

The Virginia Educator's Guide for Planning and Conducting School Emergency Drills

**Virginia Department of Criminal Justice Services
Virginia Center for School Safety
and
Virginia Department of Education
Office of Compensatory Programs**

This document was prepared for the Virginia Department of Education by R.J.K. & Associates, Inc., June 2001, President Robert J. Kipper and Danny Holland, President of Parent & Teen Universities, Inc.™

Special acknowledgment to Jo Anne Czlonka for administrative support.

www.RobertKipper.com

www.P-T-U.org

For additional copies, please contact:
Donna Bowman, Director
Virginia Center for School Safety
Virginia Department of Criminal Justice Services
805 East Broad Street
Richmond, VA 23219
(804) 371-6506

This document is also available on-line at
www.vaschoolsafety.com

Table of Contents

I.	Introduction	
	Introduction to Drills.....	5
	Purpose of Drills.....	5
	Assessing the Need for Conducting Emergency Drills.....	6
	Selecting the Right Drill for Your School	7
	Selecting and Developing School Emergency Drills	8
	Selecting the Proper Drills for Your School	9
	Preparing the Staff and Students for Emergency Drills	10
II.	General Guidelines for Student Movement	
	Student Movement: Lockdown Drills vs. Evacuation Drills	13
	Lockdown/Intruder Drills	14
	Lockdown Procedure	15
	General Guidelines for Conducting Various Evacuation Drills.....	16
	Duck, Cover, and Hold Drills	17
	Fire Evacuation Drills	18, 19
	Bomb Threat Evacuation Drills	20
	Tornado Drills	21
	Earthquake Drills	22
	Nuclear Disaster Drills	23
	Nuclear Disaster Procedure	24
	Terrorist Response Drills	25
	Full Scale Community Response Drills	26, 27
III.	Appendices	
	APPENDIX–A: SAMPLE Intruder/Lockdown Drill Guidelines; Teacher and Student Review Sheet	31
	APPENDIX–B: SAMPLE Lockdown Drill Checklist.....	32
	APPENDIX–C: SAMPLE Evacuation Poster	33
	APPENDIX–D: SAMPLE Bomb Threat Information Form.....	34
	APPENDIX–E: SAMPLE District-Wide Earthquake Drill; Site Observer Checklist.....	35, 36
	APPENDIX–F: Duck, Cover, and Hold Training Guide	37, 38
IV.	Acknowledgments.....	39

Intentionally left blank

Introduction

Intentionally left blank

The Virginia Educator's Guide for Planning and Conducting School Emergency Drills

Introduction to Drills

While schools across Virginia and the nation continue to focus on crisis and emergency preparedness, the need for comprehensive planning to engage officials in education and public safety becomes essential.

In the wake of the post-Columbine era, a number of new ideas and initiatives have come to the forefront of school emergency preparedness. The concern continues to arise in key areas:

- 1) What drills are necessary for school and public safety officials to promote emergency preparedness?
- 2) What is the appropriate protocol for planning and conducting school emergency drills?

Virginia has proven to be a national leader in the important arena of school crisis preparedness. However, as crisis preparedness turns into critical incident response, many educators and public safety officials remain overwhelmed with the latest saturation of emergency drill planning and development information.

This guide will serve as a natural progression in the Commonwealth's ability to provide comprehensive and consistent information to school and public safety officials who protect Virginia's most valuable resources, our children.

Purpose of Drills

This manual addresses the following key areas:

- **Assessing the Current Need For Emergency Drills**
 - address the current trend of school crime and violence across the nation
 - encourages the essential element of partnering with public safety officials for emergency preparedness
- **School-based Internal Drills**
 - summarizes the traditional school-based drill components
 - highlights essential key issues in conducting such drills
 - explores the essential question of student lockdown versus evacuation
- **Multi-Agency School Emergency Drills**
 - focuses on the proper development of critical school incident drills
 - emphasizes necessary agencies within a community to assist in the successful planning and implementation of such drills
 - focuses on the need to involve all of the necessary players in this important issue
- **Roles and Responsibilities During Emergency Drills**
 - provides essential guidance for communities during the design and implementation of emergency drills
 - outlines a number of essential roles for each group

Assessing the Need for Conducting Emergency Drills

During the last decade, schools across America have been required to heighten their preparation in the area of school safety and security. During this time period, the need for comprehensive crisis planning became evident as educators prepared to deal with the unexpected reality of a school-based crisis. While many schools have successfully prepared campus crisis and awareness plans, the issue of practicing emergency procedures to ensure readiness remains a question. The need to conduct comprehensive emergency drills has become increasingly valuable in light of the changing trend in the style of emergencies that schools are now experiencing.

Since 1974, the U.S. Secret Service reports that over 37 major incidents have occurred in schools across America. While experts have determined that there is not a specific profile that identifies the typical school shooter, the style of critical incidents that schools are experiencing has taken an alarming trend. This trend and the need for preparing your school can be outlined as follows:

- **Planned Events With The School As A Target**

The Columbine tragedy taught us that children are capable of planned public massacres. The shooters' plan was lengthy and sophisticated in its development. The incident in Jonesboro, Arkansas, offers a similar example. This incident was planned and carried out by an 11-year-old child. In addition, the shooter used the school's traditional fire drill plans to parade would-be victims into the threat zone. These latest attacks targeting schools baffle the minds of educators and frustrate law enforcement officials because the traditional model of addressing school safety has proven inadequate.

- **Incidents Of Mass Violence And Disruption**

While schools continue to implement classroom strategies and emergency drills to protect students seated in their classrooms, perpetrators are committing mass incidents in the large common areas of the school building. Staff and students have found themselves at risk in cafeterias, libraries, gymnasiums, and auditoriums. This style of violence tends to overwhelm educators who focus on individual classroom management strategies.

- **Use of Multiple Weapons**

Another issue that should concern school safety and security planners is the use of multiple weapons in some incidents of school violence. For the first time in the history of America's schools, some children are choosing explosives in addition to firearms to carry out their attacks. The presence of a semiautomatic weapon in a school setting can easily lead to tragedy. Law enforcement should share a central concern over juvenile weapons possession in our communities as well as our schools. Law enforcement agencies should engage educators in their strategic, problem-oriented planning process.

- **Increase Public Awareness On School Safety Issues**

With the changing trend of school emergencies, public awareness to school emergency response becomes greater. Citizens have come to expect that schools will be prepared to address school-based incidents from a basic crisis situation to a large critical incident.

These factors as well as the ever-present possibility of natural disasters such as major storms, earthquakes and floods has increased the need for schools to go beyond simple planning to the stage of practicing emergency procedures.

