

Emergency Crisis Management for Colleges and Universities

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DCJS

Virginia Department of Criminal Justice Services

Presenters



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Agenda

Introduction

Overview of Crisis Management Planning

Before the Crisis: Legislation, Resources, and Training
Regarding Prevention and Threat Assessment

During the Crisis: Resources and Training for
Appropriate Response

After the Crisis: Supporting Victims

Questions & Answers

Introduction and Overview of Crisis Management Planning



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Overview of Crisis Management Planning

All Hazards approach

- Natural Hazards
 - Earthquakes
 - Tornados
 - Hurricane
- Technological Hazards
 - Explosions or accidental releases
 - Hazardous materials release from surrounding area
 - Power failure
- Adversarial and Human-caused Threats
 - Active shooter
 - Bomb threats
 - Suicide

**Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education, Table 4 page 51*

Phases of a Crisis: Before

Planning, Preventing/Mitigating

- Collaborate with stakeholders
 - Establish Memorandums of Understanding (MOUs)
- Evaluate potential risks/hazards
- Determine goals and objectives
- Develop plans to mitigate or reduce the hazard(s)
- Train stakeholders
- Exercise the plan(s)
 - Tabletop exercises
 - Drills
 - Functional exercises
 - Full-scale exercises
- Review and update (ongoing)

Phases of a Crisis: During

Response

- Based on the prepared plans developed in the “Before” phase the following goals/objectives should be achieved:
 - The ability to stabilize a situation once it has happened or is certain to happen
 - Provide a safe/secure environment
 - Reduce the loss of lives
 - Save property
 - Begin to transition to the “After” phase (Recovery)

Phases of a Crisis: After

Recovery

- Restoring the learning environment
 - Returning to some normalcy
- Counseling for those impacted
 - Depending on the crisis, some may have physical injuries as well as emotional trauma
- Accurate information dissemination
 - There will likely be misinformation on social media

Phases of a Crisis: Key Takeaways

- Take an all-hazards approach
- Collaborate with stakeholders
 - First responders
 - Local officials
 - Local and state Emergency Managers
 - Virginia Department of Emergency Management (VDEM)
 - Establish MOUs
 - Make connections and build relationships
 - Plan for the safety of all on your campus
 - Consideration for individuals with special needs
 - Continue to practice the plan(s)
 - Update the plan(s) as needed

Before the Crisis: Legislation, Resources, and Training Regarding Prevention and Threat Assessment



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DCJS Campus Mandates

The DCJS Virginia Center for School and Campus Safety is legislatively responsible for:

- Campus Security Officer Program
- Trauma Informed Campus Sexual Assault Investigation
- Clery Act Training and Technical Assistance
- Title IX Training and Technical Assistance

§ 23.1-803. First warning notification and emergency broadcast system required.

- A. ***The governing board*** of each public institution of higher education shall establish a comprehensive, prompt, and reliable ***first warning notification and emergency broadcast system for their students, faculty, and staff, both on and off campus.***
- B. Each public institution of higher education ***shall designate individuals authorized to activate the first warning notification and emergency broadcast system and provide such individuals with appropriate training*** for its use.

§ 23.1-804. Institutional crisis and emergency management plan

- A. The ***governing board*** of each public institution of higher education shall develop, adopt, and keep current ***a written crisis and emergency management plan***. The plan shall (i) require the Department of Criminal Justice Services and the Virginia Criminal Injuries Compensation Fund to be contacted immediately to deploy assistance in the event of an emergency as defined in the emergency response plan when there are victims as defined in § [19.2-11.01](#) and (ii) include current contact information for both agencies. ***The Department of Criminal Justice Services and the Virginia Criminal Injuries Compensation Fund shall be the lead coordinating agencies for those individuals determined to be victims.***

§ 23.1-804. Institutional crisis and emergency management plan (*continued*)

- B. ***Every four years***, each public institution of higher education shall conduct a comprehensive review and revision of its crisis and emergency management plan to ensure that the plan remains current, and ***the revised plan shall be adopted formally by the governing board.***
- Such review shall also be certified in writing to the Department of Emergency Management. The institution shall ***coordinate with the local emergency management organization***, as defined in § [44-146.16](#), to ensure integration into the local emergency operations plan.

§ 23.1-804. Institutional crisis and emergency management plan (*continued*)

C. The ***chief executive officer*** of each public institution of higher education shall ***annually (i) review*** the institution's crisis and emergency management plan; (ii) ***certify in writing*** to the Department of Emergency Management that he has reviewed the plan; and (iii) ***make recommendations*** to the institution for appropriate changes to the plan.

§ 23.1-804. Institutional crisis and emergency management plan *(continued)*

- D. Each public institution of higher education ***shall annually conduct a test or exercise*** in accordance with the protocols established by the institution's crisis and emergency management plan and ***certify in writing to the Department of Emergency Management*** that such a test or exercise was conducted.
- The activation of its crisis and emergency management plan and completion of an after-action report by a public institution of higher education in response to an actual event or incident satisfies the requirement to conduct such a test or exercise.

