



The Role of Students in School Safety Efforts

Wednesday, August 16, 2023

WEBINAR

Presented by the
Readiness and Emergency Management for Schools (REMS)
Technical Assistance (TA) Center





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links



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GUEST PRESENTERS



Susan Graves

**Lincoln County School District
Safety Coordinator**



Alicenn Tolan

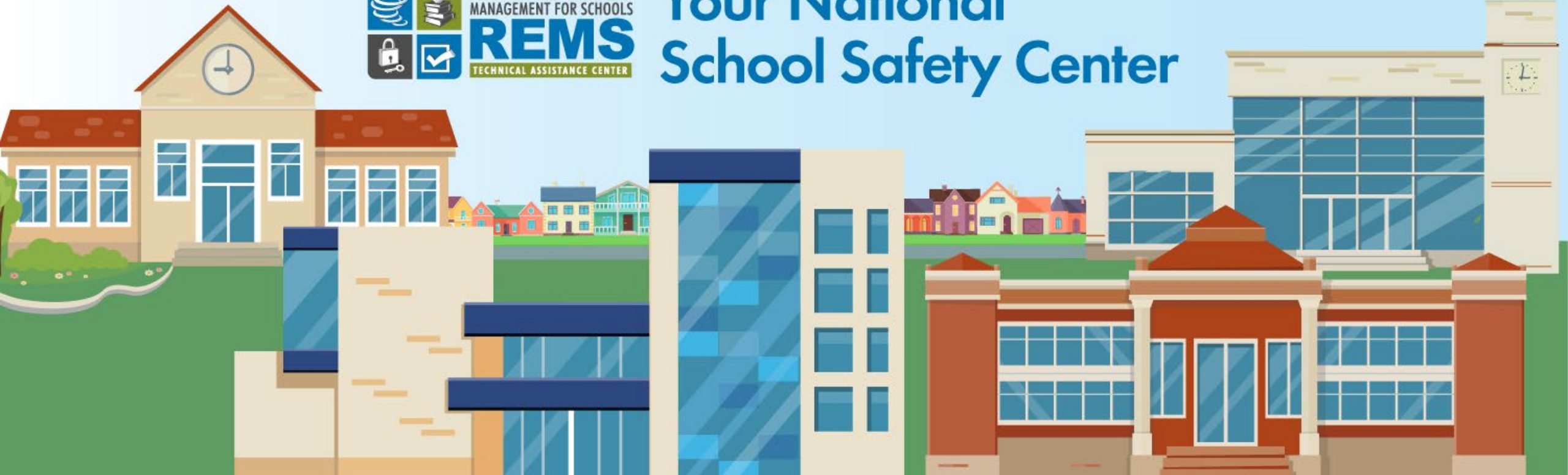
High School Student



POLL: HOW ARE YOU INTEGRATING STUDENTS INTO SCHOOL SAFETY EFFORTS?



