

| Which critical incident response protocol does your school use? If other? Please explain further | Please provide further comments on the above question. Should the number of drills dictated in RI state law be changed? | Please provide further comments on the question. Lockdown drills during school hours should include simulations that mimic an actual incident. | Please provide further comments on the question. Parents should have advance notice of lockdown drills. | Please provide further comments on the question. Parents should have advance notice of lockdown drills. | Should schools couple drills, as well as lockdown events, with trauma-informed approaches to address students' wellbeing both during the drills, and over a sustained period and if so, how can that approach be implemented? | Does your school "debrief" after emergency drills in order to support any potential trauma trigger that may have affected staff and students? Is your answer "yes" please explain how you support staff and students after a drill. | Anything else that you would like the legislative committee to know? |
|---|---|---|--|---|---|---|--|
| | | | | | Provide additional training to schools and staff | | |
| | One fire drill a month is difficult in the colder months | Not at the elementary level | We send a correspondence after the event. | Muscle memory | yes | | no |
| | There are too many in the cold and wet winter months. | Fear in over 1000 students is never a good thing | | | Disagree | We meet to discuss how it went and what we need to change or advise the staff about moving forward | Nope |
| We have been trained in ALICE | Fewer fire drills | | Some parents would not send students and those students would miss the protocols | | yes | Emergency Response Team debrief | Thank you |
| | Less fire drills, more lockdown drills. | | Parents could know about the first practice but not after | 1x | Yes - consult mental health professionals for best approach | | no |
| | | not appropriate to simulate with younger children. | | | provide additional mental health staff and script to help teachers address student's questions. | | we need funding to create emergency kits for classroom to have during long lockdowns to address the social, emotional and physical needs of students. |
| | too many fire drills | | | | no | teachers inform administration and administration triage to the proper support staff | N/A |
| | 15 drills is excessive and counterproductive. The number of fire drills should be significantly reduced. Alternatively, there could be a requirement for some drills to be supervised by fire prevention/police to receive feedback on the procedure. | I have serious concerns regarding the trauma that life-like simulations during school hours could cause for a student (and teacher) population that struggle with anxiety on a day to day basis. This simulation would do more harm than good. I agree that there should be simulations and walkthroughs after-school hours on a voluntary basis. | I believe that immediate follow up with parents should be the standard. Advance notice is also counterproductive. | The existence of lockdown drills should be a known aspect of school. | Yes. I am unsure of the best implementation approach. | | Reducing the number of fire drills would be very important. In addition, publishing a set of statewide facilities standards for school safety could be helpful (similar to a "BEP" for safety). This could include classroom door locks, camera systems, etc.. Schools could do a self assessment on this. |
| | We currently are required to perform FAR too many drills annually | This would be traumatizing to elementary aged students and, potentially, staff. I could not disagree with doing simulations more strongly! | While I do think that transparent communication about what takes place during a lockdown drill is crucial, I would be concerned that families would keep students home from school if they knew in advance that we would be having a lockdown drill. | | Yes | It's informal, based upon what we observe during a drill, feedback from staff, and feedback from families. | Please do NOT implement simulations that mimic an actual incident! |

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| | We need a better balance between fire drills, active threat drills, evacuation, etc. | At the elementary level, we simulate an "emergency" drill. Teachers are directed to treat the response as if there is an intruder. Students are told there is an "emergency". | Administration should communicate that drills are happening, but it's not always necessary to give the exact time and details. It is important that they help prepare their child, have age appropriate conversations with their child, and are able to debrief with their child afterwards. | | Holding a debrief with tools to ensure students feel safe and connected to their school environment. | There is an open meeting after school to debrief and respond to staff. We use resources such as https://consciousdiscipline.com/resources/navigation-lockdowns/ to support students. | Thank you for advocated for more unified practices across the state. |
| | | Rural setting. Having students flee into the woods could be problematic. Also younger students are not emotionally ready for graphic simulations | | Only if there is a reason for this (emotional, trauma, etc) | Yes, we want students prepared not frightened to attend school. | | Let the folks in educational work on the details. Often legislators don't understand how schools operate and educators voices should be added to the mix. |
| | Reduced by half | I have reservations about the impact of such drills on young students. | I see this as an operations and safety matter that does not require notice in advance | | Yes - should be handled by the school-based team | Our school TQP/organization team debriefs as necessary following drills. Our safety team debriefs after each drill. | Not at this time |
| | | | | Parents should be notified after the drill is complete. | yes with protocols for students in need of support. | admin and restorative debrief as a school after the incidents or drills. | n/a |
| | too many fire drills | too much room for misinterpretation on what is actually happening | | | no, we do not need to induce panic and anxiety | | if an individual school is conducting effect and appropriate drills leave them alone you will only create more confusion and apathy in staff |
| Restricted Movement, Shelter in Place and Lockdown. Dependent upon situation. | Increase number of lockdown type drills. Remove monthly requirement for drills (especially during winter months) and require 15 drills by end of year. Encourage more drills in fall so school members are prepared. | We do not create smoke or fire for a fire drill. Why add undue stress to experience? | | | Please clarify questions | Debrief, check ins, modifications to future drills | Increase number of lockdown type drills. Remove monthly requirement for drills (especially during winter months) and require 15 drills by end of year. Encourage more drills in fall so school members are prepared. |
| | The drills that are a challenge to get in are the fire drills (weather is a major factor). Lockdown and evacuation numbers are appropriate. | Teachers and staff should be trained to give directions. Young students already have anxiety with regard to safety. | | | No | | no |
| | | Increase muscle memory in potential life threatening situations. At least once per year. | | | yes | | NA |

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| | We need to have more lock down and less fire drills | I feel it would traumatize elementary students to have simulations similar to an actual incident. | Notifying parents ahead of time might have some of them keep their students away from school and they would not be there during the practice and would not know what to do in an actual event. | | The best way to help students during or after a drill is to work with the teachers and have them explain to students in an age appropriate way what is happening and to discuss it after the event. | Teachers debrief with students and if a student is triggered, they then refer that student for support either from the administrative team or school support personnel | Mental health is extremely important for both students and educators. It needs to be supported throughout the state. More mental health professionals need to be in schools. |
| | At the high school level, I don't find the number to be too many. We are allowed to vary and that helps our students practice from different classrooms different exit points and different strategies | While practicing real scenarios helps - making it too real can be it's own problem - there is a balance. | I understand letting parents know about them but giving advanced notice can mean students do not attend so they do not ever get the practice that maybe needed | We do at the beginning of the year to ease into things but towards the middle and end there is no advance notice | Yes, we begin our year with an announced day of practice - we spend a day practicing throughout so to be sure we hit different classrooms, at different times but also get a chance to discuss/debrief after. The day is kicked off with a slideshow in advisory to discuss how we approach different drills. | Students work with teachers to discuss pros and cons - counselors are on hand for any students who need more. Teachers complete ALICE pd every summer - so they are well versed in the strategies. | No |
| | we have unreasonable amounts of drills. We end up forcing them in to the schedule. We should do less, with for focus on the event. | lockdowns are a touchy subject in my district. The district has mandated that we announce our drills as drills, as opposed to other districts that announce a lockdown, not a drill. | parents should expect that we do drills, and trust the school to manage the process. | parents need to understand that we are professionals, and take their child's safety seriously. | We need to build resilient learners/ children. We seem to continuously stray from that. | | na |
| | Less fire, more Lock Down. | Must be developmentally appropriate | | Parents no | Yes | | Thank You |
| | | | | | yes | Recently, we incorporated restorative circles in classrooms to debrief lockdown procedures. | n/a |
| | The number of Fire Drills de sensitizes everyone from how to respond to a Real Fire | | | | Through Presentations and assemblies | | No |
| | For a district which complies with the required number of drills, it's too many, especially in the winter months. | There should never be a simulation of a violent incident. This is traumatizing to students and staff. | Especially for elementary schools so families can support. (We are a high school) | Some actual incidents have happened when a violent person pulls a fire alarm. If students know that a drill is happening on a specific day, they would know it's a drill and not an actual incident. | Yes | Our Student Support team is always available to support students, especially those who have been victims of or witness to violence. | Charter schools are not eligible for the same school safety funds as regular public districts and that is an enormous and heinous inequity. Why should charter schools be less safe for RI students and families? |

