



IS-360 — Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education, and Houses of Worship

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Quick Reference Guides

The School Shooter: A Quick Reference Guide: https://www.llis.dhs.gov/sites/default/files/FBI-School_Shooter_Quick_Reference_Guide.pdf

Quick Reference Guide: Violence in Houses of Worship

Remember:

- Attacks in houses of worship appear to be rare.
- Many acts of violence are carried out by people with a connection to the congregation.
- The most common violent act at houses of worship is a shooting.
- There are no simple solutions for predicting who will commit violence.
- Acts of violence may be preceded by threats, disputes, or confrontations.
- All threats should be reported to your local law enforcement agency.

Myths:

- That won't happen here.
- That is too minor to report.
- That incident is private.
- Reporting a threat is a wasted effort.
- We don't have *that* type of person here.

Motives:

- Domestic disputes and personal conflicts.
- Robbery.
- Grievances of former members.
- Mental illness.
- Bias against the religion or conflict on specific controversial issues.
- General grievances against society that become associated with the place of worship.

Tips During Worship:

- Be visible.
- Greet members and visitors.
- Report suspicious activity immediately to your local law enforcement agency.
- Have staff or volunteers monitor general gathering areas and all points of entry.
- Be observant for indicators of unusual emotion, behavior, or appearance that could be linked to problem behavior.

Resources

- U.S. Secret Service, National Threat Assessment Center: <http://www.secretservice.gov/ntac/>
- National Disaster Interfaiths Network: <http://www.n-din.org/>
- Preparing for Worship Place Violence and Emergencies: <http://www.homelandsecurity.ms.gov>
- Department of Homeland Security "If You See Something, Say Something" Campaign: <http://www.dhs.gov/if-you-see-something-say-something-campaign>
- How to Assess the Safety and Security of Your Place of Worship: <http://tinalewisrowe.com/>



Things To Notice:

Remember, the presence of the following behaviors and appearance do not make it likely that someone is going to do harm. However, each has been observed in those who have committed crimes and acts of violence, so it is appropriate to watch for them.

- Sitting in a vehicle for an extended length of time.
- Taking unidentifiable items out of a vehicle.
- Walking or running up to the door and looking around as though on the lookout.
- Walking awkwardly, as though having concealed weapons.
- Two or more unknown people entering together and going different directions.
- Obviously trying to go unnoticed or looking for concealment.
- Displaying unusual emotion (rage, furtiveness, nervousness, fear) or unusual absence of any emotion.
- Standing very still when others are moving forward.
- Doing something that does not fit with the activity at the time, such as standing alone or facing the congregation in the sanctuary instead of sitting.
- Going into areas other than the sanctuary when no one else is present.
- Threatening harm or talking about killing others.
- Wearing unusually inappropriate clothing for a worship environment, especially if bulky enough to conceal weapons.
- Carrying or wearing a bag or backpack, especially if it looks stuffed full.

Quick Reference Guides (Continued)

Quick Reference Guide: Violence in Institutions of Higher Education (IHEs)

Facts:

- Targeted violence affecting IHEs has increased over the past 20 years.
- Generally as enrollment increases, incidents increase.
- Incidents occur throughout the calendar year.
- The majority of incidents occurred on campus; 20 percent were off campus.
- Most incidents were perpetrated by one individual, who was male.
- The majority of perpetrators were directly affiliated with the institution—current or former student or employee.
- Firearms were used most often, but knives and bladed weapons were used in over 20 percent of the incidents.
- For most incidents the target was one or more specifically named individuals.

Myths:

- Incidents only take place during the school year.
- Only on-campus incidents are relevant.
- Guns are the only concern.
- Attackers frequently travel between buildings.

Motivating Factors:

- Intimate relationship between victim and subject.
- Retaliation for specific action.
- Advances refused or obsession with target.
- Response to academic stress or failure.
- Acquaintance or stranger based sexual violence.
- Psychotic actions.
- Workplace dismissal or sanction.
- Need to kill.
- Draw attention to self or issue.
- Bias related.

Resources

- Campus Attacks: Targeted Violence Affecting Institutions of Higher Education: <http://www2.ed.gov/admins/lead/safety/campus-attacks.pdf>
- Action Guide for Emergency Management at Institutions of Higher Education: http://rems.ed.gov/docs/REMS_ActionGuide.pdf
- Campus Violence Prevention and Response: Best Practices for Massachusetts Higher Education: <http://www.mass.edu/library/reports/CampusViolencePreventionAndResponse.pdf>



Tips:

- Plans should equally cover IHE buildings, residences, parking lots, and grounds.
- Campus safety resources should be available year round.
- Have communication between campus safety professionals and municipal law enforcement.
- Establish connections to community resources in advance.
- Have a process for identifying at-risk students.
- Conduct regular security assessments.
- Have campus mental health services available and easily accessible to students.
- Offer specialized mental health services.
- Evaluate writings, drawings, and other individual expression that raise faculty concerns about safety.
- Develop physical and electronic security measures.
- Have a mass notification system and policy.
- Update plans and assessments regularly.
- Form and maintain threat assessment teams.



Threat Assessment Teams

Threat assessment teams seek to evaluate persons of concern by:

- Identifying individuals whose behaviors cause concern or disruption on or off campus.
- Assessing whether the individual has intent and ability to carry out an attack.
- Determining if the individual has taken any preparatory steps for an attack.
- Managing the threat by disrupting it, mitigating the risk, and developing strategies for long-term resolution.

Who Should Be on the Planning Team?

Select internal team members who are:

- Familiar with the organization and the setting.
- Knowledgeable about what is desired for safety, security, and preparedness.
- Effective and open communicators.
- Balanced in approach and not excessive about any one aspect of the process.
- Able to do the tasks required and to schedule the time needed.

Administrators and Leaders

Identify administrators and leaders in your organization who have:

- Decisionmaking authority.
- An understanding of the planning goals.
- Ability to advocate for resources.

Staff and Volunteers

Identify staff members and volunteers who can contribute. Examples include faculty, faith-based leaders, counselors, office staff, maintenance and other support staff, security personnel, student housing supervisors, transportation, staff that handle money, and ushers and greeters. Look for people who have:

- Trusted relationships within and outside the organization. Such relationships can enable them to recognize threat indicators, concerns within the community, and possible resistance or other obstacles to planning.
- Expertise in a specific area, such as:
 - First aid and triage.
 - Counseling.
 - Working with persons with access and functional needs.
 - Speaking the languages of the community.
 - Technology, information technology, or security.
 - Facility maintenance.
 - Transportation.
 - Campus housing.
 - Handling and safe-keeping of money.
- Responsibilities for recognizing members and interacting with visitors.
- Knowledge of onsite and offsite activities/events, of schedules, and of those who have access to keys, codes, etc.

Who Should Be on the Planning Team? (Continued)

Parents/Guardians, Congregants, and Students

Identify people in the extended “family” (e.g., PTA and congregation members) who have:

- Special expertise related to their field of work that might pertain to protection, mitigation, response, or recovery from violent incidents (e.g., law enforcement, mental health, medical services, security, insurance, public information and media relations).
- Trusted relationships with the community that would be helpful for engaging community support.

Students and Other Children

Identify students or children in your care who are trusted by their peers. Students can often:

- Provide insight different from that of adults.
- Alert school officials to problems that have gone undetected.
- Help build support among peers for measures or programs.
- Assist in establishing a security culture among their peers.
- Participate in peer mediation, teen courts, and other problem-solving programs.

Community Partners

Identify potential community partners who will be part of the response or whose expertise can add to the process. CPG 101, Developing and Maintaining Emergency Operations Plans, recommends including the following partners on your team. You may wish to tailor your team to the specific needs of your organization.

- Emergency management
- Law enforcement
- Fire services
- EMS
- Public health
- Hospitals and health care facilities
- Public works
- Utility operators
- Education
- Agriculture
- Animal control
- Social services
- Childcare, child welfare, and juvenile justice facilities (including courts)
- National Guard
- Private sector
- Civic, social, faith-based, educational, professional, and advocacy organizations

Meeting Tips

Tip	Explanation
Clarify the meeting goals	Identify the goals of the meeting and document the outcomes that you think would come from an effective meeting.
Have a written agenda	Develop a written agenda as a roadmap to achieving the meeting goals. Circulate the agenda before the meeting and, if appropriate, invite attendees to add items to it. During the meeting, use the agenda to provide structure and stay on track.
Set enough time	A common mistake that leaders and facilitators make is to try to get done more than what is achievable within a given timeframe. Don't make this mistake. If you want the meeting to be effective, then it is worth giving the right amount of time to it.
Start on time	Start the meeting on time whether everyone is there or not. Doing so sets an example of efficiency and sends the message that you value the team members' time. It also encourages latecomers to be on time for the next meeting.
Assign a facilitator	A facilitator keeps the meeting on track and moving forward and helps ensure that all participants have the opportunity to be heard.
Appoint a recorder	The recorder's role is to take notes during the meeting and distribute minutes afterward. Minutes keep everyone on the same page and provide an opportunity to clarify any misunderstandings before moving on to next steps.
Provide an orientation	Stating the purpose of the meeting at the outset takes very little time but will mean that everybody is on the same wavelength. Providing an orientation becomes especially important as the group evolves.
Hear team members' interests	An effective way to start a series of meetings is to quickly hear from each member about their interest in being at the meeting. Set a time limit (e.g., 1 minute per person) and stick to it. Invite people to be open about their reason for attending.
Agree on ground rules	A simple list of ground rules—such as asking people to turn off their cell phones, limit side conversations, listen and then only add new ideas, and speak respectfully—can make a huge difference in the tone and feeling of the meeting. Additional ground rules relate to aspects of how the group operates, such as: <ul style="list-style-type: none"> • Roles of team members. • Confidentiality. • Openness. • Communication processes. • Commitment of resources. • Commitment to results.
Regularly get input from everyone involved	When appropriate, quickly go around the room and give each person the opportunity to say how they see the situation. Again, set a time limit (e.g., 2-3 minutes each) and strictly stick to the time limit. This approach is simple, effective, keeps everyone (including those who seldom speak up) involved, and takes little time.

Meeting Tips (Continued)

Tip	Explanation
Find common ground	A group is more likely to take action to effect change when they have come to some agreement as to the desired future. This usually takes the form of agreement around the strategic areas that require focusing on in order to achieve the purpose.
Action planning	The last step of any meeting should be devoted to action planning—who is going to do what by when. Take the final minutes of the meeting to restate the commitments that people have made.
Action from previous meeting	If the meeting is part of a regular series of meetings, recount each of the action plans that were agreed on at the previous meeting and have the responsible individuals indicate what progress they have made on it. (This makes it clear that people will be held accountable.)
Improve future meetings	Ask team members how you can improve future meetings. The best way to do this without it becoming a gripe session is to first ask, “What has worked well in our meetings in the past?” Once the group has explored that, then ask, “What can we do to make our meetings even more effective?”
End on time	Again this sends a message of respect to the attendees. The one exception to this rule is if all team members agree to extend the finish time.

Checklist for Information Gathering

Historical Information:

- Past incidents.
- Threat assessments, including those from Federal, State, and local law enforcement.
- Information on school culture and climate.

Related Plans, Policies, and Procedures:

- Existing community-based plans.
- Emergency response policies and procedures provided by your district or governing body.
- Existing plans for your facility, such as all-hazards emergency plan, continuity of operations plan, etc.
- Relevant regulations, ordinances, guidelines, and legal requirements that pertain to protection, mitigation, response, and recovery.
- Agreements between your organization and other organizations.
- Other documents recommended by your team.