Your National School Safety Center

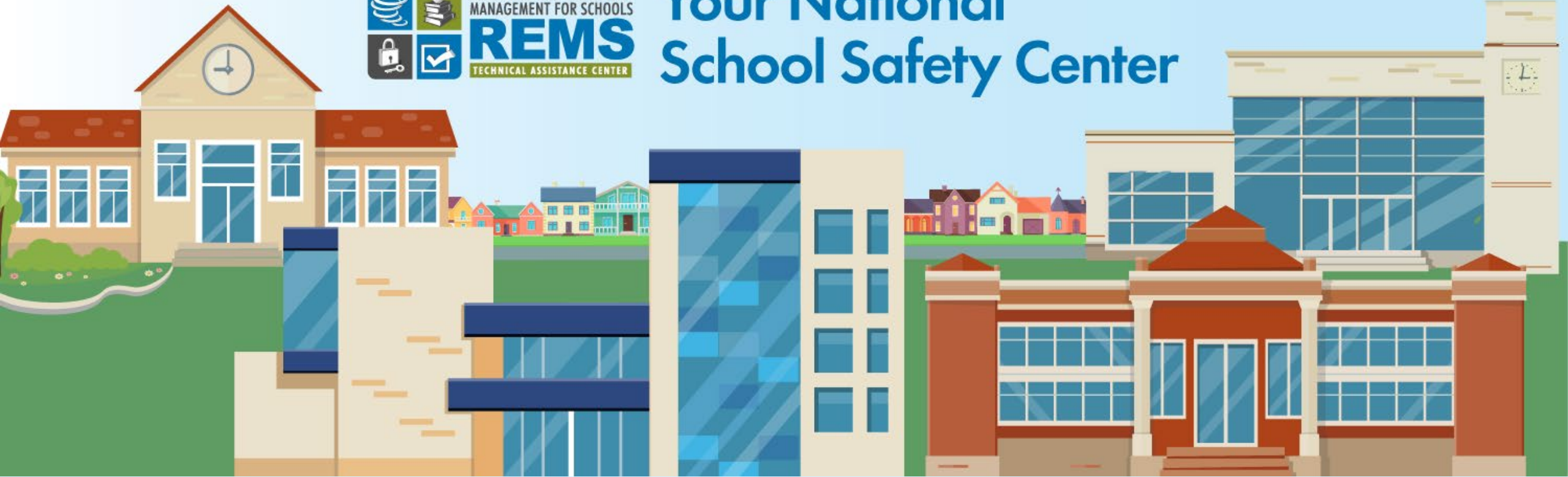




POLL: ARE STUDENT-FOCUSED PROGRAMS INTEGRATED INTO THE SCHOOL CURRICULUM OR OFFERED AS EXTRACURRICULAR ACTIVITIES?



Your National School Safety Center



Approaches to Integrating Students into School Safety





WHY ENGAGE STUDENTS IN EMERGENCY PREPAREDNESS?

Students represent a large portion of the school community and have unique insight.

Students participate in a variety of activities that occur in all settings and at all times.

Students communicate with and influence their peers.

Engaging students in school safety efforts can build the preparedness capacity of the whole school community and help students build skills and gain valuable experience.

BEFORE AN EMERGENCY

Integrate preparedness initiatives into educational activities

School beautification projects that enhance safety

Leadership roles in school-wide prevention programs

Organize public awareness campaigns

Promote the use of anonymous reporting systems

Inventory and raise funds for first aid supplies

Create materials that would be helpful in an emergency

Alert staff to safety issues or peers with unmet needs

DURING AN EMERGENCY

Provide on-site assistance

Act as a liaison

Assist staff

Engaging students during emergencies may help reduce feelings of helplessness.

AFTER AN EMERGENCY

Assist with
damage
assessments once
area is safe

Promote wellness
and stress
management
programs

Spread awareness
of common
traumatic stress
responses

Engage in
activities to repair
infrastructure as
appropriate

Beautification
projects

Engage community
in securing
donations for
repairs



Susan Graves

**Lincoln County School District
Safety Coordinator**

Provides support with

- Planning for all-hazards and all-threats
- Managing the Teen CERT Program
- Supporting emergency operations development

TEEN CERT

Lincoln County School District



2023-24





COURSE OVERVIEW



LINCOLN COUNTY
SCHOOL DISTRICT

DISASTER PREPAREDNESS

- **Course Intro**
- **Unit 1:** Earthquakes & Other Hazards
- **Unit 2:** School & Home Preparedness

3 weeks

CPR, AED & FIRST AID



- **Unit 3:** CPR & AED
- **Unit 4:** First Aid

4 weeks

SCHOOL DISASTER RESPONDER

- **Unit 5:** Intro to CERT
- **Unit 6:** Size up & Hazard Mitigation
- **Unit 7:** Search & Rescue
- **Unit 8:** Medical Treatment Area

7 weeks

COURSE FINALE

- **Unit 9:** Skills Certification
- **Unit 10:** Disaster Simulation
- **Course Wrap-up**

4 weeks

LAUNCHING A TEEN CERT PROGRAM



Visit ready.gov/kids/teencert to learn about launching your own Teen CERT Program.



Gain internal capacity to support before, during, and after planning.



Talk to community partners about how they can support and enhance your program



Teen CERT

Launching and Maintaining the Training



COURSE FORMAT & EXPECTATIONS



THE BUDDY SYSTEM

PARTNER FOR SUCCESS

Licensed
Educators and
Teachers

Subject Matter
Experts on
Key Topics

School District
Nurses

Department of
Forestry

Local Fire
Department

Adult CERT
Teams

UNIT 4: FIRST AID & DISASTER MEDICAL

FIRST AID

Medical emergencies can happen anywhere and at any time. First Aid is the immediate care given to a suddenly ill or injured person until a medical professional or a parent/guardian assumes responsibility. It does not take the place of proper medical treatment. First Aid is intended to preserve life, alleviate suffering, prevent further illness or injury, and promote recovery.