Selecting the Right Drill for Your School

To assist in the process of selecting the drills that are right for your school, the following steps should be reviewed and considered:

1. Assess Campus Needs

While schools rely on central office recommendations when scheduling and conducting emergency drills, it is important to remember that one process may not meet the individual needs of every school. School administrators should remain flexible in the important areas of selecting and processing the emergency drills that would address specific issues and concerns for their schools.

An assessment should direct attention to:

- Problems that need to be solved.
- Skills that need to be practiced.
- Functions that need to be strengthened.
- New personnel that have not participated in prior drills.
- Recurring problems with the process.

2. Define the Scope of the Drill

The importance of conducting the drills is compared to the specific areas that need to be strengthened through a drill. Defining the scope of the drills will assist by putting realistic limits on the drill process.

The scope of the drill should address the following questions:

- What function is to be tested?
- What personnel and resources are to be tested?
- What type of emergency will be addressed?
- What location will be used for the testing?
- What type of drill(s) will be used for testing?

3. Purpose Statement Development

The purpose statement will summarize the drill scope. The purpose statement takes the factors identified when limiting the drill scope and incorporates them into a single concise statement.

The purpose statement:

- Is a concise written statement that gives focus to an drill and keeps it on track.
- Forms the basis for writing drill objectives.
- Helps to communicate the drill to other drill participants.

4. Develop Drill(s)

Introduce drill objectives by drawing comparisons to learning objectives.

Drill objectives:

- Describe the performance expected from participants to demonstrate competence and success.
- Ensure that all who participate have a common understanding of what the drill is to accomplish and the roles each is to perform.
- Go hand-in-hand with the purpose statement, but are most specific and performance-based.
- Are derived by breaking down the purpose statement into its logical components.

Objectives should state:

- *Who* should do...
- *What* under what conditions...
- To what *standard*...

Selecting and Developing School Emergency Drills

Today school administrators are faced with a number of key decisions in dealing with the issue of emergency planning and drills. Two key factors should be considered in the drill planning process:

1. Internal Needs and Requirements

By processing the internal needs and requirements of a campus, school officials may avoid the following potential problem areas:

- Campus communication issues
- Physical plant restrictions
- Special staff and student needs
- Internal policy issues
- Staff development issues

Simply stated, internal requirements will consist of a review of special needs and considerations that would distinguish one campus from others in the community.

2. External Needs and Requirements

By processing the external needs and requirements of a campus, administrators should examine potential campus/community issues that would impact external emergency response to the school campus. External emergency response issues are:

- Campus location within the community
- Traffic routing
- External communications (community, media, etc.)
- External student evacuation
- Transportation
- Medical response
- Public utilities response
- Public safety response

External emergency response issues would include specific situations that would delay outside assistance from reaching the campus area.

For the purpose of preparing the campus for emergency practice drills, school administrators need to address the potential problem areas to ensure that a successful drill occurs.

Selecting the Proper Drills for Your School

Perhaps the biggest question facing school officials is what emergency drills will best prepare them to deal with the untimely event of a school emergency. To complicate matters, new approaches to emergency drills are introduced at an increasingly rapid pace. For practical purposes, emergency drills can be broken down into the following categories:

1. Orientation Seminars

This type of drill meets the following objectives:

- Introduces new programs, policies or plans
- Reviews roles and responsibilities
- Serves as a starting point for most other drills

Examples of this type of drill include staff development training in the areas of crisis planning, emergency response issues and prevention/intervention issues.

Note: Orientation seminars will focus on internal coordination.

2. Emergency Drills

This type of drill meets the following objectives:

- Practice and perfect a single emergency response
- Concentrate the efforts of a single function
- Provide field experience

Examples of this type of drill would include fire drills, storm drills, bus drills and shelter in place (lockdown) drills.

Note: Emergency drills will focus on internal coordination.

3. Tabletop Drills

This type of drill meets the following objectives:

- Allows low stress discussion of plans, policies and procedures
- Provides an opportunity to resolve questions of coordination and responsibility

Examples of this type of drill would include practical written scenarios for planning purposes, crisis team planning, and diagrams of emergency preparedness.

Note: Tabletop drills will feature possible information exchange among school and public safety personnel.

4. Functional Drills

This type of drill meets the following objectives:

- Simulates a real emergency under high stress conditions
- Tests coordination among various functions and outside response agencies

Examples of this type of drill include critical public safety drills with responding agencies and medical emergency drills with outside resources.

Note: Functional drills will involve outside planning and response. The coordination of these drills should include a joint agency plan for response.

5. Full Scale Drills

This type of drill meets the following objectives:

- Tests a community's total response capability
- Drills as close to reality as possible, using real equipment and agency personnel

Examples of this type of drill include full-scale emergency drills involving all internal and external response functions and large community event to heighten response issues in the areas of planning and development for a real life response.

Note: Full Scale drills should involve all responding agencies with an emphasis on local emergency management coordination.

Preparing The Staff and Students for Emergency Drills

Staff

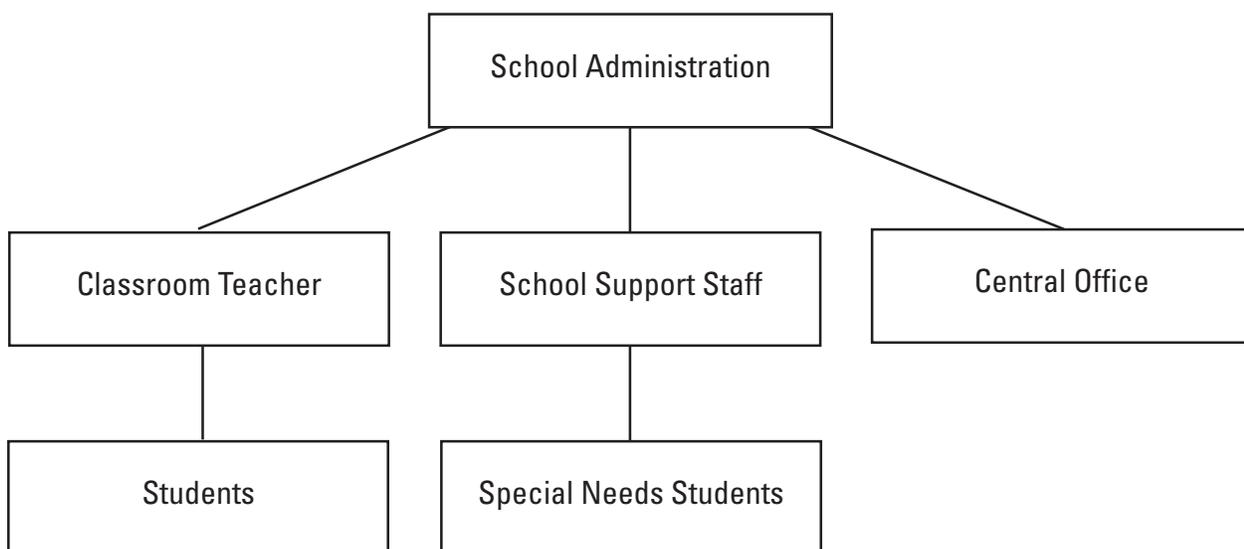
- Provide staff members with written instructions on drilling procedures.
- Discuss the importance of emergency drills during staff meetings.
- Allow staff feedback on drill procedures.
- Assess the staff's response to emergency drills.
- Include emergency drill procedures in information packets for substitutes and new staff members.
- Involve the school's support staff in all emergency practice drills: librarians, office staff, custodians, bus drivers, frequent volunteers, etc.