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| We use ALICE, and we also practice shelters in place and evacuations. | I think 15 drills per year, including fire, lockdown & evacuation, is satisfactory. | I think a simulation mimicking an actual incident as a functional exercise may be helpful for the older grades in elementary school (4th/5th grade) since these children would have experience with the emergency drills for at least 3-5 years already. However, for the younger aged children this would be very scary and traumatizing. | Letting families know a few days ahead of time, or that an emergency drill will occur during a specific week coming up, would be helpful, especially for children in the younger grades. | It's important for families to understand that emergency drills occur each school year and how many times per year, per state law. In addition, I think it would be helpful to notify families that a drill will be occurring during this week, or within the next 3-4 days..however it's not necessary to inform the exact day/time of a drill. | SEL lessons should coincide with drills so that children better understand the reasons behind drills and learn how to cope with any feelings/emotions accompanying the drills. | n/a | Thank you for coordinating this survey to gather our input. |
| | More lockdowns and less fire | | | | Not sure | | No |
| | Way too many fire drills. | Having staff and students practice locking down, barricading, and exiting safely if the location of the intruder is known. I do not think having police as a swat team entering the building as a drill during school hours would be appropriate. | Depends on the level. At the secondary level I feel it is understood that lock down drills are performed every year. Unfortunately these are the times we live in. | if notified, give a range of dates.. For example we would have a lockdown drill in September. | Extra time, extra resources, and a concrete plan of action with expectations. | | Think of implementation from the student perspective and their safety. |
| | We don't need 11 fire drills per year. Unfortunately, active intruder drills need to happen more often and the resources to help train all within the district. | We will incorporate an intruder in the building and blocked passageways during fire drills. | At this point parents and students know in advance when we do a lockdown. | See above | Yes, this is a very tough question..one in which is why we always tell our students prior to the drill. | | Having support form local police departments in training staff and students would be a great help. |
| | Practice makes perfect. | No need to freak everyone out | Then it's not remotely real | No comment | ??? | what went wrong/right | Use common sense... |
| | 15 drills per year is invasive to the learning process. In addition, completing one drill per month in the winter months is also very difficult to complete and should be changed. | This shouldn't apply/happen in elementary or early childhood schools. It's very traumatizing to our youngest students. | There will be parents who will keep students home for any drills. We need to be able to train all elementary students in a developmentally appropriate way in case something happens when students are in a building. | We (elementary) would have parents coming to the school to dismiss their children. We need to be able to train all students in a developmentally appropriate way, and students need to be in school during drills. | ALICE new training addresses trauma-informed approaches. | Teachers in classrooms, and then teachers will send students in need to our SEL staff. | Please reduce the number of drills per year. Please differentiate between school level bands (elementary, middle, high) for the intensity, amount, and duration of drills. |
| | | | | | Guidance and leadership need to come from social workers and school psychologists not just police officers in emergency response teams. | | No |
| | No strong opinion - either way. | That can be traumatic for young children | They should know they happen - but not necessarily advanced notice. Could be a notice/message after the fact. | Not always - depends on the situation/student/etc | Yes | It is brought to the attention to the office and student support staff - conversations and follow up is on an as needed basis | N/A |

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| | Total number is not an issue. The number of fire drills is excessive for the need whereas the lockdown and evacuation drills could be increased | We have a high number of students and staff who have identified needs and sensory issues. Using simulation would be extremely disruptive for any learning after the drill. I would also be concerned for the needs of students who struggled with this type of drill in regards to the mental health staff available to support. | Open communication is important but we do not always have prior knowledge for the need of this. Sharing that the school had a drill after everything has been addressed or remedied is important but could cause distress or create communication backlogs during a crisis. | I tend to notify families that we will be practicing one in the upcoming day or so, but an issue could arise where we need to have a lockdown and notifying parents is not an option in a timely manner or we could have a high number of students who don't participate and then if we were ever put in such a crisis, they are unprepared or overwhelmed and creates additional issues and concerns. | yes-staff and admin should all have a trauma informed approach to drills and crisis/safety concerns throughout the school day. Training and scenario drills should be practiced by staff and crisis teams to help address various issues and look at various times of the school day and potential concerns. | Done in a variety of ways in different districts in my experience. For some students we created individual plans to preplan for their participation in a drill based on their developmental or cognitive needs. For others we pre-cue the staff working with students who we know have a history of struggling with drills or unexpected events. Recently had an unplanned drill and reviewed student reactions and overwhelm with the necessary staff | Would like to have more opportunities to trouble shoot issues with fellow principals at similar grade levels. Also found it extremely helpful when our crisis team in a former district met monthly or bimonthly with first responders in the district to collaborate |
| | Less fire drills and more lockdown and evacuation drills | Having a simulated active shooter is too much for elementary students | I do not see the harm in informing families but would question how to do that when things change very quickly, i.e. cancellations | I think a combination of knowing and not knowing to make sure students can react if there was an actual event | Some, not all drills | | Thank you for researching this important topic |
| moving to ALICE - training this year | too many fire drills - | ALICE drills provide a semblance of a real event | don't want parents to keep kids home or tip them off | | Unsure of the efficacy of this approach | messages over the PA - emails with scripts for teachers to read to their classes - counselors available as needed | ALICE training / drills are much more valuable than typical safety drills mandated by the state. The state should take a serious look at mandating ALICE for all public schools. |
| | I think the number is fine, perhaps change how many of each you would like us to do. Perhaps less fire and more of the others. | Yes they should but all staff and students should be made aware that it is a drill and teachers should have say of how the information is presented to their class as they know them best. | I feel parents should be aware of when they are happening, especially in the elementary grades but not the exact date | I feel that only students with special needs/triggers should be informed for the well being of the child. However, after a couple, maybe take it away and see if they can be flexible in the situation. (this would require pre teaching) | Teachers if students with special needs and triggers are always given advance warning of drills so that they can prepare. In this way the child is in the best place, however it needs to be taught that if it were a real emergency, they might have to be more flexible. | Teachers speak with children about the drill and why they did what they did. They know they can call for support staff if they feel any of the students require it. | not at this time |
| | too many fire drills | not appropriate at the elementary level | they would show up at the school or keep their children home out of panic | | no | we process the situation and highlight what worked well and what needs to be improved on | n/a |
| | Too many fire drills!! | | | | Not sure. | | No |
| | There are too many fire drills. | It would not benefit anyone to scare the kids. It's one thing for the adults to do it and another for kids. | It helps if parents know so they can reassure their child why they're done. | Not sure on this one. | yes | | no |
| | We should be doing more drills with law enforcement. | agreed 100% | | | not sure. more mental health staff I guess. | Mental health staff are provided. | thanks for doing this. |