DISASTER MEDICAL

Adjustments to First Aid treatment during catastrophic disasters may be necessary since you may not be able to call 911 to get a higher level of help on the way. Roads may be impassible, preventing emergency responders from coming to your aid. There may be a large number of injured people and first aid supplies may be limited. Emergency responders may be overwhelmed by the extent of needs and you may be on your own to provide ongoing first aid, as best as possible, for quite some time.



ASSESSMENT

- Assess Scene Safety
- Use PPE
- Identify Yourself & Request Permission
- Assess Responsiveness

ACTIVATE EMS

- Get Help: Call 911
- Send someone to get the AED & First Aid Kit

FOLLOW EMERGENCY PLAN & TRAINING

- Provide Life-Saving Aid
- Provide First Aid

Discuss potential differences in first aid during catastrophic disasters.

DIFFERENCES

CPR may not always be feasible during a catastrophic disaster, since CPR is always followed by going to the hospital.

TEEN CERT

Lincoln County School District



2023-24



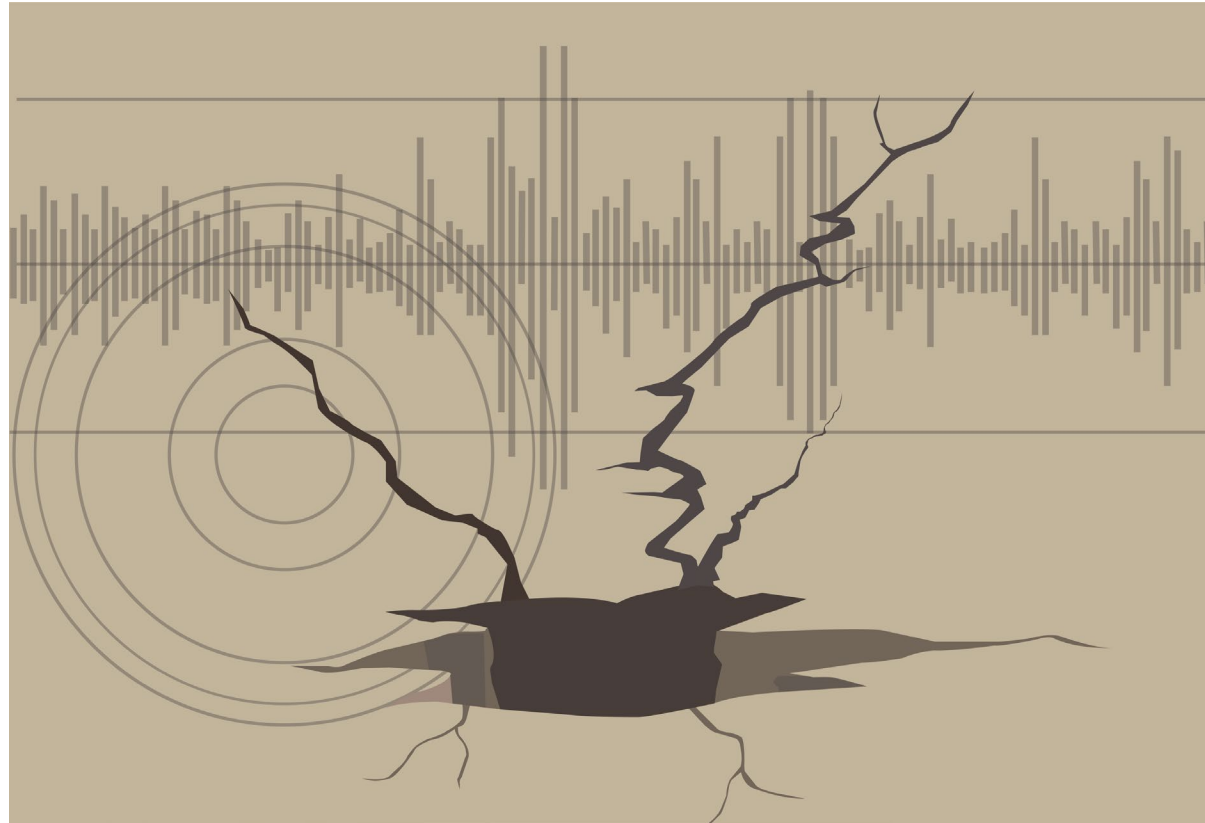
Unit 1:
**EARTHQUAKES &
OTHER HAZARDS**

- Earthquakes: The Cascadia Subduction Zone
- Tsunamis: Distant vs. Local
- Wildfires & Defensible Space
- Storms & Cascading Effects
- Warning System



GOALS OF EARTHQUAKES & OTHER HAZARDS

- Develop an understanding of the earthquake & tsunami risk to our area and how to prepare for them.
- Learn about the wildfire and other hazards that impact our coastal area.
 - Understand our warning systems and sign up for one or more.



MEET THE STUDENT



Alicenn Tolan

High School Student

Incoming
senior at Taft
High School

Student
Athlete



Unit 7: **SEARCH & RESCUE**

- Door Markings
- Search Techniques
- Triage
- 3 Killers (Airway, Bleeding & Shock)
- Transport

SKILLS CERTIFICATION

- Airway
- Bleeding