§ 44-146.18. Department of Emergency Management; administration and operational control; coordinator and other personnel; powers and duties.

B. The Department shall in the administration of emergency services and disaster preparedness programs:

11. Consult with the State Council of Higher Education in the development and revision of a ***model institutional crisis and emergency management plan*** for the purpose of assisting public and private two-year and four-year institutions of higher education in establishing, operating, and maintaining emergency services and disaster preparedness activities and, as needed, in developing an institutional crisis and emergency management plan pursuant to § [23.1-804](#);

Executive Order 41

Emergency Preparedness Responsibilities of State Agencies and Public Institutions of Higher Education

Include:

- emergency preparedness planning, training, and exercises as basic responsibilities.
- emergency preparedness in its strategic planning and performance management process
- develop and maintain a continuity of operations plan

Managing Critical Incidents for Higher Education Institutions: A Multi-disciplinary, Community Approach

The course is intended to assist your higher education institution and all of its stakeholders in developing an all-hazard, multi-discipline team-based approach capable of responding to a large-scale or expanding incident, whether natural or man-made.

- Critical Incidents and Higher Education Institutions
- Preparedness and Prevention, Response, and Recovery – The Importance of Stakeholder Relationships
- Preparedness and Prevention, Response, and Recovery – All-Hazards Considerations for Higher Education Institutions
- Critical Incident Considerations, Crisis Leadership, and Decision-making
- The Incident Command System (ICS) – Roles and Functions
- Multi-Agency Coordination – Relationships, Roles, and Responsibilities
- Managing the Expanding Incident
- Recovery Issues for Higher Education Institutions

Critical Incident Stress Management (CISM) in the College and University Setting

This **three-hour introductory course** is intended for higher education administrators who are involved in the strategic response to critical incidents.

Course Highlights:

- Rationale for and applicability of CISM protocols, particularly as related to understanding the range of critical incidents on college campuses, the impact of trauma on learning, and institutional identity as trauma-informed systems.
- Crisis management needs and considerations relevant to higher education settings.
- Crisis management guidelines for systems-level, large and small group, and individual interventions in higher education settings with introduction to best practice guidelines and considerations for campus-wide communications and briefings.
- Appropriate campus and community resources and partners as needed for ongoing care.

Assisting Individuals in Crisis and Group Crisis Intervention in Colleges and Universities

- Provides a comprehensive, systematic, and multi-component crisis intervention curriculum
- Fundamentals of Critical Incident Stress Management (CISM)
- SAFE-R model of individual crisis intervention, and the group crisis interventions of crisis management briefings, defusings, and critical incident stress debriefings (CISD)
- Focus on institutional preparedness, crisis response coordination and communication
- Resources for students, parents, and the community

Conferences

- **Campus Safety and Violence Prevention Forum**
Norfolk Waterside Marriott
June 14–15, 2022
- **National Threat Assessment Conference for Educational Institutions**
Virginia Beach Conference Center
October 11–13, 2022

Virginia Emergency Management Association (VEMA)

- The Virginia Emergency Management Association (VEMA) Institutions of Higher Education (IHE) Caucus was established in March 2012.
- The Caucus was created to provide opportunities for public and private college/university emergency management (EM) professionals to be involved in VEMA, gain support from other EM professionals working in localities/jurisdictions across the Commonwealth of Virginia, and serve as a forum to advocate for change to State legislative requirements placed on colleges/universities.

Virginia Department of Emergency Management

Provides Assistance in the development, planning, conduct, evaluation, and improvement planning activities.

- Sharing scenarios and exercise documentation
- Loaning exercise equipment such as exercise role vests and simulated weapons
- Providing a brief review of exercise documentation

Overview of Threat Assessment & Management



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Mass Violence Advisory Initiative



Recognizing that incidents of mass violence present a myriad of unique challenges to law enforcement leaders while under intense pressure, the U.S. Department of Justice, Bureau of Justice Assistance (BJA) and the International Association of Chiefs of Police (IACP) have partnered to launch the **Mass Violence Advisory Initiative (MVAI)**.

The MVAI will provide peer-to-peer assistance to law enforcement leaders following a mass violence event to maximize the safety and wellness of officers, other first responders, and the community.

Mass Violence Peer-to-Peer Advisory Team

Upon request, the Advisory Team will deploy subject matter experts, virtually and in-person, to provide assistance to law enforcement leaders when a mass violence incident occurs.



