North Central Nebraska
School Safety & Security Project

All-Hazards Safety & Security Plan Template

Prepared by:

University of Nebraska Public Policy Center
215 Centennial Mall South, Suite 401
Lincoln, NE 68588 – 0228
Phone: 402 – 472 – 5678
FAX: 402 – 472 – 5679
Email: ppc@nebraska.edu
www.ppc.nebraska.edu

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Contents

About this Document

This All-Hazards Safety and Security Plan Template is provided courtesy of the North Central Nebraska Planning, Exercise, and Training Region. This document was prepared by examining similar existing plans and using the "Guide for Developing High-Quality School Emergency Operations Plans" published by the Federal Emergency Management Agency in partnership with the US Departments of Education, Health & Human Services, Homeland Security, and Justice and the Federal Bureau of Investigation. For details about these resources, please see the reference list in Appendix 3.

What is an All-Hazards Approach?

An All-Hazards approach to emergency preparedness provides a consistent framework for planning a response to any disaster or emergency incident, regardless of the cause. An *All-Hazards Plan* addresses the capabilities needed to secure schools for a range of threats or hazards including manmade or natural disasters and school violence.

Why should my school complete an All-Hazards Plan?

An All-Hazards Plan will help your school effectively and comprehensively manage emergency situations by combining existing plans, policies, and procedures in one succinct document. Engaging in an open planning process to produce the plan will ensure it is supported by leadership and the school community, includes plans to address the most common threats and hazards in your area, and is customized to your situation. Practicing and exercising your plans will help identify where your school exceeds or has gaps in emergency preparedness and response.

The following plan should be modified to fit your school and community. The language in this example plan is purely for example, and should be customized by your planning team.

Cover Page

Title of Plan

Date

School(s) Covered by the Plan

Signatory Page

This All-Hazards School Safety & Security Plan is the primary safety and security plan for the _____ School (District/System). This plan supersedes all previous plans, and notes delegation of authority where necessary. This Plan is recognized and acknowledged by the undersigned:

--   --------------------------
Superintendent of School   Date

--   --------------------------
All-Hazards Planning Committee Chair   Date

--   --------------------------
Other Signatory   Date

> Other entities that might sign this page include school administrators, school board president, police chief, fire chief, emergency manager, hospital officials, or county sheriff. Customize your signatures so they include individuals who authorize the plan and individuals representing response agencies that need to know what is in your plan.

Record of Distribution

This security of this plan is restricted to those to whom it is disseminated. Copies of portions of this plan, with sensitive information removed, may be distributed to the public or media only by _____ School District/System officials.

This plan was disseminated to:

Name	Organization	Date

Typographic or textual modifications to this plan may be made without a signature, however any significant changes in policy or procedure requires an updated signature from a school official recognizing a change of the plan. Once the change has been made, the updates must be distributed to individuals listed in the record of distribution.

Record of Changes

Date of Change	Detail of Change & Page Number	Authorizing Signature

Introduction

Purpose

The purpose of the _____ School All-Hazards Safety and Security Plan is to provide information about how to respond to emergency incidents by outlining pertinent responsibilities and procedures for the _____School District/System. This plan details the roles and responsibilities of school faculty and stuff, students, and stakeholders before, during, and after an incident and provides parents, guardians and community members with assurances that _____School District/System has established guidelines and procedures to prevent/ mitigate, prepare, respond, and recover from threats and hazards in an effective way.

Scope of Plan

The _____ School District/System Plan outlines the expectations of faculty and staff; roles and responsibilities; incorporates authority and references as defined by government mandates; and includes policies/procedures to promote safety and security within school buildings and school sponsored activities.

Authorities & References

This section provides the legal basis for emergency operations and activities, including legal statutes. Nebraska schools should adhere to the guidelines from the Nebraska Department of Education, for example[1]:

 ➢ Bullying Prevention: Neb. Rev. Statute § 79-2, 137: Nebraska school districts to adopt a bullying policy on or before July 1, 2009
 ➢ Dating Violence Prevention: Neb. Rev. Statute § 79-2, 139-142 states that on or before July 1, 2010, each school district shall develop and adopt a specific policy to address incidents of dating violence involving students at school, which shall be made a part of the requirements for accreditation in accordance with section § 79-703.
 ➢ Nebraska Student Discipline Act (Neb. Rev. Statute § 79-254): Nebraska elementary and secondary schools are to assure protection of all students through due process and fundamental fairness.

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[1] http://www.education.ne.gov/safety/Laws_Regulations/Laws_Reg_HomePage.html

- Neb. Rev. Statute § 79-267: Student conduct constituting grounds for long-term suspension, expulsion, or mandatory reassignment; enumerated; alternatives for truant or tardy students.
- Rule 10 - Accreditation of Schools: http://www.education.ne.gov/safety/Rule_10/Rule_10_HomePage.html.
- Rule 59 - Regulations for School Health and Safety: http://www.education.ne.gov/legal/webrulespdf/RULE592006.pdf.
- Legal Issues in School Safety:
    - Neb. Statute § 23-1204.03 states that schools have a duty to protect their students.
    - Neb. Statute § 48-443 states that schools have a duty to promote injury prevention.
- Fire Inspection Checklist Educational Occupancies (Neb. Statute § 81-527-81-5, 157) provides guideline for fire drills, fire exists, fire standards and specifications. The National Fire Protection Association provides a Life Safety Code to adhere.