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| | The beginning of the year is very challenging. 8 drills before November is sometimes difficult to do. | Who would mimic an actual accident? What would that look like? Would it cause panic among elementary aged students? | I either notify my parents before or after a drill. | I let pre-K, K and specialized classes' teachers know before. They tell their students or not. | I rarely have witnessed students experience trauma during a drill. If a child is upset, the social worker will reach out to him/her | | When a school has Specialized Classes populated by students with physical and/or emotional disabilities, this significantly increases the complexity of a fire or evacuation drill. I would like ideas on how to proceed with this ... |
| | Too many fire drills as this may no longer be as serious a threat in light of building construction. | Not in an elementary school. | It could imperil the safety of students in an actual emergency. | see above | see below | Announcements from the principal and classroom debrief | NA |
| | | This depends on the grade level and the degree to which an incident is simulated. Simulations can be triggering and upsetting to students (and faculty) and should be limited unless absolutely necessary. (Ex: High school students barricading doors may be appropriate to practice.) | A general notice that we will practice throughout the year should suffice. | There will be no advance notice of any actual incident. A lockdown should mimic that. | Not across the board. Schools should have a plan to put in place if and when needed. | | Legislation must be broad enough to allow for some latitude across districts. Not all school/communities are the same and their plans should vary accordingly. |
| | safety drills 3 times are year - fire drills 6 times a year | Drills are done when they are convenient to the teaching schedule. Drills done during hall passing and lunch time are never practiced but those times offer an assalant the greatest opportunity to attack large crowds | Notification within 15 minutes of the drill and immediately/as soon as possible if not a drill. - If we do not notify the parents promptly the kids will do it and leads to more confusion, possible chaos and further safety concerns | it is meant to simulate reality | yes as often as possible but tricky to implement. There needs to be more student based debriefing after the drills. In most instances, the class resumes to teaching immediately following the drills. A survey that students and faculty must complete along with the required drills on the day of the drills to get feedback on what is working, what is not working, and how they can be assisted if a real event was to occur | | no |
| | The number is excessive and traumatic for students | There is no research that shows this works and it is highly traumatic for students | I do think some families advanced notice due to disability to trauma history, but don't think it needs to be all families | Yes, otherwise they are very distressing | Guidance for social workers and psyc on processing, circles before and after, as well as individual scholar support plans | provide SEL check-ins as needed | nothing else |
| | The number of drills is excessive and disruptive to the educational process. | Simulations can be very disruptive and disturbing to students. | | | Take the time to help students to learn what they should o. | | |
| All have been trained in ALICE but the district is trying to implement a drilling procedure that would enable practice in ALICE in a safe and somewhat controlled manner | | I question the availability of municipality resources in order to mimic an actual incident | | | Yes. | | no |

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| | Less drills would suffice | I would not be in favor of simulations that invoked a fear response to our students and staff, especially our most vulnerable, such as those that are young or with special needs. | Drills are necessary, and need to be carried out as if it is real. Communication prior to creates an extra step, and increases the chance of a miscommunication. | I do think it is ok to review the procedure prior to the first drill of the year. | Yes, but not sure of the exact approach. | | No |
| | I think we need less fire drills | We have a lot of kids with trauma and I would prefer not to trigger them | | At the beginning yes but not after that | Yes | | Nope |
| | | | | | Yes | We discuss areas of strength and weaknesses. | No |
| We are moving to the ALICE model. | We have to complete 13 fire drills each year which is excessive. | I believe that at the secondary level tat would be a good idea but to traumatizing for elementary students. | The only information is that when we will have a lockdown drill, not the specifics. | | yes | Only if there is a student who is affected by the drill. | We should not have to do 13 fire drills every school year. One per quarter would be sufficient. |
| | Fewer fire drills, more active shooter drills | We're wasting time if we aren't practicing for as close to a real life situation as possible. | They aren't going to have advanced notice of emergencies | We need to make drill conditions as close to the "real thing" as we possibly can. Also, many parents may elect to keep students home if they have advanced notice of drills, and those students will not have opportunities to practice. | I don't know how to implement, but this makes good sense. | | This cannot be another unfunded mandate! |
| We are trained by our officers on ALICE but continue to do the Lockdowns. | It is really not the number but the issue of having to find a day where you can get the students outside in the middle of the winter. | This can be traumatizing for the children and even stressful for staff. While it is important to plan and think about we need to consider student understanding and value of the discussion. | Parents get very anxious and this may add to student anxiety. | A drill is to practice and children (and staff) can be anxious already. The first drill is in September and it takes that long for some students to get settled and address any difficulties coming in. | While it would be valuable, I am concerned that we have so many expectations that the staff with instruction and assessment that it needs to be easy to implement. | | Weather or school issues can really impede the ability to complete a drill in the given timeframe. |
| | | | The number of "opt out" emails we would receive and the anxiety this would produce could be counterproductive. General notification is sufficient. | | Yes, professional development and protocol for staff to address needs during and after. | Debrief meeting after school hours. | Developmentally appropriate drills need to be considered and practiced. |
| | | | | | I think it's important to know which students might be triggered by a drill and to put proactive things in place to support them, such as notifying them in advance or providing them counseling time | | N/A |

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| | I understand that winter outside drills are inconvenient, but they shouldn't be predictable. It also practices alternative meeting places due to snow. Nice weather isn't a requirement of an emergency. | Due to the amount of students who may be trauma influenced, mock shooter drills aren't necessary. The procedure is important. Every drill should be run as if it were real. | It can compromise the validity of the practice. A real emergency may not have advance notice. Parents should be aware of the procedure, but not the time and date of drills. | Trauma influenced students who have anxiety about drills are gathered in a safe area prior to any planned drill. | Case managers, social workers, school psychologists and school counselors should be part of the plan to collect or be with students who have been identified as having concerns with drills. | Automatic feedback session among leadership and then to staff after every drill. | No |
| | | | | | Yes, would love to learn more about the how! | Follow up communication to department chairs and whole faculty | Not at this time. |
| | If the drills are consistent, thorough, and across the board quality-wise, more does not mean better. | Teachers should go through the simulations, not students. | | Younger grades - sure. Older grades, maybe not. | YES | | More proactive resources - how to identify and help students who are at-risk and might do harm (protocols for this?) |
| | | | | | Yes. | | N/A |
| | | Mimicking behaviors too often result in promoting and/or providing strategies for copycat behaviors. | The key word is drill to practice in the school environment with as little external interference as possible. Parents will have their bias regarding their limited knowledge of the school physical building structure. | Drill are to prepare for the unknow situation. If there told is a drill the required procedures could be jeopardized, not taking seriously. Children should not be given that level of responsibility. | Communication is very important. Students should be informed if the drills are being performed to the safety standards and or if there needs to be adjustment to be made. | School community focuses on students and staff are gather in a short reflective session to process and referrals are made to Social Workers, Nurse or Dean for any additional emotional support. | None at this time. Looking for solutions to address students unsafe passage in DownCity, KP. |
| We currently use Traditional Lockdown, but will be getting ALICE Training soon | | | Need to guage true response. Advance notice does not allow this. An email following to parents can be a compromise. | There are some students, due to their IEP/504 plans who get advanced notice, however, this could impact authenticity of response. | To a degree. Focus should be on crisis response and preparedness. | Admins/Deans/SRO/Safety Observers debrief after each drill and share takeaways to faculty | Clear, consistent, and universal criteria are helpful in such matters as crisis response; input from EMA, police, and fire is critical |
| | | Reality is reality | Immediately after the drill parents are notified | Some students get prior knowledge | No- support staff is always available as are familiar teachers | | Real life training is important |
| | There are too many and they don't even add up correctly. Between lock downs, shelter in place, fire, and tornado we do way more than 15 drills a year. Not sure why we need to do so many fire drills. My building this year did an excellenct job on the first drill I would prefer to be able to practice other drills that my building may not do as well. | I would like to simulate actual incident but I don't want to add extra stress to my students and staff. But I feel strongly that staff need to know what gun shots sound like within my building. | If parents know in advance, they will text their children, if students know staff will know and than it is not a drill it is just an event. This concerns me since we practice all drills as if they are real events. | Same as reasons above.. | Not sure, but don't see how you address students' wellbeing during the drill. If you have an active shooter, goal one is to stop the shooter, goal two is to attend to the wounded, than you deal with rest of issues. If during drills we are focusing on students' wellbeing we are not addressing the most concerning issues. | | no |
| | I do not think the number should be changed, I think they should be reorgnaized so that during the colder months we do not have as many outdoor drills to meet the requirements. | | | | No | The admin team meets to discuss areas where improvement could occur. | fewer drills during winter months that require us to go outdoors when students are not properly dressed. |