theIACP.org/MVAI

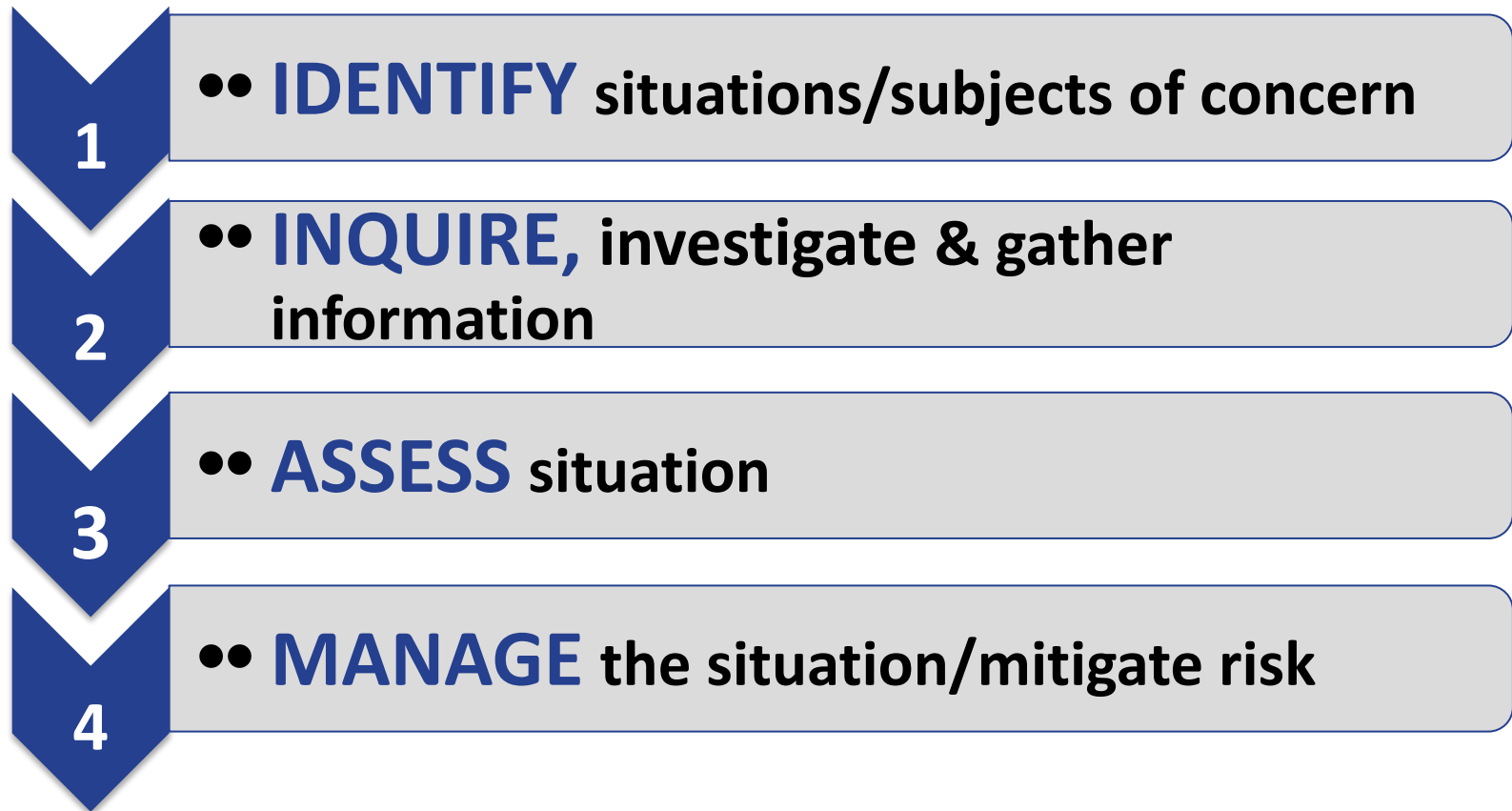
Virginia Code § 23.1-805

- D. The board of visitors shall establish a specific threat assessment team ...

Such team shall implement the assessment, intervention and action policies ...

What is Threat Assessment & Management?

A systematic process that is designed to:



Threat Assessment & Management Goal

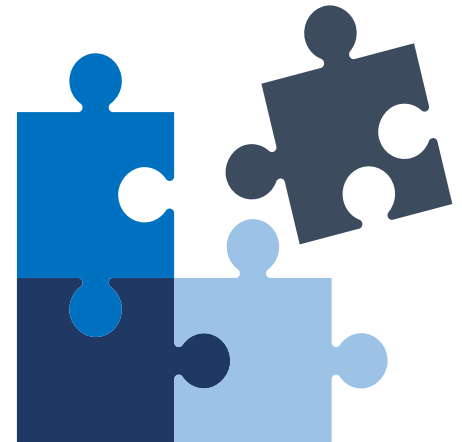
The primary goal of the threat assessment and management process is to support and enhance the health, safety, and well-being of the school/campus community.

