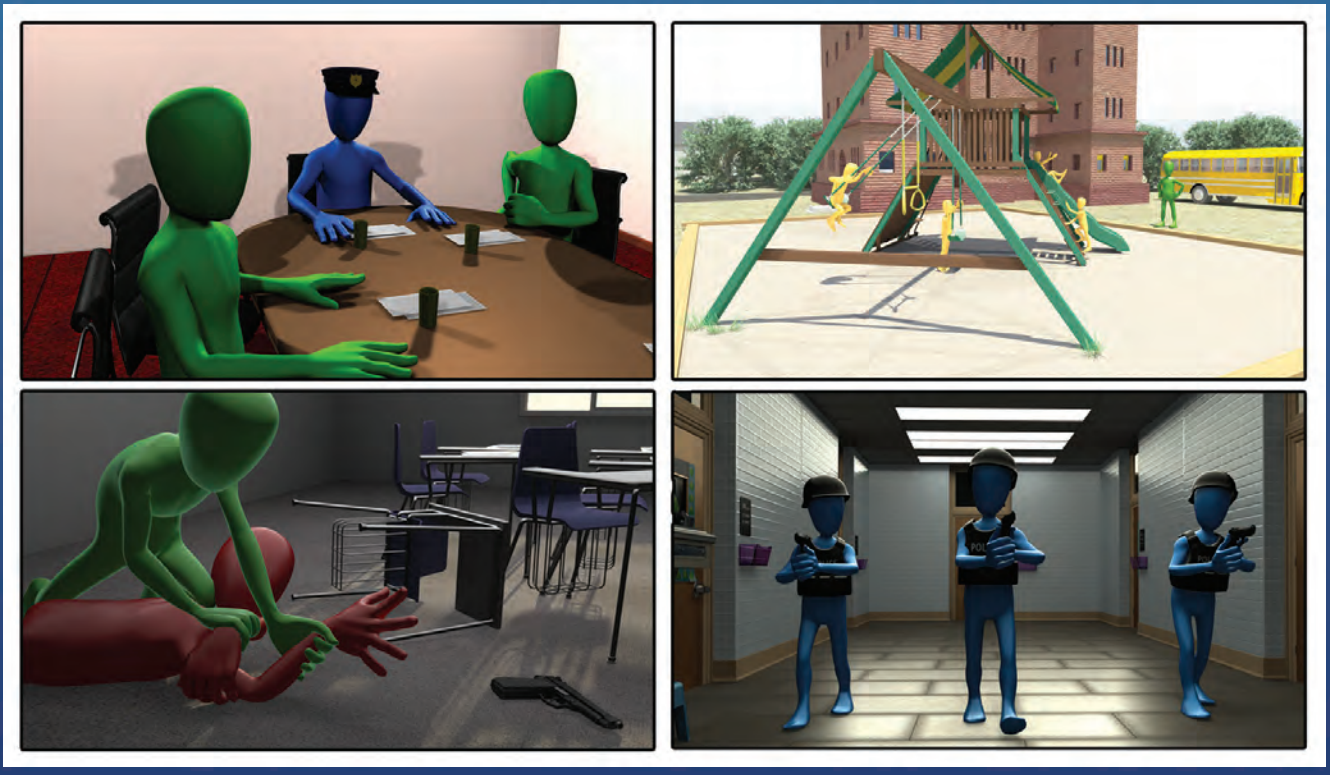
Virginia Department of Criminal Justice Services
Virginia Center for School Safety

Critical Incident Response for School Faculty and Staff



Virginia Department of Education

Department of Criminal Justice Services - Virginia

Virginia State Police

DBHDS
Virginia Department of Behavioral Health and Developmental Services

Virginia Department of Criminal Justice Services
VIRGINIA CENTER FOR SCHOOL SAFETY

Critical Incident Response for School Faculty and Staff

ACCOMPANYING MANUAL

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Acknowledgments

This training was developed by the Department of Criminal Justice Services Virginia Center for School Safety, the Virginia Department of Education, the Virginia Department of Behavioral Health and Developmental Services, and the Virginia State Police to increase awareness of Active Shooter and Armed Intruder situations and the three main response actions employed when responding to such threats, with the main focus on the lockdown action.

Thanks to the Risk and Strategic Management Corporation for developing this training as a charitable contribution to protecting the children of the Commonwealth of Virginia.

Introduction and Purpose

As a result of the great work of many caring professionals, students across our state are being taught and nurtured in schools every day. However, in our communities, violence is playing just as prevalent a role. In growing numbers, incidents of violence are impacting our students. Therefore, public safety personnel and public school divisions must work together to address these issues. Historically, Virginia schools and schools in general are very safe places, but an emergency can alter the sense of calm and community we enjoy in a matter of seconds. The purpose of this training is to:

1. Provide an overview of:
   - What may be occurring during an emergency situation, and appropriate response actions.
   - The three main response actions school staff and students may need to employ in an emergency situation: lockdown, evacuate, and shelter in place.
   - What is an Active Shooter.

2. Provide more detailed information related to:
   - The steps that can be taken to identify, prevent, or mitigate an Active Shooter threat.
   - Who to contact for additional information on this subject.

3. Provide a source of additional resources, including:
   - The FBI handout referenced in the training.
   - Sample documents/schedules that may be helpful in school emergency planning.
   - Definitions for terms used in this training, as well as other safety and emergency planning terms.
   - Contact and website information for state and federal partners.
   - Sample training agenda and verbal scenarios.

4. Self-test
   - Provide an opportunity for a self-test in order to review the information covered in this training.

In order to support educational professionals, this manual and an accompanying online training course is available to provide the knowledge and skills necessary to understand, identify, and respond to potential threats.

