CESA 10
Cooperative Educational Service Agency

Filling in the Gaps in School Safety

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Introductions

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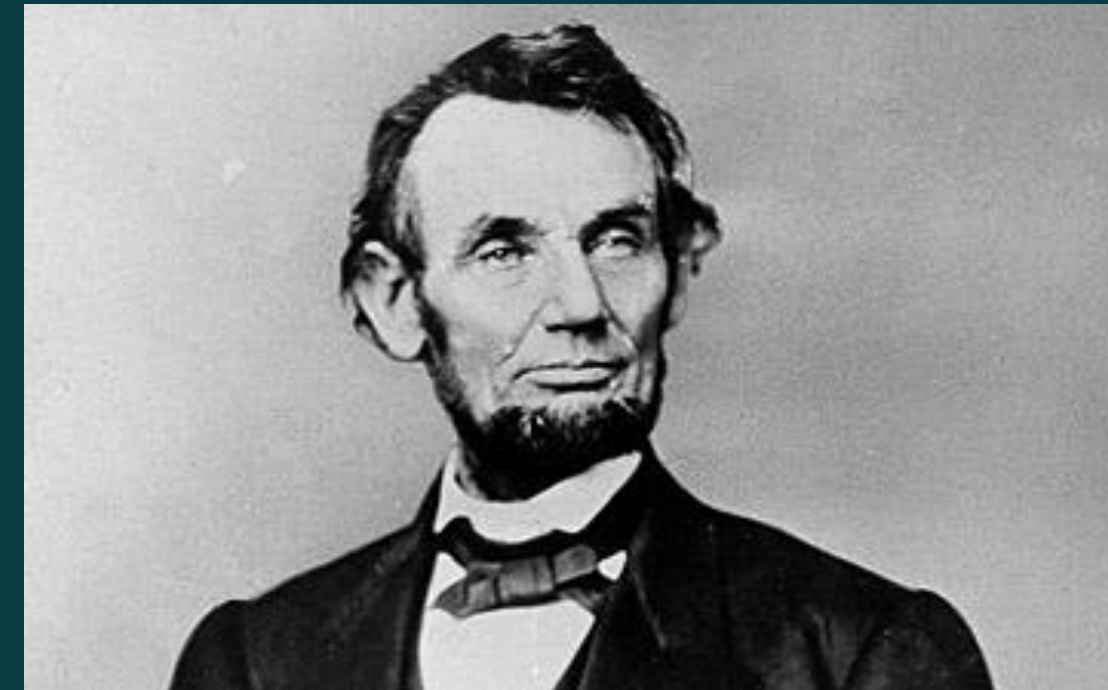Psychologist

STUDENT MENTAL HEALTH AND TRAUMA-RELATED BEHAVIORS

When you think of
mental illness, what
image/thoughts
come to your mind?

The media has painted people with mental illness to look 'crazy' and dangerous.

In reality, mental disorders look like this:

Approximately 1 in 5 youth in the United States will have a mental disorder that would benefit from professional treatment.

Half of all mental disorders begin by age 14 and three-quarters by age 24.

Only around 51% of people receive treatment.

Common Mental Health Disorders in Youth

- Anxiety Disorders (median age of onset is 6 years old)

- Depressive Disorders (median age of onset-13 years old)

- Eating Disorders

- Psychotic Disorders

- Substance Use Disorders (median age of onset-15 years old)

- Conduct, Disruptive, and Impulse Control Disorders

- Trauma and Stressor Related Disorders

- Attention Deficit Hyperactive Disorder (median age of onset-11 years old)

Trauma is in the eye of the beholder-there is no one thing that defines 'trauma'.

Youth can endure trauma/adversity without long-term mental challenges or illness. Others may experience immediate or delayed symptoms.