Concept of Operations

School personnel and students will be first responders during the initial stages of an incident. Someone on scene often takes the lead as the incident commander until help arrives. The (building principal or a designee) is responsible for activating this plan and any associated building emergency procedures. Personnel, equipment and other resources used for routine day-to-day activities may be redirected to support incident management during or following an emergency. Multiple agencies are involved in responding to school incidents including responders such as law enforcement, fire & emergency medical services, and emergency managers. During an incident a trained emergency responder will likely assume the role of incident commander until the danger has passed.

A Concept of Operations section should include details about how the school official(s) coordinate with outside agencies and purpose of the actions. In some plans, reference to the National Incident Management System (NIMS) is used as a set of guidelines for government and nongovernment organizations. According to Homeland Security Presidential Directive 5 and the US Department of Education, school districts are among local agencies that must adopt NIMS if they receive federal grant funds.

National Incident Management System

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies, nongovernmental organizations and the private sector as they work together to prevent, protect against, respond to, recover from and mitigate the effects of incidents, regardless of cause, size, location, or complexity, to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand their roles and have the tools they need to be effective. According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds.

[School name] recognizes that faculty, staff and students will be first responders during an incident. Adopting NIMS enables school personnel and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers. As such, the _____School District/System:

- ✓ Adopts the use of Incident Command System; ICS-100 training is available to all school personnel and students who assume roles described in this plan.
- ✓ Adopts the use of the NIMS framework; The NIMS Awareness course IS-700 NIMS: An Introduction to NIMS is available to all school personnel and students who assume roles described in this plan.
- ✓ Commits to continuous training and exercising in support of this plan.

School Incident Command System

A school incident command system will be adhered to within _____ School District/System to provide effective control of the school response to an emergency or disaster.
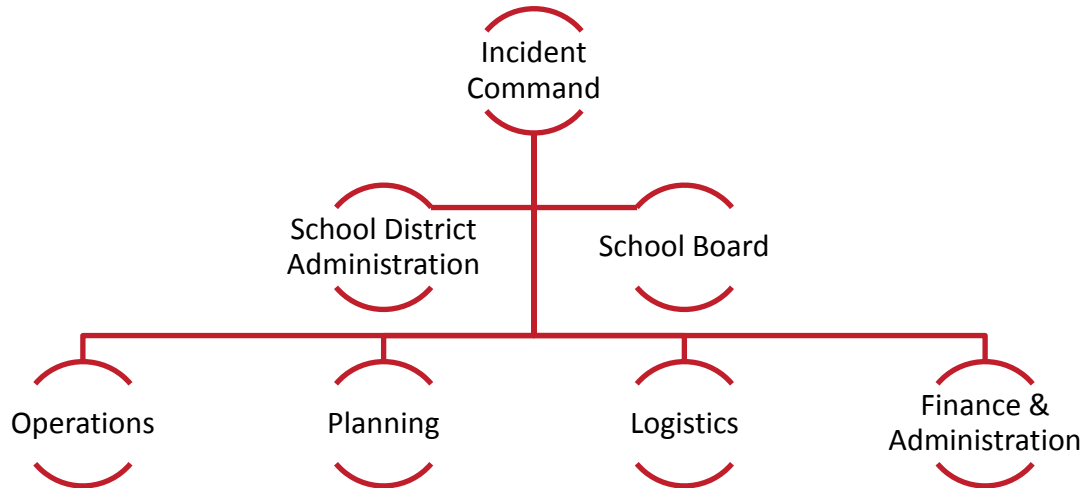
Incident Command – Directs activities using guidance provided by school officials

Operations – Directs tactical response activities of school personnel

Planning – Collects and disseminates information to evaluate, track and plan the response

Logistics – Secures resources and personnel to support a response

Finance & Administration – Oversees event documentation and financial activities

Roles and Responsibilities

School administrators, faculty and staff are vital to an effective emergency response. They hold primary responsibility for providing safety and security in our schools.