Discussion Point:

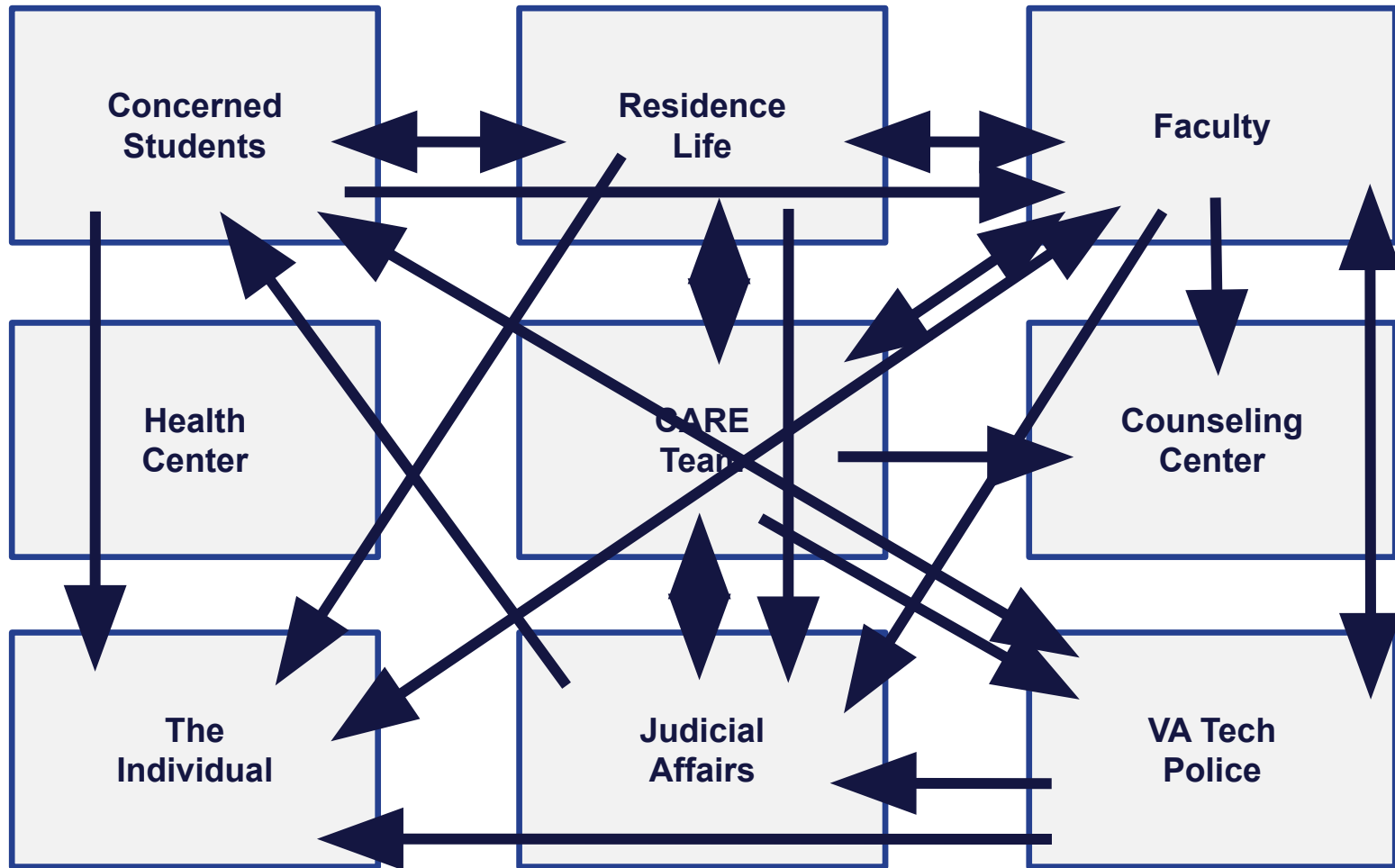
**Why
Threat Assessment
& Management?**

Violence Prevention

- Many acts of violence **can be prevented**.
- Information about a subject's ideas, behaviors, plans and preparations for violence **can often be observed** before harm can occur.
- Information about a subject's behavior, plans or preparations is likely to be **scattered and fragmented**.
- Keys for the community are to:
 - **Recognize concerns,**
 - **Act quickly** upon report of concerns,
 - **Gather relevant information,**
 - **Enhance understanding** of situation,
 - **Facilitate intervention.**



Communication is Key



SOURCE: OIG Report #140-07: Investigation of the April 16, 2007 Critical Incident at Virginia Tech. Prepared by: Office of the Inspector General for Mental Health, Mental Retardation and Substance Abuse Services – Commonwealth of Virginia

Essential Elements of an Effective Threat Assessment & Management Process

Organizations must have a systematic process that:

- Utilizes a robust and relevant multi-disciplinary approach to address all threats;
- Enables coordinated and early awareness of developing concerns through active community engagement;
- Facilitates a thorough and contextual assessment;
- Implements proactive and integrated case management;
- Monitors and re-assesses case on a longitudinal basis;
- Conducts all practices in accordance with relevant laws, policies, and standards of practice;
- Continuously improves and adapts to challenges and needs.