Symptom/Warning Sign Spectrum

Optimal Health:
- Little to no signs or symptoms
- The person is able to apply healthy coping to get back to living life quickly

Mental Challenge:
- Major changes in thinking, feeling, or acting
- Interferes with a person's ability to live life
- Does not go away quickly and lasts longer than typical emotions or somatic experiences

Mental Crisis:
- Intense difficulty, trouble, danger, or distress
- Can be emotional, mental, or physical
- Person may not be able to be safe (toward self or others) without professional intervention or extra supports
- Person may not be able to keep up with daily living tasks (i.e., stops bathing)

Example Warning Signs & Symptoms

- Sleep or appetite changes

- Mood changes

- Withdrawal

- Drop in functioning

- Problems thinking

- Increased sensitivity

- Feelings of humiliation and shame

- Apathy

- Feeling disconnected

- Nervousness

- Unusual behavior

- Changes in school or work

- Prolonged unwanted feelings

Frequency, Duration, Impact

What to do if you Suspect an Issue

- If a crisis, get immediate help
  - 911
  - School crisis team/counselor
- Provide support through check-ins and offer referral information
- Notify a trusted adult

Who can help:

- Medical Doctors
  - Pediatrician
  - Psychiatrist
- Psychologists
- Social Workers
- Counselors/Therapists
- Crisis Support Centers
  - National-988
- Substance Use Professionals
- Certified Peer Specialists
- Mental Health Navigators

Advanced Training:

- Youth Mental Health First Aid/teen Mental Health First Aid
- QPR
- Signs of Suicide (youth training)
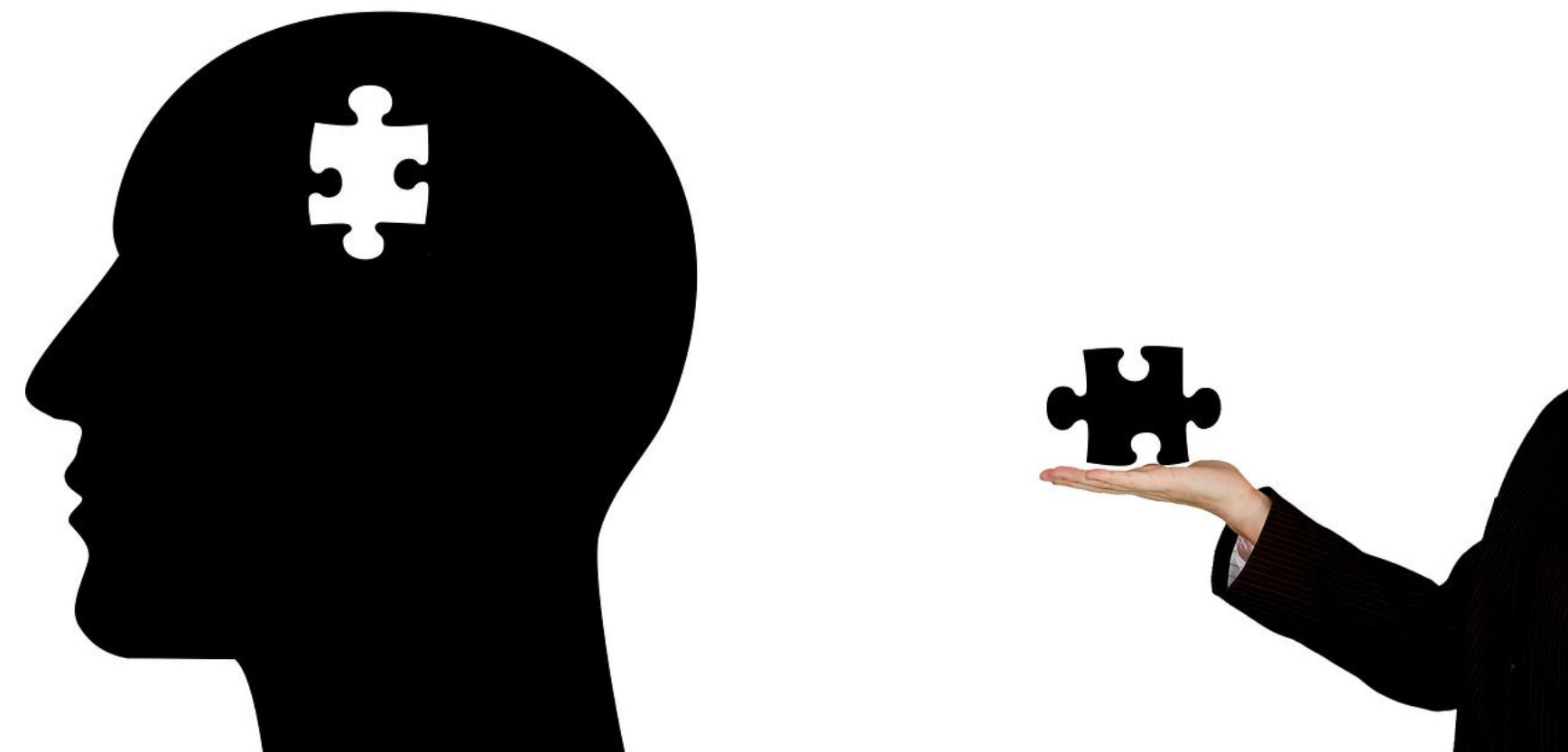
School Crisis Response Plan