	Before an event	**During and Event**	**Returning to normal**
For School Administrators	• Provide plan and policy instruction to faculty, staff, and students • Use multiple modes to communicate information about the plan • Involve staff and students in practice drills procedures • Dispense information updates to faculty and staff • Provide frequent updates to staff and faculty about upcoming media • Follow secure building procedures	• Communicate with resident families • Respond promptly to first responder and emergency manager communication • Provide frequent updates on the situation • Limit exposure to media covering the event	• Be aware of common reactions to disaster and the potential to develop depression/anxiety symptoms • Arrange for personnel or student participation in memorial, remembrance or anniversary events related to the disaster • Provide referral information for in-house or community resources (e.g., Employee Assistance Program
For Faculty	• Provide information about facility policies to students and guests • Lead students in drills, training, and exercises • Regularly take attendance and ensure policies are posted in the classroom • Secure classroom	• Direct students to follow procedures appropriately • Maintain position as directed by incident commander, law enforcement, and/or fire/EMS responders • Keep students calm • Take attendance regularly	• Watch for signs of depression, anxiety, or other reactions to disaster • Review event evaluation information for recovery activities • Refer students to counselor for referral information for community resources to assist students and families
For Staff	• Secure the building regularly • Follow safety and security procedures for equipment, chemicals, and student records • Train and exercise the plan with faculty and students	• Assist in directing students to follow procedures appropriately • Ensure school visitors and guests are directed to follow procedures • Assist faculty and administrators with reunification policies	• Review event evaluation information for recovery activities • Assist administrators with building reentry preparation as appropriate

Functional Annexes

This Annex contains policies and procedures customized to fit your school or community.[2] This area of the plan brings together existing policies and procedures and suggests new ones for your planning team to consider.

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[2] The functional annexes have been adapted from the Ohio Attorney General School Safety Task Force *School Safety/ Emergency Operations Plan* available at: http://education.ohio.gov/getattachment/Topics/Other-Resources/School-Safety/SSTF-School-Plan-Template.pdf.aspx and the "I Love U Guys" Foundation (2012). The standard response protocol, available at: http://iloveuguys.org/srp.html.

[Insert School Name]

Policy #

SCHOOL PERSONNEL POLICY AND PROCEDURE

Policy: EVACUATION

Approval Date:

Date Revised:

Date Reviewed:

PURPOSE:

Evacuation is required when there is a need to move students from one location to another. School incident command should be initiated. On occasion, students may be asked to hold hands and use a single file line. Other times, students may be instructed to run, crawl, or cover their mouths and noses. Evacuation assembly points are marked outside or inside of the building.

> **Goal**:

> ***Example***: All school students and staff should evacuate the school building to the designated point of reunification within in six (6) minutes of evacuation announcement.

POLICY:

The school principal or his/her designee can activate the evacuation plan to allow students and personnel to evacuate the school in the event of an emergency event where there is a dangerous situation inside the building or area.

    I.   School Incident Commander / Principal
- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm or by a public address system or bullhorn. Make the following announcement:

EVACUATE! Evacuate to _____. Evacuate to _____.
or
EVACUATE TO THE DESIGNATED ASSEMBLY AREA. TEACHERS TAKE A HEADCOUNT AT THE ASSEMBLY AREA.

- Call or designate another to immediately call public safety (911) (police, fire and emergency responders) to give notice the school has been evacuated.
- Notify appropriate district staff that an evacuation of the school has occurred.
- Plan and execute evacuation routes based on location and type of emergency.
- Determine evacuation routes based on location of the incident, type of emergency, weather conditions, vehicle traffic, and emergency vehicle access and routes.
- Designate staff with assigned radios and/or cell phones to assist in evacuation procedures.
- Monitor the situation and provide updates and additional instructions as needed.
- During inclement weather, request buses from school transportation for sheltering students.
- Communicate when it is safe to re-enter the building or re-occupy a section of the school by bell system, radio transmission, public address system, designated staff, or bullhorn.

II.   Teachers/Staff
- Instruct students to exit the building using the designated emergency exit routes or as directed by the School Incident Commander/Principal. Emergency exit routes should be diagramed on the school 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 and the location of the inside the building evacuation location will be selected and communicated by the School Incident Commander/Principal at the time of the emergency and the evacuation.
- Help those needing special assistance.
- Do not lock classroom doors when leaving, close door and turn off lights.
- Do not stop for student or staff belongings.
- Take class roster, phone lists, first-aid kit and other emergency supplies with you.
- ____[individual]____ Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to designated evacuation assembly area ____[distance from school]____.
- When outside the building or inside the building evacuation location, check for injuries.

- Account for all students. Immediately report any missing or injured students to the School Incident Commander/Principal.
- Wait for additional instructions.
- Science instructors should report all chemicals, solvents, and combustibles in their room, both secured and unsecured.

III. Office Staff
- Take visitor log and student sign out sheet to evacuation assembly area.
- Gather headcount information from teachers and inform the School Incident Commander/Principal of any missing students or staff.

IV. Custodians
- Evacuate all staff from the building.
- Work with emergency personnel to locate gas and electrical service and combustible items.

[Note: These are generic examples. Specific procedures should be formulated using the background information provided that incorporates local resource information.]

[Insert School Name]

Policy #

SCHOOL PERSONNEL POLICY AND PROCEDURE

Policy: LOCKDOWN

Approval Date:

Date Revised:

Date Reviewed:

PURPOSE:

Lockdown is called when there is a threat or hazard *inside* the building. Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. When securing in place, this procedure should involve barricading the door and readying a plan of evacuation or counter tactics should the need arise. Students whose special needs prevent individual response to lockdown should be provided with assistance.