Demographic Information:

- Typical numbers of people within facilities, including:
 - Student population and attendance.
 - Faculty, staff, and volunteers.
 - Average numbers of worshippers per service.
 - Children in childcare.
 - Attendance at special events.
- Organization charts, member lists, and contact information.
- Information about vendors, consultants, service companies, and others who enter the premises.

Logistical Information:

- Site surveys that contain:
 - Building floor plans including blueprints or drawings, maps that identify the location of hazardous materials, elevators, and entrances.
 - Plans of utility, communications, and alarm systems that identify/map leads for water, gas, electricity, cable, telephones, and HVAC.
 - Grounds plans including drawings of fences, maps, and buildings.
- Transportation information (e.g., bus schedules, traffic controls, and parking procedures).
- Schedules, including regular operations planned activities, events, and holidays.
- Identities of personnel who have master keys, codes, and access to secured areas.
- Supplies: Emergency kits, available emergency medical supplies.

Checklist for Information Gathering (Continued)

Current Security and Safety Measures, such as:

- Access control systems.
- Surveillance and monitoring systems.
- Arrangements with law enforcement for patrols.
- Agreements with neighboring properties.
- Visitor screening procedures.

Other Relevant Information, such as:

- Current trends.
- Climate surveys.

General Tips for Planning

- Identify where you are vulnerable. (The next lesson will provide information about assessing and mitigating vulnerabilities.)
- Be sure the plan is based on fact, not assumptions.
- Consider incidents before, during, and after typical operating hours.
- Include offsite events, such as stadium events, field trips, and camps.
- Be comprehensive and redundant. Don't overly rely on a single approach. Identify backup personnel for key roles.
- Base the plan on current information, and keep it current. If your building layout changes, update it in the plan. Update contact information regularly.
- Be sure your plan is age appropriate. There are significant differences in how elementary school children, high school students, college students, and members of a congregation will behave in a crisis.
- Be aware of the diverse needs of individuals, including those with access and functional needs or limited English proficiency.
- Consider how you will communicate with staff, volunteers, students, community members, and the media during and after a crisis.
- Consider what training will be needed to make the plan effective.
- Use a plan format that is clear and easy to use.
- Include timelines, milestones, and responsibilities for completing them.

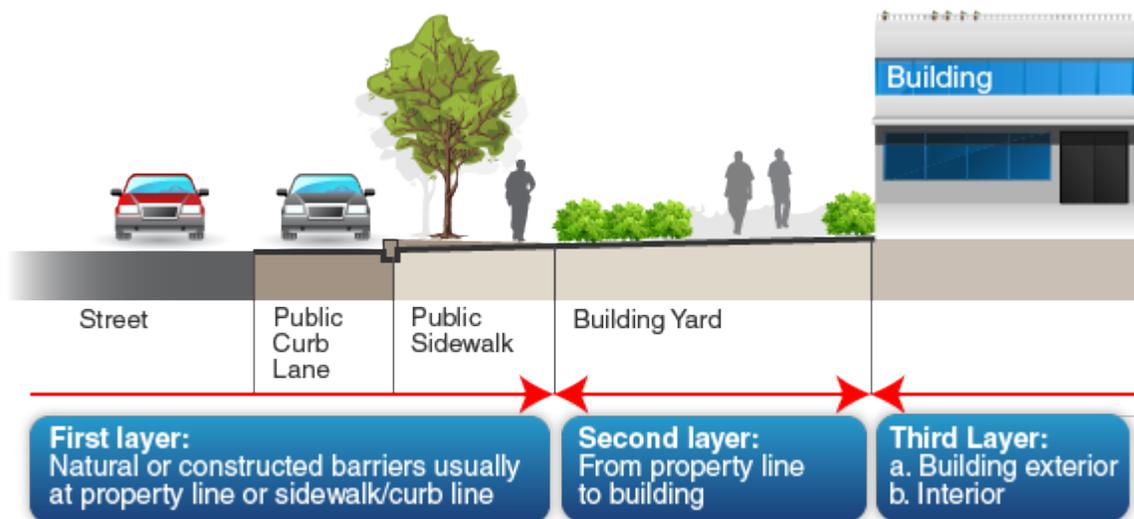
Planning for a Security Assessment

A security assessment includes:

- Reviewing past incidents, threat assessments, and existing policy and procedures.
- Considering how risk factors in your own organization and in the surrounding community impact your security.
- Walking through the facility to identify physical vulnerabilities.
- Interviewing key personnel to assess effectiveness of procedures.
- Identifying existing resources and capabilities that can be used to address a vulnerability.
- Reporting the findings, including positive observations, vulnerabilities, and recommended corrective actions.

When planning the assessment, it is helpful to think in terms of layers of security.

Layers of Security



Forming an Assessment Team

Team Members	How They Can Help
Law enforcement	<ul style="list-style-type: none">• Provide information on neighborhood crime patterns and history.• Assist with the facility walk-through.
School resource officer or other security personnel	<ul style="list-style-type: none">• Contribute firsthand knowledge of existing vulnerabilities and experience in responding to incidents.
Fire department	<ul style="list-style-type: none">• Evaluate fire safety.• Assist with evaluating changes in security that can conflict with fire codes such as locking systems.• Assist in identifying means of attack using fire or chemicals.
Emergency management or homeland security agency	<ul style="list-style-type: none">• Provide information on community profile, past incidents, resource acquisition, and incident management.• Assist with balancing conflicting viewpoints of other public safety disciplines.
Security company	<ul style="list-style-type: none">• Evaluate security systems.
Custodial staff	<ul style="list-style-type: none">• Recognize structural and property hazards and suggest solutions.
Bus/van drivers	<ul style="list-style-type: none">• Identify points of vulnerability along transportation routes.
Other schools or places of worship	<ul style="list-style-type: none">• Share assessment experience and lessons learned.

Assessment Preparations

Tip: Before or during the assessment, try brainstorming “what-if” scenarios (what/where/when) as a focus for evaluating security. For example: What if someone stashed a weapon on an outside window sill to avoid detection when entering the building, intending to retrieve it from inside? Or, what if someone brought a concealed weapon to a worship service intending to settle a grievance? Scenarios can help focus your attention on useful questions such as:

- What might happen in this space?
- What might prevent it from happening?
- What actions might reduce the harm?
- What kind of communications would we need?
- What plans and procedures do we need for handling this situation?
- How would persons in this area secure themselves from an armed aggressor?
- How would staff or trained volunteers communicate danger and instruct people to quickly enact protective actions?

Getting Ready for the Walk-Through

Before conducting a walk through:

- Make a plan and a schedule.
- Gather all the supplies you will need for the assessment.
- If a prior site survey is not available, create your own maps to organize the inspection:
 - Plot outside areas. Walk off the dimensions and include boundaries, streets, walkways, parking areas, playgrounds, landscaping areas, and other features.
 - Diagram the building with a separate graph for each floor. Mark doors and windows, and include rooms, open spaces, passageways, and other security-related features.

Tips for Assessment Team Success

- **Share tasks to avoid overloading a few people.**
- **Schedule several assessing sessions.** Two to four hours seems to be the time span that is most effective for volunteer teams.
- **Designate a leader or co-leaders** to coordinate, schedule, lead the way during the assessment, and make sure the paperwork is done.
- **Keep each team small.** Consider breaking up a larger team into smaller ones (ideally three or four people) and start at opposite ends of an area.
- **Avoid assessment team pitfalls.** Common problems include:
 - Some people hurrying too much and others moving too slowly.
 - Being excessive or unreasonable either about concerns or solutions.
 - Losing interest and not participating.
 - Focusing on being the first to find problems, rather than on helping the team assess both weaknesses and strengths.
 - Considering assessment findings as criticisms of self or others.
- **Take action about what is observed in the assessment.** If it is serious, act immediately.

— Adapted from Tina Lewis Rowe (www.tinalewisrowe.com)

Assessment Supply Checklist

✓	Supplies	Description
	Flashlight	One for each team member.
	Screwdriver	A tool with a tip or point.
	Paper and pen	A three-ring binder with paper or survey forms is better than a clipboard or a legal pad because it allows you to flip back and forth through pages as needed.
	Digital camera	A camera for taking basic close-up photos. Have a fully charged battery with a spare. A camera with an optical viewfinder (not only an LCD screen) allows easier viewing in a variety of light conditions.
	Keys and codes	You will need to be able to open up every door and space, unless it is a private office space. Have all the keys or codes, or a master key or code, or have a maintenance person available to unlock doors. Key control is a process that needs to be assessed as well.
	Emergency plan or procedures	Any directions, advice, or suggestions provided to users of the space should be checked during the assessment to see if they appear to be valid and appropriate.
	Cell phone and a list of contact numbers	Have a way to contact facility staff in case there is need for notification or questions during the assessment.
	Binoculars	Binoculars can be very helpful in inspecting things from a distance, such as checking a security camera that is mounted high on a rooftop.
	Laser rangefinder	Laser rangefinders can be used to quickly measure distance such as an evacuation site for an explosives-related incident.
	Moist hand wipes	Doing a thorough assessing can be dusty or dirty work.

Conducting an Assessment

A Standard Approach

Use a standard approach for assessing each area. In each space, stand or sit and thoroughly observe the area, considering it from the viewpoints of both people who will be using the space and a person who intends harm. Make notes about potentially problematic conditions you observe.

- How is the space typically used, and by whom? Are there other uses to consider?
- Does some aspect of the space increase the risk or worsen the consequences?
- Are there protective aspects of the space that should be noted?
- What actions could correct or reduce a problem?
- What emergency procedures are needed?

Before leaving an area, do one more walk-throughs. Do not rush, even in familiar areas.

Assessment Approach Tips

- **Be thorough.** Practice focused observation and purposeful inspection, and allow enough time to be thorough.
- **Be flexible in your approach.** Consider how conducting the inspection in different ways can give better results. For example:
 - Include inspections on different days of the week and times (including evenings).
 - Look at spaces when they are in use and when they are not.
 - Think about when spaces are used for alternate purposes (e.g., a gymnasium used for a dance, a college campus during parents' weekend, a religious space used for a community meeting or temporary homeless shelter, an outdoor area used for a picnic).
- **Take useful notes.** Take the time to write full sentences in a clear, orderly manner for ease of reporting. Consider developing forms to make the job easier.
- **Take photographs to accompany your written notes.** Photographs can help you prepare a more accurate and detailed final report.

Assessing Specific Areas

Assessing Layer 1: Surrounding Neighborhood and Site Location

Your facility exists in relation to the community around it. As you assess this first layer of security, consider:

- Security threats and resources that exist within the neighborhood.
- Marking and security of property lines.
- Traffic patterns.
- Potential hiding places along pedestrian routes. (As an example, in one incident, assailants set off a school fire alarm, then hid in an adjacent wooded area and fired on teachers and students as they evacuated the building.)

Assessing Layer 2: Outdoor Property

As you approach the building, assess outdoor spaces that may affect security. Include:

- Parking and traffic areas.
- Outdoor activity areas such as playgrounds, athletic areas, campus quads, walkways, and other areas where students or members could be at risk.
- Landscaping and lighting.
- Facility surroundings.

Is there anything that would help an assailant with either concealment or building access, or that would put people in greater danger?