Students

- Encourage staff to review the importance of emergency drills with students, as well as their role during drills.
- Provide students with specific instructions on each drill and include the objective of the drill.
- Allow student feedback concerning emergency drills.
- Provide emergency drill information to all new students.
- Include special provisions during drills for special needs students.

10

Emergency Drill Awareness Chart



General Guidelines For Student Movement

Intentionally left blank

Student Movement: Lockdown Drills vs. Evacuation Drills

The movement of students during a school emergency has become a highly complex decision process for today's school administrator. The traditional rule of a simple evacuation has become complicated by a new style of threat facing schools throughout the country. During the last decade schools have been faced with a wave of new ideas in the area of student welfare and safety.

One such initiative is the introduction of what has been called the "Lockdown Procedure." This process is an extension of the shelter-in-place format, which schools have been using for decades. Although the decision to evacuate or lockdown must be done on a case-by-case basis, there are three basic issues that will assist school officials in making this critical decision.

Before ordering student movement, consider the following:

Location of the Threat

The most important aspect of a quick assessment is to discover the location of the potential threat. This assessment will assist in producing the logistical approach to the actual event or situation that is occurring.

Threat Mobility

The important aspect of the threat mobility will play an essential role in deciding whether to move students or to keep them in place. School administrators must ask themselves: Can the threat move to various parts of our campus?

Threat Containment

The issue of a contained threat will allow school administrators the ability to plan for student movement away from the contained area.

It is important to remember that a full-scale evacuation or lockdown based on the location and containment of the incident may not be necessary. The key issue is not just immediate safety but what is the best decision for the long term. Administrators should consider the following when deciding to remove students:

Evacuation:

Can students safely exit the building without moving toward the threat?

In Jonesboro, Arkansas, two students used the fire drill evacuation procedure to parade fellow classmates directly into the threat zone. School officials will need to quickly assess whether or not student evacuation can be accomplished safely.

Lockdown:

Can students remain safely in their current location without the threat moving toward them?

School administrators have a duty to protect and ensure that students are not remaining in a threatening situation when their safe removal is possible.

Reasons NOT to Evacuate

A hazardous material release in the area, inclement weather, hazards in primary and backup evacuation areas, hazards along evacuation route

Reasons to DELAY Evacuation

Severe injuries in the classroom, students/staff with mobility impairments, blocked evacuation routes, special education classes requiring assistance

Reasons to Lockdown

Any unusual odor or sound, visible smoke or rapid cloud, fire (outside building), skin or eye irritation, any breathing difficulty, gunfire, safety hazard reported by police.

Lockdown / Intruder Drills

Before Drill Date

1. Review Lockdown Procedures with Faculty & Students

The key to the successful internal practice drill is ensuring that staff and students are aware of the drills, goals, and objectives, as well as individual roles and responsibilities for all involved. (See *Appendix A* for a sample faculty drill procedure form.)

2. Announce Drill Date to Faculty

3. Optional Letter to Parent

While parents understand that a certain level of emergency preparedness by the school is necessary, it is still essential to communicate the importance of having them and their child take emergency preparedness seriously.

Day of Drill

4. Notify 911 Dispatchers of Drill

Also, notify them at the conclusion of the drill.

5. Assemble Crisis Team or Designated Faculty Evaluators

The crisis team, or designated faculty members should be assigned sections of the building to evaluate. This will speed up the drill, taking minimal time from classroom instruction.

6. Initiate Lockdown

For Lockdown procedures, see page 15, *Lockdown Procedure*.

7. Crisis Team Evaluates Each Room

They should be instructed to knock on doors, listen for talking, look in windows for visible students, check for computer monitors left on.

8. When Complete, Release Students

Only release students when proper procedure is used. Only teachers need to know the proper procedure for release from lockdown.

9. Crisis Team Meets to Evaluate and Debrief

See *Appendix B* for a sample Lockdown Drill Checklist.

Lockdown Procedure

1. Report to Prior Assigned Location

Everyone reports to the assigned classroom, or lockdown location as quickly as possible.

2. Hang “Lockdown” Sign on Outside Door

This notifies visitors to the building not to enter and why they will not find business as usual at the building.

3. Close, Lock and Cover Windows and Doors

Teachers should quickly check the hallway to locate any students in the hallway before locking the door. Window blinds or drapes should be closed.

4. Do Not Open Doors or Windows

Once door is locked, the door should not be opened for knocks or other reasons. The door or window should only be opened by the prearranged “all clear” signal. Note: If the door is opened by law enforcement personnel, students should keep their hands visible as they enter the room. Everyone in the room should stay away from doors and windows.

5. Take Roll

6. Wait for Further Instructions

Only listen to the intercom system if codes or procedures instruct you to do so. Do not answer a ringing phone, respond to in-room intercom calls, or turn on any televisions. These actions could be initiated by intruders familiar with the building, or give indication of potential target locations. No one is to leave the room to use the bathroom or any other reason.

7. Evacuate Only When Told

8. When Complete, Release Students

Only release lockdown when appropriate procedure is used. Only teachers need to know what the proper procedure is for release from lockdown.

9. When Safe, Check Building

When the building is safe, check food preparation areas, locker rooms, bathrooms, auditoriums, and other locations that may not have received the all clear notification.

See *Appendix A and B* for more lockdown information.

