Infrastructure Breakdown: Timely Response and Continuity of Operations

Resiliency Through Shared Knowledge

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Murphy Is Always Present and His Laws Apply

(Expect the Unexpected)
People will do what they are last trained to do
Assess where the threats will come from…
Plan for those threats…
Train for those threats…
Exercise for those threats…
So on that day you and your employees will be confident, competent leaders!
You will have a TIMELY RESPONSE!

What does this mean for your campus?
• Assess, plan, train, drill and exercise your capabilities
  • Core capabilities (https://www.Fema.Gov/core-capabilities)

• We can’t plan for everything – so plan for the “middle of the road”
  • National planning scenarios/exercises

• Expect that you won’t have what you need when you need it (tool, widget, electricity, water, etc.) – And plan for it!

To have CONTINUITY OF OPERATIONS!
Survivors Maybe The Savers

So Remember…
Personnel & Students will be Survivors!
What does this mean for your campus?

• Encourage people to attend or hold your own CERT Trainings, First Aid/CPR, Basic Search & Rescue Operations, Critical Incident Stress Debriefing, etc.

• Cache and identify tools and equipment that can be used during response to keep your employees (and volunteers) safe

• Drill and exercise the basic response principles

• Consider housing and feeding needs
What does this mean for your campus?

- Train on the “bystander effect:” Research shows the greater the number of people involved in an emergency situation, the less likely it is that anyone will intervene. Train people to think and say “I am responsible”
- Have employees visualize their response in different situations
Confront People
and Listen, Listen, Listen
Your Life & the Institution's Continuity May Depend on It!
November 4, 1995

- Israeli Prime Minister, Yitzhak Rabin, was assassinated at the Kings of Israel Square in Tel Aviv
- Assassin was an Israeli ultranationalist terrorist, who strenuously opposed Rabin’s peace initiative
What does this mean for your campus?

• Train individuals to confront those on your campus who aren’t familiar, look lost, or are engaging in suspicious activities
• Train them to look for Pre-Incident Indicators (PINs) and to follow their intuition
• Confront people on safety and security issues
What does this mean for your campus?

- Include students in your safety and emergency planning teams
- When people confront you with safety issues, listen and investigate
- Don’t marginalize safety & security issues brought to you
It Is Important To Deal With Matters Of The Heart

Be Kind – Do the Right Thing!
Lessons Learned from the Shooting at Columbine High School
Sandra J. Austin

Columbine High School Shooting

“The paramedics were actually under fire as they picked the kids up.”
(faculty)

• District & community mental health workers staffed a crisis drop-in
• Procedures were developed to handle all the mental health offers from other agencies.
• District representatives assigned to victims’ families
Columbine High School Shooting

- Regular updates were provided on injured students, funerals, memorial services, and available mental health and community services
- Students and staff were informed of replacement procedures of their personal belongings
- District held regular staff, district leader, and crisis responder meetings, shared information, to provide support, and plan the next steps in the crisis response

“A kid my age isn’t supposed to go to that many funerals.”
(student)
What does this mean for your campus?

• Funerals
  • Who attends?
  • What if family decides on no service?

• Memorials
  • Flag be flown at half mast?
  • Living memorial (scholarship fund)
  • Make-shift/pop-up memorials
What does this mean for your campus?

• Consider negotiating a contract with a professional crisis phone service
  – Activating your own call center can create additional victims, as the calls are emotionally charged and can be overwhelming for an untrained person
• Train employees in Critical Incident Stress Debriefing
• Develop strategies for classroom faculty facilitating a discussion. Facilitation/Discussion suggestions should be developed (now and then)
• In-service for staff/faculty
• How does the classroom/staff want to work with a deceased individual’s desk/chair/office?
What does this mean for your campus?

- Sample Crisis Letters
- Remember victims aren’t just those at the scene
- Build relationships with those who can help you
- Mutual Aid Agreements – Look at National Intercollegiate Mutual Aid Agreement (NIMAA)
THANK YOU

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