Assessing Layer 3a: Building Exterior

Look carefully at the exterior of each building at your facility. Walk around the buildings checking for any means of access, including doors, windows, garage bays, and rooftop access.

- Can the building be accessed from multiple entrances or only one main entrance?
- When are doors kept open, and when are they locked? Are they monitored?
- Are windows accessible from the outside? Can they be used to gain access to the building? Are they protected?
- Is there a roof access?

Assessing Layer 3b: Building Interior

Vulnerability factors vary according to the type of interior space and its typical use. Typical types of areas to assess include:

Entrance Areas:

- Do signs spell out access and check-in requirements?
- Can doors be electronically locked to block an intruder's entry into the building?
- If security screening is used, is there enough space for queuing, equipment, and pulling people aside for more thorough investigation?
- Can internal doors be secured until visitors confer with the receptionist to gain entry?
- Can those in the reception area see the main entry, the drop-off and visitor parking areas, the adjoining halls and stairwells, and, preferably, the closest bathroom entries?
- Does the reception area include protective features and a panic button to call for help?

Assessing Specific Areas (Continued)

Open Areas (Auditoriums, Cafeterias, Conference Rooms, Social Areas, Sanctuaries):

- Do open areas have separate, secure, controllable entrances? Can they be locked from either or both sides?
- Are there emergency exits?
- Is there two-way communication between the open area and the main office?
- Do seating and circulation layouts reduce or eliminate traffic flow conflicts?
- Is there a clear view of the entire area from a controlled entry point?
- Are usher/greeters or staff trained in helping people evacuate or seek cover?
- Are there designated helpers for children and those with access and functional needs?

Individual Rooms (Classrooms, Offices, Work Rooms, Childcare Areas):

- Do classroom and office windows provide a view of the site grounds?
- Are there provisions for two-way verbal communication between all classrooms or offices and the administrative or security offices?
- Can each room be quickly locked down from the inside without having to step into the hallway?
- Is there a way (e.g., using master keys or cards) for staff to gain quick entry to any room where individuals have secured themselves?
- Can doors be opened from the inside for emergency exit?
- Are portable classrooms situated for security (e.g., visible from the main building or monitored by closed circuit television cameras, gathered within security fencing, peepholes in doors, included in the public address/intercom system, fitted with doors lockable from inside)?

Passageways:

- Can corridors be monitored by natural or electronic surveillance?
- Is surveillance of stairwells and elevators possible?
- Can interior doors be electronically locked to close off sections of the building?
- Is door hardware on corridor doors resistant to being locked or chained by assailants as a way of significantly slowing down security officers in pursuit?
- Are lockers secured with facility-owned padlocks or electronic pass cards? If locks are used, does the facility retain ownership?

Support Areas:

- Are support areas kept locked when not in use, including, for example:
 - Custodial and equipment rooms and maintenance areas?
 - Kitchens?
 - Staff lounges?
 - Choir rooms?
- Are all rooms containing mechanical, electrical, communications, water, fire, security, and other critical equipment identified by number or simply as "Equipment Room" to provide less information to intruders?
- Are support areas included in surveillance system coverage?

Assessing Operations

The assessment should look beyond the physical attributes of the facility and consider how protective measures are being implemented. For example, it is one thing for doors to be lockable; are they, in fact, kept locked?

Through observation and interviews, assess how access control and visitor management measures are being put into practice.

Operations Questions

- Is the number of entrance doors that are kept unlocked kept to a minimum?
- Is it feasible to control and screen people entering the facility? If not, are people assigned to observe who is entering the facility?
- Are all keys stored securely?
- Are logs kept for issuing and controlling keys?
- Do local police and fire departments have access to master keys?
- Are windows kept locked and secured?
- Are doors and hallways leading into private areas kept locked, or closed if they must remain unlocked?
- Is there a formal visitor check-in and identification procedure, and is it clear for first-time visitors, including service personnel and vendors?
- If there is a visitor check-in procedure, does staff check the identification of any visitor they do not know on sight and issue temporary visitor identifications? Does the identification indicate the destination of each visitor, as well as time and date of visit?
- Is there an identification system? Are the systems used consistently?
- Are designated security personnel (e.g., safety officer, security guard, school resource officer) provided to monitor and attend to issues of security?

Layer 1 Security Checklist

✓	Question	Comments
	Do perimeter fences, walls, or “hostile vegetation” provide sufficient access control?	
	Are entry points to the site kept to a minimum?	
	Are property lines and site entry points clearly marked by fences, landscaping, signs, or other means?	
	Can site entry points be seen and monitored in the course of normal activities?	
	Can unsupervised site entrances be secured during low-use times for access control purposes?	
	Have relationships been established with community watch or other neighborhood-based organizations to foster reporting of suspicious activities?	
	Are hiding places minimized or eliminated along pedestrian routes?	
	Can traffic patterns be altered to restrict, slow, or monitor cars, buses, and trucks near buildings?	

Layer 2 Security Checklist

	✓	Question	Comments
Parking and Traffic Areas		Are parking areas within view of the main office, other staffed areas, or surveillance cameras?	
		Is visitor parking located near the main entrance, with clear signs directing visitors to the main office?	
		Is parking for visitors and part-time personnel separated from long-term parking, making it easier to monitor incoming cars?	
		Is there a designated loading/unloading zone for buses and vans that can be seen and monitored?	
		Are parking areas patrolled?	
Outdoor Activity Areas		Can play areas and athletic facilities be observed and monitored from the building?	
		Are play areas protected by clearly defined boundaries, protective barriers, adequate setback from public areas, and emergency escape gates?	
		Are field houses and other outbuildings securable to prevent intruders from gaining entry?	
		Is there an external public address system to notify people in outside areas of an emergency situation?	
Landscaping and Lighting		Consider whether landscaping and exterior lighting contribute to or detract from security. For example:	
		Is the exterior lighting scheme effective for enhancing natural surveillance? (Exterior lighting is best evaluated at night.)	
		Can exterior lighting controls be centrally accessed from the main office?	
		Do the landscaping and lighting allow community members and passing patrol cars to observe and serve as guardians?	
		Do the landscaping and other exterior features prevent climbing onto the roof or through windows?	
		Is the landscaping maintained to minimize hiding places?	
		Is the exterior lighting scheme effective for discouraging trespassing?	
		Are most parking spaces reasonably illuminated at night?	
Facility Surroundings		Are separate wings, separate buildings, and modular classrooms readily identified from a distance by colors, icons, or signage?	
		Are unintended access points (e.g., manholes, utility tunnels, culverts) to the property secured?	
		Do bomb threat evacuation sites remain confidential to administrators, staff, and law enforcement?	

Layer 3a: Building Exterior Checklist

	✓	Question	Comments
General		Is access into the building(s) 100 percent controllable through designated, supervised, or locked entry points, including windows and service entries?	
		Is entry granted by supervising staff or through the use of proximity cards, keys, coded entries, or other devices?	
		Are there signs, in all relevant languages, directing visitors to designated entrances?	
Exterior Doors and Walls		Are all exterior doors designed to prevent unauthorized access and properly maintained?	
		Are all exit doors and gates equipped with emergency exit hardware and not locked or secured by any other means?	
		Do exterior doors have features that permit seeing who is on the exterior side (e.g., narrow windows, sidelights, fish-eye viewers, or cameras)?	
		Are windows and sidelights sized and located so that if they are broken, intruders cannot reach through and open a door from the inside?	
		Are exterior walls designed to minimize hiding places?	
		Do alarms or other systems exist for notifying when doorways are unintentionally left unlocked?	
Windows		Do windows allow observation of courtyards, grounds, and parking lots, especially from administration areas and classrooms?	
		Do all windows lock securely? If used for ventilation, can they be locked half-open?	
		Are windows that serve as a secondary means of escape free of blockage and readily opened from the inside?	
		In high-risk areas, are windows designed and located to resist the effects of explosive blasts, gunfire, and forced entry (e.g., with laminate or security glazing)?	
Roofs		Is the roof accessed only from inside the building?	
		Is access through skylights blocked by security grilles or other devices?	
Courtyards		Are lines of sight across courtyards unobstructed so one person can supervise the entire area?	
		Are entries into courtyards from the exterior of the building controlled and lockable?	

Layer 3b: Building Interior Checklist

	✓	Question	Comments
Entrance Areas		Do signs spell out access and check-in requirements?	
		Can doors be electronically locked to block an intruder's entry into the building?	
		If security screening is used, is there enough space for queuing, equipment, and pulling people aside for more thorough investigation?	
		Can internal doors be secured until visitors confer with the receptionist to gain entry?	
		Can those in the reception area see the main entry, the drop-off and visitor parking areas, the adjoining halls and stairwells, and, preferably, the closest bathroom entries?	
		Does the reception area include protective features and a panic button to call for help?	
Open Areas		Do open areas have separate, secure, controllable entrances? Can they be locked from either or both sides?	
		Are there emergency exits?	
		Is there two-way communication between the open area and the main office?	
		Do seating and circulation layouts reduce or eliminate traffic flow conflicts?	
		Is there a clear view of the entire area from a controlled entry point?	
		Are usher/greeters or staff trained in helping people evacuate or seek cover?	
Individual Rooms		Are there designated helpers for children and those with access and functional needs?	
		Do classroom and office windows provide a view of the site grounds?	
		Are there provisions for two-way verbal communication between all classrooms or offices and the administrative or security offices?	
		Can each room be quickly locked down from the inside without having to step into the hallway?	
		Is there a way (e.g., using master keys or cards) to gain quick entry to any room where individuals have secured themselves?	
		Can doors be opened from the inside for emergency exit?	
	Are portable classrooms situated for security (e.g., visible from the main building or monitored by CCTV cameras, gathered within security fencing, peepholes in doors, included in the PA system, fitted with doors lockable from inside)?		

Layer 3b: Building Interior Checklist (Continued)

	✓	Question	Comments
Passageways	<input type="checkbox"/>	Can corridors be monitored by natural or electronic surveillance?	
	<input type="checkbox"/>	Is surveillance of stairwells and elevators possible?	
	<input type="checkbox"/>	Can interior doors be electronically locked to close off sections of the building?	
	<input type="checkbox"/>	Is door hardware on corridor doors resistant to being locked or chained by assailants as a way of significantly slowing down security officers in pursuit?	
	<input type="checkbox"/>	Are lockers secured with facility-owned padlocks or electronic pass cards? If locks are used, does the facility retain ownership?	
Support Areas	<input type="checkbox"/>	Are support areas kept locked when not in use, including, for example: <ul style="list-style-type: none"> • Custodial and equipment rooms and maintenance areas? • Kitchens? • Staff lounges? • Choir rooms? 	
	<input type="checkbox"/>	Are all rooms containing mechanical, electrical, communications, water, fire, security, and other critical equipment identified by number or simply as "Equipment Room" to provide less information to intruders?	
	<input type="checkbox"/>	Are support areas included in surveillance system coverage?	

Tips for Engaging the Community

There are many ways to engage the community in the process of safety planning. There are also many ways to engage the community on an ongoing basis in programs and strategies that will help make your organization safer.