General Guidelines for Conducting Various Evacuation Drills

The evacuation drill is important to familiarize students and staff with emergency procedures. The following are suggestions to aid in establishing evacuation drill procedures:

1. All personnel should be assigned responsibilities during fire drills.
2. All rooms should be assigned routes for students to exit during drills. Students should proceed to the next nearest exit or to the designated alternate route if the first assigned exit is blocked.
3. Evacuation drills should be conducted at various times of the day and in different situations.
4. All drill alarm systems should be kept in working order at all times.
5. Evacuation drill instructions, on brightly colored posters, should be on display near the doorway of each classroom.
6. Food service personnel should be alerted in advance to scheduled evacuation drills.
7. Police and fire departments should be supplied with a floor plan of the school so they can direct emergency equipment to the needed area.
8. Plans and procedures should be on file at the Superintendent's office, fire department, and police department.
9. The various alarm methods used for different types of evacuations should be distinct from each other.
10. Students, faculty, and others in the building should evacuate the building immediately upon hearing an evacuation alarm. Prearranged evacuation routes posted in the classrooms should be used.
11. Students should not be permitted to stop for coats, books, or other belongings.
12. Evacuation drills should be orderly and students should walk quietly at all times.
13. At the sound of the appropriate alarm, teachers in charge of physical education classes should direct pupils to dress quickly in sufficient clothing and leave the building.
14. Teachers should stand at their classroom doors until pupils have filed out. They should check to see that windows and doors are closed but not locked, and follow pupils out of the building.
15. Teachers should instruct pupils to shut off monitors, Bunsen burners, blowtorches, and appliances, immediately when the evacuation alarm sounds.
16. Custodians should report to the area where utility controls are located.
17. Personnel should be assigned to check all rooms including restrooms, closets, and storerooms to be certain all students have evacuated the building.
18. Personnel should be assigned to each exit to see that unauthorized personnel and students do not reenter the building.
19. Personnel should be assigned as crossing guards to assist students in crossing dangerous streets.
20. Students should be directed to an area away from emergency response vehicles and equipment.
21. Secretaries or other designated personnel should take the responsibility for protecting building records.
22. When students reach assembly areas, implement some form of student accountability (head count, roll books, buddy system, etc.). Any discrepancy should be reported immediately to the principal.
23. When students reach designated assembly areas, they should remain there until further instructions are given.
24. Upon a prearranged signal, students should return to the building.
25. Reports of all evacuation drills should be sent to the proper authorities.
26. Alternate alarm systems, such as boat horns, police whistles, and sirens should be used occasionally during fire drills.
27. Personnel should be designated to aid and assist handicapped students in evacuating the building.

Courtesy of the Missouri State Department of Elementary and Secondary Education; The Missouri Driver and Safety Education Association, Local School District Advisory Committee; and the Missouri State Safety Center, Central Missouri State University.

Duck, Cover, and Hold Drills

When the ground begins shaking, loud explosion is heard or felt, the Duck, Cover, Hold drill begins. Everyone—students, staff and all others present—take the following protective actions:

1. Duck

Take cover under a nearby desk or table, positioning as much of the body as possible under cover.

2. Cover

Cover eyes by leaning the face against the arm.

3. Hold

Hold on to the table legs or side of the desk. Remain in position until the ground stops shaking, objects stop falling, or the teacher indicates that this phase of the drill has ended.

Interior Situations:

Auditorium

If there are only auditorium style chairs, Duck, Cover and Hold between the aisles.

Hallways

Take the “drop” position alongside the walls. Try to avoid hazards such as unsecured lockers, or trophy cases. Choose the closest safe place.

Other Open Places

Take cover by dropping to the floor, against an interior wall, if possible. Select the closest safe place: between tables or against a wall. The “drop” position is preferred: on the floor, on the knees, leaning over resting on elbows, hands clasped behind the neck, face down for protection.

Stairs

Duck, Cover, Hold: Sit down, hold onto handrail, and cover eyes.

Wheelchair

Remain in the chair, set brake, hold on. If you have a hard hat, put it on.

Limited Mobility

Remain seated (or sit down), protect head, brace body to avoid fall.

Exterior Situations:

Outdoor: Earthquake

Seek closest predetermined shelter, or lowest position available. Take the “drop” position or sit down.

Outdoor: Tornado

Move away from buildings, power lines, block walls, and other items, which might fall. Take the “drop” position or sit down.

Fire Evacuation Drills

During the fire evacuation drill, it is important to familiarize students and staff with the evacuation process, to identify irregular behavior of students and staff, and to test alarm systems and evacuation procedures. It is recommended that fire drills be conducted quarterly, at different times of the day. The following are suggestions to aid in establishing fire drill procedures:

Before Drill Date

1. Assign Exit Routes for Each Room

Students and staff members should be familiar with exit routes; diagrams of these should be posted in rooms. Primary and alternative routes should be selected. Make sure each room and other areas of the building have easy-to-find posters displayed near doorways of each classroom.

2. Unique Warning Device

The fire alarm should be clearly distinguishable from other emergency warnings.

3. Plan for Alternate Warning Procedure and Evacuation Routes

4. Check Fire Extinguishers

Fire extinguishers should be checked regularly and serviced by a qualified agency as necessary.

5. Review Procedures for Faculty Extinguisher Use

Instruction for use should also be given to school faculty.

6. Assign Faculty Responsibility

All personnel should be assigned responsibilities during fire drills. A faculty member should evaluate safety conditions outside the building before students assemble there.

7. Review Building Utility Control With Key Personnel

The principal should have a plan for the control of school utilities. The plan should be shared in advance and discussed with school custodians.

8. Arrangements for Transportation

Arrangements should be made with parents and bus transportation personnel concerning student dismissal if drill planning is for a Functional Drill.

9. Confirm Location of Microfilm Copies of Important Information

Microfilm or other media copies of important school records should be made in case of destruction or vandalism. Copies should be maintained in a separate location from the school.

10. Alert Food Service Personnel

Give food service workers advance notice of drill, to be able to make arrangements for food service and cleanup.

Fire Evacuation Drills (Cont.)

Date of Drill

1. Notify 911 Dispatchers of Drill

Also notify them when the drill is complete.

2. Issue Evacuation Order

3. Turn Off Computer Monitors and Other Educational Aids

Teachers should instruct pupils to shut off monitors, Bunsen burners, blowtorches, or appliances immediately when the fire alarm sounds.

4. Begin Student Evacuation

Students, faculty, and others in the building should evacuate the building immediately upon hearing the fire alarm. Prearranged evacuation routes posted in the classrooms should be used.