> **Goal**:

> ***Example***: All teachers should lockdown their classrooms and students within 30 seconds of lockdown announcement; building should be in complete lockdown within five (5) minutes of the lockdown announcement.

POLICY:

I.   School Incident Commander/Principal
- Make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

    LOCKDOWN – LOCKS, LIGHTS, OUT OF SIGHT

- Notify staff and classes outside to immediately move to the off-site assembly area(s), account for the students and be prepared to move to a relocation site if they do not receive the evacuation notice.
- Designate staff to call 9-1-1, identify the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.
- Notify the transportation director or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).
- Notify district office.

II.   Teachers
- Clear the hallway and bathrooms by your room, moving everyone into the classroom or nearest room with a door.
- Lock your doors and turn off the lights.
- Move students away from sight or view of the door.
- Take attendance and be prepared to notify Incident Commander of missing students or additional students, staff or guests sheltered in your classroom.
- Allow no one outside of the classroom until law enforcement officers advise students that it is safe to evacuate.

III.   Office Staff
- Stay by the phones to wait for additional procedures from district office and Incident Commander.
- Remotely check status of classrooms via PA, telephone, computer, or other method.
- Assist the principal or Incident Commander to establish the school command post.

IV.   Custodians
- Close and lock all delivery doors.
- Direct any contractors, delivery drivers, vendors or repairmen located inside the building into a safe area and lock the door.

[Note: These are generic examples. Specific procedures should be formulated using the background information provided that incorporates local resource information.]

[Insert School Name]

Policy #

SCHOOL PERSONNEL POLICY AND PROCEDURE

Policy: **LOCKOUT**

Approval Date:

Date Revised:

Date Reviewed:

PURPOSE:

Lockout[3] is called when there is a threat or hazard *outside* of the building, such as neighborhood violence, dangerous animal or domestic violence threat. All students and staff should return to the inside of the building. School classes and business can continue as normal, but the perimeter should remain secure with no one entering or exiting the building.

> **Goal**:

> **Example**: All students and building occupants should be secure inside the building and all egress and ingress secured within eight (8) minutes of a Lockout announcement.

POLICY:

I.   School Incident Commander/Principal

- Make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

    LOCKOUT – SECURE THE PERIMETER.

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[3] http://iloveuguys.org/srp.html

- Designate staff to call 9-1-1 (if not notified by law enforcement or first responder already), identify the name and address of the school, describe the emergency, state the school is in lockout, provide description of the issue, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.
- Notify staff and classes outside to immediately move to inside the building area(s), account for the students.
- Notify the transportation director or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).
- Notify district office.
- School should continue classes as usual until further notice.
- Classes in modular buildings may need to evacuate to the main building for Lockout for safety.

II.   Teachers

- Lock your doors and take attendance and be prepared to notify Incident Commander of missing students or additional students, staff or guests observing lockout in your classroom.
- Continue school business as usual until additional information is received.
- If called by the incident commander, move students to interior classrooms, away from windows.

III.   Office Staff

- Stay by the phones to wait for additional procedures from law enforcement, district office, and Incident Commander.
- Assist the principal or Incident Commander to establish the school command post.

IV.   Custodians

- Close and lock all delivery doors, exterior doors, and other ingress points.
- Kitchen staff should lock the kitchen doors and secure the delivery door. Direct any contractors, delivery drivers, vendors or repairmen located inside the building into a safe area and lock the door.

[Note: These are generic examples. Specific procedures should be formulated using the background information provided that incorporates local resource information.]

[Insert School Name]

Policy #

SCHOOL PERSONNEL POLICY AND PROCEDURE

Policy: SHELTER-IN-PLACE

Approval Date:

Date Revised:

Date Reviewed:

PURPOSE:

Shelter-in-place is called when there is a need for personal protection such as in the case of airborne chemicals or tornado. The shelter-in-place procedure provides a refuge for students, staff and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of occupants. Shelter-in-place is used when evacuation would place people at risk. Shelters may change depending on the emergency. Incident command should be initiated. All individuals are responsible for sheltering. Students with special needs that prevent individual responsibility should be provided with assistance.

> **Goal**:

> **Example**: All students and building occupants should shelter in place within five (5) minutes of shelter-in-place announcement.

POLICY:

I.   School Incident Commander/Principal

- Make the following announcement using the building public address system, two-way radio, telephone, or megaphone:

  SHELTER FOR TORNADO! MOVE TO DESIGNATED AREAS AND COVER.

or
SHELTER FOR HAZMAT! SHELTER AND SEAL!

- If needed, order a REVERSE EVACUATION for students and staff outside to move inside the building. Use the building public address system, megaphone, two-way radio, telephones or runners to gather staff and students inside.
- If "Seal" is direct, staff should close all windows, doors, and ventilation
- Notify district office the school is SHELTERING-IN-PLACE.
- Designate staff to monitor radio, Internet, and other media for information on incident conditions that caused the SHELTER-IN-PLACE.
- Maintain contact and consult with public safety officials.
- Notify the District office of an incident.
- Be prepared to announce additional procedures due to changing conditions of the incident, such as DROP COVER AND HOLD or to announce an "All Clear."