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| Avoid, Deny, Defend (similar to ALICE) | | | | | | Debrief as a class, availability of counselor for class or individual students. | No |
| | | | Things change, parents have been upset about lockdowns in the past and not sent kids | Same as above. They should be notified after the drill that it was just a routine drill | No | | Need consistency |
| | More intruder drills and lockdowns, less fire drills | | | | Yes, as part of opening year procedures | counselors available to staff and students | no |
| Run, Hide, Fight | Less fire drills... more "sporadic" evacuation drills to coincide with the most likely incidents to happen in the event of an unexpected school intruder/emergency. | Personally, as a 38 year old, able-bodied, athletic adult male I participated in a full weekend ALICE training that included the nerf/rubber pellet drills and was (unexpectedly) 100% shook on the ride home. Full disclosure I was not concerned about being affected by the drills on the way in at all... but I got "shot" multiple times during each of the 3 iterations of the drill and it wasn't something that I'd want to repeat in a training setting. I'd advocate against exposing my high school students and faculty/staff to that level of experience. | Simple answer being that the reality of the situation does not speak to that. We do not currently provide advanced notice for fire drills or evacuations... I would follow the same thread here. Although I do think immediate (within 15m of the close of the drill) community correspondence should be required to be shared via email, phone alerts, or whichever medium a school district chooses that best suits their community directly after the drill has concluded. | Simple answer being that the reality of the situation does not speak to that. We do not currently provide advanced notice for fire drills or evacuations... I would follow the same thread here. Although I do think immediate (within 15m of the close of the drill) community correspondence should be required to be shared via email, phone alerts, or whichever medium a school district chooses that best suits their community directly after the drill has concluded. | Yes, I think this would be a great step if resources allowed... I'm not sure which districts would have access to said, practically valuable resources thought. These feel like they would be hard to come by for the average district. | Administrative team debriefs in a formal meeting. Faculty/staff/student/community concerns are received and responded to in an informal way. | ~ Jeff Heath, Principal, Portsmouth High School |
| | 15 drills is too many | Prepare/train students, but also make them understand that every situation cannot be mimicked and trying to simulate certain may cause more harm than good. | This creates another unnecessary step in this process and I see no benefit providing this information in advance. If there is an issue/lockdown, admin or district can communicate this to the school community/parents in a timely fashion at the conclusion of the drill. All information about the drills, etc. should have been outlined by the admin/central at BOY meetings / open houses and I believe sending this out in advance of each drill is duplicative and will only cause additional issues/concerns/distractions to the learning environment. | In the event of a real life lockdown, there will be no advance notice given - why should this be different. At the beginning of the drill, we explain to the students, faculty and staff what is happening. | Survey students and have support staff connect with students who are flagged as needing support based on their survey responses. | The leadership team meets briefly to debrief about all aspects of the drill. Did doors lock, did teachers and students follow protocol/directions, was anyone noticeably upset by drill, etc. | no |

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| | There should be more lockdowns, shelter in place, and evacuations in place now a days. | We need to run the drills in a manner that effects how you would actually act in a real manner. | No one will have advance notice of a real situation. | No one will have advance notice of a real situation. | No, it is all about saving a life in a real situation. | We offer them a chance to provide feedback and to meet with support staff as needed. | Provide more funding for safety related procedures and or equipment. |
| | 10 months schedule and 15 drills is problematic and disruptive. | No drill prepares you for all the possible outcomes and can be triggering for some. In my experience with actual incidents, almost everyone knows exactly what to do. A debrief process is useful and informative. | Interference | Not in advance, but at the start of a drill. I have always told my staff you will be able to tell the difference between a real event and a drill on the tone and urgency in the PA announcement | Not sure what that would look like. | Immediate staff meets, communicate to families, voluntary faculty meeting, district safety response team.as needed. | Adequate funding support for schools to have what they need (properly keyed buildings, surveillance practices, personnel, and mental health support as a proactive measure to avoiding a crisis) |
| | I think once a month is fair | Depends on the age group | I always notify parents afterwards. | I let students know ahead of the first lockdown drill of the year. | That would be ideal, I do not know how to make that happen. | | no |
| | Most modern fire drill laws were enacted in response to the Our Lady of the Angels School Fire in Chicago decades ago where dozens of children perished. When was the last time we've heard of a devastating school fire? School shootings and similar incidents are on the news almost weekly; the laws should reflect and be in response to modern day concerns. 13 fire drills, as opposed to 2 lockdowns, in Rhode Island is a little ridiculous at this point. | Lockdown drills should be implemented to train people on appropriate, more engaging responses without also inflicting high levels of anxiety or fear. We shouldn't normalize "mortal combat" initiatives in schools, but we also shouldn't normalize hiding in corners or being complacent where people do not know how to respond. | Similar to fire drills, these practices are timed. Large-scale, advanced notice to faculty, staff, students, or parents can possibly negate the ability to find holes or problems in the response plan (and appropriately address them) if high numbers of students are absent or actively ready to respond when a drill happens. | Same as the previous response: Similar to fire drills, these practices are timed. Large-scale, advanced notice to faculty, staff, students, or parents can possibly negate the ability to find holes or problems in the response plan (and appropriately address them) if high numbers of students are absent or actively ready to respond when a drill happens. | Yes | I ask that our social worker be made available to float around the building and check in on students whom we know have had challenging situations unfold in their lives. | Barrington Middle School was just rebuilt with a brand-new state of the art response system for lockdowns. Arguably, many of us are still using the outdated (and unrealistic) approach to jumping on the microphone and ordering a lockdown. Being in the front office, as the people who maintain the frontlines, and taking the time to alert the building when there's an active threat doesn't seem feasible. More money or effort should be placed into allowing every school and every staff to know immediately if there's a present threat should the unthinkable happen with school administration and office staff. Moments matter. |
| | Too many drills | I think practicing these drills is too traumatic | | | I would want to see what this would look like | We alert teachers who have students that would be adversely triggered by a drill and provide an alternative option | more guidance on Alice procedures for the elementary level |
| | More required lockdown and evacuation drills from different times of day (ie from recess or lunch time) | | | Maybe for the first one then explain can happen at anytime as we all need to be prepared to think on the fly. | Yes | Yes with staff crisis team meets | No |

