FeedbackReport

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SAFETY - 001400

Next Step?
You recognize a potential threat here, but are not at all certain of exactly what it is. You realize you have very little time and will need to respond quickly. To apply your school's model, you decide to begin by initiating a threat assessment. What will you do first to assess the threat? (**You have only two minutes to make this choice.**)

Your choice

- Confer with the Principal.

Other choice(s)

- Call Derek back to your office.
- Gather the CRT.
- Identify the student.
- Begin a Room by Room search.
- Overcome by Events

Choice feedback

- Your initial response (within minutes or even seconds) to an emergency situation sets a flow of events into motion. Like dominoes, once that first choice is made, calling it back is usually difficult if not impossible. This sometimes gut instinct response exposes much about our internal perspective and provides insight into underlying beliefs, values and biases. Your choice to confer with the Principal suggests a bias for caution and collaboration as opposed to action and urgency. Considering costs in time and money associated with your limited perspective, this can be a good approach. However, the tradeoffs of student safety and unattended risks may leave you and many others exposed.
    - Transparency -vs- Privacy: +80
    - Focus -vs- Reach: +20
    - Routine -vs- Safety: +30
    - Ease of Access -vs- Security: +20
    - Speed -vs- Accuracy: +80
    - Plan -vs- Respond: +20
    - Staff Sat: +5

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Threat Assessment

A debate over the threat and possible options has gone on for the past ten minutes. To this point, the discussions relative to determining the validity and size of the threat have not resulted in anything definitive. Your gut tells you some level of threat exists (whether to an individual or group). Which of the following might be most effective in identifying a threat level and determining an appropriate response?

Your choice

- Call the District for guidance.

Other choice(s)

- Plan on the worst, hope for the best.
- Ask CRT to vote on the threat level.
- Put the building in lockdown.
- Leverage the CRT to gather more information quickly.

Choice feedback

- To accurately identify and categorize any threat, information is critical. The trade-off here is between taking time to gather information and or using that time to move to action. If the threat is real, you may have a very limited time in which to effectively respond. Parallel is the issue of involvement; do you move things forward or do you engage others? You choice to request guidance from District may send an unintended message to members of your CRT and leave them doubting. At this point the CRT needs to clearly identify the threat and its potential impact in your environment and work in lock-step to ensure student safety. On the other hand, engaging District may broaden your perspective and perhaps result in options you and the CRT may not have considered.
    - Urgent: +1
    - Routine -vs- Safety: +20
    - Ease of Access -vs- Security: +30
    - Plan -vs- Respond: +10
    - Speed -vs- Accuracy: +90
    - Staff Sat: +-5
    - Student Sat: +-5
    - Parent / Community Sat: +-10

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Initial Concerns
What would be your initial concerns and resulting primary focus for handling this situation? (Type your responses in the space provided below.)

Your input...
My initial concerns and primary focus would be the safety of the students and staff, the Identity and Intentions of the Individual, the severity of the threat, and Immediate action vs. discreet investigation.

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Urgent Next Steps

Half an hour later, the CRT reconvenes in the Principal's office. Analyzing the information collected, three boys are identified as possible matches to the description provided by Derek. What will you do next?

Your choice

- Call each boy's teachers and arrange to have the three boys brought to the principal's office.

Other choice(s)

- Get Derek to confirm the identity.
- Collect the three boys during the next scheduled rotation.
- You personally visit the classes and collect the boys.

Choice feedback

- Once suspects have been identified, the methods used to gain custody and gather information from them is important. This scenario is designed to stimulate discussion about best ways to make that happen. Your choice to have the teacher of each suspect bring the boy and his backpack to the principal's office is direct and timely. However, this approach risks other students drawing inappropriate conclusions, innocent boys being put together with the suspect and allows, in general, for the creation of suspicion, angst and fear adding to an already tense situation.
    - Transparency -vs- Privacy: +70
    - Focus -vs- Reach: +30
    - Routine -vs- Safety: +60
    - Plan -vs- Respond: +70
    - Speed -vs- Accuracy: +20
    - Staff Sat: +2
    - Student Sat: +5
    - Parent / Community Sat: +3

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Validating Threat
With three suspects being held in administrative offices, it's now important to validate the potential threat. How will you do this?

Your choice
- Engage police in questioning them.