II. Teachers

- Move students into designated safe areas such as inside rooms with no windows, bathrooms, utility closets or hallways without large windows or doors.
- Close classroom doors and windows when leaving. If "Seal" is directed, close all ventilation by covering vents if ventilation is not shut off.
- Have everyone kneel down and be ready to cover their heads to protect from debris, if appropriate.
- If outside, teachers will direct students into the nearest school building interior safe area or other appropriate shelter.
- For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest ravine, open ditch or low spot away from trees and power poles.
- If movement into the building would expose persons to a hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- Move students from mobile classrooms to an interior safe area in a permanent structure if necessary.
- All persons must remain in the shelter until notified by the School Incident Commander/Principal or public safety official that it is safe to exit.

III.   Custodians

- If "seal" is directed, shut off heating, ventilation, and air conditioning systems to stop the inflow of outside air into the building.
- Close all windows, doors, and ventilation.
- Shut off utilities as directed by School Incident Commander/Principal or public safety official.
- Turn off ventilation systems (heating, ventilation and air conditioning) as directed and if appropriate.

[Note: These are generic examples. Specific procedures should be formulated using the background information provided that incorporates local resource information.]

[Insert School Name]

Policy #

SCHOOL PERSONNEL POLICY AND PROCEDURE

Policy: FAMILY REUNIFICATION

Approval Date:

Date Revised:

Date Reviewed:

_____

PURPOSE:
The Family Reunification Protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.

> **Goal**:

> ***Example***: Guardians and students should be safely reunified within two (2) hours following the "all-clear" signal from law enforcement.

POLICY:
I.   School Incident Commander/Principal
- After consulting with an emergency Incident Commander (police, fire or other emergency official), determine the appropriate pre-designated relocation site(s).
- Notify a contact person at the relocation site(s) to prepare for arrival of students.
- Designate a Reunification Site Commander.
- Request the District Office to send personnel to staff the reunification site(s).

- Follow pre-determined parental notification procedures such as phone trees, local media channels, automated alert system, and/or cell or text messaging.

II.   Reunification Site Commander
- Establish a command post at the reunification site.
- Organize public safety and mental health/crisis response staff who will be reporting to the reunification site and to the site where parents/guardians are gathering. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Check identification of all non-uniformed personnel who arrive to assist.
- Secure a holding area for arriving students and staff away from waiting family members.
- Set up an adult report area for parents/guardians to sign-in and to check identification.
- Set up a student release area where students will be escorted to meet their parent/guardian and sign out.
- Set up a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private away from other parents.
- Set up a media staging area and notify the school media liaison of the location.
- Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Only release students to authorized persons after checking proof of identity and signing a student release form.
- Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

III.   Teachers

- Provide a list of evacuated students to the reunification site staff upon arrival.
- Ensure special needs students and personnel are assisted. Request help if needed.
- Follow the instructions of the Reunification Site Commander or designated staff and/or assist in staffing the site.

IV.   Standard Reunification Process

- Establish a guardian check-in location for parents and guardians.

    Note: Instruct your public information officer to communicate with parents/guardians and notify media about the reunification process and locations.

- Keep students in a staging area beyond the field of vision of parents or guardians. Students should be monitored by their teachers.

    Note: Keeping students busy during this process, which is often lengthy, can be difficult. Showing a movie or small group activities will help to prevent anxiety.

- Assign personnel to greet parents and guardians and guide them to the check- in area, where they will provide their identification, which will be cross-checked with the guardian dismissal list identifying to whom students may be released.

- Assign personnel to be "runners" to retrieve students from the staging area and to take them to the designated reunification point.

    Note: It is important to control for line-of-sight to prevent anxiety or students going home with other individuals.

[Note: These are generic examples. Specific procedures should be formulated using the background information provided that incorporates local resource information.]

Additional Functional Annexes

Additional policies you may include in this plan:

- ➢ **Communication & Warning:** This annex describes the internal and external communication during emergencies and disasters, and emergency protocol communication before and after emergencies. This annex includes plans to address media, community information sharing, and communication equipment use.

- ➢ **Continuity of Operations Plan (COOP):** This annex describes how a district will continue essential functions during and after an emergency or disaster such as facilities maintenance, teaching / learning, and business services.

- ➢ **Recovery**: This annex describes how schools will recover from an emergency including academic recovery (when to open/conduct school), physical recovery (documenting school assets, utilities), fiscal recovery (relief funding, returning to work), and psychological/emotional recovery (psychological first aid, counseling).

- ➢ **Public Health, Medical, or Mental Health**: This annex describes how a school will coordinate and address emergency medial, public health, and mental health counseling issues with community services and stakeholders including placement of medical supplies, counseling support, and/or epidemic response.

- ➢ **Security**: This annex focuses on the routine actions a district will implement to secure schools from threats and hazards, both internally and externally.