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| | There are WAY too many drills and they traumatize children and teachers. | Its super traumatizing so NO unless you provide a team of counselors at the schools for the adults. | Whats the point of the drill if people know about it? | Future fodder for future criminals | Yes but who has staff that has "trauma-informed approaches to address students' wellbeing both during the drills, and over a sustained period and if so" | Teachers debrief with kids, we have our social worker do rounds, we send an email with feedback, and the emergency response team debriefs our response. | You have no idea what it's like in the school and run these drills knowing you will be the first to die as an administrator and in charge of the lives of 420 kids and 60 staff members. I hope legislatures join us on these drills before legislating. |
| | Since a response is required, I responded, "no"--but I would need to know more about the context to accurately answer this question. | | | These questions are a little unclear. Prior to starting the announcement for a lockdown drill, we say, "this is a drill"--and then go into the script. So student know it is a drill. Is that what this question means or does it mean that we should email students/parents and tell them that we are having a drill on a certain date? | It would depend on how this was implemented and what is meant by a "sustained period of time" | Not in a comprehensive format | NA |
| | Fewer Fire Drills as the students and staff are very comfortable with these responses | Giving a scenario to teachers is ok, but it is not developmentally appropriate for elementary and preschool students | Why? | Why | Yes | | NA |
| | i think we practice plenty | students experience trauma from drills, we need to have trauma-sensitive drills, not recreate an emergency situation for the sake of pretend | | | yes! provide access to schools for emergency social workers ? | | . |
| | | Could trigger students unnecessarily | | | Yes. Educate and inform. Debrief times. Support teams. | | No |
| | I think we do a ton of drills which take away precious time with kids. I think all drills need to be run at the start of the year, and then maybe just a couple practices throughout the year so people don't forget. | We should not be the cause of trauma | We should not be the cause of trauma | | I don't think this question makes sense. An actual lockdown, yes. A drill, if we tell kids ahead of time, will not need an extensive debrief. But we always want to respond in a trauma informed way. | We have a list of kids who need a check in. | Practice is important, but I think doing each type of drill at the start of the year, and then just some drills a couple times a year is enough to keep kids safe. |
| | Too many fire drills, not enough lockdowns and evacuations. True crisis response cannot be simulated in school (students run and disperse) - how can this be accomplished so we can be best prepared? | Can be traumatizing for young children | My community needs this level of warning | Parents are given a window of time when a drill may occur | Need more staffing to provide this | Debrief and address concerns | There should be six fire drills, four lockdown drills, two evac drills, and three drills at the discretion of the Principal based on building need. |

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| | fire drills in the middle of the winter can be difficult. | | When people have advanced notice, behaviors are planned. The element of the unknown is more indicative of how someone will respond in the event of a real emergency. | same as above | yes | if a student or staff member has indicated they have a trauma issue, we do work to ensure they are aware of drills if possible. However, it is only the few minutes prior to the drill. If it is a real emergency, we cannot provide that support but after, we check in on the student/teacher. | Police need to have more support & training time with schools. It can be difficult when each officer has different information when you try and work with them. They are doing their best but the message/information they give varies. |
| | Additional lockdown drills should be practiced | In an elementary school, I don't believe it would be appropriate for such a realistic demonstration. Perhaps simulations with the adults only? | No, this is not their decision. Some might feel one step closer to telling us how to manage the drills! | At the time when the lockdown drill is initiated, everyone is notified it is a drill and only a drill. | I'm not sure I understand the prior question. Where and when would the 'content' be used? The scope of this next question seems just so broad, I don't even know where to begin to answer it. I would rely on my mental health professionals to direct me. | We only debrief if an issue arises that needs to be discussed. | Unfortunately, we need more drill practice overall. |
| | Fewer drills would be preferred 3-6 per year including fire drills, lockdown drills and evacuation drills. | No need to traumatize children when muscle memory can be accomplished without simulations. We don't pretend to have fires for fire drills nor do we simulate emergencies for evacuation drills. Drills as they exist in general produce anxiety in many children. Increased practice doesn't reduce anxiety and simulations would only increase anxiety for students with little benefit. | Teachers prep students and coach them through drills. Teachers help to reduce anxiety as they are present during the drills and can help children to be calm and responsive during drills. Parental notification prior to drills would have little benefit because parents aren't present during drills. They may not be able to support their child appropriately to reduce risks in the school setting. | Prior notice isn't beneficial. | Training staff on pre and post developmentally appropriate discussions with students involve social workers and psychologist in the training. Positive Promotion of drills with students and families. Possibly develop an emergency drill app or virtual reality experience where student can digitally practice drills with opportunities to reflect and answer questions about drills. Have developmental and intensity level options built into the app/program. Have adult supervision followed by group discussions/share. | Admin circulate building post drills to answer questions. Pre drill notifications to known trauma sensitive student rooms. | Fewer drills but better quality drills with more options to practice drills. |

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| | | I understand mimicking actual events vary based on the level you are working with (elementary, middle, and high). With my elementary background, I think simulations that mimic real events with faculty members is important. When working with the students, they need to go through the motions of all drills (evacuation, lockdown, fire drill, etc), however without the trigger that is causing the said incident. | If parents get nervous and dismiss their child prior to a drill, the child will not participate in it, and then not know what to do if an incident takes place. I think parents should be made aware after the fact. | I do not think informing parents prior to is necessary as I would hate for a parent to interrupt the business of a drill. | Yes, but I think this is already built into everything we do and what takes place in the day to day operations of the day (this includes drills). | | I think having opportunities to share experiences with various crisis situations and how administration responded. I think hearing various perspectives on addressing a crisis situation can help build the perspectives of us all. |
| | I do not feel we need to drill more, but maybe 3 lockdowns and 3 evacs and 9 fire drills. We tend to try and do a few more anyways, but... | I think it is very helpful to drill as if real. Balancing between freaking people out and practicing is where my concerns lie. | If there were a real emergency, no one would know. | The purpose of drilling (IMO) is to practice what is expected and observe the areas for improvement. | Sure, not sure | Those responsible for facilitating a drill, debrief quickly to provide feedback and the Principal then shares that and sends it out to staff. | No thank you! |
| | Required lockdown drills are causing a great deal of anxiety and trauma for the students, there should be fewer drills. | it is too traumatizing for students live through for the sake of a drill | | | yes, restorative practices, discussions before drills, on the importance of practice, not necessarily notice of the drill | we email each teacher with information on the drill/event and encourage teacher to have restorative circles . Teachers are provided a scripted conversation for teachers to have with students to reduce anxiety and answers student's questions. | nothing |
| | I don't really have an opinion on this but it was a required answer | Drills do not really prepare as there is no real threat - worry about stress on community | I think maybe for one but not for another | | Don't have a response for this quickly | | Not at this time |
| | There should be more flexibility in having more lockdowns. Having 11 fire drills is excessive. We are more likely to have a lockdown than a fire in the school. | We need to practice like it is real. I have been trained in SRP, and that prepares the school well on how to respond as an active participant, not wait for direction, which freezes people or slows them down. | They will keep them home. I am experiencing this discussion as I start my new position at Portsmouth Middle. I have never seen this culture before, but it's bothering me the sheltered feeling that takes place. | same as above. | That would be ideal. I am not sure how that would look, but I am willing to study it. | Not drills, just actual events. We would have a voluntary faculty meeting after school to debrief and set a plan for the next school day. | Nothing at this time. |
| | Too many fire drills. I would rather replace fire drills with safety drills | Too traumatic. Could invite students on a weekend to act as actors | To help with trauma | Courtesan t CC CC | A | Social workers are engaged | Thank you |