- Shock



GOALS OF SEARCH & RESCUE

- Rescue the greatest number of people in the shortest amount of time.
 - Get the walking wounded and ambulatory survivors out first.
 - Quickly treat 3-Killers.
 - Move remaining survivors to Medical Treatment Area.
 - Keep the rescuers and survivors safe.





CPR

CARDIOPULMONARY RESUSCITATION (CPR)

CPR is the immediate treatment for cardiac arrest. CPR restores limited oxygen to the brain through a combination of chest compressions and rescue breaths.

CHEST COMPRESSIONS

External compression of the chest increases pressure inside the chest and directly compresses the heart, forcing blood to move from the chest to the lungs, brain, and the rest of the body.

- Get close and do not lean on the chest.
- Compress fast, between 100 and 120 times a minute.
- Allow the chest wall to fully recoil or rebound at the top of each compression.

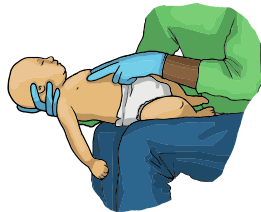
RESCUE BREATHS

Rescue breaths are artificial breaths given to someone who is not breathing. They are given by blowing air in to the mouth to inflate the lungs.

- Each breath is 1 second in length.
- Remove your mouth and let the person exhale between breaths.
- Give only enough air to create a visible rise of the chest, but no more.

INFANTS

Two Fingers
Just Below
the
Nipples,
Press Down
1.5 inches



CHILDREN

One Hand
Between the
Nipples, Press
Down 2 inches



ADULTS

Both Hands
Interlocked between
the Nipples, Press
Down at least 2 inches



CPR		Instructor Sign-off
1	Chest Compressions <ul style="list-style-type: none">• Position your hands/fingers.• Position your body.• Deliver 30 Chest Compressions.	
2	Rescue Breaths <ul style="list-style-type: none">• Position Barrier Device.• Establish an Airway. Head-tilt, Chin-lift.• Deliver 2 Breaths.	

Ratio of Compressions to Breaths is 30:2.