- Identifies the crisis response team and the roles of members

- Protocols for addressing specific threats/hazards

- How to communicate with various stakeholders

- Threat assessment worksheet

FORMING COMMUNITY RESPONSE TEAMS

District-Level Crisis Intervention Team

- Members of the district office

- School-based teams

- District-level collaborators

- Consultants (local mental health clinic, police station, fire department)

Duties

- Form policies

- Conduct training

- Maintain connections

- Share resources

- Assign counseling staff

- Follow crisis plan

Roles of Crisis Team Members

The District Administrator cannot do it all! The team could include:

- Crisis team chair

- Assistant chair

- Coordinator of counseling

- Staff notification coordinator

- Communications coordinator

- Media coordinator

Regional Resource Group

- Representatives from the district-level team

- Relevant community professionals from mental health and juvenile justice sectors

- Establishes inter-district agreements and advocates for the expansion of services (such as emergent mental health services)

State Resources

- Speak Up Speak Out Wisconsin
    - Threat reporting (free)
    - Threat Assessment Consultation
    - General School Safety Guidance
    - School and Community Support Training (DOJ-funded)
    - https://speakup.widoj.gov

    Critical Incident Response Teams
    - Organized by CESA regions
    - Deploys to support schools when a critical incident of any magnitude occurs

CONDUCTING A SECURITY ASSESSMENT

Before the Assessment

- Review previous safety incidents to identify risks

- Meet with local law enforcement

- Identify training opportunities

- Interview staff members/substitute teachers

- Review long-term maintenance lists for safety-related items

Exterior Areas

- Traffic and parking lot safety

- Bus loading area

- High-risk traffic areas

- Walkways, ledges, and other roof access

- Signage and entrances

- Doors

- Windows

- Landscaping

- Security alarm system

- Surveillance cameras

- Fences

- Lighting

Interior Areas

- Identification badges
- Check-in/check-out procedures
- Two-way communication
- Entrance lobby
- Hallways
- Restrooms
- Classrooms
- Gymnasiums/auditoriums
- Custodial closets
- Mechanical rooms
- Offsite/athletic buildings
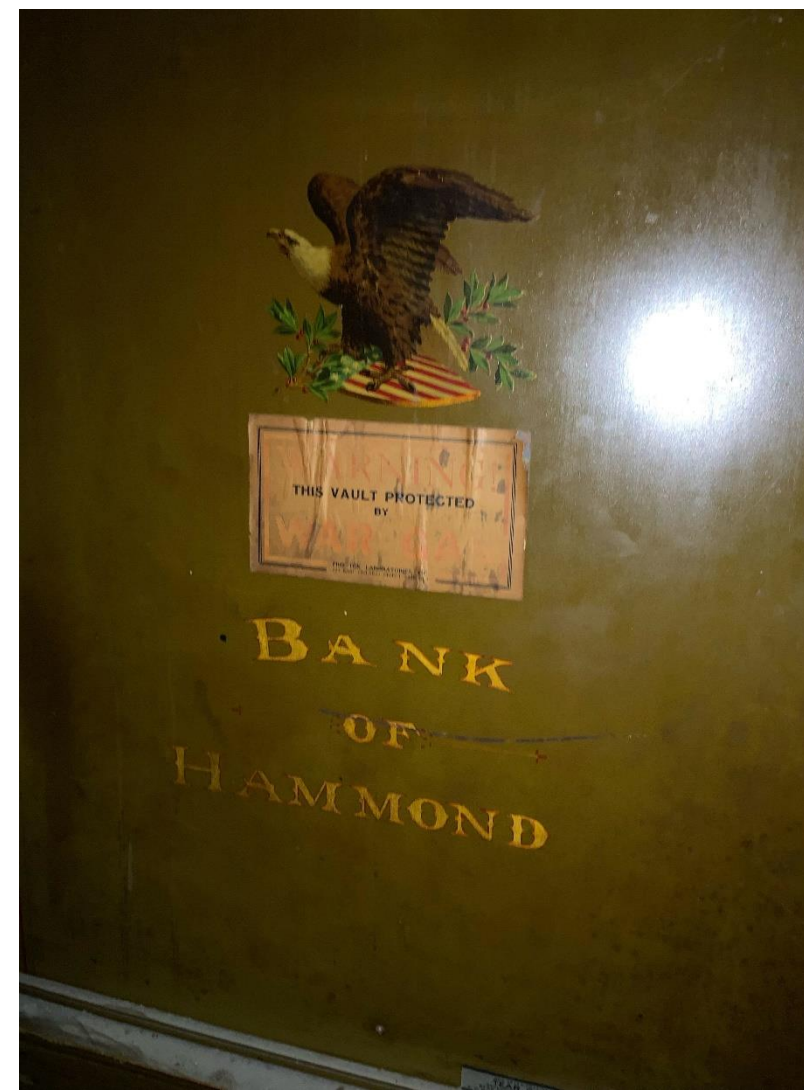
Unique Scenarios