The online training course can be found at: www.vimeopro.com/rsmanimation/va-schools-active-shooter

(Password: rsmaccess)

OVERVIEW OF
CRITICAL INCIDENT RESPONSE CURRICULUM

Three Main Response Actions

Taking action before an emergency occurs can save lives, prevent injuries, and minimize property damage in the first moments during a crisis situation, whether this results from a natural disaster or a manmade crisis. Schools should update and practice crisis plans each year. Teachers should understand these plans and their roles within them, allowing them to implement emergency response protocols with confidence and structure.

Although every school's needs and circumstances are different, based upon their layout, location, and population, there are three basic response actions available in an emergency situation: Lockdown, Evacuate, and Shelter in Place – or a combination of these actions.

A very effective way to prepare to use one or more of these actions is to fully participate in the fire, lockdown, tornado, and earthquake drills schools conduct, and to practice them in varied settings to identify what vulnerabilities exist before an emergency occurs.

Lockdown

The first of the three actions is Lockdown. In a school setting there are several reasons a school might need to lockdown. One might be a visitor to the school who becomes irate and a danger to the school's occupants. Another might be a non-custodial parent or former spouse of a staff member who attempts to obtain access to a facility and do harm to others. Yet another, but highly unlikely, reason is an armed intruder or Active Shooter who may be a student, former student, parent, or indeed someone who is not affiliated with the school at all.

> Tips for Lockdown drills: Ask division staff, school resource officers, or other first responders to observe lockdown drills and provide constructive feedback and recommendations for improvement. Timing drills and working to improve times so that responses are both fast and effective are highly recommended. Teachers might also practice locating room keys quickly.

Evacuate

The second main response action to an emergency is to Evacuate. Schools have long practiced evacuating by way of fire drills. Evacuations occur when the school building is not safe, or they can occur once a lockdown situation is resolved.

> Tips for Evacuation Drills: Ask division staff or fire department officials to observe evacuation drills and provide constructive feedback and recommendations for improvement. As with Lockdown, timing and working to improve response capabilities can increase confidence. You should again time drills and work on improving times so that you can respond quickly and with confidence. Conducting drills at inopportune times such as during lunch or break periods, or during an assembly are encouraged so that any vulnerabilities or hindrances can be identified before an actual emergency. Reverse evacuation drills can be practiced right after a fire drill. Reverse evacuation means to re-enter the building as quickly as possible

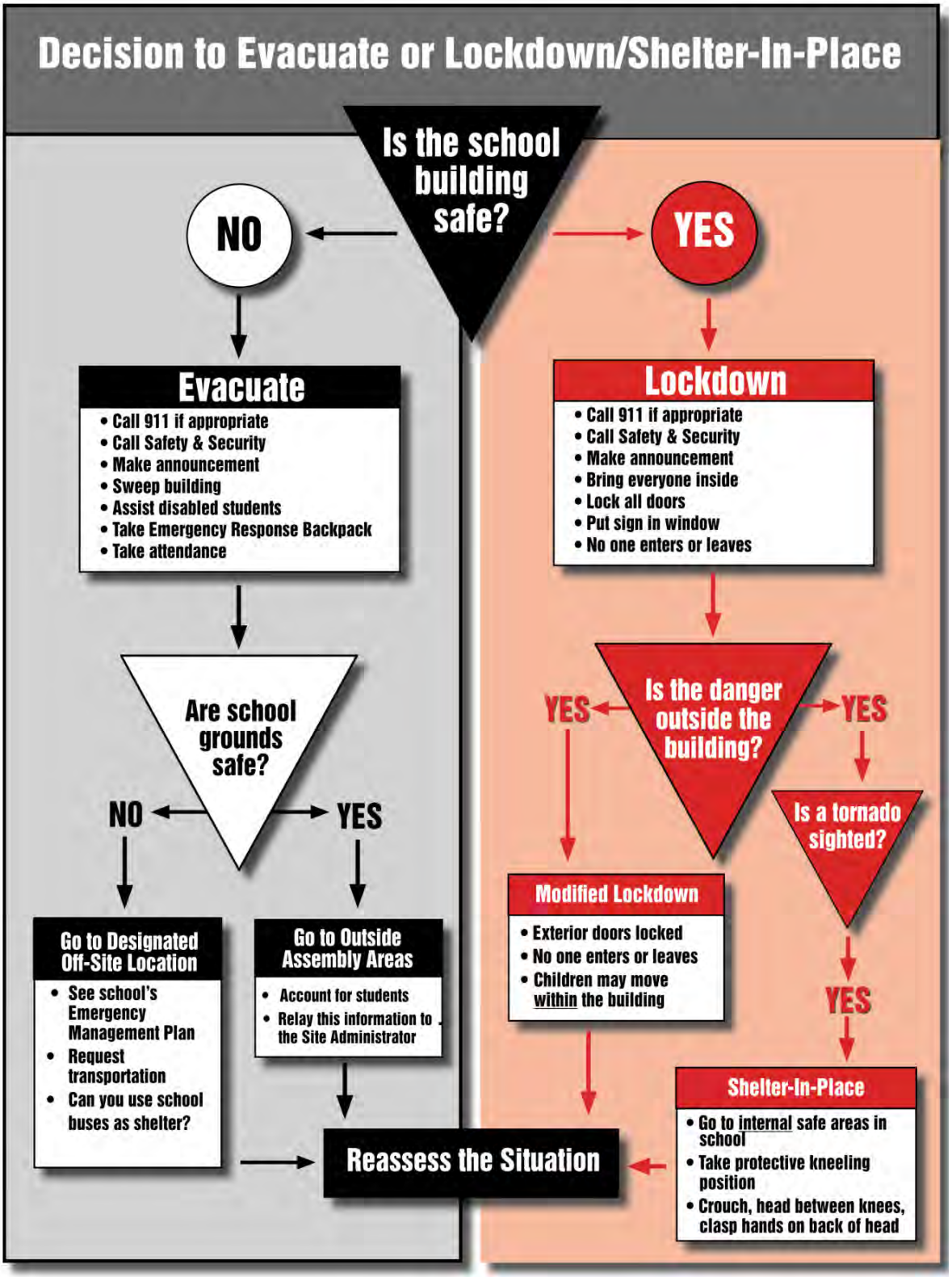
after evacuation procedures are completed and students are accounted for, or while staff and students are outside on athletic fields or playgrounds.