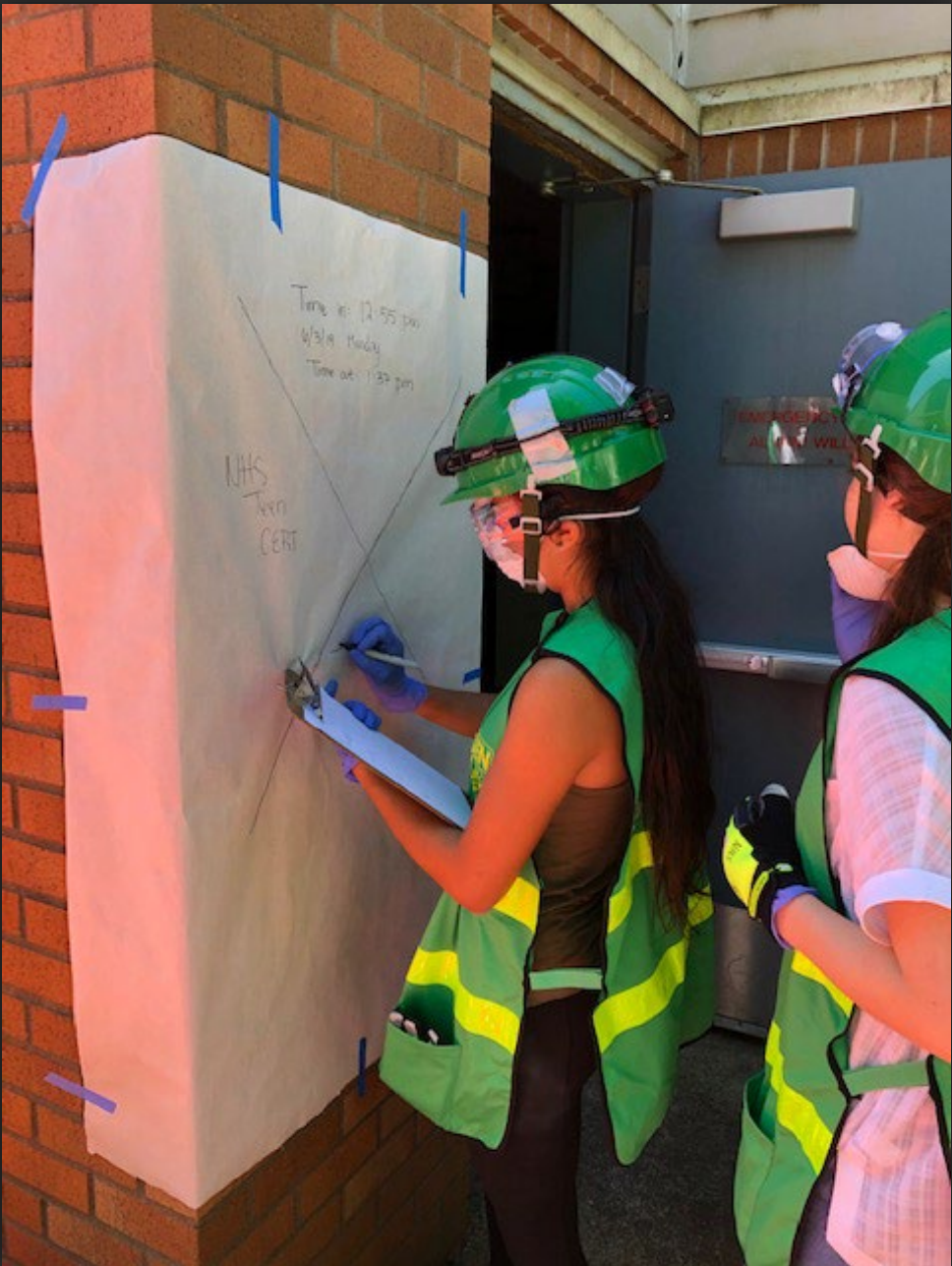


DID YOU KNOW?

MINUTES COUNT!

For each minute in sudden cardiac arrest, the chance of surviving goes down by about 10 percent. After as few as 10 minutes, survival is unlikely.





COURSE WRAP UP

EQUIPMENT & SUPPLIES

- Inventory & Restock Supplies & Equipment
- Ready Gear for Next Class
- Return Supplies to Storage