5. Maintain Orderly Movement

Students should not be permitted to stop for coats, books, or other belongings. Fire drills should be orderly, and students should walk quietly, with faculty supervision at all times. If the designated route is blocked, students should proceed to the next nearest exit or the designated alternate route. Teachers should stand at their classroom doors until pupils have filed out. They should check to see that windows and doors are closed but not locked, and follow pupils out of the building. They should take their class roll books with them.

6. Maintain Student Accountability

When students reach assembly areas, implement some form of student accountability (*head count or buddy system should be implemented*). Any discrepancy should be reported immediately to the principal.

7. Keep Students In Assigned Area

When students reach designated assembly areas, they should remain there until further instructions are given.

8. Record Evacuation Times

Evacuation times should be recorded for each side of the building.

9. Return to Building and Evaluate

Additional Essential Roles of Faculty During Evacuation Drills

Custodians should report to the area where utility controls are located. Personnel should be preassigned to check all rooms including restrooms, closets, and storerooms to be certain that all students have evacuated the building. Personnel should be assigned as crossing guards to assist students in crossing dangerous streets. Personnel should be assigned to each exit to ensure that unauthorized personnel and students do not reenter the building. Students should be directed to an area away from emergency fire vehicles and equipment. Secretaries or other designated personnel should take the responsibility of protecting building records.

Bomb Threat Evacuation Drills

Bomb Threat Evacuation Drill

1. Notify 911 Dispatchers of Drill

Also notify them when the drill is complete.

2. Threat Assessment Caller Evaluation

Conducted by school administration and law enforcement. A sample caller evaluation form is found in *Appendix D*.

3. Search Building Before Evacuation

A quick search of the building's interior and exterior should be done before evacuation. The device is more likely to be outside the building or in a common area, and student movement might put them in more harm.

4. When Appropriate, Evacuate Similar to Fire Drill

If the determination is that the threat is real and the building needs to be evacuated, the guidelines on page 16 should be followed. Local policies should dictate whether student book bags should be taken with them or not. If decision not to evacuate is made, skip to section below.

5. Outside Building Participation

Involve school division transportation or local law enforcement to maximize the effectiveness of the drill and better prepare for an actual threat.

20

Bomb Threat Drill (No Evacuations)

1. Staff and Students Remain in Rooms

They should not leave their rooms for any reason unless told to do so.

2. Halls Cleared

No one should be in the hallways for any reason, except for those authorized by the principal or public safety personnel.

3. Quiet Search

If the threat is judged to be a hoax, a quiet search of the facilities should still be conducted.

NOTE: If the threat is deemed to be real, students, faculty, and staff should be told to turn off all cell phones, pagers, or radios, as electronic communications signals could trigger certain types of bombs.

Tornado Drills

The following are suggestions to aid in establishing tornado drill procedures:

1. Notify 911 Dispatchers of Drill

Also notify them when the drill is complete.

2. Drill Alarm

Bell or horn in short intermittent blasts or other designated signal should be sounded as the alarm.

3. Student Movement Control

Occupants of each room should be assigned to a designated area for best traffic control. Administrators must determine the appropriate student movement and location (*Evacuation*—Page 13 or *Duck, Cover and Hold*—Page 17).

4. No Talking Among Students

Students should pass without talking. The buddy system, partners, or other method implemented by the teacher will assist in keeping order. Silence should also be maintained in the shelter.

5. Groups of Students Should Remain Together

Students should be organized in groups, with a teacher in charge of the shelter. The groups should remain intact as much as possible.

6. Everyone Should Remain Calm

7. Wait for All Clear

Wait for all clear. Watch outside for wires, etc. The predetermined all-clear signal must be audible to all areas.

8. Student Movement

Following the emergency, students should return to rooms or go to buses as directed.

Earthquake Drills

The following are suggestions to aid in establishing earthquake drill procedures:

1. Notify 911 Dispatchers of Drill

Also, notify them when drill is complete.

2. Drill Alarm

3. Duck, Cover, Hold Initiated

4. Check Self

Teachers lead drills by example. Before aftershock, which is approximately two minutes after first shock, have students check themselves for injuries.

5. Evaluate Location for Integrity and Safety

If student movement is initiated after evaluation, teachers should use buddy teachers, one at the front of the line of students and one at the rear.

6. Buddy Teacher

7. Recount Students

Have teachers, and buddy teachers, take roll after evacuation to account for each student.

8. Drill Evaluation

Evaluate each aspect of earthquake drills including Duck, Cover, and Hold evacuation. (See sample earthquake checklists—*Appendix E*.)

Nuclear Disaster Drills

The purpose of this segment is to stimulate thinking about drill planning for a nuclear disaster. Before these actions are taken, it is important to choose the kind of drill that will be conducted. Then consider the following:

Before Drill Date

1. Obtain Civil Defense Materials for Students and Faculty

2. Notify Teachers of Individual Duties

3. Notify Parents of Drill

4. Review Chain of Command

5. Review Warning Plan

6. Designate Shelter Areas in Building

7. Prepare for Drill Evaluation

Predrill notification is a good time to keep parents informed of current civil defense plans.

23

Note: In case of nuclear accident, advance planning is most important and should include:

1. An alarm system understood by the staff and capable of operating independently of the power supply. Any action to move should be precipitated by thorough understanding of where occupants should go.
2. Evacuation if the fallout of radiation buildup appears to be a dangerous factor. In considering evacuation, school administrators must weigh:
 - The time needed for delivery of students to a safe place.
 - Possibility that some students may be safer at school than home.
 - Capabilities of the school facilities.
 - Nearby community shelters with superior accommodations.
3. Systems for moving staff and students to shelter or throughout their evacuation.
4. Lines of communication to local authorities.
5. Radios turned to emergency stations. A battery-powered unit should be available in case other means of communication are not functioning.
6. Notification to parents of their children's condition.
7. Assistance to the shelter manager or the building safety coordinator through drill of the administrative responsibilities and skills. Such action may be through consultation, making decisions, activating groups, reassurance, and other necessities.

Nuclear Disaster Procedure

Date of Drill

1. Use Predetermined Alarm

Alarm should be understood by staff and should be capable of operating independently of the power supply.

2. All Involved Should Follow Prepared Plan of Action

3. Be Prepared to Shelter or Evacuate

4. Locate and/or Test Emergency Supplies

Drill times are great times to test emergency radios and batteries, as well as reevaluate sources of safe water and other needed supplies.

5. Evaluate Drill

Terrorist Response Drills

In the aftermath of the September 11th terrorist attacks, a renewed emphasis on school safety preparedness is occurring throughout the country. During this period of heightened awareness it becomes essential for schools to continue to regularly practice effective response drills. In addition, this is a period of time when total community collaboration is imperative for the effective response to a major school incident.