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| | Number of fire drills decreased by 2-3. It is important to get in the fire drills, especially at the beginning of the year and then less by 2nd half of year. | I would be concerned about the emotional toll this could have on some students and staff members. | This concerns me because of the chance of parents sharing this information with non-school parents and the potential for the information getting out to others and the unfortunate possibility of this increasing anxiety in students and getting out to the wrong people. Advanced notice concerns me if there is someone with mental health needs, who could use that information in the wrong way. This is unfortunate to think about, but the fact that we need to practice lockdown drills tells about what is out there today. | I think that an email out to parents, right before the drill is appropriate and just lets them know one is occurring, within seconds of the email. This takes out the advanced notice and the potential for information getting out to the wrong people. | This can be done, case by case, where the mental health staff in the building or district are available to address specific student needs around anxiety, after a lockdown event, or even before one. | I do a brief check-in with staff and ask them if there were any concerns involving students or themselves. I also provide feedback about the drill in an objective way to ensure that procedures are followed. | Not at this time. |
| | | I agree, however need to consider the developmental and emotional needs of students. we do not want drills to cause needless emotional harm. perhaps we drill more simulated events with adults only at the elementary level. | I think they should be notified of the date of a drill. I do not think parents should know the exact time as we do not want families interfering with the process. i also believe parents should be messaged after the drill is completed. if the lockdown drill will have police presence families should be notified of that as well. | I think students should definitely be informed of date/time and parents just the date. | No. I think adults should be aware of trauma informed approaches and be prepared to support students should an emotional need arise after a drill, but if it's done during a drill or for every time a drill happens theres a mandated trauma informed response then we are looking at loss of instructional time. | typically we debrief as an adult crisis team, and then will individually meet with students or teachers if a need arises. oftentimes I will make whole school announcements after a drill to speak of what went well or for areas we need to improve. | I think that our immediate adult crisis team is well informed, but i think more research based training for teachers/support staff/substitute teachers needs to take place. the decision to call a lockdown, or respond to an emergency should not be the sole responsibility of the principal. If i'm on the third floor and something is taking place in the basement level of the building we are wasting time in an emergency situation if a teacher is trying to call the office to call me to make an emergency decision.. |
| | Every school needs a competent plan and training around this area. | | | Students need to believe this is a serious situation and forewarning them takes the severity of the drill away. Grade levels should be taken into consideration in regards to this. | A plan should be in place prior to the start of the school year, with processes and procedures. | | N/A |

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| | More lockdowns less fire drills | not appropriate at elem | should have notice after a drill | | yes | as the principal i go to every classroom and talk with students | i do not have a way to call a lockdown other than ONE intercom space in the main office. i purchased walkie talkies for all faculty and staff so they could have that to hear a lockdown - we practice by saying on the walkie and then yelling down the hallway. this is unacceptable. my district is aware and i need a secure way to inform ppl if we are in a lockdown. |
| | I would recommend a change to the types of drills (more lockdown/shelter in place) vs Fire Drills. I would also recommend a requirement of an evacuation in September. | | | | I would recommend notification after an event to make families aware | Support is on an as-needed basis with our social work team. | n/a |
| | Fifteen fire drills is a bit much. Police officer only needs to qualify twice a year to shoot his gun. | | | | Yes, Not sure how to implement this. | We do not debrief every drill but most. Level of explanation depends on what went wrong | SRO are not the enemy |
| | Though my current setting is different (transition), while I worked in K-12, I appreciated the number of drills conducted throughout the year. They were a good refresher. | It depends on the grade level of students as well as the intensity of the simulation. | It would be beneficial for parents to know just in the case that students get home a bit frazzled. However, it may also cause students to know or be informed ahead of time because some parents may feel the need to share this with them. | See response above. | Yes, the approach could be implemented through the support of school social workers, school psychologists and teachers. Team can potentially use circles or morning meetings. | I lead a very small team with only one additional staff member outside of my self. Thus, I have not taken the time to debrief emergency procedures with her. | I would also consider more training as an additional area of need for myself. |
| | | | | | Staff should be trained with trauma-informed approaches, but not coupled with drills | | N/A |
| | | | | | Yes | | Our current procedures for lockdowns are out dated and not best practice (putting all students in the corner of the room). Staff do not feel a sense of safety or security as a result. |
| | There should be more lockdown/shelter in place drills than fire drills. | not necessary | It does not help with the fidelity of the drill. | It does not help with the fidelity of the drill. | No; If anyone needs these supports, they are available. | District Protocol. | Less fire drills, more shelter in place and lockdown drills. No active shooter drills. |

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| | Reduction of the number of fire drills. It necessitates winter months typically, is redundant, and does not meet the actual needs of emergency operations based upon the data (fire casualties in schools). | Research shows that such drills of "live events" actually desensitizes students to the actuality of such an event, and unnecessarily raises anxiety. | Parent should not know emergency operational procedures. Practicing without knowledge is more authentic preparation. | | It is important that students with needs be able to conform to the environment/society with individualized preparation/support/etc. The environment should not be altered for the student. This does not simulate a real life scenario. | | Please reduce the total number of fire drills required by law. It has good intentions, but is redundant in practice. |
| | | Age appropriate. Elementary might look different than high school. | I think notification after is okay. For certain cases, advanced warning may be appropriate. | | Great question. I don't think this is for one person to answer but should be completed in conjunction with trauma informed experts. | Some teachers do, but as a school we do not. | no |
| | I think other drills should be practiced more often in place of some of the fire drills | | | | yes | | questions always come up about what to do during recess or if groups are outside. we have a plan but still not secure in this |
| | <p>I strongly believe a reduction in the number of drills is warranted as eleven evacuation drills (fire drills), two lockdown drills, one onsite evacuation drill, and one off-site evacuation drill are excessive. From K-12, a child would experience 195 drills. If each drill takes 12 minutes (which is a conservative number), the child is losing 2340 minutes or 39 hours of instruction. In addition, nowadays, more and more students have anxiety issues so the added stress of so many drills certainly impacts their educational experience.</p> <p>The current regulations require us to conduct one drill per month. Drills during the months of December-March occur in the late fall/winter months; students and staff are not getting their jackets prior to evacuating their buildings; snow-covered and/or icy walkways are hazardous as are frigid temperatures.</p> <p>Here is my suggestion: Fire drills - 5; Lockdown drill - 1; off-site drill - 1 for a total of 7 drills. Since an onsite drill is the same as a fire drill, but without the alarm, it really isn't necessary. One lockdown drill would be sufficient. I would also like to see the regulations allow schools to count evacuations that occur as a result of the fire alarm being triggered (in my school, this occurs 1-2 times per year due to faulty sensors). Apparently some schools are counting these and some are not as it isn't clearly delineated in the regulations.</p> <p>My district has us practice a reverse evacuation (i.e., rapid re-entry, for instance, a sudden thunderstorm is upon us and we have the students who are outside for PE, quickly come back into the building) and a shelter-in-place. With the latest tornado warnings, we are also considering a tornado drill.</p> | Since lockdowns are designed for active shooter events (ALICE protocol), I do not believe mimicking such an event is warranted and appropriate for students to experience. Now, I do believe districts in conjunction with police/fire can plan a simulation with volunteers outside of the school day. | As long as the lockdown is not a simulation (as referenced in the previous question), there is no need to do so. | I do not believe this is a necessary step to add to the process. We have been conducting these drills for quite sometime so parents are aware of the process. | We handle these types of situations on a case by case basis. For example, we have had some students who were extremely anxious on the sound of a fire alarm (one because of a fire alarm in the middle of the night at home) that we have had them stay with the principal as the drill was conducted to develop an understanding of the process (we called the student down to the office prior to starting the drill). After doing this a few times, the student was comfortable and no longer needed this support. | We always debrief after our drills to see if there are adjustments needed to our processes. We do not always debrief with all staff and the students. I always announce the first drill to review procedures for staff and students. If the evacuation was unplanned, we do debrief with the building via the intercom system to let everyone know the cause for the alarm which is typically due to a faulty sensor. | I implore them to seriously consider reducing the number of drills we have to conduct. (I did not choose anything for the previous questions as I have been an administrator for 25 years and have attended many EMA and FEMA trainings as well as serve on my district's EOP committee). |
| | | | | | | Our mental health team (school counselor and social worker) check in with scholars that are flagged by staff members as needing extra check ins. | |
| | | | | | Yes! Crisis team and mental health team can coordinate? | | Thank you! |