Other choice(s)
- Have the CRT question them.
- Ask them to produce backpacks.
- Call District for advice.

Choice feedback
- With a suspect in custody, it's now important to identify the specific threat. How you go about gathering this information is very important. Your choice to engage the police in questioning the suspect is good because it protects the school's liability and engages expertise where it is needed. However, the tradeoff is that you will need to wait for the police to arrive and bring them up to speed on what has happened to this point, all of which takes time. You are also transferring responsibility for what occurs from this point forward to the police.
    - Focus -vs- Reach: +80
    - Speed -vs- Accuracy: +10
    - Staff Sat: +5
    - Student Sat: +5
    - Parent / Community Sat: +5
    - Police: +1

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Incident Erupts
You are working to get access to school bus videos when the School Secretary calls. You hear panic in her voice. "It seems that a boy in Ms. Teacher's class started acting out and as Ms. Teacher tried to control the situation, the student said "You'll be sorry!" and stormed out of the room." Which will you do **first**?

Your choice

- Get the SRO to the room.

Other choice(s)

- Have the SRO engage other Police Officers.
- Call the teacher.
- Evacuate the rest of the school.
- Secure the classroom.

Choice feedback

- Our initial instincts / reactions in emergency situations like this are usually indicative of our greatest fears and engage our fight, flight or freeze response. This can tell us a great deal about our biases and associated priorities / preferences. Being aware of these biases, we are then able to better balance our response between emotion and intellect. Your choice to first engage the SRO indicates a concern for the immediate safety of the teacher and students and a desire to leverage professional skills to defuse this situation. It also shows a desire to gather information before determining whether or not to engage others.
    - Transparency -vs- Privacy: +80
    - Routine -vs- Safety: +90
    - Plan -vs- Respond: +90
    - Staff Sat: +5
    - Student Sat: +5
    - Parent / Community Sat: +3

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Focus #1
OK, with the threat level assigned and the incident somewhat under control, you now consider, in retrospect, the overall priorities that drove your choices. Which of the following was strategically most significant to you in this situation? Which most influenced your decisions?

Your choice

- Quick Response

Other choice(s)

- Effective Communication
- Minimize Disruption
- Create A Plan
- Determining Who to Involve and When to Involve Them.

Choice feedback

- Quick response was your first priority. This demonstrates a bias to action. The risk associated with this choice is that your instinctive response may not be appropriate for the specifics of the situation.
    - 1: +1
    - One: +1
    - Plan -vs- Respond: +100
    - Speed -vs- Accuracy: +10
    - Staff Sat: +5
    - Student Sat: +5
    - Parent / Community Sat: +5

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Focus #2
OK, of those remaining, which was next most important?

Your choice

- Effective Communication

Other choice(s)

- Quick Response
- Minimize Disruption
- Create A Plan
- Determining Who to Involve and When to Involve Them.

Choice feedback

- Effective communication was your second priority. This demonstrates a bias to expansion of your resource pool and keeping others informed. The risk associated with this choice is that time spent communicating can't be spent responding and that communications must be well constructed to avoid misinterpretation and panic.
    - 2: +1
    - Two: +2
    - Transparency -vs- Privacy: +30
    - Focus -vs- Reach: +80

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Word Gets Out

It's apparent that information and rumors about the incident are finding their way to Social Media at an increasing rate. Some students begin calling parents. Which of the following do you do?

Your choice

- Prepare a communication to go out to all parents.

Other choice(s)

- Make an announcement.
- Have students assemble in the lunchroom.
- Have staff collect all cell phones.
- Keep a lid on the details of the incident for now and continue to gather information.
- Have students remain in classrooms.

Choice feedback

- As administrators we have developed, over our careers and lifetimes, needs for control over various aspects of our environment. Most of the tactics we are comfortable employing are to restore us to some level of control. In this scenario, we recognize a threat to our ability to control our environment. Your choice to prepare a communication to go out to all parents is an effort to respond to an environment you are probably unable to control. A letter to parents is a modestly effective way of influencing and/or addressing the concerns of parents and thus prepare them for the misinformation that may come from students.
    - Routine -vs- Safety: +90
    - Ease of Access -vs- Security: +80
    - Speed -vs- Accuracy: +20
    - Staff Sat: +5
    - Student Sat: +3
    - Parent / Community Sat: +5