Why conduct terrorist response drills? Because schools are government institutions, which are almost completely defenseless, compared to other possible targets. They also receive a great deal of media attention. The current trend of terror fails to discriminate among targets. As we all know, schools are not only the heart of our communities, but are also America's future, representing much of what terrorists hate about this and other countries.

Common Methods of Terrorism:

- Planned Targeted Attacks
- Explosives
- Chemical Weapons
- Biological Weapons
- Nuclear Weapons

Two Phase Response to Terrorist Threats or Attacks

1. Risk Reduction Planning

Hardening the target. This can be done by developing comprehensive building security plans, staff mobility and visibility, investigating suspicious behavior, networking with staff for information, as well as looking for previously used trends and patterns.

2. Incident Response

Actions taken during the incident. (Drills)

25

Recommended Drills:

1. Evacuation

Page 16

2. Lockdown

Page 14

3. Intruder

Page 14

4. Duck, Cover & Hold

Page 17; *Appendix F* (Page 37)

5. Community Response Drills

Page 26, 27

Full Scale Community Response Drills

Following the tragedy at Columbine High School in Littleton, Colorado, a new wave of multi-agency emergency drills saturated the country. School administrators found themselves opening up the hallways of the school to highly armed Special Weapons and Tactics (S.W.A.T.) team personnel who encountered would-be intruders in an activity that was termed “Emergency Preparedness.”

Communities across America have discovered in the wake of school tragedies that a great deal of preparation must take place with only one component of that readiness being the entry of law enforcement personnel.

- What about fire and rescue?
- Have you connected with your local utilities companies?
- Will your local hospital respond for triage purposes?

These are just a few of a number of important questions that school administrators face in the wake of a school-based critical incident. In this section, we will attempt to provide guidance to school officials as they work with agencies within their community to prepare for a mass school emergency.

One emerging issue that is at the forefront of planning and developing emergency response is “who is in charge” during a school-based critical incident. There are several factors that need to be decided upon prior to establishing the chain of command during an emergency.

Schools tend to rely a great deal on internal operations support during a crisis situation. The issue begins to get complicated when outside responding agencies from the community are involved. It is important to note that every agency that will respond to an incident operates under a different chain of command. Each community is responsible for ensuring the responding agencies to a school emergency have worked through the question of incident command prior to an actual event.

26

The chain of command during a critical emergency is not an issue of the school principal yielding authority over the school to an outsider. It is establishing a structure by which organizations may establish the protocol to handle the incident.

Key Elements of Community Response Drills

1. Commitment

Involves a commitment from all responding agencies.

2. Communication

Involves key communication among agencies.

3. Coordination

Involves key coordination among agencies.

Full Scale response drills may test:

1. Evacuation Plans
2. Lockdown/Intruder Plans
3. Duck, Cover, and Hold Plans
4. Community Response Plans

Full Scale Community Response Drills (Cont.)

Before Community Response Drill Date

1. Planning Meeting	Conduct a planning meeting with all agencies involved.
2. Outline Plan	Outline multi-agency communication and coordination plans.
3. Request Site Visit	Request that each involved agency conduct a site visit at the facility prior to the drill date.
4. Outline Scope of Drill	Outline the date, length, and scope of the drill.

Day of Community Response Drill

1. Pre-Drill Briefing	Conduct a predrill briefing.
2. Initiate Response Phase	
3. Coordinate	Coordinate training drill through central command center.
4. De-Brief	De-brief on drill's strengths and weaknesses.

Suggested Responding Agencies

- Emergency Management Coordinator
- Police
- Fire/Rescue
- Central Office Staff (Superintendent, transportation director, operations director, and safety officers)
- School Support Staff (Counselors and custodians)
- Local Medical Community Representative
- Local Mental Health Representative
- Local Utilities Company Representative
- Local Phone Company
- Local Public Works Representative
- Local Red Cross Chapter
- Local Media Representative
- Parent Representative
- Student Representative

Intentionally left blank

Appendices

Intentionally left blank

SAMPLE

Intruder / Lockdown Drill Guidelines

Teacher and Student Review Sheet

Review crisis procedures with all classes at the beginning of the school year and discuss all student questions and concerns.

1. **What constitutes a LOCKDOWN CODE?**
 - a. An out-of-control, angry person who is a threat to the safety of our students, faculty and staff.
 - b. Someone who has a gun or a weapon.
 - c. Someone on a rampage.
2. **Who calls the LOCKDOWN CODE?**
 - a. Office or CMT (Crisis Management Team) will call Lockdown code over the intercom.
 - b. The law enforcement officer, SRO or designated CMT leader, or office will call 911.
 - c. The office or CMT will contact the School Board Office.
 - d. If, due to circumstances, the office can't call, the first person that becomes aware of the crisis situation will notify appropriate personnel.
3. **If you hear LOCKDOWN CODE over the intercom:**
 - a. Everyone is to stay where they are.
 - b. CLASSROOM TEACHERS are to:
 1. **Quickly glance** outside the room to direct any students or staff members in the hall into your room immediately.
 2. **Lock** your doors.
 3. **Lower or close** any blinds.
 4. Place students against the wall, so that the intruder cannot see them looking in the door. Look for the **“SAFE CORNER.”**
 5. **Turn out the lights** and computer monitors.
 6. **Keep students quiet.**

NOTE: All staff members should locate and hold on to their roll book prior to turning out the lights. This will aid in accounting for all students should an evacuation be necessary.

- c. **PHYSICAL EDUCATION TEACHERS** in the gym take their classes into the locker room, lock all doors and find safe area.
 - d. **LUNCH BLOCK STUDENTS** should move to the auditorium or locker room where lockdown will occur by teachers/administrators.
 - e. If students and teachers are **OUTSIDE THE SCHOOL BUILDING** they should **STOP, DROP, and REMAIN STILL**. Physical Education classes should have their radios and remain in contact with the building.
 - f. If teachers and students are in the **BATHROOMS**, they should move to a stall, lock it and stand on the toilet.
 - g. Anyone in the **HALLWAY** should move to the closest classroom immediately.
 - h. **NURSES/CAFETERIA WORKERS/SUPPORT STAFF** should stay in the area they are in, secure the doors, and turn out the lights.
 - i. **STUDENTS AND STAFF MEMBERS IN THE LIBRARY.** The librarian should lock the door, turn out the lights, and keep students quiet.
4. Stay in your safe areas until directed by a law enforcement officer, SRO or a CMT member to move or evacuate, and they open the door **WITH A KEY. TEACHERS: NEVER OPEN THE DOORS DURING A LOCKDOWN, EVEN IN THE EVENT OF A FIRE ALARM.** If directed to evacuate, law enforcement officers, SROs or CMT members will have keys to open the door.
 5. If an evacuation occurs, all persons/classrooms will be directed by a law enforcement officer, SRO or a CMT member, to a safe location. Once evacuated from the building, teachers should take roll to account for all students present in class. Administrators will divide and keep in communication with their radios.

