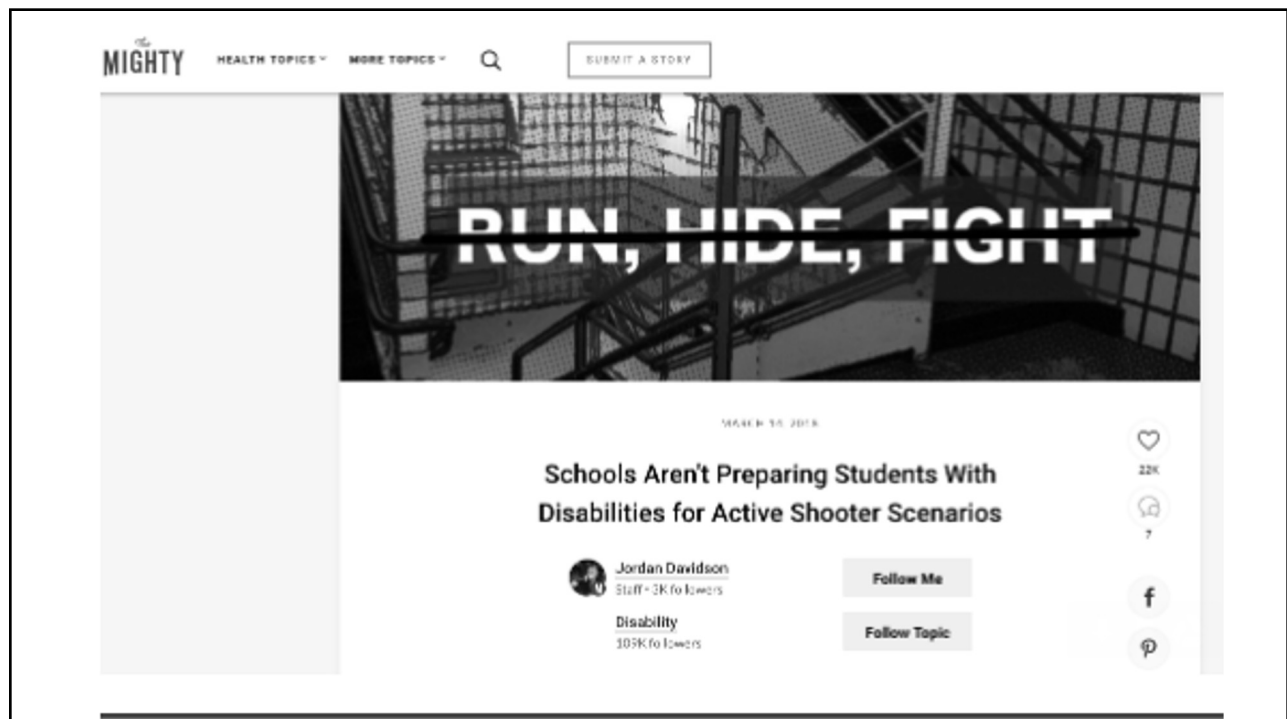
Shiny Object Syndrome

The Storm After the Storm

- Weapons incidents continue even with the shiny objects
- End of pandemic relief funds
- Lack of funding for sustainability of physical security measures
- Angrier and distrusting parents and school community

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MIAMI VALLEY NEWS

False active shooter alarm at Troy HS accidentally triggered by substitute

by: Grace Hewitt, Emily Lewis
Posted: Sep 15, 2023 / 10:01 AM EDT
Updated: Sep 15, 2023 / 05:59 PM EDT



DEVELOPING STORY

FALSE ACTIVE SHOOTER ALARM ACTIVATED TWICE TROY HIGH SCHOOL

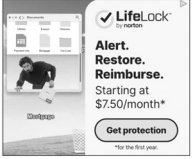
SHARE

TROY, Ohio (WDTN) — Troy High School dismissed students for the day due to a false alarm regarding an active shooter on campus.

Students were dismissed from school at 9:31 a.m. according to a tweet from the school district. Another tweet stated that the threat of an active shooter was a false alarm.

| Wright State: Unloaded rifle on campus not a threat >

Speaking to 2 NEWS, Troy Schools Superintendent Chris Piper said that a substitute teacher at Troy High School accidentally set off the alarm by accident around 7:30 a.m. with an emergency computer keyboard combination that each teacher has access to.



TRENDING STORIES

1

Former OSU quarterback sentenced for drug possession

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SOUNDBOARD

Equity

Emergency Preparedness and Students with Disabilities

It's important to understand and plan for the often-complex needs of students with disabilities during emergencies





Lauren Sharp

Licensed Clinical Psychologist and School Psychologist



William L. Zee

Chair of the Education Law Group at Appel, Yost & Zee

Emergency preparedness is a crucial aspect of ensuring the safety and well-being of all students, including those with disabilities. These students present with unique needs and challenges that require specific attention in emergency planning. Students with disability-based supports are a diverse group of individuals with a wide range of specific needs. This includes students with physical disabilities, sensory impairments, cognitive limitations, or emotional and behavioral disorders. It is essential to understand and plan for the often-complex needs of these students. Specific considerations include:

- 1. Communication barriers:** Many students with disabilities have communication difficulties, making it challenging for students to understand and follow instructions during an emergency. Some rely on assistive communication devices or sign language.
- 2. Mobility issues:** Students with