- Nearby businesses that store chemicals

- If a school is located next to an airport or railroad

- Proximity to government facilities

- Field trips/offsite events

- What would your school do if there was a chemical leak, train derailment, or airplane crash?

Visit us after the presentation for a chart of the isolation range for common chemicals.

	A	B	C	D	E	F	G
1	Chemical	Common Uses	Transport Containers	Small Spill <55 Gals	Large Spill >55 Gals		
2	Anydrous Ammonia	Refridgeration, Agriculture, Water Treatment, Explosives, Chemical, Pharmaceutical and Petroleum Industries	Rail Tank Car	Isolate 100ft. and then protect .1 mile downwind	Isolate 1,000ft/protect 1.4 miles downwind	0.1	1.4
3	Anydrous Ammonia		Highway Tank Truck or Trailer		Isolate 400ft/protect 0.6 miles downwind		0.6
4	Anydrous Ammonia		Agricultural Nurse Tank		Isolate 200ft/protect 0.4 miles downwind		0.4
5	Anydrous Ammonia		Multiple Small Cylinders		Isolate 100ft/protect 0.2 miles downwind		0.2
6	Chlorine	Water Treatment, Table Salt, Paper Products, Solvents, Paints, Plastics, etc.	Rail Tank Car	Isolate 200ft. and then protect .2 mile downwind	Isolate 3,000ft/protect 7 miles downwind	0.2	7.0
7	Chlorine		Highway Tank Truck or Trailer		Isolate 3,000ft/protect 6.6 miles downwind		6.6
8	Chlorine		Multiple Ton Cylinders		Isolate 1,250 ft/protect 2.5 miles downwind		2.5
9	Chlorine		Multiple Small Cylinders or Single Ton Cylinders		Isolate 800ft/protect 1.6 miles downwind		1.6
10	Ethylene Oxide	Sterilization of medical supplies and devices and healthcare products. Used as an intermediate in the production of other useful chemicals such as ethylene glycol.	Rail Tank Car	Isolate 100ft. and then protect .1 mile downwind	Isolate 600ft/protect 0.9 miles downwind	0.1	0.9
11	Ethylene Oxide		Highway Tank Truck or Trailer		Isolate 300ft/protect 0.5 miles downwind		0.5
12	Ethylene Oxide		Multiple Small Cylinders or Single Ton Cylinders		Isolate 100ft/protect 0.2 miles downwind		0.2
13	Hydrogen Fluoride Anhydrous	Manufacture of chemicals, seperating cotton from wool, delinting cotton and dissolves in water to make hydrochloric acid.	Rail Tank Car	Isolate 100ft. and then protect .1 mile downwind	Isolate 2,000ft/protect 3.8 miles downwind	0.1	3.8
14	Hydrogen Chloride		Highway Tank Truck or Trailer		Isolate 1,000ft/protect 1.9 miles downwind		1.9
15	Hydrogen Chloride		Multiple Ton Cylinders		Isolate 200ft/protect 0.4 miles downwind		0.4
16	Hydrogen Chloride		Multiple Small Cylinders or Single Ton Cylinders		Isolate 150ft/protect 0.3 miles downwind		0.3
17	Hydrogen Fluoride Anhydrous	Used to make refrigerants, herbicides, pharmaceuticals, high-octange gasolines, plastics, flurescent light bulbs.	Rail Tank Car	Isolate 100ft. and then protect .1 mile downwind	Isolate 1,250ft/protect 2.0 miles downwind	0.1	2.0
18	Hydrogen Fluoride Anhydrous		Highway Tank Truck or Trailer		Isolate 700ft/protect 1.2 miles downwind		1.2
19	Hydrogen Fluoride Anhydrous		Multiple Small Cylinders or Single Ton Cylinders		Isolate 300ft/protect 0.5 miles downwind		0.5
20	Sulfur Dioxide/ Sulphur Dioxide	Used as a food and wine preservative, fungicide, brewing industry and as a bleaching agent for paper and textiles.	Rail Tank Car	Isolate 300ft. and then protect .4 mile downwind	Isolate 3,000ft/protect 7.0 miles downwind	0.4	7.0
21	Sulfur Dioxide/ Sulphur Dioxide		Highway Tank Truck or Trailer		Isolate 3,000ft/protect 7.0 miles downwind		7.0
22	Sulfur Dioxide/ Sulphur Dioxide		Multiple Ton Cylinders		Isolate 2,000ft/protect 4.4 miles downwind		4.4
23	Sulfur Dioxide/ Sulphur Dioxide		Multiple Small Cylinders or Single Ton Cylinders		Isolate 1,000ft/protect 3.3 miles downwind		3.3
					Average	0.2	2.4
					Median	0.1	1.5