REVIEW & CAREER CONNECTIONS

- Review Learning
- Self-Reflection
- Career Connections



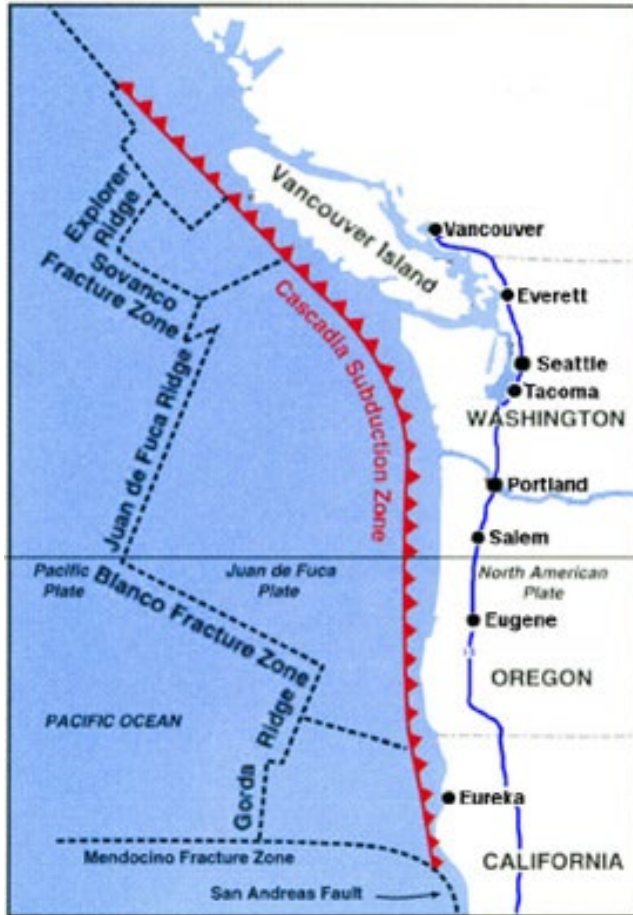
FINAL & GRADUATION

- Knowledge Test
- Course Graduation



EARTHQUAKES

THE CASCADIA SUBDUCTION ZONE



WHAT CAN WE EXPECT?

- Magnitude 8 to 9.0+ Earthquake
- 4-6 minutes of intense ground shaking
- Catastrophic Damage

DROP, COVER & HOLD-ON



Most doorways do not protect you during an earthquake. Getting under something sturdy is usually the best course of action.

• **DO NOT** run out of the building!

Run 

• **DO NOT** get in a doorway!

Doorway 

• **DO NOT** believe the triangle of life!

Triangle of Life 

Unit 10:
DISASTER SIMULATION EXERCISE

- Exercise Scope
- Assign Roles & Gear Prep
- Tabletop Exercise
- Practice
- Disaster Simulation Exercise
- Debrief

GOALS OF DISASTER SIMULATION EXERCISE



- ❑ Combine multiple CERT skills to gain experience and confidence in how to use them together.
- ❑ Practice new skills in a controlled, safe, chaotic, yet supportive environment.



Identify
Exercise
Scope

Assign
Roles &
Prepare
Gear

Tabletop
Exercise

Practice

Disaster
Simulation
Exercise

Debrief

Unit 9: SKILLS CERTIFICATION

- Review Essential Skills
- Practice each Skill
- Demonstrate *Proficiency* of each Skill
- Opportunity to Demonstrate *Mastery* of each Skill (toward earning a Teen CERT Graduation Honor Cord)



GOALS OF SKILLS CERTIFICATION

- Review and practice each of the essential skills learned throughout the course.
 - Demonstrate *proficiency* of each skill.
- Opportunity to demonstrate *mastery* of each skill, toward earning a Teen CERT Graduation Honor Cord.