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TAM is a Systematic Process That:

**Utilizes a robust and relevant
multi-disciplinary approach
to address all threats**

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Virginia Code § 23.1-805

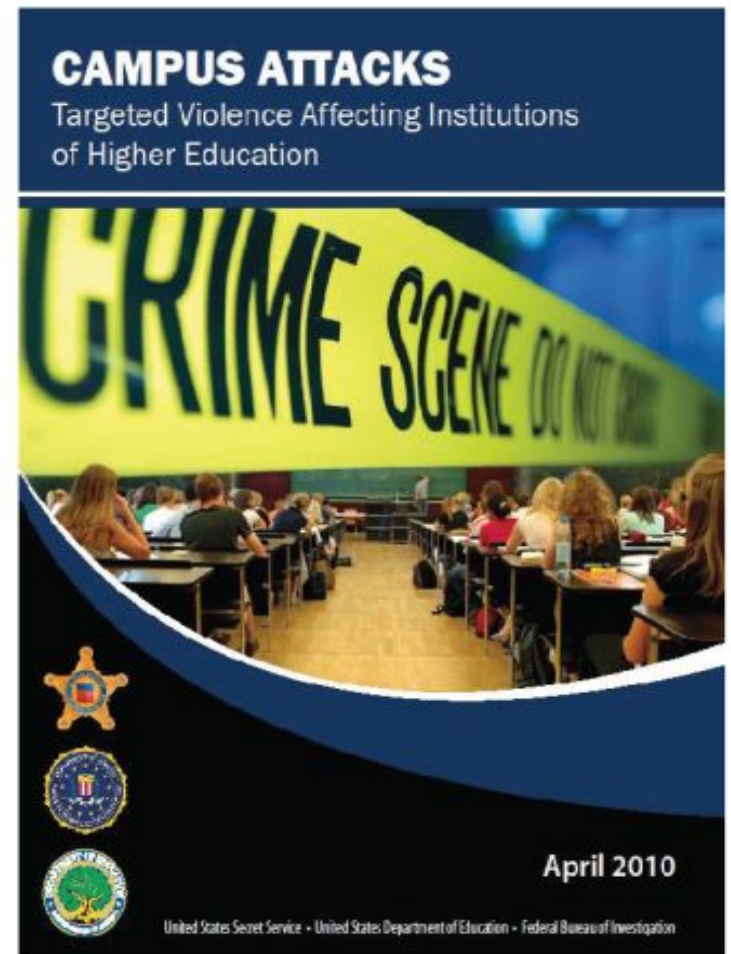
D. The board of visitors shall establish a specific threat assessment team that shall include members from:

- Law enforcement,
- mental health professionals,
- representatives of student affairs and
- human resources, and, if available,
- college or university counsel.

Such team shall implement the assessment, intervention and action policies set forth by the committee pursuant to subsection C.

Subjects: Address All Threats

- Perpetrator's Affiliation:
 - Student: 60%
 - Current: 45%
 - Former: 15%
 - Employee: 11%
 - Current: 6%
 - Former: 5%
 - Indirectly Affiliated: 20%
 - No known Affiliation: 9%



**Source: U.S. Secret Service, U.S. Dept. of Education, & Federal Bureau of Investigation (2010).
*Campus Attacks: Targeted Violence Affecting Institutions of Higher Education.***

TAM is a Systematic Process That:

**Enables coordinated and early awareness
of developing concerns through
active community engagement**

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Coordinated and Early Awareness



TAM is a Systematic Process That:

Facilitates a thorough and contextual assessment

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Comprehensive Threat Assessment & Management

Targeted Violence is the product of an interaction among multiple domains:

- S** The subject of concern;
- T** The target or others impacted;
- E** The environment/systems; and
- P** Precipitating events.

Deisinger (1996); Deisinger & Nolan (2021)



Virginia Code § 23.1-805

- E. Each team shall establish or utilize existing relationships with local and state law-enforcement agencies, as well as mental health agencies, to expedite assessment & intervention with individuals whose behavior may present a threat to safety.

Upon a preliminary determination that an individual:

- poses a threat of violence to self or others, or
- exhibits significantly disruptive behavior or
- need for assistance,

a threat assessment team may obtain:

- criminal history record information, as provided in §§ 19.2-389 and 19.2-389.1, and
- health records, as provided in § 32.1-127.1:03.

TAM is a systematic process that:

**Implements proactive and integrated
case management plans**

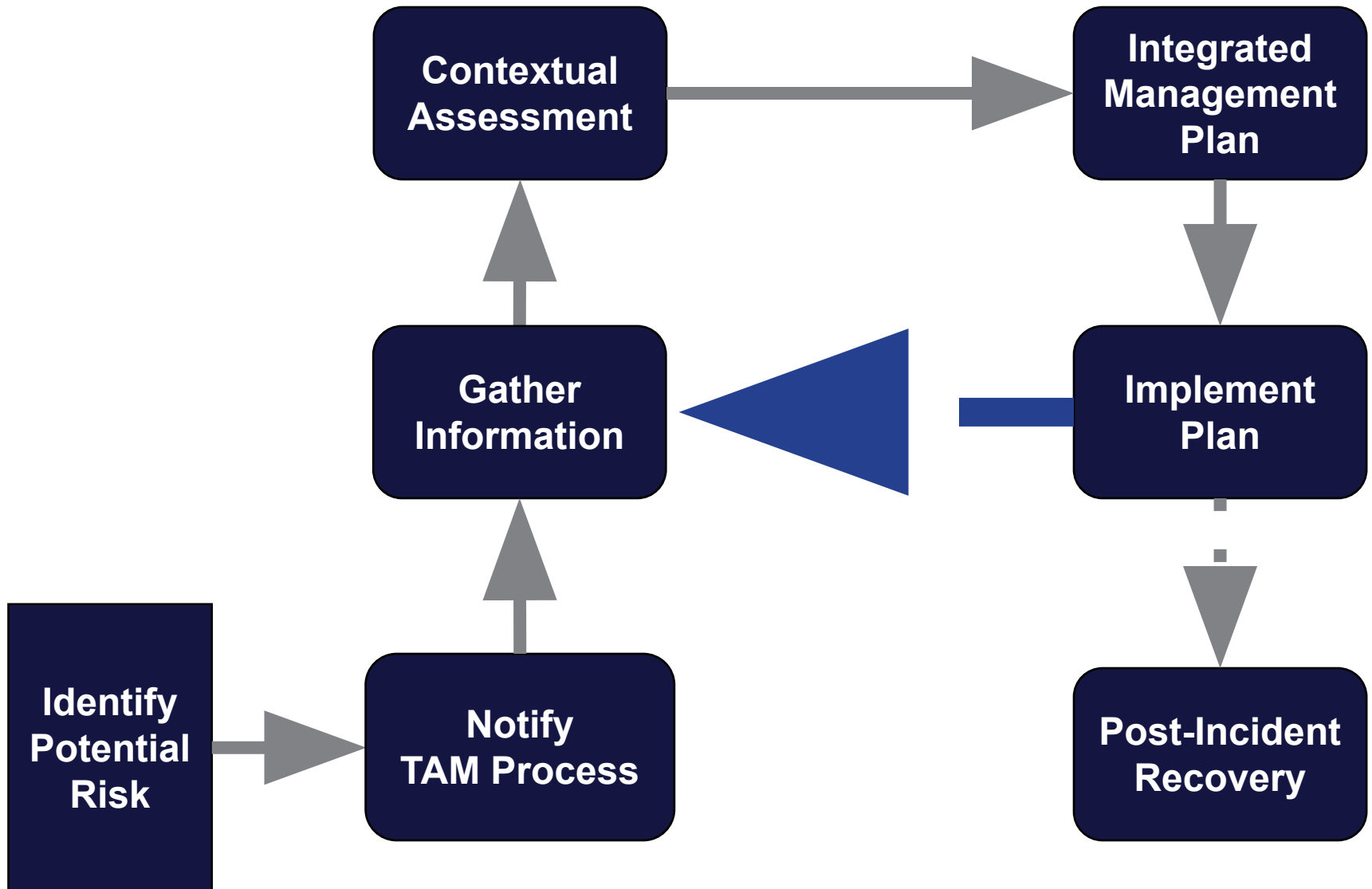
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TAM is a Systematic Process That:

**Monitors and re-assesses
the situation
on a longitudinal basis**

Source: Deisinger (1998); Deisinger & Nolan (2021)

Threat Assessment Process



TAM is a Systematic Process That:

**Conducts all practices in accordance
with relevant laws, policies,
and standards of practice**

Source: Deisinger (1998); Deisinger & Nolan (2021)

What Laws, Regulations, Rules May Apply?

- Constitutional issues
- Civil Rights
- Federal and State Healthcare Privacy Laws
- Federal and State Disability Laws
- Federal and State Employment Laws
- Federal and State Employee Privacy Laws
- Federal/State Intelligence/Fusion Center Privacy Policies
- State Threat Assessment Laws, Regulations, Standards
- Record-Keeping and Open Records Laws
- Standards of Practice/Tort Law
- Organizational Policies

TAM is a Systematic Process That:

Continuously improves and adapts to challenges and needs

Source: Deisinger (1998); Deisinger & Nolan (2021)

Considerations For Community BTAM

Challenges

- Subjects: Paths cross roles and jurisdictions
- Targets: Paths cross roles and jurisdictions
- Organizations:
 - Don't understand each other's roles and resources
 - Don't communicate, collaborate or coordinate
 - Under-resourced
 - Don't understand threat
 - Don't share investment

© G. Deisinger, Ph.D. (1996)

During the Crisis: Resources and Training for Appropriate Response



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Civilian Response & Casualty Care (CRCC)