SAMPLE Lockdown Drill Checklist

Good

Need To Improve—How?

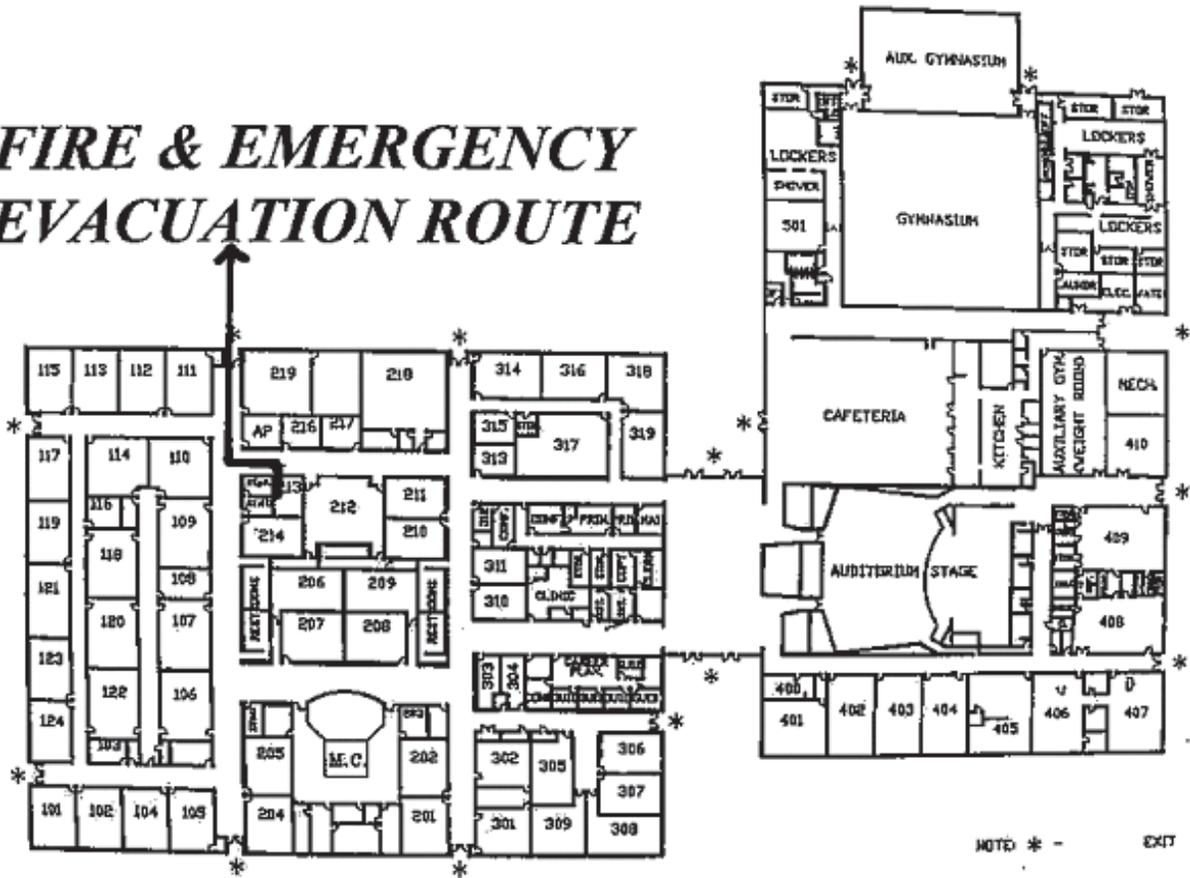
		1. Parents were informed about the drill.
		2. Scenario reviewed with staff prior to event.
		3. Students/staff went inside, closed the doors, and closed and locked all windows.
		4. Hang signs on doors and office to indicate “lockdown/shelter-in-place”
		5. Roll call of students and staff.
		6. Place wet towels across the bottom of doors to the outside. (Simulate during drill.)
		7. Tape up any vents, which can’t be closed. (Simulate during drill.)
		8. Tape around window if air is leaking in. (Simulate during drill.)
		9. Turn off air conditioning and exhaust fan in kitchen. (Simulate during drill.)
		10. Close drapes and curtains.
		11. Turn off pilot lights, but electricity should remain on. (Simulate during drill)
		12. Designate room for people who come to school during drill.
		13. Post signs indicating location of visitor’s room.
		14. Alternate restroom facilities available in each room.
		15. Alternate source of water for rooms without sinks.
		16. Are there provisions for students needing medication during shelter-in-place?
		17. Call 9-1-1 and the school district to tell them you are in lockdown/shelter-in-place.
		18. No one goes out during this time.
		19. Do you have a method of communicating with the office during a drill?

Please use the reverse side of this checklist for your suggestions and candid comments. Please return this form within 5 days to the Principal. All adults and observers at school site should complete this form.

Name: _____ Date: _____ Site: _____

SAMPLE Evacuation Poster

FIRE & EMERGENCY EVACUATION ROUTE



SAMPLE Bomb Threat Information Form

**Be calm and courteous — Do not interrupt the caller — Quietly notify the principal.
LISTEN!**

NAME OF OPERATOR: _____

TIME: _____ DATE: _____

CALLER IS (CHECK APPROPRIATE BOXES):

Male Female Adult Juvenile

ORIGIN OF CALL:

Local Long Distance Booth Within School Cell

CALLER'S VOICE CHARACTERISTICS:

Loud Deep High Pitched Persistent Raspy
 Soft Other _____

CALLER'S SPEECH:

Fast Distorted Distinct Nasal Stutter
 Other _____

CALLER'S LANGUAGE:

Excellent Poor Fair Foul Good
 Other _____

CALLER'S ACCENT

Local Foreign Race Can't Identify

CALLER'S MANNER:

Irrational Rational Angry Calm Deliberate
 Emotional Incoherent Coherent Laughing
 Other _____

BACKGROUND NOISES:

Factory Mixed Music Planes Bedlam Road
 Animal Office Machines Other _____

RELATED FACTS: (sample questions to ask)

When will it go off? _____ Hour? _____ Time Left? _____

What kind of Bomb? _____ Where are you now? _____

How do you know so much about the Bomb? _____

What is your name? _____

SAMPLE District-Wide Earthquake Drill Site Observer Checklist

Duck/Cover/Hold:

- The teacher led duck/cover/hold by example.
- The students knew the proper procedure:
The students: Ducked under cover Covered their eyes Held on
- The teacher gave instructions and reassurances.
- The teacher checked self and evaluated situation.
- The teacher asked the students to check themselves and others.
- The teacher evaluated the situation and waited for class composure before asking for an evacuation.
- The teacher checked with the paired teacher.