- Involve community members on the planning team.
- Gather their feedback through surveys.
- Involve them through a forum.
- Consult them as needed for expertise.
- Ask for their support of measures.
- Broaden your outreach by making use of Web sites and television and radio channels operated by school districts, universities, and faith-based organizations

Parent and Caregiver Contributions:

- Program development and implementation
- Cultural/diversity programming
- Mentoring and volunteering (can serve as hallway, playground, and lunchroom monitors)
- Visitor check-in table
- Safety patrols to and from school
- Advocacy to elected officials and school board

Community Service Provider Contributions:

- Identifying learning and behavioral problems
- Counseling
- Resolving conflicts and providing alternatives to violence
- Conducting parent education programs
- Teaching social skills
- Providing afterschool and in-school programming
- Providing safe havens for kids

Source: National Crime Prevention Council and Bureau of Justice Assistance. (2006). *School Safety and Security*. PowerPoint presentation retrieved through <http://www.ncpc.org/search?SearchableText=school+safety+and+security>

Security Measures: Addressing Vulnerabilities

Access Control Measures:

- Do not forget the need to educate students, staff, parents/guardians, and congregants about access control procedures.
- Use environmental control measures, such as landscaping, signs, posters, and diagrams, to channel people into the check-in area.
- Make it difficult to park an unauthorized vehicle close to a building.
- Minimize the number of open entrances to the building (lock doors when they do not need to be open).
- Make improvements in landscaping, such as removing objects that might restrict visibility through windows to the outside.
- Install mechanisms that lock doors automatically and alarms that alert when doors are inadvertently left open.
- Consider using features such as buzzers and intercoms to control entry through the main entrance or secondary inner doors.
- Many organizations look toward the use of security equipment (e.g., cameras, metal detectors) to ensure safety. However, even excellent safety equipment requires with the “human touch” to deliver optimal results. A basic rule is to understand your needs before you purchase equipment or services. Assess security equipment for features, effectiveness, cost, and appropriateness for your facility.

Visitor Management Measures:

- Set up visitor screening protocols that include sign-in, sign-out, visitor passes, and escort procedures.
- Require service people, suppliers, and vendors to abide by the screen protocols.
- Use identification methods such as photo identification for staff and, if appropriate, learners or members. Some places of worship have name badges for those who attend regularly, to help greeters and others identify (and welcome) new faces. These badges also have value for security purposes.
- Provide training in how to engage unrecognized individuals and guide them toward visitor check-in.
- Consider electronic systems such as badge entry systems and proximity badges for staff.

Security Measures: Addressing Vulnerabilities (Continued)

Screening Measures:

- Train staff, greeters and ushers, and other volunteers in visual weapons screening techniques to spot suspicious activity and persons carrying a weapon. Violators will often give observable cues because of the discomfort caused by carrying the weapon, fear of being caught, or the weight, size, or shape of the weapon. This approach has been used to successfully avert a number of planned attacks.
- Screen all persons who enter the facility after hours.
- If warranted, consider a random weapons screening program, selecting classrooms or school bus numbers randomly for screening.
- Screen all new staff hires. Careful examination of work history and criminal records can help reduce risk. Require multiple work references, interview each one, and consider pre-employment drug screening. Do not forget contract employees, substitutes, temporary workers, and even volunteers in the screening process.
- Consider barring certain individuals from the premises, such as suspended and expelled students or persons with a past record of violent behavior.

Communications Measures:

- Enable the main office to notify all areas of the facility in the event of an emergency.
- The use of codes for initiating response actions is discouraged because of the confusion they can create. If code words or phrases are used, make them simple, clear, and easily remembered, and familiarize all staff members (including temporary staff and volunteers) with them.
- Be sure outdoor areas such as playgrounds can receive notifications.
- Provide redundant means of requesting emergency assistance.
- Provide for two-way communications between the main office and other areas.
- Enhance radio systems to ensure interoperability with local law enforcement.

Law Enforcement Partnerships:

- Cultivate partnerships with law enforcement for joint analysis, planning, and cooperation to identify security strategies, such as:
 - Joint monitoring of activities.
 - Surveillance patrols.
 - School resource officer (SRO) programs. SROs bring a heightened awareness of warning signs and cues relevant in threat assessment. They can provide instruction about the consequences of their behavior and identify peer conflicts. In times of crisis, having an SRO based in the school decreases response time and increases student and staff perceptions of safety.

Initial Response Action Steps

As soon as a dangerous situation becomes evident, several things need to happen:

- Assess the situation, choose the appropriate response, and take immediate action.
- Take action to protect yourself first so you can in turn protect others.
- Take action to protect those in your immediate area.
- Communicate the need for others to take immediate protective actions.
- Notify emergency responders.
- Initiate the chosen response action and related emergency protocols found in your plan.
- Triage injuries and apply emergency first aid as needed.

Response Actions: Evacuation

Evacuation Planning Considerations

Description: When conditions inside make it unsafe to remain in a building, the safest course of action may be to move people to a safe location outside the building. In certain situations, partial evacuation may be possible, such as when the location of an aggressor is known and portions of the building or campus have a safe route out that does not expose evacuees to danger. In some cases, a law enforcement-led evacuation will be carried out while an incident is still in progress.

When used: Evacuation may be appropriate:

- When occupants are able, to a reasonable extent, to determine where aggressor(s) are located. There have been past incidents where evacuees have run into attackers while trying to evacuate.
- When it is unsafe to stay in the building.
- When the physical space does not allow for a reasonably effective lockdown (e.g., in an area with cubicles with no doors or a classroom pod with no lockable space).
- When locations outside are safer than inside.
- When the evacuation route does not expose the evacuees to danger (e.g., from sniper fire).
- In situations where it is safe to evacuate from unaffected parts of the building or campus.

Considerations for planning:

- Locations and routes:
 - Pre-designate evacuation site locations: safe locations a good distance from the facility. Work with law enforcement to determine evacuation areas.
 - Identify multiple evacuation routes.
 - Prepare site maps with evacuation routes indicated.
 - Maintain evacuation routes in clear condition.
 - Consider evacuation routes for those with access and functional needs (e.g., selecting routes that are navigable by individuals in wheelchairs).
- Procedures should indicate:
 - Decision factors for initiating full or partial evacuation.
 - Conditions under which partial evacuations may be initiated by staff or trained volunteers.
 - Who has responsibility for taking the emergency kits.
 - Procedures for:
 - Initiating an evacuation (e.g., announcements).
 - Conducting an evacuation before law enforcement arrives.
 - Conducting a law enforcement-led evacuation.
 - Accounting for people after the evacuation.
 - Evacuating individuals requiring assistance (e.g., assigned responsibilities, buddy system). Ensure you know who is onsite that would need assistance.

Response Actions: Evacuation (Continued)

Reverse Evacuation Planning Considerations

Description: When the source of danger is outside, and there are people in outdoor areas, reverse evacuation is used to bring them into the safer environment of the building.

When used: Reverse evacuation may be appropriate when:

- It is safer to be inside the building than outside because of an imminent danger, fire, or structural damage.
 - Danger, such as an armed aggressor or other potentially dangerous situation, is located outside the building.
 - Groups of people from the facility are located outside and a lockdown is being implemented.
- Considerations for planning:
 - Procedures should indicate:
 - Decision factors for initiating a reverse evacuation.
 - Conditions under which reverse evacuations may be initiated by those supervising outdoor groups.
 - How people can be informed of the need to conduct a reverse evacuation (for example, by an external public address system).
 - Indoor destinations and routes inside for specific outdoor areas.
 - Procedures for:
 - Initiating a reverse evacuation (e.g., announcements).
 - Ensuring that everyone is inside and accounted for.
 - Helping individuals who require assistance (e.g., assigned responsibilities, buddy system). Ensure you know who is onsite that would need assistance.

Response Actions: Lockdown

Preventive Lockdown Planning Considerations

Description: For K-12 schools, the majority of situations that require a lockdown do not involve a person brandishing or using a weapon. A preventive lockdown involves locking perimeter doors and internal doors to keep a situation from escalating. Limited normal activities such as teaching may continue, but hallway activity ceases. For example, teachers can continue to teach with their rooms locked. Movement in hallways and other areas is stopped while the situation is investigated and addressed.

(Note: Preventive lockdown should not be confused with shelter-in-place, which is used when there is a hazardous condition outside (e.g., a chemical, radiological or biological hazard) that requires occupants to remain in designated indoor shelter areas, perhaps for an extended period of time, and may involve sealing the room.)

When used:

- When imminent danger is not indicated but there is a need for increased security (for example, if a belligerent person is causing a disturbance in the main office).

Considerations for planning:

- Seek input from emergency responders on your procedures and locations.
- Identify:
 - Locations within the facility that can be secured.
 - For unsecurable locations in the facility, nearby safe havens.
- Procedures should indicate:
 - Decision factors in selecting preventive lockdown as an appropriate response action.
 - Who has responsibility for initiating a preventive lockdown.
 - Training and empowering staff to initiate a lockdown independently, followed by communication to prompt a lockdown for the rest of the building and notification of law enforcement.
 - Procedures for:
 - Initiating a preventive lockdown.
 - Notifying personnel in the facility.
 - Immediate notification of 911 and on-site security and/or law enforcement officers when a lockdown is implemented.
 - Implementing lockdown of individual rooms.
 - Communications between individual rooms and main office.
 - Indicating lockdown status of individual rooms.
 - Accounting for people during the lockdown.
 - Issuing keys to those who will need them.
 - Handling a fire alarm during a lockdown. (Fire alarms should NOT be activated as a response action for an intruder situation.)
 - Notifying occupants' households of the lockdown status.
 - Other considerations:
 - Planning for individuals requiring assistance (e.g., assigned responsibilities, buddy system, posting daily schedules). Ensure you know who is on site that would need assistance and where they will be.
 - Precautionary steps such as having internal doors locked as the default.

Response Actions: Lockdown (Continued)

Emergency Lockdown Planning Considerations

Description: Emergency lockdown is a protective action that involves locking and hiding. When an emergency lockdown is initiated, people move quickly to (or stay within) locations that are relatively secure, and lock the doors. All reasonable means of staying out of sight are used, according to established procedures, which may include turning off lights, pulling down shades, getting out of view of windows, turning off cell phones, and remaining quiet. There have been past incidents in which lockdown procedures save lives, as assailants looking for potential victims simply walked by locked-down rooms.

When used:

- When sounds similar to gunshots are heard inside or near the facility.
- When there is any indication that a person is brandishing or using a weapon inside or in close proximity outside the facility.
- When a report is received that some type of weapons assault is about to occur.
- When evacuation does not appear to be a safe alternative based on the information at hand.

Considerations for planning:

- Seek input from emergency responders on your procedures and locations.
- Identify:
 - Locations within the facility that can be secured.
 - For unsecurable locations in the facility, nearby safe havens.
 - “Safe rooms” for key areas of the facility. For example, if staff in the main office have a rapidly lockable area in the office with a telephone and a connection to the public address system, they can quickly secure themselves in the room, protect themselves from danger, and make the necessary notifications.
- Procedures should indicate:
 - Decision factors in selecting emergency lockdown as an appropriate response action.
 - Who has responsibility for initiating an emergency lockdown.
 - Training and empowering staff to initiate a lockdown independently, followed by communication to prompt a lockdown for the rest of the building and notification of law enforcement.
 - A method for rapidly moving to evacuation if required (e.g., in case of fire).
 - Procedures for:
 - Initiating a lockdown.
 - Notifying personnel in the facility.
 - Notifying 911 and on-site security and/or law enforcement officers when a lockdown is implemented.
 - Implementing lockdown of individual rooms.
 - Communications between individual rooms and main office.
 - Indicating lockdown status of individual rooms.
 - Accounting for people during the lockdown.
 - Issuing keys to those who will need them.
 - Handling a fire alarm during a lockdown. (Fire alarms should NOT be activated as a response action for an intruder situation.)
 - Notifying occupants’ households of the lockdown status.