Shelter in Place

The third option is to Shelter in Place. Sheltering in place is necessary when external conditions make it unsafe to leave the building, but where locking down in a classroom is not necessary. A special shelter in place is conducted for tornadoes and severe weather conditions. This is called *duck, cover, and hold*. A combination of shelter in place and then evacuation may be necessary during such situations as earthquakes.

Tips for Shelter in Place (Tornado or Earthquake) Drills: Participating in the statewide Tornado drill which is conducted each March provides an opportunity to practice sheltering in place by simulating a tornado. Further practice for this type of response action is for a school administrator to announce and verbally simulate an earthquake drill. Staff and students should then shelter in place, pausing to ensure conditions (described over the intercom by the school administrator) are safe before evacuating. First responders and division staff can make recommendations about specific places to evacuate to during an earthquake in order to avoid danger from overhead power lines, broken lights, or fallen trees. Also, to avoid further safety hazards avoid evacuating to locations near water pipes, which may burst.

Decision Tree: Evacuate, Lockdown or Shelter in Place



ACTIVE SHOOTER PROCEDURE OVERVIEW

The term "Active Shooter" is used by law enforcement officials to describe a situation where a person participates in a random or systematic shooting spree in a confined or populated area. In most cases, the Active Shooter uses firearms and there is no pattern or method to the selection of their victims. Active Shooters can include unstable persons, whether they are unknown to the school, or are other students, armed criminals, or in rare cases domestic or international terrorists.

Active Shooters can target a school, university, or childcare center. Active Shooters can also target social venues such as sporting events, museums, rail and bus stations, and recreational facilities where students may visit during field trips. As such, staff must be vigilant and aware of their surroundings and understand how to respond should a physical threat occur, whenever and wherever that may happen.

While Active Shooter situations are very rare, staff should be prepared to respond appropriately and effectively if they ever find themselves in such a situation, to protect students and themselves should a physical threat occur. Active Shooter situations are seemingly unpredictable and often evolve quickly. Rarely do individuals simply "snap" and there are signs that staff can be aware of to potentially prevent an attack. This can include suspicious people watching a facility or taking photographs, or strange calls and unusual behavior by students, staff, parents, or visitors. You should never feel embarrassed to report this information.

Run, Hide, Fight

There are three steps to survival that have been provided nationally in response to the Active Shooter events that have occurred in schools, universities, movie theatres, shopping malls and work places in recent years are Run, Hide or Fight.

The standard lockdown procedure is to remain in a secured classroom, or to find one quickly and go into the lockdown protocol. However, if you are alone or have no other alternative, you should be aware of the other options of evacuating yourself and students to safety, or, as the ***very last resort,*** fighting to protect them and yourself.

Run

Typically, students and staff should only deviate from the practiced lockdown procedure when instructed to by law enforcement officers, or other first responders that it is safe to do so. However, in an extreme case when there is no other option and the threat is imminent and unavoidable, the situation may dictate that you "run".

If it is safe to do so, you should seek to evacuate the premises, telling your students which route to take, where they should go, and moving them well away from the school to a safe location. You should be sure to:

- Have an escape route and plan in your mind before you start to move.
- Ensure you account for all of the students, having a teacher's aid lead the students out, while you check the last student out of the room or area, if possible.
- Leave your belongings behind, telling students to do the same.

- Break windows to escape if you are on the ground floors, clearing away glass and laying mats or clothing over the windowsill to prevent injury. You should have an adult climb out first to help students exit the window safely if this is possible.
- Prevent individuals from entering an area where an Active Shooter may present a threat. You should warn people to stay away without endangering yourself or your students.
- Keep your hands visible if police officers are outside.
- Follow the instructions of any police officer.
- Not attempt to move wounded people.
- Call 911 when you are safe.
- Listen for special instructions over the intercom.

Hide

Hide is essentially an extreme version of a routine lockdown procedure and the recommended action to take in a no warning incident, versus a lockdown that is announced over an intercom. If evacuating is not possible, then you and your students should find a place to hide where the Active Shooter is less likely to find you. You may be at the school or sports field, or you may be on a field trip. Your hiding places should:

- Be out of the Active Shooter's view.
- Provide protection if shots are fired in your direction,
- Be away from doors and windows as bullets can pass through these easily.
- Not trap you, or restrict your options for escape if that is possible.

To prevent an Active Shooter from entering your hiding place, you should:

- Lock the door.
- Blockade the door with heavy furniture.

If the Active Shooter is nearby, then:

- Lock the door.
- Silence your cell phone or pager.
- Turn off any source of noise, such as radios and televisions.
- Hide behind large items such as cabinets and desks.
- Remain quiet and ask those around you to also remain quiet.

If evacuation and hiding are not possible, then:

- Remain calm.
- Dial 911, if possible in order to alert police to the Active Shooter's location. If you cannot speak, leave the line open and allow the dispatcher to listen to what is happening.

Based on the plans in place in your locality you can use the *notification card system* as well to alert the responding police to your situation. Placing a colored card under the door or in the window can convey predetermined alerts, such as:

- RED Card – there is a casualty and medical treatment is required, or there is an immediate threat from the Active Shooter.
- GREEN Card – the classroom is safe and no immediate help is required.
- No Card – the police will have to check the classroom as no teacher is present.