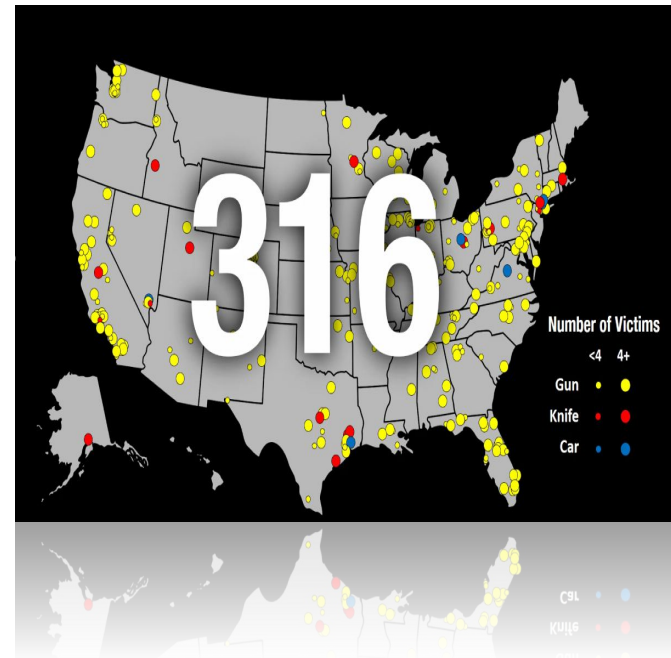
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THINK OF AN ACTIVE ATTACK EVENT!

WHO did it?

WHAT did they use as a weapon?

WHEN & **WHERE** did it happen?



THINK OF AN ACTIVE ATTACK EVENT!

WHY?

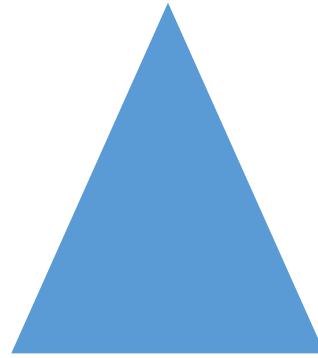
THINK OF AN ACTIVE ATTACK EVENT!

WHY?

WE TRAIN

WHY DO WE TRAIN?

Preparedness



Awareness

Willingness

MISSION

Culture of Preparedness and Protection



Whole Community Approach

Immediate Responders

MISSION

Culture of Preparedness and Protection

Whole Community Approach

Immediate Responders



MISSION

Culture of Preparedness and Protection

Whole Community Approach

Immediate Responders



VISION



National model

Training Citizens alongside
First Responders

Empower Mitigation and Resilience

VISION



National model

Training Citizens alongside
First Responders

Empower Mitigation and Resilience

VISION



National model

Training Citizens alongside
First Responders

Empower Mitigation and Resilience

PROGRAMS

CIVILIAN



In-Person (Medical)



CRCC Civilian Response & Casualty Care

PROGRAMS

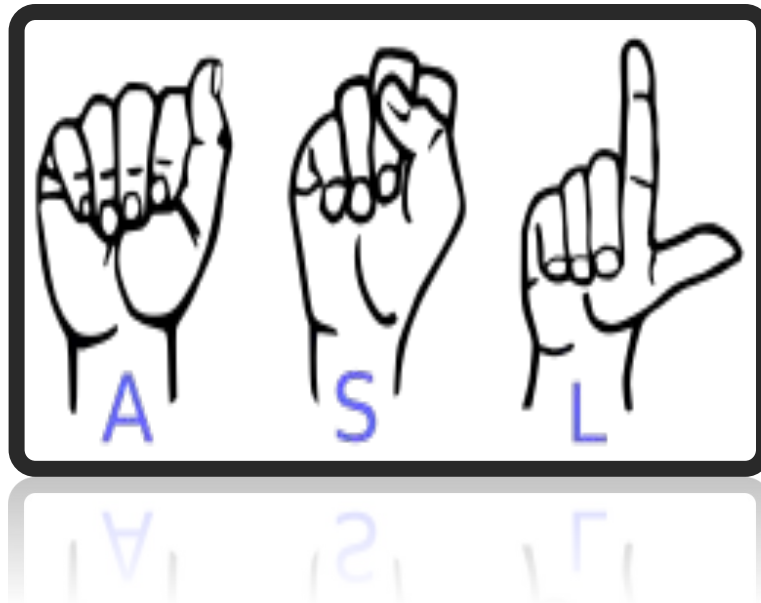
CIVILIAN



CRCC
Civilian Response
& Casualty Care

PROGRAMS

CIVILIAN



CRCC

Civilian Response
& Casualty Care

RESOURCES



DCJS Civilian Active Attack Program

When an attack occurs, will you be ready? Have you ever wondered what to do if you found yourself in an active attack, whether by firearms, knife, vehicle, or some other weapon?

The Virginia Department of Criminal Justice Services (DCJS) can teach you how to respond, and to be an immediate responder before other first responders and emergency personnel arrive. This training is specifically for you, your family and friends, your co-workers, community partners, and other concerned citizens.



Civilian Response and Casualty Care - VIRTUAL (2 hours)

Available on Zoom ONLY

Civilian Response and Casualty Care (CRCC) is based on the *Avoid, Deny, Defend/Run, Hide, Fight* strategy and is designed to provide strategies, guidance, and a proven plan for surviving an active attack event. This course combines the civilian response with the *Stop the Bleed*® campaign, which empowers civilians to provide life-saving medical aid before first responders ever arrive. Topics include the history and prevalence of active attack events, civilian response options, and medical issues.