- ➢ **School Crisis Team Activation**: This annex describes the role and activation of a school crisis team, which delegates roles and duties during and after emergency incidents.

Threat & Hazard Specific Annexes

This section should include policies for specific threats or hazards. Existing school plans and policies should be included here, such as your tornado or fire policies. Below is a list of potential threats & hazards[4] examples you may wish to include:

Natural hazards	Tornado Earthquake Lightening Severe Wind Flood Wildfire Extreme temperature Severe Winter Storm
Technological Hazards	Explosion Release of toxin or hazardous material (gas leak, chemistry lab accident) Radiological release Dam failure Power failure Water failure
Biological Hazards	Infection disease (pandemic influenza, meningitis, hantavirus) Contaminated food outbreaks
Adversarial, incidental & human-caused threats	Fire Active shooter Criminal threats & actions Gang violence Bomb threats Domestic violence & abuse Cyber attacks Suicide

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[4] http://www2.ed.gov/about/offices/list/oese/oshs/rems-k-12-guide.pdf

[Insert School Name]

Policy #

SCHOOL PERSONNEL POLICY AND PROCEDURE

Policy: ACTIVE SHOOTER

Approval Date:

Date Revised:

Date Reviewed:

PURPOSE:
An active shooter or armed assailant on school property involves one or more individuals possessing a weapon on school property. Such intruders may possess multiple weapons. An Active Shooter will result in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, the law enforcement officer who will be the Incident Commander with jurisdiction over the scene.

   Goal:

   Example: Ensure all students, faculty, and staff members are aware of procedures to minimize harm in the event of an active shooter emergency.

POLICY:
I.   School Incident Commander/Principal
   - Direct staff to call 9-1-1 *[Insert the actual sequence to dial 911 from your phone system],* give the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officers

(e.g. DARE, School Resource Officer). Caller will remain on the line to provide updates.

- After consulting with an emergency Incident Commander (police, fire or other emergency official), if applicable, determine the appropriate pre-designated relocation site(s).
- Determine appropriate procedure(s): LOCKDOWN; LOCKOUT; SHELTER-IN-PLACE and instruct students and staff to follow appropriate procedures.
- Secure a command post and retrieve the critical information and data about the school's emergency systems, including communications, staff and students locations, detailed floor plans and other important information, documents, items, and supplies that are prepared and readily available for use during the incident. If the incident is occurring at the pre-designated command post, retreat to the alternate command post.
- Direct office staff to maintain contact with teachers reporting pertinent emergency information via [identify means- announcement, phone, email, texting – used by school].
- Ensure that any buses en route to the school are redirected to a designated relocation site.
- Notify the District office and request activation of the communications plan for media and parent notification protocols. Refer media to:
- District Spokesperson Telephone Numbers (home, work, mobile)
- **Law enforcement** will direct staff and students outside the building to move immediately to pre-determined assembly area(s) and be prepared to EVACUATE to an off-site relocation center.
  NOTE: Law enforcement will take over incident command when present.

II.   Teachers and Staff

- Initiate LOCKDOWN procedure if instructed by School Incident Commander/ Principal or law enforcement Incident Commander.
- If you are the first to note indication of an armed intruder, immediately CALL 911, then notify the School Incident Commander/Principal and go to LOCKDOWN.
- Gather information about your classroom's immediate situation. Account for all students or other individuals sheltered in your room.
- Law enforcement will secure the building and provide instructions for evacuation.

II.   OTHER PROCEDURES

- After the active shooter/intruder(s) has been subdued, the Incident Commander will ask law enforcement officers to evacuate each classroom to the relocation point for FAMILY REUNIFICATION.
- If staff or students are injured, emergency medical personnel will take control of the scene and direct services as appropriate.
- The Incident Commander will activate the communications plan to work with media and parent notification protocols, and direct parents to go to the reunification site.
- Teachers will EVACUATE the building using the designated exit routes and alternate routes to the assigned assembly areas only as directed by law enforcement. Teachers will take attendance and move to the buses for transport if necessary.
- The School Incident Commander will activate the crisis response team and active behavioral health recovery procedures and/or notify area mental health agencies to provide counseling and mental health services at the relocation site.
- The Superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.

[Note: These are generic examples. Specific procedures should be formulated using the background information provided that incorporates local resource information.]

Appendix 1: Additional Documentation

Plans should include and share all relevant documents with first responders and community organizations. These documents may include, but are not limited to:

- ➤ Floor Plans
- ➤ Aerial photograph of school grounds
- ➤ Evacuation Routes, primary and secondary
- ➤ Student Code of Conduct
- ➤ Emergency Phone Directory / Contact information
  - o Threat Assessment Team
  - o Safety Team List / Policies
  - o Crisis Team List / Policies
- ➤ Memoranda of Understanding or Mutual Aid Agreements
- ➤ Emergency staging areas (Map / List) including egress points, reunification points, gathering areas
- ➤ Key Control Policy
- ➤ Transportation Policy
- ➤ Guardian Dismissal Policy
- ➤ Visitor Policy
- ➤ Forms
- ➤ Behavioral/Mental Health Resource List
- ➤ Community Resource List

Appendix 2: How a Plan is Created

The planning process can be customized to accommodate your school's situation. Effective emergency planning must be done in conjunction with school district and community partners to identify all the potential resources and expertise needed for all hazards. The planning process consists of six steps[5]:

1. Form a Planning Team
2. Identify Threats & Hazards
3. Determine Goals & Objectives
4. Develop your Plan
5. Write, Review, & Approve the Plan
6. Implement and Exercise the Plan

Step 1: Select your Team

Invite individuals who may be affected by an emergency or incident at the school.