Fight

As the very last resort, and only when your life or the lives of those around you are in imminent danger, you may decide to attempt to disrupt or incapacitate the Active Shooter by attacking or distracting them. Some options may include:

- Throwing items and improvising weapons such as a chair, a phone, laptop, tablet, stapler, file, book, or another easily accessible object.
- Yelling or shouting at the aggressor in order to distract or frighten them.
- Seeking control of the aggressor's hands in order to limit their ability to use a weapon.
- Briefing the students to escape while you are attacking or distracting the Active Shooter.

When Law Enforcement or Other First Responders Arrive

When the police or other first responders arrive, it is important to respond in a manner which does not present a risk to yourself or the students.

Police officers will proceed directly to the area where the last shots were heard. Teachers or others with student responsibility should brief students, especially if they are older, what to do when the police arrive.

In such incidents, it is important:

- To remain calm, and follow the officers' instructions.
- To avoid startling the officers or taking actions that might be misinterpreted as being hostile.
- To put down any items in your hands and tell students to do the same.
- To immediately raise hands and spread fingers, instructing the students to do the same.
- To keep hands visible at all times as the police will not know who the threat is and they are trained from the perspective that "hands kill".
- To avoid making quick movements toward officers and do not attempt to hold on to them for safety.
- To avoid pointing, screaming, or yelling.
- Not to stop and ask for help or directions when evacuating.

Summary

In summary, there are things that can and should be done *before, during, and after* an emergency to lessen the impact. Key BEFORE actions include PREVENTION and TRAINING. Important things to note regarding prevention include:

- Not dismissing something that doesn't seem right. As we encourage students with bullying prevention, it is important not to be a bystander!
    - If you see something that does not look right, tell someone.
- Being very cognizant of the climate within the school.
    - Being aware of changes in student and staff behavior can prevent violence. Please report to a member of your threat assessment team if someone exhibits a behavior or series of behaviors that is concerning to you.

BEFORE actions also include TRAINING. This curriculum is an important element of training and should be part of a larger discussion with school administration and local first responder partners. For instance, an emergency planning inservice might include an overview of the procedures and then an open discussion imagining an emergency occurring while staff and students are outside or in the cafeteria, then what you would do. Deepening discussions about each response action, including Active Shooter, is an important next step in preparing for an emergency.

Important DURING actions are the Lockdown, Evacuate and Shelter in Place RESPONSE actions previously discussed in this training.

AFTER the emergency there will be special considerations such as activating a reunification plan, setting up a Family Assistance Center, and facilitating physical and psychological recovery. Getting families reunited and getting

back to the business of work and school as quickly as possible is a key step in recovering from an emergency. Readers of this manual are encouraged to also view the accompanying Critical Incident Response video training.

The Virginia Center for School Safety seeks to provide a safe and positive school environment for all students. Although none of us likes to think about anything bad happening, planning for emergencies, and training and partnering with others is the best way to ensure that the emergency is resolved as quickly and safely as possible.

While every emergency situation will be different, knowing what the threat is and whether to lockdown or hide, evacuate or shelter and place, and in extreme emergency to run, hide or fight is critical in keeping yourself and others safe.

SELF-TEST

Critical Incident Response Self-Test

The following provides a useful self-test for educational professionals when considering the response to an emergency event:

1. An emergency or critical incident can occur at what types of locations?
2. The three main response actions in an emergency or critical incident include?
3. In an extreme situation when an Active Shooter is present, additional actions may be necessary. These actions are _____, _____, and _____?
4. Whenever possible, staff and students are urged to follow practiced lockdown/hide procedures. However, as a last resort, or in life threatening circumstances _____ or _____ may be necessary.
5. It is important to practice plans and take drills seriously. True or False?
6. It is important that schools have emergency plans that address all types of emergencies that can occur including man-made, weather related, and health related. This type of planning is called?
7. An Active Shooter event is likely. True or false.
8. Active Shooter incidents are impossible to prevent because usually people just snap. True or False?
9. When law enforcement officers arrive on scene you should run to them. True or False?
10. If you are in lockdown and think it is safe to come out, you should do so. True or False?

Critical Incident Response Self-Test Answer Key

1. An emergency or critical incident can occur: *inside the school, on an athletic field or playground, while students are on the bus or on a field trip*
2. The three main response actions in an emergency or critical incident are: *lockdown, evacuate, or shelter in place (or a combination of these)*
3. In an extreme situation when an Active Shooter is present, additional actions may be necessary. Those actions are: *Run, hide, fight*
4. Whenever possible, staff and students are urged to follow practiced lockdown/hide procedures. However, as a last resort, or life threatening circumstances, _____ or _____ may be necessary: *running, fighting*
5. It is important to practice plans and take drills seriously. True or False. *True*
6. It is important that schools have emergency plans that address all types of emergencies that can occur including man-made, weather related, and health related. This type of planning is called: *All hazards planning*
7. An Active Shooter event is likely. True or False? *False*
8. Active Shooter incidents are impossible to prevent because usually people just snap. True or False *False. Rarely do individuals simply "snap" and there are signs that staff can be aware of to potentially prevent an attack.*
9. When law enforcement officers arrive on scene you should run to them. True or False *False*
10. If you are in lockdown and think it is safe to come out, you should do so. True or False *False Unless there is an Active Shooter situation and there is no other choice you should remain in lockdown until released by a first responder.*

HANDOUTS and SAMPLE DOCUMENTS

Handout – FBI, The School Shooter: A Quick Reference Guide

The School Shooter: A Quick Reference Guide

BAU-2 (703) 632-4800

REMEMBER

- There is not a "profile" of a school shooter- instead the students who carried out the attacks differed from one another in numerous ways.
- School shootings are rarely impulsive acts.
- They are typically thought out and planned in advance.
- Prior to most school shootings other students knew the shooting was going to occur but failed to notify an adult.
- Very few of the attackers ever directed threats to their targets before the attack.
- The most common goal was retribution. The justifications and excuses offered indicated this stemmed not from an absence of values but from a well-developed value system in which violence was acceptable.
- In many cases, other students were involved in the attack in some capacity.
- Many offenders experienced a significant personal loss in the months leading up to the attack, such as a death, breakup, or divorce in the family.
- Many offenders engaged in repetitive viewing of violent media and were often fascinated with previous school shootings. Repeated viewing of movies depicting school shootings, such as "Zero Day" and "Elephant," may indicate a fascination with campus attacks.
- Be aware of the subject's online videos, blogs, and social networking activities.