Available now — registration is required.

Please go to www.dcss.virginia.gov/training-events/civilian-response-and-casualty-care-crcc-virtual-training to register and choose the date for your course.

Or you may scan the QR code to the right to access the website.



CRCC
VIRTUAL

Civilian Response and Casualty Care - IN-PERSON (4 hours)

Available In-Person ONLY

This in-person course of Civilian Response and Casualty Care (CRCC) provides a coordinated effort through a "whole community approach" to establish stakeholders within the community and empower citizens to become "Immediate Responders" who do **what they can, where they are, with what they have to work with** until "First Responders" arrive. This course uses the basics of *Avoid, Deny, and Defend* to teach against an active attack, and also how to provide life-saving medical aid to the injured from the *Stop the Bleed*® campaign.

Available now — registration is required.

Please go to www.dcss.virginia.gov/training-events/civilian-response-and-casualty-care-crcc to register and choose the date for your course.



CRCC
IN-PERSON

These courses are provided free of cost by the Virginia Department of Criminal Justice Services. *Please note that the course is proprietary and the PowerPoint slides will not be distributed for use outside of the training session.*

Virginia Department of Criminal Justice Services • www.dcss.virginia.gov

Flyer Open Enrollment (Link in CHAT)

After the Crisis: Supporting Victims



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Code of Virginia § 22.1-279.8

School safety audits and school crisis, emergency management, and medical emergency response plans are required to contain the following provision:

Department of Criminal Justice Services (DCJS) and Criminal Injuries Compensation Fund (VVF) shall be contacted immediately to deploy assistance in the event of an emergency as defined in the emergency response plan when there are victims as defined in § 19.2-11.01.

Victims defined in § 19.2-11.01 include “a person who has suffered physical, psychological, or economic harm as a direct result of the commission of a felony or of assault and battery...”

What is the Virginia Crisis Response Team?

- Composed of volunteers trained to provide trauma mitigation and education in the aftermath of a critical incident
- Team members have received a minimum of 24 hours of skills-based, field tested training developed by the National Organization of Victim Assistance
- Crisis response training covers techniques for providing crisis intervention, focusing on the fundamentals of crisis and trauma as well as psychological first aid and response during a catastrophic event

When is a state or regional response needed?

- When the needs of the victims overwhelm the community resources
- When a large number of primary and secondary victims need assistance
- When additional resources and funds are needed

Types of Deployment

“Statutory” deployment

- Agency/locality contacts DCJS/VVF as a part of their emergency response plan after an incident. DCJS/VVF assist in coordinating victim response.

Requested deployment

- Agency/locality familiar with the services of the CRT contact DCJS/VVF and request team.

National team deployment

- NOVA may request staffing for incidents out-of-state requiring large-scale response or subject matter expertise. They may request specific team members or put out a call for volunteers.

State Crisis Response Team Resources

- Coordination of victim advocate response
- Provide group and individual crisis intervention services
- Respond to Family Assistance Center (ESF6) to provide assistance to include:
 - Assisting the locality in scaling the FAC to meet the needs of the specific incident
 - Provide advocates to assist families in understand the process and agencies they will encounter at the FAC
 - Provide companions to victims at the FAC
 - Assist local law enforcement with providing death notifications
 - Supporting victims by explaining the criminal justice process

State Crisis Response Team Resources

- Work with the campus to ensure policies and procedures are victim-centered
- Assistance with victim compensation
- Request federal funding through the Office for Victims of Crime (OVC), if applicable
- Work with federal consultants to assess community and victim needs
- Anniversary/Memorial Planning
- Other victim-centered services requested by the campus

Campus Crisis Teams:

- Smaller incidents that do not trigger the emergency plan
- Non-criminal events
- Incidents where members of the campus crisis team are not impacted
- Incidents where confidentiality and privacy are paramount
- For long term assistance and resources

State Crisis Teams:

- When emergency plans are triggered
- In criminal incidents that impact a large number of people (victims, witnesses, community, campus crisis teams)
- When campus and/or community resources are overwhelmed
- When outside help is more appropriate
- Short term

Lessons Learned

- Early intervention can help to promote a positive recovery environment by promoting safety, calm, self-efficacy, social support, and hope. This may include: psychological first aid, advocacy, crisis counselling, referrals and public health messaging.
- Promoting a positive recovery environment may also involve protecting survivors from punitive or blaming others, or an intrusive press.
- Immediate intervention or crisis counseling can be especially useful for those with risk factors which include experiencing death of a loved one or personal injury, witnessing violence, or being a lone survivor.
- Community connections are crucial for victim's resilience in the aftermath of mass violence and that they have ongoing support available to them.
- Memorial events – particularly those that are student and community initiated and led – are most helpful to survivors in terms of recovering after a mass violence event.

Key Concepts

- Immediate response defines the event for victims and public
- Understand that the needs of crime victims are different from individuals that survive other types of disasters
- Rely on outside experts in the field for short-term, larger scale assistance
- “Victims taking care of victims” is never a good model

Questions



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