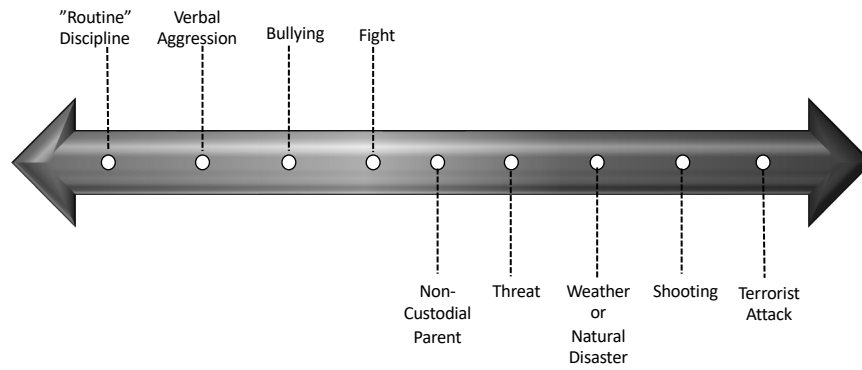
42 only • DECEMBER 2023

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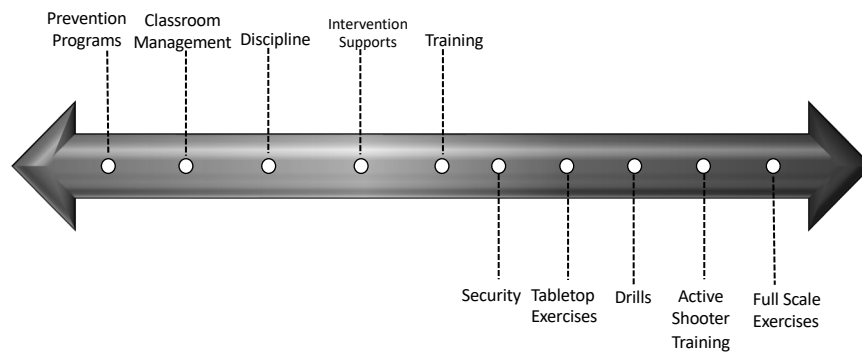
School Safety Threat Continuum



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School Safety Prevention to Preparedness Continuum

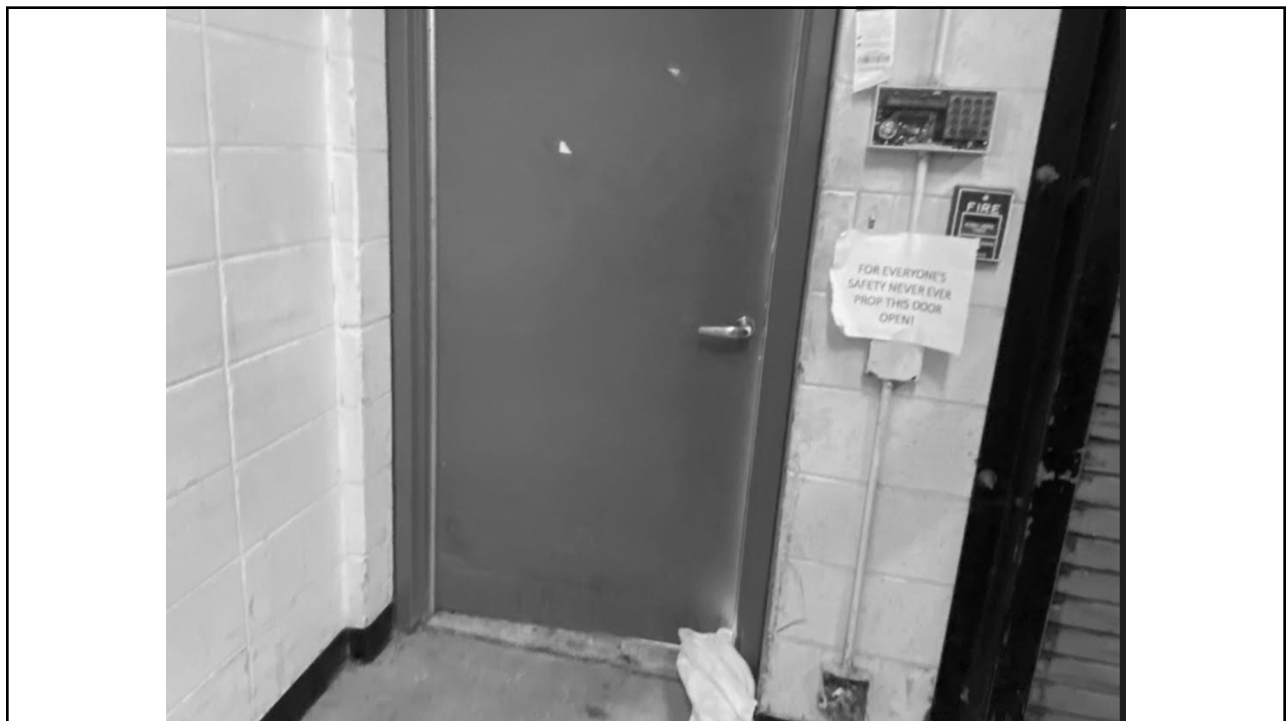


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School Safety Litigation

- Alleged failures of human factors:
 - People, policies, procedures, training, communications
- Disconnects between paper and practice
- NOT the failure of products, hardware, and technology

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Steps to a more strategic school safety leadership

- Strengthen “shared mental models”:
 - Allocate time to plan, prepare, practice, train
 - Collaborate with community partners

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Steps to improving school safety drills

- Acknowledge time constraints
- Less is more
- Age, developmental and special needs considerations
- Strategic in communications with students, staff and parents


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Shared Mental Models

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- Understand team expectations
- Barriers
 - Cognitive biases
 - Personal experiences
 - Faulty information
 - Overload
 - Fatigue
- Level and quality of communication among team members



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Shifting the emphasis of training

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- Situational awareness**
- Pattern recognition and abnormalities**
- Cognitive decision making under stress**

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