Assessing Threatening Communications - Five Dimensions (Mohandie, 2000)

- Organized vs. disorganized thought processes
- Fixed vs. variable themes
- Focused vs. general target identification
- Violent action imperative vs. alternative coping means
- Short time imperative vs. lack of urgency

Threat assessment - 11 Key Questions (U.S. Secret Service, 2002)

- What are the student's motive(s) and goals?
- Have there been any communications suggesting ideas or intent to attack?
- Has the student shown inappropriate interest in school attacks, weapons, and/or mass violence?
- Has the student engaged in any attack-related behaviors?
- Does the student have the capacity to carry out an act of targeted violence?
- Is the student experiencing hopelessness, desperation and/or despair?
- Does the student have a trusting relationship with at least one responsible adult?
- Does the student see violence as an acceptable/desirable way to solve problems?
- Is the student's version of events consistent with his/her actions?
- Are other people concerned about the student's potential for violence?
- What circumstances might affect the likelihood of an attack?

Motives

- 24% motivated by desire for attention or recognition.
- 27% motivated by suicide or desperation.
- 34% motivated by attempt to solve a problem.
- 54% had multiple motives.
- 61% motivated by desire for revenge.
- 75% felt bullied/persecuted/threatened by others.

Statistics

- 27% of attackers exhibited interest in violent movies.
- 37% of attackers exhibited interest in violence in their own writings, poems, essays, and journal entries.
- 59% of attacks occurred during the school day.
- 63% of attackers had a known history of weapons use.
- 68% acquired the weapon used from their own home or that of a relative.
- 93% of attackers engaged in some behavior prior to the attack that caused others to be concerned.
- 93% of attackers planned out the attack in advance.
- 95% of attackers were current students.
- Odds are one in 1 million that a student will die at school as a result of a violent act.

Warning Signs

- Investigators should probe to discover if the subject has engaged in research, planning, or preparation (e.g., researched weapons or made attempts to obtain a weapon). Movement from thought to action represents a severe escalation of the risk of violence.
- In around 80% of school shootings at least one person had information that the attacker was thinking about or planning the school attack. In nearly 2/3, more than one person had information about the attack before it occurred. In nearly all of these cases, the person who knew was a peer, a friend, schoolmate, or sibling.
- Despite prompt law enforcement responses, most attacks were stopped by means other than law enforcement intervention.
- Be conscious of the "Werther Effect", defined as a duplication or copycat of another suicidal act. School shootings are typically well-publicized, sensationalized events that can trigger an increase in similar acts for roughly days or weeks after the attack.

Resources

- www.fbi.gov
- www.safetyzone.org (DOE and DOJ)
- www.ncjrs.org/school_safety
- www.ed.gov/offices/OESE/SDFS
- www.secretservice.gov/ntac.htm
- www.keepschoolssafe.org

Information compiled from the *Safe School Initiative Report*, United States Secret Service and Department of Education, (2002); *School Violence Threat Management*, Dr. Kris Mohandie, (2000); *The School Shooter: A Threat Assessment Perspective*. CIRG/NCAVC, (1999).

Handout – Four-Phase Emergency Planning

To ensure that plans align with the structure, policies and activities of first responders, K-12 schools and institutions of higher education should be familiar with the four interconnected phases of emergency management: *Prevention-Mitigation, Preparedness, Response, and Recovery*. Also known as *Before, During and After* actions, these can easily be incorporated into school, district, or campus emergency management planning and plans. *(Source: Readiness and Emergency Management for Schools)*

BEFORE DURING and AFTER Mitigating or preventing an emergency should be part of all phases of planning and an actual emergency. During an emergency, proper planning will help ensure the emergency is resolved quickly and damages are minimal.	*What is Prevention/Mitigation?* Identifying all potential hazards and vulnerabilities and reducing the potential damage they can cause. Prevention decreases the likelihood that an emergency will occur. Mitigation actions are steps that eliminate or reduce the loss of life or property damage for events that cannot be prevented. The Prevention/Mitigation Phase is an opportunity to enhance school and workplace climate, and put processes into place that reduce or eliminate the opportunities for bullying, crime, and other negative or harmful behaviors. Assembling a threat assessment team and recognizing individuals who may present a threat is a key "Before" action and can prevent school violence.
BEFORE Knowing what could go wrong, and preparing for it, is critical to effectively responding if an emergency occurs. Since identifying every possible nuance of every possible threat is not feasible, focusing on the most likely events is the most practical. Effectively using local experts and reaching out to others, utilizing available equipment and resources, planning , training, and communicating often not only ensures quality preparedness, it is a great way to mitigate and even prevent certain emergencies from occurring at all.	*What is Preparedness?* Collaborating with community partners to develop plans and protocols to prepare for the possibility that the identified hazards, vulnerabilities, or emergencies will occur. Preparedness actions include: • Ensuring plans are updated and contain necessary components to effectively response to a threat, crisis or emergency that impacts the school or community • Assembling teams, emergency contact lists, and draft media responses/letters home • Identifying evacuation sites, one within walking distance, one that is accessible by bus • Developing a reunification plan and Family Assistance Center • Learning vulnerabilities that exist within the school and local area • Conducting safety audit inspections • Developing emergency policies and protocols • Conducting drills and testing plans Preparedness is designed to strengthen the school community by coordinating with community partners through: • Adopting the principles of the Incident Command System (ICS) • Conducting staff training and drills • Conducting and assessing emergency response exercises
DURING During a high impact, no warning emergency, staff should be able to rely on training they have received (in the preparedness phase), but also be given "permission" (ahead of time) to use best judgment in a life threatening situation.	*What is Response?* Working closely with first responders and community partners to effectively contain and resolve an emergency in, or around, a school or campus. The Response phase is critical when emergency management plans are activated to effectively contain and resolve an emergency or potentially harmful incident. Although typical response includes one of the three basic actions: lockdown, evacuate or shelter in place (or some combination of such), much of the daily response in schools is a result of issues surrounding student behavior and well being, conditions that exist outside of school and technology. Having response plans in place (and testing those plans with first responders) for high impact, worst case scenarios is a necessary component of school safety.