* Sample materials were obtained through the Pennsylvania Emergency Management Agency.

# STRENGTHENING REUNIFICATION EFFORTS

Example Scenario

- There is a school bus crash on a highway in your district where parents have begun to request custody of their children at the scene.

- How will the school account for each child on the bus?

- Who will respond to the scene to assist the process?

- Where could an actual "reunification" take place?

- How will the school ensure children are being released to the correct adults?

Exterior Reunification Site Locations

- Parent entrance/exit
- Parent parking
- Parent welcome/vetting area
- Bus entrance/exit
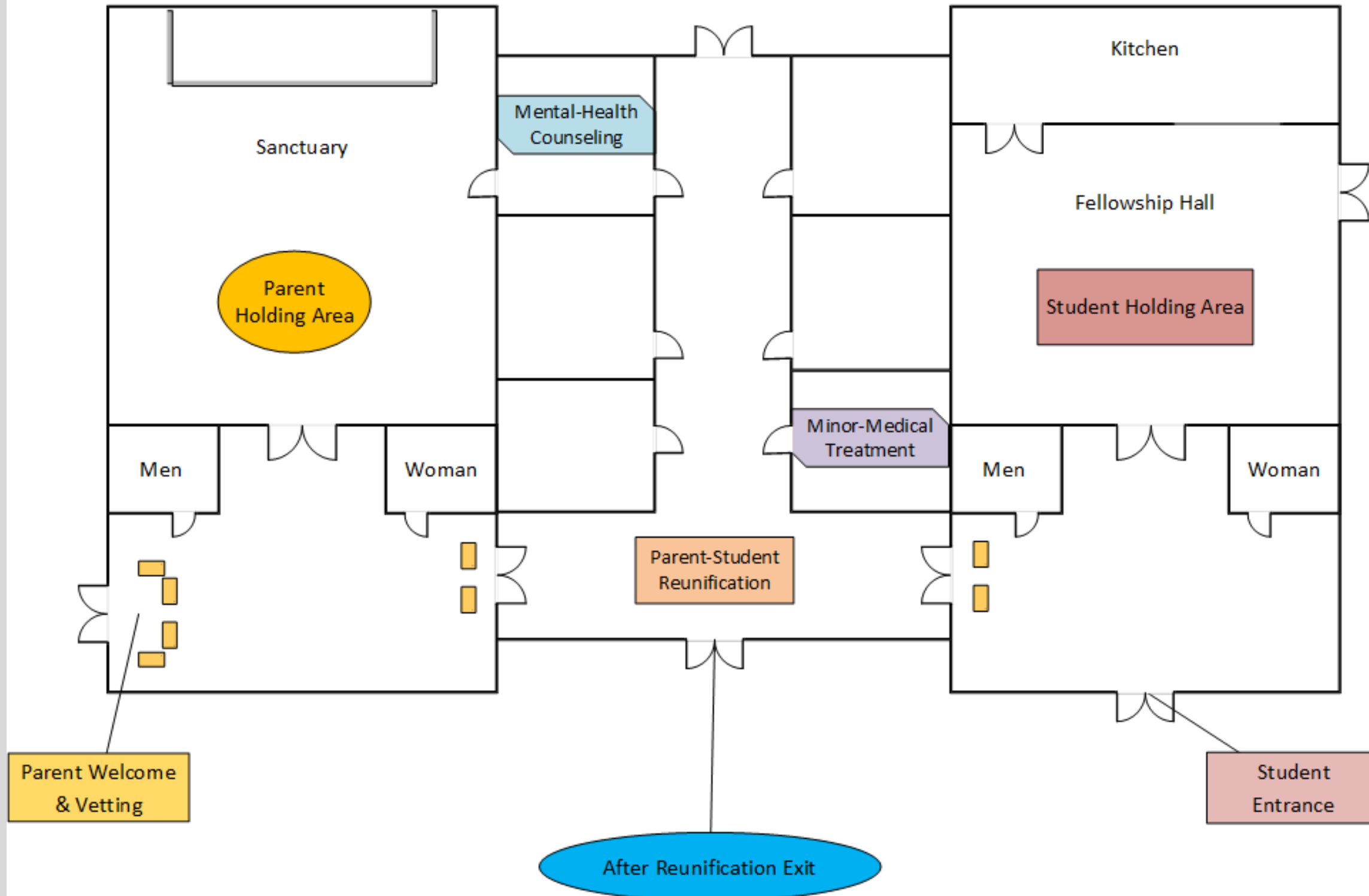- Student entrance
- Law enforcement/fire posts
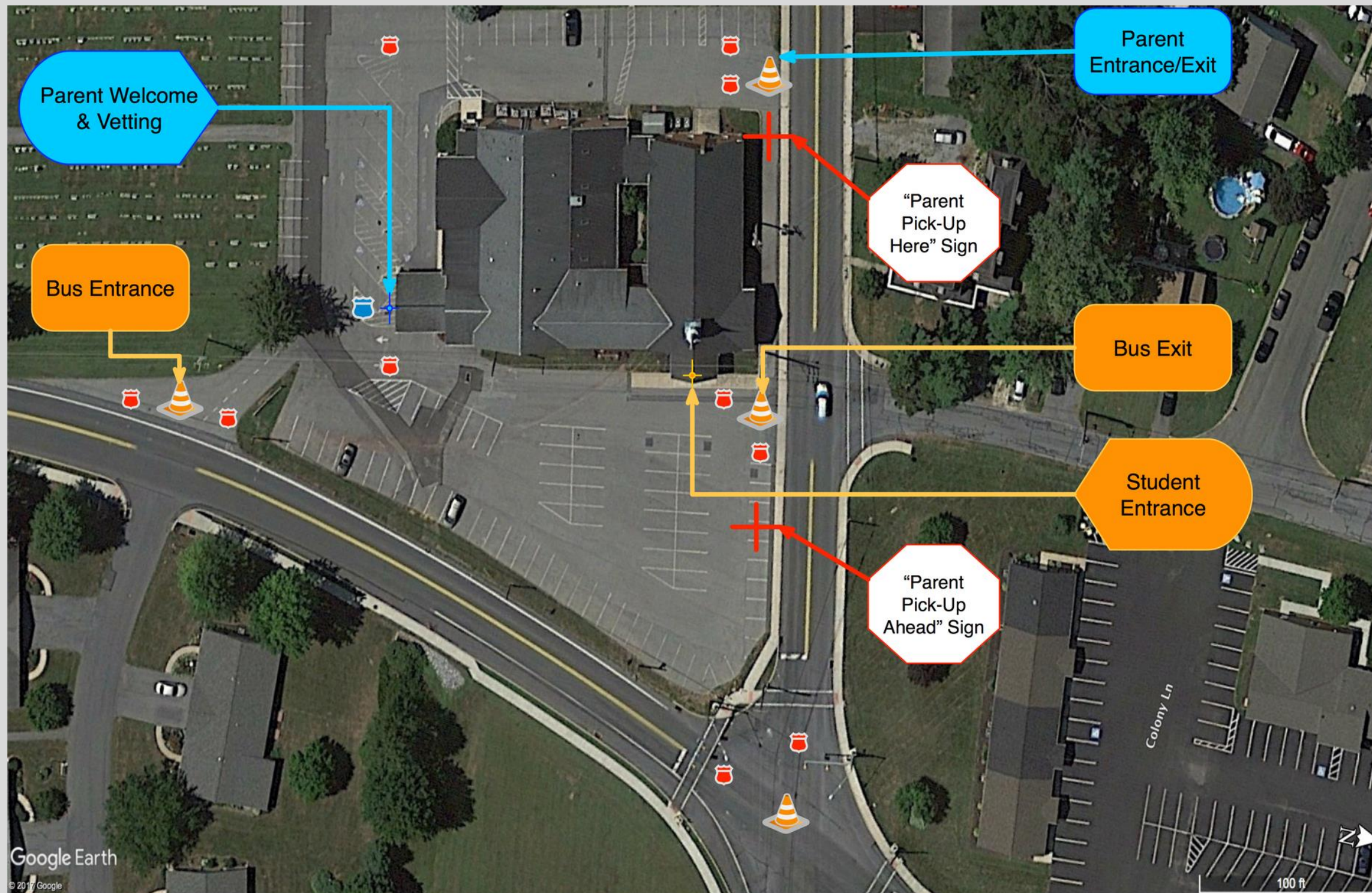
Interior Reunification Site Locations