Response Actions: Lockdown (Continued)

Emergency Lockdown Planning Considerations (Continued)

- Guidelines for specific situations, such as:
 - Someone seeking refuge after a room has been locked down.
 - Use of cell phones during lockdown.
 - Locations with infants and very young children.
- Other considerations:
 - Planning for individuals requiring assistance (e.g., assigned responsibilities, buddy system, posting daily schedules). Ensure you know who is on site that would need assistance and where they will be.
 - Preparing and placing supplies for extended lockdowns.
 - Precautionary steps such as having internal doors locked as the default.

Response Actions: Room Clear

Room Clear Planning Considerations

Description: Room clear procedures allow for staff or trained volunteers to carry out an orderly process of emptying a room or area and directing them to an alternate, safer location within the building.

When used: Room clear may be appropriate when:

- Danger is present within the facility and a room or area cannot be secured.
- It is less safe to order a general evacuation of the facility.
- There is imminent danger to those in the area.
- An aggressive or disruptive person may endanger others in the area.
- A medical emergency has occurred and bystanders need to be cleared from the area.

Considerations for planning:

- Develop procedures that address:
 - Decision factors in initiating room clear.
 - Who has responsibility for initiating a room clear.
 - Steps to be followed and instructions to be used when clearing a room.
 - Informing the main office that a room has been cleared.
 - Using standardized language so the need to implement a room clear can be rapidly communicated.
- Other considerations:
 - Planning for individuals requiring assistance (e.g., assigned responsibilities, buddy system). Ensure you know who is onsite that would need assistance.
 - Preparing and placing supplies for extended sheltering.

Notification and Communication Tips

When an incident occurs, notification and communication are critical and often need to occur within seconds:

- **Inform the staff or volunteers what response actions are to be taken.** Prompt communication ensures the appropriate safety measures can be taken to protect all the people on site.
- **Notify law enforcement as soon as possible.** It is better to have emergency responders on the scene, even if the incident has been resolved, rather than risk injury.

Notification and Communication Tips

- Take action to protect yourself and other building occupants before you call 911. Calling 911 first can result in protective actions being implemented too late to do any good if one person has to call 911 and communicate the need for protective actions.
- Call 911 as soon as possible. Clearly state the following:
 - Name and address of the incident location.
 - Location of the intruder.
 - Number of intruders, if more than one.
 - Physical description of intruder(s).
 - Number and type of weapon(s).
 - Number of potential victims.
- If communicating with the assailant:
 - Use nonthreatening language and demeanor.
 - Avoid anything that could escalate the situation.
 - Be clear and specific.
- When developing communication procedures:
 - Indicate how staff or trained volunteers will be notified. Use procedures that will not escalate the situation.
 - Use simple, clear language. Plain language is preferred over codes. The use of codes often causes incorrect responses under stress.
 - Indicate who has responsibility for notification, and what to do if that person is not available.
 - Be sure there is a way to notify all areas of your facility, including outside areas.
 - Include provisions for two-way communication between main office and individual rooms.
 - Address how a return to normal operations will be announced.

Emergency Supplies

Administration or Main Office Supplies

- Clipboard or binder with:
 - Emergency operations plan
 - Quick reference guides to all emergency procedures
 - Reunification plan
 - Evacuation sites
 - A copy of the most recent vulnerability assessment
- Site plan information, including:
 - Maps and photos
 - Building floor plan with utility shut-offs and detailed instructions on disablement
- Bus routes and driver contact information
- Lists and contact information:
 - Emergency responders
 - Lists of all occupants, including staff, students or congregants, and volunteers
 - Identification of persons with access or functional needs and a description of the need
 - Attendance
- Current yearbook or photo sheets
- Personnel directory
- Rescue whistle
- Hat or brightly colored vest for visibility and leadership identification
- Leather work gloves
- Eye and hearing protection
- Battery-operated flashlight
- Emergency communication device
- First-aid kit with instructions
- Keys
- Release forms

Classroom, Nursery, Other Area Supplies

- Clipboard with lists of:
 - All students, congregants, or children in area of responsibility
 - Persons with access or functional needs and a description of the need
 - Room leaders
- Rescue whistle
- Hat or brightly colored vest for visibility and leadership identification
- Pens and paper
- Age-appropriate activities
- First-aid kit with instructions
- Evacuation site maps
- Release forms

Emergency Procedures

Your plan should clearly spell out how the response actions described earlier in this lesson will be used to manage the situation until law enforcement arrives. Select the link below to access questions that can be used to guide the development process.

In addition to managing the initial crisis, your plan should indicate:

- What to do when law enforcement arrives.
- What to do after the situation is brought under control.

Key Questions for Response Protocols

In developing emergency response procedures, it is helpful to consider the following questions:

- What is the action?
- Who is responsible for the action?
- When should the action take place?
- How long should the action take and how much time is actually available?
- What has to happen before?
- What happens after?
- What resources are needed to perform the action?

When Law Enforcement Arrives

When law enforcement arrives, people at your site need to know what to expect and how to act to remain safe. The first officers to arrive will focus on stopping the assailant(s) as quickly as possible and will not stop to help injured persons. People at the site should remain calm, and follow officer instructions:

- Put items down.
- Raise their hands and spread their fingers.
- Keep hands visible at all times.
- Avoid making quick movements toward officers.
- Avoid pointing, screaming, or yelling.

After the Situation Is Under Control

Once an incident is under control, important steps still remain:

- Know in advance who will be responsible for communicating information about the incident and how that information will be shared with your community—both your immediate community and the one at large.
- Know how and where people will be cared for, protected from further injury and emotional trauma.
- Have a process to safely release people. The release of people to loved ones sometimes takes place before an incident has ended completely.

Sample Procedures: Evacuation

Site lead:

- Public safety (911) shall be notified immediately when an evacuation of the site occurs.
- Determine evacuation routes based on location of the incident and types of emergency.
- Communicate the need to evacuate the building or a specific area of the building (utilizing onsite evacuation location inside the building) to the building occupants by activating the fire alarm or plain language via public address system or bullhorn.
- Communicate changes in evacuation routes based on location and types of emergency.
- Notify appropriate senior personnel that an evacuation has occurred.
- Designated staff assigned radios and/or cell phones should wear their lime-green vests.
- The Emergency Evacuation Kit and the Emergency Medical Bag should be moved outside with the evacuees.
- Monitor the situation and provide updates and additional instructions as needed.
- During inclement weather, consider requesting buses for sheltering students.
- Communicate when it is safe to re-enter the building or re-occupy a section of the building that was evacuated (i.e., bell system, radio transmission, public address system, or bull horn).

Staff:

- Exit the building using the designated emergency exit routes or as directed by the site lead. Emergency exit routes are diagramed on the site floor plan drawing posted near the light switch inside each room.
 - Use a secondary route if the primary route is blocked or hazardous.
- Exit routes will be selected and communicated by the site lead at the time of the emergency and the evacuation.
- Assist those with access and functional needs.
- Assigned staff or volunteers should wear the orange-colored vest located in the back pocket in each room.
- Do not lock doors when leaving.
- Do not stop for belongings.
- Take roster with you.
- Go to designated evacuation assembly area (minimum of 500 feet from building required in fire evacuation and 1,000 feet from building for bomb threat, 300 feet for chemical spill inside building, or other directed evacuations).
- When outside the building or onsite inside the building evacuation location:
 - Check for injuries.
 - Account for all people for whom you are responsible.
 - Immediately report any missing, extra, or injured people.
 - Continue to maintain control of those people for whom you are responsible.
 - Wait for additional instructions.

Sample Procedures: Off-Site Evacuation

Site lead:

- Public safety (911) should be notified immediately when an evacuation of a building occurs.
- Onsite evacuation procedures should be executed prior to initiating an offsite evacuation.
- Designated staff assigned radios and/or cell phones should wear their lime-green vests.
- The Emergency Evacuation Kit and the Emergency Medical Bag shall be moved outside the building with the evacuees.
- Determine if circumstances require people to be evacuated to an offsite location.
- Prior to initiation of an offsite evacuation, the site lead, program manager, or designee shall consult with and obtain authorization when necessary.
- Notify staff of the plan to evacuate to an offsite location.
- Notify the receiving site prior to initiation of the offsite movement.
- Make other notifications as necessary, communications, community outreach, transportation, etc.
- Announce evacuation.
 - Specify any changes in offsite evacuation routes based on location and types of emergency.
- Implement release procedures at the offsite location, if applicable.
- Document the release of any minors to an authorized family member or legal guardian.

Staff:

- Implement evacuation procedures for onsite evacuation location outside of the building.
- Follow direction of site lead concerning movement to offsite location.
- Remain with your assigned group while en route to the offsite location.
- Take attendance upon arriving at the offsite location.
- Check for injuries.
- Immediately report any missing, extra, or injured people.
- Continue to maintain control.
- Wait for additional instructions.

Adapted from: *Fairfax County (VA) Schools Crisis Management Workbook*,
<http://www.fcps.edu/emergencyplan/crisisresponse.shtml>

Sample Emergency Procedures: Lockdown

Site lead:

- Communicate the need to lockdown the building via the public address system.
 - If you know the whereabouts of the assailant (e.g., outside the library or on the second floor, etc.), include this information in the lockdown announcement or any subsequent announcements; that way people can gauge whether they have an opportunity to evacuate versus lockdown. If individuals and groups are able to evacuate, they should move to the offsite evacuation location, if accessible. If not, they should choose a location as far as possible from the source of danger.
 - If known, relay the type of weapon the intruder is in possession of (firearm, knife, etc.).
- Direct all occupants to the nearest classroom or secured space occupied by staff members(s).
- Notify law enforcement (911) of the emergency and the need for immediate assistance.
- **DO NOT** attempt to lock exterior hallway doors that are unlocked.
- No one enters the school, except public safety personnel.

Lockdown Announcement – Class/Service in Progress

Attention, this is an emergency. At this time secure everyone in your rooms and take roll. If not in a room, report directly to the nearest room with a staff member.

Lockdown Announcement – Class/Service Change in Progress

Attention, this is an emergency. At this time secure everyone in a room and take roll. Everyone report directly to the nearest room with a staff member.

Lockdown Announcement – During Meal Periods

Attention, this is an emergency. At this time secure everyone in a room and take roll. Anyone in the eating area is to remain in the area and staff will secure the doors. Anyone outside of a room or eating area report directly to the nearest room with a staff member.

Staff

The following guidelines can be used by staff or designated others to determine if evacuation is a viable option versus lockdown:

- If you know the whereabouts of the violent intruder and you feel that you and those in your charge can safely evacuate the building and move to the student offsite evacuation location, if accessible, then do so. If not accessible, choose a location away from the source of danger.
 - Factors to consider in making the decision to evacuate versus lockdown:
 - Mobility: Is everyone able to move quickly or is their mobility limited due to access or functional needs?
 - Distance and/or concealment: Is there sufficient distance between you and the intruder to allow enough time to move the group and reach safety and/or sufficient concealment along your evacuation route to move undetected?
 - Type of weapon the intruder has in his or her possession: Knowing an intruder has a knife versus a firearm may affect your decision to lockdown or evacuate.