BEFORE DURING and AFTER Effectively recovering, and helping others recover, from a major emergency must be cyclical and something that is considered from the onset of emergency discussions and when an emergency occurs.	*What is Recovery?* Teaming with community partners to assist students and staff in the healing process, and restore a healthy and safe learning environment following an emergency event. The Recovery phase is designed to: assist students and staff, as needed, with healing and coping, and restore educational operations in schools.

Handout – Sample Drill Schedule

SAMPLE
DRILL SCHEDULE

Drill	*Description/Notes*
SEPTEMBER	
Fire/Evacuation Drill	1 drill each week for first month of school
Intruder/Lockdown Drill	1 drill in September
Reverse Evacuation (outside to inside)	1 drill in September (time coming in from Fire Drill)
OCTOBER	
Earthquake Drill	1 drill annually - conducted in cooperation with FEMA
Fire/Evacuation Drill	1 drill per month
NOVEMBER	
Fire/Evacuation Drill	1 drill per month
DECEMBER	
Fire/Evacuation Drill	1 drill per month
JANUARY	
Fire/Evacuation Drill	1 drill per month
Intruder/Lockdown Drill	1 drill in January
FEBRUARY	
Fire/Evacuation Drill	1 drill per month
Shelter in Place	1 drill in February
MARCH	
Fire/Evacuation Drill	1 drill per month
Tornado Drill/Duck and Cover	1 drill in March
APRIL	
Fire/Evacuation Drill	1 drill per month

MAY

Fire/Evacuation Drill	1 drill per month
Reverse Evacuation (outside to inside)	1 drill in September (time coming in from Fire Drill)

JUNE

Fire/Evacuation Drill	1 drill per month

SUMMARY

Earthquake Drill	1 drill annually - conducted in cooperation with FEMA (Recommended)
Fire/Evacuation Drill	1 drill per week first month of school, once monthly thereafter (Required by Fire Code)
Intruder/Lockdown Drill	Minimum 2 drills per year (required by Code of VA)
Reverse Evacuation	Minimum 1 drill per year (Recommended)
Shelter in Place	Minimum 1 drill per year (Recommended)
Tornado Drill/Duck and Cover	Minimum of 1 drill per year conducted in cooperation with VDEM (Recommended)

SUGGESTED TRAINING and SAMPLE VERBAL SCENARIOS

Suggested Training *(for school administrators, school staff and others as appropriate)*

- Emergency Management for Schools (Online training series offered free of charge by Readiness and Emergency Management for Schools (REMS)) http://rems.ed.gov

- Safe Schools: Assessing School Safety (International Association of Police Chiefs (IACP) Online Training Series offered free of charge) http://elearning-courses.net/iacp

- Critical Incident Response Video (Accompanying Video for this manual, password: rsmaccess) http://vimeopro.com/rsmanimation/va-schools-active-shooter

- National Incident Management System (NIMS) and Incident Command System (ICS) http://www.training.fema.gov/EMI/

- Training offered by the Virginia Department of Criminal Justices Services http://www.dcjs.virginia.gov/

Sample Verbal Scenarios *(for use in training school crisis teams or staffs)*

For each scenario, identify roles and key issues and actions. Discuss whether there is a need to evacuate, lockdown, or shelter in place. Discuss communication that would need to occur, with whom, and an determine an overall action plan. These scenarios can be expanded or contracted based on time constraints and roles of participating staff.

SAMPLE Elementary School Scenarios	SAMPLE Middle School Scenarios	SAMPLE High School Scenarios
▪ A seven-year-old boy playing near a stairwell falls two stories inside the school. Classmates witness it. The child, seriously injured, is taken to the hospital by paramedics. Students are scheduled to be dismissed in 20 minutes. ▪ A bus carrying elementary students home one afternoon stops at an intersection where students looking out the bus see a young male shot in a drive-by shooting. The young man is a cousin of a student on the bus. ▪ It is a rainy Tuesday morning and, nearby, a truck has overturned releasing toxic fumes. The Fire Department has just ordered that your 600-student elementary school be evacuated immediately. ▪ A non-custodial parent, whose spouse has a restraining order against them, comes to pick up their child, bypassing the front desk and heads straight to the cafeteria.	▪ A student at your school has contracted meningitis and is hospitalized in critical condition. Health Department authorities have initiated procedures for immunization of classmates. There is an unconfirmed report that a cafeteria worker who coincidentally was hospitalized the same day is a carrier. ▪ At an away basketball tournament in a nearby city, a member of the team collapses. Through social media information about the incident is already being passed around. The school has just been notified that the student is in critical condition, but the family has not yet been reached. Students, including the student's sister, who have heard it from others, are coming to the office to ask what has happened.	▪ A 12th grade student driving home after a football game one Friday night fails to stop at an intersection and the accident results in the death of a classmate's mother. The student may have been drinking. ▪ You hear on the 11 PM news on a Sunday night that a 10th grade girl at your school is reported missing; she was not home when parents came home from a weekend trip. Minutes after the broadcast a staff member calls and reports that foul play is suspected. You know that she and her boyfriend who is a senior had a loud fight in front of many students on Friday afternoon as buses were loading. ▪ A student whose name has been passed along to the school's crisis team, but they have not convened to discuss, threatens a teacher. The teacher is not comfortable having the student in class.