- Parent welcome/vetting area
- Parent holding area
- Student holding area
- Mental health counseling
- Minor medical treatment
- Parent-student reunification
- After reunification exit
- Media staging (offsite)

Essential Site Items

- Interior and exterior signs
- Mental health counseling forms
- Minor medical treatment forms
- Parent-student release
- Parent reunification site process
- Traffic cones, barricades, stanchions
- Rolls of caution tape
- Communication equipment (portable radios, bull horns, batteries)
- Staff vests
- Folding tables/chairs
- Computers, laptops, printers
- Extension cords and power strips
- Bottled water/snacks

Visit us after the presentation for sample parent communication and student tracking forms.

PARENT-STUDENT RELEASE FORM

PARENT COMPLETE THIS SECTION

Student's Name:		Grade:
School:		
Name of Person Requesting Student:		
Requestor's Driver's License Number:		State:
Relationship to Student:		

PARENT CHECK IN – DO NOT WRITE BELOW THIS LINE

PARENT CHECK-IN STAFF

Phone ID of Person Requesting Student:	☐ Yes	☐ No
Name Listed on Student Authorization Pick-Up Form:	☐ Yes	☐ No
Verified By:		
Parent Sent to Parent Holding Area:	☐ Yes ☐ No	Time:

PARENT CHECK IN – DO NOT WRITE BELOW THIS LINE

STUDENT HOLDING AREA STAFF

Student Disposition:			
☐ In Student Holding	Arrived Time:		
☐ In Minor Medical Treatment	Arrived Time:		
☐ In Mental Health Counseling	Arrived Time:		
☐ Absent	☐ Missing	☐ Injured	☐ Deceased
☐ In Police Custody/Care			
☐ Sent to Reunification Area	Time:		

MINOR MEDICAL TREATMENT

Arrived Time:	Seen By:	
Symptoms:		
Treatment:	☐ Seen and Released	☐ Sent for Follow-Up
Status:	☐ To Student Holding	☐ To Parent-Student Reunification
	☐ To Medical Facility	☐ To Parent
Medical Facility:		Released Time:

Sample materials were obtained through the Pennsylvania Emergency Management Agency.

C·E·S·A¹⁰

Essential Roles

- Parent notification staff - parent alert system, media news statement, social media posts

- Welcome staff - describe the process, provide forms, direct parents to the right area

- Reception staff - check photo IDs and authorization, use a student tracking system (alphabet, school, grade, etc.)

- Runners - retrieve students, escort parents, deliver paperwork

- Documentation staff - track students in the building and their location

Go-Kits

- Job check lists

- Vests, shirts, hats (staff ID)

- Pens/markers

- Staplers

- Notepads

- Clipboards

- Student rosters

- Medical information

- Signs

- Reunification floor plan

- Traffic control plan

Questions?

Contact us

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THANK YOU
FOR YOUR ATTENTION

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