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| | | | | | n/a | We send feedback survey to staff, we then discuss feedback and glitches as a support staff and take the feedback from staff and how to do a better job the next time. | n/a |
| | | After practice drills are conducted | Parents should be notified after the drill | | Alice has protocols for the K - 1 students | Review drill results with staff | No |
| | | | | | We attempted restorative circles | | Thank you for this work |
| | 15 drills are too many | | | | Yes | Debriefs during the Health & Safety mtg. | Not at this time |
| | | Could be upsetting for elementary students. | | | Absolutely. Many students express concern and feelings of anxiety surrounding the practice of lock down drills at the elementary level. | Meet with SEL professional | N/A |
| | Fewer fire drills | | | | Support for training | meet as team | Appreciate the opportunity to share |
| | | Would scare children unnecessarily | | | Possibly but not sure how something like this would work | | Make sure whatever is decided, funding comes with it. So, for example, if there is going to be additional training, it should not come at the expense of the district. |
| | I feel like the number of drills in appropriate. | I don't think we can ever truly prepare for that kind of incident and trying to mimic it I don't think would be appropriate - especially at the elementary level. | I think teachers do a good job of preparing students for these drills and there is no need to inform parents of when they are happening ahead of time. | I don't believe there is any benefit to giving advance notice - teachers do a good job of preparing students ahead of time. | That would be great to be able to do - unfortunately mental health often takes a back seat and schools do not have access to mental health professionals on a daily basis. | I provide verbal feedback to students after drills and emails to staff - and at times have one on ones with staff or Q & A sessions with students if needed. | I wish the committee would look for ways we can provide more mental health support to schools, students, and families in and out of school. At the elementary level we see students in need of mental health support get put on months long waiting lists or parents do not have the right kind of health care to get their child the support they need. As for schools, I believe we need full time mental health professionals in the building every day. |
| | 15 total drills are required / 2 evac / 2 lockdown / 11 fire drills. We should be able to fluctuate | We should drill there are active threats. I would be opposed to real simulations that create stress/anxiety for students and staff. | They do not now and this is not an issue. | We do not do this now and is not an issue. | Not sure. | We debrief after every drill, especially lock down and discuss all that comes up. | no. |
| | | | Drills could be added to district / school calendar | parents tend to misunderstand | Grade level debrief or scripted response prior to and post drill | post drill school wide debrief | no |

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| | Completing the amount of drills at the BOY is difficult. Also, adding tabletop drills is important. | I do not agree with a strict lockdown drill. It should be based on an incident in which staff make the determination of what action to take based on the situation. Such as whether to implement run, hide, fight or the ALICE language. | | Prior notification defeats the purpose of practicing and determining what went well and what needs to change. | yes. | We should. | Nothing I can think of at this time. |
| | | | | | Yes I agree | we listen to their concerns and support as needed | none at this time |
| | Fewer fire drills and more safety drills | | | | Many students are impacted by safety drills based on previous trauma. It is important to support them through these necessary drills. | | NA |
| | I think the number of drills is adequate. | I think these simulations should be consistent and cohesive statewide and provide students with appropriate supports if they become upset. | Families are aware that on any day there could be a drill. This could cause unnecessary stress on a student. | They need to prepare for a real emergency and real emergencies aren't announced ahead of time. | yes, there could be a task force who works on implementation. | We provide feedback to individual classrooms. | not at this time. |
| | Lock Down drills are our most commonly necessitated emergency procedures, far more than fire and evacuation incidents so our lock down drills should be weighted much more heavily. We should consider practicing lock down drills monthly and to a much more detailed extent (police, district comms, parent roles/expectations, etc...). | | | prior notice helps alleviate some fear/confusion with very young students, but we should only do that early in the year until our drills/procedures become more familiar | Yes | | New school builds seem to utilizing lots of glass and this is very worrisome for parents and schools alike. Finding safe locations during lock down drills is very challenging. |
| Faculty/Staff have been trained on ALICE but students have not so we always end up doing a traditional lockdown as we are waiting for families to be included and students to be trained appropriately | Just evacuations...I would say one evacuation per quarter as that is the toughest drill to coordinate and implement | | I believe in elementary school they should but by middle and high they would have been familiar with them | Parents should be made aware of a school's lockdown procedures at all levels and notified when a drill happens at elementary level | Yes We have an advisory block for 6 through 8 or health | We do at our crisis meetings with our team We debrief with admin and SROS but not with faculty | Consisten training and procedures across the state would be most beneficial. |
| | I believe we over practice fire drills and under practice lockdown or other similar drills. | I think simulations should be age-appropriate. I know that, in my old district, police ran simulations for themselves in the schools when they were not in session. I don't believe that is the case in my new district. | Parents can be notified after the drill is completed. As the lockdown is called, the students at the older grade could be told it is a drill so that they don't jump on their phones to their parents. | I think students can be made aware as the drill is being called but not before to stop them from texting their parents. Or schools need to do a better job managing phone usage. | Yes. I feel that we already teach students some strategies to use when they are anxious and we could just remind them that a drill is a good time to use those strategies. I don't think we should go overboard with a required curriculum, etc. | | I think teachers are looking for a checklist of what to do in an emergency; however, I think that there is a lot of gray area and responses depend on the situation. I would like better staff communication during the event of a lockdown so that teachers can make more informed choices in the moment. |