Sample Emergency Procedures: Lockdown (Continued)

Implement lockdown procedures:

- Clear everyone from hallways into rooms.
- Assist those with access and functional needs.
- Close and lock all windows and doors; close window blinds, obscure door windows with paper.
- Block door with furniture, if appropriate.
- Turn lights off.
- Prepare a plan of action if the intruder gains entry (e.g., all-out assault on the intruder).
- Follow specified protocols if evacuation is initiated by law enforcement personnel.
- If a fire alarm has been activated, do not evacuate **UNLESS** fire or smoke is visible.
- Direct students to an area of the room, unobservable from outside and potential lines of fire.
- Stay away from all doors and windows.
- **BE QUIET!** Turn off the ringer on all cell phones.
- Move outside groups to primary or alternate offsite evacuation location.
- Persons in other buildings should remain inside the locked buildings.
- If you have evacuated the building, call 911 to report your location and situation.

Adapted from: *Fairfax County (VA) Schools Crisis Management Workbook*,
<http://www.fcps.edu/emergencyplan/crisisresponse.shtml>

Sample Procedures: Reverse Evacuation

In case of the need to send people from outside to a safer location in the building, use the following procedures.

Site Lead:

- Announce: Reverse evacuation. Please follow reverse evacuation procedures.
- If other procedures are also to be implemented, such as a lockdown, announce those procedures also.
- When necessary use radios, megaphones, and runners (if safe) to contact staff outside.
- Make proper notifications, such as 911.

Staff Member:

- Instruct people to move quickly, but in a safe orderly fashion.
- Remain alert for possible threats while heading to the building and, when appropriate, adjust your route.
- When inside, follow instructions from site lead (for example, find the closest lockdown area).
- Remain calm and provide reassurance.
- Account for all people.

Remember: All staff members are empowered to implement a reverse evacuation when they deem it necessary.

Adapted from: Lincoln County (OR) School District Emergency Procedures on video, http://lincoln.k12.or.us/dept_programs/safety_videos.php

Sample Procedures: Reverse Evacuation and Preventive Lockdown

Preventive lockdown procedures are used to protect building occupants from potential dangers outside the building—e.g., police in pursuit of armed robbery suspect, or hostage/barricade situation near the school.

- Outside activities are cancelled and participants are moved inside.
- All exterior doors on buildings and trailers are secured.
- Occupants are free to move about inside the building/trailers.

Site lead:

- Communicate the need to secure the building (preventive lockdown) via the public address system and portable radio.
- No one is allowed outside of buildings.
- All building exterior doors are closed and locked.
- Those inside the building are free to move about within the building.
- Post staff at building main entrance to control visitor access, issue passes, and provide directions to reunification area, if applicable.
- If buses or other transportation are scheduled to arrive or depart from the site during the lockdown, advise them to remain offsite until resolved.
- When the threat has been mitigated, make announcement to return to normal operations.

Staff:

- Cancel outdoor activities and move participants inside the building.
- Close and lock perimeter doors.
- Do not allow anyone to exit the building unless directed by site lead.
- **DO NOT OPEN EXTERIOR DOORS.**

Adapted from: *Fairfax County (VA) Schools Crisis Management Workbook*,
<http://www.fcps.edu/emergencyplan/crisisresponse.shtml>

Sample Procedures: Room Clear

Pre-event:

- Identify buddy rooms, and specific location in the building where people will be sent if a room clear is ordered.
 - Maintain a list of the buddy rooms.
 - Identify buddy rooms on a site map.
-

Event:

In case of the need to send people from a room or area to a safer location in the building, use the following procedures.

Staff member in room being cleared:

- Announce: Room clear, please go to [indicate buddy room].
 - Direct people to leave in a calm, orderly manner.
 - Notify the main office and briefly describe the situation and the response needed, such as 911 or first aid.
 - Remain with the problem situation if it appears safe to do so.
 - Stay calm.
 - Take any extra precautions to keep yourself and others safe.
-

Staff member in buddy room:

- Notify main office of receiving people.
- Account for all people.

Adapted from: Lincoln County (OR) School District Emergency Procedures on video, http://lincoln.k12.or.us/dept_programs/safety_videos.php

Reunification Tips

The reunification decision should be made quickly—within 5 to 10 minutes of the event. As soon as the media begins reporting an incident, it is natural for concerned individuals to rush to the scene unless given other guidance. Conducting reunification at the incident site has several disadvantages. It may:

- Hamper emergency response and crime scene investigation.
- Complicate an already emotionally charged situation.
- Expose family members to the media and onlookers.

Below are suggestions for reunification procedures.

- **Site selection and security:** Select a site that:
 - Is available at a moment's notice. Have a backup site.
 - Is safe—away from any damage and out of sight of assembly areas.
 - Can be secured and people entering the area be screened.
 - Has enough parking and enough safe entrances and exits to minimize congestion.
 - Is accessible by individuals with access and functional needs.
 - Has safe and secure facilities for individuals while they wait (e.g., shelter, restrooms, food).
 - Allows for limiting access by the media and the general public.
- **Transportation logistics:** Coordinate with:
 - Transportation officials to verify that everyone can be safely evacuated.
 - Security staff to identify ways to maintain control and limit access to the site.
 - Public safety personnel to coordinate traffic and parking support.
- **Resources:** Station key resources at the site, including:
 - Crisis recovery personnel, including law enforcement and security personnel.
 - Initial mental health personnel.
 - The emergency kit containing records and release forms and first aid supplies.
- **Protocols:**
 - Plan for immediate notification to loved ones through local media.
 - Do not publicly announce the location before an incident, to reduce the possibility of a secondary attack at the site.
 - Have procedures for the release of minors, such as photo identification.
 - Consider seeking help from local emergency management to manage the center.
 - Consider sharing evacuation and reunification portions of your emergency plan with parents/guardians in advance. Experience has shown that if parents/guardians are aware of the procedures before an event, they are less likely to go directly to an incident site.

Ideas for Keeping Staff and Volunteers Informed

- Activate a notification process such as a calling tree or email/pager alerts to notify them of the event. Do this immediately after the event. Provide a script so the message does not degrade as it is passed from one person to the next. Advise them of the next day's morning meeting.
- Hold a morning meeting for all staff the first day after the incident, before the regular school or work day. This meeting may be used to:
 - Explain the incident in greater detail, including details that were not initially known.
 - Answer staff questions.
 - Introduce the crisis recovery team, crisis consultant if used, community resource people, and media and family liaisons.
 - Spell out the plan for the day.
 - Provide locations of a crisis center room, counseling rooms, and other resources.
 - Ensure everyone knows their role.
- Hold a similar meeting at the end of the day to review progress, answer questions, share insights, and set out plans for the next day.
- Keep staff updated with daily newsletters.
- Obtain a central contact from the law enforcement organizations who can answer questions and address concerns. Provide that information to staff members.

Tips for Providing Information

Agree with partners to coordinate messages through the Public Information Officer and to speak as one voice.

- Develop templates in advance of incidents with prepared statements so that general information can be released quickly.
- Establish a schedule for the release of information and briefings.
- Write a letter to families and loved ones the first day after the incident about the incident, memorials, and available support.
- Issue updates as more information becomes available. Consider using a Web site to share updated information.
- Provide tip sheets for families/caregivers/loved ones on how to provide support. Examples of tip sheets are available from:
 - Federal Emergency Management Agency. (2004). *Helping Children Cope with Disaster*. <http://www.fema.gov/pdf/library/children.pdf>
 - National Association of School Psychologists. (2006). *Talking to Children About Violence: Tips for Parents and Teachers*. Retrieved from http://www.nasponline.org/resources/crisis_safety/talkingviolence.pdf
 - U.S. Department of Education. (n.d.). *Tips for Helping Students Recovering from Traumatic Events*. Retrieved from <http://www2.ed.gov/parents/academic/help/recovering>
 - U.S. Department of Health and Human Services. (2102, November). *Tips for Talking With and Helping Children and Youth After a Disaster or Traumatic Event: A Guide for Parents, Caregivers, and Teachers*. Retrieved from <http://store.samhsa.gov/shin/content/SMA12-4732/SMA12-4732.pdf>
- Conduct a community meeting where people can voice their concerns and be assured that safety issues are being addressed. Include law enforcement representatives to answer questions and address concerns.

Managing Media Involvement

Form mutually beneficial relationships:

- Cooperate with the media, but do not let them dictate.
- Remember, each reporter will seek a unique angle or perspective. Individual interviews can be good opportunities to get information out.
- Try to ensure that all reporters hear the same information.
- National and perhaps international media typically arrive. Do not forget the local media.

Plan what you will say:

- Convey a message of resilience, continued healing, and a return to normalcy.
- Be proactive about pitching story ideas to the media that promote hope and healing.
- Issue media advisories about memorial events open to the public, anniversary dates, fundraising or donations, etc.
- In preparing a media message, think about:
 - What are the facts? Clarify the situation.
 - What DO you know, and what do you NOT know?
 - What steps are you taking to address the situation?
 - Provide a “call to action” for members, or parents/guardians, or students.
 - Express empathy.
- Develop two or three key messages that are honest, consistent, responsive, and responsible. Strive to be positive and proactive.
- Never guess, speculate, or predict the future. Do not release information until you have verified its accuracy. Never go off the record. Avoid saying, “No comment.”

Consider privacy issues:

- Consider privacy issues and release of victim and perpetrator names. What are the roles of law enforcement, schools, hospitals, and families in releasing names and conditions of victims?
- Have a carefully considered and crafted policy regarding release of staff, member, or student photos; yearbooks; congregational directories; and the like. Think about laws such as the Family Educational Rights and Privacy Act.

Manage media coverage of benchmark dates:

- The media will cover benchmark events, such as the first anniversary. Establish a media area where the media will set up cameras so as not to intrude on the ceremony. Create a perimeter for photographers and satellite trucks.
- Set guidelines on still and video cameras in the building.
- Develop a list of people willing to talk to the media.
- Decide if you will have a media pool (selected media representatives who share information) or allow all media to attend.
- If possible, meet with the media in advance to establish mutually beneficial guidelines.
- Ask the media to:
 - Refrain from replaying or reprinting images of the crisis. Showing disturbing pictures has the potential to re-traumatize victims.
 - Honor the victims while not glorifying the perpetrators.
 - Avoid memorizing suicides in order to discourage copycats.
 - Respect the privacy of those who do not want to be interviewed.
 - Consider a “no fly” zone over an outdoor memorial service.

Tips for Organizing Crisis Recovery Teams

Crisis recovery teams should include counselors and others who are:

- Trained to handle emotional response issues.
 - Able and authorized to make decisions.
 - Respected within the organization and the community.
 - Sensitive to student/member, staff, and community needs.
 - Calm and able to make decisions in stressful situations.
-

Qualified mental health professionals in the community that can assist during recovery should be identified.

- Consider including:
 - Organization leaders—people with authority to make decisions in the time of crisis.
 - Staff—those who have day-to-day contact with survivors, such as teachers, counselors, coaches, faith-based leaders, or others.
 - Key personnel—Individuals who have expertise in aspects of recovery operations, such as communications systems, information management, or crowd control.
 - Law enforcement personnel—those who will conduct the investigation and interact with staff, leaders, survivors, and the community.
- If an incident occurs, it will be important to have professionals in the community who are able to respond quickly and who will be committed to the effort over time.
- Contact outside resources ahead of time to determine their availability and willingness to help by:
 - Being available to talk with individuals needing support or counseling.
 - Seeing professionally any individuals who are referred by the school.
- Once a support program has been set in motion, it is important to have continuity. Clarify understandings with key resources by establishing Memoranda of Understanding.
- Some organizations use a crisis consultant to help develop, review, and implement crisis plans. Sometimes consultants are able to be more objective than staff because they are not emotionally tied to the victims.