SUGGESTED PARTNERS and ADDITIONAL RESOURCES

The following are suggested partners and resources you should leverage for your emergency planning and risk management planning measures.

Suggested Partners/Resources

- Local:
  - Fire/Emergency Management Services/Rescue
  - Law Enforcement
  - Child Protective Services (CPS) and Emergency Family Services
  - Community resources (shelter/housing, food/clothing, counseling services)
  - Health Services/Clinics
  - Hotlines, Self Help, and Bilingual Resources
  - Mental Health
  - Other schools

- State:
  - Office of the Attorney General
  - Virginia Criminal Injuries Compensation Fund
  - Virginia Center for School Safety
  - Virginia Department of Behavioral Health and Developmental Services
  - Virginia Department of Criminal Justice Services
  - Virginia Department of Emergency Management
  - Virginia Department of Education
  - Virginia Department of Health
  - Virginia Department of Juvenile Justice
  - Virginia Department of State Police

- Federal/National:
  - Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF)
  - Centers for Disease Control - Division of Adolescent and School Health (CDC)
  - Department of Homeland Security (DHS)
  - Department of Justice (DOJ)
  - Federal Bureau of Investigation (FBI)
  - Federal Emergency Management Agency (FEMA)
  - National Center for Education Statistics (NCES)
  - National Registry of Evidence-Based Programs and Practices (NREPP)
  - Office of Juvenile Justice and Delinquency Prevention (OJJDP)
  - Office of Safe and Drug Free Schools (OSDFS)

- Readiness and Emergency Management for Schools (REMS)
- Safe Schools, Health Students Initiative (SSHS)
- U.S. Department of Education (USDOE)
- U.S. Secret Service Safe School Initiative (Threat Assessment Final Report)

Additional Resources

- 2012 Virginia School Safety Survey Results June 2013 (.pdf, 52 pages)
- Best Practices in Bullying Prevention and Intervention (Stopbullying.gov)
- Bomb Threat Response: An Interactive Planning Tool for Schools
- Chemical Agents: Facts About Sheltering in Place
- Child Trauma Toolkit for Educators
- Critical Incident Response Video (password: rsmaccess)
- Early Warning, Timely Response: A Guide to Safe Schools
- Earthquake Guide
- Emergency Supplies for Schools – Red Cross Recommendations
- Guidance on School Safety Inspection Checklist
- Juvenile Law Handbook for School Administrators 2013 Update (.pdf, 97 pages)
- Legislation Resulting from the Governor's School and Campus Safety Task Force and 2013 Virginia General Assembly with Implications for K-12 Schools and School Divisions
- Parent Tips for Helping School Aged Children After Disasters
- Preparing Your School for a Crisis
- REMS - Components of Comprehensive School and School District Emergency Management Plans
- REMS - Creating Emergency Management Plans
- REMS - Emergency Exercises: An Effective Way to Validate School Safety Plans
- REMS - Practical Information on Crisis Planning Guide
- REMS - Steps for Developing a School Emergency Management Plan
- Safe Schools Facilities Checklists
- School Food Services: A Biosecurity Food Checklist
- School Safety CD-ROM
- School Safety Inspection Checklist
- Suicide and Bullying: Issue Brief (SPRC)
- Talking with Kids about School Safety
- Understanding Bullying (CDC)
- Virginia High School Safety Study

EMERGENCY and CRISIS PLANNING DEFINITIONS

All Hazards Planning

To properly prepare for all hazards that might occur, consideration should be given to the possibility of all types of threats. These threats include high probability (fights, injuries while at school) and low probability and high impact threats such as a school shooting or a terrorist event. An all-hazards approach enhances the ability to respond quickly and as effectively as possible to all manner of threat including:

- Health related incidents and emergencies such as lice, influenza, pandemic, MRSA, food poisoning, exposures to hazardous substances;
- Man-Made incidents and emergencies such as bomb, gun, knife, or other weapon threat; the presence of unauthorized persons or trespassers; the loss, disappearance, or kidnapping of a student; hostage situations; violence on school property or at school activities; incidents involving acts of terrorism; and suicide;
- Weather incidents and emergencies such as natural disasters, including earthquake, fire, flood, or severe weather; and/or
- Other incidents and emergencies such as: loss or disruption of power, water, communications, or shelter, bus or other accidents, student or staff member deaths, explosions.

Command Center

The operations location of the crisis team during a crisis or drill housing representatives of school staff, law enforcement, Fire/EMS, medical personnel and other appropriate service agencies with access to communication, keys, school maps, etc. Because the office may be compromised in an emergency, a secondary command center should also be established and adequately equipped.

Emergency

An emergency is any event or situation that forces school closure or schedule changes, or that directly threatens the safety or well-being of any students, faculty, staff, or members of the community and requires immediate action for resolution. Examples include severe weather, loss of utilities, bomb threats or terrorist acts, violent crime, release of hazardous materials, and others, and need not occur on school property.