Aftershock (two minutes after first shock):

- The teacher led duck/cover/hold by example:
- The students knew the proper procedure. (See above section.)
- The teacher gave instructions and reassurances.
- The teacher asked the students to check themselves and others.
- The teacher evaluated the situation and waited for class composure before asking for an evacuation.
- The teacher checked with the buddy teacher.

35

Special situations: If there were special situations, either planned or unplanned, how were they handled?

Evacuation and Student Accounting:

- Evacuation was orderly.
- If there were no serious injuries, the teacher evacuated with the paired teacher, one at the front of the line, one at the rear. If a teacher was incapacitated, paired teacher evacuated both classes. If a student was injured and could not be moved, one teacher remained with the injured, while the paired teacher evacuated both classes to the assembly area.
- At the assembly area, the students sat down while the teacher took roll.
- A Student Accounting Form was sent to the Command Post.

Special situations: If there were special situations, either planned or unplanned, how were they handled?

SAMPLE

District-Wide Earthquake Drill

Site Observer Checklist (Cont.)

Medical Team:

Number of people assigned _____.

- The first aid area was set up out of sight of the student assembly area.
- The first aid barrel was located at the first aid area.
- Cots and stretchers were assembled.
- Victims were received and treated.
- A log was kept of all treatments.

Comments: _____

Reunification Request Gate:

Number of people assigned _____. Numbers who were volunteers _____.

Number of parent requests processed _____.

- Table and chairs were set up and materials available.
- Parents were handled calmly and respectfully. Parent identification was verified.
- Runners were available to handle requests.
- Student Release Forms were available for use.

Reunion Gate:

Number of people assigned _____. Numbers who were volunteers _____.

Number of parent requests processed _____.

- Table and chairs were set up and materials available.
- Parents were handled calmly and respectfully. Parent identification was verified.

Comments: _____

SAMPLE

Duck, Cover, and Hold Training Guide

When the ground begins shaking, a loud explosion is heard or felt, or a duck, cover, and hold drill begins, everyone—students, staff, and all others present—take the following protective actions:

Indoors:

- Duck:** Take cover under a nearby desk or table, positioning as much of the body as possible under cover.
- Cover:** Cover eyes by leaning the face against the arm.
- Hold:** Hold on to the table legs or side of the desk. Remain in position until the ground stops shaking, objects stop falling, or the teacher indicates that this phase of the drill has ended.

If there are no tables or desks nearby, but there are chairs (such as an auditorium-style arrangement):

- Duck, Cover, Hold: Take cover under the chairs, if possible, and/or between the rows of chairs, by dropping to the floor, holding on, and protecting the eyes with the arm.

If there are no tables or chairs nearby (or not enough):

- Duck, Cover, Hold: Take cover by dropping to the floor, against an interior wall, if possible. Select the closest safe place: between tables or against a wall. The “drop” position is preferred: on the floor, on the knees, leaning over to rest on the elbows, hands clasped behind the neck, face down for protection.

In the hallway:

- Duck, Cover, Hold: Take the “drop” position alongside the walls. Try to avoid hazards such as unsecured lockers, trophy cases, etc. Choose the closest safe place.

On stairs:

- Duck, Cover, Hold: Sit down, hold onto handrail, and cover eyes.

People with disabilities:

- In a wheelchair: Remain in the chair, set brake, hold on. If you have a hard hat with you, put it on. Trying to protect the head and neck by leaning forward so that the head is lower than the back of the wheelchair is not practical. First, the person would have to bend head down to knees, which may not be physically possible. Second, the leather or vinyl backs of most wheelchairs will not add protection.

SAMPLE

Duck, Cover, and Hold Training Guide *(Cont.)*

People with limited mobility, but not in a wheelchair:

- If sitting at the onset of an earthquake, remain in place, protect the head if possible, and hold on.
- If standing, sit down or brace body to avoid falling.
- People with mobility impairments should be moved away from potential hazards.

Teachers and other caregivers:

- Duck, Cover, Hold: Duck, cover and hold as directed above so that you will be available and uninjured to assist others after the ground stops shaking. The teacher should be the first to duck, cover, and hold.

Outdoors:

- Duck, Cover, Hold: Move away from buildings, power lines, block walls, and other items, which might fall. Take the “drop” position or sit down.

Remain in position until the ground stops shaking or the teacher indicates that this phase of the drill has ended.

Situation assessment:

- The teacher or supervising adult makes a quick assessment of the situation. Any of the following require immediate evacuation: fire, damage to structure, or hazardous materials spill.
- The teacher makes a quick assessment of injuries to students. Unless the situation calls for immediate evacuation, the teacher uses first aid for critical injuries.
- Teacher checks with a paired teacher. It may be necessary to assist or evacuate the paired teacher’s class.
- In most cases, the teacher will wait until composure has been reached and an evacuation signal has been received before directing the class to evacuate.

Aftershocks:

- Students and staff: Duck, Cover, Hold.
- Situation assessment procedures detailed above.

Acknowledgments

R.J.K. & Associates, Inc.—Material for this book was taken directly from Robert Kipper’s training manual for the course, “Beyond Crisis: Preparing Your School for a Critical Incident” and “American Schools in The Age of Terror: Could Schools Be The Next Target?” (www.robertkipper.com)

Federal Emergency Management Agency Comprehensive Planning For Safe Schools, Washington, D.C.

“Partnering For Safe Schools,” Crime and Violence Prevention Center, Office of the Attorney General, Sacramento, California.

Courtesy of the Missouri State Department of Elementary and Secondary Education; The Missouri Driver and Safety Education Association, Local School District Advisory Committee; and the Missouri State Safety Center, Central Missouri State University.

Source: Jamie Whaley and Holly Kleinsasser, “How Well Prepared Are You for a Fire in School?” *Inside School Safety*, Vol. 1:6, Aspen Publishers, Inc. © 1996.

Intentionally left blank

Intentionally left blank