Developing a Plan Document

Adequate—An adequate plan:

- Identifies critical tasks.
 - Is based on valid and reasonable assumptions.
 - Complies with guidance.
-

Feasible—A feasible plan:

- Can be accomplished with available resources.
 - Identifies where and how needed outside resources will be obtained.
-

Acceptable—A plan is acceptable if it:

- Thoroughly addresses the identified threat situation.
 - Complies with legal requirements and is consistent with any regulations that apply.
 - Is compatible with local emergency plans.
-

Complete—A plan is considered complete if it:

- Includes all the tasks to be accomplished.
 - Addresses individuals with functional and access needs.
 - Provides a complete picture of what should happen, when, and at whose direction.
 - Strikes a balance between providing sufficient guidance for carrying out common tasks, and avoiding too much detail.
-

Usable—An easy-to-use plan is one that:

- Uses simple, clear language. Avoids jargon and minimizes the use of abbreviations.
 - Uses short sentences and the active voice. (Qualifiers and vague wording only add to confusion.)
 - Summarizes important information with checklists and visual aids, such as maps and flowcharts.
 - Can be used by all audiences, including those with access and functional needs.
-

Checklist for Plan Organization and Format

- Organization:
 - Can users find what they need?
 - Is all the information relevant?
 - Is the plan formatted clearly?
 - Is its content presented clearly?

- Sequence:
 - Can users understand the rationale for the sequencing?
 - Are users able to scan for information they need?

- Consistency:
 - Does each section use the same logical progression, or do users have to reorient themselves?

- Adaptability and compatibility:
 - Is the information easy to use during unanticipated situations?
 - Can the information be applied or adapted to effectively respond to each unique situation?
 - Does the format promote or hinder coordination with local response agencies and personnel?

Communicating the Plan

Tips for Getting Buy-In

- During the planning process, stress the benefit each partner gains from providing input to the plan. Their planning contributions will result in a plan that better reflects their own perspective.
- In presenting the plan, emphasize the importance of the plan for keeping people safe.
- Seek the widest acceptance possible for the plan. Invite feedback from both the personnel in your organization and from the broader community.
- Include agencies with emergency or homeland security responsibilities in order to collect suggestions for improvements to the plan.
- Remember to include support staff and trained volunteers, who play an important role in maintaining a safe and secure environment.
- Have each group carefully review the portion of the plan they are responsible for, and solicit their feedback.

Tips for Sharing the Plan

- Conduct orientation meetings to explain why and how the plan was developed and provide an overview of the plan's contents. Include administrators, law enforcement, other community partners, and public information as presenters. Invite the media.
- Post critical information, such as evacuation procedures and routes, in easily visible locations within the facility.
- Provide information in bulletins and newsletters.
- Create pamphlets that can be sent home with students or members of the congregation.
- Produce pocket guides or wallet-sized cards with procedure reminders.
- Create refrigerator magnets for lounges, residence halls, offices, and households.
- Put publicly viewable parts of the plan on your Web site.

Communicating the Plan (Continued)

Simple Ideas for Providing Training

- Review safety and security procedures with ALL personnel, including:
 - Administrators, faculty, and staff.
 - Trained volunteers.
 - Janitorial, maintenance, transportation, food service, and other support personnel.
 - School Resource Officer (SRO) or guards/security staff (if any).
 - Public information officer/spokesperson.
 - Other involved personnel.
- Provide training for greeters and ushers. They play a key role in identifying potentially hazardous situations and initiating protective measures.
- Incorporate training into ongoing regular activities to keep people refreshed in how to implement procedures in a crisis.

As an example, take 5 to 10 minutes at every meeting of faculty, staff, or volunteers to present a section of your plan and review the procedures. Allow ample time for discussion and questions to ensure that everyone is familiar with the responses. This interaction is great for newcomers and begins to promote a culture of safety, security, and preparedness.

Look for similar opportunities that are appropriate for your situation.

- Give orientations for specific audiences, and invite emergency responders to attend and answer questions.
- Schedule brief presentations for students on specific procedures during homeroom, faith-based classes, youth group meetings, or other student activities. Follow the presentation with group discussion.

Exercises

Discussion-Based Exercises

Discussion-based exercises include seminars, workshops, tabletop exercises, and games. These types of exercises can be used to familiarize players with, or develop new, plans, policies, agreements, and procedures. Discussion-based exercises focus on strategic, policy-oriented issues. Facilitators and/or presenters usually lead the discussion, keeping participants on track towards meeting exercise objectives.

Seminars

Seminars generally orient participants to, or provide an overview of, authorities, strategies, plans, policies, procedures, protocols, resources, concepts, and ideas. They can be valuable for entities that are developing or making major changes to existing plans or procedures. Seminars can be similarly helpful when attempting to assess or gain awareness of the capabilities of interagency or inter-jurisdictional operations.

Workshops

Although similar to seminars, workshops differ in two important aspects: participant interaction is increased, and the focus is placed on achieving or building a product. Effective workshops entail the broadest attendance by relevant stakeholders. Products produced from a workshop can include new standard operating procedures, emergency operations plans, continuity of operations plans, or mutual aid agreements. To be effective, workshops should have clearly defined objectives, products, or goals, and should focus on a specific issue.

Tabletop Exercises

A tabletop exercise is intended to generate discussion of various issues regarding a hypothetical, simulated emergency. Tabletops can be used to enhance general awareness, validate plans and procedures, rehearse concepts, and/or assess the types of systems needed to guide the prevention of, protection from, mitigation of, response to, and recovery from a defined incident. Generally, tabletops are aimed at facilitating conceptual understanding, identifying strengths and areas for improvement, and/or achieving changes in perceptions.

During a tabletop, players are encouraged to discuss issues in depth, collaboratively examining areas of concern and solving problems. The effectiveness of a tabletop exercise is derived from the energetic involvement of participants and their assessment of recommended revisions to current policies, procedures, and plans.

Tabletops can range from basic to complex.

- In a basic tabletop (such as a Facilitated Discussion), the scenario is presented and remains constant—it describes an emergency and brings discussion participants up to the simulated present time. Players apply their knowledge and skills to a list of problems presented by the facilitator; problems are discussed as a group; and resolution is reached and documented for later analysis.
- In a more advanced tabletop, play advances as players receive pre-scripted messages that alter the original scenario. A facilitator usually introduces problems one at a time in the form of a written message, simulated telephone call, videotape, or other means. Players discuss the issues raised by each problem, referencing established authorities, plans, and procedures for guidance. Player decisions are incorporated as the scenario continues to unfold.

Exercises (Continued)

Games

A game is a simulation of operations that often involves two or more teams, usually in a competitive environment, using rules, data, and procedures designed to depict an actual or hypothetical situation. Games explore the consequences of player decisions and actions. They are useful tools for validating plans and procedures or evaluating resource requirements.

During game play, decisionmaking may be either slow and deliberate or rapid and more stressful, depending on the exercise design and objectives. The open, decision-based format of a game can incorporate “what if” questions that expand exercise benefits. Depending on the game’s design, the consequences of player actions can be either pre-scripted or decided dynamically. Identifying critical decision-making points is a major factor in the success of evaluating a game.

Operations-Based Exercises

Operations-based exercises include drills, functional exercises, and full-scale exercises. These exercises can be used to validate plans, policies, agreements, and procedures; clarify roles and responsibilities; and identify resource gaps. Operations-based exercises are characterized by actual reaction to an exercise scenario, such as initiating communications or mobilizing personnel and resources.

Drills

A drill is a coordinated, supervised activity usually employed to validate a specific function or capability in a single agency or organization. Drills are commonly used to provide training on new equipment, validate procedures, or practice and maintain current skills. For example, drills may be appropriate for practicing evacuation procedures.

Drills can also be used to determine if plans can be executed as designed, to assess whether more training is required, or to reinforce best practices. A drill is useful as a stand-alone tool, but a series of drills can be used to prepare several organizations to collaborate in a full-scale exercise.

For every drill, clearly defined plans, procedures, and protocols need to be in place. Personnel need to be familiar with those plans and trained in the processes and procedures to be drilled.

Functional Exercises

Functional exercises are designed to validate and evaluate capabilities, multiple functions and/or sub-functions, or interdependent groups of functions. Functional exercises are typically focused on exercising plans, policies, procedures, and staff members involved in management, direction, command, and control functions.

In functional exercises, events are projected through an exercise scenario with event updates that drive activity typically at the management level. A functional exercise is conducted in a realistic, real-time environment; however, movement of personnel and equipment is usually simulated.

Functional exercise controllers typically use a Master Scenario Events List to ensure participant activity remains within predefined boundaries and ensure exercise objectives are accomplished. Simulators in a Simulation Cell can inject scenario elements to simulate real events.

Exercises (Continued)

□ Full-Scale Exercises

Full-scale exercises are typically the most complex and resource-intensive type of exercise. They involve multiple agencies, organizations, and jurisdictions and validate many facets of preparedness. Full-scale exercises often include many players operating under cooperative systems such as the Incident Command System (ICS) or Unified Command.

In a full-scale exercises, events are projected through an exercise scenario with event updates that drive activity at the operational level. Full-scale exercises are usually conducted in a real-time, stressful environment that is intended to mirror a real incident. Personnel and resources may be mobilized and deployed to the scene, where actions are performed as if a real incident had occurred. The full-scale exercise simulates reality by presenting complex and realistic problems that require critical thinking, rapid problem solving, and effective responses by trained personnel.

The level of support needed to conduct a full-scale exercise is greater than that needed for other types of exercises. The exercise site is usually large, and site logistics require close monitoring. Safety issues, particularly regarding the use of props and special effects, must be monitored. Throughout the duration of the exercise, many activities occur simultaneously.

Homeland Security Exercise and Evaluation Program (HSEEP)

The Homeland Security Exercise and Evaluation Program (HSEEP) provides a set of guiding principles for exercise programs, as well as a common approach to exercise program management, design and development, conduct, evaluation, and improvement planning.

Select this link to access information about HSEEP.

https://hseep.dhs.gov/support/HSEEP_Revision_Apr13_Final.pdf

Response Drills

Response drills provide practice in specific emergency actions that may be required during a crisis. They can be facility-wide operations or initiated by staff with a subset of the population. Combination drills can also be created by combining response actions in a single drill. Examples of response drills include:

- Evacuation drills
- Lockdown drills
- Reverse evacuation drills
- Room clear drills

Drill Planning Checklist	
✓	Planning Team
	Create a timeline for the drill
	Identify drill planning team members: site personnel, law enforcement, emergency responders, community members
	Assign responsibilities to team members
Design and Develop Drill	
	Identify type of drill
	Identify where the drill will take place
	Identify who will participate in the drill
	Identify actions, procedures, and protocols that will be drilled
Prior to the Drill	
	Review safety and security procedures with all staff, volunteers, members, and students
	Review each individual's emergency responsibilities
	Make proper notification of the plan to conduct a drill (parents, guardians, other)
	Have an all clear procedure identified to end the drill
	Review and test communication protocols: <ul style="list-style-type: none"> • Between different groups (emergency responders, site personnel, medical, law enforcement) • Between site personnel • Outside the building • From rooms to the main office • With other sites • With parents, guardians • With the media
During the Drill	
	Use simple language to make announcements (lockdown, evacuation, reverse evacuation, room clear)
	Determine if the emergency alert/announcement was clearly communicated and understood throughout the building
	Determine if the procedures and protocols were properly followed
	Identify if there was a method for room staff/volunteers to communicate with the main office.
	Identify if the procedures for hallways, bathroom, and open areas were followed
	Identify if the procedures for individuals outside were followed.