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| | Nationally, we have not had a student fatality due to a fire since 1958. On the other hand we have had numerous school shootings in the last 70 years. We do not have the proper protocols in place or place on concentration on this area. The bulk of mandatory drills are fire drills and the other drills tend to seem like we are just checking a box to say we did it. | In the military it is standard protocol to train like you fight. The reason training is conducted in this manner is because when the "fog of war" happens, our bodies will automatically default to our training. This mindset should be similar for emergency situations in schools. We should drill like a real emergency scenario. | We can make parents aware post drill but it should not be before the drill. It is a safety concern and considered a need to know basis. | At the beginning of the year we often warn teachers and students so they have the opportunity to discuss and prepare for the protocols surrounding a drill. Preparing for a real emergency should be as similar as possible to the real thing. Therefore, they should not be made aware prior to the drill. | This protocol is an example of how drills need to be improved upon. | We debrief as a support team and address issues as they arise utilizing the nurse, social workers, administration, etc. | We are preparing for emergencies in an unrealistic way. Everyone is guilty of just checking the box to say we did it but we are not properly trained or prepared should an actual event take place. Thanks!! |
| | | | | | With standardized protocols | | No |
| | | They should only include simulations that mimic an actual incident if they can be done within a reasonable amount of time that is not too distracting for students or staff. Trying to get everyone back to learning after such drills is not easy. Perhaps dedicate an afternoon before dismissal. But, then, many districts may have to contend with contractual agreements such as teachers' preparation time. A Professional Development Day/time could be dedicated to such an important issue. | This would be an ideal but the plans for each day in a school building, more often than not, change. Something comes up and a drill needs to move to another day. Most schools handle their drills and communication as needed. This should not be mandated. | Students with anxiety and/or special needs are made aware of the drills prior to their start. | Another ideal with "how" being the key. Schools are short staffed, training would be needed for trauma-informed approaches for all staff. | | School leaders need support not mandates. Provide time and money to train staff and students and to sustain the learning in this area. The time has come for school safety to be part of the curriculum. Professional Development needs to be implemented as it does for education/curriculum/learning/instruction because we need learning/instruction for students, staff, and parents to be prepared to safe their lives. |
| | There are too many drills required. | I don't think this is a blanket answer. I think it's different for different schools depending on the population. This could be traumatizing for some students difficult for others. | I don't think anyone should be aware of when drills are taking place. This could be communicated after the event. It could be a security risk to notify people beforehand. | I think students and school personnel should know when a drill is taking place so they can prepare emotionally. Students and teachers can be negatively affected by drills. | In the instance of a real event, it would be benefit students, faculty and staff to have some sort of debrief or counseling approach afterward. I don't believe that's necessary during a drill although there could be situations where this may be beneficial. This should probably be part of a school's crisis approach. | | No, thank you |
| | I think the 15 is good. We do 10 fire drills, 3 lockdowns, and 2 evacuations. | | I understand they should have notification from an emotional standpoint, but in a real emergency nobody will have notification and we must be prepared and treat it as such. | | I would say knowing students trauma so that they can be detailed to your population. | we meet as an admin team then report out to staff. Staff and students reflect in the classroom. | I would love to see RI be aligned across the board from emergency procedures. n |

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| | | | Parents should be notified after the drill. | | By talking to students before drills and after drills. Getting some "take aways" from the children and involving them in discussions is always meaningful. | We discuss and inform the crisis team staff of what we saw and what needs to be corrected. | no |
| | | | | | yes | | no |
| | Once a month or so is sufficient in practicing. | At the younger levels, especially with what is going on in society, we've had to do a lot of follow up and triage with students and help them because they are very scared during and after these drills. | With the omnipotence of cell phones, students are reaching out to families anyhow. Better the notification come from the schools. | Sadly, there has to be some sense of realism to create urgency and convey the seriousness of the drill. | Absolutely | Generally, with a review over the loud speaker then a follow up with classrooms. | This is just another thing that schools are responsible for beyond traditional academics. Care and thoughtfulness should be used and juxtapose those with accountability metrics and what schools actually have to accomplish on a day to day basis. |
| | We should be practice active shooter scenarios | I believe we should practice this but that administration should make parents aware | It is important for parents and families to have opportunities to discuss this with their child/children | Again, Parents should know so they can prepare their children | Yes | | This needs to come from the top, down. |
| | More lockdowns, less fire drills. | | | | Be sure that it does not fall solely to principals. | | More lockdown drills, less fire drills. More kids are killed in school by guns, not building fires. Additionally, schools should be outfitted with proper lockdown equipment versus scrambling to find paper to cover the glass. |
| | Fewer fire drills and a greater number of lockdown, other emergency preparedness are warranted | This may not be appropriate for elementary level, depending on the simulations | Parents should be notified afterwards so they are prepared to debrief with their children | This may inhibit the authenticity of the drill | Yes, in partnership with local law enforcement. An emergency preparedness education program would empower students with knowledge while perhaps quelling fear of the unknown. | Emergency response team debriefs any issues noted during the drill. Building principal communicates with parents, asking to be informed of any concerns or needs for student support. Social workers are available in the schools for individual student support needs. | Please look at data across the country on frequency of emergencies (fire breakouts in schools vs. intruders, threats of violence) when determining the numbers and types of drills required. |

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| | Fewer drills would be enough. If we practice 2 of each type of drill by the end of October and then one per quarter for the remainder of the year, I think that (9 total) would be sufficient. | If "mimic" might include sounds of gunfire or other traumatizing sounds/actions, then I don't think it's a good idea. | It is very difficult through our communication options to send messages that no one misunderstands. We have many multilingual families and the platform translations are not always clear to the reader. We notify families directly after a drill. By doing it at that time, we are then available to respond to questions because the drill is over. | Same as last question. I'm wondering if you meant staff and students for this one. | Yes, identify students who are/may be triggered by drills. Ensure safety plans are in place and implemented before, during, and following drills. | After a drill, I make an school wide announcement regarding how the drill went. I also let staff know that if they or their students need support following the drill, please call the main office. Then, someone from the support team will respond and provide support needed. | No. |
| | I think we should have more ALICE and Lock Down drills than fire drills. | | | I fear that students would not take the drills as seriously as they should | I think so, but honestly I do not feel I have enough evidence to back this question. | | no |
| | I believe every situation is different and may call for a variety of responses from lock down to fight back to run and flee. There should be practice for the different scenarios that may arise. | I do not believe they should be surprises but more of walkthroughs. | If not students will call their parents not knowing if it is a drill or a real incident. More importantly it will provide parents with a sense the the school takes school security seriously rather then not addressing the problem. | If not students will call the police from their cell phones. | n/a | Crisis team meeting looking for irregularities in our procedures | Each school should have a police officer stationed at its school of all ages k-12. Even if it is an officer training. I believe other states have more then one officer who is in training at a school. This will be the only way to truly ensure safety. I know their was an officer in the Florida shooting but he ran away and hid rather then running toward the incident. Thus, we need an officer who will be properly trained. Perhaps the department of homeland security can assist. |
| | | | | | Not sure about this. | | Nothing else at this time. |
| | We have too many drills. Thankfully, there have been zero student deaths from fire in over 60 years. They are disruptive. | They can be either traumatizing or desensitizing | | | MTSS should be connected for those who need it | | Our walkies and cell phones lose coverage when on our first floor, which is more than half of the day |
| | I have a small school. 15 drills is excessive (especially the ones for fire) | | | we alert student's that have sensory or other crucial issues. It makes no sense to alert anyone of the drills. | absolutely. There are a number of well-trained trauma informed personnel. Threading lightly, I would welcome this. | Over the PA we simply comment/complement the children on a job well done. The administrative staff meets after the drills to review protocols, egress time, status of classroom doors, etc., | thankyou for asking us |
| | 15 is an excessive amount. 8-10 would allow you to review the process for all types of drills. | Elementary level should not include simulations. | Families will keep them home or warn them and then the kids will have increased anxiety. | Families will keep them home or warn them and then the kids will have increased anxiety. | Yes, the adult in the room should have an age appropriate conversation with the class. | | No |