- School Administrators
- School Counselor(s)
- Office Staff
- Custodians and Maintenance Engineers
- Faculty
- Law Enforcement
- Fire & EMS Responders
- Emergency Manager
- School Safety Team
- School Crisis Team
- School Board
- Parents / PTA
- Students / Student Council
- Public Health Organizations
- Mental/ Behavioral Health Organizations
- Citizens and Business Owners whose Property abuts School Property (perhaps a representative of these groups)
- Citizens and Business Owners whose Property abuts School Property (perhaps a representative of these groups)

The planning team should be small enough to promote close collaboration, but large enough that a single person is not overly burdened. Each team member should be assigned a role and/or responsibility in the planning process. Members should participate in regular meetings, and work towards a common framework.

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[5] http://www2.ed.gov/about/offices/list/oese/oshs/rems-k-12-guide.pdf

Your planning team should include representatives from all key stakeholders who work together to define their roles, team framework, and schedule of meetings.

Step 2: Identify Threats & Hazards

Next, your planning team should work together to identify all possible threats and hazards, and assess the risk and vulnerabilities posed by those threats and hazards[6]. Here in Nebraska, your team will want to address risks such as tornadoes, severe storms, and school violence, but may not necessarily need to address hurricanes.

The planning team should work with outside organizations, like emergency management agencies, fire and police departments, utilities, and community groups like the American Red Cross to provide expertise in assessing threats and risks. The teams should identify *vulnerabilities* that are specific to the school, such as concerns about the physical school grounds, equipment, information technology, or community at large (e.g., a nearby river or highway) that create specific or unique vulnerabilities. Additionally, it is useful to complete a *climate assessment* of school culture to assess perceptions of safety, student behaviors or other indicators of school safety and security. Schools may also review *threat assessment team activity* to identify trends related to behaviors of concern that occur on and off school grounds. Teams should prioritize these threats and hazards to identify those that pose the most risk, likelihood, magnitude, and resource demands for the school.

Step 3: Determine Goals

The team should identify and triage which threats and hazards to address; often, more than just the high risk threats and hazards must be addressed in the plan. Set a goal(s) or target for each threat or hazard your team chooses to address. Goals should be measurable and attainable.

S.M.A.R.T. Goals are Specific, Measurable, Attainable, Realistic, and Time-Framed. SMART goals increase the effectiveness of the overall goal.

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[6] http://www2.ed.gov/about/offices/list/oese/oshs/rems-k-12-guide.pdf

The planning team next addresses the course of action for each threat or hazard, identifying decision points, probable action, responsibility for each action, and timelines for each course of action. Be sure to consider the hazards your school or community plans already address. Include existing processes and plans into your All-Hazards Plan. Be sure to capture and write down informal or unwritten procedures so that everyone knows what will happen in the event of an emergency. Your team may wish to conduct a table top exercise to identify existing practices or gaps in existing practices.

 A **table top exercise** is a facilitated analysis of an emergency situation in an informal, stress-free environment. The purpose of a table top exercise is to identify strengths and gaps in current preparedness plans so that they are assessed prior to a real event or full-scale exercise. Because table top exercises are not overly structured, each exercise can be used again with various scenarios or information as plans are updated or altered.

In this step, your team will write and format the plan, obtain approval from the appropriate authority, and share the plan with community partners and stakeholders. It is important for your team to gain feedback and input on the plan. For example, ask PTA representatives to provide insight into the plan by asking them for feedback such as "Does this plan address all your areas of concern?" and "Can you teach other guardians to follow this reunification procedure?"

Make sure your plan is easy to read. Include checklists and maps where necessary. If your plan is confusing or difficult to locate, the plan may not be used. Your plan should include three basic sections:

1. **Basic Plan**: The school's overall approach to emergency operations
2. **Functional Annexes**: Goals and courses of action that apply across multiple threats or hazards
3. **Threat / Hazard-Specific Annexes**: The specific courses of action and goals for a particular threat or hazard, including how the school functions before, during, and after an emergency.

After finalizing and reviewing the plan, the team should present it to the appropriate leadership, such as a superintendent or school board, for official approval. Then leadership can share the plan with the community stakeholders and organizations.