Response Drills (Continued)

Drill Planning Checklist (Continued)	
After the Drill	
	Conduct a debriefing session with key partners to discuss lessons learned and/or measures for improvement.
	Identify/discuss: <ul style="list-style-type: none"> • How long the drill took • What worked well • What needs to be improved • Other people needed for the drill team • Emergency response time if this were not a drill • Next steps
	Prepare an after-action report with observations of and recommendations for the drill.
Improvement Plan	
	Review and update plans and procedures per the after-action report.
Adapted from: State of New Jersey Department of Education School Security Drill Checklist, http://www.state.nj.us/education/schools/security/drill/SchoolSecurit%20DrillChecklist.pdf	

Sample Response Drill Procedures: Evacuation Drill

Evacuation Drill Procedures	
Before the Drill	
Assign each room or area a designated evacuation route and an alternate route	Staff, volunteers, members, and students should be familiar with the evacuation routes. Diagrams should be posted in the rooms. Primary and alternate routes should be identified.
Evacuation instructions should be posted near each room	Posters with evacuation instructions should be posted in each room or area.
Unique warning	Emergency warnings should be clearly distinguishable from each other.
Ensure drill alarm systems are in working order	All alarm systems should be kept in working order at all times.
Plan for alternate warning procedure and evacuation routes	
Alert any necessary personnel in advance of the drill	It may be necessary to notify food service personnel or other staff in advance of the drill.
Provide law enforcement and fire departments with the building floor plan, plans, and procedures	
Assign responsibilities	All staff and volunteers should be assigned responsibilities. A staff member or volunteer should evaluate conditions of the assembly area(s) before the evacuation.
Day of the Drill	
Notify 911 dispatchers of the drill	Also provide notification when the drill is complete.
Issue evacuation order	
Turn off computer monitors and other educational aids, where applicable	
Begin evacuation	Everyone should evacuate the building immediately upon hearing the alarm. Prearranged evacuation routes should be used.
Maintain orderly movement	Do not permit individuals to stop for coats, books, or other belongings. Individuals should walk quietly and be supervised. If the designated route is blocked the next nearest exit or designated alternate route should be used. Designated staff or volunteers should stand at doors until everyone in the room or area has filed out and take rosters and go-kits.
Maintain accountability	When the assembly areas are reached, designated staff or volunteers should ensure everyone is accounted for. Discrepancies need to be reported.
Remain in assigned area	Keep all individuals in the assigned assembly area, until instructions are given.
Record evacuation times	
Issue return to building notification	All individuals return to building in an orderly, safe manner.

Sample Response Drill Procedures: Evacuation Drill (Continued)

Evacuation Drill Checklist		
✓/x	Action	Comments/Notes
	911 notified	
	Drill information sent to parents/guardians	
	All individuals evacuating remained quiet and orderly	
	Staff or volunteers closed doors as they left (kept unlocked)	
	Restrooms and hallways cleared	
	Radio communication effective	
	Go kit brought to assembly area	
	Proper accounting for individuals conducted	
	Alarm notification heard in all areas	
	Assembly area clearly marked, safe, and effective for the evacuation	
	Evacuation times recorded	
Adapted from: Lincoln County Schools, http://rems.ed.gov/docs/repository/REMS_000067_0001.pdf		

Sample Response Drill Procedures: Lockdown

Lockdown Drill Procedures	
Before the Drill Date	
Review lockdown procedures with staff, volunteers, members, students	The key to a successful drill is awareness of the drill goals and objectives and understanding of roles and responsibilities.
Announce the drill date to staff and volunteers	
Send a letter to parents/guardians	Let parents/guardians know that emergency preparedness is necessary and that it is essential that they take it seriously.
Day of the Drill	
Notify 911 dispatchers of the drill	Also, notify them of the conclusion of the drill.
Assemble the crisis team or designated evaluators	The crisis team members or designated evaluators should be assigned sections of the building to evaluate.
Initiate lockdown	Follow the lockdown procedures in your emergency plan.
Crisis team evaluate each room	Crisis team members should knock on doors, listen for talking, look in windows for visible individuals, check for computer monitors left on.
Issue a release	Once the proper procedure is used issue a release. Only staff need to know the proper procedure for release.
Crisis team evaluate and debrief	The crisis team uses the lockdown drill checklist for the evaluation.

Lockdown Drill Checklist		
✓/x	Action	Comments/Notes
	911 notified	
	Drill information sent to parents/guardians	
	Scenario reviewed with staff and volunteers in advance	
	Staff, volunteers, students, and members went into a room, closed and locked all doors and windows	
	Computer monitors turned off	
	Individuals in rooms were quiet	
	Signs places on doors to indicate lockdown	
	Process to account for all individuals conducted	
	Drapes, curtains, blinds closed	
	Release notification successfully issued	
Adapted from: The Virginia Educator's Guide for Planning and Conducting School Emergency Drills, http://www.dcs.virginia.gov/vcss/documents/educatorsGuideForDrills.pdf		

Example of Tabletop Exercise: K-12 School

Scenario: It is Valentine's Day just around lunchtime. A young man appears at your entry area with a large bouquet of flowers and states he has a delivery for a teacher. The front office staff buzz the individual into the front office. As he approaches the front office, a custodian thinks he sees the individual carrying a gun.

Answer the following question: What should the custodian, other staff, and teachers do?

Scenario Update 1: Before the custodian can take any action, the individual drops the flowers and pulls out a gun. There are students in the hallways headed toward the cafeteria while others remain in their classrooms.

Answer the following questions:

- What are the priority actions?
- Who will be in charge?
- What information should be communicated? How will this information be communicated? And who do you need to communicate with?

Scenario Update 2: The gunman fires the gun and then runs toward the cafeteria. Five students and the custodian have been critically wounded. In addition, there are numerous other students who were injured as they ran away from the gunfire. Teachers are trying to account for the students who were in the hallways. There is confusion about the gunman's whereabouts. Law enforcement officers and first responders have arrived at the scene. They have cordoned off the surrounding area and are preventing parents and guardians from getting to where their children are located. The school and immediate neighbors are locked down. The media has converged on the scene.

Answer the following questions:

- What are the priority actions?
- What do you need to do to protect and comfort students?
- What support can you give to the law enforcement officers?
- How will you interface with the media?

Scenario Update 3: Thirty (30) minutes later, officers apprehend the gunman in the neighborhood surrounding the school. Parents are anxious to be reunited with their children. The media is continuing to broadcast information from the scene.

Answer the following questions:

- What are the immediate recovery actions (e.g., reunification, counseling, etc.)?
- What are the longer-term recovery needs?
- How prepared is your school to deal with an event like this?
How prepared is your school to interface with local law enforcement agencies?

Example of Tabletop Exercise: Higher Education

Scenario: It is a Friday night, just prior to the week of final examinations. A basketball game is in progress with a rival school. Campus police officers are providing security at the game. There is another patrol officer on campus completing normal, routine patrol duties. The college president sometimes attends the games, but she is out of town on college business.

The team has done well this season but is expecting a challenge from this competitor. The gymnasium is filled to capacity, and the crowd is becoming rowdy. In the days leading up to the game, there have been some nasty exchanges between the rivals on social media sites.

Answer the following question: What, if any, are the potential concerns?

Scenario Update 1: It is near half-time. The home team has done well throughout the first half, but it's still considered anybody's game. Suddenly, a disturbance breaks out in the middle of the seating area, near the bottom of the stands. Several loud pops are heard, which sound like gunfire. The crowd panics and bolts.

The officers are unable to reach the area of the disturbance. One officer observes what he thinks is the suspect, running away from the gymnasium toward a campus residential area.

When an officer reaches the area of the disturbance, he discovers that a student has been struck by an apparent stray bullet. The student appears to be critically wounded. In addition, there are numerous other people who were injured as the crowd pushed out of the gymnasium.

Answer the following questions:

- What are the priority actions?
- Who will be in charge?
- What information should be communicated? How will this information be communicated? And who do you need to communicate with?

Scenario Update 2: The campus patrol officer requests assistance from the County Sheriff's Office to start a search for the suspect at the main campus and to help identify witnesses in the crowd that is still milling about near the gymnasium.

The college gymnasium is now a crime scene and is closed to all except law enforcement investigators and responding emergency medical personnel. The perpetrator has not been apprehended. Some members of the crowd identified the individual as a student who is being investigated for alleged plagiarism. The media have begun to arrive.

Answer the following questions:

- What are the priority actions?
- How will you manage the media interest in the scene?

Example of Tabletop Exercise: Higher Education (Continued)

Scenario Update 3: Two hours later, the gunman has been shot by law enforcement officers and the area has been secured. You have multiple injured students, staff, and faculty. The media, parents, and local citizens are converging on your campus.

Answer the following questions:

- What are the immediate recovery actions (e.g., reunification, counseling, etc.)?
- What are the longer term recovery needs?
- How prepared is your college or university to deal with an event like this?
- How prepared is your college or university to interface with local law enforcement agencies?

Adapted from: Texas School Safety Center, Texas State University, Higher Education Services, Active Shooter/Killer Multiple Target Locations Exercise Tabletop, <http://www.txssc.txstate.edu/HE/tabletop#Exer2>

Example of Tabletop Exercise: House of Worship

Scenario: It is a warm, sunny day. As the service is just about to end, a man gets out of his car wearing a long raincoat, walks past two greeters without acknowledging them, and enters the worship area. The individual is unfamiliar to the greeters. As he enters, one of the greeters says to the other one, "Do you see a gun under his raincoat?"

Answer the following question: What should the greeters do?

Scenario Update 1: Before the greeters take any action, the individual pulls out a gun. There are children in classrooms and a nursery in other parts of the building. Also, there are volunteers setting up for the post-service reception.

Answer the following questions:

- What are the priority actions?
- Who will be in charge?
- What information should be communicated? How will this information be communicated? And who do you need to communicate with?

Scenario Update 2: The gunman fires the gun and runs out of the sanctuary. One person has been struck by an apparent stray bullet and is critically wounded. In addition, there are numerous other people who were injured as the crowd pushed out of the sanctuary. Parents and guardians are anxious about their children who are in classrooms in another section of the building. There is confusion about the gunman's whereabouts. Law enforcement officers and first responders have arrived at the scene. They have cordoned off the surrounding area and are preventing people from getting to where their children are located. Also, they have instructed the congregation and immediate neighbors to shelter-in-place. The media has converged on the scene.

Answer the following questions:

- What are the priority actions?
- What do you need to do to protect and comfort congregation members?
- What support can you give to the law enforcement officers?
- How will you interface with the media?

Scenario Update 3: Thirty (30) minutes later, officers apprehend the gunman in the neighborhood surrounding the house of worship. Parents are anxious to be reunited with their children. The media is continuing to broadcast information from the scene.

Answer the following questions:

- What are the immediate recovery actions (e.g., reunification, counseling, etc.)?
- What are the longer-term recovery needs?
- How prepared is your house of worship to deal with an event like this?
- How prepared is your house of worship to interface with local law enforcement agencies?

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