Emergency Manager

The 2013 Virginia General Assembly amended *Code of Virginia* § 22.1-279.8. to require the designation of a school division emergency manager. The emergency manager should be the key contact between the school division and fist responders and coordinate with each school's school crisis, emergency management, and medical response plan to ensure all responding parties are familiar with such plans. The Emergency Manager should also facilitate the sharing of such plans to the chief law-enforcement officer, the fire chief, the chief emergency medical services official, and the emergency management official of the locality.

Evacuate/Evacuation

To withdraw, relocate, or move students/people in an orderly manner from an insecure or unsafe area to an area/place determined to further ensure their personal safety.

Family Assistance Center/Reunification Plan

The ***family assistance center (FAC)*** is a facility that is established as the result of a ***mass casualty/fatality incident,*** wherein a significant number of victims and/or family members are expected to request information and assistance. A FAC is an organized, calm, professional, and coordinated method of assistance delivery in a safe and secure environment following an incident or accident. A FAC is staffed by trained personnel.

Previously, when students and staff have been evacuated to an alternate site after a ***non-catastrophic incident,*** school administrators or the crisis response team implemented the school's student-parent ***reunification*** plan for releasing students to their parents and guardians.

These two terms are sometimes used interchangeably, however the term “reunification plan” is being phased out. For the purposes here, the term FAC will be used.

A well thought out FAC plan will:

- Define a mechanics to personally contact/assist parents/family members of directly impacted students;
- Outline parental notification methods such as the use of calling trees, local media channels or an electronic notification system;
- Designate assistance sites and outline the procedures for releasing students/providing information to parents and family members; and
- Maintain updated student emergency information that details students’ special needs and any medical or custody issues, and incorporate guidelines for storing the information in a secure location accessible to authorized personnel.

Go- Kit/Emergency Kit

Generally describes a container of items placed in the Office or Command Center and classrooms to be used for crisis/emergency situations. The Command Center Kit should contain an AM/FM radio/weather monitor, school maps, master keys, communication devices, emergency Fire/EMS and law enforcement contact names and numbers and the emergency response or crisis plan. A pair of binoculars in the Command Center go-kit could serve to identify potential problems at a distance and to quickly ascertain the level of an emergency on a playground or along the edge of the school property. At a minimum classroom go-kits should include names of students in each class period, students identified as needing special assistance in emergencies, those needing periodic medication, surgical gloves, band aids, first aid supplies, and the points of contact persons designated to answer pertinent questions.

Lockdown

When all staff and students are directed by the administration to report to or to remain in the classrooms or to “shelter in place” when in an open classroom or play ground area. Teachers lock their doors and account for all students under their care while having students sit away from windows and against solid walls.

Mitigation/Prevention

What can be done to reduce or eliminate the risk to life and property from a hazardous event, crisis or emergency. (Reduce the need for Response) Practice drills, establish safety procedures (e.g. all visitors report to office), train staff and students, practice checking locked doors, examine discipline policies, identify security issues (i.e. develop

a “locked door” policy).

National Incident Management System (NIMS) and Incident Command System (ICS)

On February 28, 2003, President Bush issued Homeland Security Presidential Directive-5. HSPD-5 directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS). NIMS provides a consistent nationwide template to enable all government, private-sector, and nongovernmental organizations to work together during domestic incidents (www.fema.gov).

Through Incident Command System (ICS) training, NIMS provides a unified approach to incident management; standard command and management structures; and emphasis on preparedness, mutual aid and resource management. Utilization of NIMS and ICS in schools helps to ensure management of emergencies in the same manner as our local, state and federal partner agencies.

The following courses are recommend for school personnel and may be completed online at no charge through the following links:

IS 700: National Incident Management, An Introduction http://training.fema.gov/EMIWeb/IS/IS700a.asp

IS 800: National Response Framework, An Introduction http://training.fema.gov/EMIWeb/IS/IS800b.asp

IS 100: Introduction to Incident Command–for Schools http://training.fema.gov/EMIWeb/IS/IS100SCA.asp

IS 200: ICS for Single Resources and Initial Action Incidents http://training.fema.gov/EMIWeb/IS/IS200a.asp

IS 907: Active Shooter: What Can You Do (Suggested course for Crisis Teams)
http://emilms.fema.gov/IS907/AS0101000.htm

Preparedness

Focus on the process of planning for the worst-case scenario. Expect surprises. Establish the Emergency and Crisis Management Plan empowering all necessary resource and school personnel. Communication, Training and Equipment are key elements of Preparedness. Command Center and Classroom Go-Kits play an important role in school preparedness.

Recovery

Restoring the learning and teaching environment after a crisis and returning to the business of school. This includes debriefing, emotional needs assessment, clean up or repair of the building, and long and short-term stress management for all concerned. Recovery involves psychological and structural components.

Response

Immediate implementation of the Emergency and Crisis Management Plan during a crisis. It is important to follow the designed plan and not try to invent a new plan in the middle of a crisis!

Reverse Evacuation

Reverse Evacuation is a mechanism to promptly return students who are outside into to the building in an organized fashion. While most school staff are already familiar with the basic concept of a reverse evacuation, very few understand it as a formal procedure and often delay action while considering what to do when they need to return to the building quickly.

Secure the Perimeter/Secure the Building

Secure the building or secure the perimeter can be used when the threat is external versus an immediate threat to the campus. This is an alternative to a lockdown when the threat is in the community rather than inside the school, but may still pose a threat to the school or campus. Staff and students should report to or to remain inside the school, but may continue instruction.

Shelter in Place

Sheltering in place means to seek safe shelter or safe physical concealment from harm in an open area such as a cafeteria or gym, but can also mean to remain inside the school for an extended period of time. To shelter in place in a classroom means having students sit against a solid wall, away from windows. Have employees familiar with the building's mechanical systems turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air. These systems, in particular, need to be turned off, sealed, or disabled.

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