The School Planning Team should be careful to protect the plan from those who are not authorized to have it and should consider how they will secure documents shared electronically. Some portions of the plan should be shared, such as exercising your evacuation procedures, while other others should remain secure, such as the threat assessment process. The team

should maintain a record of the people and organizations that receive a copy of the plan. You may wish to have a signed nondisclosure agreement between first responder agencies and the school personnel responsible for the plan or assessment.

Step 6: Implement & Exercise the Plan

In the final step, stakeholders should be made aware of their roles and responsibilities before, during, and after an emergency. Stakeholders should:

- ➢ Be educated on the plan
- ➢ Share policies and procedures posted throughout the school building
- ➢ Familiarize school personnel and students with the plan
- ➢ Train school personnel on the skills needed to fulfill their roles

Finally, the plan should be exercised. The more a plan is practiced and stakeholders are trained on the plan, the more effectively they will be able to act before, during, and after an emergency to lessen the impact on life and property. Exercises will involve practicing the plan with community partners to identify strengths and weaknesses in the plan. Exercising the plan may include workshops, tabletop exercises, drills, or full-scale exercises. As gaps are identified or new programs implemented, the plan may be revised and reviewed to address the ongoing changes at a school.

Reviews should be conducted annually. Some schools address portions of their plan at set times of year. Reviews should always be conducted after actual emergencies, new threats or hazards are identified, or formal exercises have taken place.

Planning Tips

For the best success in your plan:

1. **Involve key stakeholders**. Bring the right people to the table to provide expertise, perspectives, and feedback.
2. **Ask for feedback**. Gather feedback from all those organizations or individuals who may be affected by an incident including parents/guardians, fire/EMS, law enforcement, administrators, staff, and students.
3. **Don't reinvent the wheel**. Identify existing plans and procedures. If a procedures is not official, but is working, write it down and include it in the plan.
4. **Prioritize accessibility**. A plan that is too complex will not be reviewed or exercised. Make your plan easy to read and follow.

Appendix 3: References

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Behavioral Threat Assessment*: Threat assessment orientation based on the idea that the subject will exhibit identifiable behaviors indicating the intent to commit an act of targeted of violence (Calhoun & Weston, 2003).

Behaviors of Concern*: Behaviors of concern are the observable, identifiable behaviors that an individual exhibits while he or she is progressing on the pathway of violence (Calhoun & Weston, 2003).

Hazard: A threatening event or likelihood of occurrence of a potentially damaging event within a given time period and era. May include natural or physical, man-made, or technical hazards. (PEMA, 2013).

Hazard Mitigation: Any action taken to reduce or eliminate the long-term risk to human life and property from hazards. The term is sometimes used in a stricter sense to mean cost-effective measures to reduce the potential for damage to a facility or facilities from a disaster event (FEMA, 1996).

Incident Command System: A standardized organizational structure used to command, control, and coordinate the use of resources and personnel that have responded to the scene of an emergency. The concepts and principles for ICS include common terminology, modular organization, integrated communication, unified command structure, consolidated action plan, manageable span of control, designated incident facilities, and comprehensive resource management.

Insider threat*: An individual with access to a facility or organization who uses that access to disrupt or cause harm to the organization or others involved with that organization (Cappelli, 2005).

School Crisis Team: A school crisis team delegates roles and duties during and after emergency incidents. A crisis team is integrated in community emergency response and is made up of school and community stakeholders (National Association of School Psychologists, n.d.; Knox & Roberts, 2005).

Secondary Hazard: A threat whose potential would be realized as the result of a triggering event that of itself would constitute an emergency. For example, dam failure might be a secondary hazard associated with earthquakes (FEMA, 1996).

Target*: The general definition of a target is a person, object, or place that is the aim of an attack. In threat assessment and management, it is the point of fixation for intended violence. This can include people, buildings, or more general concepts (Calhoun & Weston, 2012).

Targeted Violence*: Violent incidents involving an identifiable subject (perpetrator) who possesses the intent and potential to cause harm to an identifiable target (Borum, Fein, Vossekuil, & Berglund, 1999; Fein & Vossekuil, 1998; Fein, Vossekuil, & Holden, 1995; Reddy et al., 2001).

Threat Assessment*: A fact-based method of assessment/investigation that focuses on an individual's patterns of thinking and behavior to determine whether, and to what extent, he or she is moving toward an attack on an identifiable target (Borum et al., 1999).

Threat Management Team*: A cross functional, multidisciplinary team approach to assist in assessing threatening situations and developing threat management plans. The team meets regularly and as needed in crisis situations to review potential and active threat cases (Deisinger, Randazzo, O'Neill & Savage, 2008).

Violence*: An intentional act of harm.

Vulnerability*: Vulnerability has many meanings depending on context. According to Homeland Security definitions, it refers to degree to which a target is at risk for attack or disruption; in mental health circles, vulnerability is an innate propensity for a disorder or symptom cluster, which may only manifest given certain triggers. In threat assessment, vulnerability typically is closer to the Homeland Security definition, referring to the target's vulnerability to the subject's violent intent or threats (Department of Homeland Security [United States], 2006).

 * Definitions are from the Threat Assessment Glossary (Bulling & Scalora, 2013).