SKILLS	NEEDS WORK (Instructor signature & date)	PROFICIENT (Instructor signature & date)	MASTERY (Instructor signature & date)
1. CPR/AED <input type="checkbox"/> 1a. Infant CPR <input type="checkbox"/> 1b. Child CPR <input type="checkbox"/> 1c. Adult CPR <input type="checkbox"/> 1d. AED	CPR/AED <input type="checkbox"/> 1a. _____ <input type="checkbox"/> 1b. _____ <input type="checkbox"/> 1c. _____ <input type="checkbox"/> 1d. _____	CPR/AED <input type="checkbox"/> 1a. _____ <input type="checkbox"/> 1b. _____ <input type="checkbox"/> 1c. _____ <input type="checkbox"/> 1d. _____	CPR/AED <input type="checkbox"/> 1a. _____ <input type="checkbox"/> 1b. _____ <input type="checkbox"/> 1c. _____ <input type="checkbox"/> 1d. _____
2. FIRST AID & DISASTER MEDICAL <input type="checkbox"/> 2a. Choking <input type="checkbox"/> 2b. Recovery Position <input type="checkbox"/> 2c. Splint Arm or Leg <input type="checkbox"/> 2d. Triangle Bandage <input type="checkbox"/> 2e. Recognize & Treat Shock <input type="checkbox"/> 2f. Open & Maintain Airway <input type="checkbox"/> 2g. Control Excessive Bleeding <input type="checkbox"/> 2h. Remove Medical Gloves	FIRST AID & DISASTER MEDICAL <input type="checkbox"/> 2a. _____ <input type="checkbox"/> 2b. _____ <input type="checkbox"/> 2c. _____ <input type="checkbox"/> 2d. _____ <input type="checkbox"/> 2e. _____ <input type="checkbox"/> 2f. _____ <input type="checkbox"/> 2g. _____ <input type="checkbox"/> 2h. _____	FIRST AID & DISASTER MEDICAL <input type="checkbox"/> 2a. _____ <input type="checkbox"/> 2b. _____ <input type="checkbox"/> 2c. _____ <input type="checkbox"/> 2d. _____ <input type="checkbox"/> 2e. _____ <input type="checkbox"/> 2f. _____ <input type="checkbox"/> 2g. _____ <input type="checkbox"/> 2h. _____	FIRST AID & DISASTER MEDICAL <input type="checkbox"/> 2a. _____ <input type="checkbox"/> 2b. _____ <input type="checkbox"/> 2c. _____ <input type="checkbox"/> 2d. _____ <input type="checkbox"/> 2e. _____ <input type="checkbox"/> 2f. _____ <input type="checkbox"/> 2g. _____ <input type="checkbox"/> 2h. _____
3. DISASTER RESPONDER <input type="checkbox"/> 3a. Safety Gear Check <input type="checkbox"/> 3b. Operate a Fire Extinguisher <input type="checkbox"/> 3c. Gas Meter Shut-off	DISASTER RESPONDER <input type="checkbox"/> 3a. _____ <input type="checkbox"/> 3b. _____ <input type="checkbox"/> 3c. _____	DISASTER RESPONDER <input type="checkbox"/> 3a. _____ <input type="checkbox"/> 3b. _____ <input type="checkbox"/> 3c. _____	DISASTER RESPONDER <input type="checkbox"/> 3a. _____ <input type="checkbox"/> 3b. _____ <input type="checkbox"/> 3c. _____

CERT OVERVIEW

COMMUNITY EMERGENCY RESPONSE TEAM

- Disaster – when professional emergency response is delayed or unavailable
- Empowers people with lifelong emergency preparedness and response skills
- **Safety & Buddy System!!!**
- Greatest good for the greatest number

WHAT'S THE DIFFERENCE BETWEEN CERT & TEEN CERT?

		
Help...	Yourself	Yourself
Help Your...	Family	Classmates
Help Your...	Neighborhood	School
Safety Gear	Stays with Adult	Stays at School



Our focus is on Emergency Response for Disasters while at SCHOOL.



QUESTION-AND-ANSWER SESSION

Please use the Q&A Pod to submit your questions.

Key Resources to Support Your Work



REMS TA CENTER RESOURCES



Comprehensive school emergency management planning requires input and collaboration from multidisciplinary stakeholders that represent the whole school community. The involvement of those who are affected by and help carry out the school emergency operations plan (EOP) can help ensure buy-in and the quality of the plan, as well as build the preparedness capacity of the school. Students are often an overlooked stakeholder group and yet represent a large population within the school setting. They can serve as both a resource and key partner by participating in activities before, during, and after an emergency and contributing to EOP development. This fact sheet provides school core planning teams and school safety leaders with strategies for engaging students in school emergency management planning efforts while still safeguarding their well-being.

Activities for Before, During, and After an Emergency

Having a prepared school community means to engage in and have the capacity for mitigation, prevention, protection, response, and recovery (the five [National Preparedness System mission areas](#)) for all hazards and all threats in all settings and at all times. Students play an integral role in that work being a large subset of the school community that is present at school, afterschool programs, extracurricular activities, athletic events, transportation to/from school, field trips, and the online setting. They are also positioned to influence their peers, offer expertise in technology, and leverage involvement and

support from their families, caregivers, and community. Students can help strengthen, activate, and implement EOPs at their school before, during, and after a potential emergency while reaping a meaningful connection to school safety.

Before an Emergency

Schools can develop or integrate [youth preparedness initiatives](#) into educational activities during the school day or with afterschool, extracurricular clubs, such as the [Teen Community Education Response Team \(CERT\)](#) and [Youth Preparedness Council](#). By offering real-world projects in students' academic work, schools can provide an opportunity to bridge personal connection and meaning to the acquisition of safety, security, and emergency management skills that

Teen CERT provides youth with training and certification in emergency response. Students gain skills in light search and rescue, fire safety, team organization, incident command, and disaster medical operations, which may be used in exercises and actual emergencies. Teen CERT programs can be offered as a semester-long class, through afterschool programs or extracurricular clubs, or as individual modules and lessons for high school students.

K-12 Students as Partners in School Emergency Management Fact Sheet

Building Youth Preparedness and School Safety Capacity by Integrating Educational Initiatives Fact Sheet

Community Emergency Response Team Web Page

Integrating K-12 Students With Disabilities Into School Emergency Management Planning Fact Sheet

WE ARE HERE FOR YOU



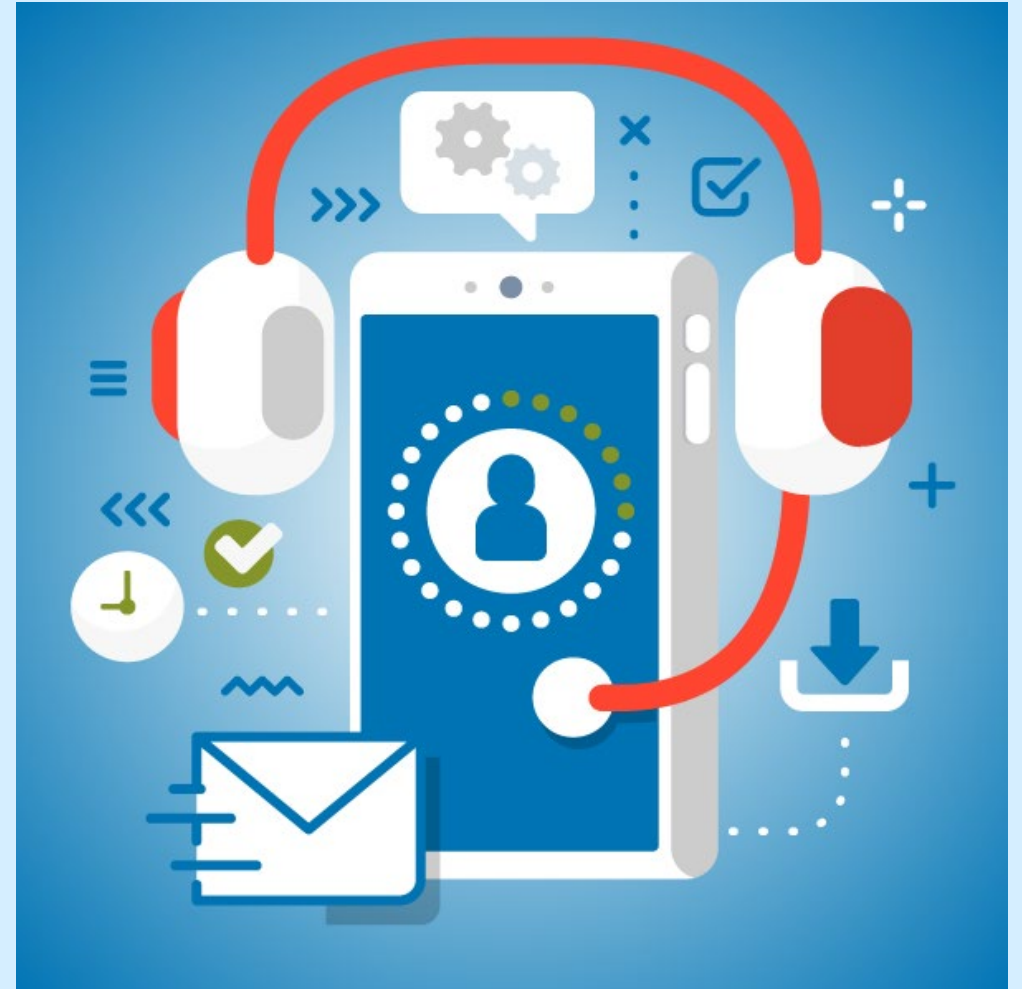
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PREVENT



MITIGATE



PROTECT



RESPOND



RECOVER